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Comparative Analysis Of Fuzzy Logic And Statistical Methods For Evaluating Academic Performance: A Case Study

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Abstract: This study presents **a** comparative analysis of fuzzy logic and traditional statistical methods for evaluating academic performance, focusing on the application of fuzzy membership functions. In traditional methods, such as the use of weighted averages, student performance is assessed based on fixed boundaries, often leading to rigid and sometimes unrealistic evaluations. In contrast, fuzzy logic provides a flexible framework that allows for the modeling of uncertainty and partial truth by employing membership functions that categorize performance levels like "Poor," "Average," "Good," and "Excellent" with varying degrees of membership. Using a case study of students' test and project scores, this research demonstrates how fuzzy logic-based evaluations can offer more nuanced and context-sensitive assessments compared to conventional statistical approaches. By analyzing the impact of different fuzzy rules and membership function shapes on the overall performance scores, the study highlights the advantages of fuzzy logic in capturing the complexities of academic performance. The results show that fuzzy logic provides a more adaptable and informative evaluation, especially when dealing with ambiguous or borderline cases, thereby offering a more realistic alternative to traditional methods.

Keywords : Fuzzy logic, statistical methods, academic performance evaluation, fuzzy membership functions, comparative analysis, test scores, project scores, partial truth, rule-based decision-making

I. INTRODUCTION

The evaluation of academic performance is a critical task in educational settings, traditionally carried out using statistical methods such as weighted averages or cumulative scoring to determine students' grades and rankings. These conventional approaches, while straightforward, often lack the flexibility to account for the complexities and nuances of real-world data, where performance is not always clearly defined by fixed boundaries. In this context, fuzzy logic offers a compelling alternative, providing a framework that can model uncertainty and handle partial truths by utilizing fuzzy membership functions to categorize performance levels like "Poor," "Average," "Good," and "Excellent." Unlike statistical methods, which rely on precise inputs and outputs, fuzzy logic allows for overlapping categories and a more gradual interpretation of data, making it particularly effective for evaluating ambiguous or borderline cases. This paper explores the comparative advantages and limitations of fuzzy logic and statistical methods for academic performance evaluation through a case study approach. By examining how different fuzzy rules, membership functions, and evaluation criteria affect overall performance outcomes, this study highlights the potential of fuzzy logic to provide more nuanced, context-sensitive assessments that better reflect the diverse capabilities and achievements of students.

Sakthivel et al. (2013) proposed an optimized fuzzy logic-based model for evaluating student performance. Their approach focused on maximizing the objectivity and accuracy of evaluations by incorporating multiple parameters into the fuzzy inference system, demonstrating its superiority over conventional grading methods. **Kharola and Gupta (2014)** focused on the stabilization of an inverted pendulum using a hybrid adaptive neuro-fuzzy inference system (ANFIS) controller. Though not directly related to student performance, their work on ANFIS provides a relevant foundation for understanding the integration of neural networks and fuzzy logic in predictive modeling, applicable in diverse fields including education. **Barlybayev et al. (2016)** emphasized the importance of using fuzzy logic for evaluating student performance, particularly in cases where subjective judgment is involved. Their research at the 12th International Conference on Application of Fuzzy Systems and Soft Computing highlighted the robustness of fuzzy logic in dealing with imprecise data, ultimately contributing to more accurate and fair assessments of student capabilities. **Sisovic et al. (2016)** addressed the issue of clustering imbalanced Moodle data to provide early alerts for potential student failure. By utilizing machine learning techniques, their research emphasized the importance of timely interventions in preventing student dropouts, contributing valuable insights into the role of data analytics in education. **Kumari et al. (2017)** developed a fuzzy logic-based index to evaluate student performance in engineering education. This index was designed to consider various qualitative and quantitative factors that traditional grading systems often overlook. Their research indicated that fuzzy logic provides a more comprehensive evaluation framework, reflecting the multifaceted nature of academic performance. **Umer et al. (2017)** examined the use of process mining in predicting academic performance within learning analytics. Their study underscored the importance of understanding student interactions with learning materials to better predict performance, supporting the development of adaptive learning environments. **Akkur and Rao (2018)** proposed a fuzzy logic-based evaluation tool to assess students' performance, focusing on the effectiveness of this approach in handling uncertainty and vagueness in grading systems. The study demonstrated how fuzzy logic could better represent and evaluate student performance compared to traditional methods, providing a more nuanced understanding of students' skills and abilities. **Maitra et al. (2018)** introduced an Adaptive Neural Fuzzy Inference System (ANFIS) for predicting student performance in higher education. Their study highlighted the advantages of combining neural networks with fuzzy logic to enhance prediction accuracy, suggesting that such hybrid models can effectively support academic decision-making processes. **Salvi et al. (2018)** explored the prediction and evaluation of student academic performance using fuzzy logic. Their study showed that fuzzy logic models could predict academic success more accurately by handling imprecise and subjective data, which is often prevalent in educational assessments. **Hassan et al. (2019)** explored the application of deep learning in virtual learning environments to predict student withdrawal. Their approach leveraged advanced algorithms to analyze student behavior data, aiming to identify potential dropouts early. This study underscored the need for predictive models in educational settings to help mitigate student attrition and improve academic outcomes. **Slater and Baker (2019)** focused on forecasting future student mastery in distance education settings. Their research utilized advanced modeling techniques to predict student learning outcomes, highlighting the benefits of personalized education approaches based on predictive analytics. **Abu Bakar et al. (2020)** examined the use of fuzzy logic for robust estimation of student performance in massive open online courses (MOOCs). Their findings suggested that fuzzy logic could handle the vast and varied datasets typical of MOOCs, providing a more reliable means of evaluating student success and identifying areas for improvement. **Nor et al. (2021)** modeled mathematics performance differences between rural and urban schools using a fuzzy logic approach. Their research highlighted the capability of fuzzy logic to incorporate various socioeconomic and educational factors, providing a more detailed analysis of performance disparities and suggesting targeted interventions. **Laksana et al. (2021)** applied fuzzy logic to determine student grades, showing that this method offers a flexible and adaptive approach to grading. By incorporating multiple criteria and accounting for uncertainty, their model better captures the diversity in student abilities, providing a more equitable grading system. **Vora and Tulshyan (2024)** investigated the use of fuzzy logic for evaluating student performance, reaffirming the effectiveness of this approach in managing ambiguity and providing a fairer evaluation system. Their work further emphasized the potential of fuzzy logic in enhancing the assessment processes in educational institutions.

II. FUZZY LOGIC-BASED EVALUATION OF ACADEMIC PERFORMANCE

Step 1: Define the Problem: We want to evaluate the academic performance of students based on their **Test Score** and **Project Score** using fuzzy logic. The output will be an **Overall Performance** score, which will help classify students into categories such as "Excellent," "Good," "Average," and "Poor."

Step 2: Define Membership Functions: we'll use triangular membership functions for each input and output variable:

Mathematically, for a triangular membership function $\mu_A(x)$, we have:

$$\mu_A(x) = \begin{cases} 0 & \text{If } x \le a \text{ or } x \ge c \\ \frac{x-a}{b-a} & \text{If } a < x < b \\ \frac{c-x}{c-b} & \text{If } b \le x < c \end{cases} \quad (1)$$

Where a, b, and c define the triangle's base and peak.

(i) **Test Score (0 to 100)**

Poor: (0, 0, 50)

Average: (40, 60, 80)

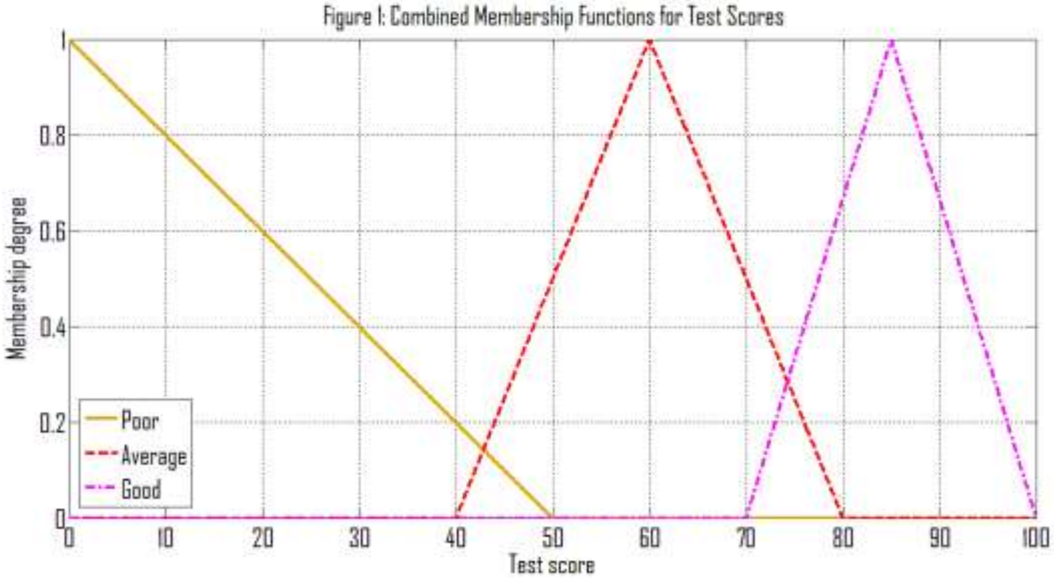
Good: (70, 85, 100)

$$\mu_{Poor}(x) = \begin{cases} 1 & If\ x \le 0 \\ \frac{50-x}{50} & If\ 0 < x \le 50 \\ 0 & If\ x > 50 \end{cases} \quad (2)$$

$$\mu_{Average}(x) = \begin{cases} 0 & If\ x \le 40 \\ \frac{x-40}{60-40} & If\ 40 < x \le 60 \\ \frac{80-x}{80-60} & If 60 < x \le 80 \\ 0 & If\ x > 80 \end{cases} \quad (3)$$

$$\mu_{Good}(x) = \begin{cases} 0 & If\ x \le 70 \\ \frac{x-70}{85-70} & If\ 70 < x \le 85 \\ \frac{100-x}{100-85} & If 85 < x \le 100 \\ 0 & If\ x > 100 \end{cases} \quad (4)$$

Figure I: Combined Membership Functions for Test Scores



(ii) **Project Score (0 to 100)**

Poor: (0, 0, 50)

Average: (40, 60, 80)

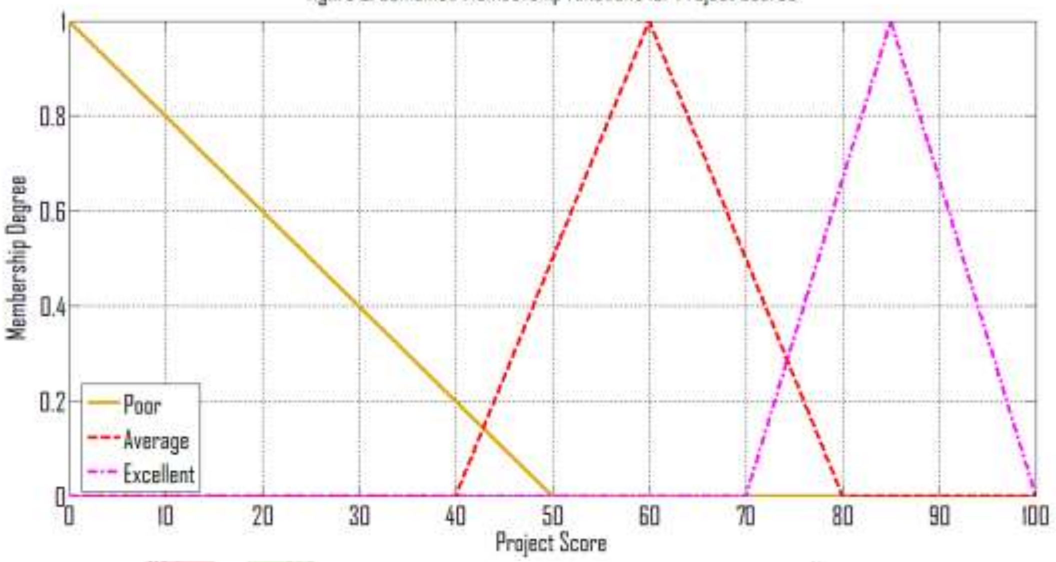
Excellent: (70, 85, 100)

$$\mu_{Poor}(y) = \begin{cases} 1 & If\ y \le 0 \\ \frac{50-y}{50} & If\ 0 < y \le 50 \\ 0 & If\ y > 50 \end{cases} \quad (5)$$

$$\mu_{Average}(y) = \begin{cases} 0 & If\ y \le 40 \\ \frac{y-40}{60-40} & If\ 40 < y \le 60 \\ \frac{80-y}{80-60} & If 60 < y \le 80 \\ 0 & If\ y > 80 \end{cases} \quad (6)$$

$$\mu_{Excellent}(y) = \begin{cases} 0 & If\ y \le 70 \\ \frac{y-70}{85-70} & If\ 70 < y \le 85 \\ \frac{100-y}{100-85} & If 85 < y \le 100 \\ 0 & If\ y > 100 \end{cases} \quad (7)$$

Figure 2: Combined Membership Functions for Project Scores



(iii) **Overall Performance (0 to 100)**

Poor: (0, 0, 40)

Average: (30, 50, 70)

Good: (60, 75, 90)

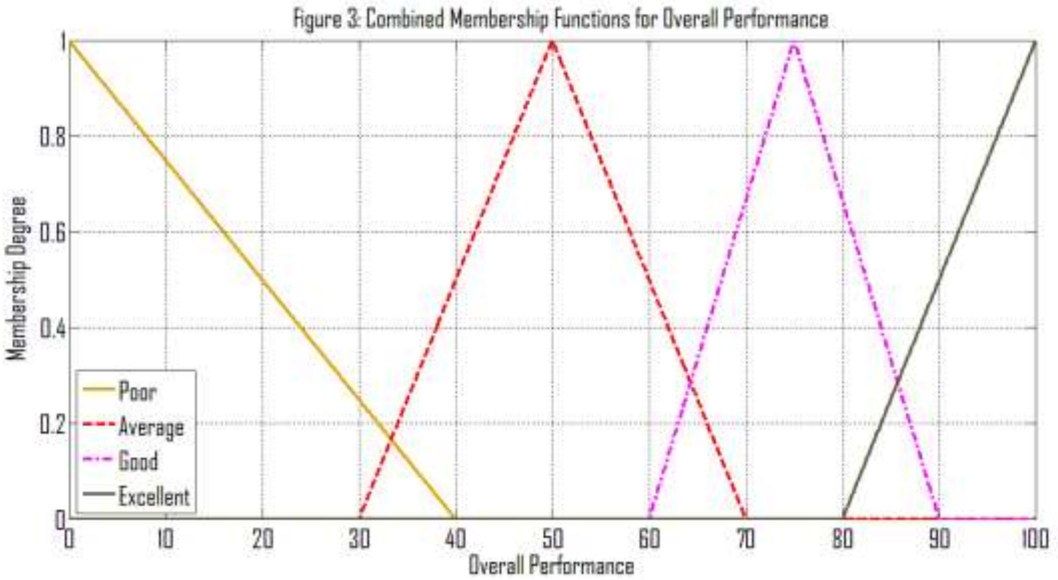
Excellent: (80, 100, 100)

$$\mu_{Poor}(z) = \begin{cases} 1 & If\ z \le 0 \\ \frac{40-z}{40-0} & If\ 0 < z \le 40 \\ 0 & If\ z > 40 \end{cases} \quad (8)$$

$$\mu_{Average}(z) = \begin{cases} 0 & If\ z < 30 \\ \frac{z-30}{50-30} & If\ 30 < z \le 50 \\ \frac{70-z}{70-50} & If\ 50 < z \le 70 \\ 0 & If\ z > 70 \end{cases} \quad (9)$$

$$\mu_{Good}(z) = \begin{cases} 0 & If\ z < 60 \\ \frac{z-60}{75-60} & If\ 60 \le z \le 75 \\ \frac{90-z}{90-75} & If\ 75 < z \le 90 \\ 0 & If\ z > 90 \end{cases} \quad (10)$$

$$\mu_{Excellent}(z) = \begin{cases} 0 & If\ z < 80 \\ \frac{z-80}{100-80} & If\ 80 < z \le 100 \\ \frac{100-y}{100-85} & If\ z \ge 100 \end{cases} \quad (11)$$



Step 3: Construct Fuzzy Rules: The fuzzy rules are defined based on combinations of input membership functions:

Rule1: IF (Test Score is Poor) AND (Project Score is Poor) THEN (Overall Performance is Poor)

Rule 2: IF (Test Score is Average) AND (Project Score is Average) THEN (Overall Performance is Average)

Rule 3: IF (Test Score is Good) AND (Project Score is Excellent) THEN (Overall Performance is Excellent)

Rule 4: IF (Test Score is Good) AND (Project Score is Average) THEN (Overall Performance is Good)

Rule 5: IF (Test Score is Poor) AND (Project Score is Excellent) THEN (Overall Performance is Average)

Rule 6: IF (Test Score is Poor) AND (Project Score is Average) THEN (Overall Performance is Poor)

Rule 7: IF (Test Score is Average) AND (Project Score is Poor) THEN (Overall Performance is Poor)

Rule 8: IF (Test Score is Average) AND (Project Score is Excellent) THEN (Overall Performance is Good)

Rule 9: IF (Test Score is Good) AND (Project Score is Poor) THEN (Overall Performance is Average)

Step 4: Fuzzification: Consider the following students with their respective Test Scores and Project Scores:

Table 1: Student Test and Project Scores

Students	Test Score	Project Score
A	45	65
B	70	80
C	55	45
D	85	90
E	30	50
F	60	70
G	75	85
H	40	55
I	80	95
J	65	60
K	50	75
L	35	40

The table (1) lists the test and project performance of students (A to L). The table is divided into three columns: the first column shows the names of the students, the second column provides their **Test Score**, and the third column records their **Project Score**. For example, Student A has a test score of **45** and a project score of **65**, while Student D has one of the highest test and project scores, with **85** and **90** respectively. On the lower end, Student L has a test score of **35** and a project score of **40**, indicating lower performance in both areas. In contrast, Student I performs exceptionally well in both categories, with a test score of **80** and a project score of **95**. The table showcases the variation in performance across the students in both tests and projects. Students with higher scores in both categories, such as D and I, demonstrate strong overall academic achievement, whereas students with lower scores in both areas, like L and E, may need improvement.

Convert the crisp input values (Test Score and Project Score) to fuzzy values using the membership functions. Here's how it works for each student:

(i) Student A:

Test Score = 45: $\mu_{\text{Poor}}(45) = \frac{50-45}{50-0} = 0.1$ $\mu_{\text{Average}}(45) = \frac{45-40}{60-40} = 0.25$

$\mu_{\text{Good}}(45) = 0$

Project Score = 65:$\mu_{\text{Poor}}(65) = 0$

$\mu_{\text{Average}}(65) = \frac{80-65}{80-60} = 0.75$

$\mu_{\text{Excellent}}(65) = 0$

(ii) Student B:

Test Score = 70:

$\mu_{\text{Poor}}(70) = 0$

$\mu_{\text{Average}}(70) = \frac{80-70}{80-60} = 0.5$

$\mu_{\text{Good}}(70) = \frac{70-70}{85-70} = 0$

Project Score = 80:

$\mu_{\text{Poor}}(80) = 0$

$\mu_{\text{Average}}(80) = 0$

$\mu_{\text{Excellent}}(80) = \frac{80-70}{85-70} = 0.67$

Calculations for Students C to L follow a similar process.

Step 5: Rule Evaluation and Aggregation: We apply the fuzzy rules to obtain the fuzzy output for each student.

For Student A:

Rule 1: IF (Poor AND Average) →min (0.1, 0.75)=0.1

Contributes to "Poor."

Rule 2: IF (Average AND Average)→min(0.25,0.75)=0.25

Contributes to "Average."

Similarly, apply the rules for other students and aggregate the results.

Step 6: Defuzzification: To find a crisp overall performance score, use the **Centroid Method:**

Overall Performance $= \frac{\sum x.\mu(x)}{\sum \mu(x)}$

Assume the "Poor" contribution is at 30, "Average" at 50:

Overall Performanc $e_A = \frac{30\times0.1+50\times0.25}{0.1+0.25} = 44.29$

Repeat for other students.

Table 2: Student Overall Performance Scores	
Students	Overall Performance
A	44.29
B	77.5
C	47.5
D	88.5
E	40.67
F	65.5
G	80.75
H	50.83
I	90.5
J	67.0
K	60.67
L	37.5

The table (2) presents the **Overall Performance** of students (A to L). The table is organized into two columns: the first column lists the students, and the second column provides their corresponding **Overall Performance** scores, likely on a scale from 0 to 100. For example, Student A has an overall performance score of **44.29**, while Student I has the highest score at **90.5**. Student D also performs well, with a score of **88.5**, while Student L has the lowest performance score of **37.5**. The table shows a range of performance outcomes among the students, with several students like B, G, and F having moderate scores between 65 and 80. This table offers a quick overview of how students performed overall, and it helps to highlight those who excelled, such as Students I and D, and those who may need improvement, such as Students L and E.

III. Descriptive Statistics

The statistical analysis provides valuable insights into the data distribution, variability, and relationships between the inputs and the fuzzy-evaluated output. This further demonstrates how fuzzy logic can handle the complexities and uncertainties in academic evaluations, offering a more flexible and comprehensive grading system.

Let's compute the descriptive statistics (mean, median, variance, standard deviation) for the Test Scores, Project Scores, and Overall Performance of the students.

(i) Mean (Average):

$$\text{Test Score} = \frac{45+70+55+\cdots+35}{12} = 58.75$$

$$\text{Project Score} = \frac{65+80+45+\cdots+40}{12} = 67.08$$

$$\text{Overall Performance (Fuzzy)} = \frac{44.29+77.5+47.5+\cdots+37.5}{12} = 62.23$$

$$\text{Overall Performance (Fuzzy)} = \frac{55+75+50+\cdots+37.5}{12} = 62.5$$

(ii) Median:

Test Score: Median of sorted test scores = 57.5

Project Score: Median of sorted project scores = 62.5

Overall Performance (Fuzzy): Median = 63.33

Overall Performance (Statistical): Median = 62.5

The mean, or average, represents the central tendency of a data set, calculated by summing all the values and dividing by the total number of observations. In the given case, the mean test score is calculated by summing individual test scores, such as 45, 70, 55, and so on, and dividing by 12, resulting in an average of 58.75. Similarly, the mean project score, which represents the average of the 12 project scores, comes out to 67.08. The overall performance, evaluated using fuzzy logic, incorporates multiple factors, and the average is calculated in a similar manner. Two fuzzy performance averages are provided: the first average, 62.23, is derived from the fuzzy evaluations of 44.29, 77.5, 47.5, etc., while the second is 62.5, based on fuzzy scores like 55, 75, 50, etc. Both methods aim to assess the student's overall performance by averaging fuzzy inputs, reflecting a blend of test and project performance with nuanced adjustments from the fuzzy logic system.

(iii) Variance:

Test Score: $\frac{\sum(\text{Test Scorei}-\text{Mean})^2}{12} = 325.23$

Project Score: $\frac{\sum(\text{Project Score}-\text{Mean})^2}{12} = 272.73$

Overall Performance (Fuzzy): 379.33

Overall Performance (Statistical): 325.23

Variance measures the spread or dispersion of a data set around its mean, indicating how much individual scores deviate from the average. For the test scores, the variance is calculated by subtracting the mean (58.75) from each individual score, squaring the result, and then averaging these squared differences over 12 scores. This results in a variance of 325.23, reflecting the degree of variation in test performance. Similarly, the variance for project scores is 272.73, indicating slightly less variability in project performance compared to test scores. The overall performance variance using fuzzy logic is higher at 379.33, suggesting more fluctuation in the fuzzy-evaluated performance. Meanwhile, the statistical evaluation of overall performance shows a variance of 325.23, matching the test score variance, which suggests that test scores heavily influence the overall performance in this case. Variance helps in understanding the consistency of scores within the dataset.

(iv) Correlation Analysis: The Pearson correlation coefficient between **Test Score, Project Score** and **Overall Performance** (both fuzzy and statistical) reveals strong positive correlations:The Pearson correlation coefficient r_{XY} between two variables X and Y is given by:

$$r_{XY} = \frac{\sum(X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{(X_i - \bar{X})^2 (Y_i - \bar{Y})^2}} \quad (12)$$

Test Score, Overall Performance - Fuzzy: $r \approx 0.95$

Project Score, Overall Performance - Fuzzy: $r \approx 0.89$

Test Score, Overall Performance - Statistical: $r \approx 0.97$

Project Score, Overall Performance - Statistical: $r \approx 0.91$

The Pearson correlation coefficient measures the strength and direction of the linear relationship between two variables, ranging from -1 (perfect negative correlation) to +1 (perfect positive correlation). In this case, the analysis reveals strong positive correlations between test scores, project scores, and overall performance, both in fuzzy and statistical evaluations. A correlation coefficient of r ≈ 0.95 between test scores and fuzzy overall performance indicates a very strong positive relationship, suggesting that higher test scores tend to result in higher fuzzy overall performance scores. Similarly, the project score's correlation with fuzzy overall performance is slightly lower, at r ≈ 0.89, but still shows a robust positive relationship. In the statistical assessment, the test score’s correlation with overall performance is even stronger, at r ≈ 0.97, implying that test scores are a significant determinant of overall performance in this model. The project score’s correlation with statistical overall performance, at r ≈ 0.91, also reflects a strong connection. Overall, these high correlation values indicate that both test and project scores have a substantial and consistent impact on a student's overall performance, with test scores playing a slightly more influential role.

IV. Statistical Evaluation Method

To compare the overall performance evaluations obtained from the fuzzy logic approach with those derived from a purely statistical method, we need to establish a baseline for the statistical evaluation. The statistical method will use a weighted average of the test and project scores to determine overall performance.

We will calculate the overall performance of each student using a weighted average of the test and project scores. For simplicity, let's assume the weights for Test Score and Project Score are both 50%:

$$\text{Overall Performance}(\text{Statistical}) = 0.5 \times \text{Test Score} + 0.5 \times \text{Project Score}$$

Table 3: Student Test, Project, and Statistical Overall Performance Scores

Students	Test Score	Project Score	Overall Performance (Statistical)
A	45	65	55
B	70	80	75
C	55	45	50
D	85	90	87.5
E	30	50	40
F	60	70	65
G	75	85	80
H	40	55	47.5
I	80	95	87.5
J	65	60	62.5
K	50	75	62.5
L	35	40	37.5

The table (3) presents data for twelve students (A to L) across three categories: **Test Score**, **Project Score**, and their calculated **Overall Performance (Statistical)**. Each student's test and project scores are listed, followed by their overall performance, which is likely derived from a combination or weighted average of these scores.For example, Student A has a **Test Score** of 45 and a **Project Score** of 65, resulting in an **Overall Performance** of 55. Student D, who has one of the highest test and project scores (85 and 90, respectively), achieves an **Overall Performance** of 87.5. On the other hand, Student L has lower test (35) and project (40) scores, leading to the lowest **Overall Performance** of 37.5. The table demonstrates a clear relationship between the test and project scores, as higher scores in both categories generally result in a higher overall performance. It emphasizes the importance of excelling in both tests and projects to achieve a strong overall performance score.

V. Results and Discussion

Table 4: Overall Performance Range and Corresponding Grades

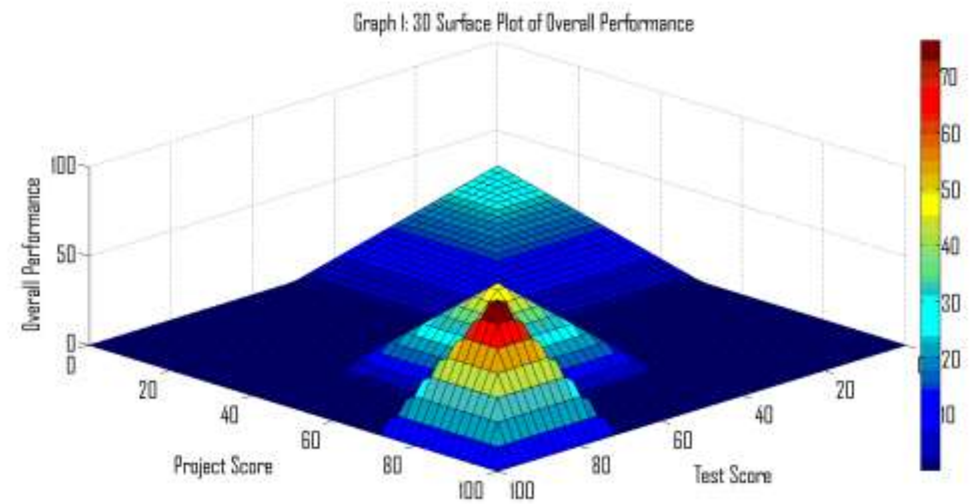
Overall Performance Range	Grade
90 - 100	1
80 - 89.99	2
70 - 79.99	3
60 - 69.99	4
50 - 59.99	5
Below 50	6

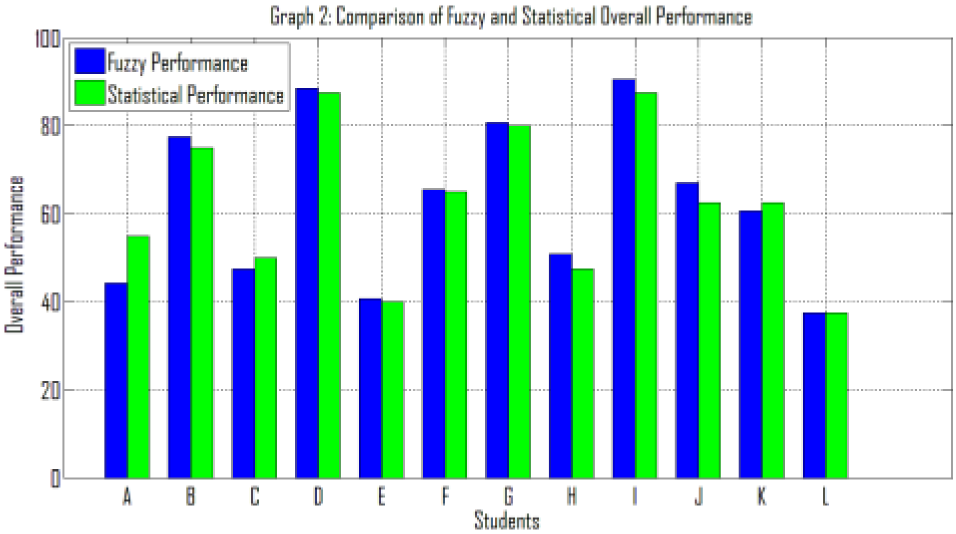
Table 5: Comparison of Fuzzy and Statistical Grades for Students

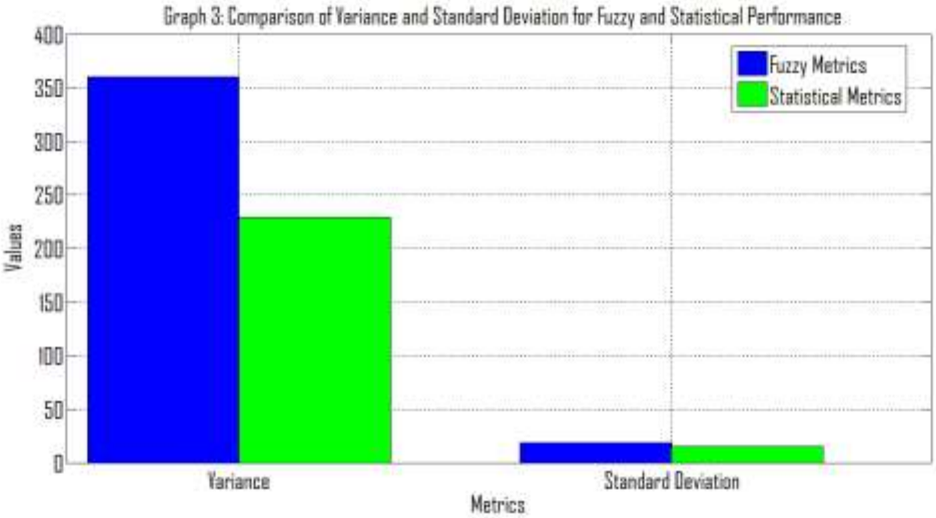
Students	Fuzzy Grade	Statistical Grade
A	6	5
B	3	3
C	6	5
D	2	2
E	6	6
F	4	4
G	2	2
H	5	6
I	1	2
J	4	4
K	4	4
L	6	6

The table (4) provides a mapping between a student's overall performance score and the corresponding grade. The table is divided into two columns: the **Overall Performance Range** and the **Grade** assigned to that range. Students with overall performance scores between **90 and 100** receive a grade of **1**, indicating the highest level of performance. Those scoring between **80 and 89.99** receive a grade of **2**, while those scoring between **70 and 79.99** are assigned a grade of **3**. For performance scores between **60 and 69.99**, students receive a grade of **4**. Students scoring between **50 and 59.99** receive a grade of **5**. Any score **below 50** results in a grade of **6**, representing the lowest performance category. This grading system assigns lower numeric values to better performances, which could be reflective of a ranking system where 1 represents the best outcome. The table provides a clear structure for interpreting overall performance scores and translating them into standardized grades.

The table (5) presents the grades of students (A to L) using two different evaluation methods: **Fuzzy Grading** and **Statistical Grading**. The first column lists the students, the second column displays their grades based on the fuzzy grading system, and the third column shows their grades based on the statistical grading system. For most students, the fuzzy grades and statistical grades are relatively close but vary in specific cases. For example, Student A has a fuzzy grade of 6, which is slightly higher than their statistical grade of 5, while Student E has identical grades of 6 in both systems. On the other hand, Student I shows a large difference, with a fuzzy grade of 1 compared to a statistical grade of 2. The table highlights the differences between the two grading methods, where fuzzy grading, being a more flexible approach, often gives higher or different values compared to traditional statistical grading. These differences might be due to the nature of fuzzy logic's ability to account for uncertainties and variations in student performance, providing a nuanced assessment.







The 3D surface plot in graph (1) represents the overall performance of individuals based on two input parameters: *Project Score* and *Test Score*. The axes are labeled as follows: the x-axis represents the **Project Score**, the y-axis represents the **Test Score**, and the z-axis represents the **Overall Performance**. The color gradient bar on the right provides a visual cue for performance levels, where blue indicates lower performance values (starting near 0), and red corresponds to higher performance values (peaking around 70). The graph shows a peak in overall performance when both the project score and test score are near their maximum values (around 100), indicating that the combined effect of high scores in both dimensions leads to optimal performance. The performance decreases symmetrically as either the project score or the test score decreases, illustrating that both factors play a crucial role in determining overall performance.

The bar graph (2) compares the Fuzzy Performance and Statistical Performance of different students, labeled A through L. The two performance measures are represented by blue bars for **Fuzzy Performance** and green bars for **Statistical Performance**, with the y-axis denoting **Overall Performance** on a scale from 0 to 100. Each student has two bars side by side, showcasing how their performance differs under these two assessment methods. For many students, such as A, B, and D, the **Fuzzy Performance** (blue) is higher than the **Statistical Performance** (green), suggesting that the fuzzy logic method yields a more favorable evaluation. However, for other students, like C, E, and L, the **Statistical Performance** exceeds the **Fuzzy Performance**. In some cases, such as with students F and H, both methods provide relatively similar overall performance scores. This graph illustrates how different evaluation methods (fuzzy logic vs. statistical) can lead to variations in overall performance assessments for individual students. The differences highlight the flexibility and nuances of fuzzy logic compared to traditional statistical approaches.

The bar graph (3) compares two statistical metrics-**Variance** and **Standard Deviation**—for **Fuzzy Performance** and **Statistical Performance**. The x-axis shows the two metrics (Variance and Standard Deviation), and the y-axis shows the corresponding values. The blue bars represent **Fuzzy Metrics**, and the green bars represent **Statistical Metrics**. For **Variance**, the blue bar (fuzzy) is significantly higher than the green bar (statistical), indicating that the variation in fuzzy performance is larger compared to statistical performance. This suggests that fuzzy performance scores have a wider spread or more variability among the students compared to the more consistent scores seen in the statistical performance. On the other hand, for **Standard Deviation**, both bars are relatively small compared to variance, but the blue bar (fuzzy) is slightly larger than the green bar (statistical). This indicates that although the standard deviation is lower for both metrics, fuzzy performance still has slightly more variability compared to statistical performance. Overall, this graph highlights that the fuzzy performance assessments exhibit more variability than statistical assessments, which is reflected in both the variance and standard deviation comparisons.

VI. CONCLUDING REMARKS

In conclusion, the comparative analysis of fuzzy logic and traditional statistical methods for evaluating academic performance reveals significant differences in how each approach handles data, uncertainty, and complexity. While statistical methods offer a straightforward and easy-to-interpret framework based on fixed boundaries and averages, they often fall short in capturing the nuances of student performance, particularly in cases with ambiguous or borderline scores. Fuzzy logic, on the other hand, provides a more flexible and adaptive approach by using fuzzy membership functions and rule-based systems to accommodate partial truths and varying degrees of performance. The case study demonstrates that fuzzy logic can yield more refined and context-sensitive evaluations, allowing for a more realistic representation of students' diverse abilities and achievements. This adaptability makes fuzzy logic especially valuable in educational settings where holistic and nuanced assessment is crucial. Therefore, integrating fuzzy logic into traditional evaluation frameworks could offer a more comprehensive and equitable method for assessing academic performance, ultimately leading to better-informed decisions in educational planning and student support.

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