REVIEW OF ARTIFICIAL INTELLIGENCE IN EDUCATION

DOI: https://doi.org/10.37497/rev.artif.intell.educ.v7ii.83

ARTICLE

GENERATIVE ARTIFICIAL INTELLIGENCE AND THE PROBLEM OF AUTHORSHIP AND PERSONAL VOICE IN ACADEMIC WRITING

Inteligência Artificial Generativa e o Problema da Autoria e da Voz Pessoal na Escrita Acadêmica

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ABSTRACT | Purpose: The growing integration of generative artificial intelligence (AI) into academic writing raises important questions about authorship, personal voice, and research integrity. This study examines how researchers perceive the impact of AI-assisted writing on authorial ambiguity, originality, and ethical responsibility in scholarly communication. **Method:** A quantitative cross-sectional survey was conducted using an online questionnaire distributed to individuals engaged in academic and professional writing. The instrument captured data on AI usage practices, perceptions of personal voice and authorship, and ethical attitudes toward AI-assisted writing. It also included classification tasks in which participants distinguished between human-written and AI-generated texts. Quantitative data were analysed using descriptive statistics, while open-ended responses were examined through thematic analysis. **Findings:** Results indicate widespread use of AI tools for language support, including paraphrasing, explaining complex concepts, and grammar correction. Most participants believed generative AI can replicate human writing styles, contributing to authorial ambiguity, especially when used extensively or without disclosure. Concerns were raised about originality, transparency, and the lack of institutional guidance. Additionally, participants struggled to reliably distinguish AI-generated text from human-authored writing. **Research Limitations:** The study relied on self-reported data from a relatively small sample, which may limit generalisability. Future research should use larger samples and longitudinal designs to track evolving perceptions. **Originality:** This study contributes to emerging research on AI in academic writing by empirically examining authorial ambiguity and its implications for scholarly integrity, highlighting the need for transparency and ethical guidance.

Keywords | Generative artificial intelligence; AI-assisted writing; academic integrity; authorship; personal voice; research ethics.

Qualis B1 CAPES 2021-2024

Indexed in ANPAD SPELL ANPAD ANPAD

Received: 7 March 2026
Revised: 22 April 2026
Accepted: 28 May 2026
e-ISSN: 2965-4688

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How to cite this article: Elbouri, S., & Albasyouni, W. (2026). Generative Artificial Intelligence and the Problem of Authorship and Personal Voice in Academic Writing. *Review of Artificial Intelligence in Education*, 7(i), e083. https://doi.org/10.37497/rev.artif.intell.educ.v7ii.83

RESUMO | Objetivo: A crescente integração da inteligência artificial generativa na escrita acadêmica levanta questões relevantes sobre autoria, voz pessoal e integridade científica. Este estudo examina como pesquisadores percebem o impacto da escrita assistida por IA na ambiguidade autoral, na originalidade e na responsabilidade ética na comunicação científica. **Método:** Foi realizada uma pesquisa quantitativa transversal, por meio de questionário on-line aplicado a indivíduos envolvidos com escrita acadêmica e profissional. O instrumento coletou dados sobre práticas de uso de IA, percepções sobre voz pessoal e autoria, além de atitudes éticas relacionadas à escrita assistida por IA. Também foram incluídas tarefas de classificação, nas quais os participantes deveriam distinguir textos escritos por humanos de textos gerados por IA. Os dados quantitativos foram analisados por estatística descritiva, enquanto as respostas abertas foram examinadas por análise temática. **Resultados:** Os resultados indicam uso amplo de ferramentas de IA para apoio linguístico, incluindo paráfrase, explicação de conceitos complexos e correção gramatical. A maioria dos participantes considera que a IA generativa pode replicar estilos de escrita humana, contribuindo para a ambiguidade autoral, especialmente quando utilizada de forma extensa ou sem declaração explícita. Também foram identificadas preocupações com originalidade, transparência e ausência de orientações institucionais. Além disso, os participantes demonstraram dificuldade em distinguir, de modo confiável, textos gerados por IA de textos escritos por humanos. **Limitações da pesquisa:** O estudo baseou-se em dados autorrelatados e em uma amostra relativamente pequena, o que pode limitar a generalização dos resultados. Pesquisas futuras devem utilizar amostras maiores e desenhos longitudinais para acompanhar a evolução dessas percepções. **Originalidade:** O estudo contribui para a literatura emergente sobre IA na escrita acadêmica ao examinar empiricamente a ambiguidade autoral e suas implicações para a integridade científica, destacando a necessidade de transparência e orientação ética.

Palavras-chave | Inteligência Artificial Generativa (IAG); Escrita assistida por IA; Integridade acadêmica; Voz pessoal

1 INTRODUCTION

By the end of 2022, generative artificial intelligence tools had entered the consumer domain, offering healthcare professionals, educators, and researchers access to web-based conversational platforms. Although the earliest iterations of these tools produced relatively low-quality outputs, their capabilities have progressed quickly and continue to develop (Kim, 2023). Current and future generative AI technologies hold substantial potential for researchers, similar to the transformative effects that software advancements have exerted on research practices in recent decades (Xu et al., 2024).

Across both qualitative and quantitative methodologies, technological innovations have long supported researchers throughout the entire research lifecycle. Over the early decades of the twentieth century, advances in software and digital tools transformed activities ranging from literature synthesis and systematic review management to novel forms of data generation, sophisticated statistical modelling, and the interpretation of diverse, unstructured qualitative datasets (Khalifa & Albida, 2024). Artificial intelligence capabilities are now being embedded within research technologies, including transcription platforms and analytical software, extending their influence across multiple stages of the research (Xu et al., 2024; Thirunavukarasu et al., 2023).

Unlike earlier research tools, generative AI introduces new concerns for established standards of academic integrity. Rather than solely assisting researchers in completing tasks more efficiently, these systems are capable of independently producing original written content (Kim, 2023; Kacena et al., 2024). This capability has resulted in varied responses among researchers, with some adopting generative AI tools and others intentionally avoiding their use due to concerns about

their implications for academic integrity. Therefore, researchers, especially academic authors, face an important question: how can generative AI be used in a careful and responsible manner while maintaining adherence to principles of academic integrity.

The aim of this study is to explore how the use of generative artificial intelligence in academic writing influences perceptions of authorial ambiguity, personal voice, and research integrity. Specifically, the study seeks to examine researchers' attitudes toward AI-assisted writing, their views on originality and ethical responsibility, and their ability to distinguish between human- and AI-generated text. By investigating these perceptions, the study aims to contribute to ongoing discussions on the responsible and transparent integration of AI tools within academic research and scholarly communication. The paper proceeds with a review of relevant literature, followed by a description of the research methodology, presentation of results, and discussion of findings. The final section concludes with implications, limitations, and suggestions for future research.

2 LITERATURE REVIEW

The growing integration of generative artificial intelligence into academic writing has prompted extensive debate regarding its potential benefits and associated risks. Scholars have explored issues related to plagiarism, accuracy, authorship, and ethical responsibility, highlighting both opportunities and challenges for researchers. This literature review examined existing research on AI-assisted writing and academic integrity, with particular attention to concerns surrounding authorial identity, personal voice, and responsible use. The review provided the theoretical context for the present study and identified areas requiring further empirical investigation.

Recent studies have increasingly examined the implications of generative AI systems for academic writing practices, highlighting both their potential to support knowledge production and the ethical challenges they introduce (Dwivedi et al., 2023; Kasneci et al., 2023; van Dis et al., 2023).

Kasneci et al. (2023) examined the broader implications of generative AI for education and academic practice. Their analysis acknowledged the capacity of AI tools to enhance productivity and accessibility in writing, At the same time, the authors warned that reliance on AI-generated text may introduce challenges related to originality, transparency, and the verification of information. While their work provided an important overview of both opportunities and risks, it largely focused on technological considerations, leaving questions regarding the preservation of personal voice and authorial identity comparatively underexplored.

Complementing these perspectives, **Van Dis et al. (2023)** argued that the rapid adoption of generative AI in research environments requires careful reflection on the norms governing scholarly communication. They emphasized that large language models have the potential to reshape writing practices by blurring the boundaries between human and machine-generated content. This development raises concerns about accountability, disclosure, and the reliability of scientific outputs. Despite these emerging discussions, empirical investigations into how writers perceive the effects of AI on authorship, personal voice, and intellectual responsibility remain relatively scarce.

2.1 Issues of AI Assisted Writing

Emerging research increasingly conceptualizes generative AI not as an automated text generator but as a collaborative tool that interacts with human cognitive processes during writing. Rather than replacing human authorship, AI-assisted systems often function as a tool that support brainstorming, editing, and language improvement (Dwivedi et al., 2023). This collaborative model raises complex questions regarding intellectual responsibility, ownership of ideas, and the extent to which human authors remain accountable for AI-generated content. As a result, scholars argue that the integration of generative AI into academic writing necessitates reconsidering traditional understandings of authorship and personal voice (van Dis et al., 2023).

The anticipated advantages of using large language model (LLM)–based generative AI tools in academic manuscript preparation have prompted investigations into their potential applications. Because these tools, such as ChatGPT, typically rely on publicly available online data (Kim, 2024), research has identified several significant concerns regarding their reliability, accuracy, and ethical use in writing. In particular, studies have identified three major challenges associated with LLM-generated content: plagiarism, the generation of false or fabricated information, and the production of inaccurate or non-existent references (Kim, 2024; Alkaissi & McFarlane, 2023).

Generative artificial intelligence systems use publicly available data to produce text, which may sometimes closely resemble or replicate existing sources (Kacena et al., 2024). When such similarities are not identified or corrected by researchers, they raise significant concerns regarding plagiarism and potential copyright infringement, such as the reuse of published figures without appropriate attribution or permission (Cheng et al., 2025). Authors who lack sufficient subject-matter expertise may not recognise when AI-generated content includes plagiarised material. If left unaddressed, this issue may propagate further, as subsequent authors may unknowingly cite AI-generated text that itself contains plagiarised material, resulting in a compounding effect commonly referred to as double plagiarism (Kim, 2024).

As generative artificial intelligence systems are not inherently equipped to verify the accuracy or authenticity of the information they generate, these systems may produce fabricated or misleading content. Although recent versions of ChatGPT demonstrate improvements over earlier models, they remain unable to distinguish between factual and fabricated information that is processed and subsequently used to generate new outputs (Hosseini et al., 2024). Another additional challenge is the limited capacity of AI systems to interpret complex instructions (Buholayka et al., 2023).

As a result, when tasked with producing medical abstracts, case reports, or research proposals, such tools may include inaccurate claims or entirely fabricated content derived from unreliable or false sources (Alkaissi & McFarlane, 2023). In addition, generative AI systems may reproduce or amplify biases embedded within their training data (Hosseini et al., 2024). If not carefully monitored, these issues may contribute to the dissemination of misinformation, reinforce bias, and pose risks to research integrity (Kim, 2024).

2.2 Ethical Use of AI in Academic Writing

Recent advances in generative artificial intelligence have led to increasing interest in their use within academic research and writing. The widespread release of large language model–based tools such as ChatGPT has improved accessibility and efficiency for researchers; however, concerns remain regarding their reliability and ethical use. Existing studies have identified key limitations, including risks of plagiarism, and fabricated or inaccurate references, which raise questions about academic integrity and trustworthiness.

Cheng et al (2025) highlighted the lack of clear and consistent guidance for scholars, particularly within healthcare simulation research, on how generative AI tools can be used appropriately. It reviewed current positions adopted by academic publishers, outlined potential risks associated with AI-assisted writing, and proposed structured, ethically sound approaches for their use. Specifically, the authors identified three categories in which generative AI can support the academic writing process and introduced four guiding principles aimed at maintaining research quality and academic integrity. The study contributed to ongoing discussions by offering practical guidance on responsible AI use in scholarly publishing.

Generative AI tools, particularly large language models (LLMs), have intensified ongoing challenges related to academic integrity (Balalle & Pannilage, 2025). As a result, the concept of intellectual work has become more difficult to define, since the traditional distinction between "original" and "plagiarized" work no longer adequately reflects current practices. Rather than merely extending existing forms of academic misconduct, generative AI gives rise to new concerns, including forms of ghost-authoring enabled by iterative prompting and the unclear boundaries of ethical co-creation (Morris et al., 2023).

Using a scoping review methodology guided by PRISMA-ScR standards, another study analysed 35 empirical studies published between 2023 and 2025 (Loberes & Doroteo, 2025). The review applied the SAMR (Substitution, Augmentation, Modification, Redefinition) model to assess levels of GenAI integration in student learning activities. Findings indicated that most existing research is concentrated in higher education and focuses primarily on the use of ChatGPT. While the majority of reported GenAI use occurs at enhancement levels, institutional responses remain largely product-focused, relying on detection and regulation rather than addressing process-related risks such as reduced cognitive engagement. To address this imbalance, the authors proposed the SAMR-Integrity-Response framework, which encourages institutions to move beyond regulatory approaches and adopt other strategies such as assessment redesign and process-based evaluation. The study contributed a structured approach for aligning academic integrity policies with evolving uses of generative AI.

The study by Duah and McGivern (2024) investigated how the increasing use of generative artificial intelligence (GenAI), particularly tools such as ChatGPT, is reshaping notions of authorship, academic integrity, and assessment practices in higher education. Using a qualitative approach, the research utilized semi-structured interviews with university students and an academic to explore perceptions of GenAI's ethical and practical implications. The findings reveal widespread uncertainty around how GenAI fits within existing definitions of academic misconduct, with participants unable

to clearly articulate boundaries between acceptable use and misconduct in assessment contexts. While students generally viewed GenAI as a supportive tool to overcome learning challenges, academics expressed greater caution regarding its impact on authorial integrity and academic standards. The absence of clear institutional guidance further contributed to ethical ambiguity. Overall, the study highlights a clear divergence between student and staff perspectives and underscores the need for transparent, well-defined university policies to guide the responsible integration of GenAI in higher education.

Benke and Szoke (2024) explored the implications of generative artificial intelligence for academic values within a volatile, uncertain, complex, and ambiguous environment. It emphasized the need for adaptability in both personal and professional contexts, arguing that while foundational principles such as ethics and academic integrity remain essential, the rapid advancement of generative AI requires the integration of new values and perspectives. Drawing on exploratory research, the study determined that students generally acknowledge the benefits of AI in learning, yet express concerns regarding potential academic dishonesty and diminished creativity. The authors advocated for a balanced and reflective approach to AI adoption in education, highlighting the importance of clear ethical guidelines and institutional frameworks. Ultimately, the study underscored the need for collaboration between educators and policymakers to ensure that AI enhances learning outcomes while preserving core academic values and ethical standards.

Despite the growing body of literature addressing generative AI in education and academic writing, much of the existing research has focused on issues such as plagiarism detection, reliability of AI-generated content, or institutional policy responses. Comparatively little empirical work has examined how writers themselves perceive the impact of AI on authorial identity, personal voice, and the boundaries between human and machine authorship. In particular, the concept of authorial ambiguity remains underexplored in empirical research.

This study seeks to address this gap by investigating researchers and academics' perceptions of AI-assisted writing, their views on originality and ethical responsibility, and their ability to distinguish between human and AI-generated texts. By examining these perceptions, the study contributes empirical evidence to ongoing debates regarding authorship and integrity in the context of generative AI.

Based on the literature discussed, the study proposes a conceptual framework that examines how the integration of generative artificial intelligence into academic writing practices may influence perceptions of authorship and integrity. As demonstrated in figure 1, the growing use of generative AI tools in writing processes can lead to forms of AI-assisted authorship that introduce varying degrees of authorial ambiguity. This ambiguity can influence how scholars perceive issues such as personal voice, originality, and academic integrity within academic texts.

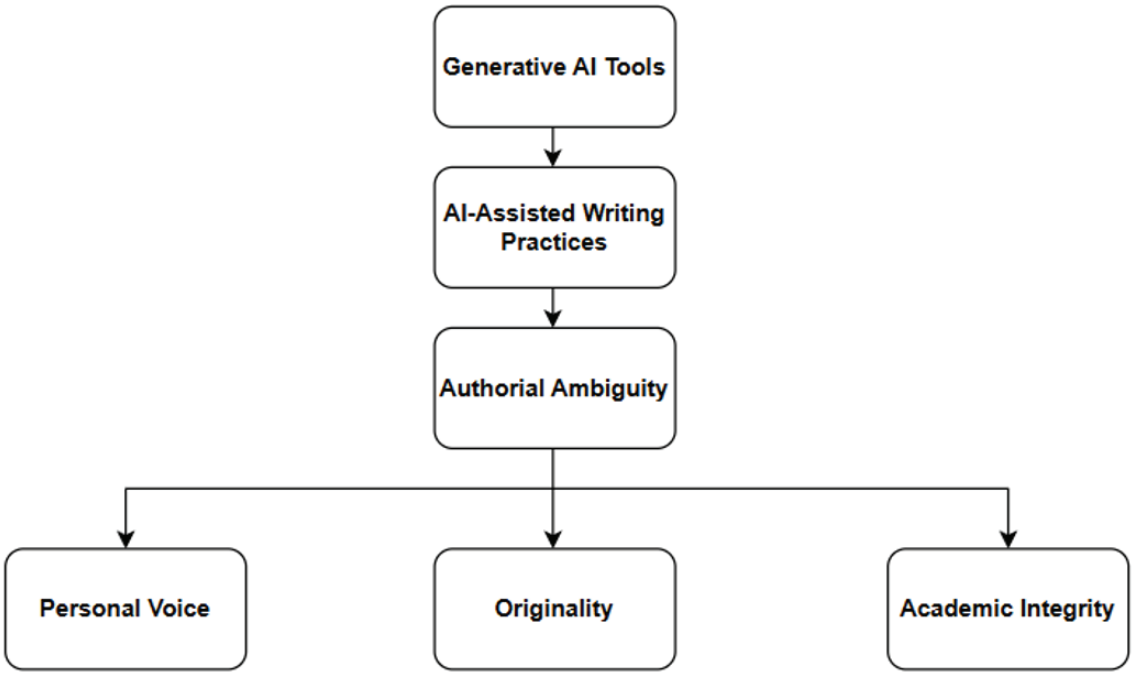

Figure 1. Conceptual framework showing the influence of generative AI on authorial ambiguity

3 METHODOLOGY

3.1 Instrument Design and Pilot Testing

This study adopted a quantitative survey-based research design to investigate researchers' perceptions of generative artificial intelligence in relation to authorial ambiguity, personal voice, and academic integrity. Surveys are widely used in social science and educational research to capture attitudes, beliefs, and self-reported behaviours at a single point in time, particularly when examining emerging or rapidly evolving phenomena (Bryman, 2016; Creswell & Creswell, 2018). Given the relatively recent integration of generative AI into academic writing practices, a cross-sectional approach was considered appropriate for exploring current perceptions and ethical considerations.

Survey methodologies are especially suitable when research aims involve understanding subjective experiences and judgments across populations (DeVellis, 2017). In the context of AI-assisted writing, where individual practices, levels of exposure, and ethical interpretations vary considerably, the use of a structured questionnaire enabled the systematic collection of comparable data while allowing respondents to reflect on their own experiences. The inclusion of both closed-ended and open-ended items further supported the exploratory nature of the study, facilitating the identification of dominant trends while also capturing nuanced perspectives related to authorship and integrity.

Prior to distribution, the questionnaire had informal pilot testing with a small group of individuals familiar with academic writing to evaluate clarity, readability, and question relevance. Minor wording adjustments were made based on feedback to improve comprehension and reduce

ambiguity. Content validity was supported through alignment with constructs identified in the literature, while internal consistency reliability of multi-item scales was assessed during analysis using Cronbach's alpha coefficients.

3.2 Participants Recruitment and Data Collection

Participants were recruited through online academic and professional networks using convenience and purposive sampling strategies. This recruitment approach was selected to reach individuals actively engaged in writing, research, or teaching activities, for whom issues of authorship, originality, and academic integrity are particularly relevant. Eligibility criteria included being over 18 years of age and having experience with academic or professional writing.

The final sample comprised respondents with Bachelor's, Master's, and Doctoral-level qualifications, representing a range of professional roles including academia, applied linguistics, English language teaching, creative writing, journalism, and related writing-intensive disciplines. The inclusion of participants from diverse educational and professional backgrounds enhanced the breadth of perspectives captured and increased the validity of the findings. Prior research suggests that perceptions of AI use and academic integrity vary across disciplinary contexts and levels of academic experience (Duah & McGivern, 2024; Benke & Szőke, 2024), and therefore the diversity of the sample strengthened the study's capacity to explore how generative AI is understood across different forms of scholarly and professionals. A total of 63 participants completed the survey. The sample consisted of 52.4% female and 47.6% male respondents. Most participants held a master's degree (57.1%), followed by doctoral (25.4%) and bachelor's degrees (17.5%). The majority reported engaging primarily in academic writing (82.5%), although some participants also indicated involvement in personal blogging (31.7%), creative writing (28.6%), and journalistic writing (14.3%) as summarised in table 1.

Table 1. Participant Demographics

Variable	Category	Frequency	Percentage
Gender	Male	30	47.6%
	Female	33	52.4%
Education	Bachelor's	11	17.5%
	Master's	36	57.1%
	Doctoral	16	25.4%
Primary Writing Type	Academic	52	82.5%
	Personal Blogs	20	31.7%
	Creative Writing	18	28.6%
	Journalistic	9	14.3%

Data were collected using a self-administered online questionnaire developed specifically for this study and hosted on Google Forms. Online questionnaires are widely recognised as effective

tools for collecting perception-based data due to their accessibility, efficiency, and ability to reach geographically dispersed participants (Dillman et al., 2014). The survey was designed based on themes identified in the existing literature on AI-assisted writing, academic integrity, and authorship ambiguity, ensuring content relevance and conceptual alignment with the research objectives.

The questionnaire consisted of four main sections:

- **Demographic Information:** this section collected background information including gender, highest educational qualification, and professional field. These variables were included to contextualise responses and allow for descriptive comparisons across participant groups.
- **AI Usage Practices:** participants were asked whether and how they use AI tools for writing-related tasks such as grammar correction, paraphrasing, idea generation, summarisation, editing, and data analysis. This section aimed to establish patterns of engagement with generative AI technologies.
- **Perceptions of Personal Voice, Authorial Ambiguity, and Academic Integrity:** this section included Likert-scale agreement statements examining participants' beliefs regarding AI's ability to replicate human writing styles, its perceived influence on originality and voice, and ethical concerns related to plagiarism, disclosure, and academic responsibility.
- **Classification Tasks:** participants were presented with two short literary-style passages and asked to determine whether each text was written by a human or generated by AI. These tasks were included to assess perceived differences between AI-generated and human text, an issue central to discussions of authorial ambiguity in AI-generated content (Morris et al., 2023).

In addition to structured items, the questionnaire incorporated open-ended questions inviting participants to elaborate on whether they believe AI contributes to authorial ambiguity and what strategies or guidelines they consider necessary to preserve personal voice and integrity in academic writing. The inclusion of qualitative responses allowed participants to express perspectives that may not be fully captured through closed ended questions, thus enriching the interpretive depth of the study.

Data for this study were collected between September 2025 and January 2026 through an online survey distributed to researchers and academic professionals.

3.3 Pilot Testing and Ethical Considerations

Participation in the study was voluntary and anonymous. Respondents accessed the questionnaire via a shared online link and completed it at a time and location of their choosing. Prior to beginning the survey, participants were presented with an introductory information statement outlining the purpose of the study, the nature of participation, and assurances regarding confidentiality and data use. Consent was implied through completion of the questionnaire, which is commonly accepted in minimal-risk survey research (British Educational Research Association, 2018). No personally identifying information was collected, and participants were free to withdraw at any point by exiting the survey before submission. These measures were implemented to

encourage honest and reflective responses, particularly given the ethical sensitivity of questions related to plagiarism, originality, and AI use in academic contexts. Data were stored securely and used solely for research purposes.

3.4 Data Analysis

Quantitative data were analysed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistical analyses were conducted to summarise demographic characteristics, AI usage patterns, and response distributions. Frequencies, percentages, means, and standard deviations were calculated to identify dominant trends and central tendencies within the data. Depending on variable type and distribution, analyses included chi-square tests for categorical comparisons and independent samples t-tests or non-parametric equivalents where assumptions of normality were not met. Statistical significance was evaluated using a conventional alpha level of $p < .05$.

Internal consistency reliability of multi-item perception scales was assessed using Cronbach's alpha coefficients, with values above .70 considered acceptable for exploratory research (DeVellis, 2017). Responses to the authorship classification tasks were analysed descriptively to examine accuracy rates, confidence levels, and perceived difficulty in distinguishing between AI-generated and human-authored texts.

Qualitative data obtained from open-ended responses were analysed using thematic analysis following established procedures outlined by Braun and Clarke (2006). This involved iterative reading of responses, initial coding to identify meaningful units of text, and the development of broader themes reflecting recurring patterns in participants' perspectives. Thematic findings were used to complement quantitative results and provide deeper insight into participants' ethical concerns, experiences, and recommendations regarding AI-assisted writing. The integration of quantitative and qualitative findings enabled a more comprehensive understanding of researchers' perceptions, enhancing the interpretive validity of the study through methodological triangulation.

The quantitative and qualitative findings were then integrated to provide a more comprehensive understanding of participants' perspectives on generative AI in academic writing.

4 RESULTS

A total of 63 responses were collected, of which 62 were complete and included in the final analysis. The sample consisted of participants with diverse educational backgrounds and professional experience, allowing for a broad examination of perceptions regarding generative AI in writing contexts.

4.1 Use of AI in Writing

Most respondents reported having used AI tools to assist with writing (76.2%), while a smaller proportion indicated that they had not used such tools (23.8%). This suggests that AI-assisted writing practices are already relatively widespread among the surveyed participants.

Table 2. Use of AI tools in writing

Question	Response	Frequency	Percentage
Have you used AI tools in writing?	Yes	48	76.2%
	No	15	23.8%

Participants reported involvement in multiple forms of writing. Academic writing was the most common (82.5%), followed by creative writing and journalistic writing (both 28.6%), with a smaller proportion indicating engagement in personal blogging or other forms of writing (14.3%). Most respondents reported using AI tools to support writing-related tasks. The most frequently reported uses included grammar correction, idea generation, summarisation, paraphrasing, and explanation of complex concepts. For example, 58.7% indicated using AI for explaining difficult concepts, while 54% reported using it for paraphrasing or language improvement tasks. In contrast, fewer participants reported using AI for more advanced functions such as analysing research data (34.9%) or generating complete texts.

Despite widespread use, disclosure practices varied considerably. Approximately 39.7% of respondents reported always acknowledging or citing AI use, whereas others indicated disclosure only when required or not at all. A minority (14.3%) reported not using AI tools.

4.2 Perceptions of Personal Voice and Authorial Ambiguity

A strong majority of participants perceived AI as capable of copying human writing effectively. Approximately 77.8% agreed that AI could replicate human writing styles, highlighting widespread recognition of AI's linguistic sophistication. Correspondingly, many respondents expressed concerns that AI use could reduce the distinctiveness of personal voice and create uncertainty regarding authorship.

When asked whether AI contributes to ambiguity surrounding authorship, 72.6% responded affirmatively. Open-ended responses further suggested that ambiguity arises particularly when AI-generated content is incorporated extensively or without explicit disclosure, rather than when AI is used selectively for editing or support purposes.

Participants also expressed mixed views regarding the broader academic impact of AI. While 34.9% viewed AI as positive for the academic community, 33.3% perceived it negatively, and 31.7% considered it too early to determine its long-term effects. This distribution reflects substantial uncertainty and transitional attitudes toward emerging technologies.

Table 3. Overall perception of AI integration

Response	Percentage
Positive	34.9%
Negative	33.3%
Too early to tell	31.7%

4.3 Ethical Concerns and Transparency Practices

Ethical concerns were prominent across responses, particularly regarding originality, authenticity, and plagiarism. A majority of respondents (77.8%) expressed concerns about originality when AI tools are used in writing. Participants identified several practices as creating plagiarism, including submitting AI-generated text without attribution, paraphrasing AI-generated material without citation, and translating text using AI without acknowledgement.

When asked to identify specific behaviours considered unethical, responses indicated strong agreement that submitting an entire AI-generated text as one's own work constituted misconduct. Notably, 29% selected "all of the above" when presented with multiple potential plagiarism scenarios, indicating a broad perception that multiple AI-related practices can violate academic integrity standards. Participants also reported uncertainty regarding institutional expectations. Many indicated that policies governing AI use were unclear or absent, contributing to inconsistent disclosure practices.

4.4 AI vs Human Text

Participants were asked to identify whether two writing samples were produced by a human or by artificial intelligence. In the first case, 70.5% incorrectly identified a human-written paragraph as AI-generated. In the second case, responses were more evenly distributed, with 54% identifying the text as human-written and 46% attributing it to AI. These findings suggest considerable uncertainty in distinguishing between human and AI-generated writing, highlighting the phenomenon of authorial ambiguity.

Table 4. Identification of writing source

Text	AI (%)	Human (%)
Paragraph 1	70.5	29.5
Paragraph 2	46	54

Participants expressed strong support for the development of guidelines and educational measures related to AI use in writing. Approximately 61.9% agreed that institutional or professional measures are needed, while 55.6% emphasised the importance of individual responsibility and ethical awareness. Similarly, 58.7% supported the implementation of clear policies or training initiatives to promote responsible AI integration.

These findings indicated a broad recognition that ethical challenges associated with AI are not solely technological but also educational and institutional in nature.

5 DISCUSSION

The findings of this study provided important insights into how the increasing use of generative artificial intelligence is reshaping perceptions of authorship, personal voice, and academic integrity within research writing. Overall, participants demonstrated a nuanced perspective toward AI-assisted writing, recognising both its practical benefits and its potential risks. This perception is consistent with previous research suggesting that while generative AI can enhance efficiency and accessibility in academic work, it simultaneously introduced ethical uncertainty and conceptual challenges regarding originality (Duah and McGivern, 2024; Benke and Szőke, 2024).

One of the most prominent findings was the widespread use of AI tools for language-related support, including grammar correction, paraphrasing, and idea generation. This aligns with existing literature describing AI as an increasingly common productivity-enhancing tool in academic environments (Khalifa & Albadawy, 2024).

A key contribution of this study lies in its exploration of authorial ambiguity, a concept that has received limited empirical attention despite growing theoretical concern. Participants generally agreed that AI can convincingly imitate human writing styles, which raises concerns about whether an individual's voice can still be recognised. However, the open-ended responses suggested that a loss of personal voice is not unavoidable. Instead, participants noted that uncertainty mainly occurs when AI-generated text is used extensively or without critical input from the author. This suggests that authorship with AI should be seen as a collaboration between human and AI input, rather than purely one or the other.

The results also highlight the importance of intentionality and transparency in shaping ethical perceptions. Participants who reported using AI tools in a controlled and selective way were less likely to view them as a threat to originality or academic integrity. This supports the idea that ethical AI use depends largely on human oversight and responsible decision-making (Cheng et al., 2025). The findings also align with emerging recommendations that AI should be treated as a tool whose outputs need to be checked, adapted, and ultimately owned by the human author. As a result, maintaining academic integrity may depend less on restricting AI use and more on establishing clear expectations around disclosure and accountability.

Another significant finding concerns participants' difficulty in distinguishing between AI-generated and human-authored text. Many respondents expressed uncertainty during the classification tasks. This difficulty has important implications for academic integrity frameworks.

The study also reveals considerable uncertainty regarding institutional guidance and disclosure expectations. Participants reported inconsistent practices, with some always acknowledging AI use while others did so only when explicitly required. This inconsistency reflects broader findings in the literature indicating that universities and publishers are still developing coherent policies on generative AI (Duah & McGivern, 2024). The absence of clear guidance contributes to ethical

ambiguity and may increase the risk of unintentional misconduct, particularly among early-career researchers or students who are uncertain about acceptable practices.

From a theoretical perspective, the findings suggest that generative AI challenges traditional ideas of authorship, which are often based on individual originality and independent thinking. Instead, authorship may increasingly involve a combination of human creativity and AI-generated input. This change does not necessarily weaken academic integrity but highlights the need to rethink authorship norms in ways that recognise the role of technology while maintaining human responsibility. This view is consistent with broader discussions that see academic integrity as evolving in response to technological developments rather than remaining fixed over time (Balalle & Pannilage, 2025). Importantly, the study suggested that fears regarding the loss of personal voice may be overstated when AI is used responsibly. Many participants indicated that voice is preserved when authors critically evaluate and adapt AI-generated material rather than adopting it completely.

The findings of this study also highlight several tensions that emerge from the integration of generative AI into academic writing practices. On one hand, participants acknowledged the efficiency gains associated with AI-assisted writing, particularly in tasks such as language editing, idea generation, and drafting. On the other hand, many respondents expressed concern that extensive reliance on AI tools may compromise perceptions of authenticity and personal voice.

This tension reflects a debate in the literature regarding whether AI should be understood primarily as a supportive linguistic tool or as a technology that fundamentally reshapes the boundaries of authorship. Similarly, while AI can function as a collaborative aid in the writing process, participants often viewed this collaboration as potentially diluting personal voice. These perceptions also raise questions about the balance between institutional regulation and individual ethical responsibility, as researchers must navigate emerging expectations regarding transparency and disclosure when using AI tools.

At the same time, it remains important to consider whether participants' responses reflect actual transformations in writing practices. Some concerns could include the widespread misuse of AI and more from uncertainty regarding how these tools should be integrated into established norms of scholarly communication. Therefore, the findings suggest that ongoing discussion within academic communities will be necessary to clarify expectations regarding responsible AI use while preserving the core values of originality and accountability in academic writing.

6 CONCLUSION

This study examined the perceived impact of generative artificial intelligence on authorial ambiguity, personal voice, and research integrity. The findings indicated that while AI offers valuable support for academic writing, it also introduced ethical and conceptual challenges related to authorship and originality. Participants expressed both optimism and concern, emphasising that responsible, transparent use is key to maintaining integrity.

As generative AI continues to evolve, protecting personal voice and academic values will depend not on technological restriction alone, but on clear ethical guidance, institutional accountability, and informed human judgement. Future research should build on these findings by

incorporating longitudinal designs and quantitative analyses to further explore AI's evolving role in scholarly authorship.

The findings carry several implications; the results highlight the importance of reflective AI use that preserves personal voice and intellectual contribution. For educational institutions, the absence of clear policies suggests an urgent need for transparent guidelines that define acceptable AI use and disclosure practices. For publishers and policymakers, the results support the implementation of explicit AI declaration requirements and author-centred integrity frameworks. Rather than prohibiting AI, stakeholders should focus on ethical co-authorship models that recognise AI as a tool while preserving human accountability.

Several limitations should be considered when interpreting the findings of this study. First, the research relied on a relatively small sample obtained through convenience and purposive sampling, which limits the generalizability of the results. In addition, the study is based on self-reported perceptions rather than direct observation of writing behaviour, and responses may be influenced by social desirability or response bias, particularly given the ethical sensitivity surrounding AI use in academic writing.

Another limitation relates to the disciplinary diversity of the sample, which may hide potential differences in attitudes toward AI-assisted writing across academic fields. Furthermore, the analysis primarily relied on descriptive statistics and did not include more advanced comparative or multivariate analyses.

6.1 Future Recommendations

The findings of this study open several openings for further investigation into the evolving relationship between generative AI and academic writing. Future research could explore differences in perceptions across academic disciplines and career stages, as attitudes toward AI-assisted writing may vary between students, early-career researchers, and senior academics.

Another important direction involves examining actual writing outputs produced with and without AI assistance in order to identify whether AI use influences linguistic patterns, structure, or personal voice. Such studies could provide empirical insight into the extent to which AI-generated content differs from human text. Additionally, future work could investigate how disclosure practices regarding AI use influence trust and transparency in academia and different types of writing.

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