

How Accurate is AI in Education? A Critical Examination of AI in School Education

Janki Srivastava*, Vartika Srivastava

Abstract

Artificial Intelligence (AI) is reshaping education by supporting personalized learning, streamlining administrative work, and offering intelligent tutoring systems, especially in K-12 and higher education. This research explores AI's application in classroom instruction, student assessment, and adaptive learning, with a focus on its accuracy in school-based environments. AI tools like automated grading and intelligent tutors demonstrate strong performance in structured tasks such as multiple-choice assessments and content recommendations. However, they struggle with subjective tasks, including essay grading and personalized feedback, due to data biases, contextual limitations, and algorithmic shortcomings. These limitations raise concerns about equity, fairness, and over-reliance on AI without sufficient human oversight. Additionally, the lack of transparency in AI decision-making can affect trust and the ability of educators to intervene appropriately. The study emphasizes the importance of teacher-AI collaboration to ensure ethical and effective use of technology. It concludes that while AI holds great promise in identifying at-risk students and customizing curricula, its success relies on high-quality, representative data and transparent, well-regulated algorithms. Responsible integration, guided by educators and policy frameworks, is essential for maximizing the benefits of AI while addressing accuracy concerns and safeguarding educational equity.

Keywords: Artificial intelligence in education, personalized learning, AI accuracy, AI-teacher collaboration, AI tools

INTRODUCTION

AI has become an important part of modern education, improving teaching methodologies and improving student engagement. From adaptive learning platforms to automated grading systems, AI-driven tools are transforming traditional education. AI-powered learning platforms (e.g., Dream Box for math, Century Tech for STEM) adapt to individual student needs. A 2022 study in California public schools showed AI-tailored lessons improved test scores by 22% compared to traditional methods [1]. The global AI education market is projected to reach \$25.7B in schools by 2027 [2], yet UNESCO [3] warns of "algorithmic bias" threatening educational equity.

AI has significantly impacted education by enhancing content accessibility and addressing teacher shortages. Technologies like smart learning, tutoring systems, and learning analytics are being adopted, making AI's implementation in education inevitable and crucial for future learning environments [4]. The global AI education market is projected to grow 25.7 billion by 2027 in K-12 schools with adaptive learning platforms dominating deployments [2]. OECD data reveals AI grading accuracy varies significantly by grade level, from 97% for elementary math to just 68% for high school essays, while meta-analyses show AI tutors improve test scores (0.4–0.8 SD) but underperform for ELL students by 23–40% [3, 4]. Challenges

*Author For Correspondence

Janki Srivastava
E-mail: jsrivastava1@lko.amity.edu

Assistant Professor, Amity Institute of Education, Amity University, Lucknow Campus, Uttar Pradesh, India

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persist, with 65% of rural schools lacking AI-ready broadband [5] and predictive analytics falsely flagging 30% of high achievers as at-risk [6]. Policy gaps exacerbate these issues, as only 14 US states include AI in teacher certification [7], and 67% of commercial edtech algorithms operate without bias audits [8]. AI integration in school systems has accelerated, with applications ranging from adaptive learning platforms in K-12 classrooms to automated grading in universities. However, as schools increasingly adopt AI, questions emerge about its accuracy in real-world educational settings.

Background and Rationale

The rise of artificial intelligence (AI) in various sectors, particularly education, signifies a transformative shift in how learning and teaching are approached. AI technologies, such as machine learning and natural language processing, are being integrated into educational frameworks, enhancing personalized learning experiences and administrative efficiency. This integration is reshaping traditional paradigms, leading to innovative educational strategies and improved student outcomes. AI is transforming various sectors, particularly education, by integrating intelligent machines that enhance personalized learning, intelligent tutoring systems, and data-driven insights, thereby redefining traditional teaching paradigms and creating adaptive, responsive educational environments for future generations [9]. AI enables tailored educational experiences, adapting content to meet individual student needs, thereby enhancing engagement and retention [9]. Intelligent Tutoring Systems amounts to informing educational policies and practices, allowing institutions to make informed decisions regarding curriculum and student support.

RESEARCH PROBLEM

How accurate are these AI systems in enhancing learning outcomes, supporting teachers, and personalizing education?

RESEARCH OBJECTIVES

1. To critically examine the accuracy and reliability of AI applications in school education.
2. To evaluate the implications of AI accuracy on pedagogy, ethics, and educational equity.

HISTORICAL CONTEXT

Over the last two decades, Artificial Intelligence in Education has evolved from basic intelligent tutoring systems to sophisticated adaptive learning environments, intelligent agents, and human-AI collaborative learning frameworks. Initially focused on automating grading and providing programmed instruction. It has grown into a complex interdisciplinary field leveraging natural language processing, machine learning, and affective computing to personalize learning, support cognitive development, and scale education globally. Rise of MOOCs and AI-enhanced virtual learning environments have significantly transformed global education. Originally launched to democratize access to high-quality learning, MOOCs evolved into personalized, intelligent systems through the integration of artificial intelligence, reshaping not only delivery but pedagogy, engagement, and assessment.

Theoretical Frameworks

The AI tools follow pattern by applying the Educational data mining, constructivist learning theory, and algorithmic bias.

EDM facilitates understanding of student behavior, personalization of content, and prediction of outcomes by using decision trees, neural networks, and clustering techniques. The use of human-in-the-loop models and structured pedagogical frameworks has been emphasized in recent literature to reduce bias and enhance contextual understanding [10].

Constructivism views learning as an active, contextualized process of building knowledge rather than acquiring it. It emphasizes student agency, exploration, and social interaction. AI systems designed with constructivist principles encourage exploratory learning, open-ended problem solving, and feedback

loops tailored to students' mental models. For example, constructivist frameworks have been used in intelligent tutoring systems to align feedback with student misconceptions [11].

Algorithmic bias refers to systematic and repeatable errors in AI systems that create unfair outcomes, especially across racial, gender, or socioeconomic lines. Bias in AI stems from historical inequities encoded in training data and the sociocultural assumptions of developers. Frameworks from sociocultural and critical theory have been used to expose these biases and argue for equitable AI design [12, 13].

AI TOOLS USED IN EDUCATION

Intelligent Tutoring Systems (ITS): It is referred to as AI-powered platforms that provide adaptive, personalized instruction as human tutor. These systems track a student's progress and adapt teaching strategies in real-time. ITS systems are underpinned by models like Bayesian Knowledge Tracing and Deep Learning, which allow them to estimate student understanding over time and adjust feedback [14].

Learning analytics (LA): Learning analytics involves the collection, analysis, and reporting of data about learners and their contexts to improve learning outcomes. AI enhances this process through predictive modeling and pattern recognition. LA uses machine learning algorithms to detect behavioral patterns and predict academic risks. These insights are useful for both teachers and administrators [15].

Automated Grading Systems (AGS): These AI tools automatically assess student assignments, particularly in multiple-choice or short answer formats, and increasingly in essays through NLP models. While AGS systems offer efficiency, concerns exist regarding bias, reliability, and their inability to capture nuance in open-ended responses [16].

Applications of AI in Education

AI-powered adaptive learning platforms analyze student performance and adjust content in real-time. Studies show that personalized AI tutoring can improve learning outcomes by 20–30% [17]. AI tools like Gradescope and Turnitin use Natural Language Processing (NLP) to assess essays and coding assignments. Research indicates that AI grading achieves 92% accuracy compared to human graders [18]. A meta-analysis by Dikli found that ITS improves test scores by 0.66 standard deviations over traditional methods [19]. AI models predict at-risk students by analyzing engagement and performance data. Arizona State University's AI system increased retention rates by 10% [20]. AI in education offers transformative potential but raises critical ethical issues that must be addressed to ensure fairness, transparency, and accountability. AI applications in education offer potential benefits like individualized instruction and improved learning outcomes but also raise challenges around algorithmic bias and data privacy.

How Accurate is AI in Education?

AI achieves near-perfect accuracy (>95%) in Multiple-choice and structured answers. Whereas it struggles with creativity and nuanced arguments [20, 21]. Intelligent Tutoring Systems (ITS) are AI-based programs used in assisted instruction that track a student's preferred method of learning and raise the level of difficulty as the student advances. MATHia from Carnegie Learning and MyLab from Pearson are two examples of such groups that have been shown to improve student achievement in their respective subjects [22]. AI may favor certain writing styles, but it is a disadvantage for non-native speakers [23]. AI recommendations are 80–90% accurate in predicting optimal learning paths [14]. Limitations arise when data is incomplete, or students deviate from predicted behavior. Early warning systems correctly identify 70–85% of at-risk students but may produce false positives [11]. It is a point of concern that AI kills the creative and thinking ability of young minds as it provides prepared content on platter. The key challenge lies in balancing AI's efficiency with its limitations: it excels at automating routine tasks but cannot replace human judgment in fostering creativity and equitable learning. Responsible implementation requires hybrid human-AI models, bias audits, and safeguards against over-reliance.

METHODOLOGY

Research Design

This study adopts a qualitative systematic literature review method to critically examine the accuracy of artificial intelligence (AI) applications in school education. Thematic analysis was employed to identify patterns in how AI accuracy is reported, perceived by educators and students, and influenced by factors such as algorithmic bias and pedagogical alignment. The review is grounded in constructivist learning theory and sociocultural perspectives on algorithmic bias to ensure a critical and contextual understanding of AI's educational implications.

Data Sources

This study draws on secondary qualitative data from a range of reputable academic and policy sources to support a critical examination of AI accuracy in school education. Primary data sources include peer-reviewed empirical articles, case studies of AI implementation in schools, and systematic reviews published in scholarly journals between 2015 and 2025. In addition, relevant education policy reports from governmental and international bodies (e.g., UNESCO, OECD, and national education ministries) are analyzed to contextualize how AI tools are evaluated and regulated in school systems. Although no primary interviews are conducted, existing interview-based studies involving teachers, students, and administrators provide valuable insights into perceived AI reliability, ethical concerns, and practical classroom experiences. Together, these data sources support a comprehensive thematic analysis informed by theoretical frameworks in educational data mining, constructivist learning theory, and algorithmic bias.

Findings and Analysis

AI tools in school education, such as intelligent tutoring systems (ITS), automated grading systems (AGS), and learning analytics (LA), demonstrate considerable technical accuracy but reveal critical limitations in real-world educational contexts. ITS platforms like MATHia effectively deliver adaptive feedback and often match human tutors in structured domains like mathematics, yet they struggle with open-ended reasoning and diverse learner profiles [24]. Similarly, LA systems accurately predict student performance and dropout risks using behavioral data, though their insights are shallow when students' intentions or deeper learning processes are not reflected in digital traces [25]. Across all systems, algorithmic bias, limited pedagogical adaptability, and an overemphasis on efficiency over understanding pose substantial challenges. While AI may be accurate within narrowly defined tasks, its reliability diminishes in contexts requiring human judgment, cultural responsiveness, and equitable learning outcomes [26].

Implications for Policy and Practice

1. Teachers must be trained in AI literacy, including its strengths, weaknesses, and ethical implications.
2. Encourage co-teaching strategies where AI assists in differentiation, but instructional leadership remains with educators.
3. Interfaces should support teachers with customizable dashboards, flagging anomalies rather than making autonomous decisions.

Challenges of Implementing AI in Education

AI has immense potential to enhance education, but its accuracy varies across applications. As artificial intelligence technologies continue to expand, comprehending the associated risks becomes imperative for the protection of young individuals. AI instruments facilitate increasingly personalized and widespread manifestations of cyberbullying. For example, generative AI possesses the capability to produce fabricated images or videos (commonly referred to as deepfakes) that can be utilized to degrade or manipulate victims. Adolescents, frequently lacking the necessary skills to evaluate the veracity of such content, find themselves particularly susceptible. AI models trained on biased data may reinforce inequalities [27]. Lack of diverse datasets affects fairness in automated assessments. Excessive dependence on AI may reduce critical thinking and teacher-student interaction. Student data

privacy risks get enlarged when using AI (GDPR, FERPA compliance). Transparency in AI decision-making remains a challenge. It also adds the high risk of plagiarism concerns. While AI excels in structured tasks like grading and adaptive learning, challenges remain in subjective assessments and bias mitigation. A balanced approach leveraging AI's strengths while maintaining human oversight will be key to its successful integration into education. AI systems can perpetuate or even exacerbate biases embedded in training data (e.g., racial, gender, or linguistic). This results in discriminatory outputs in grading, content recommendations, or learner tracking [28]. Inaccurate, incomplete, or unrepresentative datasets compromise model integrity. Educational datasets often lack diversity across geography, socioeconomic status, and learning styles. AI models trained on limited or specific classroom contexts may perform poorly when generalized to diverse populations, particularly in cross-cultural education systems. Current AI lacks the ability to interpret human emotion, sarcasm, humor, or socio-cultural cues in learning. This gap reduces its effectiveness in tasks like essay grading or personalized mentoring. AI-powered proctoring tools (e.g., eye tracking, webcam monitoring) raise ethical concerns regarding student surveillance and psychological safety [29].

The massive data collection for AI personalization poses risks of data breaches, unauthorized third-party use, and long-term profiling of student performance [30]. AI can unintentionally privilege students from technologically advanced or linguistically dominant backgrounds, creating an uneven playing field.

CONCLUSION

The incorporation of artificial intelligence into the educational sector profoundly influences both pedagogical practices and learner outcomes. Technological advancements such as Intelligent Tutoring Systems (ITS), virtual reality simulations, personalized learning platforms, and automated assessment mechanisms facilitate customized and adaptive educational experiences. These technological innovations not only augment student motivation and engagement but also furnish educators with critical insights regarding student performance metrics. Consequently, this fosters data-informed decision-making processes and the implementation of timely interventions. On a broader scale, artificial intelligence possesses the capacity to mitigate educational inequalities by democratizing access to high-quality educational resources. Artificial intelligence technologies facilitate customized learning experiences, improved student performance, and the optimization of administrative responsibilities. However, challenges including the digital divide, concerns regarding data privacy, and the presence of algorithmic bias must be addressed to guarantee equitable and effective implementation.

This study critically examined the accuracy of artificial intelligence (AI) in school education, revealing that while AI tools demonstrate high technical proficiency in structured tasks such as automated grading and adaptive instruction, they fall short in areas requiring nuanced understanding, ethical sensitivity, and contextual interpretation. Intelligent Tutoring Systems and Learning Analytics platforms offer significant advantages in personalizing learning and predicting student performance, but their effectiveness is constrained by data quality, algorithmic bias, and limited adaptability to diverse learner needs.

The findings emphasize the importance of human oversight, especially in subjective assessments, emotional engagement, and culturally responsive teaching. AI in education is not a panacea but a powerful tool that, if implemented responsibly, can support and enhance not replace educators. The successful integration of AI in schools demands robust teacher training, transparent algorithms, ethical safeguards, and policy interventions that prioritize inclusivity and equity.

Ultimately, the future of AI in education lies in hybrid models that combine technological efficiency with human judgment, fostering an environment where innovation supports, not compromises, the core values of education: critical thinking, creativity, and student well-being.

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