

Open Educational Resources (OER) Library Service: Baguio Patriotic High School End Users' Perspective

Venus L. Fa-ed

Benguet State University, La Trinidad, Benguet, Philippines

Author Email: fvenlaw@gmail.com

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Abstract. This study aimed to assess the perspective of Baguio Patriotic High School end-users, focused on the teachers and the students, on adopting Open Educational Resources (OER) as part of library services, the level of usefulness, ease of use, and the level of acceptance. It also presents the correlation between the level of usefulness, ease of use, and acceptance of OER among teachers and students. Descriptive statistics using weighted mean and ranking were used to analyze and assess the level of usefulness of OER, the level of ease of use of OER, and the level of acceptance of OER by teachers and students. For the correlation, a Pearson Correlation Coefficient (r) was used. Results show that both teachers and students of BPHS found OER to be an invaluable resource and user-friendly for obtaining essential information for their teaching and academic work. Thus, teachers and students are open to embracing and integrating OER in library services. On the other hand, there is a positive correlation between the level of usefulness of OER, the level of ease of use of OER, and the level of acceptance of OER among students and faculty of BPHS.

Keywords: Library services; Open Educational Resources; High school.

1.0 Introduction

Article XIV, Sec 1 of the Philippine Constitution and Sections 10 and 12 of the Republic Act 10650, also known as the Open Distance Learning Act, and in response to the 2012 Paris OER protestation, the Department of Education (DepEd), the Technical Education Skills and Development Authority (TESDA), and the Commission on Higher Education (CHED), and the University of the Philippines Open University (UPOU) concertedly issue this OER policy in the Philippines to promote and support the development and use of high-quality OER to ensure inclusiveness and access to equitable literacy learning in both formal and non-formal education from a perspective of lifelong literacy, towards an applicable and effective system of delivering quality education and the attainment of sustainable development in the country (Llego, 2024).

To attain quality education, libraries help their end-users with the high cost of demand for learning materials needed for the K-12 curriculum by adopting these online resources that will help satisfy the needs of the students and teachers in their teaching and learning without thinking of high-cost payment or subscription. It helps students meet the demands of their educational requirements, and helps teachers look into additional supplements that would add to their learning lessons. Adopting OER as part of library services, as seen on Boston College's website (Boston College Libraries, 2023), will enable more learners to explore resources without worrying about where to find information beyond the books and other collections offered by the library.

Libraries play a significant role in supporting the information needs of their stakeholders. According to the Standards for Philippine Libraries: School Library and Media Centers, an efficient library media center must address the needs of students, teachers, and other end-users. It should be adequately equipped to meet the requirements of both the users and the curriculum (DO 56, s. 2011). To keep abreast of libraries in the Philippines, they have begun incorporating OER into their services. These resources are available on library or institutional websites, making it easier for end-users to access information anytime and anywhere. For example, institutions such as the College of Education in Central Philippine University Libraries provide access to an extensive online library of Filipiniana e-books, creating easy access to valuable educational works (Central Philippine University Libraries, 2023). Additionally, textbooks at the University of the Philippines Los Baños Library (UPLB) are shared resources that can be used across multiple higher education institutions, ensuring broader dissemination and accessibility (University of the Philippines Los Baños Library, 2020). These adaptations of using OER resources are rapidly evolving in response to the standards every library must follow.

However, there are no currently existing studies on how end-users accept and utilize these resources provided by libraries to meet their information needs, especially in teaching and learning. To look further into this gap, the present study intends to explore the perspective of Baguio Patriotic High School end users, particularly students and teachers, regarding adopting OER as part of the school's library services. This sought to answer the following questions: 1. What is the level of usefulness of OER to: a. teachers, b. students; 2. What is the ease of use of OER for a. teachers, b. students; 3. What is the level of acceptance of using OER by a. teachers, b. students; and 4. Is there a correlation between the level of usefulness, ease of use, and acceptance of OER among: a. teachers, b. students.

The findings will provide valuable insights to school librarians on developing strategies and action plans to better support their users. This study will benefit the following: The institution will become more updated on the educational tools that can be useful without worrying about any cost. It will also serve as a reminder that technological innovations are rapidly advancing, and embracing these developments is essential to continue delivering quality education in the 21st century. For the teachers, OER will offer free supplementary teaching materials, which can be accessed anytime and anywhere. This flexibility can help them reach students during asynchronous learning sessions. Furthermore, it will encourage teachers to create more engaging classes, inspiring students to participate and better understand the lessons. Most especially, the students will benefit from additional learning resources that support and enhance their understanding of course content. These resources are accessible anytime and anywhere, catering to various learning styles and helping students share information with peers more effectively. As a result, their comprehension may improve thanks to the diverse formats that OER provides.

2.0 Methodology

2.1 Research Design

The study employed survey research to gauge the perspectives of BPHS teachers and students on adopting OER as part of library services. Survey research collects detailed and factual information to describe existing phenomena (Calmorin & Calmorin, 1995).

2.2 Research Participants

The total population of the study is 173, which comprises BPHS teachers and students. The respondents were all Grade 9 to 10 students and all Baguio Patriotic High School faculty employees.

2.3 Research Instrument

This study employed an adopted, modified, and validated survey questionnaire as the primary instrument and data source to answer the research questions. It adhered to ethical guidelines, and participation was voluntary for all respondents. The researcher's statistician, adviser, and panel of experts took several steps to validate the instrument. A pre-test was conducted to assess the reliability. The Cronbach's Alpha result from the pre-test was .898, which is described as good, thus validating the questionnaires.

2.4 Data Gathering Procedure

This study employed a formal letter of request addressed to the school principal to request permission to administer questionnaires to teachers and students. A consent letter was provided to the respondents before

answering the questionnaires. The school principal assisted the researcher in administering the questionnaires to the teachers, and the researcher personally retrieved them. For the students, the researcher personally administered the questionnaires to them and personally retrieved them from them.

2.5 Ethical Considerations

This research study followed ethical guidelines. The respondents' participation was voluntary. They were allowed to opt out of answering the questionnaires if they felt uncomfortable. Their participation was protected from any form of force, including physical, social, or psychological, and no other forms of coercion were used solely to gather data. In addition, the data gathered from the respondents were protected and remained confidential throughout the study.

3.0 Results and Discussion

3.1 Usefulness of OER

Table 1 presents the results regarding the usefulness of OER to teachers. As shown in Table 1, the overall mean is 3.394, with a descriptive equivalent of “very useful.” This indicates that the teachers of BPHS consider OER to be a highly beneficial tool for obtaining the information needed for their teaching. This implies that by using OER, teachers have access to a flexible and diverse selection of educational resources in various formats, which they can adapt, modify, and use based on the needs of their learners. This is consistent with the research conducted by Rajabalee et al. (2023); Schroeder and Donat (2023), who found that OER is a valuable tool that empowers educators to implement teaching strategies more quickly and flexibly. OER helps them build their teaching effectiveness by providing free teaching and learning materials that facilitate the collaborative design and development of courses. Educators can integrate these materials into their teaching practices, ultimately improving educational outcomes.

Table 1. *Level of Usefulness of OER to Teachers*

Indicators		Mean	Interpretation
1.	OER helps make my instructional materials.	3.47	Very Useful
2.	OER helps me to accomplish my work faster.	3.41	Very Useful
3.	OER boosts my output at work.	3.53	Very Useful
4.	OER helps me save time by reducing the search engines I must check for the information I need.	3.41	Very Useful
5.	OER improves my search strategies.	3.35	Very Useful
6.	OER helps me discover more topics for my students.	3.47	Very Useful
7.	I obtain references that help me teach my students using OER.	3.53	Very Useful
8.	OER motivates me to teach more since it reduces my financial stress.	3.18	Useful
9.	OER enables me to obtain resources for preparing for tests and examinations.	3.35	Very Useful
10.	OER improves my ability to teach.	3.24	Useful
Average Mean		3.39	Very Useful

Referring to the table, using OER, teachers gain valuable references that aid their instruction and enhance their work productivity. This aspect ranked the highest, with a mean of 3.53, described as “very useful”. This suggests that OER is a handy tool for teachers, offering access to a wide range of multimedia content, including videos, interactive simulations, and open-source textbooks. Teachers can easily adapt these resources to meet their specific teaching needs, creating dynamic and engaging lessons that foster greater student participation and interaction, leading to a more enriching learning experience. This aligns with Sandanayake's (2019) study, which found that OER empowers researchers and students, encouraging greater innovation in teaching and learning through the openness and flexibility of the resources. Arispe et al. (2023) and Misra (2012) found that OER increases teachers' knowledge and enhances their teaching strategies. Teachers reported that OER contributes to meaningful teaching, accelerates the teaching-learning process, and fosters a culture of independent study among learners.

The next highest-ranked benefit is that OER helps teachers create instructional materials and discover new topics for their students, with a mean of 3.47, also considered “very useful.” This suggests that OER's freely available instructional materials offer teachers ideas for creating engaging lessons and discovering new topics to cover. This encourages teachers to be more innovative and creative, going beyond what is available in the library to educate themselves on various teaching strategies and new subject matter. This finding is supported by Segarra-Faggioni and Romero-Pelaez (2023); Noyes et al. (2024), who found that discovering topics through OER can improve teaching and learning practices. Most instructors who used instructional materials, such as slides, worksheets, and

assessments, which they could modify and integrate into different teaching contexts, found these resources helpful for student-centered teaching practices like group work or discussions. This flexibility allows them to enhance their instructional practices and explore innovative teaching strategies.

The third-highest ranking benefit, with a tie, is that OER helps teachers complete their work more quickly and saves time by reducing the need to check multiple search engines for information, with a mean of 3.41, also considered “very useful.” This indicates that OER provides a centralized platform for educational materials, minimizing the need for teachers to search multiple sources and offering time efficiency and resource accessibility. This suggests that integrating OER into library services helps teachers save time and accomplish their work faster. Rajabalee et al. (2023) support this by stating that OER helps educators reduce teaching preparation time, enhancing the quality of teaching practices and allowing for more engagement with students.

Table 2 presents the findings on the level of usefulness of OER to students at BPHS. As shown in the table, the overall average mean score is 3.078, with a descriptive equivalent of “useful,” indicating that students find OER a beneficial tool for obtaining the information they need for their academic work. This suggests that, besides their textbooks and library resources, students use OER to gather additional information necessary for their subject requirements, incorporating it as one of their references. This is especially true for Grade 10 students, who use OER during their library hours for their research subject, as observed by the librarian. Grimaldi et al. (2019) support this, arguing that OER can enhance students' learning by providing access to a broader range of information. The diversity of resources helps students expand and develop their critical thinking skills. By fostering critical thinking, OER encourages students to question the information they gather, prompting them to explore different resources to gain a deeper understanding. This process empowers their knowledge, which can benefit their academic needs.

Table 2. *Level of Usefulness of OER to Students*

Indicators		Mean	Interpretation
1.	OER is helpful for my self-learning.	3.41	Very Useful
2.	OER helps me to accomplish my learning activities more quickly.	3.15	Useful
3.	OER helps me to improve my learning results.	2.99	Useful
4.	OER helps me save time by reducing the search engines I have to check for the information I need.	3.08	Useful
5.	OER improves my search strategies.	3.16	Useful
6.	OER helps me discover beyond what is taught in the classroom.	3.13	Useful
7.	I obtain references that help me understand my lesson using OER.	3.08	Useful
8.	OER motivates me to learn more since it reduces my financial stress.	2.72	Useful
9.	OER enables me to obtain resources for preparing for tests and examinations.	3.00	Useful
10.	OER enables me to improve both my performance and grades.	3.05	Useful
Average Mean		3.07	Useful

The highest-ranked statement was that OER is helpful for students' self-learning, with a mean of 3.41 and a descriptive equivalent of “very useful.” This suggests that students view OER as a highly beneficial tool for obtaining the information they need for their academic work. It indicates that students take the initiative to go beyond their textbooks and explore additional resources, fostering self-directed learning that enhances their critical thinking and self-efficacy. These findings align with the study by Li and Wong (2021), which states that OER helps learners access and use learning materials easily, leading to the successful completion of learning activities, breaking down learning barriers, facilitating the sharing of materials and collaboration, and improving learning performance. Most students who used OER reported better learning outcomes, contributing to positive experiences. This is because OER allows learners to explore diverse perspectives, promoting independent learning and critical thinking. Furthermore, Cheung et al. (2023) found that students perceive OER as particularly valuable for supplementing course materials, which enhances independent research and exploration, providing additional context, examples, and explanations beyond traditional textbooks.

The second-highest-ranked statement was that OER is a valuable tool for improving students' search strategies, with a mean of 3.16 and a descriptive equivalent of “useful.” As students seek more information for their academic needs, they tend to explore various links or resources. OER enhances their ability to locate and effectively utilize educational materials, improving their search strategies. This skill allows students to access accurate information more efficiently, without wasting time browsing multiple sources. A study by Muggli and Westermann (2019)

showed that students using OER significantly improved their ability to locate relevant information, assess source credibility, and synthesize information from various sources. Thus, OER helps improve students' information-seeking skills. Applying OER as a public strategy can help improve the quality of education. In conclusion, OER was a valuable tool for improving search strategies, increasing motivation, and better learning outcomes.

The third-highest-ranked statement was that OER helps students accomplish their learning activities more quickly, with a mean of 3.15 and a descriptive equivalent of “useful.” This suggests that OER is a beneficial tool for students, enabling them to promptly gather the information they need to complete their learning activities. It implies that students can meet deadlines, avoiding deductions for late submissions and unfinished tasks. By offering immediate access to resources, OER eliminates the time-consuming process associated with traditional learning methods. This idea aligns with S.R. Ranganathan's fourth law, “save the reader's time,” as OER provides students with direct access to information. These findings are supported by Ikahihifo et al. (2017), who stated that the accessibility and availability of OER in various formats help students quickly find the specific information they need, especially when facing deadlines, as OER is customized and focused on specific areas relevant to students' needs.

3.2 Ease of Use of OER

Table 3 presents the findings regarding the level of ease of use of OER for BPHS teachers. As shown in the table, the overall mean is 3.30, with a descriptive equivalent of “very easy,” indicating that OER is a highly convenient and comfortable tool for teachers to obtain the information they need for teaching. This suggests that the flexible nature of OER allows teachers to modify and adapt the content to fit specific topics, teaching styles, and student needs. As Blomgren (2018) noted, secondary teachers can take advantage of these resources by personalizing instruction to increase diversity and differentiate learning to meet the needs of their students better. Additionally, Arispe et al. (2023) supported this finding, emphasizing that when educators retain, reuse, adapt, and remix OER, they gain access to high-quality digital materials, enhance their teaching practices, and foster better collaboration among teachers. These resources are particularly valuable for secondary teachers where traditional resources, such as library books, may be scarce and rely heavily on donations, gifts, and giveaways.

Table 3. *Level of Ease of Use of OER to Teachers*

Indicators		Mean	Interpretation
1.	OER is easy to use and navigate without financial concern.	3.47	Very Easy
2.	Learning to use and navigate the OER is comfortable for me.	3.18	Easy
3.	I am knowledgeable enough to utilize the OER.	3.06	Easy
4.	When I get into problems, I know I have someone to ask for help.	3.38	Very Easy
5.	OER has a help desk that can aid me with my search.	3.18	Easy
6.	OER is user-friendly due to its video tutorials and guide.	3.18	Easy
7.	OER materials have flexibility in access.	3.35	Very Easy
8.	OER is simple for me to comprehend.	3.41	Very Easy
9.	With the advent of OER, I can learn everywhere and at any time.	3.47	Very Easy
10.	OER is easy to use since the open licenses allow users to customize the resources.	3.35	Very Easy
Average Mean		3.30	Very Easy

As shown in the table (Table 3), teachers find OER easy to use and navigate without financial concern, and it helps them learn anytime and anywhere. These were equally ranked the highest, with a mean of 3.47 and a descriptive equivalent of “very easy.” This implies that the ease of use of OER gives satisfaction to teachers, encouraging them to use more OER as part of their lessons and presentations, especially during times when there is class suspension due to weather calamities, when they need to send learning materials for students' self-learning, or during online classes. Using resources for free without considering any expenses is a great help for educators, especially when they only rely on minimal resources. Thinking of where to get the information needed for classroom teaching, following the upward momentum of personalized instruction, supporting instructional materials for students' engagements, and resources to add to their core curriculum can be somewhat of a struggle. However, using the provided open-access educational resources supplements teachers' teaching needs without worrying about any expenses. The result aligns with Kimmons (2015) and Wiley et al. (2012), where teachers favored the potential of OER because they could customize open-licensed resources at no cost, promising them enriched resources to help each student learn effectively.

The second-highest finding was that teachers find OER easy to comprehend, with a mean of 3.41, equivalent to “very easy.” This means that due to the friendly features of OER, teachers found it very convenient to use in preparing for their lessons, so looking for resources is not a hassle. This, in turn, fuels their creativity, allowing them to develop innovative instructional strategies such as interactive exercises and simulations, which are especially useful in blended learning settings. The flexibility of OER and its simplicity of comprehension was supported by the European Commission, as stated in the study of Kurelovic (2016), stressing that OER allows more personalized learning due to its accessibility and user-friendliness, providing a better learning experience and improved use of resources, which promote equity by increasing the availability of knowledge. Thus, users like teachers can easily adapt and understand each learning material.

The third-highest ranking was when teachers faced problems while using OER; they had someone to ask for help, with a mean of 3.38, equivalent to “very easy.” It means the librarian is always available whenever a client, like a teacher, needs help navigating the learning materials. Also, whenever a technical problem is encountered, the school’s IT personnel are always available. This implies a collaboration between the library and IT staff to ensure a smooth flow of navigating and using the learning materials. This was supported by the study of Cannon-Rech and Mortimore (2020), which states that when teachers encounter problems while using OER, the librarian's role is to be available for assistance, as they are the front liners of every library. They support content and feature requests, help locate materials, and offer training for developing interactive tutorials and assignments.

Table 4 presents the level of ease of use of OER for BPHS students. As seen in the table, the overall average mean is 3.13 with a descriptive equivalent of “easy,” which means that OER is a convenient and comfortable tool for students to use for the information needed for their academic work. This implies that the accessibility, adaptability, and customization features of OER give students easy access, allowing them to independently explore the learning materials they need for their academic requirements. This aligns with the study of Itasanmi (2020); Zaid and Alabi (2020) found that OER enhances student engagement and learning due to its easily accessible features, enabling students to learn at their own pace and convenience and helping them prepare for classes.

Table 4. *Level of Ease of Use of OER for Students*

Indicators		Mean	Interpretation
1.	OER is easy to use and navigate without financial concern.	3.21	Easy
2.	Learning to use and navigate the OER is comfortable for me.	3.17	Easy
3.	I am knowledgeable enough to utilize the OER.	3.10	Easy
4.	When I get into problems, I know I have someone to ask for help.	2.97	Easy
5.	OER has a help desk that can aid me with my search.	3.05	Easy
6.	OER is user-friendly due to its video tutorials and guide.	3.35	Very Easy
7.	OER materials have flexibility in access.	3.10	Easy
8.	OER is simple for me to comprehend.	3.05	Easy
9.	With the advent of OER, I can learn everywhere and at any time.	3.17	Easy
10.	OER is easy to use since the open licenses allow users to customize the resources.	3.08	Easy
Average Mean		3.13	Easy

Among the given variables, OER is user-friendly due to its video tutorials and guides, with a mean of 3.35, ranked highest with a descriptive equivalent of “very easy.” This means that due to the video tutorials and guides OER provides, the students can easily navigate, understand, and use the learning materials it offers, such as scientific experiments uploaded for their reference, video-recorded lessons, do-it-yourself activities, and more that are already prepared and uploaded for their convenience, especially for visual learners. This implies that, due to the features of OER, it is very convenient and comfortable to use, helping the students with their academic needs. This was supported by Tomczyk et al. (2023); William (2015), who claimed that due to the wide range of online formats, including textbooks, video-recorded lectures, YouTube clips, web-based textual materials designed for independent study, animations, and simulations, and digital diagrams, students find it beneficial and easy to use. They can pause, rewind (especially video tutorials), and revisit specific topics at their convenience, making learning more accessible, especially for visual learners, as some video tutorials allow authentic demonstrations of skills with real people through the eyes of the performer.

The second-highest rank was for the statement that OER is easy to use and navigate without financial concern, with a mean of 3.21, equivalent to “easy.” This means that the students will find OER convenient and comfortable

to use when navigating and searching for the information needed for their academic needs. This implies that the students can access and navigate the learning materials without a trial stage and a subscription that only lasts for a week or a month, requiring payment after the trial phase ends. As Butcher (2015), Cheung et al. (2022), and Grimaldi et al. (2019) mentioned in their studies, OER does not require payment to gain access to education. Its open licensing policies, which allow editing and remixing, significantly benefit every student. It empowers them with the essential learning materials they need for their education.

The third-highest rank was shared equally between two statements: learning to use and navigate OER is comfortable for the students, and with OER, they can learn anywhere and at any time, with a mean of 3.17, which has a descriptive equivalent of “easy.” This means the students are open to learning to use and navigate OER. They have already experienced using open-access journals for their research subjects, open tutorials, self-video lessons, and activities uploaded and shared by their teachers during the pandemic for their online classes on uLearning, an application that teachers and students used for online classes during the pandemic. This app can be downloaded on their mobile phones for easier access, allowing them to access it freely and at any time. As Lin (2019) mentioned in his study, when OER is used in a course, students should learn to navigate its content, and instructors, as well as librarians, should teach and guide students on how to use OER to enhance collaborative thinking, perspectives, and mentoring. This implies that the students are comfortable adopting OER as part of library services that they can use to support their learning. This is supported by Dempsey (2019), who said that students liked accessing digital course resources from any device, including their phones, because it is convenient and extremely easy to access the materials and study anywhere and anytime.

3.3 Acceptance of Using OER

Table 5 presents the results of the acceptance level of BPHS teachers using OER as part of library services. The table shows that the overall average mean is 3.62, which is a descriptive equivalent of highly acceptable. This means that teachers found OER to be a handy, convenient, and comfortable tool, making it a highly suitable and adaptable tool that they can use to get the information needed for their teaching. This implies that the teachers of BPHS are willing and want to adopt OER as part of a library service that they can use as a supplement to their teaching. The result was correlated with the study conducted by Llanda (2023), where findings revealed that teachers assessed the use of OER as generally high, making it a convenient and adaptable tool for accessing information for their teaching needs.

Table 5. *Level of Acceptance in Using OER by Teacher*

Indicators	Mean	Interpretation
1. Teachers, students, and the school will likely favor using OER.	3.65	Highly Acceptable
2. I intend to utilize the OER as soon as it is implemented.	3.71	Highly Acceptable
3. People who influence my work think I should use the OER.	3.41	Highly Acceptable
4. People who are special to me think I should use the OER.	3.41	Highly Acceptable
5. Adopting and using OER is a good idea, especially for learning and exploration.	3.82	Highly Acceptable
6. OER makes my work/studies more interesting.	3.53	Highly Acceptable
7. Utilizing OER is entertaining and educational.	3.53	Highly Acceptable
8. I do not feel scared or worried that I could lose much information in using the OER.	3.59	Highly Acceptable
9. I do not hesitate to use the OER for fear of making mistakes I cannot correct.	3.65	Highly Acceptable
10. I am willing to learn how to use OER.	3.88	Highly Acceptable
Average Mean	3.62	Highly Acceptable

The table shows that the highest-ranked factor was the teachers' willingness to learn to use OER, with a mean of 3.88 and a descriptive equivalent of highly acceptable. This means that the teachers consider OER highly suitable for their teaching because they recognize its potential to improve productivity and foster an innovative learning environment. The researcher observed this willingness firsthand, as some teachers visited the library asking for supplementary materials and guidance on accessing the OER videos advertised as part of the library's educational services, as well as the Starbooks installed in the library. Their initiative to seek guidance and resources highlights the librarian's role in assisting and guiding teachers on navigating and using these educational tools in their lessons. With the growing number of teachers eager to learn how to access these resources, the librarian is excited to assist them. This interaction allows the library to provide teachers with the required materials while educating them about other available educational resources. In addition to providing guidance, the librarian also created a video on how to access each open educational resource, which was displayed inside the library for users' reference.

By doing so, the library supports teachers and benefits students, as the teachers now have broader access to resources they can use in their instruction. This suggests that teachers accept OER and are interested in adapting and using its educational resources. As Van Allen and Katz (2020) and Krajka (2018) noted, creating a multimedia learning environment with remixed images and videos is essential for presenting content to learners in diverse ways. Thus, teachers' willingness to use and adopt OER in their teaching reflects the opportunity to enhance their learning experiences and make learning more accessible for all students, especially those who cannot afford commercial resources.

The second highest was "adopting and using OER is a good idea, especially for learning and exploration," with a mean of 3.82, with a highly acceptable descriptive equivalent. This means that teachers highly appreciate the diverse collection of learning materials. OER allows them to explore other topics related to their teaching needs at their most convenient time. As observed, secondary teachers do not only teach one subject and one class, private or public, due to short staffing, as do the teachers at BPHS. Having multiple subject areas to teach may cause inconvenience to the teachers because they have multiple preparations to make, different instructional materials, and even different teaching methods. This implies that teachers see OER as a tool that helps them explore and adapt ideas aligned to their lessons. With this, OER helps multi-loaded teachers with an idea of how they will make multiple preparations. It provides them with instructional materials for each subject through its ready-made lessons and videos that they can explore and use. Learning and exploring the content of these learning materials guide every teacher in preparing their lessons before the start of the school year or the week, giving them ideas on making classroom learning educational and fun, and upgrading their teaching strategies as learners vary each school year. The result was supported by the study of Griffiths et al. (2022), saying that learning and exploring topics that are relevant to their students' lives and tailoring the subject features to meet their students' needs and background allow them to bring in a more diverse set of perspectives that are not presented in their textbooks, creating opportunities for knowledge and collaboration with each other.

The third highest was "teachers intend to utilize the OER as soon as it is implemented," with a mean of 3.71, having a descriptive equivalent of highly acceptable. Due to the numerous benefits the OER provides, teachers will likely utilize these learning materials as soon as it is implemented as one of the library's services. This implies that the role of the librarian in support of this is to make sure that she collaborates with the teachers to be able to know precisely what learning materials they need, to make sure that the teachers will be able to utilize the learning materials, collaborate with the school's IT personnel for any technical preparation, the school administration for support of additional computers and other equipment needed, and with the school principal to incorporate OER as one of the learning resources and references to be used by the teachers. Rajabalee et al. (2023); Tang (2020) said that adopting and utilizing OER can be an alternative pathway for K-12 teachers in support and as a supplement for resource restraints of every institution. Given the growth of digital resources and online platforms, it is easier for teachers to access and share OER, and many schools and libraries at present are actively promoting the use of OER not only to reduce cost but to increase access and improve learning outcomes for students with the help of the school administration and heads. Thus, the result was correlated with the study conducted by Yu et al. (2024), wherein results revealed that teachers intended to use and adopt OER in their teaching because of its ease of use in searching and retrieving teaching materials. Teachers' attitudes towards using OER in their teaching were positive, indicating they were confident in their ability to navigate, find, and use OERs.

Table 6 presents the results of the level of acceptance of students of BPHS in using OER as part of library services. As seen in the table, the overall average mean is 3.07, with a descriptive equivalent of acceptable, which means that the BPHS students consider OER a suitable and adaptable tool that they can use to get the information needed for their academic work. Their acceptance implies that they will utilize the OER offered by the library in addition to the information provided by the print collections inside the library for their research, assignments, and self-learning, especially since their access to the online world is only in the library. The result is correlated to the study conducted by Synder (2023). The study reveals that students view OER favorably, acknowledging the advantages they offer for their learning experience. Implementing OER in libraries contributes to improved academic performance, enhances students' perceptions of their teachers, and fosters communication beyond the classroom, indicating a significant level of acceptance among students for incorporating OER into their educational journey.

Table 6. *Level of Acceptance in Using OER by Students*

Indicators		Mean	Interpretation
1.	Teachers, students, and the school will likely favor using OER.	3.39	Highly Acceptable
2.	I intend to utilize the OER as soon as it is implemented.	3.03	Acceptable
3.	People who are special to me think I should use the OER.	2.75	Acceptable
4.	People who influence me academically think I should use the OER.	2.94	Acceptable
5.	Adopting and using OER is a good idea, especially for learning and exploration.	2.82	Acceptable
6.	OER makes my work/studies more interesting.	3.21	Acceptable
7.	Utilizing OER is entertaining and educational.	3.23	Acceptable
8.	I do not feel scared or worried that I could lose much information in using the OER.	2.96	Acceptable
9.	I do not hesitate to use the OER for fear of making mistakes I cannot correct.	2.97	Acceptable
10.	I am willing to learn how to use OER.	3.37	Highly Acceptable
Average Mean		3.07	Acceptable

Among the given statements on the level of acceptance of BPHS students in using OER, “teachers, students, and the school will likely be in favor of using OER” was ranked the highest, with a mean of 3.39 and a descriptive equivalent of highly acceptable. This means the students see their teachers and the school administration supporting their educational needs. This implies that teachers play a role in motivating the students to learn and explore beyond their limits through adapting and marketing the learning activities and lessons provided by the OER, and the school administration in providing financial support to fulfill the necessary equipment for incorporating OER as one of the library services. As stated in the fifth law of libraries by S.R. Ranganathan (Barner, 2011), a library is a growing organism that every institution should change and adapt itself with the spirit of the time so it can best serve those who need it, who are their end users, since if a library does not change, it will become extinct. Being in favor of any development that helps boost learning for the students and the teachers, like adopting the vast non-commercial offer of OER, helps to ease and add to the resources of library end users and contributes to innovativeness and creativity. It opens an avenue between the library end users and the sources of information for independent learning that fosters literacy. Thus, the existence of OER in the library boosts its services and leads to library users' satisfaction. This was supported by the study of Griffiths et al. (2022), which found that educators and administration are open to adopting OER. Educators started adopting open and culturally responsive teaching practices while critically reflecting on the subjects they wish to teach their students because they felt empowered to address the materials they felt were a priority and of interest to their students. At the same time, educators and administrators are inspired to embrace OER as a means to promote equity through advantages such as cost savings, enhanced accessibility for learners, and relevant customizable materials.

The second highest was “the students are willing to learn how to use OER,” with a mean of 3.37 and a descriptive equivalent of highly acceptable. This means the students are actively interested in using and accessing OER. It was proven during their blended learning in the pandemic because they saw it as applicable. It helped them with their information needs, especially in their research subject, where they needed a lot of references in physical form and published research that they could retrieve and access online, provided that the library lacks physical references and needs the support of online resources. In addition, part of the school's policy is not allowing the students to use their mobile phones on campus, limiting their access to information. This implies that the library must act as a bridge between the students and the online world to help them access and evaluate the information they are using through library literacy education programs. The library must educate and guide the students on how to use these resources. Educating them on using educational resources prepares them to become independent learners as they go to their higher level of education. Thus, Cheung (2019); Cheung et al. (2023); Oelfke et al. (2021), revealed from their research that students recognized the usefulness and other benefits of OER, like the quality of its materials, demonstrating a proactive approach in acquiring skills provided by their teachers in partnership with the library to engage OER in their course. They often use OER for educational purposes, viewing it as highly beneficial for enhancing course textbooks, getting more reference materials, and completing assignments and projects. With free and open availability on the internet, OER has served as a suitable and timely support for both online and face-to-face learning modes.

The third highest was “utilizing OER is entertaining and educational,” with a mean of 3.23 and a descriptive equivalent of acceptable. This means that the students find OER learning materials interactive, like their videos, simulations, and gamified content, which foster a more interactive learning experience for easier understanding of their lessons. This implies that the interactive content of OER helps the students, especially visual learners, to

have a deeper understanding and retention of knowledge, making learning more enjoyable, which boosts students' motivation and helps them better understand the knowledge they have acquired from it. Cox (2019) discovered that technology-based resources like OER make learning fun and engaging for students and encourage them to invest more effort in their studies as time goes on. Even subjects that students deem challenging or tedious can become more interesting with virtual lessons, through videos and simulations, which can help students to learn complex concepts more enjoyably while mastering 21st-century skills.

3.4 Correlation between Usefulness, Ease of Use, and Acceptance of OER among Teachers and Students

Table 7 presents the correlation between the Level of Usefulness of OER, Ease of Use of OER, and the Level of Acceptance among teachers and students. The study reveals statistically significant ($p < .001$) positive correlations between the level of usefulness of OER, the level of ease of use of OER, and acceptance of OER among students and teachers. Hence, the hypothesis that there is a significant correlation between the level of usefulness, ease of use, and acceptance among students and teachers is accepted.

Table 7. Correlation between the Level of Usefulness, the Level of Ease of Use, and the Level of Acceptance of OER among Teachers and Students

		Acceptance	Interpretation
Students	Ease of Use	.564**	Moderate positive correlation
	Usefulness	.620**	Moderate positive correlation
Teachers	Ease of Use	.824**	High positive correlation
	Usefulness	.663**	Moderate positive correlation

** . Correlation is significant at the 0.01 level (2-tailed)

Students showed moderate positive correlations between the level of acceptance and ease of use of OER ($r = 0.564$) and the level of acceptance and the level of usefulness of OER ($r = 0.620$). These results indicate that as students perceived OER as helpful and easy to use, their acceptance of OER as part of library services tended to increase moderately. The moderate correlation coefficients indicate a noticeable but not extremely strong relationship. This implies that the student's acceptance and usage of OER as part of library services rely on how beneficial and comfortable the OER is to them for their academic needs. The findings aligned with the study conducted by Adedoyin and Altinay (2023), which revealed a positive relationship between the perceived ease of use and the usefulness of OER among students. The students' acceptability and intention to use OER are influenced by its ease of use and usefulness. This makes the students mere users of OER and partners in the OER crusade as creators.

Furthermore, teachers demonstrated a stronger correlation between the level of ease of use of OER and the level of acceptance of OER ($r = 0.824$), alongside a moderate positive correlation between the level of usefulness of OER and the level of acceptance of OER ($r = 0.663$). As the level of ease of use of OER increases, the level of acceptance of OER also tends to increase to a high positive degree. This means a strong positive relationship exists between teachers' perceived ease of OER use and willingness to adopt and incorporate it into their teaching. Moreover, as the level of usefulness of OER increases, the level of acceptance of OER increases to a moderate degree. This means that teachers will likely adopt OER when they find it beneficial to their teaching needs. These findings highlight the importance of user-friendly OER platforms where teachers can easily navigate and use the resources without hassle, and with teachers' support to maximize OER adoption and effectiveness. The findings were correlated with the study of Llanda (2023), which revealed that the teachers' assessment of the use of OER was generally high, primarily focused on its perceived ease of use and perceived usefulness. This indicates that teachers' acceptance and usage of OER rely on its functionality and usability.

4.0 Conclusion

Based on the findings of the data gathered, the following conclusions are derived: 1. Both teachers and students of BPHS found OER to be an invaluable resource for obtaining essential information for their teaching and academic work; 2. Teachers and students of BPHS found OER to be user-friendly for obtaining essential information for their teaching and academic work; 3. Teachers and students of BPHS are open to embracing and integrating OER as part of library services; and 4. There is a positive correlation between the level of usefulness of OER, the level of ease of use of OER, and the level of acceptance of OER among students and the teachers of BPHS. Further, the following recommendations are offered: 1. In order to sustain and recognize the value of OER, it is encouraged that the school administration, alongside the school principal, provides support for the implementation and utilization of OER in both teaching and learning by organizing training sessions that will

thoroughly engage the end users in the comprehensive functionalities of OER. Furthermore, it is recommended that the librarian be afforded opportunities to attend seminars, workshops, and training sessions that focus specifically on OER; 2. To promote flexible access to OER for teachers and students, it is recommended that the librarian collaborate with the school's IT personnel, with the support of the school administration, to develop a library website that incorporates user-friendly navigation tools tailored to the specific needs and objectives of both teachers and students. Additionally, the librarian may establish a library Facebook page where they can link to the library website, share all library updates for broader information dissemination and marketing, and post on the bulletin board; 3. For OER to be adopted and implemented as part of library services, the librarian should collaborate with teachers to identify appropriate OER that aligns with the school's educational objectives, curricula, and standards, and seek financial support from the school administration. Afterward, the librarian can partner with the school's IT personnel for the implementation; and 4. To enhance the effectiveness, accessibility, and engagement of OER for students and teachers, it is recommended that the school principal incorporate OER into curriculum development, allowing teachers to integrate OER into their lesson plans and curricula, thus serving as role models for students in utilizing and adapting OER. Additionally, the librarian should gather feedback from end users regarding their experience with OER to better address their needs.

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This study has a single author, and her adviser reviewed and approved the final version of this paper.

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The author declares no conflicts of interest about the publication of this paper.

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