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Artificial Intelligence and Digital Educational Management in the Universities in Delta State, Nigeria

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Abstract

The purpose of this paper was to investigate Artificial Intelligence and Digital Educational Management in the public universities in Delta State. Two federal and two state universities were selected for this study. Specifically, the study investigated the extent to which the Management staff of Federal and State universities in Delta state utilizes artificial intelligence in managerial evaluations and decision makings. Two research questions were coined to guide the study and two null hypotheses were tested at 0.05 alpha level of significance. The researchers adopted descriptives design for the study. The population of the study is 334 Management staff of two federal and two state universities in Delta State. Purposive sampling technique was used, hence the entire population also served as the sample for the study. Questionnaire called Instrument for the Study of Artificial Intelligence and Digital Educational Management in the universities (ISAIDEMU) was used as tool for data collection. The instrument was validated by three experts. Two of them came from the Department of Educational Foundations/Administration, Alvan Ikoku Federal University of Education Owerri, and one from department of Measurement and Evaluation, Faculty of Education, Imo state University, Owerri. The two clusters of the instrument yielded coefficient value of 0.91 and 0.90 and later an overall coefficient value of 0.90 was gotten at a reliability test conducted at Micheal Okpara University of Education, Umudike Abia state. Data was collected with the aid of instructed research assistants. In the analysis of the data, research questions were answered with mean statistics and standard deviation, while hypotheses were tested with Pearson product moment statistics. The findings of

the study showed that Management staff of federal and state universities in Delta state utilizes AI in Evaluations to a low extent while utilization of AI in Decision makings by the management staff of these universities was found to be to a high extent. Test of the two null hypothesis shows that there is no significant difference in the opinions of both the federal and state universities management on the results above. Recommendations were made one of which is : The federal and state government should as a matter of urgency through the NUC and Tertiary Education Trust Fund (TETFUND) step into know the reason for the low extent utilization of A.I in Evaluation and proffer solutions. Conclusion was made and educational implications of the findings presented.

Introduction

The global digital revolution today has cut across every sphere of life. Indeed technology has come to replace human manual labours in almost every sector of the economy. Education being the hub of everything has been totally immersed in the trending digital revolution today. Technology advancement and revolution has permeated into the crannies of most countries in the world Nigeria inclusive. Today in most advanced countries, robots and other artificial intelligence are doing almost everything human do manually.

The term Artificial Intelligence is a human configuration of material things via electrochemical, electrical devices and architectural designs to work, act, and behave like human beings. To Copeland (2024) artificial intelligence is the ability of a computer or electrically controlled robot to handle works expected by human beings to handle. Copeland (2024) went on to opine that artificial intelligence is a human project development and embedded with intellectual capabilities similar to human characteristics like reasoning, meaning discoveries, generalization, or learn from past experience. Artificial intelligence is intelligence manifested by manmade machines like computer systems. It is a field or branch of computer science which develops and studies methods and softwares that enable machines to perceive their environment and use learning and intelligence to take actions that maximize their chances of achieving definite goals (Wikipedia n.d). Artificial intelligence performs the following functions: web search engines (e.g Google search), recommendation system (used by YouTube, Amazon and Netflix, interacting via human speech (Google assistant, Siri, and Alexa), autonomous vehicle (e.g Way mo), generative and creative tools (e.g chat GPT, and AI art); and super human play and analysis in strategic games (e.g chess and Go). According to Wikipedia (n.d) some fields of AI research are focused on particular objectives and tools. However, AI research traditional goals include: reasoning, knowledge representation, planning, learning, natural language processing, perception, and support for robotics, and General intelligence which is the ability to complete any task performable by a human on or at least equal level. To Duggal (2024) experts have seen artificial intelligence as a factor of production which has the ability to bring in new avenues of growth and change methods of work in any organization. Duggal (2024) went ahead to define artificial intelligence as the activation of human intelligence into human designed machines and made them to think, and act like human beings-learning, reasoning, problem solving, perception and language comprehension. It is also a system whereby human beings make a computer, or robot controlled by computer or software to think intelligently like the human mind. This is so because AI is designed in accordance with the structure and functionalities of human brain.

In view of the nature and functionalities of Artificial intelligence, how can it be applied in the field of educational management for optimal result? The term educational management refers to the art of effective acquisition and effective utilization of human, material, finance, time and information resources in order to realize the set goals of educational organization. Educational management is the administration of the educational system with the assistance

of professionals and material resources. It aims at planning, supervising, strategizing, and implementing structures in order to carryout an education system (Kela, 2024). It refers to execution of educational policies where a group of individuals put together both human and material resources in order to supervise, plan, strategize and implement structures to enforce educational system (Wikipedia, n.d). According to Kashyap (n.d) It is complex activities of human where resources of different kinds are provided put-together and utilized to achieve desired goals. As a field of education, it comprises of a number of principles and precepts which primarily have to do with the technique of classroom procedure from the practices of successful classroom teachers. In the words of Soliman (2024) it is a process of planning, organizing and directing activities in a school, effectively utilizing human and material resources, in order to accomplish the school's objectives. In support of this axiom, Bolam in Soliman (2024) added that educational management refers to the structure and process by which decisions of school organizations are planned, organized and controlled in order to achieve set goals of the school. The general opinion remains that educational management revolves around planning, organizing, leading, budgeting and coordinating, evaluation, and controlling educational resources to achieve set of education goals of that particular educational institution. This paper is not just focused on educational management, rather on digital educational management.

The term digital educational management refers to the utilization information communication technologies in carrying out education administration activities in the schools. The use of technology in the management of education is expected to enhance the creation of a more open, transparent, and responsive system which is in line with the emerging needs of the society (Mokathy et al in Kurniawan, D.R; Sominto, Y.P., Hizbaul, Y.R., and Zaakiyyah, K.A., 2024). Technology here according to Suherlan and Okombo, (2003) refers to the adoption, use and application of scientific knowledge and practical skills to design, create, and utilize tools, machines, systems, and software with the mind of solving problems, having needs met and softening performance in education.

To WPschoolpress (2023) digital school management is a type of management in education which offers mechanized techniques for various tasks that a school performs, helps the management of school much easier and it manages student conduct in a better way. WPschoolpres went on to assert that a digital school management system is an all-embracing software platforms which enables schools and other educational institutions control a variety of function. It makes school operations less cumbersome. Use of technology in school management can handle students' database, attendance monitoring, fee collections, scheduling and communication.

How can Artificial intelligence as part of digital system be utilized in educational management? The use of Artificial intelligence (AI) gives great access and opportunity to enhance educational management in higher education through optimizing teaching and learning process. Siminto, Akib, Hasmirati and Danang, 2023 aimed at exploring how the integration of AI in education management can improve the efficiency, effectiveness and quality of students' learning experience in higher education. Siminto et al (2023) found that the application of AI can improve the ability of prediction, data analysis, adaptation, and personalization in curriculum management, students' performance, evaluation, and the provision of learning resources tailored to individual needs. Siminto et al further opined that AI has provided working opportunities in higher education, enabled personalization in learning, and has improved the efficiency of resource management and administrative processes. According to Ogunode and Gregory (2023) utilizing AI in educational management can enhance the following (a) Data analysis and Decision Making-AI possess

the ability to help school administrators take right decision. AFSA (2022) is of the view that AI has the capacity to help administrators of higher education to analyze large volume of data like students' performance data, attendance records, and resources allocation. AI if powered by system can identify patterns, trends and insights which can inform decision making process. (b) Effective school administration. According to AFSA (2022) AI can automate routine administrative task like managing students records, generating reports, scheduling and handling routine inquires (c) Resource optimization. Since one of the primary duties of school administrators is resources utilization and allocation, AI can assist administrators of school to optimize the allocation of resources like staff, classroom and materials. Through data analysis on students' enrollment, class sizes and scheduling, AI systems can make suggestions of efficient resource allocation strategies to optimize learning environment and support students' needs. (d) Students support and intervention. AI can help school managers to identify students who may require additional support and intervention. It can also flag students who may have some challenges along the line. Others are (e) Streamlined communication and engagement and (f) Enhanced security and safety. Supporting the above view, Edsolab (2023) outlined the roles of Artificial intelligence in education management as:

- Administrative efficiency where AI streamlines administrative tasks like- enrollment, scheduling and resource allocation, while Chatbots and Virtual Assistants handles routine enquiries
- Data Analysis and Decision-Making
- Personalized learning-this is where AI powered educational platforms analyze student data to create personalized learning paths
- Assessment and Feedback. AI's that are assessment driven can automate grading and provide instant feedback to students. Machine Learning algorithms can evaluate written assignments, quizzes, and tests.
- Adaptive learning
- Early intervention: it can recognize and detect signs of struggling students early by analyzing their performance data. Others are
- Learning analytics
- Resource Allocation,
- Language translation
- Resource Allocation
- Research and Development.

However, Ogunode and Gregory (2023) went further to outline some challenges of Artificial intelligence in educational management as

- Bias and discrimination
- Lack of transparency and interpretability
- Data privacy and security breaches
- Lack of ethical and legal guidelines
- Lack of technical expertise and resources
- Job displacement
- Lack of interoperability and compatibility,
- High cost of maintenance
- Power problem
- Unstable internet services and poor network.

There are many aspect of educational management such as planning, process, organizing, staffing (personnel selection) coordination, decision making, evaluation, budgeting, a resource allocation, personnel welfare among others.

The term evaluation is a systematic process of determining the extent to which educational objectives are achieved. It could also be seen as a culminating or initiating step in any educational organization or programme (Okeke in Ike-Obioha and Ikwuegbu, 2017). To University of Kashmir (n.d) it is the process of analyzing and comparing of actual progress against initial plans of the organization. It is oriented towards improving plans for future implementation to ensure improved performance. University of Kashmir (n.d) continued to assert that Evaluation has to do with the comparison of actual performance against benchmark or standards of performance to establish the extent of fulfillment of goals and identify gaps in performance to suggest remedial courses for ensuring that in the end all ends well. In addition, Evaluation is the systematic and objective assessment of the relevance, efficiency, effectiveness, sustainability, and impact of development interventions or programs (University of Kashir, nd).

Evaluation is the systematic process of assessing different aspects of educational system which includes students learning outcomes, education outcome, curriculum, programs and strategies . It has to do with collecting and analyzing data to inform practice to improve education quality and outcomes (Quickcampusn.d). Quickcampus went on to outline purpose of evaluation as (1) Assessment of student learning (2)Feedback and improvement (3)Accountability (4) Curriculum and program Evaluation (5) Policy Development and Decision making. Writing on types of Evaluation in education, Quickcampus opines three types as (a) Formative Evaluation which involves assessment at different periods of time to explore how far. (b) Summative evaluation which comes at the end of a task, a lesson, semester, or session (c) Diagnostic Evaluation. This system helps to find out the weaknesses inherent in the system or the strength and ways of improvement. Other methods of Evaluation according to Quick campus are written Examination, Oral Examination, Assignment and Project, observation, portfolios, peer assessment, Self- assessment, performance –based assessment surveys and Questions, formative assessment and summative assessment.

How can evaluation in the universities bemade digitally. The term digital evaluation refers to a process of recording, and analyzing students'performance from a learning perspective by using digital technology, tools and particles that reflect higher education digital practice (Khan, 2017). To Sheik (2018) it means use of technology to assess students learning outcomes, progress, and performance, it covers various digital tools and platforms such as online quizzes, assessment, stimulation and grading software.

The term Decision making refers to a conscious selection of a course of action from among a certain well-defined act of often competing alternatives of both goals of the organization and the assumed best way of achieving them. It is a sequential process that culminates in a single series of choice that culminates or moves actions (Ike-Obioha and Ikwuegbu, 2017). Abraham (2003) suggested the following steps for good decision making (1) Recognize, define and limit the problem (2) Analyze the problem (3)Establish criteria and standards by which the solution will be evaluated or judged as acceptable (4)Collect relevant data (5)Formulate and select preferred solution or solutions. (5) Formulate and select preferred solution or solutions (6)Put into effect the preferred solution (7)Evaluate the whole process. To Laoyan (2024) decision making is a process of gathering information, assessing alternatives, and making a final choice with the goal of choosing the best option between alternatives.Laoyan (2024) suggested the following steps in decision making process: (a)

Identify the decision that needs to be made-which involves the following question: (i) What is the problem to be solved, (ii) What is the goal one want to achieve (iii) How will you measure success (2) Gather relevant information (3) Identify alternate solutions (4) Weigh the evidence (5) Choose among the alternatives (6)Take action and (7) Review your decision and its impact by asking (i) Did it solve the problem identified (ii) Did the decision help the organization (iii) Who benefitted from this decision.

Writing on decision making using Artificial intelligence, Barber (2024) asserts that AI decision making serves as the future of intelligence in businesses. AI helps to process huge data for quick decision which human brain cannot handle adequately.

Hence, it allows faster, accurate, and consistent decisions by capitalizing on datasets. According to Barber (2024) AI can handle anomaly detection, data crunching, complex analysis, optimized decision making and spotting trends.

Statement of the Problem

The inherent delay, sluggishness and waste of time which characterized many administrative practices in the school system especially the universities have become very unbearable. Students often get frustrated in getting themselves fully registered by going through the ordeals of registration processes. To pay some fees which range from Acceptance fee, medical fees, medical examinations, Accommodation fees and even school fees most time take months. These are as a result of manual handlings and unnecessary beaurocratic bottlenecks. In most universities in Nigeria, students find it very difficult to access their results after examination. Most times it takes up to one year for students to see their results and know their fate whether to resist the particular course or not. It is believed that if these administrative practices are automated and the services of Artificial intelligence utilized may go a long way to alleviate the sufferings of the students and other stake holders in the universities. It is against this background that the researchers decided to embark upon this study investigating the extent Artificial intelligence is utilized in Education Management in the universities in Delta state, Nigeria.

Purpose of Study

The main purpose of this study is to investigate the extent Artificial intelligence is utilized in Education Management in the universities in Delta State, Nigeria.

Specially, the study shall investigate:

1. The extent AI is utilized in educational management evaluation in the universities in Delta state, Nigeria
2. The extents AI is utilized in education management Decision makings in the universities in Delta state, Nigeria.

Research Questions

Two research questions were generated to guide the study, which are;

1. To what extent is AI utilized in education management evaluation in the universities in Delta state Nigeria?
2. To what extent is AI being utilized in education management Decision makings in the universities in Delta State, Nigeria?

Hypothesis

The following two null hypotheses were tested at 0.05 alpha level of significance.

1. There is no significant different between the mean scores of Federal and State universities management on the extent AI is being utilized in Education management Evaluation in universities in Delta state, Nigeria.
2. There is no significant different between the mean scores of Federal and State universities management staff on the extent AI is being utilized in Decision makings in the universities in Delta State.

Method

The researchers adopted descriptive survey as a design for this study. The population is 334 which comprises of all the management staff in two Federal and two state universities in Delta State. A sample of 334 was selected via purposive sampling technique.

Questionnaire was used for data collection. The instrument is called Instrument for the Study of Artificial Intelligence and Digital Educational Management in the Universities Questionnaire (ISAIDEMU). It is based on a four likert scale with options: very high Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). Each option has weight of 4, 3, 2, and 1 respectively. The instrument has two clusters. While cluster one gathered data to measure AI and Digital Education Evaluation, cluster two gathered data on decision making. The questionnaire was validated by three experts. Two experts were drawn from department of Educational Foundations/Administration A.I.F.U.E Owerri and one from department of measurement and Evaluation Imo State University, Owerri. The reliability of the instrument was ascertained using Chrombach alpha via a pilot study in Micheal Okpara University of Agriculture, Umudike in Abia state. Coefficient values of 0.91 and 0.90 were gotten for the two clusters. At last an overall coefficient value of 0.90 was gotten which is considered appropriate for the study.

The instrument was administered with the aid of instructed research assistants. At the end research questions were answered with Mean statistics while hypotheses were tested with z- statistics.

Result

This section of the paper analyzed the data collected with mean to answer research questions and Pearson product moment statistics to test the null hypotheses.

Research Question One:

To what extent has AI been utilized in education management evaluations in the universities in Delta State Nigeria?

Table I: Data analysis to answer research question one

S/N	Items	VHE	HE	LE	VLE	Total	\bar{X}	SD	Decision
1.	AI are been used to assess students learning in the universities	39	90	105	100	34	2.20		LE
		156	270	210	100	36			
2.	Feedback and improvement recorded in universities in Delta state as a result of use	80	71	120	63	34	1.88		LE
		320	213	240	63	27			

of AI									
3.	AI has been instrument of accountability in universities in Delta state	30	49	105	150	34	1.88		LE
		120	147	210	150	27			
4.	Policies development recorded in universities in Delta state is attributed to A.I	101	71	63	99	34	2.81		HE
		404	213	126	198	41			
5.	AI is an instrument for curriculum and program evaluation in the universities	71	61	110	92	34	2.33		HE
		284	220	220	92	79			
6.	Formative , summative and diagnostic evaluations in universities in Delta state or derive with AI	50	50	70	154	334	2.01	1.48	LE
		200	180	140	154	674			
<hr/>									
Grand mean X									
2.19									

The analysis in table I above reveals that majority of the respondents are of the opinion that AI has been utilized in education management evaluations in the universities in Delta state to a low extent. This was ascertained from the mean scores of 2.20, 1.88, 1.88, 2.33 and 2.01 in items 1, 2, 3, 4, 5 and 6 which are for below the bench mark of 2.50. Hence the grand mean of 2.19 is an indication which also answered the research question one.

Research Question Two: To what extent are AI utilized in education management decision makings in the universities in Delta state Nigeria?

Table II
Data analysis to answer research Question two

S/N	Items	VHE	HE	LE	VLE	Total	X̄	SD	Decision
7.	AI is always used in identifying the managerial decision that needs to be made in the universities in Delta state	65	89	120	63	334	2.49		HE
		260	267	240	63	830			
8.	AI is a veritable instrument for gathering relevant information for decision makings in the universities in Delta State	130	79	52	73	334	2.80		HE
		520	237	104	73	934			

9.	AI has been deemed suitable in identifying alternative solution during decision makings by universities managers in Delta state	111 444	92 276	71 142	60 60	334 922	2.68	HE
10.	Weighing of evidence in managerial decision makings in the universities management staff is always done with AI	75 300	82 249	103 206	74 74	334 829	2.41	HE
11.	AI is rated the best instrument in choosing among alternatives during decision makings by the universities management staff in Delta state	141 564	93 279	21 42	79 79	334 964	2.80	HE
12.	Reviewing of decisions and its impact is mainly done with AI by the universities management staff	69 276	72 216	101 202	60 60	334 754	2.19 1.6	LE

Grand mean X 2.56

The analysis in the above table shows that majority of the respondent are of the opinion that university management staff in the universities in Delta state Nigeria make use of AI in managerial Decision makings to a high extent. This is evidenced in the mean scores of 2.80, 2.68, 2.80 in items 8, 9 and 11. A grand mean of 2.56 summarized the whole table thereby answering research question two

Test of Hypothesis

H0₁: There is no significant difference between the mean ratings of federal universities management staff in Delta State and the state universities management staff on the extent of utilization of AI in Evaluation in Delta State.

Groups	\bar{x}	N	SD	Z cal	T. critical
Federal universities	2.27	6	0.17		1.644
State universities	2.53	6	0.26	-1.53	

H0₂: There is no significant difference between the mean ratings of federal and state university management staff on the extent of use of AI in decision makings in Delta State.

Groups	\bar{x}	N	SD	Z cal	T. critical
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Federal universities	2.54	6	0.17	1.645
State universities	2.70	6	0.48	- 0.62

Discussion

This section of the paper discusses the analyzed data in words. The aim of this paper was to investigate Artificial intelligence and Digital Educational Management in the Universities in Delta state, Nigeria. Specifically the paper concentrated to know the extent of utilization of Artificial Intelligence as digital technology Evaluations and Decision Makings in the management of universities in Delta State. The analyses were done in tables I sand II. The analysis of data in table I depicts that majority of the respondents were of the opinion that management of the public universities in Delta state has utilized Artificial intelligence as a digital technology in Evaluations to a low extent. This result was deduced from low mean scores of 2.20, 1.88, 1.88, 2.33, and 2.01 in items of number 1, 2, 3, 4, 5 and 6 of the questionnaire. In addition, the grand mean of 2.19 which is considerable below the bench mark summarized it all thereby answering research question one. However, the test of hypothesis one portrays that there is no significant difference in the mean ratings of the opinions of the federal universities management staff and those of the state universities management staff on the extent AI is utilized in Evaluation Delta state. This is because the calculated Z test value of -1.53 is less than the critical T value of 1.645, we accepted the nulls hypothesis one.

The reason for this result may be due to poor funding which generally characterized education system in Nigeria. |Poor fund in procurement of digital technology for these management activities is a bottle neck. In support of this finding, Khan (2017) saw digital evaluation as a process of recording and analyzing students' performance from a learning perspective by using digital technology, tools and practices that reflect higher education digital practices. In addition Sheik (2018) linked use of Artificial Intelligence in evaluations to digital Education which embraces various digital tools and platforms such as online quizzes, assessment, simulations and grading softwares. Without adequate educational technological facilities, these practices would be hampered.

Analysis of data in table II shows that most of the respondents are of the opinion that federal and state universities management staff in Delta state make use of Artificial Intelligence in Decision Making processes to a high extent. This is evidenced in the mean scores of 2.80, 2.68, and 2.80 in questionnaire items 8, 9, and 11 respectively. A grand mean of 2.56 which is above the decision rule however summarizes the analysis and answered research question two. However, a test of hypothesis 11 above reveals that calculated Z test value of -1.53 is less in value than the critical Z value of 1.645. In view of the result, the null hypothesis 11 is also accepted which states that there is no significant difference in the mean ratings of the federal and state universities on the extent AI is utilized in Decision makings in the management of universities in the Delta state. This result may not be far from the fact that today people easily access internet information and analysis for quick decision makings. Such facilities like Google, Artificial intelligence, Twitter, Youtube, Whatsapp, facebook, Chrome and others. In support of this finding, Barber (2024) asserted that AI decision making serves as the future of intelligence in business and it helps to process huge data for quick decision

which human brain cannot handle adequately. Hence it allows faster, accurate, and consistent decision making capitalizing on datasets.

Conclusion

This paper assessed the use of AI as a digital technology in digital education management evaluation and decision making. The researchers tried to understand the extent Managements in the Universities in Delta state, Nigeria, have been able to adopt this technological tool in their day-to –day managerial activities in this 21st century digital world. The findings will serve as eye opener to the federal and state government to understand reasons for the backwardness in education and at such think on how to remedy the situations hence the recommendations and implications of the findings as presented below.

Recommendations

1. Since the findings revealed that federal and state universities management staff utilize AI in Evaluation process to a low extent. Both levels of governmentss should through the Nigerian university commission (NUC) and TETFund step in to know the reason for this, and to proffer solution quickly.
2. It was also found that both federal and state universities management staff use AI tool for decision making to a high extent. The government should encourage them with more equipment in order to ease most of the students' sufferings during admissions, payment of fees, registration of new in-takes and final year students' clearance.

Implication of Findings

1. The educational implication of the finding is that inadequate evaluations are being made in the universities under study. As a result the students results are also delayed and difficult to be accessed which impedes student preparation for further studies
2. The implication of the second findings is that decisions are made with AI to just a high extent. This may hinder faster implementations of such decisions in future.

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