EDUCATIONAL MANAGEMENT INFORMATION SYSTEM AND ARTIFICIAL INTELLIGENCE AS PREDICTORS OF TEACHERS' JOB EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract

The integration of digital technologies into educational administration has become a fundamental component of modern school management systems across the world. Among the most significant technological innovations influencing school administration and teaching effectiveness are Educational Management Information Systems (EMIS) and Artificial Intelligence (AI). This study investigated Educational Management Information System and Artificial Intelligence as predictors of teachers' job effectiveness in public secondary schools in Anambra State, Nigeria. The study adopted a correlational research design. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The population of the study comprised 8,187 teachers in the 269 public secondary schools in Anambra State. A sample size of 819 teachers was drawn using multi-stage sampling procedure. Data were collected using two structured instruments titled *Educational Management Information System and Artificial Intelligence Questionnaire (EMISAIQ)* and *Teachers' Job Effectiveness Scale (TJES)*. The instruments were validated by experts in Educational Management and Measurement and Evaluation. Reliability of the instruments was established using Cronbach Alpha method which yielded coefficients of 0.86 and 0.88 respectively, indicating high reliability. Data collected were analyzed using Pearson Product Moment Correlation and Multiple Regression analysis. The findings revealed that Educational Management Information System significantly predicted teachers' job effectiveness in public secondary schools. Artificial Intelligence was also found to significantly predict teachers' job effectiveness. Furthermore, the joint prediction of EMIS and AI on teachers' job effectiveness was significant, indicating that technological management tools play an important role in enhancing teachers' instructional delivery, classroom management, and professional productivity. Based on the findings, it was recommended among others that government should strengthen the deployment of EMIS platforms in public schools and provide adequate training for teachers and administrators on the effective use of Artificial Intelligence tools for teaching and school management.

Keywords: Educational Management Information System, Artificial Intelligence, Teachers' Job Effectiveness, School Administration, Secondary Education.

Introduction

Education is widely recognized as a fundamental instrument for national development and societal transformation. Across the globe, nations invest heavily in educational systems because education equips individuals with knowledge, skills, and competencies necessary for economic growth and social progress. In Nigeria, the secondary education level occupies a strategic position within the educational system because it serves as the bridge between basic education and tertiary education. According to Federal Republic of Nigeria (2014), secondary education prepares individuals for useful living in society and for higher education.

However, the achievement of these educational goals largely depends on the effectiveness of teachers in performing

their professional responsibilities. Teachers are considered the central drivers of educational development because they translate curriculum objectives into meaningful learning experiences for students. Okeke and Nwiyi (2019) described teachers as the backbone of the educational system because the success or failure of educational programmes depends greatly on their competence and effectiveness.

Teachers' job effectiveness refers to the extent to which teachers successfully perform their instructional, managerial, and professional duties in the school system. It involves the ability of teachers to plan lessons, deliver instruction effectively, manage classrooms, assess students' learning outcomes, and participate actively in school activities. According to Eze, Nwafor, and Okafor (2020), teacher effectiveness is demonstrated through improved student academic performance, effective classroom organization, regular evaluation of learners, and adherence to professional ethics.

Despite the importance of teachers' job effectiveness, many scholars have observed that teachers in Nigerian public secondary schools face several challenges that limit their productivity and effectiveness. Such challenges include inadequate access to instructional resources, poor record management, limited technological infrastructure, insufficient training, and ineffective school management systems. Agu and Okoye (2021) noted that many schools in Nigeria still rely on manual methods of data management and decision-making, which often leads to inefficiency, poor planning, and delays in administrative processes.

In recent years, technological innovations have emerged as powerful tools capable of improving educational management and instructional practices. Among these innovations are Educational Management Information Systems (EMIS) and Artificial Intelligence (AI). These technologies are increasingly being adopted across educational institutions worldwide to enhance school administration, decision-making processes, and instructional delivery.

Educational Management Information System (EMIS) refers to a structured system designed for collecting, processing, storing, and disseminating educational data for planning, management, and policy formulation. UNESCO (2020) defined EMIS as an integrated data system used to collect, analyze, and report information about educational institutions to support decision-making and policy implementation. EMIS plays a critical role in school administration by ensuring that accurate data on teachers, students, infrastructure, and academic performance are readily available to administrators and policymakers.

According to Adeyemi and Adeniyi (2018), EMIS improves educational management by providing timely and reliable data that support planning, monitoring, and evaluation of educational programmes. When effectively implemented, EMIS enhances administrative efficiency, accountability, and transparency in school management. In the context of teachers' job effectiveness, EMIS facilitates effective record keeping, monitoring of instructional activities, performance evaluation, and communication among school stakeholders.

Similarly, Ofoegbu and Nwankwo (2021) emphasized that EMIS contributes to improved teacher effectiveness because it simplifies administrative tasks and enables teachers to focus more on instructional delivery rather than manual documentation processes. Through EMIS platforms, teachers can easily access student records, track academic progress, and generate reports required for educational planning.

In addition to EMIS, Artificial Intelligence (AI) has emerged as a transformative technological innovation capable of revolutionizing teaching and learning processes. Artificial Intelligence refers to the ability of computer systems or machines to perform tasks that normally require human intelligence, such as learning, reasoning, problem-solving, and decision-making. Russell and Norvig (2021) defined Artificial Intelligence as the development of intelligent machines capable of performing cognitive tasks similar to human beings.

The application of Artificial Intelligence in education has gained significant attention in recent years due to its potential to enhance teaching, learning, and administrative processes. AI technologies such as intelligent tutoring systems, automated grading systems, learning analytics, and adaptive learning platforms are increasingly being used to support teachers and students. Holmes, Bialik, and Fadel (2019) observed that Artificial Intelligence can support teachers by

automating routine tasks, analyzing student learning patterns, and providing personalized learning experiences for students.

In the Nigerian educational context, the adoption of Artificial Intelligence is still in its early stages; however, scholars have begun to explore its potential benefits for improving educational outcomes. Nwosu and Okechukwu (2023) noted that AI tools can assist teachers in lesson planning, content delivery, assessment, and student feedback. By reducing the workload associated with routine administrative tasks, AI allows teachers to devote more time to instructional activities and student engagement.

Artificial Intelligence also plays a significant role in improving teachers' digital literacy skills. Digital literacy refers to the ability of individuals to use digital technologies effectively for communication, information management, and problem-solving. According to Uzochukwu and Eze (2022), teachers who possess strong digital literacy skills are more capable of integrating technological tools into their teaching practices, thereby improving instructional effectiveness and student learning outcomes.

Furthermore, Artificial Intelligence enhances data-driven decision-making in schools. AI-based learning analytics can analyze large volumes of educational data to identify patterns and trends related to student performance, teacher effectiveness, and curriculum implementation. Such insights can help teachers and school administrators make informed decisions aimed at improving educational quality.

Despite the potential benefits of EMIS and Artificial Intelligence, many public secondary schools in Nigeria still face challenges in integrating these technologies into educational management systems. Okafor and Ezeani (2020) reported that inadequate technological infrastructure, lack of training, and limited funding hinder the effective implementation of digital management systems in many schools. As a result, teachers often rely on traditional methods of teaching and record management, which may reduce efficiency and effectiveness.

In Anambra State, the government has made efforts to improve the integration of technology into educational administration through various digital initiatives and training programmes. However, the extent to which Educational Management Information Systems and Artificial Intelligence influence teachers' job effectiveness remains unclear. Understanding the predictive role of these technologies is important for improving educational planning and policy development.

Scholars such as Akanbi and Olatoye (2019) have emphasized the importance of investigating the role of technological innovations in improving teacher productivity. According to them, technological tools not only facilitate effective teaching but also improve administrative efficiency within schools.

Similarly, Igbokwe and Okeke (2022) argued that integrating digital technologies into educational management systems can significantly enhance teachers' professional performance by improving access to information, simplifying administrative tasks, and supporting instructional delivery.

Given the increasing emphasis on digital transformation in education, it is important to examine how Educational Management Information Systems and Artificial Intelligence contribute to teachers' job effectiveness in public secondary schools. Such investigation will provide valuable insights for policymakers, school administrators, and educational stakeholders seeking to improve the quality of secondary education in Nigeria.

This study therefore investigates Educational Management Information System and Artificial Intelligence as predictors of teachers' job effectiveness in public secondary schools in Anambra State, Nigeria.

Statement of the Problem

Teachers play a vital role in the achievement of educational objectives in secondary schools. Their effectiveness determines the quality of instruction delivered to students and the overall performance of the educational system.

However, there have been growing concerns about the declining level of teachers' job effectiveness in many Nigerian public secondary schools.

Several studies have reported issues such as poor instructional delivery, ineffective classroom management, delays in record keeping, and limited use of modern teaching technologies among teachers. These challenges are often attributed to inadequate access to technological tools and inefficient administrative systems within schools.

One major factor that could enhance teachers' job effectiveness is the use of Educational Management Information Systems. EMIS provides a structured framework for managing educational data, monitoring teacher activities, and facilitating effective decision-making. Unfortunately, many schools still rely on manual record-keeping systems, which are prone to errors, inefficiency, and delays.

Similarly, the emergence of Artificial Intelligence has created opportunities for improving teaching and learning processes. AI technologies can support teachers in lesson planning, automated grading, personalized learning, and data analysis. However, the extent to which these technologies are utilized in Nigerian public secondary schools remains limited.

In Anambra State, efforts have been made to introduce digital technologies into the educational system. Nevertheless, it is not clear whether Educational Management Information Systems and Artificial Intelligence significantly influence teachers' job effectiveness in public secondary schools.

Therefore, the problem of this study is to determine whether Educational Management Information System and Artificial Intelligence predict teachers' job effectiveness in public secondary schools in Anambra State, Nigeria.

Purpose of the Study

The main purpose of this study was to investigate Educational Management Information System and Artificial Intelligence as predictors of teachers' job effectiveness in public secondary schools in Anambra State, Nigeria.

Specifically, the study sought to:

1. Determine the extent to which Educational Management Information System predicts teachers' job effectiveness in public secondary schools in Anambra State.

2. Examine the extent to which Artificial Intelligence predicts teachers' job effectiveness in public secondary schools in Anambra State.

3. Determine the joint predictive influence of Educational Management Information System and Artificial Intelligence on teachers' job effectiveness in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent does Educational Management Information System predict teachers' job effectiveness in public secondary schools in Anambra State?

2. To what extent does Artificial Intelligence predict teachers' job effectiveness in public secondary schools in Anambra State?

3. What is the joint predictive influence of Educational Management Information System and Artificial Intelligence on teachers' job effectiveness in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Educational Management Information System does not significantly predict teachers' job effectiveness in public secondary schools in Anambra State.

2. Artificial Intelligence does not significantly predict teachers' job effectiveness in public secondary schools in Anambra State.

3. Educational Management Information System and Artificial Intelligence do not jointly predict teachers' job effectiveness in public secondary schools in Anambra State.

Methodology

This study adopted a correlational research design to examine the predictive influence of Educational Management Information System (EMIS) and Artificial Intelligence (AI) on teachers' job effectiveness in public secondary schools in Anambra State, Nigeria. The correlational research design was considered appropriate because the study sought to determine the degree to which the independent variables (Educational Management Information System and Artificial Intelligence) predict the dependent variable (teachers' job effectiveness). According to Creswell and Creswell (2018), correlational research design is used to investigate the relationship and predictive influence among variables without manipulating them.

The study was conducted in Anambra State, located in the South-East geopolitical zone of Nigeria. Anambra State is known for its strong commitment to education and has a considerable number of public secondary schools spread across its six education zones, namely: Awka, Nnewi, Onitsha, Aguata, Ogidi, and Otuocha education zones. The educational system in the state is managed by the Anambra State Ministry of Education and the Post Primary Schools Service Commission (PPSSC), which oversee the administration of public secondary schools. Despite the government's commitment to educational development, many schools still face challenges related to technological infrastructure and digital management systems.

The population of the study comprised 8,187 teachers working in 269 public secondary schools in Anambra State. The population included both male and female teachers across different subject areas and years of teaching experience. The population figure was obtained from records of the Anambra State Post Primary Schools Service Commission (2025).

A sample size of 819 teachers was used for the study. The sample size represented approximately 10% of the total population, which is considered adequate for survey research according to Nworgu (2015). The multi-stage sampling procedure was adopted in selecting the respondents. Thus, three education zones were randomly selected from the six education zones in Anambra State using simple random sampling technique. From the selected education zones, public secondary schools were randomly selected using proportionate sampling technique. From the selected schools, teachers were selected using simple random sampling technique until the required sample size of 819 teachers was obtained.

Two instruments were used for data collection: Educational Management Information System and Artificial Intelligence Questionnaire (EMISAIQ) and Teachers' Job Effectiveness Scale (TJES). The EMISAIQ was developed by the researcher to measure teachers' perceptions of the availability and utilization of Educational Management Information Systems and Artificial Intelligence in their schools. The instrument consisted of two sections:Section A: Educational Management Information System and Section B: Artificial Intelligence utilization in teaching and school administration. The instrument contained 20 items measured on a four-point Likert scale:

- Strongly Agree (4)

- Agree (3)

- Disagree (2)

- Strongly Disagree (1)

The Teachers' Job Effectiveness Scale measured the level of effectiveness of teachers in performing their professional responsibilities. The instrument assessed:

- Lesson preparation

- Instructional delivery

- Classroom management

- Student evaluation

- Professional commitment

The scale consisted of 15 items also measured on a four-point Likert scale.

The instruments were subjected to face and content validation by three experts: Two experts in Educational Management and One expert in Measurement and Evaluation. All the experts were from the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Their suggestions and corrections were incorporated in the final version of the instruments.

The reliability of the instruments was established using Cronbach Alpha method.A pilot study was conducted using 40 teachers in Enugu State, who were not part of the main study.The reliability coefficients obtained were:

Instrument	Reliability Coefficient
EMISAIQ	0.86
TJES	0.88

The coefficients indicated that the instruments were highly reliable, since reliability values above 0.70 are considered acceptable according to Fraenkel, Wallen, and Hyun (2019). The researcher employed the services of six research assistants who assisted in distributing and collecting the questionnaires from the respondents.

A total of 819 copies of the questionnaire were distributed to teachers in the selected schools. All the questionnaires were retrieved, representing a 100% return rate, which ensured adequate data for analysis.

Data collected were analyzed using: Pearson Product Moment Correlation (PPMC) to answer the research questions and Multiple Regression Analysis to test the hypotheses. The hypotheses were tested at 0.05 level of significance.

Results / Findings

Research Question One

To what extent does Educational Management Information System predict teachers' job effectiveness in public secondary schools in Anambra State?

Table 1

Correlation between EMIS and Teachers' Job Effectiveness

Variables	N	r	Remark
Educational Management Information System	819		
Teachers' Job Effectiveness	819	**0.64**	Moderate Positive Relationship

The result in Table 1 shows that the correlation coefficient between Educational Management Information System and teachers' job effectiveness is r = 0.64, indicating a moderate positive relationship.

This implies that increased utilization of EMIS is associated with higher teachers' job effectiveness.

Research Question Two

To what extent does Artificial Intelligence predict teachers' job effectiveness in public secondary schools in Anambra State?

Table 2

Correlation between Artificial Intelligence and Teachers' Job Effectiveness

Variables	N	r	Remark
Artificial Intelligence	819		
Teachers' Job Effectiveness	819	**0.71**	Strong Positive Relationship

The result indicates that Artificial Intelligence has a strong positive relationship with teachers' job effectiveness.

Research Question Three

What is the joint predictive influence of EMIS and AI on teachers' job effectiveness?

Table 3

Multiple Regression Analysis of EMIS and AI on Teachers' Job Effectiveness

Variables	B	Beta	t	Sig
EMIS	0.41	0.39	7.82	0.000
Artificial Intelligence	0.53	0.46	8.94	0.000
R				**0.76**
R²				**0.58**

The results indicate that EMIS and AI jointly explained 58% of the variance in teachers' job effectiveness.

Test of Hypotheses

Hypothesis One

Educational Management Information System does not significantly predict teachers' job effectiveness.

Since $p < 0.05$, the null hypothesis is **rejected**.

Thus, EMIS significantly predicts teachers' job effectiveness.

Hypothesis Two

Artificial Intelligence does not significantly predict teachers' job effectiveness.

Since $p < 0.05$, the null hypothesis is **rejected**.

Thus, Artificial Intelligence significantly predicts teachers' job effectiveness.

Hypothesis Three

Educational Management Information System and Artificial Intelligence do not jointly predict teachers' job effectiveness.

The regression result shows $R^2 = 0.58$, which is statistically significant. Therefore, the null hypothesis is **rejected**.

Discussion of Findings

The findings of this study revealed that Educational Management Information System (EMIS) significantly predicts teachers' job effectiveness in public secondary schools in Anambra State. The correlation coefficient obtained indicated a moderate positive relationship between EMIS and teachers' job effectiveness, suggesting that the availability and effective utilization of educational data systems enhance teachers' professional performance. This finding implies that schools that adopt well-structured information systems are better positioned to support teachers in performing their instructional and administrative duties effectively.

The finding aligns with the views of Adeyemi and Adeniyi (2018) who emphasized that Educational Management Information Systems enhance administrative efficiency in schools by facilitating accurate data collection, processing, and dissemination. According to them, when teachers and administrators have access to reliable educational data, decision-making becomes more effective and teaching activities become better organized. Similarly, Okafor and Ezeani (2020) found that digital information management systems improve teachers' performance by simplifying documentation processes and reducing the time spent on manual record keeping.

Furthermore, the result corroborates the study of Igbokwe and Okeke (2022) which reported that the implementation of EMIS in secondary schools significantly improves teachers' instructional planning and monitoring of students' academic progress. Through EMIS platforms, teachers can easily access information about students' academic records, attendance patterns, and learning outcomes, which enables them to design appropriate instructional strategies. In addition, Uzochukwu and Eze (2022) observed that effective educational information systems strengthen communication between teachers and school administrators, thereby improving coordination of teaching activities and accountability within schools.

Another important implication of the finding is that EMIS contributes to improved organizational efficiency in the school system. According to Agu and Okoye (2021), schools that adopt digital information systems experience greater

efficiency in academic planning, staff management, and student evaluation. Such systems ensure that teachers have access to up-to-date information required for effective lesson preparation and classroom management. The findings of the present study therefore support the argument that technological information systems are essential tools for improving teachers' job effectiveness in modern educational institutions.

The second major finding of the study revealed that Artificial Intelligence significantly predicts teachers' job effectiveness in public secondary schools in Anambra State. The strong positive correlation obtained indicates that the integration of AI-based technologies in educational settings contributes positively to teachers' professional performance. Artificial Intelligence technologies such as automated grading systems, intelligent tutoring systems, digital learning platforms, and learning analytics provide teachers with powerful tools for enhancing instructional delivery and improving student engagement.

This finding supports the argument of Holmes, Bialik, and Fadel (2019) that Artificial Intelligence has the capacity to transform teaching and learning by automating routine tasks and enabling teachers to focus more on instructional creativity and student interaction. According to these scholars, AI technologies can assist teachers in analyzing student learning patterns, identifying learning difficulties, and designing personalized instructional strategies.

The finding also aligns with the work of Nwosu and Okechukwu (2023) who found that teachers who utilize Artificial Intelligence tools in classroom instruction demonstrate higher levels of instructional efficiency and innovation. AI technologies enable teachers to access large volumes of digital educational resources, generate adaptive learning materials, and provide immediate feedback to students. As a result, teaching becomes more effective and responsive to the learning needs of students.

In addition, Akanbi and Olatoye (2019) reported that Artificial Intelligence tools enhance teachers' productivity by simplifying complex instructional tasks such as lesson planning, content delivery, and assessment of students' performance. When teachers are supported by intelligent technologies, they are able to adopt more interactive teaching methods that promote student participation and engagement. This contributes to improved academic outcomes and overall school performance.

Similarly, Ofoegbu and Nwankwo (2021) observed that the integration of Artificial Intelligence into educational systems improves teachers' digital competence and professional confidence. Teachers who are familiar with AI technologies are more likely to adopt innovative instructional strategies that enhance student learning experiences. The present study therefore reinforces the argument that Artificial Intelligence is an important technological resource for improving teachers' job effectiveness in contemporary educational environments.

Another significant finding of the study revealed that Educational Management Information System and Artificial Intelligence jointly predict teachers' job effectiveness in public secondary schools in Anambra State. The regression analysis indicated that both variables together accounted for a substantial proportion of the variance in teachers' job effectiveness. This suggests that the combined utilization of digital information management systems and intelligent technologies creates a supportive technological environment that enhances teachers' professional performance.

The finding agrees with the view of Uche and Nwabueze (2021) who argued that the integration of multiple digital technologies in school administration leads to improved teaching efficiency and better organizational outcomes. According to them, when schools adopt comprehensive digital systems that combine information management tools and intelligent technologies, teachers are able to perform their duties more effectively and efficiently.

Furthermore, Eze, Nwafor, and Okafor (2020) emphasized that modern educational institutions must adopt integrated technological systems to support teachers in meeting the demands of contemporary teaching and learning processes. The integration of EMIS and AI technologies facilitates effective communication, real-time monitoring of academic activities, and data-driven decision making.

In the same vein, Okeke and Nwiyi (2019) noted that the adoption of advanced digital technologies in education

improves teachers' productivity by providing them with access to relevant information, digital teaching tools, and innovative instructional strategies. This technological support enables teachers to deliver high-quality instruction and manage classroom activities effectively.

Overall, the findings of this study demonstrate that Educational Management Information Systems and Artificial Intelligence are significant technological predictors of teachers' job effectiveness in public secondary schools. The results therefore highlight the importance of integrating modern digital technologies into educational management systems in order to enhance the quality of teaching and learning in Nigerian secondary schools.

Conclusion

This study investigated Educational Management Information System and Artificial Intelligence as predictors of teachers' job effectiveness in public secondary schools in Anambra State, Nigeria. The findings of the study revealed that Educational Management Information System significantly predicts teachers' job effectiveness. The availability and effective utilization of EMIS were found to improve teachers' ability to manage academic records, monitor students' performance, and organize instructional activities efficiently.

The study also revealed that Artificial Intelligence significantly predicts teachers' job effectiveness. Teachers who utilize AI-based educational technologies demonstrate improved instructional delivery, enhanced assessment practices, and greater engagement with students during the teaching and learning process.

Furthermore, the study established that Educational Management Information System and Artificial Intelligence jointly predict teachers' job effectiveness. This finding indicates that the integration of digital management systems and intelligent technologies provides a supportive technological environment that enhances teachers' professional productivity.

The implications of these findings are significant for educational administrators, policymakers, and stakeholders in the Nigerian education sector. As educational systems across the world continue to undergo digital transformation, it becomes increasingly important for schools to adopt modern technological tools that support effective teaching and learning.

The integration of EMIS and Artificial Intelligence into the Nigerian secondary school system has the potential to improve educational management practices, strengthen teachers' professional capacity, and enhance students' academic outcomes. Therefore, educational authorities must prioritize the development of technological infrastructure and digital capacity building among teachers in order to ensure that schools are adequately prepared for the demands of the digital age.

Recommendations

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

1. **Strengthening EMIS Implementation in Schools**: The government and educational authorities should strengthen the implementation of Educational Management Information Systems in public secondary schools. This can be achieved by providing digital platforms for data management and ensuring that school administrators and teachers are adequately trained on the use of EMIS tools.

2. **Training Teachers on Artificial Intelligence Technologies**: Regular training programmes and workshops should be organized for teachers on the use of Artificial Intelligence technologies in teaching and school administration. Such training will enhance teachers' digital competence and enable them to effectively integrate AI tools into instructional practices.

3. **Provision of Technological Infrastructure**: The government should provide adequate technological infrastructure

such as computers, internet connectivity, and digital learning devices in public secondary schools. The availability of these resources will facilitate the effective utilization of EMIS and Artificial Intelligence technologies.

4. **Development of Technology-Driven Educational Policies**: Educational policymakers should develop policies that promote the integration of emerging technologies into the educational system. Such policies should focus on the digital transformation of school management systems and the adoption of innovative teaching technologies.

5. **Encouraging Technology-Based Teaching Practices**: School administrators should encourage teachers to adopt technology-based teaching strategies that enhance student engagement and learning outcomes. Teachers should be motivated to utilize digital learning platforms, intelligent tutoring systems, and automated assessment tools in classroom instruction.

6. **Continuous Professional Development for Teachers**: Continuous professional development programmes should be organized to improve teachers' digital literacy skills and technological competence. This will ensure that teachers remain updated with emerging technological trends in education.

7. **Collaboration with Technology Organizations**: Educational authorities should collaborate with technology companies and research institutions to develop AI-based educational tools that are suitable for Nigerian schools. Such partnerships will promote innovation and improve the quality of digital learning resources available to teachers and students.

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