Research Title 1: "The Impact of AI on Academic Performance: A Study on the Adoption of AI in Northern Bukidnon State College"

This study aims to explore how using AI affects the academic success of students at Northern Bukidnon State College (NBSC). With AI becoming more common in education, it's important to assess how it impacts students' learning, engagement, and overall academic performance in a specific university context. The research will look at the potential benefits and challenges of using AI at NBSC, focusing on its effects on students' thinking skills, critical reasoning, and creativity. By examining AI's impact on academic performance at NBSC, this study seeks to provide insights into the future of education at the university and contribute evidence to guide AI integration decisions in higher ed institutions in the Philippines.

Dekker et al., (2020) found that AI-enhanced interventions, such as chatbot-based mental health support combined with life-crafting interventions, have shown promise in optimizing students' mental health and academic performance. This research will build upon this evidence by specifically investigating the adoption of AI at NBSC and its influence on students' academic outcomes.

Intelligence et al., (2019) highlighted the significance of artificial intelligence in simulating human intelligence processes, enabling learning, reasoning, and self-correction properties in computer systems. This aligns with the aims of our study, which seeks to explore how AI technologies, including those enabling personalized teaching-learning environments and knowledge-based systems, impact academic performance at NBSC.

Fazil et al., (2024) examined the broad impact of AI technologies on student engagement and academic performance in university settings in Afghanistan. Their findings underscore the importance of

understanding AI's implications for effective pedagogical strategies and student readiness, which resonates with our research objectives at NBSC.

Wang et al.,(2023) proposed an AI-based prediction system for analyzing student behavior and performance, showcasing the potential of AI in improving academic outcomes. Such predictive models could be relevant for our study in assessing the effectiveness of AI interventions at NBSC.

de Souza Zanirato Maia et al., (2023) conducted a systematic review of AI applications in educational analytics, emphasizing the need for innovative solutions, particularly in the wake of the COVID-19 pandemic. Their insights can inform our examination of AI's role in enhancing educational practices and supporting student success at NBSC.

García-Martínez et al., (2023) conducted a meta-analysis highlighting the positive impact of AI and computational sciences on student performance across educational stages, particularly in STEM areas. This provides valuable context for understanding the potential benefits of AI integration in our study context.

Li et al.,(2023) analyzed the multifaceted impact of AI on college students, addressing areas such as learning, employment, life, ethics, and expectations. Their findings can enrich our understanding of how AI adoption at NBSC may influence various aspects of student life and academic experiences.

Bilquise & Shaalan, (2022) proposed an AI-based academic advising framework, which could offer valuable insights into how AI can support students' academic progression and career goals. Understanding the challenges associated with current advising systems and the potential of AI tools can inform our study's recommendations for NBSC.

College, (2022) explored the potential impact of AI on international students in higher education, discussing applications such as personalized learning and predictive analytics. Their findings can contribute to our understanding of how AI may enhance the educational experiences of international students at NBSC.

Ayala-Pazmiño,(2023) examined both the benefits and risks of AI in education, emphasizing the need for empirical research and ethical considerations. Their insights into the transformative potential of AI align with our study's objectives of assessing AI's impact on academic performance at NBSC.

Dong, (2023) explored the practical implementation of AI-powered pedagogy in academic writing teaching, highlighting improvements in teaching processes and student engagement. This offers relevant insights for our study in evaluating AI interventions aimed at enhancing student learning outcomes at NBSC.

Koos & Wachsmann, (2023)discussed the implications of AI-driven language systems on academic paper writing, including benefits such as streamlining the writing process and concerns regarding plagiarism. Their recommendations for addressing ethical implications and promoting critical skills are pertinent to our study context.

Ahmad et al., (2023) investigated the impact of AI on decision-making, laziness, and privacy concerns among university students in Pakistan and China. Their findings on the potential risks of AI adoption underscore the importance of considering ethical and societal implications in our study at NBSC.

Naqvi et al., (2023) examined the potential of AI and robotics in higher education, using design fiction to illustrate future scenarios. Their exploration of opportunities and challenges can inform our study's discussion on the transformative effects of AI adoption at NBSC.

Jiao et al., (2022) developed an AI-enabled prediction model for student academic performance in online engineering education, highlighting the importance of leveraging AI to enhance learning outcomes. Their findings on the predictive power of AI models can inform our assessment of AI's impact on academic performance at NBSC.

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