

**ASSESSING TEACHERS' ARTIFICIAL INTELLIGENCE
COMPETENCE AND ATTITUDE FOR EFFECTIVE
IMPLEMENTATION OF COMPUTER STUDIES
CURRICULUM IN KWARA STATE, NIGERIA.**

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Abstract

This study assessed the competence and attitudes for effective AI integration in senior secondary education in Kwara State, Nigeria. A descriptive survey design was employed. The population of the study comprised Computer Science teachers in Kwara State, while a sample of 200 computer teachers was selected through purposive sampling as the respondents for the study. Data were collected using the Teachers AI and Curriculum Implementation Questionnaire (TAICIQ), validated through face validity and it was tested for reliability by using test-retest method with the reliability coefficient of 0.85. Findings revealed a low level of AI competence among Computer Science teachers in Kwara State (mean = 2.04). Also, the study found out a positive attitude of Computer Science teachers towards integrating AI tools into the Computer curriculum (mean = 3.09). The study revealed that there are challenges hindering their

ability to effectively integrate AI in computer studies curriculum among which are lack of adequate, practical professional development or training specifically focused on AI pedagogy, and lack of devices and unstable internet are major constraints to integrating AI into Computer Science lessons. The study recommended that, the ministry of education incorporate capacity-building initiatives, specifically systematic AI-Pedagogy professional development programmes, to enhance teachers' competence. This is necessary to address the current competence gap and ensure effective AI integration. The study's results have implications for education policy and practice, highlighting the importance of teacher training and support in AI integration. The study concludes that low AI competence rates in teachers are due to systemic lack of capacity building and infrastructural support, not teachers' willingness.

Keywords: AI competence, teachers' attitude, Artificial Intelligence, Computer curriculum, Computer integration.

Introduction

The integration of Artificial Intelligence (AI) in senior secondary schools in Kwara State has been met with enthusiasm, but the reality is that many teachers are not equipped to effectively incorporate AI into their teaching practices. This study argues that the emphasis on AI adoption is misplaced, and that the focus should be on addressing the systemic issues that have long plagued the education system, such as inadequate infrastructure, poor teacher training, and insufficient funding. The push for AI integration is premature, and risks exacerbating existing inequalities and further marginalizing already disadvantaged students. which made the Researchers to delve into the foregoing problem.

Artificial intelligence (AI) tools are increasingly used in educational settings to enhance teaching and learning. These tools support personalised learning, automate administrative tasks, provide intelligent tutoring, and facilitate interactive learning experiences,

thereby improving student engagement, academic performance, and instructional efficiency in modern education systems (Sanusi et al., 2024). More so, Artificial Intelligence (AI) in the educational environment acts as a paradigm shift in the world, and it will bring transformative opportunities to the teaching, learning, and administration processes (Luckin et al., 2016; Sanusi et al., 2024). Intelligent tutoring systems and automated grading as well as individualised learning platforms are seen as essential to streamlining instructional process and student performance, even in the developing countries (Eke et al., 2023; Nwuke & Ngofa, 2024). In teaching and learning of Computer Science, teachers can use AI to demonstrate programming concepts, automate code feedback, generate practice problems, and support debugging. AI-powered tutors and coding assistants help students understand algorithms, practice coding, and receive instant feedback, thereby improving problem-solving skills and making Computer Science learning more interactive and efficient (UNESCO, 2025). This has resulted to the necessity to equip students with the requirements of the twenty first century global economy in Nigeria has created the need to pay a closer attention to digital literacy and proper introduction of the Computer Curriculum to the different levels of education (Eke, 2024). This curriculum is created to provide the learners with the base level of computational skills, and its effective execution is currently closely associated with the readiness of teachers to incorporate new technologies, especially AI.

Although the role of technology education is acknowledged, the introduction of the Computer studies Curriculum in Kwara state has in the past been faced with great obstacle especially in terms of funding, absence of infrastructure and qualified and specialised teachers (Daniel-Kalioi, 2019; Fasinro et al., 2025). The competence of AI in teachers has ceased to be a marginal skill but part of the necessity to provide computer education in the modern world (UNESCO, 2025). In order to be successfully integrated, AI necessitates teachers to not only be technologically conversant with the foundations of AI, but also to have pedagogical expertise to use AI

tools in the classroom in an ethical, critical, and productive manner (Liang and Li, 2025; UNESCO, 2025).

The literature on the topic of educator AI preparedness is starting to grow, and some studies have shown an overall positive attitude and high willingness of teacher educators in Nigeria to use AI-powered tools (Eke, 2024; Sanusi et al., 2024; Sharifuddin & Hashim, 2024; Yusuf, 2005). Moreover, there is usually a gap between an instructor having a favourable attitude towards a new technology and being competent enough to apply them in his or her everyday teaching (Sharifuddin & Hashim, 2024). This disconnect is the main issue, as it may imply that though teachers can be eager about the benefits of AI, the absence of practical skills and the articulated structure of the application can become a problem with the effective implementation of AI in the current Computer studies Curriculum. The failure of such a programme would not only make the curriculum outdated but also create an even larger digital skills gap between the students of Nigeria and the rest of the world (Rasheed et al., 2025).

Although it is valuable, previous research has been more about the overall readiness, and perceptions of teachers as regards to the adoption of technology (Ogunyemi, 2020; Abubaka, 2025). The importance of the critical research gap is to bridge the gap in the current understanding of the study on the significance of the specific interaction of AI competence and attitude of teachers in Nigeria as a direct predictor of efficient Computer Curriculum implementation in the specific environment of Nigerian schools. Hence, the aim of the study is to evaluate AI competence and attitude of the school teachers in Nigeria and to evaluate the implications that will follow the successful implementation of the Computer Curriculum. This study will aim to make contributions to the field in many ways by offering a clear diagnosis of the existing capabilities and mindsets. In practice, this study will provide insights into teachers' competence and attitudes towards AI and how these influence the effective implementation of the Computer Science curriculum in Kwara State. The findings will help policymakers, educators, and curriculum

planners design training programmes and strategies that enhance teachers' capacity to integrate AI in teaching.

Objectives of the Study

The broad objective of the study is to assess teachers' AI competence and attitude and its implications for Computer curriculum implementation in Kwara State. Specifically, the study seeks to:

1. assess the level of AI competence among Computer studies teachers in secondary school in Kwara State.
2. examine the attitude of Computer teachers for effective integration of AI tools in teaching the computer studies curriculum in secondary school in Kwara State.
3. find out the challenges that hinder teachers' effective integration of AI for the Computer studies curriculum implementation in secondary school in Kwara State.

Research Questions

The under listed research questions are raised for the study:

1. What is the level of teachers Artificial Intelligence (AI) competence among Computer studies teachers in secondary school in Kwara State?
2. What is the attitude of computer studies teacher towards the integration of the Computer studies curriculum in secondary school in Kwara State?
3. What are the challenges that hinder the effective AI integration practices for the Computer studies curriculum studies in secondary school in Kwara State?

Methodology

The research design applied in this study was the descriptive survey research. The descriptive survey was considered the appropriate one because it enables the researcher to collect the data of the large population in a systematic and efficient way and describe the features of the population on the prevalence and distribution of the AI competence levels and attitudes as they are, without manipulating the variables (Cohen et al., 2018). This type of design is specifically

suitable in studies to examine the relationship and predictors as required by the nature of research (Creswell & Creswell, 2018).

All Computer teachers who are teaching in secondary schools in Kwara State were also the population of the study. There are 497 Computer teachers in secondary schools in Kwara State. This population was chosen because they are the main implementers of the Computer studies Curriculum and it is their responsibility to incorporate technological material.

A sample of 200 computer teachers was used as the respondents for the study. Purposive random sampling technique was the sampling method employed. This is because it allows the researcher to deliberately select teachers who are directly involved in teaching Computer Science and are relevant to the study of AI competence and attitude. This ensures that the data collected comes from participants who possess the specific knowledge and experience needed to address the research objectives.

The data collection tool was a structured questionnaire, tagged: "Teachers' AI and Curriculum Implementation Questionnaire (TAICIQ). The questionnaire consisted of two principal parts: Section A sought for the demographic information of the respondents while section B consisted of statement items used to elicit information from participants on their level of AI competence, attitude and the challenges hindering AI integration. These items are structured on four Likert-type scales classified as Strong Agree, Agree, Strongly Disagree and Disagree.

In order to determine the reliability of the instrument, a pilot study was conducted using the test-retest method on a pilot group of 30 computer teachers in schools outside the Kwara State, yet with similar demographic traits. There was a period of two weeks between the two administrations of this instrument. Pearson Product-Moment Correlation was then used to correlate the two administrations in the form of the scores. The correlation coefficient of 0.85 was achieved, which is far beyond the acceptable value of 0.70 (Gliem & Gliem,

2018). For the **data analysis**, descriptive statistics such as **frequency counts, and percentage were used utilised to carry out the analysis, while frequency counts, and** mean scores values were rated as (low ≤ 2.00 , < 3.5 , moderate ≥ 2.00 and high ≥ 3.5); which was aimed at assessing the teachers competence, and attitude for effective integration AI integration, and barriers to computer studies curriculum implementation in Kwara State.

Results

Answers to Research Questions:

Research Question 1: What is the level of Teachers Artificial Intelligence (AI) competence among Computer studies teachers in senior secondary school Kwara State?

Table 1: Level of Artificial Intelligence (AI) Competence among Computer teachers in Kwara State

S/N	Items	SA	A	D	SD	Mean	Remarks
1.	I can accurately explain the basic principles of how Artificial Intelligence (AI) systems function.	6	42	140	12	2.21	Disagreed
2.	I possess the necessary skills to integrate AI-powered tools directly into my lesson planning for the Computer studies curriculum.	14	14	150	22	2.10	Disagreed
3.	I am competent in evaluating the outputs generated by AI tools for accuracy, originality, and bias.	10	4	136	50	1.87	Disagreed

S/N	Items	SA	A	D	SD	Mean	Remarks
4.	I can effectively teach students how to use AI tools responsibly and ethically, including understanding data privacy issues.	16	18	132	34	2.08	Disagreed
5.	I am capable of designing and adapting classroom activities that require students to use AI tools for complex problem-solving within the Computer studies curriculum.	14	14	122	50	1.96	Disagreed
Weighted Average						2.04	
Mean Score Range						Level	
0 – 2.49						Low	
2.50 – 4.00						High	

N = 200

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Decision Rule: 0 - 2.49 = low, 2.50 – 4.00 = high

Table 1 shows that majority of the respondents disagreed that: they can accurately explain the basic principles of how Artificial Intelligence (AI) systems function (mean = 2.21) with 3% strongly agree, 21% agree, 70% disagree, and 6% strongly disagree; they possess the necessary skills to integrate AI-powered tools directly into my lesson planning for the Computer curriculum (mean = 2.10) with 7% strongly agree, 7% agree, 75%, 11% disagree, and 11% strongly disagree, they are competent in evaluating the outputs generated by AI tools for accuracy, originality, and bias (mean = 1.87) with 5% strongly agree, 2% agree, 68% disagree, and 25% strongly

disagree; they can effectively teach students how to use AI tools responsibly and ethically, including understanding data privacy issues (mean = 2.08) with 8% strongly agree, 9% agree, 66% disagree, and 17% strongly disagree; and they are capable of designing and adapting classroom activities that require students to use AI tools for complex problem-solving within the Computer curriculum (mean = 1.96) with 7% strongly agree, 7% agree, 61% disagree, and 25% strongly disagree. Meanwhile, based on the weighted average mean (2.04 out of maximum 4.00 that can be obtained) which falls within the decision value of “low”, it can be inferred that currently, there is a low level of Artificial Intelligence (AI) competence among Computer studies teachers in senior secondary schools in Kwara State.

Research Question 2: What is the attitude of computer studies teacher towards the integration of the Computer studies curriculum in senior secondary school in Kwara State.

Table 2: Attitude of Teachers toward integrating AI tools into the Computer studies curriculum in senior secondary school in Kwara State

S/N	Items	SA	A	D	SD	Mean	Remarks
1.	Integrating AI tools into the Computer studies curriculum will significantly enhance student engagement and learning outcomes.	52	90	50	8	2.93	Agreed
2.	I am excited and willing to invest the time required to learn new AI-driven teaching methodologies for the curriculum.	86	102	8	4	3.35	Agreed

S/N	Items	SA	A	D	SD	Mean	Remarks
3.	I believe AI tools are complex and will likely increase my workload rather than simplify my teaching tasks.	28	46	38	88	2.07	Disagreed
4.	AI integration is essential for keeping the Nigerian Computer studies curriculum relevant to modern industry and technological demands.	128	68	4	0	3.62	Agreed
5.	The use of AI in my classroom is generally something I look forward to and feel positive about.	118	64	10	8	3.46	Agreed
Weighted Average					3.09		
Mean Score Range					Level		
0 – 2.49					Low		
2.50 – 4.00					High		

N=200

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Decision Rule: 0 – 2.49 = negative, 2.50 – 4.00 = positive

Table 2 shows that majority of the respondents agreed that: integrating AI tools into the Computer studies curriculum will significantly enhance student engagement and learning outcomes (mean = 2.93) with 26% strongly agree, 45% agree, 25% disagree, and 4% strongly disagree; they are excited and willing to invest the time required to learn new AI-driven teaching methodologies for the curriculum (mean = 3.35) with 43% strongly agree, 51% agree, 4%

disagree, and 2% strongly disagree; AI integration is essential for keeping the Nigerian Computer studies curriculum relevant to modern industry and technological demands (mean = 3.62) with 14% strongly agree, 23% agree, 19% disagree, and 44% strongly disagree; the use of AI in my classroom is generally something I look forward to and feel positive about (mean = 3.46) with 64% strongly agree, 34% agree, and 2% disagree. However, majority of the respondents disagreed that; they believe AI tools are complex and will likely increase their workload rather than simplify their teaching tasks (mean = 2.07) with 59% strongly agree, 32% agree, 5% disagree, and 4% strongly disagree. Meanwhile, based on the weighted average mean (3.09 out of maximum 4.00 that can be obtained) which falls within the decision value of “positive”, it can be inferred that, there is a positive attitude of teachers in Ilorin metropolis towards integrating AI tools into the Computer studies curriculum.

Research Question 3: What are the challenges that hinder the effective AI integration practices for the Computer studies curriculum studies in secondary school in Kwara state

Table 3: The challenges that hinder the effective AI integration practices for the Computer studies curriculum studies in secondary school in Kwara state

S/N	Items	SA	A	D	SD	Mean	Remarks
1.	Lack of devices and unstable internet are major constraints to integrating AI into my lessons.	94	96	10	0	3.42	Agreed
2.	I have not received adequate, practical professional development or training specifically focused on AI pedagogy.	150	50	0	0	3.75	Agreed

S/N	Items	SA	A	D	SD	Mean	Remarks
3.	Concerns about the ethical use of AI and academic integrity prevent me from fully embracing AI in the curriculum.	92	78	14	16	3.23	Agreed
4.	A significant lack of funding and institutional support prevents the acquisition of necessary AI-compatible resources and tools.	92	96	4	8	3.36	Agreed
5.	The current Computer studies curriculum scheme of work is too rigid and does not allow me the flexibility to introduce new AI-related topics or tools.	80	96	16	8	3.24	Agreed

N = 200

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Mean Cut-off Point = 2.50

Table 3 reveals that majority of the respondents agreed that; they have not received adequate, practical professional development or training specifically focused on AI pedagogy (mean = 3.75), which is the most prevalent challenge, then followed by lack of devices and unstable internet are major constraints to integrating AI into my lessons (mean = 3.42), a significant lack of funding and institutional support prevents the acquisition of necessary AI-compatible resources and

tools (mean = 3.36), the current Computer curriculum scheme of work is too rigid and does not allow me the flexibility to introduce new AI-related topics or tools (mean = 3.24), and lastly, concerns about the ethical use of AI and academic integrity prevent me from fully embracing AI in the curriculum (mean = 3.23).

Discussion

The finding of the study revealed a low level of Artificial Intelligence (AI) competence among the Computer teachers in Ilorin Metropolis schools of Kwara State. This is in line with a significant amount of modern literature evidence regarding the digital preparedness of educators in the developing world (Sharifuddin & Hashim, 2024). Although it is generally accepted that AI can transform education (Luckin et al., 2016), its successful implementation stands the possibility of failure should the teacher lack the competence or ability to utilise these tools successfully (United Nations Educational Scientific Organization, 2025; Eke, 2024; Liang & Li, 2025). With the availability of infrastructure, the lack of competence in these areas implies that teachers have not been trained to get past the basic computer use to complex AI pedagogy. This has become a common problem in curriculum execution, in which the planned curriculum usually surpasses the ability of the implementers (Daniel-Kalioi, 2019).

In addition, the low competence shown by the teachers in two critical domains, namely, assessing AI output on bias and originality and teaching AI to be used ethically and privately, underscores the deep threat to the responsible use of AI implementation. According to Nwuke and Ngofa (2024) and Rasheed et al. (2025), the ethical and cultural incompatibility of global AI systems with local requirements is one of the main obstacles to the integration of AI in Kwara State schools in Nigeria. The implementation of AI might unconsciously precipitate educational and moral polarizations unless the educators have the necessary skills to assess and influence learners with regard to these problems. The lack of competence that is presently experienced serves as the formidable barrier to the successful

introduction of a contemporary and pertinent Computer Curriculum, which substantiates the claim that the transformational capabilities of AI are not going to be fulfilled in the classroom without consistent and focused professional development (Sanusi et al., 2024).

Also, the study also shows that the attitude of teachers for effective inclusion of AI tools in the Computer studies Curriculum is positive. This optimism is described by the fact that it is strongly believed that AI can greatly increase the engagement of the student and the results of the learning process. Moreover, educators were very enthusiastic and eager to spend time in mastering new artificial intelligence-based pedagogical approaches. Most importantly, they are strongly convinced that AI integration is mandatory to keep the curriculum relevant to the contemporary industry needs. This optimistic perspective is also reinforced by the fact that they generally do not subscribe to the idea that the AI tools will excessively complicate their work or will tend to overload them, which indicates that they already see AI as a manageable and useful innovation.

The positive attitude validates the effect of other researchers who have documented high readiness and positive attitudes of teacher educators in Nigeria, including Eke (2024), who found a high level of readiness and positive attitudes of teacher educators in Nigeria for effective AI adoption, and those by Abubakar et al. (2025) who found that there was a strong positive correlation between teacher educators readiness and the perceived benefits of using AI. The fact that the teachers believe that AI will increase the results of the learning process (Luckin et al., 2016) and that this technology is the key to the relevance of the curriculum (Nwuke and Ngofa, 2024) imply that they realise the strategic sense of the technology in the Fourth Industrial Revolution. Their readiness to dedicate time to training is an effective indicator that personal motivation is not one of the main adoption inhibitors, which the UNESCO (2025) framework confirms by stating that human-centred mindset is one of the factors that precondition successful integration of AI.

It is especially encouraging that teachers are mostly not in agreement with the fact that AI will add to their workload (an item that is frequently used to assess anxiety, or perceived ease of use). This implies that the educators fail to see AI as an overwhelming technical load, which is a frequent discouraging factor in the setting with a low-quality infrastructure (Sharifuddin and Hashim, 2024). Rather, they are hopeful of its future application in automating tasks, like auto-grading or auto-generation of content. This positive attitude, however, when in contrast to the low levels of competence, generates a significant readiness paradox. In their discussion of the curriculum implementation, Fasinro et al. (2025) say that no positive attitude can be enough, but it must be complemented with the required human and material resources. The present research proposes the strong will and weak skill base, and states that the educational problematic situation in Nigeria is not about motivation, but about getting this willingness converted into concrete, supported as well as competent classroom practise.

The finding of the study shows that the successful implementation of the Artificial Intelligence (AI) into the Computer Curriculum is highly impeded by various institutional and personal issues that appear across a board to the teachers. Preeminent among such obstacles is the general agreement that educators have not been provided with sufficient and effective professional growth or training on AI pedagogy in particular. The lack of proper devices and the inability to have a reliable internet connection is another significant training gap compounded by the severe infrastructural shortages. Also, the problem of financial barriers stands out, as teachers assert that they do not have the essential financial resources to purchase the required AI-compatible materials and resources. Lastly, the teachers likewise report that curricular inflexibility and severe ethical issues concerning academic honesty and privacy of information are also significant challenges to the total adoption of AI in the education process. This result is well-supported by existing academic literature, as it proves that the implementation gap of the technology adoption in

Nigeria is complex and based on the systemic flaws (Daniel-Kalioi, 2019; Fasinro et al., 2025).

According to Eke (2024) and Sanusi et al. (2024) who have always maintained, it is not enough to have technology, but the teacher should also be provided with the instructional strategies that would make the use of technology effective and ethical.

The second group of obstacles such as the shortage of infrastructure (lack of devices/poor internet) and finances supports the developed on the digital divide in Nigeria (Sharifuddin and Hashim, 2024). There is scarcity of resources which the AI tools often demand a lot of connectivity and highly specialised hardware. This is further aggravated by the agreement that institutional financial support is lacking, which suggests that the policy idea to present a modern Computer studies Curriculum is compromised by the insufficiency of funds (Ogunyemi, 2020).

Lastly, the high consensus regarding ethical issues (academic integrity and privacy) and the inflexibility of the curriculum presents an important pedagogical and systemic impediment. The observation is especially relevant in the face of global generative AI tools proliferation. The reluctance of teachers to fully utilise AI is reasonable in the situation when teachers lack the expertise to address the ethical risks of AI and the current framework of the curriculum does not expressly provide the opportunity to introduce new AI topics and tools (Nwuke & Ngofa, 2024). It implies that the successful implementation of AI will involve not only the resources and training, but also a parallel curricular transformation should provide teachers with the flexibility to create and introduce ethical standards.

These findings have far-reaching implications on the implementation of Computer Curriculum. The low competence implies that the educators who teach a modern, technology-oriented curriculum are already inadequately prepared to instruct the necessary content or model on how to use AI responsibly in their students. The curriculum,

thus, is a dream and not a reality, further increasing the digital skills gap between the Nigerian students and the rest of the world students. The positive attitude, in turn, leaves a great window of opportunity, which means that the opposition to change is low, and investment in specific training is expected to have high returns. More importantly, the institutional issues prove that the issue is not that of a lack of teacher motivation, but one of administrative and policy failure to fund and facilitate educational reform adequately. This implies that in the absence of bold action taken with the need to concentrate on competence and infrastructure, the policy of modernising the Computer studies Curriculum via AI will eventually end in failure.

The fact that this study adopted a descriptive survey design and was only limited to Ilorin metropolis should also be noted as a limitation of the study as it used non-experimental design and was only dependent on self-reported data. As a result, the findings, though describing the situation and defining inter-relationships, cannot unequivocally establish causal correlates and cannot be applied unconditionally to all secondary school teachers in the various parts of Nigeria.

Recommendation

Based on the findings of the study the following recommendations were made:

1. To eliminate AI competence deficit in the first place, the Ministry of Education should promptly order and finance systematic, applied AI-Pedagogy professional development (PD) programmes to all current Computer studies teachers. This PD should be aimed at the practical skills, including timely engineering and moral AI testing, which should have specific criteria associated with the teacher career development, where the already positive attitude is directly transformed into the quantifiable competence.
2. To address the infrastructural and funding shortages, the State governments and school management should use special and

un-diversifiable budgetary allocations to correct the fundamental infrastructural issues, prioritising on the acquisition of AI-compatible teaching and learning tools and ensuring that all computer laboratories in the secondary schools have reliable and high-speed internet connexions.

3. To eliminate the challenge of curricular rigidity and ethical anxiety, the national curriculum body (NERDC) should conduct an urgent review to consider AI literacy and ethical use as flexible and core elements of the Computer Curriculum, and at the same time publish explicit ethical use of AI at the school level to offer a safe, structural context of classroom integration.

Conclusion

The study found out that the implementation of the Computer studies Curriculum in senior secondary schools in Kwara State, Nigeria is severely threatened by critical paradox between positive attitude of teachers and low AI competence which is compounded by the overwhelming systemic problems. This inquiry provides a three-fold conclusion, showing that there is a strong psychological readiness gap. To begin with, the existing Artificial Intelligence competence rates in teachers are provably low. Teachers are not sure of the basic AI knowledge, skills of integrating pedagogy, and the most important aspect, the criticality of assessing the ethical consequences of the AI outputs, including bias and originality. Secondly, this lack is coupled with a very positive attitude towards AI as teachers see it as a necessity in increasing student engagement and curriculum usefulness and they are willing to spend time on training. Third, this paradox is systemically and institutionally perpetuated, with the root limitations being the severe scarcity of proper and realistic professional training and systemic infrastructural failures, such as a device shortage and poor internet connection.

Acknowledgements of Limitations

This study is limited to 200 selected teachers of Computer Science in Kwara State and relied on self-reported data, which may introduce response bias. The use of purposive sampling also limited generalisation of the findings to all teachers. Additionally, the study focused only on AI competence and attitude without examining other institutional factors. Despite all these limitations, the results of this study formed a useful basis on teachers' AI competence and attitude in Computer Studies curriculum implementation in Kwara State, Nigeria.

Suggestions for Further Studies

Future studies should include larger samples across multiple states in Nigeria to enhance generalisability. Researchers may also examine additional factors such as school infrastructure, policy support, and availability of AI tools. Finally, longitudinal or mixed-methods could further explore how teachers' AI competence influences curriculum implementation over time.

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