ARTIFICIAL INTELLIGENCE (AI) AS A TOOL IN PREPARING POST GRADUATE STUDENTS FOR LEADERSHIP AND MANAGEMENT ROLES IN FACULTY OF EDUCATION, DELSU, ABRAKA

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Abstract
The study examined Artificial Intelligence (AI) as a tool for preparing postgraduate students for leadership and management roles in educational settings. With AI increasingly shaping educational administration, decision-making, and strategic planning, postgraduate students are expected to develop technological, analytical, and managerial competencies to thrive in modern educational systems. The study adopted a descriptive survey design and involved the entire population of 300 postgraduate students admitted into the Faculty of Education in the 2023/2024 and 2024/2025 academic sessions. Data were collected using a structured questionnaire and analyzed through descriptive statistics (mean and standard deviation) and inferential statistics (Pearson Product Moment Correlation at 0.05 significance level). Findings revealed that the integration of AI tools into postgraduate training is currently limited, primarily confined to research applications, with formal instruction in leadership and management applications largely absent. Despite this, AI was found to have a strong positive influence on leadership competencies, particularly in evidence-based decision-making, strategic thinking, problem-solving, and adaptability to technological environments. Similarly, AI significantly enhanced management skills, including project planning, time management, data handling, resource allocation, and risk assessment. Correlation analyses confirmed significant positive

relationships between AI exposure and postgraduate students' readiness for leadership and management roles. The study concludes that AI is a transformative tool for developing leadership and management competencies, yet its full potential is underutilized due to limited curriculum integration, insufficient faculty training, and infrastructural constraints. It recommends deliberate curriculum-driven adoption of AI, faculty capacity building, and enhanced technological infrastructure to equip future educational leaders with the skills necessary to navigate complex, digitally mediated educational environments.

Keywords: Artificial Intelligence, Educational Leadership roles, Educational Management, Management Skills

Introduction

Artificial Intelligence (AI) refers to a category of advanced technological systems designed to simulate human cognitive functions such as reasoning, learning, problem-solving, and data interpretation. In recent decades, AI has become a significant driver of transformation across various sectors, including education. Its adoption in educational environments has improved efficiency through automation of routine tasks, enhanced data processing capabilities, and the provision of personalized learning experiences. These developments have gradually altered traditional educational practices and introduced innovative approaches to teaching, learning, and administration (Sposato, 2025).Beyond instructional delivery, AI has demonstrated relevance in supporting institutional planning and operational processes. AI-driven tools facilitate effective data management, predictive analysis, and performance monitoring, thereby enhancing organizational responsiveness and accountability. Nevertheless, despite its increasing relevance, AI adoption in higher education remains uneven, with disparities largely influenced by infrastructural capacity, policy support, and human resource readiness. Leadership in education involves the ability to guide, influence, and motivate individuals or groups toward achieving shared institutional goals. Contemporary educational leadership

increasingly requires adaptability, innovation, and technological competence. Educational leaders are expected to operate within digitally mediated environments, interpret complex data sets, and make informed strategic decisions that support institutional growth and sustainability. As a result, leadership preparation has expanded beyond theoretical knowledge to include digital and analytical competencies.

Scholarly discourse emphasizes that future educational leaders must possess technological fluency alongside academic expertise. Integrating digital tools such as AI into leadership development enhances critical thinking, problem-solving, and strategic foresight competencies essential for effective leadership in modern educational systems (Mando & Yoosu, 2025).Management roles in educational settings encompass planning, organising, coordinating resources, and overseeing institutional operations to achieve predetermined objectives. These roles demand efficiency, accountability, and the ability to manage increasingly complex systems. In recent years, the management of educational institutions has become more data-driven, requiring managers to interpret information accurately and make timely decisions.AI has begun to influence educational management by supporting administrative coordination, resource optimization, and performance evaluation. Studies indicate that AI applications can enhance organizational transparency and streamline management processes when effectively integrated into institutional systems (Agadagba & Ekwevugbe, 2025). However, postgraduate students who are potential future managers often have limited exposure to these AI-supported management tools during their training. The intersection of Artificial Intelligence, leadership, and management roles represents a critical dimension of contemporary educational development. AI has the capacity to strengthen leadership and management effectiveness by supporting strategic planning, improving organizational intelligence, and enhancing decision-making accuracy. Functions such as predictive analytics, performance tracking, and automated reporting

align closely with the responsibilities of educational leaders and managers.

Despite these advantages, research suggests that AI utilization in higher education is often confined to instructional support rather than leadership and management development. Challenges such as inadequate infrastructure, insufficient professional training, resistance to innovation, and concerns about data privacy continue to limit comprehensive AI integration (Iroriteraye-Adjekpovu, 2023). Additionally, students' ability to meaningfully engage with AI tools has been shown to depend on their level of critical thinking and cognitive preparedness, highlighting the need for holistic capacity development alongside technological access (Odibo, 2025).Taken together, these issues reveal a significant gap in research and practice. While AI's contributions to teaching, learning, and administration are increasingly documented, there is limited empirical focus on how AI can be intentionally harnessed to prepare postgraduate students for leadership and management roles in educational settings. Addressing this gap is essential for aligning postgraduate education with the realities of digitally driven leadership and ensuring the production of competent, innovative, and technologically informed educational leaders

Artificial Intelligence and Leadership Roles

Artificial Intelligence (AI) is increasingly viewed as a strategic resource that can enhance key leadership functions in educational contexts. Research on AI's influence in leadership highlights its capacity to support data-driven decision-making, automate administrative tasks, and assist leaders in responding to complex institutional challenges. For instance, studies have found that AI tools facilitate administrative coordination, free leaders to focus on strategic responsibilities, and provide analytics that enhance planning and governance processes (Sirat et al., 2025).

Moreover, research investigating leadership perceptions of AI underscores its transformative potential. Findings indicate that

school leaders perceive AI as a tool that can enhance decision-making through real-time data analysis while also reducing workload by automating routine duties (Reis-Andersson, Lindqvist & Jaldemark, 2024). This emphasizes AI's role in augmenting leaders' capacity to make informed, timely decisions a core leadership function. However, as scholars note, the integration of AI into leadership practice also raises ethical and governance issues, calling for leaders who can combine technological insight with sound ethical judgement (Igbokwe, 2024).

These perspectives reveal that AI has shifted leadership in education from traditional, intuitive decision-making toward more analytical, data-enhanced leadership practices. Within postgraduate training, this suggests that familiarising future leaders with AI tools is not merely about technical exposure, but about equipping them with competencies to interpret and apply AI-derived insights in strategic contexts.

Artificial Intelligence and Management Roles

Management in educational institutions involves planning, organising, evaluating performance, and optimising resources to achieve set objectives. Current research reveals that AI's contribution to management rests on its ability to strengthen organisational processes, improve efficiency, and support complex administrative coordination, all of which are critical components of educational management.

Empirical evidence from studies in Nigerian educational contexts indicates that AI applications streamline administrative tasks, enable effective resource allocation, and support data-based forecasting for future planning (Eziamaka, Okafor & Ani, 2025). These AI capacities allow educational managers to optimise existing processes such as enrolment tracking, scheduling, and resource distribution, thus enhancing the overall effectiveness of educational management.

Further research examining AI tools in university management contexts found that AI technologies improve collaboration among administrative units, strengthen performance monitoring, and contribute to more efficient operations across institutional departments. This suggests that AI enhances managerial functions by enabling real-time insights and reducing time spent on repetitive administrative tasks (Ogbuoka et al., 2025).

Taken together, these findings support the conceptual position that AI serves not only as an operational support mechanism but also as a strategic enabler of managerial effectiveness. For postgraduate students preparing for management roles in education, actively engaging with AI tools can promote the acquisition of analytical skills, efficiency in organisational processes, and more adaptive management decision-making.

Leadership and Management Roles in Education

Leadership and management in education are complementary functions that collectively influence educational quality, institutional growth, and organisational sustainability. While leadership emphasises vision setting, motivation and strategic change, management focuses on coordination, implementation, and resource optimisation. Together, they shape the institutional capacity to respond to internal and external educational challenges.

Scholarly literature on educational leadership and management describes these roles as intertwined practices. Effective educational leadership often requires managerial skills such as organisational planning and performance oversight, while management effectiveness benefits from leadership attributes like vision, innovation and strategic direction (Bush, 2025). Researchers argue that educational leaders who possess strong managerial competencies including delegation, coordination and resource management are better able to achieve institutional objectives and cultivate positive learning environments (Amuda-Kannike & Shiyanbade, 2024).

In contemporary discourse, leadership in education is often characterized as a transformational process that guides institutions through change, fosters innovation, and supports the professional development of staff and learners (Bush, 2025). Concurrently, management is framed as the organizing backbone that operationalizes leadership vision into structured practice. This conceptual pairing suggests that postgraduate preparation programmes should not isolate leadership from management but instead cultivate a blend of both competencies particularly in contexts where technology such as AI is reshaping how decisions are made and implemented.

Statement of the Problem

The rapid advancement of Artificial Intelligence (AI) has introduced significant changes in how educational systems operate, particularly in areas such as data management, decision-making, and organizational planning. While AI has demonstrated strong potential to enhance leadership effectiveness and management efficiency in education, its integration into postgraduate training programmes remains limited and inconsistent. This situation raises concerns about whether postgraduate students are being adequately prepared for leadership and management responsibilities in increasingly technology-driven educational environments. Although leadership and management roles now require competencies such as digital literacy, strategic thinking, and data-informed decision-making, postgraduate education has largely continued to emphasize theoretical knowledge over practical engagement with AI tools. As a result, many postgraduate students complete their programmes with limited exposure to AI-supported systems that are increasingly shaping administrative and leadership practices in education. This disconnect creates a gap between the skills demanded by contemporary educational leadership and those developed during postgraduate training. Furthermore, existing applications of AI in higher education are often restricted to teaching and learning functions, with little attention given to its use in leadership development and management training. Challenges such as

inadequate infrastructure, insufficient professional training, resistance to technological change, and concerns over data privacy further constrain meaningful AI integration. These limitations not only affect institutional adoption of AI but also reduce students' opportunities to develop the critical thinking and analytical skills required to apply AI effectively in leadership contexts.

Consequently, postgraduate students who are expected to assume leadership and management roles may lack the technological competence and strategic insight necessary to function effectively in modern educational systems. Despite growing scholarly interest in AI within education, there is limited empirical evidence on how AI can be intentionally utilized to prepare postgraduate students for leadership and management responsibilities. This gap in research and practice necessitates an in-depth investigation into the role of Artificial Intelligence as a tool for equipping postgraduate students with the competencies required for effective leadership and management in educational settings. Leadership and management roles in contemporary education demand ability to manage complex systems, interpret data, and respond strategically to change. Traditional postgraduate training often prioritizes content knowledge over practical leadership and technological preparedness. With AI increasingly embedded in administrative systems and educational technologies, postgraduate students lacking exposure to AI tools face a preparedness gap as they transition into leadership positions. Moreover, although AI's integration into teaching and learning is widely discussed in scholarly literature, its specific role in leadership and management training for postgraduate students remains poorly articulated. This lack of empirical evidence creates uncertainty about how postgraduate curricula are preparing future educational leaders to leverage AI tools effectively and ethically in real-world contexts.

Purpose of the Study

The purpose of this study was to examine Artificial Intelligence (AI) as a tool for preparing postgraduate students for leadership and management roles in educational settings.

Specifically, the study:

a. Determined the extent to which Artificial Intelligence tools are incorporated into postgraduate training for leadership and management roles.
b. Examined the influence of Artificial Intelligence on the development of leadership competencies among postgraduate students.
c. Assessed the roles of Artificial Intelligence in enhancing management-related skills such as planning, decision-making, and resource management among postgraduate students.

Research Questions

The following research questions were answered in the study:

1. To what extent are Artificial Intelligence tools integrated into postgraduate training for leadership and management roles?
2. How does the use of Artificial Intelligence influence the development of leadership competencies among postgraduate students?
3. In what ways does Artificial Intelligence contribute to the development of management skills among postgraduate students?

Hypotheses

The following null hypotheses were formulated and tested at the 0.05 level of significance:

1. HO_1: There is no significant relationship between the use of Artificial Intelligence and leadership preparation among postgraduate students.
2. HO_2: Artificial Intelligence does not significantly influence the development of management skills among postgraduate students.
3. HO_3: There is no significant relationship between Artificial Intelligence exposure and postgraduate students' readiness for leadership and management roles.

Methodology

The study adopted a descriptive survey research design. The population of the study consisted of all postgraduate students admitted into the Faculty of Education for the 2023/2024 and 2024/2025 academic sessions. According to the records from the Postgraduate Admission Office (2025), 132 postgraduate students were admitted in the 2023/2024 session, while 168 students were admitted in the 2024/2025 session, bringing the total population to 300 postgraduate students. The entire population was included in the study because all the students are undergoing postgraduate training and represent potential future leaders and managers in educational settings. Given the manageable size of the population, the study employed a census sampling technique, whereby all 300 postgraduate students were involved. This approach was appropriate as it eliminated sampling error and ensured that the perspectives of all students were adequately represented. Data for the study were collected using a structured questionnaire titled "Artificial Intelligence and Leadership–Management Readiness Questionnaire (AILMRQ)," which was developed by the researcher based on the objectives of the study and relevant literature. The questionnaire was structured on a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. It was designed to capture information on the demographic characteristics of respondents, the integration of AI tools into postgraduate training, the influence of AI on leadership competency development, and the role of AI in enhancing management-related skills.

To ensure validity, the questionnaire underwent face and content validation by experts in educational management and measurement and evaluation. The reliability of the instrument was tested through a pilot study conducted with postgraduate students outside the study population (Ignatius Ajuru University of Education). Data from the pilot were analyzed using the Cronbach Alpha method, yielding a reliability coefficient that indicated the instrument was both consistent and dependable for data collection. The researcher administered the questionnaire to respondents to ensure a high

response rate and to provide clarification where necessary. Completed questionnaires were retrieved immediately or within an agreed timeframe to ensure completeness and accuracy. Data collected from the questionnaires were analyzed using both descriptive and inferential statistics. Mean and standard deviation were employed to answer the research questions, while the null hypotheses were tested using Pearson Product Moment Correlation (PPMC) at a 0.05 level of significance. Data collected were analysed using mean and standard deviation,

Results

Research Question 1: To what extent are Artificial Intelligence tools integrated into postgraduate training for leadership and management roles?

Table 4.1: Mean and Standard Deviation Scores on the Integration of AI Tools

S/N	Item Statement	Mean ($\bar{x}$)	Standard Deviation (SD)	Remark
1	AI-powered research tools (e.g., data analysis, literature search) are recommended or used in my coursework.	2.95	0.81	Low
2	My programme includes modules or training on AI applications in educational administration.	2.10	0.92	Low
3	I use AI-based simulation platforms for scenario-based leadership training.	1.87	0.76	Very Low
4	AI tools for project management are part of my academic training.	2.02	0.85	Low
5	There is formal instruction on using AI for strategic planning in educational settings.	1.78	0.72	Very Low
	Cluster Mean	**2.14**	**0.81**	**Low**

The analysis reveals that the integration of AI tools into postgraduate training for leadership and management roles is at a low extent (Cluster Mean = 2.14). The highest mean score (2.95) relates to the use of AI for research purposes, while the lowest scores concern formal AI instruction for strategic planning and AI-based simulation platforms. It is concluded that while postgraduate students are marginally exposed to AI for academic research, its deliberate and structured integration into leadership and management training components is significantly limited.

Research Question 2: How does the use of Artificial Intelligence influence the development of leadership competencies among postgraduate students?

Table 4.2: Mean and Standard Deviation Scores on AI's Influence on Leadership Competencies

S/N	Item Statement	Mean ($\bar{x}$)	Standard Deviation (SD)	Remark
6	Using AI for data analysis has improved my ability to make evidence-based decisions.	3.45	0.58	High
7	Exposure to AI has enhanced my skills in problem identification and solution generation.	3.32	0.61	High
8	AI tools help me understand complex scenarios, thereby improving my strategic thinking.	3.20	0.66	High
9	Interacting with AI systems has increased my adaptability to new technological environments.	3.68	0.48	Very High
10	AI-driven feedback mechanisms (e.g., on presentations, writing) have improved my communication skills.	2.98	0.77	Moderate
	Cluster Mean	**3.33**	**0.62**	**High**

The findings indicate that the use of AI has a high level of influence (Cluster Mean = 3.33) on the development of leadership competencies. The most pronounced influence is on increasing adaptability to technology. AI's role in enhancing evidence-based decision-making and strategic thinking is also rated high, while its impact on communication skills via feedback is moderate. It is inferred that AI exposure positively contributes to core leadership competencies such as evidence-based decision-making, strategic thinking, problem-solving, and technological adaptability among postgraduate students.

Research Question 3: In what ways does Artificial Intelligence contribute to the development of management skills among postgraduate students?

Table 4.3: Mean and Standard Deviation Scores on AI's Contribution to Management Skills

S/N	Item Statement	Mean $(\bar{x})$	Standard Deviation (SD)	Remark
11	AI-powered tools aid in the efficient planning and organization of academic projects.	3.28	0.63	High
12	Using AI for data management improves my skills in handling information resources.	3.50	0.55	Very High
13	AI applications enhance my ability to allocate and manage virtual resources in simulated tasks.	3.05	0.71	High
14	AI-based scenario analysis tools improve my risk assessment and contingency planning abilities.	3.11	0.68	High
15	Exposure to AI systems has improved my time management skills through automated scheduling and reminders.	3.62	0.52	Very High
	Cluster Mean	**3.31**	**0.62**	**High**

The result shows that AI contributes to a high extent (Cluster Mean = 3.31) to the development of management-related skills. Its contributions are rated highest in areas of data/information management and time management. It also highly aids project planning, risk assessment, and virtual resource management. It is concluded that AI serves as a significant tool in enhancing key management skills, particularly in the domains of planning, resource management (both data and time), and analytical decision-making among postgraduate students.

Test of Hypotheses

Hypothesis 1 (H_{O1}): There is no significant relationship between the use of Artificial Intelligence and leadership preparation among postgraduate students.

Table 4.4: PPMC Analysis for AI Use and Leadership Preparation

Variables	N	Mean	SD	r-cal	p-value	df	Critical r-value (0.05)	Decision
AI Use (Integration)	300	2.14	0.81	0.752**	0.000	298	0.113	Reject HO_1
Leadership Preparation (Comp.)	300	3.33	0.62					

The analysis yielded a calculated r-value of 0.752 with a p-value of 0.000, which is less than the 0.05 significance level. The positive correlation is strong and statistically significant. The null hypothesis (H_{O1}) is rejected. There is a significant positive relationship between the use of Artificial Intelligence and leadership preparation among postgraduate students.

Hypothesis 2 (HO_2): Artificial Intelligence does not significantly influence the development of management skills among postgraduate students.

Table 4.5: PPMC Analysis for AI Use and Management Skills Development

Variables	N	Mean	SD	r-cal	p-value	df	Critical r-value (0.05)	Decision
AI Use (Integration)	300	2.14	0.81	0.698**	0.000	298	0.113	Reject HO_2
Management Skills	300	3.31	0.62					

The result shows a calculated r-value of 0.698 and a p-value of 0.000, which is less than 0.05. This indicates a strong and significant positive correlation. Decision: The null hypothesis (H_{02}) is rejected. There is a significant positive influence of Artificial Intelligence on the development of management skills among postgraduate students.

Hypothesis 3 (HO): There is no significant relationship between Artificial Intelligence exposure and postgraduate students' readiness for leadership and management roles.

Table 4.6: PPMC Analysis for AI Exposure and Overall Readiness

Variables	N	Mean	SD	r-cal	p-value	df	Critical r-value (0.05)	Decision
AI Exposure (Composite of Use)	300	2.59*	0.68	0.803**	0.000	298	0.113	Reject H_{03}
Readiness (Composite of Leadership & Mgmt.)	300	3.32*	0.59					

A very strong positive correlation coefficient of 0.803 was obtained with a p-value of 0.000, which is statistically significant at $p < 0.05$. The null hypothesis (H_{03}) is rejected. There is a significant positive relationship between Artificial Intelligence exposure and postgraduate students' perceived readiness for leadership and management roles.

Discussion of Findings

The findings of this study offer a comprehensive understanding of how Artificial Intelligence (AI) contributes to preparing postgraduate students for leadership and management roles within educational settings. The discussion integrates the research questions and hypotheses, drawing on current verified studies to contextualize the results.

The study revealed that the integration of AI tools into postgraduate training for leadership and management is generally limited. While students reported some use of AI for research purposes, such as data analysis and literature searches, formal instruction in AI applications for strategic planning or scenario-based leadership training was largely absent. This pattern suggests that exposure to AI in postgraduate programmes is more incidental than systematic, with structured curriculum design for leadership and management purposes remaining minimal. This observation aligns with Agadagba and Ekwevugbe (2025), who noted that AI adoption in Nigerian higher education predominantly supports instructional and research functions, while leadership and management training lag behind. Similarly, Iroriteraye-Adjekpovu (2023) identified barriers such as inadequate infrastructure, insufficient faculty training, and the absence of structured curriculum modules, which impede the systematic integration of AI in postgraduate education. Taken together, these findings underscore the urgent need for deliberate curriculum planning that embeds AI tools into leadership and management training, rather than relying on sporadic exposure through research assignments.

Despite the limited integration, the use of AI was shown to have a high influence on the development of leadership competencies among postgraduate students. The analysis indicated that AI

significantly enhances students' adaptability to technological environments, their ability to make evidence-based decisions, and their strategic thinking skills. Communication skills were moderately influenced, suggesting that while AI effectively supports analytical and cognitive aspects of leadership, interpersonal and collaborative skills may require complementary approaches beyond technology. These findings are consistent with Odibo (2025), who emphasized that AI enhances critical thinking and problem-solving skills essential for effective educational leadership, and with Mando and Yoosu (2025), who highlighted the role of AI in fostering strategic foresight and evidence-based decision-making among postgraduate students. The strong positive correlation between AI usage and leadership preparation ($r = 0.752$, $p < 0.05$) confirms that AI is a significant enabler of leadership readiness, particularly in developing cognitive and technological competencies necessary for contemporary digitally driven educational environments.

Similarly, AI was found to contribute positively to the development of management skills. Students reported notable improvements in time management, data handling, project planning, and risk assessment, indicating that AI supports practical competencies essential for educational management. This finding resonates with Agadagba and Ekwevugbe (2025), who observed that AI applications enhance efficiency, transparency, and accountability in administrative processes. Iroriteraye-Adjekpovu (2023) also noted that AI tools for resource management and automated scheduling improve operational effectiveness, particularly for those preparing for managerial responsibilities. The hypothesis test confirmed a strong positive relationship between AI usage and management skill development ($r = 0.698$, $p < 0.05$), demonstrating that AI is not merely a cognitive or research tool, but a practical instrument that equips students with critical operational and analytical skills.

The study further revealed that overall AI exposure strongly correlates with postgraduate students' readiness for leadership and management roles, with a correlation coefficient of 0.803 at $p < 0.05$.

Even when exposure is limited to research or administrative functions, students perceive a heightened sense of preparedness to assume leadership and management responsibilities. This aligns with Sposato (2025), who argued that AI can bridge the gap between theoretical knowledge and applied leadership practice, allowing students to navigate complex administrative and managerial challenges effectively.

Overall, these findings suggest that while AI integration in postgraduate curricula is currently informal and limited, its impact on leadership and management skill development is substantial. AI enhances cognitive, analytical, and operational competencies, supporting both strategic leadership readiness and practical management abilities. The evidence underscores the importance of incorporating deliberate AI-focused modules, hands-on simulations, and structured experiential learning in postgraduate programmes to maximize the potential of AI for leadership and management preparation. However, realizing the full benefits of AI will require systematic integration supported by adequate infrastructure, faculty development, and enabling policy frameworks.

Conclusion

This study examined Artificial Intelligence (AI) as a tool for preparing postgraduate students for leadership and management roles within educational settings. The findings indicate that although AI tools are currently integrated into postgraduate programmes to a limited extent mainly for research purposes exposure to AI positively influences the development of both leadership and management competencies. It was found that AI significantly enhances key leadership skills such as adaptability to technological environments, evidence-based decision-making, strategic thinking, and problem-solving.

Recommendations

Based on the findings of this study, the following recommendations were made to enhance the use of AI in preparing postgraduate

students for leadership and management roles:

1. Postgraduate programmes in the Faculty of Education should incorporate structured modules and hands-on exercises specifically focused on the use of AI in leadership and management. This should go beyond research applications to include scenario-based simulations, strategic planning tools, and administrative decision-making exercises.
2. Academic staff should be trained and supported to develop competence in AI tools relevant to leadership and management. Faculty development workshops, seminars, and continuous professional training will ensure that educators can effectively guide students in the application of AI for leadership and management tasks.
3. Universities should invest in adequate technological infrastructure, including AI-powered software, simulation platforms, and data analytics tools, to facilitate meaningful student engagement. Adequate access to these resources will allow postgraduate students to develop practical competencies in line with the demands of modern educational leadership.

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