Utilization of Artificial Intelligence (AI) in School Management and Administrators' Job Effectiveness in Public Secondary Schools in Kogi Central Senatirial District of Kogi State

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Paper Number: 240529
https://doi.org/10.68089/202609240529

Abstract:

This study investigated the utilization of Artificial Intelligence (AI) in school management and administrator's job effectiveness in public secondary schools in Kogi Central District. The objectives were to determine how utilization of AI in school management influences administrator's job effectiveness in decision-making and file management in secondary schools. A survey design was adopted, with a sample of 200 respondents drawn from principals, vice principals, and heads of departments. Data were collected using structured questionnaires titled: School Management with Artificial Intelligence Utilization Questionnaire (SMAIU) and Administrator's Job Effectiveness Questionnaire (AJEQ) and analyzed using linear regression. The instrument were validated by my supervisor and two other experts, the reliability of the instrument was obtained using Cronbach Alpha which yielded an overall reliability coefficient of 0.71. The findings revealed that decision making and file-management with the use of AI are significant to administrator's job effectiveness in public secondary schools in Kogi Central Senatorial District and concluded that utilization of AI in school management is significant to administrator's job effectiveness. It was recommended based on the findings that government and education stakeholders should invest in AI-based administrative systems, train school personnel in digital skills, and provide policy support for technology-driven school management in Nigeria.

Key Words: *Artificial Intelligence (AI), School Management, Job effectiveness*

Introduction

Management is a comprehensive and purposeful process that involves the coordination of human, material, financial, and informational resources in an organized manner to achieve predetermined objectives. In its broadest sense, management is the engine that drives the functioning of any organization; it includes the activities of planning, organizing, staffing, leading, directing, and controlling, each contributing to achieving productivity, efficiency, and effectiveness. Management is also the process of designing and sustaining an environment where individuals, working together in teams, can accomplish common objectives efficiently. This definition highlights the centrality of team dynamics, the strategic creation of operational environments, and the balance of organizational goals with available resources Okeke (2016). Onah (2020) sees management as an ongoing interaction between people and systems, requiring empathy, flexibility, and emotional intelligence. In educational settings, management plays a critical role in aligning school operations with broader educational goals through decision-making and file management.

Russell and Norvig (2020) define Artificial Intelligence as "the study of agents that receive percepts from the environment and perform actions." This agent-based model captures the dynamic capacity of AI systems to interact with and respond to real-world educational scenarios. In the education sector, AI manifests in various forms such as intelligent tutoring systems, administrative automation tools, learning analytics, virtual assistants, and adaptive assessment technologies.Kaplan and Haenlein (2019) further describe AI as “a system’s ability to interpret external data correctly, to learn from such data, and to use those learning to achieve specific goals and tasks through flexible adaptation.” This perspective underlines the transformative and responsive potential of AI in diverse fields, especially in sectors like education that require personalization, innovation, and real-time feedback. Also AI is transforming school systems globally by introducing tools that support and streamline educational management and teaching functions. In public secondary schools in public central zone, the integration of AI into core administrative and instructional tasks such as decision-making and file arrangement can improve the job performance of teachers and school administrators.

Decision-making, as define by Osunrinde and Tiamiyu (2017), is the process through which managers collect, evaluate, and use relevant information to choose among alternative courses of action in order to achieve organizational objectives. It involves problem identification, analysis of options, evaluation of consequences, and implementing the chosen solution.In school management,

administrators make decisions on issues such as resource allocation, discipline, curriculum planning, and staff deployment. Similarly, Okeke (2019) defines decision-making as the systematic process by which an individual or group identifies a problem, evaluates alternatives, and selects the most appropriate course of action to achieve desired goals. He emphasizes that effective decision-making is essential in organizational leadership because it guides planning, improves resource utilization, and ensures that activities are aligned with institutional objectives.

File management has been defined by various scholars as the process of systematically organizing, storing, retrieving, and maintaining documents or records to ensure easy access, security, and efficient use of information. Imeremba(2021) define file management as the systematic use, maintenance, storage, and disposal of recorded information so as to ensure efficiency, accountability, and continuity of operations. Proper file management is essential for preserving organizational memory, facilitating transparency, and supporting timely decision-making. It can be manual (paper-based) or digital (computerized).In schools, file management covers student records, staff files, examination results, financial documents, and correspondence. Similarly, According to Eze (2018), file management is the systematic process of creating, classifying, storing, retrieving, and protecting records or documents in an organization to ensure easy accessibility, security, and accountability of information

Administrator's job effectiveness refers to the degree to which educational administrators, such as school principals, head teachers, and education officers, successfully carry out their responsibilities in fostering academic achievement, ensuring discipline, managing personnel, overseeing policy implementation, and sustaining institutional growth. It involves not only performing administrative duties but also achieving measurable outcomes that reflect the goals and mission of the school or organization. Adebayo and Alabi (2019) describe administrator's job effectiveness as the ability of school leaders to direct, supervise, and monitor staff and students to achieve desirable educational outcomes. According to them, effective administrators positively influence teachers' morale, student performance, and community satisfaction. Eze and Ugwoke (2017) see job effectiveness as the successful implementation of educational policies, communication of institutional goals, management of conflicts, and creation of a conducive environment for learning. In essence, Artificial Intelligence is not merely a passing technological trend but a vital tool for driving administrative excellence and elevating educational standards. For

public secondary schools in Kogi central region, AI presents timely and practical solutions that can strengthen the leadership capacity of school administrators and foster a more efficient, adaptable, and forward-looking educational environment.

Although several studies have explored the importance of AI, their research was limited to electronic filing systems and did not explore the broader dimensions of AI utilization in school management.Adebayo (2021) who examined the use of information and communication technologies (ICT) in secondary school administration in South-West Nigeria and found that ICT tools improved efficiency in record-keeping and communication among administrators.Musa and Adejoh (2022) investigated digital record-keeping practices in selected secondary schools in Kogi State and reported improvements in accountability and data retrieval yet, the study focused mainly on general ICT facilities such as computers and internet services, without addressing the emerging role of (AI) applications such as automated grading systems, predictive decision-making, or digital file management. In a related study, unlike these earlier studies, the present research focuses specifically on AI utilizationon decision-making, grading, file management, communication, and planning, and its influence on administrators' job effectiveness in public secondary schools. Furthermore, most available studies in Nigeria adopt a general ICT perspective or cover wider geographical regions, whereas this study is context-specific, targeting public secondary schools in Kogi Central District. This creates a unique contribution by filling both the content gap (focusing on AI, not just ICT) and the geographical gap (providing evidence from Kogi Central where little empirical work has been done). This study aims to bridge that gap by examining the multi-dimensional use of AI in enhancing administrative job effectiveness in public secondary schools in Kogi Central.

Statement of the Problem

The extent to which Artificial Intelligence (AI) is utilized by school administrators in Kogi Central District remains under-explored. Effective school management is essential for the achievement of educational goals. The extent to which Artificial Intelligence (AI) is utilized by school administrators in Kogi Central District remains under-explored. In advanced economies, AI has already been applied to automate functions such as grading, performance tracking, communication, budgeting, and decision-making, thereby reducing administrative burdens, improving accuracy, and enhancing timely interventions. However, in public secondary schools across Nigeria, and

particularly in Kogi Central, still depend largely on manual processes that are time-consuming, error-prone, and often ineffective in today's fast-paced educational environment. These outdated practices have led to recurring challenges such as poor data management, weak transparency in finance, delayed communication, and low responsiveness to school issues. Despite government policies promoting ICT in education, most initiatives have focused on classroom teaching and e-learning, with little emphasis on how AI can transform administrative effectiveness. Furthermore, existing research in Nigeria has concentrated more on general ICT adoption in schools without addressing the unique role of AI in enhancing core administrative functions like communication, grading, file management, decision-making, and financial control. This leaves a significant knowledge gap on the readiness, awareness, and actual utilization of AI by school administrators in rural and semi-urban areas such as Kogi Central. It is against this backdrop that this study seeks to investigate the utilization of Artificial Intelligence in school management and its impact on administrators' job effectiveness in public secondary schools in Kogi Central District. The study aims to bridge the gap between global innovation and local realities by providing evidence on how AI can enhance administrative performance in decision-making, file management and overall educational outcomes.

Purpose of the Study

The primary purpose of this study is to examine the extent to which Artificial Intelligence (AI) is utilized in management of public secondary schools in Kogi Central District influences administrators' job effectiveness. This research seeks to bridge the gap between technological innovation and educational leadership by evaluating how AI tools affect decision-making and file management in school administration.

Specifically, the study seeks to:

1. To determine the influence of decision making with the use of AI on administrators job effectiveness in public secondary schools in Kogi Central District
2. To determine the influence of file management with the use of AI on administrators' job effectiveness in public secondary schools in Kogi Central District.

Research Questions

The following research questions were raised to guide the study,

1. What is the influence of decision-making with the use of AI on administrators' job effectiveness in public secondary schools in Kogi Central District?
2. What is the influence of file management with the use of AI on administrators' job effectiveness in public secondary schools in Kogi Central District?

Research Hypotheses

$H0_1$: There is no significant influence of decision-making with the use of AI on administrators' job effectiveness in public secondary schools in Kogi Central District.

$H0_2$: There is no significant influence of file management with the use of AI on administrators' job effectiveness in public secondary schools in Kogi Central District.

Research Method

Research Design

This study adopts the descriptive survey research design. A descriptive survey is suitable for obtaining the opinions, attitudes, and perceptions of a population about existing conditions or practices. The choice of descriptive survey design for this study is justified by the nature of the research problem. The present study seeks to examine the utilization of Artificial Intelligence (AI) in school management and its influence on administrators' job effectiveness in public secondary schools in Kogi Central Senatorial District. The key variables decision-making and file management and perceptions that are best captured through a survey of a large number of administrators.

Area of the Study

The study will be conducted in **Kogi Central Senatorial District**, one of the three senatorial districts in Kogi State, Nigeria. The district comprises **five Local GovernmentAreas (LGAs): Adavi, Ajaokuta, Okehi, Okene, and Ogori-Magongo.** The area is home to both urban and rural public secondary schools under the supervision of the Kogi State Ministry of Education. Kogi Central was selected because it represents a region where technological adoption in school management remains low, and exploring AI integration could provide useful insights into administrative effectiveness.

In terms of education, Kogi Central plays a significant role in the overall educational profile of Kogi State. According to the Kogi State Ministry of

Education (2024), the senatorial district has approximately 250 public secondary schools distributed across both rural and semi-urban communities. These schools vary in terms of facilities, staffing, and access to modern educational resources. While urban centers like Okene and Ajaokuta enjoy relatively better infrastructure and exposure to ICT tools, many schools in rural areas still struggle with inadequate facilities, limited teaching materials, and low access to digital technologies. This imbalance makes the district a fertile ground for assessing how innovations such as Artificial Intelligence (AI) can be harnessed to improve school administration. The choice of Kogi Central Senatorial District as the area of study is deliberate and significant for several reasons. First, the district reflects a typical Nigerian educational environment, where school administrators are confronted with challenges of manual record-keeping, slow communication, inefficient grading systems, and limited financial accountability. These challenges mirror those experienced across many parts of Nigeria, thereby making findings from this study potentially applicable to other regions. Second, the district represents a mixture of rural and semi-urban contexts, allowing the researcher to capture diverse perspectives on the utilization of AI in school management. Finally, given the increasing attention to digital transformation in Nigeria's education sector, investigating the current level of AI utilization in Kogi Central provides timely insights into the readiness, awareness, and challenges of integrating emerging technologies into secondary school administration. In summary, Kogi Central Senatorial District offers a unique blend of socio-cultural diversity, economic activity, and educational realities that make it a compelling site for this study. The outcomes of the research are expected to provide practical recommendations that can help improve administrative efficiency, accountability, and overall school effectiveness not only within the district but also across Nigeria's public secondary schools.



Map of Kogi Central District

Population of the Study

The population of this study comprises all **administrators in public secondary schools in Kogi Central District.** This includes principals, vice principals, heads of departments, and senior administrative officers. Each school typically has between 2 and 5 administrators, depending on size and structure. According to the Kogi State Ministry of Education (2024), there are **250 public secondary schools** in the district with an estimated **1,000 administrators.**

A breakdown of the population is presented below:

LGA	No. of Schools	Estimated Administrators
Adavi	50	15
Ajaokuta	60	155
Okehi	45	100
Okene	70	200
Ogori-Magongo	25	50
Total	**250**	**655**

This table shows the distribution of administrators across the district, which forms the population of the study.

3.4 Sample and Sample Techniques

A total of 200 respondents were selected from the population using a simple random sampling technique.

Instrument for Data Collection

The instrument for data collection will be a structured questionnaire titled: 'School Management with Artificial Intelligence Utilization Questionnaire (SMAIU) and Administrator Job Effectiveness Questionnaire(AJEQ)consisted of three major sections: Section A: Demographic data of respondents (gender, years of service, qualification, and school type); Section B: Items on the extent of AI utilization in school management across five domains grading, communication, file management, finance management, and decision-making and Questionnaire on administrator job effectiveness. All items will be rate on: 5 – Strongly Agree, 4 – Agree, 3 – Undecided, 2 – Disagree, and 1 – Strongly Disagree. Questionnaire on Administrators' job effectiveness (dependent variable) covering efficiency, transparency, accountability, timeliness, and record management (10 items), which adopted **5-point Liker scale**: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1).

Validity of the Instrument

The instruments SMAIU and AJEQ were face validated by one validate(my supervisor) in the Department of Education Foundation/Management and Planning and one expert in Measurement and Evaluation in the same department and one in Computer Science (AI specialization).

Reliability of the Instrument

Reliability ascertains the extent on which an instrument can precisely exhibit the same assessment potential when used on the same kind of sample twice. To determine the reliability of the instrument: 'School Management with Artificial Intelligence Utilization Questionnaire (SMAIU) and Administrators' Job Effectiveness Questionnaire" was trial tested once using 50 students from schools in Kogi West Senatorial District that were not part of the sample for the main study. The data obtained were analysed using cronbach alpha; it yielded an overall reliability coefficient of 0.71

Method of Data Collection

The researcher personally administered the questionnaire with the help of two trained assistants in each school.

Method of Data Analysis

Linear Regression Coefficient R was used to answer the research questions based on decision rules while linear regression statistics was used to test the null hypotheses at 0.05 levels of significance. In answering the research questions, the decision rules by Evans(1996) was used to show the extent of influence between the variables. While in testing the null hypotheses, the F-calculated was compared with F-critical at 0.05 levels of significance. If the calculated F-value is greater than the critical F-value, the null hypothesis was rejected and if the calculated F-value was less than the critical F-value, the null hypothesis was retained. The package used for data analysis was Statistical Package for Social Science(SPSS).

Decision Rule

According to Evans in Temitope and Nwosu-Kanu(2024), the following were used to determine the level of relationship.

+.00 - .19 _ very low relationship

+ .02 - .39 _ low relationship

+ .40 - .59 _ moderate relationship

+ .60 - .79 _ high relationship

+ .80 – 1.0 – very high relationship

-1 = perfect negative relationship

0 = No relationship

+1 = perfect positive relationship

Results

The results of the study are presented in the table below according to the research questions and hypotheses.

Researchquestion 1: What is the influence of decision-making with the use of AI influence on administrators' job effectiveness in public secondary schools in Kogi Central District?

Table2:Linear regression for the extent to which decision-making with the use of AI influence administrators' job effectiveness

Variable	R	R square	Adjusted R Square	Std Error	Remark
Decision making Job effectivenss	.11	.012	.007	2.98	Very low extent

Result in Table 2 show the R for the strength of relationship and R^2 for the determination of the extent of influence of the influence between decision-making with the use of AI on administrators' job effectiveness. The R-value of .11 indicates a very low extent of relationship between the two variables. The calculated R^2 of .012 which is the coefficient of determination indicates that only1.2% of administrators' job effectiveness is influenced by their ultilzation of AI in decision makinginsecondaryschools. This means that, decision-making with the use of AI to a very low extent influences administrators' job effectiveness

Research question 2: What is the influence of file management with the use of AI on administrators' job effectiveness in public secondary schools in Kogi Central District?

Table3:Linear regression for the extent to which file management with the use of AI influence administrators' job effectiveness

Variable	R	R Square	Adjusted R square	Std error	Remark
File management Job effectiveness	.11	.011	.006	2.98	Very low extent

Result in Table 3; show the R for the strength of relationship and R^2 for the determination of the extent of influence of the influence between file management with the use of AI on administrators' job effectiveness. The R-value of .11 indicates a very low extent of relationship between the two variables. The calculated R^2 of .011 which is the coefficient of determination indicates that only1.1% of administrators' job effectiveness is influenced by the ultilzation of AI in file management in secondary schools. This means that, file management with the use of AI to a very low extent influences administrators' job effectiveness

Testing of Hypothesis

Hypothesis 1: There is no significant influence of decision-making with the use of AI on administrators' job effectiveness in public secondary schools in Kogi Central District.

Table 4: Result of Analysis of variance of the simple linear regression for the extent of influence between decision-making with the use of AI and administrators' job effectiveness

Model	Sum of square	Df	Mean square	F -cal	F-crit	Decision
Regression	20.91	1	20.91			
Residual	1752.85	198	8.85	2.36	1.96	Significant
Total	1773.76	199				

The iresult in Table 4 shows that the calculated F-value of 2.36 is greater than the critical F-value of 1.96 at .05 level of significance with 1 and 198 degree of freedom. With this result, the null hypothesis that there is no significant influence of decision-making with the use of AI on administrators' job effectiveness in public secondary schools in Kogi Central District was rejected. That means that decision-making with the use of AI is significant to administrators' job effectiveness.

Hypothesis 2: There is no significant influence of file management with the use of AI on administrators' job effectiveness in public secondary schools in Kogi Central District.

Table 9: Result ofAnalysis of variance of the simple linear regression for the extent of influence between file management with the use of AI and administrators' job effectiveness

Model	Sum of square	Df	Mean square	F –cal	F –crit	Decision
Regression	20.03	1	20.03			
Residual	1753.73	198	8.86	2.26	1.98	Significant
Total	1773.76	199				

The result in Table 9 shows that the calculated F-value of 2.26 is greater than the critical F-value of 1.96 at .05 level of significance with 1 and 198 degree of freedom. With this result, the null hypothesis that there is no significant influence of file management with the use of AI on administrators' job effectiveness in public secondary schools in Kogi Central District was rejected. That means that file management with the use of AI is significant to administrators' job effectiveness.

Discussion

The results revealed that AI utilization in decision-making (R = 0.11) and file management (R = 0.11) had a very low influence on administrators' job effectiveness. This suggests that although AI tools have been recognized as beneficial, their adoption in Kogi Central is still minimal. The findings indicate that most school administrators rely primarily on manual methods for core administrative functions, leading to inefficiency and slow data processing. The study thus highlights both the potential and the underutilization of AI in the educational management system.

The results of this study were discussed in relation to previous empirical and theoretical findings to understand patterns of agreement and divergence across studies. The finding that AI utilization in decision-making had a very low influence on administrators' job effectiveness supports the observations of Adebisi (2024), who found that while school leaders in Abuja Municipality used AI analytics for data interpretation and planning, adoption was limited by lack of technical skills and inadequate ICT infrastructure. This similarity suggests that the limited influence of AI on decision-making is a nationwide challenge in

Nigeria rather than a localized problem. In contrast, Wang (2024), in an international comparative study, found that administrators in technologically advanced countries achieved higher decision accuracy through AI-assisted predictive tools. The difference underscores the digital divide between developed and developing contexts, emphasizing that Nigeria's infrastructural and training deficiencies hinder optimal AI use in school leadership.

Similarly, the low level of AI utilization in file and record management supports Johnson (2023), who found that AI-enabled document management reduced data loss and improved accountability in urban schools but remained underused in rural areas. This study reinforces his conclusion by showing that manual filing persists in many Kogi Central schools, exposing them to inefficiencies. The convergence between these findings suggests that digital record-keeping systems are crucial to improving transparency and institutional memory in Nigerian schools.

Conclusion

It was concluded based on the finding that:

1. Decision-making with the use of AI to a very low extent influences administrators' job effectiveness
2. File management with the use of AI to a very low extent influences administrators' job effectiveness
3. Decision-making with the use of AI is significant to administrators' job effectiveness.
4. File management with the use of AI is significant to administrators' job effectiveness.

Implications of the Study

The findings of this study have significant implications for educational policy, practice, and future research in Nigeria. For policy-makers, the results emphasize the need for clear frameworks that support AI adoption in public school administration, particularly by providing funding and technical training. The study also shows that integrating AI into decision-making and file management can substantially improve efficiency and data-driven leadership if supported. For school administrators, the study highlights the importance of embracing AI not merely as a technological tool but as a strategic instrument for effective leadership. Administrators who learn to use AI tools for decision-making and file management will be better positioned to lead efficiently. For the Ministry of Education, these findings underline the urgency of creating standardized digital platforms that connect schools for faster data exchange and financial reporting.

Recommendations

Based on the conclusions, the following recommendations are made:

1. The Federal and State Ministries of Education should integrate AI training into professional development programs for school administrators.
2. Government should provide stable electricity, broadband connectivity, and computer facilities to schools to support AI systems.
3. Policymakers should formulate clear national guidelines for AI utilization in school management, including ethical and security protocols.
4. Educational institutions should collaborate with universities and technology firms to design low-cost, locally relevant AI solutions.
5. Adequate funding should be allocated for maintenance and upgrading of ICT infrastructure in schools.

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