



*International Journal of Learning, Teaching and Educational Research*  
Vol. 24, No. 10, pp. 394-416, October 2025  
<https://doi.org/10.26803/ijlter.24.10.18>  
Received May 24, 2025; Revised Jul 23, 2025; Accepted Sept 30, 2025

# Artificial Intelligence and Academic Integrity in ODeL: Emerging Challenges and Institutional Responses

Elize Du Plessis\*  and Bernadictus Plaatjies   
Department of Curriculum and Instructional Studies  
University of South Africa

**Abstract.** Academic integrity is essential, both in academic institutions and in society. It is crucial to foster moral behaviour in students if we want to uphold the reputation of academic qualifications and the integrity of educational institutions. The authors of this study aimed to explore the difficulties of academic integrity and suggest how to encourage ethical behaviour. The authors used an exploratory case study and a constructivist paradigm to see how Higher Education Institutions (HEIs) can successfully guide students regarding academic integrity in our technological domain. The authors, moreover, wanted to discover new ways to build a culture of honesty, responsibility, and ethical behaviour. They generated data through open-ended e-mail questionnaires, focusing on technology and academic integrity. Fifty (50) student teachers were purposefully selected, and they ended up with responses from 31 participants. The authors discovered that tools such as ChatGPT have their advantages and disadvantages regarding academic integrity. Institutions should find a balance when using AI tools reasonably in education so we can avoid breaching academic integrity. HEIs should develop clear and up-to-date policies and guidelines about the ethical use of AI tools like ChatGPT. HEIs should adopt more of an educational method instead of just a punitive one.

**Keywords:** academic integrity; academic dishonesty; impact of ChatGPT; Open Distance e-learning; technology

## 1. Introduction

The use of Artificial Intelligence (AI) in assignments at educational institutions (including Open Distance e-learning (ODeL) institutions) has led to significant challenges related to academic integrity. Upholding academic integrity means to comply with ethical practices in education, and a dedication to values such as honesty and responsibility (Eaton & Hughes, 2022; Tauginienè, et al. (2018, p. 7-8). Regarding academic integrity for university students, Haetami et al. (2024)

---

\*Corresponding author: Elize Du Plessis; [Dplesec@unisa.ac.za](mailto:Dplesec@unisa.ac.za)

claimed that the academic integrity of university students is closely aligned with their moral and ethical principles in an educational context. This includes a commitment to behave honestly, fairly, and ethically in all aspects of their studies and research. Given these perspectives, it is evident that academic integrity is a multifaceted concept that requires a comprehensive approach to uphold fully (Johnson, 2023).

Based on the definitions and values described in the preceding paragraphs, it becomes evident that upholding academic integrity is a broad societal issue. Therefore, Cojocariu and Mareş (2021) also pointed out that upholding academic integrity should be a significant concern of the social macrosystem, as its effects manifest at several levels of society, including education. At the University level, Haetami et al. (2021) warned of rising academic violations such as plagiarism and data manipulation. Amidst growing international concerns over the levels of academic misconduct in the tertiary education sector (see Birks et al, 2020; Cojocariu & Mareş, 2021), it is opined that academic integrity requires principles of behaviour to turn ideals into action. Jambi et al. (2022) and Alruwais and Zakariah (2023) added that maintaining a culture of academic integrity is crucial for establishing trust and credibility.

Furthermore, advancing academic integrity among students is crucial for character development and encouraging ethical responsibility and accountability (Mulenga & Shilongo, 2024). Conversely, a lack of academic integrity can significantly harm universities, jeopardising the reputation of Higher Education Institutions (HEIs) (Johnson, 2023). Recognising the need for academic integrity to align with broader societal goals, Mulenga and Shilongo (2024) noted that the principles of honesty, fairness, and ethical conduct learned in academic settings can enhance similar behaviours in non-academic fields, ultimately contributing to a more ethical society. The ethical foundations of academic integrity are well addressed in the literature. Recent developments in the use of Generative AI have brought forth new difficulties for HEIs that threaten academic integrity. The problem statement is next and outlines the need to critically examine this issue within OdeL institutions.

### **1.1 Problem Statement**

The advent of the COVID-19 pandemic has triggered an intense transformation in the role of technology within the HEI landscape, leading to an unparalleled integration of technological tools into the teaching and learning process (Carabelli, 2020). Technology has opened new possibilities and made knowledge transfer more accessible, convenient, and effective. Moreover, appealing visuals and interactive tools lead to greater student engagement and more dynamic and stimulating experiences (Parveen & Ramzan, 2024).

For Cojocariu and Mareş (2021), these new technological frontiers lead to a completely changed educational environment, accompanied by mind-boggling challenges for students and university management. One of technology's most significant and unintended consequences is its challenges to maintaining academic integrity. In this regard, Johnson (2023) suggested that technology can

enable academic misconduct by simplifying copying and pasting content from easily accessible sources such as the Internet, library databases, websites, and journal repositories. Consequently, practices related to academic dishonesty, such as cheating, copying, surrogacy, collusion, and other forms of dishonesty, have increased, undermining the integrity of assessments and evaluations (Kalyani, 2024; San Jose, 2022).

With the advancement of artificial intelligence (AI), the challenges regarding academic integrity become even more alarming in university environments. Tatzel and Mael (2023) and Moya, et al. (2024) claimed that academic dishonesty has skyrocketed due to rapid technological advancements like AI chatbots, which have undermined academic integrity in the past few years. For this reason, maintaining academic integrity in the digital age with AI seems to be a hot topic, as demonstrated by the growing number of studies conducted on the subject (Cojocariu & Mareş, 2021).

As the challenges related to academic integrity seem to be highly complicated and far-reaching, universities are prompted to search for solutions actively and urgently. Holden et al. (2021) emphasised that HEIs (including Open Distance e-learning [ODeL] institutions) must ensure that students and staff uphold academic integrity to safeguard the institution's reputation and qualifications.

Research on academic integrity in ODeL contexts seems to be limited, and the nature of AI usage is complex and its development fast. Lund et al. (2025) suggested therefore that AI utilization should be regularly monitored. According to Evangelista (2025) forthcoming research should also address the misuse of AI and the adherence to sound ethical standards when using AI. Based on the paucity of research in these areas, the objectives of this study were to:

- Explore the challenges that AI present related to academic integrity in ODeL learning environments.
- Suggest strategies which could promote a culture of academic integrity in ODeL learning environments.

## **2. Conceptual Framework and Literature Review**

According to researchers such as Shikalepo (2020) a research topic could be better understood by aligning relevant concepts and findings from previous studies. Ravitch and Riggan (2017) added that researchers should base the framework also on their own philosophical views. Hence, concepts and phrases such “academic integrity”, “barriers to academic integrity”, “institutional collaboration”, ethical student behaviour”, “ethical leadership” and “responsible AI usage” formed part of the conceptual framework. Fig. 1 presents a schematic framework of the Conceptual Framework adopted for the study.

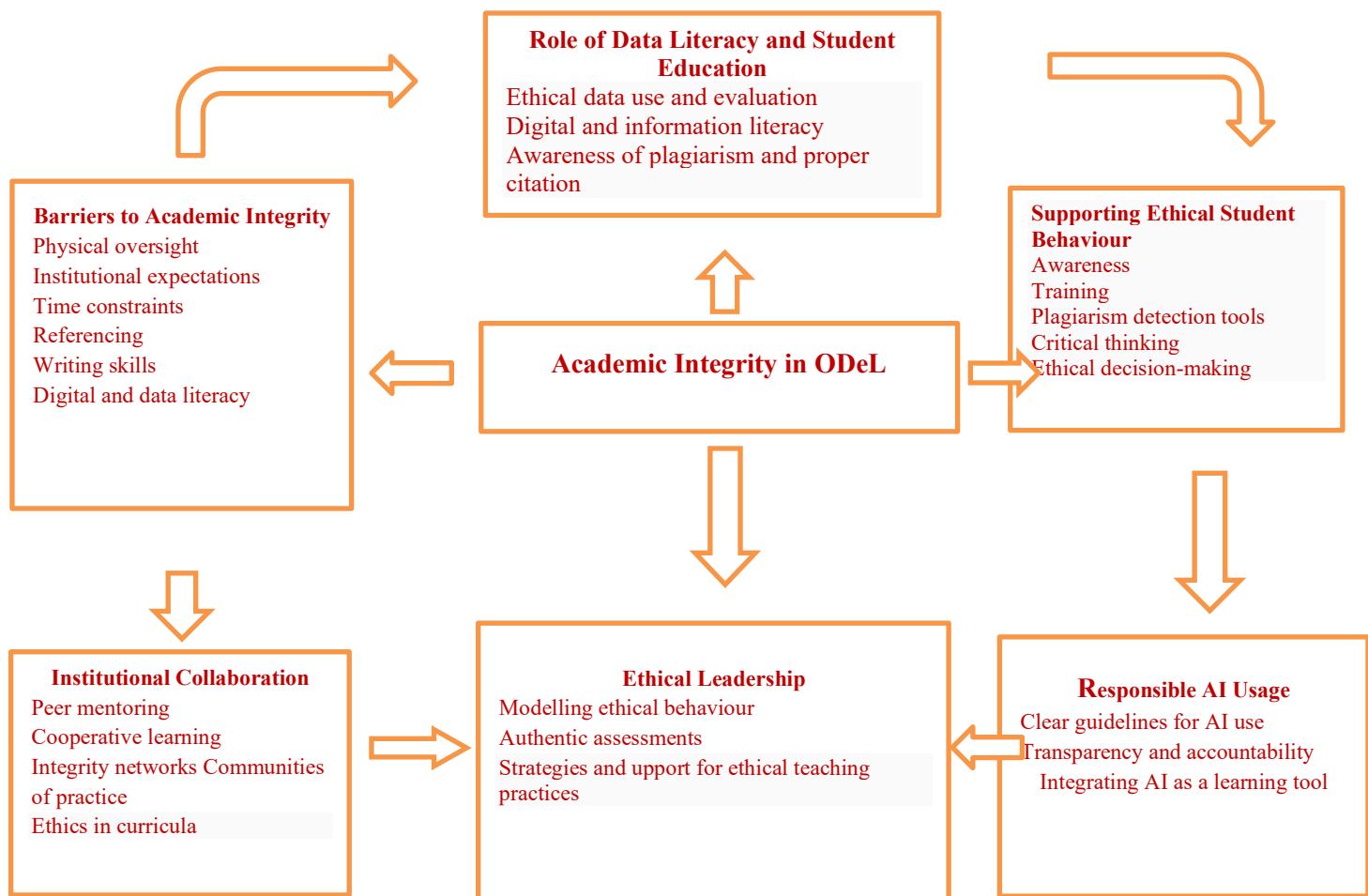


Figure 1: Schematic framework of the Conceptual Framework

### 2.1 Barriers to academic integrity in ODeL environments

Scholars cite many reasons for the root causes of the lack of academic integrity among students, including a fundamental absence of understanding of outright dishonesty (Maurya & Madhusudhan, 2023). Parnter (2020), for instance, ascribed it to a poor understanding of university expectations and a dismissal of the severity of academically dishonest behaviour. This is a clear sign that students may not realise the seriousness of the matter.

Furthermore, it may be possible that they are ill-informed about academic integrity matters. Ilya (2018) added that other causes include lack of time, language barriers, poor intrinsic motivation and challenges with referencing. Some students may have weak data literacy skills. Tas (2023), opined that the absence of strong data literacy abilities hampers students in the evaluation and understanding of data.

Consequently, students may struggle to use digital tools productively (Rusydiyah et al., 2020). Pikri et al. (2022) cited plagiarism as the most dominant challenge to academic integrity. Foltýnek et al. (2020) identified four types of plagiarism: character-preserving (copy-and-paste), syntax-preserving (synonym substitution

or technical disguise), semantics-preserving (translations and paraphrasing), and idea-preserving (using concepts and ideas). Hence, it can be deduced that these plagiarism categories reflect the various ways for textual and conceptual manipulation to camouflage academic dishonesty. Also, it is worth noting that all these types of plagiarism can arise from using AI tools. Advanced paraphrasing tools, for example, can evade traditional plagiarism detection, compromising academic integrity with assignments. Universities face daunting challenges with powerful AI tools like ChatGPT, which can generate ideas, correct errors, and compose essays (Nguyen, 2023; Xiao et al., 2022).

## **2.2 Educating Students for Academic Integrity: The Role of Data Literacy**

Sabaruddin et al. (2024) argued that strong data literacy skills are crucial for upholding academic integrity, as they help students correctly evaluate and use data, enhancing problem-solving abilities. Educating students on ethical data use is vital in the context of data privacy concerns. As technology evolves, students must adapt to new tools and methodologies, so many lecturers are incorporating digital tools and social networks into their teaching (Ramírez-Montoya et al., 2021). Data is essential for knowledge and value creation, forming the basis for informed decision-making.

Effective data handling and critical use are crucial across all sectors (Tas, 2023). Good data literacy capabilities help students select accurate information and maintain academic integrity (Purnama et al., 2021). To support students in improving academic integrity through digital literacy, they should be informed about sources and plagiarism. Based on this, it seems that data literacy is not just a technical skill, but also a moral and strategic competency which should support academic integrity. Additionally, it should prepare students to adjust their engagement with technologies in data-driven environments in an ethically responsible way.

## **2.3 Supporting Ethical Student Behaviour**

Promoting a culture of academic integrity demands a shift in student mindset. Hence, changing student attitudes and behaviour toward academic integrity is crucial (Gladwin, 2018). Practical exposure to plagiarism detection tools and ethical use is therefore essential, as students often lack this knowledge. Similarly, Sorea et al. (2021) highlighted the need for both theoretical and practical knowledge about sources and plagiarism reports to reduce plagiarism and related embarrassment. Also, promoting critical thinking skills involves encouraging students to evaluate online information critically and distinguish credible sources (Nguyen, 2023). Lecturers must adapt their attitudes to help students use online information properly and formulate their ideas (Sorea et al., 2021).

In addition, Spruin (2022) suggested that universities provide support in study skills, academic writing, and referencing, while Singh (2017) emphasised scientific writing workshops and lecturer involvement. Spruin (2022) also recommended reinforcing academic integrity in study materials and during key times, such as during module starts and periods of assessments. Moreover, academic writing challenges can be mitigated through courses and workshops (Sorea et al., 2021). Support should include online feedback without sanctions. Sorea et al. (2021)

concluded that expanding and integrating students' knowledge into the academic writing community is more effective than punitive measures (see also Adam et al., 2017). The preceding views argue that a holistic strategy- combining student-centred pedagogy and practical training- for promoting academic integrity is more desirable than enforcement.

#### **2.4 Responsible and Ethical AI Use in ODeL environments**

Regarding the use of AI tools, Tatzel and Mael (2023) asserted that while AI presents significant ethical concerns requiring urgent intervention, it should not be abandoned in higher education. Instead, AI should be integrated to enhance student learning rather than impede it. Van den Berg and Du Plessis (2023, p. 2) agreed: "Instead of safeguards and bans, determining how Chat-GPT and similar generative language models should be embraced as part of education is needed".

The viewpoints of these authors reflect a shift from an AI embargo to adaptation, and rather a movement towards equipping students with the skills to use the model responsibly. Prevention strategies for ChatGPT misuse may include requiring written declarations of authenticity and providing guidelines for AI model use. Cotton et al. (2022) added that lecturers should be specific on how AI should be used, and that students should be guided with referencing and citations of sources. This strategy will enhance accountability amongst students, and their understanding of transparent practices. It seems crucial therefore, that lecturers should intentionally provide unblemished directions to students on AI usage.

#### **2.5 The Role of Ethical Leadership in Promoting Academic Integrity**

Sound academic integrity practices should be modelled by lecturers, and these principles should be visible in their own teaching practices (Mohaved, 2023). For this reason, Stoesz (2024) emphasised the need for authentic assessment practices. The idea is to engage students in deep learning practices which will stimulate critical and independent thinking. Lecturers should adjust assessments and adopt innovative practices. Kalra and Vogel (2021) agreed with this approach and mentioned that diverse assessment methods force students to reflect deeply about their work, thereby minimising chances of academic misconduct (Dvorianchykova et al., 2023). Mohaved (2023) insisted that training on the topic of ethical practices to enhance academic integrity is also very important, especially on how lecturers should set an example in this regard.

For Burman (2023), on the other hand, it is equally important to create a supportive environment that involves active learning and experiential techniques during in-class discussions that may engage students in conversations about academic integrity, deepen their understanding and encourage ethical behaviour. Engaging students in workshop discussions about clear academic integrity policies can clarify expectations and reduce fear of punitive measures (Ciplef et al., 2021; Davis, 2023). Mulenga and Shilongo (2024) added that clear guidelines and explicit instructions on academic integrity and citation practices can help students understand expectations and reduce unintentional violations.

## **2.6 Promoting Academic Integrity through Institutional Collaboration**

Collaborative networks also appear to be crucial; Burman (2023) recommended peer mentoring and cooperative learning to build a supportive community (of students), while Eaton (2021) specifically highlighted the benefits of academic integrity networks for sharing best practices and resources. Incorporating ethics into the curriculum will ensure that course outcomes align with academic integrity values (Schaad, 2023). He also concluded that the regular iterative evaluation of course alignment with these values reinforces the importance of integrity throughout the curriculum. An analysis of the preceding paragraphs revealed a multi-layered strategy to nurture a culture of honesty, responsibility and ethical conduct. These include sound academic training, lecture modelling, interactive pedagogy and structured support systems.

Despite the ethical challenges related to AI usage and academic integrity, there is a paucity of research on how ODeL institutions should respond to them. This study aimed to address this research gap by not only investigating the challenges that AI technologies pose to integrity but also exploring strategies and best practices for promoting academic integrity.

## **3. Methodology**

In this qualitative study, the authors aimed to answer how HEIs can efficiently guide students on academic integrity in the digital era and what different methods can be explored to create a culture of honesty, responsibility, and ethical conduct in the academic milieu. A constructivist paradigm and an exploratory case study were used in this qualitative research, which was relevant to the study. Mertens (2010) specified that the constructivist paradigm, to understand the complex domain of the research participants, depends on qualitative data generation or collection techniques like observations, interviews, document analysis, and open-ended questionnaires.

The authors followed the measures of interpretative inquiry (Schwartz-Shea & Yanow, 2020), which were used for characterising, reporting and interpreting the existing perceptions and encounters of students who contributed to this research. The case study for this research was at the largest ODeL institution in South Africa, which is a leading provider of teacher education to most teachers in the country. The ODeL model supported an extensively reachable and flexible surrounding for the research study, allowing the search for educational practices within the specific context of ODeL.

The authors selected 50 student teachers purposefully in an ODeL mode of instruction, of which 31 replied. These student teachers were all enrolled in a Curriculum Studies module, part of a teacher training program and attended online discussions. A limitation might be the sample size, but for qualitative research, the size was more than enough to find rich data from the participants. Following the delivery model for distance learning at this institution, data were generated via e-mail from participants with open-ended questionnaires.

Questions were asked about challenges regarding technological AI tools such as ChatGPT in education and academic integrity (refer to Appendix 1). The questionnaire-transcribed data were assessed using inductive analysis, a qualitative research method that synthesises and makes meaning of the data (Oltmann, 2016). After thoroughly examining the data, the first author sought to identify patterns and categories. Inductive analysis, a qualitative researcher synthesising and making sense of the data, was used to evaluate the questionnaire-transcribed data (Oltmann, 2016). After carefully reviewing the data, the author looked for trends and classifications. The second author helped form the major themes that developed from the data. The coder was an author of the study, and she has a strong background in qualitative methods, data analysis and interpretation. For this reason, coding was rigorously written up according to principles in qualitative research and to extreme specificity.

The trustworthiness of the qualitative data analysis was significant for the authors. Collins and Hussey (2021) suggested that the criteria for assessing the trustworthiness of qualitative content analysis are credibility, transferability, dependability, and confirmability. Lincoln and Guba (1986) described credibility as the trustworthiness of the study findings. It guarantees the relevance of the questions concerning the study's objectives. One qualitative strategy to increase credibility is member checking (Creswell & Creswell, 2017).

Sharing the findings with participants before publication is essential to validate and verify the accuracy of the information (Polit & Beck, 2017). Transferability refers to the degree to which the study's findings can be applied to other contexts or groups. The authors refrained from asserting that the same conclusions would hold in all conditions, even though they acknowledged the possibility of transferability and reality's contextual and subjective nature.

Data stability over time is related to dependability. The authors, however, did not try to attain similar findings because the study respects the subjective and contextual aspects of reality. Instead, the authors concentrated on the stability and consistency of the data within the research setting. Confirmability pertains to the impartiality of the information, wherein several separate and unbiased persons must concur regarding its correctness, significance, and interpretation. Confirmability was guaranteed by the researcher's upholding openness, giving concise explanations, and supporting data for interpretations and conclusions. The institution where the research was conducted provided ethical clearance in advance (2024/08/12/000000128/03/RB).

**Table 1: Biographical data of the participants (n=31)**

PARTICIPANT	MALE/ FEMALE	AGE	TEACHING SUBJECT	TYPE OF SCHOOL
P1	F	50	Does not teach currently	
P2	F	40	Does not teach currently	
P3	F	24	Does not teach currently	
P4	F	22	Geography and Social Sciences	
P5	F	22	English First Additional Language, Afrikaans Home Language and Mathematics	Rural School
P6	F		Does not teach currently	
P7	F	25	Music	Rural School
P8	M	38	Does not teach currently	
P9	M	50	Mathematics	City School
P10	F	34	Social Sciences and History	City School
P11	F	25	Does not teach currently	
P12	F	30	Does not teach currently	
P13	M	28	EMS and Mathematical Literacy	Private Urban School
P14	F	22	Does not teach currently	
P15	F	52	Does not teach currently	
P16	F	37	Does not teach currently	
P17	F	39	Does not teach currently	
P18	F	45	Social Science	Rural School
P19	F	37	Does not teach currently	
P20	F	33	Geography	Rural School
P21	F	30	Does not teach currently	
P22	M	39	English and Natural Sciences	Rural School
P23	F	22	Does not teach currently	
P24	F	23	Does not teach currently	
P25	F	28	Natural Sciences and Mathematics	Rural School
P26	M	26	Does not teach currently	
P27	F	21	Does not teach currently	
P28	F	30	ICT and Robotics	Private City School
P29	F	27	Does not teach currently	
P30	F	23	Social Sciences and Life Orientation	City School
P31	F	27	Does not teach currently	

#### 4. Findings And Discussion

The findings regarding the participants' voices were presented, discussed, interpreted, and linked with the conceptual framework and literature. Four overarching themes were identified from the questions and answers from the participants. These themes collectively reflected the balance between opportunities and challenges posed by ChatGPT and similar AI tools in the context of education and academic integrity.

#### 4.1 Theme 1: Impact of ChatGPT on Academic Integrity

Questions from theme one explored ChatGPT's potential influence on students' adherence to academic integrity principles (Questions 1, 2, 9). They addressed both risks (e.g., misuse or exploitation to cheat) and benefits (e.g., fostering integrity). The following were direct quotations from some of the participants.

*"I think ChatGPT can impact academic integrity if used incorrectly."*  
[P2]

*"Students tend to misuse it by submitting AI-generated work as their own, which violates academic integrity."* [P3]

*"Long-term, the use of AI could lead to a shift in how we assess learning. With tools like ChatGPT available, assessments may focus more on problem-solving, creativity, and real-world application rather than rote memorisation."* [P3]

*"ChatGPT and similar language models have the potential to impact academic integrity in both positive and negative ways significantly. On the other hand, these tools have the potential to support the spirit of our discussion about disintermediation, disruption, etc., while simultaneously facilitating free-rifled outright plagiarism and open fraudulent uses, as the text that is produced is quite human-like and could easily be passed off as a completely original human-generated effort. On the flip side, they can also be great ways to learn and boost children's writing, as long as they're used responsibly and with guidance."* [P4]

*"Mistreating tools like ChatGPT gets frustrating because your work is no longer real and hard work, and no deeper understanding will be gained based on your intuition."* [P11]

*"It is there as a tool to help you to get better at technical writing and at researching topics more efficiently."* [P13]

*"More individualised instruction may become the norm, but there is also a need for more robust measures to prevent plagiarism and exploitation. As AI develops, educational institutions will need to constantly modify their policies."* [P14]

*"Students may try to pass off AI-generated essays as their own, use them to complete homework assignments, or even cheat on exams. An example of this could be a student who has an essay due, and he or she would type in the essay topic and thereafter submit the AI-generated response without any changes. This makes it clear that academic integrity is challenged when students view AI tools as a shortcut instead of a tool that can help them in their learning and deepen their understanding."* [P23]

*"Technology is something that is always evolving, and it's inevitable that AI may become more prevalent, and there may be expectations that it's acceptable to use AI for academic help. This could reshape what is considered legitimate assistance versus academic dishonesty. When it comes to assessments, educators may need to think of new ways of assessing their students, such as more evaluation of student understanding via oral exams, visual presentations, or even project-based*

*assessments, so students aren't as dependent on AI tools for written work.” [P23]*

*“The educational system is compromised by AI technologies, hindering students from seeking advanced research and creativity. Students’ reliance on AI technology has decreased the levels of reading and writing skills, problem-solving skills and comprehension skills to read with understanding. The quality of education has been compromised, and students can have difficulties implementing themselves in working environments, interacting with others, and adapting independently.” [P29]*

The responses by the participants and literature acknowledged that AI tools, particularly ChatGPT, pose significant risks to academic integrity when misused [P2, P3, P23]. Plagiarism is highlighted as a core concern also by Pikri et al. (2022) and Foltýnek et al. (2020), a point echoed in the responses where students admit that AI-generated work can be passed off as their own, violating integrity [P3, P23].

Participants agreed that AI can benefit education when used correctly, as Van den Berg and Du Plessis (2023) supported. Literature suggests that AI should be integrated into education rather than banned, with clear guidelines for responsible use (Cotton et al., 2024). This aligns with the idea that AI can improve technical writing and research efficiency [P13].

The responses also suggested that oral exams, visual presentations, and project-based assessments may be necessary. P23 aligns with Stoesz (2024) and Kalra and Vogel (2021), who proposed a shift in assessment methods due to AI’s capabilities. The literature and the empirical findings further discuss alternative assessments to discourage cheating, including authentic and problem-based assessments, aligning with the need for Institutional Adaptation.

Responses from P14 and the literature recognise that universities must adopt policies to manage AI’s impact on academic integrity. Literature also calls for robust digital literacy training and ethical AI guidelines, which are reflected in concerns about preventing plagiarism and exploitation [P14] (Mulenga & Shilongo, 2024). The participants’ responses strongly emphasise AI as a direct threat to education, with statements like “the educational system is compromised” [P29].

#### **4.2 Theme 2: Preventing Misuse and Violations**

Theme two focused on strategies, measures, and institutional roles to prevent or minimise academic integrity violations (Questions 2, 4, 7). Most participants have not encountered situations where students might misuse or exploit ChatGPT to violate academic integrity.

However, according to P4: “Some students misuse ChatGPT by generating entire essays or assignments using ChatGPT without proper citation or acknowledgement. Also, ChatGPT can be used to complete quizzes or exams without understanding the underlying concepts. And by presenting bills of work generated by ChatGPT as if they were their work, with no real comprehension or

citations. These things can destroy your academic integrity and screw with the learning experience. Educators need to know about these possible misuse scenarios and plan for how to avoid them.”

*“Teachers or lecturers should focus on questions for which ChatGPT cannot give the answer.” [P1]*

*“Institutions really ought to come up with some straightforward guidelines on how to use ChatGPT and other similar tools. It’s not just about having rules; they should also focus on training students about responsible AI usage and maintaining academic integrity. And let’s not forget about those AI-detection tools! They could really help in keeping an eye on things to prevent any academic dishonesty.” [P14]*

*“Tools like Turnitin can definitely help spot the use of AI in student work.” [P5]*

*“Professors should really think about how they assess students. Each student comes from a different background, and their interpretations of questions can vary quite a bit based on their own experiences. It’s important to keep that in mind!” [P14]*

*“It’s a fact that some students have turned in essays or project answers generated by ChatGPT without giving credit where it’s due. This really highlights the pressing need for clearer guidelines and more education about using AI in an ethical way.” [P14]*

*“Create precise guidelines for the moral application of AI. Make use of plagiarism detection software that has content checks produced by AI. Teach pupils how to properly cite information produced by artificial intelligence.” [P14]*

*“Institutions can attempt to develop policies and guidelines regarding CHAPTGPT and other AI models. They can also use collaborative projects for students.” [P17]*

*“Educational institutions can implement measures like creating clear guidelines on acceptable use, incorporating AI literacy into the curriculum and using plagiarism and AI detection software to prevent any type of academic integrity violation. While doing so, it’s also important to stress the importance of authenticity and ethical use of technology to students.” [P23]*

*“The educational institution needs to critically train educators on AI-generated tools and discipline students who have violated academic integrity.” [P29]*

*“Yes, they were using it to write assignments and copied the information as it is, which resulted in plagiarism being detected, and they even further used it to write exams, which resulted in them being marked for disciplinary hearing.” [P31]*

The participant responses align with many scholarly insights on AI-related academic integrity issues, particularly regarding AI misuse, policy development, detection tools, and assessment redesign. However, the responses tend to

emphasise detection and punitive measures over holistic education and ethical AI integration, a gap that universities may need to address. The literature (e.g., Xiao et al., 2022; Nguyen, 2023) highlighted that students use AI tools to generate assignments, evade plagiarism detection, and bypass academic rigour. Participant P4 explicitly mentioned that students generate entire assignments and quizzes using ChatGPT without understanding the content, aligning with concerns in the literature.

The literature (Cotton et al. 2024) emphasised that institutions should establish clear AI usage policies to maintain academic integrity. Several participants, including P4, P17, and P23, echoed this, calling for institutions to develop guidelines and educate students on responsible AI use. Participants P5 and P14 considered using Turnitin or similar tools to catch AI-generated stuff; this aligns with what the research says. But, as pointed out in Lubinga, et al.'s work from 2019, those old-school plagiarism managers have a tough time spotting contract cheating and the kind of text churned out.

Stoesz (2024) and Kalra and Vogel (2021) are pushing for assessments that reflect real-world situations. They believe this could seriously cut down on cheating related to AI. Participants P1 and P11 also agreed. They suggest we design assessments that AI can't just whip up answers in a flash and tailor these tasks to fit each student's unique background; this could help reinforce the idea. Studies (like those by Ramírez-Montoya et al., 2021) pushed the idea that universities need to weave AI literacy and responsible use of AI into their teaching methods. This is confirmed by participants P23 and P29, who were calling for education and training in AI literacy for both lecturers and students.

Another study (Sorea et al., 2021) takes a more educational angle. They are all about building skills and raising awareness about ethics. But then, there's P29, which emphasised the need for discipline for students who violate integrity policies, reflecting a possible gap in awareness of formative strategies to improve integrity rather than punitive approaches. Tatzel and Mael (2023) and Van den Berg and Du Plessis (2023) advocated integrating AI into education rather than banning it. Participants focus more on detection and discipline rather than exploring how AI could enhance learning ethically, indicating a narrower view.

### 4.3 Theme 3: Educational Potential and Responsible Use

Theme 3 focused on how ChatGPT can be used beneficially for learning while promoting responsible use (Questions 3, 5, 6). It further highlighted the need to educate students and ensure alignment with academic values.

*"It can be used as a supporting tool. Educators need to establish clear guidelines on the responsible use of ChatGPT in academic settings." [P1]*

*"ChatGPT assists in improving your sentences, providing guided headings on how to go about writing essays, and assists the user as a form of guidance; however, it needs to be used contextually and within limits." [P2]*

*"ChatGPT helps collect accurate information faster, improves writing skills, and helps students understand concepts better. Students should use*

*ChatGPT to gain insight instead of using it as a fast way to complete their assignments.” [P3]*

*“Educators can introduce lessons on how to use AI tools as part of research and writing, demonstrating their value as aids rather than shortcuts. This includes emphasising the importance of critical thinking, originality, and properly citing AI-assisted work.” [P3]*

*“Perhaps ChatGPT can be used for brainstorming or planning a task, which will give the students guidelines on what is expected of them to complete it in their own words.” [P5]*

*“Students need to understand that using AI directly in their tasks is an infringement because they did not complete the task or work in their own words, but by a robot. Students do not learn or study any work by using AI.” [P5]*

*“Educators can make use of examples on how AI-powered tools can be used strictly as a tool to give a better understanding of the topic that you are busy with, but not as an answer provider to questions that will lead to zero thinking and learning taking place.” [P11]*

*“By reducing research time and summarising information, so that understanding topics is easier. Prompts used in ChatGPT can be used so that they do not impede academic integrity.” [P13]*

*“ChatGPT can be a valuable educational tool when it is used responsibly. However, it is crucial to incorporate ChatGPT into the learning process in a way that promotes critical thinking and original work.” [P20]*

*“Tools like ChatGPT and other AI programs can be very useful in education. They can act as study buddies, explaining tricky concepts that might confuse students. Also, they’re good for sparking project-based ideas or getting feedback on students’ writing. It makes sense that lecturers want their students to use ChatGPT for learning and brainstorming. In that way, they can keep work honest regarding academic integrity.” [P23]*

Cotton et al. (2024) highlighted how essential it is to have clear parameters regarding the use of AI, and P1 shared a related opinion. Other participants, like P3, P5, P11, and P23, also talked about ChatGPT being a valuable tool for enhancing writing, brainstorming ideas, and organising essays. This aligns with what Tatzel and Mael (2023) said, where they mention that AI boosts learning. It’s interesting to note that Sorea et al. (2023) also emphasised how important it is for students to get hands-on experience with AI-assisted writing. That practical exposure, they argue, is key to making the most out of these technologies.

It’s clear from participants P3, P4, P7 and P9 that AI isn’t meant to replace what students do. Instead, it should serve as a tool to help sharpen those thinking skills. This idea connects with what Nguyen (2023) and Spruit (2021) pointed out about the importance of developing critical evaluation skills essential for keeping academic integrity intact. P6 highlighted the risks of using AI directly for assignments, reflecting some serious concerns that Eaton and Hughes (2022) and Bretag et al. (2019) raised regarding contract cheating. You don’t want to go down

that road. Also, P7 and P13 stressed that using AI to dodge the learning process is a big no-no. This ties in with what Xiao et al. (2022) and Nguyen (2023) discussed about how AI-generated content can mess with authenticity.

Lastly, P6 suggested that jumping straight into using AI is a bit of a violation. But then again, some academic sources argue for a more balanced approach, like controlled and guided use, instead of just banning it outright, like Talzel and Mael (2023) and Van den Berg & Du Plessis (2023). While participants P4, P7, P9, and P20 emphasised critical thinking and proper use, the literature stresses plagiarism detection and referencing training, which is not directly addressed (e.g., Foltnek et al., 2020). The responses from the participants supported the idea of AI as a beneficial tool if used responsibly, aligning with research on AI integration in education. However, they lack depth in discussing institutional measures, plagiarism prevention, and ethical policies.

#### **4.4 Theme 4: Policy and Guidelines Development**

Theme four discusses the importance of creating policies and guidelines to govern ChatGPT's ethical and responsible use in educational contexts (Questions 7, 8).

“Yes, there needs to be a technology policy in an educational setting that is current and suits the needs of the learners as well as lecturers.” [P2]

“Clear policies are necessary to guide students on how to use AI responsibly, including rules about when and how it is appropriate to use tools like ChatGPT.” [P3]

“Institutions can develop and communicate clear guidelines on the use of ChatGPT and similar tools. Also, training and education on responsible AI use and academic integrity should be provided. As well as implement AI-detection tools to monitor and prevent academic dishonesty.” [P4]

“Yes, because if Universities or even other educational institutions do not implement policies regarding ChatGPT, the University will not develop students who will be ready for the world of work. Students will not have the content knowledge or understanding which is needed in the economic sector. So, policies are important to avoid misuse and exploitation of the software.” [P6]

“ChatGPT is a tool that can be used to promote academic integrity by allowing the learners to identify plagiarism in their assignments. It can assist the students in analysing different texts and making summaries of their work for exam purposes.” [P7]

“Yes, these policies will clearly explain what is required of students to uphold the academic integrity of their work as well as the way they will be penalised if they do not adhere to these rules.” [P11]

“Specific guidelines or policies can clarify acceptable uses of AI tools, ensuring they contribute to learning without compromising academic standards.” [P13]

“By adding elements that encourage transparency, such as built-in citation generators, and delivering instructional modules on ethical AI use when students interact with the tool.” [P14]

“Yes, I agree. There should be guidelines or policies regarding the use of ChatGPT in educational settings:

- **Clarifying Expectations:** With AI tools like ChatGPT becoming more accessible, students and educators need clear guidance on when and how these tools can be used. Without specific policies, there can be confusion about what constitutes acceptable use, leading to unintentional breaches of academic integrity.
- **Addressing Privacy and Data Security:** ChatGPT involves data sharing, and there could be concerns over data security and privacy, especially when dealing with sensitive academic work. A policy can outline precautions and best practices for handling personal information when using AI tools.” [P15]  
*“Yes. There is a significant need because it will assist in setting order in regard to students’ usage of ChatGPT and what they should and shouldn’t do. Rules maintain order and discipline.” [P31]*

Most participants noted a need for clear policies and guidelines [P2, P3, P4, P6, P7, P11, P13, P15, P31]. The responses emphasised the importance of establishing clear technology policies to guide students on AI usage, aligning with authors who argue that AI tools like ChatGPT should not be banned outright but incorporated with well-defined rules Cotton et al. (2024) and Van den Berg and Du Plessis (2023). The idea that policies should prevent AI misuse while ensuring students gain necessary content knowledge, P6, is reflected in Eaton and Hughes' (2023) work, which highlighted that AI could provide real-time answers, leading to unearned academic credit.

P7's claim that ChatGPT can help students identify plagiarism and improve their academic writing aligns with Tatzel and Mael (2023), who suggested that AI should enhance student learning rather than obstruct it. P14 proposed integrating built-in citation generators and instructional modules, resonating with Sorea et al. (2021), who emphasise training students in proper referencing and ethical writing. The responses suggest monitoring AI usage through AI-detection tools, a strategy supported by Xiao et al. (2022), who discussed the challenges universities face in combating AI-generated assignments. As for the need for responsible AI use training, P4 and P15 align with Nguyen (2023) and Spruin (2022), who stress reinforcing academic integrity through ethical digital literacy education.

The whole notion that having solid policies helps students grasp what's expected in terms of academic integrity and the consequences if they don't (like we see in P11 and P31) echoed what Mulenga (2024), Shilongo, and Davis (2023) are saying. They're all about setting clear rules to prevent accidental violations. Interestingly, the feedback we're getting ties in with what's been written out there. It emphasises the necessity for clear AI policies, a push for digital literacy training, and ensuring we integrate AI responsibly. But here's the thing: while the participants seem to be zeroing in on compliance and keeping everything orderly,

the broader literature hints at a need for a shift in the culture of academic integrity itself. Isn't that something to think about?

**Table 2: Summary of Findings: ChatGPT and Academic Integrity in Education**

Theme	Focus Area	Key Participant Insights	Supporting Literature	Implications
1. Impact of ChatGPT on Academic Integrity	Risks and benefits of AI use in education	<ul style="list-style-type: none"> <li>- Misuse can lead to plagiarism and reduced learning (P2, P3, P23, P29)</li> <li>- Can support learning if used responsibly (P4, P13, P14)</li> <li>- Assessments may need to shift (P23)</li> </ul>	Pikri et al. (2022), Foltýnek et al. (2020), Van den Berg & Du Plessis (2023), Cotton et al. (2024), Stoesz (2024)	Dual impact: poses academic integrity risks but can foster learning if guided. Need for policy reform and assessment redesign.
2. Preventing Misuse and Violations	Institutional strategies to uphold integrity	<ul style="list-style-type: none"> <li>- Call for clear guidelines and detection tools (P4, P14, P23)</li> <li>- Emphasis on educator training and proactive assessment design (P1, P17, P29, P31)</li> </ul>	Xiao et al. (2022), Nguyen (2023), Lubinga et al. (2019), Stoesz (2024), Ramírez-Montoya et al. (2021)	Strong focus on detection and enforcement. Gap noted in proactive education and ethical integration of AI.
3. Educational Potential and Responsible Use	Promoting critical thinking and ethical AI usage	<ul style="list-style-type: none"> <li>- ChatGPT as a tool for idea generation, writing support, and learning aid (P1, P3, P5, P23)</li> <li>- Risks if misused to bypass learning (P5, P6, P11)</li> </ul>	Cotton et al. (2024), Tatzel & Mael (2023), Sorea et al. (2023), Nguyen (2023), Bretag et al. (2019)	Participants support educational use, but practical training and critical engagement with AI tools are underdeveloped.
4. Policy and Guidelines Development	Ethical use regulation and student guidance	<ul style="list-style-type: none"> <li>- Strong call for AI policies, ethical training, and academic integrity rules (P2, P3, P4, P11, P15)</li> <li>- Emphasis on clear expectations and consequences (P6, P31)</li> </ul>	Van den Berg & Du Plessis (2023), Eaton & Hughes (2023), Sorea et al. (2021), Mulenga & Shilongo (2024)	Policies must clarify acceptable use, enforce consequences, and incorporate AI literacy. Institutions must shift from reactive to proactive ethical frameworks.

## 5. Conclusion

Academic integrity is crucial in universities, schools and also in the broader society. It means remaining correct to moral values like honesty. It is also about keeping up the ethical standards. The literature and empirical data showed that tools such as ChatGPT and other AI technologies have incredible possibilities. They can improve writing skills, enhance learning, and even assist lecturers or teachers with their academic work. Nevertheless, academic integrity can be compromised if these tools are misrepresented. The key findings from this research displayed that AI tools, comprising ChatGPT, have their own advantages and disadvantages concerning academic integrity. They can make it easy for students to perform untruthfully or copy throughout their studies. On the other hand, they can improve learning experiences, sharpen writing abilities, and shift the focus of assessments to creativity and practical applications. Having guidelines and solid policies in place is crucial. AI detection programs like Turnitin can spot the misuse of these tools, but we also need effective educational policies. It's about teaching everyone how to use AI responsibly and not just about catching the cheaters.

AI is becoming increasingly significant in education; thus, institutions should offer training on AI knowledge and how to use it sensibly. Students and educators must learn how to direct these AI skills ethically. Institutions could provide the necessary funds needed to generate a culture where academic integrity matters. We might start to see AI tools that enhance learning and do so ethically and innovatively when educators, schools, and technology developers work together. Therefore, by working collectively, these groups can shape how AI is used in education for the better.

## 6. Recommendations

The following recommendations were made from the literature review and empirical data generation to promote the responsible use of AI. Firstly, educators ought to incorporate AI literacy and ethics into their programmes. They could offer workshops or specific units concentrating on using AI sensibly. Also, schools and HEIs should lay out clear guidelines. Students should be directed on using tools like ChatGPT in their studies and know how and when to give credit for AI-generated content. Institutions should highlight the importance of originality, critical thinking, and contextual understanding to prevent over-reliance on AI tools. Therefore, the assessment shift emphasises creativity, critical thinking, and real-world problem-solving, reducing reliance on rote memorisation.

HEIs should develop clear policies that outline what's proper and what's not when using ChatGPT. It's essential to address ethical issues and academic integrity. HEIs should reflect on using AI-detection tools like Turnitin to keep an eye on the work that AI might have created, which could help limit cheating in academic work. Clear penalties for breaking these rules and being open about how they will enforce them should be set by HEIs. HEIs should influence AI developers to create features that encourage ethical usage. Outputs ready for citation and alerts about potential misuse could be beneficial. Working together to develop tools that support educational aims, like making learning more

accessible and boosting critical thinking skills, would be a significant step forward.

## 7. CONFLICT OF INTEREST

The authors declare no conflict of interest.

## 8. Authors Contributions

Author One generated and analysed the data and wrote the abstract. Author Two wrote the introduction, conceptual framework and literature review. Both authors interpreted the data and finalised the article.

## 9. ACKNOWLEDGMENT

The authors wish to thank the students who participated in the research. The authors wish to acknowledge that they utilised the assistance of a Generative AI tool - CoPilot, during the writing process for prompting, refining, and complementing the editorial process. Grammarly was also used (for paraphrasing). The data was assessed and validated rigorously to maintain academic integrity and rigour. Potential biases inherent in AI-generated content were assessed and addressed. All intellectual content, interpretations and the final version of the manuscript are, however, the sole responsibility of the authors.

## 10. References

- Adam, L., Anderson, V., & Spronken-Smith, R. (2017). 'It's not fair': policy discourses and students' understandings of plagiarism in a New Zealand university. *Higher Education*, 74, 17-32. <https://doi.org/10.1007/s10734-016-0025-9>.
- Alruwais, N.; Zakariah, M. (2023). Evaluating Student Knowledge Assessment Using Machine Learning Techniques. *Sustainability*, 15, 6229. <https://doi.org/10.3390/su15076229>.
- Anders, Burman. (2023). *Integrating Academic Integrity: An Educational Approach*. 1-20. [https://doi.org/10.1007/978-981-287-079-7\\_96-1](https://doi.org/10.1007/978-981-287-079-7_96-1).
- Bennett, L., & Abusalem, A. (2024). Building Academic Integrity and Capacity in Digital Assessment in Higher Education. *Athens Journal of Education*, 11(1), 71-94. <https://doi.org/10.30958/aje.11-1-5>.
- Birks, M., Mills, J., Allen, S., & Tee, S. (2020). Managing the mutations: academic misconduct in Australia, New Zealand and the UK. *International Journal for Educational Integrity*, 16, 1-15. <https://doi.org/10.1007/s40979-020-00055-5>.
- Bretag T, Harper R, Burton M et al (2019). Contract cheating: a survey of Australian university students. *Stud High Educ* 44(11):1837–1856. <https://doi.org/10.1080/03075079.2018.1462788>.
- Burman, A. (2023). *Integrating Academic Integrity: An Educational Approach* (pp. 1–20). [https://doi.org/10.1007/978-981-287-079-7\\_96-1](https://doi.org/10.1007/978-981-287-079-7_96-1).
- Carabelli, P. (2020). Response to the COVID-19 Outbreak: Virtual Teaching Time. *InterCambios. Dilemas y transiciones de la Educación Superior*, 7, 189-198. <https://doi.org/10.29156/inter.10.2.7>.
- Cliplef, L., McInnes, V., Munn, C., & Rexe, S. (2021). Championing academic integrity in academic development. *Canadian Perspectives on Academic Integrity*, 4(1), 142-142. <https://doi.org/10.55016/ojs/cpai.v4i1.72852>.
- Cojocariu, V. M., & Mares, G. (2021). Academic integrity in the technology-driven education era. In *Ethical Use of information technology in higher education* (pp. 1-16). Singapore: Springer Singapore. [https://doi.org/10.1007/978-981-16-1951-9\\_1](https://doi.org/10.1007/978-981-16-1951-9_1)
- Collins, J. & Hussey, R. (2021). *Business research: A practical guide for students*. 5th ed.

- London: Bloomsbury.
- Cotton, D. R., Cotton, P. A., & Shipway, J. R. (2024). 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>.
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Davis, M. (2024). *Supporting inclusion in academic integrity in the age of GenAI*. <https://doi.org/10.4324/9781003482918-4>.
- Dvorianchykova, S., Bondarchuk, J., Syniavska, O., Pshenychna, I., & Zahorulko, M. (2023). Principles of the development of academic integrity and critical thinking among philology students. *Revista Eduweb*, 17(4), 105-116. <https://doi.org/10.46502/issn.1856-7576/2023.17.04.11>.
- Eaton, S. E. (2021). Building Collaborative Networks to Support Academic Integrity: Keynote address for Manitoba Academic Integrity Network (MAIN) Academic Integrity Inter-Institutional Meeting 2021. *Canadian Perspectives on Academic Integrity*, 4(1), 118-131. <https://doi.org/10.55016/ojs/cpai.v4i1.72913>.
- Eaton, S. E., & Christensen Hughes, J. (2022). Academic integrity in Canada: Historical perspectives and current trends. In *Academic integrity in Canada: An enduring and essential challenge* (pp. 3-24). Cham: Springer International Publishing.
- Evangelista, E. D. L. (2025). Ensuring academic integrity in the age of ChatGPT: Rethinking exam design, assessment strategies, and ethical AI policies in higher education. *Contemporary Educational Technology*, 17(1), ep559. <https://doi.org/10.30935/cedtech/15775>.
- Foltýnek, T., Dlabolová, D., Anohina-Naumeca, A. et al. (2020). Testing of support tools for plagiarism detection. *Int J Educ Technol High Educ* 17, 46. <https://doi.org/10.1186/s41239-020-00192-4>.
- Gladwin, T. E. (2018). Educating students and future researchers about academic misconduct and questionable collaboration practices. *International Journal for Educational Integrity*, 14:10, 1-7. <https://doi.org/10.1007/s40979-018-0034-9>.
- Haetami, A. Sabaruddin, S., Shobri, M., Huriyah, L., & Sari, A.R. 2024. Nurturing Integrity in the Digital Age: Decoding the Dynamics of Data Literacy, Digital Literacy, and Faculty Supervision in Shaping Students' Academic Integrity. *Tuijin Jishu/ Journal of Propulsion Technology*. 45 (1), 228-243.
- Jambi, K.M.; Khan, I.H.; Siddiqui, M.A. (2022). Evaluation of Different Plagiarism Detection Methods: A Fuzzy MCDM Perspective. *Applied Science*, 12, 4580. <https://doi.org/10.3390/app12094580>.
- Johnson, C. (2023). *Understanding academic integrity and plagiarism in the digital age: can digital forensics techniques help prevent and detect academic misconduct?* University of South Wales (United Kingdom).
- Kalyani, L. K. (2024). The Role of Technology in Education: Enhancing Learning Outcomes and 21st Century Skills. *International Journal of Scientific Research in Modern Science and Technology*, 3(4), 05-10. <https://doi.org/10.59828/ijrmst.v3i4.199>.
- Kalra, J., & Vogel, V. (2021). Encouraging Academic Integrity Through a Preventative Framework. *Canadian Perspectives on Academic Integrity*, 4(2), 45. <https://doi.org/10.11575/cpai.v4i2.74174>.
- Li, W., & Wang, Y. (2023). Research on the Current Situation of Data Literacy and Improvement Strategies of County Middle School Teachers: — — Based on the Survey of 10 Counties and Cities in Huanggang, Hubei Province. In *Proceedings of the 9th International Conference on Education and Training Technologies* (pp. 1-7). <https://doi.org/10.1145/3599640.3599658>.
- Lincoln, Y. S., & Guba, E.G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New Directions for Program Evaluation*, 30, 73-84.
- Lubinga, L., Ramnarain, J. & Tonkin, L. 2023. Quandaries Of Contract Cheating

- In South African Higher Education Institutions: The way forward. *South African Journal of Higher Education*, 37(6), 239–254.  
<https://dx.doi.org/10.20853/37-6-5052>.
- Lund, B. D., Lee, T. H., Mannuru, N. R., & Arutla, N. (2025). AI and academic integrity: Exploring student perceptions and implications for higher education. *Journal of Academic Ethics*. <https://doi.org/10.1007/s10805-025-09613-3>.
- Mahajan, K. 2019. Challenges of Plagiarism in Digital Environment. *International Journal of Science and Applied Information Technology*, 8(2), 01-04.  
<https://doi.org/10.30534/ijisait/2019/01822019>.
- Masoud, Movahed. (2023). *Walking the Talk: Modelling Integrity as University Professionals as Part of Teaching, Learning, and Assessment Activities*. 1-16.  
[https://doi.org/10.1007/978-981-287-079-7\\_97-1](https://doi.org/10.1007/978-981-287-079-7_97-1).
- Maurya, A., & Madhusudhan, M. (2023). Plagiarism in Research: Problems and its Solutions. *Journal of Advancements in Library Sciences*, 10(gabi1), 59-69p.  
<https://doi.org/10.37591/JoALS>.
- Mertens, D. M. (2010). Transformative mixed methods research. *Journal of Mixed Methods Research*, 16(6):469-474 X(Y): a-b.  
<https://doi.org/10.1177/1077800410364612>.
- Moya, B., Eaton, S., Pethrick, H., Hayden, A., Brennan, R., Wiens, J., & McDermott, B. (2024). Academic Integrity and Artificial Intelligence in Higher Education (HE) Contexts: A Rapid Scoping Review. *Canadian Perspectives on Academic Integrity*, 7(3). <https://doi.org/10.11575/cpai.75990>.
- Mulenga, R., & Shilongo, H. (2024). Academic integrity in higher education: Understanding and addressing plagiarism. *Acta Pedagogica Asiana*, 3(1), 30-43.  
<https://doi.org/10.53623/apga.v3i1.337>.
- Nguyen, Q. H. (2023). AI and Plagiarism: Opinion from Teachers, Administrators and Policymakers. *Proceedings of the AsiaCALL International Conference*, 4, 75-85. ISSN: 2833-6836; ISBN: 979-8-9870112-4-9. <https://doi.org/10.54855/paic.2346>.
- Oltmann, S. M. (2016). Qualitative interview: A methodological discussion of the interviewer and respondent contexts. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 17(2), Art. 15.  
<http://nbn-resolving.de/urn:nbn:de:0114-fqs1602156>.
- Parnther, C. (2020). Academic misconduct in higher education: A comprehensive review. *Journal of Higher Education Policy and Leadership Studies*, 1(1), 25-45.  
<http://dx.doi.org/10.29252/johepal.1.1.25>.
- Parveen, S., & Ramzan, S. I. (2024). The Role of Digital Technologies in Education: Benefits and Challenges. *International Research Journal on Advanced Engineering and Management (IRJAEM)*, 2(06), 2029-2037.  
<https://doi.org/10.47392/IRJAEM.2024.0299>.
- Pikri, F., Insani, D. M., & Hoerudin, C. W. (2022, December). Policy Implementation in Preventing Plagiarism in Students in the Digital Age. *In Iapa Proceedings Conference* (pp. 234-242). <https://doi.org/10.30589/proceedings.2022.698>
- Polit, D. F. & Beck, C. T. 2017. *Nursing Research: Generating and Assessing Evidence for Nursing Practice*. Wolters Kluwer.
- Purnama, S., Ulfah, M., Machali, I., Wibowo, A., & Narmaditya, B. S. (2021). Does digital literacy influence students' online risk? Evidence from Covid-19. *Heliyon*, 7(6).  
<https://doi.org/10.1016/j.heliyon.2021.e07406>.
- Ramírez-Montoya, M.S.; Andrade-Vargas, L.; Rivera-Rogel, D.; Portuguez-Castro, M. (2021) Trends for the Future of Education Programs for Professional Development. *Sustainability* 13, 7244. <https://doi.org/10.3390/su13137244>.
- Ravitch, S. M., & Riggan, M. (2017). *Reason and rigour: how conceptual framework guide research* (2nd ed.). Thousand Oaks, CA: SAGE.

- Rets, I., & Ilya, A. (2018). Eliciting ELT students' understanding of plagiarism in academic writing. *Eurasian Journal of Applied Linguistics*, 4(2), 193-211. <http://dx.doi.org/10.32601/ejal.464115>.
- San Jose, A. E. (2022). Academic integrity of students during the COVID-19 pandemic: A mixed method analysis. *European Journal of Education and Pedagogy*, 3(4), 97-103. <http://doi.org/10.24018/ejedu.2022.3.4.400>.
- Schaad, B. (2023). Aligning Theoretical and Practical Considerations for Academic Integrity Education: A Canadian Perspective. [https://doi.org/10.1007/978-981-287-079-7\\_137-1](https://doi.org/10.1007/978-981-287-079-7_137-1).
- Schwartz-Shea, P. & Yanow, D. 2020. *Interpretivism*. <https://methods.sagepub.com/foundations/interpretivism>.
- Shikalepo, E. E., 2020. *Defining a conceptual framework in educational research*. Namibia University of Science and Technology 7p. Retrieved from Google Scholar. Assessed on 20 April 2025.
- Singh, M. (2023). Maintaining the integrity of the South African university: the impact of ChatGPT on plagiarism and scholarly writing. *South African Journal of Higher Education*, 37(5), 203-220. <https://orcid.org/0000-0002-2721-7555>.
- Singh, N. (2017). Level of awareness among veterinary students of GADVASU towards plagiarism: a case study. *The Electronic Library*, 35(5), 899-915. <https://doi.org/10.1108/el-06-2016-0132>.
- Sorea, D., Roşculeţ, G., & Bolborici, A. M. (2021). Readymade solutions and students' appetite for plagiarism as challenges for online learning. *Sustainability*, 13(7), 3861. <https://doi.org/10.3390/su13073861>.
- Spruin, E. (2022). Mitigating the risk of contract cheating in UK higher education: A multi-level solution. *Journal of Higher Education Policy and Leadership Studies*, 3(1), 109-120. <https://dx.doi.org/10.52547/johepal.3.1.109>.
- Stoesz, B. M. (2024). *Academic Integrity Through Ethical Teaching and Assessment: Overview and Current Trends*. Second Handbook of Academic Integrity, 203-216.
- Taş, E. (2024). Data literacy education through university-industry collaboration. *Information and Learning Sciences*, 125(5/6), 389-405. <https://doi.org/10.1108/ILS-06-2023-0077>.
- Tatzel, A., & Mael, D. (2023, April). *Write a paper on AI plagiarism": An analysis on ChatGPT and its impact on academic dishonesty in higher education*. Retrieved from Google Scholar. Assessed on 20 April 2025.
- Tauginienė, L., Gaizauskaite, I., Glendinning, I., & Kravjar, J. (2018). *Glossary for Academic Integrity ENAI Report 3G* [online]: Revised version, October 2018. Retrieved June 16, 2023 from [https://academicintegrity.eu/wp/wp-content/uploads/2022/07/Glossary\\_revised\\_final.pdf](https://academicintegrity.eu/wp/wp-content/uploads/2022/07/Glossary_revised_final.pdf).
- Van den Berg, G., & du Plessis, E. (2023). ChatGPT and generative AI: Possibilities for its contribution to lesson planning, critical thinking and openness in teacher education. *Education Sciences*, 13(10), 998. <https://doi.org/10.3390/educsci13100998>.
- Venera-Mihaela, C., & Mares, G. (2021). *Academic integrity in the technology-driven education era*. Ethical use of information technology in higher education. Springer, Singapore, 1-16. [http://doi.org/10.1007/978-981-16-1951-9\\_1](http://doi.org/10.1007/978-981-16-1951-9_1).
- Xiao, Y., Chatterjee, S., & Gehringer, E. (2022, November). A new era of plagiarism the danger of cheating using AI. In *2022 20th International Conference on Information Technology Based Higher Education and Training (ITHET)* (pp. 1-6). IEEE. <https://doi.org/10.1109/ITHET56107.2022.10031827>.

## APPENDIX

### **A1: Challenges regarding technological artificial intelligence (AI) tools such as ChatGPT in education and academic integrity:**

1. What is your comprehension of the potential impact of ChatGPT or similar large language models on academic integrity?
2. Have you come upon situations where students might misuse or exploit ChatGPT to violate academic integrity? If so, how? What are you learning about academic integrity from these experiences?
3. How could ChatGPT be valuable for educational purposes, and can ChatGPT be used to uphold academic integrity?
4. What strategies or measures can educational institutions implement to prevent or minimize academic integrity violations related to ChatGPT?
5. How can educators responsibly educate students about using ChatGPT and other AI-powered tools in academic settings?
6. What role should instructors play in ensuring students understand the boundaries of academic integrity when using ChatGPT?
7. Would you agree with the statement that there is a need for specific guidelines or policies regarding using ChatGPT in educational settings? Please explain.
8. How can the development and advancement of ChatGPT as an AI tool be aligned with promoting academic integrity rather than compromising it?
9. What are some potential long-term implications of integrating ChatGPT and similar AI technologies on academic integrity and educational settings?