

ENHANCING INCLUSIVE GOVERNANCE IN SENIOR SECONDARY SCHOOLS IN PORT HARCOURT METROPOLIS THROUGH AI-POWERED ADMINISTRATIVE DECISION SUPPORT.

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Abstract

This study investigated the enhancement of inclusive governance in senior secondary schools in Port Harcourt metropolis through AI-Powered Administrative Decision Support. Descriptive survey design was adopted; the population of the study was one hundred nine hundred (1,900) teachers and thirty-nine (39) principals in public senior secondary schools in Rivers State. The sample size of 332 was determined using the Taro Yamane's formula while a multi-stage sampling technique was employed to ensure equitable representation. The instrument for data collection was a 21 item self-structured questionnaire titled Enhancing Inclusive Governance in Senior Secondary Schools in Port Harcourt metropolis through AI-Powered Administrative Decision Support Questionnaire "EIGSSQ". The "EIGSSQ" adopted a modified Likert scale rating of Very High Extent (VHE) 4, High Extent (HE) 3, Low Extent (LE) 2, Very Low Extent (VLE) 1. Cronbach Alpha was used to determine the reliability of the instrument which yielded a reliability index of 0.82. Mean and Standard Deviation were used to answer the research questions, while a t-test was used to test the hypothesis at 0.05 level of significance. Findings of the study showed that heads of institution adopt AI in school administration, utilization of AI in educational setting could enhance administrative efficiency, and that dearth of fund, insufficient ICT facilities, limited awareness of AI benefits, ethical and governance issues, lack of accessibility, limited technical skills, high cost of ICT facilities and so on were challenges affecting AI adoption. The study recommends amongst all others that school administrators and stakeholders of education should be trained and retrained on how to inculcate inclusive governance through AI- Powered administrative decision support and that for efficiency and effectiveness in the administration of schools, all identified challenges should be look into by the government and stakeholders of education.

Keywords: Artificial intelligence, AI-Powered Administrative Decision Support, Inclusive governance, Senior secondary schools.

Introduction

Education has to do with the process of training and developing knowledge on individuals Education as a process does not just sharpen our minds, it builds character, and gives individual real-world skills that are needed daily (Olen 2023). It is quite obvious that the Federal Government of Nigeria intends to use education as a vital force for unity, understanding and progress. Secondary schools especially those located in Port-Harcourt metropolis have been established to offer educational services to students especially in preparing them for higher education. Secondary education and set up to inculcate students with entrepreneurial skills that will enable them to actively participate and function well in the world of work. No wonder Nwanyanwu and Jonnie (2020) stated that acquiring secondary education is commonly seen as the most powerful weapon in alleviating poverty, improving economic growth, producing talented individuals, creating healthy environment and creating a nation that is self-reliance in nature, knowing how important the secondary education is, managing and getting the best out of it is also very important so that the actual aim and objective of secondary education put out in the national policy of education can be actualized. And that is where inclusive governance comes in.

Inclusive governance in education means different things to different researchers. It refers to the process of decision making in schools where all stakeholders of education such as students, teachers, administrators, parents and community members are represented as well as allowed to make decisions as regards the school.

This type of governance is important in creating equitable, safe and effective learning environment since all stakeholders are involved, OECD (2020) defined inclusive governance in education as the process of decision making and administrative framework in which all relevant stakeholders especially under represented or marginalized groups are given substantive voice, representative and accountability. It emphasized both fairness of process and the equity of outcome. Other authors and authorities defined Inclusive governance in education as the process or act of generating a decision-making system where all relevant stakeholders in education have real voice in shaping policies and governance practices that affect the education system. Rather than concentrating power in a few hands, it actively involves students, teachers, parents, community members, and other groups-especially those who are often excluded in traditional systems (Right for Education, 2021; Oxford Review, n.d.). Inclusive governance goes beyond simply holding meetings; it means truly listening to diverse perspectives and letting those voices influence how education policies are shaped and implemented (Right for Education, 2021; OECD, 2020).

In an educational context, inclusive governance ensures that representation, participation, transparency, and accountability are central to how decisions are made. When governance structures include voices from different backgrounds and experiences, policies are more likely to be equitable, relevant, and responsive to the real needs of learners and communities (Oxford Review, n.d.; Right for Education, 2021). For example, when school governing bodies include parents, teachers, and student representatives, decisions about school improvement and resource use reflect a wider range of needs and priorities.

Inclusive governance also supports social justice and equity because it gives traditionally marginalized groups-such as students with disabilities, girls, or economically disadvantaged families-opportunities to influence decisions that affect their education (Right for Education, 2021). This helps build trust and strengthens democratic practices within education systems by ensuring that decision-making processes are not only open but genuinely participatory and fair (OECD, 2020).

Artificial Intelligence (AI) technologies are increasingly recognized as important tools use in supporting and enhancing administrative decision – making in education. These tools (AI-powered decision supports) (DSS) have the tendency to analyze resources allocation, predicts future needs, spits trends and suggest optimal ways to allocate resources. No wonder Eze (2021) mentioned that integrating AI application into the management and administration processes in the school system could promote school administrations with data-driven insights, frees school administrators daily routine tasks and helps keep teaching and learning standard to be on point. In the light of the above, Nwuke and Yellow, (2021) in a study on the use of AI in school supervision found out that AI has been used in the valuation of educator's performance, resource management as well as in detecting irregularities in academic. Nwuke and Yellow (2025) went further to affirm that the adoption of AI into the mainstream of education were hampered by dilapidated infrastructure, limited digital literacy, lack of power supply, lack of internet access and financial limitations. In the same vein, Okeke and Odebeatu (2025) evaluated school heads adoption of AI in schools, findings from the study revealed that most heads of secondary institution used AI in the aspect of communication however fewer use it for analyzing data and for management of school resources for efficiency and effectiveness. The study went further to recommend that Heads of secondary institution should engage more on digital literacy to harness AI in decision making potentials. Furthermore, Ezem and Ekwe (2025) affirmed that if AI tools are utilized in leadership decision making by heads of institutions, AI tools have the tendency to improve data driven decision making which if implemented properly could support a more inclusive policy.

It is quite unfortunate that irrespective of the importance of AI in the management and administration of school, integrating AI in governance of Senior Secondary School in Port Harcourt metropolises through AI powered administrative decision support facing so much challenges. One major challenge is inadequate technological infrastructure including unstable electricity, limited internet connectivity, and insufficient access to modern computing resources, which are essential for effective AI deployment in school administration (Okonkwo & Ade-Ibijola, 2021; Nwuke & Yellowe, 2025). This infrastructural deficit is compounded by financial constraints and chronic underfunding of the education sector, making it difficult

for schools to acquire and maintain AI systems or provide ongoing technical support (Okonkwo & Ade-Ibijola, 2021). Additionally, many school administrators and staff lack digital literacy and professional training to effectively use AI tools, which leads to resistance to change and underutilization of available technologies (Okonkwo & Ade-Ibijola, 2021; Nwuke & Yellowe, 2025). There are also ethical and policy concerns, including weak regulatory frameworks for data privacy, security, and transparency, which raise fears about the misuse of sensitive student information and the potential perpetuation of algorithmic biases in decision-making (Ogunode & Gregory, 2023; Nwuke & Yellowe, 2025). It is on this premise that Osuji and Sementari (2024) examined the strategies used by administrators of schools in implementing Nigeria's National Policy on inclusion Education in secondary schools in Port Harcourt metropolis. The study found that though so many school administrators have a knowledge of inclusive education however, implementation was being hindered by lack of accessibility, death of safety measures, lack of training of shareholders, and insufficient mobilization of resources. The study further recommended that for stronger management and governance structure, resources allocation, prioritize engagement and inclusive teaching should be encouraged. For Wike (2025) so many public schools in Port Harcourt lacks ICT facilities such as steady internet supply, stable power supply, inadequate supply ICT hardware's, lack of data and so on. With these challenges, utilization of AI may not be adequate.

Other challenges in integrating AI in the administration and management of schools of which public senior secondary schools in Port Harcourt metropolis are inclusive include

- i. Ability and lateness Most secondary school principals and educators lack the procedural skills or indulgent to construct AI output. Istoro (2025) opined that most heads of institutions were careful on adopting AI in school administration as a result of curbed knowledge of AI and gaps in policy.
- ii. Insufficient Funds The effective utilization of AI in decision making could be very expensive. Ihua Jonathan and Nwisagbo (2025) mentioned that the insufficient capital remains a serious challenge so if schools must meet up in the actualization of AI in school administration, collaborations with government, donors or partnership with external bodies must be done.
- iii. Ethical and Governance Issue All verdicts or decision sprang from AI must be translucent and explicable. There could be risk of algorithmic bias. It is on this premise that Osegbue et al (2025) accentuated the necessity for ethical frame works, data privacy policies and impartiality in governance that is AI oriented,

Similarly, Irebe (2019) argues that all driven platforms hold great promise for fostering collaborative supervision and communication between school managers and their subordinates. Findings showed that AI driven platforms improved transparency, increased feedback mechanism and aided real time monitoring of teaching and learning.

Mohammed-Shittu (2025) explored the utilization of Ai-driven decision making in government owned universities in Rivers State. Findings from the study showed that Ai could facilitate strategic planning resource allocation, document management and outcome prediction, thereby enhance administrative efficiency and support institutional governance. This evidence underscores the feasibility and value of adopting AI at scale for educational governance.

Statement of the Problem

Although AI holds great promise for transforming educational administration. Yet, the public senior secondary schools still depend on the traditional or semi normal governance system of administration. This situation limits the possibilities for truly data driven, transparent and participatory decision making which undermines inclusive governance. So many school administrators lack the infrastructures, ability, capacity or policy support needed to adequately inculcate Ai decision support system. As a result, marginalized students such as those with disabilities or from disadvantaged background may remain underrepresented in governance structures and decisions may continue to lack equity and accountability.

Aim and Objectives of the Study

The aim of this study is to investigate enhancing inclusive governance in Port Harcourt's senior secondary schools through AI- powered administrative decision support.

Specifically, the objectives are to:

- i. identify the extent to which senior secondary schools in Port Harcourt practice inclusive governance.
- ii. identify the role of inclusive governance in Port Harcourt senior secondary schools through AI - powered administrative support.
- iii. identify the challenges affecting the adoption of AI-powered decision support tools in Port Harcourt senior secondary schools.

Research Questions

The following research questions guided the study.

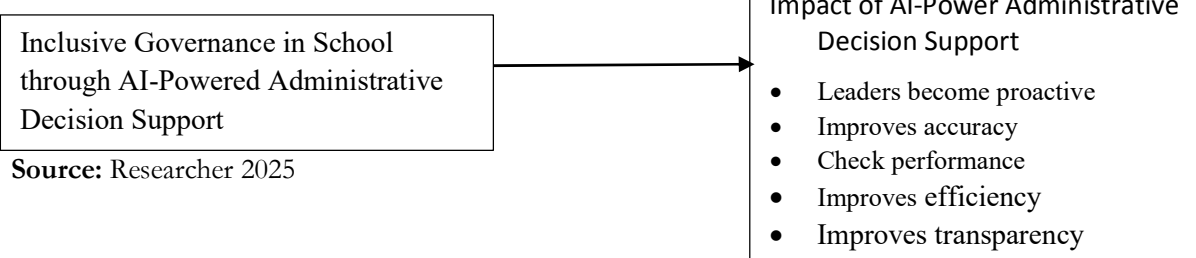
- i. To what extent do public senior secondary schools in Port Harcourt metropolis practice inclusive governance through AI-powered administrative decision support?
- ii. What are the roles of inclusive governance through AI-powered administrative support in senior secondary schools in Port Harcourt metropolis?
- iii. What are the challenges affecting the adoption of AI-powered decision support tools in senior secondary schools in Port Harcourt Metropolis?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

- i. There is no significant difference between the mean scores of male and female respondents on the extent to which senior secondary schools in Port Harcourt metropolis practice inclusive governance through AI-powered administrative decision support.
- ii. There is no significant difference between the mean scores at male and female respondents on the roles of inclusive governance through AI-powered administrative decision support in public senior secondary schools in Port Harcourt metropolis.
- iii. There is no significant difference between the mean scores at male and female respondents on the challenges affecting the adoption of AI-powered decision supports tools in senior secondary schools in Port Harcourt metropolis.

Conceptual Framework



Theoretical Framework

This work is hinged on the evolutionary Governance Theory that was propounded by Van Assche, Beurien and Duineveld between (2014-2015). This theory states that governance is not static but an evolving, dynamic process of co-evolving among actors, institutions (formal and informal) power and knowledge, and social practice. It emphasizes on literacy, path-dependency, co-evolution and the continues interplay between structure and agency in shaping ascendancy paths. From the foregoing, EGT could help the introduction of AI into school and administration not as a one -time change but a long -time project evolving process. Over time, incorporation of AI in this main stream of education could shift how decision-making processes are made, how authorities and knowledge are distributed and how management of schools are operated.

Methodology

This study adopted a descriptive study design. The population of this study comprised of one thousand nine hundred teachers (1,900) and thirty -nine (39) principals in public senior secondary schools in Rivers State. Thus, the population of the study in 1939 teachers and principals. The sample size of 332 was determined using Taro Yamane's formular which provided a number deemed both manageable and statistically representative of the entire population. A multi-stage sampling technique was employed to ensure equitable representation across the 8 Local Government Areas (LGAs). Schools within these Local Government were chosen and from these schools, teachers and principals were selected proportionately to reflect their distribution across Port Harcourt metropolis. The instrument for data collection was research designed instrument titled "Enhancing Inclusive Governance in Public Senior Secondary Schools in Port Harcourt Metropolis through AI-powered administrative decision support Questionnaire "EIGSAIPADSQ" The questionnaire response was organized using a summated four-point rating scale to measure the degree of agreement or the extent of influence. The scale was weighed as follows; Very High Extent (VHE) 4, High Extent (HE)3; Low Extent (LE)2; Very Low Extent (VLE)1.

The research instrument was validated by four (4) experts. Two from education management and two from measurement and evaluation at Rivers State University. The internal consistency was determined using Cronbach's alpha. For this purpose, a pilot test was conducted where 22 copies of the questionnaire were administered to a group of 16 teachers and 6 principals at a public senior secondary school in Ahoada East Local Government Area, which lies outside the Port Harcourt metropolis study area. From the analyzed responses, reliability coefficient of 0.82 was obtained indicating that the instrument was reliable. A total of 500 copies of the questionnaire were administered to teachers and principals from the selected public senior secondary schools in Port Harcourt metropolis with the help of three postgraduate research assistant from the Rivers State University. Of the 500 distributed copies of questionnaire, only 400 were returned (representing 88%) and the retrieved questionnaire were used for analysis of the 400 copies were retrieved, 350 from the teachers and 50 from the principals. Mean and standard deviations were used to answer all the research questions while the null hypotheses were tested using the independent t-test at 0.05 level of significance.

Results and Discussion

Answer to Research Questions.

Research Question One: To what extent do public senior secondary schools in Port Harcourt Metropolis practice inclusive governance through AI- Powered administrative decision support?

Table 1: Descriptive statistics of mean scores and standard deviation of male and female respondents on the extent to which public senior secondary schools in Port Harcourt Metropolis practice inclusive governance through AI- Powered administrative decision support

S/N	Statement: <i>What is the extent to which inclusive governance is done through AI-powered administrative decision support</i>	Male N = 92		Female N = 240		$\bar{x}$ of X	Remarks
		$\bar{x}$	SD	$\bar{x}$	SD		
1.	Transparency in taking decision,	2.66	0.23	2.98	0.11	2.81	High extent
2	Fair administrative allocation of resources in the system	2.94	0.13	2.75	0.18	2.85	High extent
3	Giving out of administrative related information to all stakeholders on time	3.00	0.33	2.67	0.33	2.84	High extent
4	Data driven premeditated planning that reflects diverse need within the system	3.11	0.12	2.89	0.21	3.00	High extent
5	Minimization of bias or idiosyncratic influence in administrative decisions	3.01	0.43	2.99	0.44	3.00	High extent
6	Inclusion of demote underrepresented individuals in governance,	2.98	0.32	2.68	0.21	2.82	High extent

7	Improved and quick administrative decision making	3.22	0.88	3.00	0.32	3.11	High extent
	Aggregate mean	2.98	0.34	2.85	0.26	2.92	High extent

Table 1 show the mean scores and standard deviation of male and female respondents on the extent to which public senior secondary schools in Port Harcourt Metropolis practice inclusive governance through AI- Powered administrative decision support. From the tables, it was revealed that the male and female respondent has mean scores of 2.981 and 2.85 respectively.

However, with an aggregate mean of 2.92 which is higher than the criterion mean of 2.50 indicates to a high extent that transparency in taking decision administrative (2.81), fair allocation of resources in the system(2.85) , timely giving out of administrative related information to all stakeholders (2.84), data driven premeditated planning that reflects diverse need within the system(3.00), minimization of bias or idiosyncratic influence in administrative decisions (3.00) , inclusion of demote underrepresented individuals in governance(2.82), improved administrative decisions (3.11). The aggregate mean of 2.92 indicates that the respondent agreed to a high extent that the identified items were the extent to which public senior secondary schools in Port Harcourt Metropolis practice inclusive governance through AI- Powered administrative decision support.

Research Question Two: What are the roles of inclusive governance through AI- Powered administrative decision support in public senior secondary schools in Port Harcourt Metropolis?

Table 2: Descriptive statistics of mean scores and standard deviation of male and female respondents on the roles of inclusive governance through AI- Powered administrative decision support public senior secondary schools in Port Harcourt Metropolis

S/N	Statement: <i>Roles of inclusive governance through AI- Powered administrative decision support</i>	Male n = 92		Female n = 240		$\bar{x}_{ofx}$	Remarks
		$\bar{x}$	SD	$\bar{x}$	SD		
8.	Unbiased allocation of resources in the system	3.10	0.22	2.98	0.21	3.02	Agreed
9	Increases the sensitivity the management to the emergent needs within the institutions	3.22	0.11	2.76	0.11	2.99	Agreed
10	Transparency in decision making	2.51	0.13	2.56	0.34	2.53	Agreed
11	Transparent communication in the system	2.56	0.53	2.77	0.32	2.67	Agreed
12	Improved efficacy in administrative task	2.53	0.43	2.78	0.34	2.66	Agreed
13	Used in evaluation of educators in the system	2.55	0.12	2.86	0.19	2.70	Agreed
14	Detecting irregularities in the school system	2.54	0.14	3.00	0.77	2.77	Agreed
15	Helps in resources managements	2.58	0.41	3.33	0.76	2.95	Agreed
	Aggregate mean	2.69	0.26	2.88	0.38	2.79	Agreed

Table 2 show the mean scores and standard deviation of male and female respondents on the roles of inclusive governance through AI- Powered administrative decision support public senior secondary schools in Port Harcourt Metropolis. From the tables, it was revealed that the male and female respondent has mean scores of 2.69 and 2.88 respectively. However, with an aggregate mean of 2.79 which is higher than the criterion mean of 2.50 indicates that the respondent agreed that Unbiased allocation of resources in the system(3.02), Increases the sensitivity the management to the emergent needs within the institutions (2.99), Transparency in decision making (2.53), improved efficiency in administrative task (2.66), used in evaluation of educators (2.70),used in detecting of irregularities on the system(2.77) and helps in resources management (2.95). The aggregate mean of 2.79 indicates that the respondent agreed that the identified items were the roles of inclusive governance through AI- Powered administrative decision support in public senior secondary schools in Port Harcourt Metropolis

Research Question Three: What are the challenges affecting the adoption of AI- Powered administrative tools in public senior secondary schools in Port Harcourt Metropolis?

Table 3: Descriptive statistics of mean scores and standard deviation of male and female respondents on the challenges affecting the adoption of AI- Powered administrative tools in public senior secondary schools in Port Harcourt Metropolis.

S/N	Statement: Challenges in integrating AI- Powered administrative tools in public senior secondary schools in Port Harcourt Metropolis	Male n = 92		Female n = 240		$\bar{x}$ of x	Remarks
		$\bar{x}$	SD	$\bar{x}$	SD		
16.	Dearth of fund	3.11	0.17	2.71	0.24	2.91	Agreed
17	Insufficient ICT facilities	2.82	0.29	2.53	0.22	2.68	Agreed
18	Limited awareness of AI benefits	2.51	0.40	2.95	0.36	2.73	Agreed
19.	Ethical and governance issues	2.55	0.21	2.87	0.24	2.71	Agreed
20.	Lack of accessibility	3.01	0.81	2.94	0.25	2.98	Agreed
21.	Limited technical skills	3.12	0.33	2.53	0.25	2.83	Agreed
22	High cost of ICT tools	2.99	0.62	2.59	0.34	2.79	Agreed
23	Resistance to change by school administrators	2.99	0.55	2.89	0.45	2.94	Agreed
	Aggregate mean	2.51	0.42	2.75	0.29	2.82	Agreed

Table 3 show the mean scores and standard deviation of male and female respondents on the challenges in integrating AI- Powered administrative tools in public senior secondary schools in Port Harcourt Metropolis. From the tables, it was revealed that the male and female respondent has mean scores of 2.51 and 2.75 respectively. However, with an aggregate mean of 2.82 which is higher than the Criterion Mean of 2.50 indicates that the respondent agreed that dearth of fund (2.91), insufficient ICT facilities (2.68), limited awareness of AI benefits (2.73), ethical and governance issues (2.71), lack of accessibility (2.98), limited technical skills (2.83), high cost of ICT facilities (2.79) and resistance to change by educators and administrators (2.94). The aggregate mean of 2.82 indicates that the respondent agreed that the identified items were the challenges of integrating AI- Powered administrative tools in public senior secondary schools in Port Harcourt Metropolis.

Test of Hypotheses

H₀₁: There is no significant difference in the mean scores of male and female respondents on the extent to which public senior secondary schools in Port Harcourt Metropolis practice inclusive governance through AI- Powered administrative decision support.

Table 4: Independent sample t-test in the mean rating of male and female respondent on extent to which public senior secondary schools in Port Harcourt Metropolis practice inclusive governance through AI- Powered administrative decision support

Gender	N	Mean	SD	DF	t. value	p. value	Remark
Male	92	2.98	0.30	330	1.743	0.098	Accept
Female	240	2.85					

Alpha level= 0.05

The result of hypothesis test in table 4 shows the independent sample t-test on the mean rating of male and female respondent on extent to which public senior secondary schools in Port Harcourt Metropolis practice inclusive governance through AI- Powered administrative decision support. From the table, it was revealed that the independent sample t-test yielded a p-value of 1.743 with a corresponding p-value of 0.098 at 0.05 level of significance. From the reported result, it is seen that the p-value obtained (0.098) was greater than the chosen alpha 0.05, thus the null hypothesis is accepted. The result, therefore reveal no significant difference in the mean scores of male and female respondents on extent to which public senior secondary schools in Port Harcourt Metropolis practice inclusive governance through AI- Powered administrative decision support.

H₀₂: There is no significant difference in the mean scores of male and female respondents on the roles of inclusive governance through AI- Powered administrative decision support in public senior secondary schools in Port Harcourt Metropolis

Table 5: Independent sample t-test in the mean rating of male and female respondent on the roles of inclusive governance through AI- Powered administrative decision support in public senior secondary schools in Port Harcourt Metropolis.

Gender	N	Mean	SD	DF	t. value	p. value	Remark
Male	92	2.98	0.32	330	1.721	0.099	Accept
Female	240	2.85					

Alpha level= 0.05

The result of hypothesis test in table 5 shows the independent sample t-test on the mean rating of male and female respondent on the roles of inclusive governance through AI- Powered administrative decision support in public senior secondary schools in Port Harcourt Metropolis. From the table, it was revealed that the independent sample t-test yielded a p-value of 1.721 with a corresponding p-value of 0.099 at 0.05 level of significance. From the reported result, it is seen that the p-value obtained (0.098) was greater than the chosen alpha 0.05, thus the null hypothesis is accepted. The result, therefore reveal no significant difference in the mean scores of male and female respondents on the roles of inclusive governance through AI- Powered administrative decision support in public senior secondary schools in Port Harcourt Metropolis.

H₀₃: There is no significant difference in the mean scores of male and female respondents on the challenges affecting the adoption of AI- Powered administrative tools in public senior secondary schools in Port Harcourt Metropolis.

Table 6: Independent sample t-test in the mean rating of male and female respondent on the challenges affecting the adoption of AI- Powered administrative tools in public senior secondary schools in Port Harcourt Metropolis

Gender	N	Mean	SD	DF	t. value	p. value	Remark
Male	92	2.98	0.35	330	1.681	0.094	Accept
Female	240	2.85					

Alpha level= 0.05

The result of hypothesis test in table 6 shows the independent sample t-test on the mean rating of male and female respondent on the challenges affecting the adoption of AI- Powered administrative tools in public senior secondary schools in Port Harcourt Metropolis. From the table, it was revealed that the independent sample t-test yielded a p-value of 1.681 with a corresponding p-value of 0.094 at 0.05 level of significance. From the reported result, it is seen that the p-value obtained (0.094) was greater than the chosen alpha 0.05, thus the null hypothesis is accepted. The result, therefore reveal no significant difference in the mean scores of male and female respondents on the challenges affecting the adoption of AI- Powered administrative tools in public senior secondary schools in Port Harcourt Metropolis.

Discussion of Findings

Finding of this study revealed that the respondents agreed that items in table 1 are the extent to which public senior secondary schools in Port Harcourt Metropolis practice inclusive governance through AI- Powered administrative decision support. From the tables, it was revealed that the male and female respondent has an aggregate mean of 2.92 which is higher than the Criterion Mean of 2.50. This finding is in line with the findings of Okeke and Odebeatu (2025) who aver that most heads of institution adopt AI in school administration especially in the aspect of communication. The result of hypothesis one revealed no significant difference in the mean scores of male and female respondents on the extent to which public senior secondary schools in Port Harcourt Metropolis practice inclusive governance through AI- Powered administrative decision support.

Finding of research question 2 revealed that the respondents agreed that items in table 2 are the roles of inclusive governance through AI- Powered administrative decision support in public senior secondary schools in Port Harcourt Metropolis. From the study it was revealed that both respondents had an agreement of 2.79 which was higher than the criterion mean of 2.50. This finding is in line with the findings of Ezem and Ekwe (2025) who affirmed that if AI tools are utilized in leadership decision making in schools, it could lead to improve data – driven ascendancy which if implemented well could support a more inclusive policy. This finding is also in line with the finding of Mohammed-Shittu (2025) who opined that utilization of AI in educational setting could facilitate strategic planning, resource allocation, document management and predictive outcome thereby enhancing administrative efficiency and supporting institutional governance. The result of hypothesis two revealed no significant difference in the mean scores of male and female respondents on the roles of inclusive governance through AI- Powered administrative decision support in public senior secondary schools in Port Harcourt Metropolis.

Finding of research question 3 revealed that the respondents agreed that items in table 3 are the challenges of integrating AI- Powered administrative tools in public senior secondary schools in Port Harcourt Metropolis. From the table, the respondents had an aggregate mean of 2.82 which was higher than the criterion mean of 2.50 this indicates that the respondent agreed that the identified items were the challenges of integrating AI- Powered administrative tools in public senior secondary schools in Port Harcourt Metropolis. This finding is in line with the finding of Osuji and Sementari (2024) who opined that though so many school administrators have knowledge of inclusive education, however, implementation is being hindered by lack of accessibility, dearth of safety measures, insufficient training and insufficient mobilization of resources. The result of hypothesis 3 revealed no significant difference in the mean scores of male and female respondents on the challenges affecting the adoption of AI- Powered administrative tools in public senior secondary schools in Port Harcourt Metropolis.

Conclusion

The study concludes that public senior secondary schools in Port Harcourt Metropolis effectively practice inclusive governance by leveraging AI-powered administrative decision support systems, which enhance transparency, participatory decision-making, and efficiency in school administration.

Recommendations

- i. School administrators and stakeholders of education should be trained and retrained on how to inculcate inclusive governance through AI- Powered administrative decision support.
- ii. To enhance inclusivity through AI -powered administrative decision supports, AI should be integrated into the educational system
- iii. For efficiency and effectiveness in the administration of schools, all identified challenges should be look into by the government and stakeholders of education.

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