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PRINCIPALS PERCEPTION OF THE ETHICAL CONSIDERATIONS FOR INTEGRATION OF ARTIFICIAL INTELLIGENCE IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study examined principals' perceptions of the ethical considerations for integration of artificial intelligence in the management of public secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The descriptive survey research design was adopted for the study. The population of the study comprised 267 public secondary school principals in Anambra State. The instrument for data collection was a structured question which was developed by the researchers, validated by experts and subjected to a pilot test. Test of reliability was done using Cronbach Alpha which reported reliability coefficients of 0.85 and 0.88 for Clusters, 1 and 2 respectively with an overall reliability coefficient of 0.87. Mean, standard deviation and one sample t-test were used to analyse data for the study. Findings revealed that principals strongly perceive data privacy and algorithm bias as ethical considerations for integration of artificial intelligence in the management of public secondary schools in Anambra State. Findings further showed that data privacy and algorithm bias were statistically significant. Based on these findings, the study recommended among

others that the Anambra State Government, through the Ministry of Education and the Post Primary Schools Service Commission (PPSSC) should ensure that when AI tools are deployed for school management, explicit data privacy policies are developed and enforced. It was also recommended that the Anambra State Ministry of Education should organise continuous professional development programmes for school principals and administrators to equip them with knowledge of AI technologies, ethical practices and legal implications.

Keywords: *Artificial Intelligence, Ethical Considerations, Data Privacy, Algorithm Bias, School Management, Public Secondary Schools*

Introduction

Secondary education in Nigeria serves as a critical bridge between primary education and higher education or vocational training, aiming to develop students' intellectual, social and moral capacities to prepare them for responsible citizenship and further learning. The goals of secondary education, as outlined in the National Policy on Education, include fostering critical thinking, promoting national unity and equipping students with skills for self-reliance and societal contribution (Federal Republic of Nigeria, 2013). Public secondary schools, funded through public resources, are pivotal in achieving these goals, particularly in ensuring equitable access to education. However, the realization of these objectives heavily depends on effective school management.

Management, as defined by Akpakwu in Ikediugwu and Ukeje (2019), involves the coordination of human and material resources to achieve organizational goals efficiently, emphasizing leadership and decision-making. Similarly, Tonwe (2019) defined management as a process of utilizing resources to accomplish predetermined objectives through planning, organizing and evaluating performance. In the context of secondary schools, management refers to the strategic oversight by principals to ensure effective teaching, learning and safety, aligning school activities with educational goals (Ikediugwu and Ukeje, 2019). Despite its importance, public secondary schools in Anambra State seem to suffer from poor management practices, which undermine their ability to achieve educational objectives. Instances of poor management in Anambra State's public secondary schools include inadequate supervision of teachers, leading to inconsistent instructional delivery and ineffective resource allocation, resulting in dilapidated infrastructure and insufficient learning materials (Nanbak, 2020). Additionally, field observations by the researchers indicated that some principals fail to address security challenges, such as cultism and bullying, which disrupt the learning environment and compromise student safety. These management lapses may contribute to declining academic performance and reduced student engagement, threatening the quality of graduates produced. To address these challenges, scholars like Igbokwe (2023)

and Nwogbo et al. (2024) have suggested integrating Artificial Intelligence (AI) into the management of secondary schools. AI-driven tools, such as data analytics for resource allocation and automated systems for monitoring student behavior, may enhance administrative efficiency and security management, potentially mitigating issues like cultism and poor infrastructure maintenance.

AI is defined by Russell and Norvig (2016) as the development of computer systems capable of performing tasks that typically require human intelligence, such as reasoning and decision-making. Similarly, Luckin et al. (2016) defined AI as technologies that mimic human cognitive functions, including learning and problem-solving. Kaplan and Haenlein (2019) viewed AI as systems that interpret data, learn from it and apply knowledge to achieve specific goals. Chen et al. (2020) define AI as a field combining machine learning and algorithms to automate complex tasks. In this study, AI is defined as the application of intelligent systems, including machine learning and predictive analytics, to enhance decision-making and operational efficiency in managing public secondary schools.

The benefits of AI in secondary school management are well-documented. AI can streamline administrative tasks, such as scheduling and resource allocation, allowing principals to focus on strategic leadership (Hwang & Chen, 2020). Predictive analytics can identify at-risk students or potential security threats, enabling proactive interventions (Chen et al., 2020). For instance, AI-driven surveillance systems may enhance school safety by monitoring for unauthorized activities, addressing issues like cultism noted in Anambra State (Igbokwe, 2023). Additionally, AI can improve data-driven decision-making, optimizing resource use to address infrastructure challenges (Nwogbo et al., 2024). These benefits may lead to improved academic outcomes and safer school environments. Despite these benefits, some authors have raised concerns about the ethical implications of AI integration in school management. Holmes et al. (2021) highlighted risks such as data privacy violations and algorithmic bias, which may undermine trust in AI systems. Bulger (2016) noted that over-reliance on AI could diminish human agency in decision-making, potentially affecting principals' autonomy. These ethical concerns necessitate careful consideration to ensure responsible AI adoption in schools.

Ethical concerns in AI integration include data privacy, as AI systems often collect sensitive student and staff information, raising risks of unauthorized access or misuse (Holmes et al., 2021). Algorithmic bias, where AI systems may disproportionately target certain groups due to skewed training data, is another concern, particularly in diverse settings like Anambra State (Bulger, 2016). Furthermore, the lack of transparency in AI decision-making processes may erode trust among stakeholders, as principals and teachers may not fully understand how AI generates recommendations (Akgun & Greenhow, 2021). Over-surveillance through AI tools, such as facial recognition, may also infringe on students' autonomy and create a climate of mistrust (Regan & Jesse, 2019). Given these concerns, it seems imperative that secondary school principals, as heads of public secondary schools, adopt ethical considerations in

integrating AI into school management. Floridi (2018) defined ethical considerations as principles guiding the responsible use of technology to ensure fairness, transparency and respect for human rights. Jobin et al. (2019) described them as frameworks ensuring AI systems prioritize beneficence, non-maleficence and justice. Slade and Prinsloo (2016) stated that ethical considerations as practices that safeguard stakeholder autonomy and data integrity. Akgun and Greenhow (2021) emphasized accountability and inclusivity in AI deployment. In this study, ethical considerations are defined as the principles and practices that guide principals in responsibly integrating AI to ensure fairness, protect privacy and maintain trust in school management. Ethical considerations in AI integration involve ensuring data privacy through secure storage and consent protocols, promoting transparency by explaining AI processes to stakeholders and mitigating bias through diverse training data (Holmes et al., 2021). Principals must also balance AI use with human judgment to preserve autonomy and foster inclusivity by addressing diverse student needs (Akgun & Greenhow, 2021). This study focuses on two important ethical considerations: data privacy and algorithmic bias.

Data privacy refers to the protection of personal information collected, stored and processed by systems, ensuring that individuals have control over how their data is used and shared. In the context of AI integration in school management, data privacy involves safeguarding sensitive student and staff information, such as names, attendance records and behavioral data, from unauthorized access or misuse. According to Floridi (2018), data privacy encompasses the ethical and legal obligations to protect personal data through secure storage, informed consent and transparent data-handling practices. Similarly, Slade and Prinsloo (2016) defined data privacy as the right of individuals to maintain autonomy over their personal information, particularly in technology-driven environments like schools. Protecting student and staff data is critical, as AI systems like surveillance tools collect sensitive information. Without robust safeguards, such as encryption and informed consent, data breaches may occur, violating privacy rights (Holmes et al., 2021). In Anambra State, where cultism and bullying are prevalent, AI-driven monitoring may exacerbate privacy concerns if students feel overly scrutinized. Principals must implement clear data governance policies to ensure compliance with ethical standards and build trust among stakeholders (Slade & Prinsloo, 2016). Just like data privacy, algorithm bias is another ethical consideration.

Algorithmic bias occurs when AI systems produce unfair or discriminatory outcomes due to flaws in their design, training data, or application. In the management of public secondary schools in Anambra State, algorithmic bias may manifest in AI tools like facial recognition or predictive analytics used for security or student performance monitoring. These systems may inadvertently favor or disadvantage certain groups based on ethnicity, gender, or socioeconomic status if trained on unrepresentative or biased datasets (Bulger, 2016). For instance, an AI system designed to identify potential security threats, such as cultism, may misidentify students from specific ethnic groups as risks if the training data over-

represents those groups in negative contexts, leading to unfair profiling and potential stigmatization (Holmes et al., 2021). The implications of algorithmic bias are significant in diverse settings like Anambra State, where cultural and socioeconomic diversity is pronounced. Biased algorithms may exacerbate existing inequalities, undermining trust in AI systems among students, parents and staff (Akgun & Greenhow, 2021). For example, if an AI tool used for monitoring bullying behaviors relies on data that under-represents certain demographics, it may fail to detect incidents involving those groups, leaving vulnerabilities unaddressed. Moreover, lack of transparency in how AI systems make decisions can make it difficult for principals to identify and correct biases, further complicating ethical implementation (Regan & Jesse, 2019). Principals must ensure AI systems are trained on diverse datasets and regularly audited to mitigate bias, aligning with principles of fairness and justice (Jobin et al., 2019). Despite these scholarly views, it remains unclear how principals in Anambra State perceive these ethical considerations, as no empirical studies have specifically investigated this issue in the public secondary schools in Anambra State. It is against this background that this study was conducted to examine principals' perceptions of the ethical considerations in integrating AI in the management of public secondary schools in Anambra State.

Statement of Problem

Secondary education in Anambra State is meant to equip young people with the knowledge, skills and values needed for personal development and national progress. Public secondary schools, which are entirely funded and overseen by government, depend on effective management to coordinate teaching, maintain infrastructure, allocate resources and ensure a safe learning environment. Yet many schools in the state seem to struggle with administrative lapses: irregular teacher attendance, dilapidated facilities, inconsistent record keeping and inadequate security measures all point to gaps in traditional management practices. Recent proposals have suggested that artificial intelligence tools such as automated monitoring systems, predictive maintenance algorithms and data driven decision support may help school leaders overcome these challenges. However, integrating AI into school management raises new ethical questions about privacy, transparency, fairness and accountability. It is not clear how principals, who bear ultimate responsibility for the day to day running of public secondary schools in Anambra State, perceive these ethical considerations or how prepared they feel to address them. The absence of empirical insight into principals' views creates a barrier to crafting guidelines that balance the benefits of AI with the need to protect students, staff and the wider school community. It is against this backdrop that the present study investigates principals' perceptions of the ethical considerations for integration of artificial intelligence in the managementof public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to examine principals' perceptions of the ethical considerations for integration of artificial intelligence in the managementof public secondary schools in Anambra State. Specifically, the study:

1. Examined data privacy considerations for integrating artificial intelligence in the management of public secondary schools in Anambra State.
2. Determine algorithm bias considerations for integrating artificial intelligence in the management of public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What are principals' perceptions of data privacy considerations in integrating artificial intelligence into the management of public secondary schools in Anambra State?
2. What are principals' perceptions of algorithm bias considerations in integrating artificial intelligence into the management of public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 levels of significance:

1. Data privacy is not a significant ethical consideration in integrating artificial intelligence into the management of public secondary schools in Anambra State.
2. Algorithm bias is not a significant ethical consideration in integrating artificial intelligence into the management of public secondary schools in Anambra State.

Methods

The descriptive survey research design was adopted for the study. The study was conducted in Anambra State. The population of the study comprised 267 public secondary school principals in Anambra State. The entire population of the study was used without sampling. The researchers used a self-structured questionnaire to collect data for the study. The questionnaire is titled "Questionnaire on Ethical Considerations in the Integration of Artificial Intelligence in the Management of Public Secondary Schools (QECIAIMPSS)" The instrument has two sections, A and B. Section A contains one item on the respondents gender. Section B contains 20 items in two clusters, 1 and 2. Cluster 1 contains 10 items

on data privacy considerations for integrating artificial intelligence in the management of public secondary schools in Anambra State. Cluster 2 contains 10 items on algorithm bias considerations for integrating artificial intelligence in the management of public secondary schools in Anambra State. The instrument is structured on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The instrument was subjected to face and content validity by three lecturers in the Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka who assessed it for clarity, relevance and completeness. After validation, a pilot test was conducted involving 20 public secondary school principals in Enugu State. Test of reliability was done using Cronbach Alpha which reported reliability coefficients of 0.85 and 0.88 for Clusters, 1 and 2 respectively with an overall reliability coefficient of 0.87. The questionnaire was administered directly to respondents, with 226 out of 267 copies returned in good condition. This amounted to 85% questionnaire return rate. Data was analysed using mean, standard deviation and one sample t-test. Mean scores were used to answer the research questions while the standard deviation was used to check the homogeneity or non-homogeneity of the respondents opinions. A mean score of 2.50 or above indicated agreement, while a mean score below 2.50 indicated disagreement. To test the null hypotheses, t-test statistics were applied at a 0.05 level of significance. A p-value below 0.05 led to the rejection of the null hypothesis, indicating a significant difference between groups. For the one-sample t-test in this study, a p-value less than 0.05 indicated that the null hypothesis was rejected, meaning that principals' mean perception was significantly different from (and greater than) the neutral value on the scale. Conversely, a p-value of 0.05 or above meant the null hypothesis was not rejected, suggesting no significant difference between the sample mean and the neutral point.

Research Question One

What are principals' perceptions of data privacy considerations in integrating artificial intelligence into the management of public secondary schools in Anambra State?

Table 1: Respondents Mean Ratings on Perceptions of Data Privacy Considerations in Integrating Artificial Intelligence into the Management of Public Secondary Schools in Anambra State (N = 213)

S/N	Item Statements	Mean	SD	Remark
1	Schools should ensure proper consent before collecting personal data for AI systems	3.78	0.66	Agree
2	Principals believe that strict measures should be taken to protect students' personal information	3.81	0.64	Agree
3	Clear policies must be established on how AI data will be stored and used	3.74	0.68	Agree
4	Schools should adopt secure technologies to prevent unauthorized access to AI data	3.79	0.70	Agree
5	Parents and students should be informed about data collection processes for AI integration	3.76	0.67	Agree
6	AI systems should comply with data protection regulations to avoid misuse	3.73	0.69	Agree
7	Principals support confidentiality of sensitive records used by AI tools	3.80	0.71	Agree
8	Data collected by AI should not be shared without permission	3.77	0.65	Agree
9	Schools should periodically review AI data handling policies	3.75	0.72	Agree
10	Penalties should apply for breaches of AI data privacy in schools	3.82	0.63	Agree
	Cluster Mean	**3.78**	**0.68**	**Agree**

Data in Table 1 show principals' perception perceptions of data privacy considerations in integrating artificial intelligence into the management of public secondary schools in Anambra State. Table 1 show that principals opined that principals perceive data privacy as ethical considerations in integrating artificial intelligence into the management of public secondary schools in Anambra State with mean ratings ranging between 3.73 and 3.82. The standard deviation scores ranging between 0.64 and 0.72 indicate that the respondents' opinions were related. The cluster mean of 3.78 indicate that principals

perceive data privacy as an ethical considerations in integrating artificial intelligence into the management of public secondary schools in Anambra State.

Research Question Two

What are principals' perceptions of algorithm bias considerations in integrating artificial intelligence into the management of public secondary schools in Anambra State?

Table 2: Respondents Mean Ratings on Perceptions of Algorithm Bias Considerations in Integrating Artificial Intelligence into the Management of Public Secondary Schools in Anambra State (N = 213)

S/N	Item Statements	Mean	SD	Remark
11	AI systems should be designed to avoid favouring certain groups of students over others	3.65	0.70	Agree
12	Principals believe that bias in AI algorithms can affect fairness in decision making	3.76	0.68	Agree
13	Schools should regularly audit AI tools to identify and reduce bias	3.53	0.66	Agree
14	AI developers should disclose how algorithms make decisions to ensure transparency	3.74	0.71	Agree
15	Principals agree that training data used in AI must represent all student categories	3.64	0.65	Agree
16	Bias in AI can negatively impact student evaluations and disciplinary measures	3.78	0.69	Agree
17	Schools should have policies guiding the ethical use of AI to reduce bias	3.80	0.67	Agree
18	Principals believe human oversight is necessary to check algorithmic decisions	3.68	0.64	Agree
19	Algorithm bias should be addressed before AI systems are fully deployed in schools	3.43	0.70	Agree

20	Principals support training on how to identify and manage AI bias in schools	3.49	0.68	Agree
	Cluster Mean	**3.65**	**0.68**	**Agree**

Data in Table 2 show principals' perception perceptions of algorithm bias considerations in integrating artificial intelligence into the management of public secondary schools in Anambra State. Table 2 show that principals opined that principals perceive algorithm bias as ethical considerations in integrating artificial intelligence into the management of public secondary schools in Anambra State with mean ratings ranging between 3.43 and 3.80. The standard deviation scores ranging between 0.64 and 0.70 indicate that the respondents' opinions were related. The cluster mean of 3.65 indicate that principals perceive algorithm bias as an ethical considerations in integrating artificial intelligence into the management of public secondary schools in Anambra State.

Hypothesis One: Data privacy is not a significant ethical consideration in integrating artificial intelligence into the management of public secondary schools in Anambra State.

Table 3: Test of Significance on Data Privacy as Significant Ethical Consideration in Integrating Artificial Intelligence into the Management of Public Secondary Schools in Anambra State

Variable	Test value	N	Mean	SD	df	t cal	p value	Decision
Data privacy	2.50	213	3.77	0.68	212	16.53	0.000	Significant

Data in Table 3 indicated that principals recorded a mean rating (M = 3.77, SD = 0.68) on data privacy considerations, which is higher than the neutral test value of 2.50. The calculated t-value is 16.53 with 212 degrees of freedom and the associated p-value is 0.000. Since the p-value is less than the significance level of 0.05, the null hypothesis was rejected. This suggests that data privacy is a significant ethical consideration in integrating artificial intelligence into the management of public secondary schools in Anambra State.

Hypothesis Two: Algorithm bias is not a significant ethical consideration in integrating artificial intelligence into the management of public secondary schools in Anambra State.

Table 4: Test of Significance on Algorithm Bias as Significant Ethical Consideration in Integrating Artificial Intelligence into the Management of Public Secondary Schools in Anambra State

Variable	Test value	N	Mean	SD	df	t cal	p value	Decision
Algorithm Bias	2.50	213	3.65	0.68	212	17.04	0.000	Significant

Data in Table 4 showed that principals obtained a mean rating (M = 3.65, SD = 0.68) on algorithm bias considerations, also higher than the neutral test value of 2.50. The calculated t-value is 17.04 with 212 degrees of freedom and the associated p-value is 0.000. Since the p-value is less than the significance level of 0.05, the null hypothesis was rejected. This indicates that algorithm bias is a significant ethical consideration in integrating artificial intelligence into the management of public secondary schools in Anambra State.

Discussion

The findings of the study revealed that principals perceive data privacy as an ethical consideration in integrating artificial intelligence into the management of public secondary schools in Anambra State. The finding may have resulted because of two factors. Firstly, public secondary schools in Anambra State are increasingly digitising administrative functions such as student records, assessment data, attendance tracking and security monitoring thus principals recognise that once data move into digital and AI-enabled systems, the risk of unauthorised access, misuse or public exposure rises sharply. Secondly, the local security climate which is marked by concerns about cultism, bullying and the need for closer surveillance means AI tools could collect extensive behavioural and identity data; without clear privacy safeguards, such surveillance may provoke mistrust among students, parents and staff, undermining acceptance of AI initiatives. This result is consistent with Floridi (2018) who reported the it is very essential to protect personal data within broader AI deployments, linking privacy to human dignity and trust in sociotechnical systems. Prinsloo and Slade (2016) stated that educational data carry moral obligations around consent, student agency and institutional accountability, warning that analytics without privacy safeguards can become surveillance rather than support. Holmes et al., (2021) drew attention to vulnerabilities in data security, the potential for large-scale misuse and the need for explicit ethical guidelines understandable to all stakeholders. Drachsler and Greller, (2016) opined that practical guidance such as the DELICATE checklist for trusted learning analytics underscores operational steps like consent, data minimization and transparency that map directly onto the privacy concerns raised by principals. Floridi (2018) similarly stressed the need to consider privacy, security controls, role-based access and policy frameworks as prerequisites for reliable AI-enabled decision making, reinforcing the importance principals assign to data privacy.

Furthermore, the study found that data privacy is a statistically significant ethical consideration in integrating artificial intelligence into the management of public secondary schools in Anambra State. This statistical confirmation suggests that concern for data privacy is not merely rhetorical but reflects a meaningful level of agreement across respondents. In practical terms, any AI deployment in public secondary school management in Anambra State will need explicit privacy policies, consent procedures, secure data infrastructures and clear lines of accountability to gain and sustain stakeholder trust.

The findings of the study revealed that principals perceive algorithm bias as an ethical consideration in integrating artificial intelligence into the management of public secondary schools in Anambra State. The finding may have resulted because of two factors. Firstly, AI tools proposed for school management and security in the state (such as facial recognition for access control, incident detection systems and predictive behaviour alerts) depend on data that may not fully represent the cultural, ethnic and socioeconomic diversity of students; principals are aware that uneven data can lead to unfair labelling, differential monitoring or unequal disciplinary attention. Secondly, principals operate in a context already sensitive to issues of cultism, bullying and community tensions; they may fear that a biased AI system could misclassify particular groups of students as threats, deepen stigma or trigger conflict, thereby worsening rather than improving school safety. This result is consistent with Bulger (2016) who warned that data driven educational technologies can reproduce existing inequities when underlying datasets are skewed. Holmes et al. (2021) highlighted that AI used in education and school safety must be evaluated for unintended discriminatory effects, especially in diverse student populations. Akgun and Greenhow (2021) reported that algorithmic decision tools in learning environments can privilege majority patterns unless datasets and models are routinely checked for representativeness. Regan and Jesse (2019) opined that transparency in how educational algorithms function is necessary so that school leaders can detect and correct bias before high stakes use. Jobin et al. (2019) surveyed global AI ethics guidelines and identified fairness and non discrimination as core principles that should guide institutional adoption, directly supporting the concerns expressed by principals in this study.

Furthermore, the study found that algorithm bias is a statistically significant ethical consideration in integrating artificial intelligence into the management of public secondary schools in Anambra State. This statistical confirmation shows that principals' concern extends beyond isolated opinion and reflects a shared judgement that fairness safeguards are essential if AI is to be trusted in school decision processes. In practical terms, school authorities will need procedures for diverse training data selection, independent algorithm audits, human review of AI assisted decisions, grievance channels for affected students and staff and continuous professional development for principals so they can interpret and act on bias reports when deploying AI in school management.

Conclusion

Based on the findings of the study, the researchers conclude that the integration of artificial intelligence into the management of public secondary schools in Anambra State requires strong ethical considerations to ensure trust and fairness. The study established that principals perceive data privacy and algorithm bias are ethical considerations in integrating artificial intelligence into the management of public secondary schools in Anambra State. Furthermore, data privacy and algorithm bias were found to be statistically significant. These findings indicate that the integration of AI cannot be ethically or effectively implemented without clear policies on privacy protection, informed consent and mechanisms to detect and mitigate bias in algorithmic decisions. Addressing these ethical considerations is essential to protect students' rights, maintain stakeholder confidence and prevent unintended harm in the use of AI for school management in Anambra State.

Recommendations

Based on the findings of the study, the researchers recommend that:

1. The Anambra State Government, through the Ministry of Education and the Post Primary Schools Service Commission (PPSSC) should ensure that when AI tools are deployed for school management, explicit data privacy policies are developed and enforced. These should include provisions for secure data storage, informed consent, restricted access, and clear accountability frameworks to protect students' and staff data.

2. The Anambra State Government, through the Ministry of Education and the PPSSC, should ensure that when AI tools are deployed for public secondary school management, they undergo periodic audits for algorithmic bias by qualified experts. These audits should confirm that training datasets reflect the cultural and socio-economic diversity of students and that AI systems comply with fairness and transparency standards before and during implementation.

3. The Anambra State Ministry of Education should organise continuous professional development programmes for school principals and administrators to equip them with knowledge of AI technologies, ethical practices and legal implications. Training should focus on interpreting AI-generated insights, identifying potential bias and implementing data privacy measures.

4. Principals should collaborate with the Ministry of Education to carry out awareness campaigns for teachers, parents, and students on the benefits and ethical considerations of AI integration. This will promote transparency, build trust and encourage collective responsibility in ensuring fair and responsible AI use in schools.

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