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Attitude of Mathematics Teachers towards the Use of Artificial Intelligence in Teaching Mathematics in Secondary Schools in Oyo Metropolis, Oyo State, Nigeria

by

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Abstract

This study investigates the attitude of secondary school Mathematics teachers towards the use of Artificial Intelligence (AI) in teaching Mathematics in Oyo Metropolis. A descriptive survey design was adopted for the study. A simple random sampling technique was used to select four (4) Mathematics teachers from the thirty-four (34) public secondary schools in the study area, yielding a sample size of one hundred and two (102) teachers. The instrument used for data collection was a self-structured questionnaire, titled "Attitude of Teachers towards the Use of Artificial Intelligence for Mathematics Education" (ATAIME). The reliability of the instrument was determined using Cronbach's alpha, which yielded a reliability coefficient of 0.91, indicating high internal consistency. Four research questions guided the study. Simple frequency counts and percentages were used to analyze the data. The results showed that secondary school Mathematics teachers are positively disposed towards the use of artificial intelligence, as they understand its potential and prefer to incorporate it. The study also revealed that the teachers believe AI significantly enhances students' learning and that it improves their overall learning experience; 96.4% of respondents believe that AI can integrate learners' experience while just 3.1% disagreed. Furthermore, the study identified a lack of material resources as major impediments to the adoption of AI in Nigerian schools. 55.4% of the students disagreed while 33.9% agreed that students are unwilling to participate in AI Mathematics classroom and also 58.7% teachers agreed that there are not enough materials and equipment in mathematics classroom, 11.2% disagreed and 3.1% undecided. Based on these findings, it was recommended that workshops and seminars be organized for the training and re-training of teachers on how to effectively use AI in Mathematics classrooms.

Keywords: ***Attitudes, artificial Intelligence, mathematics teachers, secondary schools***

Attitude of Mathematics Teachers towards the Use of Artificial Intelligence in Teaching Mathematics in Secondary Schools in Oyo Metropolis, Oyo State, Nigeria

The application of artificial intelligence (AI) in education is increasingly seen as a transformative force to improve student learning outcomes. Research indicates that AI can not only maximize educational potential but also address the pressing challenges of inadequate resources and shortage of qualified teachers. This growing role of AI is essential not only for improving student outcomes but also for achieving sustainable development goals (Pedro et al., 2019; Chen & Lin, 2020). As UNESCO (2019) notes, AI is pivotal for achieving "inclusive and equitable quality education and promoting opportunities for lifelong learning for all," thus supporting long-term societal development.

AI's application in comparative education is gaining traction, transitioning from a mere option to a necessary tool in the global educational landscape. Beyond its traditional use in industries such as transportation, healthcare, and finance, AI is increasingly applied in educational settings. Notable achievements like DeepMind's AlphaGo, which out-performed human players, illustrate how AI can facilitate learning in complex tasks and push the boundaries of human learning (Bonwell & Eison, 2021; Jho, 2024). As various studies have highlighted, the integration of AI into education is an essential area of research and has garnered significant investment from businesses, organizations, and governments. For example, according to Wardat et al. (2024), the World Bank, estimates that between 2008 and 2019, AI investments in education reached approximately USD 1047 billion. Additionally, many countries have adjusted their curricula to incorporate AI, signaling its importance in modern educational practices.

Theoretical frameworks like cognitive and affective development theories have been used to explain the positive effects of AI on Mathematics learning outcomes. For example, Elliot, Thomas, and Joan (2020) argue that AI's ability to personalize learning enhances cognitive development, while Emaikwu (2022) emphasizes its role in shaping students' affective responses, increasing engagement and motivation. The application of AI in Mathematics classrooms has been shown to foster positive attitudes toward the subject, making students more willing to engage and invest time in their studies (Azuka, 2022).

However, some research has found that AI's impact on academic performance is not universally positive. Studies by Kaka (2017) and Stoblein (2019) suggest that AI may struggle to maintain students' engagement, particularly if learners are required to manage their own learning with limited teacher's support. This suggests that while AI can motivate some students, it may have limited effectiveness for others, particularly those who require more guidance.

The most common forms of AI used in education include robots, Intelligent Tutoring Systems (ITS), and Adaptive Learning Systems (ALS) (Wardat et al., 2024). In Mathematics education, ITS can evaluate students' knowledge, provide personalized feedback, and allow students to progress at their own pace. Similarly, ALS adapts to students' learning needs, offering personalized learning experiences. Unlike ITS, which focuses on delivering instruction, ALS involves teachers more actively, allowing them to guide students through tailored learning paths while the system assesses progress and provides feedback. Research differentiates between ALS and ITS, with ALS focusing on personalized experiences, while ITS emphasizes custom feedback without direct teacher's intervention (Okwudishu, 2011).

Robotics, on the other hand, provides students with hands-on opportunities to explore mathematical concepts while fostering cognitive and problem-solving skills. Chickering & Gaamson (2017) found that students' math performance improved when using robots to learn multiplication, with similar benefits seen across different grade levels and mathematical topics (Mckeachie, 2006). These studies indicate that integrating AI in the form of robotics and other technologies can lead to improved engagement and performance in Mathematics.

This study seeks to investigate the attitudes of secondary school Mathematics teachers towards the use of AI in teaching Mathematics, as well as the challenges they face in its implementation. By understanding these attitudes and challenges, the study aims to contribute valuable insights into the integration of AI in Nigerian classrooms and the potential of AI to enhance Mathematics education.

Teachers in Nigeria are currently being advised to include Artificial Intelligence in their lessons instead of sticking to the traditional methods. This is predicated on the idea that Artificial Intelligence will enhance children's academic performance in Mathematics and spark their

curiosity. Technology integration in education calls for more than just training Mathematics teachers on how to utilize it; it also calls for their knowing how to successfully include it in their curricula. To accomplish this, educators must first acknowledge the benefits of educational technology and how it can improve students' results. Currently, several workshops on the application of Artificial Intelligence in education, particularly in the teaching of Mathematics, are being used to retrain teachers. As of right now, the attitudes of secondary school Mathematics teachers on the employment of Artificial Intelligence in the classroom is being studied by few researchers. However, it's important to ascertain how prepared school Mathematics teachers are for this novel teaching approach. Therefore, the purpose of this study is to ascertain the attitudes of Mathematics teachers in secondary schools in Oyo metropolis, Oyo State, Nigeria, towards the application of Artificial Intelligence in Mathematics classes.

The general purpose of this study is to determine the attitude of teachers towards the use of Artificial Intelligence in Mathematics classrooms in secondary schools in Oyo Metropolis, Oyo State, Nigeria. Specifically, the study sought;

1. to investigate the attitudes of school Mathematics teachers towards the use of Artificial Intelligence in teaching Mathematics in secondary schools;
2. to explore the attitudes of school Mathematics teachers regarding the significance of Artificial Intelligence in enhancing the teaching of Mathematics in secondary schools;
3. to examine the attitudes of school Mathematics teachers towards the impact of artificial intelligence on students' learning experiences in mathematics; and
4. to identify the attitudes of school Mathematics teachers regarding the challenges associated with using Artificial Intelligence in the Mathematics classroom.

Research Questions

The following research questions were generated to guide this study:

1. What are the attitudes of school Mathematics teachers towards the use of Artificial Intelligence in teaching mathematics in secondary schools?
2. What are the attitudes of school Mathematics teachers towards the significance of

Artificial Intelligence in enhancing the teaching of Mathematics in secondary schools?

3. What are the attitudes of school Mathematics teachers towards the impact of Artificial Intelligence on students' learning experiences in Mathematics?

4. What are the attitudes of school Mathematics teachers towards the challenges of using Artificial Intelligence in the Mathematics' classroom?

Method

The study adopted a descriptive survey design. The population for the study comprises the Mathematics teachers in the public secondary schools in Oyo metropolis, Oyo State, Nigeria. A simple random sampling technique was used to select four (4) Mathematics teachers from the thirty-four (34) public secondary schools in the study area to make one hundred and two (102) as a sample for the study. The instrument used for data collection was a self-structured questionnaire tagged "Attitude of Teachers towards the Use of Artificial Intelligence for Mathematics Education" (ATAIME). The questionnaire was made up of twenty-three (23) items arranged on a two-point Likert scale. The questionnaire also had four sections ranging. Section A is on the use of Artificial Intelligence; section B is on the significance of Artificial Intelligence; section C is on students' learning experience; and section D is on the problems of Artificial Intelligence in the teaching of Mathematics. The face and content validity was carried out by two experts in Mathematics- Education and one expert in the field of Measurement and Evaluation. The reliability coefficient of the instrument was determined using Cronbach alpha which yielded a reliability coefficient of 0.91. The data collected was analyzed using descriptive statistics.

Table 1

Local Government Areas in Oyo Metropolis and the Number of Schools

S/N	Local Government Areas	No of Public Secondary Schools
1	Afijio	17
2	Atiba	13
3	Oyo East	9
4	Oyo West	11
	Total	34

Results

Research Question 1: What are the attitudes of school Mathematics teachers on the use of Artificial Intelligence in teaching Mathematics in Secondary schools?

Table 2

Percentage Responses of School Mathematics Teachers on the Use of Artificial Intelligence

S/N	ITEMS	RESPONSES						TOTAL	
		A		UD		D			
		F	%	F	%	F	%	F	%
1	I understand Artificial Intelligence	82	96.4	5	2.2	13	1.4	102	100
2	I use Artificial Intelligence in my class always	73	77.2	8	10.3	19	12.5	102	100
3	I do not in my School	72	72.3	9	8.5	19	19.2	102	100
4	I find it difficult to use in my Mathematics class	26	25	9	8.4	65	65.6	102	100
5	I prefer to use the usual talk and chalk or conventional method of teaching in my Mathematics	20	22.3	8	3.6	72	74.1		100

Note: A= Strongly agreed; U= Undecided; D= Disagreed; F = frequency

Table 2 reveals that a significant 96.4% of the teachers reported understanding Artificial Intelligence (AI), indicating a high level of awareness and familiarity with the concept. Only 1.4% of teachers admitted not knowing what AI meant, which shows that AI is generally well-understood among mathematics educators in the study area. Regarding the use of AI in the classroom, 77.2% of the teachers indicated that they regularly employ AI as part of their teaching methods, highlighting a strong inclination towards incorporating technology into their teaching practices. However, 12.5% of teachers disagreed with this statement, pointing to a portion of educators who are not yet fully utilizing AI in their classrooms.

When asked about the use of AI by other teachers in their schools, 72.3% of the respondents agreed that many of their colleagues do not employ AI in teaching mathematics. This suggests that despite some teachers' enthusiasm for AI, its adoption is not widespread across the educational system. Therefore, a significant number of teachers are not integrating AI into their teaching, which may be attributed to factors such as lack of resources, training, or institutional support.

In terms of the challenges faced when using AI in the classroom, 65.6% of the teachers disagreed with the statement that they find AI difficult to use, indicating that the majority of educators do not consider AI to be a significant challenge in their teaching practice. This is a positive sign, as it suggests that AI is accessible and manageable for most teachers. However, 25% of teachers acknowledged facing difficulties, highlighting that a portion of the teaching community may require additional support or professional development to overcome challenges in implementing AI tools effectively.

Finally, when teachers were asked whether they preferred the traditional "chalk-and-talk" method, 74.1% disagreed, indicating that most teachers do not favor sticking to conventional teaching approaches. Only 22.3% of teachers expressed a preference for traditional methods, further emphasizing the openness of the majority towards adopting alternative, more modern teaching strategies, such as AI-based instruction.

This result show that while many school Mathematics teachers demonstrate a positive attitude towards the use of artificial intelligence, a considerable gap still exists in its widespread adoption across schools. The data suggests that while teachers who use AI in their classrooms are generally confident and comfortable with its application, a larger portion of educators has not yet embraced AI fully. This underscores the need for continued efforts to provide the necessary resources, training, and institutional support to enable all teachers to integrate AI effectively into their teaching practices.

Research question 2: What are the attitudes of school mathematics teachers towards the significance of artificial intelligence in enhancing the teaching of mathematics in secondary schools?

Table 3

Percentage Responses of School Mathematics Teachers' Attitude Towards the Significance of Artificial Intelligence in Mathematics Classrooms

S/N	ITEMS	RESPONSES						TOTAL	
		A		U		D			
		F	%	F	%	F	%	F	%
6	Artificial intelligence can give students a sense of participation	91	99.5	0	0	11	0.5	102	100
7	Artificial intelligence can integrate the learners' experience	98	96.4	1	0.5	3	3.1	102	100
8	Artificial intelligence creates desirable attitude towards interactive Mathematics teaching	87	91.5	4	1.8	11	6.7	102	100
9	In artificial intelligence class, students are engaged in listening, measuring, drawing, discussions and discovery activities in mathematics teaching	79	92.8	2	1.8	21	5.4	102	100
10	Artificial intelligence enhances the retention and recall of mathematics concepts by students	81	97.3	1	0.9	20	1.8	102	100

Table 3 sheds light on the attitudes of school mathematics teachers towards the significance of artificial intelligence (AI) in enhancing the teaching of mathematics in secondary schools.

First, when asked if AI could provide students with a sense of participation, 99.5% of the teachers agreed with this statement, highlighting a strong belief in AI's ability to foster active student engagement in the learning process. Only 0.5% of the respondents disagreed, which suggests that nearly all teachers recognize the potential of AI to create a more interactive and participatory classroom environment.

Similarly, 96.4% of the teachers believed that AI can integrate the learners' experiences, while just 3.1% disagreed. This result demonstrates a widespread consensus among educators that AI is

capable of personalizing learning by catering to individual students' needs and integrating their previous knowledge and experiences into the teaching process.

Regarding the creation of a desirable attitude towards interactive mathematics teaching, 91.5% of the teachers strongly agreed that AI contributes to a more positive and interactive attitude in students, while only 6.7% disagreed. This indicates that the majority of teachers see AI as an effective tool in making mathematics teaching more engaging, which could lead to better student participation and enthusiasm in the subject.

When asked about the types of activities that students engage in during AI-enhanced mathematics classes, 92.8% of teachers agreed that students are involved in various interactive activities such as listening, measuring, drawing, discussions, and discovery-based learning. This response further emphasizes the active role that AI can play in promoting a hands-on and inquiry-based approach to teaching mathematics, in which students are encouraged to explore and experiment with mathematical concepts.

Lastly, 97.3% of the teachers believed that AI enhances the retention and recall of mathematics concepts by students, while 1.8% disagreed. This result suggests that teachers are confident in AI's ability to help students retain mathematical concepts more effectively, which could potentially improve learning outcomes and long-term understanding of the subject.

The responses indicate that school mathematics teachers have a very positive attitude towards the significance of AI in enhancing the teaching of mathematics. The overwhelming majority of teachers believe that AI can foster student participation, integrate learners' experiences, improve attitudes towards interactive teaching, promote engagement through various learning activities, and enhance the retention of mathematical concepts. These findings suggest that teachers see AI as a valuable tool for enriching the mathematics learning experience and improving educational outcomes in secondary schools.

Research Question 3: What are the attitudes of school mathematics teachers towards the impact of artificial intelligence on students' learning experiences in mathematics?

Table 4

Percentage Responses of Teachers Towards Students' Learning Experience on Artificial Intelligence

S/N	ITEMS	RESPONSES						TOTAL	
		A		UD		D			
		F	%	F	%	F	%	F	%
11	Students experience learning in collaborative and supportive environment	90	94.7	3	2.2	9	3.1	224	100
12	Students identify, analyze, and resolve problems using knowledge from previous Experience	89	93.7	5	3.6	8	2.7	224	100
13	It enhance students' motivation by providing real-life problems	87	87.9	5	4.5	10	7.6	224	100
14	In my class, students participate to learn sufficient content	91	95.1	3	2.2	8	2.7	224	100
15	Through artificial intelligence artificial intelligence helps to improve classroom interaction	100	99.5	0	0	2	0.5	224	100

Note: A= Strongly agreed; U= Undecided; D= Disagreed; F = frequency

Table 4 reveals the attitudes of school mathematics teachers towards the impact of artificial intelligence (AI) on students' learning experiences in mathematics classrooms. The responses demonstrate a general consensus that AI significantly enhances students' learning experiences.

A striking 94.7% of the teachers strongly agreed that AI creates a collaborative and supportive learning environment for students, indicating that most teachers see AI as a tool that promotes teamwork and mutual support in the classroom. Only 3.1% disagreed with this statement, while 2.2% were undecided, suggesting that AI is largely seen as fostering an environment conducive to student collaboration.

When asked if AI helps students identify, analyze, and resolve problems by drawing on their prior experiences, 93.7% of the teachers agreed. This indicates that the majority of teachers

believe AI assists students in applying their existing knowledge to solve mathematical problems. Only 2.7% disagreed, and 3.6% were undecided, showing that teachers largely recognize AI as a valuable tool for enhancing students' critical thinking and problem-solving abilities.

Regarding the effect of AI on students' motivation, 87.9% of the teachers agreed that AI enhances motivation by providing real-life problems, which make learning more engaging and relevant. However, 7.6% of the teachers disagreed with this view, and 4.5% were undecided. Despite this, the overall response underscores the belief that AI can increase students' engagement by linking mathematical concepts to real-world scenarios.

On the question of whether AI enables students to participate in learning sufficient content, 95.1% of the teachers agreed. This indicates that most teachers believe AI facilitates active students' participation and ensures that students are able to engage meaningfully with the mathematics curriculum. Only 2.7% disagreed, and 2.2% were undecided, further emphasizing the positive perception of AI's role in content delivery.

Finally, when asked whether AI improves classroom interaction, an overwhelming 99.5% of teachers agreed, suggesting that AI is viewed as an effective tool for enhancing communication and engagement in the classroom. Only 0.5% disagreed, highlighting the strong consensus that AI improves interaction among students and between students and teachers.

The data suggests that the majority of school mathematics teachers have a very positive view of the impact of AI on students' learning experiences. Teachers believe AI helps foster a collaborative environment, enhances motivation, supports problem-solving, increases student participation, and improves classroom- interaction. However, a small minority of teachers expressed disagreement or uncertainty, pointing to potential challenges or varied experiences with AI integration in the classroom.

Research Question 4: What are the attitudes of school mathematics teachers towards the challenges of using Artificial Intelligence in the Mathematics classroom?

Table 5

Percentage Responses of Teachers' Attitude Towards Problems of Artificial Intelligence

S/N	ITEMS	RESPONSES						TOTAL	
		A		U		D			
		F	%	F	%	F	%	F	%
16	There are not enough materials and equipment for artificial intelligence usage in my School	90	85.7	2	3.1	10	11.2	102	100
17	The time allocated for mathematics is not enough for the usage of artificial intelligence in my school	80	80.4	9	4.0	13	15.6	224	100
18	My students are reluctant to participate in artificial intelligence activities	7	33.9	14	10.7	81	55.4	102	100
19	If I use artificial intelligence, I will not cover the year's curriculum	22	31.7	9	8.0	79	60.3	102	100
20	The class size of students in my school affects my ability to use artificial intelligence	3	37.9	2	5.4	97	56.7	102	100
21	My workload/ periods per week affect my ability to use artificial intelligence	19	36.2	14	10.7	69	53.1	102	100
22	It takes a long time to prepare an artificial intelligence lesson	4	42.4	5	6.7	93	50.9	102	100
23	I was not trained in artificial intelligence during my training	12	31.7	6	7.1	84	61.2	102	100

Note: A= Strongly agreed; U= Undecided; D= Disagreed; f = frequency

According to Table 5, 85.7% of the teachers agreed that there are not enough materials and equipment for implementing artificial intelligence in mathematics classrooms, while 11.2% disagreed, and 3.1% were undecided. In contrast, 55.4% of the teachers disagreed, and just 33.9% of respondents agreed that students are unwilling to participate in artificial intelligence activities in the classroom.

Furthermore, 60.3% of the teachers disagreed that using artificial intelligence would prevent them from covering the entire curriculum in a given year, while 31.7% agreed, and 8%

were undecided. Regarding class size, 56.7% of educators disagreed with the statement that class size impacts the use of artificial intelligence, while 37.9% agreed, and 5.4% were undecided. This indicates that the majority of educators did not believe class size significantly affects the use of AI in teaching mathematics.

Additionally, 53.1% of the teachers disagreed with the notion that their workload and the number of teaching periods per week affect their ability to use AI in mathematics classes, while 36.2% agreed, and 10.7% were undecided. This suggests that more than half of the teachers did not feel that their workload or teaching hours limit their use of AI.

Regarding the time needed for lesson preparation, 50.9% of teachers disagreed that preparing AI lessons takes a long time, while 42.4% agreed, and 6.7% were undecided. This indicates that slightly more than half of the teachers did not perceive AI lesson preparation as time-consuming.

Finally, 61.2% of the teachers disagreed with the statement that they had received training in artificial intelligence during their teacher preparation, while only 31.7% agreed, and 7.1% were undecided. This reveals that a majority of educators had not received adequate training in AI, which is a significant gap in professional development.

From the result, biggest challenges identified by the teachers regarding the use of artificial intelligence in schools are a lack of resources and time. Other concerns include difficulties in covering the curriculum, large class sizes, time-consuming lesson preparation, students' reluctance to participate in AI activities, and insufficient training for teachers.

Discussion

Regarding the application of Artificial Intelligence (AI) in education, the findings reveal that 96.4% of teachers are aware of AI, and 77.2% of them actively use it in their teaching. This is promising, as it indicates a significant acceptance and potential for AI to transform the teaching and learning of mathematics. However, the fact that 72.3% of teachers reported that many of their colleagues do not use AI in their classrooms is concerning. This highlights a gap in adoption and suggests that while a substantial number of teachers recognize the potential of AI, broader integration across the educational system is still lacking.

A notable 65.6% of teachers mentioned difficulties in using AI in their math classes, and 74.1% disagreed with the notion that AI is a better teaching tool than conventional methods. These findings suggest that despite some enthusiasm for AI, there are challenges in overcoming traditional teaching practices and incorporating new technologies into classrooms. The positive development indicated by the 74.1% who do not favor the traditional "chalk and talk" method might be attributed to ongoing professional development initiatives, such as workshops and seminars, organized by the Nigerian Federal Ministry of Education and its affiliates. Nevertheless, continuous retraining and support for teachers will be essential to foster effective AI integration in classrooms.

When discussing the significance of AI in enhancing the learning experience, over 90% of teachers agreed that AI promotes full student participation, integrates learners' experiences, fosters a positive attitude towards interactive mathematics instruction, and encourages student engagement in classroom activities. These findings align with Chickering & Gaamson (2017), *Hartikainen* et al. (2019) and Kim (2024) assertion that active learning, facilitated by AI, can significantly enhance teacher-student interactions and improve the overall quality of learning. AI encourages students to take a more active role in their education, which can make learning more engaging and meaningful.

Furthermore, the study confirmed that AI helps create a collaborative and supportive environment, motivates students to engage with real-life problems, and facilitates deeper learning by enabling students to apply prior knowledge to new contexts. These benefits align with Wardat et al. (2024) and Azuka (2022) findings, although our study diverged from Azuka's claim that AI may hinder students' understanding of the curriculum. In contrast, 97.3% of teachers in this study agreed that AI aids in the retention and recall of mathematical concepts, suggesting that AI provides an effective tool for reinforcing learning in an interactive and engaging manner.

On the challenges of implementing AI, 85.7% of teachers agreed that there is a lack of resources and materials necessary for the effective use of AI in classrooms. Additionally, 80.5% of teachers noted that the time allocated for mathematics instruction is insufficient for integrating AI.

These issues are consistent with the broader concerns highlighted in the literature, including Emaikwu (2022), who emphasized the shortage of infrastructure in Nigerian schools. However, it is important to note that less than 45% of teachers identified challenges such as lack of training, class size, workload, difficulty covering the curriculum, and lengthy lesson preparation times as major obstacles. While these issues are relevant, they seem to be secondary to the more pressing concerns of inadequate resources and insufficient time allocated for teaching.

In summary, while there is a strong positive attitude towards AI and its potential to enhance mathematics teaching and student learning, significant barriers remain in terms of resources, time, and professional training. Addressing these challenges will be crucial for the successful integration of AI in Nigerian schools.

Conclusion

This study looked at Nigerian educators' opinions about using artificial intelligence to teach arithmetic in the classroom. A new teaching method that is popular worldwide and in all subjects is artificial intelligence. According to the report, a large number of Nigerian educators are aware of artificial intelligence and its applications in the classroom. In actuality, a large number of educators favour Artificial Intelligence over traditional teaching methods. However, many more continue to struggle with the implementation of AI in the classroom. Therefore, to support the use of artificial intelligence in education, it is necessary to provide educational materials to schools and to provide ongoing retraining for teachers. The study found that a shortage of time and instructional resources are the main issues with using Artificial Intelligence in the classroom.

Recommendations

Based on the findings of this study, the following recommendations are made:

- A mathematics lab outfitted with all the tools and supplies required for implementing artificial intelligence in the classroom needs to be available in every school.
  Mathematics should have enough periods to accommodate the use of Artificial Intelligence in the classroom

- All educational institutions should have access to a mathematics lab that is fully equipped with all the resources required to implement Artificial Intelligence in the classroom.
- All Tertiary Institutions in charge of the preparation of mathematics teachers should ensure that teachers are properly prepared for the use of Artificial Intelligence in schools.

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