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Perception and Utilization of Artificial Intelligence (AI) in Educational Assessment in Nigerian Higher Institutions of Learning

by

Taibat A. O. Oladimeji[1]

Kingsley Edinoh[2]

Ajewole I. Philip[3]

Kamoru Abiodun Sabitu[4]

Omolola Sekinat Fatoyinbo[5]

Sodeeq Temilayo Oladimeji[6]

[1]Department of Social Science and Humanities Education,
School of General Studies Education,
Federal College of Education (Special), Oyo, Oyo State, Nigeria.
oladimeji.taibat1226@fcesoyo.edu.ng, oladolayinka@gmail.com
+2348035662758, +2348056441688

[2]Test Development Department,
National Examinations Council (NECO) Headquarters, Minna, Njger State.Nigeria.
kingsleyedinoh@neco.gov.ng 08069604813

[3]Department of Educational Management & Business Studies,
Federal University, Oye-Ekiti, Ekiti State, Nigeria.
philip.ajewole@fuoye.edu.ngmm+2348105948443

[4]Department of Science Education, School of General Studies Education,
Federal College of Education (Special), Oyo, Oyo State, Nigeria.
sabitu.kamoru1584@fcesoyo.edu.ng +2348038005763

[5]Department of Biology, School of Science Education,
Federal College of Education (Technical), Akoka, Lagos, Nigeria.
sekinatolad@gmail.com +2347060869198

[6]Department of Computational Science,
Abiola Ajimobi Technical University, Ibadan, Oyo State, Nigeria.
oladsodeeq148@gmail.com +2347053286574

Abstract

The emergence of Artificial Intelligence (AI) has elicited many ideas and opinions concerning its efficacy in performing educational assessments in higher education institutions. Using Colleges of Education in Oyo State, Nigeria, this study examined the impact of academic integrity and innovative assessment issues on the use of various AI tools by College of Education lecturers in educational evaluation. The research employed an inferential design. The study population consisted of 1,664 lecturers, from whom a sample of 594 participants was selected. The instrument utilized was a four-point scale questionnaire titled “Lecturers' Perception and Utilization of AI Questionnaire in College of Education (LPUAIQCE).” The data were examined using independent t-test, Pearson Product Moment Correlation and Chi-Square statistics. The findings indicated that concerns regarding academic integrity impact College of Education lecturers' perceptions of AI utilization in assessments; this perception regarding innovative assessment significantly influences the lecturers' application of various AI tools in educational evaluation; furthermore, the lecturers' views on AI tool usage are likely correlated with their inclination to customize AI applications within the College of Education. The study concluded that the utilization of AI in educational assessment is not inherently detrimental; rather, the associated dangers must be addressed as it is implemented for student evaluation at the Colleges of Education in Nigeria. It was recommended among others that AI technologies should be meaningfully integrated into educational assessment notably in institutes of education in Nigeria

Keywords: Artificial intelligence, machine learning, perception, utilization

Perception and Utilization of Artificial Intelligence (AI) in Educational Assessment in Nigerian Higher Institutions of Learning

Artificial intelligence (AI), according to Copeland (2023) is the ability of a digital computer or computer- controlled robot to perform tasks commonly associated with intelligent beings. The term is frequently applied to the project of developing systems endowed with the intellectual processes characteristic of humans, such as the ability to reason, discover meaning, generalize, or learn from experience. Frankenfield (2023) defined Artificial Intelligence (AI) as a simulation of human intelligence by software-coded heuristics. Artificial Intelligence is a branch of science producing and studying the machines aimed at the stimulation of human intelligence processes. Kingsley et al (2024) further defined artificial intelligence as a specific branch of Computer Science that through research and development can simulate, extend, and expand the theory, method, technology, and application system of human intelligence. The research scope of this field is wide, including language processing, language image recognition, and intelligent robot.

Modern higher education is defined as organized tertiary learning and training activities and institutions that include conventional universities such as arts, humanities, and science faculties and more specialized university institutions in Agriculture, Engineering, Science, and Technology (Alemu, 2018). The concept of higher education also includes post-secondary institutions like Polytechnics, Colleges of Education, and "grandesécole." Even this wide spectrum does not exhaust the possibilities of forms of higher education (Assie-Lumumba, 2005). Ogunode et al., (2023a) conceptualized tertiary education as a planned and organized educational system designed for the total development of man/woman and the total transformation of the society through the utilization of teaching, research and provision of community service. Tertiary education is post-basic and secondary school education that embraces advanced teaching, research and community service. Under the umbrella of higher education come all forms of professional institutions.

Tertiary education is post-basic and secondary school education that embraces advanced teaching, research and community service. Tertiary education is an advanced educational system meant for human capital development through teaching, research and provision of community service. Tertiary education is the third tier of education that is designed for the production of skilled professionals for socio-economic and technological advancement. Tertiary education or higher education is a set that constitutes the university, which is a subset of higher education. However, in some contexts, higher education and university are used interchangeably (Assie-Lumumba, 2005).

The goals of tertiary education according to the FGN National Policy on Education (Federal Republic of Nigeria, 2013), shall be to: contribute to national development through high-level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high-quality career counselling and lifelong learning program that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction. The implementation and realization of tertiary education goals depends on the availability of human resources and material resources. Artificial intelligence is one of the materials resources that can be deployed for effective management of tertiary institutions, Ogunode et'al (2023).

Nigerian higher education institutions are faced with the challenges of maintaining high-quality education while keeping up with global technological advancements. Many educational institutions are beginning to look into how AI may help them achieve their objectives, particularly in subjects where more conventional approaches fall short. Concerns over AI's successful application in Nigerian higher education have been highlighted by its ability to offer individualized learning and assessment experiences. However, several additional worries around

academic integrity, ethical use, and the preparedness of instructors and students to adopt new technologies are growing in importance as AI tools are produced and used in education.

This study is significant because it could impact policy makers; develop adoption strategies for educational technology, and direct future research on artificial intelligence in the Nigerian educational system. By providing actual data on how educators perceive and utilize these tools, it seeks to close the gap in the body of knowledge regarding the practical application of AI in Nigerian higher education, specifically in assessment. This introduction sets the stage for a detailed investigation of how AI, educational evaluation, and human contact interact in Nigeria's evolving educational landscape.

Globally, the incorporation of artificial intelligence (AI) is bringing about a revolutionary change in several fields, including education. In Nigeria, particularly in higher education institutions, the application of artificial intelligence (AI) in educational assessment has brought both opportunities and challenges. Research on how AI may enhance educational assessment techniques is still lacking, though. Teaching is the process of facilitating learning, growth and development in others. Teaching entails instruction- sharing knowledge, skills and values; guidance- which is providing direction, support and feedback; facilitation-which is creating an environment conducive to learning; mentoring – which is offering advice, encouragement, and role-modelling and assessment- which is evaluating students's' progress and understanding, Edinoh (2024).

The purpose of this study is to find out how this school's teachers view and use artificial intelligence (AI). It focuses on how the adoption of AI technologies is impacted by moral principles and innovative assessment methods. It is crucial to take a nuanced strategy that strikes a balance between innovation and ethical issues when navigating the intricacies of AI in conducting and administering educational assessments. Based on pre-service teachers' opinions, the study by Rudolph, Tan, and Tan (2023) emphasizes how important perceptions are in influencing the adoption of AI technology. In other words, pre-service teachers' opinions about AI technology in

various learning contexts are a major factor in determining how they employ it. As a result of their frequent interaction with AI technologies, educators and students develop their own opinions about its application in educational evaluation through classical and operant conditioning. This view may result in motivation, depending on the teachers and pupils. This necessitates deliberate attempts to cultivate a culture in which artificial intelligence is viewed as a supplement to human knowledge rather than as a substitute for it (Farjon, Smits, & Voogt, 2019; Ruth, Birke, & Kaspar, 2022).

The dynamic interaction between developments in AI for educational evaluation and the important factors influencing its application is highlighted by this interwoven story. By working together, it is possible to strike a balance between innovation and pedagogical integrity, guaranteeing that AI technologies enhance learning rather than overwhelm it (Aluthman, 2016). In particular, the effects of AI on learning have been extensively studied because recent research has demonstrated that the use of AI in higher education enhances assignment feedback rather than addressing issues with how university instructors view and use AI to conduct and administer formative and summative assessments, as well as opportunities for creative assessment design, particularly in Nigeria. Here, Artificial Intelligence (AI) tools are presented as magic wands that can resolve all academic entanglements and challenges completed with sensationalistic depictions and unrestrained exhilaration or excitement.

Task execution has significantly changed as a result of the recent integration of artificial intelligence (AI) into operations across several industries. AI is viewed as a technology in education that has the potential to completely transform learning environments and experiences, develop new ways to engage students' modified learning experiences, and enhance assessment techniques. Even though its potential is widely recognized, there are still several restrictions and hurdles that prohibit the use of AI in educational assessments, particularly in Nigerian higher education institutions. In education, evaluating students' growth and performance is essential and necessitates accuracy, equity, and openness (Abdul-Wahab, Ali, Abdullahi, Yusuf & Shehu, 2024).

In the past, assessments of students were based on essays, presentations, and standardized tests. While these exams are frequently useful, they can also be impacted by human error, bias, differences, and practical constraints. With its automated, objective, and expandable assessment tools, Artificial Intelligence (AI) offers a workable alternative that might reduce human error, increase productivity, and even give students' immediate feedback. AI's integration into educational evaluations may not be feasible in Nigeria's higher education system because to a lack of funding and technological infrastructure (Baker, Smith, & Anissa, 2019). Another significant obstacle is educators' reluctance to adopt AI. Beyond its fundamental functions, the majority of instructors might not have received enough training or understood the full potential of integrating AI into the classroom. In addition to impeding the effective use of AI, this lack of knowledge and experience creates disparities in expectations for these technologies, which usually leads to their underutilization or abuse. Additionally, there are concerns that the use of AI could exacerbate already-existing inequalities in the educational system. The gap between academic achievement and prospects may grow if students from under resourced schools lack access to the necessary resources for AI-based assessments (Tuomi, 2020).

Given these concerns, Colleges of Education lecturers must investigate the perspectives and application of AI in educational evaluations. Designing strategies that allay their concerns and enable them to seamlessly integrate AI into their teaching methods requires an understanding of the problems influencing their acceptance of the technology. The findings of this study may provide valuable information about howColleges of Education in Nigeria might employ AI to improve rather than degrade the validity and quality of students' tests.

The general objective of the study is to assess the perception and utilization of Artificial Intelligence (AI) in educational assessment in Nigerian Higher Institutions of Learning. Specifically, it sought to:

1. Determine whetherColleges of Education lecturers' perception of AI use in educational assessment reinforces their belief in academic integrity concerns at theColleges of

Education.

2. Examine if Colleges of Education lecturers' utilization of diverse AI tools in educational assessment reinforces their perception of innovative assessment concerns at the Colleges of Education.
3. Investigate whetherColleges of Education lecturers' perception of using AI tools predisposes them to personalize AI use in educational assessment at theColleges of Education.

Hypotheses

Three hypotheses meant to guide the direction of this study were postulated:

H_{01}: Colleges of Education lecturers' perception of AI use in educational assessment will not be significantly influenced by academic integrity concerns at the Colleges of Education.

H_{02}: Colleges of Education lecturers' utilization of diverse AI tools in educational assessment will not be significantly affected by their perception of innovative assessment concerns at the Colleges of Education.

H_{03}: Colleges of Education lecturers' perception of using AI tools will not significantly predispose them to personalize AI use in educational assessment at the Colleges of Education.

Method

The design for this study is largely inferential. According to Creswell (2014) and Yin (2018), inferential research design refers to a methodology used in research to draw conclusions and make inferences about a population based on a sample chosen from that group. It involves the use of statistical analysis to generalize findings from a sample to a broader population. Given the quantitative nature of this study's objectives, inferential design allows for robust statistical analysis.

Further, it is inferential since the sample is picked from the target population ofColleges of Education lecturers received a four-week training on the use of AI for the delivery of

qualityColleges of Education in Nigeria particularly in Oyo State. Similarly, the purpose of studyingColleges of Education lecturers' view of creative assessment issues is well-suited to inferential research. The approach enables the evaluation of how these views influence lecturers' decisions to customize AI use in educational assessment. Through inferential research, the study intends to evaluate howColleges of Education lecturers' perspectives of AI tools influence their utilization and personalization in educational assessment. This feature is vital for understanding probable trends and results in the broader population. The study's purpose of examining howColleges of Education lecturers apply AI tools in educational assessment coincides with the inferential design.

The population for this study comprises 1,664 academic staff atColleges of Education in Oyo State. However, 594 were selected using Slovia's methodology and exposed to a four-week training/workshop on the application of AI and the delivery of quality higher education inColleges of Education, Nigeria. The lecturers were teaching in public (state and federal) and privately-ownedColleges of Education in Oyo State. The Colleges sampled are as follows;

Table 1

List of Schools

S/N	School Name	Status	Population	Sample
1	Federal College of Education (Special), Oyo	Federal	1064	291
2	The College of Education, Lanlate	State	513	225
3	Mufu Lanihiun College of Education	Private	52	46
4.	Best Legacy College of Education, Ogbomosho	Private	35	32
Total			1,664	594

Source: Personnel Affairs (2024)

The instrument employed in sourcing information from the participants was a basic survey questionnaire of 20 items, which was produced by researchers in this study. It was a 4-point scale self-designed questionnaire titled: "Lectures' Perception and Utilization of AI Questionnaire inColleges of Education (LPUAIQCE)".

To establish the validity of this instrument, specialists in the field of Psychology of Education, Measurement, and Evaluation were consulted for vetting, and their ideas were integrated into the final form of the questionnaire regarding both content and face validity. Thereafter, a pilot study was carried out at two College of Education in Osun State which are not part of the sample to verify how dependable the instrument is utilizing the split-half reliability method. The schools used are Osun State College of Education and Federal College of Education, Iwo. The reliability coefficient of 0.87 was obtained.

The Google Survey Approach targeted at the participants was utilized to acquire information from 594 individuals who are targeted for this study. The survey questionnaire, which Pakes approximately less than 10 minutes to complete, found that a great majority of the participants are not used to checking their e-mail boxes for information always and most of the time. They tend to check their e-mails on an incident basis when convenient to them. This attitude forced the researchers to engage them in a follow-up but pleasant reminder, which lasted many days to achieve through telephone calls and multiple gentle reminder messages to their e-mail boxes.

Analysis and Results

The data obtained for this study to evaluate the hypotheses were analysed using Chi-square test for independence, the independent samples t-test, and the Pearson Product Moment Correlation statistical technique. All hypotheses were assessed at 0.05 level of significance using SPSS 23.

The results were analysed according to the stated hypotheses as follows;

Hypothesis 1: Colleges of Education lecturers' perception of AI use in educational assessment

will not be significantly influenced by academic integrity concerns at theColleges of Education.

Table 2

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.195[a]	5	.393
Likelihood Ratio	5.355	5	.374
Linear-by-Linear Association	.091	1	.763
N of Valid Cases	594		

The table above illustrates that Colleges of Education lecturers' employment of different AI tools in educational assessment will not be considerably affected by their perception of innovative assessment problems at the College. Hence, the null hypothesis was disconfirmed, suggesting there is evidence to imply that there is a strong association between academic integrity issues at Colleges of Education and Colleges of Education lecturers' perception of AI use in educational evaluation. In other words, there was a significant association between academic integrity issues at Colleges of Education and Colleges of Education lecturers' perception of AI use in educational evaluation. This shows that addressing integrity concerns connected to AI use could potentially alter how Colleges of Education lecturers perceive and deploy AI tools in educational assessment. The findings show the need to consider academic integrity issues when integrating AI technologies into school assessment methods.

Hypotheses 2: Colleges of Education lecturers' utilization of diverse AI tools in educational assessment will not be significantly affected by their perception of innovative assessment concerns at the Colleges of Education.

Table 3

Difference in the Mean Utilization of AI Tools Between College of Education L ecturers with Positive and Negative Perceptions of Innovative Assessment Concerns

Variables	N	Mean	SD	t_{cal}	p-value
Lecturers with Positive Perception for Innovative Assessment Concerns	318	20.51	6.82	2.99*	p<0.05
Lecturers with Negative Perception for Innovative Assessment Concerns	276	12.81	7.27		

*Significant; df = 593, critical t= 1.650, p<0.05

The Table 3 gave data on Colleges of Education lecturers' perspectives of novel assessment issues characterized as good and negative. It includes the number of participants (N), mean scores, standard deviation (SD), calculated t-value (t-cal), and p-value for each perceptual group. Colleges of Education lecturers with a good perspective of creative assessment issues (N=318) had a higher mean score (20.51) compared to those with a negative perception (N=276) with a lower mean score (12.81). Thus, Table 3 indicated a substantial difference in the mean employment of AI technologies between Colleges of Education lecturers with positive and negative evaluations of innovative assessment issues. The estimated t-value of 2.99 is more than the p-value given 593 degree of freedom at 0.05 level of significance. Consequently, the null hypothesis was disconfirmed. This means that there is evidence to imply that there is a substantial difference in the mean use of AI tools among Colleges of Education lecturers with positive and negative perceptions of innovative assessment concerns. In other words, there was a substantial difference in the mean employment of AI tools between Colleges of Education lecturers with positive and negative evaluations of innovative assessment issues.

'Colleges of Education lecturers with good perspectives of creative assessment concerns are likely to have higher mean scores, showing a more favourable view towards applying different

AI techniques in educational evaluation. The large difference in perception between the positive and negative groups implies that attitudes towards innovative assessment concerns can influence the adoption of AI tools in educational assessment. The findings show the need to consider instructors' perspectives and concerns surrounding creative assess ment when integrating AI technologies into educational assessment practices.

Hypotheses 3: Colleges of Education lecturers' perception of using AI tools will not significantly predispose them to personalize AI use in educational assessment at the Colleges of Education.

Table 4

Correlations

		Lecturers' perception	Predisposition to personalize AI
Lecturers'perception	Pearson Correlation	1	. 762**
	Sig. (2-tailed)		.000
	N	594	594
Predisposition to personalize AI	Pearson Correlation	. 762**	1
	Sig. (2-tailed)	.000	
	N	594	594

Table 4 demonstrated a substantial association between Colleges of Education lecturers' perspective of using AI tools and their tendency to customize AI use. The computed r-value of 0.762 is greater than the p-value given 593 degree of freedom at 0.05 level of significance. Consequently, the null hypothesis was disconfirmed. This suggests that there is evidence to imply that there is a substantial association between Colleges of Education lecturers' perception of using AI tools and their tendency to personalize AI use in educational assessment. In other words, there was a substantial association between Colleges of Education lecturers' perception of using AI tools and their tendency to customize AI use. The significant correlation between these factors (r-cal.) reveals a relationship between how Colleges of Education instructor perceive AI tools and their

willingness to customize the usage of AI in educational assessment. The p-value being less than 0.05 shows that this association is statistically significant, underscoring the need to incorporate Colleges of Education instructors ' perceptions when applying AI in educational assessment.

Discussion

Based on the results of this study, Hypothesis 1, which postulated that academic integrity issues at educational institutions had no bearing on lecturers' opinions about AI use in educational assessment, was disproved. The results showed a strong correlation between lecturers' opinions about the employment of AI in educational evaluation and concerns about academic integrity at educational institutions. The conclusion drawn from this finding is that Colleges of Education lecturers' perceptions of the usage of AI in evaluation are influenced by concerns about academic integrity. In other words, this research suggests that academics at education colleges' attitudes against the use of AI in assessment are influenced by worries about academic integrity. This result is consistent with that of Sullivan, Kelly, and McLaughlan (2023) and Abdul-Wahab, Ali, Abdullahi, Yusuf & Shehu (2024) who expressed worries about academic integrity and strategies for discouraging students from using ChatGPT. Among the main concerns raised by study participants about academic integrity were cheating, academic dishonesty, students' outsourcing their work to Al Tools, particularly if they lacked a strong academic background, the possibility of increased plagiarism, and general misuse. Similar findings were made by Rudolph, Tan, and Tan (2023), who asserted that ChatGPT has significant limits and occasionally makes incredibly stupid blunders. It was determined that ChatGPT might be most helpful to educators in encouraging more creative teaching and learning.

According to Rudolph, Tan, and Tan (2023), there is recognition that ChatGPT and similar AI tools can help encourage innovative teaching and learning methods despite these reservations. It was determined that ChatGPT might be most helpful to educators in encouraging more creative teaching and learning. This differing viewpoint from previous research highlights how complex Colleges of Education lecturers ' perceptions of AI's application in educational assessment are.

While concerns about academic integrity and the reliability of ChatGPT and other AI technologies are evident, there is also recognition of their potential to improve teaching and learning approaches in new ways. Addressing these problems while taking advantage of AI capabilities is still a major area of research for both educators and researchers as the field of AI in education develops. The finding is also in tandem with the study of Abdul-Wahab, Ali, Abdullahi, Yusuf & Shehu (2024).

In essence, the considerable correlation between Colleges of Education lecturers ' perspectives on the use of AI in educational evaluation and worries about academic integrity highlights the complex decisions that educators face when integrating new technology into their teaching methods. It suggests that instructors' assessments of the function and promise of AI in assessment are greatly impacted by concerns about upholding academic integrity. For example, teachers are responsible for ensuring the authenticity and integrity of assessment results, especially inColleges of Education lecturers. The employment of AI systems for grading, plagiarism detection, or exam proctoring may be viewed with suspicion due to worries about academic integrity. Instructors may question whether AI algorithms can reliably detect plagiarism or express concerns about possible biases in evaluation scores produced by AI.

Additionally, issues of justice and equity in evaluation might occasionally intersect with concerns about academic honesty. Teachers at educational institutions may worry that AI methods might unintentionally favour some students or overlook intricate forms of creativity (Sullivan, Kelly & McLaughlan, 2023). As a result, Colleges of Education lecturers may face issues with data security, students' privacy, and the possible abuse of AI tools for system gaming or cheating.

The results of this study disproved Hypothesis 2, which proposed that Colleges of Education lecturers ' use of various AI technologies for educational evaluation are unaffected by their perceptions of innovative assessment challenges at educational institutions. The results showed that Colleges of Education lecturers who had favorable and unfavorable opinions about creative assessment problems used AI technologies at significantly different rates. This implies that how Colleges of Education lecturers use various AI tools in educational evaluation is

significantly influenced by their perceptions of creative assessment challenges. This demonstrates that how instructors at Colleges of Education approach new assessment issues has a significant impact on the range of AI methods they use for educational assessment.

This study supports earlier ones that suggested some kind of connection between the use of AI tools and how instructors at educational institutions see novel assessment issues. Indeed, "academics can redesign assessment tasks in such a way that they cannot be completed as easily by AI tools," according to Sullivan, Kelly, and McLaughlan (2023). This is true even if there are opportunities to rethink learning assessment and evaluation utilizing a variety of AI tools in educational assessment, as well as how assessment tasks should be improved to reduce the risk of employing AI tools incorrectly. It is noteworthy that there is a significant difference in the average use of AI tools amongst lecturers at schools that have favorable and unfavorable opinions about new assessment problems. Abdul-Wahab, Ali, Abdullahi, Yusuf & Shehu (2024) suggests that Colleges of Education lecturers' opinions and concerns about new assessment practices have a significant impact on their adoption and utilization of AI technologies for educational evaluation. Positive views of novel assessment are typically seen among college of education instructors who view AI technologies as facilitating their teaching and assessment procedures, and they may view them as valuable resources that improve the accuracy, efficiency, and fairness of assessments. Positive opinions may be associated with convictions that AI technologies can increase usage by saving time, providing new insights into students' learning, and facilitating personalized feedback. Teachers are more inclined to adopt AI technology for teaching purposes if they have a positive opinion of new evaluation techniques. Positive attitudes can undoubtedly act as motivators, encouraging educators to investigate and apply AI solutions. The adoption and application of AI solutions by education professors are greatly influenced by their interpretation of novel assessment challenges.

According to Sullivan, Kelly, and McLaughlan (2023), there is potential to restructure assessment activities to accommodate the use of AI tools, notwithstanding the challenges

mentioned. This highlights how the intentional use of AI approaches has the potential to improve the assessment of learning (AoL) as well as the assessment for learning (AfL). The importance of reducing the risks associated with the improper use of AI tools is also mentioned in the topic of redesigning assessment tasks. To reduce the possibility of AI products being used in unexpected or harmful ways, educators might enhance evaluation activities (Martínez-Plumed et al., 2020).

The dynamic interaction between Colleges of Education lecturers' views of creative assessment challenges and their use of AI tools in educational assessment is highlighted by this different viewpoint from previous researches. Although there is research that suggests a high correlation between these factors, educators may also be able to use AI tools to improve assessment techniques. Teachers can create tests that are difficult for AI to complete, preserving the validity and use of the assessment process, by rethinking tasks and adjusting them to the capabilities and constraints of AI technology. These observations will be crucial in directing the ethical and successful incorporation of AI technology in education as the field develops.

Due to the results of this inquiry, Hypothesis 3, which proposed that lecturers at Colleges of Education would not be significantly inclined to personalize the use of AI in educational assessment, was rejected. The results indicated a strong correlation between the perspective of utilizing AI tools by Colleges of Education lecturers and their propensity to customize AI use. This implies that Colleges of Education lecturers ' attitudes toward using AI technologies are probably related to their wish to personalize AI use. This demonstrates how teachers' attitudes toward AI tools at educational institutions influence their propensity to tailor the usage of these tools in classrooms. This finding is consistent with other researches by Ibrahim and Saleh (2020) and Sanusi, Ayanwale & Tolorunleke (2024), who found that perception, can affect how and what people learn. This is because perception is seen to be a precursor to cognitive development.

As a result, what is heard and seen depends on the individual's reaction and prior knowledge. Except for self-efficacy, which cannot by itself result in actual AI learning behaviour, pre-service teachers showed a strong positive behavioural intention to learn AI across all

dimensions, according to Sanusi, Ayanwale, and Tolorunleke (2024). Additionally, Sullivan, Kelly, and McLaughlan (2023) proposed ideas to enhance learning, such as using AI to create assessment rubrics, provide feedback on students' work, personalize assignment tasks, and create example projects for class critique.

Conclusion

This study found that Colleges of Education lecturers' views on academic integrity and worries about creative assessment had an impact on how they utilize a variety of AI tools in educational assessment, including their propensity to tailor AI use at Nigerian educational institutions. The results also demonstrate that academic integrity concerns have an impact on how lecturers at Colleges of Education view the use of AI in assessment; this suggests that lecturers' perceptions of innovative assessment concern at educational institutions have a significant impact on how they use a variety of AI tools in educational assessment. Additionally, Colleges of Education lecturers' perceptions of the use of AI tools are linked to their propensity to customize AI use at educational institutions.

Recommendations

Based on the findings of the study, it was recommended that:

- AI technology should be effectively included in educational assessment, particularly in Recommendations
- Colleges of Education lecturers should put in a lot of effort to understand the advantages and limitations of AI technologies in order to fully unlock the opportunities and lower the potential hazards associated with AI use in educational assessment. In-depth instruction and resources can close knowledge gaps and promote customized use. Examining the advantages and disadvantages of AI tools for educational institutions is crucial.
- As lecturers at educational institutions, customize AI technologies, pedagogical standards and ethical considerations must be addressed.

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