

Integrating AI in Teaching Family Concepts in Schools in Nigeria

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Abstract

The Nigerian school is the center of the family concept; an artificially intelligent (AI) study is discussed for the access of this work on Nigerian schools, where family is central to society-family provides values and norms thus teaching it in the conventional way frequently does not engage the students' minds; it has become important to extend that. When such possibility becomes realized over faith in the field of education, this work might be resolved in utilizing AI as a tool for making the work of family concept teaching and learning more realistic. During their studies, the paper offered an insight into how teaching and learning related problems are faced at the stage of teaching 'family' in Nigerian schools. The first steps address the question of identifying such problems to indicate incidences that might affect the viability of an AI resolution. AI, under which such systems as intelligent tutoring systems, virtual reality simulation, and personalized learning platforms, makes it possible to create more engaging and personalized learning environments for the variety of type of learners' learning styles with AI's personal use. The way AI makes a lesson at the same time more enticing and interaction between an instructor and the trainees in the same class also has benefits in both more involvement with learners and better skills for critical thinking. It is to look at the positive effects of AI, which include greater student engagement, higher critical thinking skills, and improved availability of resources for learning, by also pointing out different considerations under which AI may transgress and warning against their unethical employment to ensure safety of students. The study emphasizes the importance of employing AI to teach family concepts in Nigerian education. The use of AI would go a long way to help educators enhance the understanding and appreciation of family relationships among students, thereby equipping them

with the knowledge of their roles in families and in society so that they can function well in the 21st century world.

Keywords: Artificial Intelligence (AI), Teaching, Family Concepts, Personalized Learning

Introduction

Family means everything to the society. Family is where we develop our values, beliefs, and behaviors. In Nigerian society, family confers identity and uphold traditions while providing support to the individual. Schools in Nigeria should teach principles of family so that students will be able to deal with family relationships and appreciate their role in present-day society. However, the way family generally taught in schools doesn't always interest students (Alabi, 2018). Package lectures, textbooks, family relationships, perhaps are not exactly what grabs the modern-day student, who is used to digital devices; hence, family relationships are complex and deserve teaching methods that are engaging and interactive (Seabrooke & Tsingou, 2016). Application of Artificial Intelligence (AI) in education can bring tremendous changes in the teaching of family concepts in Nigerian schools (Onwumah, George, Olonade, & Adetunde, 2019). This AI can analyze data according to how a zonal learning style of particular is gives feedback to that particular student. Instance, it will create for students a learning environment that is both dynamic and engaging. This very situation has been described elsewhere as a situation where teachers used it to present family issues in a fun way for fun learning (Alammary, 2019).

Traditional Methods of Teaching Family Concepts

The traditional method of teaching about families has been in use for a long time. In these, mainly lectures and textbook exercises or memorization of facts are concerned. They are good for disseminating basic information about family roles and structures but less effective at describing the nuanced and complicated aspects of family operation (Olaniyi, 2015). Educational psychology reveals that merely hearing a lesson from the teacher is insufficient. Meaningful learning occurs when students actively participate in the learning process and engage in critical thinking about the subject matters taught (Olaniyi, 2015). Traditional teaching styles tend to treat all students as if they learn similarly, thus neglecting the various learning styles, backgrounds, and experiences students bring along to school. For instance, students who are more inclined to learn by way of hands-on activities or visual cues may not really benefit from lectures on family relationships

(Olonade, Oyibode, George, Iwelumor, Ozoya, & Adetunde, 2021). In other words, those students may become bored or disinterested, which inevitably interferes with their understanding and practical application of the knowledge of families in real-life situations.

Furthermore, the old methods cannot really keep up with the changing family structures and dynamics of today. As families grow more and more diverse and non-traditional, perhaps the old curricula do not mirror the real-life experiences of the students. It may continue to propagate dated stereotypes regarding family life (Olonade, Oyibode, George, Iwelumor, Ozoya, & Adetunde, 2021). When what is taught in class differs from the learning students observe in their lives, it can be quite difficult for students to relate the learning to their own understanding of family, making the lessons less relevant and useful.

People have observed empirical results in the case of the effectiveness of traditional teaching methods in helping students really grasp family-related concepts; some studies reveal that students often have problems retaining and actually understanding such information. In a general assessment of the various teaching methods in family studies, it was concluded that just lecturing is least effective on the long-term retention of family-related topics, and, rather, methods that actively engage the students and permit learning through experiences are best (Olaniyi, 2015; Olonade et al., 2021). This the teaching strategies, therefore, will need changing so that learning about families will be much more engaging and customized.

Using culture-based teaching materials is necessary in a multicultural nation like Nigeria. Traditional materials may not contain the different cultural practices and values that are tied to family life. Many times, they tend to focus so much on Western views-which may truly not strike a note with children who come from a variety of backgrounds. Consequently, this lack of cultural awareness seen in both the creation and the application of educational materials fosters the strengthening of stereotypes, thereby excluding minority groups and deepening inequalities in educational availability and effectiveness.

The Integration of Technology in Educational Settings

For a long time, society has explored the use of technology in education. Various methods have been trialed-from the use of computers as teaching aids to quite recently, some applications of Artificial Intelligence. Teachers and researchers for long had been curious as to whether

technology can serve teaching and learning (Alammary, 2019). Studies have proven that technology makes learning personalized, makes students to stay engaged, and improves the academic performance of students in various subjects and at different grade levels (Lakhani & Sundaram, 2017; Morgan, Olagunju, Corrigan, & Baune, 2018; Alammary, 2019; Maddikunta, 2021).

Among a few considered first educational technologies lays computer-assisted instruction (CAI). Students can go through lessons and exercises with computer programs. Early research found that CAI increased student enthusiasm for learning, helped students to remember what they had been taught, and thus, increased their understanding when compared with conventional classroom methods of teaching (Morgan et al., 2018; Alammary, 2019; Maddikunta, 2021). In contrast, due to the limited power of early computers, CAI software could not perform complex tasks and so was not widely used in schools. However, since then, computer power and software have advanced educational technology further with interactivity. An example would be Intelligent Tutoring Systems (ITS), which employ AI techniques to give customized instruction and feedback to the individual student. Evidence shows that ITS can greatly enhance student learning really well. This means that students usually perform better and develop engagement more so than with traditional classroom teaching or basic computer-assisted instruction (Anwar & Hassan, 2017; Li, 2018).

The other exciting development in technology pertains to education. VR and AR assist in creating immersive experiences for learning that are unavailable to a traditional classroom. The use of VR and AR has been found to increase student interest, enhance spatial reasoning, and improve the understanding of various subjects-jobling, ontology, and geography (Lakhia et al., 2018; Jha et al., 2019). Both AR and VR support collaborative learning, allowing students to participation simultaneously in a shared environment with two or more others interacting with digital content and simulations in real-time from anywhere.

In the last few years, AI technology has taken great importance in education. This is because AI can analyze data in large quantities, adapt to every person's learning pattern, and provide intelligent support. Adaptive learning platforms or natural language processing tools are some forms of AI that can assist with the diverse needs and challenges faced by learners today. In parallel, research is focusing on the possible uses of AI in personalized learning, automatic

assessment, and decision-making based on data analysis. Research materials further reveal that AI may heighten student performances and improve teacher effectiveness in various learning environments.

But there are problems associated with such technology. How are equality in access to technology, privacy concerns, and ethical issues about AI in education settled? Careful planning and solutions are needed. Furthermore, the technology-enhanced learning must be supported by proper instructor training, adequate support systems, and regular assessments to ensure technology complements traditional teaching methods rather than replaces them.

Challenges in Teaching Family Concepts in Nigerian Schools

Teachers in Nigeria would rather find hard times trying to teach about families due, among other things, to cultural and financial limitations. Varied family types and behaviors in Nigeria constitute a major challenge. Being a multiethnic country, Nigeria has the capacity to promote inter-ethnic family traditions, values, and customs. Teachers therefore have to handle this diversity cautiously to emphasize family life in a manner that appreciates all cultures. For instance, in a classroom where students are from different ethnic backgrounds, teachers might be faced with the challenge of procuring materials that depict the different family types and traditions found in the varied parts of Nigeria. Teachers share that students from smaller ethnic groups feel left out when teaching materials mainly represent the larger groups' culture.

Another problem for teachers is the sensitive nature that some of these family topics may have; hence students may be reluctant to talk about them. Some topics, such as divorce, domestic violence, parental neglect, are often viewed as tough topics in the Nigerian culture, giving teachers the challenge of trying to engage students meaningfully and useful in discussions or provide any assistance to them. Teachers reported occasions on which students did not want to discuss family issues in class because they felt their classmates or even teachers would judge them; this sometimes inhibited an opportunity for these students to understand how family situations affect the day-to-day life and well-being of a person.

In Nigerian schools, teachers face serious challenges in imparting family topics. There tends to be little resources or training that would support teachers in this. Family topics usually receive brief attention under social or religious studies, meaning that there is no curriculum or

specialized training for family education alone. Hence, the teachers might not be well prepared to actually attend to these issues. For example, they would find it difficult to discuss current family issues in gender roles, LGBTQ+ rights, and reproductive health because they may not be amongst the more recent or have any information or teaching methods relating to those topics.

Of course, there stand some other factors to challenge teaching. Lack of financial resources can only provide for more education inequities in schools with tight budgets, a lack of teaching materials, technology, or training opportunities. For example, a rural school may not have an up-to-date textbook resource or reliable internet access. So the teachers cannot put in the videos or online elements to making lessons really funny, thus on the minus end of learning. So such disparities will encounter the students of the rural schools to learn less about family topics when compared to those urban schools in wealthier places. In Nigeria, traditional views on the rights of men still prevail. This creates difficulties for teachers who want to talk about gender equality and family education. Students or parents oppose such topics to individual beliefs in the superiority of male power; thus, teachers must handle these discussions delicately in order to facilitate new ways of thinking and questioning the old male-female stereotypes.

Nigerian teachers are faced with so many challenges in teaching about families. These challenges include culture, sensitive topics, a lack of resources and training, economic differences among families, and attitudes that even regard men as being above women. Putting these into place required curricular change, teacher training, community participation, and policy support for inclusive family education for all Nigerian schools.

AI-Based Solutions for Teaching Family Concepts

With an aim to aid educations, AI provides most cutting-edge solutions for teaching and learning in Nigerian schools. From intelligent tutoring systems and VR simulations to personalized learning environments, AI is now set to affect the teaching of family concepts in schools (Gupta, 2020). Intelligent tutoring systems are those specifically built to teach and provide feedback in a way that is customized by the AI technology to fit a student, depending on their learning style, speed, and ability. They give students direct assistance while they confront difficult concepts on family. For example, the ITS will evaluate how well a student understands family relationships

and dynamics through an interactive activity; it can give immediate feedback and supplementary content so that the student learns more efficiently.

Another area where VR makes possible learning is that it allows students to experience family scenarios in an interactive and realistic manner. By simulating real-life family issues such as conflict resolution or communication issues through role-playing, VR provides a real way for students to learn (Anwar & Hassan, 2017). Students put on VR headsets to enter virtual family therapy sessions, somewhere in the virtual space acting as a family member to communicate and solve problems. This highly interactive method fosters empathy, helps them engage with multiple perspectives, and supports decision-making for an improved knowledge of the dynamics in the family and its variants.

An AI-supportive instructional model allows for the design of personalized learning methods that reflect the strengths or weaknesses and interests of the student (Anwar & Hassan, 2017). That is accomplished by these platforms examining the test score, learning preference, and amount of knowledge created, and then designing student-centric learning patterns, all this aiming at maximization of educational results. In the process of teaching family relations, these platforms bring forth resources, and do assignments and assessments that are personalized to the specific needs and interests of individual family students. An example of this is recommending a video or article or giving a case study relevant to the student's cultural background or life; all because they want students to develop their own awareness around family issues.

Furthermore, all NLP and AI-based chatbots are built up for two-way conversation and instant answers for family questions. For instance, an AI-enabled chatbox can easily ask questions and break down the intricate and important family concepts in simple language for the students' understanding. For interests and inquiries, the students can text, make calls to clear queries, or even send emails. By and large, this instant support can go hand in hand with traditional instructions, enabling the students to work independently and take more of their own studies as an outcome of the support.

This technology can significantly enhance student engagement patterns and performances. It tackles student issues based on that, and eventually might change how families perceive, do, and build instruction. Through data analytics and machine learning, educators can gain information on

how every individual learns, as well as their preferences and misconceptions. It provides teachers with the possibility to suspend judgment for the actions taken in classroom activities involving each student. Besides that, teachers can use AI; they look at the AI dashboard, which offers them a brief overview of the progress and performance of students. Thus, they would classify pupils into "at risk" and organize interventions with activities appropriate to the individual's needs.

Implications of AI Integration

Artificial Intelligence and Family Concepts would greatly assist Nigerian students in learning. It provides engaging opportunities to entertain learning and access same opportunities. AI could be utilized in the classrooms so that family subjects are well learnt and explained to students with much interest. The positive aspect of AI is that it increases student's excitement and motivation (Li, 2018). They provide intelligent tutoring systems and the exciting opportunity of virtual reality that can convert things into excitement for students. They capture and keep the students' attention. The effective personalized feedback on every student, personalized lessons for every student, and practical examples provided from the daily lives of students can help get them to understand the meaning while attaching these family ideas to their everyday life experiences, motivating the students to really become the active agents of their learning (Li, 2018).

AI has encouraged family education extraordinarily well in that it can be employed as a fine instrument to assist students in developing their critical thinking capabilities. Some AI tools help students focus on examining various family ideas while systematically analyzing, evaluating, and applying their learning. Such an experiential process strengthens decision-making and creative-thinking skills. An instance of such tasks is the following: scenarios based on virtual reality which family requires students to voice an opinion from different standpoints, analyze various alternative options, and come to decision with ethical and evidence-based findings. The more students engage in performing the task, the richer their comprehension of family relationships, while being able to encourage thinking along with decision-making abilities that are crucial for his/her academic achievements as well as daily life mode.

There is more heft on getting aid from artificial intelligence (AI) in teaching areas relating to family. It is also likely that such similar applications could have some issues of equity and access in Nigerian schools. AI-in-education tools provide a fair chance for each type of learner according

to ability, background, and style of writing, so that the AI can strive to counteract that. For example, individualized instruction that adjusts to the needs of the individual learner allows more support for those who need help with the learning system. Personalized instruction does carry with it, it is hoped, the stake toward the eradication of educational discrimination, so that later each and every student could have access to family education even if he/she was somewhat financially deprived or having any barriers to learning. The plenitude of the AI like which in case for future equipment not able to move the family environment would come to the assistance of a large population, particularly those far-flung or existing under diffused light resources or infrastructure. Such supply insinuates that learning can crawl beyond the last loom of the classroom since from it the children in distant and maybe ill-served-in-terms-of-being-teachers and -resource materials zones could avail quality instruction. Making accessible education could also increase sunlight on individuals for discovering academic interests and aims, for getting it from even just any source or with any commodity or in whatever form one desires.

Ethical Matters and Concerns

Several ethical issues come up when AI is used on the educational front and is serious. First in the series is privacy. Most educational AI tools draw upon huge-ocean-deep data from students to form their instructing techniques and responses with great liability. Such category of data raises certain issues: privacy, consent, and confidentiality (Dos Santos, 2019). Without these, however, whoever desires to use the data indiscriminately or negligently, or who gains unintentional and illegal access to any pertinent information about students, academic performance, learning styles, etc., could potentially just cancel out a little bit of privacy that could give the person some protection from all and sundry.

There is algorithmic bias, explained as a technical breach of ethics. These systems systematically embody existing forms of inequalities and biases that require no effort (Alammary, 2019). For example, if AI educational tools are built with biased data so that they contain stereotypes, then there is a possibility of them both endorsing as well as dismissing certain groups of students. It could womitically be presented through unjustly serving materials for learning and discriminating against certain people according to demographic attributes or even through unequal opportunities in education, rendered due to factors of history and marginalization of a cultural group.

Transparency and understandability are of concern in AI technologies used in education. Such systems typically operate as a "black box," meaning that they do not allow to be understood by teachers, by students, or even by their parents. It arises that in these decisions or making recommendations, no one knows what really counts. This, simplicity, and distrust of the system give anyone a reason not to question, or challenge AI, for the decisions it makes concerning students' learning outcomes. With obscurity, the danger is that people will wrongly accuse a system as being unjust or prone to error.

The most significant aspect of thinking about AI in terms of socio-cultural impact vis a vis teaching surrounds questions of ethics. The primary something-that-really-gets-folks-debating is the loss of jobs that AI might bring about. But AI might overtake countless such routine jobs held by teachers, therefore, possibly causing a drop in the number of jobs educators are going to have- or affording the need to learn new competences by teachers. Still another challenge besets the "digital divide": some students won't have a computer or smartphone simply because they cannot afford one; and some who may own one would hardly know more than how to just switch it on. These are the students who could consequently be deprived of a good education by further widening that divide between haves and have-nots and everything classified in between. Another big headache-all about-come from the techno-determinist perspective. Thus, when artificial intelligence begins to permeate the educational environment, it takes up space beautifully by making everything so production-efficient and functional that everything else (creativity, human values, holistic development of students) has no value.

Responsible AI Usage Strategies and Potential Risk Mitigation

Ethical reflections and risk mitigation regarding AI in education can well be addressed on major issues in following ways:

1. **Transparency and Accountability:** AI systems should be explained openly. It is imperative that everyone understands how these systems function and the reasons behind any decision-making. This approach includes regular AI- auditing systems for monitoring or bias, unintentionally, and error prevention.

2. Privacy: The first and most fundamental aspect is an endeavor to gain students' consent before collecting any information. The data of all the students should be scrubbed meticulously and restricted through anonymous access.
3. Identification of and Mitigating Bias: Biases within AI should be known and addressed. The process of continuous audits makes sure that AI treats everyone appropriately. One way to lower bias and improve and generalize the AI systems is having diversified data as well as merit in evaluation tools as a genuine safeguard against bias.
4. Ethical Guidelines and Codes of Conduct: Building ethical standards through the rules and followings needed for the ethical use of AI in education. The rules will guide responsible development, use, and evaluation of AI. It also ensures that the ethical and societal expectations for these codes are met through participation of teachers, students, parents, officials, and experts.
5. Digital Literacy and Empowerment: Now every student, instructor, and family must know about artificial intelligence and its codes of acceptable behavior. This way, they will know right from wrong when it comes to using artificial intelligence responsibly. knowledge-sharing and resource kits for training in ethics and data privacy on artificial intelligence will be capable of making informed decisions as well as thinking deeply about artificial intelligence in education.
6. Impartiality and Embracement: Everybody should have the right to AI - including disadvantaged people. Because some learners are disadvantaged, a few different perspectives have to be created. This includes determining when AI capabilities might be beneficial and availability of resources to help remove the digital divide and also the communities needing improvement.

Another important aspect is access to AI, particularly for students in areas that have not been included in many things; in such cases, all participants may be granted freedom to utilize available technology. This should improve access facilities and service through the assessment of Internet access and technological support. E-assessment will then come next- on inclusivity, devices, browsers, standards, test security, as well as modes of building competence supplementarily.

Conclusion

Through using AI tools, like intelligent tutoring, virtual reality, and personalized learning platforms, teachers can create teaching methods that engage and accommodate every student. In this paper, they explore the issues and importance of integrating AI into familial instruction, emphasizing the caution with which AI should be used in learning. Detailed and discussed are matters of privacy, bias in algorithms, and the digital divide. It ends with recommendations for implementation, which should include transparency, accountability, and inclusiveness. Education and policy stakeholders could use AI advances to equalize learning of family concepts for every student by implementing these suggestions. Frequent investigation and discussion regarding AI help refine education practices so that they are ethically grounded in equipping students with the tools they require without any discrimination or inequality in their admissibility, access, and provision of quality education within Nigerian schools.

Suggestions

Impressing the catholicism in school curricular materials to various forms of the Nigerian family is omnipresent as indeed it should account for diverse familial arrangements, social practices, and norms that are historically present within the society from the Nigerian perspective. When teachers are trying to advance those values in the classroom, they will be more attentive to see that really active inclusion is taking place in the classroom, where students feel valued and seen only through the curriculum items which students ought to study in school. This consequently gives the motivation to students to respect and value those many cultural traditions and family set-ups. In their concrete behavior, the students will try to be kind, tolerant, and very respectful to everyone.

Teacher training is required for them to have the confidence to put AI-powered technologies in their students' reach. Correspondingly, good training and resource provisioning to the educator make them confident in deploying the technologies so as to stimulate their students' learning experiences towards the individual needs of the child concerned. Such training, provided to render the capacity of analytical acumen in pupils, shall bring teachers to an improved supervision, updating, and technology adoption desire within the educational system. It will benefit teachers and students at all levels into the future by demonstrating the need for maintaining an up-to-date teaching pattern.

Connecting all the important stakeholders-teacher, researcher, policy-maker, and industry expert- is highly necessary for making better use of AI in the field of education. Through this way the best thoughts could come together to create best plans and alternative solutions to address the various challenges in the Nigerian educational sector. It shall open the new paths for AI use in teaching methodologies and student learning experiences as an initial benefit.

Teaching about AI is significant, but there should also be interventions including training about responsible use of digital capacity because still students need to know how to birth and groom the educational situated-AI. Teachers, educators, and policymakers need to concentrate their effort on teaching students digital literacy through and across verifying infractions while ensuring that each has their own privacy, EIA-using ethics as well, critical information skills. Consequently, when the students develop these abilities, they will become empowered to be technology citizens in their own surroundings, and with it, they shall also use this technology for the greater good of social consequences and innovations at large.

Both infrastructure and accessibility issues are as needed to gear more concerted efforts towards such an end, to ensure they reach up to every student for interaction with AI-driven educational tools and resources. No, it is not just the infrastructure and ability to be accessed, especially in areas farthest or most overlooked, but even most difficult to reach areas. The lack of such disparities for educational equality would mean another similar case for educational opportunity. Also, the real benefits of AI-powered learning tools are made available to every student which in turn narrows the gap in educational opportunities countrywide.

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