



Research Paper

Perceptions of AI Tools (ChatGPT and QuillBot) in Academic Work: Student and Faculty Perspectives in Hyderabad

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Abstract: Artificial intelligence (AI) applications have found some place in academic settings, and it is changing the manner in which students learn, research, and write academic papers. ChatGPT and QuillBot are also favored by the university students as their applications assist them with generating ideas, paraphrasing text, and enhancing grammatical accuracy. Although these tools have a number of advantages to making writing faster and more effective, their increased utilization has led to issues with academic honesty and originality, as well as the ethical limits of AI-aided academic practice. This research will analyze the views of students and faculty members on the utilization of AI writing tools like ChatGPT and QuillBot in academics in universities and colleges in Hyderabad. The paper focuses particularly on the usage frequency of AI tools, the motives that prompt the use of such tools, and the attitude of students to AI-generated the material in terms of ethics. The research design adopted was a mixed-method study that incorporated both quantitative and qualitative research design. The collection of data was performed with the help of questionnaires survey of a sample of 100 students and interviews with 25 faculty members chosen with the help of purposive sampling. The statistical methods applied to analyse the data were descriptive and thematic interpretation. According to the results, the majority of students rely on AI tools in paraphrasing, grammar correction, and idea generation. Nevertheless, not all students are sure of the ethical aspects of using AI and most are mostly uninformed of institutional policies governing AI-assisted study.

Keywords: Artificial Intelligence, ChatGPT, QuillBot, Academic Integrity, Student Perceptions, AI Ethics.

I. Introduction

The high development of artificial intelligence (AI) technologies has profoundly changed the situation on the higher education market. AI-based applications are finding more and more applications in the academic setting, helping students in different areas of their academic life: writing, research, information search, and language advancement. Generative AI applications, ChatGPT, and QuillBot are some of the most popular technologies because they can produce coherent text, paraphrase it, and generate better grammar. On the one hand, these tools can offer a lot of assistance to students, but, on the other hand, their growing popularity has contributed to the emergence of the concerns about academic integrity, as well as ethical academic practices.

The impact of AI in learning is an issue that is being debated by universities and educators around the world. Other researchers claim that AI tools can improve learning through facilitating the generation of ideas, enhancing the quality of writing, and aiding non-native speakers of English. Some are, however, worried that over-dependence on AI-related tools can harm critical thinking, innovative thinking, and the independent academic work. Consequently, educational establishments are experiencing emerging issues in determining the scope of what is considered to be valid technological support and academic cheating.

The fast pace of AI application to the educational process has caused disorientation concerning ethical application of AI in education. Students are using AI tools to paraphrase, correct their grammar and develop their ideas and some students might be using AI to come up with complete assignments. Lack of any institutional guidelines on the use of AI has led to confusion among learners and teachers on what is considered as acceptable use of these tools.

In this regard, it is important to know how students and faculty members view AI tools. The study of these perceptions can assist the universities to create the right policies and education solutions that strike the right balance between technological innovation and academic integrity. Hence, the paper will discuss the perception of students and educators regarding the application of AI-based services like ChatGPT and Quillbot in the context of academic work and whether students and teachers consider the services as beneficial learning tools or even threats to academic integrity.

1.1 BACKGROUND OF THE STUDY

The artificial intelligence has become one of the most significant technological advances of the twenty-first century. Over the past years AI applications have had more and more use in the education sector where the applications are able to provide innovative solutions in teaching, learning, and assessment. AI-based systems may be used in personalized learning, automated feedback, language processing, and support in writing academic papers.

With the introduction of generative AIs, specifically ChatGPT and QuillBot, the entire notion of writing tasks has been transformed in terms of how students handle them. ChatGPT can create detailed answers, essays, and explanations with the help of user prompts, whereas QuillBot helps users to paraphrase the text and enhance the number of grammars. These tools have gained massive popularity among the students due to the fact that they save on time, enhance clarity of writing and aid generation of ideas.

As the usage of such tools has become more and more accessible, most students have turned to AI help to finish their academic tasks, compile reports, and polish research writing. Nevertheless, an increasing trend toward using AI tools has also created certain concerns among teachers regarding their misuse. Critics believe that AI-generated material can encourage students to be over-reliant on it and lose the ability to think and write independently. Therefore, the idea of the introduction of AI tools into the academic activity has become a hot issue in the academic communities.

1.2 PROBLEM STATEMENT

Although the use of AI tools is fast emerging in academic settings, not all universities have design policies on the use of the tools. The lack of clear institutionalized rules causes confusion among the students and the educators about what is acceptable academic work that is helped by AI. More so, there have been ethical issues on whether AI tools may be misused in accomplishing assignments. The AIs can potentially blur the line between academic support and academic dishonesty, as it is hard to identify whether the students are pursuing legitimate learning opportunities or breaking the norms of academic integrity. Such a state of affairs implies the need to conduct a systematic study that would inform how students and faculty view AI tools use in academic settings.

1.3 SIGNIFICANCE OF THE STUDY

This research is very vital to higher education institutions since they strive to cope with the increasing role of artificial intelligence in learning institutions. Knowledge about how students and the faculty think about AI tools can assist universities in creating informed policies and guidelines that would facilitate responsible technology usage. The research also adds to the existing trends in scholarly research on the topic of academic integrity in the digital era. The rise of AI technologies as a part of educational activities has become a significant matter that needs to be analyzed in terms of their ethical consequences and the way they will affect the processes of learning and academic achievement of students. Also, the study can be applied to the educational technology research area as it brings into focus the impact of emergent digital tools on the processes of teaching and learning. The research will be able to inform about the way AI tools can be incorporated into academic systems in a responsible and advantageous way through studying user perceptions and patterns of utilization.

1.4 AIM OF THE STUDY

The main purpose of the research is to investigate the attitude of students and faculty personnel towards the use of AI writing tools, like ChatGPT and Quill Bot, in academic writing.

1.5 OBJECTIVES OF THE STUDY

The research aims at attaining the following questions:

- 1.To examine the rate at which students apply AI tools in learning processes.
- 2.To determine the exact purposes of AI applications in academic activities, including paraphrasing, grammar correction, idea generation and assignment writing.
- 3.To investigate the views of students and faculty members on the moral application of the AI-generated content in the academic work.
- 4.To test the awareness of students on the institutional policies concerning the use of AI tools in education.

1.6 RESEARCH QUESTIONS

The research questions that are used in the study are as follows:

- 1.What is the average frequency of AI tools (ChatGPT and QuillBot) in academic work?
- 2.Which particular purposes do students normally use AI tools?
- 3.Do students feel that using AI tools in academic activity is a cheating activity?

4. Do students know about any institutional or university policy pertaining to the use of AI tools in academic work?

II. Review Of Literature

Recent sources indicate that artificial intelligence is no longer seen as a fringe technology in education: it has become one of the primary aspects of teaching, learning, and academic support in higher education. An article by Salih et al. that was published in 2025 is a truly systematic review, stating that ChatGPT and other such applications are transforming the learning process, academic practice, teacher education, and institutional adoption where it claims gaps in the evidence concerning the long-term pedagogical effects of implementation. Likewise, a 2024 study of the views of educators in higher education by Lee reported that teaching personnel already believe that generative AI is a significant movement in the instructional design, classroom practice, and student work, meaning that AI is no longer an experimental feature but an active part of modern education.

In the academic context, recent research indicates that students are also using AI writing assistants in brainstorming, drafting, paraphrasing, editing and language support. In the 2024 intervention study on QuillBot by El-Garawany, a six-week QuillBot-based writing program had a significant positive effect on the EFL writing performance of students, a decrease in the writing apprehension level, and an increase in self-efficacy. Similar 2025 research by Moid et al. determined that ChatGPT and QuillBot could assist project-based learning of scientific writing by enhancing clarity, structure, and organization particularly in cases where students have difficulty expressing academic thoughts. According to these findings, AI writing tools are seen as shortcuts as well as scaffolds capable of facilitating the development of writing when applied in guided contexts.

Simultaneously, the literature repeatedly tells us that academic gains of such tools cannot be discussed outside of ethical issues. In 2025, Bittle and colleagues carried out a systematic review of 2021–24 publications and summarized that generative AI has a two-sided effect on higher education, both facilitating engagement and productivity and giving rise to the possibility of AI-aided cheating, undermining traditional conceptions of authorship, and putting strain on inventing new integrity models. The review highlights that the digital literacy, institutional guidance, and improved detection or disclosure systems are currently necessary due to the situation where the problem is not only technological but also ethical and procedural.

In the recent scholarship, it is also pointed out that in the era of generative AI, the problem of plagiarism and misconduct discussion is increasingly complicated. The students are no longer able to submit text that exists since it can now be copied but looks original due to the AI-generated texts, making it harder to identify the author and be held accountable. This is increasingly being put into context in the literature as a transformation in the traditional conception of plagiarism to a broader issue of misrepresentation, over-reliance, undeclared assistance and decay in academic effort. In this regard, the question is no more than whether text is copied or not but whether the given work reflects the actual way of thinking, reasoning, and writing of the student.

Academic assessment is another critical theme of the recent research work. The Kofinas and colleagues (2025) quantitative and qualitative study regarding authentic assessment found traces of how generative AI can be used to create the answer that can successfully pass the academic test, and even more supposedly authentic tests are no longer safe against AI misuse. This is significant since most institutions had initially believed that the issue of integrity could be addressed by simply altering the format of assessment. The new data, however, points to the fact that the educators should redesign the assessment more thoughtfully and mix process-based evaluation, oral defense, classroom performance, reflection, and statements regarding the use of AI.

The literature further states that institutional responses are not even and complete. The 2025 survey of the policies of Asian universities regarding generative AI by Dai and colleagues looked at policies adopted by 30 universities and concluded that there were some promising practices and significant gaps, particularly in consistency, specification, and enforcement. A 2025 study of 40 universities by Jin, also indicates that there is great disparity in adoption strategies, policy language, and readiness to integrate AI in the majority of universities with many institutions still in the transitional stage of governance. These studies jointly indicate that although universities acknowledge the significance of AI policy, not all have yet formulated elaborate frameworks that have been balanced in terms of innovation, morality, evaluation, and student support.

Another lesson of the recent studies is that faculty and student perception of AI use is not always consistent with the expectations on the institutional level. Research demonstrates that students tend to perceive AI tools as acceptable aid in the idea generation, language improvement, and organization, and teachers are more prone to be concerned about the dependence concealment, unjust competition, and undermining of the fundamental academic abilities. This incompatibility leads to a policy and communication vacuum even where universities have begun to act, the regulations are usually too broad, too recent, or too poorly communicated to influence real action. This has left a question of when the use of AI is justified help and when it is considered misconduct.

On the whole, the latest literature is rather balanced yet pessimistic. AI software like ChatGPT and QuillBot can enhance the quality of writing, decrease the language barriers, and enhance the productivity of learning, although, it also questions the conventional views on originality, authorship, and the fairness of academic output. The most convincing piece of evidence in the recent research is that colleges and universities need to shift their focus beyond the binary approval-or-ban strategies and install clear policies and ethical guidance, AI literacy education, and assessment reform. This line of literature is a direct indication of the necessity of the current research, particularly among localisers of the Hyderabad area where the perception of students and faculty members might influence the actual application of these technologies in academic life.

III. Research Gap

Even though the literature on the application of artificial intelligence in education is expanding, there are still several gaps in the existing literature. Firstly, a majority of the research has been carried out within the Western academic setting hence little has been undertaken concerning the Indian universities and their educational setting. Second, much of the past literature focuses on either the student usage pattern or faculty issues individually with very few studies incorporating both student and faculty views into a single study. Lastly, the ethical perceptions of AI-assisted academic work are understated, especially the opinions that students and educators attribute to using AI in academic work, whether they believe it is acceptable or an act of academic dishonesty. These gaps need to be filled to comprehend the effect of AI in higher education academic integrity better.

IV. Theoretical Framework

The theoretical viewpoint of this research is founded on theoretical aspects that describe the implementation, moral application, and technological knowledge of artificial intelligence tools in the academic setting. Since AI-based writing assistants like ChatGPT and Quillbot become part of the educational process more often, it is necessary to investigate not only how students and teachers use these technologies but also which theoretical aspects affect their perceptions and behaviour. The work will be based on the Technology Acceptance Model, Academic Integrity Theory, and Digital Literacy Theory to describe the trends in AI application and ethical concerns when working in an academic setting.

Technology Acceptance Model (TAM) is a significant basis of the reasons people use new technologies. As per this model, users are inclined to accept and utilize technology more in case they view it as helpful and convenient to engage in such technology. When discussing using AI tools in education, one can expect the adoption of ChatGPT or QuillBot since students might feel that AI tools enhance their writing quality, save time, and help them complete the academic task more effectively. The perceived usefulness and ease of use thus determine the readiness of students to implement AI tools in their academic life. This framework can be used to explain why AI writing assistants are gradually gaining popularity among students in universities.

Another significant aspect of the framework is the Academic Integrity Theory. Academic integrity has been outlined as ethical standards that govern honest behaviour in academics such as honesty, fairness, responsibility, trust and respect in academic work. The advent of the AI-generated content has posed new dilemmas regarding traditional ideas of authorship and originality. In cases where students use the AI tools to paraphrase texts, generate ideas, or produce whole assignments, the question arises as to whether such activities fit the ethics of academic practices. The Academic Integrity Theory can be used to understand how learners and professors understand where acceptable technological support and academic dishonesty lie.

Digital Literacy Theory is also instrumental in the realization of the application of AI tools in education. Digital literacy can be described as a skill of effectively and responsibly using digital technologies to study, communicate, and handle information. More digitally literate students have more chances to learn about the pros and cons of AI tools and, consequently, will be able to utilize these technologies in a more responsible manner. Simultaneously, instructors should acquire the digital literacy competencies to direct students in the ethical and efficient use of the technologies based on AI. According to this point of view, technological awareness and responsible practices in the use should be regarded as an essential concern in contemporary academic settings.

Collectively these theoretical insights are a well-rounded approach to the study of adoption, perception, and ethical evaluation of AI tools within the scholarly domain. Through the convergence of the theories of technology adoption and ethical and digital literacy views, this social research is aimed to get a better insight into the complicated relationship between technological innovation and academic integrity in higher learning institutions.

V. Research Methodology

5.1 Research Design

The research design in this study is a mixed-method exploratory research design since the researchers will examine how students and faculty feel about using artificial intelligence writing tools in academic writing.

The mixed-method approach will be used, as it will involve a combination of both quantitative and qualitative data to obtain a clear picture of the problem. The quantitative element will be the survey data which will be used to capture the trend of the use of AI tools and attitudes towards their ethical implications on the whole. The qualitative part, in its turn, enables a closer look at the opinion, experience, and concerns of the participants, as well as, through the interview and focus group discussions. The design is suitable as the theme has quantifiable usage patterns, as well as subjective views on technology and academic ethics.

5.2 Study Area

The research was carried out on universities and colleges in Hyderabad, India. Hyderabad is a big learning and technological centre with a number of institutions in the field of higher learning and a significant number of students. The academic atmosphere of the city, which is marked with high technological orientation, predisposes it to a role of relevant context of analysis of the adoption and the perceptions toward AI-based academic tools.

5.3 Population of the Study

The study population to be used in this study will be undergraduate and postgraduate students and faculty members who teach at higher learning institutions in Hyderabad. These groups were chosen due to the fact that they constitute the main practitioners and critics of AI devices in academic settings. AI is often used by students to facilitate their academic work, but academic work is evaluated and academic integrity is ensured by the faculty.

5.4 Sampling Technique

This study was done using a purposive sampling technique. The approach was adopted to make sure that subjects had to be people familiar with or experienced with the use of AI products or tools like ChatGPT and QuillBot. The purposive sampling enabled the researcher to identify sampling respondents that will offer informative and relevant opinions regarding the role of AI tools in academic activities.

5.5 Sample Size

A total of 125 participants were used as the study sample. Out of them, 100 participants were undergraduate and postgraduate students, and 25 participants were the faculty representatives of various academic fields. The distribution helped the researcher to obtain not only student experience but also professor attitudes towards the application of AI tools in academic activity.

5.6 Data Collection Methods

The data used in this study were gathered through several methods in order to come up with a comprehensive insight on the research problem. The questionnaire survey was structured and taken to the students in order to obtain the quantitative data on their frequency of using AI tools, the purpose of using it, and their perception of the ethical implications. Besides that, semi-structured interviews with the chosen faculty members were held in order to investigate their knowledge, interest, and experience of AI-assisted academic work. The focus group discussions with students were also planned to receive in-depth qualitative information about their attitudes and experience about AI technologies in education.

5.7 Research Instruments

The main research tool to be applied to the survey was the questionnaire developed and distributed by Google Forms as a structured questionnaire. The questionnaire entailed a mixture of multiple choice questions, Likert scale questions, and brief descriptive questions. A guide to the interview was also designed to help conduct the semi-structured interviews with the faculty members. The guide included open-ended questions that were aimed to investigate the faculty awareness with AI tools, the perception on academic integrity problems, and the perception of the institutional policy regarding AI usage.

5.8 Data Analysis Techniques

Both quantitative and qualitative methods were used in the analysis of the collected data. The quantitative data collected on the questionnaire were performed using the descriptive statistical tools like percentages, frequencies and graphical analysis tools like charts and tables. These reviews assisted in determining trends in the use of AI tools and how students view them. Thematic analysis was applied to analyzing qualitative data, which were obtained in the form of interviews and focus group discussions. This method was based on the ability to define some common themes, patterns and perspectives connected to the usage of AI, ethical issues, and institutional reactions.

5.9 Ethical Considerations

The ethical principles were observed during the research process. The study was voluntary, and all the participants gave informed consent to participate either in the survey, interviews or focus groups discussions. At every study phase, the privacy and anonymity of the participants were ensured. No personal details were gathered and no disclosed. The information was only utilized on academic and research purposes and the research conformed to the general ethical principles of social science research.

VI. Data Analysis And Interpretation

This section shows the statistical analysis of survey data obtained on 100 students on their use of AI assistants in their academic work, including ChatGPT and QuillBot. Data were analyzed using descriptive statistics in terms of frequencies and percentages. The findings are supplied on tables and then interpretations.

6.1 Frequency of AI Tool Usage

Table 6.1 Frequency of Using AI Tools for Academic Work

Response Category	Frequency	Percentage (%)
Often	40	40%
Sometimes	30	30%
Rarely	25	25%
Never	5	5%
Total	100	100%

Interpretation

The statistics show that most students use AI tools on an academic basis regularly. Approximately 40 percent of the respondents said that they use AI tools frequently, and 30 percent of them use them occasionally. Only a small percentage of students (25) said that they use these tools relatively infrequently, and 5% said that they do not resort to AI tools when working on academic assignments. These findings indicate that the use of AI-enabled writing aids has become a significant aspect of the academic activities of students. The high popularity of these tools indicates the increased presence of artificial intelligence in the learning context and points to the need to have a set of clear rules regarding the responsible use thereof.

6.2 Purpose of AI Tool Usage

Table 6.2 Purpose of Using AI Tools in Academic Work

Purpose of AI Use	Frequency	Percentage (%)
Paraphrasing content	35	35%
Grammar correction	25	25%
Idea generation	20	20%
Writing full assignments	15	15%
Other purposes	5	5%
Total	100	100%

Interpretation

The findings demonstrate that paraphrasing is the most widespread application of AI tools, with 35 percent of the respondents indicating it. This implies that most students resort to AI to edit or enhance the sentences of a piece of available text to them. One out of every four students also reported grammar correction as one of the applications of AI tools, which means that they are also common in enhancing the quality and clarity of language in academic writing. Also, 20% of the students have been using AI tools in the generation of ideas, and this proves that they are commonly used to facilitate brainstorming and concept development. Nonetheless, 15% of the surveyed people acknowledged that they were using AI tools to write full assignments, and this opens up a possible problem of potential academic integrity concerns. This data suggests that although AI tools are mainly applied to supportive activities, some percentage of students can use them much more often in the process of doing academic assignments.

6.3 Perceptions of AI as Academic Cheating

Table 6.3 Students' Perception of AI Use as Academic Cheating

Response	Frequency	Percentage (%)
Yes	25	25%
No	45	45%
Not Sure	30	30%

Response	Frequency	Percentage (%)
Total	100	100%

Interpretation

The findings show that there are mixed views among students on the ethical aspects of AI use in academic performance. A high percentage of the respondents (45 percent) indicated that they do not view the use of AI tools as cheating, which implies that a considerable number of students view AI tools as acceptable academic support. Conversely, a quarter of the students feel that the use of AI tools will be considered as cheating in their studies, and this indicates worries about academic honesty and novelty. Also, 30% of the respondents identified themselves as being uncertain, meaning confused or uncertain about what the ethical limits of AI use are. This ambiguity implies that students might lack proper guidance on the part of institutions about what practices in AI are acceptable when doing academic work.

6.4 Awareness of Institutional AI Policies

Table 6.4 Awareness of University Policies on AI Tool Usage

Response	Frequency	Percentage (%)
Yes	18	18%
No	82	82%
Total	100	100%

Interpretation

The results indicate that 82 percent of the students are not aware of any institutional policies and guidelines concerning the use of AI tools in academic work. Only 18 per cent. of the respondents said that they were aware of such policies. This points to the existence of a big gap in communication between universities and students as far as the area of ethical and acceptable application of AI technologies is concerned. The lack of policy awareness can also lead to the uncertainty of the students regarding whether AI use is an academic misconduct or not. Thus, academic institutions might have to draft guidelines and disseminate them adequately to make AI use in academia accountable and ethical.

6.5 Perceived Impact of AI on Learning

Table 6.5 Students' Perceptions of AI Tools Improving Learning

Response	Frequency	Percentage (%)
Strongly Agree	35	35%
Agree	35	35%
Neutral	20	20%
Disagree	7	7%
Strongly Disagree	3	3%
Total	100	100%

Interpretation

The findings show that the majority of students have positive views regarding the educational value of AI tools. The percentage of the respondents who agreed or strongly agreed that AI tools improve academic productivity and learning were 70. It is possible that such students consider AI tools to be helpful tools to enhance the writing quality, to find ideas, and to save time when performing academic tasks. In the meantime, 20 percent of the respondents gave neutral views, indicating that they might be still assessing the usefulness of these technologies. A lesser proportion (10 percent) did not agree or strongly disagreed because they feared that AI tools will take the place of an independent mind or academic diligence. On the whole, the results indicate that students tend to view AI tools as useful learning resources, yet the issues of excessive dependence on them still exist.

VII. Results And Discussion

The outcomes of the research are valuable to inform the increasing role of artificial intelligence applications, like ChatGPT and QuillBot in scholarly writing among learners in universities. The results of the survey show that a good percentage of the students are the users of AI tools in their studies. Most of the respondents claimed that they regularly or regularly used those tools, which can be viewed as an indication that AI-driven writing assistants gained more and more popularity in the academic lives of students. The popularity of the use of technology indicates how technology is impacting on the manner in which students perform learning, research, and preparation of assignments. These tools are viewed by many students as handy tools that can save their time, organize their ideas, and make their academic writing clear and of higher quality.

The results also indicate that students tend to use AI tools mainly to assist in academic work and not to absolutely substitute the work done by themselves. The most frequent ones were paraphrasing and grammar correction, and then there was generation of ideas and writing aid. These findings indicate that students tend to use AI tools as learning resources to perfect their writing texts or to eliminate the language barrier, especially in situations where English is not their native language. Nonetheless, the statistics also show that fewer students utilize AI tools to produce entire assignments, and it is essential to consider that this must be seen as a reflection of the attitude to academic integrity and the overall possibility of abuse of such tools.

The views of faculty also indicate the difficulty of fast implementation of AI tools in academic institutions. Lots of teachers can realize the possibilities of AI technologies to facilitate learning of students and improve the quality of writing. Simultaneously, academics raise their concerns regarding the challenge to recognize AI-created work and be fair when assessing academic outcomes. The growing complexity of AI writing software complicates the process of identifying when students produce and when it is supported by AI, making the conventional techniques of assessing originality and authorship complex. Consequently, numerous educators stress that more specific institutional policies and guidelines should control the use of AI tools in academics.

Another important point of the research findings is the ethical consequences of the use of AI in academic research. The views of students on whether the use of AI is considered academic cheating were split. Although a significant percent of students did not consider the use of AI tools as an obligatory sign of dishonest conduct, some of them saw it as a possible breach of academic honesty. A considerable proportion of respondents also were not sure of the ethical limits of AI-aided academic work. This unanimity is indicative of the larger indistinctness existing in the educational institutions in terms of what is permissible in the use of emerging technologies. This may be related to the lack of clearly described policies and several students said that they were not aware of the institutional policies concerning the use of AI tools.

The results of this research mimic some of the current research findings on the use of artificial intelligence in education. Past studies have drawn attention to the advantages and issues related to the use of AI writing tools in learning. As it is the case with the findings of this study, previous studies have also stated that students frequently apply AI tools to generate ideas, paraphrase, and fix grammar mistakes. Meanwhile, researchers have also voiced some concerns regarding the ethical question of AI-assisted writing and its possible effect on the critical thinking and originality of students. The findings of this research thus support the emerging academic consensus that AI tools have tremendous educational benefits along with novel ethical and pedagogical issues.

On the whole, the analysis of the results indicates that AI tools can and will be an aspect of contemporary scholarly work. On the whole, these technologies are perceived as productive and quality writing aids that are beneficial in learning by students. Nevertheless, the growing use of AI tools also brings about some concerns about academic integrity, originality, and fairness during the evaluation. The findings demonstrate a necessity to make universities create a clear policy, guidelines, and educational programs to help address the issue of ethical use of AI in academic work. Educational institutions can guarantee the responsible use of AI technologies by raising awareness and promoting responsible use to ensure that the technologies are applied to improve the learning process without causing the fundamental principles of academic integrity to be violated.

VIII. Implications Of The Study

The research results can be significant to the educational system, especially in the context of the growing adoption of artificial intelligence tools in the academic setting. The findings show that AI-based writing assistants, including ChatGPT and QuillBot are actively used by students on different academic topics. Although these tools may improve the productivity and facilitate learning, the research also shows that there is still no apparent insight among learners as to the ethical limits of using AI. This underscores why learning institutions should come up with measures that can encourage responsible and informed application of artificial intelligence in learning institutions.

Among the key implications is associated with the necessity of enhancing the AI literacy of students and educators. The prevalence of AI technologies in the educational environment requires the student to know how these applications operate, their advantages, and their drawbacks. Educating students about AI literacy would provide an opportunity to understand the proper use of AI tools without causing academic dishonesty and unrelated to the learning process, but as an auxiliary tool in learning. Teachers too should be trained to learn how AI solutions work in order to be able to mentor the students and also incorporate the use of these technologies in a teaching process in a cognizant manner.

The institutional policy development also has significant implications on the study. The findings demonstrate that a significant percentage of students do not know any university policies regarding the use of AI tools in the academic studies. This ignorance means that most institutions have not come up with clear guidelines or they have failed to convey them to the students and other faculty members. Universities should

thus develop clear and detailed policies that can indicate what should and should not be allowed to be done using AI tools in scholarly work. With the help of such policies, confusion may be minimized, fairness in evaluation preserved, and the principles of academic integrity can be safeguarded.

The other implication is associated with curriculum development in higher education. With the ongoing influence of artificial intelligence on the educational practice, universities should include educational discussions about AI ethics, responsible technology usage, and digital academic integrity in the academic curriculum. Including AI ethics in the coursework can aid the student to form a critical perception of knowledge production and academic work through the use of technology. Such a way of instructing will make the students consider AI not only as an instrument to fulfill the tasks but also as a technology that should be used thoughtfully and responsibly.

Altogether, the implications of the current study are that there is a need to balance technological innovation and ethical academic practices. Universities can facilitate the use of AI to facilitate the learning experience and academic integrity and responsible scholarship by promoting AI literacy, defining institutional policies, and implementing AI ethics as part of the academic curriculum.

IX. Conclusion

The paper has analyzed the attitudes held by both students and professors towards the use of artificial intelligence writing tools like ChatGPT and QuillBot in academic writing. The results indicate that AI tools are gradually becoming a part of academic practices of students. A high percentage of the students claimed to use these tools often in tasks like paraphrasing, grammar correction and generation of ideas. The findings indicate that a large percentage of students view AI tools as valuable academic resources that assist in enhancing the quality of writing, saving time, and assisting students to complete academic assignments. Meanwhile, the research has also found that fewer students rely on AI technologies to produce full-scale assignments, which also creates some doubts about academic honesty and technology accountability.

The results also indicate that students have contradictory opinions about the ethical consequences of using AI in academic activities. Although not all students think that AI tools are valid learning aids, some believe that the use of them may be a possible threat of academic dishonesty. Many of the respondents also remained unsure as to whether AI-assisted work is cheating. This uncertainty is indicative of the overall lack of knowledge of institutional policies about the use of AI in academic settings. The findings also indicate that the majority of students do not know university policies on AI tools, which means that there is a lack of communication between higher education institutions and students.

The use of artificial intelligence in education is growing at a fast pace bringing opportunities as well as challenges to the higher education systems. The AI tools may aid the students to write better, arrange their ideas and information more effectively and efficiently. These technologies when applied in a responsible manner can make learning more consultative and increase academic productivity. Nevertheless, there is also the risk of overreliance on AI tools, which can also lead to the loss of critical thinking skills, creativity, and independent academic work among students. Hence, the educational institutions should find a balance between the advantages of technological innovation and the necessity to preserve the academic standards carefully.

Considering these results, it becomes clear why it is important to create ethical policies and raise awareness about them. Universities ought to come up with elaborate policy that explains clearly acceptable applications of AI tools in academic work. Secondly, educational institutions must encourage AI literacy courses and introduce the topic of AI ethics to the academic curriculum. Universities can make sure that artificial intelligence is used as a helping educational tool and retain the main principles of academic integrity by raising awareness and encouraging responsible use.

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