

**ARTIFICIAL INTELLIGENCE IN EDUCATION, LAW AND SCHOOL MANAGEMENT IN
PUBLIC SECONDARY SCHOOL IN IDEATO NORTH LOCAL GOVERNMENT AREA OF
IMO STATE**

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Abstract

This study investigated Artificial Intelligence in Education, Law and Security Management in Public Secondary School in Ideato Local Government Area of Imo State, Nigeria. The study adopted descriptive survey research design and was guided by two research questions. A random sampling technique was used to select 144 teachers drawn from the entire population of (228 teachers) in Ideato North Education Zone of the state. A four point scale questionnaire titled “Artificial Intelligence in Education, Law and Security Management (ATELSM)” structured by the researcher, validated by experts was used for data collection. A reliability index of 0.82 using cronbach alpha was determined for the instrument and was

adjudged to be reliable and adequate for the study. Data was analyzed using mean ratings. The findings among others revealed that, Artificial Intelligence Tools were not available for teachers and students to teach and learn through electronics learning. The findings also revealed that teachers and students experience some challenges for using Artificial Intelligence to teach and learn effectively through electronics media. Based on the findings, the researcher recommended that available Artificial Intelligence tools should be provided to the government to schools for effective teaching and learning in the schools through electronic devices. The researcher also recommended that seminars and conferences should be organized in the schools to guide the teachers on how to use Artificial Intelligence effectively.

Keywords: Artificial Intelligence, Education, Law, School Management.

Introduction

Artificial Intelligence (A.I.) is a part of science which involves with helping machines finding solutions to difficult problems in a more human-like ways. Artificial intelligence generates, motivates or induces the interests to learn. Artificial intelligence inspires or instigates students to learn varial issues. However, it encourages students to be lazy since they don't want to make use of their brains to think and create ideas. P. Flening (2019). Artificial Intelligence is a branch of science which deals with helping machines finding solutions to complex problems in a more human-like fashion. This generally involves borrowing characteristics from human intelligence, and applying them as algorithms in computer friendly way.

Frankewicz and Chamerriz Premuzic (2020), Artificial Intelligence is generally associated with computer science, but it has many important like with other fields such as maths, psychology, cognition, biology and philosophy, among many others. Many felt that the new "Electronic Super-Brain" had unlimited potential for intelligence, but as well as providing a vehicle for creating artificially intelligence entities, the computer provides a tool for testing theories of intelligence and many theories failed to withstand the test. Emeka (2016) opined that there were thousands of teachers and students who cannot use A.I for teaching and learning.

Liguori et al (2014) maintained that Artificial Intelligence provides tools for teachers. It also guides teachers for lesson plan, presentations, quizzes and games activities.

Artificial intelligence can be beneficial for the human race, however, it poses lots of danger that people do not understanding (www.loguein>resourcesopinion). Alien and Seaman (2011), responded that A.I. users face teaching and learning process. There are concerns about A.I for decision – making that affects people’s lives. Thus, in health and science development and there is strong support for the protection of fundamental (www.Adalorelace institute.org>what-do---).

In this 21st century, Artificial Intelligence is one of the branches of science which deals with helping machines finding solutions to complex problems in a more human like fashion in education system.

Education is a process of transmitting and training an individual to acquire knowledge, skills, ideas, attitudes, norms and values of his society to be useful to himself and to the society he belongs. That means that education helps an individual to be functional to himself, his society and to the entire world. Globally, education is the major tool for transformation of the individual and the society at large, perhaps, this was basically why Offor and Offiah in Okeke (2021) posited that education is a potent for that being about change in the attitude, thought, behavior, skills, values and interest of individuals. It is these changes in cognitive, psychomotor and effective orientation that are required for overall development. According to Agih (2015), education forms the basis for literacy, skills acquisition, technological advancement as well as the ability to harness the natural resources of the environment for development. It also improves the quality of life of a society through the refinement of its human potentials to meet the demand of the changing world.

An individual may not achieve his potentials guidelines that will help him to achieve his aims and objectives. The guideline is nothing, but the law guiding his society. Law is a set of rules and regulations of a given society. It is used to regulate and maintain order in a given place or society. According to Favale, T. (2020), Law is a set of rules that are created and are enforceable by social or governmental institutions to regulate behavior. Onyene (2024) opined that law, in its simplest form, is a set of rules and principles recognized and enforced by a governing authority to regulate behavior and maintain order in the organization, institution or society. It is in organization or institution that law is taught to an individual to keep rules and regulations of his society. The institution or the organization the law is taught to individuals is school.

School is an educational institution built the government or stakeholders to inculcate knowledge, skills norms values, attitudes and virtues and rules and regulations of the society to her individuals through the trained/professional teachers under the guidance of the headteacher/principal. According to Batas, (2010). Schools are educational organizations built and governed by the state or federal government to achieve her aims and objectives of education. According to Emeka (2016). Schools are initiations of learning where individuals receive worthwhile knowledge to function effectively in their societies. In other words, the functional knowledge individuals acquire is through attaining to schools. The school achieves its aims and objectives through the school management. Bring hence, school management is process of coordinating and administrating the activities of an institution or an organization to achieve the stated goals and objectives of the organization. Management is the coordination and administration of task to achieve a goal. Such administration of strategy and coordinating the efforts of staff to accomplish these objectives through the application of available resources (Definition, functions and - ---- www.indeed.com>career development, 28 Jan., 2025).

Management involves controlling and guiding personnel and resources within the organization. It includes, planning, making decisions, motivating, leading and carrying out different functions to achieve the goals and objectives of organization efficiently and effectively (Definition and Roles – Lesson – study .com>academy>lesson>four-fun---).

Statement of the Problem

Education system in Nigeria has been engaged in traditional teaching whereby teachers do more than just deliver contents. They inspire, mentor, adapt their teaching methods based on a deep understanding of each students personality and emotional needs. Human teacher focuses on students' social, emotional support, guidance and intellectual development. Today, the whole world involve in the technological advancement which involves Artificial Intelligence which will bring major changes to how teachers do their jobs and students learn. Teachers might use A.I. to expand their lesson plans, and add details like objectives or new learning tasks and to get feedback. Every country in the world, has introduced A.I. in her educational system. Nigeria is not exceptional, she has also introduced A.I. in her schools to transform her system of education. For example, she established Neo Cloud Learning Institute, Abuja to offer a comprehensive A.I. program designed to equip aspiring professional with the necessary knowledge and skills (where to study Artificial Intelligence in Nigeria and --- techna.ng – int ----). Other

states in Nigeria embraced A.I. in their educational system. Imo state is among the states in Nigeria that have adopted Artificial Intelligence in their educational system to transform their educational system with modern technology. This inspires the researcher to investigate Artificial Intelligence in Education, law and school management in public secondary schools in Ideato Local Government Area of Imo State.

Purpose of the Study

The main purpose of the study was to investigate Artificial Intelligence in education, law and school management in public secondary school in Ideato North Local Government Area of Imo State. Specially this study intended to;

1. Investigate the tools for using Artificial Intelligence in public secondary schools in Ideato North Local Government Area of Imo State.
2. Assess the challenges of using A.I. in public secondary school in the area.

Research Questions:

The following research questions guided the study:

1. What are the Artificial Intelligence tools for using A.I. in public secondary schools in Ideato North Local Government Area of Imo State?
2. What are the challenges for using A.I in public secondary schools in the area?

Methodology

The study was carried out in Ideato North area of Imo State. The study adopted descriptive survey; research design and was guided by two research questions. A random sampling technique was used to select 144 teachers from the entire population of (228 teachers – Imo State (Post Primary School – Ideato Education Zone of the state, 2024). A four point scale questionnaire titled “Artificial Intelligence in Education, Law and school Management (AIELSM) was structured by the researcher to determine data from the respondents and was validated by experts was used for data collection. A reliability index of 0.82 using Cronbach alpha was determined to be reliable and adequate for the study. Data collected was analyzed using mean rating. The decision rule is that a mean cut of point of 2.50 and above was an indication of acceptance while 2.49 below was an indication of rejection.

Data Analysis and Research Presentation

Research Question 1:

What are the available Artificial Intelligence Tools for using A.I in public secondary schools in the area?

Table 1: Responses of the teachers on the extent of A.I tools for using A.I in public secondary school in Ideato North L.G.A of Imo State.

S/N	Items	Schools	N	SA	A	D	SD	Total	$(\bar{X})$	Decision
	The extent A.I. tools are available for using A.I in public secondary schools in the area.	Schools	N	SA	A	D	SD	Total	$(\bar{X})$	Decision
1	The extent A.I. powered phototoring systems are available for monitoring examinations to prevent cheating	Public	30	12	5	22	13	58	1.8	Disagree
2	The extent of Eduaide are available to help teachers for lesson plans, create assessment and write individualized education plan.	Public	30	2	4	10	14	48	1.6	Disagree
3	The extent of software application that uses A.I algorithm to perform specific tasks and solve problems are available.	Public	30	1	4	15	10	48	1.8	Disagree
4	The extent of Automated financial investing for school fees recording are available.	Public	30	4	3	13	10	48	1.6	Disagree
5	The extent of smart assistants for assisting are available.	Public	30	5	2	12	13	58	1	Disagree

The result in table 1 reveals that teachers disagreed in all the items listed above on the availability of A.I. tools for using A.I in public secondary schools in Idea of Imo State.

Items 1,2,3,4 and 5 have the mean ($\bar{X}$) of 1.8, 1.6 and 1.8 respectively. Their mean scores ($\bar{X}$) were below the criterion mean ($\bar{X}$) 2.50.

Research Question 2:

What are the challenges teachers face for using A.I. in public secondary schools in Ideato Local Government Area of Imo State?

Table 2: Responses of teachers on challenges they face for using A.I. in public secondary schools in the area.

S/N	Items	Schools	N	SA	A	D	SD	Total	($\bar{X}$)	Decision
6	The challenges teachers encounter using A.I. in public secondary schools	Public	30	25	5	0	0	14	3.8	Agree
7	Integrating A.I into existing processes and system	Public	30	30	20	0	0	110	3.7	Agree
8	Management change associate with the challenges	Public	30	15	10	4	1	96	5.2	Agree
9	Ethical issues in A.I	Public	30	14	11	3	2	96	3.2	Agree
5	Bias in A.I	Public	30	25	5	0	0	114	3.8	Agree

Table 2, shows that teachers agreed in all the items listed above on the challenges they are encountering by adopting A.I. in public secondary in Ideato North Local Government Area of Imo State. Items, 6,7,8,9 and 10 have the mean ($\bar{X}$) of 3.8, 3.7, 3.2, 3.2 and 3.8, respectively. Their mean scores $\bar{X}$ were above the criterion mean ($\bar{X}$) = 2.50.

Discussion of Results

Teachers of public secondary schools disagreed that there are available Artificial Intelligence tools for Artificial intelligence teaching and learning activities in the area from the responses of research question 1, it could be seen that these disagreement revealed that available A.I tools are not provided for them to be able to teach the students effectively. In other words, available A.I. tools, being provided for the teachers and students will enable them to teach/learn effectively respectively. Research question 1 as in table 1, indicated that availability of A.I tools like A.I powered Phototoring system, Eduaide, Software application, Automated financial investing for school fees and smart

assistant and other A.I. tools will enhance effectiveness of A.I. teaching and learning activities, hence the result shows that they are not available. Second part of the findings, the data revealed from the responses of the teachers that there are challenges encounter by adopting A.I. for teaching and learning in public secondary schools in the area. Allen and Seaman (2011) responded that A.I. users face many technical difficulties that hinder or slow down teaching and learning process. This is in line with (Emeka 2016), opined that there were thousands of teachers and students who cannot use A.I. for teaching and learning activities because they live in rural areas that do not have means of power supply and A.I. tools at all. Responses from items 6,7,8,9 and 10 revealed that teachers encounter challenges such as integrating into existing processes and system, managing change associate with the challenges, ethical issues in A.I., Bias in A.I and A.I. transparency, etc. Based on the findings from collected and analyzed data, the following conclusions were reached;

There are no available A.I. tools provided for the teachers and students to engage in A.I teaching and learning activities. The teachers and students are not able to involve in using A.I. teaching and learning activities, because they lacking A.I. tools for effective teaching and learning processes. This makes it difficult for terms scheme of work and curriculum to be covered in the area. Besides, there were students challenges encounter by the teachers and while adopting Artificial Intelligence for the teaching and learning in the area.

Recommendations

The following recommendations were made:

1. In Nigeria, high level of preparedness that can quickly adapt to the changes in the environment is needed and can adjust ourselves to different modes, for instance, teaching and learning in situation of this era.
2. Institutions and organization should prepare contingency plans to deal with the challenges such as pandemics and natural disasters.
3. Government should see the need to build good schools and equip them with made in digital facilities and A.I. tools with internet connections that can aid their educational system.

4. Educators/teachers and students must be trained on how to handle and use A.I. tools. Educators must spend quality time to prepare and make their lessons creative, interactive, students' centred and group based.

5. The government and stakeholders should constantly organize seminars, workshops and conferences for teachers on how to use A.I. tools to guide and teach the students.

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