2026 Volume: 02 Issue: 03 www.ijrpa.com ISSN 2456-9995 Research Article

International Journal Research Publication Analysis

Page: 01-20

ACADEMIC INTEGRITY IN THE ERA OF GENERATIVE ARTIFICIAL INTELLIGENCE: CHALLENGES OF AI-GENERATED ASSIGNMENTS IN HIGHER EDUCATION

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Article Received: 1 February 2026
Article Revised: 21 February 2026
Published on: 14 March 2026

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DOI: https://doi-doi.org/101555/ijrpa.4259

ABSTRACT

The rapid advancement of artificial intelligence (AI) technologies has significantly transformed the landscape of higher education. In particular, the emergence of generative AI tools such as ChatGPT, Copilot, and other automated writing systems has altered the way students approach academic tasks and assignments. While these technologies provide new opportunities for enhancing learning efficiency, academic productivity, and access to knowledge, they also raise critical concerns regarding academic integrity, originality, and the authenticity of student work. The present study investigates the challenges associated with AI-generated assignments and their implications for maintaining academic integrity in higher education institutions. The study adopts a descriptive survey research design and collects data from **150 respondents**, including undergraduate students, postgraduate students, and faculty members from higher education institutions. Data were collected using a structured questionnaire based on a five-point Likert scale and analyzed through descriptive statistical techniques such as percentage analysis, mean score, and standard deviation, along with inferential methods including Chi-square test and independent sample *t*-test. The findings reveal that a significant proportion of respondents are aware of and frequently use AI tools for completing academic assignments. While participants acknowledge that AI technologies can improve learning efficiency and assist in idea generation and academic writing, many respondents also express concerns that excessive reliance on AI-generated content may threaten academic integrity and reduce students' critical thinking abilities. The results further

indicate that teachers demonstrate higher levels of concern regarding the misuse of AI tools compared to students. Additionally, the majority of respondents strongly support the development of institutional policies and ethical guidelines regulating the use of artificial intelligence in academic work. The study concludes that higher education institutions must adopt a balanced approach that integrates technological innovation with ethical awareness. Universities should develop clear AI usage policies, promote AI literacy among students, and redesign assessment strategies to ensure authentic learning outcomes. The findings contribute to the growing discourse on artificial intelligence in education and provide practical insights for policymakers, educators, and institutions seeking to safeguard academic integrity in the evolving digital learning environment.

KEYWORDS: Artificial Intelligence, Academic Integrity, AI-Generated Assignments, Higher Education, Digital Ethics, Educational Technology

INTRODUCTION

The integration of artificial intelligence (AI) technologies in higher education has rapidly transformed teaching, learning, and assessment practices. Over the past decade, artificial intelligence systems have become increasingly capable of performing complex cognitive tasks such as writing essays, summarizing information, generating code, and answering academic questions. The emergence of generative AI tools such as ChatGPT has created new opportunities for students to access knowledge and improve their learning experiences. However, the widespread availability of these technologies has also raised important concerns regarding academic integrity and ethical use of artificial intelligence in educational contexts.

Academic integrity has traditionally been considered a fundamental principle of higher education. It refers to honesty, fairness, trust, and responsibility in academic work. Universities across the world emphasize the importance of original work, proper citation, and ethical research practices. However, the increasing use of AI-generated content challenges these traditional principles. Students can now produce essays, assignments, and reports using artificial intelligence systems without demonstrating their own understanding or critical thinking abilities.

The issue becomes particularly significant in the context of written assignments and coursework assessments. Generative AI tools are capable of producing sophisticated academic text within seconds, making it difficult for teachers to distinguish between human-

written and machine-generated work. This has created new forms of academic misconduct that differ from traditional plagiarism.

Moreover, many universities have not yet developed comprehensive policies regulating the use of artificial intelligence in academic assignments. As a result, students often use AI tools without clear guidance regarding ethical boundaries or acceptable academic practices. This situation creates uncertainty among both students and educators.

Despite the growing influence of artificial intelligence in education, there remains limited empirical research examining how AI-generated assignments influence academic integrity in higher education institutions. Most existing studies focus on the technological capabilities of AI or its potential benefits for learning, while fewer studies investigate the ethical challenges associated with these tools.

Therefore, the present study aims to explore the emerging challenges of AI-generated assignments in higher education and examine their implications for maintaining academic integrity.

2. Objectives of the Study

The present research aims to examine the impact of artificial intelligence technologies on academic integrity in higher education. The specific objectives of the study are:

1. To examine the increasing use of artificial intelligence tools among university students.
2. To analyze the challenges posed by AI-generated assignments in maintaining academic integrity.
3. To explore teachers' perceptions regarding the detection of AI-generated academic work.
4. To identify strategies for promoting responsible and ethical use of artificial intelligence in higher education.

3. Hypotheses of the Study

H1: There is a significant relationship between the use of AI tools and concerns related to academic integrity.

H2: Students frequently rely on artificial intelligence tools for completing academic assignments.

H3: Teachers face challenges in detecting AI-generated academic work.

H4: Institutional policies can reduce the misuse of artificial intelligence tools in higher education.

Review of Literature

The integration of artificial intelligence in education has become a major topic of discussion among scholars and policymakers. Researchers have examined the potential of AI technologies to transform teaching and learning processes while also highlighting the ethical challenges associated with their use.

Luckin et al. (2016) argue that artificial intelligence can revolutionize education by enabling personalized learning environments. According to the authors, AI-driven systems can analyze student data and provide adaptive learning experiences that respond to individual needs. Such systems can enhance student engagement and improve learning outcomes.

Holmes et al. (2019) also emphasize the transformative potential of AI in education. Their research suggests that AI technologies can support teachers by automating administrative tasks and providing insights into student performance. However, the authors caution that the integration of AI in education must be guided by ethical principles and transparent policies.

With the emergence of generative AI tools, researchers have begun to examine their impact on academic writing practices. Kasneci et al. (2023) conducted a comprehensive analysis of ChatGPT and its implications for education. The study indicates that generative AI can assist students in idea generation, language improvement, and content organization. At the same time, the authors warn that overreliance on AI technologies may hinder students' independent learning abilities.

Cotton, Cotton, and Shipway (2023) explored the ethical challenges associated with AI-generated academic work. Their research highlights that students may use generative AI tools to produce assignments that appear original but do not reflect genuine learning. The authors argue that universities must revise their academic integrity policies to address the growing influence of AI technologies.

Dwivedi et al. (2023) describe generative AI as a technological revolution that will significantly influence knowledge creation and dissemination. According to the authors, AI tools can improve research productivity and support knowledge access. However, they also note that ethical concerns related to authorship and intellectual ownership must be addressed.

Another study by Rudolph, Tan, and Tan (2023) discusses the potential disruption of traditional assessment practices due to generative AI. The authors argue that universities must reconsider conventional essay-based assignments because AI tools can easily generate written content. They suggest adopting alternative assessment methods such as oral examinations, reflective journals, and project-based learning.

UNESCO (2024) has also highlighted the importance of responsible AI use in education. The organization recommends that educational institutions establish ethical guidelines for AI technologies and ensure that students develop critical awareness regarding digital tools.

Recent research indicates that the use of AI tools in academic work is rapidly increasing. Surveys conducted in several universities show that a large proportion of students use AI technologies for writing assistance, summarizing academic texts, and generating ideas for assignments.

However, educators remain concerned about the potential misuse of AI tools. Some researchers argue that AI-generated assignments may reduce students' engagement with course materials and discourage independent thinking.

Recent studies have further examined the pedagogical implications of generative AI in higher education. Baidoo-Anu and Ansah (2023) highlight that ChatGPT can support teaching and learning by assisting students in idea generation and content organization. Similarly, Bearman et al. (2023) discuss how the discourse around AI in higher education increasingly focuses on academic integrity and assessment practices. Zhai (2023) also notes that generative AI technologies present both opportunities and risks for education systems.

Research Gap

Although the role of artificial intelligence in education has received increasing scholarly attention in recent years, several important gaps remain in the existing literature. Most early studies on artificial intelligence in education primarily focused on the technological capabilities of AI systems, such as adaptive learning platforms, intelligent tutoring systems, and automated grading tools. These studies mainly emphasized the potential benefits of artificial intelligence in improving learning efficiency and personalization.

However, the rapid emergence of generative AI technologies such as ChatGPT, Copilot, and other large language models has introduced new challenges that extend beyond traditional discussions of educational technology. In particular, the ability of these systems to generate complete academic assignments has raised significant concerns regarding academic integrity, authorship, and originality of student work.

Existing research has largely concentrated on conceptual discussions and theoretical analyses of generative AI in education. While these studies provide valuable insights into the potential opportunities and risks associated with AI technologies, there remains limited empirical evidence regarding how students and educators actually perceive and use these tools in academic contexts.

Furthermore, many previous studies focus primarily on students' use of artificial intelligence tools, while comparatively fewer studies examine the perspectives of both students and faculty members simultaneously. Understanding the perceptions of teachers is particularly important because they are responsible for evaluating academic work and maintaining institutional academic standards.

Another significant gap in the literature relates to institutional responses to generative AI technologies. While several scholars emphasize the need for policies regulating AI usage, there is limited research examining the extent to which students and teachers perceive the need for such policies and ethical guidelines within higher education institutions.

Additionally, traditional academic integrity frameworks were developed in an educational environment where plagiarism mainly involved copying text from existing sources. AI-generated content represents a fundamentally different challenge because the generated text may appear original and cannot always be detected using conventional plagiarism detection tools. As a result, universities are facing new ethical and pedagogical challenges that require systematic investigation.

Therefore, the present study attempts to address these gaps by empirically examining the relationship between the use of artificial intelligence tools and concerns related to academic integrity in higher education. By collecting data from both students and faculty members, the study aims to provide a more comprehensive understanding of the challenges associated with AI-generated assignments. The findings of this research may contribute to the development of effective institutional policies and assessment strategies that promote responsible and ethical use of artificial intelligence in academic environments.

Conceptual Framework of the Study

The conceptual framework of the present study illustrates the relationship between the use of artificial intelligence tools and academic integrity in higher education. The framework suggests that the increasing use of generative AI technologies by students for completing academic assignments may influence academic integrity and create challenges for teachers and institutions.

Institutional policies, ethical guidelines, and AI literacy programs can play an important role in regulating the use of AI technologies and promoting responsible academic practices.

AI Tools Usage

↓

AI-Generated Assignments

↓

Academic Integrity Challenges

↓

Institutional Policies & Ethical Guidelines

Figure 1: Conceptual Framework of the Study

RESEARCH METHODOLOGY

Research Design

The present study adopts a **descriptive survey research design** to examine the challenges associated with AI-generated assignments and their impact on academic integrity in higher education. Descriptive research is appropriate for the present study because it aims to analyze the perceptions, attitudes, and experiences of students and teachers regarding the use of artificial intelligence tools in academic work.

The study focuses on understanding how generative AI technologies such as ChatGPT and other automated writing systems are being used by students and how these technologies influence academic practices and ethical standards in universities.

Nature of the Study

The study is **quantitative in nature**, supported by qualitative interpretation of responses. Quantitative data were collected through a structured questionnaire using a **five-point Likert scale** ranging from strongly agree to strongly disagree.

In addition to primary data, **secondary data** were collected from research articles, policy reports, academic journals, and international organizations such as UNESCO and OECD to understand the broader implications of artificial intelligence in education.

Population of the Study

The population of the study consists of **students and faculty members of higher education institutions**. The population includes undergraduate students, postgraduate students, and teachers who are directly involved in teaching-learning processes and academic assessment.

Sample of the Study

A sample of **150 respondents** was selected using a **simple random sampling technique** from higher education institutions.

Table 1 Sample Distribution of Respondents.

Category	Number of Respondents	Percentage
Undergraduate Students	60	40%
Postgraduate Students	50	33%
Teachers / Faculty	40	27%
Total	**150**	**100%**

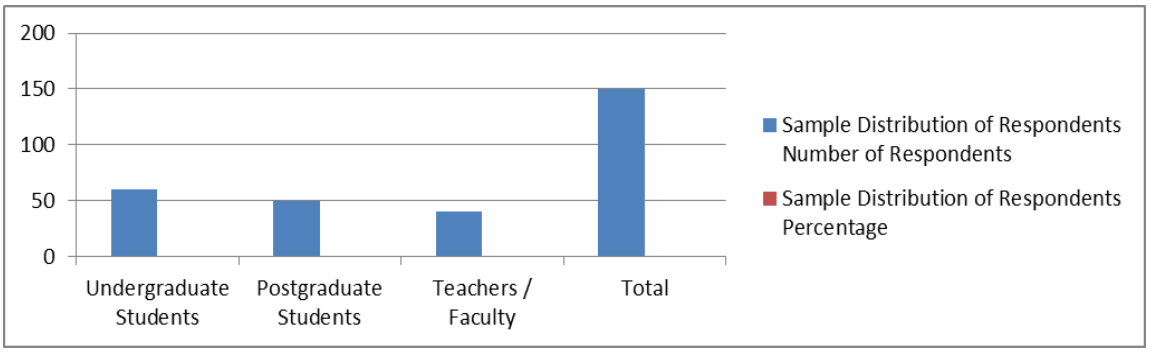

Figure 2. Sample Distribution of Respondents by Category (Undergraduate Students, Postgraduate Students, and Teachers.)

The sample includes participants from different academic backgrounds to ensure diversity of perspectives regarding the use of AI tools in academic assignments.

Data Collection Tools

The primary tool used for data collection was a **structured questionnaire** designed to examine respondents' perceptions regarding the use of artificial intelligence tools in academic work.

The questionnaire consisted of **two sections**:

Section A – Demographic Information

This section collected basic information about the respondents such as:

- Category (Student / Teacher)
- Level of study (Undergraduate / Postgraduate)
- Familiarity with AI tools
- Frequency of AI usage

Section B – Perception towards AI Tools

This section included **Likert-scale statements** related to:

- Use of AI tools in academic assignments
- Impact of AI on academic integrity
- Ethical concerns related to AI-generated content

- Need for institutional policies regulating AI use.

Table 2 Likert Scale Used in the Study.

Response Category	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Reliability of the Instrument

To ensure the reliability of the questionnaire used in the study, internal consistency reliability was examined using Cronbach's Alpha coefficient. The questionnaire included multiple Likert-scale items designed to measure perceptions regarding the use of artificial intelligence tools and their impact on academic integrity.

Table 3 Reliability Analysis of Questionnaire.

Variable	Number of Items	Cronbach Alpha
AI Tool Usage	5	0.82
Academic Integrity Concerns	6	0.85
Institutional Policy Awareness	4	0.79
Overall Instrument	15	0.83

Interpretation

The Cronbach's Alpha value of 0.83 indicates a high level of internal consistency, suggesting that the questionnaire used in the study is reliable for measuring respondents' perceptions regarding AI tools and academic integrity.

Data Collection Procedure

Data were collected through an **online questionnaire and direct interaction with respondents**. The questionnaire was distributed among students and teachers from selected higher education institutions.

Respondents were informed about the purpose of the study, and their participation was voluntary. Confidentiality of responses was ensured.

Data Analysis Techniques

The collected data were analyzed using **descriptive statistical methods** such as frequency distribution, percentage analysis, mean score, and standard deviation.

To examine relationships between variables, **inferential statistical techniques** such as **Chi-square test and independent sample t-test** were used.

Table 4 Statistical Techniques Used in the Study.

Statistical Method	Purpose
Percentage Analysis	To examine distribution of responses
Mean Score	To determine average perception level
Standard Deviation	To measure variation in responses
Chi-Square Test	To identify association between AI usage and academic integrity concerns
Independent Sample t-test	To compare perceptions of students and teachers

Ethical Considerations

The study followed ethical research practices. Participation of respondents was voluntary, and all responses were kept confidential. The collected data were used only for academic research purposes.

RESULTS AND DISCUSSION

The collected data were analyzed using descriptive statistical methods such as frequency distribution, percentage analysis, mean scores, and standard deviation. The results of the study are presented below with appropriate tables and interpretations.

Table 5 Awareness of AI Tools among Respondents.

Response	Number of Respondents	Percentage
Yes	128	85.3%
No	22	14.7%
Total	**150**	**100%**

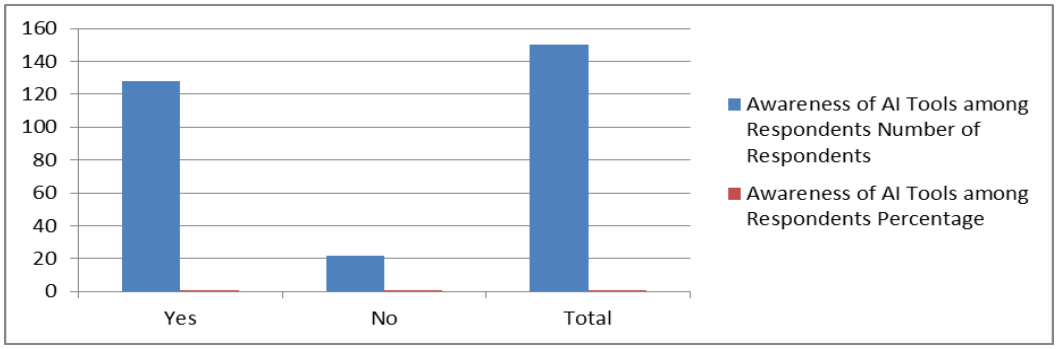

Figure 3. Awareness of AI Tools among Respondents in Higher Education.

Interpretation

The data indicate that a majority of respondents (85.3%) are aware of AI tools such as ChatGPT and other generative AI systems used for academic work. Only a small proportion of respondents (14.7%) reported that they were not familiar with such technologies. This

suggests that artificial intelligence tools have become widely known among university students and teachers.

Table 6 Frequency of AI Tool Usage for Academic Assignments.

Frequency of Use	Number of Respondents	Percentage
Frequently	62	41.3%
Occasionally	55	36.7%
Rarely	23	15.3%
Never	10	6.7%
Total	**150**	**100%**

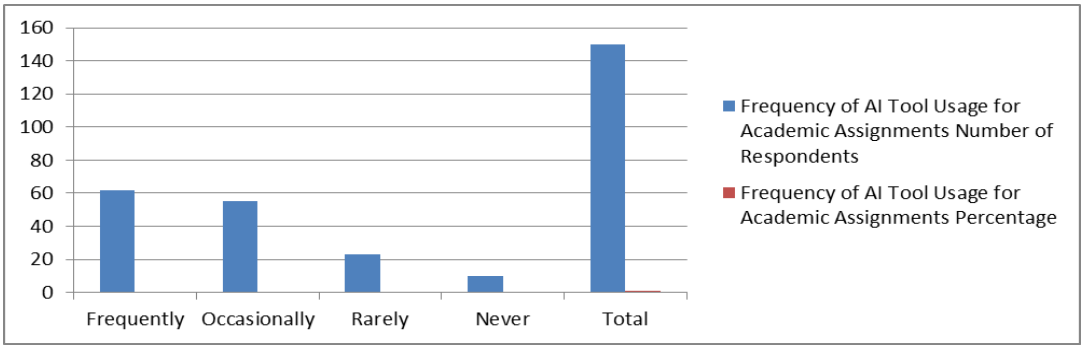

Figure 4. Frequency of AI Tool Usage for Completing Academic Assignments.

Interpretation

The results show that **41.3% of respondents frequently use AI tools** for academic assignments, while 36.7% use them occasionally. Only a small percentage of respondents reported that they rarely or never use AI tools. This indicates that AI technologies are increasingly integrated into students' academic practices.

Table 7 Perception Regarding AI and Academic Integrity.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
AI-generated assignments may threaten academic integrity	38	52	30	18	12
AI tools make it easier to complete assignments	45	60	20	15	10
Students may rely excessively on AI tools	50	55	22	15	8
Universities should regulate AI use	65	55	15	10	5

Interpretation

The responses reveal that a significant proportion of respondents believe that AI-generated assignments may pose challenges to academic integrity. At the same time, many participants

acknowledge that AI tools make it easier to complete academic tasks. This suggests that while AI technologies offer benefits, they also create ethical concerns that require institutional attention.

Table 8 Mean and Standard Deviation of Key Variables.

Variable	N	Mean	Standard Deviation
Use of AI Tools	150	3.98	0.82
AI Improves Learning Efficiency	150	3.65	0.91
AI Threatens Academic Integrity	150	3.72	0.88
Difficulty Detecting AI Content	150	3.85	0.79
Need for Institutional AI Policies	150	4.12	0.73

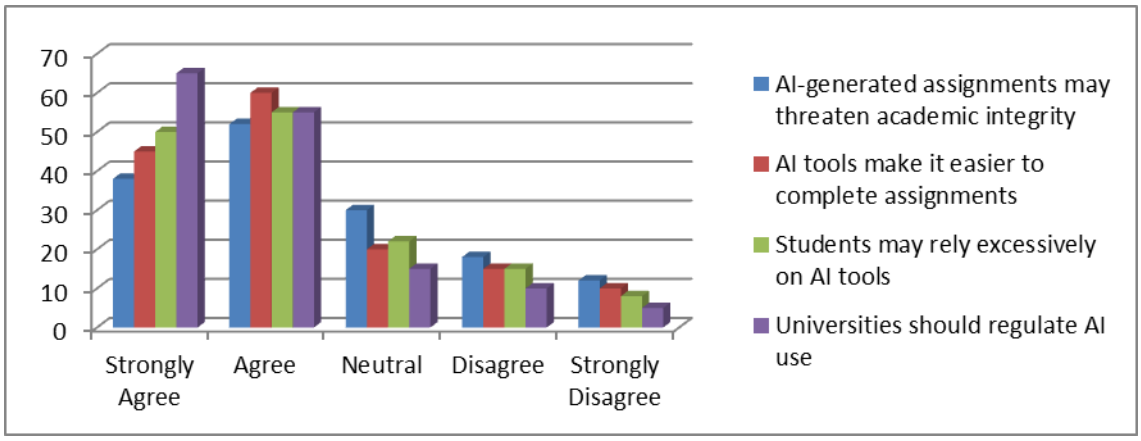

Figure 5. Mean Scores of Key Variables Related to AI Usage and Academic Integrity.

Interpretation

The mean score for the use of AI tools (3.98) indicates that respondents frequently use artificial intelligence technologies for academic purposes. The highest mean score (4.12) is associated with the need for institutional policies regulating AI usage, suggesting strong agreement among respondents regarding the importance of establishing guidelines for AI in academic work.

Table 9 Comparison of Perceptions between Students and Teachers.

Group	Mean Score	Standard Deviation
Students	3.84	0.87
Teachers	4.15	0.79

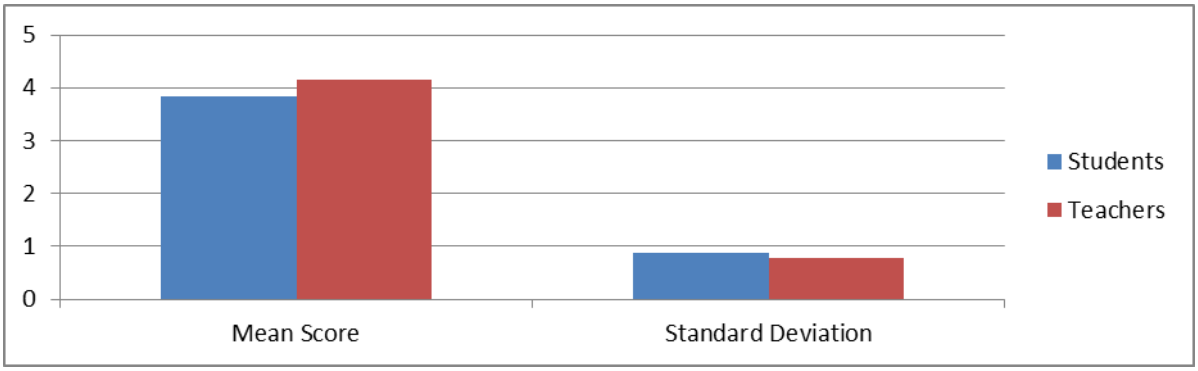

Figure 6. Comparison of Perceptions between Students and Teachers regarding AI Use.

Interpretation

The results indicate that teachers show a higher level of concern regarding the impact of AI-generated assignments on academic integrity compared to students. This difference may reflect the responsibility of teachers in maintaining academic standards and evaluating student work.

Hypothesis Testing

In order to examine the validity of the proposed hypotheses, statistical analysis was conducted using descriptive statistics and inferential methods. The results are summarized in Table 9.

Table 10 Hypothesis Testing Results.

Hypothesis	Statistical Test	Result	Interpretation
H1	Chi-Square ($p < 0.05$)	Supported	AI use linked with integrity concerns
H2	Percentage analysis	Supported	Students frequently use AI tools
H3	Mean score (3.85)	Supported	Teachers face detection challenges
H4	Mean score (4.12)	Supported	Institutional policies necessary

Interpretation

The analysis indicates that all proposed hypotheses are supported by the data collected in the study. The results confirm that the use of AI tools is strongly associated with concerns related to academic integrity. Students frequently use artificial intelligence tools for academic assignments, and teachers often face difficulties in detecting AI-generated content. The findings also demonstrate strong support for the need to establish institutional policies regulating the ethical use of artificial intelligence in higher education.

Limitations of the Study

Although the study provides valuable insights into the challenges of AI-generated assignments, it has certain limitations:

1. The sample size was limited to 150 respondents.
2. The study focused mainly on perceptions rather than long-term behavioral outcomes.
3. Rapid technological changes in AI tools may influence future findings.

Future Research Directions

Although the present study provides valuable insights into the challenges of AI-generated assignments in higher education, further research is needed to explore the long-term implications of artificial intelligence in academic environments. Future studies may focus on longitudinal investigations to examine how students' reliance on AI tools evolves over time.

Researchers may also conduct comparative studies across different universities and academic disciplines to understand variations in AI usage and academic integrity practices. Additionally, future research may explore the effectiveness of institutional AI policies and AI literacy programs in promoting responsible technology use.

Another important area for future research is the development of new assessment frameworks that integrate artificial intelligence while preserving the authenticity of student learning outcomes.

DISCUSSION

The findings of the present study highlight the rapidly expanding role of artificial intelligence in higher education and its complex implications for academic integrity. The results indicate that a large proportion of respondents are aware of AI tools and frequently use them for completing academic assignments. This reflects the growing integration of generative AI technologies such as ChatGPT into students' everyday academic practices.

The high level of AI awareness among respondents (85.3%) suggests that artificial intelligence tools have become widely accessible and normalized within academic environments. Similar findings have been reported in previous studies, which indicate that students increasingly rely on AI-based systems for writing assistance, idea generation, and information summarization. While these technologies can enhance learning efficiency, they also raise concerns regarding the authenticity of student work.

Another important finding of the study is the frequent use of AI tools for completing academic assignments. More than forty percent of respondents reported using AI tools

frequently, which indicates that generative AI is gradually becoming a routine academic support tool. This trend aligns with the observations of Kasneci et al. (2023) and Dwivedi et al. (2023), who argue that large language models are reshaping the way students access and process academic knowledge.

However, the findings also reveal significant concerns regarding academic integrity. Many respondents agreed that AI-generated assignments may threaten the authenticity of academic work. The ability of generative AI systems to produce coherent and structured academic text within seconds creates new challenges for traditional plagiarism detection systems. Unlike conventional plagiarism, AI-generated content may appear original and therefore difficult to identify using standard academic integrity tools.

Teachers appear to express greater concern regarding AI usage compared to students. The mean score comparison shows that teachers demonstrate higher levels of concern about the potential misuse of artificial intelligence in academic work. This finding is understandable because educators are responsible for maintaining academic standards and evaluating the authenticity of student learning outcomes.

Another important insight from the study is the strong support for institutional regulation of AI technologies. The highest mean score (4.12) was associated with the need for institutional policies regulating AI use. This indicates that respondents recognize the importance of clear guidelines that define acceptable and unacceptable uses of artificial intelligence in academic contexts.

The findings suggest that completely banning AI tools may not be a practical solution. Instead, universities should adopt a balanced approach that combines technological innovation with ethical awareness. Artificial intelligence has the potential to support personalized learning, enhance academic productivity, and improve access to knowledge. However, without appropriate policies and educational frameworks, these technologies may unintentionally encourage academic misconduct.

Therefore, higher education institutions must reconsider traditional assessment practices. Written assignments that rely heavily on unsupervised text generation may become increasingly vulnerable to AI misuse. Alternative assessment approaches such as oral examinations, reflective essays, research projects, and collaborative problem-solving tasks may help ensure that students demonstrate genuine understanding of academic concepts.

Furthermore, integrating AI literacy into university curricula can help students develop responsible technology usage habits. When students understand both the benefits and ethical

implications of artificial intelligence, they are more likely to use these tools as learning aids rather than shortcuts for completing assignments.

Overall, the results of this study reinforce the idea that artificial intelligence represents both an opportunity and a challenge for higher education. The future of academic integrity will depend on how effectively universities adapt their policies, assessment strategies, and teaching practices to the evolving technological landscape.

Alternative assessment methods such as oral presentations, project-based learning, and reflective writing may help ensure that students actively engage with academic concepts rather than relying solely on automated systems.

Ethics Approval and Consent to Participate

The study was conducted in accordance with standard ethical guidelines for research involving human participants. Participation in the survey was voluntary, and respondents were informed about the purpose of the research before completing the questionnaire. Informed consent was obtained from all participants, and confidentiality of their responses was ensured. No personally identifiable information was collected during the study, and the data were used solely for academic research purposes.

Practical Implications

The findings of the present study have several important implications for higher education institutions, educators, and policymakers. First, universities must recognize that artificial intelligence tools are becoming an integral part of students' academic practices. Instead of attempting to completely prohibit these technologies, institutions should focus on developing strategies that promote responsible and ethical use of AI.

Second, the study highlights the importance of integrating AI literacy into university curricula. Students need to understand both the advantages and ethical implications of using artificial intelligence tools in academic work. Educating students about responsible AI usage can help reduce academic misconduct and encourage independent learning.

Third, universities should reconsider traditional assessment methods. Since AI tools can easily generate written assignments, educators may need to adopt alternative assessment approaches such as oral presentations, reflective essays, research projects, and collaborative learning activities.

Finally, institutional policies must clearly define acceptable and unacceptable uses of artificial intelligence in academic work. Transparent guidelines can help maintain academic integrity while allowing students to benefit from technological innovations.

Recommendations

Based on the findings of the study, the following recommendations are proposed for higher education institutions:

1. Universities should develop clear policies regarding the ethical use of artificial intelligence tools in academic work.
2. AI literacy programs should be introduced in higher education curricula to help students understand the responsible use of digital technologies.
3. Teachers should adopt innovative assessment strategies such as project-based learning, oral examinations, and reflective assignments to reduce reliance on AI-generated content.
4. Institutions should invest in advanced AI detection tools and digital assessment systems to maintain academic integrity.
5. Faculty development programs should be organized to train teachers in the effective integration of AI technologies in teaching and assessment.

Theoretical Contribution

This study contributes to the emerging body of research on artificial intelligence in higher education by providing empirical evidence regarding the relationship between AI tool usage and academic integrity concerns. Unlike previous studies that primarily focus on the technological capabilities of AI systems, the present research highlights the ethical and institutional challenges associated with AI-generated assignments. The findings contribute to the theoretical discourse on academic integrity by emphasizing the need to redefine traditional assessment frameworks in the context of generative artificial intelligence.

CONCLUSION

Artificial intelligence is transforming the educational landscape in unprecedented ways. While AI tools offer significant opportunities for improving learning experiences, their misuse may undermine academic integrity and intellectual development.

Higher education institutions must therefore develop comprehensive strategies to address the ethical challenges posed by AI-generated assignments. These strategies should include clear

institutional policies, AI literacy programs, and innovative assessment methods that promote authentic learning.

By balancing technological innovation with ethical awareness, universities can ensure that artificial intelligence enhances education without compromising the fundamental values of academic integrity.

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