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TEACHER BEHAVIOURAL INCLINATIONS ON THE USE OF ARTIFICIAL INTELLIGENCE IN ENHANCING JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN IMO STATE: A SOCIOLOGICAL PERSPECTIVE

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Abstract
The study investigated teachers' behavioural inclinations towards the use of Artificial Intelligence in enhancing their job performance in secondary schools in Imo State from a sociological perspective. Two research questions guided the study. The study adopted the descriptive survey. The study was carried out in public secondary schools in Owerri Education Zone I and Okigwe Education Zone I of Imo State, Nigeria. The population of the study comprised 11,175 teachers in the two education zones. A sample of 138 teachers, representing approximately 1.23% of the population, was selected using a multistage sampling procedure involving purposive and cluster sampling techniques. Data were collected using a researcher-developed questionnaire, titled: Teachers' Behavioural Inclinations on the Use of Artificial Intelligence for Enhancing Job Performance Questionnaire (TBIUAIEJPQ). The instrument was validated by three experts in the Department of Educational Foundation and Counseling, Faculty of Education, Imo State University, Owerri. The reliability of the instrument was established through a pilot study involving 20 teachers outside the sampled schools using the Cronbach Alpha reliability technique, which yielded a reliability coefficient of 0.88. The researcher personally administered the questionnaire with the assistance of some teachers in the selected schools, and the administration and retrieval of the instrument were completed within two weeks. Mean and standard deviation were used to answer the research questions, while a criterion mean of 2.50 served as the basis for decision-making. Mean scores of 2.50 and above were regarded as Agreed, whereas mean scores below 2.50 were regarded as Disagreed. The findings revealed that teachers generally exhibited low behavioural inclinations towards the use of Artificial Intelligence in enhancing their job performance, although they demonstrated positive behavioural inclinations towards the use of Artificial Intelligence for students' evaluation and for advancing their teaching knowledge. The findings further revealed that inadequate government support and poor network connectivity were the major challenges affecting teachers' use of Artificial Intelligence in secondary schools. Based on the findings, it was recommended among others that the government should provide adequate technological infrastructure, institutional support, and enabling policies to promote the effective integration of Artificial Intelligence into secondary school education.

Keywords: AI, teachers' behavioural inclinations, job performance, sociological perspective

Introduction

The increasing integration of Artificial Intelligence into educational systems across the world has continued to generate concerns regarding teachers' behavioural inclinations towards its effective utilization in enhancing their job performance. Although Artificial Intelligence has demonstrated enormous potential for transforming teaching, learning, assessment, classroom management, and school administration, many teachers still appear reluctant, uncertain, or insufficiently prepared to adopt intelligent technologies in carrying out their professional responsibilities. The concern of the researcher is that the

effectiveness of Artificial Intelligence in education is determined not merely by its availability but, more importantly, by teachers' willingness, readiness, confidence, and commitment to integrate it into classroom practice. Where teachers exhibit positive behavioural inclinations, Artificial Intelligence can significantly improve instructional quality, assessment practices, and professional productivity. Conversely, where teachers demonstrate negative dispositions or resistance towards technological innovation, the educational benefits associated with Artificial Intelligence may remain unrealized. This concern has become increasingly important in developing countries such as Nigeria, where secondary school teachers are expected to respond to increasing instructional demands while simultaneously adapting to rapidly changing technological innovations. Consequently, examining teachers' behavioural inclinations towards the use of Artificial Intelligence in enhancing their job performance has become a significant educational issue that requires empirical investigation.

The rapid advancement of digital technologies has positioned Artificial Intelligence as one of the most influential innovations shaping educational development in the twenty-first century. Educational institutions across the globe are increasingly integrating intelligent technologies into instructional delivery, learners' assessment, curriculum implementation, educational planning, and administrative management with the expectation of improving educational quality and institutional effectiveness. Wang (2024) described Artificial Intelligence as a branch of computer science concerned with the development of intelligent systems capable of learning, reasoning, problem-solving, language understanding, and decision-making in ways that resemble human intelligence. Nikitina and Ishchenko (2024) viewed Artificial Intelligence as a collection of intelligent computational systems that employ advanced algorithms and machine learning techniques to analyse information, generate educational content, facilitate communication, and support instructional decision-making. Tanvir, Bashir, and Shahzadi (2024) explained that Artificial Intelligence refers to intelligent digital technologies developed to automate routine instructional and administrative tasks while improving teachers' effectiveness and educational productivity.

Similarly, Almasri (2024) reported that Artificial Intelligence has become a powerful educational innovation capable of enhancing instructional quality, promoting personalized learning, improving assessment practices, and strengthening educational administration. Yue, Jong, and Ng (2024) further maintained that Artificial Intelligence supports teachers in instructional planning, adaptive teaching, content development, and learner engagement, thereby promoting more effective classroom practices. Du, Sun, Jiang, Islam, and Gu (2024) also observed that teachers' literacy in Artificial Intelligence significantly influences their willingness to adopt intelligent technologies and integrate them meaningfully into instructional activities. Ayanwale, Adelana, and Odufuwa (2024) equally asserted that teachers' trust, confidence, and perceptions regarding Artificial Intelligence determine the extent to which they embrace intelligent technologies for educational purposes. Shan Wang, Fang Wang, Zhen Zhu, Jingxuan Wang, Tam Tran, and Zhao Du (2024) concluded that Artificial Intelligence has transformed educational practice through intelligent tutoring systems, automated assessment, predictive learning analytics, and personalized instructional support. These scholarly perspectives collectively suggest that Artificial Intelligence has evolved beyond a technological innovation into an educational resource capable of supporting teachers in lesson preparation, instructional delivery, classroom management, assessment, educational decision-making, and professional development. In the context of this study, Artificial Intelligence is considered

an intelligent technological system that assists teachers in performing their professional responsibilities more effectively and efficiently within the secondary school environment. The increasing application of Artificial Intelligence in education has shifted scholarly attention towards teachers' behavioural inclinations, which appear to determine the success or failure of technology integration in schools.

However, behavioural inclination reflects the tendency, willingness, readiness, confidence, motivation, and commitment of an individual to engage consistently in a particular behaviour or activity. Within the educational context, it represents teachers' disposition towards accepting, utilizing, and sustaining innovative technologies as part of their instructional practices. Ayanwale, Adelana, and Odufuwa (2024) maintained that teachers' behavioural inclination towards Artificial Intelligence is strongly influenced by their trust in intelligent systems, perceived usefulness, and confidence in applying technological innovations within classroom instruction. Du, Sun, Jiang, Islam, and Gu (2024) observed that teachers possessing higher levels of Artificial Intelligence literacy are more likely to develop favourable behavioural tendencies towards technology adoption and classroom integration. Yue, Jong, and Ng (2024) further argued that teachers' behavioural inclination is reflected in their willingness to continuously learn, adapt, and employ Artificial Intelligence applications to improve teaching effectiveness and learners' engagement. Likewise, Almasri (2024) emphasized that teachers who demonstrate positive attitudes towards Artificial Intelligence are more likely to adopt innovative instructional approaches, integrate intelligent educational resources, and promote personalized learning experiences. These perspectives indicate that teachers' behavioural inclinations extend beyond attitude alone to include confidence, preparedness, acceptance, competence, and sustained commitment towards technological innovation. Such behavioural tendencies are fundamental to the successful integration of Artificial Intelligence into secondary school education because technological innovations cannot improve educational outcomes without teachers' willingness to utilize them effectively.

Teachers' behavioural inclinations become particularly important because they influence the quality of teachers' job performance. Teacher job performance represents the degree to which teachers effectively execute their instructional, administrative, professional, and interpersonal responsibilities in achieving educational objectives. Effective job performance is reflected in lesson preparation, instructional delivery, classroom management, assessment of learners, record keeping, professional collaboration, curriculum implementation, and continuous professional development. Tanvir, Bashir, and Shahzadi (2024) observed that Artificial Intelligence enhances teacher job performance by automating repetitive instructional and administrative tasks, thereby allowing teachers to devote more attention to meaningful teaching and learner support. Rusmaniar, Widiyatsih, and Setiyo (2023) explained that intelligent educational systems improve teachers' professional effectiveness by analysing students' learning patterns, identifying academic difficulties, and recommending appropriate instructional interventions. Wang (2024) also maintained that Artificial Intelligence enables teachers to make evidence-based instructional decisions through intelligent educational analytics, automated assessment, and personalized feedback systems.

Similarly, Almasri (2024) concluded that the integration of Artificial Intelligence contributes significantly to teachers' productivity, instructional effectiveness, and professional efficiency when teachers possess favourable behavioural inclinations towards its utilization. These observations demonstrate that teachers' behavioural inclinations and their job performance are closely interconnected, since teachers who willingly embrace

intelligent technologies are more likely to achieve improved professional outcomes than those who resist technological innovation. Despite the growing recognition of Artificial Intelligence as an indispensable educational innovation, its integration into secondary school education continues to face several challenges. Many teachers appear to have limited knowledge of Artificial Intelligence applications, inadequate technological competence, insufficient professional training, poor access to digital infrastructure, unstable internet connectivity, inadequate institutional support, and concerns regarding ethical issues, data privacy, and technological reliability. These challenges may reduce teachers' confidence and willingness to utilize Artificial Intelligence in performing instructional and administrative responsibilities.

Furthermore, financial constraints associated with acquiring intelligent technological devices, inadequate government investment in educational technology, and insufficient technical support continue to hinder the widespread adoption of Artificial Intelligence within many public secondary schools. Addressing these challenges requires sustained investment in teachers' professional development, improvement of technological infrastructure, provision of institutional support, formulation of appropriate educational policies, and continuous awareness programmes capable of promoting positive behavioural inclinations towards Artificial Intelligence utilization. From a sociological perspective, teachers' behavioural inclinations towards Artificial Intelligence are influenced not only by personal characteristics but also by the social environment within which they operate. School culture, leadership support, professional interactions, institutional expectations, government policies, technological infrastructure, and societal attitudes towards innovation collectively shape teachers' decisions to adopt or reject emerging technologies. Consequently, understanding teachers' behavioural inclinations from a sociological perspective provides a broader explanation of how social structures and institutional conditions influence the successful integration of Artificial Intelligence into secondary school education.

Recent empirical evidence has increasingly demonstrated that teachers' acceptance and utilization of Artificial Intelligence contribute significantly to instructional effectiveness, learners' academic achievement, educational innovation, and teachers' professional productivity. Nevertheless, the findings of existing studies have been conducted predominantly in developed countries and a few higher education settings, with relatively limited attention devoted to public secondary schools within the Nigerian educational system. Based on the researcher's personal observations and available empirical literature, there appears to be limited evidence on teachers' behavioural inclinations towards the use of Artificial Intelligence in enhancing job performance in public secondary schools in Imo State from a sociological perspective. Existing studies have largely concentrated on technology acceptance, Artificial Intelligence literacy, students' learning outcomes, or higher education institutions without comprehensively examining how teachers' behavioural inclinations influence the utilization of Artificial Intelligence for improving job performance in the secondary school context of Imo State. This apparent gap in knowledge therefore justifies the present study, which seeks to investigate teachers' behavioural inclinations towards the use of Artificial Intelligence in enhancing their job performance in secondary schools in Imo State from a sociological perspective. Such evidence is expected to contribute to educational policy, teacher professional development, and the effective integration of Artificial Intelligence into secondary school education.

Teachers' behavioural inclinations towards the utilization of Artificial Intelligence have increasingly attracted the attention of educational researchers because teachers remain the primary drivers of technology integration within schools. Regardless of the sophistication of Artificial Intelligence applications, their successful implementation depends substantially on teachers' willingness, confidence, preparedness, and commitment to incorporate them into classroom practice. Behavioural inclination refers to an individual's tendency, readiness, motivation, attitude, and intention to perform a particular behaviour consistently under appropriate conditions. Within the educational context, it reflects teachers' disposition towards embracing technological innovations that enhance instructional effectiveness and professional productivity. Wang, Chai, Liang, and Sang (2024) argued that teachers' behavioural intentions towards Artificial Intelligence are influenced by technological pedagogical knowledge, institutional support, teacher autonomy, and professional agency. Their study demonstrated that teachers who receive adequate institutional support and possess stronger technological competencies are more likely to integrate Artificial Intelligence into instructional activities. Similarly, Hua Du, Yanchao Sun, Haozhe Jiang, Atiquil Islam, and Xiaoqing Gu (2024) established that Artificial Intelligence literacy significantly enhances teachers' self-efficacy, ethical awareness, and behavioural intentions to learn and utilize Artificial Intelligence in educational practice. Their findings further revealed that teachers' confidence in learning Artificial Intelligence directly influences their willingness to adopt intelligent technologies in classroom instruction.

In the same direction, Musa Adekunle Ayanwale, Owolabi Paul Adelana, and Tolulope Timothy Odufuwa (2024) found that teachers' trust in Artificial Intelligence-based educational technologies significantly predicts their intention to utilize intelligent systems for instructional purposes. The researchers emphasized that teachers who perceive Artificial Intelligence as reliable, beneficial, and easy to use are more likely to integrate it into lesson delivery and classroom management. Likewise, Miao Yue, Morris Siu-Yung Jong, and Davy Tsz Kit Ng (2024) reported that teachers' technological pedagogical content knowledge readiness positively influences their attitudes towards Artificial Intelligence education and increases their preparedness for classroom integration. These findings suggest that behavioural inclination is not merely a function of teachers' attitudes but also reflects their technological competence, professional confidence, institutional support, and perceptions of the usefulness of Artificial Intelligence.

From these scholarly perspectives, teachers' behavioural inclination may be viewed as the combination of willingness, confidence, readiness, acceptance, motivation, and commitment demonstrated by teachers towards utilizing Artificial Intelligence applications in planning lessons, delivering instruction, assessing learners, managing classrooms, analysing educational data, and performing other professional responsibilities. Such behavioural tendencies determine whether teachers embrace or resist technological innovation within the school system. Consequently, teachers' behavioural inclinations constitute a critical determinant of the successful implementation of Artificial Intelligence in secondary schools because the effectiveness of educational technology depends largely on teachers' decisions to adopt and sustain its utilization. The importance of teachers' behavioural inclinations becomes more evident when considered alongside teacher job performance. Teacher job performance remains one of the most important indicators of educational quality because it reflects the extent to which teachers successfully accomplish their instructional, administrative, and professional responsibilities. High levels of teacher job performance contribute to improved students' academic achievement, effective

curriculum implementation, sound classroom management, and overall school effectiveness. As educational systems continue to experience rapid technological transformation, teachers are expected not only to possess subject matter expertise but also to demonstrate technological competence capable of supporting innovative instructional practices. Artificial Intelligence therefore provides opportunities for improving teacher job performance by reducing routine workload, increasing instructional efficiency, enhancing assessment accuracy, and supporting evidence-based instructional decision-making. Wang (2024) maintained that Artificial Intelligence assists teachers in automating lesson preparation, grading, record management, and instructional planning, thereby enabling greater concentration on meaningful teaching and learner engagement. Similarly, Almasri (2024) concluded that the integration of Artificial Intelligence contributes significantly to teachers' instructional effectiveness, professional productivity, and educational innovation when accompanied by adequate technological competence and institutional support.

Recent developments in Artificial Intelligence have also introduced intelligent tutoring systems, adaptive learning platforms, automated assessment systems, predictive learning analytics, and generative Artificial Intelligence applications capable of supporting teachers in delivering personalized instruction. These technological innovations enable teachers to identify learners' strengths and weaknesses, provide immediate feedback, generate instructional materials, and monitor academic progress with greater efficiency than conventional approaches. Nevertheless, the realization of these benefits depends largely on teachers' behavioural inclinations towards embracing Artificial Intelligence as an educational resource rather than perceiving it as a threat to professional practice. Consequently, improving teachers' behavioural inclinations through continuous professional development, Artificial Intelligence literacy programmes, institutional support, and favourable educational policies remains essential for enhancing teacher job performance in contemporary secondary schools.

The relevance of teachers' behavioural inclinations becomes more evident when examined within the broader context of educational effectiveness and teacher job performance. Teachers occupy a strategic position in every educational system because they are responsible for translating educational policies into meaningful classroom practices that promote students' intellectual, social, emotional, and moral development. Consequently, the quality of teachers' job performance has remained a major concern among educational administrators, policymakers, researchers, and other stakeholders seeking to improve educational outcomes. As educational systems become increasingly technology-driven, teachers are expected to demonstrate not only mastery of subject content and pedagogical competence but also the capacity to integrate emerging technologies, particularly Artificial Intelligence, into instructional practices that enhance teaching effectiveness and learners' academic success.

Teacher job performance has been conceptualized from different scholarly perspectives. Almasri (2024) described teacher job performance as the effective execution of instructional, assessment, administrative, and professional responsibilities that contribute to improved teaching quality and students' learning outcomes. Wang, Chai, Liang, and Sang (2024) regarded teacher job performance as teachers' ability to apply professional knowledge, pedagogical competence, technological skills, and innovative instructional strategies to achieve predetermined educational objectives. Similarly, Chai, Liang, and Wang (2024) explained that teacher job performance encompasses teachers' effectiveness in curriculum implementation, classroom management, instructional delivery, learners' assessment, professional collaboration, and continuous professional

learning. Although these definitions approach the concept from different dimensions, they collectively suggest that teacher job performance extends beyond classroom instruction to include every professional responsibility expected of teachers in achieving institutional and educational goals. Within the context of this study, teacher job performance is viewed as the effectiveness with which teachers perform instructional, administrative, assessment, classroom management, and professional responsibilities through the effective utilization of Artificial Intelligence technologies.

The emergence of Artificial Intelligence has introduced unprecedented opportunities for improving teachers' professional performance across various dimensions of educational practice. Intelligent educational systems now support teachers in lesson planning, content generation, automated assessment, classroom management, learners' progress monitoring, data analysis, personalized instruction, and educational decision-making. Mustafa, Tlili, Lampropoulos, Huang, Jandrić, Zhao, Salha, Xu, Panda, Kinshuk, López-Pernas, and Saqr (2024) reported that Artificial Intelligence has become one of the fastest-growing educational innovations because it improves instructional efficiency, reduces teachers' workload, and facilitates evidence-based educational practices. Likewise, Yusuf, Pervin, Román-González, and Noor (2024) observed that generative Artificial Intelligence applications have transformed educational practice by supporting teachers in generating lesson notes, designing learning activities, developing assessment items, and providing timely instructional feedback. These technological capabilities enable teachers to devote greater attention to learners' individual needs while reducing the time spent on repetitive administrative responsibilities.

Notwithstanding these remarkable opportunities, the adoption of Artificial Intelligence within secondary schools continues to encounter numerous institutional, technological, and behavioural challenges. Many teachers still experience inadequate Artificial Intelligence literacy, limited professional training, insufficient technological infrastructure, unstable internet connectivity, inadequate administrative support, ethical concerns relating to data privacy, and uncertainty regarding the reliability of Artificial Intelligence-generated instructional content. Financial constraints associated with acquiring digital technologies and inadequate government investment in educational technology further compound these challenges, particularly within public secondary schools in developing countries. These limitations often discourage teachers from utilizing Artificial Intelligence despite its demonstrated educational benefits. Consequently, promoting positive behavioural inclinations among teachers requires continuous professional development, sustained institutional support, improved technological infrastructure, clear policy frameworks, and increased investment in educational technology. Such interventions are likely to improve teachers' confidence, competence, and willingness to integrate Artificial Intelligence into their instructional practices, thereby enhancing their overall job performance.

Recent studies have increasingly focused on the application of Artificial Intelligence in education, particularly in the areas of teachers' Artificial Intelligence literacy, technology acceptance, digital competence, personalized learning, instructional innovation, and students' academic achievement. These studies have established that Artificial Intelligence has considerable potential to improve instructional delivery, assessment practices, classroom management, and teachers' professional productivity. However, most of the existing studies have been conducted in developed countries and higher education institutions, while relatively few have focused on secondary schools in developing countries, particularly Nigeria. Based on the researcher's personal observations

and the empirical studies reviewed, there appears to be limited evidence on teachers' behavioural inclinations towards the use of Artificial Intelligence in enhancing job performance in public secondary schools in Imo State from a sociological perspective. To the best of the researcher's knowledge, no study has comprehensively investigated this phenomenon within the study area. This apparent gap therefore necessitated the present study, which seeks to investigate teachers' behavioural inclinations towards the use of Artificial Intelligence in enhancing their job performance in public secondary schools in Imo State from a sociological perspective.

Statement of the Problem

The rapid advancement of Artificial Intelligence has continued to transform educational systems globally by providing innovative tools that enhance instructional delivery, assessment, classroom management, lesson planning, and administrative efficiency. Consequently, teachers are increasingly expected to develop positive behavioural inclinations towards the use of Artificial Intelligence in carrying out their professional responsibilities. Since teachers remain the principal facilitators of teaching and learning, their willingness, readiness, confidence, and commitment to utilize Artificial Intelligence are essential for improving instructional effectiveness, reducing workload, promoting personalized learning, and enhancing overall job performance in secondary schools. Ideally, teachers in secondary schools are expected to demonstrate positive behavioural inclinations towards the use of Artificial Intelligence by willingly integrating intelligent technologies into lesson preparation, instructional delivery, learners' assessment, classroom management, and other professional responsibilities. Such behavioural dispositions are expected to improve teachers' efficiency, strengthen instructional quality, facilitate data-driven decision-making, and enhance students' learning outcomes. Furthermore, educational institutions are expected to provide adequate technological infrastructure, professional training, institutional support, and enabling policies that encourage teachers to embrace Artificial Intelligence as an essential component of contemporary educational practice.

However, the existing situation appears to differ from this expectation. Despite the increasing global recognition of Artificial Intelligence as an important educational innovation, many secondary school teachers appear to make limited use of Artificial Intelligence in their professional activities. Based on the researcher's observations and available empirical literature, some teachers still rely predominantly on conventional teaching methods because of inadequate Artificial Intelligence literacy, insufficient professional training, limited technological infrastructure, poor internet connectivity, inadequate institutional support, and concerns relating to the ethical and effective use of Artificial Intelligence. These challenges may negatively influence teachers' behavioural inclinations towards the utilization of Artificial Intelligence and consequently limit its potential contribution to enhancing their job performance. The disparity between the expected level of Artificial Intelligence utilization and the apparent reality creates a knowledge gap that requires empirical investigation. Although previous studies have examined Artificial Intelligence adoption, teachers' technology acceptance, digital competence, and Artificial Intelligence literacy in different educational contexts, there appears to be limited empirical evidence on teachers' behavioural inclinations towards the use of Artificial Intelligence in enhancing job performance in public secondary schools in Imo State from a sociological perspective. Consequently, educational stakeholders have limited context-specific evidence to guide policies and interventions aimed at promoting

the effective integration of Artificial Intelligence into secondary school education within the State.

It is this apparent gap that motivated the present study. Therefore, this study seeks to investigate teachers' behavioural inclinations towards the use of Artificial Intelligence in enhancing their job performance in secondary schools in Imo State from a sociological perspective. Specifically, the study intends to examine teachers' behavioural inclinations towards the use of Artificial Intelligence tools in enhancing their job performance and determine the challenges they encounter in utilizing Artificial Intelligence within secondary schools. It is expected that the findings of the study will provide empirical evidence to support educational policymakers, school administrators, teachers, and other stakeholders in developing strategies that promote the effective integration of Artificial Intelligence for improved teacher job performance and enhanced educational quality.

Purpose of the Study

The purpose of this study was to investigate teachers' behavioural inclinations towards the use of Artificial Intelligence in enhancing their job performance in secondary schools in Imo State. Specifically, the study sought to:

1. examine the behavioural inclinations of teachers towards the use of Artificial Intelligence tools in enhancing their job performance in secondary schools in Imo State; and
2. determine the challenges teachers face in the use of Artificial Intelligence in secondary schools in Imo State.

Research Questions

The following research questions guided the study:

1. What are the behavioural inclinations of teachers towards the use of Artificial Intelligence tools in enhancing their job performance in secondary schools in Imo State?
2. What challenges do teachers face in the use of Artificial Intelligence in secondary schools in Imo State?

Methods

The study adopted the survey research design because it was considered appropriate for obtaining information from respondents on their behavioural inclinations towards the use of Artificial Intelligence in enhancing job performance and the challenges associated with its utilization in secondary schools. Survey research design enables researchers to collect data from a representative sample in order to describe existing conditions without manipulating the variables under investigation. The study was carried out in Imo State, one of the thirty-six states in the South-East geopolitical zone of Nigeria. The State is bounded by Abia State to the east, Anambra State to the north, Delta State to the west, and Rivers State to the south. The study specifically covered public secondary schools in Owerri Education Zone I and Okigwe Education Zone I of Imo State because these zones have a considerable number of teachers whose responses were considered relevant to the study.

The population of the study comprised 11,175 teachers in public secondary schools in Owerri Education Zone I and Okigwe Education Zone I of Imo State, according to the State Secondary Education Management Board (SEMB, 2024). From this population, a sample of 138 teachers, representing approximately 1.23% of the population, was selected for the study. A multistage sampling procedure involving purposive and cluster sampling techniques was adopted. The purposive sampling technique was used to select the

education zones and the schools that met the requirements of the study, while the cluster sampling technique was used to select the participating teachers from the selected schools. Data were collected using a researcher-developed questionnaire titled Teachers' Behavioural Inclinations on the Use of Artificial Intelligence for Enhancing Job Performance Questionnaire (TBIUAIEJPQ). To ensure the validity of the instrument, the questionnaire was subjected to face and content validation by three experts from the Department of Educational Foundation and Counseling, Faculty of Education, Imo State University, Owerri. The reliability of the instrument was established through a pilot study involving twenty teachers drawn from public secondary schools outside the sampled schools but possessing similar characteristics to those in the study area.

The responses obtained were analyzed using the Cronbach Alpha reliability method, which yielded a reliability coefficient of 0.88. The coefficient indicated that the instrument possessed high internal consistency and was therefore considered reliable for data collection. The researcher personally administered the questionnaire to the respondents with the assistance of some teachers in the selected schools. The respondents were informed about the purpose of the study and assured that the information provided would be treated with strict confidentiality and used solely for academic purposes. The administration and retrieval of the questionnaire were completed within two weeks. The data collected were analyzed using mean and standard deviation to answer the research questions. A criterion mean of 2.50 served as the basis for decision-making. Mean scores of 2.50 and above were interpreted as agreed, while mean scores below 2.50 were interpreted as Disagreed. The results were presented in tables and interpreted according to the objectives of the study.

Results

Research Question One: What are the teachers' behavioural inclinations towards the use of Artificial Intelligence (AI) tools in enhancing their job performance in secondary schools in Imo State?

Table 1 Mean and Standard Deviation of Respondents' Ratings on Teachers' Behavioural Inclinations towards the Use of Artificial Intelligence Tools in Enhancing Their Job Performance

S/N	Item Statement	VGE (4)	GE (3)	LE (2)	VLE (1)	Total	Mean ($\bar{X}$)	Std. Dev.	Decision
1	Teachers exhibit behavioural inclination towards the use of Artificial Intelligence tools to improve the practical application of lessons.	3	6	118	11	138	2.01	0.88	D
2	Teachers exhibit behavioural inclination towards the use of Artificial Intelligence tools to assist in the execution of administrative duties.	7	4	123	4	138	2.10	0.91	D
3	Teachers exhibit behavioural inclination towards the use of Artificial Intelligence tools to assist in students' evaluation.	4	122	4	8	138	2.88	0.90	A
4	Teachers exhibit behavioural inclination towards the use of	4	4	122	8	138	2.03	0.86	D

	Artificial Intelligence tools to assist in sorting students' examination scripts.								
5	Teachers exhibit behavioural inclination towards adopting the use of Artificial Intelligence to advance teaching knowledge and improve job performance.	8	122	4	4	138	2.97	0.86	A
						Aggregate Mean	**2.40**	**0.88**	**A**

Table 1 presents the mean and standard deviation of respondents' ratings on teachers' behavioural inclinations towards the use of Artificial Intelligence (AI) tools to enhance job performance in secondary schools in Imo State. The mean scores for Items 1, 2, and 4 were 2.01, 2.10, and 2.03, respectively, with corresponding standard deviations of 0.88, 0.91, and 0.86, indicating respondents' disagreement, as the mean scores are below the criterion mean of 2.50. Conversely, Items 3 and 5 had mean scores of 2.88 and 2.97, with standard deviations of 0.90 and 0.86, respectively, indicating agreement. The aggregate mean of 2.40 with an average standard deviation of 0.88 indicates an overall disagreement. The relatively low standard deviation suggests that respondents' opinions were fairly consistent. Overall, the findings imply that teachers generally exhibit low behavioural inclinations towards the use of Artificial Intelligence tools to enhance their job performance in secondary schools in Imo State.

Research Question Two: What challenges do teachers face in the use of Artificial Intelligence (AI) in secondary schools in Imo State?

Table 4.2: Mean and Standard Deviation of Respondents' Ratings on the Challenges Teachers Face in the Use of Artificial Intelligence in Secondary Schools (N = 138)

S/N	Item Statement	VGE (4)	GE (3)	LE (2)	VLE (1)	Total	Mean (X̄)	Std. Dev.	Decision
1	Teachers face the challenge of inadequate training in the use of Artificial Intelligence.	2	7	18	111	138	1.28	0.83	D
2	Teachers face the challenge of the high cost of procuring electronic devices required for the use of Artificial Intelligence.	4	4	120	10	138	2.02	0.90	D
3	Teachers face the challenge of inadequate government support in the use of Artificial Intelligence.	4	122	4	8	138	2.88	0.95	A
4	Teachers face the challenge of inadequate skills required to operate Artificial Intelligence tools.	4	4	122	8	138	2.03	0.86	D
5	Teachers face the challenge of poor network connectivity for the operation of Artificial Intelligence.	8	122	4	4	138	2.97	0.86	A
						Aggregate Mean	**2.24**	**0.88**	A

Table 2 presents the mean and standard deviation of respondents' ratings on the challenges teachers face in the use of Artificial Intelligence (AI) in secondary schools in Imo State. The results show that Items 1, 2, and 4 had mean scores of 1.28, 2.02, and 2.03, with corresponding standard deviations of 0.83, 0.90, and 0.86, respectively. Since these mean scores are below the criterion mean of 2.50, the respondents disagreed that

inadequate training, the high cost of procuring electronic devices, and inadequate skills are major challenges affecting teachers' use of Artificial Intelligence. However, Items 3 and 5 had mean scores of 2.88 and 2.97, with corresponding standard deviations of 0.95 and 0.86, respectively, indicating agreement that inadequate government support and poor network connectivity are major challenges affecting the use of Artificial Intelligence in secondary schools. The table further shows an aggregate mean of 2.24 with an average standard deviation of 0.88, indicating Overall Disagreement. The relatively low standard deviation suggests that respondents' opinions were fairly consistent. Overall, the findings imply that respondents generally did not perceive the listed factors as major challenges to the use of Artificial Intelligence in secondary schools in Imo State, except for inadequate government support and poor network connectivity, which were identified as significant challenges.

Discussion

The findings of the study revealed that teachers generally exhibit low behavioural inclinations towards the use of Artificial Intelligence tools in enhancing their job performance in secondary schools in Imo State. Although the respondents agreed that they have the behavioural inclination to use Artificial Intelligence for students' evaluation and for advancing their teaching knowledge, they disagreed that they have the behavioural inclination to use Artificial Intelligence for improving the practical application of lessons, executing administrative duties, and sorting students' examination scripts. The aggregate mean further showed an overall disagreement, indicating that teachers have not fully embraced Artificial Intelligence as a tool for enhancing their professional responsibilities.

The findings are in consonance with the study of Wang who posited that teachers' behavioural inclination towards the use of Artificial Intelligence is often influenced by their level of technological competence, confidence, and institutional support. The author found that many teachers are still hesitant to integrate Artificial Intelligence into routine instructional and administrative activities despite recognizing its potential benefits. The findings also agree with the study of Ayanwale, Adelana, and Odufuwa, who reported that teachers' trust and confidence in Artificial Intelligence-based educational technologies significantly determine their willingness to adopt such technologies for instructional purposes. Their study revealed that teachers who lack confidence in using Artificial Intelligence are less likely to integrate it into classroom practice. Similarly, the findings support the study of Yue, Jong, and Ng, who found that teachers' readiness and positive disposition towards Artificial Intelligence are essential for successful classroom integration. According to the researchers, teachers who possess adequate technological pedagogical knowledge demonstrate stronger behavioural inclinations towards the use of Artificial Intelligence in teaching and learning. The present finding therefore suggests that the generally low behavioural inclination observed among teachers in Imo State may be associated with limited readiness, confidence, and support for Artificial Intelligence integration within secondary schools.

The findings of the study revealed that teachers identified inadequate government support and poor network connectivity as major challenges affecting the use of Artificial Intelligence in secondary schools. However, the respondents did not generally perceive inadequate training, high cost of electronic devices, and inadequate skills as major challenges, as reflected by the overall aggregate mean which indicated an overall disagreement. This implies that while certain infrastructural and institutional factors remain significant barriers, teachers do not uniformly perceive all the listed factors as constituting major obstacles to the use of Artificial Intelligence. The findings are in

consonance with the study of Mustafa, Tlili, Lampropoulos, and Huang, who posited that inadequate institutional support and poor technological infrastructure are among the major factors limiting the effective integration of Artificial Intelligence in educational institutions. Their review revealed that schools with insufficient internet access, limited digital facilities, and weak policy support often experience difficulties in adopting Artificial Intelligence technologies for teaching and administration. The findings also agree with the study of Yusuf, Pervin, Román-González, and Noor, who found that poor connectivity and inadequate institutional support remain critical challenges affecting the use of generative Artificial Intelligence in educational settings. According to the researchers, many teachers are willing to explore Artificial Intelligence tools but are constrained by unreliable internet services and limited support structures. In the same vein, Almasri reported that the successful implementation of Artificial Intelligence in education depends heavily on supportive policies, adequate infrastructure, and institutional encouragement. The author emphasized that where government support and digital infrastructure are weak, teachers may find it difficult to utilize Artificial Intelligence effectively regardless of their personal interest. The present finding therefore indicates that improving government support and network connectivity may be essential for enhancing the effective use of Artificial Intelligence in secondary schools in Imo State.

Contribution to Knowledge

This study has contributed to the existing body of knowledge on the application of Artificial Intelligence in education by providing empirical evidence on teachers' behavioural inclinations towards the use of Artificial Intelligence in enhancing job performance in secondary schools in Imo State from a sociological perspective. While previous studies largely focused on teachers' Artificial Intelligence literacy, technology acceptance, digital competence, and students' learning outcomes, this study specifically examined teachers' behavioural inclinations towards the use of Artificial Intelligence and the challenges associated with its utilization in secondary schools. The study further contributes to knowledge by revealing that teachers generally exhibit low behavioural inclinations towards the use of Artificial Intelligence tools in enhancing their job performance, despite acknowledging the usefulness of Artificial Intelligence in students' evaluation and in advancing teaching knowledge. Additionally, the study identified inadequate government support and poor network connectivity as the major challenges influencing the use of Artificial Intelligence in secondary schools. These findings provide useful empirical evidence that can guide educational planners, policymakers, school administrators, and teachers in developing strategies and policies that will promote the effective integration of Artificial Intelligence into secondary school education. The study also serves as a reference material for future researchers interested in Artificial Intelligence, educational technology, teacher behaviour, and instructional innovation.

Conclusion

The findings of this study revealed that teachers generally exhibit low behavioural inclinations towards the use of Artificial Intelligence in enhancing their job performance in secondary schools in Imo State. Although teachers demonstrated positive inclinations towards the use of Artificial Intelligence for students' evaluation and for improving their teaching knowledge, they showed low behavioural inclinations towards its application in lesson delivery, administrative responsibilities, and examination management. The study also revealed that inadequate government support and poor network connectivity constitute the major challenges affecting teachers' use of Artificial Intelligence in

secondary schools. Based on these findings, it is concluded that the effective integration of Artificial Intelligence into secondary school education requires greater institutional support, improved technological infrastructure, and policies that encourage teachers to adopt Artificial Intelligence for instructional and administrative purposes. Addressing these issues will enhance teachers' behavioural inclinations towards Artificial Intelligence and improve their overall job performance.

Recommendations

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

1. The government should provide adequate policy support, funding, and technological infrastructure to facilitate the effective integration of Artificial Intelligence into teaching and learning activities in secondary schools.
2. School administrators should organize regular training, workshops, seminars, and professional development programmes to strengthen teachers' behavioural inclinations and competence in the effective use of Artificial Intelligence tools.
3. Relevant educational stakeholders should provide reliable internet connectivity and other digital facilities required to support the effective utilization of Artificial Intelligence in secondary schools.
4. Teachers should be encouraged to integrate Artificial Intelligence tools into lesson preparation, instructional delivery, students' assessment, and other professional responsibilities in order to improve their job performance.
5. The Ministry of Education and educational technology agencies should develop and implement practical guidelines, monitoring mechanisms, and support systems that will promote the sustainable adoption and utilization of Artificial Intelligence in secondary schools.

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