

**INFORMATION LITERACY SKILLS AND PERCEIVED EASE OF USE OF
EDUTAMS FOR EDUCATIONAL ACTIVITIES BY SECONDARY SCHOOL
TEACHERS IN OGUN STATE
BY**

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ABSTRACT

EDUTAMS (Education Management System) aimed at enhancing the administration and management of educational institutions through the use of technology as educational platform that offers various features, including lesson planning, content creation, assessment tools, student performance tracking, collaboration features, and communication channels, all within one integrated system. This study investigated information literacy skills and perceived ease of use of EDUTAMS for educational activities by secondary school teachers in Ogun State. Descriptive survey research design was adopted for the study. Total enumeration was used to capture two hundred and seventy six (276) teachers in selected public secondary school in Ijebu-ode using questionnaire as the main research instrument for data collection. The findings revealed that the types of educational activities made available on the EduTAMS for secondary school teachers in Ogun State are results upload 213(100%), payments 213(100%) and registration of students 210(98.6%). The information literacy skills possessed by secondary school teachers in Ogun State was high ($\bar{x} = 3.49$). The perceived ease of use of EDUTAMS for educational activities by secondary school teachers in Ogun State was high ($\bar{x} = 3.21$). The factors that may influence teachers' perceptions of EDUTAMS' ease of use beyond information literacy skills in Ogun State are user interface design 203(95.3%), technical support 199(93.4%) and personal motivation and attitudes 184(86.4%). There is a relationship between significant relationship between teachers' information literacy skills and their perceived ease of use of EDUTAMS in Ogun State ($p = 0.644 > 0.05$). The study therefore recommends that the school management should develop and implement information literacy training programs for secondary school teachers in Ogun State. These programs should focus on improving teachers' ability to find, evaluate, and effectively use digital resources and tools.

Key Words: Information literacy skills, EDUTAMS, Use of EDUTAMS, Educational activities, Secondary school teachers

Introduction

EduTAMS (Education Management System) Basic is a special product designed to cater for the management of Private Primary and Secondary Schools across Nigeria. It enables school owners and administrators with accurate data to make informed decisions. Access the platform to gain insight into real-time data analytics on enrolment, payments, registration and results across school divisions to take informed decision. Admission processing with little or no IT skills, registration payment, selection and matriculation. Create an interactive platform for live and recorded video-led lessons, as well as a platform for sharing and discussing information from lecture notes. Parents pay school fees to the school through their mobile phone and web using easy bank transfer channels, assisting the school in keeping records. Take daily attendance of pupils and provide a report to parents for proper monitoring. Manage Teachers, Students and Parents' profile as well as the rights that have been allocated to them on the portal. Compute students' results optimized with speed and accuracy. Parents can receive students' result with ease (EDUTAMS, 2023).

It is part of the Ogun State Education Revitalization Agenda (OGSERA), and it aims to provide an innovative and seamlessly integrated technology platform for government agencies and schools. While the specific features and functionalities of EDUTAMS are not mentioned in the search results, it is likely that the platform offers a range of tools and resources to support various educational activities for teachers and students (EDUTAMS, 2023). According to the search results, EDUTAMS is actively working with public primary and secondary schools in Ogun State, Nigeria. They offer a product called EDUTAMS Essential, which is a technology platform for the administration and management of public schools. To be successful in the use of the available educational platform, teachers need to have a good perception toward the use of it.

Perceived Ease of Use was propounded by Fred Davis in 1986. The theorist proposed the Technology Acceptance model (TAM) which states that a person's willingness to use technology depends on two factors which include Perceived usefulness and Perceived ease of use. Perceived Ease of Use is described as the degree to which an individual believes that using a particular technology is free of physical and mental effort. Attitude towards technology usage determines the kind of intention to usage of a particular technology while an individuals' intention to use technology determines the actual usage (Abu-Dalbouh, 2013).

Users of a technology can perceive ease of use of technology when they are exposed to or familiar with it (Kazoka, 2016). It is clear that when users perceive ease of use of a technology, they are likely start making use of it (Long, 2010). Zhu, Linb and Hsu (2012) add that Perceived Ease of Use signifies the degree to which an individual accepts that using certain technology would be effortless and hassle free. The system characteristics can help the ease of use of technology and system usage can equally lead to the acquisition of Information Literacy skill. Therefore, for effective information search to be achieved by secondary school teachers, information literacy is crucial.

Association of College and Research libraries information competency for higher education, (2018) define information literacy as set of characteristics that transform teacher and help them to obtain skills not just for discharging of academic responsibilities, but for lifelong learning. A teacher who is information literate will therefore be in the position to find out information need, the extent of information need, locate and retrieve appropriate information sources, evaluate and use them for discharging of academic responsibilities. Lincoln (2011) observed that Information Literacy is essential because of the plethora of readily accessible information and that people are expected to acquire appropriate skills befitting the twenty first century to locate, evaluate, analyze and put to effective use information from various sources. The knowledge of Information Literacy is a must for everyone because it will determine the level of success at every professional level and is a key component of education.

Okiki and Mabawonku (2013) asserted that the concept of information literacy presupposes that an individual recognizes the need for information, and knows how to find, evaluate and subsequently communicate information effectively to solve particular problems or to make decisions. More importantly whether information comes from the internet, or the World Wide Web, Online databases, books or document, and other possible sources, inherent in the concept of information literacy is the ability to understand and critically evaluate and make use of information to solve specific problems or task.

The importance of information literacy skills to teachers cannot be overemphasized because they enable the effective and efficient use of the EDUTAMS. These skills help secondary schools teachers to formulate a search, identify appropriate information sources, to select the right search tools, to employ suitable search strategies as well as enabling them to

evaluate the searched results. Information literate people will thus, demonstrate an awareness of how they gather, use, manage, synthesize and create information in an ethical manner and will have the information skills to do so effectively (SCONUL Working Group on Information Literacy (2011))

Statement of the Problem

The integration of Education Management System (EDUTAMS) in secondary schools in Ogun State represents a significant step towards modernizing the education system. Through its leveraging on technology and improvement on the efficiency and effectiveness of its educational institutions, enhancing the quality of education for its students and educational activities. Despite the huge benefits teachers and educational institutions derived from the use of EDUTAMS. The teachers equally faced several and specific difficulties in the use of EDUTAMS. These difficulties span technical difficulties which ranges from connectivity issue, system performance to administrative issues in managing large volumes of student data, including performance tracking and records, added to teachers' administrative workload. Some of these challenges are as a result of level of literacy skills and ease of use towards EDUTAMS. It is inline of the above that this study investigated the relationship between secondary school teachers' information literacy skills and their perceived ease of use of EDUTAMS for educational activities in Ogun State.

Research Questions

The following research questions guide the study;

1. What are the types of educational activities made available on the EduTAMS for secondary school teachers in Ogun State?
2. What is the level of information literacy skills possessed by secondary school teachers in Ogun State?
3. How do secondary school teachers in Ogun State perceived the ease of use of EDUTAMS for educational activities?
4. What are the factors that may influence teachers' perceptions of EDUTAMS' ease of use beyond information literacy skills in Ogun State?

Research hypothesis

The below hypothesis is formulated for the study:

H0₁: There is no significant relationship between teachers' information literacy skills and their perceived ease of use of EDUTAMS?

Review of Related literature

EDUTAMS, is one of the leading educational learning management system software designed to enable teachers in Ogun state to manage their head counts, optimize the time used for processing and uploading results, and access them from anywhere. It is a platform that also provides administrators with insight from the data it gathers, allowing public officials to make better decisions on resource allocation based on real-time data on students' and teachers' head counts. Adenubi (2021). It is a comprehensive school and learning management system that integrates features for digitizing and automating every school process and connecting all levels of the education sector. It is specially designed to cater for the management of both Private and public primary and Secondary Schools across Nigeria. It enables school owners and administrators with accurate data to make informed decisions.

Information literacy is knowing when information is needed and being able to locate, evaluate, and apply it appropriately for the subject or circumstance at hand (Presidential Committee on Information Literacy, 1989). Adeleke & Emeahara (2016) pointed out that having information literacy abilities helps people understand not just when information is needed, as well as when particular kinds of information are required. Information literacy, according to Hasim and Salman (2010), is a notion that dominates the degree to which academic staff can access and use computerized resources for their research at universities. According to the Scottish Information Literacy Project (2013), Information Literacy is the panacea for promoting problem solving abilities, especially those problems that comes with the use of modern facilities channel towards accessing information. The document further shows that IL helps to equip scholars with critical thinking skills, ability to seek answers to critical questions, ability to find information from various sources, form intelligent opinions, and evaluate sources of information for informed judgement necessary for decision making.

Afolabi, Afolabi and Aragbaye (2022) conducted a study on information literacy skills, teachers' self-efficacy information literacy skills, teachers' self-efficacy and use of information resources by secondary and use of information resources by secondary school teachers in selected secondary schools in school teachers in selected secondary schools in ijebu ode local government, ogun state. The study revealed that 126(63%) of the respondents

strongly agreed that they can use electronic information resources while 14(7%) strongly disagreed. 121(60.5%) of the respondents strongly agreed that they can evaluate WWW sources while 5(2.5%) strongly disagreed. 114(57%) of the respondents strongly agreed that they can use internet search tools (such as search engines, directories) while 20(10%) strongly disagreed. 111(55.5%) of the respondents strongly agreed that they can use different kinds of print source such as books and periodicals while 19(9.5%) strongly disagreed. 108(54%) of the respondents strongly agreed that they can select information most appropriate to the information need while 3(1.5%) strongly disagreed. 97(48.5%) of the respondents strongly agreed that they can define the information that they need while 27(13.5%) strongly disagreed.

In addition, Okiki and Mabawonku (2013) conducted a study to determine the information literacy of lecturers in Nigerian federal universities. The study's findings revealed that the ability to recognize potential information resources had the highest mean score of 3.14, followed by the ability to locate and access information resources (3.01), and the ability to synthesize and build on existing information obtained from various sources had the lowest mean score of 2.98. Respondents with the ability to organize, apply, and communicate information, on the other hand, have the lowest mean of 2.83. However, the results demonstrate that the mean scores of each of the seven components assessed under the information literacy skills are greater than the mid-point scores of 2.5 on a five-point scale. Based on the total mean scores, it was established that instructors at federal institutions have a high level of information literacy abilities.

Rafique (2014) conducted a study on Information literacy skills of faculty members: A study of the University of Lahore, Pakistan. A total of 84 faculty members was selected for this study. The study found that I am able to organize, analyze, interpret and evaluate information (mean of 3.95), I am able to determine the existence of needed information or not (mean of 3.83), I am able to fully understand found information (mean of 3.82), I am able to accurately identify and define the information (mean of 3.78), I am able to find the needed information (mean of 3.77), I am able to communicate and present the information (mean of 3.76), I am able to evaluate reliability of information and its resources (mean of 3.75), I am able to utilize the information to resolve the problem (mean of 3.72), I am able to go for help

to understand needed information (mean of 3.71). the study concluded that faculty members have high level of information literacy skills.

Perceived Ease of Use is described as the degree to which an individual believes that using a particular technology is free of physical and mental effort. Attitude towards technology usage determines the kind of intention to usage of a particular technology while an individuals' intention to use technology determines the actual usage (Abu-Dalbouh, 2013). Users of a technology can perceive ease of use of technology when they are exposed to or familiar with it (Kazoka, 2016). It is clear that when users perceive ease of use of a technology, they are likely start making use of it (Long, 2010).

Falode (2018) conducted a study on Pre-service Teachers' Perceived Ease of Use, Perceived Usefulness, Attitude and Intentions Towards Virtual Laboratory Package Utilization in Teaching and Learning of Physics. The study adopted the descriptive survey research and sixty six (66) respondents was used for this study. The study found out that I feel that using virtual laboratory package would be easy for me (mean score of 3.36); I feel that my interaction with virtual laboratory package would be clear (mean score of 3.30); I feel that it would be easy to become skillful at using virtual laboratory package (mean score of 3.21; I would find virtual laboratory package flexible to interact with (mean score of 3.09); Learning to operate virtual laboratory package would be easy for me (mean score of 3.30); It would be easy for me to get virtual laboratory package to teach physics (mean score of 2.81). This implies that pre-service teachers agreed to the items generated and perceived Virtual Laboratory Package easy to use in teaching and learning of physics.

Alharbi and Drew (2014) carried out a study on using the technology acceptance model in understanding academics' behavioural intention to use learning management systems. The participants of this study were 59 faculty members from different colleges and different departments who voluntarily participated in the online survey. All participants in this study were academics working for Shaqra University, who fit well with the aim and context of this study. Findings revealed that respondents perceived ease of use, perceived usefulness, attitude and behavioural intentions towards usage of electronic learning was positive.

Bijeikiene, Rasinskiene and Zutkiene (2011) investigated teachers' attitudes towards the use of blended learning in the classroom. The research was carried out at the Centre of

Foreign Languages (VMU) with 24 teachers of English taking the role of the respondents. The research is based mainly on qualitative methodology including the methods of an informal interview and a questionnaire. The study found out that teachers' attitude towards electronic learning was positive.

Ibrahim & Shiring (2022) conducted a study on the relationship between educators' attitudes, perceived usefulness, and perceived ease of use of instructional and web-based technologies: Implications from Technology Acceptance Model (TAM). The study made use of mixed-method design, a total of 600 teacher educators from five federal colleges of education located within seven states in Nigeria's northwest geopolitical zones were used for this study. The study explored the overall educators' perceived usefulness and perceived ease of use technology from the viewpoint of the Technology Acceptance Model (TAM) and it was revealed that educators expressed positive attitudes toward perceived ease of use of technology. I can recover from my mistakes quickly ($\bar{x}$ = 4.77); It is user-friendly ($\bar{x}$ = 4.74); I can use it successfully every time ($\bar{x}$ = 4.18); It is easy/simple to use ($\bar{x}$ = 4.10); I have the skills and competency to use it ($\bar{x}$ = 4.06); It is easy for my students to use ($\bar{x}$ = 4.02); It requires the fewest steps possible to accomplish what I want to do with it in my teaching ($\bar{x}$ = 3.31).

Durodolu (2016) conducted a study on Technology Acceptance Model as a predictor of using information system' to acquire information literacy skills. This study evaluates the TAM's main variables for Information Literacy acquisition such as: Perceived Usefulness (the intention to use, user training, computer experience, system quality) and Perceived Ease of Use (computer self-efficacy, perception of external control, ease of use, internet self-efficacy, efficacy of library use, computer anxiety, information anxiety, perceived enjoyment and objective usability, behaviour and intention). It analyses and explains how the variables applied are in relationship with IL among school teachers and also explains the relationship between Information Literacy skills and technology acceptance. The study adopted qualitative content analysis method by selecting journals and conference papers relating to the subject matter of Technology Acceptance, which were evaluated, analyzed and reviewed in detail with regard to information literacy. The study therefore concluded that there is a relationship between information literacy skills and technology acceptance.

Nanthida (2011) enumerates certain factors that may influence the ease of use of modern resources such as characteristics of information resources, the job experience, technical equipment and support, etc. The following are the factors to consider when evaluating Perceived Ease of Use: computer self-efficacy, perception of external control, internet self-efficacy, computer anxiety, information anxiety, perceived enjoyment and objective, usability and behavioral intention to use.

Methodology

The descriptive survey research design of the correlational type was adopted for the study. The study covered all teachers in selected secondary schools in Ogun State, Nigeria. The selected secondary schools and population of teachers is represented in table 1 below

Table 1: Distribution of the Population of the Study

	Government institutions	Number of teachers
Remo	Remo Secondary School, Sagamu	30
	Ikenne High School	31
Ijebu	Ijebu-ode Grammar School	38
	Ijebu Muslim College	35
Yewa	Yewa College Ilaro	41
	Comprehensive College Ayetoro	28
Egba	Baptist Boys Hogh School Saje	34
	Abeokuta Grammar School	39
	Total	276

Source: The number of teachers was gotten from Ministry of Education, Oke Mosan, Abeokuta, 2023

A self-designed and close-ended questionnaire was used as the instrument in gathering data from the respondents. The questionnaire was administered to the teachers in the selected secondary schools. Out of 276 questionnaire that was administered, 213 was returned and found useful for the study. Data gathered were analysed with SPSS using descriptive statistics such as frequency counts, percentages, mean and standard deviation

Results

Research Question One: What are the types of educational activities made available on the EduTAMS for secondary school teachers in Ogun State?

Table 2: Types of educational activities made available on the EduTAMS for secondary school teachers

S/n	Types of educational activities	Frequency	Percentage
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1	Results upload	213	100
2	Payments	213	100
3	Registration of students	210	98.6
4	Enrolment of new intakes	201	94.4
5	Lesson planning	194	91.1
6	E-lesson note	182	85.4
7	Assessment tools	181	85.0
8	Student performance tracking	172	80.8
9	Score recording	162	76.1
10	Content creation	157	73.7
11	Attendance	152	71.4
12	Communication channels	142	66.7
13	Collaboration features	128	60.1

Table 2 shows that the types of educational activities made available on the EduTAMS for secondary school teachers in Ogun State are results upload 213(100%), payments 213(100%), registration of students 210(98.6%), enrolment of new intakes 201(94.4%), lesson planning 194(91.1%), e-lesson note 182(85.4%), assessment tools 181(85.0%), student performance tracking 172(80.8%), score recording 162(76.1%), content creation 157(73.7%), attendance 152(71.4%), communication channels 142(66.7%) and finally, collaboration features 128(60.1%). It could be concluded that the types of educational activities made available on the EduTAMS for secondary school teachers in Ogun State are results upload, payments and registration of students.

The finding shows that the types of educational activities made available on the EduTAMS for secondary school teachers in Ogun State are results upload, payments and registration of students. The finding is in line with the finding of Educause Review (2021), educational technology platforms are increasingly incorporating administrative tools to simplify routine tasks and reduce administrative burdens for educators. The prominence of results upload, payments, and student registration functions on EduTAMS indicates an administrative emphasis within the platform.

Research Question Two: What is the level of information literacy skills of secondary school teachers in Ogun State?

Table 3: Information literacy skills possessed by secondary school teachers

S/n	Information literacy skills	SA	A	D	SD	$\bar{x}$	SD
	Determine when information is needed						
1	I am able to define my specific information needs	136 (63.8%)	70 (32.9%)	6 (2.8%)	1 (0.5%)	3.60	0.57

2	I can recognize that background information helps to achieve focus on a chosen topic	136 (63.8%)	67 (31.5%)	9 (4.2%)	1 (.5%)	3.59	0.60
3	I understand the need to use information to undertake everyday task	130 (61.0%)	75 (35.2%)	6 (2.8%)	2 (.9%)	3.56	0.60
4	I have ability to use several reference sources to increase familiarity with a topic	131 (61.5%)	71 (33.3%)	10 (4.7%)	1 (.5%)	3.56	0.61
5	I can clearly define concepts of a topic	134 (62.9%)	65 (30.5%)	12 (5.6%)	2 (.9%)	3.55	0.65
Average mean						3.57	0.61
	Access the needed information effectively and efficiently						
6	I have ability to select materials and summarize in my own words for my use	125 (58.7%)	80 (37.6%)	5 (2.3%)	3 (1.4%)	3.54	0.62
7	I can understand the nature of information available on the Internet freely	130 (61.0%)	70 (32.9%)	9 (4.2%)	4 (1.9%)	3.53	0.67
8	I have the ability to take notes from print and electronic source by printing or saving to disk	130 (61.0%)	64 (30.0%)	18 (8.5%)	1 (0.5%)	3.53	0.67
9	I can use truncation search techniques	122 (57.3%)	80 (37.6%)	10 (4.7%)	1 (.5%)	3.52	0.61
10	I can use Boolean search techniques	126 (60.5%)	67 (31.5%)	16 (7.5%)	1 (.5%)	3.52	0.66
Average mean						3.53	0.65
	Evaluation of information						
11	I can select information that provides evidence for the topic	127 (59.6%)	72 (33.8%)	10 (4.7%)	4 (1.9%)	3.51	0.68
12	I can competently evaluate information no matter what the source is	124 (58.2%)	76 (35.7%)	11 (5.2%)	2 (.9%)	3.51	0.64
13	I can determine whether information satisfies the research or other information need	126 (59.2%)	69 (32.4%)	16 (7.5%)	2 (.9%)	3.50	0.68
14	I have the ability to choose materials on topics taking accuracy into account	126 (59.2%)	69 (32.4%)	16 (7.5%)	2 (0.9%)	3.50	0.68
15	I can limit online search by fields	130 (61.0%)	61 (28.6%)	19 (8.9%)	3 (1.4%)	3.49	0.72

Average mean						3.50	0.68
	Information use						
16	I am able to use information in critical thinking and problem solving	119 (55.9%)	77 (36.2%)	16 (7.5%)	1 (0.5%)	3.47	0.66
17	I am able to recognize accurate and complete information as the basis for intelligent decision making	114 (53.5%)	86 (40.4%)	11 (5.2%)	2 (.9%)	3.46	0.64
18	I can competently evaluate information no matter what the source is	124 (58.2%)	69 (32.4%)	12 (5.6%)	8 (3.8%)	3.45	0.77
19	I understand the need to use appropriate search tools	122 (57.3%)	67 (31.5%)	22 (10.3%)	2 (.9%)	3.45	0.72
20	I understand every online search tools	120 (56.3%)	72 (33.8%)	15 (7.0%)	6 (2.8%)	3.44	0.75
Average mean						3.45	0.71
	Understanding Legal, ethical and economic issues of information use						
21	I can use web addresses to search the internet	116 (54.5%)	80 (37.6%)	11 (5.2%)	6 (2.8%)	3.44	0.72
22	I am able to use information ethically and legally	114 (53.5%)	75 (35.2%)	22 (10.3%)	2 (0.9%)	3.41	0.71
23	I am able to access sources of information including computer based and other technologies	108 (50.7%)	84 (39.4%)	16 (7.5%)	5 (2.3%)	3.39	0.73
24	I can integrate new information into an existing body of knowledge	107 (50.2%)	85 (39.9%)	19 (8.9%)	2 (.9%)	3.39	0.69
25	I can organize information for practical application	109 (51.2%)	82 (38.5%)	19 (8.9%)	3 (1.4%)	3.39	0.71
Average mean						3.40	0.71
Overall average mean = 3.49							

KEY: SA = Strongly Agree, A= Agree, D = Disagree, SD = Strongly Disagree Degree *Decision Rule if mean is ≤ 1.99 = Low; 2.00 to 2.99 = Moderate; 3.00 to 3.99 = High;**

Table 3 shows that the information literacy skills possessed by secondary school teachers in Ogun State was high ($\bar{x} = 3.49$). Information literacy skills was divided into five dimensions, namely: determine when information is needed, access the needed information effectively and efficiently, evaluation of information, information use and understanding legal, ethical and economic issues of information use. The group mean for each information literacy skills

dimensions were also calculated. The result revealed that determine when information is needed ($\bar{x} = 3.57$), access the needed information effectively and efficiently ($\bar{x} = 3.53$), evaluation of information ($\bar{x} = 3.50$), information use ($\bar{x} = 3.45$) and finally, understanding legal, ethical and economic issues of information use ($\bar{x} = 3.40$) were generally high. This implies that the information literacy skills possessed by secondary school teachers in Ogun State was high.

The finding shows that the information literacy skills possessed by secondary school teachers in Ogun State were high. This implies that major information literacy skills possessed by teachers are using electronic information resources, evaluating WWW sources, using internet search tools (such as search engines, directories), using different kinds of print source such as books and periodicals, selecting information most appropriate to the information need, and defining the information that they need. This is in line with the study of Rafique (2014), The study found that I am able to organize, analyze, interpret and evaluate information (mean of 3.95), I am able to determine the existence of needed information or not (mean of 3.83), I am able to fully understand found information (mean of 3.82), I am able to accurately identify and define the information (mean of 3.78). The study concluded that faculty members have high level of information literacy skills.

Research Question Three: How do secondary school teachers in Ogun State perceived the ease of use of EDUTAMS for educational activities?

Table 4: Perceived the ease of use of EDUTAMS for educational activities

S/n	ITEMS	SA	A	D	SD	$\bar{x}$	SD
1	I find EDUTAMS easy to use	136 (63.8%)	72 (33.8%)	5 (2.3%)	-	3.62	0.53
2	Using EDUTAMS enhances my effectiveness in learning	126 (59.2%)	85 (39.9%)	2 (.9%)	-	3.58	0.51
3	I hesitate to use a EDUTAMS because I might look stupid	125 (58.7%)	70 (32.9%)	16 (7.5%)	2 (.9%)	3.49	0.68
4	Using EDUTAMS makes me more creative	118 (55.4%)	80 (37.6%)	13 (6.1%)	2 (.9%)	3.47	0.66
5	I plan to use EDUTAMS often	104 (48.8%)	95 (44.6%)	14 (6.6%)	-	3.42	0.61
6	I only use EDUTAMS at school when told to	103 (48.4%)	89 (41.8%)	21 (9.9%)	-	3.39	0.66
7	Working with EDUTAMS is not fun at all	109 (51.2%)	82 (38.5%)	19 (8.9%)	3 (1.4%)	3.39	0.71

8	I need an experienced person nearby when I use EDUTAMS	107 (50.2%)	81 (38.0%)	22 (10.3%)	3 (1.4%)	3.37	0.73
9	I find EDUTAMS a useful tool in my work	101 (47.4%)	86 (40.4%)	25 (11.7%)	1 (0.5%)	3.35	0.70
10	I would avoid taking a teaching career if I knew it involved working with EDUTAMS	108 (50.7%)	75 (35.2%)	25 (11.7%)	5 (2.3%)	3.34	0.78
11	I look forward to those aspects of my teaching career that require me to use EDUTAMS	84 (39.4%)	111 (52.1%)	13 (6.1%)	5 (2.3%)	3.29	0.69
12	Using EDUTAMS improves my lesson planning	102 (47.9%)	73 (34.3%)	3 (1.4%)	8 (3.8%)	3.26	0.84
13	I will use EDUTAMS regularly throughout school	94 (44.1%)	81 (38.0%)	34 (16.0%)	4 (1.9%)	3.24	0.79
14	I look forward to using EDUTAMS to enhance the effectiveness of my teaching career in the future	87 (40.8%)	87 (40.8%)	37 (17.4%)	2 (.9%)	3.22	0.76
15	Interacting with EDUTAMS requires a lot of attention	84 (39.4%)	95 (44.6%)	27 (12.7%)	7 (3.3%)	3.20	0.78
16	EDUTAMS make learning more interesting	78 (36.6%)	66 (31.0%)	55 (25.8%)	14 (6.6%)	2.98	0.94
17	EDUTAMS make it possible to work more productively	61 (28.6%)	69 (32.4%)	63 (29.6%)	20 (9.4%)	2.80	0.96
18	I like using EDUTAMS for communication channels	49 (23.0%)	68 (31.9%)	71 (33.3%)	25 (11.7%)	2.66	0.96
19	EDUTAMS make me feel uncomfortable	50 (23.5%)	63 (29.6%)	56 (26.3%)	44 (20.7%)	2.56	1.07
20	Using EDUTAMS increases my productivity in content creation	41 (19.2%)	54 (25.4%)	91 (42.7%)	27 (12.7%)	2.51	0.94
Average mean						3.21	0.77

KEY: SA = Strongly Agree, A= Agree, D = Disagree, SD = Strongly Disagree

Degree *Decision Rule if mean is ≤ 2.99 = Low; 3.00 to 3.99 = Moderate; 4.00 to 4.99 = High;**

Table 4 shows that the perceived the ease of use of EDUTAMS for educational activities by secondary school teachers in Ogun State was high ($\bar{x} = 3.21$). All twenty indicators of perceived the ease of use of EDUTAMS for educational activities by secondary school teachers showed moderate mean scores. The highest being ($\bar{x} = 3.62$) and lowest being ($\bar{x} = 2.51$). This implies that the perceived the ease of use of EDUTAMS for educational activities by secondary school teachers in Ogun State was high.

The finding shows that the perceived the ease of use of EDUTAMS for educational activities by secondary school teachers in Ogun State was high. This implies that the high perceived ease of use aligns with the growing acceptance of educational technology in the teaching profession. The finding is in agreement with the finding of Ibrahim & Shiring (2022) conducted a study on the relationship between educators' attitudes, perceived usefulness, and perceived ease of use of instructional and web-based technologies: Implications from Technology Acceptance Model (TAM). The study explored the overall educators' perceived usefulness and perceived ease of use technology from the viewpoint of the Technology Acceptance Model (TAM) and it was revealed that educators expressed positive attitudes toward perceived ease of use of technology.

Research Question Four: What are the factors that may influence teachers' perceptions of EDUTAMS' ease of use beyond information literacy skills in Ogun State?

Table 5: Factors that may influence teachers' perceptions of EDUTAMS' ease of use beyond information literacy skills

S/n	Factors	Frequency	Percentage
1	User interface design	203	95.3
2	Technical support	199	93.4
3	Personal motivation and attitudes	184	86.4
4	Training and professional development	182	85.4
5	Compatibility with existing practices	182	85.4
6	Relevance to teaching context	167	78.4
7	Ease of Integration with curriculum	162	76.1
8	User feedback and input	148	69.5
9	Perceived value	145	68.1
10	Accessibility	121	56.8
11	Perceived learning curve	98	46.0
12	Peer influence	79	37.1
13	Perceived effort-reward balance	67	31.5
14	Cultural relevance	42	19.7

Table 5 shows that the factors that may influence teachers' perceptions of EDUTAMS' ease of use beyond information literacy skills in Ogun State are user interface design 203(95.3%), technical support 199(93.4%), personal motivation and attitudes 184(86.4%), training and professional development 182(85.4%), compatibility with existing practices 182(85.4%), relevance to teaching context 167(78.4%), ease of integration with curriculum 162(76.1%), user feedback and input 148(69.5%), perceived value 145(68.1%) and finally,

accessibility 121(56.8%). It could be concluded that the factors that may influence teachers' perceptions of EDUTAMS' ease of use beyond information literacy skills in Ogun State are user interface design, technical support and personal motivation and attitude.

The finding shows that the factors that may influence teachers' perceptions of EDUTAMS' ease of use beyond information literacy skills in Ogun State are user interface design, technical support and personal motivation and attitudes. This implies that the success of educational technology like EDUTAMS depends on a combination of factors beyond information literacy skills, including user interface design, technical support, and personal motivation and attitudes. The finding is in line with the finding of Nanthida (2011) enumerates certain factors that may influence the ease of use of modern resources such as characteristics of information resources, the job experience, technical equipment and support, etc. The following are the factors to consider when evaluating Perceived Ease of Use: computer self-efficacy, perception of external control, internet self-efficacy, computer anxiety, information anxiety, perceived enjoyment and objective, usability and behavioural intention to use.

Testing of Hypothesis

H₀1: There is no significant relationship between teachers' information literacy skills and their perceived ease of use of EDUTAMS?

Table 6: Teachers' information literacy skills and their perceived ease of use of EDUTAMS

Correlations					
		$\bar{x}$	SD	Information literacy skills	Perceived ease of use of EDUTAMS
Information literacy skills	Pearson Correlation			1	.644**
	Sig. (2-tailed)	69.07	11.48		.000
	N			213	213
Perceived ease of use of EDUTAMS	Pearson Correlation			.016	1
	Sig. (2-tailed)	38.85	11.71	.820	
	N			213	413

Table 6 revealed that the r value is 0.644 which depicts a positive relationship between teachers' information literacy skills and their perceived ease of use of EDUTAMS. The calculated significant probability value of (p-value) 0.000 was subjected to the alpha value of 0.05. Since the significant probability (p-value) of 0.644 is greater than the alpha value of

0.05, the null hypothesis is accepted. This implies that there is a relationship between significant relationship between teachers' information literacy skills and their perceived ease of use of EDUTAMS in Ogun State.

The finding shows that there is a relationship between significant relationship between teachers' information literacy skills and their perceived ease of use of EDUTAMS in Ogun State. This implies that information literacy serves as the foundational skill that enables educators to effectively navigate and use of EDUTAMS. The finding is in line with the finding of Durodolu (2016) which explains the relationship between Information Literacy skills and technology acceptance. The study made use of qualitative content analysis method by selecting journals and conference papers relating to the subject matter of Technology Acceptance, which were evaluated, analyzed and reviewed in detail with regard to information literacy. The study therefore concluded that there is a relationship between information literacy skills and technology acceptance.

Conclusion

The study was designed to investigate information literacy skills, perceive ease of use of EDUTAMS for educational activities by secondary school teachers in Ogun State. The study confirmed that information literacy skills play a significant role in the ease of use of EDUTAMS. Teachers who possess strong information literacy skills are more likely to find EDUTAMS easier to use and integrate into their educational activities. This highlights the importance of investing in information literacy training for educators to enhance their digital proficiency. The results suggest that technology, such as EDUTAMS, is becoming an integral part of the educational landscape in Ogun State. Teachers are recognizing the potential benefits of these tools in enhancing their teaching methods and reaching their students effectively. This emphasizes the ongoing shift towards digital learning and the importance of addressing educators' technology-related need.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Government should allocate resources for the procurement and maintenance of educational technology tools. Ensure that schools have access to up-to-date hardware and software to facilitate the implementation of digital learning in the classroom.

2. School management should develop and implement information literacy training programs for secondary school teachers in Ogun State. These programs should focus on improving teachers' ability to find, evaluate, and effectively use digital resources and tools. Such training should be ongoing and incorporate the latest developments in educational technology.
3. School management should ensure that EDUTAMS and other educational technology platforms are user-friendly and accessible to teachers with varying levels of digital literacy. Offer technical support and assistance to address any issues or barriers that may impede the use of these tools in the classroom.
4. Government should design professional development initiatives that are tailored to the specific needs and challenges faced by educators in Ogun State. Recognize the diversity of teacher backgrounds and experiences, and ensure that training and support are customized to address individual skill gaps.
5. Government should encourage the formation of collaborative learning communities among teachers to share best practices, experiences, and strategies for integrating EDUTAMS and other educational technology effectively. These communities can serve as valuable sources of support and professional growth.
6. Government should continue to conduct research to assess the impact of information literacy training and the use of EDUTAMS on teaching and learning outcomes. Regular evaluations can inform adjustments and improvements in education policies and practices.

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