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Rethinking Research Integrity in the Age of AI: From Product Detection to Process-Based Accountability

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Abstract

Academic integrity in the age of Artificial Intelligence (AI) is a serious concern in higher education. This study explores the challenges of maintaining integrity, critically analyzes existing policies at American, European, and South Asian universities, their limitations, and proposes a process-based framework for maintaining integrity in the use of AI. The article critically reviews the policies of selected universities, publishing houses, and journals, as well as relevant literature, to develop a conceptual framework on AI-related academic integrity. The study finds that existing policies and protocols emphasize plagiarism detection, AI-generated text detection, and product detection, overlooking AI use in the process. This article also highlights challenges like insufficient disclosure, blurred authorship, lack of AI literacy, fabricated information and citations, cognitive offloading, and limited accountability in academic research writing. To address these limitations in existing literature, the study proposes an AI-related academic writing integrity framework.

Keywords: *Integrity, ethics, accountability, artificial intelligence, transparency*

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Introduction

Recent advancements in science and technology support the research process by enabling access to and analysis of information. The development of advanced Large Language Models (LLMs) such as Gemini, Genspark, ChatGPT, Perplexity, and Claude has transformed the research writing process. AI enables researchers to select a suitable topic, find an appropriate body of literature, summarize and synthesize it into an integrated literature review, design an appropriate methodology, present the findings coherently, and discuss them within an appropriate theoretical construct. With the help of AI, researchers can now complete these enormous, time-consuming tasks in minutes. Kasneci et al. (2023) portray the current state of the interface between AI and academic scholarship, in which LLMs enable researchers and

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teachers to access academic knowledge with minimal effort, unlike traditional methods that require patience and hard work. A research scholar writing an academic paper, or a student writing academic assignments, can access the necessary information through LLMs without turning the pages of books and journals. Researchers can generate ideas, code, analyze data, edit drafts, and write reports using LLMs (Meyer et al., 2023). However, they raised a serious question about the epistemic risk: the accuracy, trustworthiness, and originality of the created academic knowledge. This technological shift has a major question in the process of evaluating, creating, disseminating, and claiming knowledge, rather than merely a matter of technology. It means that, the development of LLMs has called into question the process of generating, believing, and sharing academic knowledge.

The scholars have questioned the intensive use of Gen AI in South Asian and Nepali institutes of higher education. Students rely on ChatGPT to write their assignment essays and solve mathematical problems, thereby threatening epistemic knowledge (Ranabhat et al., 2024). Poudel et al. (2026) claim that even doctoral candidates from renowned universities in Nepal heavily rely on AI chatbots like ChatGPT, despite promising AI policies of their institutions. Taking references from the South Asian context, several academicians and researchers often violate the academic integrity policies issued by their governments and institutions (Koswatte et al., 2026). This violation raises serious questions about the academic integrity of researchers and their products.

Academic writing is an honest process of identifying issues, collecting information, analyzing and discussing them in the context of academic scholarship, with a proper acknowledgment of sources. This process ensures trust by demonstrating valid knowledge and upholding academic integrity. However, many scholars/academecians engage in the improper use of AI. A situation of this kind challenges the ability to distinguish human reasoning from machine-prompted products. Heavy reliance on AI-generated or co-generated texts erodes the ability to identify the boundary between human knowledge and machine patterns (Koop & Groblinger, 2024). This overwhelming use of AI in academic writing threatens human cognition in academic research. Despite regular warnings from institutions, journal editors, and academic communities, it is getting harder to control and take ownership of AI-generated texts in academia (Lund & Naheem, 2024). From the above discourse, it can be understood that the AI-generated content in academia is becoming increasingly difficult despite some warnings, regulating and ensuring accountability.

In this context, this study explores how the academic community understands academic integrity in the age of AI based on the existing institutional policies. We also point out the limitations of these policy documents and the possible advantages and challenges AI poses for academic writing.

Integrity in Research Writing

Integrity in academic writing leads a researcher to the honest process of inquiry. Piran and Tran (2024) identify four elements of academic research integrity: accuracy, originality, transparency, and logic. Accuracy refers to honesty and faithfulness in data sources, results, and ideas. Originality concerns authors' original ideas and the acknowledgment of other scholars' ideas in a standard format. Giving credit to scholars with proper citations maintains transparency in the research process. The researchers ensure a logically coherent argument while presenting the report. Transparency, reliability, rigor, honesty, and accountability are key components of academic integrity globally (Armond et al., 2024; Kornieva et al., 2025). In this support, Usrael (2015) states that informed consent, accuracy, and confidentiality are also key components of the integrity of academic research writing

Integrity in academic writing enables a researcher to portray how faithfully research writing reflects what was found and done (Kolstoe & Pugh, 2024). It is more of a personal responsibility of the author than a dictate from external institutions to maintain an appropriate method of inquiry, obtain convenient findings, and report them; on the other hand, ethics is a permissible component of the research. Violation of integrity in academic writing may surface in different forms: data fabrication, inappropriate methods of inquiry, and biased and selective reporting result in reduced credibility and public trust. Integrity in academic writing encourages honesty in reporting, accountability in publishing, and objectivity in data reporting (Steneck, 2006). In this paper, we conceptualize integrity in research writing as presenting an accountable, faithful, and transparent research process in writing, maintaining honesty in methods and findings, avoiding plagiarism, fabrication, and falsification, and demonstrating honesty throughout the overall research process.

Traditionally, plagiarism detection, citation verification, and authorship checks in the final product were treated as processes of academic integrity, avoiding the how (process) aspects. In Nepal, educational and research institutions heavily rely on text-machine tools and software such as QuillBot, Turnitin (iThenticate), and Grammarly (Pradhan, 2025). In this way, maintaining integrity is product-centric. However, AI and LLMs can produce fluent, coherent, well-cited, and unplagiarized text. Therefore, machine-generated texts demand strict evaluation, examination, and proofreading. Since algorithms can create well-designed real-like research documents, examining the final draft with source citations, checking for plagiarism, and maintaining coherence do not ensure rigorous academic integrity. Further, to maintain academic integrity, the researchers assess the text against the given prompts, make critical revisions, verify AI-generated claims, and rely on human judgment at every step of the research, from the initial identification of the issue to the final product (Ganjavi et al., 2024).

This process applies to all kinds of research writing, whether single-authored or multiple-authored. It is not always easy to identify which author has used AI without informing the other co-authors. Miles et al. (2022) argue that not only informal negotiation, informal norms, and power relations (among authors) but also formal rules need to be considered to maintain academic integrity in collaborative writing.

University Protocols for Maintaining Academic Writing Integrity

Universities issue protocols and guidelines to maintain academic integrity, such as checking for plagiarism, controlling misconduct in assignments and exams, and addressing other ethical concerns and their consequences. Recognizing the growing reliance on AI for writing assignments and research papers in recent years, universities around the world have established specific rules to maintain academic integrity. The University of Oxford clearly presented a taxonomy of plagiarism in AI-generated texts (Oxford's Research Integrity Policy, University of Oxford, 2026). Oxford's Research Integrity Policy lists eight forms of misconduct that are strictly prohibited in research writing: collusion, inaccurate citations, auto-plagiarism, failure to acknowledge assistance (Human-AI), cut-and-paste, verbatim quotations without acknowledgment, use of professional agencies, and inadequate paraphrasing**.** If a student does not maintain these, the Student Disciplinary Panel will make the final decision. Similarly, Harvard University holds integrity as an obligation to its students in their research projects. Harvard University strictly prohibits self-plagiarism, plagiarism, quotation without citation, contract cheating, and paraphrasing without acknowledgment (human-AI) in students' research projects (Harvard University, 2026). Harvard insists that students take responsibility for any misconduct and produce well-cited original work, whereas Oxford provides a comprehensive framework for integrity that covers research ethics, citations, AI-generated content, and accountability.

In South Asia, the University Grants Commission (UGC) of India provides a legal framework to operationalize integrity through the UGC Regulations, 2018. The document provides four levels of plagiarism: 1. 0% to 10% (Zero level); 2. 11% to 40 % (Level one); 3. 41% to 60% (Level two); and 4. 60% above (Level three). Except for level zero, all levels will have penalties ranging from moderate to rejection. The penalties for level one are resubmission within six months; level two is one-year debarment and cancellation of registration; and level three is cancellation of registration (University Grants Commission 2018).

In Nepal, there are university protocols for maintaining academic integrity. Tribhuvan University formed a protocol document, Research Ethics Review Operational Procedures 2078 BS, and an Ethical Review Board under the office of the rector to maintain academic integrity. The document clearly states zero tolerance for plagiarism, AI-generated content, fabrication, falsification, duplication, and contract writing in students' research projects (Tribhuvan University, 2022). Kathmandu University regulates academic integrity in its entirety, guiding differently across its seven schools. For example, the School of Education has ethics guidelines that require students to provide the necessary information for ethical approval. In the School of Education (SOE), the Research Committee plays a role in upholding ethical standards, preventing plagiarism, and ensuring the integrity of students' research papers and dissertations/theses. For students, guidelines include the KUSOED house rules and formats for assignments, papers, and dissertations. The KUSOED accepts similarity up to 10% and 0% AI-generated content (Kathmandu University School of Education, 2023). Likewise, Far-western University Research Management Cell is responsible for maintaining integrity across the University. In research writing, Far-western University accepts 20% AI-generated text and 20% similarity index detected by Turnitin (iThenticate) (Faculty of Management, Far Western University, 2024). However, one of the members of the Research Management Cell reported, "*Turnitin (iThenticate)'s report may vary at different times, which makes it difficult to detect AI and plagiarism*." This is the same condition at most universities in Nepal: Tribhuvan University, Kathmandu University, Pokhara University, Far-western University, Mid-Western University, and Rajarshi Janak University. Although universities in Nepal have developed ethical and integrity policies, there remains a significant gap in academic integrity protocols and their effective implementation (Policy Research Institute, 2022). South Asian countries such as Nepal, Sri Lanka, Bangladesh, and Pakistan have a limited understanding of educational institutional policies, citation culture, and plagiarism/AI detection tools (McCulloch & Indrarathne, 2023). This shows there is a strong need for clear rules, review mechanisms, mentoring, and training. The integrity framework in Nepal is centered on maintaining discipline and detecting plagiarism (Pradhan, 2025), ignoring the recent forms of misconduct mediated by machines.

With the widespread use of AI in academic writing, institutions have introduced new and effective policies such as mandatory disclosure of AI-generated texts, mandatory appending of AI prompts, a complete ban on copy-and-paste AI-generated texts, and AI literacy in research writing. Journals, publication houses, and institutions should adopt policies with three major principles: AI use must be disclosed, AI cannot be an author, and human. Disclosure of AI use must be the minimum standard of the integrity policy globally.

Although universities, educational institutions, publishing houses, and journals have formulated integrity policies, a significant gap persists between policy and practice. No policies have comprehensively controlled the use of AI in academic writing. First, most integrity policies detect the final product rather than the operational process, but ignore AI use in the brainstorming, mind mapping, pre-drafting, and editing phases (Sodangi & Isma'il, 2025). The available tools for detecting AI-generated text raise questions about their reliability. Being aware of academic integrity and integrating ethical practices into the research report

preparation process could prevent researchers from acting unethically. Second, these policies often ignore this concern, i.e., guidance on co-writers' awareness of AI use. Most protocols are for single-authored research, as the possibility that one author violates integrity norms could compromise the team's integrity (Lund & Naheem, 2024). Third, these protocols and policies are the same across the humanities, STEM, and social sciences, but these disciplines have unique research traditions, different writing styles, expectations for authors, and ways of using data/information (Yan et al., 2024). For example, social science researchers mix theoretical discussion with empirical evidence and information from interviews, observations, and analyses (both numerical and non-numerical). STEM uses more structured, concise writing, with greater emphasis on experiments, equations, results, and methods. Similarly, the humanities involve extensive logic, argumentation, critical analysis, interpretation, and a close connection to empirical studies and theories. These gaps persist in South Asian countries. Higher education institutions in Pakistan have prioritized policies focused on detecting and penalizing the use of ChatGPT (Raza et al., 2026). Similarly, Ishaq et al. (2026) report that graduate students at public colleges in Punjab use AI tools extensively due to the absence of policies regulating their use. University faculty members have varying levels of knowledge about AI tools, as institutions provide little training and fail to develop effective policies (Chapai et al., 2026).

The need of the hour is for universities to formulate ethical and integrity policies to regulate integrity issues in academic activities and engage scholars in reflective, dialogic, and critical writing. These policies are expected to regulate and log collaborative activities, declarations of AI use, and the collection of prompts used to generate ideas, even in collaborative writing. We expect policies to regulate the researcher's process-product expectations in the fields of education, research, and publishing. So, process-oriented and collaborative integrity protocols would function better in the AI era.

Challenges of Maintaining Integrity in the Age of AI

The emergence of AI has affected research activities both positively and negatively. Despite the countless benefits of AI in research, it has also posed serious challenges for the research community. Issues such as lack of transparency in data sources, epistemological trust and verification, authorship and originality, uneven AI literacy and power imbalances, cognitive offloading and de-skilling, processes of documentation and accountability, and unconscious plagiarism are very common in the research field.

LLMs' capability to produce credible structures and intellectually styled content blurs the line between human cognition and algorithmic production, further complicating these issues. This questions research authorship, as AI cannot be an author because it cannot take responsibility (Lund & Naheem, 2024), and authors (Human) are unable to claim which content is their own and which is AI-generated, especially in co-authored research. The confusion of responsibility raises a serious phenomenological question about the research issue under exploration.

Another important concern raised in the AI era is transparent acknowledgment. Several questions remain unanswered, for example: should AI-generated texts be acknowledged in every section of writing or in a footnote or in the acknowledgments section? Should all the prompts be recorded in the paper, maybe in an appendix? What is the standard format of acknowledging AI in research? The current state of policies and protocols does not answer these questions. This leads scholars to leave without acknowledging the issue of AI used in the paper (Chigwada & Ngulube, 2026).

Unacknowledged use of GenAI in content creation and research writing has raised serious questions about epistemological trust and verification**.** Fabricated data and citations, as well as incorrect information, are common in AI-generated texts, challenging epistemological trust and verification (Xu et al., 2026). To address these issues, research supervisors, and reviewers, or editors need to spend significant time verifying citations and references rather than focusing on knowledge contribution and contextual depth. This issue is more intensive in collaborative research outcomes, as the author might not know the reality of co-authors' contributions. Serious scrutiny, cross-verification, and AI-generated citations and references create issues in epistemological trust and verification.

In the process of collaborative writing, one author might know more use of AI in comparison to others. The AI-skilled lead author in the writing process may ignore the ideas of co-authors, creating serious issues for the other authors. This creates two major problems: The uneven use of AI literacy and power imbalance. An AI-skilled author dominates the ideas of genuine contributors, creates a hierarchy among the authors, and lacks proper discussion of literacy in AI use. Reporting from Pakistan, Mahmood (2026) writes that AI literacy has created a new form of inequality in research, writing, training, and universities because AI-literate people have begun to dominate AI-illiterates. This inequality raises a serious question: Who owns the knowledge that AI-literate or AI-illiterate people experience? This serious issue exists in both the Global North and the Global South (Zwart et al., 2025). The lack of open discussion among the authors about the proper use of AI undermines shared ownership, reliability, equal participation, and trust in the research.

Overdependence on LLMs in conceptualizing arguments, drafting, summarizing, eliciting, and refining weakened the reading (extensive/intensive/close), thinking (critical/analytical/argumentative), and writing skills that portray the author's genuine scholarship. Hiner (2026) argues that overuse/reliance on AI reduces the critical thinking of scholars, resulting in the extinction of discursive discussion on the research agenda and in writing. This dependence results in cognitive offloading. Cognitive offloading is the erosion of memory consolidation, critical thinking, and intellectual autonomy (Hooper, 2025). Roy and Jony (2026) argue that Bangladeshi graduates suffer from this syndrome. In their narrative research, they claim that 12 graduate students are below the average level of Critical Thinking expected in Higher Education, which affects close reading. Cognitive offloading and de-skilling lead them to superficially polished, intellectually thin production in research and academia.

An audit trail is keeping a record of how the resources in the research process maintain integrity. In it, the researcher maintains an audit of all prompts, AI responses, modifications made, and the final paper. This process makes the author(s) accountable and helps trace the workflow and AI assistance (Cwik, 2026). So, without proper documentation, researchers cannot claim authorship; rather, it constitutes misconduct (Resnik & Hosseini, 2026), thereby calling into question the author's accountability. Keeping a record of every interaction creates problems in two ways: first, authors do not want to disclose the use of AI because it is tied to social prestige; second, it takes a lot of time to keep records of each interaction (Cwik, 2026). Although many policies allow writing disclosure statements regarding the use of AI, researchers fail to maintain them. This raises the question of an important aspect of writing integrity in documentation and accountability.

Future Directions

Static rules and product detection remain useless in maintaining integrity in research writing in the age of AI. Maintaining integrity in research requires a shift from product detection to a procedural audit trail, in which author(s) incorporate reflections, transparent

documentation, and rigorous adherence to ethical guidelines at every stage of the research process (from issue mapping to the final product). Given the scenario of AI use and university protocols, it is urgent to implement transformative mechanisms to maintain research integrity. The major issues prevalent in South Asian nations are policy lag, rapid adoption of AI, and detection-centered approaches in academic writing (Raza et al., 2026). In this sense, institutions of higher education are required to develop a model to support authors in maintaining academic integrity in the research writing process, including reflection, transparent documentation, and ethical values.

Given current AI practices in research, lagging policies, and detection practices, the essence of integrity is lacking. So, to maintain this, a policy framework with three different phases of research work: preparatory, engagement, and product is required. We (the authors of this study) develop a three-phase framework for maintaining research integrity in the age of AI: Prewriting Agreement, writing logging, and post-writing integrity declaration (Figure 1).

Prewriting Agreement

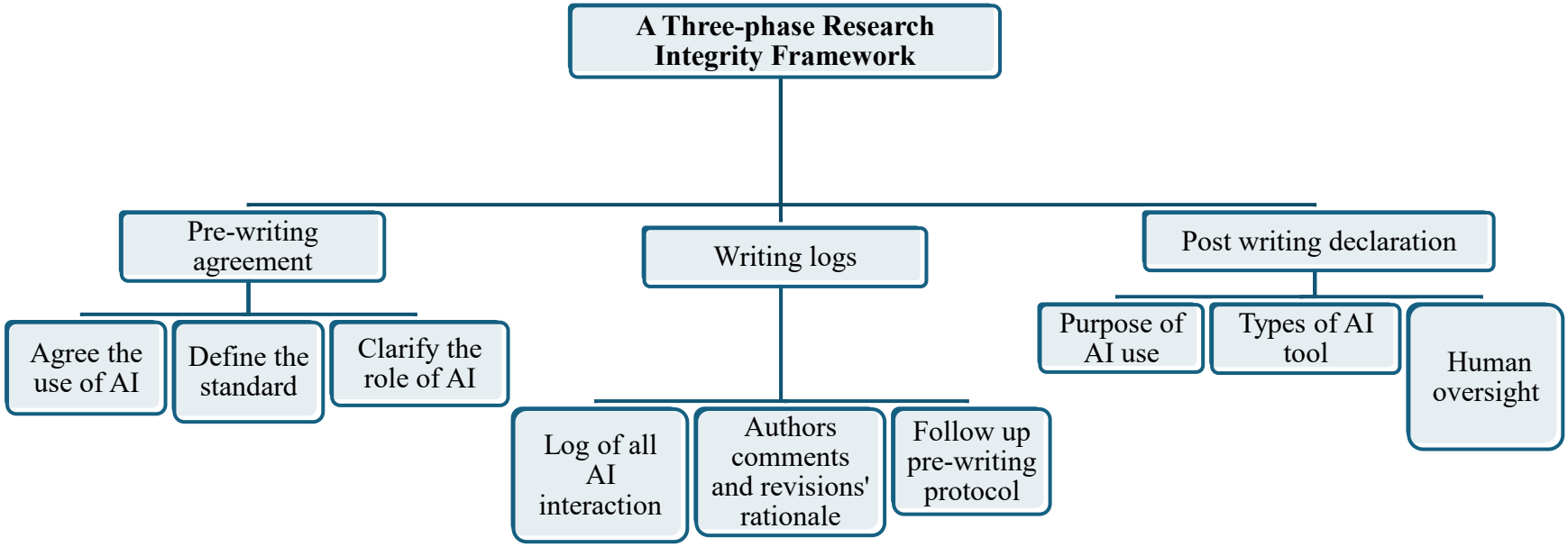
To maintain integrity, authors can disclose how they use AI. In the prewriting agreement, they agree on the acceptable use of AI, define document standards, and clarify the appropriate use of LLMs. The University of Warwick follows this procedure. It clearly states that the use of LLMs/AI does not transfer the author's responsibility, so false data, irrelevant information, and incorrect results remain the author's sole responsibility (EPSRC CDT in Modeling of Heterogeneous Systems, University of Warwick, 2026). Therefore, only the authors know, declare, and take responsibility for the use of AI in the documents if questions, issues, or controversies arise later. A clear, quality-oriented agreement on the use of AI among the authors, supervisors, and research committee members is a must (Miles et al., 2022). Policies should ensure early planning protocols that are practical and ethical. He and Bu (2026) reported that, in a survey of 5114 journals, 70% had developed AI use guidelines in 2025, and about 800 publishing houses (including journals) had developed an AI disclosure policy. These policy protocols require authors to be aware of the AI use guidelines of journals and publishing houses in advance. This awareness makes authors more accountable, honest, and prepared to use AI ethically in their research. This practice enables authors to be responsible and aware of the confidentiality of sharing important information, and to develop mutual understanding among relevant stakeholders.

The University of Göttingen advocates for traceable approaches rather than detection policies (Georg-August-Universität Göttingen, 2026). The University offers its research students workshops on prompts, lab notebooks, AI usage documentation, and version histories to keep a record of AI use. The University of New Hampshire has developed guidelines and templates for an agreement to be signed before starting the research project (University of New Hampshire, 2026). So, students (master's or doctoral) must agree on AI rules with their supervisors before writing. This reduces the risk of authors' disclosure at the end of the project, which may not be true in AI use. So, a prewriting protocol is more likely to be followed honestly where institutions make disclosure safe and do not treat it as an admission of wrongdoing.

While Writing Logging

In the while-writing phase, authors honestly execute the plan they developed and declared in the prewriting phase. In this phase, the authors document how they executed the plan they developed in the prewriting phase, including AI interactions, critical comments, rationales, and revisions. These records must be open to supervisors, editors, and integrity committee members for verification. If there is a team of authors (co-authors), the team should

Figure 1
A three-phase research writing integrity framawork in the age of AI



maintain and share logs of all interactions, annotated critical comments, and revisions so that all the authors would be responsible and that collective logging would be an auditable practice (Sodangi & Isma'il, 2025). This kind of practice already existed at various universities around the world. The University of Göttingen recommends that thesis/dissertation students/scholars save all prompts and outputs: data labels, generated code, paper summaries, figure edits, manuscript text copied, and interview coding suggestions prior to submitting the draft to the supervisors (University of Göttingen, 2026). Although authors find it difficult to collect and keep a record of each prompt response and modification, if they start doing it right from the beginning, it might take a few minutes. So, the logging should be done while writing, not after completing the report. Cwik (2026) argues that documentation of all the prompts and AI responses helps supervisors verify authentic information and also assists in decision-making. Further, logging and documentation produce an AI-supported workflow that is traceable, accountable, and inspectable. So, documentation is crucial for AI-supported literature synthesis, coding, analysis, interpretation, or manuscript drafting. The University of Warwick (2026) seldom transfers responsibility for AI to authors; if the result is wrong, it is the authors' responsibility. To maintain credibility, honesty, and protection, it is compulsory to keep a record of all activities and practices during the research process. As complete logging is neither always realistic nor necessary, researchers should log only what is necessary to keep, reduce the varied responses of AI, and protect confidential materials.

Publishing houses, journals and universities have started keeping records of AI use. Taylor & Francis asks that the full record of the method used, a description, and a record of prompts be shared with the journal upon request by the authors of literature reviews, meta-analyses, and biometric studies (Taylor & Francis, 2026). Similarly, Elsevier requires a separate declaration section before the reference section (University of Göttingen, 2026). Magistra Andalusia: Jurnal Ilmu Sastr, a direct-access journal published by Andalas University, Indonesia, offers detailed guidelines on its publication ethics, requiring that prompts, outputs, raw data, original images, and logs be ready. The editor might ask for these documents if they suspect AI-related misconduct while preparing the document (AI Usage Policy, n.d.). In the same vein, the journal of Singing also offers a checklist that must be available upon request during review and final publication (Journal of Singing, 2026). For co-authored research, Colorado State University requires a log that includes the tools, prompt, and purpose of AI use (Colorada State University [CSU] Writes, 2025). In the same vein, the University of New Hampshire offers a comprehensive template for agreeing on AI use that can later be used and reviewed by the supervisor, editor, and advisor (University of New Hampshire, 2026). Although there is conflict in the use of these policies and templates, and a risk of focusing on verifying prompts and records rather than content (Ganjavi et al., 2024), journals, publishing houses, and universities have been practicing logging, recording, and justifying the proper use of AI during writing. In this way, the logging policy is not only a theoretical concept; many universities and journals have put it into practice. So, while writing logs support scholars in being authentic, universities and journals can trace authentic research writing.

Post-writing Declaration

A post-writing Declaration is an open disclosure by the author stating what the author did and how they used AI in the research process, generally kept in an acknowledgment section before references, or in the methodology. This statement answers the questions: What did the AI contribute, and who changed, checked, and decided on the contribution? According to Ganjavi et al. (2024), 96% of publishing houses and 98% of the journals prohibited AI (Chigwada and Ngulube, 2026) as an author, and many journals and publishing houses gave disclosure criteria in different sections of the writing, including the acknowledgment, a separate section, before references, methodology, and in the particular section where AI is used. The

disclosure statement includes the name of the AI tool used, its version and type, and the extent of human intervention in the AI content. Usually, a declaration statement includes the following points: the purpose of AI use, the AI tool used, the content fetched, the action taken, and human oversight. The two major limitations of this conduct are low compliance and reduced misconduct (CASRAI Editorial Board, 2026). This practice ensures transparency in the use of AI in research. In this way, these three phases work as a chain to reduce misconduct and maintain integrity in education. First, a prewriting protocol sets the limits of AI use; second, while writing, logging records of what happened and how AI is used; and finally, a declaration reports the researcher's own verification.

Conclusion

We conclude that protecting academic research activities from machine-induced interference requires raising researchers' awareness of the degradation of human critical thinking and logical capabilities. A survey of AI policies at leading educational institutions around the globe concludes that machines cannot be authors and are not responsible for the claims in writing. The growing use of LLMs among research communities threatens established academic integrity. Universities, journals, and publishing houses struggle to minimize the unethical use of AI. Most South Asian universities limit the detection of AI in final documents and impose punishments, but do not maintain academic integrity in the writing process. In many universities, policy implementation falls short of expectations in reducing misconduct.

In this pretext, we develop a three-phase AI integrity framework. These phases are: 1. Prewriting Agreement, 2. While-writing Log, and 3. Post-writing Declaration. In the Prewriting Agreement phase, the author, the supervisor, and the research committee agree the use of AI in the current research. In the While-writing phase, the author applies the agreed-upon criteria from phase one. In the Post-writing Declaration, the author disclose the way the author has used AI tools.

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AI Declaration

Authors used artificial intelligence (AI) tools for editorial assistance to enhance language clarity. Authors take full responsibility for the originality, accuracy, and integrity of the content.