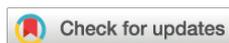RESEARCH ARTICLE

Exploring Students' Perceptions of Generative AI: Benefits, Challenges, and Academic Ethics

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Abstract: The emergence of Generative Artificial Intelligence (GAI) has transformed how students interact with technology in academic contexts. This study aims to explore students' perceptions of the benefits, challenges, and academic integrity related to GAI usage. The research was conducted through a survey involving 71 students from the Library and Information Science Program who have used GAI in their academic activities. Data was collected using a 5-point Likert scale and analyzed descriptively using SPSS software. The findings reveal that students perceive GAI as a tool that facilitates academic tasks, improves time efficiency, and enhances language and critical thinking skills. However, they also identify various challenges, including privacy risks, information reliability, and potential plagiarism. Despite these concerns, awareness of academic integrity remains high, with students emphasizing the importance of honesty and originality in utilizing this technology. These findings provide valuable insights for educational institutions in designing policies and learning strategies that maximize the benefits of GAI while mitigating its risks. This study is expected to serve as a foundation for developing digital literacy and academic policies that are more adaptive to technological advancements. Furthermore, the accessibility of GAI through mobile devices opens opportunities for the development of learning strategies by shifting the learning paradigm from conventional classrooms toward ubiquitous learning, enabling students to learn flexibly without the constraints of time and place.

Keywords: GAI, student perception, perceived benefits, challenges of using GAI, academic integrity

1 Introduction

The emergence of Generative Artificial Intelligence (GAI) marks a significant transformation in how technology interacts with human creativity and problem-solving capabilities. This technology, powered by algorithms, is capable of autonomously generating various forms of content, including text, images, videos, and programming scripts. Tools such as ChatGPT, Gemini, and Copilot represent prominent examples of GAI that have permeated multiple sectors, including higher education.

On the one hand, the adoption of GAI presents both opportunities and challenges. For instance, it can simplify complex tasks such as academic writing, data analysis, and content creation, thereby enhancing student efficiency. Its potential to support academic productivity positions it as a powerful educational tool. However, its integration also raises concerns regarding academic integrity, originality, and ethical implications of use (Al-kfairy et al., 2024b; Yusuf et al., 2024). In this context, exploring students' perceptions becomes essential to ensure that the adoption of GAI is ethical, responsible, and effective within academic settings.

A growing body of research has provided valuable insights into the impact of GAI, particularly in higher education. Findings from various studies indicate that GAI holds considerable potential to enhance learning efficiency through the simplification of administrative tasks, faster access to resources, and the facilitation of personalized learning (Guettala et al., 2024; Noviandy et al., 2024). GAI can significantly improve educational quality by enabling personalized learning experiences, fostering creativity, critical thinking, and problem-solving skills among students (Chen et al., 2024). Prior research also demonstrates that the use of GAI in group projects positively contributes to the development of analytical thinking skills, particularly when addressing complex, data-driven problems (Knibbe et al., 2024).

In the context of academic integration, several studies have identified applications such as Grammarly and Turnitin as effective tools that assist students in improving their academic writing quality (Abrahamson & Mann, 2018; Setyowati et al., 2024; Silvana et al., 2018). However, most of these applications function in a corrective capacity, enhancing content that already exists. In contrast, GAI offers a more proactive approach, with the ability to autonomously generate original content, constituting a fundamental difference from the aforementioned tools.

Research on students' perceptions of emerging technologies plays a critical role in understanding the dynamics of technology adoption in academic environments. Perceived usefulness and ease of use have been identified as key determinants influencing users' acceptance of technological innovations (Davis, 1989). Previous studies have also revealed that students are more likely to adopt technology if it demonstrably improves their efficiency and productivity in completing academic tasks (Henderson et al., 2017; Majidah et al., 2025; Susilana et al., 2022). However, to the best of the authors' knowledge, studies specifically exploring students' perceptions of generative AI in the context of academic integration remain limited. Existing research has primarily focused on assistive technologies (Kanont et al., 2024; Nikolopoulou, 2024) or on examining the general impact of AI on learning processes and outcomes (El-Khalili & Al-Nashashibi, 2024; Liang et al., 2023). Furthermore, research specifically targeting Library and Information Science (LIS) students as future information professionals related to GAI is scarce. Unlike students from other disciplines, LIS students are systematically trained in information literacy, which equips them with unique skills in assessing the reliability of information. LIS students' perceptions of GAI deserve dedicated academic attention.

A deeper exploration is needed to understand how students perceive and respond to the use of GAI in terms of its benefits, challenges, and its implications for academic integrity. Students' perceptions regarding plagiarism, originality, and the impact of GAI on creativity remain underexplored in current literature. A more comprehensive understanding of students' experiences, concerns, and perspectives on GAI may offer crucial insights for developing ethical guidelines and responsible practices for its use.

This study aims to address the gap in the literature by examining students' perceptions of GAI use in relation to academic integrity. The findings are expected to make a significant contribution to policy development and educational practices in the AI-driven era. On a practical level, this study may assist educational institutions in understanding how students use GAI and in providing guidance for its ethical and responsible utilization. Furthermore, the findings may serve as a foundation for designing training and workshops to help students engage with generative AI in a manner aligned with academic values.

2 Materials and Methods

This study employed a survey method to collect data on students' perceptions regarding the use of GAI in relation to academic integrity. The respondents consisted of 74 university students, of whom 71 provided valid and analyzable responses. The sample was selected using a convenience sampling approach, with the primary inclusion criterion being that participants had attended classes involving the use of GAI. This approach ensured that all respondents had relevant firsthand experience, thereby enhancing the contextual relevance and depth of the collected data.

To contextualize the learning environment, it is important to note that the students participating in this study were enrolled in courses where the use of Generative AI tools was integrated into classroom activities. While not part of a formalized AI curriculum, GAI tools (particularly ChatGPT) were introduced as optional learning aids to support academic tasks. Students were encouraged to utilize GAI for purposes such as brainstorming assignment topics, developing research questions, and conducting preliminary data analysis. Instructors provided guidance on responsible and ethical use but did not require GAI usage as a graded component of coursework. This organic integration allowed students to explore GAI's affordances independently, offering a more authentic insight into their perceptions of its utility and ethical implications.

The research instrument utilized a five-point Likert scale to measure students' perceptions across several dimensions. Respondents were asked to rate specific statements on a scale ranging from 1 (strongly disagree) to 5 (strongly agree). This approach was chosen to allow flexibility in measuring levels of agreement while facilitating statistical analysis. The survey was designed to provide detailed insights into students' perceptions, perceived benefits, and challenges associated with the use of GAI. Table 1 presents the complete survey items and their corresponding sources.

Table 1   Survey Instrument

Aspect	Item	Source
Perceived Benefits	GAI is accessible and easy to use for academic tasks. GAI helps me save time in completing assignments. The technology provides immediate feedback that improves my academic writing. Using GAI encourages critical thinking and problem-solving. GAI enhances my academic language skills, including grammar and vocabulary. This technology improves my overall academic performance. Using GAI makes me more motivated in learning. GAI boosts my confidence in completing academic tasks.	Castillo et al., 2024; Kaldaras et al., 2024
Challenges of Using GAI	GAI requires a fast internet connection to function optimally. Many advanced GAI features are only available via subscription. Using GAI poses risks to privacy and data security. GAI sometimes provides unreliable information. References generated by GAI are occasionally inaccurate or fabricated. This technology may limit autonomy and narrow learning experiences. GAI potentially reduces direct interaction between students and lecturers. The use of GAI can increase the risk of plagiarism and academic misconduct. Overreliance on GAI may negatively affect future learning. GAI does not always help deepen understanding of academic material.	Castillo et al., 2024; Kaldaras et al., 2024
Academic Integrity	Honest use of GAI is believed to result in satisfactory academic work. Originality of ideas remains a priority despite the use of GAI in academic writing. Sharing knowledge about GAI with peers can enhance collaborative learning. Responsible use of GAI supports a fair learning environment on and off campus. All students should have equal opportunity to utilize GAI for academic support. Regular academic evaluations are necessary to ensure ethical use of GAI. Discussing GAI-generated references with lecturers increases confidence. Mutual trust among peers is essential to ensure responsible use of GAI in academic collaboration. Using GAI wisely is a student's responsibility in supporting education that benefits society. Ethical use of GAI can help build a positive institutional reputation in academic activities.	Ramdani, 2018

The research began with a pilot study involving 30 students to assess the validity and reliability of the instrument. Validity was evaluated using Pearson's product-moment correlation analysis (r), yielding item correlations ranging from 0.370 to 0.790, which exceeded the critical value of 0.361; thus, all items were deemed valid. Reliability was tested using Cronbach's Alpha, which produced a coefficient of 0.85, surpassing the commonly accepted threshold of 0.70, confirming the instrument's internal consistency.

Data analysis was conducted descriptively using SPSS version 25 to calculate descriptive statistics, including minimum and maximum values, means, and standard deviations. The study comprised two phases: a descriptive analysis to identify patterns in student responses, followed by a theoretical and empirical review to contextualize the findings within relevant academic literature.

3   Result

Based on the survey findings, the majority of respondents identified ChatGPT as the most frequently used Generative AI (GAI) platform, with a usage rate of 62%. Gemini ranked second with 17%, while Poe AI, Copilot, Claude, and Perplexity each accounted for 7%. These results indicate a strong preference among students for platforms that offer accessible interfaces and functionalities aligned with academic needs. (see Figure 1)
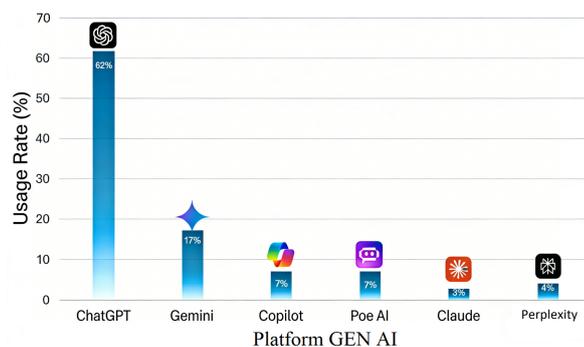

Figure 1   Types of GAI platforms used by students (Almassaad et al., 2024)

These findings are consistent with previous studies that have identified ChatGPT as one of the most popular GAI tools among university students due to its intuitive interface and multi-functional capabilities in supporting academic tasks (Almassaad et al., 2024). The emergence of Gemini as the second most-used platform suggests that students are beginning to explore alternative GAI tools, although its popularity still lags significantly behind that of ChatGPT. This trend implies that students tend to gravitate toward platforms with large user ecosystems and easily accessible features. The dominance of ChatGPT underscores students' preference for technologies that have proven effective in fulfilling academic needs such as writing assistance, data analysis, and real-time feedback.

The survey further revealed that all respondents (100% of the 71 students) reported not subscribing to any paid GAI services. This finding suggests a tendency among students to rely on freely available GAI alternatives to support their academic activities. The lack of interest in subscription-based services may reflect a preference for cost-effective technological solutions, particularly among students with financial limitations. Descriptive statistical analysis was employed to process the data, using measures such as minimum (Min), maximum (Max), mean, and standard deviation (SD) to depict students' perceptions of GAI in three categories: perceived benefits, perceived challenges, and academic integrity. Table 2 presents the results of this analysis.

Table 2 Descriptive Statistics

Category	N	Min	Max	Mean	SD
Perceived Benefits	71	16	40	27.985	5.586
Perceived Challenges	71	31	49	40.25	4.198
Academic Integrity in GAI Use	71	35	50	40.029	3.905

For the Perceived Benefits category, the mean score was 27.985, with a standard deviation of 5.586, a minimum score of 16, and a maximum of 40. This average, close to 28 on a scale ranging from 16 to 40, suggests that students generally experienced a moderate level of benefit from using GAI. The relatively large standard deviation indicates substantial variation in students' perceptions, reflecting diverse experiences with the perceived usefulness of GAI.

This dispersion suggests that students did not uniformly experience the advantages of GAI. Variability in perceived benefits may stem from differences in how frequently GAI was used, the types of academic tasks supported (e.g., brainstorming ideas versus assisting with data analysis), and the specific platforms accessed. Students who engaged more actively with widely adopted tools such as ChatGPT may have perceived greater benefits due to its versatility and ease of use, whereas those using less familiar or less frequently accessed platforms may have experienced more limited advantages.

Beyond usage patterns, this variability may also reflect a broader digital divide among students. Those with limited access to adequate devices or reliable internet connections may have been constrained in their ability to fully explore GAI's capabilities. Equally, students who lacked prior training or exposure to AI tools may have experienced a steeper learning curve, resulting in lower perceived benefits. Notably, in the context of LIS students, this variability may not solely indicate a lack of competence rather, it may reflect their heightened critical awareness of GAI's limitations, including hallucinated references and unverified information, shaped by their specialized training in information literacy and source verification.

In the Perceived Challenges category, the mean score was 40.25, with a standard deviation of 4.198, and a score range of 31 to 49. This relatively high average indicates that students generally encountered significant challenges when using GAI. Although the score distribution was narrower compared to the benefits category, the standard deviation still indicates perceptual diversity among respondents.

The consistently high scores across respondents suggest that challenges related to GAI usage were widely recognized, regardless of individual differences in perceived benefits. These challenges may include concerns about information reliability, citation accuracy, privacy, and access limitations, which are common across different GAI platforms. The narrower dispersion implies a shared awareness among students of the risks and limitations associated with GAI, even among those who reported positive experiences.

In contrast, the Academic Integrity category recorded a mean of 40.029, with a standard deviation of 3.905, and scores ranging from 35 to 50. This high average score suggests that students perceived academic integrity in the context of GAI use to be well-preserved. The smaller standard deviation reflects a relatively consistent perception among respondents

regarding academic ethics. These results indicate a generally high level of confidence among students in maintaining ethical standards while using GAI for academic purposes.

This consistency indicates a strong and shared commitment to ethical principles in the use of GAI for academic purposes. Unlike perceived benefits, which varied according to individual engagement and tool usage, perceptions of academic integrity appeared more stable and less influenced by technological factors. The findings suggest that students maintained a common ethical framework, emphasizing honesty, originality, and responsible use, even as their experiences with GAI differed.

4   Discussion

The perceived benefits category highlights students' recognition of GAI as a user-friendly tool in completing academic tasks. Students' perceptions of GAI's usefulness were assessed through various aspects related to the advantages and ease experienced when using the technology. Survey results reveal a generally positive perception of GAI in academic learning and task completion. Students particularly emphasized the intuitive interaction with GAI and its high accessibility. Adaptation to GAI was reported to be relatively quick, aligning with the characteristics of a generation raised in the digital era with rapid technological advancement (Chan & Lee, 2023). The responses further indicate that no specialized technical skills are required to operate GAI effectively.

GAI, especially ChatGPT, was noted to contribute positively to academic performance, both by facilitating comprehension of complex concepts and by enhancing information accessibility, thereby improving time efficiency in learning processes (Baidoo-Anu et al., 2024). The technology supports students in brainstorming, broadening perspectives, and generating innovative solutions. GAI's ability to process diverse sources allows students to explore ideas more broadly, stimulate deeper academic discussions, and foster creativity in developing original concepts. This process encourages critical thinking in tackling academic problems (Knibbe et al., 2024).

GAI was also perceived to improve students' academic language proficiency. Its use supports the development of academic communication skills such as writing, grammar, vocabulary, and reading (Liu et al., 2024). In addition, chatbot features in GAI serve as tools for information retrieval and academic learning, facilitating easier access to study materials. These features have been shown to enhance academic achievement, self-efficacy, and foster more active learning behaviors. The presence of GAI also contributes to increased motivation among students to engage more deeply in the learning process (Lee et al., 2022).

These findings reinforce prior research asserting that GAI contributes to overall academic performance, fosters greater student engagement, and boosts confidence in completing academic tasks (Chen et al., 2024). The results offer empirical evidence of GAI's significant potential in educational contexts. Through innovative mechanisms, GAI enables students to tailor learning content to individual needs and supports more personalized learning experiences. The integration of GAI-based technologies in higher education has the potential to be an effective tool in facilitating a wide range of academic activities and tasks (Ruiz-Rojas et al., 2023).

The notable variability in the Perceived Benefits category, as reflected in the high standard deviation, warrants closer examination. While some students found GAI highly beneficial for accelerating academic work and improving writing quality, others remained skeptical or underwhelmed. This heterogeneity reflects more than just individual preferences; it highlights an emerging digital divide in how students engage with advanced technologies. As suggested by ul Haq et al. (2025), the effectiveness of AI integration is mediated by factors such as prior digital literacy, confidence, and institutional scaffolding. Students who possess higher levels of self-efficacy in navigating AI systems tend to extract more value, while those lacking such competencies may encounter frustration or misuse the tool in unproductive ways.

The accessibility and ease of use of Generative AI (GAI) are directly related to its 24/7 availability through dedicated mobile apps and smartphone browsers, to engage in learning anytime and from any location, effectively shifting the learning dynamic from a conventional classroom environment to flexible and ubiquitous engagement. AI chatbots in higher education have been widely recognized for their capacity to support personalized and mobile learning, transcending the boundaries of traditional instruction (El Mourabit et al., 2025). This shift is further supported by growing evidence that the integration of generative AI and mobile learning significantly shapes students' academic engagement and perceptions in higher education contexts (Liu, 2025), ultimately contributing to students' positive perceptions of accessibility and time efficiency in completing academic tasks.

Furthermore, the platform-specific variation observed in the results, where ChatGPT dominated usage, underscores the importance of accessibility and user interface design. The intuitive nature of ChatGPT has been widely cited as a reason for its dominance in educational settings (Al-kfairy, 2024a). Students gravitate towards tools that not only generate content but also respond adaptively to their queries. Therefore, perceived benefits are as much a function of tool design and AI fluency as they are of user intent.

The *challenges* category reflects the obstacles faced by students in utilizing GAI. Survey results indicate that students generally experience a relatively high level of difficulty in its use. One of the technical challenges frequently reported is the requirement for a stable internet connection to access GAI effectively. Internet connectivity plays a crucial role, as GAI systems rely on large volumes of data to function optimally. This finding supports earlier studies showing that internet quality influences online engagement, learning experiences, and student satisfaction in academic settings (Johan et al., 2020, 2022; Paliktzoglou & Vlachopoulou, 2025).

From a mobile learning perspective, the connectivity barriers identified in this study reflect more than just technical challenges. In the higher education context, many students are more likely to rely on mobile data plans rather than stable home broadband connections to access GAI tools. "Connectivity barriers" represent "mobile data affordability barriers," where the financial cost of maintaining sufficient data consumption for GAI use is a recurring barrier, particularly for students from low-income backgrounds (Amjad et al., 2024). This distinction is significant because it reframes connectivity challenges not simply as infrastructure issues, but as equity issues embedded in the mobile learning landscape in developing countries (Assefa et al., 2025). Students also reported that many advanced features are accessible only through paid subscriptions. Despite ongoing developments in GAI tools, including their integration into cloud-based systems, key barriers remain related to bandwidth, cost, security, and connectivity (Narang, 2024).

Another major concern involves data privacy and security. Despite the convenience GAI offers, students expressed concern about the privacy of their data, as GAI systems may collect or analyze information entered via user prompts (Kasneci et al., 2023). Some students noted that GAI-generated content is not always reliable, responses may be inaccurate or biased. Awareness of these limitations is crucial, given that GAI can produce outputs that are not fully objective or contextually appropriate (Chiu, 2024). Although GAI may generate relevant and original text, issues concerning citation accuracy remain problematic, particularly in academic writing, where a lack of personal insight and deeper analysis can reduce the quality of work (Kumar, 2023).

The widespread recognition of challenges, especially concerning information reliability and citation fabrication, indicates that students are not merely passive consumers of AI outputs. They are actively engaging in a critical assessment of the limitations inherent in generative systems. This reflects a maturing form of digital literacy (Feerrar, 2019) and further developed in the AI education context by Peng et al. (2025). Students' concern about hallucinated references suggests an epistemic awareness of source credibility and academic rigor. Comparable studies also suggest that key challenges in using GAI relate to risks of plagiarism and data security (Arowosegbe et al., 2024). These findings align with research identifying broader concerns, including threats to academic integrity, bias in responses, overreliance on AI tools, digital divide issues, and privacy violations (Al-Hajaya, 2025). Students further highlighted that GAI can affect their overall learning experience and social interaction. While many students feel familiar with the technology, concerns regarding overdependence and the reduction of direct interaction with lecturers were frequently cited. Higher education institutions are therefore encouraged to integrate AI-based approaches in pedagogical processes while preparing students to use GAI effectively and responsibly in the future (Batista et al., 2024).

In general, the challenges students face encompass various ethical issues, including copyright, legal compliance, privacy, academic integrity, citation errors, security, plagiarism, misinformation, and bias (Bukar et al., 2024). GAI does not always promote a deeper understanding of academic material. However, its pedagogical integration can offer more comprehensive insights into the barriers to GAI adoption, including emotional resistance that may affect students' willingness to embrace the technology (Yang et al., 2025). Given its global impact on education systems, higher education institutions must adapt to both the opportunities and challenges posed by the advancement of this technology (Duane, 2024).

Academic integrity is a critical dimension in assessing students' perceptions of GAI use. Findings show that this category yielded a high average score with low standard deviation, indicating consistent perceptions among students regarding the importance of maintaining ethical standards in academic activities. Students demonstrated strong awareness of the importance

of honesty in academic work. Originality of ideas was viewed as a non-negotiable principle in academic writing. This awareness reflects an understanding that academic integrity requires commitment to truthfulness and consistent efforts to maintain originality in scholarly work (Plata et al., 2023).

Importantly, the convergence of student views on academic integrity implies a shared ethical orientation despite variations in tool usage or benefit perception. Rather than being externally imposed, ethical use of GAI appears to be internalized as part of students' academic identity. This aligns with Tatum et al. (2022), who argue that institutional honor codes and peer norms contribute significantly to the formation of students' ethical stances. In this study, students consistently emphasized the importance of originality and responsible collaboration, suggesting a strong institutional culture of integrity.

Sharing knowledge and understanding of GAI with peers was seen as an academic responsibility aimed at improving learning outcomes. Active participation in academic activities was recognized as a means to foster a more equitable learning environment. These insights suggest that a culture of integrity can grow through collaboration and mutual support within higher education institutions. Universities play an essential role in reinforcing these principles by developing comprehensive policies, embedding ethics in GAI usage, and formulating clear academic guidelines grounded in ethical values (Zlotnikova et al., 2025).

Students expressed the view that all individuals should have equal opportunities to contribute to academic discourse. Regular evaluations were seen as essential for enhancing instructional quality and ensuring educational methods align with technological developments. Monitoring and evaluating the use of GAI in academic settings are necessary steps to ensure that its use genuinely supports educational advancement without compromising academic values (Espinoza Vidaurre et al., 2024).

The importance of fostering trust in academic environments also emerged as a major theme. Transparency and accountability in student-instructor interactions contribute to a more conducive learning atmosphere. Respect-based academic relationships help reinforce integrity, promote inclusive learning environments, and encourage active student engagement. Collaborative learning and clearly defined policies on GAI use were considered important strategies for upholding ethical academic standards (Gladue & Poitras Pratt, 2024; Rasul et al., 2024). Students understood that maintaining academic integrity is not limited to individual honesty but also reflects responsibility toward their institution. Commitment to academic and ethical standards contributes to the university's reputation as an institution that upholds quality education. Awareness of the negative impact of academic misconduct plays a key role in building a more ethical and professional academic culture (Yusuf et al., 2024).

This study highlights students' strong commitment to maintaining academic integrity when using GAI. Awareness of academic ethics emerged as a key factor in ensuring responsible use of the technology. The importance of digital literacy in navigating GAI was also emphasized. Although GAI offers substantial educational benefits, a more careful approach is needed to ensure that its implementation aligns with prevailing academic standards. GAI has transformed teaching and learning methods by encouraging critical and analytical thinking, strengthening academic reflection, and enhancing collaboration and complex problem-solving skills (Ciolacu et al., 2024).

The findings also underscore the need for institutional policies that ensure GAI use in higher education remains consistent with principles of academic integrity. The integration of technology into education requires a balance between innovation and academic responsibility, allowing students to fully utilize AI tools while upholding ethical standards in all academic practices.

Taken together, the results support a nuanced view of GAI integration in higher education, one that acknowledges the diversity of experiences while recognizing shared ethical commitments. As GAI becomes more embedded in academic practice, universities must respond not only with policies but also with pedagogical strategies that support equitable, critical, and ethical use of AI tools. The insights from this study reinforce the call for AI literacy curricula that go beyond technical training to include critical thinking, ethical reasoning, and epistemic responsibility (Holmes et al., 2022; Luckin et al., 2024).

Importantly, the disciplinary background of the participants, students in the Library and Information Science program, offers an essential contextual lens for interpreting these findings. Unlike general university populations, LIS students are trained in evaluating the reliability, provenance, and ethical use of information. Their academic training emphasizes citation accuracy, source credibility, and data management, all of which align closely with the challenges

identified in this study, such as fabricated references, data privacy, and potential plagiarism.

This disciplinary grounding may explain the consistently high scores in academic integrity and the critical awareness of GAI limitations. Their sensitivity to information quality and ethical use of digital tools likely shaped their cautious engagement with generative AI platforms. Prior research underscores that students in information-intensive disciplines tend to demonstrate higher standards of evaluative judgment and are more attuned to the ethical dimensions of information use (Cox & Corrall, 2013; Koltay, 2017).

As such, the perspectives captured in this study not only reflect the general student experience but also illuminate how disciplinary identity can influence perceptions of emerging technologies. This represents a valuable contribution to the literature on AI in higher education, highlighting the importance of embedding AI literacy and ethics training in ways that are sensitive to disciplinary norms and professional expectations.

5   Conclusion

The findings of this study indicate that GAI offers substantial benefits in enhancing students' academic efficiency, while simultaneously presenting complex challenges and requiring a strong commitment to academic integrity. Students reported improved access to information, time efficiency, and the development of academic skills through the use of GAI. However, they also encountered technical barriers, risks of plagiarism, and ethical dilemmas in its application. These results underscore the necessity for more comprehensive institutional policies to regulate GAI utilization in higher education, ensuring alignment with academic ethical standards. Educational institutions are urged to develop digital literacy programs and technology-enhanced pedagogical strategies that not only maximize the potential benefits of GAI but also proactively address emerging issues such as misuse and technological dependency.

While the results offer valuable insights, several limitations should be acknowledged. The sample was limited to 71 students from a single academic program (Library and Information Science) using convenience sampling. As such, the findings may not be generalizable to the broader student population, particularly regarding the high level of consensus observed in perceptions of academic integrity. In addition, the study relied on self-reported survey data and descriptive analysis, which, although informative, may not fully capture the complexity of students' engagement with GAI. These constraints highlight the need for further research involving more diverse samples, mixed-method approaches, and cross-disciplinary comparisons.

Future research is recommended to explore how policy interventions can promote the ethical use of GAI and to examine its long-term impact on students' critical thinking and creativity. Such inquiries will be vital in guiding institutions toward responsible integration of AI technologies that support, not undermine the core values of higher education.

Informed Consent Statement

Informed consent was obtained from all subjects included in the study.

Conflicts of Interest

The authors declare that they have no conflicts of interest related to the content of this article.

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