Examining the Role of Artificial Intelligence in Improving the Academic Performance of the Learners

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Abstract — Artificial intelligence has taken the stage of popularity among the students especially in the secondary school. The rate of adoption has been increasing as time goes by when people seek assistance in accomplishing certain tasks. This research generally assessed the role of artificial intelligence to the academic performance of junior and senior high school students in the province of Masbate for the school year 2022-2023.This investigation used descriptive correlation to know the significant relationship between artificial intelligence and students' academic performance. Thus, it utilized mixed-method analysis and interpretation of the gathered data. The researchers utilized survey-questionnaire in gathering the necessary data. This includes the demographic profile of the respondents, the most commonly used artificial intelligence application, the website or person where the used application came and the role of artificial intelligence application in their academic journey. There were seventy-four (74) respondents in this study, all from the province of Masbate, who were randomly selected. Thus, the researchers used purposive sampling. Also, the researchers utilized weighted mean in determining the commonly used application by the respondents. The formulated conclusions were based on the interpreted data. The researchers also drew up suggestions that could generally aid the participants, as well as the other students, in deciding the most convenient application to be utilized for accomplishing certain tasks and for the future researchers to further conduct this study focusing on a different yet important variables.

Keywords — Artificial Intelligence; Academic Performance; Education; Technology

I. Introduction

In 21st century, the integration of artificial intelligence (AI) into various fields has revolutionized the way we live and work. One area where AI holds significant potential is education, particularly in enhancing the academic performance of learners. By leveraging intelligent algorithms and data-driven decision-making, Yang, N., Yang, C., Wu, L., Shen, X., Jia, J., Li, Z., & Liu, S. (2021). AI technologies have the capacity to personalized learning experiences, provide instant feedback, and assist educators in optimizing their teaching methods. This introduction aims to explore the role of AI in improving the academic performance of learners and the potential benefits it offers to students, teachers, and educational institutions, and also this introduction incorporates relevant findings from existing literature.

Previous studies have highlighted the potential of AI to revolutionize education and positively impact learner's academic performance. For instance, Vapnik, V. (2013) emphasized

the benefits of AI in adaptive learning and intelligent tutoring systems, enabling personalized instruction tailored to individual needs. Holmes, B, and Gardner, J (2006) explored AI implementation in e-learning environments, showcasing its potential to enhance learner engagement, motivation, and academic achievement.

Educational data mining and learning analytics have also played a crucial role in leveraging AI for improving academic outcomes. Baker, R, S and Inventado P.S. (2014) discussed the use of AI techniques to extract valuable insights from educational data, aiding in the identification of effective instructional strategies and personalized interventions. Additionally, Khan, B.H. (2017) emphasized the potential of AI to provide intelligent feedback and support collaborative learning environments, thereby enhancing learners' performance.

Research reports and reviews have further contributed to understanding the impact of AI in education. The NMC Horizon Report (2014) highlighted the emerging technologies, including performance and student success. Chen and Liu (2019) conducted a systematic review and meta-analysis, examining the effectiveness of technology-enhanced learning environments, including AI interventions, in enhancing academic performance across various disciplines.

With the potential benefits of AI in education are promising, it is essential to address the associated challenges. Gandomkar, R. and Babu, S.R. (2020) discussed the opportunities and challenges of AI in education, emphasizing ethical and privacy concerns. Pardo, A. and Siemens, G. (2014) addressed the ethical considerations in learning analytics, emphasizing the importance of privacy and data security.

Building upon the existing literature, this research aims to provide empirical evidence on the role of AI in improving the academic performance of learners. By examining the implementation of AI technologies in personalized learning, instant feedback, and adaptive instructional design, this study seeks to contribute to the growing body of knowledge of AI 's impact in the educational context. The findings of this research are expected to provide insights for educators, policymakers, and stakeholders on harnessing the potential of AI to optimize learning experiences and enhance learners' academic performance. Firat, M. (2023).

Artificial intelligence encompasses a broad range of technologies that simulate human intelligence and problem-solving capabilities. When applied to education, AI analyze vast amounts of data, identify patterns, and generate insight to support learners in their educational journey. By collecting and analyzing data on individual student performance, AI-driven platforms can create personalized learning paths tailored to the specific needs and learning styles of each student. Heidarzadeh, A., & Panjeh Ali Beik, S. (2022). This personalized approach has the potential to improve engagement, motivation, and overall academic performance.

One of the key contributions of AI in education is the provision of instant and personalized feedback. Traditionally, students have had to wait for teachers to grade their assignments or exams, resulting in delayed feedback. With AI, however, automated grading systems can evaluate student

work promptly and provide immediate feedback. This real-time feedback not only accelerates the learning process but also allows students to identify and rectify their mistakes more efficiently, leading to enhanced academic performance.

AI technologies can also facilitate adaptive learning environments, where educational content and activities can be customized based on a student's abilities, progress, and preferences. Intelligent tutoring systems powered by AI algorithms can identify knowledge gaps and provide targeted interventions to address them. These systems adapt their instructional strategies in real-time, ensuring that learners receive the necessary support and resources to overcome challenges and achieve academic success. The current status of artificial intelligence (AI) in the field of education in USA, with a focus on marketing scope, was discussed by Marr (2018). The author noted that AI has started to alter education tools and institutions and changing education to an entirely new way of teaching and learning, which has never been possible so far. In USA, AI applications in education is expected to grow by 47.5% during 2017-2021. Teachers may still be needed, but in different roles. Already AI has been successfully applied in some aspects of education Sidana, M. (2019).

Furthermore, Al can assist educators in optimizing their teaching methods and curriculum design. By analyzing student performance data, AI algorithms can identify effective teaching strategies, highlight areas where students struggle the most, and recommend appropriate instructional materials. This data-driven approach enables teachers to make data-informed decisions, tailor their instruction to individual student needs, and ultimately improve the academic outcomes of their students. With the increased study of artificial intelligence (AI) in the context of education, many experts anticipate that the role of teachers, schools, and educational leaders. Era, H. K. G. (2023).

However, it is important to note that while AI has the potential to enhance academic performance, it should not replace human involvement in education. Teachers play a vital role in fostering critical thinking, creativity and social skills, which are essential for holistic development. AI should be viewed as a complementary tool that supports teachers in their instructional practices, freeing up their time for more individualized interactions with students. Sangapu, I. (2018).

The integration of artificial intelligence in education offers immense opportunities to improve the academic performance of learners. By providing personalized learning experiences, instant feedback, adaptive learning environments, and data-driven insights, AI technologies can empower students to achieve their full potentials. Ramachandiran, C. R., & Salam, Z. A. B. A. (2021). AI can support educators in optimizing their teaching methods and curriculum design, leading to more effective instruction. However, it is crucial to strike a balance between AI and human involvement in education, ensuring that the unique qualities and expertise of teachers are not determined. As technology continues to advance, further exploration and research are necessary to unlock the full potential of AI in education.

This study aimed to examine the Role of AI (Artificial Intelligence) in improving the Academic Performance of the Learners. Specifically, it sought answers about the profile of the respondents concerning about their sex, grade level, and most common AIs apps used by the respondents in accomplishing a research-based task. It also sought answer on how did the respondents get to know these apps. And also this study sought to answer, what are the most common roles of these apps in accomplishing task. Lastly, this study arrived into proposal based on the findings for the benefit of the respondents and the future researchers.

II. Methodology

Design. This study used a descriptive research method to investigate how artificial intelligence affect the academic performance of the junior and senior high school students.

Sampling. Fifty-six junior and senior high school students participated in the survey; 25% were in grade 9, 8.91% were in grades 7, and 64.29% were in grade 10. As a result, all the students were included as study participants. The most popular AIs applications used by learners and their functions in completing academic tasks were identified by the respondents' responses to a survey-questionnaire.

Research Procedure. The following method was used by the researcher to carry out the study.

Phase 1. A research title's creation, validation, and approval. The adviser received the researcher's brief research to review the suggested study title. A statement of the problems, respondents and sampling, the research methodology, and sources are also included in the research capsule. Comments and suggestions were modified.

Phase 2. Instrument development and validation for research. A consultation was conducted after the crafting to seek assistance from the adviser on the validity content of the instrument.

Phase 3. Instruments are administered to the respondents. The respondents were given the questionnaires. Directions and instructions were described in detail and with clarity. It was gathered by the researchers after participants completed and responded to the questionnaires.

Phase 4. Data tabulation and recording. The statistician then captured and tabulated the student data for analysis and interpretation.

Ethical Concerns. The researchers considered receiving written consent from the appropriate parties before to conducting the study. The study's survey instrument forbade the use of language that was insulting, discriminatory, or otherwise objectionable. To give the respondents the choice to reveal their basic information, the respondents' names and other personal data were marked as "optional". The responders' participation was likewise voluntary. For the study's

respondents, orientation was provided. The references appropriately cited and gave credit to all writers whose works were used in this study.

Treatment of Data. *Simple f*requency and relatively frequency were employed to determine the data on demographic profile, and the role of AI in improving the academic performance of the learners.

III. Results and Discussion

Table 1.1

Respondents' profile as to age

Age	Frequency	Relative Frequency (%)
11-13	14	25%
14-16	2	3.57%
17-19	40	43%
Total	*56*	*100%*

The table 1.1 shows the distribution of the respondents as to percentage which reveals that 71.43% belongs to 17 to 19 years of age where most of them was involved in engaging into AI. Age 11 to 13 where still under JHS (Junior High School) which has 25% only and the remaining 3.57%, less numbered of Senior High School learners do not depend much into it. It shows that majority of the respondents are range to ages 17-19 which concluded that the respondents belong to millennial group.

Table 1.2

Respondents' profile as to grade level

In the context of exploring the potential impact of Artificial Intelligence (AI) on enhancing the academic performance of learners, the data presented in Table 1.2 sheds light on the profile of the respondents according to their respective grade levels.

Grade level	Frequency	Relative Frequency (%)
Grade 7	5	8.91%
Grade 8	1	1.8%
Grade 9	14	25%
Grade 10	36	64.29%
Total	*56*	*100%*

The largest proportion of respondents belonged to Grade 10, constituting a substantial 64.29% of the total sample size of 56 participants. This finding indicates that Grade 10 students were well-represented in the study, suggesting that their perspectives and experiences could significantly contribute to the understanding of AI's role in academic performance improvement.

2. The most common AIs apps used by the students in accomplishing a research-based task.

In Table 2, the data presents a breakdown of the AI applications that students utilized to complete research-based tasks. This information provides insights into the specific AI tools that students found valuable in enhancing their research-related activities.

Table 2

AIs apps used by the students in accomplishing a research-based task

Indicators	Frequency	Relative Frequency (%)
Brainly	15	26.8%
Grammarly	5	8.9%
Merriam Dictionary	15	26.8%
English-Filipino Dictionary	4	7.1%
Google cloud speech to text	17	30.4%
Total	*56*	*100%*

The data from Table 2 reveals the diverse AI applications that students integrated into their research-based activities. The varying utilization of these tools highlights their specific functionalities and contributions to different aspects of the research process, underscoring the role of AI in aiding students' academic endeavours.

Among the AI apps listed, "Google Cloud Speech to Text" garnered the highest usage frequency, being employed by 30.4% of the respondents. This suggests that the functionality of converting spoken language into written text offered by this tool was widely utilized by students to facilitate transcription and note-taking during their research endeavours.

On the other hand, "Brainly" and "Merriam Dictionary" both share the same usage frequency of 26.8%. This signifies that these AI applications were equally popular among the students in the context of research-based tasks. "Brainly" likely served as a platform for collaborative learning and information sharing, allowing students to seek assistance and share insights with peers.

3. About the Apps

The table provides insights into how students came to know about AI applications, shedding light on the sources of information and influence that shaped their awareness and usage of these technologies.

Table 3

Respondents' know about the AI application

Indicators	Frequency	Relative Frequency (%)
It was recommended by a friend	18	32.14%
I have seen it on social media advertisement	15	26.79%
It's provided by the school	0	0%
It's suggested/provided by the teachers	21	37.5%
Explored it by accident then I love to use it	2	3.57%
Total	*56*	*100%*

The majority of respondents, about 37.5%, indicated that their teachers had suggested or provided them with information about AI applications. This suggests that educators played a significant role in introducing students to these tools, potentially emphasizing their educational value and relevance to academic tasks.

Additionally, 32.14% of respondents learned about AI apps through recommendations from friends, indicating the power of social networks in driving technology adoption among students.

4. Roles of these apps in accomplishing task

Table 4 illustrates the perceived roles of AI applications in aiding students to complete tasks effectively. The data offers insights into the specific functions these applications serve in supporting various aspects of academic works.

Table 4

Role of these Application in accomplishing task

Indicator	Frequency	Relative Frequency (%)
It provides relevant information in accomplishing the given task	33	58.93%
It serves as my go-to-app whenever I'm cramming/ in-rush for submission	4	7.14%
It allows me to navigate and formulate my thoughts easily	5	8.93%
It enhances the depths of my output in terms of content.	14	25%
Total	*56*	*100%*

The table 4 shows that majority of respondents, constituting 58.93%, noted that AI applications provide them with relevant information that aids in accomplishing assigned tasks. This finding indicates that students view these tools as valuable sources of information, suggesting

that AI applications play a significant role in enhancing their access to relevant content for their assignments.

Interestingly, a small percentage, 7.14%, highlighted that AI applications are particularly useful when they are under time constraints or need to meet tight submission deadlines. These tools seem to serve as go-to resources for students when they are cramming or facing time pressure, potentially aiding in quickly finding information and improving productivity.

In summary, Table 4 underscores the multifaceted roles that students perceive AI applications to play in their academic tasks. These roles include providing relevant information, enhancing content depth, aiding cognitive processes, and assisting during time-sensitive situations. This data collectively highlights the versatility of AI tools in supporting students' academic endeavors.

IV. Conclusion

Based on findings of the study the following conclusions were drawn that majority of the respondents of this study are belong to range 17-19 years of age, and in context of perspectives and experiences could significantly contribute to the understanding of AI's role in academic performance improvement it substantial to grade 10 students. On the other hand, AI reveal a diverse among the AI apps listed, "Google Cloud Speech to Text" garnered the highest usage frequency, being employed by the respondents. This suggests that the functionality of converting spoken language into written text offered by this tool was widely utilized by students to facilitate transcription and note-taking during their research endeavours. The respondents also reveals the multi-faceted nature of AI application awareness, influenced by teachers, peers, and digital media, while also highlighting areas where educational institutions could potentially enhance their engagement with AI technology. These roles include providing relevant information, enhancing content depth, aiding cognitive processes, and assisting during time-sensitive situations.

V. Recommendations

Based on the findings and conclusions of the study, the following recommendations are being offered:

1. The study should explore a wide array of AI applications used by learners across various academic disciplines.

2. Ethical and Equity Considerations: The study should address ethical concerns related to AI usage in education, including data privacy, algorithmic bias, and the potential for widening educational disparities.

3. For future researchers, they may know-how AI-supported learning influences learners' educational understanding of its effectiveness. They may also conduct the same study in different schools and different grade levels.

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During his teaching years, he was awarded as the outstanding secondary teacher in the Schools Division Office of Masbate City and received various awards in different field of education including Campus Journalism, representing the division in Regional and National level.

Rene Jonh T. Madalag, known as teacher Rain, graduated at Osmeña Colleges in 2018 with the degree Bachelor of Secondary Education major in English as one of the distinguished graduates and finished his Master's Degree, Master of Arts in Teaching English, in the same school. He is currently enrolled

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He is a public-school teacher in Panique National High School. In his journey, he has received different awards both and academic and extracurricular. Also, he has been a winning coach and a school paper adviser since he started his teaching career in private schools. His dream to become a well-known writer is influenced by his aspiration of showcasing the culture of Masbate to the whole country.

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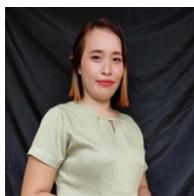
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Also, he has been an active member of different educational organizations which basically concern about the advancement of the Philippine education.