



## Influence of Artificial Intelligence Awareness and Digital Pedagogical Skills on Job Performance among Public Secondary School Teachers in Ogun State, Nigeria

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### Abstract

Medical science generates large volumes of data stored in medical repositories that could be useful for extraction. This study investigated the influence of artificial intelligence (AI) awareness and digital pedagogical skills on the job performance of public secondary school teachers in Ogun State. A descriptive survey research design was adopted, with a population comprising 22,806 teachers and 517 principals across 517 public secondary schools. A sample of 900 teachers and 90 principals was selected using simple random sampling. The study used two research instruments tagged Artificial Intelligence Awareness and Digital Pedagogical Skills Questionnaire (AIADPSQ) and Job Performance Scale (JPS) with the reliability co-efficient of .84 and .79. Regression Analysis was used to test hypotheses at a .05 significance level. Findings revealed that AI awareness had a significant positive influence on job performance ( $\beta = .162$ ,  $t = 8.29$ ,  $p < .05$ ). Digital pedagogical skills also significantly influenced job performance ( $\beta = .199$ ,  $t = 6.78$ ,  $p < .05$ ). The composite contribution of both variables was significant ( $F(2, 87) = 4.113$ ,  $p < .05$ ). The study concluded that AI awareness and digital pedagogical skills are significant predictors of teachers' job performance. It was recommended that the Ogun State Ministry of Education organise capacity-building programmes on AI applications, provide continuous professional development in digital pedagogy, and invest in digital infrastructure to enhance teaching effectiveness. These findings underscore the imperative of equipping teachers with AI competencies and digital skills to improve professional performance and educational outcomes in public secondary schools.

**Keywords:** Artificial intelligence awareness, Digital pedagogical skills, Job performance, Technology integration, Teacher professional development

### INTRODUCTION

Teachers' job performance remains a fundamental determinant of the effectiveness of any educational system because teachers occupy a central position in curriculum implementation and students' academic development. Job performance among teachers

encompasses the extent to which they effectively carry out their instructional, administrative and professional responsibilities in achieving educational objectives. High-performing teachers are expected to demonstrate competence in lesson planning, instructional delivery, classroom management, assessment of learners, record keeping and professional commitment. The quality of teachers' job performance has consistently been associated with students' learning outcomes, school effectiveness and the overall quality of education (Darling-Hammond et al., 2020). However, the rapid advancement of digital technologies has redefined teachers' responsibilities, requiring them to possess competencies that extend beyond traditional pedagogical knowledge to include emerging

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technological innovations capable of enhancing teaching effectiveness.

One of the leading-edge technological innovations impacting the field of education in the last few years has been artificial intelligence (AI). Artificial intelligence or AI refers to computer systems that can undertake various activities like producing material, carrying out data analysis, delivering customised instruction based on individual needs, handling natural languages or even making decisions, which would otherwise require human intellect. Within educational institutions, AI-powered applications are increasingly being utilised for lesson planning, instructional material development, assessment, feedback generation and learner support. Consequently, teachers are expected not only to utilise these technologies but also to possess sufficient awareness of their capabilities, limitations and ethical implications. AI awareness amongst teachers allows them teachers to decide which areas to use artificial intelligences for teaching or learning and to keep using technologies morally and responsibly, (Luckin & Cukurova 2024). Teachers with greater awareness of AI are more likely to embrace technological innovations that improve instructional effectiveness and professional productivity.

Beyond awareness of artificial intelligence, teachers require adequate digital pedagogical skills to translate technological knowledge into effective classroom practice. Digital pedagogical skills refer to teachers' ability to integrate digital technologies into instructional planning, content delivery, assessment, learner engagement and classroom management in ways that improve teaching and learning. These skills involve selecting appropriate digital tools, designing technology-enhanced learning experiences, facilitating collaborative learning and evaluating students using digital platforms. Teachers with strong digital pedagogical skills demonstrate greater instructional effectiveness, adaptability and confidence in technology-supported teaching than those with limited digital competence (Redecker, 2022). As educational technologies continue to evolve, digital pedagogical skills have become an indispensable component of teachers' professional competence and overall job performance.

Although previous studies have examined digital competence, ICT utilisation and technology integration among teachers,

relatively few studies have investigated the combined influence of artificial intelligence awareness and digital pedagogical skills on teachers' job performance, particularly among public secondary school teachers in Nigeria. As artificial intelligence continues to reshape educational practice, understanding the extent to which teachers' awareness of AI and their digital pedagogical skills predict job performance has become increasingly important. It is against this background that this study investigated artificial intelligence awareness, digital pedagogical skills and job performance among public secondary school teachers.

## STATEMENT OF THE PROBLEM

Teachers' performance is still a big problem in public secondary schools. This is the case even though there have been continuous attempts to increase academic standards via the introduction of revised education syllabuses and the incorporation of digital devices in teaching. In fact, within a short period AI a relatively new term in science and technology areas, has opened various ways that may be used in classroom planning, development of teaching resources, conducting assessments, and management of students. The challenge is that most public secondary school teachers hardly understand the scope of AI technology and its usage in education, others don't get digital teaching approaches that will help them embed the technology in the subject and the use thereof through the technology by students are the other issues. This situation may hinder teachers' ability to improve instructional effectiveness, adapt to contemporary teaching practices and enhance their job performance. Although previous studies have examined teachers' digital competence, ICT utilisation and technology integration, limited empirical attention has been given to the combined influence of artificial intelligence awareness and digital pedagogical skills on teachers' job performance, particularly among public secondary school teachers in Ogun State. It is against this backdrop that this study investigated the influence of artificial intelligence awareness and digital pedagogical skills on the job performance of public secondary school teachers in Ogun State .

## OBJECTIVES OF THE STUDY

The primary objective of the study was to investigate influence of artificial intelligence awareness and digital pedagogical skills on the job performance of public secondary school teachers in Ogun State. The precisely, the study objectives were to:

1. examine the influence of artificial intelligence awareness on job performance of public secondary school teachers in Ogun State
2. investigate the influence of digital pedagogical skills on job performance of public secondary school teachers in Ogun State
3. establish the composite contribution of artificial intelligence awareness and digital pedagogical skills to the job performance of public secondary school teachers in Ogun State

### Hypotheses

The following hypotheses were tested at .05 level of significance

**Ho<sub>1</sub>:** There is no significant influence of artificial intelligence awareness on job performance of public secondary school teachers in Ogun State

**Ho<sub>2</sub>:** There is no significant influence of digital pedagogical skills on job performance of public secondary school teachers in Ogun State

**Ho<sub>3</sub>:** There is no significant composite contribution of artificial intelligence awareness and digital pedagogical skills to job performance of public secondary school teachers in Ogun State

## RELATED WORKS

Adekunle et al. (2024) investigated the awareness and usability of Artificial Intelligence (AI) software among secondary school teachers in Lagos State, Nigeria. The study adopted a descriptive survey research design involving 174 secondary school teachers selected from Lagos State Education District V. Data were collected using the Artificial Intelligence Software Awareness and Usability among Secondary School Teachers Questionnaire (AISAUSSTQ) with a reliability coefficient of 0.74. Descriptive statistics and an independent t-test were employed for data analysis. The findings revealed that although

teachers possessed a relatively high level of awareness of AI applications in education, many lacked adequate understanding of how AI technologies function. The study also established that teachers demonstrated a high level of AI software usability, while gender had no significant influence on AI awareness. The researchers recommended continuous professional development programmes to improve teachers' AI literacy and practical competence in classroom instruction.

Du et al. (2024) examined the effects of AI literacy on teacher learning among teachers in China. The researchers employed a quantitative survey design using structural equation modelling to analyse data collected from practicing teachers. The study explored the relationships among AI literacy, learning motivation, self-efficacy and teachers' intention to engage in AI learning. The findings indicated that AI literacy significantly enhanced teachers' motivation to learn emerging technologies and positively influenced their professional competence and instructional effectiveness. Teachers with higher AI literacy demonstrated stronger confidence in integrating AI into teaching activities and exhibited greater readiness for continuous professional development. The study concluded that AI awareness constitutes an important foundation for improving teachers' instructional performance and recommended systematic AI capacity-building programmes for teachers.

Lucas et al. (2024) investigated the relationship between teachers' trust in Artificial Intelligence, AI knowledge and digital competence among 211 primary and secondary school teachers. The study adopted a correlational research design and employed validated questionnaires to measure teachers' trust in AI, AI knowledge and digital competence. Data were analysed using correlation and regression analyses. The findings showed significant positive relationships between teachers' AI knowledge and their digital competence. Teachers with greater digital competence demonstrated higher confidence in using AI-supported instructional technologies and exhibited more effective classroom practices. The study concluded that strengthening teachers' digital pedagogical competence enhances their ability to integrate AI effectively into teaching and improves professional performance.

Nwanga et al. (2024) investigated the relationship between Artificial Intelligence and teachers' job performance in public secondary schools in Akwa Ibom North-East Senatorial District, Nigeria. The study adopted a correlational research design involving 2,982 teachers across 89 public secondary schools. Data were collected using structured questionnaires and analysed using Pearson Product Moment Correlation. The findings revealed a significant positive relationship between Artificial Intelligence utilisation and teachers' job performance. Teachers who demonstrated greater awareness and utilisation of AI technologies recorded higher effectiveness in lesson preparation, instructional delivery, classroom management and students' assessment. The researchers recommended increased government investment in AI infrastructure, teacher training and digital literacy programmes to improve instructional quality in public secondary schools.

Aderiye and Wagbara (2025) examined Artificial Intelligence usage and teachers' performance in public senior secondary schools in Rivers State, Nigeria. The study adopted a descriptive correlational survey design involving 376 respondents drawn from a population of 6,153 principals and teachers using stratified sampling techniques. Data were analysed using descriptive statistics and inferential statistics. The findings established that AI usage significantly influenced teachers' instructional effectiveness, lesson planning, classroom organisation and assessment practices. Teachers who frequently utilised AI-powered educational applications demonstrated higher job performance than their counterparts with limited AI usage. The study concluded that continuous training in AI applications is essential for improving teachers' effectiveness and recommended sustained investment in teachers' digital pedagogical skills through regular professional development programmes.

## METHODOLOGY

The descriptive research design of survey type was adopted in the study. The population of the study comprised 22,806 teachers and 517 principals across all the 517 public secondary schools in Ogun State. The sample comprised 900 teachers and 90 principals and the sampling technique used in selecting the study's sample was simple random sampling technique. The study selected 90 public senior secondary schools and in each of the selected schools, 10 teachers and 1 principal were randomly selected. Structured questionnaires tagged Artificial Intelligence Awareness and Digital Pedagogical Skills Questionnaire (AIADPSQ) and Job Performance Scale (JPS) that were designed based on the 4-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) was employed to collect relevant data. In order to ensure face, content and construct validity, the instruments were validated by three experts from Measurement and Evaluation Unit of Tai Solarin Federal University of Education, Ijagun, Nigeria. The test-retest method was used to ensure reliability of the instrument and the coefficient of Cronbach Alpha was found to be 0.84 and 0.79 for (AIADPSQ) and (JPS) respectively, which is high internal consistency. The data collected were analysed using Multiple Regression Analysis. All the hypotheses were tested at .05 level of significance.

## RESULTS AND DISCUSSION

### Results

**H<sub>01</sub>:** There is no significant influence of artificial intelligence awareness on job performance of public secondary school teachers in Ogun State.

The result presented in Table 1 revealed that artificial intelligence awareness had a significant influence on the job performance of public secondary school teachers in Ogun State. The regression coefficient showed a positive relationship between artificial intelligence awareness and teachers' job performance ( $\beta = .162$ ,  $t = 8.29$ ,  $p < .05$ ), indicating that an increase in teachers' awareness of artificial intelligence is associated with an improvement in their job performance. The coefficient of determination ( $R^2 = .384$ ) further indicated that artificial intelligence

awareness accounted for 38.4% of the variance in teachers' job performance. Since the probability value ( $p = .000$ ) was less than the 0.05 level of significance, the null hypothesis, which stated that there is no significant influence of artificial intelligence awareness on the job performance of public secondary school teachers in Ogun State, was rejected. This implies that artificial intelligence awareness is a significant predictor of teachers' job performance.

**Ho<sub>2</sub>:** There is no significant influence of digital pedagogical skills on job performance of public secondary school teachers in Ogun State.

The regression analysis in Table 2 indicated that digital pedagogical skills significantly influenced the job performance of public secondary school teachers in Ogun State. The positive standardized regression coefficient ( $\beta = .199$ ,  $t = 6.78$ ,  $p < .05$ ) showed that improvements in teachers' digital pedagogical skills resulted in corresponding improvements in their job performance. The coefficient of determination ( $R^2 = .411$ ) revealed that digital pedagogical skills explained 41.1% of the variation in teachers' job performance. Since the significance value ( $p = .000$ ) was lower than the 0.05 level of significance, the null hypothesis was rejected. Therefore, it was concluded that digital pedagogical skills exert a significant positive influence on the job

performance of public secondary school teachers in Ogun State.

**Ho<sub>3</sub>:** There is no significant composite contribution of artificial intelligence awareness and digital pedagogical skills to job performance of public secondary school teachers in Ogun State.

The result of the multiple regression analysis in Table 3 showed that artificial intelligence awareness and digital pedagogical skills jointly made a significant composite contribution to the job performance of public secondary school teachers in Ogun State. The multiple correlation coefficient ( $R = .710$ ) indicated a strong positive relationship between the combined predictor variables and teachers' job performance. Furthermore, the coefficient of determination ( $R^2 = .501$ ) revealed that artificial intelligence awareness and digital pedagogical skills jointly accounted for 50.1% of the variance in teachers' job performance. The regression model was statistically significant ( $F_{(2, 87)} = 4.113$ ,  $p < .05$ ), indicating that the combined influence of the two predictor variables on teachers' job performance was significant. Consequently, the null hypothesis, which stated that there is no significant composite contribution of artificial intelligence awareness and digital pedagogical skills to the job performance of public secondary school teachers in Ogun State, was rejected.

**Table 1.** Regression Analysis on the Influence of Artificial Intelligence Awareness on Job Performance of Teachers in Public Secondary Schools in Ogun State.

| <b>R = .621    R Square = .384    Adj. R Square = .370    Std. Error of the Estimate = .51113</b> |                                    |                   |                                  |          |            |
|---------------------------------------------------------------------------------------------------|------------------------------------|-------------------|----------------------------------|----------|------------|
| <b>Model</b>                                                                                      | <b>Unstandardized Coefficients</b> |                   | <b>Standardized Coefficients</b> | <b>T</b> | <b>Sig</b> |
|                                                                                                   | <b>Beta</b>                        | <b>Std. Error</b> | <b>B</b>                         |          |            |
| (Constant )                                                                                       | 1.21                               | .18               |                                  | 6.72     | .000       |
| Artificial Intelligence Awareness                                                                 | .58                                | .07               | .162                             | 8.29     | .000       |

a. Dependent Variable: Job Performance

**Table 2.** Regression Analysis on the Influence of Digital Pedagogical Skills on Job Performance of Teachers in Public Secondary Schools in Ogun State.

| <b>R = .640    R Square = .411    Adj. R Square = .396    Std. Error of the Estimate = .49910</b> |                                    |                   |                                  |          |            |
|---------------------------------------------------------------------------------------------------|------------------------------------|-------------------|----------------------------------|----------|------------|
| <b>Model</b>                                                                                      | <b>Unstandardized Coefficients</b> |                   | <b>Standardized Coefficients</b> | <b>T</b> | <b>Sig</b> |
|                                                                                                   | <b>Beta</b>                        | <b>Std. Error</b> | <b>B</b>                         |          |            |
| (Constant )                                                                                       | 1.18                               | .15               |                                  | 7.87     | .000       |
| Digital Pedagogical Skills                                                                        | .61                                | .09               | .199                             | 6.78     | .000       |

a. Dependent Variable: Job Performance

**Table 3.** Multiple Regression Analysis on the Composite Contribution of Artificial Intelligence Awareness and Digital Pedagogical Competence to Job Performance of Public Secondary School Teachers.

| <b>R=0.710, R Square= 0.501, Adjusted R<sup>2</sup> =0.463, Std. Error =.20178</b> |                      |           |                    |          |            |
|------------------------------------------------------------------------------------|----------------------|-----------|--------------------|----------|------------|
| <b>Model</b>                                                                       | <b>Sum of Square</b> | <b>Df</b> | <b>Mean Square</b> | <b>F</b> | <b>Sig</b> |
| Regression                                                                         | 159.890              | 2         | 79.945             | 4.113    | 0.000      |
| Residual                                                                           | 1678.347             | 87        | 19.291             |          |            |
| Total                                                                              | 1838.237             | 89        |                    |          |            |

## DISCUSSION

The finding of the study revealed that artificial intelligence awareness had a significant influence on the job performance of public secondary school teachers in Ogun State. This finding implies that teachers who possess a higher level of awareness and understanding of artificial intelligence are more likely to perform their professional responsibilities effectively. Such teachers are better equipped to utilize AI-powered tools for lesson planning, instructional delivery, assessment, feedback, classroom management and other professional tasks, thereby improving their overall job performance. The finding underscores the growing importance of AI awareness as an emerging professional competency that enables teachers to adapt to the changing demands of twenty-first-century education. The finding corroborates the study of Du et al. (2024), who found that teachers' AI literacy significantly enhanced their professional learning, instructional innovation and willingness to integrate artificial intelligence into classroom practice. The authors concluded that teachers with greater AI literacy demonstrated higher confidence and effectiveness in instructional activities. Similarly, Wang et al. (2023) reported that teachers' AI readiness, comprising AI cognition, ability and ethical awareness, significantly predicted innovative teaching practices and job satisfaction among teachers. Likewise, Lucas et al. (2024) found that teachers' knowledge of artificial intelligence was positively associated with digital competence and confidence in using AI-supported instructional technologies. These empirical findings lend support to the present study by demonstrating that awareness of artificial intelligence enhances teachers' capacity to perform their instructional and professional responsibilities effectively.

The finding showed that digital pedagogical skills significantly influenced the job performance of public secondary school teachers in Ogun State. The finding further indicates that digital pedagogical competence has become an indispensable professional skill for teachers, particularly in contemporary classrooms where technology-mediated teaching and learning are increasingly becoming the norm. This finding agrees with the study of Xin et al. (2024), which established that teachers' digital competence significantly improved instructional effectiveness,

technology integration and overall professional performance among technical and vocational education teachers. Similarly, Galindo-Domínguez et al. (2024) found that teachers with higher levels of digital competence exhibited more positive attitudes towards artificial intelligence and demonstrated greater readiness to integrate emerging technologies into teaching. In the same vein, Lucas et al. (2024) reported that teachers' digital competence significantly strengthened their confidence in AI utilization and promoted effective instructional practices. These studies corroborate the present finding by affirming that digital pedagogical skills constitute an important determinant of teachers' effectiveness and job performance in technology-enhanced learning environments.

The finding revealed that artificial intelligence awareness and digital pedagogical skills jointly made a significant composite contribution to the job performance of public secondary school teachers in Ogun State. This implies that teachers' job performance is enhanced when they possess both adequate awareness of artificial intelligence and strong digital pedagogical skills. The finding is consistent with the study of Celik (2023), who found that teachers' technological pedagogical knowledge and technological pedagogical content knowledge were significant predictors of their ability to integrate artificial intelligence into teaching ethically and effectively. Likewise, Lucas et al. (2024) reported that teachers' knowledge of artificial intelligence and digital competence were complementary factors that significantly influenced their trust in AI and effective utilization of AI-supported educational technologies. Furthermore, Ayanwale et al. (2024) found that teachers' digital competence, AI knowledge and confidence jointly influenced their acceptance and utilization of AI-based educational technologies. These empirical findings support the present study by indicating that teachers who simultaneously possess AI awareness and digital pedagogical competence are more likely to demonstrate higher levels of professional effectiveness and job performance than those who lack either of these competencies.

## CONCLUSION

Based on the findings of this study, it was concluded that artificial intelligence awareness and digital pedagogical skills are significant predictors of the job performance of public secondary school teachers in Ogun State. The study established that teachers who possess adequate awareness of artificial intelligence are more likely to perform their instructional and professional responsibilities effectively. Similarly, digital pedagogical skills were found to significantly enhance teachers' job performance by enabling them to integrate digital technologies into teaching and learning effectively. Furthermore, the study revealed that artificial intelligence awareness and digital pedagogical skills jointly contributed significantly to teachers' job performance, indicating that the combined possession of these competencies is essential for improving professional effectiveness in contemporary educational settings. Therefore, enhancing teachers' awareness of artificial intelligence alongside strengthening their digital pedagogical skills is imperative for improving job performance and achieving quality teaching and learning outcomes in public secondary schools.

## RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

1. The Ogun State Ministry of Education, in collaboration with relevant educational agencies, should organize regular capacity-building programmes, workshops and seminars to improve public secondary school teachers' awareness of artificial intelligence, with emphasis on its ethical use and practical application in lesson planning, instructional delivery, assessment and other professional responsibilities.
2. School administrators and educational policymakers should provide continuous professional development programmes that focus on strengthening teachers' digital pedagogical skills through practical training in the effective integration of digital technologies and AI-supported

instructional tools into classroom teaching and learning.

3. Government and school authorities should invest in the provision of adequate digital infrastructure, including reliable internet connectivity, computers, smart classrooms and AI-enabled educational technologies, to create an enabling environment that supports teachers in applying their artificial intelligence awareness and digital pedagogical skills for improved job performance.

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