بسم الله الرحمن الرحيم

التعريف بالمجلة

تصدر مجلة الدراسات والبحوث التربوية عن مركز العطاء للاستشارات التربوية- دولة الكويت بالتعاون مع كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن كل أربعة شهور، وهي مجلة علمية دورية محكمة بإشراف هيئة تحرير وهيئة علمية تضم نخبة من الأساتذة، وتسعى المجلة للإسهام في تطوير المعرفة ونشرها من خلال طرح القضايا المعاصرة في مختلف التخصصات التربوية، والاهتمام بقضايا التجديد والإبداع، ومتابعة ما يستجد في مختلف مجالات التربية؛ والمجلة مفهرسة في العديد من قواعد المعلومات الدولية، ومنها: دار المنظومة Dar Almandumah، شمعة Shamaa، قاعدة المعلومات التربوية Edu Searach، معرفة e- MAREFA، وللمجلة معامل تأثير عربي.

أهداف المجلة

تهدف المجلة إلى دعم الباحثين في مختلف التخصصات التربوية من خلال توفير وعاء جديد للنشر يلبي حاجات الباحثين داخل الكويت وخارجها. ويمكن تحديد أهداف المجلة بشكل تفصيلي في الأهداف الأربعة التالية:

1. المشاركة الفاعلة مع مراكز البحث العلمي لإثراء حركة البحث في المجال التربوي.

2. استنهاض الباحثين المتميزين للإسهام في طرح المعالجات العلمية المتعمقة والمبتكرة للمستجدات والقضايا التربوية.

3. توفير وعاء لنشر الأبحاث العلمية الأصيلة في مختلف التخصصات التربوية.

4. متابعة المؤتمرات والندوات العلمية في مجال العلوم التربوية.

مجالات النشر في المجلة

تهتم مجلة الدراسات والبحوث التربوية بنشر الدراسات والبحوث التي لم يسبق نشرها في مختلف التخصصات التربوية، على أن تتصف بالأصالة والجدة، وتتبع المنهجية العلمية، وتراعي أخلاقيات البحث العلمي. كما تنشر المجلة ملخصات رسائل الماجستير والدكتوراه ذات العلاقة بمختلف التخصصات التربوية، والمراجعات العلمية، وتقارير البحوث والمراسلات العلمية القصيرة، وتقارير المؤتمرات والمنتديات العلمية، والكتب والمؤلفات المتخصصة في التربية ونقدها وتحليلها.

القواعد العامة لقبول النشر في المجلة

1. تقبل المجلة نشر البحوث باللغتين العربية والإنجليزية وفقاً للمعايير التالية:

- توافر شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها في كتابة البحوث الأكاديمية في مجالات التربية المختلفة.

- أن تحتوي الصفحة الأولى من البحث على:
  - اسم الباحث ودرجته العلمية والجامعة التي ينتمي إليها.
  - البريد الإلكتروني للباحث، ورقم الهاتف النقال.
  - ملخص للبحث باللغة العربية والإنجليزية في حدود (150) كلمة.
  - الكلمات المفتاحية بعد الملخص.

- ألّا يزيد عدد صفحات البحث عن (30) صفحة متضمنة الهوامش والمراجع.

- أن تكون الجداول والأشكال مُدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية الضرورية، ويُراعى ألّا تتجاوز أبعاد الأشكال والجداول حجم الصفحة.

- أن يكون البحث ملتزماً بدقة التوثيق حسب دليل جمعية علم النفس الأمريكية APA الإصدار السادس، وحسن استخدام المصادر والمراجع، وتثبيت مراجع البحث في نهايته.

- أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.

- أن يلتزم الباحث بالخطوط وأحجامها على النحو التالي:
  - اللغة العربية: نوع الخط (Sakkal Majalla)، وحجم الخط (14).
  - اللغة الإنجليزية: نوع الخط (Times New Roman)، وحجم الخط (14).
  - تكتب العناوين الرئيسية والفرعية بحجم (16) غامق (Bold).
  - أن تكون المسافة بين الأسطر (1.15) بالنسبة للبحوث باللغة العربية، وتكون المسافة بين الأسطر (1.5) بالنسبة للبحوث باللغة الإنجليزية.
  - تترك مسافة (2.5) لكل من الهامش العلوي والسفلي والجانبين.

2. ألاّ يكون البحث قد سبق نشره أو قُدم للنشر في أي جهة أخرى.

3. تحتفظ المجلة بحقها في إخراج البحث وإبراز عناوينه بما يتناسب وأسلوبها في النشر.

مجلة الدراسات والبحوث التربوية

4. ترحب المجلة بنشر ما يصلها من ملخصات الرسائل الجامعية التي تمت مناقشتها وإجازتها في مجال التربية، على أن يكون الملخص من إعداد صاحب الرسالة نفسه.

5. بالمجلة باب لنشر موضوعات تهم المجتمع التربوي يكتب فيه أعضاء التحرير.

إجراءات النشر في المجلة

1. ترسل الدراسات والبحوث وجميع المراسلات باسم رئيس تحرير مجلة الدراسات والبحوث التربوية على الإيميل التالي: submit.jser@gmail.com

2. يرسل البحث إلكترونياً بخطوط متوافقة مع أجهزة (IBM)، بحيث يظهر في البحث اسم الباحث ولقبه العلمي، ومكان عمله.

3. يُرفق ملخص البحث المراد نشره في حدود (100-150 كلمة) سواء كان البحث باللغة العربية أو الإنجليزية، مع كتابة الكلمات المفتاحية الخاصة بالبحث (Key Words).

4. يرفق مع البحث موجز للسيرة الذاتية للباحث.

5. في حالة قبول البحث مبدئياً يتم عرضه على مُحكُمين من ذوي الاختصاص في مجال البحث، لإبداء آرائهم حول مدى أصالة البحث وقيمته العلمية، ومدى التزام الباحث بالمنهجية المتعارف عليها، وتحديد مدى صلاحية البحث للنشر في المجلة من عدمها.

6. يُخطر الباحث بقرار صلاحية بحثه من عدمها خلال شهر من تاريخ استلام البحث.

7. في حالة ورود ملاحظات من المحكمين تُرسل إلى الباحث لإجراء التعديلات اللازمة، على أن يعاد إرسال البحث بعد التعديل إلى المجلة خلال مدة أقصاها شهر، ولا يجوز سحب البحث من المجلة بعد تحكيمه.

8. تؤول جميع حقوق النشر للمجلة.

9. لا تلتزم المجلة بنشر كل ما يرسل إليها.

10. المجلة لا ترد الأبحاث المرسلة إليها سواء كانت منشورة أو غير قابلة للنشر، وللمجلة وإدارتها حق التصرف في ذلك.

عناوين المراسلة

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المحتويات

الافتتاحية

بسم الله الرحمن الرحيم، عليه نتوكل وبه نستعين، نحمده سبحانه كما ينبغي أن يحمد ونصلي ونسلم على أشرف المرسلين سيدنا محمد وعلى آله وأصحابه والتابعين وبعد،،،

يشهد العالم ثورة معلوماتية كبرى منذ منتصف القرن الماضي بسبب التطور السريع والهائل لتكنولوجيا الإعلام والاتصال، وقاد هذا إلى تغير العديد من المفاهيم والأسس داخل المجتمع، فلم تعد المعدات والآلات الثقيلة ورأس المال الأدوات الرئيسية للنشاط الاقتصادي، إذ حلت محلها المعرفة التي أصبحت المحرك الأساسي للنشاط الاقتصادي والفردي في كل المجتمعات، وقد أدى تزايد قيمة المعرفة في العصر الحالي إلى أن أصبحت هي الطريق نحو مجتمع المعرفة الذي تتنافس الدول في تحقيقه.

وقد جعل ذلك الدول المتقدمة تنفق حوالي (20%) من دخلها القومي في استيعاب المعرفة، ويستحوذ التعليم على نصف هذه النسبة، كذلك تنفق المنظمات الصناعية والتجارية في هذه الدول ما لا يقل عن (5%) من دخلها الإجمالي في التنمية المهنية للعاملين بها، وتنفق ما يتراوح بين (3%-5%) من دخلها الإجمالي في البحث والتنمية.

ويعد البحث العلمي الوسيلة الرئيسية لإيجاد المعرفة وتطويرها وتطبيقها في المجتمع، كما يشكل الركيزة الأساسية للتطور العلمي والتقني والاقتصادي، ويساهم في رقي الأمم وتقدمها، وهو بمثابة خطوة للابتكار والإبداع، ويمثل البحث العلمي إحدى الركائز الأساسية لأي تعليم جامعي متميز، ويعد من أهم المعايير التي تعتمدها الجهات العلمية في تصنيف وترتيب الجامعات سواء على المستوي المحلي أو القومي أو العالمي؛ ويقاس التقدم العلمي لبلد من البلدان بمدى الناتج البحثي والعلمي مقارنةً بالدول الأخرى.

ويسر مجلة الدراسات والبحوث التربوية أن تقدم لقرائها هذا العدد، وتتقدم أسرة المجلة بالشكر إلى جميع الباحثين الذين ساهموا بأبحاثهم في هذا العدد، وتجدد دعوتها لجميع الباحثين للالتفاف حول هذا المنبر الأكاديمي بمساهماتهم العلمية. وندعو الله عز وجل السداد والتوفيق.

رئيس التحرير

أ.د/ علي حبيب الكندري

The Need to Open Educational Resources by Information Studies Female Students in the College of Basic Education (PAAET) in the State of Kuwait

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Abstract: It is necessary to enhance the learning and educational experience and process to students through endorsing Open Educational Resources (OER) activity in academic institutions. Therefore, resources should be shared openly to improve the educational experience by accessing resources easily. The aim of this research is to identify the need for OER among the Department of Information Studies (DIS) female students and its use in the College of Basic Education (CBE) at the Public Authority for Applied Education and Training (PAAET) in the state of Kuwait. A descriptive analysis was used to identify the awareness of the need for OER within CBE among ISD students in PAAET. Furthermore, an online questionnaire was sent to 104 female students in the Information Studies department at CBE. The main findings indicated that students were aware of OER, as well as there is a clear weakness from information specialists at CBE\PAAET regarding the role of OER in an academic condition. Moreover, the results confirmed that there are challenges that hinder the use of OER at CBE, such as a lack of information specialists' support in providing OER and a lack of electronic support to access such resources. Therefore, recommendations to CBE on establishing an effective OER environment within the PAAET were proposed.

Keywords: Open Educational Resources, Public Authority for Applied Education and Training, College of Basic Education, Department of Information Studies.

Introduction:

To establish open educational resources (OER) to education institutions offers new prospects for students worldwide to retrieve high-quality educational resources at the lowest possible cost. Therefore, the academic library plays a unique role in promoting, protecting, and educating about intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program is necessarily shaping the resources and services of an academic library, the principles of the American Library Association's *Library Bill of Rights* apply equally to all libraries. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

According to UNESCO (2002) that since 2002, when UNESCO hosted the Forum on the Impact of Open Courseware for Higher Education in Developing Countries, at which the term "open educational resources" (OER) was adopted, in addition to that the OER movement has appeared comparatively recently. D'Antoni, (2007); Haßler, (2009) stated that the Organization had supported several global initiatives, including online discussions about the critical factors that help or hinder the development and use of OER within the worldwide UNESCO OER Community.

According to Lane (2010) OER offers a lot of prospective advantages to higher education. Therefore, the OER movement maintains that educational resources should be freely available for students and teachers as basic human rights. In the early days, there was an unsophisticated belief that making these OER available would ensure that students and teachers would use them. It can be argued that OER is easily available and free for teaching, and learning, and

used for research purposes that inhabit the public domain or have been issued under an academic property authorization that allows free use by others to provide access to knowledge.

This study is exploratory and descriptive in nature; therefore, the following research questions were raised:

Q1: What is the level of awareness of the need for OER among the students of DIS?

Q2: To what extent are the Students of ISD using OER in the College of Basic Education/ Girls?

Q3: What are the challenges that are affecting the use of OER by DIS students in CBE/ Girls?

Research Objectives:

1. To identify the advantages and use of Open Educational Resources at the College of Basic Education/ Girls.
2. To explore the need of Information Studies students at the College of Basic Education/ Girls to Open Educational Resources.
3. To identify the challenges that may impact the use of Information Studies students of Open Educational Resources and its importance in providing it by the library at the college of Basic Education/ Girls.
4. To provide recommendations to the library management on providing sufficient resources of Open Educational Resources in the College of Basic Education/ Girls.

Research Aim:

The aim of this research is to identify the need among the Department of Information Studies (DIS) female students for Open Educational Resources (OER) and its use in the College of Basic Education/ Girls at the Public Authority for Applied Education and Training (PAAET) in the state of Kuwait.

Research Limitations:

According to Yin (2009) that every research study is limited by the restrictions placed upon the researcher, and this research is no exception. The nature of this study is considered challenging due to the use of a questionnaire as a single tool. The study was conducted on female students in the Department of Information Studies which is considered limited to a small group of participants in the college and PAAET in general.

Research Terms and Definitions:

- **Open Educational Resources (OER):** are learning, teaching, and research materials in any format and medium that reside in the public domain or are under the copyright that has been released under an open license, that permits no-cost access, re-use, re-purpose, adaptation and redistribution by others. (UNESCO, 2023)

- **Public Authority for Applied Education and Training (PAAET):** is an academic institute in Kuwait, it is considered one of the largest institutes in the Middle East in terms of the number of enrolled students. The PAAET offers a wide variety of programs across its different colleges and training institutes. (Wikipedia, 2021)

- **College of Basic Education (CBE):** The Basic Education College is a degree-awarding tertiary institute in Kuwait. It is one of the four colleges

operated by the Government's The Public Authority for Applied Education and Training (PAAET) and is part of the nation's applied education sector. (Wikipedia, 2017)

▪ **Department of Information Studies (DIS):** The Department of Library and Information Science is a higher education department for information professionals of global standards and reputation. (PAAET, 2023)

Open Educational Resources:

UNESCO (2002) In 2002 OER term first appeared at a conference held by UNESCO. Participants at that forum defined OER as: "*The open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purposes*." (UNESCO, 2002).

Hylén, (2006) stated that OER is a comparatively new trend that may be seen as a part of a bigger trend in the direction of openness in higher education including more known and recognized movements such as Open-Source Software and Open Access.

According to the Organization for Economic Cooperation and Development OECD (2007); the most common description of OER is materials that are digitalized that are obtainable freely and openly for educationalists, students, and self-learners to use and reuse for teaching, learning, and study. OECD (2007) also point out that it is essential to mention that "resources" are not restricted to the subject but include three areas, these are:

– **Learning content:** Full courses, courseware, content modules, learning objects, collections, and journals.

- **Tools:** Software to support the development, use, reuse, and delivery of learning content, including searching and organization of content, content and learning management systems, content development tools, and online learning communities.

- **Implementation resources:** Intellectual property licenses to promote open publishing of materials, design principles of best practice, and localise content. (OECD, 2007)

Allen, Seaman (2014) highlight that the Hewlett Foundation identifies OER as: *"Teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge"* (Allen, Seaman, 2014)

Therefore, this should lead to an open education approach, an exercise, and a system of teaching that encourages analysis, equal access to OER such as class materials, and sharing courses and materials with the public.

Open Educational Resources Awareness:

Many fail to differentiate between "open" with "free" and assume all free resources are OER. Still, others will obscure "open resources" with "open source" and presume OER refers only to open-source software. As for these different degrees of perception, the phrasing of the awareness question needs to be specific.

Allen, Seaman, (2014) state that a main problem in determining the degree of OER awareness is in many academics and have an ambiguous

knowledge of the aspects of what forms OER. This would be the same with students if this is the case with academics and faculty.

Glennie, Harley, Butcher, van Wyk, (2012) state that to raise awareness workshops should be a priority within governments to continue raising awareness by also spreading awareness about the significance of open licensing of educational resources and the impact that OER can have on the excellence of education. They also state that the workshops recommended that the OER society should be increased to contain more people from various stakeholders. These include groups such as information specialists, for example, librarians and knowledge workers, IT specialists and creators, and representatives from institution management and leadership levels in governments.

On the other hand, Davis et. al. (2009) argue that many educators are uncertain to make their resources open: Such educators are worried with losing rights and control of their resources, and therefore, probable financial return; moreover, they are worried about quality judgments of their resources; and possible copyright rights against the content that they have copied, downloaded, and reused in their resources without the approval of the owner or publisher.

Open Educational Resources Advantages and Challenges:

Those who demand and need OER want it to be accessible to them. It is considered that the progress of access to OER in Kuwait is complex and limited by indirect barriers, but not enough research has been published as to why this is.

Open Educational Resources Advantages:

Glennie, Harley, Butcher, van Wyk, (2012) state that according to professionals that the use of OER bring two main advantages to a country's education practices:

1. A possible financial reduction is expected by removing the repetition of efforts in the growth of teaching resources.

2. The advantage of OER can have a definite effect on the quality of education.

From the perspective of educators and students, according to Geser, (2007) OER can:

A. Present a variety of subjects to select from and allow for more flexibility in selecting resources for teaching and learning.

B. Save time by reusing most resources as there are no more existing copyright issues in most resources.

C. Allow participating teachers to have more power in developing educational resources by presenting their personal opinions and recommendations for improving resources.

D. Present the learning society groups of teachers and learners to use tools easily and to set up a public learning community.

E. Support user-friendly methods in education and constant learning; users not only use educational resources but build their own collected works and share study findings and practices with colleagues.

Open Educational Resources Challenges:

There are two basic challenges for OER users, firstly, the capability to locate the resources and secondly, the guarantee of their quality. According to D'Antoni (2006) *"Open Resources are not much use if they cannot be found and trusted"* (D'Antoni, 2006).

The adoption of OER shows numerous challenges such as: lack of awareness, sharing culture, economic and financial issues, and technological issues at institutions in general. Despite these challenges, which are often linked, many institutions are endeavoring to make educational resources shared and used by others.

The Challenges are primarily in 3 main topics:

1. **Lack of Awareness and Lack of a Sharing Culture:**

According to D'antoni (2008) if OER is to contribute to increasing access to knowledge worldwide, it is important that all who are involved from policy and decision-makers at all levels, educators and academics be completely aware of its importance and possibilities, so that they will be able to make up-to-date decisions on how it can be used. Therefore, raising awareness of OER and its related issues must be the primary goal and continuing and intensive awareness-raising measures must be a priority.

According to Glennie, Harley, Butcher, van Wyk, (2012) that approaches to sharing might be an obstacle, in other words, educators are not understanding that now there is an absence of a knowledge-sharing culture, predominantly around reusing and sharing learning resources.

2. Economic Issues:

Glennie, Harley, Butcher, van Wyk, (2012) highlighted in their study that finance was a frequent issue for the professionals surveyed, just as it is for those in most countries trying to adopt OER. Most of the countries covered by the survey belong to the classifications of developing or transition economies, which means that the national governments must take sensitive decisions on prioritising certain items in their budget expenditures.

According to Truong, Denison, Stracke, (2021) study an administrator in the library remarked that to put in mind the yearly maintenance cost the creation of an institutional OER repository may not be difficult but sustaining it is very difficult. Therefore, a lack of funding is a major incentive because many academic institutions are uninterested in implementing an OER repository.

3. Technological Barriers:

An inadequate ICT structure is a main challenge to the adoption and use of OER. The ICT setup has developed unequally within developing countries and is often lacking to support the general advancement and sharing of OER. Although significant advancement has developed in the latest years, access to and use of ICT by the public in these countries is relatively low.

According to Truong, Denison, Stracke, (2021) study shows that all applicants alleged that university libraries are the best place to apply for institutional OER repositories, therefore, libraries need trained staff to adapt the software to meet their users' needs and the proper authority, funding, and support to do so.

Finally, technological factors have a strong influence on Institutional OER repository development. Limitations describing the readiness, and

advancement of technology need to be adopted to assist the expansion and adoption of the infrastructure required to support OER strategies.

Methodology:

Elman et al. (2020) state that researchers believe in applying an exploratory approach when there is an absence of knowledge or not enough info about the research area. Because of the lack of research into the challenges and advantages facing OER usage in PAAET\CBE Kuwait, the current study was intended as exploratory research.

Research Method:

To answer the questions, a qualitative study was performed by implementing an interpretive research paradigm by providing in-depth insight into the facts being explored from the respondents' perceptions. A descriptive analysis was used to identify the need among Information Studies students for OER and its use in the College of Basic Education/ Girls at PAAET in the state of Kuwait. The study was carried out during the winter of 2023. An online questionnaire was sent to students in the College of Basic Education/ Girls (see Table 1).

Table (1)

Female Students in the Department of Information Studies at CBE

Information Studies Department	Count	Percent of Total
1st Year	105	11.5 %
2nd Year	224	24.5%
3rd Year	341	37.4%
4th Year	243	26.6%
Total	913	100%

Table (2)

Participants` profiles

Information Studies Department	Frequency	Percent
1st Year	11	10.6%
2nd Year	16	15.4%
3rd Year	42	40.4%
4th Year	35	33.6%
Total	104	100%

Research Tool:

In this research a questionnaire was used to achieve a descriptive outline of the respondents' need to OER and the importance of its use among DIS female students in the College of Basic Education/ Girls at PAAET. The statements in the questionnaire were established from the literature concerning OER in academic libraries and institutions. The questionnaire was divided into five main sections. The first section contained one question to obtain demographic information, while the second section which deals with the importance of the need for OER Awareness included 4 items using a 3-scale rating scale to answer the statements. The third section focuses on the use of OER by students at CBE and the fourth section is concerned with the advantages of OER, and the last (fifth) section sees the challenges of OER in PAAET. This was divided into 19 items using a 3-scale. Out of 913 questionnaires, 104 were returned with an 11.39% return rate (see Table 2).

The questionnaire was presented to a group of arbitrators, and it was modified according to their suggestions, as some phrases were reformulated, and the questionnaire in its final form consisted of (19) items. The validity of the

internal consistency of the questionnaire was confirmed by calculating the correlation coefficients between each section and the total score of the questionnaire obtained from the pilot study, which was applied to a sample consisting of (50) female students, and the statistical package (SPSS) was used to calculate correlation coefficients using Pearson Correlation, and the results are shown in the following table.

Table (3)

Correlation coefficients between each section and the total score of the questionnaire

section	Correlations
The awareness of the need to OER	0.609**
The use of OER by students at CBE	0.818**
The advantages of OER	0.809**
Challenges of OER	0.635**

Correlation is significant at the (0.01) level [**]

It is clear from the previous table that all the correlation coefficients between each section and the total score of the questionnaire are statistically significant at the level of significance (0.01), and the correlation coefficients ranged between (0.635- 0.818), and this indicates the internal consistency and then the validity of the questionnaire.

The questionnaire stability coefficient was calculated by finding Cronbach's alpha stability coefficient for each of the questionnaire sections through the statistical package (SPSS), after applying it to the pilot sample, as shown in the following table.

Table (4)

Stability coefficients for the sections of the questionnaire

section	Alpha
The awareness of the need to OER	0.82
The use of OER by students at CBE	0.77
The advantages of OER	0.76
Challenges of OER	0.82
Total Questionnaire	0.81

It is clear from the previous table that the sections of the questionnaire are characterized by the degree of stability of a statistical function, and the stability coefficient of the questionnaire as a whole reached (0.81), and the stability coefficients of the sections ranged between (0.76- 0.82), and then it is possible to trust and reassure the results that are obtained when applied to the study sample.

In order to determine the degree of The awareness according to the 3-scale used in answering the questionnaire we use the following equation:

Category length = range ÷ number of levels (high, medium, low)

Range = largest value of answer categories (3) - smallest value of answer categories = 3-1 = 2

Thus, the category length = 2 ÷ 3 = 0.66, and then add the answer (0.66) to the final of each category.

So it will be:

A - Minimum = 1 + 0.66= 1.66

B- Average = 1.67 + 0.66= 2.33

C - upper limit = 2.34 or more

The weights are as follows:

- The arithmetic average, which ranges between (2.34- 3), means that the degree of awareness is high.

- The arithmetic average, which ranges between (1.67- 2.33), means that the degree of awareness is medium.

- The arithmetic average, which ranges between (1.00- 1.66), means that the degree of awareness is low.

Demographic profile:

This part of the questionnaire is taken to classify the participants` profiles to give a certain view of the percentages of this profile before representing other results. The findings show that out of 104 participants, (11 out of 104) 10.6% were 1st year, (16 out of 104) 15.4% were 2nd year, (42 out of 104) 40.4% were 3rd year and (35 out of 104) 33.6% 4th year (see Chart 1).
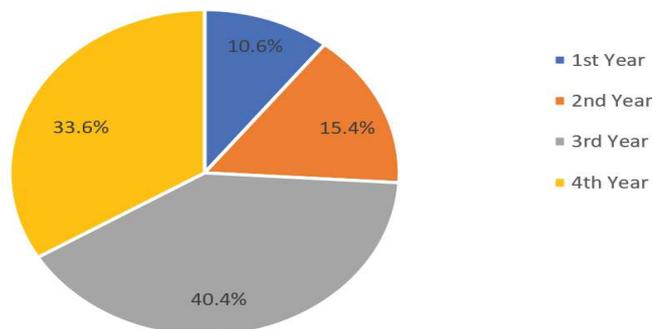
Chart 1: the participants` profiles

Research Findings For The Awareness of the Need for OER:

This part of the questionnaire was pursued to find results on the awareness of the OER need for students and the participants did not show many differences in their perceptions towards this issue. The researchers started this section by asking the participants if they are aware of OER by the following statement: **"I am aware of OER"** (81 out of 104) 77.9% answered YES and (23 out of 104) 22.1% said NO (See Chart 2).
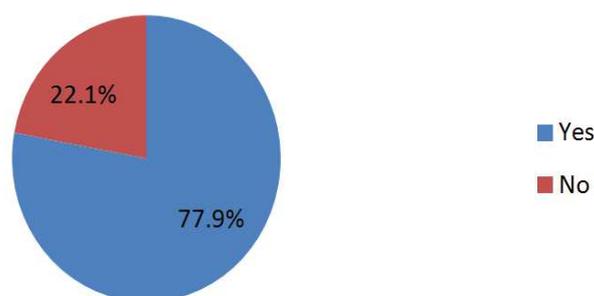
Figure (1): The awareness of the need for OER

In addition to, means and standard deviations of the responses of the study sample about first section were calculated and arranged according to means, as shown in the following table.

Table (5)

Percentages, means and standard deviations of the responses of the study sample about the awareness of the need for OER

No	items	Agree %	Neutral %	Disagree %	Mean	Std. Deviation	Order according to mean	The Level
1	OER are essential to my learning process.	84.6	14.4	1.0	2.84	0.397	3	High
2	The Library at the CBE/ Girls is mindful of students' need for OER.	43.3	30.8	26.0	2.17	0.818	4	moderate
3	OER can ease the teaching process for faculty members at CBE/ Girls.	94.2	5.8	0	2.94	0.234	1	High
4	OER can ease the learning process for students.	92.3	6.7	1.0	2.91	0.315	2	High
	the whole section				2.72	0.283	-	High

It is clear from the previous table that the awareness of the Need for OER as a whole got a high degree, as the general arithmetic mean for the whole section reached (2.72), and the standard deviation was (0.283). It is also clear that this section includes (4) items, and the responses of the study sample to these items varied. Item No. (3) "OER can ease the teaching process for faculty members at CBE/ Girls" got the first rank with a high degree (M=2.94). Item No. (4) "OER can ease the learning process for students" got the second rank with a high degree (M=2.91).

Item No. (1) "OER are essential to my learning process" came in the third place with a high degree (M=2.84). And in the last place came item No. (2) "The Library at the CBE/ Girls is mindful of students' need for OER" with a moderate degree (M = 2.17) (See Figure 2).

These results revealed that most participants are aware of their need to proceed with their learning and educational process, on the other hand, the library is not aware of their need to OER. Overall, there were no significant differences in their opinions about awareness of OER and responses of the need for OER were mainly important to their learning process.
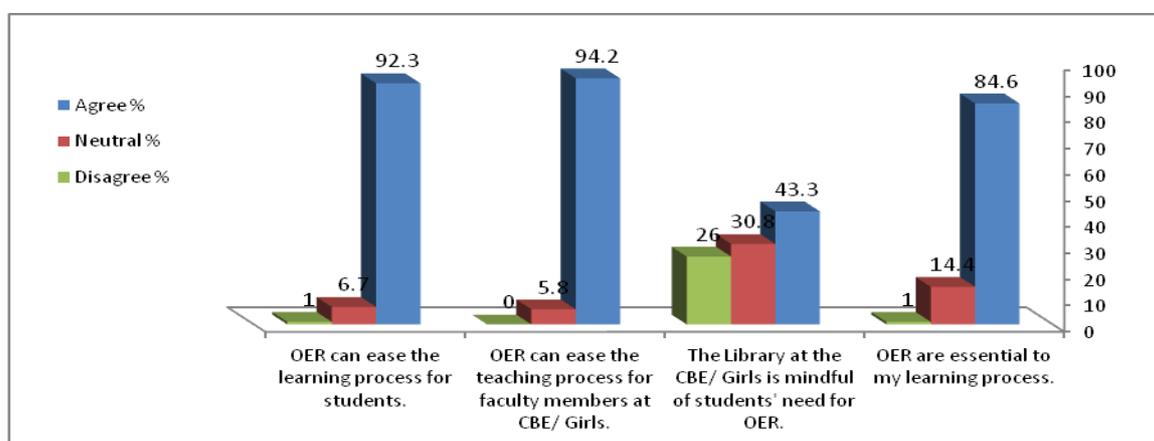
Figure (2): Percentages of the responses of the sample about the awareness of the need for OER

Research Findings For The Use of Open Educational Resources by Students at CBE/Girls:

Means and standard deviations of the responses of the study sample about second section were calculated and arranged according to means, as shown in the following table.

Table (6)

Percentages, means and standard deviations of the responses of the study sample about the use of OER by students at CBE/girls

No	items	Agree %	Neutral %	Disagree %	Mean	Std. Deviation	Order according to mean	The Level
5	Faculty members encourage the use of OER at the CBE.	59.6	30.8	9.6	2.50	0.668	3	High
6	The library provides access to various OER.	35.6	41.3	23.1	2.13	0.759	5	moderate
7	The use of OER is promoted by faculty members at the CBE.	52.9	29.8	17.3	2.36	0.762	4	High
8	OER provide access and freedom to learning.	82.7	16.3	1.0	2.82	0.413	2	High
9	OER can improve my learning process.	87.5	11.5	1.0	2.87	0.370	1	High
	the whole section				2.53	0.417	-	High

It is clear from the previous table the use of OER by Students at CBE/girls as a whole got a high degree, as the general arithmetic mean for the whole section reached (2.53), and the standard deviation was (0.417). It is also clear that this section includes (5) items, and the responses of the study sample to these items varied. Item No. (9) "OER can improve my learning process" got the first rank with a high degree (M=2.87). Item No. (8) "OER provide access and freedom to learning" got the second rank with a high degree (M=2.82). Item No. (5) "Faculty members encourage the use of OER at the CBE" came in the third place with a high degree (M=2.50).

Item No. (7) "The use of OER is promoted by faculty members at the CBE" came in the penultimate order with a high degree (M=2.36). And in the last place came item No. (6) "The library provides access to various OER" with a moderate degree (M = 2.13) (See Figure 3).

The results show that respondents are eager to use OER as they are informed that it gives them more freedom to learn and can improve their learning process, in addition, they are encouraged by faculty members in ISD to use such resources in their studies but unfortunately, this trend is not supported by the library.
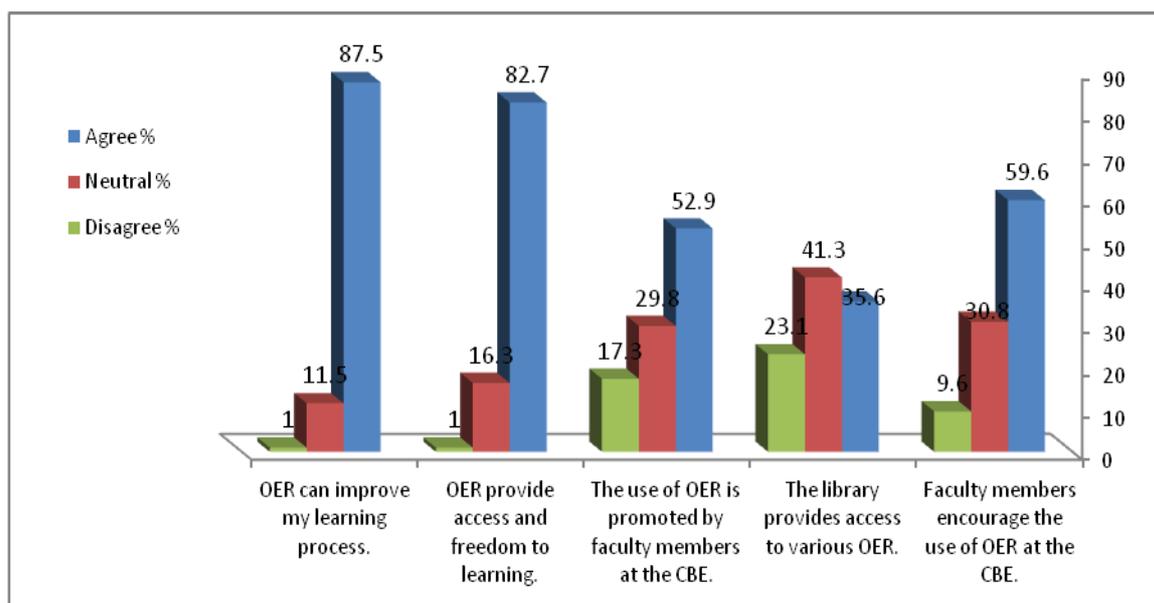

Figure (3): Percentages of the responses of the sample about the use of OER

Research Findings For The Advantages of OER:

Means and standard deviations of the responses of the study sample about third section were calculated and arranged according to means, as shown in the following table.

Table (7)

Percentages, means and standard deviations of the responses of the study sample about the advantages of OER

No	items	Agree %	Neutral %	Disagree %	Mean	Std. Deviation	Order according to mean	The Level
10	OER Offers a broader range of subjects and topics to choose from and allows for more flexibility in selecting material for students.	84.6	12.5	2.9	2.82	0.457	1	High
11	OER Save time and effort through reusing resources.	82.7	15.4	1.9	2.81	0.442	2	High
12	OER Allow for engaging faculty members in leveraging the educational value of resources through providing their own personal assessments, lessons learned, and suggestions for improvements.	78.8	19.2	1.9	2.77	0.467	4	High
13	OER Provide learning communities such as groups of students with easy-to-use tools to set up collaborative learning environments.	79.8	17.3	2.9	2.76	0.487	5	High
14	OER Promote user-centered approaches in education and lifelong learning.	81.7	15.4	2.9	2.79	0.476	3	High
	the whole section				2.79	0.359	-	High

It is clear from the previous table that the advantages of OER as a whole got a high degree, as the general arithmetic mean for the whole section reached (2.79), and the standard deviation was (0.359). It is also clear that this section includes (5) items, and the responses of the study sample to these items varied. Item No. (10) "OER Offers a broader range of subjects and topics to choose from and allows for more flexibility in selecting material for students" got the first rank with a high degree (M=2.82). Item No. (11) "OER Save time and effort through reusing resources" got the second rank with a high degree (M=2.81). Item No. (14) "OER Promote user-centered approaches in education and lifelong learning" came in the third place with a high degree (M=2.79).

Item No. (12) "OER Allow for engaging faculty members in leveraging the educational value of resources through providing their own personal

assessments, lessons learned, and suggestions for improvements" came in the penultimate order with a high degree (M=2.77). And in the last place came item No. (13) "OER Provide learning communities such as groups of students with easy-to-use tools to set up collaborative learning environments" with a moderate degree (M= 2.76) (See Figure 4).

The results in this section disclose that respondents have complete knowledge of the advantages of OER are what it can offer to their learning and academic development.
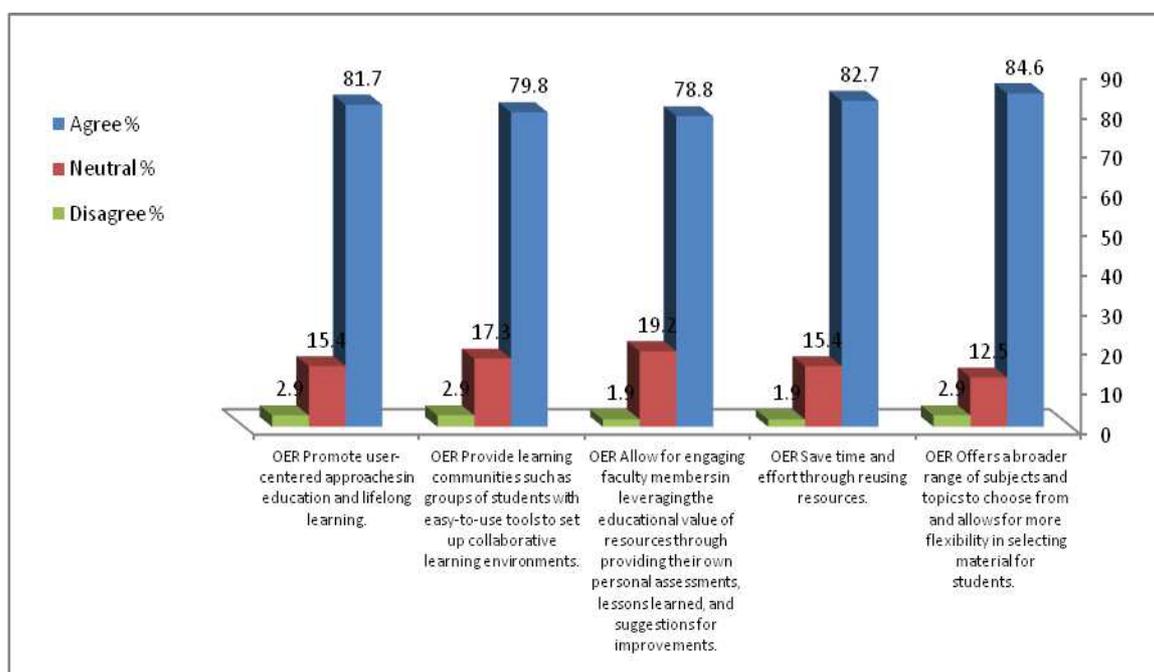

Figure (4): Percentages of the responses of the sample about the advantages of OER

Research Findings For Challenges of OER:

Means and standard deviations of the responses of the study sample about fourth section were calculated and arranged according to means, as shown in the following table.

Table (8)

Percentages, means and standard deviations of the responses of the study sample about the challenges of OER

No	items	Agree %	Neutral %	Disagree %	Mean	Std. Deviation	Order according to mean	The Level
15	Lack of OER will prevent the practice of an Open Community.	66.3	30.8	2.9	2.63	0.541	3	High
16	Having access to electronic devices in the library does not prevent the use of OER.	59.6	25.0	15.4	2.44	0.748	5	High
17	Most students cannot afford electronic devices to access OER.	67.3	25.0	7.7	2.60	0.631	4	High
18	CBE library does not prioritise providing OER whereas they provide paper resources.	75.0	25.0	0	2.75	0.435	2	High
19	More efforts must be made by the library of the CBE/ Girls to Advocate the use of OER to students.	91.3	8.7	0	2.91	0.283	1	High
	the whole section				2.67	0.323	-	High

It is clear from the previous table that the challenges of OER as a whole got a high degree, as the general arithmetic mean for the whole section reached (2.67), and the standard deviation was (0.323). It is also clear that this section includes (5) items they all came with a high degree, and the responses of the study sample to these items varied. Item No. (19) "More efforts must be made by the library of the CBE/ Girls to Advocate the use of OER to students" got the first rank (M=2.91). Item No. (18) "CBE library does not prioritise providing OER whereas they provide paper resources" got the second rank (M=2.75). Item No. (15) "Lack of OER will prevent the practice of an Open Community" came in the third place (M=2.63).

Item No. (17) "Most students cannot afford electronic devices to access OER" came in the penultimate order (M=2.60). And in the last place came item No. (16) "Having access to electronic devices in the library does not prevent the use of OER" (M = 2.44), (See Figure 5).

Respondents confirmed that no efforts are made by the library to provide access to OER as they find the library priorities paper resources over OER and does not provide any electronic devices to their users to support the access of OER outside of the library.

It is worth noting that detailed economic considerations were not presented as PAAET is funded and supported by the Ministry of Finance of the Kuwaiti Government.
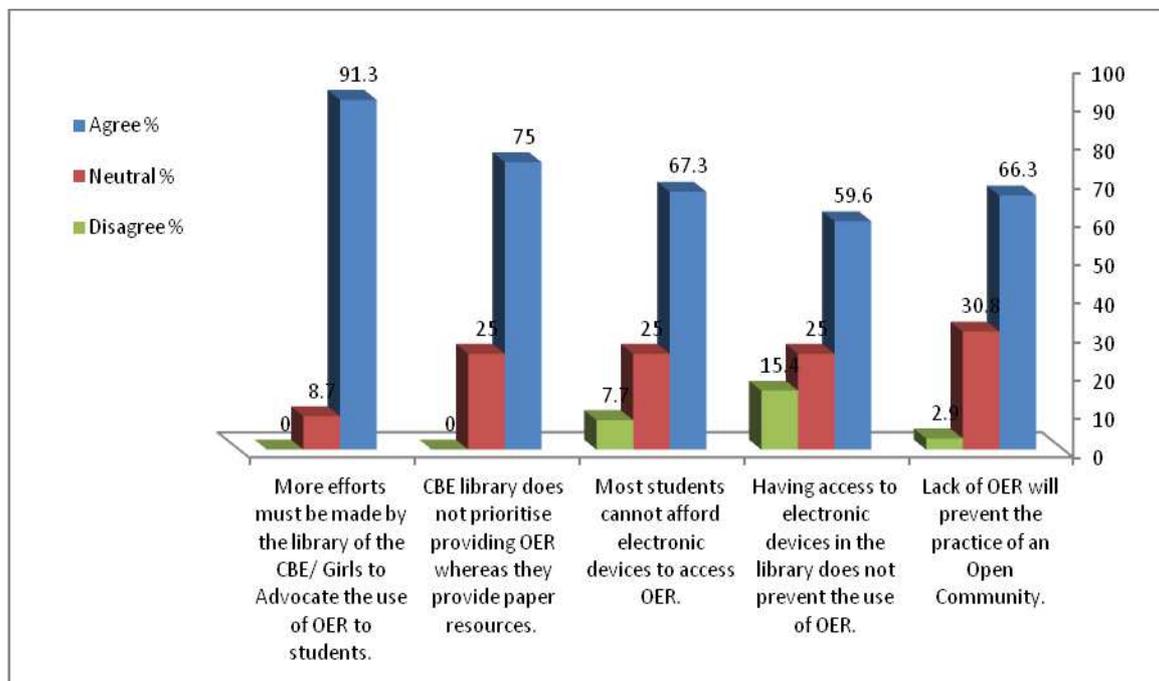
Figure (5): Percentages of the responses of the sample about the challenges of OER

Many female students agreed that the need for OER is important to enrich their education. Moreover, from their perspective, the library is not aware of the need for OER for their users. Besides, they were more clear-sighted regarding the advantages and challenges that affect their use of OER. The main reason for these differences goes back to the resources and services provided by the library.

Conclusion:

Higher education institutions globally deal with considerable challenges associated with offering better access while limiting or lowering expenses. OER is one of the issues of these challenges, Therefore, academic institutions and libraries must work to continue to raise awareness, establish a facilitating environment and develop an OER society. From the researchers' point of view, there seem to be a few important main points to be involved in OER developments. One is that sharing knowledge is in connection with academic practices, as indicated by the open access movement.

Openness is crucial for education and research. Resources created by educators and academics should consequently be open for everyone to use and reuse. OER signifies an important change in the way academic institutions and their academic community operate. It holds several benefits, but also a lot of challenges. OER in higher education is needed to increase students' advantage during their academic studies. This research has explored several factors that affect and explores the need to OER and its use in PAAET therefore, PAAET management and library need to be concerned about these factors in its strategic plan to provide OER among ISD students and other students in other disciplines. ISD female students are aware of the OER initiative but do not have access to take full advantage of OER in PAAET. Furthermore, it is necessary to consider the main contributors and advocates to the use of OER, specifically faculty members and librarians. PAAET higher management needs to determine guidelines to endorse OER in its colleges specifically in CBE. To transform, the whole academic atmosphere at PAAET must change and get a future open culture.

Finally, the government in general and the Ministry of Higher Education specifically can play a significant role as a mediator and a supporter of OER in academic institutions. This can be attained by providing a budget for promoting OER use policy within academic institutions through proper approaches like mandating an OER repository and by promoting a culture that supports the open trend.

Recommendations:

Government leaders, organizational higher management leaders, and information specialists should understand the ability of OER for a positive effect on good quality education. Therefore, the library should understand the advantages of OER to promote awareness, and this is by advising faculty members by wanting to share, promote, open, and provide high-quality education. The concept and philosophy of openness, sharing, and reusing educational resources should be also promoted by the library and consequently, it should be generally encouraged amongst faculty, students, and the overall public.

The following recommendations were referred to:

1. **Promote awareness and provide OER.**

- The library needs to provide and encourage the use and understanding of OER.

- The library must prioritise a generous amount of its budget to OER instead of paper resources.

- The library can use Effective tools that have been developed to provide guidelines for OER to its users: UNESCO & COL (2011) provided the

Guidelines for OER in Higher Education at www.col.org/OERGuidelines. These tools need to be generally available to the public to develop an understanding of open access, open licensing, and OER.

2. **Promote the Use of OER and training within CBE.**

− Faculty members need to promote and support learning methods that depend on the use of OER.

− PAAET\CBE must offer training for faculty members, and reward faculty who create and share OER.

− The library needs to provide access to numerous OER sources using applicable technologies, and skills to find, assess OER, and share resources.

− The library needs to promote the use of OER by developing a library website like the Open Learn initiative that was launched by the UK Open University (http://openlearn.open.ac.uk/) where resources are available worldwide for free use by everyone accessing the website.

3. **Encourage OER use by the government and higher management.**

− The government (Ministry of Higher Education) needs to encourage government-funded higher education institutions to work together in sharing their educational resources and to provide the required foundation by mandating the use of OER in these institutions.

− PAAET's higher management needs to connect with faculty members to proceed in sharing and achieve openness.

4. **Provide Technological and electronic devices Support.**

It is mostly recognized that user satisfaction is an important facet in the acceptance of technology, therefore:

– There is a need to provide devices and connections in the library to students such as electronic devices (laptops\Tablets) and other technological advances to fully access OER in and out of the library.

– The IT department needs to provide technical support to setup an OER website or repository for the library and therefore, this will provide easy access for students that demand OER.

Future Research:

It is essential that additional research should be directed to all CBE departments and other PAAET colleges (males and females), more research should be conducted with faculty, higher management, and librarians at PAAET by triangulating using interviews\ focus groups. In addition, further research should be addressed to the computer and technical department that technically supports PAAET's libraries.

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