INFLUENCE OF AI APPLICATIONS IN FACULTY MANAGEMENT SYSTEMS ON EFFICIENT RESOURCE ALLOCATION AND DATA-INFORMED LEADERSHIP: A CASE STUDY OF FACULTY OF EDUCATION, UNIVERSITY OF NAIROBI, KENYA

Dr. Hillary Shikokoti¹ Dr. Petronilla Kingi², Prof. Ursulla Okoth³

Department of Educational Management Policy and Curriculum Studies, University of Nairobi¹²³ Email: hilzshiks@yahoo.com

Abstract

This study investigated influence of AI applications in faculty management systems on efficient resource allocation and data-informed leadership: A case study of Faculty of Education, University of Nairobi, Kenya. The research hypothesis was H_01 : There is no significant relationship between AI-based faculty management systems in tracking and optimizing the use of educational resources and efficient resource allocation. H_02 : There is no significant relationship between AI-generated data support faculty leaders and data informed leadership. The study was based on the Kirkpatrick's successive four-level model of evaluation developed in 1959 by Donald Kirkpatrick as a way of "determining the reaction, learning, behaviour and results that occur in users of a program to determine the program's effectiveness. Descriptive Survey research design was used. The study targeted 300 lecturers, 1 Dean and 4 Chairs of Department and 4 ICT Administrators. A sample of 20% was used on lecturers while census sampling was used to select Dean, Heads of Departments and ICT administrators. Google forms were used to collect data from the lecturers, ICT administrators while Interview from Dean Faculty of Education and Heads of Departments. The findings showed that on AI-based faculty management systems in tracking and optimizing the use of educational resources. where Chi square (df=1, Pearson Chi square($\chi 2$) =53.880 and p=0.000 at 0.05 level of significance. On AIgenerated data support faculty leaders and data informed leadership. Chi square (df=1, Pearson Chi square($\chi 2$) =106.222 and p=0.000 at 0.05 level of significance. The study concluded that the integration of AI in faculty management systems has positively influenced institutional efficiency and leadership quality at the Faculty of Education, University of Nairobi's and the broader adoption and scaling of these technologies across Kenyan universities hold great potential in promoting sustainable, data-driven, and accountable educational governance. It was then recommended that the Institutions like the University of Nairobi should institutionalize the use of AI-generated data during faculty board meetings, policy reviews, and curriculum adjustments so as to reduce reliance on anecdotal decision-making and foster transparency and academic accountability

Keywords: Influence, Artificial Intelligence, Faculty Management Systems, Resource Allocation, Data Informed Leadership

1.0 Introduction

Salas-Pilco, Xiao & Hu, (2022) in their systematic review on AI and learning analytics in teacher education, highlighted how AI tools enhance decision-making and instructional design in schools in the USA and China learning analytics and how they witnessed significant improvements in instructional quality and optimized resource use through predictive modeling. Mhlanga, (2022) investigated the adoption of human-centered AI across educational systems in China, UK, and the US, revealing that AI fosters equitable resource allocation by analyzing student needs and reallocating budgets dynamically found AI-enabled dashboards improved strategic resource deployment by 23%. Arar, Tlili, & Salha, (2024) focused on AI's symbiotic relationship with human leadership in the UK and US that AI tools enhance scheduling, reporting, and real-time tracking of teacher deployment, leading to improved resource management. Meng, & Sermsri, (2024) Compared big data and AI applications in educational leadership between China, UK, and US and found enhanced access to school-level data which led to better teacher allocation and infrastructure planning. Thomas, Rawolle, & Dai, (2024) proposed a framework for AI-assisted administrative decision-making in schools in Canada and the UK, emphasizing ethical collaboration between human administrators and AI systems to enhance data-informed leadership. Hu, Ke, Vyortkina, & Hu, (2024) explored how AI supports data-informed decisionmaking in school leadership across Canada and China, particularly through national AI strategies. Institutions using AI in resource planning experienced a 17% boost in cost-efficiency.

In Nigeria, Ogunode & Gregory (2023) conducted a study on the role of AI in school administration and found that AI-based systems significantly improved financial management and personnel tracking and found that a 30% increase in administrative efficiency through automated scheduling and expenditure monitoring. Udu & Amadi (2020) examined AI-based student information systems in Cross River State and discovered that AI tools reduced the human errors associated with budget allocation and helped in real-time tracking of teaching resources. In South Africa, Mavuso & Olaitan (2024) studied AI deployment in four South African universities and reported enhanced resource planning and faculty deployment through predictive AI models and also observed a 25% improvement in classroom utilization and library access monitoring. Govender & Boikanyo (2021) found that AI systems helped school principals to align school resources with curriculum needs, especially in underserved urban areas and improved textbook distribution and infrastructure maintenance.

In Ghana, Adomako & Mensah (2022) explored AI applications in educational management in Accra-based institutions and found that AI-assisted dashboards helped administrators monitor teacher attendance and classroom occupancy, leading to better resource scheduling. Owusu-Afriyie (2019) noted the positive impact of AI-based systems on financial planning in public schools and observed significant gains in efficiency when AI was used to automate school fee tracking and procurement processes. In Zimbabwe, Adomako & Mensah (2022) explored AI applications in educational management in Accra-based institutions and found that AI-assisted dashboards helped administrators monitor teacher attendance and classroom occupancy, leading to better resource scheduling. Owusu-Afriyie (2019) noted the positive impact of AI-based systems are classroom occupancy, leading to better resource scheduling. Owusu-Afriyie (2019) noted the positive impact of AI-based

systems on financial planning in public schools and observed significant gains in efficiency when AI was used to automate school fee tracking and procurement processes.

In Tanzania, Mtey & Sanga (2020) investigated the role of ICT and emerging AI technologies in educational leadership in selected Tanzanian secondary schools and found that school administrators using AI-integrated school management systems were better able to monitor attendance, academic performance, and financial data for decision-making. In Uganda, Nabushawo, Lubaale & Wamala (2022) conducted a mixed-methods study in Kampala, exploring how AI-generated student and teacher performance data were being used by school leaders and showed increased confidence among administrators in using data to allocate teaching support and plan interventions. Ministry of Education and Sports, Uganda (2020) in collaboration with UNESCO introduced EduTrack AI to 20 rural schools and the evaluation report showed that school leaders could act promptly on dropout patterns and infrastructure needs.In Rwanda, Niyonzima, Uwitonze & Mugabo (2023) explored the integration of AI-based learning analytics systems in Rwandan public schools under the Smart Education Project and principals reported that AI-generated dashboards improved their ability to make data-driven decisions, especially in budgeting and staffing. Rwanda Education Board (REB, 2019) conducted an impact study on the use of AI in educational planning and found that AI systems were integrated into national teacher deployment and school resourcing systems.

In Kenya, Wanjiru & Muthoni (2022) conducted a study on the integration of AI-based school management systems (SMS) in public secondary schools in Nairobi and found that AI tools helped head teachers optimize the allocation of educational resources such as textbooks, teaching staff, and infrastructure. Ministry of Education, Kenya (2021) explored the application of AI for school management and decision-making and found that the pilot project implemented AI systems for real-time tracking of school resources, student attendance, and academic progress. Gikandi (2019) investigated AI tools' role in supporting data-informed decision-making in Kenyan universities and highlighted that AI analytics helped university leaders track student performance trends, optimize faculty allocation, and make data-driven financial decisions. Juma & Chege (2023) evaluated the adoption of AI management systems in rural schools in Kenya. The study focused on the role of AI in improving leadership practices and decision-making by providing timely data on student performance and staff efficiency. KENET (2020), a consortium of Kenyan universities, initiated a project to integrate AI in resource management systems and found that AI-driven analytics helped universities allocate resources more efficiently. particularly in budgeting for research and development initiatives. Ndung'u et al. (2021) investigated the impact of AI-powered data analytics tools on school leadership in Kenya and showed that the use of AI tools for real-time student performance analysis, teacher effectiveness, and curriculum evaluation enabled leaders to make evidence-based decisions, particularly in resource-poor areas. Therefore, this study investigates influence of AI applications in school management systems on efficient resource allocation and data-informed leadership: A case study of Faculty of Education, University of Nairobi, Kenya.

1.1 Statement of the Problem

In recent years, Artificial Intelligence (AI) has emerged as a transformative technology with the potential to revolutionize various sectors, including education. AI applications are increasingly being integrated into school management systems (SMS) to optimize resource allocation, improve administrative processes, and support data-driven decision-making. The Faculty of Education at the University of Nairobi serves as a pivotal institution for training educators and providing a robust foundation for education across Kenya. As educational institutions grapple with challenges such as limited resources, inadequate infrastructure, and the need for more efficient management practices, the role of AI in improving resource allocation and enhancing leadership through data-driven insights cannot be overstated. However, despite the promising potential of AI in transforming educational leadership and resource management, the application of AI in schools, particularly in Kenyan universities, remains under-explored, with limited empirical evidence available on its effectiveness and impact and the integration of AI in managing resources within such institutions, particularly in the context of university-level faculties, has yet to be comprehensively explored. The problem, therefore, lies in the lack of empirical evidence on the extent to which AI-based school management systems contribute to efficient resource allocation and support data-informed leadership in the Faculty of Education at the University of Nairobi. Although AI has shown promise in improving operational efficiency, there is limited understanding of its effectiveness in tracking and optimizing the use of educational resources such as human resources, learning materials, and infrastructure. Additionally, there is a need to assess how AI-generated data can inform decision-making processes, enabling school leaders to make more effective and evidence-based decisions. Therefore, this study investigates influence of AI applications in school management systems on efficient resource allocation and data-informed leadership: A case study of Faculty of Education, University of Nairobi, Kenya.

1.2 Purpose of the Study

This study investigated influence of AI applications in faculty management systems on efficient resource allocation and data-informed leadership: A case study of Faculty of Education, University of Nairobi, Kenya.

1.3 Research Objectives

The study was based on the following research objectives:

- 1. To determine the influence of AI-based faculty management systems in tracking and optimizing the use of educational resources on efficient resource allocation. A case study of Faculty of Education, University of Nairobi, Kenya.
- 2. To establish the influence of AI-generated data support faculty leaders and data informed leadership. A case study of Faculty of Education, University of Nairobi, Kenya.

1.4 Research Hypothesis

The study was based on the following research hypothesis

- 1. H_01 : There is no significant relationship between AI-based school management systems in tracking and optimizing the use of educational resources and efficient resource allocation.
- 2. H_02 : There is no significant relationship between AI-generated data support faculty leaders and data informed leadership.

2.0 Literature Review

2.1 AI-based faculty management systems in tracking and optimizing the use of educational resources and efficient resource allocation.

Matere (2024) conducted a mixed-methods study across 15 Kenyan universities and technical colleges to assess the effectiveness of AI tools such as Intelligent Tutoring Systems, Adaptive Learning Platforms, and Learning Analytics Systems and indicated limited accessibility although where implemented, they contributed to improved learning outcomes, higher student engagement, and personalized feedback and recommends investment in infrastructure and professional development to enhance AI tool accessibility and effectiveness. Shikokoti and Mutegi (2024) examined the influence of AI on education quality within the Faculty of Education at the University of Nairobi and revealed a significant positive correlation between AI adoption and improvements in research quality and overall educational standards and recommends institution-wide AI strategies focusing on integrating AI into administrative, academic, and student services. Ndungu & Musau, (2022) assessed Role of Smart School Management Systems on Administrative Efficiency in Kenyan Public Secondary Schools and that schools using AI-integrated School Management Systems (SMS), such as NEMIS (National Education Management Information System), showed improved tracking of student attendance, teacher deployment, and resource utilization and found that decision-making improved when headteachers could access dashboards with real-time performance and budgetary data. Muchiri & Wanjala, (2021) examined the use of Data Analytics in Decision Making in Secondary Schools in Nairobi County and found that schools implementing data dashboards and predictive AI tools experienced enhanced school budgeting, early warning systems for dropout risks, and improved performance tracking and that AI analytics helped principals allocate resources based on performance trends.

Ministry of Education Kenya (MoE, 2023) conducted a report on Digital Learning Progress and AI Strategy in Education Sector and found that pilots in counties such as Kiambu and Machakos introduced AI-assisted teacher timetabling and resource usage tracking, reducing redundancy in teaching loads by up to 18%. Heads of schools used this data for better staff deployment and class optimization. KICD, (2022) assessed Leveraging Artificial Intelligence in Competency-Based Education (CBE) and found that through partnerships with EdTech firms, AI tools were integrated to assess learner progress in real-time, enabling head teachers to make evidence-based

resource allocations for remedial classes and teacher support. Njuguna & Kimani, (2020) investigated Adoption of ICT and Artificial Intelligence in School Resource Planning in Kenyan Primary Schools and found Early AI applications, including automated fee tracking systems and school-wide alerts, improved transparency and accountability, especially in under-resourced schools and it improved confidence in using data for school improvement plans.

2.2 AI-generated data supports faculty leaders and data informed leadership.

Oduor (2025) conducted a qualitative study examining how leadership styles affect AI adoption in corporate communication within two Kenyan civil society organizations and found that democratic and transformational leadership styles significantly facilitated AI integration by fostering environments conducive to innovation and providing necessary support and training and leaders indirectly influenced AI adoption by setting performance expectations that encouraged staff to utilize AI tools for efficiency and quality output. Karanja (2024) explored the integration of AI in Kenyan higher education, emphasizing the need for an AI competency framework for educators and highlighted that AI technologies, such as automated grading and personalized learning systems, can transform teaching and administrative tasks although successful implementation requires professional development, infrastructure investment, and clear policy guidelines and by equipping faculty leaders with AI competencies, institutions can enhance data-driven decision-making and improve educational outcomes.

Omondi (2024) analyzed the transformative impact of AI on higher education in Kenya and discussed how AI applications, including personalized learning platforms and intelligent tutoring systems, are reshaping teaching, learning, and administrative processes and found that AI-driven tools enable faculty leaders to make informed decisions by providing insights into student performance and institutional efficiency emphasizing the potential of AI to address challenges such as limited access to quality education and resource constraints. A roundtable discussion hosted by Strathmore University's School of Computing and Engineering Sciences in 2024 highlighted faculty perspectives on AI integration and AI's potential to enhance teaching, learning, and administrative functions was acknowledged although challenges such as limited resources, insufficient exposure to AI tools, and resistance to change were noted therefore emphasized the need for multidisciplinary collaboration, robust AI curricula, and investment in research and infrastructure to support data-informed leadership in higher education

2.3 Theoretical Framework

This study is anchored on Donald Kirkpatrick's Four-Level Model developed in 1959, a framework traditionally used to evaluate the effectiveness of training programs but adaptable to broader educational innovations such as AI applications in faculty management systems. The model comprises four levels: Reaction, Learning, Behavior, and Results. In the context of this study, which seeks to examine the influence of AI-based school management systems on efficient resource allocation and data-informed leadership at the Faculty of Education, University of Nairobi, each level offers critical insight. At the Reaction level, the model assesses how

school leaders perceive and accept the integration of AI technologies into their administrative practices. The Learning level evaluates whether these leaders gain the requisite knowledge and skills to utilize AI tools effectively. Behavior refers to the actual application of AI systems in school management, particularly in optimizing resource use and supporting evidence-based decision-making. Lastly, the Results level captures the tangible outcomes derived from the use of AI, such as improved efficiency in resource allocation and enhanced data-informed leadership. This model is particularly relevant as it provides a comprehensive lens to analyze not only the acceptance and understanding of AI systems but also their practical implementation and measurable impact in educational institutions. Thus, it supports the study's aim of assessing both the processes and outcomes of integrating AI technologies into school leadership and resource management

3.0 Methodology

Descriptive survey research design was used as it allows the researcher to describe characteristics of an individual or group as they really are (Shikokoti, Okoth and Abungana, 2024). Descriptive survey is only concerned with conditions or relationships that exist, opinions that are held and process that are ongoing. The study targeted 300 lecturers, 1 Dean and 4 Chairs of Department and 4 ICT Administrators. Purposive sampling was used to select the Deans and Chairs of Departments. In order to select the lecturers, a 20% sample was used which was deemed to be a big sample (Mugenda & Mugenda, 2019) and large enough to identify a significant effect (Kothari, 2019) According to Cohen, Manions & Morrison (2018), simple random sampling technique allows a researcher to get a representative sample without biasness. Therefore, all lecturers had equal chances to participate. Simple random sampling was used and google forms were used to collect data from the lecturers and ICT administrators were used because of their ability to contend alot of information from respondents over a short period of time. They are also free from biasness of the researcher. They contained close ended questions. Orodho (2009) further explains that questionnaires capture information on people's attitudes, opinions and habits. The questionnaires had two sections; Section A captured the background information which contained the gender Section B contained influence of AI applications in school management systems on efficient resource allocation and data-informed leadership which on a likert scale ranging from Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree seeking information on the quality of education in higher education. To enhance the content validity of the instruments a pre-test of the instruments was carried out. Piloting aimed at testing the clarity of test items, suitability of language used and the feasibility of the study. The reliability of the instruments was determined using test-retest technique. Pearson product moment correlation was used to compute the reliability coefficient (Shikokoti, Okoth and Abungana, 2024). Descriptive statistics were used in the analyses of the collected data. For inferential statistic, Chi-square test was used for Hypothesis One and two to test the relationship between the hypothesis. The hypothesis test was at 5% level of significance The null hypothesis was rejected and accepted if the p-value is greater than 0.05 ($P \ge 0.05$) or 0.01 ($P \ge 0.01$). It was rejected if the p-value is less than or equal to 0.05 (P ≤ 0.05) and 1% level of significance if the p-

0.0

25.0

75.0

100.0

value was less than or equal to $0.01(P \le 0.01$ The Statistical Package for Social Science (SPSS), version 22, was used to code and enter the data into the computer for analysis after the questions were reviewed for completeness.

4.0 Results

Neutral

Agree

Total

Strongly Agree

4.1 AI-Based Faculty Management Systems on Efficient Resource Allocation

3

7

25

35

Table 1 shows Lecturers' responses on AI-based systems have improved the tracking of educational resources in the Faculty of Education.

Table 1: Lecturers' responses on AI-based systems have improved the tracking of

educational resources in the Faculty of Education.					
Statement	Lectu	rers	ICT Adn	ninistrator	
	f	%	f	%	

0

1

3

4

8.6

20.0

71.4

100.0

Table 1 show 25(71.4%) of Lecturer Strongly Agreed that AI-based systems have improved the tracking of educational resources in the Faculty of Education while 7(20.0%) Agreed. This implies that AI-based systems have effectively improved the tracking of educational resources in the Faculty of Education. This finding was in agreement with

Table 1 shows 3(75.0%) of ICT Administrators Strongly Agreed that AI-based systems have improved the tracking of educational resources in the Faculty of Education while 1(25.0%) Agreed. This implies that AI-based systems have really improved the tracking of educational resources in the Faculty of Education. Matere (2024) concurs that AI-powered platforms have improved transparency and accountability in educational resource tracking, reducing the loss of physical and digital learning materials. Shikokoti & Mutegi (2024) also are in agreement that AI-enabled learning management systems have significantly enhanced the tracking of digital content, student attendance, and usage of library and classroom resources within the Faculty of Education.

Table 2 shows Lecturers' and ICT Administrators responses on The current AI applications help optimize the allocation of financial resources

Statement	Lec	ICT Administrators		
	f	%	f	%
Disagree	14	40.0	1	25.0
Neutral	3	8.6	1	25.0
Agree	18	51.4	2	50.0
Total	35	100.0	4	100.0

 Table 2: Lecturers' and ICT Administrators responses on The current AI applications help optimize the allocation of financial resources.

Table 2 shows 18(51.4%) of Lecturers Agreed that The current AI applications help optimize the allocation of financial resources while 14(40.0%) Disagreed. The current AI applications help optimize the allocation of financial resources.

Table 2 shows 2(50.0%) of ICT Administrators Agreed that The current AI applications help optimize the allocation of financial resources while 1(25.0%) were Neutral and Disagreed respectively. This implies that that The current AI applications help optimize the allocation of financial resources. Kirema (2024) concurs that AI tools are used in university finance departments to analyze trends in expenditure and suggest optimized allocations, thereby minimizing over- and under-spending. ESSRAK Report (2024) also conforms to the findings that AI-based budgeting software assists administrators in making evidence-based financial decisions, enhancing efficiency in the disbursement of resources.

Table 3 shows Lecturers' and ICT Administrators responses on AI systems enable real-time monitoring of resource usage e.g., classrooms, ICT tools

Statement			ICT	
	Le	Administrators		
	f	%	f	%
Agree	5	14.3	0	0.0
Strongly Agree	30	85.7	4	100.0
Total	35	100.0	4	100.0

Table 3: Lecturers'	and ICT	Administrators	responses	on	AI	systems	enable	real-time
monitoring of resour	ce usage							

Table 3 shows Majority 30(85.7%) of Lecturers Strongly Agreed on AI systems enable real-time monitoring of resource usage while 5(14.3%) Agreed. This implies that AI systems in the Faculty of Education enable real-time monitoring of resource usage e.g., classrooms, ICT tools.

Table 3 shows All 4(100.0%) of ICT Administrators Strongly Agreed AI systems enable realtime monitoring of resource usage while 12(34.3%) Strongly Disagreed. This implies that AI systems enable real-time monitoring of resource usage. The findings concur with Muthwii (2021) who found that AI monitoring systems provided real-time data on the use of ICT tools and smartboards, improving planning and technical support. Karanja (2024) concurs that real-time AI applications enabled tracking of computer lab use, library occupancy, and classroom attendance, leading to better timetabling and room utilization

Table 4 shows Lecturers' and ICT Administrators responses on the use of AI has reduced wastage and inefficiency in resource management.

Statement			ICT	
	Lecturers		Adminis	trators
	f	%	f	%
Strongly Disagree	4	11.4	0	0.0
Disagree	5	14.3	0	0.0
Neutral	2	5.7	1	25.0
Agree	6	17.2	1	25.0
Strongly Agree	18	51.4	2	50.0
Total	35	100.0	4	100.0

Table 4: Lecturers' and ICT Administrators responses on the use of AI has reduced wastage and inefficiency in resource management.

Table 4 shows majority 24(68.6%) of Lecturers (18(51.4%)Strongly Agreed and 6(17.2)Agreed) respectively that the use of AI has reduced wastage and inefficiency in resource management while 5(14.3) Disagreed respectively. This implies that the use of AI has reduced wastage and inefficiency in resource management.

Table 4 shows 2(50.0%) of ICT Administrators Agreed that the use of AI has reduced wastage and inefficiency in resource management while 1(25.0%) were Neutral and Disagreed respectively. This implies that that the use of AI has somehow reduced wastage and inefficiency in resource management The findings are in agreement with Kirema (2024) who found that AIdriven predictive analysis tools helped eliminate unnecessary spending by identifying areas of under-utilization and redirecting resources accordingly. Matere (2024) concurs that Automation of administrative and inventory tasks using AI significantly reduced resource misallocation and duplication of efforts.

Table 5 shows Lecturers' and ICT Administrators responses on AI tools support the timely maintenance and replacement of educational assets.

Statement			ICT	
	Lee	cturers	Admini	istrators
	f	%	f	%
Strongly Disagree	10	28.6	0	0.0
Disagree	0	0.0	1	25.0
Agree	5	14.3	1	25.0
Strongly Agree	20	57.1	2	50.0
Total	35	100.0	4	100.0

 Table 5: Lecturers' and ICT Administrators responses on AI tools support the timely maintenance and replacement of educational assets.

Table 5 shows Majority of Lecturers 25(71.4%) (20(57.1%)Strongly Agreed and 5(14.3%) Agreed) respectively that AI tools support the timely maintenance and replacement of educational assets while 10(28.6%) Strongly Disagreed. This implies that AI has made research more practical and efficient.

Table 5 shows 3(75.0%) of ICT Administrators (2(50.0%) Strongly Agreed and 1(25.0%) Agreed) respectively that the use of AI has reduced wastage and inefficiency in resource management while 1(25.0%) Disagreed. This implies that that the use of AI has somehow reduced wastage and inefficiency in resource management The findings concur with Mugwe Chui (2024) who found that AI applications in public TVET institutions in Nairobi County facilitated better planning and management of training programs specifically, AI tools helped in scheduling and monitoring equipment usage, leading to timely maintenance and replacement of educational assets. Otundo (2024) agrees that AI integration in higher education institutions enabled predictive maintenance of educational resources and monitored the usage patterns of assets, allowing for proactive maintenance and timely replacement, thereby reducing downtime and enhancing resource availability.

Table 6 shows Lecturers' and ICT Administrators responses on the institution has adopted AI tools that align with resource management needs.

Table 6: Lecturers' and ICT Administrators'	responses on the institution has adopted AI
tools that align with resource management ne	eds.

Statement			ICT	
	Leo	Administrators		
	f	%	f	%
Agree	3	8.6	0	0.0
Strongly Agree	32	91.4	4	100.0

Statement	· · ·		ICT	
	Le	cturers	Administrators	
	f	%	f	%
Agree	3	8.6	0	0.0
Strongly Agree	32	91.4	4	100.0
Total	35	100.0	4	100.0

Table 6 shows Majority 32(91.4%) of Lecturers Strongly Agreed on the institution has adopted AI tools that align with resource management needs while 3(8.6%) Agreed. This implies that the University of Nairobi has adopted AI tools that align with the Faculty of Educations' resource management needs.

Table 6 shows All 4(100.0%) of ICT Administrators Strongly Agreed AI systems enable realtime monitoring of resource usage e.g., classrooms, ICT tools. This implies that The University of Nairobi has adopted AI tools that align with the Faculty of Educations' resource management needs. The findings are in line with ESSRAK Report (2024)which noted that institutions are integrating AI-driven platforms that cater to their unique resource management requirements which have streamlined administrative tasks, optimized resource allocation, and enhanced overall institutional performance. Karanja (2024) concurs that Kenyan universities are increasingly adopting AI tools tailored to their specific administrative and academic needs that has led to improved efficiency in resource management and decisionmaking processes

Table 7 shows Lecturers' and ICT Administrators responses on AI applications help forecast future resource needs more effectively than manual methods.

Statement			ICT	
	Le	cturers	Administrators	
	f	%	f	%
Agree	2	5.7	0	0.0
Strongly Agree	33	94.3	4	100.0
Total	35	100.0	4	100.0

Table 7: Lecturers' and ICT Administrators' responses on AI applications help forecast
future resource needs more effectively than manual methods.

Table 7 shows Majority 33(94.3%) of Lecturers Strongly Agreed on AI applications help forecast future resource needs more effectively than manual methods while 2(5.7%) Agreed. This implies that AI applications has helped the Faculty of Education, University of Nairobi forecast future resource needs more effectively than manual methods. Table 7 shows All 4(100.0%) of ICT Administrators Strongly Agreed AI systems enable real-time monitoring of resource usage e.g., classrooms, ICT tools while 12(34.3%) Strongly Disagreed. This implies

that AI applications has helped the Faculty of Education, University of Nairobi forecast future resource needs more effectively than manual methods. The findings are in line with Imaizumi (2019) who utilized AI-enabled labor market assessment tools to analyze job advertisements and university curricula in Kenya which effectively identified gaps between labor market demands and educational offerings, enabling institutions to forecast future resource and curriculum needs more accurately than traditional methods. Ndemo (2019) concurs that AI tools could analyze vast amounts of data to predict future job market trends which can proactively adjust resources and programs to meet emerging industry requirements, surpassing the capabilities of manual forecasting methods.

 H_01 : There is no significant relationship between AI-based faculty management systems in tracking and optimizing the use of educational resources and efficient resource allocation

In order to test whether there was a relationship between AI-based faculty management systems in tracking and optimizing the use of educational resources and efficient resource allocation Chi-square test to analyse Objective One. To test objective One Chi-square test was done to determine the relationship between AI-based faculty management systems in tracking and optimizing the use of educational resources (M=3.94, SD=1.187) and efficient resource allocation (M=3.14, SD=2.002)

Table 8 shows Chi square test between AI-based faculty management systems in tracking and optimizing the use of educational resources and efficient resource allocation

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	53.880 ^a	6	.000
Likelihood Ratio	32.060	6	.000
Linear-by-Linear Association	22.275	1	.000
N of Valid Cases	35		

Table 8: Chi Square Test between AI-based faculty management systems in tracking and optimizing the use of educational resources and efficient resource allocation

a. 8 cells (66.76%) have expected count less than 5. The minimum expected count is .03.

The Chi square $\binom{2}{x}$ test of 53.880^a (P=0.005) showed that there was significant relationship between AI-based faculty management systems in tracking and optimizing the use of educational resources and efficient resource allocation. This implies that AI-based faculty management systems in tracking and optimizing the use of educational resources influences efficient resource allocation. The study findings Concur with Matere (2024) who indicated a significant correlation between the use of AI tools and effective teaching and learning (r = .781; p = .000) and that it contributed to better learning outcomes, higher student engagement, and more personalized feedback. Mugwe (2024) agrees that while many TVETs face challenges such as low trainee engagement, difficulties with industrial attachments, wasted instructional time, and poor communication, the adoption of AI applications has the potential to enhance the management of training programs.

The Dean, Faculty of Education was interviewed on AI-based faculty management systems in tracking and optimizing the use of educational resources on efficient resource allocation and his response was as follows:

"AI-based systems have become integral to how we manage our resources and over the past few years, we've adopted intelligent platforms that help us monitor classroom utilization, teaching aids, and even staffing thereby providing real-time reports which help us make informed decisions about reallocating resources to departments with growing student numbers although previously, this was done manually, which led to a lot of inefficiencies and duplication but AI has reduced wastage, and our resource tracking is now much more precise." (Dean, Faculty of Education, 2025)

From the response of the Dean, Faculty of Education we can imply that there is a a paradigm shift from traditional, reactive management to data-informed, proactive, and adaptive resource management, positioning AI as an essential enabler of institutional efficiency and equitable resource distribution

The Chairs of Departments were interviewed on AI-based faculty management systems in tracking and optimizing the use of educational resources on efficient resource allocation coded as CoD1-CoD5. Their responses were as follows:

CoD1;

"Before AI tools were introduced, we had to rely on paper-based resource audits, which were time-consuming and often outdated by the time they were compiled but now, with AI integration, our department receives alerts when resources are underutilized or overbooked allowing us to redistribute teaching spaces or equipment in real-time, increasing both efficiency and accountability"

CoD 2;

"One noticeable benefit of AI in resource allocation has been predictive planning where the system can project resource demand based on enrolment trends for instance, last semester it flagged an anticipated shortage of assessment tools, allowing us to procure them early of which this kind of foresight wasn't possible before AI."

CoD 3;

"AI can offer valuable insights that help in making informed decisions regarding educational policies and resource management, which ultimately improves the quality of education,"

CoD 4;

"AI-driven analytics have been instrumental in ICT equipment maintenance since the system not only tracks usage but also predicts maintenance needs based on historical data which helped us schedule timely servicing and reduce downtime and ensuring that new technological resources are distributed according to real need rather than assumptions."

CoD 5;

"AI applications have enabled a shift from reactive to proactive resource management for example, during the last academic year, the system flagged underutilized facilities like laboratories and prompted a discussion on scheduling improvements which helped us enhance accessibility and optimize space usage."

With the responses obtained from the Chairs of Department we can imply that the integration of AI in the Faculty of Education at the University of Nairobi has significantly transformed resource management practices from manual, reactive approaches to automated, data-driven, and proactive strategies.

4.2 AI-generated data support faculty leaders and data informed leadership.

Table 9 shows Lecturers' and ICT Administrators responses on AI-generated data supports evidence-based decision-making among school leaders.

Table	9:	Lecturers'	and	ICT	Administrators	responses	on	AI-generated	data	supports
evideı	ice-	based decisi	ion-n	nakin	g among faculty	leaders.				

Statement	Lect	urers	ICT Administrator		
	f	%	f	%	
Disagree	4	11.4	2	50.0	
Neutral	7	20.0	0	0.0	
Agree	2	5.7	0	0.0	
Strongly Agree	22	62.9	2	50.0	
Total	35	100.0	4	100.0	

Table 9 show Majority 22(62.9%) of Lecturer Strongly Agreed that AI-generated data supports evidence-based decision-making among faculty leaders in the Faculty of Education while 7(20.0%) were Neutral and 4(11.4%) Disagreed respectively. This implies that AI-generated data supports evidence-based decision-making among faculty leaders in the Faculty of Education. Table 9 shows 2(50.0%) of ICT Administrators Strongly Agreed and Disagreed respectively that AI-generated data supports evidence-based decision-making among faculty leaders in the Faculty of Education. Table 9 shows 2(50.0%) of ICT Administrators Strongly Agreed and Disagreed respectively that AI-generated data supports evidence-based decision-making among faculty leaders in the Faculty of Education. This implies that AI-based systems may have or may have not really improved the tracking of educational resources in the Faculty of Education. Karakose & Tülübaş (2024) concurs that AI technologies enable school leaders to process large datasets effectively, facilitating transparent and participatory management, and supporting informed decision-making.

Otieno & Mwangi (2022) also agrees that AI applications like adaptive learning systems and automated grading have improved the quality of education by offering customized learning experiences, thereby supporting data-driven decisions

Table 10 shows Lecturers' and ICT Administrators responses on faculty leaders frequently use AI-generated data in administrative planning.

Table 10: Lecturers'	and ICT	Administrators	responses or	a faculty	leaders	frequently	use
AI-generated data in	administr	rative planning.					

Statement	L	ICT Ad	lministrators	
	f	%	f	%
Disagree	2	5.7	1	25.0
Neutral	3	8.6	1	25.0
Agree	30	85.7	2	50.0
Total	35	100.0	4	100.0

Table 10 shows Majority 30(85.7%) of Lecturers Agreed that faculty leaders frequently use AIgenerated data in administrative planning while 3(8.6%) were Neutral. This implies that school leaders frequently use AI-generated data in administrative planning in the Faculty of Education.

Table 10 shows 2(50.0%) of ICT Administrators Agreed that faculty leaders frequently use AIgenerated data in administrative planning while 1(25.0%) were Neutral and Disagreed respectively. This implies that faculty leaders frequently use AI-generated data in administrative planning in the Faculty of Education. These findings are in line with Lee et al. (2024) that AI assists school leaders in budgeting and financial planning by providing regular updates on resource utilization, thereby enabling more effective allocation and ongoing monitoring aligned with strategic goals. Tyson & Sauers (2021) concurs that leaders actively engaged in implementing AI programs to enhance administrative functions, indicating a trend toward integrating AI-generated data into routine planning processes.

Table 11 shows Lecturers' and ICT Administrators responses on AI tools provide timely and reliable data that inform institutional policies.

Statement		ICT					
	Lee	Admin	istrators				
	f	%	f	%			
Agree	3	8.6	0	0.0			
Strongly Agree	32	91.4	4	100.0			
Total	35	100.0	4	100.0			

Table 11: Lecturers' and ICT Administrators responses on AI tools provide timely and reliable data that inform institutional policies.

Table 11 shows Majority 32(91.4%) of Lecturers Strongly Agreed on AI tools provide timely and reliable data that inform institutional policies while 3(8.6%) Agreed. This implies that AI tools provide timely and reliable data that inform institutional policies in the Faculty of Education.

Table 11 shows All 4(100.0%) of ICT Administrators Strongly Agreed that AI tools provide timely and reliable data that inform institutional policies. This implies that AI tools provide timely and reliable data that inform institutional policies in the Faculty of Education. The findings concur with CIPIT (2024) that AI tools can provide timely and reliable data to inform institutional policies, ensuring fair and efficient student placements. KICTANet (2023) concurs that AI's role in enhancing decision-making across sectors, including education, by providing timely and reliable data, which is crucial for informing institutional policies.

Table 12 shows Lecturers' and ICT Administrators responses on the use of AI in leadership has improved transparency and accountability.

Statement	· · · · · · · · · · · · · · · · · · ·		ICT	
	Le	cturers	Adminis	strators
	f	%	f	%
Strongly Disagree	4	11.4	0	0.0
Disagree	5	14.3	0	0.0
Neutral	2	5.7	1	25.0
Agree	6	17.2	1	25.0
Strongly Agree	18	51.4	2	50.0
Total	35	100.0	4	100.0

Table 12: Lecturers' and ICT Administrators responses on the use of AI in leadership has improved transparency and accountability.

Table 12 shows 18(51.4%) of Lecturers Strongly Agreed that the use of AI in leadership has improved transparency and accountability while 6(17.2%) Agreed and 5(14.3) Disagreed

respectively. This implies that the use of AI in leadership has improved transparency and accountability in the Faculty of Education.

Table 12 shows 2(50.0%) of ICT Administrators Agreed that the use of AI in leadership has improved transparency and accountability while 1(25.0%) were Neutral and Disagreed respectively. This implies that that the use of AI in leadership has improved transparency and accountability. Li (2024) is in agreement that AI-driven governance enhances transparency by providing real-time data analytics and automated documentation of decision-making processes, thereby increasing accountability in public administration. DAI Global (2024) concurs that AI deployment in public service delivery, including education in Kenya, can enhance transparency and accountability, provided that appropriate algorithmic accountability measures are in place

Table 13 shows Lecturers' and ICT Administrators responses on AI tools support the timely maintenance and replacement of educational assets.

Statement			ICT	
	Lee	cturers	Admini	istrators
	f	%	f	%
Strongly Disagree	2	5.7	0	0.0
Disagree	3	8.6	1	25.0
Agree	6	17.1	1	25.0
Strongly Agree	24	68.6	2	50.0
Total	35	100.0	4	100.0

Table 13: Lecturers' and ICT Administrators responses on AI-generated data has enhanced the ability of leaders to respond to challenges promptly.

Table 13 shows Majority of Lecturers 30(85.7%) Strongly Agreed and Agreed respectively that AI-generated data has enhanced the ability of leaders to respond to challenges promptly while 6(17.1%) Strongly Disagreed. This implies that AI-generated data has enhanced the ability of leaders to respond to challenges promptly.

Table 13 shows 3(75.0%) of ICT Administrators Strongly Agreed and Agreed that AI-generated data has enhanced the ability of leaders to respond to challenges promptly while 1(25.0%) were Disagreed respectively. This implies that AI-generated data has enhanced the ability of leaders to respond to challenges promptly. Noor et al. (2025) is in agreement that AI enables educational leaders to identify and address issues swiftly by providing real-time data, thus enhancing the responsiveness of leadership to emerging challenges. Karakose & Tülübaş (2024) concur that AI's capacity to process large datasets allows school leaders to detect and respond to problems promptly, improving the overall efficiency of school management

Table 14 shows Lecturers' and ICT Administrators responses on I have received adequate training on interpreting AI-generated data for decision-making.

Statement			ICT	
	Lee	cturers	Admin	istrators
	f	%	f	%
Strongly Disagree	18	51.4	4	100.0
Neutral	2	5.7	0	0.0
Agree	3	8.6	0	0.0
Strongly Agree	10	28.6	0	0.0
Total	35	100.0	4	100.0

 Table 14: Lecturers' and ICT Administrators' responses on I have received adequate

 training on interpreting AI-generated data for decision-making.

Table 14 shows Majority 18(51.4%) of Lecturers Strongly Disagreed on I have received adequate training on interpreting AI-generated data for decision-making while10(28.6%) Strongly Agreed and 3(8.6%) Agreed respectively. This implies that the most lecturers have not received adequate training on interpreting AI-generated data for decision-making in the Faculty of Education.

Table 14 shows All 4(100.0%) of ICT Administrators Strongly Disagreed they have received adequate training on interpreting AI-generated data for decision-making. This implies that The University of Nairobi has not trained adequately ICT administrators on interpreting AI-generated data for decision-making. Matere (2024) concurs that faculty members' unfamiliarity with AI and the lack of comprehensive training are major barriers to their effective use, indicating a need for adequate training in interpreting AI-generated data. Otieno & Mwangi (2022) is in line that most faculty members lacked sufficient preparedness to fully integrate AI technologies, affecting the pace of AI adoption and underscoring the importance of training in interpreting AI-generated data for decision-making

H_02 : There is no significant relationship between AI-generated data support faculty leaders and data informed leadership.

In order to test whether there was a relationship between AI-generated data supports faculty leaders and data informed leadership. Chi-square test to analyse Objective two. To test objective two Chi-square test was done to determine the relationship between AI-generated data supports faculty leaders (M=3.94, SD=1.187) and data informed leadership. (M=3.14, SD=2.002)

Table 15 shows Chi square test between AI-generated data supports faculty leaders in making informed decisions and data informed leadership.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	106.222 ^a	6	.000
Likelihood Ratio	26.277	6	.000
Linear-by-Linear Association	21.718	1	.000
N of Valid Cases	35		

Table 15: Chi square test between AI-generated data support faculty leaders and data informed leadership.

a. 5 cells (66.7%) have expected count less than 5. The minimum expected count is .01.

The Chi square (x^2) test of 106.222^a (P=0.005) showed that there was significant relationship between Table 15 shows Chi square test between AI-generated data support faculty leaders in making informed decisions and data informed leadership. This implies that AI-generated data supports faculty leaders on data informed leadership. The study findings Concur with Ndiku, Oyoo & Owano, (2014) that while the adoption of data-driven decision-making was still in its early stages, schools that implemented such practices experienced improved administrative efficiency and the use of data analytics facilitated better planning, resource allocation, and monitoring of student performance

The Dean, Faculty of Education was interviewed on AI-generated data support faculty leaders in making informed decisions on data informed leadership and his response was as follows:

"AI-generated data has transformed how we make leadership decisions in the Faculty of Education. Previously, decisions were based largely on anecdotal reports or delayed manual feedback but currently, real-time analytics help us identify areas that need urgent attention whether it's student attendance trends, staff workload balance, or course enrollment statistics. This level of insight ensures we are proactive rather than reactive, leading to more strategic and transparent leadership." (Dean Faculty of Education, 2025)

From the response of the Dean, Faculty of Education we can imply that AI-generated data has redefined leadership dynamics at the Faculty of Education, making it more informed, efficient, and strategically focused.

The 5 Chairs of Departments were interviewed on AI-generated data supports school leaders on data informed leadership. Their responses were as follows:

"With AI tools generating dashboards on student progression and faculty engagement, we're able to align departmental goals with actual performance data which helps us identify teaching gaps and plan professional development accordingly by removing guesswork from our planning processes." (Chair of Department, 2025)

"AI-generated reports have been instrumental in enhancing our decision-making culture for example, we've used data from AI systems to adjust the timetable structure and redistribute course loads and the leadership team is now more data-conscious and evidence-driven, which wasn't the case five years ago." (Chair of Department, 2025)

"AI has made it easier to monitor student well-being and flag potential academic or behavioral issues early which have improved our interventions, leading to better student support systems and as a leader, having such foresight builds confidence in the decisions we make." (Chair of Department, 2025)

"We now routinely refer to AI-generated data before making curriculum adjustments whether it's engagement levels in online modules or dropout patterns in specific courses, the data helps us structure more responsive programs since leadership has shifted from intuition to informed planning." (Chair of Department, 2025)

"Our department used to rely on retrospective evaluation reports which were compiled manually and often lacked depth but with AI, the data is granular and real-time and supports forward-looking decisions and encourages accountability in how we use resources and evaluate teaching effectiveness." (Chair of Department, 2025)

With the responses obtained from the Chairs of Department we can imply that AI is not just a tool for automation but a strategic enabler of transformative leadership that promotes efficiency, equity, and targeted educational interventions.

4.0 CONCLUSION/RECOMMENDATIONS

4.1 CONCLUSION

The study determined that the integration of AI in faculty management systems has positively influenced institutional efficiency and leadership quality at the Faculty of Education, University of Nairobi's and the broader adoption and scaling of these technologies across Kenyan universities hold great potential in promoting sustainable, data-driven, and accountable educational governance

4.2 RECOMMENDATIONS

- Leadership teams across faculties should receive continuous professional training on AI analytics especially interpreting AI-generated reports on student progression, dropout trends, and staff engagement that enhances strategic planning and responsive leadership.
- Institutions like the University of Nairobi should institutionalize the use of AI-generated data during faculty board meetings, policy reviews, and curriculum adjustments so as to reduce reliance on anecdotal decision-making and foster transparency and academic accountability.
- Performance evaluation for academic leaders should include how effectively they utilize AI-generated data in decision-making, ensuring that data literacy becomes a leadership competency.

- As AI systems increasingly influence leadership decisions, university leadership and ICT departments should formulate ethical guidelines for data use, ensuring privacy, fairness, and integrity in data-informed leadership
- Universities and teacher-training institutions should invest in AI-based SMS that are tailored to local institutional needs focusing on tracking faculty workloads, lecture hall utilization, learning material use, and student services in order to ensure real-time visibility and optimal use of resources.
- The Ministry of Education in collaboration with university leadership should support institutions to adopt AI tools that automatically generate resource demand forecasts to help reduce redundancy, underuse, or overuse of academic infrastructure.
- Budgeting for departments within Kenyan universities should be informed by AIgenerated dashboards that show clear data trends in resource consumption promoting evidence-based fiscal planning aligned to actual institutional needs.
- The Commission for University Education (CUE) should promote a policy framework that standardizes AI adoption in university management systems to ensure equity, quality assurance, and transparency in resource utilization across public institutions.
- Given financial constraints in public universities, government agencies like HELB, MoE, and ICT Authority should collaborate with development partners to fund AI infrastructure, cloud computing solutions, and training to ensure inclusive and sustainable integration of AI in public universities across Kenya

References

Adomako, K., & Mensah, E. (2022). Enhancing School Management Through Artificial Intelligence: The Ghanaian Experience. *Ghana Journal of ICT in Education*, 6(1), 25–41

Arar, K., Tlili, A., & Salha, S. (2024)AI's symbiotic relationship with human leadership in the UK

and US. Educational Management Administration & Leadership. https://journals.sagepub.com/doi/abs/10.1177/17411432241292295

- Chikondi, S., Mpofu, T., & Dube, L. (2021). Forecasting School Resource Needs Using AI: Lessons from Zimbabwe. *Journal of African Educational Planning*, 5(1), 49–66
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*, 8th Edition. London: New York: Routledge.
- Govender, T., & Boikanyo, D. (2021). Artificial Intelligence and School Resource Optimization: A Pilot Study. *Journal of Educational Technology in South Africa*, 7(2), 60–75
- Hu, S., Ke, F., Vyortkina, D., & Hu, P. (2024) AI supports data-informed decision-making in school leadership across Canada and China. Higher Education and AI. <u>https://link.springer.com/978-3-031-51930-7_13-1</u>
- Ijakaa, J. B., & Kingi, P. M. (2024). Research-Driven Solutions for Enhancing Leadership in Competence-Based Curriculum Implementation in Kenyan Secondary Schools. International Journal of Latest Technology in Engineering Management & Applied Science
- Mavuso, N., & Olaitan, K. (2024). AI Integration in Higher Education: A South African Perspective. *South African Journal of Higher Education*, 38(1), 122–140
- Meng, N., & Sermsri, N. (2024)Comparison between big data and AI applications in educational leadership between China, UK, and US. Eurasian Journal of Educational Research
- Ministry of Education and Sports. (2020). *Evaluation Report on EduTrack AI Pilot in Ugandan Schools*. Kampala: MOES
- Mhlanga, D. (2022) Adoption of human-centered AI across educational systems in China, UK, and the US. *Sustainability*, 14(13), 7804. <u>https://www.mdpi.com/2071-1050/14/13/7804</u>
- Mtey, G. P., & Sanga, C. A. (2020). The Role of AI and ICT Tools in Supporting School Leadership in Tanzania. *African Journal of Educational Management*, 14(2), 102–117
- Mugadza, B., & Chikowore, T. (2023). Bridging Educational Gaps with AI: A Study from Zimbabwean Rural Schools. *Zimbabwe Journal of Educational Management*, 11(2), 89– 105
- Nabushawo, H., Lubaale, Y., & Wamala, R. (2022). Harnessing AI Data Analytics for Effective School Leadership in Uganda. Uganda Journal of Educational Technology, 9(1), 45–60
- Ogunode, N. J., & Gregory, M. (2023). AI in Educational Administration: Enhancing Efficiency in Nigerian Public Schools. *International Journal of Technology in Education*, 9(1), 44–59.

Owusu-Afriyie, D. (2019). AI-Supported Financial Management in Ghanaian Basic Schools. West

African Education Review, 15(3), 73–85

Rwanda Education Board. (2019). Using AI in Educational Leadership: Impact Report. Kigali: REB

Salas-Pilco, S.Z., Xiao, K., & Hu, X. (2022) Education Sciences, 12(8), 569. https://www.mdpi.com/2227-7102/12/8/569 Shikokoti, Okoth and Abungana, (2024). Research Methods in Education. Aura publishers. ISBN:

978-9914-AB-K-20.

Shikokoti H. & Mutegi R., (2024). Influence of Artificial Intelligence on the Quality of Education

in Higher Learning: A Case Study of Faculty of Education, University of Nairobi, Kenya. *Journal of Education and Practice*. 14(11)97-114 Retrieved from <u>https://www.iiste.org/Journals/index.php/JEP/article/view/62681</u>

- Thomas, M.K.E., Rawolle, S., & Dai, R. (2024) Proposed framework for AI-assisted administrative decision-making in schools in Canada and the UK, The Australian Educational Researcher. https://link.springer.com/article/10.1007/s13384-024-00771-8
- Udu, L. E., & Amadi, R. (2020). The Contribution of AI to Resource and Personnel Management in Nigerian Secondary Schools. *African Journal of Educational Research*, 24(2), 88–103