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INFLUENCE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS ON THE TEACHING AND LEARNING OF ECONOMICS IN PUBLIC SECONDARY SCHOOLS IN PANKSHIN LOCAL GOVERNMENT AREA OF PLATEAU STATE

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Abstract
This study investigated the influence of Artificial Intelligence (AI) tools on the teaching and learning of Economics in public secondary schools in Pankshin Local Government Area of Plateau State, Nigeria. Two objectives, two research questions, and two null hypotheses guided the study. The study adopted a descriptive survey research design. The population comprised 1,107 respondents, consisting of 24 Economics teachers and 1,083 Senior Secondary II (SSII) students offering Economics in the 24 public senior secondary schools in the area. A multistage sampling procedure was used to select 350 students and all Economics teachers from 10 public secondary schools. Data were collected using a researcher-developed instrument titled Artificial Intelligence Tools and Economics Teaching and Learning Questionnaire (AITETLQ). Mean and standard deviation were used to answer the research questions, while Simple Linear Regression was used to test the hypotheses at the 0.05 level of significance. The findings revealed that AI tools positively influenced the teaching of Economics by improving lesson preparation, instructional delivery, classroom interaction, assessment, feedback, and overall teaching effectiveness. The study also found that AI tools positively influenced students' learning of Economics by improving understanding of concepts, interest, participation, independent study, problem-solving skills, and academic performance. The regression results showed that AI tools had a significant positive influence on both the teaching and learning of Economics. The study concluded that effective integration of AI tools can enhance Economics instruction and students' learning outcomes in public secondary schools. It was recommended that schools should provide digital facilities and train teachers and students on the effective educational use of AI tools.

Keywords*:* Artificial Intelligence, AI tools, Education, Economics, Teaching, Learning, Public Secondary Schools, Pankshin Local Government Area, Plateau State

Introduction
The rapid advancement of digital technology in the twenty-first century has transformed many sectors of society, including education. One of the most significant technological developments is Artificial Intelligence (AI), which refers to computer systems capable of

performing tasks that normally require human intelligence such as learning, reasoning, problem-solving, and decision-making. AI has become increasingly important in education because it can support teaching, personalize learning, provide feedback, and improve educational management (UNESCO, 2023). In Nigeria, the growing availability of smartphones, computers, and internet services has increased awareness and use of AI applications among teachers and students, thereby making AI a relevant issue in contemporary secondary education.

Artificial Intelligence is not merely a technological innovation; it is gradually becoming an educational resource that influences how knowledge is taught and learned. According to UNESCO (2023), AI can assist teachers in lesson preparation, assessment, classroom management, and learner support while enabling students to learn at their own pace through personalized instruction. Nigerian scholars have also observed that digital technologies are increasingly shaping classroom practices and creating opportunities for more learner-centred instruction (Adeleke & Eze, 2022; Yusuf & Balogun, 2021). Consequently, understanding the role of AI in Nigerian schools has become essential for improving educational quality and preparing learners for participation in the digital economy.

Closely related to the concept of AI are AI tools, which are the specific applications and platforms through which AI is utilized in educational activities. Examples include ChatGPT, Google Gemini, Microsoft Copilot, intelligent tutoring systems, adaptive learning platforms, educational chatbots, and automated assessment tools. These tools can generate lesson notes, summarize instructional materials, provide explanations, create practice questions, and offer immediate feedback to learners. Recent Nigerian studies indicate that teachers increasingly use AI tools for lesson preparation and instructional support, while students use them to clarify difficult concepts, complete assignments, and prepare for examinations (Ogunode & Musa, 2024; Ibrahim & Hassan, 2023). When properly guided, AI tools can enhance classroom interaction, stimulate independent learning, and improve students' engagement with academic content.

The concept of education involves the systematic process of developing knowledge, skills, values, and attitudes that enable individuals to function effectively in society. Education remains a major instrument for national development, social transformation, and economic growth. Contemporary education emphasizes not only the acquisition of knowledge but also the development of critical thinking, creativity, collaboration, communication, and digital literacy. The Federal Republic of Nigeria recognizes the importance of technology integration in education and encourages schools to adopt information and communication technologies that can improve teaching and learning (Federal Republic of Nigeria, 2019). AI therefore represents a modern educational technology that can support the realization of these national educational goals.

Within the educational process, teaching and learning are interdependent activities. Teaching refers to the deliberate efforts of the teacher to facilitate learning, while learning involves the acquisition of knowledge, skills, attitudes, and competencies by students. Effective teaching requires appropriate instructional methods, relevant learning resources, active student participation, and timely feedback. Research in Nigeria has shown that technology-supported

instruction can improve students' motivation, classroom participation, and academic achievement when teachers possess adequate digital competence (Eze & Chinedu, 2022; Okeke & Nwafor, 2021). AI tools have the potential to strengthen teaching and learning by making instruction more interactive, providing individualized support, and enabling continuous assessment of learners' progress.

The present study focuses specifically on Economics, which is one of the core social science subjects offered in Nigerian senior secondary schools. Economics equips learners with knowledge and skills for understanding scarcity, choice, demand and supply, inflation, unemployment, national income, production, consumption, and other economic issues relevant to everyday life. The subject also prepares students for careers in accounting, banking, finance, business administration, entrepreneurship, and related disciplines. However, many Nigerian secondary school students experience difficulties in understanding abstract economic concepts, graphical analyses, and quantitative relationships. Scholars have attributed these difficulties partly to teacher-centred instructional methods, inadequate instructional materials, and limited use of innovative teaching strategies (Afolabi & Adeyemi, 2020; Nwosu & Udo, 2021). AI tools can help address these challenges by providing simulations, real-life examples, graphical illustrations, personalized explanations, and practice exercises that make economic concepts easier to understand.

The study is situated within public secondary schools, which constitute a major component of Nigeria's educational system. Public secondary schools provide formal education to a large proportion of adolescents and therefore play a crucial role in human capital development. Despite their importance, many public secondary schools face challenges such as inadequate infrastructure, insufficient instructional materials, irregular electricity supply, limited internet connectivity, overcrowded classrooms, and inadequate teacher training in educational technology (Akanbi & Salisu, 2022). These challenges can limit the effective integration of AI tools into classroom instruction. Nevertheless, the increasing access to smartphones and internet-enabled devices among teachers and students suggests that AI applications may already be influencing teaching and learning practices even in resource-constrained environments.

The geographical focus of this study is Pankshin Local Government Area (LGA) of Plateau State, Nigeria. Pankshin is recognized as an important educational centre in Plateau State because it hosts several public and private educational institutions. The major occupations of the inhabitants include farming, trading, civil service, and small-scale business activities. Although educational development has received considerable attention in the area, public secondary schools in Pankshin continue to experience challenges related to digital infrastructure, internet access, electricity supply, and teacher capacity in the use of emerging technologies. At the same time, awareness of AI applications such as ChatGPT and other internet-based learning tools is increasing among teachers and students. However, there is limited empirical evidence regarding the extent to which these AI tools influence the teaching and learning of Economics in public secondary schools within Pankshin LGA. Existing literature on AI in education has concentrated largely on higher education institutions, online learning environments, teacher perceptions,

digital literacy, and ethical issues associated with AI adoption. Comparatively fewer studies have examined the influence of AI tools on the teaching and learning of Economics at the secondary school level in Nigeria, and very limited evidence is available from Plateau State. This gap in the literature creates uncertainty for teachers, school administrators, curriculum planners, and policymakers who require evidence-based information for planning technology integration in schools. Findings from studies conducted in other states or countries may not adequately reflect the realities of public secondary schools in Pankshin LGA because educational contexts differ in terms of infrastructure, teacher competence, learner characteristics, and access to digital resources.

It is against this background that the present study seeks to examine the influence of Artificial Intelligence tools on the teaching and learning of Economics in public secondary schools in Pankshin Local Government Area of Plateau State. The study is expected to provide empirical evidence on whether AI tools improve instructional delivery, enhance students' understanding of Economics, stimulate learners' interest and participation, and contribute to better academic achievement. The findings will be useful to teachers, school administrators, curriculum developers, educational planners, and policymakers in promoting the effective and responsible integration of AI into Economics education in Pankshin LGA, Plateau State, and Nigeria as a whole.

Aim and Objectives of the Study

The aim of this study is to examine the influence of Artificial Intelligence (AI) tools on the teaching and learning of Economics in public secondary schools in Pankshin Local Government Area of Plateau State. The specific objectives of the study are to:

1. examine the influence of Artificial Intelligence (AI) tools on the teaching of Economics in public secondary schools in Pankshin Local Government Area of Plateau State.
2. determine the influence of Artificial Intelligence (AI) tools on students' learning of Economics in public secondary schools in Pankshin Local Government Area of Plateau State.

Research Questions

The following research questions were answered in the study:

1. How do Artificial Intelligence (AI) tools influence the teaching of Economics in public secondary schools in Pankshin Local Government Area of Plateau State?
2. What is the influence of Artificial Intelligence (AI) tools on students' learning of Economics in public secondary schools in Pankshin Local Government Area of Plateau State?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

1. Artificial Intelligence (AI) tools have no significant influence on the teaching of Economics in public secondary schools in Pankshin Local Government Area of Plateau State.
2. Artificial Intelligence (AI) tools have no significant influence on students' learning of Economics in public secondary schools in Pankshin Local Government Area of Plateau State.

Methodology

This study adopted descriptive survey research design. The descriptive survey design was considered appropriate because it enables the researcher to collect data from a representative sample of respondents in order to describe their opinions and experiences regarding the influence of Artificial Intelligence (AI) tools on the teaching and learning of Economics in public secondary schools. The population of the study comprised 1,107 respondents, consisting of 24 Economics teachers and 1,083 Senior Secondary II (SSII) students offering Economics in the 24 public senior secondary schools in Pankshin Local Government Area of Plateau State. The sample for the study will consist of 350 Senior Secondary II (SSII) students and all Economics teachers from 10 selected public senior secondary schools in Pankshin Local Government Area.

A multistage sampling procedure was adopted. Data for the study was collected using a researcher-developed questionnaire titled Artificial Intelligence Tools and Economics Teaching and Learning Questionnaire (AITETLQ). Data collected for the study were analysed using both descriptive and inferential statistics. The research questions were answered using mean and standard deviation. A criterion mean of 2.50 was used as the basis for decision making, such that any item with a mean score of 2.50 and above was regarded as "Agreed," while a mean score below 2.50 was regarded as "Disagreed" The null hypotheses was tested using Simple Linear Regression at the 0.05 level of significance.

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Results

Results are presented in Tables according to Research Questions and hypotheses.

Research Question One: How do Artificial Intelligence (AI) tools influence the teaching of Economics in public secondary schools in Pankshin Local Government Area of Plateau State?

Table 1: Mean and Standard Deviation of respondents' ratings on the influence of Artificial Intelligence (AI) tools on the teaching of Economics in public secondary schools in Pankshin Local Government Area of Plateau State (N = 10)

S/N	Questionnaire Items	Mean ($\bar{X}$)	SD	Decision
1.	AI tools help Economics teachers prepare lesson notes more effectively	3.60	0.52	Agreed
2.	AI tools improve the quality of instructional materials used in teaching Economics	3.50	0.53	Agreed
3.	AI tools enable Economics teachers to explain difficult concepts more clearly	3.70	0.48	Agreed
4.	The use of AI tools makes Economics lessons more interactive and engaging	3.80	0.42	Agreed
5.	AI tools assist Economics teachers in preparing classroom tests and assignments	3.50	0.53	Agreed
6.	AI tools improve teachers' effectiveness in delivering Economics lessons	3.70	0.47	Agreed
7.	AI tools help Economics teachers provide timely feedback to students	3.40	0.52	Agreed
8.	The integration of AI tools enhances the overall quality of Economics teaching	3.80	0.42	Agreed
	Grand Mean/SD	**3.63**	**0.49**	**Agreed**

Decision Rule: Mean score of 2.50 and above = Agreed; Mean score below 2.50 = Disagreed.

The findings for Research Question One revealed that Artificial Intelligence (AI) tools positively influence the teaching of Economics in public secondary schools in Pankshin Local Government Area of Plateau State. The respondents agreed that AI tools improve lesson preparation, instructional delivery, classroom interaction, assessment, feedback, and the overall quality of Economics teaching, as indicated by the grand mean of 3.63 and standard deviation of

0.49. Overall, AI tools were found to enhance the effectiveness of Economics teaching in the study area.

Hypothesis One: Artificial Intelligence (AI) tools have no significant influence on the teaching and Learning of Economics in public secondary schools in Pankshin Local Government Area of Plateau State.

Table 2. Simple Linear Regression Analysis of the Influence of Artificial Intelligence (AI) Tools on the Teaching and Learning of Economics (N = 10)

Table 2.1; Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.718	0.610	0.561	0.286

Table 2.2 ; Coefficients

Model	Unstandardized Coeff.(B)	Std. Error	Standardized(β)	t.	Sig.	
(Constant)	1.142	0.301	—		3.79	0.005
AI Tools	0.684	0.196	0.781	3.39	0.008*	

Decision. Since the p-value (0.008) is less than the 0.05 level of significance, the null hypothesis ($H_{0\ 1}$) is rejected. The result of Hypothesis One showed that Artificial Intelligence (AI) tools have a significant positive influence on the teaching of Economics in public secondary schools in Pankshin Local Government Area of Plateau State. The regression analysis produced R = 0.781, R^2 = 0.610, and p = 0.008, which is less than the 0.05 level of significance. Therefore, the null hypothesis was rejected, indicating that AI tools significantly improve the teaching of Economics among the 10 Economics teachers studied.

Research Question Two: What is the influence of Artificial Intelligence (AI) tools on students' learning of Economics in public secondary schools in Pankshin Local Government Area of Plateau State?

Table 3: Mean and Standard Deviation of respondents' ratings on the influence of Artificial Intelligence (AI) tools on students' learning of Economics in public secondary schools in Pankshin Local Government Area of Plateau State (N = 350)

S/N	Questionnaire Items	Mean ($\bar{X}$)	SD	Decision
9.	AI tools increase students' interest in learning Economics	3.48	0.70	Agreed
10.	AI tools help students understand difficult Economics concepts more easily	3.44	0.74	Agreed
11.	AI tools encourage students to study Economics independently	3.41	0.73	Agreed
12.	AI tools improve students' classroom participation during Economics lessons	3.37	0.77	Agreed
13.	AI tools improve students' problem-solving skills in Economics	3.52	0.68	Agreed
14.	AI tools help students complete Economics assignments more effectively	3.31	0.81	Agreed
15.	AI tools improve students' academic performance in Economics	3.47	0.72	Agreed
16.	AI tools motivate students to learn Economics more actively	3.58	0.66	Agreed
	Grand Mean/SD	**3.44**	**0.73**	Agreed

Decision Rule: Mean score of 2.50 and above = Agreed; Mean score below 2.50 = Disagreed. The findings for Research Question Two revealed that Artificial Intelligence (AI) tools positively influence students' learning of Economics in public secondary schools in Pankshin Local Government Area of Plateau State. The students agreed that AI tools improve their understanding of Economics concepts, increase interest and participation in lessons, support independent study, enhance confidence, and improve examination preparation, as indicated by the grand mean of 3.44 and standard deviation of 0.73. Overall, AI tools were found to enhance students' learning of Economics in the study area.

Hypothesis Two: Artificial Intelligence (AI) tools have no significant influence on students' learning of Economics in public secondary schools in Pankshin Local Government Area of Plateau State.

Table 4: Simple Linear Regression Analysis of the Influence of Artificial Intelligence (AI) Tools on Students' Learning of Economics (N = 350)

Table 4.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.742	0.551	0.549	0.428

Table 4.2 Coefficients

Model	Standardized coeff. (B)	Std. Error.	Standardized coef. (β)	t.	Sig.	
(Constant)	1.115	0.129	—	8.64	0.000	
AI Tools	0.671	0.032	0.742	20.97	0.000*	

Since the significance value (p = 0.000) is less than the 0.05 level of significance, the null hypothesis ($H_{0\ 2}$) is rejected. The result of Hypothesis Two showed that Artificial Intelligence (AI) tools have a significant positive influence on students' learning of Economics in public secondary schools in Pankshin Local Government Area of Plateau State. The regression analysis produced R = 0.742, R^2 = 0.551, and p = 0.000, which is less than the 0.05 level of significance. Therefore, the null hypothesis was rejected, indicating that AI tools significantly improve students' learning of Economics among the 350 student respondents.

Discussion of Findings

The findings of Research Question One revealed that Artificial Intelligence (AI) tools positively influence the teaching of Economics in public secondary schools in Pankshin Local Government Area of Plateau State. Teachers agreed that AI tools improved lesson preparation, instructional delivery, classroom interaction, assessment practices, feedback, and the overall quality of Economics teaching. This finding implies that AI tools have become valuable instructional resources that support Economics teachers in making lessons more effective and engaging. The result is consistent with the earlier literature reviewed in the study, which emphasized that AI can assist teachers in lesson preparation, classroom management, assessment, and learner support (UNESCO, 2023). The finding also agrees with the views of Ogunode and Musa (2024) and Ibrahim and Hassan (2023), who reported that teachers increasingly use AI tools for instructional support and lesson preparation, thereby improving classroom interaction and instructional effectiveness. Furthermore, Eze and Chinedu (2022) observed that technology-supported instruction enhances teachers' instructional competence and students' classroom participation, which further supports the present finding.

The result of Hypothesis One showed that AI tools have a significant positive influence on the teaching of Economics in public secondary schools in Pankshin LGA, as the null hypothesis was rejected. The regression result indicated that AI tools significantly predict improvements in Economics teaching. This finding suggests that the observed positive effects of AI tools on teaching were not due to chance but represent a meaningful relationship between AI integration and teaching effectiveness. The finding corroborates the literature reviewed, which indicated that AI tools strengthen teaching by making instruction more interactive, providing individualized support, and enabling continuous assessment of learners' progress (UNESCO, 2023). Similarly, Yusuf and Balogun (2021) reported that digital technologies promote learner-centred instruction and improve teaching practices in Nigerian schools. The present result therefore confirms that effective integration of AI tools can significantly improve the teaching process in Economics classrooms.

The findings of Research Question Two revealed that AI tools positively influence students' learning of Economics in public secondary schools in Pankshin LGA. Students agreed that AI tools improved their understanding of difficult Economics concepts, increased interest in learning, encouraged independent study, enhanced classroom participation, improved problem-solving skills, and supported better academic performance. This finding indicates that AI tools contribute meaningfully to students' learning experiences and academic engagement in Economics. The finding is in line with UNESCO (2023), which stated that AI can personalize learning and provide immediate feedback that supports students' understanding and motivation. It also agrees with Ogunode and Musa (2024), who found that students use AI tools to clarify difficult concepts, prepare for examinations, and learn independently. In addition, Eze and Chinedu (2022) reported that technology-supported learning improves students' motivation and academic achievement, while Afolabi and Adeyemi (2020) argued that innovative instructional technologies help students understand abstract Economics concepts more easily.

The result of Hypothesis Two showed that AI tools have a significant positive influence on students' learning of Economics, as the null hypothesis was rejected. The regression analysis demonstrated a strong positive relationship between AI tools and students' learning outcomes, indicating that increased use of AI tools is associated with better learning of Economics among the students studied. This finding supports the literature reviewed, which emphasized that AI tools enhance learning by providing personalized explanations, simulations, practice exercises, and immediate feedback (UNESCO, 2023). The finding is also consistent with Okeke and Nwafor (2021), who found that technology integration improves students' academic achievement when learners have access to appropriate digital learning resources. Furthermore, Nwosu and Udo (2021) noted that innovative instructional strategies and digital resources enhance students' understanding and performance in Economics. The present study therefore confirms that AI tools significantly improve students' learning of Economics in public secondary schools in Pankshin LGA, Plateau State.

Conclusion

The study concluded that Artificial Intelligence (AI) tools have a positive and significant influence on the teaching and learning of Economics in public secondary schools in Pankshin Local Government Area of Plateau State. Findings from Research Question One showed that AI tools enhanced lesson preparation, instructional delivery, classroom interaction, assessment practices, feedback, and the overall effectiveness of Economics teaching. The test of Hypothesis One further confirmed that AI tools significantly influence the teaching of Economics, leading to the rejection of the null hypothesis. Similarly, findings from Research Question Two revealed that AI tools improved students' understanding of Economics concepts, increased their interest in learning, encouraged independent study, enhanced classroom participation, and contributed to better academic performance. The result of Hypothesis Two also showed a significant positive influence of AI tools on students' learning of Economics, resulting in the rejection of the null hypothesis. Based on these findings, the study concluded that effective integration of AI tools can improve both instructional delivery and students' learning outcomes in Economics in public secondary schools in Pankshin LGA.

Recommendations

1. Provision and training for AI-supported teaching: Government, school administrators, and educational stakeholders should provide adequate digital facilities such as internet access, computers, and AI-enabled instructional resources in public secondary schools, and organize regular training programmes for Economics teachers on the effective use of AI tools for lesson preparation, instructional delivery, assessment, and feedback.
2. Guided integration of AI tools into students' learning: Schools should integrate AI tools into Economics learning activities under proper teacher guidance by encouraging students to use approved AI applications for concept clarification, practice exercises, assignments, revision, and independent study in order to improve their interest, participation, and academic achievement in Economics.

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