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THE IMPACTS OF GENERATIVE AI ON ACADEMIC INTEGRITY IN HIGHER EDUCATION: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

The advent of generative artificial intelligence (AI) has raised serious concerns of students' academic integrity in higher education institutions (HEIs). These academic misconducts undermine the credibility of education institutions and pose significant risks to long-term students' development of skills that are crucial for their future career prospects. Therefore, this study aims to explore the impacts of generative AI on students' academic integrity and suggested policy and pedagogical interventions to remedy the situation. It utilized a systematic literature review method, guided by the PRISMA framework. Articles in SCOPUS and ERIC databases were rigorously assessed, resulting in the selection of 15 eligible empirical studies. The findings revealed that generative AI-related misconducts are tied to advanced AI capabilities, demographic and cultural factors, and policy gaps. These can be mitigated through AI ethics-integrated curricula, clear national directives, and adaptive assessment strategies, achieved through joint collaboration between stakeholders. This review highlights the complexity of generative AI's impacts on students' learning behaviours and suggests crucial evidence-based pedagogical practices in HEIs. These can be used to inform the development of comprehensive global policies pertaining to ethical use of generative AI among students.

Keywords: Academic integrity; Academic misconducts; Artificial intelligence; Generative AI; Higher education

INTRODUCTION

Generative artificial intelligence (AI) and large language models like ChatGPT, has completely transformed the educational landscape around the world. These AI technologies are utilized to enhance educational experiences by facilitating real-time interactions, offering personalized learning feedbacks, and providing access to seemingly unlimited sources of information and knowledge (Barua et al., 2022). It enables educators to steer away from traditional teacher-centred pedagogical approaches and allows learners to get support from personalized AI-based tutoring which offers highly individualized learning experiences for each student's unique needs and preferences (Curtis et al., 2021; Sarkar & Kumar, 2024). However, these limitless educational potentials also carry significant risks and concerns of academic integrity in higher education institutions (HEIs). Instances of academic misconducts were reported to be drastically rising as students misuse these generative AI tools for completion of assignments and even during online examinations (Sanni-Anibire et al., 2021). These forms of academic misconducts typically involve plagiarism and submission of AI-generated output without proper attribution (Dixon et al., 2021), resulting in significantly diminished students' learning

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experiences while indirectly undermining the credibility of HEIs around the world (Su & He, 2023).

The repercussions are critical as persistent unmonitored use of these generative AI tools may even carry long-term consequences on students' skill development and ability to function well within future working environments (Kołodziej, 2022). As a result, there is a notable growing discourse on HEI students' academic integrity, calling for urgent risk management and intervention strategies for these generative AI-facilitated academic misconducts (Stoesz et al., 2019). Despite that, there is a palpable lack of existing literature examining how these distinct factors of generative AI tools, academic integrity, and educational policy responses interact with one another (Tindle et al., 2023). Specifically, there is an absence of comprehensive reviews of available empirical findings on these factors which can be utilized for evidence-based policymaking decisions and pedagogical interventions (Birks et al., 2020). Therefore, the primary goal of this study is to fill this research gap by synthesizing existing empirical evidences on the relationship between generative AI and students' academic integrity in HEIs. It carries significant theoretical contributions by providing deeper understanding of how generative AI tools shape students' behaviours and moral reasonings (Devine et al., 2021). At a macro level, it presents practical interventions that can support policymakers and educators in developing institutional AI-related ethical frameworks that can effectively address present-day educational concerns.

This study aims to explore the use of generative AI among students in HEIs and academic integrity issues associated with it by providing a comprehensive review of available empirical evidences. Through in-depth analysis and understanding of the complex relationships underlying the use of generative AI tools, students' behaviours, academics' perceptions, national and institutional policies, this review aims to inform the development of evidence-based interventions that can effectively address academic misconducts while maximizing the educational potentials of emerging technologies.

Table 1. Formulation of research questions

Element	Definitions
Sample	Students and academics at higher education institutions
Phenomenon of Interest	Use of generative AI
Design	Qualitative, quantitative, mixed methods
Evaluation	Impacts on academic integrity, resulting in policy and pedagogical interventions
Research Type	Empirical

Therefore, the formulation of research questions was done by using the SPIDER framework, shown in Table 1 above. This framework ensures that the research parameters such as sample, phenomenon of interest, design, evaluation, and research type are well-defined prior to conducting the search on existing literature in the chosen databases (Umer, 2023). Thus, the study aims to answer the following research questions:

1. What are the impacts of generative AI on academic integrity among higher education students?
2. What are the suggested policy and pedagogical interventions that can be implemented by higher education institutions?

METHODOLOGY

The method employed in this study is a systematic literature review because it allows deeper understanding on the use of generative AI and academic integrity by analysing relevant studies

in the literature. Systematic selection of these studies is conducted by following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework which involve rigorous processes of identification, screening, and assessment of article eligibility. This structured approach ensures that all relevant literature is considered for selection and assessed thoroughly for inclusion in the review (Page et al., 2021). These processes are conducted and illustrated in Figure 1 below.

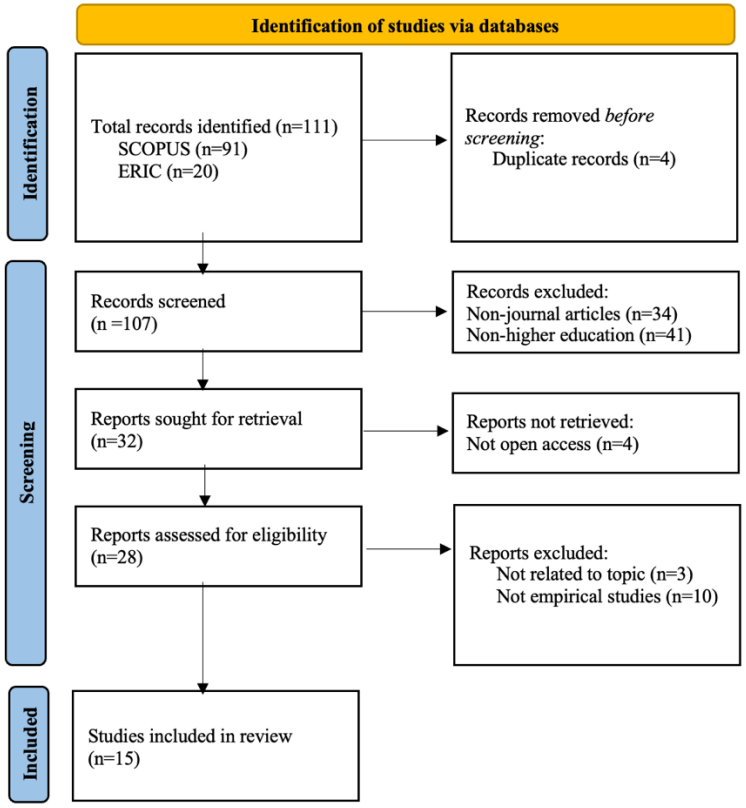


Figure 1. Identification of studies via databases

Identification

First, relevant studies in the literature are identified by searching for articles in the SCOPUS and Education Resources Information Centre (ERIC) databases. The selection of these databases is because SCOPUS is the premier database for peer-reviewed journals across various disciplines while ERIC is a well-established database for topics related to education, ensuring the inclusion of high-quality, relevant educational research studies (Gumiero & Pazuch, 2024). The integration of these two databases avoid over-reliance on a single database which can induce review biasness due to limited perspectives (Mohamad et al., 2023). Boolean operators were incorporated in the search strategy through the search string ("artificial intelligence" OR "generative AI") AND ("academic dishonesty" OR "academic misconduct") AND "higher education". This comprehensive combination of keywords and phrases ensures that all relevant literature related to the study can be obtained. A total of 111 records were identified from SCOPUS (n=91) and ERIC (n=20). However, 4 records were removed before screening as they were duplicate records.

Screening

Table 2. Inclusion and exclusion criteria for articles

Inclusion Criteria	Exclusion Criteria
Published within the last 5 years	Studies prior to 2021
English articles	Non-English articles
Journal articles	Non-journal articles
Higher education context	Not higher education context
Topic related to AI and Academic Integrity	Topic not related to AI and Academic Integrity
Empirical studies	Not empirical studies

Following the identification of articles, a total of 107 were screened using inclusion and exclusion criteria specified in Table 2 above. Titles and abstracts of the articles were evaluated to ensure that the articles were recent and published within the last five years (2021-2025) and written in the English language. Additionally, non-journal articles (n=34) and study scopes that are not related to higher education (n=41) were excluded to ensure contextually accurate analysis of the literature. Hence, a total of 32 records were sought for retrieval, but 4 records were unable to be retrieved due to article access issues. This resulted in 28 records being further assessed for eligibility.

Eligibility

The 28 records were then assessed for their eligibility to be included in the study by conducting thorough reading and evaluation of the full texts. This process was done through independent reviews by the authors, with disagreements resolved by discussion to ensure consistency and minimize potential article selection bias. Only empirical articles that examine the role of AI towards academic integrity and misconducts were included in the study. Upon collective agreement, 3 articles that are not related to the scope of the study and 10 articles that are not empirical in nature (e.g. reviews, conceptual or theoretical papers) were excluded from further analysis. Therefore, a total of 15 articles were considered eligible and included in this systematic literature review.

RESULTS AND DISCUSSION

Distribution Analysis

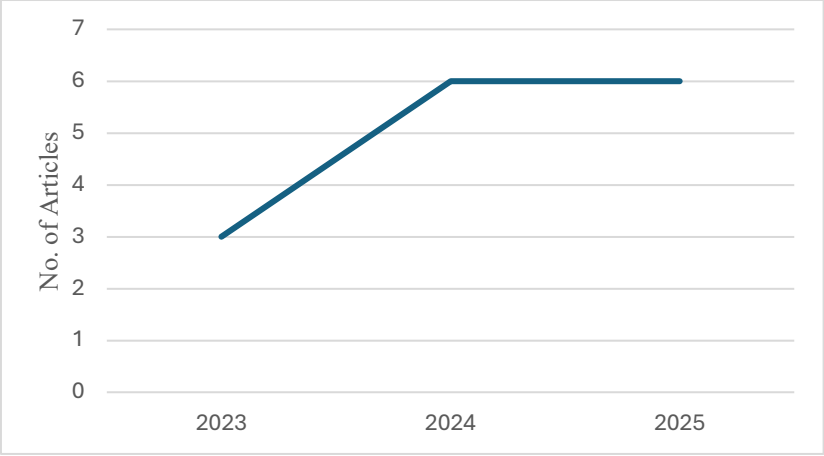
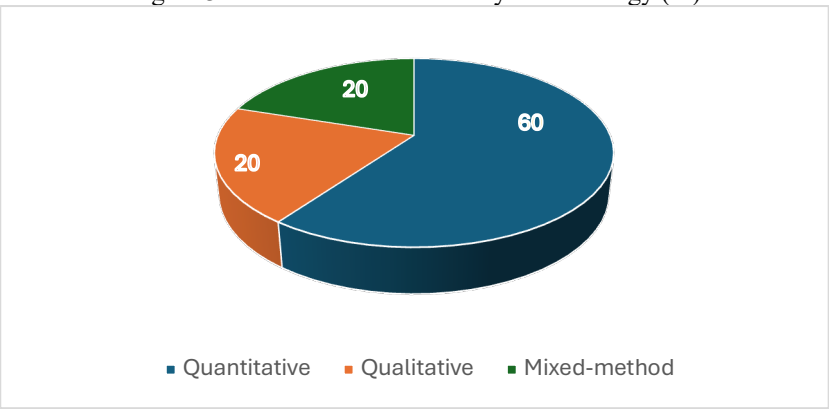


Figure 2. Distribution of articles by publication year

As seen in Figure 2 above, there is a growing trend of studies on generative AI and academic integrity among scholars, depicted in the sharp spike of articles published from year 2023 (n=3) to year 2024 (n=6). Additionally, considering that the article retrieval process was completed in mid-2025 (n=6), there is a positive trajectory of more studies examining the issue being published in the third and fourth quartile of 2025, and possibly in the coming years too. This shows that there is a serious and growing concern of academic misconducts associated with the use of generative AI in higher education among researchers and educators.

Figure 3. Distribution of articles by methodology (%)



Based on Figure 3 above, most of the studies (60%, n=9) utilized the quantitative method, followed by qualitative method (20%, n=3), and mixed method (20%, n=3). This trend shows that generative AI-induced academic misconducts are often studied from cross-sectional trends and statistics in the population perspective, instead of in-depth exploration of the issue. This indicates an urgent need for deeper contextual understanding of the reasons underlying those reported statistics. In terms of study locations, the issue was investigated in higher education institutions around the world including Oman, USA (n=2), Hong Kong, Sweeden, Finland, UK (n=2), China, South Korea, Malaysia, Vietnam, Philippines, Spain, and Jordan. This relatively even geographical distribution of studies across higher education institutions around the world suggests that the issue of AI-facilitated academic misconducts is a global concern, transcending cultural and regional boundaries.

Content Analysis

Table 3 below summarizes the locations, objectives, methods, and samples of the 15 studies that were included in this study, followed by an overview of the findings and suggested interventions.

Table 3. Overview of findings

Study & Location	Objective	Method & Samples	Impacts of Generative AI on Academic Integrity	Policy and Pedagogical Interventions
Alshamy et al. (2025), Oman	To investigate the perceptions of students and academics on the integration of generative AI technologies in teaching and	Quantitative, 555 students and 168 academics	Academics see ChatGPT as a tool that can facilitate exam or assignment cheating and perceive higher risks from generative AI than students, reflecting their greater awareness of	Clear, structured generative AI policies are needed, developed with input from both students and academics, and regularly updated to reflect its evolving impact on academic integrity.

	learning environment.		ethical and academic misuse.	
Cavazos et al. (2025), USA	To explore how and why students are using ChatGPT, and to examine their perceptions about ChatGPT and academic integrity.	Quantitative, 569 university students	Most students use ChatGPT responsibly, recognize unethical uses as misconduct, avoid behaviours they view as cheating, and its use for information gathering does not increase overall cheating.	Course syllabi should include clear AI use policies, with instructors specifying acceptable uses and defining what constitutes misconduct.
Chan (2024), Hong Kong	To investigate students' perception of adopting generative AI for research and study purposes, and their understanding of traditional plagiarism and their perception of AI-plagiarism.	Quantitative, 393 undergraduate and postgraduate students	Students show limited and ambiguous understanding of "AI-giarism," struggle to identify subtle misuses of AI tools, and current plagiarism rules may not adequately address these challenges.	Institutions should integrate AI ethics into curricula, redefine academic misconduct to include AI use, provide clear guidelines for ethical use, promote AI literacy, and encourage AI developers to support ethical practices like automatic citation.
Erhardt et al. (2025), Sweeden	To explore how Swedish higher education institutions (HEIs) are addressing generative AI through guidelines, policy documents, and public website information.	Qualitative, 36 Gen AI-related documents	Many HEIs lack consistent generative AI guidelines, with some still developing policies and others having varied or incomplete information online, showing an absence of systematic approaches.	National directives are urgently needed to ensure consistent, transparent policies on generative AI use, supported by traditional safeguards like proctored exams until stronger digital integrity measures are developed.
Fuchs and Aguilos (2023), Finland	To explores the emergence and use of ChatGPT in the context of higher education, focusing on the application of the technology by undergraduate students during their studies.	Qualitative, 12 undergraduate students	Students identified plagiarism as the most common misuse of ChatGPT, and its ease of generating quality text tempts students to use it without proper acknowledgement.	Universities should update policies and ensure clear communication between instructors and students on what counts as ethical AI use.
Hassoulas et al. (2023), UK	To investigate marker accuracy in differentiating between scripts prepared by students and those produced using generative AI.	Quantitative, 34 student scripts	Markers struggle to reliably distinguish student work from ChatGPT text, except in some areas like referencing, making detection of AI-generated writing difficult.	Assessment strategies must adapt to Generative AI, emphasizing guidance, trust, information literacy, and student-faculty collaboration rather than outright bans.
Huang et al. (2025), China	To examine the relationships among personal characteristics, the Ethical Dissonance Index (EDI), perceived severity of harm, online academic ethical	Quantitative, 522 Chinese university students	Science students and males are more likely than humanities students and females to engage in plagiarism and cheating, with females perceiving higher harm, and all four misconduct types are interrelated and predicted	Strong ethical standards and education on academic integrity are needed to raise awareness of the harm caused by academic misconducts and foster a more ethically conscious students.

	judgment, and online academic misconduct.		by students' ethical judgment.	
Lee et al. (2023), South Korea & Malaysia	To explore the use of artificial intelligence and address four concerns, namely, academic dishonesty, validity, reliability, and anxiety while undertaking online examination.	Quantitative, 198 undergraduate students	Students believe remote proctoring makes cheating harder but doubt random question banks prevent misconducts, and AI could be used to dynamically adjust exam questions to deter online cheating.	Universities should embed academic integrity in syllabi, explore AI-powered proctoring to curb cheating, and continue refining AI applications to mirror traditional exam conditions.
Nguyen et al. (2024), Vietnam	To explore the effective integration of AI tools such as ChatGPT into Vietnam's higher education landscape.	Mixed-method, 73 university students	Most students believe ChatGPT often produces similar outputs that risk plagiarism and citation violations, alongside broader ethical concerns.	Policies regulating AI use should be developed collaboratively by students, educators, administrators, and technologists to ensure practicality, cultural sensitivity, and broad acceptance.
Ortiz-Bonnin and Blahopoulou (2025), Spain	To examine how students' Perception of Academic Dishonesty (PAD) and their perception of the risks associated with using ChatGPT, are linked to a reduced use frequency and intention to use this AI tool.	Quantitative, 468 undergraduate students	Students' ChatGPT use is shaped more by perceived risks than moral disengagement, with those who see actions as highly dishonest also reporting higher risk awareness and lower AI usage.	Universities should promote academic integrity through clear definitions of dishonest behaviours, awareness of risks, penalties for misconduct, and adapted assessment systems.
Plecerda (2024), Philippines	To explore the challenges surrounding academic integrity in the context of AI use, focusing on learners from ICT program.	Qualitative, 30 ICT college students	Students admitted AI makes cheating and plagiarism easier, with many submitting AI-generated work unchanged as shortcuts for assignments, quizzes, and exams, undermining originality and integrity.	Institutions should implement generative AI guidelines, promote ethical discussions and critical thinking, and use AI detection tools to reinforce originality and accountability.
Revell et al. (2024), UK	To examine AI's ability to write essays analysing Old English poetry; human markers assessed and attempted to distinguish them from authentic analyses of poetry.	Quantitative, 40 essays by undergraduate students and AI	ChatGPT can write essays on Old English poetry that perform as well as students' work in un-proctored exams, raising concerns about fairness and integrity.	Ethical frameworks and new assessment practices are urgently needed, including hand-written or in-person tasks, novel prompts, multimodal exams, and rubrics focused on critical thinking.
Sallam et al. (2024), Jordan	To evaluate the performance of ChatGPT (GPT-3.5 and GPT-4), Bing, and Bard compared	Quantitative, 20 postgraduate students	AI models not only passed exams but ChatGPT-4 achieved top student-level performance, though	Since AI models can outperform students, higher education must revise assessment tools to focus more on higher

	to human students at a postgraduate master's level in Medical Laboratory Sciences.		weaker models performed worse on higher-order tasks.	cognitive skills than on basic knowledge.
Shata (2025), USA	To explore the perceptions of both faculty users and non-users of GAI, identifying the reasons and concerns why they avoid GAI.	Mixed method, 294 faculty members	Both users and non-users associate generative AI with misconducts, including cheating, plagiarism, and unethical shortcuts.	Policies should include training and support, encourage dialogue, while preserving academic values.
Yusuf et al. (2024), Global	To examine the usage, benefits, and concerns of generative AI in higher education from a multicultural standpoint.	Mixed-method, 1217 students and lecturers	While many view generative AI use as outright cheating and support strict policies (even bans), others reject regulation as interference; cultural differences shape whether generative AI is seen as dishonest, with some users vowing to stop cheating while others intend to continue.	Policies must be culturally sensitive and flexible, avoiding a one-size-fits-all approach, while ongoing research and dialogue ensure fair, responsible, and inclusive generative AI integration.

Impacts of Generative AI on Academic Integrity

Upon thorough review of the studies, there is a clear indication of the role of generative AI in facilitating academic misconducts among higher education students. However, the issue is not simply a one-dimensional construct as a lot of other factors are in direct interplay with one another, resulting in a complex landscape of ethical and practical challenges pertaining to the use of generative AI in HEIs.

Several studies highlighted AI-facilitated cheating and plagiarism as the most prominent academic concern among academics. Alshamy et al. (2025) found that academics overwhelmingly perceive ChatGPT as enabling cheating in exams and assignments, which is also supported by Plecerda (2024) who found that there is a widespread acknowledgment by students that AI facilitates academic misconducts, especially plagiarism and shortcut-driven completion of assignments. This is due to the robust capabilities of generative AI such as ChatGPT in generating high-quality texts which can be used for various academic purposes such as assignments and written projects, therefore increasing the temptation to abuse it and engage in unethical academic behaviours (Fuchs & Aguilos, 2023).

This perception of academic misconduct is further echoed by Shata (2025) who observed that both users and non-users of generative AI tools often associate it with plagiarism, intellectual laziness, and unethical academic practices. Collectively, these findings clearly suggest that generative AI can impact academic integrity among higher education students through means of plagiarism, shortcut-taking, and undeserving merit. The concerns are well-justified because Hassoulas et al. (2023) found that even experienced markers struggle to reliably distinguish between student writing from AI-generated texts. Other studies affirmed this as Revell et al. (2024) and Sallam et al. (2024) discovered that generative AI can perform at or even above the level of students in producing assignments and passing examinations. These highly advanced AI tools pose real concerns among academics as they could diminish academic standards and undermine the credibility of HEIs in producing quality graduates.

These concerns are affirmed in a study by Huang et al. (2025) which reported instances of academic misconducts. Specifically, male and science students are more likely to engage in generative AI-associated plagiarism and cheating than female or humanities students. This is due to female students having higher level of perceived harm from unethical generative AI use (Huang et al., 2025), indirectly highlighting the importance of ethical awareness in shaping students' academic behaviours (Cavazos et al., 2025). However, these academic misconducts were not observed in other contexts as Cavazos et al. (2025) found that most students use ChatGPT responsibly and show awareness of its unethical use of generative AI tools and they actively avoid behaviours they identify as academic misconducts.

This phenomenon can be explained by Ortiz-Bonnin and Blahopoulou (2025) who found that students' use of generative AI is not a simple dysfunction of moral ethics, but is mediated by perceived risks which means that students who view misconduct as highly dishonest also perceive higher risks in using ChatGPT, resulting in lower unethical usage of these AI tools. These findings directly address academics' concerns of its unethical use by showing that high ethical awareness and risk perception can effectively deter academic misconducts. It challenges the pessimistic perceptions of academics misconducts associated with generative AI highlighted earlier, indicating a clear disparity between faculty members' suspicions and students' self-reported responsible use of the AI tools.

This academic-student juxtaposition can be explained through another factor which is students' conceptual ambiguity about what constitutes generative AI-facilitated misconducts. In a study by Chan (2024), students were reported to be uncertain about plagiarism when using AI tools, especially for more subtle misuses such as paraphrasing AI outputs without due disclosure of such behaviours. Students were also found to better recognize traditional plagiarism but struggled to define the unclear boundaries that are related to AI-supported academic writing, suggesting that existing AI-plagiarism frameworks in higher education institutions are lacking in addressing the issue. The phenomenon is further complicated when Nguyen et al. (2024) found that most students admitted to noticing that ChatGPT produces very similar outputs even for prompts provided by different users. Consequently, this may indirectly increase the risk of flagged plagiarism, even in the absence of cheating intentions among them. These unclear boundaries are further highlighted by Cavazos et al. (2025), who reinforced the call for revised, AI-specific academic integrity frameworks.

Despite the urgent need for clear generative AI policies, Erhardt et al. (2025) found that HEIs often lack consistent and definitive guidelines as they were either completely absent or inconsistently communicated through institutional websites. This results in students' uncertainty of what constitutes AI-related misconducts (Chan, 2024; Nguyen et al., 2024). However, a broader scoped study involving multiple countries by Yusuf et al. (2024) found a cultural divide: while many supported strict policies and bans, many others also opposed regulations in favour of individual autonomy. These findings highlight the need for more culturally sensitive generative AI policy frameworks as interpretation disparities pertaining to academic integrity are likely to occur across highly diverse cultures around the world. Additionally, technological mitigation strategies are also suggested by Lee et al. (2023) who stated that ironically, AI itself can be used to monitor or prevent cheating via remote proctoring and adaptive exam designs, which is further discussed in the following section.

Policy and Pedagogical Interventions

Following extensive exploration of the impacts of generative AI tools on academic integrity, the studies suggested corresponding policy and pedagogical interventions to effectively monitor its use among students in HEIs.

A recurring theme across the literature is the urgent need for clear, structured, and context-sensitive guidelines on ethical and unethical use of generative AI for academic purposes. At the highest level, systemic directives are of paramount importance as only national-level policies can ensure coherence and tight adherence to the regulations across different HEIs in the country (Erhardt et al., 2025). These national policies must be structured and collaboratively developed by engaging key educational stakeholders including administrators, educators, students, and AI developers (Alshamy et al., 2025). Joint collaboration and mutual understanding between these key stakeholders ensure that the developed policies are culturally sensitive, contextually relevant, and widely accepted across the population (Nguyen et al., 2024; Yusuf et al., 2024). This allows for a flexible and balanced approach when reviewing and assessing the impacts of continuously evolving digital tools towards the educational landscape.

At the institutional level, the integration of generative AI-related policies in the course structures is integral. This can be achieved by clearly defining responsible and unethical uses of generative AI for academic purposes in the course syllabi, ensuring clarity and shared instructor-student understanding (Cavazos et al., 2025; Fuchs & Aguilos, 2023). It can also be done through constant education and discussions on generative AI ethics and literacy, which constitutes of both responsible uses and possible risks of "AI-giarism," allowing students to safely navigate common ethical dilemmas pertaining to its use (Chan, 2024). However, educators must also be cautious of outright banning of generative AI at HEIs which can be considered as both impractical and counterproductive, and instead must constantly strive to build long-term trust between faculty members and students to ensure a healthy learning environment (Hassoulas et al., 2023). On the contrary, complementary institutional programs that raise students' awareness of AI risks and consequences can further reinforce their sense of ethics (Ortiz-Bonnin & Blahopoulou, 2025). This is because it cultivates strong moral reasoning, academic integrity, and accountability among the students which can deter academic misconducts (Huang et al., 2025; Plecerda, 2024). In terms of pedagogical approaches, assessment practices are encouraged to emphasize critical reflection and higher-order thinking skills instead of basic knowledge and writing skills where generative AI tools typically excel at, to avoid issues of cheating or plagiarism in students' assignments (Revell et al., 2024; Shata, 2025).

These risks can also be safely monitored by engaging AI developers to include updated features into generative AI platforms such as automated citation tools which can reduce risks of unintentional plagiarism (Chan, 2024). Robust AI-detection tools such as AI-enabled proctoring technologies and AI-assisted anomaly detection through eye movement and keystroke monitoring must also be developed and integrated for more accurate assessments of students' learning outcomes especially in online examination environments (Plecerda, 2024; Lee et al., 2023). These technology-driven monitoring strategies can be complemented by rethinking and redesigning assessment practices to be more adaptive to current academic integrity issues such as by using handwritten assignments, diverse question banks, physical invigilation, and multimodal assessments (Revell et al., 2024). These interventions are critical because given AI's capacity to rival humans in most academic tasks, the need to re-evaluate traditional assessment approaches, and put stronger emphasis on higher-order cognitive skills rather than basic reproduction of knowledge becomes even more pressing (Sallam et al., 2024).

In summary, the literature consistently highlighted the need to strike a balance in addressing and effectively tackling the issues of academic integrity among students in HEIs. Across systemic, institutional, pedagogical, and technological interventions, most importantly, it emphasized the need for collaboratively developed policies that are contextually and culturally sensitive for better adherence and wider acceptance among educational stakeholders.

By doing so, concerns of academic misconducts can be effectively managed without compromising students' learning experiences in this constantly evolving digital world.

CONCLUSION

The literature extensively presents a nuanced picture of generative AI's impacts on academic integrity. While academics concern over the role of AI tools in facilitating plagiarism and cheating, students' self-reports indicate the opposite where they are able to use them responsibly. Factors associated with generative AI-associated misconducts are highly advanced capability of AI tools, demographic variation, and cultural differences, which are further complicated by unclear policies regarding the use of generative AI in HEIs. On the other hand, ethical awareness and risk perception are found to deter these academic misconducts, which urgently calls for systemic and institutional regulations. Therefore, the reviewed studies point to an agreement that a comprehensive approach that integrates clear policies, national strategies, ethics-based curriculum, and adaptive assessment designs to be implemented instead of punitive measures. This can only be attained through a joint collaboration between all stakeholders including students, academics, and educational institutions. This study provides indispensable insights in understanding the complexities of generative AI and academic integrity in HEIs. It can be utilized to inform evidence-based pedagogical practices and the development of policies pertaining to ethical use of generative AI among higher education students around the world. Limitations of the study include comparatively lower review of qualitative and mixed-methods studies which could affect deeper understanding of the multifaceted issue. Hence, future bibliometric analyses and systematic mapping reviews can be conducted to identify and confirm these potential existing comprehension gaps.

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