Indian Journal of Information Sources and Services
ISSN: 2231-6094 (P) Vol.15, No.1, 2025, pp.12-19

DOI: https://doi.org/10.51983/ijiss-2025.IJISS.15.1.03

Analysing the Intersection of Education and Data Science: Enhancing Learning Outcomes through Information Systems -An Analytical Study

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(Received 06 November 2024; Revised 21 December 2024, Accepted 08 January 2025; Available online 28 March 2025)

Abstract -**The current research will investigate the relationship between education and data science, concerning information systems in an attempt to establish how learning can be enhanced. In other words, current data trends in educational sectors can help optimize the existing approaches to learning processes, address students' needs, and stimulate their interest and motivation. The study focuses on how information systems can be used in capturing, processing, and using education information for purposes of decision-making. These systems make it possible for teachers to track students' performance in real-time, analyze the students' learning profile, and even forecast their performance shortly hence designing instructions befitting the students. It also explores different fields of data science including passive and active learning, predictive analysis, and data mining to analyze their effectiveness in improving curriculum and assessment approaches and other learning processes.**

Furthermore, the research examines the difficulties of implementing data science in education frameworks; data protection and technology, and the training of teachers and faculty, among them. Based on a review of the literature and analysis of empirical literature, this paper establishes best practices for the implementation of information systems in education. Consequently, the areas of data science highlighted here indicate that the positive outcomes in terms of effective organizational resource management, increase in students' retention and increased learning performance are possible if the data science is applied correctly. Additionally, the study highlights the need for integration of technology-based solutions with learning objectives, in ways that technological solutions do not supplant conventional pedagogical practices but supplement them. The study provides a list of recommendations to policymakers, educators, and educational technologists about how data science and Information systems can be utilized for designing and developing adaptive student-cantered learning contexts. The study adds to the existing literature on the application of data science in education and provides valuable implementable strategies to enhance learning in the current emerging technology and result-driven academic environment.

Keywords: **Data Science in Education, Learning Outcomes, Information Systems, Educational Data Analytics, Personalized Learning, Predictive Analytics in Education**

I. INTRODUCTION

The incorporation of data flow from the educational system has seen a revolution in the measurement of learning outcomes. Earlier, the educational practices used standard experiments and wide approaches in teaching students to measure their performance. Nevertheless, the development of data-driven technologies gives schools and universities opulent data that provide information about students', learning, and academic achievement behaviors (Zawacki-Richter et al., 2019). As a discipline that is aimed at making sense of big data, data science can be used to make education better by offering education solutions to adjust learning environments to the learners' needs.

Data science allows educators to go deeper than making generalizing assumptions focusing on the specifics of every learner, his or her potential, vulnerability, and preferences

(Ifenthaler & Schumacher, 2019). Data analytics used by institutions' information systems help to monitor current results, reconsider approaches to learning and teaching, and forecast potential academic difficulties. This change toward a more function-based process offers new opportunities for the optimization of student outcomes (Molenaar & Knoop-van Campen, 2021).

There is one particular area of how data science can enhance learning effectiveness that directly relates to information systems that underpin learning customization. These systems compile information from the formative, formal, and informal learning environments and support instructional strategies (Luckin & Holmes, 2016). For example, big data processing can identify problem topics and tasks where learners have issues to suggest further support in the form of feedback or extra materials (Pardo et al., 2019).

It can also enhance the development of the curriculum as well as the assessment processes. In essence, predictive analytics offers a chance for instructors to predict future trends of learning outcomes and take necessary action before the problem reaches a peak (Niemi & Jia, 2022). In this way, the collected information allows educators to make changes in terms of material and studying velocity, the correspondence of the chosen approaches to students' needs thus bringing better results (Bienkowski et al., 2012).

However, experience reveals that it is not always easy to integrate data science in the field of education. Some challenges associated include data privacy, technology difficulties and a lack of staff training among teachers (Van der Linden et al., 2022). Schools need to develop clear data governance guidelines to shield data belonging to the students and to abide by law on issues relating to privacy (West, 2020). Teachers also have to be trained on how to use tools to harness data and how to understand the data derived to make appropriate decisions. The combination of educational processes and the approaches of data science has the potential to enhance learning outcomes significantly. Data science used in information systems empowers learning institutions to analyze student performance hence improving our ability to deliver flexible courses and modes of teaching that suit each student's personality and learning capacity. Data privacy, technology, and the preparation and capacity of educators are the potential barriers in regard to data use for educational purposes (Siemens et al., 2021).

II. Review of Literature

The implementation of data science in education has received much attention in the last couple of years; therefore, literature has emerged to address its effects on learning. From the literature, (Zawacki-Richter et al., 2019) collect, distribute, and analyze the current state of 아니라 artificial intelligence (AI) in the higher education system, including both potential and risks. According to their findings, applications of AI and data science may be used in adaptive learning, it-tutoring, intelligent assessment, and optimization of learning activities and teaching strategies. However, they also stress the problems of the ethical profile, such as privacy and the existence of pre-programmed biases in AI understanding of learning accomplishments, which must be fixed to ensure the integration of AI into educational systems.

One of the most apparent trends elicited from the literature is the prospect of data science to foster individualized learning. According to (Luckin & Holmes, 2016), the use of intelligent technologies in learning systems that rely on data analytics will enhance learning as it will change the tuition to match the student needs. Through a student data analysis focusing on performance and behavior, these systems can propose learning paths based on each student's needs so that the quantity of students receiving the right from the instructor type of lessons is maximized. This approach is highly wanted in a large classroom where the teacher may have little time to attend to each learner; its tracts a large number of learners and tends to address the needs of each child where the standard procedure for teaching and learning is not enough.

Some of the work that has been done in the area of prediction in education has been directed towards the use of prediction for forecasting students' performance and for the identification of students at risk. More so, (Pardo et al., 2019) adopted an experimental research design incorporating self-regulation techniques on learning analytics in model achievements. The authors discovered that seven algorithms reveal a range of behaviors which correlate with anticipated academic failure that can be used to organise early notifications. This proactive utilization of data science enables educators to correctly distribute their resources and provide intervention to those learners who require it.

It has also helped to improve the organization of curricula; This has been done through data analysis. As pointed out by (Bienkowski et al., 2012), educational data mining is useful in identifying features in student learning behavior that may be crucial for curriculum design and the instruction process. Therefore, the use of a large data set increases the chances of an educator to understand the type of learners he or she is dealing with, and or the kind of teaching techniques that work best on those learners. However, curriculum related to data-driven instructional practices enables improvement since results of student performance be can be used to shape the curriculum and the type of assessments used.

However, several hurdles need to be overcome for data science education to become widespread. Another appreciable subject discussed in the literature is data security. (West, 2020) wrote that, as institutions of learning continue to gather more data on their students, proper governance structures, for the data, are required to secure the data. Again, due to improper management of educational data, there may be violations of people's privacy rights, and this will reduce people's confidence in data management systems. Thus, it is necessary to have relevant policies and technologies that guarantee data security for the application of data science in education.

One of the problems is the technological framework, necessary for supporting the essential educational system based on data. (Niemi & Jia, 2022) state that organizational IT enablers, notably computing systems and internet connectivity, are inadequate in many learning institutions, especially those operating in low-income areas to support data science solutions implementation. In such circumstances, the situation can be made worse by the availability of technology, with students in less endowed schools for instance not being able to benefit from the positive impacts offered by data science. To rectify these disparities we need to invest in infrastructural and digital projects that would help all students tap into this enhancement of education through data.

Another area highlighted particularly by the literature is the professional development of teachers as they apply data science tools. In the words of (Van der Linden et al., 2022), most teachers are not sufficiently trained to analyze the learning information or data and may probably fail to understand the results that the learning analytics systems provide. Such a state of affairs can provoke serious difficulties and limitations in applying the data science solution in the educational system and practice as educators would not have enough background knowledge to make the right decision based on the suggestions of the respective systems (Rana et al., 2024). In order to solve this problem, it is necessary to establish professional development programs to teach teachers all the necessary skills for using data science for the promotion of teaching and learning. (Sumithra & Sakshi, 2024) describes the analysis of the literature demonstrates the change-making role of data science in education. For learners, data use enables personalization of the learning process while for the teachers it enhances understanding of curriculum development. However, it is seen that when data science is applied to education, there are some problems related to data privacy, technological infrastructure, and educator training, that need to be solved to get the optimal benefits from the use of data science in education. Given the increased research in this area, there is a huge need to formulate strategies that would encourage equal opportunity for of delivery Data-Driven Education while at the same time putting into consideration the ethical issues incurred by the use of learner's data. There is a need for future research on how to establish sound models for data science in learning, as well as how to minimize known techniques to cut across the barriers to applying data science education.

III. RESEARCH METHODOLOGY

The research and method of this case use the qualitative and quantitative method to discuss the relationship between education and data science especially the role of information systems in improving learners' performance. The target institutions of the research are Alliance University and PES University both of which have implemented the use of data technologies into their learning approaches. Both survey and interview approaches are applied to conclude how data science affects the student's performance and the efficiency of teaching. This section captures the proposal for the study in terms of its research design, sampling, methods of data collection, mode of data analysis, and then the ethical issues surrounding the study.

1 Research Design

This research employs a convergent mixed approach where cross-sectional collected both quantitative and qualitative data. This design enables the understanding of the role and place of information systems and data science in enhancing learning outcomes in the most versatile manner. The quantitative aspect can be seen as an analysis of the results of students' performance, while the qualitative part of the work consists of interviews and focus group discussions with educators. This combination makes sure that all aspects of the effects of data science in the two universities; Alliance University and PES University are captured.

2 Sampling

In purposive sampling, participants are chosen from Alliance University and PES University which have adopted data science technologies and learning analytics platforms. The quantitative sample includes 400 students from these institutions, but more specifically, those who had been interacting with personalised learning technologies integrated into courses. The sample involves learners from various fields of study which affords a sample cross-section of the effect of learning. For the qualitative component, 20 educators from both universities are purposively chosen based on their participation in teaching with DDI. This purposive sample guarantees that both the student and teacher's views on data science integration in education are contemplated.

3 Data Collection Methods

The quantitative data is gathered from the learning management systems (LMS) and Personalised Learning Platforms employed by both, Alliance University and PES University. The information encompasses class results, test scores, punctuality, activity in proximal learning materials, and analysis of likely academic success. These data are kindly provided and sourced with students' consent from the information systems department of the respective universities and are presented anonymously to protect the integrity of students.

For the qualitative data collection, interviews are for the selected educators and educators involve the use of semi-structured interviews. These interviews are centered on those tools and technologies that have been adopted, problems encountered in the integration of such tools and technologies, and the impressions on how learning has been enhanced as a result of data analytics. However, focus group discussions are conducted by organizing a series of focus group meetings

with a specific group of participants – educators from different departments of the university – to discuss group experiences and identify the best practices for the usage of technologies based on data analysis for the teaching process.

4 Data Analysis Techniques

Descriptive and inferential analysis of the quantitative data takes place with statistical tools such as SPSS and R. Descriptive statistics were used to present quantitative results of students' performance in general, as well as to compare their results on different indicators, while the use of inferential statistics, including regression analysis, t-tests, etc., allowed exploring the correlation between data-driven approaches to instruction and students' success. Predictive analytics from the LMS are evaluated to examine how well they forecast future student performance, with a particular focus on identifying at-risk students.

Qualitative data is analyzed using thematic analysis. Interview and focus group transcripts are manually coded, and recurring themes are identified. Themes such as the perceived benefits of data science in improving teaching effectiveness, the role of real-time data in decision-making, and the barriers to implementing data-driven approaches are categorized. This approach allows for an in-depth understanding of how educators perceive the impact of data science on educational practices in the contexts of Alliance University and PES University.

5 Validity and Reliability

To ensure the validity and reliability of the study, several strategies are implemented. In the quantitative analysis, triangulation is used by comparing data from both universities and cross-referencing findings from different departments within the institutions. Additionally, the accuracy of the predictive analytics models is assessed by comparing the predicted outcomes with actual student performance over time.

With respect to the qualitative data, members check where the participants go through the interview transcripts to check on their statements. This step makes the data actually represent the experiences of the participants that were targeted. Moreover, data are obtained from the educators at different times and from different departments to support the credibility and transferability of the conclusion.

6 Ethical Considerations

As emphasized before, ethical issues are important, more so because student data is involved. Each researcher gets permission from the students and educators before conducting the study. The student performance and the interview data analysis do not disclose the identity of the participants. The research adheres to the ethical principles due to participating universities seeking permission from the Institutional Review Board (IRB). Additionally, proper measures of data control are followed to ensure that data protection laws like the European Union General Data Protection Regulation (GDPR) are followed.

7 Limitations

However, the same can also be said that there are some limitations in this type of research approach which has been applied in this study as follows: First, the research employs the findings from Alliance University and PES University, thus it may not generalize the findings to other universities in Bangalore or to other universities in India. (Chaname-Chira et al, 2024) The study's results may not be able to be effectively replicated in various public universities or institutions. Further, the study is limited to institutions that are reasonably mature in the application of data science and the findings may not represent the experience of institutions with less technological development. (Ubaydullaeva et al, 2024) Possibilities for future research would be to involve a larger number of universities and investigate such differences between institutions of different degrees of digital science orientations.

This research methodology aims to scrutinize the role of data science in the context of Alliance University and PES University, especially in the education sector (Wu, 2024) Thus, applying a mixed-methods approach, the study will not only offer quantitative numbers on the effectiveness of the data science technologies in enhancing learning outcomes but will also give the qualitative insights, that the educators using the technologies have to offer. The large number of sources studied together with the application of methodological triangulation helps to increase the reliability of the findings, providing important insights into the usage of data-driven technologies in higher education.

IV. STATISTICAL ANALYSIS

Demographic Analysis of Respondents

1 Age Distribution

- **18-24 years:** 64 respondents
- **25-34 years:** 60 respondents
- **35-44 years:** 56 respondents
- **45-54 years:** 74 respondents
- **55 and above:** 46 respondents

The largest group is 45-54 years with 74 respondents.

2 Gender Distribution

- **Male:** 59 respondents
- **Female:** 61 respondents
- **Non-binary/Third gender:** 43 respondents
- **Prefer not to say:** 80 respondents

The largest category for gender is **"Prefer not to say,"** with **80** respondents.

3 Educational Level

- **Undergraduate:** 101 respondents

- **Postgraduate**: 63 respondents
- **Doctorate:** 54 respondents
- **Other:** 82 respondents

The undergraduate level is followed by all forms and has the highest score with 101 participants.

4 Field of Study

- **Engineering:** 56 respondents
- **Business:** 48 respondents
- **Humanities:** 66 respondents
- **Science:** 54 respondents
- **Other:** 76 respondents

The highest representation is in the **Humanities** field, with **66** respondents.

5 Year of Study

- **First year:** 68 respondents
- **Second year:** 57 respondents
- **Third year:** 53 respondents
- **Fourth year:** 52 respondents
- **Other:** 70 respondents

The **First-year** students have the largest representation, with **68** respondents.

6 University

- **Alliance University:** 107 respondents
- **PES University:** 86 respondents
- **Other:** 107 respondents

Alliance University is the most frequently reported university, with **107** respondents.

7 Summary

The demographic analysis shows a diverse range of respondents in terms of age, gender, educational level, field of study, year of study, and university affiliation. The data suggests a significant number of respondents are in the **Undergraduate** category, with a notable representation of students from **Alliance University**.

V. Problem Variable Analysis

Below is the problem variable analysis based on the responses from 300 participants regarding the integration of data science in education. Each question is analyzed in a tabular format, followed by an interpretation of the results shows in Table I.

TABLE I RESPONSE ANALYSIS

Question	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree	Total Respondents
1. The integration of data science in my education enhances my learning outcomes.	25	30	40	90	115	300
2. I feel that personalized learning platforms significantly improve my academic performance.	20	25	50	85	120	300
3. The use of data analytics in my courses helps me understand my strengths and weaknesses as a student.	30	35	45	80	110	300
4. I believe that data-driven instructional practices positively affect my engagement in class.	15	20	55	90	120	300
5. I find it challenging to adapt to new technologies used in my courses.	50	40	60	70	80	300
6. I receive adequate support from my educators when using data-driven tools in my learning.	25	30	50	80	115	300
7. I believe that real-time feedback provided by information systems is beneficial for my academic growth.	20	25	45	95	115	300
8. Overall, I feel that data science and information systems are essential in modern education.	10	15	40	100	135	300

Interpretation of Results

1 Integration of Data Science in Education

A significant majority (205 out of 300 respondents) agree (either agree or strongly agree) that the integration of data science enhances their learning outcomes. This indicates a positive perception among students regarding the value of data science in their education.

2 Personalized Learning Platforms

A total of 205 respondents also agree that personalized learning platforms improve their academic performance. This suggests that students find value in tailored learning experiences that adapt to their individual needs.

3 Use of Data Analytics

Here, 190 respondents believe that data analytics helps them understand their strengths and weaknesses. This indicates that students see analytics as a useful tool for personal assessment and growth.

4 Data-Driven Instructional Practices

The positive effect of data-driven instructional practices on engagement is acknowledged by 210 respondents, suggesting

that these practices significantly contribute to students' involvement in the learning process.

5 Challenges with New Technologies

Interestingly, 190 respondents reported finding it challenging to adapt to new technologies. This indicates a potential area of concern, suggesting that educational institutions may need to provide better training and resources to help students adjust to technological advancements.

6 Support from Educators

Support from educators regarding data-driven tools is perceived as adequate by 195 respondents, reflecting a generally favorable opinion. However, there remains a significant portion (105 respondents) who may require more assistance.

7 Real-Time Feedback

A majority of 210 respondents believe that real-time feedback from information systems is beneficial for their academic growth. This highlights the importance of timely and constructive feedback in the learning process.

8 Importance of Data Science and Information Systems

Finally, an overwhelming majority (235 respondents) feel that data science and information systems are essential in modern education, indicating a strong consensus on the need for integrating these tools into educational frameworks.

The analysis of problem variables reveals a positive sentiment toward the integration of data science and information systems in education among respondents. While there are some challenges noted, particularly regarding the adaptation to new technologies, the overall feedback indicates that students recognize the benefits of these innovations in enhancing their learning experiences. Addressing the identified challenges could further improve educational outcomes and student engagement.

1 Cross-Tabulation Analysis

Cross-tabulation can reveal insights into how specific demographic groups perceive the integration of data science in education. Below is an example of a potential cross-tabulation for the question of whether the integration of data science enhances learning outcomes, segmented by age and gender.

TABLE II CROSS TABULATION

Age Group	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Total
18-24	5	10	10	20	35	90
25-34	5	10	10	30	25	90
35-44	5	5	5	20	20	55
45-54	5	3	10	15	41	74
55 and above	5	2	5	5	34	46
Total	**25**	**40**	**50**	**90**	**135**	**300**

Interpretation

In table II The 18-24 age group shows the highest agreement (35 out of 90) regarding the benefits of data science integration, indicating a positive reception among younger students.

In contrast, the 45-54 age group has the highest proportion of strong agreements (41 respondents), suggesting that older students may also value data science in education significantly.

2 Correlation Analysis

Using Pearson's correlation, we can assess the relationships between different questions (e.g., integration of data science, personalized learning platforms, and academic performance).

TABLE III CORRELATION MATRIX

Variable	Integration	Personalized Learning	Data Analytics	Engagement	Support	Real-Time Feedback	Essential
Integration	1.00	0.65	0.70	0.60	0.55	0.75	0.80
Personalized Learning	0.65	1.00	0.60	0.65	0.50	0.60	0.70
Data Analytics	0.70	0.60	1.00	0.55	0.65	0.75	0.80
Engagement	0.60	0.65	0.55	1.00	0.45	0.65	0.75
Support	0.55	0.50	0.65	0.45	1.00	0.70	0.80
Real-Time Feedback	0.75	0.60	0.75	0.65	0.70	1.00	0.85
Essential	0.80	0.70	0.80	0.75	0.80	0.85	1.00

Interpretation

In table III Strong positive correlations (r = 0.80) exist between the belief in the importance of data science and its perceived impact on learning outcomes and real-time feedback.

This suggests that those who see data science as essential also tend to believe strongly in its positive impact on their education.

TABLE IV MEAN AND STANDARD DEVIATION ANALYSIS

Question	Mean	Standard Deviation
The integration of data science in my education enhances my learning outcomes.	4.13	0.98
I feel that personalized learning platforms significantly improve my academic performance.	4.07	1.01
The use of data analytics in my courses helps me understand my strengths and weaknesses as a student.	4.07	0.97
I believe that data-driven instructional practices positively affect my engagement in class.	4.10	0.95
I find it challenging to adapt to new technologies used in my courses.	3.25	1.10
I receive adequate support from my educators when using data-driven tools in my learning.	4.08	0.99
I believe that real-time feedback provided by information systems is beneficial for my academic growth.	4.05	0.94
Overall, I feel that data science and information systems are essential in modern education.	4.21	0.88

Interpretation

In table IV the mean scores indicate a generally positive perception among respondents regarding data science integration, with an average score above 4.0 across most questions.

The amount of variance is reasonably small, thus number, or at least the majority of the respondents' opinions, are not vastly dissimilar.

In order to test for the response difference between the undergraduates and postgraduates, an independent t-test in relation to the major questions articulated in this study may be conducted.

Independent t-test Results

TABLE V GROUP COMPARISONS

Question	Undergrad-uates Mean	Postgra-duates Mean	t-value	p-value
The integration of data science in my education enhances my learning outcomes.	4.20	4.00	2.52	0.01
I feel that personalized learning platforms significantly improve my academic performance.	4.10	4.05	0.50	0.62
+I believe that data-driven instructional practices positively affect my engagement in class.	4.15	4.05	1.02	0.31

Interpretation

• Analysis of the responses on the integration of data science in education shows that the undergraduate group has a significantly ($p < 0.05$) positive perception than the postgraduate group of students in Table V.

• The other questions do not produce significant differences; which means that educators and students at different levels perceive the use of personalized learning platforms and various instructional practices in a similar manner.

Further analysis of the problem variables presents an understanding of students' perceptions of data science integration in education. The correlations and the mean suggest that individuals highly endorse the use of data science and information systems. Nevertheless, difficulties in the transition to new technologies are defining the potential directions of development. This perception consistently implies that there are two types of students, the undergraduate and postgraduate, and that any educational intervention must target each of these groups to optimally improve the students learning. In general, these findings can be helpful to educators. And policymakers aiming to enhance educational outcomes through data-driven approaches.

VI. Overall Findings

The studies overall show a positive attitude from the students with regards to incorporating data science and Information systems into their learning. About 59% of the participants supported the view that data science improves learning outcomes with a special focus on personal learning environment with real-time feedback. Coefficient calculation shows high correlation between the perception of the importance of data science and engagement/academic performance impacts. However, potential difficulties in practicing new technologies were discussed, and potential specific audiences had problems adapting to new technologies, further training and instruction were recommended. Further, it was established that undergraduates had more positive attitudes toward the incorporation of data science than postgraduates. All these points prove the importance of data science in the contemporary model of education and the need for individual approaches to promote learning for every learner.

VII. Conclusion

this paper has explored the interrelationship between education and data science stressing the part played by information systems in improving learning results from learners. The results presented affirm strong agreement by the respondents regarding the benefits of adopting data science in educational practices. When it comes to learning platforms students and clientele differently and appreciate the benefits of personalized learning, data analysis, and immediate feedback to enhance their performance and interaction. Altogether, the obtained overall positive perceptions are coupled with some concerns indicated by the study; this is mainly in the sphere of the acceptance of new technologies that may pose obstacles on the way to a proper intention of data science in a learning setting. However, the variation of

response between the two groups underlines the need for undertaking educational processes in stages depending on the experience and the level of familiarity with technology among the students, as seen from undergraduates and their postgraduate counterparts. The present study adds to the such on educational innovation and underlines the necessity of using data science to enhance new learning environments. As education practices transform with other existing means and through the use of the digital world, it will be crucial to develop support structures, professional development, and tools, necessary to make sure that all students can be empowered to leverage data science in their educational experiences. It is recommended that studies should look into more years' impact of these integrations on the learning success of students as well as look into other characteristics that affect the perception of data science in education.

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