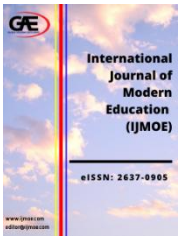
International Journal of Modern Education
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 1924-1937



INTERNATIONAL JOURNAL OF MODERN EDUCATION (IJMOE)
www.gaexcellence.com/ijmoe

GENERATIVE AI AND ACADEMIC WRITING IN HIGHER EDUCATION: A THEMATIC REVIEW OF STUDENT PERCEPTIONS AND LEARNING PRACTICES

Puteri Nur Hidayah Kamaludin[1]*, Sofwah Md. Nawi[2], Suhaili Mohd Yusof[3], Noridah Sain[4]

[1]Academy of Language Studies, Universiti Teknologi MARA, Johor, Malaysia
puteri523@uitm.edu.my https://orcid.org/0000-0002-0370-2329
[2]Academy of Language Studies, Universiti Teknologi MARA, Johor, Malaysia
sofwah@uitm.edu.my https://orcid.org/0000-0001-7536-7198
[3]Academy of Language Studies, Universiti Teknologi MARA, Johor, Malaysia
suhailiyusof@uitm.edu.my https://orcid.org/0000-0001-5221-317X
[4]Academy of Language Studies, Universiti Teknologi MARA, Johor, Malaysia
noridahs@uitm.edu.my https://orcid.org/0000-0002-8170-6640
*Corresponding Author

Article Info:

Article history:
Received date: 03.08.2026
Revised date: 30.08.2026
Accepted date: 23.09.2026
Published date: 30.09.2026

To cite this document:

Kamaludin, P. N. H., Nawi, S. M., Yusof, S. M., & Sain, N. (2026). Generative AI and Academic Writing in Higher Education: A Thematic Review of Student Perceptions and Learning Practices. *International Journal of Modern Education, 8*(31), 1924-1937.

Abstract:

In higher education classrooms, Generative Artificial Intelligence (GenAI) is rapidly transforming the way students approach academic writing, thereby shifting learning practices and the ethical challenges students face. To better understand this phenomenon, this paper thematically analyses qualitative insights into the students' GenAI-assisted academic writing experience, guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). Through this review, three main themes emerged. First, students view GenAI as a helpful cognitive assistant but with a potential risk of over-reliance and authenticity of their academic voice. Second, the academic writing process is shifting away from traditional drafting toward prompt engineering and editing skills. Third, students describe uncertainty navigating the ethical boundaries between acceptable assistance and academic misconduct. This paper recommends that educational institutions move beyond simply policing GenAI use towards supporting educators to actively teach critical AI literacy. By understanding how students perceive the usage of these tools, educational stakeholders can develop practical, ethical guidelines that support responsible learning and uphold the core values of higher education.

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 1924-1937

DOI: 10.35631/IJMOE.831112 **Keyword:**

Academic Integrity, Educational Ethics, Generative AI, Student Perceptions, Thematic Review.

© The authors (2026). This is an Open Access article distributed under the terms of the Creative Commons Attribution (CC BY NC) (http://creativecommons.org/licenses/by-nc/4.0/), which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited. For commercial re-use, please contact ijmoe@gaexcllence.com.

Introduction

Ever since the inception of Generative Artificial Intelligence (GenAI), tools like ChatGPT, Google Gemini, and Microsoft Copilot have become a staple among university students, especially in producing academic essays. Helpful features ranging from suggesting ideas to grammar checking, and not to mention producing full paragraphs (Pedersen, 2023) are like a lifeline for those struggling with writing or the ones not writing in their first language. However, it raises important questions about what it means to write one's own work.

What makes GenAI different from older tools like spell-checkers or search engines is that it does the writing for you. A student can type in a topic or a question and receive a complete, well-structured paragraph in seconds. Dai et al. (2023) describe this as a shift from technology-based learning to learning with technology, where the quality of what AI produces depends heavily on how well students know how to interact with it. Writing extends beyond putting words on a page. The process now focuses on deciding when to use AI, how much to rely on it, and how to make sure the final work still reflects your own thinking.

Despite a growing number of studies on AI in education, findings on students' own experiences of using GenAI for academic writing remain dispersed across the literature. Research examines what teachers think, what university policies say, and what the technology can do. However, student perspectives on ethics, identity, and skill development remain underexplored (Chan & Hu, 2023).

Their perspective is crucial as many tertiary institutions have yet to provide proper training and formal instructions for GenAI usage (Møgelvang et al., 2024). This paper aims to help fill that gap through the following objectives:

1. To understand how students perceive GenAI as a writing tool in higher education.
2. To explore how GenAI is changing the way students write.
3. To look at the ethical challenges students face when using GenAI for academic work.

By giving the spotlight on these novice users, this review hopes to provide useful insights for educators and institutions trying to respond to the growing presence of GenAI in the classroom.

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 1924-1937

This review looks at how tertiary students engaged in academic writing, rather than on teacher perceptions or AI policy debates. This synthesis highlights students' reported uncertainty about institutional guidance and the ethical boundaries they set for their own GenAI use.

Literature Review

Ever since ChatGPT became publicly available in late 2022, researchers have constantly been working to fit this puzzle into the educational landscape. The number of studies on this topic has grown rapidly, and while the findings are still emerging, several patterns are becoming clear.

To no surprise, students around the world are using GenAI tools at a high rate, both for academic assignments and for personal learning. In a survey involving 23,218 students from 109 countries, Ravšelj et al. (2025) found that ChatGPT was used primarily for brainstorming, summarising texts, and finding research articles. Respondents found it useful for simplifying complex information, though they were less confident about using it directly for classroom learning.

At the same time, researchers have raised serious concerns about what this means for academic honesty. Traditionally, academic integrity policies were designed to catch things like plagiarism or ghost-writing. With GenAI in the picture, a new problem emerges. Academicians now have to deliberate whether a student's submitted work might reflect the student's own thinking (Cotton et al., 2023). Jarrah et al. (2023) further argue that whether using ChatGPT in academic writing counts as plagiarism remains a genuinely contested question, with no clear consensus in the literature. Universities have been slow to update their policies, which has left many students unsure about what is and is not allowed.

Another concern is that despite allowing for personalised learning (Kasneci et al., 2023), GenAI may affect students based on their inherent skills. Students who are already struggling with writing may use AI more heavily to compensate, which could mean they never actually improve their skills. Meanwhile, students who are already strong writers might use AI in smarter, more limited ways to polish their work (Baidoo-Anu & Owusu Ansah, 2023). These possibilities raise questions about whether access to the same tool leads to comparable opportunities to develop writing skills.

Some researchers therefore are calling for a shift in how universities respond to GenAI. Rather than trying to ban it, they argue for changes in assessment and explicit instruction in responsible AI use (Kasneci et al., 2023). Farrelly and Baker (2023) caution against relying on AI detection tools, given that they are unreliable and risk creating unfair accusations against students, particularly for non-native English users. Jensen et al. (2024) likewise call for responses grounded in evidence rather than the fears that shaped much of the early discussion. Nonetheless, translating such arguments into guidance that students can use remains a practical challenge

Against this background, this review considers what students report about their own experiences with GenAI in academic writing, specifically on what they think about it, how they use it, and how they navigate the ethical questions it raises.

International Journal of Modern Education
EISSN: 2637-0905
IJMOE
Volume: 8 Issue: 31 (September 2026) PP. 1924-1937

Methodology

This study used a thematic literature review to synthesise reported findings on students' experiences of GenAI in academic writing across higher education contexts. A thematic approach was used to address the objectives concerning students' perceptions, writing practices, and ethical questions. First, a comprehensive literature search was carried out across two databases: SCOPUS and WoS. Peer-reviewed articles published between 2022 and 2025 were examined using Keyword combinations for example *"generative AI"*, *"ChatGPT"*, *"academic writing"*, *"higher education*", and *"student perceptions"*. During the initial searching process, a total of 98 articles were identified, after eliminating identical articles, the papers were reduced to 74 and then to 32. Twenty studies were identified for the final synthesis. Thematic analysis was employed to distinguish the recurring themes across the finalised research articles.

Search Strategies

Scopus and Web of Science were searched for English-language articles published between 2022 and 2025. The searches combined terms related to GenAI, academic writing, and student experiences.

PRISMA

For this review, Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were used in the review process. PRISMA provides a structured approach to searching, screening, and selecting articles for a systematic review (Moher et al., 2009). This is to ensure that the review process was clear and consistent throughout.

Systematic Searching Strategies

Articles were searched using keyword combinations related to GenAI, academic writing, and student experiences. Table 1 below shows the search strings used in each database.

Table 1: Search Strings Used in the Database Search

Database	Search String
SCOPUS	TITLE-ABS-KEY (("generative AI" OR "ChatGPT" OR "large language model") AND ("academic writing" OR "writing process" OR "essay writing") AND ("student" OR "undergraduate" OR "higher education") AND ("perception" OR "experience" OR "attitude" OR "ethics" OR "academic integrity")) AND PUBYEAR > 2021 AND DOCTYPE("ar") AND LANGUAGE("English")
WoS	("generative AI" OR "ChatGPT" OR "large language model") AND ("academic writing" OR "writing practices") AND ("student perceptions" OR "academic integrity" OR "higher education") [Topic] AND 2022-2025 [Publication Years] AND Article [Document Types] AND English [Languages]

International Journal of Modern Education
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 1924-1937

Identification

The search retrieved a total of 98 articles where 57 articles are from SCOPUS, and another 41 articles are from WoS. After removing the duplicates, 74 unique articles were identified for screening.

Screening

Titles and abstracts of the 74 articles were reviewed based on the inclusion criteria. Articles that reported on student perceptions of GenAI in academic writing within a higher education context were retained. Articles focused on teachers, AI technology development, or school-level education were removed. A total of 32 articles passed this stage and moved on to full-text review.

Eligibility and Exclusion Criteria

This study only included journal articles and conference papers written in English, published between 2022 and 2025, and focused specifically on university students' experiences with GenAI in academic writing. Articles that did not meet these criteria were excluded. Table 2 encapsulates the criteria used.

Table 2: Criteria for Including and Excluding Articles

Criteria	Included	Excluded
Document Type	Journal articles, conference papers	Books, editorials, non-peer-reviewed
Language	English only	All other languages
Publication Period	2022–2025	Before 2022
Population	University or college students	School students, teachers only
Focus	Student perceptions, academic writing, GenAI	Technical AI development, non-writing tasks

Thematic Review Stages

The PRISMA flow in Figure 1 illustrates the full review process, covering the identification, screening, and eligibility stages. After the full-text review, 20 articles were selected for the final thematic analysis.

International Journal of Modern Education
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 1924-1937

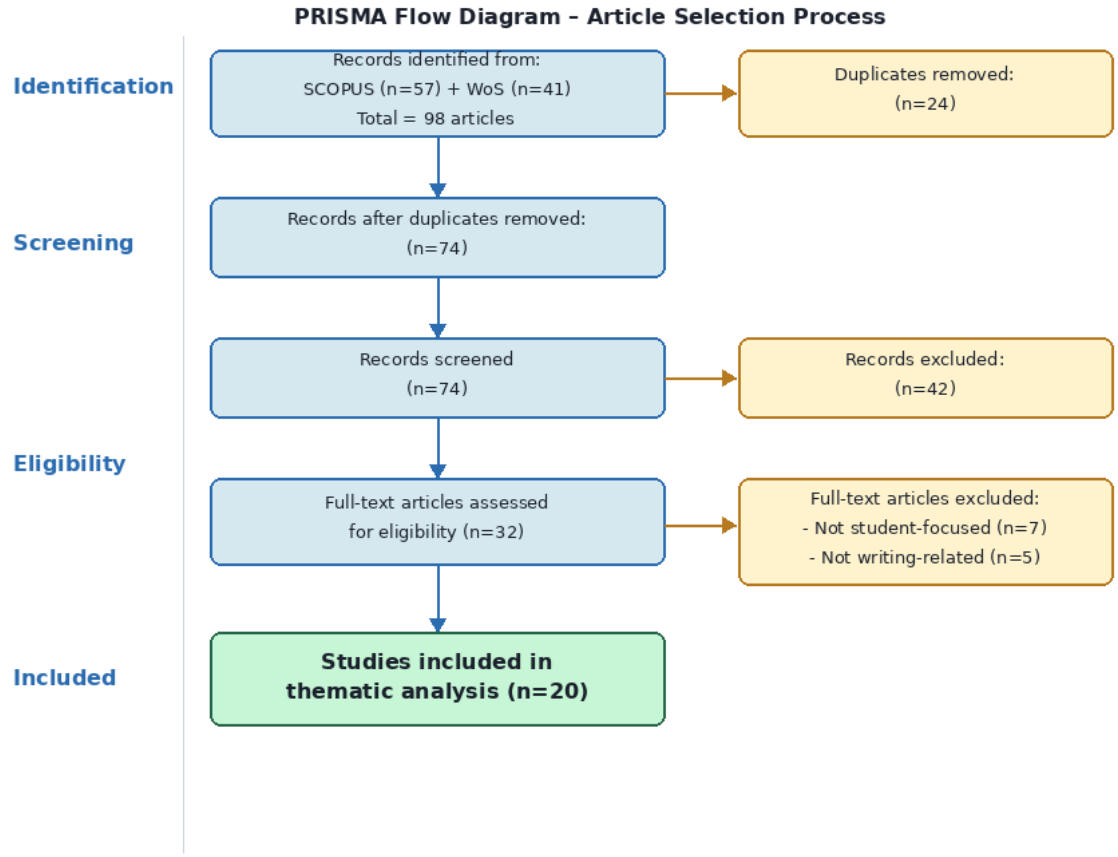


Figure 1: PRISMA Flow Diagram of the Article Selection Process

Data Abstraction and Analysis

A total of 20 articles were reviewed in detail. For each article, key information was recorded, including the author(s), year of publication, country, sample size, research method, GenAI tools studied, and main findings related to student experiences and ethical concerns. Qualitative content analysis was then used to identify common themes across the articles. Themes were selected and polished through an iterative process where repeated reading and grouping of correlated findings were done until they captured the main patterns emerging from the data.

Findings

After reviewing all 20 articles, the thematic synthesis identified three themes: (1) students see GenAI as both helpful and risky; (2) the way students write has changed; and (3) students are unsure about where the ethical line is. Table 3 below provides a summary of these themes, along with more specific sub-themes and the key studies that support each one.

International Journal of Modern Education
EISSN: 2637-0905
IJMOE
Volume: 8 Issue: 31 (September 2026) PP. 1924-1937

Table 3: Summary of Themes from the Thematic Review

No.	Theme	Sub-themes	Key Studies
1	GenAI as Both a Helpful and Risky Tool	Helps with writing anxiety and fluency; risks losing your own voice; may create over-reliance on AI	Baidoo-Anu & Owusu Ansah (2023); Kasneci et al. (2023); Chan & Hu (2023); Ravšelj et al. (2025)
2	Changes to the Writing Process	Shift from writing to prompting; using AI as an editor; less time spent on revision	Cotton et al. (2023); Kasneci et al. (2023); Chan & Hu (2023); Dai et al. (2023); Pedersen (2023); Jarrah et al. (2023)
3	Confusion About What is Ethically Acceptable	Unclear rules from institutions; fear of being caught; students setting their own limits	Cotton et al. (2023); Chan & Hu (2023); Esteve-Mon et al. (2025); Karkoulian et al. (2024); Yilmaz et al. (2024)

Discussion

Theme 1: GenAI as Both a Helpful and Risky Tool

The most consistent findings across the reviewed studies is that students hold ambivalent views of GenAI. While they value the practical benefits of using GenAI in writing, they remain uncertain over its effects on the development of their skills as writers.

For example, many students report that these tools help them get started when they are stuck, help them write more clearly, and ease their anxiety about assignments. This is especially true for students who are writing in a second language or those who struggle with academic writing. Kasneci et al. (2023) noted that GenAI tools have the potential to support students facing language or learning barriers by helping them brainstorm ideas, giving them feedback, and assisting them to produce more fluent text. Similarly, Szabo et al. (2025) found that Hungarian university students held generally positive attitudes toward ChatGPT, yet reported concern for potential misuse.

A much larger study by Ravšelj et al. (2025), involving 23,218 students from 109 countries, provided a broader view of ChatGPT usage for academic tasks. This study found that ChatGPT was used mainly for brainstorming, summarizing, and searching for research articles. Most students found the AI tool useful for simplifying complex information but were less confident to rely on it for direct classroom learning. The finding suggests that students are already aware of the limitations of ChatGPT as a tool to facilitate their learning process.

Other studies also raised concerns about what may be lost when students lean on GenAI to take over aspects of the thinking process that they would usually perform on their own. For example, Chan and Hu (2023) found that many students were uncertain whether the ideas that are used in work written with AI assistance were truly their own. This relates to what is described as cognitive offloading, in which an external tool takes over the thinking process. Students who

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 1924-1937

routinely hand the writing over to GenAI may miss out on developing the reasoning and reflection skills that academic writing is meant to build.

Another issue relevant to GenAI usage among students is the detrimental effect on theit ability to be independent learners. Baidoo-Anu and Owusu (2025) noted that over time, students who used GenAI heavily may begin to feel less confident to write without the assistance of AI tools. This is a concern especially for first-year students or those in courses that require strong writing and argumentation skills. Salinas-Navarro et al. (2024) confirmed this pattern in their review of research trends, finding that while GenAI tools were widely seen as useful, students and researchers alike expressed concern about their long-term impact on critical thinking and independent learning. The overall picture from this theme is that while GenAI usage can support students in meaningful ways, using it without thinking critically about how and why can hold them back in the long run. The educational value that these tools provide may depend on whether students remain actively involved in evaluating, questioning and developing the work produced with AI assistance.

Theme 2: Changes to the Writing Process

The second theme concerns change in the way students approach academic writing. GenAI is changing not just what students write, but how they write. Traditionally, writing an academic paper involves a series of steps coming up with ideas, making an outline, writing a draft, revising it, and editing. The studies reviewed here suggest that the introduction of GenAI is beginning to alter or reduce student's involvement in the writing process.

One of the biggest changes is that students are spending more time writing prompts, the instructions they type into an AI tool to get a useful response rather than writing the paper itself (Cotton et al., 2023). This requires its own kind of skill: knowing how to ask the right question to get a good answer. This represents a significant shift in where learners' writing effort is directed. Kasneci et al. (2023) argue that this type of engagement with AI tools, when done thoughtfully, can actually support learning rather than replace it, provided students critically evaluate the outputs they receive.

However, the crucial condition is essential engagement: merely accepting AI generated text without questioning or arguing it offers little educational value. Dai et al. (2023) correspondingly state that the quality of work that AI generates rely on how good students know how to interact with it. This indicates that prompt engineering has become a new form of academic skill which learners have never learned or being taught in most higher education settings.

Many students also reported using GenAI mainly as an editing tool. They would write something themselves first and then ask the AI to improve it. Chan and Hu (2023) found that students in Hong Kong described this kind of use as similar to asking a peer or tutor to read their work and give suggestions. Most students felt this type of use was more acceptable, because they were still doing the core thinking themselves and just getting help with the expression.

On the other hand, some students said that once they had an AI-generated draft that already looked polished, they felt less motivated to revise it further. This is a concern because revising the process of rethinking your arguments and improving your ideas is one of the most important

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 1924-1937

parts of learning to write well. Pedersen (2023) argues that the rise of AI writing tools is creating a cultural shift in how society values the act of writing itself, with universities struggling to adapt before there is even agreement on how AI-assisted writing should be understood. Jarrah et al. (2023) add that the line between AI-assisted writing and plagiarism is still being debated, which means students who skip revision may be producing work that is both academically weak and ethically questionable. If students treat the output from GenAI as the polished version of the finished product, they may not experience the learning stages associated with academic writing. The produced text would therefore appear to be linguistically stronger without necessarily reflecting an equally strong understanding of the subject matter.

Theme 3: Confusion About What is Ethically Acceptable

The third theme is perhaps the most important for universities and educators to take note of, the uncertainty over the ethical boundaries of GenAI use. Across many of the reviewed studies, one recurring issue is that students often know that GenAI can be used for academic work. However, Chen and Hu (2023) found that students are often left to navigate AI usage within an environment where institutional expectations of it are not always stated clearly.

What is particularly striking is that many students who admitted to using GenAI for assignments also said they believed it was probably not the right thing to do but they did it anyway, partly because the rules were so unclear. Cotton et al. (2023) found that students often compared GenAI to other tools that are universally accepted, like spell-checkers or online search engines, and used this comparison to justify their use. In the absence of clear institutional guidelines, students were essentially making up their own rules.

A study by Esteve-Mon et al. (2025) further confirmed that students who perceived academic dishonesty risks were more cautious in their GenAI use, but that this caution was driven largely by fear of being caught rather than a genuine understanding of academic integrity. This suggests that detection-based approaches alone are not enough. What students need is a proper understanding of why academic honesty matters and how AI fits into that picture.

What most students said they actually wanted was straightforward: clearer rules, explained in a way that helped them understand the reasoning behind them.

Karkoulian et al. (2024) found through qualitative evidence from both students and faculty reported on the need for more transparent and comprehensive AI policies, with students in particular calling for practical training on ethical use rather than just rules about what is forbidden. Likewise, Yilmaz et al. (2024) found that Generation Z students showed moderate ethical awareness about ChatGPT but still lacked a deep understanding of where the boundaries lay. Many expressed frustrations not with the idea of limits, but with the fact that no one had told them clearly where the limits were.

Taken together, these findings strongly suggest that higher learning institutions need to move beyond vague policies and make their expectations surrounding GenAI more explicit. While having clear policies in place remain important, they may not be enough to alleviate uncertainties among students. They need opportunities to understand the reasoning behind the institutional expectations as well as be given the opportunity to discuss how authorship, independent work and academic integrity are affected by the inclusion of AI tools in the writing process.

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 1924-1937

Conclusion and Recommendation

This thematic research review analysed 20 research articles related to how higher education students use GenAI and perceive GenAI tools in writing academically. There are three themes identified from the analysis. Firstly, learners perceive GenAI as a helpful tool in academic writing, but they also feel concerned that relying a lot on it would affect their writing skills and remove the authenticity of their work. Secondly, since learners are spending a lot of time designing prompts and editing AI-generated text, these change the way they write as they no longer focus on the traditional drafting, revising and proofreading of their works. Thirdly, most learners are confused in terms of what is and is not acceptable when using GenAI, primarily because institutions do not have clear guidelines related to the usage of GenAI.

Collectively, these findings indicate that banning GenAI or reprimanding students for using it is not a practical or helpful solution for this problem. This is because learners have been using these tools in their daily lives and will become more common in the future. Therefore, a careful and practical response from universities and academicians is needed to tackle this issue.

Notably, the contribution from this thematic analysis goes beyond recognising learners' views on GenAI. This review emphasises on the lack of guidance by the university which drives learners toward self-regulated and inconsistent ethical judgement about GenAI use. This awareness calls for universities to re-examine their approach to AI literacy as a formal part of academic preparation.

Firstly, clear policies regarding GenAI use need to be developed by universities and then explained to the learners in simple terms. Learners need to know and understand how to use GenAI effectively and decide which types of AI assistance are acceptable. In order to do that, input from learners should be taken into consideration and not simply develop policies that learners might not understand and feel difficult to follow.

Secondly, redesigning assignments in ways that would promote critical thinking and engagement despite students having access to AI should be considered by educators. For example, asking learners to reflect on their writing process, do their assignments in class or present their assignments in class. Farrelly and Baker (2023) suggest that rather than relying on AI detection tools which are unreliable educators should focus on designing tasks that are harder to complete using AI alone. Dai et al. (2023) similarly propose that the focus should shift toward developing students' AI literacy and prompt-writing skills as part of the curriculum, rather than treating GenAI as something to be avoided.

Thirdly, AI literacy should be taught in class as one of the skills learners should have. Learners do not only need to know how to use GenAI appropriately, but they also need to know how to evaluate what it produces, recognize its limitations, and think critically about when it is and is not appropriate to use it. Particularly, learners need to be taught on how to authenticate AI-generated materials in opposition to reliable and valid sources and acknowledging AI assistance transparently. Moreover, learners also need to know how to differentiate between using AI as an assistance instrument versus a replacement for their own thinking, and how to make educated and ethical judgments regarding AI use that align with the values of academic integrity. This kind of critical thinking and teachable skills is exactly what higher education institutions are meant to develop as part of the curriculum, and it applies just as much to AI as to any other tool or source.

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 1924-1937

Finally, more future research is needed, especially research that follows learners over time to look at how GenAI use affects their long-term development as writers and thinkers. This is because the technology is changing rapidly, and the research community needs to keep up with it.

To conclude, it is undeniably that GenAI is here to stay. Higher education institutions will face challenges in trying to assist learners to use AI knowledgeably instead of hindering them from using it. Learners must be taught to use AI in ways that would support real learning, encourage academic honesty, and train them to face a world were working together with AI is a normal part of professional life.

Acknowledgements: The authors would like to express their sincere gratitude to UiTM Cawangan Johor for providing the necessary resources and support throughout the course of this research. Special appreciation is extended to all researchers whose studies were reviewed and discussed in this paper. Their work has contributed greatly to our understanding of how students are navigating the rapidly changing landscape of AI in education.

Funding Statement: This research received financial support from Geran Penyelidikan Bestari (GBEST) (600UiTMCJ PJIA 5/2). The funding body had no role in the design of the study, data collection, analysis, interpretation of results, or the decision to publish this manuscript.

Conflict of Interest Statement: The authors declare that there is no conflict of interest regarding the publication of this paper. All authors have contributed to this work and approved the final version of the manuscript for submission to the International Journal of Modern Education (IJMOE).

Ethics Statement: This study did not involve any human participants, animals, or sensitive data requiring ethical approval. The authors confirm that the research was conducted in accordance with accepted academic integrity and ethical publishing standards.

Author Contribution Statement: All authors contributed significantly to the development of this manuscript. Puteri Nur Hidayah Kamaludin was responsible for the conceptualization and methodology of the study, including the overall research design and thematic review framework. Sofwah Md Nawi led the literature review and the drafting of the manuscript. Suhaili Mohd Yusof handled data collection, analysis, and interpretation of findings from the reviewed articles. Dr. Noridah provided critical revision of the manuscript and overall supervision throughout the research process. All authors read and approved the final version of the manuscript prior to submission.

Declaration on the Use of Artificial Intelligence (AI) The authors declare that generative AI or AI-assisted technologies were used during the preparation of this manuscript. The following tools were used: ChatGPT (OpenAI) and Claude (Anthropic). The tools were used for grammar checking, paraphrasing to improve clarity and readability, assistance in designing the PRISMA flow diagram, and reviewing the content for clarity and consistency. All AI-assisted content was reviewed and verified by the authors, who take full responsibility for the accuracy, originality, integrity, and final content of the manuscript.

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 1924-1937

References

Baidoo-Anu, D., & Owusu Ansah, L. (2023). Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. Journal of AI, 7(1), 52–62. https://doi.org/10.61969/jai.1337500

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Chan, C. K. Y., & Hu, W. (2023). Students' voices on generative AI: Perceptions, benefits, and challenges in higher education. International Journal of Educational Technology in Higher Education, 20(1), 43. https://doi.org/10.1186/s41239-023-00411-8

Cotton, D. R. E., Cotton, P. A., & Shipway, J. R. (2023). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. Innovations in Education and Teaching International, 61(2), 228–239. https://doi.org/10.1080/14703297.2023.2190148

Dai, Y., Liu, A., & Lim, C. P. (2023). Reconceptualizing ChatGPT and generative AI as a student-driven innovation in higher education. Procedia CIRP, 119, 84–90. https://doi.org/10.1016/j.procir.2023.05.002

Esteve-Mon, F. M., Llopis-Nebot, M. A., Adell-Segura, J., & Gisbert-Cervera, M. (2025). Chat or cheat? Academic dishonesty, risk perceptions, and ChatGPT usage in higher education students. Social Psychology of Education. https://doi.org/10.1007/s11218-025-10080-2

Farrelly, T., & Baker, N. (2023). Generative artificial intelligence: Implications and considerations for higher education practice. Education Sciences, 13(11), 1109. https://doi.org/10.3390/educsci13111109

Jarrah, A. M., Wardat, Y., & Fidalgo, P. (2023). Using ChatGPT in academic writing is (not) a form of plagiarism: What does the literature say? Online Journal of Communication and Media Technologies, 13(4), e202346. https://doi.org/10.30935/ojcmt/13572

Jensen, L. X., Buhl, A., Sharma, A., & Bearman, M. (2024). Generative AI and higher education: A review of claims from the first months of ChatGPT. Higher Education. https://doi.org/10.1007/s10734-024-01265-3

Karkoulian, S., Halawi, L., & McCarthy, R. (2024). ChatGPT unveiled: Understanding perceptions of academic integrity in higher education — A qualitative approach. Journal of Academic Ethics. https://doi.org/10.1007/s10805-024-09543-6

Kasneci, E., Sessler, K., Kuchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Gunnemann, S., Hullermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., ... Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. Learning and Individual Differences, 103, 102274. https://doi.org/10.1016/j.lindif.2023.102274

Møgelvang, A., Bjelland, C., Grassini, S., & Ludvigsen, K. (2024). Gender differences in the use of generative artificial intelligence chatbots in higher education: Characteristics and consequences. *Education Sciences, 14*(12), 1363. https://doi.org/10.3390/educsci14121363

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & The PRISMA Group. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. PLOS Medicine, 6(7), e1000097. https://doi.org/10.1371/journal.pmed.1000097

Pedersen, I. (2023). The rise of generative AI and enculturating AI writing in postsecondary education. Frontiers in Artificial Intelligence, 6, 1259407. https://doi.org/10.3389/frai.2023.1259407

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 1924-1937
Ravšelj, D., Keržič, D., Tomaževič, N., Umek, L., Brezovar, N., Iahad, N. A., & et al. (2025). Higher education students' perceptions of ChatGPT: A global study of early reactions. PLOS ONE, 20(2), e0315011. https://doi.org/10.1371/journal.pone.0315011

Salinas-Navarro, D. E., Villanueva, I., & Arce-Cardenas, S. (2024). Impacts of generative artificial intelligence in higher education: Research trends and students' perceptions. Social Sciences, 13(8), 410. https://doi.org/10.3390/socsci13080410

Szabo, Z., Kecskes, V., Pinter, G., & Mate, D. (2025). ChatGPT in academia: University students' attitudes towards the use of ChatGPT and plagiarism. Journal of Academic Ethics. https://doi.org/10.1007/s10805-025-09603-5

Yilmaz, R., Karaoglan Yilmaz, F. G., & Kezer, F. (2024). Knowledge, attitudes, and perceived ethics regarding the use of ChatGPT among Generation Z university students. International Journal for Educational Integrity, 20, 12. https://doi.org/10.1007/s40979-024-00157-4