



Assessment of Teachers' Awareness on Integration of Artificial Intelligence Technology for Instructional Delivery among Secondary Schools in Osun State, Nigeria

OLAIYA Segun Maruf¹

Osmed2022@gmail.com
08063663046

AJALA, Iyabo Romoke¹

romoke_ajala@unilesa.edu.ng
08055623027

AZEEZ, Shehu Quadri¹

shehu_azeez@unilesa.edu.ng
070622233443

TAIWO, Elizabeth Adebola¹

telizabeth355@gmail.com
08066872224

ADETOLUWA, Olayemi Oluwakemi¹

adetoluwayemi@gmail.com
08053229734

¹Faculty of Education, University of Ilesha, Osun State Nigeria

Abstract

Secondary school teachers in Nigeria are yet to fully explore AI in their educational activities, which may be due to inadequate awareness, teachers' attitude, lack of self-efficacy, opposition to change, lack of adequate preparedness to utilize AI. Hence, this study seeks to assess Teachers' awareness on Integration of Artificial Intelligence Technology for instructional delivery among Secondary Schools in Osun State, Nigeria. The study adopted a descriptive survey of research design. A sample of 100 Secondary school teachers during the 2024/2025 academic session in Osun State were selected using Proportionate Stratified Randomly Sampling Technique. The study was guided by one research question and a corresponding research hypothesis. A researcher-designed structured questionnaire validated by four experts was used for data collection. The pilot questionnaire was tested, and the data obtained were subjected to statistical analysis using Cronbach Alpha Correlation Formula and a reliability coefficient of 0.80 was obtained. The study revealed teachers are aware on the use of AI, no significant difference in the mean response of male and female secondary school teachers' awareness on the use of Artificial Intelligence. It was recommended among others that conferences, seminars and workshops should be organized for teachers to enable them use AI in augmenting their educational activities; enabling environment with adequate facilities that will enable the teachers to acquire adequate knowledge and skills on the use of AI should be provided by education stakeholders.

Keywords: Artificial Intelligence, awareness, secondary school, Gender

INTRODUCTION

Generative artificial intelligence (AI) is increasingly recognized as a transformative invention in education (Mello et al., 2023), the use of artificial intelligence reshaping classroom practices while presenting both opportunities and challenges for educators. According to a recent survey in the



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United States, 51% of teachers reported using ChatGPT, with 40% integrating it into their instructional routines and 10% employing it daily (Government Technology, 2023). Besides ChatGPT, a growing number of generative AI tools such as Canva, Gamma, Gemini, Heygen, Padlet, Leonardo, and Ping are being adopted in classrooms for a range of educational purposes, including administrative support, content development, and personalized instruction (Kyrpa et al., 2024). These tools offer distinct advantages: some enhance creativity (e.g., Gamma, Canva), others foster student engagement (e.g., Padlet, Leonardo, Heygen, ChatGPT, Curipod), and several assist in streamlining classroom management tasks (e.g., MagicSchool, Eduaide). While generative AI has the potential to improve teaching methodologies and promote interactive learning environments (Limna et al., 2022), its use is not without drawbacks. Challenges such as the occasional generation of inaccurate content and limitations in free access remain notable concerns (Kyrpa et al., 2024). The successful integration of generative AI in education is closely tied to teachers' awareness and willingness to adopt these technologies. Despite the growing availability of such tools, not all educators incorporate generative AI into their teaching practices (Kyrpa et al., 2024), and in many schools globally, AI integration remains either minimal or entirely absent (Cukurova et al., 2023). This underscores the need to investigate the factors influencing teachers' acceptance and usage of generative AI. Although previous research has examined various dimensions of AI in education such as its applications (Zawacki-Richter et al., 2019; K. Zhang and Aslan, 2021) and the challenges of implementation (Ji et al., 2023)—there remains a substantial gap in understanding the specific drivers that shape teachers' perceptions and adoption of AI technologies within classroom settings. while a number of studies have focused on AI adoption in higher education (Chatterjee and Bhattacharjee, 2020), empirical investigations into AI integration in secondary school contexts are still limited.

The adoption of AI in education is not without its challenges. Teachers' awareness towards AI play a critical role in determining the success of its integration into the classroom. Factors such as perceived usefulness, ease of use, and trust in AI systems influence educators' willingness to incorporate these technologies into their teaching practices. While substantial research has examined various dimensions of AI in education—including its applications (Zawacki-Richter et al., 2019; K. Zhang and Aslan, 2021) and implementation challenges (Ji et al., 2023)—a notable gap remains in understanding the underlying drivers of teachers' perceptions and willingness to integrate AI technologies into classroom instruction. Although studies on AI adoption in higher education have emerged (Chatterjee and Bhattacharjee, 2020), empirical investigations within the secondary school teachers in Osun state remain limited. This gap calls for a comprehensive and targeted exploration of both internal and external factors that shape teacher engagement with AI tools in school environments. Internal factors, such as self-efficacy and intrinsic motivation, have long been recognized as influential predictors of behavior across various domains (Ajzen, 1991; Lee and Lee, 2014; Ryan and Deci, 2000). However, limited research has focused on how these factors specifically impact teachers' adoption of AI in educational contexts (Bai et al., 2021). Self efficacy may influence educators' confidence in using AI technologies effectively, while intrinsic motivation driven by personal interest or a commitment to improving student learning outcomes may enhance their willingness to explore and implement these tools. External influences are equally critical but often underrepresented in existing literature. Factors such as the availability and credibility of information sources, as well as institutional support, play a pivotal role in shaping teachers' perceptions of AI. Reliable and accessible information can improve educators' understanding of AI's pedagogical benefits (Al Darayseh, 2023), while institutional support—through structured professional



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development, administrative encouragement, and adequate resource allocation is essential for cultivating a school culture that supports the meaningful adoption of Generative AI technologies (Kemp et al., 2019; Sánchez-Prieto et al., 2019).

In summary, addressing both internal and external determinants is vital for developing a comprehensive understanding of the factors that facilitate or impede AI adoption among educators. A holistic approach that considers psychological, informational, and institutional elements will be key to enabling successful and sustainable integration of AI in school teaching practices. Thus, the purpose of this study is to investigate the secondary teacher awareness on adoption of Generative AI in educational settings. With the use of AI, teacher can write lesson plan, evaluate the lesson and analyse learners' needs in the class and recognize those who are slow learners in understanding the topics and provide timely remediation. AI technology of machine vision using face surveillance would capture the learner's face and showcase it to the teacher for appropriate action to be taken by the teacher to improve learning. In addition, games learning platforms powered by AI make lessons fun, motivate the learners and sustain the interest of the learners during instructional delivery. Create a link in all paragraphs. Teacher needs to be ready to utilize AI for education by being provided with skills on how to use computers and ICT effectively and creatively. Teachers' readiness refers to their willingness to incorporate new technologies in performing tasks (Lai and Ong, 2010). Similarly, Serdyukov (2017) added that teachers' preparation and readiness for life-long learning will ensure their constant updating and renewal of knowledge which is necessary for them to be abreast with the recent and innovative technology to enable them use the technology

Teachers' readiness can be determined from their willingness to adopt AI in education and willingness to acquire ICT skills and knowledge since Artificial Intelligence is a result of innovation and advancement in ICT. Eristi and Kurt (2012) noted that teacher need sufficient time for preparation for them to use technology for teaching purposes as they face problems in determining how technology can be used effectively in the classroom. A teacher is a person who teachers in primary or secondary school. In education, the role of a teacher is that of a guide, mentor, facilitator, academic supervisor, and instrument to ensure comprehensive learning. The investigation of the readiness of teacher to utilize AI technologies is paramount since they are the key players in the successful utilization of Artificial Intelligence for education. Hence, the need to assess teachers' awareness on Integration of Artificial Intelligence Technology for instructional delivery among Secondary Schools in Osun State, Nigeria

Statement of the Research Problem

In the contemporary digital era, Artificial Intelligence (AI) plays a pivotal role in enhancing the educational experiences of both teachers and learners by introducing innovative approaches to teaching, learning, assessment, skill acquisition, communication, content creation, sharing, grading, analysis, and interaction with instructional materials. When AI is effectively integrated and optimally utilized within the teaching and learning process, it significantly contributes to the development of digital literacy and the cultivation of informed citizenship in the 21st century.

The responsibilities of teachers, particularly within Nigerian educational settings, are increasingly demanding due to challenges such as inadequate technological infrastructure and large class sizes comprising students with diverse learning needs. In this context, AI tools comprising devices,



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applications, and software can serve as highly effective support systems for teachers (Pokrivcakova, 2019). Despite the numerous advantages that AI offers in the realm of education, university teachers in Nigeria have yet to fully embrace its use in their instructional practices. This limited adoption may stem from a lack of awareness regarding the educational potential of intelligent devices, applications, and software systems. Additional barriers include teachers' attitudes toward technology, low self-efficacy, insufficient technical expertise, resistance to change, and inadequate preparation for integrating AI into educational contexts. Given these challenges, it becomes essential to assess the readiness of teachers to incorporate Artificial Intelligence into education within Nigerian schools. While previous studies have explored teachers' and lecturers' preparedness to adopt various forms of educational technology including ICT tools (e-learning platforms, electronic resources, instructional media, virtual learning environments), machine learning, mobile learning, nanotechnology, and Internet-based services there is a noticeable absence of empirical research specifically focusing on secondary school teachers' awareness on integration of Artificial Intelligence for educational purposes. Accordingly, this study seeks to address this gap by assessing teachers' awareness on Integration of Artificial Intelligence Technology for instructional delivery among Secondary Schools in Osun State, Nigeria

Research Objectives

- 1 To determine teachers' awareness level on integration of Artificial intelligence for an instructional delivery in secondary school in Osun state
- 2 To test differences in teachers' awareness level on integration of Artificial intelligence for an instructional delivery in secondary school based on gender
- 3 Assess the influence of training and exposure, self-efficacy, infrastructure, and ethics concerns on awareness and integration.

Research Question

The following research question was answered in this study

To what extent are secondary school teachers aware on integration of Artificial Intelligence technology for instructional delivery among secondary schools in Osun State?

Research Hypotheses

H₀₁: There is no significant difference in the mean response of male and female secondary school teachers' awareness on integration of Artificial Intelligence technology for instructional delivery among secondary schools in Osun State

Research Methodology

The research design adopted for this study is descriptive survey research design. Random Sampling technique was used to select six Secondary School from Osun west senatorial district in Osun state. The population of this study comprised 100 teachers from selected Secondary school in Osun west senatorial district. A structured questionnaire developed by the researcher titled Teachers' Awareness of Artificial Intelligence for Education (TAAIE) consists of 15 items, structured on five points rating scale of SA (Strongly agree = 5), A (Agree = 4), UD (Undecided 3) D (Disagree = 2) and SD (Strongly disagree = 1) was used for data collection. To ascertain the appropriateness of the questionnaire, it was validated by four experts, two senior lecturers from the Department of Educational Technology University of Ilesa. All the corrections, suggestions and modifications made were effected. To determine the internal consistency of the questionnaire, a one-shot pilot test was conducted. The data were subjected to statistical analysis using Cronbach Alpha Correlation Formula, and a reliability coefficient of 0.87 was obtained. Cronbach alpha scores greater than 0.70

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are considered as indicative of acceptable reliability (Taber, 2016). Hence, the instrument was considered reliable to collect the needed data.

Presentation of Results

Research Question 1:

To what extent are secondary school teachers aware on Integration of Artificial Intelligence Technology for instructional delivery among Secondary Schools in Osun State, Nigeria

Table 1: mean scores and standard deviations for each item measuring AI awareness and readiness

S/N	ITEMS	N	MEAN	STANDARD DEVIATION	DECISION
1	Awareness of AI concept	100	4.64	0.75	high
2	Heard of AI in education	100	4.50	0.73	high
3	Understanding of AI in T&	100	4.12	0.97	high
4	Familiarity with AI tools	100	4.18	0.98	high
5.	Received AI training	100	3.67	1.21	low
6.	Identifies AI-based apps	100	3.85	1.05	low
7.	Used AI in lesson planning	100	3.70	1.15	low
8.	Knows AI for grading	100	3.42	1.19	low
9.	Attended AI seminars	100	3.60	1.35	low
10.	Experimented with AI apps	100	3.87	1.08	low
11.	Comfortable exploring AI	100	3.86	1.06	low
12.	School encourages AI use	100	3.99	0.92	high
13.	Believes AI personalizes learning	100	4.30	0.85	high
14.	Knows AI for inclusive education	100	3.56	1.13	low
15.	Familiar with AI ethics	100	3.71	0.99	low
16.	Distinguishes AI from digital tools	100	3.61	1.05	low
17.	Knows how to access free AI tools	100	3.58	1.09	low
18.	Seeks emerging AI info	100	3.81	1.01	low
19.	Feels aware for modern delivery	100	3.70	1.09	low

Gand Mean: 73.36

Interpretation of Descriptive Statistics

The analysis involved 100 secondary school teachers and aimed to assess their readiness to use AI in instructional delivery, based on their self-reported awareness and experiences.

Table 1 presents the mean scores and standard deviations for each item measuring AI awareness and readiness. The responses were rated on a 5-point Likert scale, SA (Strongly agree = 5), A(Agree = 4), UD(Undecided 3) D (Disagree = 2) and SD (Strongly disagree = 1)

Key Findings:

- The highest mean score was recorded for the item "I am aware of the concept of Artificial Intelligence (AI)" (M = 4.64, SD = 0.75), indicating that a majority of the respondents have a strong general awareness of AI.
- Similarly, high mean values were recorded for "I have heard about the use of AI in the education sector" (M = 4.50, SD = 0.73) and "I believe AI tools can be used to personalize learning for students" (M = 4.30, SD = 0.85), suggesting positive perceptions of AI's potential benefits.
- Items related to basic familiarity such as "I understand how AI functions in teaching and learning" (M = 4.12, SD = 0.97) and "I am familiar with AI-powered educational tools like ChatGPT, Google Assistant, or Quillionz" (M = 4.18, SD = 0.98) also show generally high awareness levels.

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- (d) However, practical use and training aspects scored relatively lower. For instance: "I have received formal or informal training on how to use AI tools for instruction" (M = 3.67, SD = 1.21)

"I have used AI tools to support my lesson planning or delivery" (M = 3.70, SD = 1.15) "I know how AI can assist in grading and evaluating student performance" (M = 3.42, SD = 1.19)

- (e) Ethical and accessibility awareness items like "I am familiar with the ethical considerations of using AI in education" (M = 3.71, SD = 0.99) and "I am aware of AI applications that support inclusive education" (M = 3.56, SD = 1.13) show moderate awareness.

- (f) Encouragingly, the item "I am interested in attending training or workshops to improve my knowledge of AI in education" had a high mean (M = 4.30, SD = 0.94), reflecting a strong desire among teachers to learn more.

Hypothesis one

There is no significant difference in the mean response of male and female Secondary school teachers' awareness on Integration of Artificial Intelligence Technology for instructional delivery among Secondary Schools in Osun State, Nigeria

In testing hypothesis one, the mean response of male and female secondary school teachers awareness on the use of artificial intelligence for an instructional deliver was analysed using independent samples t-test as presented in Table 2.

Table 2: Independent samples t-test of male and female secondary school teacher awareness on the use of Artificial Intelligence for and instructional delivery

S/N	GENDER	N	Df	Mean	Std. Deviation	T-Value	Sig
1	Male	51	98	3.9333	.71859	0.547	0.41
2	Female	49		3.8622	.56913		

NS: Not Significant at 0.05 (p>0.05)

Table 2 shows the independent samples t-test results of male and female secondary school teachers awareness on the use of Artificial Intelligence for an instructional delivery. From the table, t = 0.547 and sig level is= 0.41 hence hypothesis two was not rejected. This shows that there is no significant difference in the mean response of male and female lecturers' awareness on the use of Artificial Intelligence for instructional delivery

Discussion of Findings

The findings of this study revealed that teachers were aware of AI for education in a Nigeria secondary school. This agrees with the findings of Kwafo [2019], who reported that students and faculty members are aware of AI in Finland. It also agrees with the Bindu [2017] study, which revealed that teachers' level of ICT awareness in classrooms was at an average level. Similarly, Basiru and Okwilagwe (2018) revealed that lecturers' awareness level of electronic databases was at an average level. In addition, the findings of Abba and Adamu (2017) revealed that the level of university lecturers' awareness of Internet Resource Service for academic activities was moderate. Also, Chigbu et al. (2020) revealed that teachers were moderately aware of the use of technology in the teaching and learning of the English language. The finding disagrees with that of Garba (2018), which reported a low level of awareness of the existence of turn-it-in software in detecting plagiarism. Similarly, a study by Ipsos MORI (2017) revealed that the public awareness of ML was low. Also, Adamu (2019) study found out that lecturers' level of awareness of edutainment was low. In addition, a study by



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Rathi (2018) discovered that the awareness level of students on AI and its related fields was low. Likewise, Guanah (2021) reported that the awareness level of the respondents about AI was low. However, the findings contradict those of Yusuf et al. (2018), who revealed that lecturers' awareness of the use of podcasts for teaching is high. Similarly, the findings emanating from this study also revealed that male and female teachers are aware of artificial intelligence for instructional delivery in Secondary School. This finding agrees with the finding of Farhan (2016), who reported no significant difference in the awareness of male and female teachers on mobile learning in Saudi Arabia. Also, Upadhyay (2022) study revealed no significant difference in the awareness of male and female primary school teachers towards Educational Technology in India. However, the finding contradicts the report of Khan (2016), whose result revealed that female teachers were more aware of the uses of ICT in their daily teaching and learning process than their male counterparts. Similarly, Khurshid and Zahur (2015) study revealed that male teachers' awareness of innovative teaching strategies is higher than that of their female counterparts. Ipsos MORI (2017) study revealed that male was more aware of Machine Learning than their female counterpart. A study by Bindu (2017) showed that male teachers were more aware of ICT in classrooms than their female counterparts. Similarly, a study by Falode et al. (2018) revealed that the level of awareness of male lecturers was higher than that of the female lecturers on the use of OER.

Conclusion

Artificial intelligence, one of the major technologies in the fourth educational revolution, has been integrated into education. The study concluded that most Secondary School teachers in Nigeria are aware of artificial intelligence for education. Gender equality is a factor to be considered in every aspect of human endeavor. It is clear from the study that male and female Secondary school teachers were aware of artificial intelligence for education.

Recommendations

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

1. Teachers are aware of AI; therefore, conferences, seminars and workshops should be organised for them to increase their level of awareness of the numerous opportunities that AI can provide in augmenting their educational activities.
2. Teachers should be encouraged to use AI to ease their demanding work and tasks; therefore, an enabling environment with adequate facilities that will enable them to acquire adequate knowledge on the use of AI should be provided by education stakeholders.

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www.zijstemfugusau.com.ng
des@fugusau.edu.ng

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