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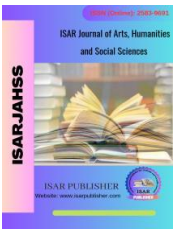

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Literature Review: The Impact of AI-Personalized Tutors on Academic Ability, Self-Esteem, Self-Efficacy, Socialization, and Academic Integrity

Ryan Hatcher[1*], Dr Richard Campbell[2]

[1]Assistant Professor, Department of General Education, Professor Hannam University, Korea.

[2]Assistant Professor, Department of Liberal Arts, Kyungsung University, South Korea.

***Corresponding Author**
Ryan Hatcher
Assistant Professor, Department of General Education, Professor Hannam University, Korea.

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Abstract: This review explores the potential benefits and drawbacks of using AI-powered personalized tutoring systems in education. Studies indicate these tutors can adapt to students' individual learning needs and improve academic performance and subject mastery (Zhao, 2023). However, effects on confidence, motivation, social skills, and integrity require further research. Overall, AI tutors represent a promising advancement, but one requiring ongoing examination.

Keywords: AI Personalized tutors, academic ability, Self-esteem, Self-efficacy, Socialization, Academic integrity.

INTRODUCTION

In recent years, schools have increasingly adopted artificial intelligence (AI) tutoring systems that aim to provide personalized and adaptive learning experiences. As Luckin et al. (2016) discuss, these tutors analyze students' strengths, weaknesses, and preferences in order to tailor instruction. Proponents argue this individualized approach can optimize and enhance education. However, some experts caution that prolonged use of automated AI tutors may also impact children's development in unintended ways. This literature review synthesizes research on how relying on AI tutors could affect students' academic ability, self-beliefs, socialization, and integrity. Understanding both the potential benefits and limitations of these technologies is essential as more schools implement them. By evaluating prior studies, we can gain clearer insight into the overall influences AI tutors may have on human learning and growth.

Specifically, this review examines evidence regarding AI tutors' effects on children's academic performance, self-esteem, self-efficacy, social skills, and honesty. Academic ability and subject mastery have been more thoroughly investigated, but consequences for socio-emotional development and ethics remain less clear. Additionally, most studies focus on short-term effects in controlled settings. More research in authentic classrooms over longer periods may reveal further impacts. Overall, AI tutoring shows promise, but requires ongoing scrutiny to ensure proper integration.

1.0 AI in Education

1.1 AI-Based Learning Systems

Artificial intelligence (AI) is being increasingly integrated into educational platforms to provide personalized and adaptable learning experiences (Luckin et al., 2016). As educators explore these emerging technologies, it's important we consider both their potential benefits and limitations.

1.2 Several key applications of AI in education include:

Intelligent Tutoring Systems use AI to offer customized instruction, feedback, and practice based on each student's needs. Research indicates these systems can enhance learning in subjects like math and science (Ma et al., 2014). However, we must ensure the AI adapts appropriately to each child.

Virtual assistants and chatbots act as AI tutors and facilitators to respond to student questions, offer feedback, and guide learning. Martha and Santoso (2017) found these technologies can augment human teachers' roles. Yet we must monitor if students develop rapport with their AI tutor.

Adaptive learning platforms utilize student data to tailor materials and suggestions to individual learners (Eduventures, 2020). This personalization shows promise, but we must examine its effects on student motivation over time.

Automated essay grading employs AI to provide quick feedback while detecting plagiarism. But as Shermis and Burstein (2013) note, these systems require ongoing improvements to assess substantive writing elements.

Predictive analytics identify at-risk students for early intervention. Still, Papamitsiou and Economides (2014) caution this proactive approach requires ethical oversight.

Intelligent courseware uses AI to boost engagement and retention (Mishra et al., 2019). However, human agency is essential to foster comprehensive development.

Overall, AI presents new opportunities to improve education quality and equity (Williamson, 2017). Yet we must thoughtfully guide its integration to address ethical concerns and support students' cognitive and socio-emotional growth. With careful implementation, AI can positively transform learning experiences.

1.3 Case studies of AI tutoring systems

MATHia is an adaptive math tutoring system for K-12 students that provides personalized learning paths and instant feedback (Kelly et al., 2013). Research indicates students using MATHia performed better on standardized tests compared to traditional instruction. However, we must examine if reliance on AI tutors impacts students' critical thinking abilities.

Jill Watson is a virtual teaching assistant created by Georgia Tech for an online AI course. Jill can answer student questions, summarize weekly concepts, and point to resources (Goel & Polepeddi, 2016). While Jill expanded educational access, researchers should study if students' bond with the AI tutor.

AutoTutor from the University of Memphis is an intelligent tutoring system that actively engages students through conversational dialogs and explanations for technical topics (Graesser et al., 2012). Learning outcomes improved with AutoTutor, but further research on long-term knowledge retention is needed.

ALEKS is a web-based, AI-driven adaptive learning platform for math that assesses knowledge and provides customized materials targeting deficiencies (Doignon & Falmagne, 2011). ALEKS shows promise for mastery, but we must consider motivational consequences of reliance on AI.

Paper Tutor by Turnitin utilizes natural language processing to provide personalized feedback on student writing (Zhang et al., 2017). Studies show it improves essays, but writing quality involves nuanced human judgment.

Overall, these cases highlight the growing use of AI techniques in education to enhance learning, engagement, and performance (Graesser et al., 2012). However, comprehensive research into cognitive, motivational, and social impacts is essential as we integrate these technologies. With thoughtful guidance, AI tutors can meaningfully supplement human teaching.

1.4 Efficacy of AI-Personalized Tutors : Comparison between traditional teaching methods and AI tutoring

Traditional classroom teaching is designed for all students (Fitzpatrick, 2012). This uniform approach has limitations:

- Instruction pace and curriculum is set for the entire class. Individual needs may not be met.
- Progress depends on classroom and peer speed. Students may struggle to keep up.
- Limited personalized feedback beyond grades. Students want tailored guidance.

AI-personalized tutoring aims to provide customized education using adaptive technology (Ma et al., 2014). Potential benefits include:

- Analyzing individual strengths and weaknesses. Lessons can target each student's needs.
- Tailored lessons, practice, and feedback to address knowledge gaps. Promotes mastery.
- Self-paced learning with ongoing feedback. Students progress at their own pace.
- Large-scale individual tutoring. Extends expert support.

However, we must thoughtfully develop AI tutors to complement human teachers. Additional research should examine long-term impacts on critical thinking, motivation, interaction skills, and learning strategies. With a balanced approach, AI tutoring can personalize education while maintaining essential human elements

1.5 The Effectiveness of AI Tutors

Research indicates AI tutoring systems can improve academic outcomes compared to traditional classroom instruction alone:

- A meta-analysis by Kulik and Fletcher (2016) found AI tutors increased test scores by 0.66 standard deviations on average.
- Students receive immediate feedback to develop new skills, as Boulay et al. (2010) discuss.
- Studies show enhanced learning in reading, writing, STEM when using AI tutors (Escueta et al., 2017).

However, AI tutors have limitations compared to human teachers:

- They may lack empathy, creativity, and relationship-building skills.
- The social-emotional growth fostered via human interaction is irreplaceable.

In summary, AI tutoring demonstrates promise to complement classroom teaching and improve academic performance (Kulik & Fletcher, 2016). But human guidance remains essential for holistic development. Rather than replacing teachers, AI should enhance their capabilities and free them up for richer interpersonal interactions. With a thoughtful combination of machine and human intelligence, education can be both personalized as well as socialized. However, ongoing research into the long-term impacts of relying on AI tutors is critical as we integrate these technologies.

1.6 Studies on AI tutors enhancing academic ability

Research indicates AI-powered tutors can improve academic outcomes in certain contexts:

- A meta-analysis of 67 studies by Kulik & Fletcher (2016) found significant learning gains with AI tutors over conventional classroom instruction. The personalized pacing, instant feedback, and tireless support from AI systems were beneficial.
- Individual studies like Arroyo et al. (2014) showed AI tutors improved math achievement. Students using an adaptive tutoring system outperformed peers in control classes.

However, some expert's express cautions about solely relying on AI for learning:

- Rittle-Johnson & Loehr (2017) argue some AI tutors use inferior teaching methods and fail to develop deep learning strategies.
- Direct guidance from human teachers remains essential for comprehensive skill development (Vygotsky, 1978).

In summary, AI tutoring shows promise for complementing classroom teaching and improving academic performance in specific domains (Kulik & Fletcher, 2016; Arroyo et al., 2014). But human-AI collaboration is ideal, as humans provide irreplaceable socio-emotional support, deep instructional skills, and relationship-building. With prudent development and usage, AI can enhance

education without detracting from the human element that is indispensable for holistic growth. More comparative research is still needed on human versus AI tutoring efficacy.

2.0 Psychological Impacts

2.1 Self-Esteem and AI Tutors

Integrating AI tutors in education may positively influence students' self-esteem, according to initial research. By providing personalized feedback and adaptive learning paths, AI tutors can potentially help students overcome challenges and experience accomplishments (Paek et al., 2021). This sense of achievement can bolster self-esteem.

However, the student-tutor relationship is critical. As Paek et al. (2021) discuss, higher self-esteem results when students view the AI tutor as supportive and helpful. More studies are needed on how tutor design and student perceptions influence self-esteem over time.

2.2 Self-Efficacy and AI Tutors

Preliminary studies also indicate AI tutors could increase self-efficacy - one's belief in their abilities within specific situations. Self-paced guidance from AI tutors may improve confidence in learning capacities (Paek et al., 2021).

Additionally, Paek et al. (2021) found that mastering difficult concepts with an AI tutor boosted self-efficacy. This motivates persistent learning. However, we must examine if self-efficacy gains persist when AI scaffolding is removed.

In summary, AI tutoring shows initial promise for supporting students' self-esteem and self-efficacy by providing personalized experiences (Paek et al., 2021; Ko et al., 2022). AI could help bridge gaps between ability and aspirations. However, thoughtfully designed human-AI collaboration is ideal for nurturing holistic development. As exciting as AI's potential is, the student-tutor relationship remains indispensable. With prudent integration guided by ongoing research, AI could positively impact these self-beliefs.

2.3 Socialization Skills: AI Tutors and Social Interaction

Early research suggests AI tutors could positively influence children's social skills. As Chen et al. (2020) discuss, students engage in reciprocal roles as both tutor and tutee with AI agents. This dynamic interaction may enhance expressiveness and provide a unique peer-like experience beyond traditional methods.

2.4 Emotional Engagement in Tutor Design and Boosting Self-Confidence

The design of AI tutors is critical for emotional engagement, per Chen et al. (2020). By adapting between tutor and tutee roles, AI agents can mimic natural peer interactions and potentially enrich children's social-emotional experience. However, we must carefully monitor student-tutor rapport over time.

Interacting with supportive, patient AI tutors may increase children's self-confidence to express themselves and tackle challenges, contributing to socio-emotional growth (Chen et al., 2020). But human teachers remain essential to nurture comprehensive development.

2.6 Developing Empathy and Supporting Inclusive Education

Some initial studies suggest AI tutors could stimulate curiosity, patience and other prosocial behaviors in children (Smakman et al., 2021). However, actual empathy development requires further research. Human guidance likely remains indispensable.

In inclusive settings, AI tutors show promise for accommodating disabilities and enhancing participation (Smakman et al., 2021; Gordon et al., 2016). But specialized human teachers are imperative for holistic cognitive and social development.

In summary, AI tutoring presents exciting opportunities to complement traditional teaching and support children's social skills. However, striking the ideal balance with human involvement is critical for nurturing well-rounded development. Ongoing research must continue to inform AI integration in inclusive, ethical ways.

2.7 AI Tutors and Social Development

Integrating AI tutors into education shows potential for enhancing children's social skills and emotional growth. By providing adaptive, personalized learning experiences, AI tutors can complement traditional teaching methods and support positive social engagement (Mårell-Olsson et al., 2019). However, human guidance remains essential for nurturing comprehensive socio-emotional development.

2.8 Comparative Analysis of Social Media and AI Tutors

Social media presents a double-edged sword in education. While it enables enhanced communication and networking, risks like addiction and polarization exist (Lau, 2017). In contrast, AI personalized tutors tailor educational content to individual students' needs, which could mitigate social media's negative impacts on well-being and performance (Allcott et al., 2020; Kaya & Bicen, 2016). However, further research is required.

Studies reveal a complex relationship between social media and well-being. While deactivating Facebook increased activities and satisfaction, social media envy can be depressing (Allcott et al., 2020; Kaya & Bicen, 2016). The quality of online interactions appears to be a key factor.

Early findings suggest AI personalized tutoring, combined with human mentoring, could improve engagement and learning outcomes, particularly for marginalized students (Chine et al., 2022; Conati et al., 2021). However, long-term comparative studies on AI tutors versus social media impacts are still needed.

In summary, AI tutors demonstrate promise but require prudent integration informed by ongoing research. With thoughtful implementation, they could potentially counteract some negative social media effects and support development. However, striking the right balance with human guidance remains essential.

While social media enables rapid sharing and access to materials, it is not designed for learning needs (Lau, 2017). In contrast, AI personalized tutors actively address students' cognitive and motivational requirements, which could drive greater academic improvements (Chine et al., 2022; Flores Limo et al., 2023).

However, risks like addiction and polarization are concerns with social media (Allcott et al., 2020; Kaya & Bicen, 2016). The supportive, focused environment of AI tutors could potentially counteract these issues by adapting to each student and promoting healthy online behaviors (Lau, 2017; Chine et al., 2022; Conati et al., 2021).

In summary, while social media and AI tutors play different roles, personalized AI tutoring shows promise for more targeted, beneficial learning experiences. However, long-term comparative research is still needed on optimizing student well-being and performance. Thoughtfully integrating both technologies' strengths could support education most effectively. But human guidance remains essential for nurturing multidimensional development.

3.0 Ethical Considerations

3.1 Academic Integrity: The Threat of AI-Assisted Plagiarism

AI's ability to generate humanlike text has made AI-assisted plagiarism a pressing concern, as students may submit AI-written work as their own (Ibrahim, 2023). Traditional detection methods are inadequate, since AI content is technically original though inauthentic. This exacerbates plagiarism risks (Ibrahim, 2023).

3.2 Impacts on Fairness

If left unchecked, AI-assisted plagiarism could create an unfair playing field, with students utilizing AI gaining advantage over peers submitting their own work (Grassini, 2023). This not only undermines diligence, but also poses ethical dilemmas if students plagiarize unwittingly.

3.3 AI's Role in Academic Dishonesty and Combating AI Plagiarism

Given how readily AI can generate credible content, it has become a tool for academic dishonesty. The ease of creating unique-looking material with AI raises critical questions about its appropriate use in education (Ibrahim, 2023).

Institutions are developing AI text detection tools and teaching ethics to deter misuse (Ibrahim, 2023; Xie et al., 2023). Staying informed on AI and taking a proactive, collaborative approach is essential for addressing this challenge (Xie et al., 2023).

In summary, while promising, AI presents complex academic integrity issues. As we integrate AI thoughtfully, further research and policy are vital for promoting ethics and fairness in education. With prudent oversight and design, AI can enhance learning without compromising integrity.

4.0 The theoretical framework

Theoretical Framework based on literature; the below schematic diagram represents the theoretical framework of this study.

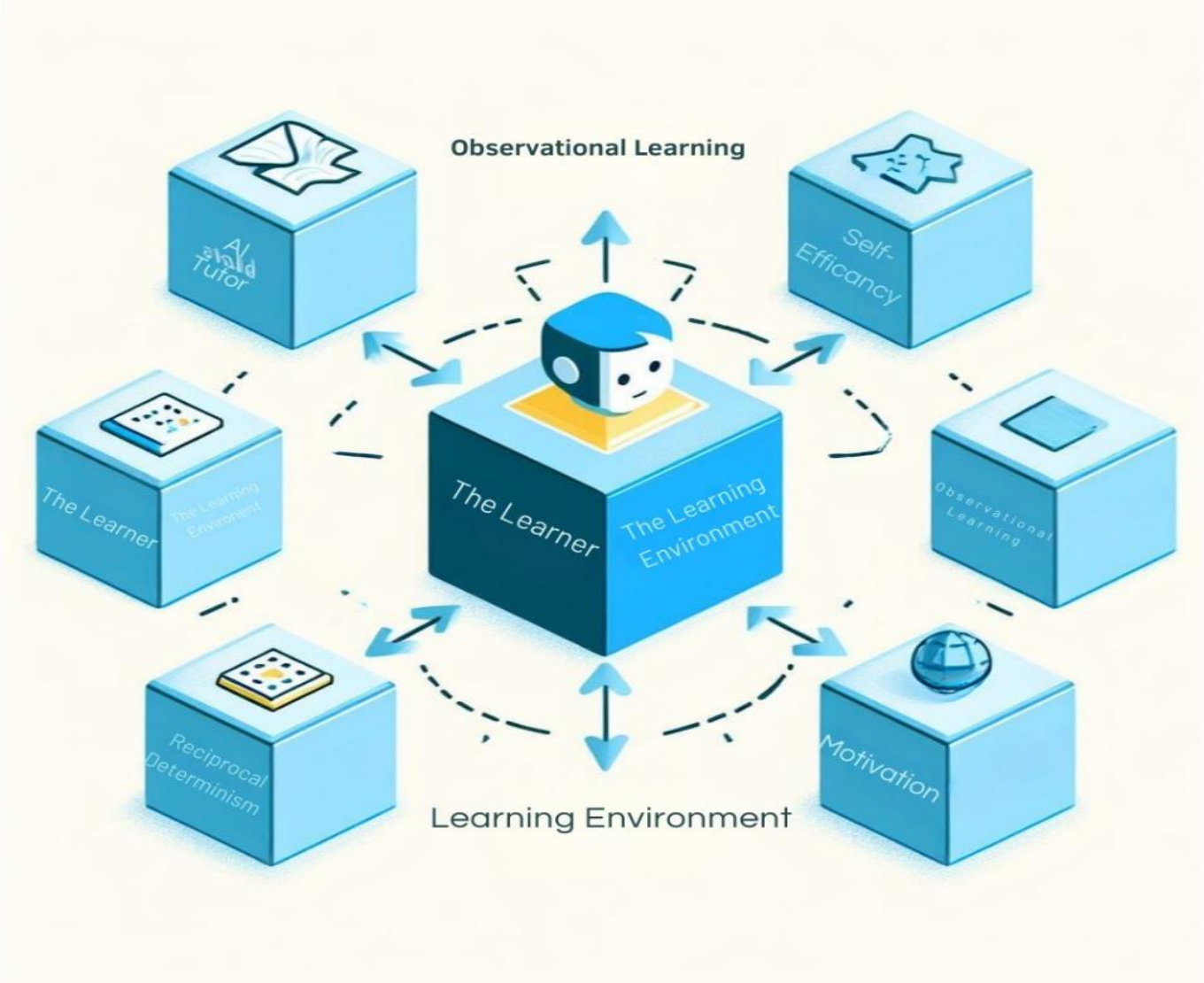

Figure 1 Theoretical Framework of AI personal tutors for students

Figure 1 shows the conceptual framework for AI personal tutors for students outlines how artificial intelligence can be utilized to provide personalized educational support. This framework details the integration of AI technologies to assess student learning styles, performance levels, and educational needs to tailor instruction accordingly. It could include components like adaptive learning algorithms, natural language processing for understanding and generating human-like interactions, and data analytics for continuous improvement of tutoring strategies. The goal is to enhance student engagement, improve learning outcomes, and provide scalable, individualized education. This framework could also address challenges such as ensuring equity in access, protecting student data privacy, and integrating AI tutors into existing educational ecosystems. (Lin et al 2022; Bhushan, M., 2023;

5.0 Conclusion

Initial findings suggest AI tutors could boost confidence by addressing individual learning needs and providing prompt feedback (Paek et al., 2021). However, research on AI's impacts on self-beliefs in education remains limited.

Integrating AI also raises important ethical questions around learning processes and Bloom's taxonomy (Ibrahim, 2023). Collaborative research is vital for effectively incorporating AI tools like ChatGPT while ensuring educational alignment and considering implications.

Some studies indicate AI could create engaging, meaningful learning communities where students interact with AI as peers or teachers (Mårell-Olsson et al., 2019). This facilitates socialization and collaboration. However, further research is essential, particularly regarding academic integrity impacts (Grassini, 2023).

4.1 Future Research Directions

Additional research should explore the ethical dimensions of AI in education, including equity and diversity (Palmer et al., 2023). Understanding long-term influences on academic abilities and educational systems is also crucial. Studies explicitly investigating equity, inclusivity and long-term impacts would provide valuable insights.

Examining AI's role in fostering creativity, critical thinking and real-world application is also key (Starodubtseva, 2023). Furthermore, research should evaluate AI tutors' effectiveness for promoting academic integrity and ethical learning practices.

In summary, while promising, AI's educational impacts remain complex. Through collaborative, humanistic research and thoughtful integration, AI could enhance learning experiences equitably and ethically. However, preserving human guidance and oversight is indispensable as we shape the future of education responsibly and holistically. This literature review underscores the need for ongoing diligent, nuanced research to inform that process.

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