



LEVERAGING ON ARTIFICIAL INTELLIGENCE (AI) TOOLS FOR EFFECTIVE ADMINISTRATION OF PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE.

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Abstract

This study examined leveraging on Artificial Intelligence (AI) for effective administration of public senior secondary schools in Rivers State. The study design was Descriptive study and the population was 7178 principals and teachers in public senior secondary schools in Rivers State. The sample consists of 718 respondents representing 10% of the population. A 21-item self-structured questionnaire was used for data collection. The instrument was duly validated by experts and 0.84 reliability index was established using Cronbach alpha. A criterion mean of 2.50 was use as cut-off mark while mean and standard deviation were used to answer the research questions. A t- test inferential statistics was used to test all null hypotheses at 0.05 level significance. Statistical analysis was done using the statistical package for social science, SPSS version 23. Findings of the study identified types of AI tools used by school administrators, identified the impacts of leveraging Artificial Intelligence (AI) tools to include; improved students' performance, data-driven decision making, enhanced communication and engagements, better resource management, increased accessibility, increased students and staff wellbeing etc. The study further identified deficient fund, digital divide, limited access to infrastructure and others as the challenges of integrating AI for efficient administration of public senior secondary schools in Rivers State. The study concludes that leveraging AI tools in the administration of public senior secondary school will increase students' interest, administration and management of the school system will be efficient which will in turn lead to high success rate in students results. The study recommended among others that government should train and retrain school administrators and teachers on the importance of incorporating AI in the administration of schools, government and secondary school administrators should identify the challenges of utilizing AI and work towards handling those challenges.

Keywords: Artificial Intelligence (AI), Artificial Intelligence (AI)Tools, Effective Administration, Public Senior Secondary Schools.

Introduction

Artificial Intelligence has made itself as a change agent in so many industries of which the educational sector is inclusive. AI advancement has brought about a collection of improvements and novelties that have affected so many aspects of human endeavor.

Artificial intelligence could be defined as an advanced methodological context that incorporates the creation of workstation that has the ability to perform activities that mostly require the intellect of human (Aina et al., 2023). These artificial intelligence activities include activities such as knowledge acquiring, solving of problems, language comprehending as well as seeing information's that are chromatic in nature. AI incorporates is an array of technologies which includes: learning technologies, normal etymological dispensation as well as data analytics which can be used for systematize procedures, postulates intuitions and aids decision making processes in schools and other organizations.

Of recent, AI has prominently become a source or tool for avant-garde transformation in the approaches in which tasks are carried out in various organizations of which the school system is inclusive. In



the educational sector, AI most times offers a swarm of opportunities to enhance teaching-learning processes, affords the capabilities to fine-tune to the precise requirement of each learner, brings about personalized learning experience and provides instant response. No wonder Schmidt (2023) opined that AI incorporates machineries or technologies that allows human intellect like ratiocination, solving of problems, erudition and making of decision. Schmidt (2023) went further to affirm that in the educational sector, AI tools can evaluate documents, acclimatize subject matter, offer individual results and so on.

In fact, Artificial Intelligence (AI) has surfaced as a transformative potency in various sector of the economy of which the educational sector whether primary, secondary or tertiary level of education is not left out. In the situation of public senior secondary schools in Rivers State, AI tools offer momentous prospectives to boost efficacy in administration, better- quality education upshots and modernized maneuvers. Various strategies are carried out by different countries of the world globally to ensure that these countries achieve the global growth goal of UNESCO's sustainable 4 which aim is to ensure that attain egalitarianism, distinction as well education for all. And one of such strategies is the implementation of Artificial Intelligence (AI) in education which has to do with modernizations, and the expansion and launch of computational cogitating (Sappaile et al... 2024, Tang & Su, 2024). It is on this note that Okonkwo & Dura affirmed that (2019) affirmed that integrating AI in the main stream of education whether primary, secondary, or higher level of education could contribute to the overall improvement of education in the country. Also, the World Economic Forums Shaping the Future of learning 2024 report clinches that incorporating AI into education has so many advantages for enhancing the learning experience and results of the students. It further points affirmed to the need for surmounting AI literacy to groom students at all level for the world of work. Though, the forum concedes the latent perils of AI, particularly if swayed out fast and without the correct control and handrails assigned (Andrea 2024). Furthermore, Dai (2024) opined that the benefit of using AI in schools especially as it has to do with teaching and learning include; support educationalists to gain better proliferation of teaching resources used in the school system, produce and allot up-to-date information to their student's subject matter as well as in the area of entree and data exchange between educators and their students on area interest.

In the administration of public secondary schools, many AI tools could be used either by the school administrator such as the secondary school principal, educators, non- teaching staff as well as the students depending on their level of competency in the use of ICT gadgets. Some AI tools that could be used in schools include; ChatGPT, students information system (SIS), learning management system, chatbot and virtual assistants, predictive analytical tools, Automated report system and so on. These tools help in data managements, automation routine tasks, personalized learning, increase efficiency in school administration, enhanced decision making, increased students support and optimization of resources in the school system. Researchers such as Encarnacao et al (2024), Novawan et al (2024) affirmed that as it relates to educational institutions, AI make use of Learning Management System (LMS) platforms that fosters teacher- students involvement and alliance by expediting the swift plus tranquil distribution of knowledges, philosophies, records, documents as well as resources.

Though the adoption of AI for effective administration of public secondary schools in Rivers State presents so much advantages or merits especially in terms of teaching and learning, brings about innovation and increased access to educational materials, however it is saddled with numerous challenges which could cut across infrastructure access, insufficient training and capacity building, data privacy and security, insufficient fund, equity and inclusivity and so on, these challenges has the tendency to disrupt the free administration of public senior secondary schools in Rivers State, it is against this back ground that the researcher wish to investigate leveraging Artificial Intelligence (AI) tools for effective administration of public secondary schools in Rivers State.

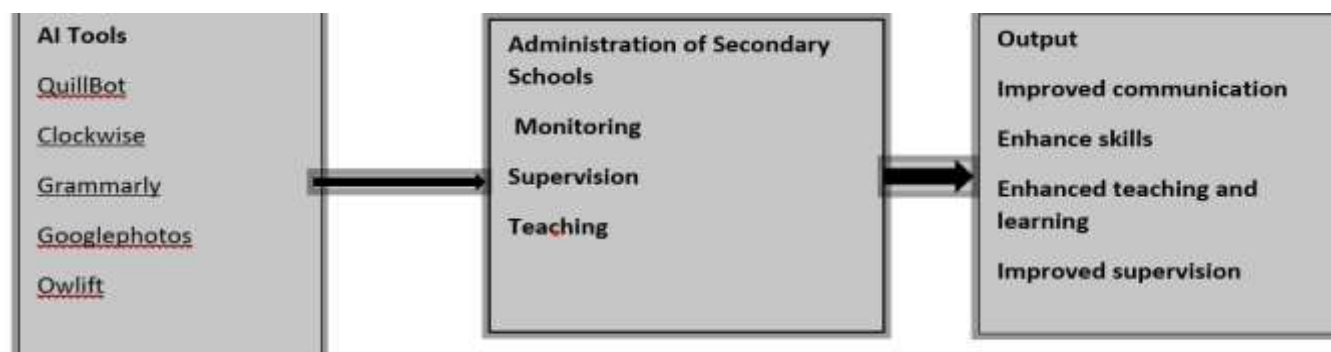
Theoretical Framework

This work is hinged on the theory of social constructivism theory that was propounded by Lev Vygotsky a psychologist in early 1920s. This theory states that societal collaboration and literary milieu are essential to the improvement of understanding. Integrating AI in the administration of schools can enhance a self-motivation, collaboration, cooperative, and personalized learning atmosphere. The principle of Vygotsky's social constructivism theory when integrated to the administration of schools can lead to

1. Expediting social interaction
2. Supports increase in knowledge
3. Enhancing Scaffolding technique
4. Exploiting the region of proximal development
4. Encouraging rich negotiation and collaboration
5. Utilizing cultural tools

In fact, AI in schools could enhance cognitive development as well as providing learners with the necessary tools needed to thrive in a concerted and socially prolific educational scenery.

Conceptual Framework



Source: Researcher 2024

Conceptual Review

Artificial Intelligence (AI)

The swiftly emergent of artificial intelligence according Murtaza et al (2024) has the power to transform our social connections completely. Artificial Intelligence (AI) has to do with the use of social networking sites, chatbots, personalized learning system, expert systems, machine learning, intelligent mentors as well as virtual environment in teaching and learning. For Schueller et al., (2017) Artificial Intelligence (AI) in education could be defined as the use of high-level technology such as contraption learning systems and calculating models to improve teaching -learning process, improve students results as well as modify teaching procedures to reach each students need.

Types of Artificial Intelligence (AI) Tools

Artificial Intelligence (AI) tools are package presentations that use appliances to carry out precise tasks. These tools or gadgets are created to rework to data so that learning can learnt from it to enhance accomplishment and stimulate decision process in humans' examples of AI tools include; Amazon Alexa, Zoom, google photos (Singh 2023). Hamid (2024) mentioned the following as types of AI tools that can be used by school administrators, educators and students. They are as follows; QuillBot, Owlift, Grammarly, Gradescope, Fireflies.ai, Otter.ai, Google Scholar, Copy.ai, Google Bard, Course Hero and so on.

For American Society of Administrative Professionals (2024) the following are types of AI tools used by administrators of which secondary school administrators are inclusive:

- 1) Lovo.al- voice generating and text to speech app that produces voices like that of humans across different topics
- 2) Fireflies: records and transliterates meetings, calls, audio flies and more
- 3) Jasper: Offers generated AI templates, blog posts, email drafts, marketing and more
- 4) Speechify: takes text in any set-ups and converts it into natural human sound.
- 5) Clockwise: Use by the administrators and team members to synchronize calendrrers, schedule meeting and events as well as organize daily and weekly activities of the organization. for time.

These tools are important in effective administration of secondary schools in the following ways national and international information that advices educators of the superlative erudition intrusions, adaptive learning programs that respond to learners need, consistent apprise and pertinent contents, the learning plans are geared towards students need and performance, analytical models that are school specific in nature (Akpomi et al 2022)

In the administration of schools most times the school administrators may need to supervise the teachers and students to ensure that the students and teachers are properly coordinated, stimulated for optimal running of the school system. So, with the involving of AI in the system, supervision can also be done through on-line platform with the use of AI tools. This is to ensure that academic activities are properly carried out to



ensure that the stated objectives of education are achieved as enshrined in the national policy on education. It is on this not that Fendi et al... (2021) affirmed that e- supervision of schools can also be done through the use of Google Classroom, Google form, WattsApp group, Telegram, Google Meet and so on. These tools all have AI incorporated in them.

Impacts of AI in Education

The adoption and inclusion of AI in our educational system has so many benefits ranging from personalization, enhanced tutoring, facilitates grading of scores, enhanced feedback mechanism on course work, meaningful and immediate feedback to the students and so on. It is on this note that Ibrahim (2023) affirmed that the adoption of AI tools in the management of schools in Nigeria has so many benefits which includes;

- 1) Increase access to quality education to students in remote areas: With AI, students that find themselves in areas that are far- flung or do not have school building gets good access to quality education. In fact, AI bridges the gap in didactic opportunities amid rural and urban, as well as providing entrée for individuals who are marginalized in nature, eventually making literacy level in the society to be high,
- 2) Creating improved teaching method for educators: With AI, educators are assisted in creating improved pedagogy that analyses data on the performance of students, recognizes area that educators and students may need assistance as well as suggest instructional materials that are relevant in teaching and learning processes.
- 3) Increases creativity and critical thinking: Using AI tools in the educational system enhances creativeness and significate reasoning proficiencies in students by making sure that it creates room for analysis, solving of problems as well as in making of accurate decision in the system.
- 4) Saves time and resources: With virtual learning, the money that has to do with school plants and its managements will be saved. AI also covers broader learners thereby reducing educational cost for so many individuals that may find themselves in rural areas and those students who may prefer on line classes as against the physical classes.
- 5) Improved learning for the students: AI aids in personalized learning experience that is geared towards meeting the needs of the students individually. With this, students will be able to study on their own convenient time and method of learning which can lead to enhanced learning outcome.

Challenges of incorporating Artificial Intelligence (IA) in the Administration of Secondary Schools

Although the advantages of AI in the administration of schools are large, it also has challenges that stand as obstacles from integrating AI into the system. These challenges include;

- 1) Technical issues: These include data quality integration, infrastructure and resources- all these are needed for AI for function effectively in any system. Meanwhile, most public secondary schools in Rivers State lack some of these facilities. So, integrating AI into the system may be challenging since most of these schools may lack data, outdated data, or data may be inconsistent.
- 2) Dearth of infrastructure and Resources: These include computational resources and technical expertise. Incorporating AI in schools requires considerable power for computation which could be lacking in schools. Furthermore, some schools may not have trained experts who may not have knowledge on AI knowhow and how these systems can be managed.
- 3) Equity and Fairness: Guaranteeing that AI will be beneficial to all students without showing prejudice could be a major challenge
- 4) Algorithmic Bias: AI systems can disseminate or aggravate existing prejudices in data leading to unjust treatment to the students.
- 5) Data Privacy and Security: Guaranteeing that the sensitive data collected for students and staff are kept innocuous and secretive may not be there. So, this also could be very challenging.
- 6) Compliance with Regulations: Schools may not be able to comply with the various data protection laws and this can complicate the use of AI in schools.
- 7) Resistance to change: most times, students, teachers, parents and the society may resist the implementation and use of AI as a result of unfamiliarity with the use of AI tools and gadgets, fear of losing the job as well as loss of rheostat.

In support of this, Ibrahim (2023) mentioned the following as the challenges of incorporating AI in organizations of which the administration of public senior secondary schools is inclusive. These according to



Ibrahim 2023 include; access and equity, training and capacity building, data privacy and security, moral contemplation.

For Nwile and Edo (2023) the challenges of integrating AI in administration of schools include;

- 1) Reduction in human interaction as a result of forfeiture of interest, the skill to train and acquire new skills as well as not relating closely with associates.
- 2) It could eradicate job opportunities,
- 3) Has impacts on human creativity since AI has the capacity of learning things over time
- 4) Does not uphold moral and ethical policies
- 5) Deficiency of ample liberty to annul, adjust, copy, uninstall or use computer programming
- 6) AI could lead to loss of jobs and increase revenue disparity
- 7) Lead to privacy infiltration
- 8) Reduces the thinking power of administrators i.e. it lowers the school administrator's imaginative capability which could lead to lethargy and inefficiency in the system.

For efficiency and effectiveness of the school system, the challenges mention above require to be addressed adequately using different multifaced approach with the alliance of teachers, policy makers, stakeholders, technologist and the society at large to ensure that AI is properly integrated into the administration of public senior secondary schools in Rivers State.

Statement of Problem

The administration of public senior secondary schools is always without hitches. These could be as a result of the type of the administrative tools use by school administrators in managing the system. Investigation shows that integrating AI tools as part of administrative tools could enhance efficiency and effectiveness in the system, improve teaching and learning as well as increase access to quality education which could also make a good impact to the development of individuals who are talented thereby improving the economic wellbeing of the society. Could this be a driving force for school administrator? Could integrating AI tools as a working tool in the administration of secondary school usher in new era where administrators will become efficient? These and other issues prompted the researcher on leveraging AI tools for effective administration of public senior secondary schools in Rivers State

Research Questions

- 1) What are the various types of artificial intelligence tools needed for effective administration of public secondary schools in Rivers State?
- 2) What impacts do artificial intelligence tools have in the effective administration of secondary schools in Rivers State?
- 3) What are the challenges faced in using artificial intelligence for effective administration of secondary schools in Rivers State?

Hypothesis

1. There is no significant difference between the mean scores of male and female respondents on the various types of artificial intelligence tools needed for effective administration of secondary schools in Rivers State
- 2). There is no significant difference between the mean scores of male and female respondents on the impact of artificial intelligence tools in the effective administration of secondary schools in Rivers State.
- 3). There is no significant difference between the mean scores of male and female respondents on the challenges faced in using artificial intelligence for effective administration of secondary schools in Rivers State.

Methodology

The research design used was descriptive research design while the population of the study consisted of 286 principals and 6893 teachers totalling 7178 all in public senior secondary schools in Rivers State. The sample for this study was 718 which represents 10% of the entire population. The instrument for data collection was a 21 item self-structured questionnaire that was patterned in a four-point likert scale of Strongly



Agreed (4), Agreed (3) Disagreed (2) and Strongly Disagreed (1). The title of the instrument was Leveraging on Artificial Intelligence (AI) tools for Effective Administration of Public secondary Senior Secondary schools in Rivers State (LAITEAPSSS). The Cronbach's Alpha statistic was used to check the reliability of the instrument and the reliability index of 0.87 was gotten -which means that the questionnaire items were reliable, consistent, and capable of achieving the research purpose. Mean and standard deviation statistics was used to answer the research questions, while t-test inferential statistics was used to test the formulated null hypotheses at the 0.05 level of significance. Statistical analysis was done using the statistical package for social science, SPSS version 23.

Results

The results were presented in line with research questions and the null hypotheses that guided the study as shown in the table below;

Answers to Research Questions

Research Question I: What are the Various types of Artificial Intelligence Tools needed for effective administration of Public Senior Secondary Schools in Rivers State. Table I: Weighted mean scores on AI Tools needed for effective administration of Public Senior Secondary Schools.

S/N	Items	male n=29		female n= 689		X of X2	Decision
		Mean	STD	Mean	STD		
1	Clockwise	3.21	1.33	3.41	1.00	3.48	Agreed
2	Quillbox	3.33	0.12	3.29	0.33	3.31	Agreed
3	Grammarly	3.41	0.04	3.33	0.45	3.37	Agreed
4	Fire Flies	3.44	0.45	3.46	0.39	3.45	Agreed
5	Copy.ai	2.89	0.33	3.21	0.88	3.05	Agreed
6	Amazon	2.61	0.24	3.28	0.68	2.95	Agreed
7	Google photos	2.71	0.38	3.35	0.78	3.03	Agreed
	Aggregate mean	3.08	0.08	3.33	0.64	3.23	Agreed

Source: Survey Data 2024

Data from Table 1 shows a grand Mean of 3.23 for both respondents. The value being greater than the cut off mean of 2.50 indicates that the respondents agreed that items 1-7 are AI tools needed for effective administration of public senior secondary schools in Rivers State.

Research question 2: What impacts do AI tools have in the effective administration of public senior secondary schools in Rivers State?



Table 2: Weighed mean scores on the impact of AI tools on the effective administration of public senior secondary schools in Rivers State.

S/N	Items	Males n=29		Females n= 689		X of X2	Remark
		Mean	STD	Mean	STD		
8	Improved learning for students	2.50	0.10	3.10	0.20	2.80	Agreed
9	Personalized learning	3.01	0.06	3.24	0.31	3.13	Agreed
10	Increase in managerial abilities	3.33	0.08	3.64	0.33	3.49	Agreed
11	Improve leadership styles	3.24	0.76	3.33	0.41	3.28	Agreed
12	Improve communication	3.38	0.41	2.88	0.71	3.13	Agreed
13	Improved teaching	3.24	0.38	2.76	0.38	3.00	Agreed
14	Increase access to quality education	3.36	0.88	2.74	0.88	3.05	Agreed
15	Access to information	3.55	0.77	2.66	0.74	3.10	Agreed
	Aggregate Mean	3.20	0.43	3.04	0.49	3.12	Agreed

Source: Survey Data 2024

Data From table 2 shows a mean of 3.20 and 3.04 for both males and females respectively with a grand mean of 3.2, which is greater than the cut off mean of 2.50. Indicates that the respondents agreed that items 8 - 15 are the impact of AI tools in the administration of public senior secondary schools in River State.

Research Question 3: What are the challenges of incorporating AI in the effective administration of public senior secondary schools in Rivers State.

Table 3: Challenges of incorporating AI in the administration of public senior secondary schools in Rivers State.

S/N	Items	Males n=29		Females n= 689		X of x2	Remark
		Mean	STD	Mean	STD		
16	Privacy Infiltration	2.76	0.21	2.61	0.10	2.69	Agreed
17	Lack of Skill	2.71	0.11	2.63	0.02	2.67	Agreed
18	Insufficient Resources	2.61	0.14	2.71	0.30	2.66	Agreed
19	Data & Privacy security	2.55	0.26	2.64	0.14	2.60	Agreed
20	Moral contemplation	3.01	0.29	2.73	0.28	2.87	Agreed
21	Reduction in human interaction	3.33	0.33	3.10	0.26	3.21	Agreed
	Aggregate mean	2.66	0.22	2.73	0.18	2.78	Agreed

Source: Survey Data 2024



Data from table 3 shows the mean score of 2.66 and 2.73 for male and female respondents respectively. From the table, it also reveals that the grand mean of 2.78 is higher than the mean of 2.50 Which means the respondents agreed that items 16 - 21 are the challenges of incorporating AI tools in the administration of public senior secondary schools in Rivers State.

Test of Hypotheses

Ho1: There is no significant difference between the mean scores of male and female respondents on the various types of artificial intelligence tools needed for effective administration of secondary schools in Rivers State.

Table 4: Independent sample t-test in the mean rating of the respondents on the various types of artificial intelligence tools needed for effective administration of public senior secondary schools in Rivers State

Gender	N	Mean	SD	DF	T. Value	P. Value	Remark
Males	29	3.08	0.36	716	1.245	0.093	Accept
females	689	3.33					

Alpha level= 0.05

From the result of the hypothesis testing in Table 6 on the significant difference in the mean scores of the respondents on the various types of Artificial Intelligence (AI) tools needed for effective administration of secondary schools in Rivers State, it was revealed that the independent sample t-test yielded a t-value of 1.245 with a corresponding p-value of 0.093 at 0.05 level of significance. From the reported results, it is seen that the p-value obtained (0.093) was greater than the chosen alpha of 0.05, thus the null hypothesis was accepted. The results therefore suggest that there is no significant difference in the mean scores of male and female respondents on the various AI tools needed for effective administration of public senior secondary schools in Rivers State.

Ho2: There is no significant difference between the mean scores of males and female respondents on the impact of artificial intelligence tools in the effective administration of secondary schools in Rivers State.

Table 5: Independent sample t-test on the mean rating of the respondents on the impact of artificial intelligence tools in the effective administration of secondary schools in Rivers State.

Gender	N	Mean	SD	DF	T. Value	P. Value	Remark
males	29	3.20	0.46	716	1.686	0.084	Accept
Females	689	3.04					

Alpha level= 0.05

From the result of the hypothesis testing in Table 6 on the significant difference in the mean scores of the respondents on the various types of Artificial Intelligence (AI) tools needed for effective administration of secondary schools in Rivers State, it was revealed that the independent sample t-test yielded a t-value of 1.689 with a corresponding p-value of 0.084 at 0.05 level of significance. From the reported results, it is seen that the p-value obtained (0.084) was greater than the chosen alpha of 0.05, thus the null hypothesis was accepted. The results therefore suggest that there is no significant difference in the mean scores of male and female respondents on the impact of AI tools in the effective administration of public senior secondary schools in Rivers State.

Ho3: There is no significant difference between the mean scores of male and female respondents on the challenges faced in using artificial intelligence for effective administration of secondary schools in Rivers State



Table 6: Independent sample t-test on the mean rating of the respondents on the challenges of faced using artificial intelligence tools for effective administration of public senior secondary schools in Rivers State

Gender	N	Mean	SD	DF	T. Value	P. Value	Remark
Males	29	2.66	0.20	716	1.368	0.098	Accept
Females	689	2.77					

Alpha level= 0.05

From the result of the hypothesis testing in Table 6 on the significant difference in the mean scores of the respondents on the challenges of using Artificial Intelligence (AI) tools for effective administration of secondary schools in Rivers State, it was revealed that the independent sample t-test yielded a t-value of 1.368 with a corresponding p-value of 0.098 at 0.05 level of significance. From the reported results, it is seen that the p-value obtained (0.098) was greater than the chosen alpha of 0.05, thus the null hypothesis was accepted. The results therefore suggest that there is no significant difference in the mean scores of males and female respondents on the challenges of using AI tools for effective administration of public senior secondary schools in Rivers State.

Discussion of Findings

Types of artificial intelligence (AI) tools needed for effective administration of secondary

The finding of this study revealed that the respondents agreed that items 1-7 on table 1 are the various types of AI tools needed for effective administration of public senior secondary schools in Rivers State. Okonkwo & Dura (2019) affirmed that integrating AI in the main stream of education whether primary, secondary, or higher level of education could contribute to the overall improvement of education in the country. The findings of this study is in line with that of Hamid (2024) who mentioned the various AI tools include; QuillBot, Grammarly, Gradescope, Fireflies, Owlifit and so on. This finding is also in line with the findings of Singh (2023) who opined that Amazon Alexa, Zoom, google photos are types of AI tools needed in administration.

The results of Hypothesis one suggests that there is no significant difference in the mean scores of male and female respondents on the various AI tools needed for effective administration of public senior secondary schools in Rivers State.

Impact of AI in the Effective Administration of Public Senior Secondary School

The outcome of research question two demonstrated that the AI tools had positive impacts in the administration of public senior secondary schools through the following ways; improved learning abilities of the learners, increase in managerial skills, improved leadership styles, improved in communication improved teaching, increase access to education and so on. These results is consistent with that of Adekunle (2020) who aver that the impact of incorporating AI in the administration of schools has the tendencies to convalesce efficiency and effectiveness in the system, improve teaching and learning as well as to increase access to quality education which could also make a good impact to the development of individuals who are talented thereby improving the economic wellbeing of the society. The result of Hypothesis two suggest that there is no significant difference in the mean scores of male and female respondents on the impact of AI tools in the effective administration of public senior secondary schools in Rivers State.

Challenges of integrating AI in the administration of Secondary Schools

The outcome of research question three shows that the respondents conceded that items 16-21 are challenges of integrating AI in the administration of public senior secondary schools. This is in line with the finding of Ibrahim (2023) who aver that insufficient access and equity, lack of training and capacity building, non-confidentiality and security of collected data, moral contemplation and so on. The result of Hypothesis three suggest that there is no significant difference in the mean scores of male and female respondents on the challenges of using AI tools for effective administration of public senior secondary schools in Rivers State.



Conclusion

Integrating AI in the administration of public senior secondary goes beyond personalized learning rather, it is a tool to be used by school administrators for enhanced efficiency in administrative processes since it has the tendencies to increase communication, increase leadership styles, increase access to communication and above all make the administrator stand the test of time.

Recommendation

1. School administrators and educators should be trained on the modern AI tools for efficiency and effectiveness in the school system.
2. Government should facilitate the provision of AI tools in the school system
3. The identified challenges should be looked upon by stake holders, government and administrators to tackle them.

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