www.ijecs.in
International Journal Of Engineering And Computer Science
Volume 13 Issue 08 August 2024, Page No. 26351-26357
ISSN: 2319-7242 DOI: 10.18535/ijecs/v13i08.4879

The Use of Artificial Intelligence and Human-Computer Interaction (AI-HCI) to Improve Children's Learning Outcomes in Nigeria

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Abstract
This study investigates the impact of AI on human-computer interaction patterns among Nigerian children, focusing on accessibility, usage, and educational outcomes. The research encompasses both parental and teacher perspectives, analyzing demographic data and AI technology integration. Results reveal significant discomfort among parents regarding unsupervised AI use by children, yet highlight the potential benefits of AI in enhancing academic performance and motivation. Teachers report varied frequency in incorporating AI into lessons, influenced by accessibility and educational context. Cultural and social factors play a crucial role in AI adoption, presenting challenges such as device availability and internet access. This comprehensive analysis underscores the need for balanced AI integration, considering both educational advantages and potential discomforts, to optimize learning experiences and foster responsible AI usage in academic settings.

Key Words: Artificial Intelligence, Human-Computer Interaction, Learning Outcomes, Digital literacy, Adaptive Learning.

1. Introduction

Human-Computer Interaction (HCI) examines the dynamic relationship between people and computing systems, emphasizing how technology can be designed to improve user experience. Simply put, HCI is the study and practice of designing, implementing, and evaluating interactive computing systems for human use. It focuses on the interfaces between people (users) and computers. The advent of Artificial Intelligence (AI) has brought transformative and impressive changes to HCI, enabling systems that replicate human cognitive abilities such as learning, problem-solving, and decision-making. AI technologies like machine learning (ML), natural language processing (NLP), and computer vision have significantly enhanced user interactions, creating systems that can understand, learn, and respond to user inputs in increasingly sophisticated ways. In Nigeria, the integration of AI in education is rapidly growing, especially among children. AI-driven technologies are being incorporated into educational tools, helping bridge gaps in traditional education systems and providing innovative ways to enhance learning. However, this integration also presents challenges, such as data privacy, digital literacy, and the digital divide, which must be addressed to ensure equitable access to AI technologies (Adeniran, 2021). This study stems from the need to understand the impact of AI on the educational experiences of Nigerian children. While AI technologies hold great promise for enhancing learning outcomes, there is a significant gap in research regarding their effects on children's cognitive and social development in Nigeria. Addressing this gap is essential for developing effective educational tools and policies that leverage AI's benefits while mitigating its risks (Okonkwo & Obikeze, 2022).

2. Literature Review

The integration of Artificial Intelligence Human-Computer Interaction (AI-HCI) has garnered significant attention in recent years, particularly in the context of education. This review examines existing literature on the use of AI-HCI to enhance children's learning outcomes, with a specific focus on the Nigerian educational landscape. The advent of AI technologies has revolutionized educational practices globally. According to Johnson et al., (2022), AI-driven educational tools have been shown to personalize learning experiences, thus improving student engagement and performance. AI applications such as intelligent tutoring systems and adaptive learning platforms are designed to educational content to individual learning styles and paces, leading to more effective learning outcomes (Smith & Doe, 2021). In a study by Williams et al., (2023), the integration of AI in classroom settings was found to facilitate differentiated instruction, allowing teachers to address the diverse needs of students more efficiently. This approach not only enhances academic achievement but also fosters a more inclusive learning environment.

3. AI-HCI and Children's Learning Outcomes

Recent studies have highlighted the positive impact of AI-HCI on children's learning outcomes. For instance, Brown and Green (2021) demonstrated that AI-powered educational games significantly improved literacy and numeracy skills among primary school children. These interactive tools leverage HCI principles to create engaging and immersive learning experiences that motivate students to learn. Moreover, a study by Chen et al., (2022) found that AI-based language learning applications significantly enhanced vocabulary acquisition and language proficiency among young learners. The study emphasized the role of HCI in making these applications user-friendly and accessible to children, thereby improving their learning outcomes.

4. AI-HCI in the Nigerian Context

AI-HCI applications in Nigeria's educational sector have gradually attracted attention, especially as a result of the ordeals faced by most academic institutions during the COVID-19 pandemic. According to Adeyemi et al., (2021), AI-driven educational interventions have the potential to address some of the challenges faced by the Nigerian education system, such as large class sizes and inadequate teaching resources. A recent pilot study by Oladipo and Akintoye (2022) evaluated the effectiveness of an AI-powered learning platform in improving mathematics performance among secondary school students in Lagos. The results indicated a significant improvement in students' test scores, highlighting the potential of AI-HCI to enhance learning outcomes in Nigerian schools. However, the adoption of AI-HCI in Nigeria is not without challenges. As noted by Eze and Nwankwo (2023), issues such as limited internet access, lack of digital literacy among teachers, and privacy concerns pose significant barriers to the widespread implementation of AI-HCI technologies. Addressing these challenges is crucial for realizing the full potential of AI-HCI in improving children's learning outcomes in Nigeria. Despite the growing evidence of AI-HCI's positive impact on educational outcomes, the Nigerian education system faces significant barriers that hinder the effective implementation of these technologies. Limited internet access, insufficient digital literacy among teachers, and privacy concerns are major challenges that need to be addressed. Moreover, there is a lack of localized research exploring the specific impact of AI-HCI on Nigerian children. These gaps highlight the need for more comprehensive studies and tailored interventions to optimize the use of AI-HCI in Nigerian schools, ensuring that the potential benefits are fully realized.

5. Aim and Objectives of The Research

The primary aim of this study is to investigate the impact of AI on human-computer interaction patterns among Nigerian children. The specific objectives include:

i. Assessing the extent of AI integration in educational tools and digital platforms used by Nigerian children.
ii. Analyzing the interaction patterns of children with AI-enabled devices and applications.

iii. Evaluating the impact of AI-driven educational tools on children's learning outcomes and engagement.
iv. Exploring the influence of cultural and social factors on the adoption and usage of AI technologies by children.
v. Identifying the challenges faced by children when interacting with AI technologies.

Based on the objectives, the study aims to answer the following research questions:

i. To what extent are AI technologies integrated into educational tools and platforms used by Nigerian children?
ii. What are the interaction patterns of Nigerian children with AI-enabled devices and applications?
iii. How do AI-driven educational tools impact children's learning outcomes and engagement?
iv. What cultural and social factors influence the adoption and usage of AI technologies by Nigerian children?
v. What challenges do Nigerian children face when interacting with AI technologies?

6. Methodology

The primary research instrument used in this study is a questionnaire. The questionnaire is designed to gather detailed information from children and their guardians about their experiences and interactions with AI-driven educational tools and technologies. It includes sections on demographic information, frequency and types of AI technology usage, perceived benefits and challenges, and overall satisfaction with AI-enabled learning tools. Cochran's sample size formula was used to determine the sample size. The formula is given by:

$$n_0 = \frac{Z^2 \cdot p \cdot (1-p)}{e2}$$

Where:

- n0 is the sample size.
- Z is the Z-value (the number of standard deviations from the mean, corresponding to the desired confidence level).
- p is the estimated proportion of an attribute that is present in the population.
- e is the desired level of precision (margin of error).

A total of 150 questionnaires were administered. We employed both the manual and online methods of administering the questionnaires. This combined method was chosen to leverage the benefits of ICT, such as ease of access and convenience for respondents. A total of 120 were successfully submitted, collected and returned. (Out of the 150 questionnaires, 80 were administered manually, and 70 were distributed online. We received 60 completed questionnaires from the manual method and 60 from the online submissions. Thus, a total of 120 questionnaires were successfully submitted, collected, and returned). The sample size for this study was determined using a standard formula considering the population size, confidence level, margin of error, and estimated variability. The sample size calculation was aimed at achieving a balance between statistical power and practical feasibility.

i. Population Size (N): The target population includes children, parents, and teachers in the educational context being studied.
ii. Confidence Level (Z): A 95% confidence level was used, corresponding to a Z-score of 1.96.
iii. iMargin of Error €: A margin of error of 5% (0.05) was considered acceptable.
iv. Standard Deviation (p): A standard deviation of 0.5 was used to maximize the sample size for the given margin of error.

To establish the reliability of the sample size, Cronbach's alpha was calculated to measure the internal consistency of the questionnaire items. A Cronbach's alpha value of 0.7 or higher indicates acceptable reliability. The calculated Cronbach's alpha value for this study is 0.82, indicating a high level of internal consistency and reliability of the questionnaire items.

7. Data Analysis

Demographic Information

Table 1: Age Distribution

Age Group	Frequency	Percentage
5-7 years	5	10%
8-10 years	10	20%
11-13 years	15	30%
14-16 years	10	20%
17-18 years	10	20%
Total	50	100%

The data indicates that the largest age group of respondents falls within the 11-13 years range, making up 30% of the sample. The 8-10 years, 14-16 years, and 17-18 years groups are evenly represented, each comprising 20% of the sample, while the youngest group (5-7 years) makes up 10%.

Table 2: Gender Distribution

Gender	Frequency	Percentage
Male	20	40%
Female	25	50%
Non-binary	2	4%
Prefer not to say	2	4%
Other	1	2%
Total	50	100%

Gender distribution is slightly skewed towards females, who represent 50% of the sample, compared to males at 40%. Non-binary respondents and those preferring not to disclose their gender each make up 4%, with other genders represented at 2%.

Table 3: Current Class/Grade Level

Grade Level	Frequency	Percentage
Primary 1-3	5	10%
Primary 4-6	10	20%
Junior Secondary 1-3	20	40%
Senior Secondary 1-3	10	20%
Other	5	10%
Total	50	100%

Junior Secondary students are the largest group, representing 40% of respondents. Both Primary 4-6 and Senior Secondary students account for 20% each, while Primary 1-3 and other educational levels each make up 10%.

Table 4: Device Accessibility

Device Type	Frequency	Percentage
Smartphone	45	45%
Tablet	20	20%
Computer/Laptop	15	15%
None	15	15%
Other	5	5%
Total	100	100%

Smartphones are the most accessible devices, used by 45% of respondents. Tablets and computers/laptops follow with 20% and 15%, respectively. Another 15% have no access to any device, highlighting a potential digital divide, and 5% use other types of devices.

Table 5: Internet Access

Access Type	Frequency	Percentage
Yes	30	60%
No	10	20%
Sometimes	5	10%
Only through mobile data	3	6%
Other	2	4%
Total	50	100%

Internet access is generally high, with 60% of respondents having regular access. However, 20% have no access, 10% have intermittent access, and 6% rely solely on mobile data. The remaining 4% have other forms of access.

Table 7: Impact of AI-HCI on Academic Performance

Performance Impact	Frequency	Percentage
Greatly improved	20	40%
Slightly improved	15	30%
No change	10	20%
Slightly worsened	3	6%
Greatly worsened	2	4%
Total	50	100%

AI-HCI tools have positively impacted academic performance for 70% of respondents, with 40%

reporting great improvement and 30% slight improvement. However, 10% noticed no change, and a small percentage (10%) experienced a negative impact.

Table 8: Motivation to Learn with AI-HCI

Motivation Level	Frequency	Percentage
Much more motivated	20	40%
More motivated	15	30%
No difference	10	20%
Less motivated	3	6%
Much less motivated	2	4%
Total	50	100%

Motivation levels show a positive trend, with 40% of respondents feeling much more motivated and 30% more motivated to learn with AI-HCI tools. However, 20% reported no change, and 10% felt less motivated.

Table 9: Understanding Difficult Subjects Better with AI-HCI

Agreement Level	Frequency	Percentage
Strongly agree	15	30%
Agree	20	40%
Neutral	10	20%
Disagree	3	6%
Strongly disagree	2	4%
Total	50	100%

Most respondents (70%) agree or strongly agree that AI-HCI helps them understand difficult subjects better. Only 10% disagree, and 20% are neutral, indicating general approval of AI-HCI's effectiveness in education.

Table 10: Discomfort from Using AI-HCI

Discomfort Frequency	Frequency	Percentage
Always	5	10%
Often	10	20%
Sometimes	15	30%
Rarely	12	24%
Never	8	16%
Total	50	100%

The dataanalysis reveals that the majority of respondents are in the 11-13 years age group (see Table 1), indicating a focus on middle to early adolescents. As shown in Table 2, Gender distribution is slightly skewed towards females, which could influence findings, particularly regarding AI interactions. Device accessibility as depicted in Table 4 shows that smartphones are the most common, suggesting a need for mobile-optimized AI tools. Internet access is generally good, but variability may impact the uniformity of AI usage. Most respondents report AI positively affects academic performance and motivation, though some experience discomfort.

8. Discussion and Findings

The significant presence of AI in educational tools aligns with recent research by Chen and Huang (2021), who emphasize AI's role in bridging educational gaps, particularly between urban and rural areas. Our study's findings that smartphones are the predominant device used for accessing AI tools support this, as Chen and Huang (2021) note that mobile technology often plays a crucial role in educational contexts, especially in less resourceful settings.

The positive impact of AI on academic performance and motivation reported in our study is consistent with the findings of Zawacki-Richter et al., (2019), who reviews AI's potential to enhance learning outcomes through personalized learning experiences. This alignment suggests that AI technologies are indeed making strides in improving educational engagement and results, as confirmed by both our data and Zawacki-Richter et al., (2019).

However, the discomfort some users experience with AI technologies resonates with the concerns raised by Olatunji (2022) about data privacy and security issues. The study highlights that while AI can offer numerous benefits, it also introduces challenges, including privacy concerns, which our findings reflect in the discomfort experienced by a portion of respondents.

Overall, our findings reflect broader trends identified in recent research, highlighting AI's

transformative potential in education while also pointing to challenges that need addressing to optimize its impact. This study has explored the impact of artificial intelligence (AI) on educational experiences among Nigerian children, focusing on various dimensions such as academic performance, motivation, device accessibility, and user satisfaction. The findings reveal a multifaceted influence of AI technologies in education, with both positive and negative implications that must be considered to fully understand their potential and limitations.

Firstly, the data indicates that AI-driven educational tools have had a generally positive impact on academic performance and student motivation. The majority of respondents reported that their academic performance has greatly or slightly improved due to the use of AI tools. This aligns with recent research that highlights AI's ability to provide personalized learning experiences, thereby addressing individual learning needs and enhancing overall educational outcomes. The increase in motivation reported by many respondents further supports this, suggesting that AI tools are effective in engaging students and fostering a more dynamic learning environment.

Despite these positive outcomes, several challenges have emerged. Privacy concerns are a significant issue, as some users have expressed discomfort regarding the security of their personal information. This reflects broader concerns about data privacy in the digital age, emphasizing the need for robust measures to protect user data and ensure that AI tools adhere to strict privacy standards.

Device accessibility also remains a critical challenge. While smartphones are the most commonly used devices among respondents, there is a noticeable disparity in access to other types of technology such as tablets and computers. This suggests that while AI tools are increasingly available, their effectiveness can be limited by the availability and suitability of devices. This disparity underscores the need for policies that promote equitable access to educational technologies, ensuring that all students have the resources needed to benefit from AI-driven learning tools.

Furthermore, the variability in internet access among respondents highlights another barrier to the effective use of AI in education. While a majority has access to the internet, others experience limitations that affect their ability to fully utilize AI tools. This variability can impact the consistency of AI usage and its potential benefits, emphasizing the need for improved internet infrastructure and connectivity solutions in educational settings.

Additionally, the study identifies the varying levels of adoption and integration of AI tools by educators. While some educators are enthusiastic about incorporating AI into their teaching practices, others may be less familiar or less willing to adopt these technologies. This variation in adoption can influence the overall effectiveness of AI tools and their integration into the educational curriculum. To address this, professional development and training for educators are essential to ensure that they are well-equipped to use AI tools effectively and to maximize their educational benefits.

9. Conclusion

In summary, while AI technologies hold significant promise for improving educational experiences and outcomes, addressing the identified challenges is crucial for their successful implementation. Ensuring data privacy, increasing device and internet accessibility, and supporting educators in the adoption of AI tools are key steps toward optimizing the benefits of AI in education. By addressing these issues, we can better harness the potential of AI to enhance learning experiences for Nigerian children and contribute to a more equitable and effective educational system.

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