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University Instructors' Levels of Use of Open Educational Resources and the Factors that Influenced their Usage

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Abstract

The study aims to reveal the university instructors' level of use of the kinds of Open Educational Resources (OERs) and their usage in teaching and for academic purposes too, also to reveal the factors that encourage them to use the OERs. The study's design is quantitative and qualitative data. The data were gathered via a questionnaire and a semi-structured interview. The participants were 52 university instructors from the Department

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of English and the Department of Sociology at the College of Arts, and the College of Education for Humanities, University of Anbar. The results revealed that the instructors' level of use of OERs was low. The most used OERs were The Multimedia Resources, Online dictionaries, and the Spell Checkers. The factors that affect using OERs were the attitude, perceived usefulness, perceived ease of use, perceived behavioral control, satisfaction, and perceived pleasure. It can be inferred that the instructors do not use the most common OERs. They used Online dictionaries and Spell Checkers which is important for all EFL instructors. The instructors used the OERs based on several factors, they use the OERs which have positive attitude, useful for their teaching, ease of use, also they used the OERs that they feel they have behavioral control, satisfaction also was an important factor to use OERs which provide satisfaction atmosphere, and finally, they used the OERs which they perceived pleasure when they use them.

Keywords: OERs, perceived ease of use, perceived usefulness, and attitudes.

مستويات استخدام أعضاء هيئة التدريس للمصادر التعليمية المفتوحة والعوامل المؤثرة في

استخدامها

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المستخلص

تهدف الدراسة إلى الكشف عن مستوى استخدام أعضاء هيئة التدريس بالجامعات لأنواع الموارد التعليمية المفتوحة واستخدامها في التدريس والأغراض الأكاديمية، كذلك الكشف عن العوامل التي تشجعهم على استخدامها. ان منهجية الدراسة مبنية على أساس بيانات كمية ونوعية، حيث تم جمع البيانات من خلال استبانة ومقابلات شبه منظمة. بلغ عدد المشاركون 52 مدرسة و مدرساً جامعياً من قسم اللغة الإنجليزية وقسم علم الاجتماع في كلية الآداب وقسم اللغة الانجليزية بكلية التربية للعلوم الانسانية بجامعة الأنبار. أظهرت النتائج أن مستوى استخدام المعلمين لموارد التعليم المفتوحة

كان منخفضًا، وكانت أكثر موارد التعليم المفتوحة استخدامًا هي الموارد المتعددة الوسائط، والقواميس عبر الإنترنت، ومدقات الإملاء. وكانت العوامل التي تؤثر على استخدام موارد التعليم المفتوحة هي الاتجاهات، والفائدة المتصورة، وسهولة الاستخدام المتصورة، والتحكم السلوكي المتصور، والرضا، والمتعة المتصورة. يمكن الاستدلال على أن المدربين لا يستخدمون الموارد التعليمية المفتوحة الأكثر شيوعًا. لقد استخدموا القواميس عبر الإنترنت ومدقات الإملاء وهي مهمة لجميع مدربي اللغة الإنجليزية كلغة أجنبية. استخدم المدربون الموارد التعليمية المفتوحة بناءً على عدة عوامل، فهم يستخدمون الموارد التعليمية المفتوحة التي تتمتع بموقف إيجابي ومفيدة لتدريسهم وسهولة الاستخدام، كما استخدموا الموارد التعليمية المفتوحة التي يشعرون أنها تتمتع بالتحكم السلوكي، وكان الرضا أيضًا عاملاً مهمًا لاستخدام الموارد التعليمية المفتوحة التي توفر جوًا من الرضا، وأخيرًا، استخدموا الموارد التعليمية المفتوحة التي شعروا بالسعادة عند استخدامها.

الكلمات المفتاحية: الموارد التعليم المفتوحة، سهولة الاستخدام الملموسة، والفائدة الملموسة، والاتجاهات.

1. INTRODUCTION

Recently, in Iraq the use of technology in teaching has been widespread (Jameel, 2022). The question raise here "do these digital tools governed by license?". UNESCO has provided the answer in defining the Open License (OL) "OL refers to a license that respects the intellectual property rights of the copyright owner and provides permissions granting the public the rights to access, re-use, re-purpose, adapt and redistribute educational significant" (UNESCO, 2024: p.2). This license made UNESCO adopt open educational resources in 2002, and in 2019, the UNESCO General Conference, at its fortieth session, adopted the recommendation on Open Educational Resources (OERs), which is considered the first official international legal standard instrument concerned with the field of openly licensed educational materials and technologies in education around the world and in all areas of education and at all levels (UNESCO, 2019).

1.2 Statement of the Problem

Recently, after the Corona pandemic and the quarantine that accompanied it in 2019, education was transformed into distance education using educational electronic products and social media in Iraqi educational institutions, for the first time, and in all educational institutions around the world. Since then, teachers and students have gained experience in dealing with educational websites and platforms, and the inclinations towards using them in education have become very high because of their services that facilitate the teaching and learning process and save students and teachers a great deal of effort and time. Scientific research, whether in Iraq or outside Iraq, has begun to move towards revealing the effects of blended and distance education, in addition to the use of technological means in education, whether inside or outside the classroom. Due to the large number of

educational platforms, programs, and websites, choosing what is reliable and appropriate among them has become very difficult for students and professors, so adopting programs and sites supported by UNESCO that have a reliable international license has become the ideal solution for adopting open educational resources available to everyone.

By reviewing recent previous literature (including Iraqi researchers, scholars, postgraduate theses and dissertations), the researchers noted that most of them investigated the effect of some technology tools on student achievement such as (Shukr HY, Jameel, 2022; Jomaa NJ, Kamal, 2023; Khayat, 2023; Mohammed, 2023; Talabani HS, Jumaa, 2024; Almadhady, 2024; and Hamzah, 2024). The researchers noted that researchers in Iraq have a great deal of confusion between technology tools and open educational resources. There are many technology tools and educational programs, and every day we witness the release of a new program or application in the field of education, and the release is in several languages.

For the purpose of verifying the level of knowledge of Iraqi university professors about some open educational resources and the factors that help them use them in teaching subjects at the Department of English Language and the Department of Sociology, the selection of Open Educational Resources (OERs) in the current research is based on the extent to which the sources are useful in the learning of students in the Department of English and the Department of Sociology.

1.3 The Aims

The study aims to reveal the university instructors' level of use of some kinds of Open Educational Resources (OERs) and their usage in teaching and for academic purposes too. Also, to reveal the factors that encourage them to use the OERs.

1.4 The Questions

To achieve the aims, the following questions have been set:

- 1- What is the instructors' level of use of some OERs?
- 2- What are the factors that influence the instructors' use of OERs?

1.5 Significance of the Study

The outcomes of this study are important to the university professors who teach subjects via using OERs, the outcomes are good indicators of the instructors to know their levels of use and to know the OERs that they do not use till now (which can be benefit for their teaching). Also, when professors get to know the types of open educational resources that they did not know or use, this will help them confuse the highly credible and officially approved open educational resources with those electronic programs spread across the Internet or artificial intelligence tools. These days, after the widespread of artificial intelligence tools, there is an overlap among users between these tools and open learning resources. Therefore, the outcomes of this study will be a good indicator for distinguishing between open learning resources and other educational sites and programs.

2. LITERATURE REVIEW

2.1 Historical Background of OERs

In 1994 and led by James Spohrer, the National Science Foundation, helped establish MERLOT in 1997 at California State University, a site that provides access to free educational materials and curricula over the websites. A year later, at Utah State University, David Wiley proposed in 1998 a license for free and open content. This proposal was an alternative to copyright for educational resources and textbooks (Bliss and Smith, 2017).

In the most recent investigation conducted by Bliss & Smith in 2017, they found that MERLOT contains approximately 40,000 educational and classified content. MERLOT provides educational means for university teachers and professors to share intellectual content focused on teaching and learning. What Wiley did in 1998 made it easy for students and teachers to transfer educational materials from books to the web or other open educational materials to all users in an easy and free manner. In addition to these efforts, specifically in 1993, there were efforts to create PLOS, which was officially launched in 2001 and contains more than 11,700 open access journals. In 2002, the Budapest Open Access Initiative came, which led to the establishment of open access as a global approach to freely exchange research among researchers and contributed to the speed of scientific publishing (Bliss and Smith, 2017).

All these events were a key to the official adoption of Open Educational Resources, which was adopted by the United Nations through UNESCO to this day, and support for this organization continues, as the “Third UNESCO Global Conference on Open Educational Resources” will be held in the United Arab Emirates in November 2024 to follow the recommendations of the conference of UNESCO in 2019 (UNESCO, 2024).

2.1.1 Definition of OERs

Wiley, et al. (2014) define open educational resources as " Open educational resources (OER) are educational materials either licensed under an open copyright license or in the public domain. Neither the term “open educational resources” nor the term “open” itself has an agreed upon definition in the literature" (p. 781). Most of the scholars do not focus on the meaning of "Open" or "resources", they focus on how to introduce OERs, the merit and demerit of OERs, and how to distinguish the OERs from other online resources (Bliss & Smith, 2020; Schön & Ebner, 2020; Ouahib, et al.,2022 and Olivier & Rambow, 2023).

2.1.2 Open Education Theory

It is about making educational materials available for anyone to use, and share freely. It stresses working together, being open, and making sure everyone is included in education (Buehler, 2023). The "Open education" is a philosophy advocating for sharing and sharing of information, aiming to provide everyone with access to high-quality- level educational experiences and resources. It involves the utilize of OERs, which are resources in the public licensed under "Creative Commons" (CC) licenses, allowing for free utilize, sharing, and modification (Walz, et al., 2018).

2.1.3 E-Learning vs. OERs

OERs are not the same as on-line learning or electronic-learning, even though some instructors mix up the words and use them interchangeably. The open licensed material can be made via different ways like writing on paper, making videos, recording audio, or creating computer-based multimedia. Many online courses can use OER, but not all OERs are for online learning (Chan, et al., 2017). In some developing countries, it's common to have limited internet connection. Because of this, most educational resources are printed instead of being made for online learning (Buehler, 2023). OER can change education in three ways: by making good learning materials available, by making it cheaper to get them, and by helping students and teachers make new materials easily and cheaply (Adil, et al., 2024).

The goal of the Hewlett Foundation, which is interested in open educational resources, is to develop and enhance the quality of the educational materials it provides and ensure their benefits to users. Users can now collect educational materials from multiple open sources to prepare a study material that aims for a specific goal (Tang, 2020). It has increased the scope of available materials, so that the materials are no longer limited to a specific language, but rather it is possible to use free translation tools to obtain the source (Braßler, 2024). Freely available translation tools have contributed to supporting open educational resources to continue learning and innovation (Bowker, 2021).

Adil, et al. (2024) found that one of the most important benefits of open educational resources is easy access to information and knowledge, and it has also proven to support continuous learning throughout life, in addition to educational benefits for users. The researchers also found that open educational resources have enhanced Student learning. Many users also face how to use open educational resources, in addition to the veracity of copyrights and the quality of information. Atenas, et al. (2024) emphasized the use of OERs by the universities professors and to use the most meaningful sources, also to monitor the development of OERs at the level of universities and provide feedback.

2.1.4 The Factors that Affected the Use of OERs

There are several factors that affect the users to use OERs, the most prominent are the Perceived Ease of Use, Perceived Usefulness, Attitude, Subjective Values (Norms), Perceived Self-Efficacy, Learning Autonomy, Perceived Behavioral Control, Intention, Confirmation, Satisfaction, Perceived Pleasure, and Concentration (Zogheib, et al., 2015; Huang, et al., 2022 and Alyoussef & Omer, 2023).

Perceived ease of use is about how it is easy for students and instructors think it is ease to use technology. Perceived usefulness is about how much people think technology can help them do their job better (Alyoussef & Omer, 2023). Subjective norms (Subjective Values) mean what instructor or students think others will think about their actions (Otto, 2021). Confirmation: How much do users think that their experience with OERs was what they expected? Confirmation is an essential idea in knowing why people keep using OERs (Huang, et al., 2022). Satisfaction is how much users like using OERs. It includes how satisfied users are with their experience using OER (Sommer, et al., 2022). Normative beliefs (perceived pleasure and concentration) predict subjective norms (Tipton, 2020). Learning Autonomy means the feeling of being able to use OERs on your own without help (Asghar, et al., 2022).

2.2 Previous Studies

Jameela (2014) investigated if the teachers are aware of OER. She found that the teachers' awareness was poor, so they didn't use or share OERs properly.

Prasad and Usagawa (2014) found that most of the participants (teachers) were aware of OER, but they weren't aware of how it could help them.

Villanueva & Dolom (2018) found that attitude and perceived behavioral control are the most affected factors in OERs.

Bajaj, et al. (2021) found that perceived ease of use significantly influenced university professors' attitudes towards OERs, and the attitude influenced their intention to use OERs, and the perceived benefit did not positively affect their intention to use OERs.

Tang & Bao (2020) found that the university professors have low value beliefs about using OER.

3. MATERIALS AND METHODS

The study's design is quantitative and qualitative data with a sample of 52 university professors from the Department of English and Department of Sociology at the College of Arts and the Department of English at the College of Education for Humanities, University of Anbar, during the second semester of the academic year 2023–2024. The participants provided informed consent. Table 1 shows the distribution of the participants.

Table 1: The distribution of the participants.

Colleges	Departments	Number
College of Arts	English	17
	Sociology	13
College of Education for Humanities	English	22
Total		52

The researchers selected all the instructors of the Department of English and Department of Sociology in both colleges.

3.1 The Instruments

The researchers prepared a questionnaire to measure the instructors' use of the OERs, and an open question for the semi-structure interview to collect the data of the study.

To validate the instruments, a jury member consisting of specialists in the field of Information technology and computer science, educational technology, and methodology reviewed the questionnaire and the question of the semi-structure interview. The jury members' recommendations were taken into consideration.

To calculate the reliability of the instruments, the researchers distributed it to a pilot sample consisting of 4 university professors from the Iraqi universities; after 8 days, the instruments were redistributed to the same sample under the same conditions. A Cronbach Alpha was used to calculate the reliability coefficient, the value was revealed to be 0.89, which is considered high.

4. THE RESULTS

4.1 Results of the First Question

The first question states "What is the instructors' level of use of some OERs?" the arithmetic means, standard deviations, and percentage scores were calculated. Table 2 shows the results.

Table 2: The arithmetic means, standard deviations, and percentage scores were calculated

Sites	Mean	Standard Deviation	Percentage
Multimedia Resources https://www.youtube.com/education https://www.youtube.com/c/TeachingsinEducation	3.29	0.533	66.42
Online dictionaries https://translate.google.com	3.17	0.62	64.02
Spell Checkers https://www.jspell.com/checker/	3.15	1.20	63.76
Open Textbooks https://openstax.org/	1.85	0.93	37.41
Language learning apps: www.duolingo.com	1.73	0.84	35.18
Online assessment tool https://kahoot.com/	1.69	0.90	34.52
Supplementary Materials https://oercommons.org/	1.66	0.80	33.86
Teaching Aids https://teachingcommons.us/	1.64	0.78	32.16
Collaboration Platforms https://edmodo.org/	1.62	0.76	32.04
Open Text book share https://open.umn.edu/opentextbooks	1.58	0.74	31.38
Wikibooks https://en.wikibooks.org/wiki/Using_Wikibooks	1.56	0.72	31.28
Open Textbook Store https://www.opentextbookstore.com/	1.54	0.70	30.97
Weighted mean and Std.D	1.93	0.78	38.43

Table 2 shows that the general arithmetic mean for the level of instructors use of OERs was (1.93), which is less than the cut-off point which is (3). This indicates that instructors have a low level of use of OERs sites. The sites have been re-ranked according to the mean score of each site. The site "Multimedia Resources: <https://www.youtube.com/education> and <https://www.youtube.com/c/TeachingsinEducation>" has a mean score 3.29 which

indicates that 66.42 of the participants use it. This site ranked the first. In the second rank came the site " Online dictionaries: <https://translate.google.com>" with mean score 3.17, which indicates that 64.02 of the participants use it. In third rank came the site " Spell Checkers <https://www.jspell.com/checker/>" with mean score 3.15 which indicates that 63.76 of the participants use it. While the rest sites scored below 37.00 percent of the participants use them.

4.2 Results of the Second Question

The second question states "What are the factors that influence the instructors' use of OERs?", to answer the question, the researchers conducted semi-structure interview with the participants to ask then the following question "What are the factors that influence you to use OERs". After reviewing the instructors' replies, their replies were categorized based on the factors mentioned by Zogheib, et al. (24), Huang, et al. (25), Alyoussef, et al. (26). Following are the instructors' replies, organized by frequency from the most mentioned factors to the least mentioned factors.

4.2.1 The Attitude

In any educational content, the positive attitude factor has an effective role in motivating the use or adoption of a particular teaching or learning method. All participants (52) mentioned that when we have a positive trend towards an open educational resource, it encourages us to adopt this resource and integrate it into the plan. When we have positive attitudes toward an open educational resource, we can use it with ease. This positive attitude is innate, as a person naturally tends toward easy, useful, and enjoyable things and adopts and integrates them into his life. This innateness also applies to adopting and integrating open educational resources into teaching.

Also, the participants mentioned that we are influenced by the attitudes of other professors who have a positive attitude towards any open educational resource, so we test the source with high confidence, and when we find that the source is of great benefit in teaching, we adopt this open educational resource.

4.2.2 Perceived Usefulness

Concerning the perceived usefulness of the OERs, 50 of the participants mentioned that the perceived usefulness of using open educational resources is one of the factors that encourage them to use it, that is, their awareness of the importance of the resource in enhancing teaching and increasing the interaction and activity of students, whether inside the classroom, i.e. face-to-face education or via e-learning, as it is an important factor that prompts them to use it. The source and integrating its contents, or some of them, into the academic material to achieve educational goals. Participants mentioned that the perceived usefulness factor encourages us to use open educational resources in preparing a lesson plan, formulating objectives, preparing activities and exercises, and even in preparing test questions. Our perceived usefulness (awareness of the benefit) of using the source enhances our adoption of the resource and its display in the classroom for the purpose of creating interaction with authentic materials that students can interact with and achieve educational goals. The feature of ease of editing, deleting, and adding to the educational

source, and our awareness of this, greatly helps in adopting the source and using it in teaching.

4.2.3 Perceived Ease of Use

Concerning the factor perceived ease of use of the OERs, 49 participants mentioned that the ease of using open educational resources, as well as the ease of access and the possibility of using them in proportion to the material to be presented to students, that is, the possibility of including it with the academic material and the possibility of teaching it using one of the teaching methods are among the most important factors that affect the use of open educational resources.

The open educational resource also has the advantage of flexibility, that is, the user's ability to add and modify it for the purpose of coming up with material and content that suits the level of students and achieves academic goals. This leads to the rapid spread of open educational resources among professors, for example, Google Translate, Multimedia Resources, Spell Checkers, Open Textbooks, and Teaching Aids.

The ease of using an open educational resource saves time, meaning it does not require time to use and understand its contents. In other words, the resource page on the website is clear with easy-to-use icons. Ease of use encourages teachers to use other sites and discover new sites that they have not used, while difficulty of use leads to using the resource once.

4.2.4 Perceived Behavioral Control

Concerning the factor perceived behavioral control of the OERs, 37 professors mentioned that the factor "perceived behavioral control" has an influence on our decision to use OERs. What is meant by this is our awareness of our ability to perform a certain experience with high confidence. By this we mean the ability of our behavior to control the management, use, and evaluation of open educational resources and then make appropriate modifications commensurate with the content of the academic materials for the purpose of integrating them with them and then revising them and presenting them to students.

We believe that perceived behavioral control can be developed among all professors through scientific workshops, training courses, and benefiting from the experiences of others. These factors greatly help in raising the level of our perceived behavioral control, and enhance our confidence in using open educational resources, which leads to the increased use of many of them in teaching.

4.2.5 Satisfaction

Concerning the factor satisfaction of the OERs, 35 participants mentioned that when we feel satisfied with OERs, this does not come from the first use of the open educational resource, but rather the result of repeated use, which is caused by the ease of using the site and the possibility of adding what we want for the purpose of achieving the lesson

objectives. The degree of satisfaction with OERs is the result of finding resources that fit the curriculum and, when used, add enrichment to the academic material. Also, our positive attitudes toward OERs are an important factor in the degree of satisfaction toward using OERs. What increases satisfaction with the use of OERs is the university's support for OERs. This support encourages us to use OERs in all academic subjects, at all levels, and even in postgraduate lectures.

We always find that when we combine audio or video clips and videos during the lesson, students feel comfortable, and this leads to our satisfaction with the open educational resource. This satisfaction encourages us to try using other open educational resources, and when we feel satisfied with them, we adopt them and integrate them into the study plan.

4.2.6 Perceived Pleasure

A small number of participants 28 mentioned perceived pleasure factor in using OERs as a contributing factor to their use. It is axiomatic that pleasure from using OERs leads to continued use. The diversity of OERs and discovering exciting ones greatly motivates the user to use them. Participants mentioned that when we feel pleasure using OERs, it increases our motivation to prepare active and highly effective study material that leads to lifelong learning. Our feeling of pleasure while preparing the academic material, and after presenting it to the students and seeing their interaction and feeling of enjoyment (enjoyable education), leads to an innate feeling of pleasure because we have achieved the educational goals with high professionalism. The feeling of pleasure when using OERs does not occur from the beginning of their use, but rather it takes time to reach this internal feeling, and this is the main reason for the positive characteristics that OERs have.

5. DISCUSSION OF RESULTS

The results of the study revealed that all participants mentioned that factors as Attitudes; Perceived Usefulness; Perceived Ease of Use; Perceived Behavioral Control; Satisfaction; and Perceived Pleasure were mentioned in different proportions, as not all of them mentioned these factors, but rather they were mentioned in the following frequency:

All participants 52 stated that the Attitude factor has a significant impact on the use of open educational resources. The Perceived Usefulness factor was mentioned by 50 participants, in addition to the Attitudes factor. The Perceived Ease of Use factor was mentioned by 49 participants, in addition to their mention of the previous two factors. Also, the Perceived Behavioral Control factor was mentioned by 37 participants, in addition to their mention of the previous factors. As for the Satisfaction factor, it was mentioned by 35 participants, in addition to their mention of the previous factors. Finally, there was the Perceived Pleasure factor, which was mentioned by only 28 participants.

This influence came as a result of the natural human nature, which is affected by everything positive in life. We are influenced by the society surrounding us, and positive influences play a major role in decision-making, and here came the role of positive trends in motivating university professors to use OERs. The results of this study were identical

to the results of other studies (Tshabalala, 2020; Otto, 2021; Atenas, et al., 2024). They found that positive attitudes toward OERs played a major role in encouraging users to use them widely, and the number of OERs used by professors increased as a result of positive attitudes toward them.

The results of the study also showed that the Perceived Usefulness factor plays a major role in using OERs and integrating them into teaching the curriculum. When the user feels that the open educational resource has a great benefit on the teaching and learning process, this will lead to adopting and integrating this resource into the teaching method, whether inside the classroom or through e-learning. The results of this study were identical to the results of other studies (Cheung, 2018; Cheung, 2021, Kazoka & Mwantimwa, 2019; and Esan, 2024).

The results also showed that perceived ease of use is an important factor that encourages and motivates professors to use OERs. Teachers' awareness of the ease of using the resource encourages them to try it, and when the experiment is successful, they will continue to use it. Therefore, the factor of ease of use is one of the effective factors in using OERs, and this is what prompted the participants to answer it and include it among the important factors that they realize the importance of, as ease of use saves time and effort and gives the user confidence. Ease of use encourages teachers who have little experience in using technology. These results were consistent with the results of studies of (Ebijuwa, 2018; Cheung, 2021; and Huang, et al., 2022) they found that open educational resources were easy to use were more widely used than those that have specifications that require technical expertise in the field of using websites. Although they are free, some of them require logging in via email and confirming the login or registration process by adding a complex password, or that their icons are hidden on the home page of the source website.

The results also showed that behavioral control is another important factor that motivates professors to use OERs. Participants' sense of confidence in controlling open educational resources and their ability to use them increases their use of them significantly. The feeling of being able to control the behavior of using open educational resources greatly affects users' decisions in choosing the open educational resources that suit them. This result is consistent with the results of a studies of (Apasieva, et al., 2020; Tipton, 2020; Yusliza, et al., 2020; and Lin, et al., 2021). These studies showed that the user's ability to control his behavior when using open educational resources or any electronic platform increases its use because he feels very comfortable when using it, and this feeling stems from his ability to control what he uses and manage it well in a way that serves the achievement of his goals.

The results also showed that the factor of satisfaction with open educational resources has an impact in encouraging professors to use open educational resources. Satisfaction with any website comes through the positive benefits that the site has, and this is what the participants proved. Open educational resources are characterized by ease of use, the ability to add what the user wants for the purpose of achieving the lesson objectives, the suitability of the resources to the curriculum, the perceived ease of use, the perceived usefulness, and a positive attitude. The results of this study are consistent with studies by

(Jaggars, et al., 2018; Korableva, et al., 2019; Riley & Carmack, 2020; and Nilashi, et al., 2022).

The results finally revealed that the perceived pleasure factor can affect instructors' use of OERs. Studies have proved that when one use electronic tools or digital platform with positive emotion can lead to successful use. This fact is also similar with the user of OERs, when they have pleasure due to the smooth use, free access, ease use and modify, and can implement all the icons of the OER site and do not encounter any difficulty, the users feel happy to reuse or even to use another OERs. perceived pleasure factor has positive factor on the users' decision and intention to use the OERs. This results are consistent with studies by (Sommer, et al., 2022; Tipton, 2020; Tang, et al., 2020; Anber & Jameel, 2022; Habeeb & Jameel, 2023; Jameel, 2023, Mohammed & Anas, 2020, Shawaqfeh, et al., 2024).

6. CONCLUSION

The outcomes of the study revealed that the instructors' level of use of OERs was low. They do not use the most common OERs that suite their specialization. The most used OERs were The Multimedia Resources that contain youtube educational programmes, and youtube teaching and instructions aids. Also they use Online dictionaries and the most used was translate Google. in addition, they used Spell Checkers OER which is very important one for all EFL instructors. The findings revealed that the instructors use the OERs based on several factors, they use the OERs which have positive attitude, useful for their teaching and can integrate materials that enrich the content, ease of use was very important factor to use OERs due to their limited knowledge in technology, also the instructors used the OERs that they feel they have behavioral control (to be able to use OER and direct it easily, and can solve any problem that emerged), satisfaction also was an important factor, the OERs which provide satisfaction atmosphere were the most used, and finally, the instructors used the OERs which they perceived pleasure when they use them, and any new OER they use and have the same positive feature they use it and continue use.

Data Availability

The dataset used and/or analyzed during the current study would be available from the corresponding author upon reasonable request.

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