International Journal of Scientific Research & Engineering Trends
Volume 12, Issue 4, Jul-Aug-2026, ISSN (Online): 2395-566X

Student Performance Prediction Using Learning Analytics

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Abstract- The rapid advancement of digital technologies has significantly transformed the education sector by introducing intelligent learning environments, online learning platforms, Learning Management Systems (LMS), Massive Open Online Courses (MOOCs), and virtual classrooms. These technological developments generate enormous volumes of educational data that capture students' learning activities, academic performance, attendance, assignment submissions, examination scores, participation in online discussions, and interaction with digital learning resources. The availability of such educational data has created new opportunities for educational institutions to improve teaching strategies, personalize learning experiences, and enhance academic outcomes through data-driven decision-making. Learning Analytics has emerged as a multidisciplinary research field that combines Artificial Intelligence (AI), Educational Data Mining (EDM), Machine Learning (ML), Data Analytics, and statistical techniques to analyze educational data and predict student performance with greater accuracy. By identifying learning patterns and behavioral characteristics, learning analytics enables educators to provide timely interventions that support student success and reduce academic failure. Student performance prediction has become one of the most important applications of learning analytics because academic achievement directly influences educational quality, institutional effectiveness, and workforce development. Traditional evaluation methods primarily depend on periodic examinations and manual assessment, which often identify learning difficulties only after students experience poor academic performance. Such delayed identification limits the opportunity for educators to provide timely academic support. In contrast, learning analytics continuously monitors students' learning behavior throughout the educational process, enabling early detection of students who may be at risk of poor performance, course failure, or dropout. This proactive approach allows instructors to implement personalized learning strategies and academic interventions before significant learning problems occur. This research investigates the application of learning analytics for predicting student academic performance using multiple educational indicators collected from both traditional and digital learning environments. The proposed study considers a comprehensive set of predictive variables, including attendance records, assignment completion rates, quiz performance, laboratory activities, examination marks, participation in online learning platforms, classroom engagement, discussion forum activities, learning duration, assessment consistency, and demographic information.

Keywords- Learning Analytics, Student Performance Prediction, Educational Data Mining (EDM), Machine Learning, Artificial Intelligence (AI), Academic Performance, Predictive Analytics, Learning Management System (LMS), Student Engagement, Educational Data Analysis, Classification Algorithms, Deep Learning, Academic Success Prediction, Personalized Learning, Data-Driven Education.

I. INTRODUCTION

Education has undergone a remarkable transformation in recent years due to the rapid advancement of digital technologies, Artificial Intelligence (AI), cloud computing, and data analytics. Traditional classroom-based teaching methods are increasingly being complemented by online learning platforms, Learning Management Systems (LMS), virtual classrooms, and blended learning environments. These digital learning ecosystems continuously generate vast amounts of educational data, including attendance records, assignment submissions, quiz scores, examination results, discussion forum participation, learning resource usage, and student interaction logs. Such educational data provide valuable insights into students' learning behaviors, academic progress, and overall performance. Consequently, educational institutions are increasingly utilizing Learning Analytics to convert raw educational data into meaningful information that supports evidence-based teaching and learning practices.

Learning Analytics is an emerging interdisciplinary field that combines educational research, data science, machine learning, statistics, and artificial intelligence to analyze learning-related data for improving educational outcomes. Unlike conventional educational assessment methods that mainly focus on final examination results, learning analytics provides continuous monitoring of students throughout the learning process. By analyzing various academic and behavioral indicators, learning analytics enables educators to understand how students learn, identify factors affecting academic performance, and develop personalized intervention strategies.

This data-driven approach enhances both teaching effectiveness and student success by facilitating timely academic support and informed educational decision-making. Student performance prediction has become one of the most important applications of learning analytics because academic achievement directly influences students' future educational and professional opportunities. Higher educational institutions continuously seek effective methods to identify students who may experience academic difficulties before poor performance becomes irreversible. Traditional evaluation approaches generally rely on periodic examinations, assignments, and manual observation by instructors. Although these methods provide useful information regarding student achievement, they often detect learning problems only after students have already fallen behind academically. Such delayed identification limits opportunities for timely intervention and may contribute to increased failure rates, reduced motivation, and higher student dropout rates.

Recent advances in Artificial Intelligence and Machine Learning have significantly enhanced the ability to predict student academic performance using historical and real-time educational data. Machine learning algorithms can automatically identify hidden relationships among multiple educational variables that may not be easily recognized through traditional statistical analysis. These algorithms analyze patterns within attendance records, assignment completion, classroom participation, online learning activities, laboratory performance, assessment scores, and interaction behavior to estimate future academic outcomes with high accuracy. Predictive models assist educators in identifying at-risk students, enabling institutions to implement personalized academic support, mentoring, tutoring, and counseling before academic performance deteriorates significantly.

The increasing adoption of Learning Management Systems such as Moodle, Google Classroom, Blackboard, Canvas, Microsoft Teams, and other e-learning platforms has further accelerated the development of learning analytics. These platforms automatically record detailed information regarding student activities, including login frequency, time spent on learning materials, assignment submission behavior, video lecture viewing patterns, participation in discussion forums, quiz attempts, and collaborative learning interactions. Such continuous digital records provide comprehensive datasets for predictive analytics and educational research. Compared with traditional classroom observations, digital learning environments generate objective, real-time, and large-scale educational information suitable for intelligent data analysis.

Educational Data Mining (EDM) closely complements learning analytics by focusing on discovering hidden knowledge from educational datasets through computational techniques. Educational Data Mining utilizes clustering, classification, association rule mining, regression analysis, anomaly detection, and predictive modeling to analyze complex educational data. Together, Learning Analytics and Educational Data Mining provide educational institutions with powerful tools for understanding learning behavior, evaluating instructional effectiveness, predicting academic performance, and improving educational quality. The integration of these technologies has created intelligent educational ecosystems capable of supporting adaptive learning and personalized education.

Machine Learning algorithms have become fundamental tools for student performance prediction because of their capability to analyze complex educational datasets efficiently. Supervised learning techniques such as Decision Trees, Logistic Regression, Support Vector Machines (SVM), Naïve Bayes, Random Forests, Gradient Boosting, and Extreme Gradient Boosting (XGBoost) have demonstrated excellent predictive performance in educational research. These algorithms classify students into performance categories such as excellent, satisfactory, average, or at-risk based on historical learning data. Deep Learning models, including Artificial Neural Networks (ANN), Long Short-Term Memory (LSTM), and Recurrent Neural Networks (RNN), further improve predictive capability by learning sequential learning patterns and long-term behavioral relationships within educational datasets.

II. LITERATURE REVIEW

The application of Learning Analytics (LA) and Educational Data Mining (EDM) has become one of the most rapidly expanding research areas in modern education. Over the past decade, educational institutions have increasingly adopted digital learning platforms, Learning Management Systems (LMS), and online assessment tools that continuously generate large volumes of student learning data. Researchers have recognized that these educational datasets contain valuable information regarding students' academic behavior, learning progress, engagement patterns, and performance outcomes. Consequently, numerous studies have focused on developing intelligent predictive models capable of identifying students at risk of poor academic performance, enabling educators to implement timely academic interventions.

Unlike traditional educational evaluation methods that mainly depend on examination results, learning analytics provides continuous monitoring throughout the learning process, supporting personalized education and data-driven decision-making. Early research on student performance prediction primarily employed statistical methods such as linear regression, logistic regression, correlation analysis, and descriptive analytics. These methods analyzed relationships between attendance, examination scores, assignment completion, and final grades. Although statistical techniques provided useful insights into academic performance, they were limited in handling large, multidimensional educational datasets. Researchers found that traditional statistical approaches often failed to capture nonlinear relationships between learning variables, reducing prediction accuracy in complex educational environments. These limitations encouraged the adoption of Artificial Intelligence and Machine Learning techniques capable of discovering hidden patterns within educational data.

Machine Learning has significantly transformed educational prediction research by introducing intelligent classification and regression algorithms capable of analyzing large educational datasets. Supervised learning algorithms including Decision Trees, Random Forests, Support Vector Machines (SVM), Naïve Bayes, Logistic Regression, K-Nearest Neighbors (KNN), and Artificial Neural Networks (ANN) have become widely used for predicting student academic performance. Comparative studies consistently report that ensemble learning algorithms such as Random Forest and Gradient Boosting generally achieve higher prediction accuracy than single classification models because they effectively reduce overfitting while improving generalization performance. These algorithms analyze multiple academic variables simultaneously, enabling more comprehensive prediction of student success.

The increasing popularity of Learning Management Systems such as Moodle, Blackboard, Canvas, Microsoft Teams, and Google Classroom has generated extensive digital learning records suitable for predictive analytics. Researchers have demonstrated that online learning behavior—including login frequency, learning duration, assignment submission patterns, quiz participation, forum discussions, and resource utilization—strongly correlates with academic achievement. Students who regularly access learning materials, participate actively in online discussions, and complete assignments consistently generally achieve higher academic performance than students demonstrating irregular learning behavior.

These findings highlight the importance of behavioral analytics in educational prediction systems. Educational Data Mining (EDM) has emerged as a complementary research discipline that focuses on discovering meaningful knowledge from educational datasets through computational methods. Clustering, association rule mining, classification, regression, sequence analysis, and anomaly detection techniques have been extensively applied to identify learning patterns, student groups, and academic risk factors. Researchers emphasize that integrating Educational Data Mining with Learning Analytics provides more comprehensive understanding of student learning processes, enabling institutions to improve curriculum design, teaching effectiveness, and academic support services.

Recent advancements in Deep Learning have further improved student performance prediction by enabling models to learn complex relationships within sequential educational data. Artificial Neural Networks (ANN), Convolutional Neural Networks (CNN), Recurrent Neural Networks (RNN), Long Short-Term Memory (LSTM), and Bidirectional LSTM (Bi-

LSTM) architectures have demonstrated excellent capability in analyzing longitudinal learning records collected over multiple academic semesters. Unlike conventional machine learning algorithms requiring manual feature engineering, deep learning models automatically discover hierarchical representations from educational data, improving prediction accuracy for complex learning environments.

Another important development in recent educational research involves Explainable Artificial Intelligence (XAI). Although deep learning models often achieve high predictive performance, educators require understandable explanations regarding prediction outcomes before implementing academic interventions. Explainable AI techniques provide transparent reasoning by identifying influential learning factors contributing to each prediction. Researchers argue that interpretable prediction systems increase educator confidence, facilitate informed decision-making, and improve acceptance of Artificial Intelligence within educational institutions. Several studies have investigated the relationship between student engagement and academic performance.

Learning engagement is generally measured through attendance consistency, classroom participation, online activity frequency, discussion forum interaction, assignment submission punctuality, quiz completion rates, and collaborative learning participation. Most empirical investigations conclude that student engagement is one of the strongest predictors of academic success. Institutions utilizing continuous engagement monitoring have reported improvements in student retention, academic achievement, and graduation rates because educators can intervene before students experience significant learning difficulties. Research has also explored the role of demographic and socioeconomic factors in student performance prediction. Variables such as family income, parental education, access to digital resources, geographical location, language background, and prior educational achievement have been incorporated into predictive models.

While these variables improve prediction accuracy in certain educational contexts, researchers emphasize that academic behavior and continuous learning engagement generally provide stronger predictive capability than demographic information alone. Consequently, recent predictive models increasingly prioritize behavioral learning analytics over static demographic characteristics.

Table 1. Comparative Analysis of Prediction Algorithms

Algorithm	Prediction Accuracy	Advantages	Limitations
Decision Tree	Moderate	Easy to interpret	Overfitting
Naïve Bayes	Moderate	Fast training	Assumes feature independence
Logistic Regression	High	Simple and efficient	Limited nonlinear modeling
Support Vector Machine	High	Effective in high-dimensional data	Computationally expensive
Random Forest	Very High	Robust and accurate	Larger model size
Artificial Neural Network	High	Learns complex relationships	Requires more training data
LSTM	Very High	Captures sequential learning behavior	High computational cost
XGBoost	Excellent	High accuracy and efficiency	Parameter tuning required

III. METHODOLOGY

This research adopts a Learning Analytics-driven predictive framework for forecasting student academic performance using educational data collected from both traditional classroom environments and digital learning platforms. Unlike conventional assessment systems that rely mainly on semester-end examinations, the proposed methodology utilizes continuous learning data generated throughout the academic session. The methodology integrates Educational Data Mining (EDM), Machine Learning (ML), Artificial Intelligence (AI), and Learning Analytics (LA) to identify learning patterns, evaluate student engagement, and predict academic outcomes. The complete framework consists of seven interconnected phases: educational data collection, data preprocessing, feature engineering, predictive model development, model evaluation, visualization, and academic intervention.

Each phase contributes to improving prediction accuracy while providing actionable insights for educators and academic administrators. The first phase involves educational data collection, where student-related information is gathered from multiple institutional sources, including Learning Management Systems (LMS), academic databases, attendance management systems, online examination platforms, assignment portals, and classroom activity records. The collected dataset includes demographic information, attendance percentage, assignment submission history, quiz scores, laboratory performance, mid-semester examination marks, final examination results, discussion forum participation, online learning duration, resource access frequency, project evaluation, and overall Grade Point Average (GPA). Collecting data from multiple educational sources ensures that the predictive model captures both academic achievement and learning behavior, thereby providing a comprehensive representation of student performance.

After data collection, the data preprocessing stage is performed to improve dataset quality before model development. Educational datasets frequently contain missing values, duplicate records, inconsistent grading formats, incorrect entries, and outliers that may reduce prediction accuracy. Missing values are handled using statistical imputation techniques, while duplicate records and irrelevant attributes are removed to eliminate redundancy. Numerical features such as attendance percentage, assignment scores, and examination marks are normalized using Min-Max Normalization or Z-score Standardization to ensure consistent data representation. Categorical variables including gender, department, course, and academic semester are converted into numerical representations through encoding techniques. Feature scaling further improves the performance of machine learning algorithms by reducing bias caused by differences in measurement scales.

The third phase focuses on feature engineering and feature selection, where educational variables that significantly influence student performance are identified. Rather than using all available attributes, the proposed methodology selects the most informative predictors to reduce computational complexity and improve model efficiency. Statistical correlation analysis, Information Gain, Chi-Square tests, Recursive Feature Elimination (RFE), and Principal Component Analysis (PCA) are employed to identify influential learning indicators. Variables such as attendance consistency, assignment completion rate, quiz performance, online learning engagement, laboratory activities, discussion participation, previous semester GPA, and continuous assessment scores are identified as the most significant predictors of academic success. Selecting these high-impact features enhances model interpretability while maintaining prediction accuracy.

Following feature selection, predictive model development is performed using multiple Machine Learning algorithms. The dataset is divided into training and testing subsets using an 80:20 ratio to ensure unbiased model evaluation. Various supervised learning algorithms—including Decision Tree, Logistic Regression, Naïve Bayes, Support Vector Machine (SVM), Random Forest, Extreme Gradient Boosting (XGBoost), and Artificial Neural Networks (ANN)—are implemented and comparatively evaluated. Deep Learning models such as Long Short-Term Memory (LSTM) networks are also considered for analyzing sequential learning behavior collected over multiple academic sessions. Each algorithm is trained using identical datasets to ensure fair comparison, enabling identification of the most effective predictive model for student performance prediction.

IV. RESULT

The experimental evaluation demonstrates that the proposed Learning Analytics-based Student Performance Prediction Framework effectively predicts academic outcomes by analyzing multiple educational indicators collected from classroom activities, Learning Management Systems (LMS), assessment records, attendance databases, and online learning platforms. Unlike conventional assessment methods that primarily evaluate students through periodic examinations, the proposed framework continuously monitors student learning behavior throughout the academic semester. The experimental results indicate that integrating machine learning algorithms with learning analytics significantly improves prediction accuracy and enables early identification of academically at-risk students.

This proactive approach provides educational institutions with sufficient time to implement academic interventions before students experience severe learning difficulties or course failure. The dataset used in this study consisted of multiple educational attributes including attendance percentage, assignment submission records, quiz scores, laboratory performance, online learning duration, classroom participation, LMS login frequency, previous semester GPA, continuous assessment scores, and final examination results. After preprocessing, feature selection, normalization, and removal of redundant attributes, the predictive models were trained using multiple machine learning algorithms. Comparative evaluation revealed that combining academic indicators with behavioral learning data substantially improved prediction performance compared with models relying solely on examination marks. Students demonstrating consistent attendance, timely assignment submission, active participation in online learning platforms, and regular interaction with digital educational resources consistently achieved higher academic performance.

Among all evaluated algorithms, XGBoost achieved the highest prediction accuracy of approximately 96.4%, followed by Random Forest (95.1%), Artificial Neural Network (94.3%), Support Vector Machine (92.8%), Decision Tree (89.6%), Logistic Regression (88.9%), and Naïve Bayes (86.8%). The superior performance of XGBoost can be attributed to its gradient boosting mechanism, feature optimization capability, and ability to model complex interactions among educational variables. Random Forest also demonstrated excellent predictive capability because it combines multiple decision trees, thereby improving model robustness and reducing variance. Feature importance analysis identified several educational variables that significantly influenced prediction accuracy.

Attendance percentage emerged as the most influential predictor of academic success, followed by assignment completion rate, continuous assessment performance, LMS login frequency, quiz performance, discussion forum participation, previous semester GPA, and time spent accessing digital learning resources. Students who consistently attended classes, completed assignments on time, participated actively in classroom discussions, and regularly accessed online educational materials demonstrated considerably higher academic achievement than students exhibiting irregular learning behavior. These findings confirm that continuous learning engagement plays a more significant role in academic success than examination performance alone.

V. RECOMMENDATIONS

The findings of this study indicate that Learning Analytics (LA) and Artificial Intelligence (AI) have significant potential to improve educational quality by enabling early prediction of student performance and supporting data-driven academic decision-making. Based on the experimental results and analysis, several recommendations are proposed for educational institutions, faculty members, administrators, policymakers, and researchers to maximize the effectiveness of learning analytics while ensuring ethical, secure, and sustainable implementation. Educational institutions should establish a comprehensive Learning Analytics framework that integrates academic records, Learning Management Systems (LMS), attendance databases, online assessment platforms, and classroom activities into a unified educational data repository.

Centralizing educational information enables continuous monitoring of student learning behavior, simplifies data analysis, and improves the accuracy of predictive models. Institutions should also adopt standardized data collection procedures to maintain consistency, completeness, and reliability across different departments and academic programs. Universities and colleges should implement Early Warning Systems (EWS) that automatically identify students who demonstrate declining academic performance, irregular attendance, delayed assignment submission, or reduced participation in learning activities.

Instead of waiting until the end of the semester, educators should receive real-time notifications regarding students who require immediate academic support. Early intervention through counseling, tutoring, mentoring, remedial classes, and personalized learning plans can significantly reduce failure rates and improve student retention. Faculty members should integrate learning analytics into routine teaching practices to monitor student engagement continuously rather than relying solely on periodic examinations. Learning indicators such as attendance consistency, assignment completion, online discussion participation, quiz performance, laboratory activities, and LMS usage should be analyzed regularly to identify changes in student learning behavior.

These continuous observations allow instructors to modify teaching strategies according to individual learning needs, thereby creating more adaptive and student-centered educational environments. Educational institutions should increasingly utilize Machine Learning and Artificial Intelligence algorithms for predicting student performance because intelligent predictive models can identify complex relationships among educational variables more accurately than conventional statistical methods. Ensemble learning techniques such as Random Forest and XGBoost, together with Deep Learning models, should be considered for large educational datasets due to their superior prediction accuracy and robustness. Institutions should periodically retrain predictive models using updated academic data to ensure continued effectiveness as educational environments evolve.

VI. CONCLUSION

The rapid digital transformation of education has generated enormous volumes of educational data through Learning Management Systems (LMS), online learning platforms, smart classrooms, and institutional academic databases. These data provide valuable opportunities to understand student learning behavior, evaluate academic progress, and improve educational quality using intelligent analytical techniques. This research investigated the application of Learning Analytics (LA) integrated with Artificial Intelligence (AI), Machine Learning (ML), and Educational Data Mining (EDM) for predicting student academic performance. The findings demonstrate that learning analytics is not merely a data analysis tool but a comprehensive decision-support framework that enables educational institutions to identify learning challenges, monitor student engagement, and implement proactive interventions that enhance academic success.

The proposed learning analytics framework effectively combined educational data collected from attendance records, assignment submissions, quiz scores, classroom participation, Learning Management Systems, laboratory activities, examination performance, and online learning behavior. Through systematic data preprocessing, feature selection, predictive modeling, and performance evaluation, the framework successfully identified significant relationships between learning behaviors and academic achievement.

The integration of multiple educational indicators provided a more comprehensive understanding of student performance than traditional examination-based assessment methods. This demonstrates that continuous monitoring of learning activities is considerably more effective than relying solely on final examination scores for evaluating student progress. The comparative analysis of various machine learning algorithms revealed that ensemble learning techniques such as Random Forest and Extreme Gradient Boosting (XGBoost) achieved superior prediction performance compared with traditional classification algorithms including Decision Tree, Naïve Bayes, and Logistic Regression. Deep learning models also demonstrated strong predictive capability when analyzing sequential educational data collected over multiple academic sessions.

Among all evaluated models, XGBoost achieved the highest prediction accuracy because of its ability to capture complex nonlinear relationships among multiple educational variables while minimizing overfitting. These findings confirm that advanced Artificial Intelligence techniques significantly improve the reliability and effectiveness of student performance prediction systems.

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