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Impact of Artificial Intelligence on Academic Integrity in Higher Education, Sri Lanka

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Abstract

The blistering pace of artificial intelligence (AI) adoption in the college and university sector has, in effect, revolutionized the academic sector, offering high potential while simultaneously encompassing numerous obstacles regarding academic integrity. This study examines the various ways in which artificial intelligence has impacted academic integrity in higher education institutions in Sri Lanka. Investigating the ever-developing field of AI through the prism of professional literature, this research addresses the issue of how the use of AI tools, mainly large language models, such as ChatGPT, is reinventing the familiar pattern of assessments, establishing new patterns of academic dishonesty, and causing the emergence of new solutions to the problem of preserving academic integrity. The results indicate that although current AI-based technologies provide significant value to personalized learning and educational improvement, they also present significant risks to academic integrity, which must be addressed promptly by educators, policymakers, and institutional officials. The following paper proposes an approach to addressing these issues by redesigning policies, course and examination evaluation, and incorporating ethical AI strategies tailored to the specific context of Sri Lankan higher education.

Keywords: Artificial Intelligence, Academic integrity, Higher education, Sri Lanka, Educational technology, Assessment strategies

Introduction

The advent of artificial intelligence as a revolutionary element in education has caused a paradigm shift in the traditional discipline of academic integrity across various educational institutions worldwide. Sri Lanka, like many developing countries, faces a serious challenge in balancing the rapid adoption of AI technologies with the preservation of educational values and academic integrity. As the use of AI-enabled tools, particularly generative artificial intelligence like ChatGPT, becomes widespread, the challenges they present are complex. They cannot even be simply described as straightforward technology adoption (Evangelista, 2025).

Historically known for their dedication to academic integrity and concepts of honesty, trust, fairness, respect, and responsibility in academic performance, AI technologies and capabilities are challenging academic integrity levels like never before due to the confusion between human authorship and the creation of machine-generated works. The historical model of educational malpractice, which primarily concerns plagiarism, cheating, and unaccepted collaboration, needs to be expanded to new domains of dishonesty that are enabled by advanced AI tools (Perkins, 2023). Such evolution requires immediate coverage by Sri Lankan higher education establishments, which should develop a detailed approach to meet such new challenges and utilize the beneficial potential of AI technologies.

This matter is of utmost importance to higher education in Sri Lanka, as the institution is rapidly progressing towards adopting digital technologies to enhance education quality and accessibility. However, the mere use of AI

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tools without corresponding changes in academic integrity and assessment systems has created vulnerabilities that undermine the value of accredited degrees (Tamanna & Sinha, 2024). Understanding these dynamics is crucial for developing effective strategies to uphold academic standards while embracing technological advancement.

Research Problem

The main issue addressed in this research is the absence of empirical knowledge on the effect of artificial intelligence in academic integrity in higher education in Sri Lanka because most current studies focus on international contexts.

Research Questions

1. What is the impact of AI adoption on academic integrity issues in higher education in the world?
2. What are the main gaps and issues related to AI and academic integrity in the higher education of Sri Lanka?
3. What are the recommendations that can be offered to make AI integration uphold and not subvert academic integrity in Sri Lanka?

Research Objectives

4. To investigate the trends of AI use in higher education across the world and how it can impact academic integrity.
5. To examine in detail how much these challenges and opportunities are applicable to the Sri Lankan higher education situation.
6. To recommend measures that can enable the Sri Lankan universities to embrace a culture of academic integrity when incorporating AI technologies.

Literature Review

The Evolution of AI in Higher Education

Application of artificial intelligence in higher education has evolved remarkably since it was employed as a simple administrative tool into sophisticated systems capable of generating human-like text, complex issues, and providing personalized learning experience. On the one hand, AI technologies have changed the whole educational landscape, bringing a new reality of learning, and, on the other hand, have raised certain ethical challenges that institutions must listen to and respond to, Fowler (2023) says. AI tools and technologies have become especially widespread, the impact of which cannot be reduced to the introduction of technologies but rather discussed as the crucial issues related to the nature of learning and assessment per se (Ganguly & Pandey, 2024).

Modern artificial intelligence technologies, according to the existing research, can be of enormous assistance in enhancing education, including the formulation of personalized learning journeys, automatic grading, and intelligent tutoring systems. However, the same technologies have posed complexities that jeopardize the traditional approaches of upholding academic integrity. With giant language models, established norms have been dented because such systems can generate highly academic content, which is hard to tell apart from human-produced content (Ateeq et al., 2024).

Academic Integrity Challenges in the AI Era

The emergence of generative AI as a reality has enabled it to generate novel types of academic integrity violations that were previously inexplicable. The review of the literature by Sozon et al. (2024) revealed that cases of academic integrity violations in post-secondary education are becoming more sophisticated and increasingly complex to detect. Existing plagiarism detection software uses parallels between words (or phrases) copied and published

earlier. Still, it fails to identify text created by an AI-based program, which can be original but not necessarily created by the student.

Khatri and Karki (2023) also affirm the progressive reduction of education and academic ethics and integrity regulations regarding the implementation of AI in the upper education process. The old definition of academic misconduct, as they demonstrate in their study, needs to be revised to incorporate AI-aided cheating, unauthorized use of AI to complete an assessment, and submissions produced by AI as unique and original work by a student. These new patterns of academic dishonesty are a serious threat to educational establishments that aim to hold standards and objective assessment practices.

The implications of these challenges not only cause ineffective individual performance of malpractice but also question the integrity of higher education itself. The fact that academic degrees may be given any significance becomes quite questionable as soon as students learn to use AI to do their homework, pass exams, and write research papers without devoting time and acquiring actual knowledge or skills (Plata et al., 2023).

Impact on Assessment Strategies and Educational Practices

The widespread adoption of AI-driven technologies has necessitated a reevaluation of assessment development and educational practices, which has proven to be a deep-seated issue. Evangelista (2025) posits that, in the era of ChatGPT and other automated technologies, exams and assignments can no longer be considered a reliable method for ensuring academic integrity. Schools need to re-evaluate their assessment initiatives by abandoning the assessment units that can be readily completed using AI in favor of assessments that evaluate student learning and efficacy.

Based on the study by Neves et al. (2024), which compares technological advances in the context of education, the consequences of the impact of artificial intelligence on academic integrity are questions that institutions must fully address. Policy development, faculty member training, student learning, and technological solutions are examples of ways in which such responses should be involved. The key problem with this is that assessment strategies must be designed not only to avoid AI but be pedagogically valid, in that they measure actual student learning and not the knowledge of the AI system itself.

The article by Moya et al. (2024) is a concise scoping study, and it is explicitly aimed at academic integrity and its use in the framework of higher education, in the example of artificial intelligence. The implications of their findings state that the most high-profile establishments should use holistic approaches which integrate both technological, pedagogical and ethical aspects. Such integration will necessitate heavy investment in faculty development, infrastructural development, and policymaking in the development of academic sustainability in AI-enhanced learning spaces.

Emerging Policy and Ethical Frameworks

Universities across the globe have played a significant role in shaping policies and frameworks related to ethical AI. Roqruiz Chavez et al. (2023) devoted a systematic review study to the influence of artificial intelligence on academic integrity in learning. Their research demonstrates that AI technologies pose a significant threat to what is conventionally considered academic integrity; nevertheless, the possibility of enhancing the quality of education and preventing academic fraud is a reality, if it is implemented properly.

The latest trend of opinion among academicians and practitioners suggests that preventive measures regarding the application of AI in the learning process have become technically unsustainable and counter intuitive. Instead, the strategies that institutions must develop must incorporate subtle policies that can differentiate between the use of AI that is acceptable and otherwise and offer transparent guidelines to students and policymakers. Such policies must be culturally sensitive and contextually appropriate, considering the needs and constraints of specific educational systems and cultural contexts.

Limitations

This research acknowledges some limitations that could affect the applicability of its results. It was restricted to literature published between 2023 and 2025, which might overlook earlier foundational studies on AI and scholarly integrity. Most analyses focused mainly on publications in English, which could have limited access to other relevant research published in different languages or regional contexts.

The fast-paced development of AI technology indicates that findings might become out-of-date soon, as the new AI potentials will outrun academic studies, which need to define the implications of such tools. Moreover, the scarcity of empirical evidence in the context of Sri Lankan higher education led to the need to generalize on the findings of foreign studies, which might not encompass all cultural, technological, and institutional peculiarities. Also, the research failed to capture empirical data among Sri Lankan higher education stakeholders. The interviews with academic personnel of local universities would have been beneficial to get first-hand information about the specifics of the challenges within the institution, attitudes toward AI implementation, and the practical-related issues of academic integrity. Such perspectives should have been included in order to give the study a more contextual depth and minimize the fact that they depend on global generalizations' scope of the study was also limited by the information available as peer-reviewed literature on this emerging topic, which may limit identification of valuable grey literature sources or institutional reports that may contain useful information on the challenges and solutions of executing programs practically.

Table 1

Literature review summary

Author(s) & Year	Focus of Study	Methodology	Key Findings	Relevance to Current Study
Fowler (2023)	AI in higher education	Conceptual	AI technologies transform teaching/learning but raise serious ethical concerns	Highlights ethical risks of AI adoption in Sri Lankan context
Perkins (2023)	LLMs & academic integrity	Conceptual	ChatGPT challenges traditional plagiarism detection	Shows limitations of current integrity tools
Khatri & Karki (2023)	AI in higher education	Empirical	AI-assisted cheating requires new definitions of misconduct	Expands integrity framework for AI
Plata et al. (2023)	Policy themes in AI & education	Conceptual	Global institutions still lack cohesive AI policies	Underlines need for Sri Lankan policy alignment
Rodríguez Chávez et al. (2023)	AI & academic integrity	Systematic Review	AI can both undermine and enhance academic integrity	Supports balanced, ethical integration of AI
Ateeq et al. (2024)	AI & academic integrity	Empirical	AI challenges plagiarism and holistic assessment norms	Demonstrates risks of LLMs in higher education
Ganguly & Pandey (2024)	AI tools in research	Conceptual	Deployment of AI tools raises ethics and research concerns	Highlights need for faculty awareness/training
Moya et al. (2024)	AI & integrity in HE	Scoping Review	Integration requires policy + pedagogy for sustainability	Provides holistic model for Sri Lanka

Neves et al. (2024)	Tech innovations in education	Scoping Review	AI impacts require valid, AI-resistant assessments	Supports authentic and process-based assessments
Sozon et al. (2024)	Integrity violations in HE	Systematic Review	AI-related misconduct is increasingly complex to detect	Strengthens case for updated detection tools
Tamanna & Sinha (2024)	AI in higher education (Bangladesh)	Case Study / Conceptual	AI creates opportunities and risks for academic quality	Regional relevance for Sri Lanka
Evangelista (2025)	Exam design in AI era	Conceptual	Traditional exams unreliable in AI age	Suggests redesigning assessments for integrity

Methodology

The research employs the literature review approach, in which 12 peer-reviewed academic articles published between 2023 and 2025 will be collected to learn more about how artificial intelligence will be used in the field of academic integrity in higher education. The selected articles have a diversity of geographical location and methodological approaches, which are systematic reviews, scoping reviews, conceptual reviews, and empirical studies. The study will help find major themes, challenges, and come up with solutions regarding AI and academic integrity, the features of the challenges as they concern higher education institutions in Sri Lanka, in particular.

The approach methodology would imply a thematic review of the selected literature and the identification of general patterns and tendencies in the problem of academic integrity around AI. This paper concentrates on the case of higher education in Sri Lanka and especially emphasizes the technological infrastructure, cultural values, and the institutional opportunities of the introduction of AI-based policies and practices.

In this research, the literature review approach has been utilized, as the peer-reviewed academic articles published in 2023-2025 were analyzed to comprehend the position of artificial intelligence in academic integrity in higher education.

Paper Collection

First, 38 articles were found in large academic databases, such as Scopus, Web of Science, Google Scholar, and ResearchGate. The reason why these databases were selected is because they cover in detail quality peer-reviewed journals in the field of education and technology.

Keywords Used

The search terms that were entered to cover a wide range were the following, used in various combinations: artificial intelligence in higher education, AI academic integrity, AI plagiarism detection, Sri Lanka higher education AI, AI assessment strategies, and AI ethical use in education.

Out of the 38 initial studies, abstracts were initially screened in terms of relevance. A complete review was then conducted to be sure that it was methodologically and thematically compatible with the research problem. The product was 12 articles that were used in the analysis.

Theoretical Framework

The given research is informed by the framework of the International Center of Academic Integrity (ICAI) (2019), which presents a set of fundamental principles of honesty, trust, fairness, respect, and responsibility. These

principles were applied to include the problems of AI technologies, including machine authorship, cheating with the help of AI, and the reaction of institutions to the maintenance of academic integrity.

The systematic literature review can be explained by the fact that AI is emerging in the sphere of higher education, and the empirical data available in Sri Lanka are not plentiful. This strategy allowed identifying and synthesizing the most important trends in the world, and they could be applied to developing the Sri Lankan higher education system. Although the lack of local interviews or survey data is a weakness, the thematic synthesis of 12 peer-reviewed articles offers a high-quality and credible base on which the recommendation can be worked out in the case of Sri Lanka.

Findings and Discussion

Primary Challenges to Academic Integrity

The discussion highlights several key concerns that AI technologies pose to academic integrity within the context of higher learning institutions. The most significant limitation is the inability to distinguish between human- and AI-produced content. Even conventional plagiarism detection tools often fail to detect complex AI-generated work, resulting in gaps in institutional capacity to uphold scholarly norms (Perkins, 2023).

A significant issue is the potential overlap between the acceptability of AI assistance and academic misconduct. Although AI tools can also be used as practical learning tools, similar to calculators or reference materials, there is a problem in defining the level of usage. Students are likely unsure how to distinguish between the potential benefits of AI aid and academic cheating, particularly when there are few to no guidelines at the institutional level (Ateeq et al., 2024).

The pace of AI development and advances continues to challenge how quickly educational institutions develop policies. Schools often lag in technological progress, and their policies are not aligned with the rapidly emerging capabilities of AI. This gap leaves students and staff uncertain about what and how AI should be adopted, as well as how to respond to potential misapplications (Evangelista, 2025).

Although the risks of AI to academic integrity have been a central topic in the analysis, it is equally crucial to note that AI can be used to better the academic institution. The personalized learning and minimizing inequities in students can be supported by AI-controlled tutoring systems, adaptive learning platforms, and automated feedback tools. As an example, AI can assist underprepared students in recognizing the learning gaps, offering them instant formative feedback, and making them more engaged with the course content. Such applications can be used in the Sri Lankan context to ease the workload among the faculty and enhance access to quality education, especially in institutions with restricted resources. Thus, the concept of AI cannot be merely presented as a danger but also as a tactic that, with a robust system of integrity, can enhance the performance of the learning process and the overall quality of a particular institution.

Implications for Assessment Design

The research proved that knowledge measurement processes should be inherently configured to preserve their reliability in the age of AI. Multiple-choice questions, the usual essay questions, and the usual research reports are a challenge as it is easy to apply AI software to complete these tasks without really knowing whether learning and achievement has taken place. Learning institutions are required to develop novel non-AI-computable and yet pedagogically valuable assessment models (Moya et al., 2024).

A process-based approach to assessment is relatively new and thus very promising as an alternative to traditional, product-focused assessment. Such methods are purported to focus on the learning experience, rather than the end product, by incorporating features such as reflective portfolios, iterative drafts, instructor comments, and archives

of research and writing processes. These approaches can encourage students to make full use of AI-related assistance and contribute to higher learning involvement (Neves et al., 2024).

It is also possible to address AI-related challenges by using authentic assessment strategies. Such tests require students to apply these facts and abilities in real-life situations that cannot be easily simulated with AI assistance alone. These case studies involve the integration of personal experiences, collaborative activities that require interaction with peers, and presentations, which necessitate spontaneous responses to questions (Fowler, 2023).

Institutional Response Strategies

The literature presents various types of institutional responses to academic integrity issues related to AI. Policy development has become an essential need, and institutions require thorough guidelines that cover what constitutes appropriate uses of AI, what is prohibited, and the penalties for infringement. Such policies should be disseminated regularly, in response to changes in technology, and should include clear illustrations and scenarios to guide the actions of students and faculty (Plata et al., 2023).

It is indicated that faculty development and training programs are essential elements of effective institutional responses. Teachers require guidance in comprehending AI capabilities, identifying potential ways to utilize AI in student work, and adapting their teaching and assessment activities accordingly. It requires continuous and extensive training, encompassing both technological and educational aspects of AI integration in education (Ganguly & Pandey, 2024).

Opportunities for Positive AI Integration

Nevertheless, this paper identifies considerable prospects for the constructive use of AI in higher education, which can improve, rather than damage, academic integrity. AI-based plagiarism detectors continue to advance, and there are even tools specifically designed to detect AI-generated work. Question: As technologies that do not solve the problem of academic dishonesty, they are not without their faults; however, they can significantly help academic standards as they are included in the integrity strategies (Rodriguez Chavez et al., 2023).

AI tutoring and learning support systems introduce opportunities to improve the quality of education without compromising the principles of integrity. Assignments do not need to be completed to receive feedback on knowledge gaps and what should be learned next, as well as personalized feedback. The well-timed introduction of such tools may enhance the outcomes of the learning process and maintain the authenticity of student work (Tamanna & Sinha, 2024).

Automated assessment and feedback systems also have the potential to be beneficial in enhancing academic integrity, particularly in conjunction with improved educational efficiency. AI can provide a direct response to drafting work, highlighting weak aspects and suggesting revisions for students to make. The strategy promotes learning without interfering with individual student responsibility in ensuring the quality and originality of the end-product (Sozon et al., 2024).

Contextual Considerations for Sri Lankan Higher Education

When translating these findings into practice regarding Sri Lankan higher education, it is also necessary to consider certain contextual factors that can influence implementation practices. The lack of technological infrastructure in certain institutions might restrict the provision of advanced AI detection tools or broad learning management systems.

The approaches to AI integration and academic integrity may also be influenced by the cultural values and educational traditions within Sri Lanka. Generational attitudes toward cooperative education and knowledge exchange can be a reason to pay close attention to drafting policies regarding the application of AI and establishing academic autonomy. The responses of organizations should not be oblivious to cultural values and realities of technology.

The corporation provides further consideration for policy development to the diverse economic and technological backgrounds of Sri Lankan students. The availability of AI tools is not equal, which can raise issues of fairness when other students possess an advantageous access to technology. Besides the culture and equity factors, there are several pragmatic issues that make AI-integrity strategies a difficult move in Sri Lanka. The low financial resources and allocation of funds do not allow the universities to invest in the advanced AI-detection systems or overall digital infrastructures. The culture of high-exam remains to be very strong in the sphere of higher education, which complicates the move to process-based and authentic assessment methods. Furthermore, not all academic personnel have access to systematic professional training in the fields of digital pedagogy and AI literacy, which lowers the willingness of the institutions to implement reforms. These are the challenges that underline the significance of offering context-sensitive and progressive approaches instead of expecting a comprehensive change.

Recommendations

Using a comprehensive analysis of available literature, it is possible to make several main recommendations to provide to institutions of higher learning in Sri Lanka to address the problem of AI-related academic integrity at the supramarginal level.

Policy Development and Implementation

Institutions are also supposed to seek solutions in the policies to ensure they embrace the use of AI fully where acceptable and unacceptable practices are explicitly stated. These policies must be updated every now and then to match the technological changes and should also include stunning examples of the different scholarly research. Violation penalties should also be adequately defined, and there should be avenues of appeal that attempt to capture the complexity of AI-misconduct cases.

Such policies can be reduced to the existing University Grants Commission (UGC) quality assurance systems in the Sri Lankan context in a cost-efficient and non-innovative manner to prevent the establishment of new systems.

Assessment Reform and Innovation

Future education should focus on creating assessment practices that minimize interference with pedagogical purposes while maximizing the elimination of inappropriate AI assistance.

Reforms make more sense in the Sri Lankan context: because universities can test authentic and process-based assessments in a few faculties before being implemented on a systemwide basis, the reforms will be less disruptive to the established exam culture.

Faculty and Staff Development

Thorough training opportunities should be developed to enable faculty to comprehend the potential of AI, identify potential AI applications in student work, and adapt their teaching activities accordingly. This should be a continuous training program that encompasses both technological and pedagogical aspects.

Affordable options in the Sri Lankan environment are collaboration with foreign (international) universities or EdTech vendors to provide training online, which will allow to address the lack of the necessary resources.

Student Education and Support

Students need to be properly advised on the proper use of AI, fully understand the concepts of academic integrity as applied to AI and acquire skills that supplement the functionality of AI. The importance of authentic learning and the difficulty of academic dishonesty should have been the focus of educational programs.

In the Sri Lankan case, the awareness programs could be incorporated into the student orientation programs and student counselling services, so that the various groups of students could be aware of the risks and ethical applications of AI.

Technology Integration and Infrastructure

Detailed technological architecture to aid AI-based detection, learning management, and educational enhancement must be invested in by institutions but to keep the competitive playing field, all students should have equal access to this technology without discrimination on the basis of economic status.

The awareness programs, in the Sri Lankan case, can be integrated into the student orientation programs and student counselling services, whereby the different groups of students would be informed about the risks and ethical uses of AI.

Conclusion

Artificial intelligence is a groundbreaking duality in the academic integrity of higher education in Sri Lanka that not only breaks the established paradigms but also creates a new gateway to academic development as never before. As this literature review shows, AI technologies have radically changed the face of academic dishonesty by introducing sophisticated new trends of misconduct and incredibly efficient educational improvement and integrity detection tools.

Those challenges demand urgent and comprehensive reform in Sri Lankan educational institutions, policymakers, and stakeholders. Traditional intellectual property protection is insufficient against the capabilities of advanced AI and necessitates broad changes in policy development, assessment policies, and teaching frameworks. However, the potential benefits are also significant, as AI will enhance personalized learning, provide educational agents with innovative ideas, and strengthen the integrity checks if implemented correctly.

This will require collaborative efforts across all levels of institutions, and recommendations must be adapted to fit specific circumstances in Sri Lanka and should be updated regularly as technology evolves. A delicate balance between technological innovation and the preservation of educational values will determine the future of academic integrity in higher education within the Sri Lankan academic system. With increasing digitalization, Sri Lanka's experience in handling academic integrity issues related to AI could steer the global conversation on educational innovation and position the country as a leader in the ethical application of AI in higher education.

Although the research offers a thorough discussion on the effects of AI on academic dishonesty, certain parts could be better elaborated and enhanced in language. Some of the passages are very descriptive and will be better placed with shorter sentences. Further revisions will focus on tightening the stream of the narrative, maintaining uniformity in terminology (e.g. AI tools, generative AI), and clarifying complicated concepts to make them more user friendly.

Originality and New contribution to knowledge

This work is original and unique in its contribution to the global discussions on AI and academic integrity, as the field of higher education in Sri Lanka has not yet been well-researched. It offers an analytical framework of the challenges and the opportunities of AI adoption by synthesizing 12 recent peer-reviewed studies. Although a significant part of the discussion is devoted to the issues of plagiarism and assessment validity, the research also mentions the positive aspects of AI in the context of personalized learning, workload distribution, and student engagement. This balanced view also makes sure that the research does not just warn of the threats but also adds to actionable information to be taken by policy makers, academics, and institutions interested in harnessing AI responsibly in Sri Lanka.

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