Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 1, 2025

Self-actualization and Open Educational Resources Use by Undergraduate Students of National Open University of Nigeria in North West, Nigeria

Olufemi Kunle ARAMIDE
Department of Library and Information Science
Adeleke University Ede, Osun state

Saheed Abiola HAMZAT
Department of Library and Information Science
Adeleke University Ede, Osun state
saheed.abiola@adelekeuniversity.edu.ng
https://orcid.org/0000-0001-9238-8628

Shamwil Bala SALISU
Mani Study Centre
National Open University of Nigeria
ssalisu@noun.edu.ng

Dahiru USMAN
Department of Library and Information Science
Adeleke University Ede, Osun state
Dahiruusman79@yahoo.com

Abstract

The study investigated self-actualizations as a factor influencing open educational resources (OERs) use by National Open University of Nigeria (NOUN) undergraduates across the seven state of North-West, Nigeria. The population of the study consisted of 6,203 undergraduates in the North-West Nigeria, descriptive survey design was adopted and 2481 undergraduates were selected using two-stage sampling technique. Self-actualization and OERs use scales were adapted and pre-tested at Ibadan Study Centre of NOUN in Oyo State, South-West Nigeria with Cronbach Alpha coefficient values of 0.82 and 0.77 respectively. The instrument was condensed to Google form for ease of administration and recorded a return rate of 93.9%. The data was subjected to both descriptive and inferential analysis. Findings revealed a moderate level of self-actualisation among the NOUN undergraduates, ($\beta = 0.512$, $p < 0.05$) on OERs use ($F\ (1, 2327) = 591.659$) and influence OERs use by NOUN undergraduates. Recommendations include institutional efforts at incorporating self-actualization programs as part of NOUN curriculum.

Key words: Open Educational Resources Use, Self-actualization, Undergraduates, National Open University of Nigeria (NOUN)

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 1, 2025

Introduction

The term Open Educational Resources (OERs) was first coined in 2002 by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Forum on the Impact of Open Courseware for Higher Education in Developing Countries (UNESCO, 2002). The core objective behind the OERs initiative was to deliver digital teaching and learning resources openly available and accessible to any potential user without restrictions, usually through the use of Creative Commons (CC) licenses (Wiley & Hilton, 2018). Being the brainchild of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), it is imperative to also reflect the definition of OERs as offered by the body which is considered by many as the most widely accepted definition of the concept. According to UNESCO (2019), OERs are "Learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, reuse, re-purpose, adaptation and redistribution by others".

The use of the OERs often involves issues relating to intellectual property rights where traditional commercial educational materials, such as textbooks are protected under conventional copyright terms. For educational resources to be OERs, they must have an open license or otherwise communicate willingness for reuse and/or modification. Many educational resources made available on the Internet are geared towards online access to digitised educational content, but the materials themselves are restrictively licensed. These restrictions may complicate the reuse and modification considered characteristics of OERs (Perry, 2020; Salisu et al. 2024). Interestingly, alternative and more flexible licensing options have become available as a result of the work of Creative Commons, a non-profit organisation that provides ready-made licensing agreements that are less restraining than the "all rights reserved" terms of typical international copyright. These new alternatives have become a critical infrastructure service for the OERs movement (Atkins & John, 2007), which enables the attainment of the objectives of Open Distance Learning (ODL) programmes.

OERs form an integral part of the materials utilised for learning and research purposes among undergraduates in ODL. One of the most cited benefits of OER is its potential to reduce the costs of education (Millard, 2014).With the rising costs of textbooks and other educational resources, potential learners are seeking alternative means to enhance their learning experiences without financial burdens. It appears that this concept has emerged as a promising solution to address this challenge through its provision of cost-effective and easily accessible materials that can supplement or even replace traditional textbooks and course materials. Other advantages attributed to OERs include expanded access to learning, modifiability and enhancement of course materials, speedy dissemination of information, research quality improvement, removal of entry barriers, and enhancement of diversity and representation within science (Azevedo et al., 2022).

Regardless of the benefits of OERs in distance education, the review of literature such as Siminyu (2017), Menon et al.(2018), Salisu et al. (2024) and Hilton (2019) and context observation revealed that the use of OERs, especially by undergraduates engaged in open education could be influenced by several factors among which is self-actualisation.

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 1, 2025

In the context of OERs use, self-actualisation is the complete realisation of one's potential and the full development of one's abilities and appreciation for life. Self-actualisation can play a determining role in students' adoption and utilisation of OERs. By aligning with the principles of personal growth, autonomy, pursuit of passion, self-acceptance, flexibility, self-reflection, intrinsic motivation, self-awareness, collaboration, emotional resilience and exposure to diverse perspectives, students can be empowered to use OERs for their educational purposes. This study adopted the indicators of autonomy, emotional resilience and self-acceptance to explain self-actualisation.

Statement of the problem

The increasing availability of Open Educational Resources (OERs) has the potential to enhance learning experiences and foster self-actualization among undergraduate students. At the National Open University of Nigeria (NOUN), particularly in the North West region, students are expected to leverage OERs to improve their knowledge, skills, and personal development. However, despite the widespread promotion of OERs, there is limited empirical evidence on the extent to which these resources contribute to students' self-actualization. Factors such as digital literacy, accessibility, motivation, and institutional support may influence how effectively students utilize OERs to achieve their full potential. The lack of comprehensive studies on this relationship leaves a gap in understanding whether OERs use supports students in reaching self-actualization, as described by Maslow's hierarchy of needs.

Moreover, previous research on OERs adoption in Nigeria has primarily focused on access, awareness, and challenges, with little attention given to its impact on personal growth and self-fulfillment. Self-actualization involves realizing one's potential, developing creativity, and attaining intellectual independence—outcomes that OERs are expected to facilitate. However, without empirical investigation, it remains unclear whether NOUN undergraduates in the North West region are achieving these benefits through OERs usage. Addressing this gap is crucial for policymakers and educators to design strategies that enhance the effective use of OERs, ensuring that students not only access learning materials but also experience transformative educational growth.

Objectives of the Study

The main objective of this study was to determine the influence of self-actualization on open education resources use by undergraduates of National Open University of Nigeria. Specifically, the study sought to:

1. Find out the level of self-actualization of undergraduates of National Open University of Nigeria in North-West study centres;
2. Investigate the open educational resources use mostly by undergraduates of National Open University of Nigeria in North-West study centre; and

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 1, 2025

3. Examine the influence of self-actualisation on open educational resources use by undergraduates of National Open University of Nigeria in North-West study centres.

Research Questions

The study sought to answer the following research questions:

1. What is the level of self-actualisation of undergraduates of National Open University of Nigeria in North-West study centres?

2. What are the OERs mostly used by undergraduates of National Open University of Nigeria in North-West study centres?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

HO_1: Self-actualisation has no significant influence on open educational resources use by undergraduates of National Open University of Nigeria in North-West study centres.

Literature Review

Several studies have investigated adaption and use of Open Educational Resources. Menon et al. (2018) studied the adoption and integration of OER materials in self-instructional course development. He found that despite OERs being used to produce educational materials, there is a lack of understanding about the processes involved in OERs integration and contextualisation. The study uncovered that there was adequate availability of relevant OERs, but factors such as subject content expertise, pedagogy, OERs awareness, reuse skills and understanding of the local learning environment positively influenced effective reuse and integration. Varied results on the level of awareness of the OERs movement have been published, some of the studies showed that the awareness of OERs among undergraduates was low (Pawlowski & Hoel, 2012; Rolfe, 2012). Rolfe (2012) in his study found that 18% of the undergraduates in a UK university had not even heard of the term OERs. In the same year, Reed (2012) discovered that only 32% of the 59 participants from the two different UK universities in his study were aware of the OERs in their domain.

The study by Nwaohiri (2021) investigated promotion and awareness opportunities for academic libraries on OERs use in Nigerian universities for teaching, learning and research. The study employed a descriptive survey design method. Findings showed the quality assurance indicators of a good OERs repository to include featuring of resources, user evaluation, peer review policy, authorship, keywords, creative commons license, multilingual support (original files) and social media. The study showed that educators had a high awareness of OERs; however, their knowledge of OERs repositories was low. Most respondents had smart knowledge about OERs and were awarded the Creative Commons licensing levels. More research is needed to understand OERs aspects, especially in developing nations like Nigeria.

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 1, 2025

Johnson and Brown (2019) examined the self-actualisation levels of undergraduates enrolled in Open and Distance Learning (ODL) institutions. Utilising a quantitative approach, data were collected from a sample of 300 undergraduate students across various ODL institutions. The Self-Actualisation Scale (SAS) was employed to measure students' self-actualisation levels. Additionally, demographic information and academic performance data were gathered. Statistical analysis techniques, including correlation and regression analysis, were utilised to explore the relationship between self-actualisation and academic achievement. Findings indicated a significant positive correlation between self-actualisation levels and academic performance among ODL undergraduates. Implications for ODL institutions in fostering self-actualisation among their students and enhancing academic were discussed. This study provided empirical evidence regarding the self-actualisation levels of undergraduates in ODL institutions, offering insights into the relationship between self-actualisation and academic achievement in the context of distance education.

Mitali (2015) analysed the relationship between self-actualisation and creativity regarding gender differences - differences in the curricular stream and medium of instruction among undergraduates. The study compared individuals having high and low creativity to their self-actualisation. Torrance's test of creative thinking and standardised Sharma's self-actualisation inventory were used to identify creativity and self-actualisation. Through personal survey, data were collected from five co-educational Bengali and English medium schools in the Metropolitan City of Kolkata, India. The results of the data analysis revealed sufficient evidence to establish a correlation between creativity and self-actualisation regarding gender difference - differences in streams and in the medium of instruction among the undergraduates. The study concluded that self-actualised individuals can think with novelty and express themselves in new directions. Such news directions could be in the area of OERs use.

Evanytha (2018) examined the degree to which self-actualisation was a predictor of the PERMA (Positive Emotions, Engagement, Relationship, and Meaning Accomplishment) flourishing dimensions. The PERMA-Profiler was used to measure flourishing and the Short Index of Self-actualisation was used to measure self-actualisation in 147 undergraduate students aged from 18 to 24 years. Simple linear regression analysis was then used to analyse the data from which it was found that self-actualisation significantly and negatively contributed to all flourishing dimensions; 18.3% to positive emotions, 15.4% to engagement, 16.6% to relationships, 19.7% to meaning, and 15.4% to accomplishment. This was speculated to be because of the tendency of highly self-actualised individuals to maintain their individuality even in interdependent, collectivist cultures having a greater concern about the future than fully engaging in the present and pursuing goals to gain rewards from their group rather than to realise their true nature or for self-fulfilment.

Grudistova et al. (2019) discussed the results of the empirical study of the self-actualisation needs of undergraduates in Russia. Results from the study showed that undergraduates had a certain motivational potential for self-actualisation, which was true for the whole sample as well as for each of the universities involved in the study. Hutubessy et al. (2019) undertook a study to find the process of self-actualisation learning for undergraduates using the literary

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 1, 2025

text 'Siddhartha story'. The study used a descriptive qualitative method. The study posited that Siddhartha had three phases of life namely the phases of the spiritual life, the phase of earthly life and the phase of the wise life. From this story, some students could build their self-actualisation that impacted building character value which could help the use of educational materials like OERs.

The study by Gopinath (2020) titled "Assessment of Demographic Characteristics and Self-actualisation Dimensions in Tamil Nadu Universities: An Empirical Study", found out the details of demographic characteristics and priorities of self-actualisation dimensions of undergraduates and academic leaders in Tamilnadu universities. The study identified significant self-actualisation dimensions and their importance. The demographic factors were analysed using the mean and standard deviation of self-actualisation. Findings from the study revealed that equanimity was ranked as a top self-actualisation dimension. This implied that undergraduates and academic leaders gave more importance to self-actualisation.

Shipunova et al. (2019) in an empirical study addressed the psychological adaptation of undergraduates to the electronic expansion of the learning environment. The research examined the relationship between undergraduates' adaptive abilities, motivation for learning and personal development levels during the acquisition of new knowledge. Findings from the study suggested a deficiency in the first-year undergraduates' independence in evaluating the information environment and selecting online learning trajectories. The authors proposed that these results could inform the development of a productive algorithm for students' adaptation to the e-learning environment. This empirical investigation contributed to understanding the challenges and opportunities associated with undergraduates' psychological adaptation in the context of electronic learning environments.

Methodology

A descriptive survey design was used with population of 6,203 undergraduates enrolled across the seven study centres of National Open University of Nigeria in North-West Nigeria (Dutse, Gusau, Kano, Kaduna, Katsina, Kebbi and Sokoto study centres) as at 2023/2024 academic session. Two-stage (proportional and stratified) sampling technique was employed to arrive at sample size of 2,481 undergraduates across the seven faculties of agricultural sciences, arts, education, health sciences, management sciences, sciences and social sciences. An adapted questionnaire entitled Self-actualisation and Open Educational Resources Use Questionnaire (SOERUQ)' with three sub-scales was employed for data gathering. The questionnaire was adapted from Faraci and Cannistraci (2015). The first section of the instrument focused on demographic characteristics of the respondents, Section B level of self-actualization of the participants and Section C on OERs use. The questionnaire used was subjected to reliability test at Ibadan Study Centre, Oyo State and the reliability co-efficient level of 0.79 was rewarded. The questionnaire was coded into Google form for wider coverage and due to the learning mode where the students are physically present.

With the approval from the Directors at the seven study centers, the link to the Google form was shared in the centers WhatsApp groups. The response rate was continuously monitored and the Google form was deliberately closed from receiving responses. By 28th February

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 1, 2025

2024, 2481 responses had been recorded in the Google form and this accounted for 93.9% of the required sample. The data collected were then analyzed using frequency count, percentages, mean, standard deviation, linear regression and the results presented in Tables 1-3.

Data Analysis

Table 1: Demographic Profile of NOUN Undergraduates in North-West, Nigeria

Demographic Item	Category	Frequency	Percentage (%)
Name of study centre	Dutse	128	5.50
	Gusau	157	6.70
	Kaduna	629	27.00
	Kano	692	29.70
	Katsina	341	14.60
	Kebbi	147	6.30
	Sokoto	235	10.10
Gender	Male	1348	57.90
	Female	981	42.10
Faculty	Agric Science	261	11.20
	Arts	217	9.30
	Education	378	16.20
	Management Science	274	11.80
	Health Science	681	29.20
	Science	233	10.00
	Social Science	285	12.20
Department	Nursing Science	245	10.50
	Animal Science and Fisheries	88	3.80
	Computer Science	108	4.60
	Business Administration	107	4.60
	Public Health	228	9.80
	Mass Communication	128	5.50
	Biology	215	9.20
	Educational Foundations	115	4.90
	LIS	88	3.80
	Criminology and Security Studies	123	5.30
	Public Administration	123	5.30
	Political Science	171	7.30
	English	121	5.20
	Biology	73	3.10
	Physics	53	2.30
	Economics	129	5.50
	Linguistics	143	6.10
	Agricultural economics	71	3.00
	Science education	245	10.5
Level	100	356	15.3
	200	522	22.4
	300	578	24.8
	400	488	21.0
	500	385	16.5
Age	Less than 18	128	5.50
	18 – 22	357	15.3
	23 – 27	428	18.4
	28 – 32	692	29.7
	33 – 37	341	14.6
	38 – 42	148	6.40
	43 and above	235	10.1

Source: Field Survey, 2024

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 1, 2025

Data in Table 1 showed that out of the seven study centres, the Kano Study Centre had the highest number of respondents (29.7%; 692) while the Dutse Study Centre had the lowest number of respondents (5.5%; 128). It could be stated that all the NOUN study centres in the North-West region were adequately represented in the study as none of the study centres constituted less than 5% of the total respondents. Moreover, the distribution according to gender showed that male students constituted the majority with 57.9% (1348) while females were in the minority at 42.1% (981). This suggested that male students were more in number at the NOUN study centres across the North-West region of Nigeria than their female counterparts.

Further, the composition of the respondents in terms of faculty indicated that the Faculty of Health Science had 29.2% (681) respondents, which constituted the majority while the respondents in the Faculty of Arts had the least number of respondents (9.3%; 217). This pointed to the fact that students' enrolment at the NOUN centres in North-West Nigeria tilted more toward health sciences than other faculties, although all the faculties were adequately represented in the study. Concerning departments, the result showed that Science Education had 10.5% (the highest) of the respondents while Physics had the lowest (2.3%).

Additionally, the result on the level of the study indicated that 24.8% (578) of the respondents were in the 300 level (the highest) while 15.3% (356) were drawn from the 100 level (the lowest). In terms of age, 29.7% (692) were aged between 28 – 32 years while 5.5% (128) were aged between 18 – 22 years. This suggested that most of the NOUN students in the seven study centres in North-West Nigeria were mature adults.

The level of self-actualization of NOUN undergraduates in North-West study centers is presented in Table 2.

Table 4.8: Self-actualisation of NOUN Undergraduates in North-West Study Centres

Self-Actualisation and OERs Use	**Very True**		**True**		**Seldomly True**		**Not True**		**Mean**	**STD**
Autonomy	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**		
I have a positive perception of my abilities to use OERs independently.	1334	57.3	564	24.2	281	12.1	150	6.4	3.66	1.15
I have a good understanding of the importance of OERs use in my academic pursuit.	1028	44.1	586	25.2	604	25.9	111	4.8	3.39	0.93
My strong desire for personal academic growth motivates me to use OERs	1001	43.0	551	23.7	494	21.2	283	12.2	3.26	0.91
I acknowledge my limitations in using OERs.	928	39.8	983	42.2	268	11.5	150	6.4	3.24	0.83
I choose OERs that interest me without external influence.	568	24.4	788	33.8	536	23.0	437	18.8	2.64	0.92
				Weighted Mean					**2.86**	**1.08**
Emotional Resilience	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Mean**	**STD**

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 1, 2025

I am not discouraged from using OERs because of the stress that is associated with it.	982	42.2	488	21.0	465	20.0	394	16.9	2.86	1.08
I do not feel ashamed of any of my decisions concerning the use of OERs	915	39.3	668	28.7	583	25.0	163	7.0	2.83	1.15
I maintain a positive attitude when faced with difficulties in navigating OERs.	950	40.8	635	27.3	310	13.3	434	18.6	2.72	1.09
I can easily adapt to new challenges associated with using OERs.	779	33.4	723	31.0	661	28.4	166	7.1	2.59	0.99
I do feel pressured to conform to external expectations from other people with regard to using OERs.	429	18.4	638	27.4	858	36.8	404	17.3	2.49	0.93
						Weighted Mean			**2.69**	**1.05**
Self-Acceptance	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**Mean**	**STD**
I seek OERs in the way I perceive as appropriate for me.	1110	47.7	543	23.3	315	13.5	361	15.5	3.33	0.98
I am comfortable with my choices of OERs	936	40.2	501	21.5	455	19.5	437	18.8	2.84	0.94
I seek opportunities to expand my knowledge and skills which makes me use OERs	724	31.1	902	38.7	625	26.8	78	3.3	2.71	0.93
I am satisfied and happy with my experiences regarding the use of OERs	863	37.1	506	21.7	533	22.9	427	18.3	2.56	1.08
I take responsibility for the outcome of my OERs use experience.	739	31.7	645	27.7	519	22.3	426	18.3	2.52	0.69
						Weighted Mean			**2.79**	**0.93**
						Overall Weighted Mean			**2.91**	**0.98**

Source: Field Survey, 2024

Decision Rule: 1.00 – 1.99 = low; 2.00 – 2.99 = Moderate; 3.00 -4.00 = high
Criterion mean = 2.50

The data in Table 2 showed that self-actualisation was dichotomised into three sub-variables including autonomy, emotional resilience and self-acceptance. The result revealed that for autonomy, the weighted mean was 2.86. This indicated a moderate level of self-actualisation (autonomy). More importantly, a greater number of the respondents affirmed that they had a

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 1, 2025

positive perception of their abilities to use OERs independently ($\bar{x}$=3.66), good understanding of the importance of OERs use in their academic pursuit ($\bar{x}$=3.39) and a strong desire for personal academic growth motivated them to use OERs ($\bar{x}$=3.26).

The result on the level of self-actualisation of the undergraduates of the National Open University of Nigeria in the North-West study centres was reported to be at a moderate level. This result is consistent with the findings of Glaser et al. (2018), whose research delineated a constructive correlation between the demands of e-learning environments and the realisation of self-actualisation, marked by motivational, cognitive and behavioural indicators. Similarly, Grudistova et al. (2019) delved into the examination of self-actualisation needs among undergraduates across three Russian universities. Their findings illuminated the existence of considerable motivational potential among undergraduates for self-actualisation pursuits. Notably, based on the findings of Grudistova et al. (2019), the students enrolled in graduate programmes exhibited a heightened level of self-motivation in comparison to those enrolled in undergraduate programmes. This finding, therefore, concluded that the level of self-actualisation of the undergraduates of the National Open University of Nigeria in North-West study centres was moderate.

Table 4.13: Influence of self-actualisation on OERs use by the undergraduates of NOUN in the North-West Study Centres

Variables	Beta (β)	T	Sig.	R^2	*Adj.* R^2	F	P
(Constant)		19.406	.000	.268	.268	853.806	.000[b]
Self-actualisation	.518	29.220	.000				
Dependent Variable: OERs use							
Predictor: **self-actualisation**							
DF (F-Statistic) = 1, 2327							
DF (T-Statistic) = 2328							

Source: Field Survey, February 2024

The result of hypothesis three regarding the influence of self-actualisation on OERs use by the NOUN undergraduates in the North-West study centres is presented in Table 3. The independent variable (self-actualisation) was regressed against the dependent variable (OERs use) using simple linear regression analysis. The result revealed that self-actualisation (β=0.518, $p < 0.05$) had a positive and significant influence on OERs use by the NOUN undergraduates in the North-West study centres (F (1, 2327) = 853.806). Therefore, hypothesis three was rejected. This meant that there was a significant influence of self-actualisation on OERs use among the undergraduates of NOUN in the North-West study centres. This implied that self-actualisation would impact positively OERs use by the NOUN undergraduates in the North-West study centres. In other words, when there was a high level of self-actualisation by the NOUN undergraduates, there would be a corresponding high level of influence on the use of OERs by the undergraduates.

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 1, 2025

Conclusion

Self-actualization of NOUN undergraduates in North-West study centres influences their use of Open Educational Resources (OERs) as a result of their autonomy, emotional resilience and self-acceptance. Moreover, the undergraduate students found OERs to be with up-to-date contents, and that it encourages lifelong learning and global impact.

Recommendations

1. Incorporation of OERs into Personal Development Programs: The National Open University of Nigeria (NOUN) should design and promote workshops or courses that align Open Educational Resources (OERs) with students' self-actualization goals, such as skill-building, career advancement, and personal growth. This will encourage undergraduates to use OERs as tools for achieving their full potential.
2. Developing Motivational Campaigns: NOUN should implement awareness campaigns emphasizing how OERs can contribute to self-actualization by providing access to diverse, high-quality learning materials that foster creativity, innovation, and lifelong learning. Testimonials from successful students who achieved their goals using OERs could be highlighted.
3. Integration of OERs into Personalized Learning Plans: Academic advisors and faculty at NOUN should work with students to develop individualized learning plans that incorporate OERs tailored to their aspirations, academic needs, and career objectives. This approach ensures that students perceive OERs as relevant and valuable resources for achieving self-actualization.

References

Aboyade, M. A., Madu, U. W. & Ajayi, S. A. (2023). Awareness, perception and challenges of use of e-learning platforms among students of Federal Polytechnic Ede during the Covid-19 lockdown in Nigeria. Social Science Research Network. https://ssrn.com/abstract=4430840 or http://dx.doi.org/10.2139/ssrn.4430840

Amin, H., Malik M.A & Akkaya, B. (2021). Development and validation of digital literacy scale (DLS) and its implication for higher education. International Journal of Distance Education and E-learning (IJDEEL) Vol VII.1

Almarabeh, T. (2014). Students' perceptions of e-Learning at the University of Jordan. http://dx.doi.org/10.3991/ijet.v9i3.3347

Bhasin, H. (2021). Online communication – definition, types and skills. https://www.marketing91.com/online-communication/

Bliss, T. J. & Smith, M. (2017). A brief history of Open Educational Resources. In R. Jhangiani & R. Biswas-Diener (eds.), Open: The philosophy and practices that are Revolutionizing Education and Science, 9-27. Ubiquity Press, 2017. DOI:https://doi.org/10.5334/bbc.b

Boubou, G. M. & Job, G. C. (2020). Individual innovativeness, self-efficacy and e-learning readiness of students of Yenagoa study centre, National Open University of Nigeria.

Journal of Research in Innovative Teaching & Learning. DOI:10.1108/JRIT-12-2019-0079

Cam, E. & Kiyici, M. (2017). Perception of prospective teachers on digital literacy. Malaysian Online Journal of Educational Technology, 5(4), 29-44.

Cheung, S. K. S., Wong, B. T. M. & Li, K. C. (2023). Perceived usefulness of open educational resources: impact of switching to online learning for face-to-face and distance learners. Frontiers in Psychology, 13, 1004459. doi: 10.3389/fpsyg.2022.1004459

Cote, T. J. & Milliner, B. (2017). Preparing japanese students' digital literacy for study abroad: is more training needed? JALT CALL Journal, 13(3), 187–197.

Dashtestani, R. & Hojatpanah, S. (2020). Digital literacy of EFL students in a junior high school in Iran: voices of teachers, students and ministry directors. Computer Assisted Language Learning, 1–31. https://doi.org/10.1080/09588221.2020.1744664

Fadhilah, F. & Husin, M. (2023). Student readiness on online learning in higher education: an empirical study. International Journal of Instruction, 16(3), 489-504. https://doi.org/10.29333/iji.2023.16326a

Forson, I. K. (2019). ONLINE learning readiness: perspective of students enrolled in distance education in Ghana. The Online Journal of Distance Education and e-Learning, 7(4).

Herrity, J. (2023). Computer skills: definitions and examples. https://www.indeed.com/career- advice/resumes-cover-letters/computer-skills

Itasanmi, S.A (2020). OERs awareness and usage among open and distance learning students in South-Western Nigeria. International Journal of Indonesian Education and Teaching P21-27. 4, 2 https://e-journal.usd.ac.id/index.php/IJIET/article/view/2643

Jang, M., Aavakare, M., Kim, S., & Nikou, S. (2020). The effects of digital literacy and information literacy on the intention to use digital technologies for learning - A comparative study in Korea and Finland. ITS Online Event, 14-17 June 2020, International Telecommunications Society (ITS), Calgary.

Library & Learning Commons (2023). Digital literacy: computer skills, netiquette & internet safety. https://bowvalleycollege.libguides.com/digital-literacy

Mabayoje, M. A., Isah, A., Bajeh, A. O. & Oyekunle, R. A. (2015). An assessment of ICT literacy among secondary school students in a rural area of Kwara State, Nigeria: a community advocacy approach. Covenant Journal of Informatics and Communication Technology, 3(1), 40–53

Menon, M., Bhat, B., Mathew, R. & Bhandigadi, P. (2018). IDRC Grant/ Subvention du CRDI: 107311-001-Research into Open Educational Resources for Development.

Mishra, M., Dash, M. K., Sudarsan, D., Santos, C. A. G., Mishra, S. K., Kar, D. & Silva, R. M. (2022). Assessment of trend and current pattern of open educational resources: a bibliometric analysis. The Journal of Academic Librarianship, 48(3).

Ng, W. (2012). Can we teach digital natives digital literacy? Computers & Education, 59(3), 1065–1078.

Nwaohiri, N. M. (2020). Open educational resources (OER) in Nigerian Universities: promotion and awareness opportunities for academic libraries for a path to higher education success. Library Philosophy and Practice (e-journal). 5583. https://digitalcommons.unl.edu/libphilprac/5583

Salisu, S. B., & Okpala, A. E. (2024). Academic Libraries' Roles in Open Access Publishing for Visibility and Accessibility of Scholarly Publications. International Journal of Knowledge Dissemination (IJKD), 5(2), 47–56. Retrieved from https://ijkd.uniabuja.edu.ng/index.php/ijkd/article/view/112

Salisu, S. B., Usman, D., & Muhammed, M. L. (2024). Reader services and user satisfaction in National Open University of Nigeria (NOUN) libraries. Adeleke University Journal of Business and Social Sciences, 4(1), 132–147. Retrieved from https://aujbss.adelekeuniversity.edu.ng/index.php/aujbss/article/view/85

Son, J. B., Park, S. S. & Park, M. (2017). Digital literacy of language learners in two different contexts. JALT CALL Journal, 13(2), 77–96.

Vod˘a, A. I., Cautisanu, C., Gr˘adinaru, C., T˘an˘asescu, C. & de Moraes, G. H. S. M. (2022). Exploring digital literacy skills in social sciences and humanities students. Sustainability, 14, 2483. https://doi.org/10.3390/su14052483

Zandi, G., Rhoma, A. A., &Ruhoma, A. (2022). Assessment of e-learning readiness in the primary education sector in Libya: a case of Yefren. Journal of Information Technology Management, 2023, 15(Special Issue), 153-165. doi: https://doi.org/ 10.22059/jitm.2022.89418