The Use of AI-Powered Platforms in the Bachelor Thesis Writing Process: Benefits and Limitations

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Abstract

The increasing use of Artificial Intelligence (AI) has revolutionised and transformed the entire educational system, including academia. AI-powered platforms have enhanced research processes and provided valuable support from finding sources to data analysis. The integration of AI in thesis writing has also assisted researchers at various stages of research since AI tools have accelerated the process, offering efficiency and accuracy. Furthermore, AI-driven platforms have offered the opportunity to generate citations and provide assistance with brainstorming ideas and narrowing down research questions. The aim of the present paper is to investigate the use of AI-powered platforms in the bachelor thesis writing process among year four graduating students at a private university in Georgia. To explore the application of AI tools in the research process, an online questionnaire was distributed to 30 participants. The survey focused on the benefits and limitations of utilising AI platforms in the thesis writing process. The findings of the study identified supportive AI-assisted platforms in academic writing, as well as addressed the challenges AI platforms may pose. Drawing on the research findings, the paper provided invaluable insights into effectively leveraging AI platforms to enhance the quality of research while adhering to the principles of academic integrity.

Keywords: artificial intelligence, bachelor thesis, academia, research, AI

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Introduction

The advances in Artificial Intelligence (AI) technology have significantly altered the educational landscape and reshaped teaching and learning practices. AI-driven platforms enable educators to provide a tailored learning experience by adapting to individual students' proficiency, ability and preference (Abubakar et al., 2024). It is also argued that AI fosters a deeper understanding of the subject rather than rote memorisation, leading to the creation of personalised learning paths (Khatri & Karki, 2023). The educational focus has also shifted towards equipping students with technological skills for achieving quality education (Akinwalere & Ivanov, 2022). Furthermore, AI tools have automated teaching processes, enabling educators to easily track attendance and grade students' assignments timely. The latter has contributed to the reduction in administration burden and more emphasis on classroom interaction. It is also believed that an automated grading system and AI predictive algorithmic analytics enhance learning efficiency and streamline the educational process. Such innovation pushes back traditional assessment methods and enables a transition towards holistic educational practices, leading to fostering authenticity and lifelong learning practices (Khatri & Karki, 2023). Besides, AI technology provides assistance in the curriculum development in the following processes: generating study materials, creating lesson plans and lecture presentations, designing assessment rubrics and creating assessments (Abugre, 2021). In other words, the potential of AI in education processes has been proven to be immense, and it is expanding day by day.

AI-driven platforms also offer significant benefits in scientific research. They positively contribute to streamlining research processes and enhancing scholars' productivity. AI-powered platforms facilitate data analysis and automate research processes (Kotsis, 2024; Pigola et al., 2023). AI enables researchers to process a large amount of data quickly and efficiently, leading to the uncovering of new patterns and trends that are difficult to detect through manual processing (Kotsis, 2024; Pinzolits, 2023). In the modern era, where the amount of data has dramatically grown, traditional analytical methods have become outdated. An AI algorithmic system allows researchers to automate the research finding process, categorise papers and streamline the whole research writing process. Pinzolits (2023) also argues that such innovation in research leads to broadening research inquiry and promoting authenticity. Moreover, it creates an ethical and transparent environment for scholars.

Despite the above affordances, scholars identify a number of threats to using AI-driven platforms in academic research. As AI is trained on large datasets and operated as an algorithmic engine, AI-generated content may contain and perpetuate bias in the training data (BaHammam, 2023). This can lead to deviation from genuine content, contributing to generating inaccurate and skewed responses. In other words, AI platforms may blur the line between authenticity and AI-generated content (Kotsis, 2024). Biased information can lead to discriminatory results and concerns regarding fairness and transparency (Khatri & Karki, 2023; Wirzal et al., 2024). Another serious concern that needs to be addressed is ownership. AI-generated content cannot be granted ownership, which raises a serious issue of responsibility and accountability (Ersöz & Engin, 2024; Perkins & Roe, 2023). There were some instances of crediting ChatGPT as co-authors in scientific articles; however, this practice was met with disapproval from academia, since AI cannot be eligible to claim authorship. AI is thought to be unable to provide intellectual contribution and take responsibility for AI-generated content (BaHammam, 2023). The current practice in academia indicates that non-human-made content cannot be granted ownership due to the above-mentioned reasons. The consensus exists among scholars and research communities

that AI can neither take responsibility nor be the subject of copyright rules. In other words, AI-generated content cannot be guaranteed by copyright protection as academic work created by humans. This issue creates an urgency to create AI research policy to safeguard and recognise human authorship in academic content creation (Perkins & Roe, 2023).

Furthermore, AI can lead to a violation of academic integrity by generating fraudulent publications, spreading misinformation or manipulating data (Gatrell et al., 2024). The so-called paper mill produces content that is almost impossible to distinguish from authentic research, leading to undermining the credibility and breaching academic integrity. This practice eventually creates the potential of plagiarism, suppresses creativity and impedes critical thinking. Hence, conducting research requires rigorous dedication and strict adherence to academic integrity principles, which places human intelligence at the front line of the research process (Khatri & Karki, 2023). Moreover, AI may induce over-reliance on the platform, leading to diminishing critical thinking skills and creativity among researchers (Kotsis, 2024). If AI is not used effectively, its limitations may compromise its effectiveness (Chan, 2023).

Despite the above-mentioned ethical concerns, AI has been extensively used in the thesis writing process. Anik et al. (2023) argue that AI-powered platform, like ChatGPT, empowers students to generate research ideas, structure their thesis, and apply for language refinement or crafting abstracts. Ratih and Kastuhandani (2024) also claim that AI platforms can improve students' efficiency by speeding up their thesis writing process and enhancing writing quality. AI-driven platforms such as Perplexity, Elicit, Research Rabbit and ChatGPT make it easier to access scientific papers, summarise key sections and synthesise substantial volumes of data swiftly. The study conducted by Ratih and Kastuhandani (2024) also highlights AI’s potential to modify research questions, refine research methodology and align the conceptual framework with research objectives. ChatGPT is mentioned to provide assistance in guiding students towards their research studies. In other words, the above-mentioned studies underscore the benefit of AI to enhance students at different research stages while writing their theses.

In light of the above-mentioned, the study aims to investigate the use of AI-powered platforms in the bachelor's thesis writing process at one of the private universities in Georgia. The study highlights the benefits and limitations of AI-driven platforms in the academic research process. By investigating the issue, the paper attempts to assess the extent to which AI tools are used in the thesis writing process and what limitations are encountered while using them. The study also aims to evaluate the participants’ awareness of ethics associated with AI use and provides practical recommendations for its ethical use in research processes.

Literature Review

Artificial Intelligence (AI) is broadly defined as technologies that have the capacity of performing tasks typically resembling human intelligence (Kohnke & Zaugg, 2025). In other words, this is simulated intelligence that can be expressed in various forms such as critical thinking, reasoning, problem solving, creativity and language comprehension. It encompasses various methods to automate tasks associated with human thinking (Dwivedi et al., 2023). AI models are trained on large datasets to recognise patterns and predict outcomes that might be overlooked by humans (Burger et al., 2023). Data AI relies on comes from various sources, such as articles, images, and social media, that is fine-tuned for tasks like responding to questions, language translation, summarising, etc. (Dwivedi et al., 2023). These tasks are

similar to human-made content; however, AI platforms accelerate the data analysis and make it more efficient. Moreover, AI tools use algorithms, a set of prediction tools designed to process data. These algorithms allow platforms to make predictions on patterns identified in data. Algorithms have shown a considerable evolution over time, contributing to processing data in its natural form; however, it has also posed a threat of mining unstructured data (Kohnke & Zaugg, 2025).

Current Use of AI at International Universities

The current use of Artificial Intelligence (AI) in research processes ranges from its benefits to its limitations and ethical considerations. It offers a number of advantages for educators, researchers and students; however, these benefits are often compromised. There is an increasing interest in using AI as a supplementary tool in academic research; however, many universities do not have an ethical AI policy. The decision, whether or not to use AI in research, is often left to individual instructors. According to Caulfield (2025), as of February 2025, across 100 universities in the United States, 27% do not have clear AI guidelines, whereas 51% of universities assign decision-making responsibility to instructors. The use of AI is prohibited in 18% of universities, whereas an insignificant proportion of universities (4%) accept AI as a source to be cited in the paper if permitted by the instructor.

As demonstrated above, there is no universal AI policy that can govern universities towards incorporating AI in academic processes. International universities are working closely to implement AI-powered platforms in their curricula and address ethical issues. The AI revolution has accelerated educational processes, leaving educators with no choice but to keep pace with this innovation. However, the major challenge faced by academics is to redesign their practices and emphasise their ethical use. Financial backup of AI innovation has also fuelled the integration process into the current curriculum. The University of Florida has been one of the pioneering institutions in implementing AI across its 16 colleges. The University of New York and the University of Texas also highly emphasise their ethical integration in academic practices (Forward Pathway, 2025). The University of Michigan has also taken a lead in integrating AI in interdisciplinary research practices. The Michigan University researchers are actively involved in the AI policy-making process, mitigating data privacy, accountability and bias concerns associated with AI usage. The university acknowledges the importance of tight collaboration, emphasising the importance of policymakers and researchers across all disciplines (University of Michigan, 2025).

Other international institutions also embrace the use of AI in the academic writing process. While strictly adhering to academic integrity principles, Durham College accepts AI as a source and provides citation guidance. However, university students are advised to consult with their instructors on the use of ChatGPT in their assignments. If permitted, students are guided on citing AI content appropriately using the APA and MLA citation guides (Durham College Library, 2025). Apart from Durham College, universities in the UK have varied practices of AI usage. The University of Oxford supports the use of Generative AI tools such as ChatGPT, Claude, Bing Chat and Google Bard, but emphasises the importance of critical thinking in formulating scholarly-based arguments (University of Oxford, 2005). Some universities require students to submit a disclosure to declare the use of AI in their assignments. Moreover, the UK Research and Innovation is allocating a large sum of income to the exploration and use of AI in research processes (Chubb et al., 2021). Table 1 below reviews top universities and their practices with regard to AI use:

Table 1
The World's Top Universities and Their AI Policies

University	AI use	Restrictions
Harvard University	Yes, with restrictions	Policies vary across schools and instructors. Generally, allows AI use for personal study and research, prohibits AI-generated content in assignments
Stanford University	Yes, with restrictions	AI use should be disclosed. AI use is prohibited in assignments and exams.
Massachusetts Institute of Technology (MIT)	Yes, with restrictions	AI use should be disclosed. AI-generated research results without disclosure are classed as plagiarism.
University of Cambridge	Yes, with restrictions	Permitted to use GenAI to support study research and formative work. However, using is for summative assessment varies across instructors and departments.
University of Oxford	Yes, with restrictions	Permitted to use GenAI to support personal study and research. However, bans on using AI as an author.
Imperial College London	Yes, emphasising threats	AI usage should be disclosed according to the faculty's requirements. Ethical use of AI is permitted.
Monash University, Australia	Yes, with restrictions	Has AI emphasising the responsible and ethical use of AI for students, staff and administration.
The University of Chicago	Yes, with restrictions	AI usage is not allowed unless permitted. The university strictly emphasises academic integrity principles.
Tsinghua University	Yes, with restrictions	No formal AI policy yet, but the university accepts the responsible use of AI in education.
University of Sheffield	Yes, with restrictions	Emphasises the use of AI, involving students to participate shaping AI policies and practices
University of Exeter	Yes, with restrictions	Allows to cite AI-generated content as personal communications. Students are required to disclose a list of AI tools and prompts used in academic assignment writing processes.

Developed by the researcher based on Harvard University (2025); University of Cambridge (2025); University of Sheffield (2024); Monash University (2025); University of Exeter (2025)

As seen in Table 1, university policies vary across departments and instructions. Almost all international universities encourage the use of Artificial Intelligence in academic processes with the aim of preparing students for an AI-driven future (Chan, 2023). Universities emphasise the importance of incorporating AI in the curriculum across all industries, ensuring students are equipped with technical skills to navigate a fast-evolving and technologically-driven workplace. Notwithstanding the necessity to implement AI in educational practices, universities are working closely to develop clear guidelines and strategies to prevent academic misconduct. Universities have been obliged to stipulate whether AI should be prohibited or allowed. They are advised to establish clear guidelines and procedures to suspect academic dishonesty and AI misuse, outlining consequences for violation (Ding, 2025).

Current Use of AI at Georgian Universities

There are some attempts to integrate AI into educational practices in Georgia. Ilia State University has been one of the pioneering higher education institutions to respond to the emergence in education. Since 2021, Ilia State University has funded a number of artificial intelligence clubs through the American Embassy's Democracy Commission, with the focus on promoting students' curiosity about experimenting with AI (Ilia State University, 2025). The COVID-19 pandemic also accelerated the necessity of implementing AI to respond to higher education institutions in Georgia. The role of AI has also been highlighted as crucial by the learning and research process; The European Commission's Ethical Guidelines on AI usage have been translated into Georgian and disseminated across all regions. The guidelines emphasise the ethical use of AI and its responsible application in a school setting (EU Neighbours East, 2024).

Despite these tendencies, Higher Educational Institutions (HEIs) lack specific regulations and transparent practices for using AI in educational processes. Georgia's higher education law does not address AI usage in academic processes. Dzidziguri (2024) argues that strategic development, insufficient gap between lecturers and technical limitations prevent resourceful integration in educational settings. In this regard, quality assurance agencies should play a crucial role in regulating the use of artificial intelligence (AI) in the higher education system. Their responsibilities include establishing standards, ensuring ethical practices, evaluating the effectiveness of AI applications and promoting continuous improvement. Furthermore, there is no normative definition of AI, nor legislation related to its ethical use. This makes it problematic to regulate the use of Artificial intelligence in higher education institutions (Dzidziguri, 2024). Although it is acknowledged that AI provides educators and students with the potential to enhance the learning process, its unregulated use can lead to violations of ethical guidelines and other threats. AI policies are in urgent need to be created to emphasize fairness, transparency and responsible use of Artificial Intelligence (Dzidziguri, 2024).

Research Methodology

The current study took a quantitative research approach to gain numerical data. The rationale behind selecting this methodology lies in its reliability and objectivity. The quantitative method reduces subjectivity and bias in research results and enhances the analysis of numerical data (Colwill et al., 2024). The Google survey, generated by the researcher, was administered to 30 graduating students at one of the private universities in Georgia. The survey aimed to investigate the frequency of AI-assisted platforms for the academic research-writing processes. The participants were also exposed to assessing the benefits of using AI-driven platforms in the academic writing process. A Likert-scale questionnaire focused on the following aspects of AI usage: enhancing understanding of complex issues, generating ideas, finding sources or refining research papers. The last part of the survey asked the participants to evaluate the threats associated with using AI in academic processes. The purpose was to assess participants' awareness of concerns associated with academic integrity. The questionnaire also aimed to assess whether the selected university had an AI policy and principles to guide its thesis writing process.

Results

The first part of the survey asked the participants to select the most frequently used AI-assisted platforms for academic research. As seen in Table 2, the most commonly used AI

platform is ChatGPT (100%), followed by Grammarly (77%) and Google Gemini (36%). Approximately 17% of the participants selected Elicit, whereas less frequently used platforms are Perplexity (10%), Acrobat AI assistant (10%), Scite.ai (7%), Cause (7%) and Litmaps (3%). None of the participants selected Copilot as an assistive AI platform in their thesis writing process.

Table 2
Types of AI-Assisted Platforms

AI-assisted platform	%
ChatGPT	100%
Perplexity	10%
Claude	7%
Grammarly	77%
Scite.ai	7%
Elicit	17%
Litmaps	3%
Acrobat AI assistant	10%
Deepseek	13%
Gemini	37%
Copilot	0%

The second part of the survey investigated the frequency of using AI platforms in the academic writing process. As seen in Table 3, the most frequent activities conducted on AI platforms are generating research ideas (37%) and research question formulation assistance (33%). This is also confirmed by the highest mean score (3.87). 50% of the participants always or often use AI tools for summarising literature (#5) and proofreading papers (#8). AI-assisted platforms are also commonly used for narrowing down research topics (30%) and analysing research findings (23%). As regards the frequency of other activities, suggesting methodology was identified as rarely used by 23% of the participants (m = 3.20). 17% of the research sample also indicated that they never use AI-assisted platforms for creating references (m = 3.47). Moreover, AI-driven platforms are never approached for synthesising literature (10%, m = 3.20) and analysing research (3%, m = 2.87). The pattern of mean scores (around 3) suggests the average response across all participants is 3 (sometimes) for all the listed activities. This can also be confirmed by the mode, which indicates that the most commonly selected response was 3 (sometimes). Standard deviation illustrates how the responses are spread around the mean score. This number varies between 0.94 and 1.32, indicating the participants' answers varied across all listed options.

Table 3
Frequency of Using AI-Assisted Platforms

#	Statement	Always	Often	Some-times	Rarely	Never	mean	Median	mode	St. dev
1	Generating research ideas	13%	37%	43%	7%	0%	3.87	4	3	0.94
2	Suggesting methodologies	10%	20%	37%	23%	10%	3.20	3	3	1.19
3	Drafting research paper structure	20%	27%	33%	13%	7%	3.67	4	3	1.18
4	Creating references	20%	27%	27%	10%	17%	3.47	4	3	1.32
5	Summarising literature	23%	27%	30%	13%	7%	3.53	4	3	1.21
6	Proofreading and editing	27%	23%	33%	13%	3%	3.63	4	3	1.11
7	Narrowing down research topic	30%	30%	33%	7%	0%	3.83	4	3	1.01
8	Research questions formulation	17%	33%	33%	13%	3%	3.47	4	3	1.17
9	Analysing research findings	23%	13%	50%	3%	10%	3.87	4	3	0.94
10	Synthesizing literature	7%	20%	47%	13%	13%	3.20	3	3	1.19

The third part of the survey concerned participants' assessment of the affordances of AI-assisted platforms. They were asked the questions to agree or disagree with the statements, ranging from totally agree = 5, agree = 4, neutral = 3, disagree = 2, totally disagree = 1). As seen from Table 4, all the participants agreed or totally agreed that AI-driven platforms contribute to organising the content of the paper (100%). This can be confirmed by the highest mean score (m = 4.43), indicating the participants' responses closer to 5 (totally agree). A similar trend was observed with #8, a significant majority of the participants with regard to managing the academic paper writing process, 96% of them agreeing or totally agreeing, with only 2% remaining neutral. Exactly, half of the participants the AI-assisted platforms accelerate the research paper-writing process and enhance their understanding of complex issues (#2; #3), with 17% remaining neutral with the former and 7% with the latter statement. A small proportion of the participants (3%) did not agree with the statement that AI platforms help them improve the grammar and writing style of their theses (#4; #5). This is also confirmed a considerably lower mean scores for these statements, 3.70 and 3.80, respectively. Surprisingly, apart from 3% of the participants (#6; #7), none of the statements were totally disagreed. As regards other statistics, the median ranges between 4-5, indicating that the most frequently selected answers were agree or totally agree. Most of the mean scores are above 4.00, meaning that answers are closer to totally agree. Unlike the previous table, the standard deviation is below 1 in most cases, indicating a strong similarity in participants' answers.

Table 4
Benefits of Using AI-Assisted Platforms

#	Statement	TA	A	N	D	TD	mean	Median	mode	St. dev
1	AI has helped me organise the content of my paper	43%	57%	0%	0%	0%	4.43	5	5	0.59
2	AI has accelerated my research paper writing process	50%	33%	17%	0%	0%	4.17	4	5	0.91
3	AI has enhanced my understanding of complex academic context	50%	40%	7%	3%	0%	4.20	4	5	0.87
4	AI has helped me improve my grammar and writing style	30%	40%	27%	3%	0%	3.70	4	4	1.02
5	AI has helped me finding sources easily	37%	43%	17%	3%	0%	3.80	4	4	0.95
6	AI has helped me generate more ideas	57%	37%	3%	0%	3%	4.40	5	5	0.77
7	I feel more confident when I use AI tools	33%	40%	20%	3%	3%	3.70	4	4	1.06
8	AI has made my academic research paper writing process manageable	43%	53%	3%	0%	0%	4.40	5	5	0.67

The following part of the survey investigated the participants' awareness of limitations associated with the AI usage in the thesis writing process. As seen in Table 5, the majority of the participants (90%) agreed or totally agreed that AI may provide inaccurate information, while only 10 % remained neutral. This can be confirmed by high means core (m = 37), indicating a high level of agreement with the given statement (#1). The participants' responses varied on #2. 67% agreed or totally agreed, being uncertain on how to depend on AI, while others remained neutral (17%) or disagreed (13%). A similar trend is observed with #5. The majority of the participants are concerned about accidentally getting involved in academic dishonesty, while 17% of them disagreed. A positive pattern emerged with #7 and #8. A significant majority of the participants (87%) are aware of biased information that AI-generated content may carry, whereas 73% of them agreed or totally agreed that they are aware of data privacy concerns, with 27% remaining neutral. As regards other statistical data, mean scores range between 3.40 and 4.37, indicating that the participants' responses are mostly between neutral and totally agree. Standard deviation, varying between 0.77 and 1.22, indicates that some items have strong agreement, while other statements show variation in responses.

Table 5
Limitations of Using AI-Assisted Platforms

#	Statement	TA	A	N	D	TD	mean	Median	mode	St. dev
1	Concerned AI may provide inaccurate information	47%	43%	10%	0%	0%	4.37	5	5	0.78
2	Uncertain how much to rely on AI	30%	37%	17%	13%	3%	3.40	4	4	1.22
3	Question the authorship of AI content	23%	50%	27%	0%	0%	3.90	4	4	0.91
4	Worried AI may violate academic integrity principles	47%	37%	13%	3%	0%	4.17	4	5	0.98
5	May accidentally engage in academic dishonesty	30%	43%	7%	17%	3%	3.60	4	4	1.18
6	Worried AI can create over-reliance	57%	30%	13%	0%	0%	4.37	5	5	0.77
7	Aware AI-generated content may be biased	57%	30%	23%	3%	0%	4.23	4	5	0.85
8	Aware data privacy is not guaranteed when using AI	40%	33%	27%	0%	0%	3.90	4	4	0.95

The participants were also asked to indicate whether clear guidelines on AI usage had been provided by the university. 53% responded negatively to this statement, whereas 47% answered yes. As regards future use of AI in academic writing processes, 87% of the participants think IA-assisted platforms should be used with retractions, whereas 10% believe AI should be used without any restrictions. A tiny fraction of the participants remains uncertain of its use.

Discussion

The above-discussed statistics indicate that AI-assisted platforms have massively accelerated the research paper writing process (83%). The platforms have also been providing assistance with organising research paper content (100%) and enhanced understanding of complex contexts (90%). Other benefits identified by the participants include finding sources (80%) and providing proofreading and editing help (70%). Positive trends emerged with generating ideas using AI (94%) and building confidence (73%), with an insignificant minority (3%) responding positively to the statement.

Furthermore, AI-assisted platforms have often been used for the following research activities: generating research ideas (37%), drafting research paper structure (37%), narrowing down research topics (30%), research question formulation (33%) and analysing research findings (50%). A rare utilisation of AI-assisted platforms includes the following: suggesting methodologies (23%), summarising literature (13%), Proofreading and editing (13%) and synthesising literature (13%).

As regards the limitations of using AI-assisted platforms, the majority of the participants are concerned with inaccuracy (90%) and bias (87%) that AI-generated content may carry. The issue of authorship was also identified as a threat for the participants (73%), with almost a quarter remaining neutral. The participants are also aware of the violation of academic integrity principles while using AI in the thesis writing process (86%). Only a fifth of the participants (20%) disagreed with getting accidentally involved in academic dishonesty while using the platforms.

Conclusion

The paper employed a quantitative method to investigate 30 university students' attitudes and practices of using AI-assisted platforms in their thesis writing process. The study looked into the benefits of using AI-assisted platforms, such as organising research paper content, enhancing understanding of complex contexts, improving grammar and writing style, finding sources and generating research ideas. Moreover, the participants' positive responses indicated that AI-assisted platforms contribute to building confidence and making the academic paper writing process more manageable. The study also investigated the limitations associated with using AI in research processes. The participants expressed their concerns in relation to inaccuracy and bias in AI-generated content, uncertainty around attributing authorship to AI-generated content, violation of academic integrity principles and over-reliance on AI platforms.

The study further investigated the types of AI-assisted platforms and the frequency of their use. As emerged, ChatGPT was listed as the most commonly used platform (100%), followed by Grammarly (77%), Google Gemini (37%), Elicit (17%), Perplexity (10%), and Acrobat AI Assistant (10%). The least used AI platforms emerged to be Claude (7%) and Litmaps (3%). Copilot received no response from the participants.

It is also worth noting that the university where the research was conducted does not have an AI policy yet, which might have been the reason why clear AI guidelines had not been given to the participants. However, almost all participants expressed the opportunity to use AI with restrictions in their academic writing processes.

Recommendations

Based on the above conclusions, the following recommendations can be drawn: The university should have clear guidelines for using Artificial Intelligence (AI) in academic processes. Since AI has revolutionised academia, universities appear to be at the forefront of this innovation; therefore, it is advisable to implement the ethical use of AI. Moreover, workshops and training sessions should be provided to university students to raise awareness of academic integrity principles and concerns associated with the unethical use of AI.

Research Limitations

The present research has a number of limitations. Firstly, the sample size comprised 30 university graduating students affects the generalizability of the research results to a large audience. The research context was also limited to one university, which again restricts the generalizability of outcomes. However, this small-scale study has revealed invaluable insights into students' practices of using AI-assisted platforms in the thesis writing process. Further

longitudinal research into the issue will provide better insight into the benefits and limitations of using AI-driven platforms in the scientific research writing process.

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