ARTIFICIAL INTELLIGENCE (AI) IN EDUCATION, BENEFITS AND ETHICAL CONCERN IN BOKI LOCAL GOVERNMENT AREA RIVER STATE.

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Abstract
The study examined artificial intelligence (AI) in education, benefits and ethical concern in Boki Local Government Area of Cross River State. Three (3) research questions and three (3) hypotheses were developed to solve the problem of the study. A survey research design was adopted. One hundred (100) undergraduate students were sampled from the total population of three thousand four hundred and ninety six (3,496) in three (3) political clans in Boki Local Government Area using stratified random sampling technique. Questionnaire was the instrument used for data collection. The designed questionnaire was titled: Artificial Intelligence in Education, Benefit and Ethical Concern Questionnaire (AIEBECQ) with fifteen (15) items, designed on a 4-point Likert type scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was validated by two experts in measurement and evaluation, and the reliability Cronbach Alpha statically analysis gave Alpha Coefficient of .86, .63, .82 and .71. Mean and standard deviation were used in answering the research questions at the bench mark of 2.5 and paired sample t-test at .05 level of significant was used in testing the hypotheses. To this end, the findings revealed that there is a significant effect of benefits of AI for learners facing tool, teachers facing tool, school administrators facing tools and its ethical concern in Boki Local Government Area of Cross River State. The study recommended amongst others that; Institutions should establish a robust system for regularly evaluating AI tools for bias, fairness, and privacy compliance, while engaging all stakeholders in open dialogues about the ethical implications of AI.

Keyword: Benefits Artificial Intelligence, Education, Ethical concern, Information and Communication Technology.

Introduction

There have been fears about artificial intelligence dating back long before the advent of the field echoing an ancient tale about animating a living being from a clay statue. However, there were few ethical issues uppermost in the minds of the early creators of student-facing tools using AI. For them, the issues were largely technological and pedagogical, how to build such systems at all and to determine whether they were effective in educational contexts (Johnson, 2019). These days ethical issues have become much more pressing because of the greater penetration of educational technology (including AI-based technology) into education and training at all levels, the much greater collection of data in educational contexts, and the entry of companies engaged in surveillance capitalism into the educational ecosystem (Williamson, 2018).

In most countries, human teachers already operate within an ethical framework. In Scotland, for example, this covers a number of areas, including doing one's best for one's students, e.g., by keeping up to date with changes in the curriculum, and treating students equitably. It also includes respecting students' confidentiality (General Teaching Council Scotland, 2012), Brynjolfsson Mc Afe, 2014 & Bates, Marifor, Wheler, 2020); Preliasco, 20218; Luckin, Holmos, Grilfins & Forcier 2016).

The rise of educational technology of all kinds, whether involving AI or not, and its creation of logs of interactions, has produced a huge amount of student data at all levels in education from primary (elementary) schools to universities. Teachers' ethical guidelines, such as those above, need to encompass these extra sources of data. There are many unanswered questions about who owns this data, who has access to it, how long it will be kept, and so on. The European Framework on General Data Protection Regulation (GDPR) provides guidance on managing all kinds of personal data (Li, Yu & He, 2019). However, there are still issues for students around understanding what data about them counts as "personal" (Marković, Debeljak & Kadoić, 2019), as well as around their degree of ownership and rights over educational log data. (Marielta, Jayier, 2025).

Involving AI into educational technology must also be required to do its best and treat students equitably. For learner-facing tools, one should expect that designers of the educational technology will ensure that the technology will do the best that is possible in the circumstances, whether it is teaching, tutoring, mentoring, or counseling students. One should also expect that the technology treats students in an equitable fashion and does not favor one student over another either inadvertently or deliberately.

Technology has not only changed people's lifestyles but has also changed how we work, learn, and interact. Various kinds of innovations appear all the time, making our activities and work more practical and effective. A more recent technological development is the emergence of the term artificial intelligence which is abbreviated as AI (artificial intelligence) which is currently starting to steal attention as a tool to act like humans (Fitria, 2021).

In its development, artificial intelligence has also penetrated the world of education. AI systems allow people to learn with the help of education assistants such as bots. The development of the times requires the world of education to adapt to technological developments to improve the quality of education, especially the adjustment of information and communication technology, (Peach, Yaliraki, Lefevre, Barahona 2019. Digital learning content that is developing today can be presented to the application of AI. Thick textbooks can now be presented into content that is more concise, easier to read and understand by students, such as study guides, material summaries, or short notes. AI as a pillar of the industrial revolution 4.0 plays a central role in facilitating the learning process mediated by technology (Zhang, 2021).

According to Yunanto (2017) Artificial Intelligence (AI) is the process of modeling human thinking and designing a machine so that it can behave like humans or other terms called cognitive tasks, namely how machines can learn automatically from programmed data and information. AI is one part of computer science that makes machines (computers) able to do work as and as well as humans do. The use of Artificial Intelligence consciously or not have applied it in everyday life.

Many applications have implemented artificial intelligence as an advantage of these applications. Prinsloo, Slade, 2016; Seldon, A., Lakhani, Luckin, 2021).

Many learner-facing systems select what they think is the next most useful learning task, e.g., the next problem to solve, for a particular student with a particular educational history Davenport, Kirby, 2021; Bull, S. & Kay, 2016; Chen, Zhang, Chen, 2021; Hao, 2020 & Khan Academy 2019. A faulty design-level categorization of learners into groups, by gender, perceived prior attainment, motivation, or self-regulated learning capability, might lead to a student being presented with inappropriate or much tougher tasks than they can cope with or indeed much easier tasks than they can learn from.

Similar considerations apply to teacher-facing tools. The Lumilo orchestration system, described above flagged up students who were experiencing different kinds of difficulty. This aimed to enable the teacher to make choices about who to help. Clearly, this is an ethically charged decision. The teacher prioritize those who are in most difficulty or spread effort more evenly across the whole class Harris, McChesney, 2021 & Hao, 2020). That is a human dilemma. But the orchestration system had better get its diagnostics correct about who it thinks needs help. Even without the use of AI, systems for helping the teacher manage a classroom can have unexpected negative effects on the students Kose & Koc, 2015, Schwendimann, Rodriguez-Triana, Vozniuk, Prieto, Boroujeni,, Holzer, & Dillenbourg, 2017).

Zeide (2019) stated that administrator-facing tools are sometimes used to make predictions about which students seem to be showing evidence of failing the course or dropping out. These kinds of judgment are often based on learning analytics using AI methodologies. The issue here is the consequences of false negatives and false positives emerging from an inadequate data analysis Teece, 2018,; Davis 2020. For example, missing signs that a student is really struggling may mean that no human is alerted to provide help. Labeling a student as struggling have repercussion down the line, rather like an incorrect entry in a credit rating. For an interesting example of the artifacts that can occur in analyzing cohort data (Alexandron, Yoo, Ruipérez-Valiente, Lee & Pritchard, 2019; Dewey, 2019; Economic Time, 2023)

Fitria (2021) investigate Artificial Intelligence (AI) in education, especially in the teaching and learning process. This research uses library research. The result analysis shows that AI has been widely applied to various educational technology platforms such as 1) Virtual Mentor, 2) Voice Assistant, for example, Google Assistant (Google), Siri (Apple), and Cortana (Microsoft). 3) Smart Content, 4) Presentation Translator. 5) Global Courses, for example, MOOCs, Udemy, Google AI, Alison, Khan Academy, edX, Udacity, Coursera, etc. 6) Automatic Assessment, 7) Personalized Learning for examples Ruangguru, etc. 7) Educational games, 8) Intelligent Tutoring System (ITS) or Intelligent ComputerAided Instruction (ICAI). Artificial Intelligence (AI) is the process of modeling human thinking and designing a machine so it can behave like humans. In the future progress of science and technology, teachers' work such as correcting, student attendance, giving daily tests and exams, explaining knowledge, making administrative reports and other systemic work can be submitted to be completed by technology devices.

Vieru and Petrea (2025) investigates the impact of AI technologies on students' learning processes and academic performance, with a focus on their perceptions and the challenges associated with AI adoption. Conducted at the National University of Science and Technology POLITEHNICA Bucharest, this research involved second-year students who had direct experience with AIenhanced learning environments. Using purposive sampling, 85 participants were selected to ensure relevance. Data were collected through a structured questionnaire comprising items as follows: seven closed-ended questions assessing perceptions, usage, and the effectiveness of AI tools; and four open-ended questions exploring experiences, expectations, and concerns. Quantitative data were analyzed using frequency and percentage calculations, while qualitative responses were subjected to thematic analysis, incorporating both vertical (individual responses) and horizontal (cross-dataset) approaches to ensure comprehensive theme identification. The findings reveal that AI offers significant benefits, including personalized learning, improved academic outcomes, and enhanced student engagement. However, challenges such as over-reliance on AI, diminished critical thinking skills, data privacy risks, and academic dishonesty were also identified. The study underscores the necessity of a structured framework for AI integration, supported by ethical guidelines, to maximize benefits while mitigating risks.

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Donatus, Obinna, Samuel, Odera and Nkechi (2024) explores the ethical implications associated with the implementation of AI in education. The work examines key ethical dimensions, including privacy and data protection, equity and bias, and the impact on the teacher-student relationship. The findings highlight the importance of transparency, accountability, and fairness in AI design and deployment. The work proposes a comprehensive framework to guide ethical Artificial intelligence implementation in education, emphasizing the need for robust policies, algorithmic transparency, and addressing biases. By proactively addressing these ethical considerations, educational stakeholders can ensure a responsible and inclusive educational environment that harnesses the potential of AI while upholding ethical principles. Artificial intelligence (AI) has revolutionized various sectors, including education. Its integration into educational systems has raised ethical concerns regarding privacy, autonomy, bias, and accountability. This paper delves into the ethical implications of artificial intelligence in education through philosophical perspectives. Drawing on the works of notable philosophers, it examines the moral considerations inherent in the use of artificial intelligence technologies in educational settings. This study now examine of artificial intelligence in education benefits and ethical concern in Boki Local Government Area of Cross River State

Statement of the problem

The rapid advancement of machine learning and artificial intelligence (AI) is fundamentally reshaping the digital age, driving transformative shifts in education models, competitive landscapes, and organizational processes. In an era characterized by the global digital revolution and the increasing digitization of processes strategic teaching, learning and administrative is paramount for effectively integrating AI to enhance educational process, automate operations, and extract valuable data insights. While the potential of AI is widely recognized, many organizations struggle to seamlessly incorporate these technologies into learning, teaching and administrative functions, hindering innovation and operational efficiency.

Despite the proliferation of AI in education, from digital assistants to generative AI tools like OpenAI's ChatGPT, the effective integration of AI into teaching, learning and administrative practices remains a critical gap. Organizations often adopt AI tools for specific, siloed tasks, but fail to harness their broader potential for strategic planning, human resources, and financial management. This disconnect stems from barriers such as insufficient training, integration complexities, and resistance to technological change, perpetuating reliance on traditional, manual processes. Consequently, many institutions recognize AI's transformative potential but struggle to implement it sustainably, hindering innovation and operational efficiency. The integration of AI-powered tools, such as ChatGPT and Canva's Magic Write, into teaching, learning and administrative functions is a key focus. While the researcher tries to investigate artificial intelligence (AI) in education, benefits and ethical concern in Boki Local Government Area of Cross River State.

Purpose of the study

The main purpose of this study was to investigate artificial intelligence (AI) in education, benefits and ethical concerns in Boki Local Government Area of Cross River State.

Specifically, the study sought to:

i. Ascertain the benefits of AI for learners facing tools and its ethnical concern in Boki Local Government Area.
ii. Access the benefits of AI for teachers facing tools and its ethnical concern in Boki Local Government Area.
iii. Examine the benefit of AI for school administrators facing tools and its ethnical concern in

Boki Local Government Area.

Research questions

The following research questions guided the study:

i. What are the benefits of AI for learners facing tools and its ethnical concern in Boki Local Government Area?
ii. What are the benefits of AI for teachers facing tools and its ethnical concern in Boki Local Government Area?
iii. What are the benefits of AI for school administrators facing tools and its ethnical concern in Boki Local Government Area?

Statement of hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

i. There is no significant effects of the benefits of AI for learners facing tools and its ethnical concern in Boki Local Government Area.
ii. There is no significant effects of the benefits of AI for teachers facing tools and its ethnical concern in Boki Local Government Area.
iii. There is no significant effects of the benefits of AI for school administrators facing

METHODOLOGY

The research design adopted for this study was survey research design. According to Nwankwo (2013) a survey design is a research in which data are collected from a sample of a population with a view of finding out the relative opinion, belief, attitude and status of that population about a phenomenon. The target population comprised all the undergraduate students in 5 clans in Boki Local Government Area of Cross River State. And the total population of these students were 3,496. 1,944 respondents representing 55.6% are female and 1,552 are male respondents representing 44.4% respectively (Area Boki Local government Education Office, 2025). The sample for the study was drawn from the 10 public secondary schools in Boki Local Government Area of Cross River State. 100 undergraduate students were randomly selected as a representative of the entire population. The stratified random sampling procedure was used to select the sample for this study. The instrument used for data collection was Artificial Intelligence in Education, Benefit and Ethical Concern Questionnaire (AIEBECQ). The instrument consisted of statements to which respondents were meant to indicate their level of agreement or disagreement based on the 4-point scale. The 4 point adopted is as follows: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The face and content validity of the instrument were determined.

The reliability of the instrument was determined by administering copies of questionnaire to 20 undergraduate students outside the sampled schools. The data collected from the pilot test were subjected to Cronbach Alpha statistical analysis, which gives Alpha coefficient of .86, .63, .82, .71 for sections A, B, C and D respectively. The overall coefficient value of .77 indicated that instrument was reliable to be used for the study. For data collection, the researcher administered copies of the instrument directly to the respondents with the help of six research assistants. Mean and standard deviation were used to answer the research questions. Decision rule for the research question is 2.50 and above were accepted and 2.49 and below were rejected. While the hypotheses formulated were tested using paired sample t-test. As a result, if P calculated $\leq$.05 rejected H0 or if the p calculated >.05) do not reject H0.

Presentation of result

Research question 1

What are the benefits of AI for learners facing tools and its ethnical concern in Boki Local Government Area?

The data that were provided to answer this research question are presented on table 1.

TABLE 1: Mean ratings and standard deviation of the effect of the benefit of AI for learners facing tools and its ethical concern in Boki Local Government Area

S/N	Items	SA	A	D	SD	??	SD	Decision
1	Saves time by quickly synthesizing broad topics upon request for learners.	60	25	10	5	3.4	0.56	Accepted
2	Helps learners to clarify complex concepts for easy understanding	71	20	7	2	3.6	0.58	Accepted
3	Makes learning materials easier to understand and find relevant sources for documents.	68	25	6	1	3.6	0.55	Accepted
4	Offers additional learning resources and clarifies complex topics	50	28	10	8	3.28	0.79	Accepted
5	Support learning by making information easily accessible and well organized.	54	28	10	8	3.28	0.79	Accepted
	Grand mean (??)					3.39	0.66	Accepted

** Grand mean (x) = 3.39, criteria mean = 2.5*

From table 1, it can be seen that all the items yielded mean value that are accepted because, they are above 2.5 which is the cutoff point for acceptance or rejection on the 4 point rating decision rule. However, the grand mean in this table is 3.39 which is as well above 2.5 cutoff point for acceptance or rejection on the decision rule. Summarily, the results indicated that all the items signified the effect of the benefit of AI for learners facing tool and its ethical concern in Boki Local Government Area.

Research question 2

What are the benefits of AI for teachers facing tools and its ethnical concern in Boki Local Government Area?

This research question is answered using mean and standard deviation as the result were presented on table 2.

TABLE 2: Mean rating and standard deviation of the effect of the benefit of AI for teacher facing tools and its ethical concern in Boki Local Government Area.

S/N	Items	SA	A	D	SD	??	SD	Decision
6	Enables personalize teaching by adopting to individual needs and offering quick access to various teaching resources.	72	19	2	7	3.56	0.68	Accepted
7	Lead to independent that encourages critical thinking during lesson preparation and presentation.	40	30	27	3	3.07	0.89	Accepted
8	Encourage critical engagement during teaching process.	54	28	10	8	32.8	0.79	Accepted
9	Provide accurate and organized information for teachers.	61	25	10	4	3.43	0.71	Accepted
10	Suggest for improve validation process of students.	45	28	20	7	3.11	0.80	Accepted
	Grand mean (??)					3.29	0.77	Accepted

** Grand mean (x) = 3.29, criteria mean = 2.5*

From the results on data analysis showed in table 2 above, the items 6, 7, 8, 9 and 10 yielded mean value of 3.56, 3.07, 3.28, 3.43 and 3.11 respectively and corresponding SD of 0.68, 0.89, 0.79, 0.71 and 0.80. These mean values including the grand mean of the items are above 2.5 which is the cutoff value of acceptance or rejection on the 4 point rating scale. The decision is that all the items were accepted justifying that the benefit of AI for teacher facing tools have an effects on its ethical concern in Boki Local Government Area.

Research question 3

What are the benefits of AI for school administrators facing tools and its ethnical concern in Boki Local Government Area?

This research question is answered using mean rating and standard deviation at the cutoff point of 2.5 for acceptance and rejection of the result as the data were presented on table 3.

TABLE 3: Mean rating and standard deviation of the benefit of AI for school administrators facing tools and its ethical concern in Boki Local Government Area.

S/N	Items	SA	A	D	SD	??	SD	Decision
11	Serves as user engagement and motivation to work force	45	19	21	15	2.94	0.86	Accepted
12	Encourage creativity and innovation in administrative work	60	25	10	5	3.4	0.56	Accepted
13	Foster data collection and research	40	30	27	3	3.07	0.89	Accepted
14	Quick access with trends and best practices	35	31	16	18	2.83	0.91	Accepted
15	Reduce difficulties in adopting to new workflow practices.	54	28	10	8	3.28	0.79	Accepted
	Grand mean (??)					3.10	0.80	Accepted

** Grand mean (x) = 3.10, criteria mean = 2.5*

The results of the data analysis above showed that item 10 yielded mean value of 3.4 with the corresponding SD of 0.86 respectively. Also mean value of 3.07 with SD of 0.89 were recorded on item 12 while item 14 and 15 yielded the mean value of 2.83 and 3.28 as well as SD value of 0.91 and 0.79. The grand mean is 3.10 indicating that all the items were accepted signifying that benefit of AI for school administrators facing tool and its ethical concern in Boki Local Government Area.

Presentation of hypotheses

The presentation of the results will be done hypothesis by hypothesis using the sub-variables presented above.

Hypothesis one

There is no significant effects of benefits of AI for learners facing tools and its ethnical concern in Boki Local Government Area.

TABLE 4: Paired sample t-test of the benefit of AI for learners facing tools and its ethical concern in Boki Local Government Area

Variables	N	Mean	Sd	df	t-cal	P-value
Benefit of AI for learners facing tools	100	27.56	6.77	98	20.61	.000
Ethical concern	100	45.24	14.20			

** significant at 0.05, df = 98*

As displayed in Table 4, the calculated t-value was 20.61 at 98 degrees of freedom and p-value of .000 which is less than 0.5 alpha level, hence the null hypotheses was rejected. Therefore, there is significant effect of the benefit of AI for learner facing tools and its ethical concern in Boki Local Government Area.

Hypothesis two

There is no significant effects of benefits of AI for teachers facing tools and its ethnical concern in Boki Local Government Area.

TABLE 5: Paired sample t-test of the benefit of AI for teachers facing tools and its ethical concern in Boki Local Government Area

Variables	N	Mean	Sd	df	t-cal	P-value
Benefit of AI for teachers facing tools	100	28.15	6.51	98	19.34	.000
Ethical concern	100	45.24	14.20			

** significant at 0.05, df = 98*

From Table 5, calculated t-value was 19.34 at 98 degrees of freedom and p-value of .000 was less than .05 level of significance. This meant that null hypothesis was rejected. Hence there is a significance effect of the benefit of AI for teachers facing tools and its ethical concern in Boki Local Government Area.

Hypothesis three

There is no significant effects of benefits of AI for school administrators facing tools and its ethnical concern in Boki Local Government Area.

TABLE 6: Paired sample t-test of the benefit of AI for school administrators facing tools and its ethical concern in Boki Local Government Area

Variables	N	Mean	Sd	df	t-cal	P-value
Benefit of AI for school administrators facing tool	100	27.56	6.77	98	20.64	.000
Ethical concern	100	45.23	14.20			

** significant at 0.05, df = 98*

In table 6, the calculated t-value was 20.61 at 98 degree of freedom and p-value of .000 which is less than 0.05 alpha level, hence the null hypothesis was rejected meaning that benefit of AI for school administrators facing tools have an effect on ethical concern in Boki Local Government Area.

Discussion of findings

The discussion of the findings shall be done base on the information provided in the tables above:

Benefit of AI for learners facing tools and its ethical concern

The findings on table 1 and 4 revealed that there is a significant effect of the benefit of AI for learners facing tools and its ethical concern in Boki Local Government Area of Cross River State. This findings was in support to that of Johnson (2019) found that, the suite of language learning tools, Enskill, provides another example of a contemporary interface for learner-facing systems. This is a suite of tools for learning a language, the contextualized use of the correct language register, and for learning how to speak effectively, e.g., making a forceful case for some course of action. Baker, Smith, and Anissa, (2019) confirm that, the tools use game-based technology to set up an on-screen scenario containing one or more characters with whom the learner speaks and who can reply in speech. The analysis and feedback of the learner's language can be at different levels depending on the context, e.g., pronunciation, grammar, and appropriateness.

Benefit of AI for teacher facing tools and its ethical concern

Based on the result presented on table 2 of research question 2 and table 5 of hypothesis 2 revealed that there is a significant effect of the benefit of AI for teacher facing tools and its ethical concern in Boki Local Government Area of Cross River State. This findings was equal to that of Kose (2015) states that, there has been the development of educational tools that focus on teachers to help them either orchestrate the use of classroom technology or reflect on that organization. They also (i) help teachers allocate their precious time effectively to those students who need it most and (ii) analyze students' work to determine which are the common issues within a class. For example, the Lumilo system gave the teacher glasses that provided an augmented reality view of her class of students, each working alone with an AIEd system (Holstein, McLaren, & Aleven,

2018). Similar considerations apply to teacher-facing tools.

Benefit of AI for school administrators facing tools and its ethical concern

The findings in table 3 and table 6 of research question 3 and hypothesis 3 revealed that there is a significant effects of the benefit of AI for school administrators facing tools and its ethical concern in Boki Local Government Area of Cross River Sate. This findings was in support of that of McKinsey and Company (2020) who found out that, AI integration in educational administration offers numerous benefits, enhancing operational efficiency and decision-making processes. Research indicates that AI tools can significantly reduce the time spent on administrative tasks, allowing staff to focus on more critical aspects of their roles. For instance, Pekrun, (2014); Morrison, Hu, & Zeng, 2022) stated that, AI technologies can streamline processes such as student enrollment, scheduling, and data analysis, improving both accuracy and responsiveness to administrative challenges. AI offers significant benefits in educational administration; its implementation is not without challenges.

This chapter deals with conclusion of results, educational implication to the study, recommendation, limitations of the study, suggestions for further research and summary of the study.

Recommendations

Based on the conclusions drawn from this study, the following recommendations were formulated:

i. Educational institutions should develop comprehensive guidelines that prioritize safeguarding data privacy, address algorithmic bias, and establish clear measures to prevent academic dishonesty, while ensuring transparency in the use of AI tools to promote ethical and responsible AI integration in education.
ii. Institutions should implement robust data privacy protocols, regularly assess AI systems for bias, and establish clear guidelines that balance AI use with human oversight to maintain academic integrity, ensuring that AI tools are used responsibly and fairly in the educational environment.
iii. Institutions should develop and enforce clear, consistent AI usage policies, allocate resources for comprehensive teacher training on AI ethics, and establish dedicated teams to address ongoing challenges related to data privacy and algorithmic bias, ensuring a well-supported framework for ethical AI integration in education.
iv. Educational institutions should implement clear and transparent AI usage policies, prioritize ongoing professional development for teachers, encourage critical reflection on AI's role in learning, and ensure equitable access to AI tools for all students to foster responsible and ethical AI integration in education.

Educational implication to the study

The integration of artificial intelligence (AI) in education brings numerous opportunities and benefits, but it also raises significant ethical implications that must be carefully examined. This research work has explored the ethical challenges associated with AI implementation in education, focusing on the dimensions of privacy and data protection, equity and bias, and the impact on the teacher-student relationship.

focusing on the dimensions of privacy and data protection, equity and bias, and the impact on the teacher-student relationship.

Also, note, a teacher should not be replaced by the implementation of the artificial intelligence, as the technology does not have the finesse and the emotions that a pedagogue has after years and years of training in children character and psychology. Future research should, first and foremost, concentrate on creating and assessing AI-based educational apps and investigating the possible advantages and difficulties of utilizing this technology in various educational contexts and settings. Secondly, it is important to make sure that the technology is applied responsibly and morally. By using voice-activated interfaces like smart speakers or virtual assistants, ChatGPT can be used by young children in the early childhood education setting who are unable to read and write. Children can use voice commands or inquiries to interact with ChatGPT, and the AI model can answer with audio outputs. Children who are not yet able to read or write can nonetheless use technology and engage with it. To ensure safety and wellbeing, it is crucial to stress that young children should utilize AI technology under the close supervision and guidance of adults.

Conclusion

In revealed of the findings above, it can be concluded that:

i. There is a significant effects of the benefits of AI for learners facing tools and its ethical concern in Boki Local Government Area of Cross River State.
ii. There is a significant effects of the benefits of AI for teachers facing tools and its ethical concern in Boki Local Government Area of Cross River State.
iii. There is a significant effects of the benefits of AI for school administrators facing tools and its ethical concern in Boki Local Government Area of Cross River State.

This is because, the calculated grand mean scores of 3.39 with SD of 0.66, 3.29 with SD of 0.77 and 3.10 with SD of 0.80 was found to be greater than the cutoff point of 2.50. And the calculated t-test value of 20.61, 19.34 and 20.64 was found to be higher than the p-value of .000 meaning that there is a significant effect of the benefits of AI for learners facing tools, benefits of AI for teachers facing tools and benefits of AI for school administrators facing tools and its ethical concern in Boki Local Government Area of Cross River State.

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