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PREDICTING USE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES AMONG SECONDARY SCHOOLS TEACHERS IN ODEDA LOCAL GOVERNMENT AREA, ABEOKUTA, OGUN STATE

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ABSTRACT

This study investigated the prediction of Artificial intelligence technologies in the secondary school classrooms. The influence of advanced computer technology in education cannot be overemphasized as other secondary schools in the world has been tapping into these advancement. There is need to be able to predict its acceptance and use in Nigeria secondary schools. The study area was Odeda Local Government Area, Abeokuta Ogun state. Stratified Systematic sampling was used to select 120 teachers in the selected secondary schools and Questionnaires were administered to the respondents. Descriptive, inferential statistics and logistics regression were used to analyze the data. The findings of the study revealed that the use of AI technologies is prevalent in the classroom, the most popular technologies used include educational apps (59.2%), learning management systems (24.2%). It was also revealed that it was highly rated among the students. Inferential statistics showed that Gender has a significant association with use and acceptance of AI technologies (p-value=0.05). Logistic regression showed that ease of use, perceived usefulness, and proficiency of use significantly predicts the odds of use of AI technologies among secondary schools teachers in Odeda local government, Ogun state.

Keywords: *Artificial Intelligence, secondary education, logistic regression, teacher perception*

Introduction

Artificial intelligence (AI) is an innovative technical framework that encompasses the creation of computer systems with the ability to execute activities that usually need human intellect (Aina et al., 2023). These activities involve problem-solving, acquiring knowledge, comprehending language, and seeing visual information. AI has become increasingly prominent in recent years, bringing about a revolutionary transformation in the methods by which jobs are completed in numerous businesses. Within the realm of education, artificial intelligence (AI) offers a multitude of possibilities to augment the learning process. Intelligent systems provide the ability to adjust to the specific requirements of each learner, deliver tailored learning experiences, and provide immediate

feedback (Aina et al., 2023). AI applications in education encompass adaptive learning platforms, intelligent tutoring systems, and virtual simulations. Awareness, as described by Verhaeghen and Aikman (2020), involves active reflection and understanding of new tools and technologies, which is critical for their effective adoption. Through the use of artificial intelligence, educators have the ability to construct dynamic and interactive learning environments that accommodate the various learning styles and capabilities of students. AI tools enhance personalization, efficiency, and engagement, ranging from adaptive learning platforms and intelligent tutoring systems to automated grading and virtual teaching assistants (Holmes & Porayska-Pomsta, 2022).

The convergence of AI and scientific education presents significant opportunities for tackling the obstacles encountered by the Nigerian educational system. The use of AI technology in secondary school classrooms has the potential to fundamentally transform the methods of teaching and learning, hence enhancing accessibility, engagement, and effectiveness of education. This concept paper seeks to examine the influence of artificial intelligence (AI) on the future of scientific education in Nigerian secondary schools, taking into account its consequences, difficulties, and possible remedies.

The emergence of AI signals a significant trend, as Castañeda and Selwyn (2018) posits, heralding a forthcoming revolution eagerly anticipated within the educational sphere. Virtually all sectors, including education, have embraced AI, with certain aspects currently undergoing automation. Agarry et al. (2022) emphasize the imperative for Nigerian education to transition from analog to digital, with AI technology standing as a pivotal element in this transformation. Adelana and Akinyemi (2021) research underscores students' awareness of and readiness to engage with AI-driven learning systems, even at the secondary school level. Presently, most Nigerian institutions utilize social media and the internet, a practice advocated by Adelana and Akinyemi (2021) who argue for the design, development, and implementation of AI-based learning systems in secondary schools.

In the domain of technology acceptance research, particularly regarding the widespread utilisation of AI or robots, technology acceptance models (TAMs) have been extensively employed. These models are derived from the theory of reasoned action (Fishbein & Ajzen, 1975) and have undergone significant development in subsequent studies (Crittenden et al., 2019, Hong et al., 2006, Rauniar et al., 2013 and Venkatesh & Morris, 2000). These models evaluate users' perceptions of technology, emphasising perceived usefulness and ease of use—concepts essential for comprehending users' intentions regarding technology (Montero-Guerra et al., 2023 and Yen et al., 2010). Later studies have shown that perceived usefulness is an important factor in adopting new technology (Pontiggia & Virili, 2010, Yen et al., 2010). The examination of the interplay between demographic factors,

including gender and age, and their influence on the adoption of emerging technologies such as AI, is an area of increasing interest within the business and digital transformation literature (i.e. Bouncken & Schmitt, 2022, Dörr et al., 2023 and Gallego-Gómez & Vaquero-Frías, 2022). Despite the extensive prior research examining technology acceptance from various viewpoints, there remains a significant deficiency in comprehension regarding the interaction of these specific variables with perceptions and attitudes towards technology.

Studies like those conducted by Venkatesh and Morris (2000) have illuminated gender disparities in technology adoption, indicating that these disparities may be anchored in social behaviours and gender roles. Nevertheless, the existing literature has not yet comprehensively incorporated these disparities into a framework that thoroughly examines the influence of demographic and psychosocial factors on technological acceptability. The examination of the correlation between gender and technology utilisation, investigated by several studies (Gross, 2023, Hipólito et al., 2023 and Newstead et al., 2023), has commenced to elucidate how emerging technologies may reinforce or alleviate gender biases. Despite these advancements, a research gap remains concerning a thorough comprehension of the influence of sociodemographic factors on perceptions and attitudes towards AI, as well as the subsequent influence of these perceptions on technological acceptance or resistance. Some studies indicate that women exhibit greater scepticism toward AI than men, suggesting that gender-specific preferences and perceptions may significantly influence interest and acceptance of the technology (Scopelliti et al., 2005). This scepticism and fluctuations in motivation during communication (Siegel et al., 2009) emphasise the necessity for a more refined approach that takes into account gender disparities in the design of AI systems and the deployment of emerging technologies. The authors believe that the same thing could happen with the use and acceptance of AI technologies in high schools. Recent findings have established that socio-demographic factors, including age and socio-economic status, influence the relationship between innovation and perceptions of AI (Méndez-Suárez et al., 2023). Nonetheless, it appears imperative to refine the examination of perceptions and utilisation of AI by secondary school educators. The influence of age on the perception and acceptance of emerging technology constitutes another inadequately examined domain. Some studies (LaRose & Eastin, 2004) have shown that age has a big effect on how people feel about new technologies, but there isn't much research on how older people, especially those with different backgrounds, see and use AI and robots. Evidence indicates that older individuals may exhibit greater distrust towards these technologies (Scopelliti et al., 2005) and that notable disparities exist in the willingness to accept robots between older men and women (Stafford et al., 2014). This suggests a complex interplay among age, gender, and technology that remains to be thoroughly elucidated. This study seeks to address these deficiencies by offering a comprehensive examination of the influence of socio-demographic and

Technology Acceptance Model (TAM) variables on the utilisation and acceptance of AI technologies in secondary education.

Research Questions

1.Do Secondary school teachers in Odeda Local Government area, Abeokuta uses AI technology in teaching?

2. What is the influence of Use of AI technologies on Student Engagements?

3. What are the Challenges faced by teachers when using AI technologies?

Hypothesis Testing

H_{01}: Demographic information does not significantly influence use of AI technologies

H_{02}: Ease of use, proficiency, perceived usefulness does not significantly influence use of AI technologies

Methodology

Research Design

The research design adopted for this study is the ex-post-facto type of descriptive research in which researcher has no control over the variable of interest and therefore, cannot manipulate them (Nworgu, 2006). This research design was considered relevant for the study because the purpose of the study is to identify and understand the relationship that exists between the independent and dependent variables of the study.

Population of the study

The secondary school teachers in Odeda Local government in Ogun state, Nigeria were considered as study population.

Sampling technique

A stratified systematic sampling technique was considered in this study. The schools were stratified based on ownership (government and privately owned). Sampled schools were selected from each stratum randomly and then another systematic sample of teachers were selected from each selected institution having a total of 120 teachers.

Data collection instruments

Questionnaires were used to collect data for the study. The use of questionnaire ensures that answers are given in relevance to the purpose of the enquiry and it is best administered to a large sample. **Section A** sought to know demographic information of the respondents; **Section B** influence and influence of AI in secondary school education

Data collection procedure

Contacts were made with schools management for permission to administer research instrument to their teachers. A letter to the respondents, introducing the survey and the researchers, stating the reasons and requesting the help of the teachers to promptly fill and return the questionnaire along with the promise of anonymity of the respondents and confidentiality of the results was the content of the questionnaire cover page.

Method of data analysis

Data collected were coded and analysed using Statistical Package for Social Sciences (SPSS). Descriptive statistics which include frequency counts, percentages were used to analyse the demographic information of respondents. Research questions were analysed using descriptive statistics such as frequency counts, percentage.

Results

This section shows the results obtained from the analysis of the questionnaire

Variables	Classification	Frequency (n)	Percentage (%)
Gender	Male	66	55.0
	Female	54	45.0
Employment Status	Permanent	86	71.7
	Contract	28	23.3
	Casual	6	5.0
Marital Status	Single	22	18.3
	Married	74	61.7
	Divorced	23	19.2
	Widowed	1	0.8
Highest Educational Qualification	SSCE	6	5.0
	OND/NCE	14	11.7
	HND	22	18.3
	BSc	38	31.7
	MSc	36	30.0
	PhD	4	3.3
Age	18-25 years	14	11.7
	26-32 years	35	29.2
	33-40 years	40	33.3
	41-47 years	31	25.8
	48-65 years	0	0.00
Years of Work Experience	Less than 5 years	28	23.3
	5-10 years	12	10.0
	11-15 years	36	30.0
	16-29 years	16	13.3
	21-25 years	12	10.0
	Above 25 years	16.	13.3
AI tools used in Secondary Schools	Generative AI e.g. ChatGPT and others	71	59.2
	Learning Management Solutions (Virtual tutors, Gradescope etc.)	29	24.2
	Useful for all fields e,g. Google search	3	2.5
	Voice to text	15	12.5
	Others	2	1.7

The results show that 55% of the respondents are male, 71.7% have permanent employment status, 61.7% are married. Furthermore, 31.7% have their Bachelor's degree, 33.3% are between ages 33 to 40 years. Their years of work experience shows that 30% have worked for 11 to 15 years, and Educational apps are used by 59.2% of the teachers and 24.2% of the teachers' uses learning management AI technologies in their schools.

Research Question one: Do Secondary school teachers in Odeda Local Government area, Abeokuta uses AI technology in teaching

Table 1: Use of AI technologies

Questions	Response	Frequency	Percentage
Do you use AI technology	Yes	109	90.8
	No	11	9.2
Rate your proficiency in using of AI technology	Excellent	48	40.0
	Fair	5	4.2
	Good	67	55.8
Perceived Usefulness	Not at all Useful	27	22.5
	Slightly useful	18	15.0
	Moderately Useful	42	35.0
	Useful	16	13.3
	Very useful	17	14.2
Ease of use	Very Easy	38	31.7
	Easy	33	27.5
	Neutral	23	19.2
	Difficult	15	12.5
	Very difficult	11	9.20

90.8% of the teachers uses AI technologies in the classroom. 55.8% rated their proficiency in using AI technologies as good, also 40% were rated excellent. 35% rated moderately useful, while 27.5% of the teachers claimed the use of AI is easy for them

Research Question Two: What are the influence and Benefits of Use of AI technologies on Student Engagements?

Table 2: Influence and Benefits of AI technologies

Questions	Response	Frequency	Percentage
Influence rating of AI on student engagement on scale 1-5 (Lowest to Highest)	1	6	5.0
	2	3	2.5
	3	23	19.2
	4	41	34.2
	5	47	39.2
Does AI help with individualized learning	Maybe	14	11.7
	Yes	106	88.3
	No	0	0.0
	Access to resources	8	6.7

Use AI's technology influence on teaching, check all that applies.	Student motivation	12	10.0
	Student motivation, Access to resources	15	12.5
	Student motivation, Teaching Effectiveness	15	12.5
	Student motivation, Teaching Effectiveness,	3	2.5
	Student motivation, Teaching Effectiveness, Access to resources	37	30.8
	Student motivation, Teaching Effectiveness, Access to resources,	6	5.0
	Student motivation, Teaching Effectiveness, Access to resources, Time-saving	3	2.5
	Teaching Effectiveness	9	7.5
	Teaching Effectiveness, Access to resources	12	10.0
What benefits do you derive from using of AI in classroom	Better understanding of the material	21	17.5
	Better understanding of the material, Increased availability of materials	15	12.5
	Better understanding of the material, Increased motivation	24	20.0
	Better understanding of the material, Increased motivation, Increased availability of materials	22	18.3
	Better understanding of the material, Increased motivation, Increased availability of materials,	6	5.0
	Increased availability of materials	11	9.2
	Increased motivation	15	12.5
	Increased motivation, Increased availability of materials	6	5.0

88.3% agreed that AI help with individualized learning. 39.2% rated the influence of AI on student's engagement on scale 5 from a scale of 1-5 and 34.2% rated on scale 4 from a scale of 1-5. The question on evaluation of every aspect of AI influence on teaching, the respondents were encouraged to tick all that applies and it was discovered that majority of the respondents evaluated the aspects of AI influence on teaching to student motivation, teaching effectiveness and access to resources. The question which sought to investigate the benefits of AI, the respondents were encouraged to pick more than one response, it can be seen that majority of the respondents agreed that the benefits of using AI in the classroom are for better understanding of the material, increase motivation and increase in the availability of materials.

Research Question Three: What are the Challenges faced by teachers when using AI technologies

Table 3: Challenges of AI technologies

Questions	Response	Frequency	Percentage
	Lack of resources	35	29.2
	Lack of training	37	30.8
	None	9	7.5
	Others	6	5.0

	Resistance from students	30	25.0
	You can use them offline.	3	2.5
In your opinion will AI technologies replace human teachers?	Maybe	15	12.5
	No	41	34.2
	Yes	64	53.3
In your opinion will AI technologies replace traditional teaching methods?	Maybe	18	15.0
	No	16	13.3
	Yes	86	71.7

Majority (30.8%) of the teachers believe lack of training as challenges they face in using AI technologies. Majority of the teachers (53.3%) think AI can replace human teachers in the future. 71.7% believed that AI technologies can replace traditional teaching methods.

Hypothesis Testing

H_{01}: Demographic information does not significantly influence use of AI technologies

		Do you use AI tools			
Variable	Classification	Yes	No	Chi-square	p-value
Gender	Male	56(51.4)	53(48.6)	6.309	0.012
	Female	10(90.9)	1(9.1)		
Marital Status	Single	22(20.2)	0(0.0)	3.125	0.373
	Married	65(59.6)	9(91.8)		
	Divorced	21(19.3)	2(18.2)		
	Widowed	1(0.9)	0(0.0)		
Educational Status	SSCE	6(5.5)	0(0.0)	1.687	0.891
	OND/NCE	12(11.0)	2(18.2)		
	HND	20(18.3)	2(18.2)		
	BSc	35(32.1)	3(27.3)		
	MSc	32(29.4)	4(36.4)		
	PhD	4(3.7)	0(0.0)		
Employment Status	Permanent	77(70.6)	9(81.8)	0.917	0.632
	Contract	26(23.9)	2(18.2)		
	Casual	6(5.5)	0(0.0)		
Age group	18-25 years	12(11.0)	2(18.2)	1.595	0.661
	26-32 years	33(30.3)	2(18.2)		
	33-40 years	37(33.9)	3(27.3)		
	41-47 years	27(24.8)	4(36.4)		
	48-50 years	0(0.0)	0(0.0)		
Length of service	less than 5 years	27(24.8)	1(9.1)	5.083	0.406
	5-10 years	10(9.2)	2(18.2)		
	11-15 years	33(30.3)	3(27.3)		
	16-29 years	13(11.9)	3(27.3)		
	21-25 years	12(11.0)	0(0.0)		
	Above years	14(12.8)	2(18.2)		

It can be seen that only gender has significant association with use of AI technologies (Chi-square=6.309, p-value=0.012) among other demographical variables. It can then be used for prediction analysis

H_{02}: Ease of use, proficiency, perceived usefulness does not significantly influence use of AI technologies

		95% Confidence Interval for OR		
Variable	OR	Lower Bound	Upper Bound	p-value
Gender				
Male	6.469	5.00	7.09	<0.01
Female	1	.	.	.
Perceived Usefulness				
Not at all Useful	0.438	0.03	0.65	<0.00
Slightly useful	0.204	0.01	0.62	<0.00
Moderately Useful	1.051	0.33	2.05	<0.00
Useful	4.77	2.41	5.13	<0.00
Very useful	1.00			
Ease of Use				
Very Easy	7.021	5.65	8.67	<0.00
Easy	6.086	5.78	7.80	<0.00
Neutral	4.563	3.85	5.87	<0.00
Difficult	4.724	2.30	5.01	<0.04
Very difficult	1.00	.	.	.
Proficiency of use				
Not proficient	0.993	0.65	1.61	>0.60
Proficient	0.995	0.70	1.26	>0.08
Very Proficient	1.00	.	.	.

The logistic regression analysis indicated that perceived usefulness and perceived ease of use were significant predictors of AI technology adoption in secondary schools, aligning with the Technology Acceptance Model (TAM). Respondents who found AI tools very easy to use were much more likely to use them than those who found them very hard to use (OR = 7.02, 95% CI: 5.65–8.67). A lower perceived usefulness correlated with a diminished probability of AI utilisation. Gender was another important factor, with men being more likely than women to use AI. After accounting for perceived usefulness and ease of use, proficiency of use was not a significant predictor.

Discussion

The results show that how useful teachers think AI technology is, is a big factor in whether or not it is used in high schools. Teachers who thought AI tools were not helpful or only a little helpful were much less likely to use them than teachers who thought they were very helpful. This is very similar to the main idea of TAM, which says that how useful teachers think technology is directly affects how much they accept and use it. Davis (1989) says that perceived usefulness is how much

someone thinks that using a certain system will help them do their job better. In educational contexts, educators and learners are more likely to embrace AI tools when they recognise concrete advantages, such as enhanced learning outcomes, increased efficiency in lesson planning, or tailored feedback. This finding aligns with previous research on educational technology adoption, indicating that perceived usefulness is a significant predictor of teachers' intentions to utilise digital tools in the classroom (UNESCO,2021). This means that school leaders and policymakers should focus on showing how AI tools can be useful for teaching by using real-world examples and examples that fit with the curriculum. This will make teachers more likely to see the value of these tools.

Teachers who thought AI tools were easy or very easy to use were much more likely to use them than those who thought they were very hard to use. This backs up the TAM idea that making something easy to use makes it easier to adopt by lowering cognitive and technical barriers. Fred Davis says that teachers might not use systems that are very useful if they think they are hard or annoying to use. In secondary schools, where teachers already have a lot on their plates, tools that are easy to use and fit in with what they already do are more likely to be used. This result is similar to other research on how technology is used in schools, which shows that how easy and useful a technology is greatly affects how willing teachers are to use it in the classroom. From a practical point of view, this shows how important it is to choose AI tools with easy-to-use interfaces and to give teachers and students hands-on training and technical support to make them feel more comfortable using them.

Contrary to expectations, user proficiency did not significantly predict AI use after accounting for perceived usefulness and ease of use. This indicates that perceptions regarding the value and functionality of AI may be more significant than technical proficiency alone. In other words, even teachers who aren't very good with computers might use AI tools if they think they are useful and easy to use. On the other hand, teachers who are very good with computers might not use them if they don't see enough benefit. This finding corroborates the theoretical framework of TAM, indicating that attitudinal beliefs are pivotal to technology acceptance, whereas individual capabilities may assume a subordinate role when systems are engineered for user-friendliness. This pattern corresponds with current viewpoints in educational technology research, which highlight the significance of perceived pedagogical value and usability over technical proficiency in facilitating classroom integration of digital innovations (UNESCO, 2023). The results also show that there is a big difference between men and women when it comes to using AI technology, with men being more likely to use it than women. Although gender is not a fundamental construct in the Technology Acceptance Model (TAM), this finding aligns with trends identified in the broader technology adoption literature (Venkatesh & Morris, 2000), where gender disparities in technology usage and confidence have been noted in certain educational and digital settings.

Studies by LaRose & Eastin (2004) have shown that age has a big effect on how people feel about new technologies, which is contrary to the results obtained in this study, this maybe because the samples contained more percentage of teachers who are between 33 years to 47 years say mid age teachers who are stricter with the use of technology. Evidence indicates that older individuals may exhibit greater distrust towards these technologies (Scopelliti et al., 2005) and that notable disparities exist in the willingness to accept robots between older men and women (Stafford et al., 2014).

This indicates that sociocultural influences, availability of training, or varying exposure to AI tools may influence adoption trends in secondary schools. The implication for practice is that focused professional development and inclusive training programs may be essential to guarantee equitable access to AI technologies across genders, thereby averting the perpetuation of existing digital divides within educational settings. The results substantiate the relevance of TAM in elucidating AI technology adoption within secondary school environments. The significant influence of perceived usefulness and perceived ease of use reinforces the applicability of TAM in comprehending the acceptance of emerging technologies in education. This broadens the model's applicability from conventional information systems to modern AI-driven educational technologies.

Conclusion and Recommendation

It was concluded from the research that educational apps is the most frequently used AI in the classroom. Students rated high the influence of AI on their education but that it was difficult to implement. The teachers noticed that the use of AI increases their effectiveness in class, student are motivated to study with access to new materials. Though there is fear that AI may replace human teaching but the respondents are willing to recommend its use to other teachers because they are satisfied with its use. Though the main challenge is that most schools do not train its teachers in the use of AI for teaching. It is therefore recommended that the government/employers encourage and train school teachers on the use of AI technologies. Furthermore, most public schools lack internet facilities, it is recommended that government/employers should endeavor to provide internet facilities since AI technologies cannot be used offline. Further studies could be done to include primary schools in Odeda local government.

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