

## PERCEPTION OF STAKEHOLDERS IN THE USE OF AI IN SCHOOL GOVERNANCE

**Olumoyo Aderonke Esther**

[aderonkeolumoyo@gmail.com](mailto:aderonkeolumoyo@gmail.com)

+2347037929613

**Dairo Isaac Oluwafemi**

[isaacodairo@gmail.com](mailto:isaacodairo@gmail.com)

+2348060760994

### Abstract

*This study examined the perceptions of key stakeholders including teachers, administrators, non-teaching staff, and parents regarding the integration of Artificial Intelligence (AI) in school governance. Using a mixed-method design, data were collected from 200 stakeholders across the Nigerian education sector through surveys administered both online and in hard copy. The findings revealed that teachers demonstrated higher levels of awareness and willingness to adopt AI compared to non-teaching staff and parents, who often felt excluded from AI-related decision-making processes. While a majority of respondents recognized AI's role in enhancing decision-making, transparency, accountability, workload reduction, and error minimization, concerns persisted around fairness, visibility of AI processes, and the need for human oversight. The study concludes that AI holds significant potential to strengthen school governance if implemented with transparency, inclusivity, and adequate stakeholder involvement. Recommendations include greater stakeholder engagement, targeted capacity-building programs, parental consultation, and the establishment of ethical policies to guide AI adoption in education governance. Suggestions for future research highlight the importance of longitudinal studies, regional and cross-national comparisons, exploration of students' perceptions, and further examination of ethical issues in AI application.*

**Keywords:** Perception, Artificial intelligence, Stakeholders, School Governance

### Introduction

In recent times, the word artificial intelligence is an importance issue in many fields' education inclusive. This is because of the various usage of AI including "Knowledge transfer highway" in most advanced countries AI is the ability of a machine to perform task that are usually done

by human being such as teaching, learning, reasoning, drawing and solving problems according to ASFA (2022) Artificial intelligence refer to the development of computer systems capable of performing task that typically require human intelligence. Education is a vital aspect of human personal and societal development. It empowers individuals with knowledge, skills, and critical thinking, enabling them to contribute positively to their communities and the world. Education is important as it enables self - awareness, personal growth and development among people. It also opens doors to better career opportunities and economic stability. Quality education can also bridge the society and also promote social mobility. Education makes individuals to make informed decision and participate in civic activities however, it is observed that there are various innovative moves that are now used in promoting education development such as;

- a. Technology Integration: using technology to enhance teaching and learning experiences
- b. Personalized learning: this is used to enhanced individuals needs and learning styles that meet the learner need.
- c. Online and Distance learning: this has brought about expanding access to education through online and distance learning platforms.
- d. Artificial Intelligence: is seen as a set of technologies that enables computers to perform a variety of advanced functions including the ability to see, learn, teach, understand and translate written and spoken languages, compute and analyze data make inferences recommendations among others (Olumoyo A.E, Abiyere O.A and Olukorede M.F 2025).

School Governance: however, are the structures, processes and relationship that guide decision-making and oversight within a school or school environment. The aspects of school governance involve the school boards which are responsible for setting policies, budgets and coordinating school operation school governance also involves the school leadership such as principals, head teachers, vice chancellor, provost/rectors as the case may be and other administrators who sees to the implementation of policies and ideas and manage daily operations of the school system.

Moreover, stakeholder engagement is another aspect of school governance which involves the stakeholder in education (students, parent, teachers and community members) in decision-making process. This paper aimed at analyzing the perception of stakeholders in the usage of artificial intelligence in school governance.

#### Rationale For Integrating AI in School Governance

The importance of the usage of AI to the growth of education and educational administrators cannot be overemphasized. Kavlakoglu (2024) asserted that artificial intelligence (AI) is the technology that enables computer and machines stimulate human learning, comprehension, problem solving, decision making, creativity and autonomy in harnessing AI in management of education for skill development and economics transformation identified various areas of AI in management of education such as:

- Security of safety
- Teachers support
- Teachers' skill development
- Financial management
- Students support among others

Therefore, for school governance to be easy and effective for the school administrators and others stakeholders involved the integration of artificial intelligence in schools' governance is very germane at this time as AI will help in the following roles and responsibilities of good governance.

- Setting vision and goals which include establishing the schools' mission, vision and goals
- Development of policy – This includes identifying and developing policies that support student learning and well-being.
- Budget planning and management – this include planning the finances, budgeting and resources allocation
- Accountability – This aspect of good governance is dry at ensuring accountability for student/teachers' performance, safety and overall school quality.

AI will assist the stakeholder to identify their roles at different levels and provide the means of solving problems that arises while performing their roles and responsibilities. Historically, school governance has dominantly defended on human for decision-making, administrative expertise structured leadership models. However, it is observed that artificial intelligence (AI) is now playing a pivotal role in school governance, management, administration, improving decision making, solving problems and supporting leaders in various ways. Goden A, Akin Bulut, M and Yurdunkulu (2025)) opined that AI is ushering in a new era in school leadership- Defined by a synergistic partnership between human insight and AI tools. AI tools now support school leaders and policy makers by offering comprehensive decision-making tool that extend beyond basic alert system, providing data-driven insights to optimize school operations. AI technology can enhance decision making by organizing and analyzing large data sets, leading to more accurate environmental impact predictions and models (Chapman, 2022). AI can also improve stakeholders' participation by providing efficient communication channels. AI powered tools like virtual assistants and chatbots create inclusive platforms for community members to voice their concerns and seek clarifications (Mleczko,2021).

4. What are the perceptions of different stakeholders (teachers, parents, students, administrator) regarding the integration of AI in school governance?
5. How do stakeholders perceive the impact of AI on decision making, transparency and accountability in school governance?

## Methodology

The research design employs a mixed-method approach to explore stakeholders' perception on the use of AI in school governance combining both qualitative and quantitative approach, with a survey. The questionnaire was distributed via Google forms, and hardcopies. Capturing integration of AI in school governance and the impact of AI school governance, A total of 200 stakeholders from Nigeria education sector including parents, teachers, non-teaching staff, administrators and academic researchers. Quantitative data from the survey were analyzed using statistical software to produce descriptive statistics such as frequencies, percentages and central tendencies.

## Research Question 1

Perceptions of Different Stakeholders Regarding the Integration of AI in School Governance

Table 1. Perceptions of Different Stakeholders Regarding the Integration of AI in School Governance

S/N	STATEMENT	YES	NO	UNDECIDED
1.	Teachers are well informed about the use of AI in school management	108	84	8
2.	Non-teaching staff are equally involved in AI-related decisions	84	108	8
3.	Parents are consulted on the use of AI in school management	78	108	14
4.	The perception of AI differs between teaching and non-teaching staff	162	27	11
5.	I feel adequately involved in the school's AI initiatives	126	66	1
6.	I am aware of how AI is used in my school	102	96	2

7.	Staff are willing to adopt AI in daily school activities	114	78	8
8.	Familiarity with AI increases my willingness to use it	108	84	8
9.	Familiarity with AI leads to more positive attitudes toward its use	126	66	8
10.		174	18	8

The findings highlight varying perceptions among teachers, administrators, and parents concerning the integration of AI in school governance.

Teachers appear to be relatively well-informed, with 108 respondents affirming their awareness of AI use in school management. However, 84 indicated otherwise, suggesting that while knowledge exists, gaps remain. Moreover, teachers' familiarity with AI strongly influences their willingness to use it, 126 respondents stated that greater familiarity increases their readiness, and 174 associated it with more positive attitudes. This suggests that professional exposure and training play a central role in shaping teachers' perceptions. Non-teaching staff, on the other hand, feel less engaged in AI-related decision-making. A majority (108 respondents) reported not being equally involved compared to teaching staff. Despite this, willingness to adopt AI in daily activities remains notable, with 108 respondents showing readiness, though 84 expressed reluctances. The strong perception gap between teaching and non-teaching staff (162 acknowledging differences) underscores the need for inclusive decision-making.

Parents reported limited consultation, with 108 respondents indicating they are not regularly engaged in AI-related decisions. Only 78 felt they were consulted, and 14 remained undecided. This suggests that parents are peripheral stakeholders in the integration process, potentially leading to misunderstandings or mistrust of AI-driven governance if communication is not improved.

Across all groups, involvement strongly influenced perception. A majority (114 respondents) agreed that participation in AI decisions shapes their attitudes toward its adoption. Furthermore, 126 respondents felt adequately involved in their schools' AI initiatives, while 66 disagreed.

Overall, the results suggest that while there is openness and willingness to adopt AI, particularly when stakeholders are familiar with its applications, perceptions differ significantly between groups. Teachers are more informed and positive, non-teaching staff feel excluded, and parents remain under-consulted. For successful integration of AI in school governance, policies must ensure inclusive involvement, regular training, and transparent communication across all stakeholder groups.

## Research Question 2

Stakeholders' Perception of the Impact of AI on Decision-Making, Transparency, and Accountability in School Governance

**Table 2. Stakeholders' Perceptions of AI Impact on Decision-Making, Transparency and Accountability**

S/N	STATEMENT	YES	NO	UNDECIDED
11.	AI improves transparency in school governance	144	48	8
12.	AI makes decision-making faster in educational institutions	102	30	68
13.	AI enhances accountability in school governance	114	78	8
14.	AI use is transparent in my institution	108	84	8
15.	AI supports data-driven decision making in school governance	168	30	2
16.	AI helps reduce workload for school staff	174	12	14
17.	AI helps reduce human errors in school operations	174	18	8
18.	I trust the decisions made by AI tools in governance	138	54	8

19.	I have observed improved governance since AI introduction	138	60	2
20.	AI improves communication between school stakeholders	132	66	2

The data reveals that stakeholders generally perceive AI as having a positive influence on decision-making, transparency, and accountability in school governance, though levels of trust and involvement vary.

**Transparency:** A strong majority (144 respondents) affirmed that AI improves transparency in school governance, compared to 48 who disagreed. However, when asked if AI use is transparent in their specific institutions, only 108 respondents agreed, while 84 disagreed. This suggests that while stakeholders believe AI has the potential to enhance transparency, its practical implementation at the school level may not always meet expectations.

**Decision-making:** AI was widely recognized as a driver of data-informed decision-making, with 168 respondents agreeing that it supports evidence-based governance. Many also associated AI with efficiency, as 102 respondents said it makes decision-making faster, although 68 were undecided indicating some uncertainty about its reliability or applicability in different contexts. Trust levels were relatively high, with 138 respondents expressing confidence in AI-assisted decisions.

**Accountability:** AI's role in improving accountability was acknowledged by 114 respondents, though a significant minority (78) disagreed, pointing to mixed perceptions. This implies that while many view AI as a tool that ensures fairness and reduces bias, others remain skeptical about its ability to enforce genuine accountability without human intervention.

**Operational benefits:** practical advantages of AI, with 174 respondents agreeing that it reduces workload and minimizes human errors. These operational benefits likely reinforce perceptions of AI as a valuable support system in governance rather than a replacement for human decision.

**Broader Governance Outcomes:** Beyond decision-making, transparency, and accountability, stakeholders also observed improvements in governance and communication. 138 respondents agreed that governance had improved since AI's introduction, while 132 indicated that AI enhanced communication among stakeholders.

Stakeholders perceive AI as a powerful tool for data-driven governance, increased efficiency, and operational accuracy. However, concerns remain regarding the visibility of AI processes, equitable accountability, and trust in automated decisions. For AI to fully achieve its potential in school governance, institutions must prioritize transparent implementation, stakeholder training, and policies that balance automation with human oversight.



## Conclusion

The findings of this study demonstrate that stakeholders generally recognize the potential of AI to transform school governance through improved decision-making, transparency, accountability, and operational efficiency. However, differences in perception were observed across stakeholder groups, with teachers showing greater awareness and willingness to adopt AI compared to non-teaching staff and parents, who often feel less consulted or involved. While stakeholders value AI's role in reducing workload, minimizing errors, and enabling data-driven governance, concerns remain regarding transparency, equitable accountability, and over-reliance on automated systems.

Based on these findings, the study recommends inclusive stakeholder engagement, capacity building, structured parental involvement, enhanced transparency mechanisms, and the development of ethical policies to guide AI adoption in schools. Importantly, AI should be deployed as a complementary tool that supports, rather than replaces, human judgment in authority.

Further research should expand the scope of inquiry by exploring regional and cross-national variations, investigating students' perspectives, and examining long-term impacts of AI adoption. Additionally, further studies on ethical implications and leadership practices will provide a more holistic understanding of how AI can be responsibly and effectively integrated into school governance. By addressing these dimensions, educational institutions can maximize the benefits of AI while fostering trust, inclusivity, and accountability in governance structures.

## Recommendations

- **Inclusive Stakeholder Engagement:** Schools should adopt participatory approaches that involve teachers, administrators, non-teaching staff, and parents in AI-related decision-making. Inclusive governance will bridge the perception gap among different stakeholders and promote collective ownership of AI initiatives.
- **Capacity Building and Professional Development:** Continuous training programs should be introduced to enhance teachers' and staff members' knowledge of AI applications. Familiarity with AI has been shown to increase willingness to adopt it, thus structured professional development will facilitate smoother integration.
- **Strengthening Parental Involvement:** Parents should be actively engaged in AI adoption through structured platforms such as town hall meetings, workshops, and digital communication channels. This will foster transparency, build trust, and reduce resistance to AI-driven governance.
- **Enhancing Transparency and Accountability Mechanisms:** Clear institutional guidelines should be developed to explain how AI systems generate decisions, especially those affecting students and staff. Incorporating audit trails, feedback systems, and human oversight will strengthen trust in AI while ensuring accountability.



- Policy Development and Ethical Regulation: Educational policymakers should establish comprehensive frameworks to guide the ethical use of AI in school governance. These policies should emphasize inclusivity, fairness, data privacy, and the prevention of algorithmic bias.
- Promoting Balanced Human–AI Collaboration: AI should be positioned as a supportive tool rather than a replacement for human judgment. Decision-making processes must remain collaborative, with AI providing data-driven insights while humans offer contextual interpretation and moral reasoning.

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