HARNESSING ARTIFICIAL INTELLIGENCE FOR SECONDARY SCHOOL ADMINISTRATION: IMPACT OF PRINCIPALS' AND TEACHERS' WORK ATTITUDE TOWARDS FINANCIAL GOAL ACHIEVEMENTS

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Abstract
In this 21st century, the use of artificial intelligence in school administration is fast gaining momentum. School leaders are now encouraged to accept and embrace educational development initiatives like the introduction of AI in schools' administration. The main purpose of the study was to harness artificial intelligence (AI) for secondary school administration as impact of principals' and teachers' work attitude toward financial goal achievement in Imo state, Nigeria. Four research questions and four hypotheses were formulated to guide the study. The study adopted ex-post facto design. A sample of 68 principals and teachers were selected through simple random sampling technique from public secondary schools within the study area. It was made up of 15 principals and 53 teachers. Instrument for data collection was a questionnaire titled: "Harnessing Artificial Intelligence for Secondary School Administration as impact of principals' and teachers' work attitude questionnaire (AAISSAIPTAQ) was used for data collection. The instrument was subjected to face and content validation by experts in educational management and measurement and evaluation. The reliability estimate of the instrument was established through Cronbach alpha reliability test which yielded coefficient ranging from 0.84 to 0.86. Pearson Product Moment Correlation Coefficient (PPMCC) was adopted in the study for analysis and the hypotheses were tested at .05 level of significant. The results of the analysis revealed that through harnessing artificial intelligence (AI), principal classroom visitation had a significant relationship with teachers' work attitude, through the use of artificial intelligence (AI), principals checking of records had a significant relationship with teachers work attitude, through harnessing artificial intelligence (AI), principal demonstration practices had a significant relationship with teachers' work attitude and principals' conference practices had a significant relationship with teachers' work attitude. It was recommended among others that principal of secondary schools should ensure that they carry out regular classroom visitation in their respective schools through harnessing and use of artificial intelligence. This will further bring about sustainable education development.

Keywords: Harnessing, Artificial Intelligence, Secondary school, Administration, and Teachers work attitude

Introduction

In contemporary times, even in Nigeria, the introduction and promotion of artificial intelligence in schools are fast increasing. The rapid advancement of artificial intelligence (AI), particularly capable of producing divers e-content ranging from text to data analytics, has affected global educational practices. AI tools such as ChatGPT, Gemini, and Claude have transformed learning environments, enabling real-time teaching, improving writing skills, and personalising student experiences. Particularly, within the context of education, and administration, these AI technologies present digital fluency demanded by the contemporary global economy. As the world economy shifts toward automation and knowledge-driven enterprise, graduates of educational management, administration and leadership, principals and teachers of secondary schools must possess not only foundational management and administrative knowledge but also the technological competencies to leverage AI for decision-making, data analysis, and entrepreneurial innovation. Principals and

teachers are core and important stakeholders in secondary education. The roles of principals and teachers in managing secondary education in Nigeria cannot be underemphasized. Every 21st century innovations in education are been introduced, managed and sustained by the secondary schools' principals and teachers including the use of artificial intelligence (AI). Mezieobi (2024) noted that principals and teachers manage secondary schools with total commitment and dedication. The work attitude of principals and teachers towards financial goal achievement can be improved through harnessing artificial intelligence (AI) (Effiong, 2026; Downey, 2024). Secondary education is the level of education which children receive after primary education and before the tertiary level. Secondary school level is therefore the bridge between the primary and tertiary levels. School is an organization which can be described as a group of people with common objectives, school is therefore an organization of complex activities which are carried out by people and are coordinated by a person or persons (Eziuzo, 2024; Mezieobi, 2024). Most students end their academic career after their secondary education for business, craftsmanship, while collar jobs or other engagements to seek for self-reliance in the absence of financially dependent parents or guardians. When the financial goals of secondary education of a “useful living within the school” is not achieved or attained, how will these set of young school leavers be useful, independent, self-reliant and be able to contribute to the economy of the nation (Akeke, Mbon & Osim, 2025). These financial goals are set by principals, teachers, the government, communities, and other secondary education stakeholders (Eziuzo, 2024; Nwankwo, 2017).

The broad goals of secondary education as stated by Federal Republic of Nigeria (2014) shall be to prepare the individual for: useful living within the society and higher education

The principal is the administrator of the secondary school. Therefore, any innovation that is introduced in secondary schools

must have gotten the principal's approval. Secondary schools; administration cannot be complete without the teachers. The teachers are the ones that implement innovations in the classroom through teaching. This includes the introduction of the use of AI in teaching and learning. Administration is an organization (school, industry, church or force) ofwhich the central nervous system is the body. In other words, it is the driving force that propels all organization process. Ogunsaju in Akeke, Mba & Osun (2017) stated that administration is concerned with several varieties of tasks. It initiates and directs activities, control and monitors the functioning of the different organs of the system.

Administration is the component part of management concerned with promoting achievement of organizational objectives by carefully using available resources (both material and non-material) in other to accomplish predetermined goals. Administration is a careful and systematic arrangement and use of human and material resources, situation and opportunities for the achievement of specific objectives (Nwankwo, 2017).

According to Ezeocha (2020), administration is: a generalized type of behaviour to be found in all the human organization; the process of directing and controlling life in social organization; and the specific function of administration is to develop and regulate the decision-making process in the most effective manager possible
Some important elements inherent in administration include: all administration exist within the organization, invariably without organization, there cannot be administration; all administration must have a leadership to coordinate activities and take decisions; administration involves activities which must have goals and procedures for attaining them and the activity demands the existence of some pre-determined element capable of acting when stimulated.

Administration in every organization therefore stands as the process of mobilizing all factor resources including the use of

artificial intelligence (AI) for the achievement of financial goals and objectives of the principals and teachers. School is an organization of complex activities which are carried out by people and coordinated by people. Administration in education therefore involves working and through staff (teaching and non-teaching staff) and students to get things done effectively. School administration has its attention primarily on the school. It is more concerned with the institution, its goals, policies and execution of these policies.

Specifically secondary school administration concerns students, teachers, material resources, rules, regulations and policies of available resources and harmonization of relationships and additionally, concerns the utilization of available resources and harmonization of relationship and interactions in a suitable environment, in order to foster the attainment of the goals of teaching and learning (Ayanniyi, 2026). Therefore, secondary school administration could be defined as the systematic arrangement of human and material resources including activities designed to achieve educational goals at the secondary level of education. Oyewole (2026) observed that the principal is the chief executive officer in Nigeria secondary school system. He/she is a teacher and an administrator. Hence the principal is regarded as the most important functionary in the secondary school system. The principal performs a good number of administrative functions in his effort to achieve goals and objectives which the school is primarily meant to achieve. It is pertinent to state that the goal of a school administrator is to ensure success in his school with respect to laid down objectives (Imo State Universal Basic Education Board, 2020). The financial goals and aspirations of any nation are achieved through the leadership of such a nation. A leader who is able to inspire and direct well affairs of a nation will achieve a lot for the nation in terms of development. Educational institutions are expected to produce highly educated and highly skilled manpower needed by a nation for its economic and social development. Therefore, quality manpower is dependent on good quality

education which in turn depends on effective leadership in the institution that produce them (Chike – Okoli, 2017a).

Classroom visitation by the principal has been identified as one of the practices or methods of that modern supervisors use to improve teaching and learning. Igwe (2021) refers to classroom visitation as a procedure by which the educational leaders who possesses wisdom can be of great assistance in aiding the teachers to improve both their instructional techniques and the learning process of the students. It is a process to discover the existing defects in instructional process and subsequently provide ways of improving and correcting the defects of instructional process of teaching and learning.

Classroom visitation refers to a process by which the supervisor visits the classroom to observe the teachers and pupils in action (Osakwe, 2020). To successfully carryout the classroom visitation however, the visit has to be planned, Igwe (2021) noted that teachers are always fearful and scared of supervision and as such do not take it in good faith. Since supervision is inevitable, it must be well planned before action is taken. To carry out a successful and harmonious visitation, Ezeocha (2020) advocated the following strategies: existence of good report between teachers and supervisor, so that the later would not be seen as an energy; the supervisor should carefully prepare the visit and should enter the classroom as unobtrusively as possible; a conference should precede and follows the visit; the supervisor should concentrate on the total learning situation, students-teacher behaviour and the attitude of the students; visitation should be at the approval of the teacher; and the supervisor should attempt to discover strong points in the learning situation, discuss the past during conference and give credit where it is due.

The supervisor should never openly show disappointment of what happens in the classroom, rather should make complementary remarks before learning the classroom.

Records are pieces of information kept on relevant events about a school for present and future use. Okpetu in Unachukwu (2024) states that checking of records is important supervisory role of the principal in the day-to-day management of the school. The principal's supervisory role in this regard includes, checking lesson books, schemes of work, records of work covered, attendance among others (Musungu & Nasongo 2018). Considering importance of checking of school records, Unachukwu (2014), records in school are checked and used by teachers in the guidance of the students and assist teachers to form opinions about students and applying them in career guidance for students. The approach of checking records has to do with head teachers' weekly plans and pupil's work (Southworth, 2022; Udida, 2024). The principal also supervises the extent of use of any innovation that has been introduced to the secondary school including the use of artificial intelligence (AI) in teaching and learning.

Harnessing artificial intelligence (AI) in secondary schools by principals and teachers, transforms education by personalizing student learning and automating administrative tasks. By deploying adaptive tutoring systems and generative AI tools, educationists can scale individual support, reduce time spent on grading, and better equip students with essential digital skills for the future of education (Mezieobi, 2024; Udida, 2024). This will also help in improving the work attitude of principals and teachers towards financial goal achievement. In global and international education, principals and teachers use GoGuardian, ClassDojo, and Teachmint, smart cameras and AI surveillance in authenticating supervision, record checking, and demonstration (Southworth, 2022). In Nigeria, use of AI in schools has not been accepted (Udida, 2024; Mezieobi, 2024).

During this method of supervision, the principal must be objective in the process and maintain confidentiality. According to Armstrong (2023), it is also important for the principal to provide appropriate resources for the teacher to utilize. Southworth (2022)

observed that the principal can facilitate change which includes the use of AI through checking school records by providing legitimate, descriptive feedback for the teachers to consider and reflect upon. Southworth (2022) observed that the conditions by which principals might benefit from checking records are identified as: A teacher culture of collaboration, in which formal and informal professional dialogue is the norm, including challenge and debate; enquiry into pupils' perspectives on their own learning; provision of multiple opportunities for teacher mentoring, coaching of school development; explicit efforts to manage professional knowledge in the school through audits of teacher strengths, skills and needs. Other factors also identified include school management, leadership, availability of facilities, teacher qualifications and motivation among others (Musungu and Nasongo, 2018). Eshiwani cited in Ngipuo (2025) identifies that some of the factors that determine performance of primary schools' teachers included teacher preparation and homework for students. Ngipuo (2025) opines that supervision practices such as certification of teachers work records was more thoroughly practiced in large schools.

The principal test-runs every innovation introduced in secondary schools through demonstrations. Demonstration practice entails teaching-learning process presented by a supervisor (the principal) and any other resource persons who are skilled and experienced in the instructional process. Demonstration may be used to enrich other forms of innovative instructions like lectures during a conference or workshop (Mbipom, 2020; Unachukwu, 2024). The teacher's perception of a particular supervisory activity is dependent upon the way his supervisor has used it. Demonstration as a supervisory process in helping teachers has been found to be one of the most effective tools in stimulating teachers' growth. It is on this ground that Mbipom (2020) opines that demonstration is one of the oldest methods of motivating, stimulating, and challenging practicing teachers.

Conference as a supervisory technique to improve teachers work

performance cannot be undermined either by internal or external supervisors. According to Downey (2024) conference is a technique adopted by the Inspectorate Division of the Ministry of Education or in which teachers are brought together in an organized way to enable the principal or any other body to communicate with them on matters of school and classroom management and most especially on the improvement of instructions. It provides opportunities for exchange of ideas on teaching methods and other areas of teaching that enhance teachers' attitude to work.

In secondary schools, supervision, record checking and demonstration are best done through the use of IA tools like AI tools like GoGuardian, ClassDojo, and Teachmint. These platforms help administrators and teachers monitor student engagement, track attendance and behavior, and evaluate instructional processes. In the global stage, smart cameras and AI surveillance are used in supervision, record checking and demonstration. They use machine learning for school security, unauthorized access detection, and automated alerts (Hall, 2025).

On the same note, financial goal achievement of principals and teachers is an essential part of secondary schools' administrations. Every school administrator sets financial goals and strives to achieve the set financial goals. For secondary schools' principals and teachers to achieve financial goals, they require clear financial plans, smart budgeting, and consistent tracking of incomes and expenditures. Key steps include defining SMART targets, setting up an emergency fund, and automating your savings (Ojo, 2023)

The theoretical framework for this study is PAVE (Perception, Attitude, Value and Emotions) Theory of Environmental Management. This theory was propounded by the MOSS school (Mitchell, O'Riordan, Saarinen & Sewell) in 1964. They noted that environmental management is a systematic approach to finding practical ways for saving water, energy, and materials, and reducing negative environmental impacts. The pave theory was an

outgrowth of the BKW school and extended the behavioral geographical attitude to natural resources management. Dutt, Noble, Costa, Thakur and Thakur (2017) stated that environmental management according to the PAVE theory offers research and opinions on use and conservation of natural resources, protection of habitats and control of hazards, spanning the field of environmental management without regard to traditional disciplinary boundaries. Zimmerman (2014) pinpointed that the core of environmental management is now identified as being governed by perception, attitude, value and emotion (PAVE).

Attitude refers to the prevalence of the thinking that nature cannot change and that only human beings are required to change. It also refers to the adaptability one forges with the nature and its surrounding, and to what extent they are answerable to nature in one way or another. Attitude demands an ever-increasing adaptability an ever-increasing understanding, and an ever-changing comfort level with the environment. Values demand understanding of the environment. For example, the realization that nature is mother, the best teacher, the best motivator, the best friend, and the best shock absorber which can offer any cushion for any discomfort. Values do not demand that the humans become judgemental towards nature. Thus; nature is always variable, always unpredictable, always changing. It is nature that has all the rights. It offers humans only of possibilities. Values means that come what may we always have a sense of responsibility and duty towards environment. The concept of emotions refers to nature being the mother, nature being provider, nature which can do no wrong and nature that is always justifiable. If we do not belong to nature unconditionally, we do not belong to anywhere. In relation to this study, perception, attitude, value and emotions play significant roles in solving the problem of relationships between principals' administration practices and teachers' work attitude towards financial goal achievement through the use of artificial intelligence (AI) in the administration of secondary schools. Therefore, the PAVE theory provides a mechanism for secondary

school principals and teachers to connect with nature and to understand its intricacies. This also helps principals and teachers plan resource administration and management better and consequently manage the work attitude and financial goal achievement with a more sensitized approach. This study therefore seeks to solve the problem of relationships between principals' administration practices and teachers' work attitude towards financial goal achievement through the use of artificial intelligence (AI) in the administration of secondary schools.

Statement of the Problem

In Nigerian secondary schools, principals and teachers are core administration's stakeholders. There have been issues of financial mismanagement which has affected financial goal attainment. Some of these observed financial inefficiencies include budget leaks, manual processing delays, and auditing errors which the introduction of artificial intelligence (AI) can serve as a panacea and remedy. This is also affected by principals' and teachers' work attitude like technophobia, active resistance to digital tracking, and low compliance with data logging. These situations are the reasons that prompted the researcher to carry out the research on harnessing artificial intelligence for secondary school administration through the assessment of the impact of principals' and teachers' work attitude towards financial goal achievement.

Purpose of the Study

The main purpose of this study was to find out the relationship between principals' administration practices and secondary school teachers' financial work attitude through harnessing AI in Owerri West Local Government Area of Imo State. Specifically, the study sought to examine whether:

a. Principals' classroom visitation related to teachers' financial work attitude through harnessing AI.
b. Principals' checking of records related to teachers' financial work attitude through harnessing AI.
c. Principals' demonstration practice related to teachers' financial work attitude through harnessing AI.
d. Principals' conference practice related to teachers' financial work attitude through harnessing AI.

Research Questions

The following research questions were raised to guide the study.

1. What is the relationship between principal' classroom visitation and teachers' financial work attitude through harnessing AI?
2. What is the relationship between principals' record checking and teachers' financial work attitude through harnessing AI?
3. What is the relationship between principals' demonstration practice and teachers' financial work attitude through harnessing AI?
4. To what extend does principal' conference practice relate to teachers' financial work attitude through harnessing AI?

Hypotheses

The following null hypotheses were formulated to guide the study.

H_{01}: There is no significant relationship between principals' classroom visitation and teachers' financial work attitude through harnessing AI.

H_{02}: There is no significant relationship between principals' record checking and teachers' financial work attitude through harnessing AI.

H_{03}: There is no significant relationship between principals' demonstration practices and teachers' financial work attitude through harnessing AI.

H_{04}: There is no significant relationship between head teachers' conference practices and teachers' financial work attitude through harnessing AI.

Methodology

The research design adopted for this study is ex-post facto design. Isangedighi, Joshua, Asim and Ekuri (2024) opine that ex-post facto research design basically studies phenomena after they have

occurred. Ex-post Facto is used in a relationship study to explore how pre-existing characteristics or past events affect current outcomes.In this study, administrative practices had already occurred and impacted on secondary school teachers' financial work attitude in Imo State. The research was specifically carried out in Imo State in South-East, Nigeria. **Imo State** (Igbo: *Òha Imo*) is a state in the South-East geopolitical zone of Nigeria, bordered to the north by Anambra State, Rivers State to the west and south, and Abia State to the east. It takes its name from the Imo River which flows along the state's eastern border. The state capital is Owerri and the State's slogan is the "Eastern Heartland. Of the 36 States in Nigeria, Imo is the third smallest in area but is fourteenth most populous with an estimated population of over 5.4 million as of 2022. The area hosts 65 public secondary schools. There are many public and private secondary schools in the study area. The major inhabitants of the area are farmers and civil servants. The population of this study was made up of one hundred and thirty (130) principals and teachers from the fifteen (15) public secondary schools in the study area. It is made up of 15 principals and 115 teachers. Simple random sampling technique was employed in selecting 68 principals and teachers from the public secondary schools in the study area. All the principals (15), and 53 teachers were selected. Names of all public secondary schools in Imo State were all written on pieces of papers, folded and picked at random until the required number was obtained. The main instrument used for data collection was a structured questionnaire designed by the researchers. A questionnaire titled; secondary school administration impact of principals on teachers' financial work attitude Questionnaire (SSAPTFWAQ) was used for data collection. The questionnaire had two sections; Section A and section B. Section A was designed to obtain data from respondents based on demographic variables of sex, age, years of experience and educational qualification, while section B designed to obtained data from respondents based on the sub variables of the independent and dependent variables of the study. Four (4) items on a modified four-point likert scale were designed to measure each variable. Each item was required by the respondents to indicate

opinion under Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD). In rating the scale, positively worded items were rated 4, 3, 2, 1, while negatively worded items were rated 1, 2, 3, 4 respectively. Validity of the instrument is the ability of the instrument to measure what it is designed to measure. The researchers ensured that face validity was established for the instrument by two experts in educational management and one expert in Measurement and Evaluation all from Faculty of Education, Imo State University, Owerri. Necessary corrections were made and effected respectively. The reliability of the instrument is the ability of the instrument to produce almost the same result each time it is being used. To determine the reliability of the instrument, the instrument was administered once to 60 respondents outside the study population but with characteristics similar to the study population. The data collected were analyzed for reliability using Cronbach Alpha reliability test which yielded coefficients ranging from 0.84 to 0.86. The Alpha coefficients so obtained were considered good enough to render the instrument reliable in measuring what it meant to measure. The sampled schools were visited personally by the researcher and personally administered the questionnaire directly to the respondents. After seeking permission from the principals of each of the schools, the researcher administered copies of questionnaire to 4 teachers randomly selected to assess principals' administrative practices and secondary school teachers' financial work attitude. The completed 136 copies of questionnaire by the respondents were retrieved by the researchers and used for analysis of data. To analyze the data generated for the study, Pearson product moment correlation analysis was used to test all the null hypotheses at 0.05 level of significant.

Results

Hypothesis One: There is no significant relationship between principals' classroom visitation and teachers' financial work attitude through harnessing AI.

Figure One
Pearson's Product Moment Correlation Analysis between classroom visitation and secondary school teachers' financial work attitude through harnessing AI (N = 68)

Variables	X	SD	Rxy
Classroom Visitation (X)	14.02	1.46	
			0.82*
Teachers' financial work attitude (Y)	112.82	1.38	

*p<.05; df = 66; critical r = 0.240

The result of the analysis presented in table 1 revealed that the calculated r-value of 0.82 is greater than the critical r-value of 0.240 at 0.05 level of significance with degree of freedom 66. With this result the null hypothesis was rejected and the alternate hypothesis retained. This result therefore shows that principal classroom visitation had a significant relationship with teachers' work attitude through harnessing AI.

Hypothesis Two: There is no significant relationship between checking of records and secondary school teachers' financial work attitude through harnessing AI.

Figure Two
Pearson's Product Moment Correlation Analysis of the relationship between principal checking of records and secondary school teachers' financial work attitude through harnessing AI (N=68)

Variables	X	SD	Rxy
Checking of records (X)	10.06	1.16	
			0.79*
Teachers' works attitude towards financial goal achievement(Y)	11.02	1.18	

*p<.05; df = 66; critical r = 0.240

The result of the analysis presented in table 2 reveals that the calculated r-value of 0.79 is greater than the critical r-value of 0.240

at 0.05 level of significance with degree of freedom 66. With this result, the null hypothesis was rejected. The result therefore shows that principals checking of records had a significant relationship with teachers' financial work attitude through harnessing AI.

Hypothesis Three: There is no significant relationship between principal demonstration practices and secondary school teachers' financial wok attitude through harnessing AI.

Figure Three
Pearson's Product Moment Correlation Analysis of the relationship between principal demonstration practices and secondary school teachers' financial work attitude through harnessing AI (N=68)

Variables	X	SD	Rxy
Demonstration practices (X)	14.04	1.14	
			0.84*
Teachers' works attitude towards financial goal achievement (Y)	13.02	1.13	

*p<.05; df = 66; critical r = 0.240

The result of the analysis presented in table 2 reveals that the calculated r-value of 0.84 is greater than the critical r-value of 0.240 at 0.05 level of significance with degree of freedom 66. With this result, the null hypothesis was rejected. The result therefore shows that principal demonstration practices had a significant relationship with teachers' financial work attitude.

Hypothesis Four: There is no significant relationship between conference practices and primary school teachers' financial work attitude through harnessing AI.

Figure Four

Pearson's Product Moment Correlation Analysis of the relationship between Conference practices and secondary school teachers' financial work attitude through harnessing AI (N=68)

Variables	X	SD	Rxy
Conference practices (X)	12.06	13.08	
			0.81*
Teachers' works attitude towards financial goal achievement (Y)	13.08	1.12	

*p<.05; df = 66; critical r = 0.240

The result of the analysis presented in table 4 reveals that the calculated r-value of 0.81 is greater than the critical r-value of 0.240 at 0.05 level of significance with degree of freedom 66. With the result the null hypothesis was rejected. The result therefore shows that principals' conference practices had a significant relationship with teachers' financial work attitude through harnessing AI.

Discussion of Findings

The result of findings in hypothesis one revealed that classroom visitation had a significant relationship with teachers' financial work attitudethrough harnessing AI. The result of this finding agrees with the view of Nkang (2022) opines that one of the most commonly used techniques of instructional supervision is classroom visitation. The finding also agrees with the work of Ania (2025) whose findings revealed that there was a significant relationship between principals' classroom visitation practices and teachers' work performance. This is a direct observation of a teacher at work by the head teachers. It involves observation of the teachers in the classroom during teaching-learning processes. This means that when teachers are visited and observed in the class rooms, they are bound to show positive attitude to work through harnessing AI.

The findings in hypothesis two also showed that there was a significant relationship between checking of records by the head teachers and primary school teachers' attitude to workthrough harnessing AI. This finding is in line with the position of Unachukwu (2024), who opined that records in school are checked and used by teachers in the guidance of the students and assist teachers to form opinions about students and applying them in career guidance for students. This means that when head teachers check the school records used by the teachers, teachers' attitude in guiding the pupils will improve thereby increasing their attitude to work. The finding also supports Southworth (2022) who observed that the head teacher can facilitate change through checking school records by providing legitimate, descriptive feedback for the teacher to consider and reflect upon. This means that teachers whose records are checked are bound to positively change their attitude to workthrough harnessing AI.

The finding in hypothesis three showed that there was a significant relationship between principal demonstration practices by the head teachers and secondary school teachers' attitude to workthrough harnessing AI. The finding is also in line with Nkang (2022) observes that demonstration as supervisory practice is also very enlightening for the teachers, that those that benefit from demonstration practices get back to demonstrate to others. Again, this finding supports Clement and Lope (2026) who assert that effective supervisory practices in terms of demonstration practices increase teaching effectiveness as it facilitates teachers to develop competencies according to prescribed effective behavior in the classroom teaching. This explains that when teachers improve upon their teaching through demonstration experiences, their attitude to work tend to be positive at all time in the school.

The result of the finding in hypothesis four revealed that conference practices had a significant relationship with secondary schools' principals' and teachers' attitude to work through harnessing AI. This agrees with the findings of Simbona (2025) who discovered from a that majority of head teachers strongly agreed that supervision of teachers in terms of internal conference organization benefits

teachers on improving their teaching within the classroom and reduces lesson absence by teachers. The finding also supports the view of Umoinyang (2019) who observed that conference provides the teacher with the means to exchange ideas regarding unsatisfactory behaviour for enhancement of performance and also provide an opportunity to expand the teachers' knowledge and concepts and reinforce his or her understanding of the goals of the school system. This will go a long way to enhance secondary school teachers' attitude to workthrough harnessing AI.

Artificial intelligence (AI) should improve secondary school administration by **automating daily routines of principals and teachers, enhancing data-driven decisions, and optimizing resource management (Ojo, 2023; Simbona, 2025).Furthermore,** AI should improve secondary school administration by automating routine tasks, optimizing resource allocation, and enhancing student tracking. The most essential areas of improvement for secondary schools' principals and teachers in the use of AIinclude data management, predictive analytics, and smart communication (Arop & Ofem, 2024).

Conclusion

The study presents the relationship between principal's administrative practices and secondary school teachers' attitude towards financial goal achievement through harnessing AI in Imo State. The findings of the study strongly reveal various administrative practices exhibited by principals through harnessing AI have strong relationship secondary school teachers' attitudes towards financial goal achievement. Secondary school principals require administrative skills to help motivate teachers to show positive attitude towards financial goal achievement through harnessing AI because teachers are the major resources in facilitating academic activities in any education system. Furthermore, this study on harnessing AI for secondary school administration contributes to knowledge by filling research gaps in educational technology, providing empirical data on operational efficiency, and creating a framework for ethical AI adoption in schools. This study further contributes to knowledge by identifying how school principals, teachers and other staff mindsets affect money goals, creating a new framework for **school budgeting,** and offering **practical data** to improve funding success in education.

Recommendations

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

1. Principal of secondary schools should ensure that they carry out regular classroom visitation in their respective schools.
2. Checking of records should be the priority of the principal so as to ensure that teachers' financial work attitude to record management is in line with the set standard.
3. Demonstration of instruction should be regularly conducted for secondary school teachers to improve on the teaching process.
4. Internal conferences should be regularly organized for secondary school teachers to update their knowledge on innovative method of instruction. Current skills and innovation.
5. In secondary schools, artificial intelligence (AI) should be adequately and appropriately harnessed for effective and efficient usage.

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