ASSESSING THE LEVEL OF AWARENESS AND LEVERAGE ON ARTIFICIAL INTELLIGENCE IN THE IMPLEMENTATION OF JUNIOR SECONDARY SCHOOLS' CURRICULUM AMONG TEACHERS IN EKITI SOUTH-WEST

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Abstract
The appropriate utilisation of AI in educational processes has undoubtedly brought improvements in design, implementation, and evaluation of curriculum. Teachers are one of the stakeholders in implementing these curricula. Are these teachers aware of AI? Are

they leveraging AI in the implementation of Junior Schools' curriculum? Hence this research. The research adopted a descriptive survey research design. Two research questions were raised to guide the study. The study is delimited to Junior School teachers in Ekiti South-West Local Government Area. Ten (10) schools were selected using total enumeration. Ten (10) teachers were selected from each school using a purposive simple sampling technique, giving a total of one-hundred (100) sample size. An adapted research instrument was used titled 'Artificial Intelligence Awareness and Leverage Questionnaire (AIALQ)'. The instrument was reviewed by experts and had a reported reliability coefficient of 0.85. The data collected were analysed using descriptive statistical analysis (frequency, percentage, mean and standard deviation). The results of the findings revealed that the level of AI awareness among the junior school teachers is high at a weighted average mean of 2.51, and the level of AI leverage among the teachers is low at a weighted average mean of 2.10. The research therefore concluded that,to improve junior secondary schools' teachers' awareness and leverage on AI, there should be provision of ICT and other AI supported facilities in the schools. Also, in-service training should be conducted on how to maximize AI opportunities in education.

Keywords: Artificial Intelligence, Awareness, Leverage, Junior secondary school curriculum

Introduction

Artificial intelligence has brought about improvement in curriculum design, curriculum implementation and curriculum evaluation. AI is a technological advantage that should be maximized in the educational processes. Teachers, as an important stakeholder in the implementation of curriculum, must be aware of, and be able to leverage on artificial intelligence educational technologies if the advantage of AI will be maximized in the implementation of curriculum in the junior secondary schools. Tira (2021) described artificial intelligence as a part of computer science which models human thinking, it involves designing a machine that behaves like humans, making machines (computers) able to do work as humans do. AI was developed to work like humans in the form of computer programs. Artificial intelligence tools have contributed to making complicated human activities more manageable. (Fitria, 2021) stated that AI models human thinking, so, if human beings that have the natural intelligence will leverage on AI, the outcome will be greatly improved.

Vince, et al. (2024) stated that 'AI has brought about revolution to the world lately, and its impact has continued to increase'. Eke (2024) said that, artificial intelligence (AI) has brought revolution to educational processes by proffering creative way out and remedies that improves teaching-learning processes and experiences. The appropriate utilization of AI for teaching and learning processes has a significant potentiality for learning outcomes and practices improvement. This improvement is more importantly needed in emerging nations of the world, especially in Nigeria where there are quite a number of challenges facing education which includes disproportionate number of students per teacher, deficient instructional resources, and unequal quality of education are prevalent (Eke, 2024). There are AI tools today that can perform effectively most of the activities involved in teaching and learning processes. ChatGPT and Deepseek, Cloude, Gemini and some other AI applications have been employed to generate lesson notes, set examination questions and prepare the marking scheme. AI-enabled platforms such as Claude, zoom meeting, WeVideo, scribble, and Dropbox provide students with outlet for knowledge acquisition (Ambode, et al. 2025). AI can help teachers through automated generation of class exercises and examination questions, course and lesson plans, grading and feedback systems (Vince et al. 2024).

The influence of artificial intelligence technologies on education practices and process has been helpful. By leveraging on AI, teachers can ensure that all learners have opportunity and access to required assistance and support required for learning and to perform excellently in their academics; thereby, solving the problem of high

students-to-teacher ratio. Also, students across states, can be exposed to the same curriculum contents ensuring uniformity and globalization of educational contents through the use of AI platforms. The presence of artificial intelligence technology has led to transformation of educational curriculum. Vince et al (2024), have emphasized the capacity of AI to transform experiential learning opportunities and individualised instructional systems. Analytical prediction models can foretell learners' capacity, pinpoint learners needing intervention, and suggest specific measures to improve students' educational performances (Ford & Kärger, 2021).

The Nigeria educational system is positioned to benefit immensely from the use of artificial intelligence in pedagogical processes because of the enormous advantages that comes with it (Joel, et al. 2025). AI has brought about improvement in curriculum implementation and curriculum evaluation. There are AI tools that have been developed that are valuable to classroom implementation of the curriculum, that teachers can make use of, for efficient curriculum contents delivery in junior secondary schools such as Deepseek, ChatGPT, Gemini. To promote acquisition of knowledge, teachers can harness AI in numerous way: AI helps them to predict students' performance, assess and grade learners, and improve the curriculum (Adekunle, et al. 2024). Artificial intelligence is said to help humans attain learning easily and achieve educational goals more efficiently (Fitria, 2021). They help teachers to keep learners engaged and teach the learners simultaneously through the use of AI tool such as AI generative games (Vince et al 2024). AI allows teachers to cater for different learning needs among the students more efficiently than conventional teaching strategies. AI-enhanced teaching increases students' participation by making learning more interesting, engaging and elvoving (Popoola & Fatomilola, 2025).

For teachers, AI gives the teachers opportunity to plan their lesson effectively, present their lesson contents in a creative and interesting manner, present information of global standard and relevance to learners, evaluate students easily, quickly, with limited stress and

without bias. AI technologies help teachers to deliver exceptional teaching and learning experiences to learners, with the aid of the technologies, they will not spend all the lesson time on talking, while neglecting other activities that will promote development of meaningful understanding (Ambode et al, 2025). AI helps to reduce teachers' stress in setting examination questions. It also reduces biases in exercise assessment. Grading and feedback structure provided by AI reduces teachers' administrative workload, giving them the opportunity to prioritise instructional delivery and learners' academic needs. Artificial intelligent tools can be leveraged and utilized to assist learners in their academic pursuit, make available individualized learning experiences and enhancing entire learning achievements. AI-powered tools give accessibility to readily accessible materials to learners anytime they are needed. As for learners who hold education in high esteem, artificial intelligence powered educational tools give them opportunity for continued knowledge acquisition and growth. AI tool, such as ChatGPT, promotes learners' interaction with learning contents, and helps teachers to explore choice of solutions and inquiry about teaching approach that align with students' interests (Vince et al, 2024).

The utilization of artificial intelligence in junior secondary schools has the capacity to bring about revolution in teaching and learning experience. For students, it offers the opportunity for personalized learning experience, helps in doing assignment, allows students to learn in their personal place and pace, makes learning more real and interesting, takes learning beyond the four walls of classroom which eventually promote academic excellence. The individualized instructional learning experiences offered by AI driven tools enable learners to learn progressively at their own pace, work on their identified areas of improvement, read more on complex concepts based on their strength and interest. Because of this, learners are actively engaged, equipped, and possibly positioned to attain academic excellence (Ford & Kärger, 2021). AI allows secondary schools students to have access to vast amounts of educational data which could help to make strategic decisions. The utilization of

artificial intelligence tools during educational processes has assisted in bridging the communication deficit between the students and teachers (Ambode, et. al, 2025). AI has the ability to help teachers recognise students who are prone to poor performance, offer remedial intervention early enough to provide educational assistance needed by such learners. It can evaluate students' information to identify trends that may reveal that a student is having challenges, giving the teacher the opportunity to make provision for focused support initiative and remedies before such student begins to fall below expected academic standards (Ukpokodu et al. 2026).

Despite all the impacts of AI on education discussed, the ethical use, societal considerations, and instructional implications of adopting artificial intelligence must be given appropriate considerations and attended to in order to foster equity, and inclusive teaching and learning opportunities in this technological dominated era (Adekunle et al. 2024). Teachers take a very crucial role in implementing educational policies and interventions. They are the serviceman in the implementation of the curriculum. They are the ones to interpret the curriculum, implement it through teaching and evaluate it (Hilma & Elock, 2023). With all the benefits of AI tools in curriculum implementation processes identified, the onus of the use rest majorly on the teachers. Teachers have very important role to play in maximizing the advantages of artificial intelligence, making them all-important stakeholders in the process (Vince et al, 2024). Teachers' capacity to integrate AI tools in teaching activities is shaped by multiple factors which may include access to technological facilities and awareness of AI's educational benefits (Popoola & Fatomilola, 2025).

Assessing the awareness of teachers in Ekiti South-West junior secondary schools on AI awareness and leverage involves assessing how familiar they are with AI technologies, examine their view and opinion on it importance, and their disposition to the application and usage of AI tools for teaching and learning. The knowledge and proficiency of the usage of artificial intelligence among junior secondary school is very paramount, as it will determine the

perception and incorporation of AI technologies into educational activities by the teachers. It is what they are aware of that they can leverage. Eke (2024) asserted that for teachers, awareness and utilization of these artificial intelligence tools are very important to ensure contemporizing of education sector and equipping the learners to meet the challenges and opportunities of this technologically age. It is apparent that low level of artificial intelligence knowledge and awareness among secondary school teachers will hinder the efficient adoption of AI tools into active pedagogical processes. If teachers are reluctant to AI integration into teaching practices, learners' exposure to these AI learning tools will be limited and this will impede their opportunity to acquire necessary twenty-first-century competencies and abilities like logical reasoning, problem-solving, and technological competence (Adekunle et al. 2024).

Theoretical Framework

Unified Theory of Acceptance and Use of Technology (UTAUT)

This research work was anchored on the Unified Theory of Acceptance and Use of Technology (UTAUT). The theory was proposed in 2003 by Venkatesh et al. This theory explains why individuals accept and utilize new technology. Venkatesh et al. (2003) emphatically noted that the possibility of adopting and using any technology is depending on the effect of the theory's key constructs which are: performance expectancy, effort expectancy, social influence, facilitating conditions, behavioural intention, actual use behaviour.

Applying this theory to this research study, performance expectancy is highlighting the extent to which teachers' belief that AI improves teaching effectiveness. Effort expectancy is related to the ease expected to experience as a result of using AI tools for teaching and learning. Social influence is emphasising the extent to which a teacher believes that relevant individuals around him or her think such tools should be embraced, for instance colleagues, school administrators and educational policies. Facilitating conditions

refers to availability of infrastructure, training and technical support. Behavioural intention is associated with the readiness to leverage artificial intelligence, and actual use behaviour, describes the extent of artificial intelligence utilization. Teachers who understand AI capabilities and have access to facilities and resources are more likely to adopt and leverage on AI.

Statement of the Problem

It is no gainsaying that artificial intelligence has helped to provide solutions to lots of problems across various sectors in the world; in health, manufacturing and construction, politics, telecommunication, not leaving out education. It is bringing revolution to educational processes. It is significantly beneficial to the implementation of junior secondary school curriculum. It has made relevant information more accessible to learners and teachers, promote easy and effective assessment processes, personalized instruction which allows for individualized learning pace.

Just as information spreads, so also the use of technology and it product such as AI from one part of the world to the other reaching the developing and the underdeveloped countries later. Nigeria like it fellow third world countries, is challenged and not catching up with the pace of technological advancement going on in the world. However, it has been established by researchers that Nigerian teachers are beginning to become aware of AI and it impact on education. Although, there are some country's related and teacher's related factors that can inhibit the utilization of artificial intelligence in the implementation of junior secondary schools' curriculum such as accessibility to internet facilities, and teachers' ideology among others, it is important to assess if teachers in Ekiti South-West are aware of AI at all, and if they are leveraging AI in the implementation of Junior Schools curriculum.

Purpose of the Study

The main purpose of the study was to assess the level of awareness and leverage of AI in the implementation of junior secondary schools' curriculum among teachers in Ekiti South-West Local Government of Ekiti State. The specific objectives are to:

I. Assess the level of awareness of AI among junior school teachers in Ekiti South-West Local Government Area of Ekiti state;
ii. Determine the level of AI leverage among junior school teachers in Ekiti South-West Local Government Area of Ekiti State.

Research Questions

i. What is the level of awareness of AI among junior secondary school teachers in Ekiti South-West Local Government?
ii. What is the level of AI leverage among junior school teachers in Ekiti South-West Local Government?

Methodology

The research adopted a descriptive survey research design which involve the use of a questionnaire to gather information from the respondents who are the teachers teaching the junior secondary school students in Ekiti State. The study was delimited to junior secondary school teachers in Ekiti South-West Local Government Area, Ekiti State, Nigeria. The entire sample of the study comprised one hundred (100) junior secondary school teachers. Total enumeration was employed to select ten (10) junior secondary schools from the study area, while simple random sampling technique was employed to select ten (10) teachers from each school giving a total of one hundred (100) teachers out of 294 junior secondary school teachers in the sample area. An adapted research instrument titled 'Artificial Intelligence Awareness and Leverage Questionnaire (AIALQ)' with a reported reliability coefficient of 0.85 was adapted to collect information regarding teachers' level of awareness and leverage on AI for junior secondary schools' curriculum implementation. The research instrument was divided into three sections. The first section, Section A was used to collect demographic information of the respondents. Section B was used to collect data on the level of awareness of AI among the teachers, while

Section C was used to gather data on the level of AI leverage among the teachers.

Data collected were analysed using descriptive statistical analysis which include frequency, percentage, mean and standard deviation.

Results

Research Question 1: What is the level of awareness of AI among junior secondary school teachers in Ekiti South-West Local Government Area?

Table 1: Level AI awareness among junior secondary school teachers in Ekiti South-West Local Government Area

S/N	Items	SA	A	D	SD	Mean	Std.Dev
1	My understanding of what artificial intelligence is high	20 (19.8%)	24 (23.8%)	38 (37.6%)	18 (17.8%)	2.46	1.009
2	AI provides me with meaningful assistance for my teaching processes	22 (21.8%)	43 (42.6%)	25 (24.8%)	10 (9.9%)	2.77	0.908
3	AI makes available quality free materials for teaching	21 (20.8%)	41 (40.6%)	29 (28.7%)	9 (8.9%)	2.74	0.895
4	I possess a good understanding of how artificial intelligence works	11 (10.9%)	25 (24.8%)	27 (26.7%)	37 (36.6%)	2.10	1.030
5	I have adequate awareness of some software used in teaching	2 (2.0%)	21 (20.8%)	33 (32.7%)	41(40.6%)	1.93	0.987
6	AI tools like chatGPT, geminie, cloude, humane etc. can be used in schools for teaching	31 (30.7%)	37 (36.6%)	25 (24.8%)	7 (6.9%)	2.92	0.918
7	I know that AI can be used to facilitate teaching and learning	24 (23.8%)	36 (35.6%)	31 (30.7%)	9 (8.9%)	2.75	0.925
8	I am aware that I can use AI to generate lesson note	17 (16.8%)	31 (30.7%)	36 (35.6%)	16 (15.8%)	2.49	0.959
9	AI can be used to set exam questions	20 (19.8%)	28 (27.7%)	35 (34.7%)	17 (16.8%)	2.51	1.000
10	AI encourage globalization of teaching curriculum	16 (15.8%)	29 (28.7%)	40 (39.6%)	15 (14.9%)	2.46	0.937
	Weighted Average					**2.51**	

Table 1 revealed the level of teachers' awareness on the use of AI among junior secondary school teachers in Ekiti South-West Local Government Area of Ekiti State. Firstly, 64.4% of the respondents are aware that AI provides meaningful assistance for teaching-learning process among junior secondary school teachers while 34.7% disagreed (Mean = 2.77; Std. Dev. = 0.908). Also, 61.4% are aware that AI makes available quality free materials for teaching while 38.6% of the respondents' level of awareness was low (Mean = 2.74; Std. Dev. = 0.895). Furthermore, 67.3% of the respondents are aware that AI tools like chatGPT, geminie, cloude, humane etc. can be used in schools for teaching (Mean = 2.92; Std. Dev. = 0.918). Lastly, 59.4% of the respondents showed a high level of awareness that AI can be used to facilitate teaching and learning among teachers of junior secondary schools at (Mean = 2.75; Std. Dev. = 0.925). The study, therefore, concluded that the level of awareness of AI among junior secondary school teachers in Ekiti South-West Local Government of Ekiti State was high at weighted average of 2.51.

RQ 2: What is the level of AI leverage among junior school teachers in Ekiti South-West Local Government Area?

Table 2: Level of AI leverage among junior school teachers in Ekiti South-West Local Government in Ekiti State

S/N	Items	SA	A	D	SD	Mean	Std.Dev.
1	I have used AI tools in teaching	7 (6.9%)	26 (25.7%)	39 (38.6%)	28 (27.7%)	2.12	0.902
2	I have employed artificial intelligence tools for private interest	11 (10.9%)	30 (29.7%)	43 (42.6%)	16 (15.8%)	2.36	0.882
3	I have consulted AI to write lesson note	4 (4.0%)	21 (20.8%)	38 (37.6%)	37 (36.6%)	1.92	0.861
4	I have used AI to set exam questions for my students	6 (5.9%)	33 (32.7%)	40 (39.6%)	21 (20.8%)	2.24	0.854
5	I have given my students assignment that require the use of AI tools	2 (2.0%)	24 (23.8%)	34 (33.7%)	40 (39.6%)	1.88	0.844
	Weighted average					**2.10**	

Table 2 revealed the level of AI leverage among junior school teachers in Ekiti South-West Local Government Area of Ekiti State. Firstly, 66.3% have not used AI tools in teaching while 32.6% have leveraged on it (Mean = 2.12, Std. Dev. = 0.902). Also, 58.4% of the respondents have not employed artificial intelligence tools for private interest while 40.6% have (Mean = 2.36, Std. Dev. = 0.882). Furthermore, 74.2 % have not consulted AI to write lesson note while 24.8% have used AI to write lesson note (Mean = 1.92, Std. Dev. = 0.861). 60.4% have not used AI to set exam questions for their students while 38.6% have (Mean = 2.24, Std. Dev. = 0.854). Lastly, 73.3% have not given assignment that require the use of AI tools while 25.8% have (Mean = 1.88, Std. Dev. = 0.844). The study, therefore, concluded that the level of AI leverage among junior school teachers in Ekiti South-West Local Government Area was low at weighted average of 2.10.

Discussion of Findings

This study revealed that the level of AI awareness among junior secondary school teachers in Ekiti South-West Local Government of Ekiti State was high**.** This is supported by Ambode, (2025) research findings which discovered that teachers in training are aware of the fact that AI can be used in educational process, which implies that there is an increasing level of awareness of artificial intelligence digitalized software and evolving technological opportunities among teachers. The result is also corroborated by Adekunle et al (2024). In their study, they found out that secondary school teachers are aware of AI in education. However, the above findings do not align with Lawrence & Tar (2018) findings, they recorded that a lot of teachers are not aware of the invention and potentiality of AI teaching technologies, which is obstructing their readiness and ability to implement them. The disparity in these research findings can be ascribed to how recent the researches are. Technology is advancing and individuals are becoming more aware of the various technologies including artificial intelligence.

This study also discovered that the level of AI leverage among

junior school teachers in Ekiti South-West Local Government Area was low. This is corroborated by Popoola & Fatomilola, (2025**)** findings which states that the implementation of artificial intelligence teaching strategy is considerably low among Mathematics teachers in Ekiti State. Ambode, et al (2025). Also submitted that in spite of the increasing attention, interest and the undeniable benefits of artificial intelligence in educational sector, pre-service teachers have still not maximized its capabilities. They submitted that there is a pronounced discrepancy between artificial intelligence awareness and it operational use. Furthermore, Okafor & Anyanwu (2025) asserted that despite the ability of artificial intelligence technologies to bring revolution to education, their adoption in Nigerian secondary schools is still low. Moreover, Hong et al. (2022) in their study found out that some teachers perceived artificial intelligence tools as very complicated, difficult or challenging; this hinders them from using and leveraging this software in their pedagogical activities. In contrary to this research finding, Adekunle et al (2024) in their own study found out that teachers in secondary schools demonstrate a high level of exposure and uses of artificial intelligence technologies. The contradiction in these research findings might be as a result of disparity in the level of societal and technological exposure experienced in the two sample areas.

Conclusion

This study revealed that the level of awareness of AI among junior secondary school teachers in Ekiti South-West Local Government Area of Ekiti State was high**.** This is supported by research findings which discovered that teachers in training exhibit the awareness of the role of artificial intelligence in educational contexts, which implies that there is an increasing level of awareness of artificial intelligence digitalized software and evolving technological opportunities among teachers. This study also discovered that the level of AI leverage among junior school teachers in Ekiti South-West Local Government Area was low. There are supporting findings which showed that implementation

level of artificial-intelligence-driven pedagogical processes is considerably low among school teachers, in spite of the increasing interest and the undeniable benefits of AI in education.

Recommendations

Based on the above finding, the study recommended that:

i. Leadership in the country should ensure that the present degree of artificial intelligence perception and awareness among junior secondary school teachers is sustained and improved through introduction of ICT facilities to support and enhance their teaching performance.

ii. Also, the level of AI leverage among junior school teachers should by improved by training teachers on how to maximize AI-enhanced opportunities and pedagogy.

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