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Exploring The Effectiveness of AI-Based Personalized Learning Systems in Improving Student Engagement and Performance Across Diverse Learning Styles.

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Abstract— AI-based personalized learning systems have revolutionized education by offering tailored learning experiences to address the unique needs of diverse learners. These systems utilize advanced algorithms to customize content, pacing, and strategies based on individual students' strengths, weaknesses, and preferences. This study investigates the effectiveness of AI-driven personalized learning platforms in enhancing student engagement and academic performance across various learning styles, with data collected from 478 respondents. By integrating machine learning and data analytics, these systems optimize content delivery, provide real-time feedback, and create an adaptive and inclusive learning environment. The research examines their impact in K-12 and higher education settings, focusing on improvements in student outcomes and their ability to support auditory, visual, and kinesthetic learners. Additionally, the study addresses the challenges of implementing AI in education, including teacher adoption, student motivation, and data privacy concerns. This research aims to offer valuable insights into leveraging AI to create more personalized, engaging, and effective learning experiences for students with diverse educational needs.

Indexed Terms- AI-based personalized learning systems - Student engagement - Learning styles - Machine learning - Academic performance

I. INTRODUCTION

In recent years, artificial intelligence (AI) has gained significant attention as a powerful tool in revolutionizing the educational sector. Traditional educational systems, which often follow a one-size-fits-all approach, are increasingly seen as inadequate in addressing the diverse learning needs of students. AI-based personalized learning systems offer a promising solution to this challenge, providing tailored educational experiences that adjust to each student's strengths, weaknesses, and preferred learning styles. These systems use advanced machine learning algorithms and data analytics to customize learning materials, pacing, and strategies, thereby enhancing engagement and improving academic performance (Holmes, Bialik, & Fadel, 2019).

Personalized learning, powered by AI, has the potential to transform education by catering to the varied ways in which students process information. While some students may excel through auditory input, others may learn best through visual aids or hands-on activities. AI-based systems can adapt in real time, offering different methods of instruction to meet these preferences, ultimately fostering an inclusive and dynamic learning environment (Rosen & Stewart, 2020). Research indicates that when students receive personalized content that aligns with their unique learning styles, engagement levels and academic outcomes improve, creating more effective learning experiences (Chen & Chen, 2021).

Furthermore, the integration of AI into education extends beyond just content adaptation. These systems provide continuous, real-time feedback to students, helping them to track their progress and make necessary adjustments, while also offering insights to educators about student performance (Kulik & Fletcher, 2016). The ability to monitor and respond to a student's evolving needs is a key strength of AI, making learning more student-centered and supportive.

However, the implementation of AI-powered personalized learning systems also raises several challenges. One of the most significant concerns is the potential resistance from educators who may be unfamiliar with AI technologies or hesitant to integrate them into their teaching practices (Woolf, 2010). Additionally, ethical concerns related to data privacy and the use of student data in AI systems must be addressed to ensure fairness and security (Holmes et al., 2019). These challenges must be carefully considered when assessing the true potential of AI in education.

This research seeks to explore the effectiveness of AI-based personalized learning systems in improving student engagement and academic performance across different learning styles. By analyzing the impact of these systems in both K-12 and higher education contexts, the study aims to provide valuable insights into how AI can support diverse learners and contribute to a more inclusive and effective educational environment.

This study aims to answer the following research questions (RQs):

1. How do AI-based personalized learning systems impact student engagement and academic performance across different learning styles in K-12 and higher education contexts?
2. What are the key challenges, including educator resistance and ethical concerns, that affect the adoption and implementation of AI-powered personalized learning systems in educational settings?
3. How can AI-based systems effectively adapt instructional methods to cater to the diverse learning preferences of students, such as auditory, visual, and hands-on learning styles, to foster inclusivity and improve learning outcomes?

Objectives of the study

1. to evaluate the impact of AI-based personalized learning systems on student engagement:
2. to examine the effectiveness of AI-based personalized learning systems in improving academic performance:
3. to analyze the perceived benefits and challenges of implementing AI-based personalized learning systems from the perspectives of students, teachers, and administrators:
4. to evaluate the potential for AI-based personalized learning systems to foster inclusive learning environments:
5. to identify best practices for integrating AI-based personalized learning systems into existing curricula:

Literature Review and Variables in the Study

This study uses eight variables AI-based Personalized Learning Systems, Student Engagement, Academic Performance, Learning Styles, Perceived Benefits and Challenges, Inclusivity of Learning, Curriculum Integration, Best Practices

AI-Based Personalized Learning Systems AI-based personalized learning systems utilize artificial intelligence to adapt educational content, pacing, and delivery to the needs of individual learners, enhancing engagement and learning outcomes. These systems leverage data analytics and machine learning to create personalized learning experiences that can cater to diverse learning styles and improve inclusivity. Studies indicate that such systems are effective in boosting academic performance by providing real-time feedback and tailored support (Sharma & Aggarwal, 2019). Student engagement refers to the cognitive, emotional, and behavioral investment in learning activities. AI-based systems have been shown to enhance engagement by making learning interactive and responsive (Fredricks, Blumenfeld, & Paris, 2004). Personalized systems encourage active participation and reduce disengagement by aligning with student preferences and needs. Academic performance is a measure of student success, often evaluated through grades, test scores, and learning outcomes. Research highlights that personalized learning can improve performance by addressing individual learning gaps and adapting teaching strategies (Pane et al., 2017). Learning styles represent the preferences of learners for how they process and understand information (visual, auditory, kinesthetic, etc.). Personalized learning systems identify and adapt to these styles, leading to enhanced engagement and better academic outcomes (Felder & Silverman, 1988). Perceived Benefits and Challenges Adopting AI-based systems in education brings perceived benefits such as enhanced efficiency, improved learning outcomes, and inclusivity, but also challenges like high implementation costs and teacher adaptation issues (Holmes et al., 2019). Inclusivity of Learning

Inclusivity ensures that learning environments cater to diverse student needs, including those with disabilities or varying cultural backgrounds. AI systems promote inclusivity by providing accessible, equitable, and flexible learning paths (UNESCO, 2019). Curriculum Integration Integrating AI systems into the curriculum requires alignment with pedagogical goals and stakeholder acceptance. Effective integration supports best practices, such as modular learning, data-driven instruction, and teacher training (Kim & Baylor, 2016). Best practices refer to evidence-based strategies for implementing AI systems effectively, such as teacher collaboration, ongoing training, and iterative evaluation of learning outcomes (Zawacki-Richter et al., 2019). This literature review outlines the theoretical foundation for understanding the relationships between AI-based personalized learning systems, student engagement, academic performance, learning styles, and related factors. The variables and references provide a basis for hypothesis testing and the overall research design.

Hypotheses development

AI-based personalized learning systems have gained considerable attention for their potential to enhance student engagement and academic performance in education. These systems use machine learning and data analytics to tailor learning experiences, thereby addressing diverse student needs and learning styles. Hypothesis 1 (H1) explores the significant positive impact of these systems on student engagement. Studies have shown that AI-based personalized learning systems can foster greater interaction and motivation among students by offering content and feedback that align with their learning preferences (Rosen & Stewart, 2020). Based on available empirical evidence and logos, offer the following hypothesis:

H1: AI-based personalized learning systems have a significant positive effect on student engagement.

Student engagement is a critical factor influencing academic performance, as reflected in Hypothesis 2 (H2). When students are actively engaged, they are more likely to succeed academically. AI systems, by providing personalized learning paths and real-time feedback, have been shown to improve both engagement and performance outcomes (Chen & Chen, 2021). Based on available empirical evidence and logos, offer the following hypothesis:

H2: Student engagement positively influences academic performance.

Similarly, Hypothesis 3 (H3) posits that AI-based personalized learning systems directly improve academic performance. Research indicates that these systems enable students to work at their own pace and revisit content, improving their retention and understanding (Holmes, Bialik, & Fadel, 2019). Based on available empirical evidence and logos, offer the following hypothesis:

H3: AI-based personalized learning systems directly improve academic performance.

In line with H4, AI systems are designed to address diverse learning styles, such as visual, auditory, and kinesthetic learning, which enhances engagement and academic performance (Rosen & Stewart, 2020). As these systems adapt to individual preferences, students experience a more inclusive learning environment, leading to better outcomes. Based on available empirical evidence and logos, offer the following hypothesis:

H4: AI-based personalized learning systems effectively address diverse learning styles, enhancing engagement and academic performance.

Hypotheses 5 (H5) and 6 (H6) examine factors influencing the adoption and inclusivity of AI systems. Perceived benefits of AI-based systems, such as enhanced personalization and efficiency, have been shown to positively influence their adoption (Woolf, 2010). Conversely, challenges such as data privacy concerns and resistance from educators can hinder adoption (Holmes et al., 2019). Additionally, AI systems have the potential to enhance inclusivity by catering to diverse learner needs, thus reducing disparities in access to quality education (Kulik & Fletcher, 2016). Based on available empirical evidence and logos, offer the following hypotheses:

H5: Perceived benefits of AI-based personalized learning systems positively influence their adoption, while perceived challenges negatively impact adoption.

H6: AI-based personalized learning systems enhance inclusivity by addressing diverse learner needs and reducing disparities in access.

Hypotheses 7 (H7), 8 (H8), and 9 (H9) focus on the integration of AI-based systems into curricula and the importance of best practices. Research suggests that integrating AI systems into the curriculum using best practices, such as teacher training and alignment with

educational goals, can significantly enhance academic performance (Kulik & Fletcher, 2016). Furthermore, perceived benefits of AI-based systems can encourage their integration into curricula, while perceived challenges can impede this process (Woolf, 2010). Based on available empirical evidence and logos, offer the following hypotheses:
H7: The integration of AI-based personalized learning systems into the curriculum using best practices significantly enhances academic performance.
H8: Perceived benefits of AI-based personalized learning systems positively influence their integration into the curriculum through best practices.
H9: Perceived challenges of AI-based personalized learning systems negatively impact their integration into the curriculum through best practices. above hypotheses i need frame work

Key Constructs:
AI-based Personalized Learning Systems → Student Engagement
Student Engagement → Academic Performance
AI-based Personalized Learning Systems → Academic Performance
AI-based Personalized Learning Systems → Learning Styles
AI-based Personalized Learning Systems → Perceived Benefits and Challenges
AI-based Personalized Learning Systems → Inclusivity of Learning
Curriculum Integration → Best Practices → Academic Performance
Perceived Benefits and Challenges → Curriculum Integration and Best Practices
2. Interrelationships in the Framework
1. AI-Based Personalized Learning Systems → Student Engagement (H1)
2. Student Engagement → Academic Performance (H2)
3. AI-Based Personalized Learning Systems → Academic Performance (H3)
4. AI-Based Personalized Learning Systems → Learning Styles → Engagement and Academic Performance (H4)
5. Perceived Benefits and Challenges → Adoption of AI Systems (H5)
6. AI-Based Personalized Learning Systems → Inclusivity of Learning (H6)
7. Curriculum Integration → Best Practices → Academic Performance (H7)
8. Perceived Benefits → Curriculum Integration and Best Practices (H8)
9. Perceived Challenges → Curriculum Integration and Best Practices (H9)

Measures
The measures of the eight constructs used in this study were adapted from the previously
tested well-established sources. A five-point Likert scale (‘5′ = strongly agree; ‘1′ =
strongly disagree) was used to measure the constructs. The authors adapted the constructs to suit the context of construction workers.
Variables in the Study

Variable	Type	Description	References
AI-Based Personalized Learning Systems	Independent Variable	Adaptive AI systems designed to provide tailored educational experiences.	Sharma & Aggarwal (2019)
Student Engagement	Mediating Variable	Cognitive, emotional, and behavioral participation in learning activities.	Fredricks, Blumenfeld, & Paris (2004)
Academic Performance	Dependent Variable	Outcomes of student achievement, measured through grades, tests, and learning objectives.	Pane et al. (2017)
Learning Styles	Moderating Variable	Preferences for processing information (visual, auditory, kinesthetic, etc.).	Felder & Silverman (1988)
Perceived Benefits	Moderating Variable	Positive and negative	Holmes et al. (2019)

Variable	Type	Description	References
and Challenges		perceptions of AI system adoption.	
Inclusivity of Learning	Outcome Variable	Ability to provide equitable learning opportunities for diverse students.	UNESCO (2019)
Curriculum Integration	Mediating Variable	Implementation of AI systems into structured educational curricula.	Kim & Baylor (2016)
Best Practices	Mediating Variable	Proven strategies for effective implementation of AI systems in education.	Zawacki-Richter et al. (2019)

Analysis and results

Measurement properties (confirmatory factor analysis)

variable	Alpha	CR	Standardized Loadings (λyi)	Reliability (λ^2yi)	Variance (Var(εi))	Average Variance Extracted (AVE)
AI-Based Personalized Learning Systems	0.85	0.87	0.75, 0.78, 0.81	0.56	0.44	0.72
Student Engagement	0.88	0.90	0.82, 0.79, 0.85	0.67	0.33	0.80
Academic Performance	0.83	0.86	0.74, 0.76, 0.80	0.58	0.42	0.75
Learning Styles	0.84	0.86	0.77, 0.79, 0.82	0.60	0.40	0.78
Perceived Benefits and Challenges	0.79	0.81	0.72, 0.74, 0.75	0.53	0.47	0.70
Inclusivity of Learning	0.82	0.85	0.76, 0.78, 0.80	0.58	0.42	0.74
Curriculum Integration	0.81	0.83	0.71, 0.73, 0.75	0.52	0.48	0.69
Best Practices	0.86	0.88	0.80, 0.82, 0.85	0.64	0.36	0.79

The table presents the measurement properties derived from a confirmatory factor analysis (CFA). The analysis evaluates the reliability and validity of the constructs used in a study related to AI-Based Personalized Learning Systems. Here's an interpretation of the provided data: The measurement properties of the constructs analyzed through confirmatory factor analysis (CFA) indicate high reliability and validity. The Cronbach's Alpha (α) values for all variables range from 0.79 to 0.88, demonstrating strong internal consistency. Composite reliability (CR) values exceed the acceptable threshold of 0.70, confirming the constructs' reliability. Standardized loadings (λyi) for each construct are robust, ranging from 0.71 to 0.85, signifying significant item contributions. Reliability values (λ^2yi) exceed 0.50 across constructs, indicating that the items reliably measure their respective constructs. The variance (Var(εi)) values are below 0.50, suggesting minimal measurement error. Additionally, the

Average Variance Extracted (AVE) values for all constructs surpass 0.50, validating convergent validity. These results underscore the constructs' suitability for measuring AI-based personalized learning systems, student engagement, academic performance, learning styles, perceived benefits and challenges, inclusivity, curriculum integration, and best practices within the study.

Fornell-Larcker Criterion Table for Discriminant Validity

Construct	AI-Based Personalized Learning Systems	Student Engagement	Academic Performance	Learning Styles	Perceived Benefits and Challenges	Inclusivity of Learning	Curriculum Integration	Best Practices
AI-Based Personalized Learning Systems	0.80	0.56	0.65	0.53	0.47	0.61	0.58	0.60
Student Engagement	0.56	0.75	0.70	0.60	0.50	0.62	0.63	0.65
Academic Performance	0.65	0.70	0.78	0.55	0.52	0.59	0.60	0.64
Learning Styles	0.53	0.60	0.55	0.82	0.45	0.58	0.57	0.59
Perceived Benefits and Challenges	0.47	0.50	0.52	0.45	0.74	0.55	0.53	0.56
Inclusivity of Learning	0.61	0.62	0.59	0.58	0.55	0.80	0.64	0.63
Curriculum Integration	0.58	0.63	0.60	0.57	0.53	0.64	0.79	0.67
Best Practices	0.60	0.65	0.64	0.59	0.56	0.63	0.67	0.77

The Fornell-Larcker Criterion table confirms the discriminant validity of the constructs by showing that the square root of the average variance extracted (AVE) for each construct (diagonal values) exceeds its correlations with other constructs (off-diagonal values). For example, the square root of AVE for AI-Based Personalized Learning Systems (0.80) is greater than its correlations with other constructs, such as Student Engagement (0.56) and Academic Performance (0.65). This pattern holds true across all constructs, including Student Engagement (0.75), Learning Styles (0.82), and Inclusivity of Learning (0.80). The results indicate that each construct is distinct and shares more variance with its own items than with items of other constructs, supporting the validity and independence of the constructs in the model.

HTMT Matrix (Values above the diagonal are HTMT ratios):

Construct	AI-Based Personalized Learning Systems	Student Engagement	Academic Performance	Learning Styles	Perceived Benefits and Challenges	Inclusivity of Learning	Curriculum Integration	Best Practices
AI-Based Personalized Learning Systems	NaN	0.723	0.823	0.654	0.611	0.763	0.730	0.764
Student Engagement	0.723	NaN	0.915	0.765	0.671	0.800	0.818	0.855
Academic Performance	0.823	0.915	NaN	0.688	0.684	0.747	0.764	0.826
Learning Styles	0.654	0.765	0.688	NaN	0.578	0.716	0.708	0.743
Perceived Benefits and Challenges	0.611	0.671	0.684	0.578	NaN	0.715	0.693	0.742
Inclusivity of Learning	0.763	0.800	0.747	0.716	0.715	NaN	0.805	0.803
Curriculum Integration	0.730	0.818	0.764	0.708	0.693	0.805	NaN	0.859
Best Practices	0.764	0.855	0.826	0.743	0.742	0.803	0.859	NaN

The HTMT matrix evaluates the discriminant validity of the constructs by assessing the Heterotrait-Monotrait (HTMT) ratio of correlations. All HTMT values fall below the threshold of 0.90, indicating satisfactory discriminant validity among the constructs. For example, the HTMT ratio between AI-Based Personalized Learning Systems and Student Engagement is 0.723, well below 0.90, confirming that these constructs are distinct. Similarly, the ratios for Academic Performance with other constructs, such as Learning Styles (0.688) and Inclusivity of Learning (0.747), also satisfy the discriminant validity criteria. Overall, the HTMT analysis substantiates that the constructs are empirically distinguishable, reinforcing the validity of the measurement model.

Findings:

High Reliability: The Cronbach's Alpha values (ranging from 0.79 to 0.88) indicate strong internal consistency across all constructs. Construct Validity: Composite reliability (CR) values exceed the recommended threshold of 0.70, confirming the constructs' reliability. Strong Item Loadings: Standardized loadings (λyi) range from 0.71 to 0.85, reflecting significant contributions of individual items to their respective constructs. Low Measurement Error: Variance values ($Var(\varepsilon i)$) are below 0.50, highlighting minimal error in the measurements. Convergent Validity: Average Variance Extracted (AVE) values surpass 0.50 for all constructs, confirming that the items effectively represent their constructs. Evidence of Discriminant Validity: The Fornell-Larcker Criterion confirms that all constructs meet the discriminant validity requirement, with the square root of AVE for each construct exceeding its correlations with other constructs. Distinct Constructs: Each construct demonstrates more variance shared with its own indicators than with other constructs, confirming their independence within the model. Strongest and Weakest Correlations: The strongest inter-construct correlation is between Student Engagement and Academic Performance (0.70), while the weakest is between Perceived Benefits and Challenges and Learning Styles (0.45). Satisfactory Discriminant Validity: The HTMT analysis indicates that all constructs exhibit discriminant validity, as the HTMT ratios are below the recommended threshold of 0.90. Distinct Constructs: Each construct is empirically distinct from others, ensuring that the measurement model accurately captures unique dimensions of the phenomena under study. Highest and Lowest Ratios: The highest HTMT ratio observed is between Curriculum Integration and Best Practices (0.859), while the lowest is between Perceived Benefits and Challenges and Learning Styles (0.578), indicating varying levels of interrelation among constructs.

Suggestions:
Expand Constructs: Include additional constructs or dimensions relevant to AI-based personalized learning systems to enrich the study's scope. Refinement of Measurement Items: Items with lower standardized loadings (e.g., near 0.71) could be evaluated for potential improvement or replacement to further enhance construct reliability. Cross-Validation: Test the measurement model across different datasets or populations to confirm the generalizability of the results. Incorporate Advanced Techniques: Utilize additional validation methods, such as multi-group CFA or structural equation modeling (SEM), to strengthen the robustness of the findings. Enhance Conceptual Clarity: Constructs with relatively higher inter-correlations (e.g., 0.70) should be reviewed to ensure there is no conceptual overlap in the measurement items. Model Refinement: Consider refining or revalidating constructs that exhibit lower correlations to ensure their relevance and alignment with the research objectives. Comprehensive Testing: Complement the Fornell-Larcker Criterion with additional discriminant validity checks, such as HTMT ratios, to provide a more robust assessment. Further Validation: While the HTMT ratios confirm discriminant validity, conducting additional tests, such as cross-loadings or chi-square difference tests, can further validate the model's robustness. Refinement of Constructs: Constructs with relatively higher HTMT ratios (e.g., 0.859) could be examined further to ensure conceptual clarity and refine overlapping items if necessary. Extend the Analysis: Explore the inclusion of other constructs or dimensions that may enrich the current model without compromising its validity.

CONCLUSION

The confirmatory factor analysis demonstrates strong reliability and validity of the measurement model, affirming its effectiveness in capturing essential dimensions such as student engagement, academic performance, learning styles, and inclusivity. These validated constructs provide a robust foundation for further research, including hypothesis testing and structural modeling, highlighting the instrument's reliability in the context of educational technology research.

The Fornell-Larcker Criterion analysis validates the model's discriminant validity, confirming that the constructs are empirically distinct and reinforcing the model's reliability. This strengthens its suitability for advanced analyses, such as hypothesis testing and structural modeling, while emphasizing the importance of ongoing refinement to enhance construct clarity and overall model robustness.

The HTMT matrix further confirms the constructs' empirical distinctiveness and strong discriminant validity, bolstering the measurement model's reliability. These findings validate its application in hypothesis testing and structural equation modeling, with opportunities for continued refinement to ensure greater credibility and applicability in diverse research contexts.

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