Research Article

Awareness and Perception on the Use of Open Educational Resources Among Public Senior High School Teachers

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ABSTRACT

Education plays an essential role in shaping not only one's knowledge but also in addressing global issues. However, the limited availability of learning resources in the Philippines continues to hinder the delivery of quality education. This suggests that Open Educational Resources (OER) can be a solution by providing free and adaptable materials that can enhance teaching. However, few studies in the Philippines have examined how senior high school faculty perceive and adopt OER, particularly in regional contexts. Thus, this research explores public senior high school teachers' awareness and perception of using OER. Using convenience sampling, the study polled 82 public senior high school instructors through a quantitative-descriptive research approach. Results indicate that most of the faculty are moderately to highly familiar with OER and have an overall positive perception of it. However, concerns persist regarding usability issues, preparation time, and institutional support. The research underlines the importance of focused training initiatives and policies in institutions to encourage teachers to adopt OER further.

Keywords: *Open Educational Resources, Faculty Awareness, Perception, Senior High School Teachers, Educational Technology, Public, Region*

Background

Education is the most elementary part of anyone's life. One would say it is the way to success, providing abundant opportunities (Brighouse, 2024). According to Meyer et al. (2025), education is a systematic field that encompasses teaching and learning methods in schools or other academic settings. On a larger scale, one can term education as passing down a community's values and knowledge. Education is known to provide advantages to people. It is the stepping stone in solving the world's perennial issues, such as poverty, inequality, oppression, and any social issue.

As children grow up, the parents' main desire for their child is to attend school and acquire a basic quality education to develop their mind and thinking, paving the way to uplift their lives. Individuals who receive formal education learn how to think, feel, and act in ways that contribute to their success and their society.

However, barriers such as a lack of financial support, scarcity of classrooms, books, learning platforms, and basic school facilities restrict access to education worldwide (Aghenitei et al., 2023).

In the Philippines, educators face a similar variety of hindrances, specifically in outdated textbook materials and their poor distribution, which makes the schools depleted of textbooks. This can negatively affect both the teachers' and students' performance (Almario & Austria, 2020). With these barriers, this suggests that Open Educational Resources (OER) can be a vital resource as it reduces cost, expands access, and allows educators and learned to adapt materials for diverse academic needs.

Endorsed by the United Nations Educational, Scientific and Cultural Organization (UNESCO), Open Educational Resources refer to various types of academic resources such as textbooks, videos, quizzes, and modules that are publicly accessible and openly licensed. These enable free availability that allows reuse, revision, and redistribution by others (Patel et al., 2021). This also clears the road towards introducing radical shifts in teaching and learning resources that breach access to education.

Moreover, this is associated with the open education movement, a movement that aims to make education accessible to everybody (Enríquez-Vázquez & Hernández-Gutiérrez, 2023). This was made possible in 2001 with the establishment of the Creative Commons (CC), which would later create the CC license. This permits the free distribution of media aside from the full copyright model. This was jump-started the same year when the Massachusetts Institute of Technology (MIT) announced OpenCourseWare (OCW). Thousands of MIT courses were to be available online under the CC license. This later led to the exposure of other Open Educational Resources projects at the release of the CC license in 2002.

OER's cost-effectiveness in higher education and K-12 enhances creativity among the teaching force, contextualization, and timeliness. It can help bridge the gap for schools in remote areas, particularly teachers and institutions that have limited access to physical materials.

Before doing so, it is essential to examine faculty perceptions as they play a leading role in its adoption. Previous studies show that OER are generally viewed positively by faculty members. Based on Wright (2018), as cited in Bond et al.'s study in 2021, the faculty rated OER materials as generally high in quality. Similarly, Belikov and Bodily (2016), as also cited in Bond et al.'s paper (2021), discovered that educators had an overall favorable perception of OER's quality, and many members stated that its quality was equivalent to traditional textbooks. Positive perceptions of the benefits of OER, including financial reductions for students and greater access to educational materials, complement this increase in knowledge.

Specifically, according to faculty opinions, educators in the Philippines likewise have a positive attitude toward OER. Research on teachers at rural public high schools found that their use of OER was greatly affected by their attitudes. It was also influenced by their perceived control over their actions, highlighting the significance of self-confidence and independence in learning. Furthermore, open educational resources are approaching widespread adoption in the Philippines. A study stated that the teachers' level of awareness is labeled as "approaching awareness" (Javillonar et al., 2020). This can be supported by an older study conducted when OER-related practices were in their initial stages: "While there appears to be a positive attitude towards OER, utilization of OER is not widespread" (Arinto & Cantada, 2016, as cited in Mohillo et al., 2024).

Indeed, faculty adoption of OER is increasing globally, but several integration challenges remain. The first challenge is finding, adapting, and applying OER materials, which require much time and effort to use in teaching (Nagashima & Hrach, 2021). Additionally, the lack of institutional support for training and technical assistance creates a steep learning curve, especially for those unfamiliar with digital

platforms or OER repositories (Belikov & Bodily, 2019; McGreal, 2023).

According to Janssen et al. (2023), in a paper requested by the Global Education Monitoring Report, OER needs to be more embedded into educational policies and practices for it to reach its maximum potential.

OER has many structural, technological, and cultural barriers to faculty adoption in the Philippines. However, the most significant one is institutional support with training and incentives for educators to create, adapt, or use OER. Without a policy framework, the adoption of OER is limited because institutions fail to set priorities regarding integration or provide necessary resources for faculty (UNESCO, 2019).

On a positive note, teacher training of the Department of Education (DEPED) in the country is slowly being implemented through workshops and training programs by division and regional officials, though incentives are not yet offered (Arinto, 2020).

Despite the increasing global recognition of OER, only a several Philippine studies are available, and a majority of them focus on higher education or the broad national context. Thus, little is known about how public senior high school faculty, particularly in a regional context, perceive and adopt OER in their teaching practices. Furthermore, with Senior High School (SHS) teachers being the main practitioners of the K-12 curriculum, it is only best that they must be fully prepared due to it being the precursor to a professional path. A study by Aldevera et al. (2019) regarding the lived experiences of SHS teachers showed that one of the challenges is the lack of equipment and books, like academic manuals, implying that OER can be a solution.

As the researchers are students in Mabalacat City of Region III, open-access resources in the region have become essential in both teachers' and students' teaching and learning processes due to more accessible and applicable content. In addition, it can lead to a new era of teaching where OER is designed to meet the various needs of educational institutions, ensuring that every Filipino has access to quality and open education. Thus, this study examined the perception and awareness of public senior high school faculty in Region III regarding using open educational resources to attain the standards of DepEd's curriculum through their teaching methods and to guide educational authorities or administration on where to focus and necessary implementations, especially by presenting the faculty's awareness and factors that influence utilization and the challenges they encounter.

Statement of the Problem

Most faculty members have little or no adoption of OER, perceptions of implementing OER, and a sense of institutional support. This study helped to foster better integration of OER into the educational framework of public senior high school faculty by answering the following research questions:

1. How may the demographic profile of the respondents be described in terms of:
   1.1 age;
   1.2 educational attainment; and
   1.3. years of teaching experience?
2. What is the level of awareness among public senior high school faculty members regarding Open Educational Resources (OER)?
3. How do faculty members perceive the incorporation of Open Educational Resources (OER) into their teaching practices and workloads?

Theoretical Framework

In Rogers' (2003, as cited in García Avilés, 2020) Diffusion of Innovation Theory, he explains how groups communicate and how innovations spread within a population. The theory outlines how individuals adopt new technologies over time. As defined by Rogers (2003, as cited in García Avilés, 2020), diffusion describes how an innovation is spread over time among individuals of a social system through specific channels over time. In this process, adopters assess the value of the innovation based on whether they perceive it as "better than the idea it supersedes." The innovation-decision process faced by a group, in this case, the public senior high school academic faculty, follows five steps: (1) knowledge is the time at which an individual becomes aware of innovation, (2) persuasion is when a positive or negative impression is formed regarding the

innovation, (3) decision is when an innovation is accepted or rejected by the individual, (4) implementation is when the innovation is used, and (5) confirmation is when the individual modifies their decision regarding the innovation. This process assumes that educational tools like OER are more likely to be accepted by faculty if a positive impression of the innovation is constructed. Upon establishment of innovation, the rate of faculty adoption can be predicted based on Rogers' (2003, as cited in García Avilés, 2020) five perceived attributes. (1) Relative advantage is described as how much an innovation is perceived to outperform the idea it replaces. (2) Compatibility pertains to the extent to which an innovation corresponds to the users' preferences. (3) Complexity by which an innovation is considered to be challenging to understand and use. (4) Trialability, in which a new concept may be trialed or experimented with, and (5) observability measures how visible the results of the innovation are to others. In this case, the idea of OER can be determined through relative advantages such as cost savings, compatibility with their pedagogical practices, the complexity of OER, trialability in OER utilization, and observability with their perception of OER.

Conceptual Framework

The Input-Process-Output (IPO) model guided the researchers to explore faculty members' perceptions of open educational resources. The study primarily focused on how the faculty members relate to OER and their perception and awareness of these resources.

The process included collecting data through closed-ended questions from a questionnaire. The data gathered was statistically analyzed based on the responses.

As a result, the study raised faculty's awareness regarding OER, enhanced the effective use of OER in teaching, and provoked high-quality discussions in academic settings.
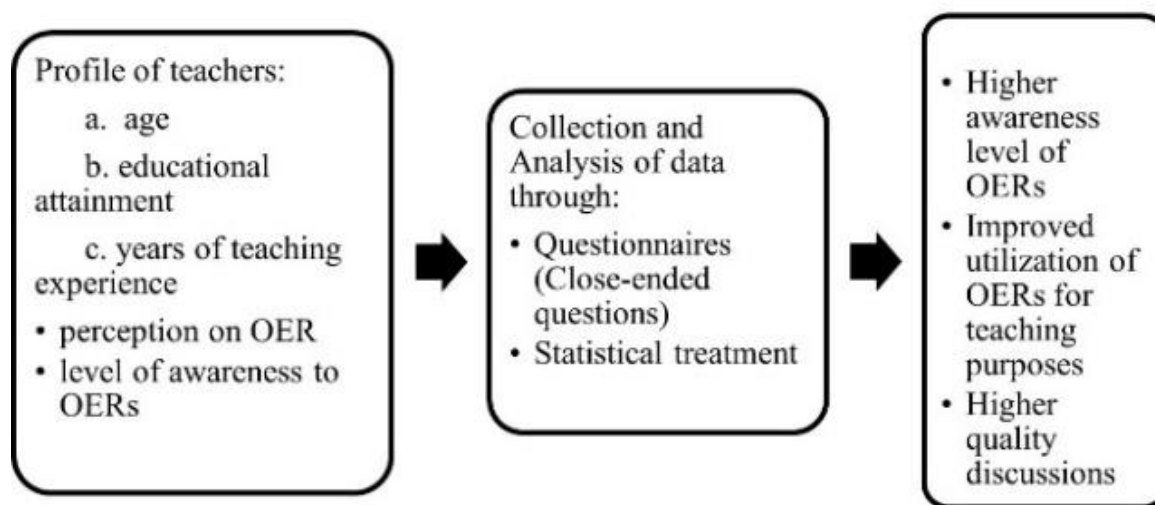

Figure 1. Paradigm of the Study

Scope and Limitations of the Study

This study primarily focused on the faculty members' perception of open educational resources. To guarantee the target respondents, the researchers gathered the data from the public senior high school faculty within selected Mabalacat City schools. This study also considered a few of the relevant components, including their perception of the utilization of OER in their teaching practices and the level of awareness of OER. This study utilized the survey questions adapted from the "Perceptions of innovations" scale by Moore and Benbasat (1991) to maximize and acquire accurate data in collecting responses.

Furthermore, this study was only possible within the given time frame, from term 1 to term 2 of the school year 2024-2025. This research is limited to the awareness and perception of public senior high school faculty members toward using OER.

Significance of the Study

This study intends to provide knowledge about open educational resources while providing practical advice that could enhance teaching methods and student success. The results of this study may benefit the following groups:

To the Administrators and Educational Authorities. This study provides academic administrators and authorities with important information that can guide them to improve institutional policies, promote integration of OER, develop training programs, and enhance student achievement.

To the Teachers. The results will help them make reliable decisions by providing factual data about the advantages and challenges of open educational resources. This can improve their teaching methods and their students' educational experiences.

To the Students. This evaluation is important for students as it facilitates access to high-quality materials, lowers expenses, improves learning opportunities, and supports independent study, which eventually helps them succeed academically.

To the OER Developers. This study can guide OER developers to create high-quality, reliable materials that improve teaching and learning and create a sustainable learning environment by giving educators the needed materials. By promoting equity, accessibility, and creativity in teaching methods, this innovative approach guarantees that Open Educational Resources will continue to grow as a crucial part of today's education.

To the Future Researchers. This study's results and other sections can be an essential basis for anyone seeking to investigate the dynamics of OER use and other related studies.

Methods

This chapter presents the methodology the researchers employed in conducting the study. This includes the research design, participants and settings, research instrumentation, data collection, data analysis, and ethical considerations used in the study

Research Design

This study utilized the quantitative-descriptive research design to address the research questions. Ghanad (2023) indicates that quantitative research seeks to quantify the data and generalize findings from a variety of perspectives. To support the hypothesis, this type of study should include a collection of data, analysis, and interpretation of the gathered data. Its results also demonstrate how the respondents perceive or view an idea and the diversity of the perspectives.

Furthermore, this study employed a descriptive design to present a thorough and accurate portrayal of the characteristics and behaviors of a specific population or subject. It can describe the respondents' perception without manipulating the variables. Additionally, this research design allows for various data collection methods, including surveys, which are used in this study, making it a flexible and versatile design (Sirisilla, 2023).

Adoption of the quantitative-descriptive research design allowed focus on the faculty's perceptions of the utilization of OER, their level of awareness, and the description of their profiles.

Participants and Settings

The study involved 82 public senior high school teachers from different Mabalacat City schools. The population was determined based on the total number of 99 SHS teachers employed at four of six public senior high schools during the 2024-2025 academic year. Upon receiving the population number of SHS teachers, a statistician suggested utilizing convenience sampling. Since the target participants were senior high school teachers, this method was deemed appropriate due to their limited availability and demanding professional responsibilities. This allowed the researchers to gather data efficiently from these respondents who are accessible and willing to participate within the given time frame. These respondents were selected for their direct involvement in the school's academic programs, ensuring their insights were relevant to the study's objectives. The teachers are bona fide members of the institution who practice in grades 11 and 12, ranging from varying subject areas.

The study was conducted at five of six public senior high schools in Mabalacat. One school was involved in the pilot testing of the survey questionnaire, and the remaining four schools were involved in the actual data collection.

Instrumentation

The researchers adapted a questionnaire from the "Perceptions of innovations" scale by Gary C. Moore and Izak Benbasat (1991) and modified it for alignment, which was used for the "perception" section to collect data for the study. The researchers created the "general awareness" section based on various existing studies. Two teachers and one certified statistician then validated the questionnaire.

After conducting the pilot test in one of the public senior high schools in Mabalacat, a statistician suggested it due to its small total population of 10 teachers. To ensure reliability and internal consistency, the data were analyzed using Cronbach's Alpha. The produced value of 0.95 indicates that the questionnaire is acceptable and reliable for data collection (see Appendix A). The questionnaire consists of 34 items divided into three sections, including 3-item demographic information, 7-item general awareness, and 24-item for perception. A four-point Likert scale of "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree" response types was used for the whole questionnaire.

Upon consulting a statistician, it was suggested that the four-point Likert scale, instead of the common five-point scale, be employed to let the respondents decide on their answers. In which respondents are asked to rate the given statement from the questionnaire to what extent they agree with it. Thus, the researchers were led to use this type of scale, among others, to obtain the faculty's perception of OER.

Data Collection

Data collection was done through a process that consists of several steps. The researchers modified the adapted scale, creating a three-part, 34-item, four-point Likert scale questionnaire. A statistician validated the instrument to check its content validity, with the previously mentioned Cronbach's Alpha value of 0.95.

In order to begin the actual data gathering, the researchers distributed a certain number of copies of informed consent forms to the public SHS teachers of the four schools; respondents are above 18 years of age; thus, informed consent is evidence of their signing as voluntary respondents for this study, informing them of possible risks, and purpose of the survey, with their data being kept confidential and with the right to withdraw at any time. Printed copies of the questionnaire were handed to those participants who consented, allowing them an adequate time frame to complete the questionnaires, considering that they are teachers. From the first school, 20 out of 26 answered questionnaires were returned; the second school, 15 out of 20; the third school, 19 out of 22; and the fourth school, 28 out of 31. This indicated that 82 out of 99 public senior high school teachers from the selected schools participated in the study's data-gathering procedure.

Thereafter, appropriate statistical tools for the results were used to analyze the data accordingly. Ethical principles continued to be strictly applied throughout this critical part of the study.

Data Analysis

Descriptive statistical methods were utilized to analyze the data. The study obtained the frequency and percentage from the demographic information and the mean and standard deviation from the awareness and perception section. The statistical mean was gathered from the results and used to determine the conclusion. In concluding the level of awareness, a statistician was consulted for the corresponding interpretation of the obtained mean.

Ethical Considerations

The study ensured that faculty members were required to complete and sign consent forms to confirm that their participation in this study was voluntary. The study strictly observed academic integrity; all non-unique ideas, concepts, and sources are appropriately referenced and cited. The gathered data were not altered or manipulated to ensure the reliability and accuracy of the findings. Moreover, any personal information that may have been acquired throughout the study was kept and never disclosed without the respondents'

consent. These ethical considerations highlight the study's commitment to ethical research methods and respondents' rights and safety.

Result and Discussion

This chapter presents the study data. The answers to the questions posed in the study are based on the research problem.

1. Demographic Profile of the Respondents

Describing the demographic characteristics of respondents when presenting results in a study may aid in interpreting results or, at a minimum, provide an insight into the structure of respondents. If such information is not included, researchers might falsely indicate that the studied phenomena are unchanged by age, educational attainment, and years of experience. Furthermore, a description of the respondents enables comparisons between the study replications and identifies the generalizability of the results (Hammer, 2011, as cited in Masego et al., 2024). The demographic profile of the respondents provides insights into the composition of the public senior high school faculty members who participated in the study.

Table 1. Demographic Profile of Respondents

Category	Subcategory	Frequency (N=82)	Percentage
Age	Under 25 years old	3	3.66%
	25 to 34 years old	47	57.32%
	35 to 44 years old	21	25.61%
	45 to 54 years old	7	8.54%
	55 to 64 years old	4	4.88%
	65 to 74 years old	0	0.00%
	75 years or older	0	0.00%
Highest Degree Held	Bachelor's Degree	41	50.00%
	Master's Degree	32	39.02%
	Doctorate Degree	7	8.54%
Teaching Experience (Years)	0-4 years	24	29.27%
	5-9 years	40	48.78%
	10-14 years	12	14.63%
	15-19 years	3	3.66%
	20-24 years	1	1.22%
	25-29 years	1	1.22%
	30-34 years	0	0.00%
	35-39 years	1	1.22%
	40 years or more	0	0.00%

Most respondents belong to the 25 to 34-year-old age group, indicating that many faculty members are relatively young and likely in the early or middle stages of their teaching careers. Meanwhile, only a small percentage of respondents fall within the 45 and older age group (totaling 14.64%), suggesting fewer senior educators in the institution. As to educational attainment, half of the respondents hold a bachelor's degree, a smaller portion holds a master's degree, and only a few possess a doctorate, indicating that while advanced academic qualifications are present, the majority of teachers have yet to pursue doctoral studies. These profiles reflect the ongoing professional development among educators, which may influence their familiarity and engagement with open educational resources. In terms of teaching experience, the majority of respondents (48.78%) have 5 to 9 years of teaching, suggesting that many teachers are in the early to mid-career stages, possibly adapting to new teaching strategies, including OER. In Javillonar et al.'s (2020) study, results showed similarity with only a handful of senior educators and doctorate holders in Palawan.

The demographic data suggest that the faculty members surveyed are predominantly young, early to mid-career educators with bachelor's or master's degrees. Their relatively shorter teaching experience could mean they are more open to adopting new educational technologies and strategies, including OER. However, the lower number of highly experienced or doctorate-holding educators may indicate a need for institutional support in professional development and training, particularly in maximizing the use of OER in teaching. Supported by Altawalbeh & Kassab (2023), faculty members with more extended experience in education can construct a foundation of knowledge and experience that should lead them to learn modern learning styles with the help of their respective institutions and educational technology training.

2. Public Senior High School Faculty Members' Level of Awareness regarding Open Educational Resources (OER)

The adoption and utilization of open educational resources have emerged as a significant step in supporting the development of modern education by offering accessible and adaptable materials to both educators and students worldwide. Level of awareness, as defined, is the degree to which educators, students, or other stakeholders are familiar with and understand the concept of OER, including their licenses, purpose, activities, and potential benefits. Understanding the faculty's awareness is crucial to its effective implementation (Dsouza, 2021).

Table 2: Level of Awareness among Public Senior High School Faculty Members regarding Open Educational Resources (OER)

Questions	Mean	Standard Deviation	Interpretation
I am aware that OER is available free of charge.	3.10	0.90	Agree
I am aware that OER has a license (i.e., Creative Commons license) that permits free utilization.	2.93	0.91	Agree
I am aware that OER can be remixed with existing educational materials.	3.10	0.79	Agree
I am aware that OER can be revised to suit my course needs.	3.01	0.88	Agree
I am aware that OER can be redistributed after it is modified or altered.	2.74	0.96	Agree
I am aware that I can reuse OER materials as they are.	3.00	0.90	Agree
I am aware that I can retain OER by storing and managing them for usage and long-term customization.	2.99	0.95	Agree
Total	**2.98**	**0.12**	**Agree**

Table 2 illustrates that public senior high school faculty members have a moderate to high level of awareness regarding open educational resources, as reflected in the overall mean score of 2.98 (Agree). Altawalbeh & Kassab (2023) likewise define the faculty's level of awareness on using OER as a "medium," wherein a majority of the teachers know its importance but still need to improve to attain the highest level of awareness. Additionally, widespread adoption in the Philippines is slowly increasing, as a study by Javillonar et al. (2020) reveals that secondary school teachers have an increasing awareness of OER. This further indicates that new educational technologies introduced to the country can be successfully implemented if given adequate knowledge about their concept.

The highest-rated statements include awareness that OER are free of charge and can be remixed with existing educational materials, suggesting that teachers initially recognize the accessibility and adaptability of these resources. This aligns with a study based in Indonesia, where OER is highly familiar with their teachers due to its cost-reducing attribute

(Syafrony, 2020), suggesting that its affordability is one of the key drivers for its adoption.

Additionally, respondents agree that OER can be revised to suit course needs and that they can reuse OER materials as they are. Given the lower values compared to the top-ranking statements, this may indicate that while teachers understand the basic concept of flexibility of OER, possible obstacles, such as few OER being published under their respective courses, may hinder them from modifying and reusing the materials productively. Moreover, while this study's results acknowledge the unrestricted use of OER and its ability to remix, this contradicts Altawalbeh & Kassab's (2023) findings that faculty do not realize that OER is published under the public domain and is free to use, as well as the lack of knowledge in merging learning materials to suit their pedagogical work.

These findings correspond to the knowledge stage of Rogers' (2003) innovation-decision process. With the key attributes that shaped the faculty's first impressions regarding the innovation. This shows that faculty members have entered the knowledge stage of adoption as they have recognized OER as a concept, its existence, and basic functionality.

However, the lowest-rated statement, "OER can be redistributed after modification", suggests that some faculty members may be less familiar with the redistributive aspect of OER, possibly due to limited institutional guidance or training. In the same study by Altawalbeh & Kassab (2023), redistribution-related statements rank last, suggesting that most users are unaware of the potential that OER can offer in

the academic field because they lack the understanding regarding alteration, adaptation, and specifically, republication. According to a related study by Anderson et al. (2017, as referenced in Luo et al., 2019), some faculty members are unaware of the ability of OER to be redistributed after modification or alteration, which raises concerns about its technological and legal restrictions.

Rogers (2003) states that incomplete knowledge regarding the innovation is common at this stage; in this case, faculty members are still in the process of learning about the full potential of OER.

Despite slight variations in awareness levels across different aspects of OER, the findings suggest that faculty members generally understand OER concepts. However, additional training or institutional support may be beneficial, particularly in enhancing awareness of OER licensing, redistribution, and modification policies to maximize its full potential in educational settings.

3. Faculty Members' Perceptions on the Incorporation of Open Educational Resources (OER) in Teaching Practices and Workloads

Faculty members are essential in expanding the reach of OER, impacting not only their workload but also the overall quality of instruction (Lantrip & Ray, 2021). Understanding their perspectives, including the benefits and challenges associated with OER, provides valuable insights into how these resources can be better utilized and promoted within academic settings.

Table 3: Faculty Perceptions on the Incorporation of Open Educational Resources (OER) in Teaching Practices and Workloads

Questions	Mean	Standard Deviation	Interpretation
Using OER enables me to accomplish tasks more quickly.	3.28	0.62	Strongly Agree
Using OER improves the quality of the work I do.	3.29	0.62	Strongly Agree
Using OER makes it easier to do my job.	3.33	0.63	Strongly Agree
Using OER enhances my effectiveness on the job.	3.27	0.55	Strongly Agree
Using OER gives me greater control over my work.	3.22	0.65	Agree
Using OER is compatible with all aspects of my teaching.	3.07	0.72	Agree
Using OER fits my teaching style.	3.05	0.67	Agree

Questions	Mean	Standard Deviation	Interpretation
Using OER aligns with my subject's objectives.	3.19	0.60	Agree
Using OER aligns with my classes' learning preferences.	3.18	0.63	Agree
I believe that OER is cumbersome to use.	2.95	0.77	Agree
I believe that using OER requires substantial mental effort	3.05	0.73	Agree
I believe that using OER is often frustrating.	2.93	0.87	Agree
I believe that learning to operate OER is easy for me.	3.15	0.61	Agree
Overall, I believe that OER is easy to use.	3.21	0.67	Agree
I observe that the results of using OER are apparent to me.	2.99	0.69	Agree
I observe what others can do with OER.	3.04	0.73	Agree
I observe that OER is used in many classes in my institution.	3.09	0.74	Agree
I observe that I would have difficulty explaining why using OER may or may not be beneficial.	2.83	0.77	Agree
I observe that OER are not visible in my institution.	2.91	0.83	Agree
I can experiment with OER in various situations.	3.01	0.62	Agree
I can explore different functions of OER through hands-on trials.	3.11	0.63	Agree
I can test OER in multiple classes before fully adopting it.	3.09	0.65	Agree
I can try OER before deciding on its use.	3.07	0.66	Agree
I can use OER on a trial basis for a long time to evaluate its potential.	3.06	0.69	Agree
Total	**3.10**	**0.13**	**Agree**

As presented in Table 3, the results indicate that public senior high school teachers generally perceive open educational resources positively in their teaching practices. With an overall mean score of 3.10, the majority of respondents agree that OER enhances their effectiveness, improves the quality of their work, and makes teaching easier. Notably, faculty members strongly agree that OER helps them accomplish tasks more quickly and improves their work quality, highlighting its perceived efficiency in educational settings. OER is not only seen as an alternative resource for pedagogical practices but also as a tool that can simplify instructional processes and performance. This is supported by findings from Llanda (2023), wherein OER were inferred to have significantly contributed to the faculty's needs. This corresponds to the persuasion stage of the innovation-decision process, where teachers begin forming favorable attitudes toward OER as they recognize its usefulness and compatibility with their practices.

Teachers also find OER compatible with their teaching styles, subject objectives, and students' learning preferences, suggesting that these resources align well with their instructional needs. This compatibility not only supports discussion deliveries but also encourages innovation, wherein teachers can adapt and localize materials that should fit to their classroom contexts. Similarly, Lantrip and Ray's (2021) study mentioned that teachers have a good experience with compatibility as they can parallel it to their teaching. However, in neighboring countries like Laos and Cambodia, the lack of localized content is emphasized by their educators, which shows that OER's compatibility depends on context and its match in the environment (Klimova & Palla, 2025).

Furthermore, Villanueva & Dolom (2018, as cited in Liwanag et al., 2024) agree that educa-

tors can improve their quality of work and personalize content to fit their subjects' needs better, making teaching and other workloads easier. Furthermore, Noskova et al. (2021) found that universities are motivated to create OER due to students' demonstrated interest in them.

However, despite the positive outlook, some respondents expressed concerns regarding usability and mental effort, as seen in statements such as "OER is cumbersome to use" and "OER requires substantial mental effort". Statements such as these may stem from the challenges encountered in OER adoption. Finding, adapting, and applying OER materials requires lots of time and effort, which a majority of faculty members find cumbersome (Nagashima & Hrach, 2021). With these challenges, it can discourage the consistent use of OER despite the observed benefits. At this point, the decision stage is applied as the faculty weighs whether to adopt or reject OER due to its benefits as well as the concerns raised.

Additionally, some note difficulties in explaining its advantages or seeing its visibility in their institutions, suggesting that there may be a low promotion of OER within the institution. Several reports show that various factors cause low visibility in the utilization of OER, such as the lack of discoverability of these academic resources due to inaccessibility, an inadequate institutional policy framework for technology integration, or simply the lack of knowledge regarding the concept itself (Marin et al., 2022; UNESCO, 2020). This contradicts UNESCO's recommendation (2019) of "developing supporting policy," which shall encourage education administrators and institutions to adopt regulatory frameworks to support open licensing of educational materials.

Teachers in Indonesia and Thailand also expressed positive perceptions of OER's ability to enhance teaching and academic responsibilities (Syafrony, 2020; Pande et al., 2019). However, like in Myanmar, adoption remains low despite high awareness due to technological limitations and policy gaps (Kyaw et al., 2024). In Vietnam's case, OER adoption is still in its infancy due to socio-cultural, technological, and legal obstacles (Truong et al., 2021; Tuan et al., 2025), which further highlights how systemic factors may limit progress beyond positive faculty perceptions. These comparisons suggest that while Filipino teachers' attitudes across Southeast Asia are generally favorable, especially with Indonesia and Thailand, the barriers experienced by the Philippines' educators are more aligned with the constraints perceived in Myanmar and Vietnam.

Despite these challenges, teachers remain open to exploring and experimenting with OER, as reflected in their agreement that they can test OER in various situations and try it before full adoption. Their willingness to use OER illustrates that the innovation is in its implementation stage where it is actively tried in a formal setting. These show that opportunities to experiment with OER are available, which may help resolve concerns regarding ease of use and frustration. However, this is contradicted by Menzli et al. (2022), as it is stated that trialability had no effect on OER adoption for faculty.

Confirming Rogers' (2003 as cited in García Avilés, 2020) Diffusion of Innovation Theory, this study shows that faculty embraces educational technologies such as OER due to the generally favorable impression constructed about it, regardless of the several common unresolved barriers. These findings suggest that while OER is usually perceived as beneficial in its practices, further training and institutional support may be necessary to address usability concerns and encourage widespread implementation.

Conclusion and Recommendations
This chapter summarizes the findings, acknowledges limitations, draws conclusions based on these findings, and provides recommendations proposed by the researchers.

Conclusion
As per the results and findings of the study, the following conclusions were drawn:
1. The majority of the faculty members surveyed are predominantly young, early to mid-career educators with bachelor's or master's degrees.
2. Faculty members in public senior high schools exhibit a moderate to high level of awareness regarding Open Educational Resources (OER). While most are familiar

with OER, there is still a gap regarding redistribution and modification policies.

3. Faculty members have a generally positive perception of OER, recognizing its benefits to overall instructional practices. However, concerns persist regarding its usability, effort challenges, and the low visibility of OER in institutions.

Recommendations

In light of the initial findings and conclusions of the study, the following recommendations are hereby proposed:

1. Department of Education authorities and school administrators are encouraged to discuss the low institution visibility of OER with educators and developers. Implementation of policy-level advocacy for integration through training programs and establishing frameworks should be undertaken. Additionally, investing in digital infrastructures such as applications can strengthen institutional support for OER adoption and use, and encourage the development of OER into the curriculum.

2. Faculty members should prioritize exploring the aspects impacting their adoption and utilization of Open Educational Resources. Engaging in capacity building and professional development can help identify the most effective training programs to universally enhance faculty competency in using, modifying, and redistributing OER, which will aid in creating plans to improve its application and maximize its advantages for educational purposes.

3. Students should consider exploring a particular kind of OER. Feedback on which type of OER best supports their learning can help educators restructure their approaches and help OER developers recreate suitable materials.

4. OER developers are encouraged to create user-friendly and accessible educational materials that reduce cognitive load and ensure ease of use. OER developers can create materials that effectively support teaching and learning without overwhelming users by focusing on simplicity, clarity, and adaptability.

5. Future researchers must examine how private school teachers use and adopt Open Educational Resources. Finding specific methods to improve OER acceptance in various educational environments will be easier by looking at factors like teacher perceptions, technology infrastructure, and administrative support in private school settings.

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Appendix A

Pilot Test Results

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.953	.956	31

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.853	2.286	3.286	1.000	1.438	.063	31
Item Variances	.398	.143	.619	.476	4.333	.025	31