



The Use of Artificial Intelligence among University Students: A Narrative Inquiry

Prem Bahadur GC 

Myagdi Multiple Campus, Beni Bazaar, Nepal

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Corresponding Author:

Prem Bahadur GC

premgc548@gmail.com

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ABSTRACT

Students in higher education institutions are now more frequently using artificial intelligence (AI) in their writing assignments. This paper investigates the main purposes of university students, using AI tools while writing their assignments. The study employs narrative inquiry as a qualitative research method through interviews. The interviews were conducted with five students of Master's Level at Myagdi Multiple Campus (MMC), Beni Bazaar, Nepal. The thematic analysis method was used to identify the patterns and trends of using AI tools. The utilization of AI in writing assignments serves ten prime purposes which include a better understanding of difficult terminology, idea generation and refinement, literature exploration, production of video and slides, improvement in academic writing followed by visualization of big data, accessing resources, and the conduction of research. This study highlighted that AI proves beneficial for speedily understanding complex questions and capability to reach multiple academic resources. It demonstrates that AI enables university students to execute various tasks throughout their academic assignments. The study demonstrated that students use AI to boost their learning performance as well as to optimize their work efficiency throughout their assignment stages.

The findings of the study concluded that educational institutions should incorporate AI tools partially into their framework, embracing ethical practices that develop the analytical abilities of students.

KEYWORDS: Artificial Intelligence (AI), higher education, writing assignments, ethical practices

INTRODUCTION

Rapid advancement in science and technology has influenced the world greatly. Out of such modern developments, artificial intelligence (AI) is one which appeared after 1956. It was John McCarthy who coined the term 'Artificial Intelligence' as a branch of computer science related to making computers behave like humans. 'Artificial' means man-made and 'intelligence' is the ability to gather knowledge to solve complex problems. AI is the study of technology i.e. machines and software that can think, reason learn, gather knowledge, communicate, manipulate, and perceive objects. They can make decisions as humans do being based on the information provided. It facilitates tasks that usually require human intelligence such as problem-solving, recognizing speech, and analyzing data (Sadiku. et al., 2020). Their study recognizes the most important characteristics of AI systems and how they are constructed to perform tasks that traditionally need human intelligence.

The AI systems use large amounts of data and advanced computing power to solve problems. Some examples of AI in everyday life include voice assistants like Siri and Alexa, recommendation systems on YouTube and Netflix, and self-driving cars (Joshi et al., 2021). These illustrations of AI in everyday life show its pervasiveness in daily life.

Today, there is rarely any aspect of human life that is not affected by AI, whether it is healthcare, business, science, or engineering. Education is not an exception to it. AI has revolutionized not only management, pedagogy, and administrative tasks, but also the ways students acquire knowledge and perform their tasks. It is providing significant assistance in promoting the quality and accessibility of education. It is an integral component of learning for students in higher education. Students can access personalized experiences according to their needs, capacity, and interests. AI comprises many adaptive learning platforms, which enable students to concentrate on areas to be improved. AI tools like ChatGPT and Grammarly have transformed the ways students in higher education particularly at Master Level programs do their assignments. Assignments by university students aim to develop higher-order skills, for example, critical thinking, research skills, and, communication abilities. They deepen their understanding of the theoretical concepts belonging to the discipline. Besides, they aim to prepare students for professional roles imparting advanced knowledge and analytical capabilities. To serve the above-mentioned objectives, research papers, case studies literature reviews, critical analyses, presentations, seminars projects, and dissertations are included mostly in university assignments.

As a higher level of depth and critical analysis is required in the assignment at Master Level programs, students approach the assignments using various tools and strategies. One of which is the use of AI. They use databases like JSTOR, Google Scholar, and academic journals specific to their field to gather comprehensive information (Creswell & Creswell, 2018). Their study discusses the necessity of using academic databases for comprehensive research, something currently more facilitated by AI tools.

REVIEW OF LITERATURE

In higher education, there is a widespread utilization of AI tools to deliver major changes to academic assignment practices, which impact university students. Several studies have been explored focusing on the use of AI in doing assignments by university students.

AI tools are widely used in academic tasks. Mkhize (2023) discovered that graduate-level learners consider ChatGPT alongside other AI tools as essential instruments that help them strengthen their research themes while improving proposal quality. Fitria (2021) demonstrated that AI writing applications have achieved significant improvements in academic writing efficiency since 2000; thus, educators must embrace these technological developments. Weeks et al. (2024) discovered that educational results deteriorated among students who employed AI tools because such students earned 6.71 points fewer than the non-users of AI tools according to standardized measurements.

AI algorithms enable students to conduct rigorous research by assisting them through various tasks including data collection and analysis as well as data visualization (Hwang et al., 2020). Devesh et al. (2023) recommended policymakers together with the researchers and educators alongside technology experts would develop the ethical guidelines for the AI usage in education which would provide individualized support for students.

The university students use AI mainly in writing assistance, data analysis, and research organization. Ahmad et al. (2022) identified that the use of AI-based citation management software like Zotero and Mendeley is highly prevalent in structuring and organizing references. ChatGPT and Jasper AI are also effective in creating ideas and building draft content. However, Baughan et al. (2021) raised concerns regarding the misuse of AI tools to the extent when students fully rely on generating whole assignments through AI with scarred human input, a situation alarming about academic integrity.

The implications of AI on learning outcomes are mixed. While Kuhl et. al. (2020) have established that AI tools may enhance the critical thinking skills of students by proposing different perspectives and solutions, Selwyn and Aagaard (2022) have argued that an over-reliance on the use of AI tools would lead to superficial learning and lower cognitive engagement, thereby reducing student's capability to critically evaluate information and develop original arguments.

A greater use of AI in education raises ethical and pedagogical concerns. Williamson and Eynon (2020) remarked on many issues that range from data privacy and algorithmic bias to the potential for academic cheating. Each institution will have to develop explicit guidelines on using AI tools to ensure that they enhance, rather than undermine, educational objectives. Teachers' perceptions make a vital contribution to the curricular adoption of AI technologies. Rana Singhe and Johnson (2021) found that while many educators recognized the potential of AI to complement teaching and learning, they were still concerned about academic rigor and accountability among students.

Despite a number of researches conducted relating to AI, which broadly focus on a general impact in various areas of life including education, no prior research has been conducted to date on the specific academic task and level of education. On the specific use of AI tools in higher education, particularly the use of AI in doing assignments by university students. This study focuses chiefly on what the primary purposes or tasks are for which university students use AI tools in doing their assignments. This study provides a more meticulous understanding of AI integration in higher education in a specific usage context, namely within the context of the assignment; therefore, the research gap for this study exists with the usage context, namely within the context of the assignments. It concentrates on the detailed exploration of the frequency and purposes of AI use particularly among university students in completing their assignments.

RESEARCH METHODS

This study employs narrative inquiry as its methodology to investigate the firsthand experience of university students regarding the use of AI tools in doing their assignments. For this purpose, five students of Master Level program, namely, MBS and M. Ed studying at Myagdi Multiple Campus (MMC), Beni Bazaar, Nepal were selected purposively as the participants. The participants are Yamuna, Pranit, Saurav, Ankita, and Nabina; they are pseudonyms. The purposive sampling strategy is particularly effective, as it targets individuals with prior experience in using AI while doing their assignments, thereby offering insights into the perception and integration of AI in the course of doing their academic progression (Patton, 2002). His study highlights the value of purposive sampling to guarantee inclusion only by the targeted experiences, making the findings of the research more valid. The participants were interviewed based on the semi-structured interview schedule. The audio recordings from interviews were transcribed verbatim to ensure accuracy and reliability in the data representation (Braun & Clarke, 2006). The transcribed data were viewed and reviewed to develop a deep familiarity with the content (Creswell et al., 2017). It is needed to familiarize the data for better comprehension before starting the analysis. Following this, the significant textual segments were identified and encoded based on their relevance to the research questions (Guest et al., 2012). Their study outlines a systematic approach to coding data, which is extremely crucial in keeping the analysis focus directed towards the research objectives. After that, the codes were synthesized into themes according to the objectives of the study (Lincoln & Guba, 1985). Their research in thematic analysis helps to present complex data in intelligible, orderly themes that validate the purposes of the study.

Before interviewing, the participants were informed of the purpose and procedures of the study (Bryman, 2016). His guidance regarding participant consent stresses the ethical responsibility that the researchers have in ensuring transparency and understanding among the participants. Anonymization of names and secure storage of data has been ensured to prevent unauthorized access to maintain confidentiality. The participants were assured of voluntary participation and transparency in data use (Resnik, 2020). Resnik's article sets the importance of upholding confidentiality and ethical integrity in the research process, gaining the participants' trust. The small sample size limitations on generalizability, self-report bias, and context-specific findings are recognized, but the study contributes meaningfully to AI in higher education literature. It provides comprehensive explanations of university students' experiences with AI tools, with pedagogical implications for policymakers, students, and teachers to use AI in ethical learning settings (Zawacki-Richter et al., 2019). They emphasize the significance of AI in higher education, presenting insightful reflections on its application in educational settings and informing future educational policies.

RESULTS

In regard to the prevalence and type of AI tools used to perform scholarly work, the participants were asked about their usage patterns and preferences. All indicated that AI tools are generally used to complete assignments. In terms of the type of AI tools used, the participants mentioned ChatGPT, Grammarly, and Google among the most popular tools. They are applied in various academic works. They have a pivotal role in contemporary educational practices. All the participants stated that they use AI for one or another purpose while doing their assignments.

Now, in the modern age of digitization, the AI-enabled platforms such as ChatGPT assist students in education, especially while reading English as the major

subject of study in graduate studies. Regarding it, Yamuna, a student in the second semester of the M.Ed. program studying English, shared her experience of using AI for assignments:

I am pursuing an M.Ed in the 2nd semester. English is my major subject. It is quite difficult for non-native learners like me to understand complex words and literary terminologies. Most of the time, I experience problems in understanding them. When I have these problems, I use ChatGPT as an AI tool to understand them.

According to her, ChatGPT helps her to explain the tough jargon in easy words, gives examples related to this, and even explains these terminologies in a simpler way. It also helps her in assignments clarifying doubts. Thus, the AI support has helped her improve her academic performance.

The students used ChatGPT to help guide them in brainstorming and idea generation during homework. In this context, Nabin, one of the participants, remarked,

In the process of writing my assignment, when I need to brainstorm a complex topic, I use ChatGPT. This AI helps me come up with new ideas and insights that are probably different from what I would have thought of. Also, if I have some idea about the subject and need to elaborate on it in writing my assignment, I ask ChatGPT.

The remark of this student shows that a new trend that has emerged in academia, in which AI tools like ChatGPT and search engines like Google are being used along with conventional means for searching information. These tools can assist in assignment writing by giving accurate information. This process allows for a deeper understanding of problems by opening avenues to an array of sources and perspectives. Therefore, for instance, AI tools have become essential for efficient and comprehensive literature review. In response to my query about the purpose behind the utilization of AI in doing assignments, Pranit, a student of MBS fourth semester students, responded,

I use ChatGPT and Google when I need to search literature on certain topics for in-depth knowledge while working on my assignment. These tools give an easy access to a huge storehouse of information. They allow us to search different views and obtain thorough knowledge on certain topics for our assignments. AI like ChatGPT can assist in explaining complex words and even optimizing the search queries to locate relevant scholarly articles.

Apart from improving the research process, it facilitates a greater understanding of complicated topics by citing various sources and views as well.

Students use AI tools such as DeepSeek to produce multimedia output in the form of videos and presentation slides. Regarding the use of AI for presentation, Saurav, one of the participants from the MBS program who is doing his first semester stated,

When I have to prepare videos and slides for my presentations, I use AI in various ways. For instance, I can create slides, recommend content, and even automate formatting and organization of information. This not only saves time but also makes the final output effective. Likewise, for video content, AI can assist in editing, effects addition, and even voiceover or subtitle generation which makes the production process more efficient and accessible.

By using AI to create videos and slides, students show a very innovative approach to learning, in which technology is being used as a collaborative partner and not just as a tool. This is part of a broader trend in education, in which AI allows students to focus more on critical thinking, creativity, and problem-solving, and leaves the repetitive or technical work to intelligent systems. Thus, not only does it help to improve the quality

of assignments, but it also prepares the learners cope up with the future challenges, which would require more advanced technology. Similarly, students also use AI tools to improve academic writing in English. Regarding it, Yamuna said,

I use AI tools for my academic writing in English. The application of AI in this field is manifold. Grammarly and other similar tools operate at the level of grammar, punctuation, and sentence composition. DeepSeek or any other similar facility can be used for paraphrasing, tone modification, and improving vocabulary. The technologies are like virtual writing assistants to help us express our ideas more clearly in a more professional tone. For international students for whom English is not their native language, such tools are especially important because they close the gap between their current level of proficiency in the language and the academic writing that is demanded in our courses.

Furthermore, the response of this student reflects a wider trend in modern education as AI is increasingly being incorporated into the learning processes. Through the use of such tools, students are able to monitor their frequent mistakes, learn from corrections, and eventually gain confidence in writing. The continuous process allows them to promote the quality of their assignments and independent learning. To my question, Ankita, a student participant, said, "Because I am not so good and confident about English when I do my assignments after I write my assignment in English, I use Deepseek, Grammarly, and other AI tools to formalize and make them more academic. It makes my writing better." These students have shown a more relevant existence of AI tools in completing their assignments. It is a positive self-assessment because she states not being confident with the English language, thereby taking an active approach to resolving a language problem. For this purpose, AI-based tools are used to fill in and refine writings by adding proper formal and academic phrases in assignments. This helps them generate quality work and learn how to improve their English writing skills.

AI tools, such as ChatGPT, access to a large volume of information from various sources. Students can thus find answers to difficult questions that they are not likely to find in the textbooks or from their teachers without any difficulty. Pranit answered my question by stating, "I use ChatGPT for my homework to find out the answers to the difficult questions. AI tools save my time and help me find what is applicable. They can personalize our needs and understand what we need more particularly and help by complementing what is needed." Another participant Nabina, an MBS student of the fourth-semester, said, "When I have a question about my coursework, I consult ChatGPT. I use it to obtain answers to questions regarding entrepreneurship. I am in my fourth semester now, but when my teacher in the third semester first let me know about it, I have been relying on it since then." Yet another participant Yamuna said, "I am currently preparing for my board exam of the second semester of M.Ed program. For that, I have collected the previous years' questions and am solving them with the help of ChatGPT. It provides me with satisfactory answers in a moment, which has been a great help in my preparation." With the help of AI, students have the opportunity to learn beyond the syllabus as created by the curriculum. In conclusion, the integration of AI assists students to complete their assignments more efficiently, understand difficult concepts easily, and eventually succeed in their academic pursuits. As such, students of Master Level programs use AI tools like CharGPT for assignments. Pranit stated in this regard,

Being an MBS student, we sometimes have to handle a vast amount of data in our assignments. We are required to identify trends and also portray the correlations. Doing this manually is extremely time-consuming. But with the

help of AI, we can summarize and describe them accurately. I use AI for creating charts, graphs, and tables for rendering data communicable so that non-technical scholars also understand them readily.

AI tools will be helpful in determining the quality, relevance, and credibility of various materials for academic work. For instance, ChatGPT and other such tools are helpful in this regard. When it comes to the application of AI for assignments, a participant named Namrata Paudel, an MBS fourth-semester student, remarked,

It has helped me when I lack resources for my assignment, by using AI tools such as ChatGPT. It also helps me examine the validity of databases and find information on authors and publications. It helps in selecting the most appropriate one for my topic. Also, it can suggest relevant books, research articles, and reports that are helpful for the assignment.

Regarding the use of AI, the participant Pranit said, "I was given a task for a presentation on Human Resource Management (HRM.). I was assigned the topic of compensation management for class, and my job was to research and prepare answers to the questions on the topic. After gathering all the information by using ChatGPT, I prepared slides to rehearse for the presentation." ChatGPT simplifies the task by offering credibility, relevance, and objectivity in resource selection. It is a useful instrument in the selection of quality information for academic purposes.

The use of AI in research has immensely amplified its efficacy and accuracy, infiltrating various aspects of conducting research. An example is provided by the participant Saurav as she says, "In our projects, we need to conduct a research. I use AI for data collection such as for online materials, questionnaires, and literature review." Similarly, Ankita, another participant remarked,

I am a fourth-semester student of MBS program. I use ChatGPT to generate ideas for writing research proposals. I rely on it for brainstorming and idea generation. I am learning to effectively use ChatGPT by providing clear instructions, and in return, I receive ideas and suggestions. In the process, I am also enhancing my skills in prompt engineering, which allows me to refine my approach and obtain more specific responses.

To accomplish the assignments faster, more accurate, and more in-depth, each stage of research from data gathering to data analysis and writing, is enhanced by AI, thus assisting researchers to produce high-quality and significant research.

DISCUSSION

This study reiterates that the prevalence and adoption of AI tools among students in higher educational institutions are on the rise, reconciling with the findings from the previous research. Bailey and Zalfan (2023) asserted that AI tools such as ChatGPT and Grammarly have grown to be profoundly important in higher education, aiding students in content creation, grammar correction, and information retrieval. Their research illuminates the degree to which AI technologies have become central to augmenting all sorts of aspects of scholarly work, including writing and research practices.

Similarly, Kasneci et al. (2023) also added that generative tools of AI will revolutionize academic writing to bring improved coherence and reduced errors, thus becoming an integral component of the workflow of the students. This, therefore, suggests that the role of AI in improving academic writing extends beyond just editing, influencing the entire process of writing from inception to completion. Equally, Rudolph et al. (2023) observed an increase in the use of AI systems by students for assignments since the technologies were applied to improve writing skills and research with greater

accuracy. This is suggestive of the broad pattern of the acceptance of students with AI tools in real-life, everyday student uses. Another study further established that students widely use ChatGPT in their university study during ideation, development, and fine-tuning of the writing of academic papers. This is typical of the employment of AI tools through different steps of scholarly work and learning.

The study demonstrates how applications based on AI, such as ChatGPT, help non-native speakers define words and phrases that are difficult to understand when learning a foreign language. Indeed, some previous studies confirm this observation because AI and NLP technologies enable language learning through customized support, real-time feedback, and context-specific explanation. Lu et al. (2021) found that AI dialogue systems enable learners to comprehend the most difficult collocations and linguistic structures through simplifications and interactive engagement. Similarly, Wang and Vasquez (2022) found how AI tools help second-language learners improve their writing skills by providing vocabulary options and making grammar more accurate. For instance, Jin et al. (2023) demonstrated that students who utilized AI-based tutoring systems were more confident in the usage of academic vocabulary. These findings are in agreement with this research in establishing that AI tools, such as ChatGPT, are very effective for foreign language learning among non-native-speaking students intending to pursue higher studies.

The research findings have shown the contribution made by ChatGPT towards providing students with preliminary ideas and explaining them in an attempt to accomplish the assignments. This finding coordinates with what already existed concerning AI-driven learning tools enhancing idea generation, as well as critical thinking in students. The study conducted by Pham et al. (2023) has illustrated that an AI-based writing tool like ChatGPT supports students in working cognitively, always providing ideas, and diverse viewpoints and constructing their cues. Based on this, Kasneci et al. (2023) and Borau et al. (2022) reported that coherence and ideas improve among such students who become involved with the help of AI tools in performing academic writing. These findings are associated with participants' experience in this study in using ChatGPT to generate new ideas and revise their thoughts.

Using AI tools like ChatGPT and search engines like Google for research in studies is supported by previous research that emphasizes the significance of AI in improving learning outcomes. Implementation of AI technologies has been observed to enable extensive research and enhance critical thinking among students (Dimitriadis et al. 2022). This shows how AI technology can enhance the depth and scope of student inquiry, improving the quality and process of inquiry as well as with the views expressed by the MBS fourth-semester student in this study, previous studies indicated that AI-driven tools help students to reach an ocean of knowledge resources, search strategies, as well as numerous ways of navigating complex issues (Zawacki-Richter et al., 2019). This once more reflects the ability of AI to act as a valuable research aide, enabling students to access a wider range of academic materials and information at speed. Here, for instance, Afolabi and Ajayi, (2023) concluded that the learning outcomes of students were better after using AI platforms as these platforms could give immediate explanations, suggest related literature, and facilitate analytical skills. These results confirm that AI can be a significant factor in not just collecting information but also improving students' capacity to analyze and synthesize the information. In a simultaneous study, Bond et al. (2020) observe that AI learning spaces enable ample engagement with coursework materials through individualized suggestions and dynamic learning experiences. These findings agree with this finding of the current study, and

they further endorse the argument that AI software is now a part of serious scholarly work and literary studies. The speed and ease that AI provides to the student facilitate increased understanding of problems.

Improving the academic writing skills of students, especially non-native students, using an AI tool has been supported by previous research evidence. Evidences suggest that grammar and other writing support tools such as Grammarly and DeepSeek, among other similar tools, help students improve grammar and sentence construction in academic writing skills. These not only give corrective feedback but also assist in the learning process by recognizing common errors with their corrections (Li, 2023; Ranalli, 2021). This highlights how AI tools serve as both learning and corrective aids, supporting the development and education of students in writing. Ranalli (2021) conducted a study on the effect of AI-based feedback on second-language learners and discovered that students who used such tools demonstrated remarkable improvements in writing accuracy and complexity. This refers to the concrete benefits of AI feedback in refining the technical value of writing as cited by Li (2023), AI-based writing tools boost the confidence of students in academic writing by providing immediate feedback and sharpening their expression in writing. The moment feedback facility of AI software offers students the opportunity to improve their writing continuously and build confidence in their writing skills. Precisely, the results are consistent with Hyland's view (2019) on autonomous academic writing learning where students explore technological tools to compensate for linguistic insufficiencies and become self-reliant writers. This is in accord with the general pedagogic principle of fostering independent learning and self-improvement in academic writing. The process outlined by the participants of this study - writing a draft and then editing it with AI tools the same trajectory of self-editing and continuous learning emphasized in pedagogical studies (Zhang & Hyland, 2022). This indicates how AI is empowering students to become more independent on their writing journey. The net inclination of integrating AI into learning processes has also been widely reported in education.

Researchers argue that AI is not merely a corrective device but also a developmental tool that facilitates independent learning and sustained skill acquisition (Bai & Wang, 2022). This also supports the argument that AI plays a broader role in facilitating lifelong learning and skill development. The findings of the present study verify this argument by showing how students themselves apply AI tools for developing their academic writing and incrementally establishing the quality of English. Such tools not only provide corrective feedback but also make suggestions simpler because they identify repeated errors and suggest improvements (Li, 2023; Ranalli, 2021). The results authenticate such an assertion because it is witnessed that learners use AI purposively to enrich their academic work and find solutions to difficult queries. This demonstrates how students proactively utilize AI resources as a tool to face challenges in learning and writing. The results verify such an assertion because it has been noted that students intentionally use AI to promote their academic writing and find out the answers to difficult questions. The finding in this research that students participating in the study utilize ChatGPT for obtaining varied information and hence obtaining solutions to challenging questions rapidly does relate to previous associated research on the role of AI towards improving classroom academic support and individualized learning. Similar to what Tang, Li, and Wang (2023) have established, the capacity of AI models to quickly offer targeted information implies that learners are in a position to overcome barriers in the standard study environment. This refers to how AI can help students break

some of the usual hindrances of traditional learning environments, such as time constraints and lack of resources.

There is a smooth way of accessing data that might have otherwise taken centuries to research and thus results in more participative discussion. Additionally, Smith and Johnson (2021) illustrated that AI technologies become effective complements through flexibility to meet the requirements of the learners. This aspect of support through adaptivity can be related to the way AI bridges understanding gaps with suitable explanations and fills them, as described by students when using CharGPT to answer challenging questions. This also indicates the versatility of AI in addressing the diverse needs and desires of students. Both studies now identify how AI can transform by reducing the period required to collect data and improving the stress on conceptual knowledge. Overall, integrating AI in academic work may be able to make students learn better, comprehend complicated issues, and do well academically by complementing traditional learning practices.

The visualization capabilities of AI tools like ChatGPT have been universally recognized in research. Lu et al. (2022) also discussed that data visualization created by AI improves the clarity and effectiveness of research presentations. Research has indicated that AI tools help students handle large sets of data, spot patterns, and present information more effectively (Chugh & Ruhi, 2021). This reveals the strength of AI in processing big data, and thus it is a worthwhile tool in research as well as in learning. Research has demonstrated that visualization aids based on AI improve the capability of the students to interpret data into effective communication in graphical formats, thus increasing understanding among experts and non-experts (Zawacki-Richter et al., 2019). This means the utilization of AI in order to increase the precision of data communication so that specialists, as well as the general public, comprehend the complex subjects. The same applies to higher education, where students, especially at the master's level, use AI to summarize, explain, and visualize data.

One of the important conclusions of this study is that it supports and builds on the existing literature about AI in education and research. Earlier studies had hinted at potential uses of AI tools like ChatGPT but this paper presents real-life examples of how students are using AI tools to discover resources, check credibility, and streamline academic work. For instance, this breakthrough corresponds to Kasneci et al. (2023) and Zhai's (2022) observations that cited the role of AI in enhancing the availability of resources and scholarship efficiency. In addition, this focuses on how AI is being utilized for resources to be compared and chosen to match Dwivedi et al. (2021) processes of credibility assessment. This reflects the argument that AI technologies aid students in evaluating and selecting reliable sources, resulting in enhanced quality in academic work.

The study establishes the essential role AI plays in improving each part of the research methodology beginning from data collection through literature evaluation and ending in paper construction and final delivery. Previous academic research shows that AI technology brings revolutionary changes to scholarly work while yielding findings that match this finding. The research process benefits from AI tools because they remove repetitive tasks including data collection thus minimizing mistakes and speeding up research duration (Chakraborty & Bandyopadhyay, 2022). This is indicative of AI's efficiency in reducing the workload of researchers by automating time-consuming tasks. The finding 'the use of AI for research work' matches his statement regarding how AI handles literature reviews better and provides better organization for papers. Tao and Yang (2021) note that AI systems help process substantial data volumes which aid

researchers in producing better-validated findings effectively. This highlights AI's ability to manage and process large datasets, which is crucial for improving the accuracy and credibility of research outcomes. The results from this paper confirm academic findings that demonstrate how AI both simplifies research activity and uplifts result quality while expanding over recent years through repeated studies.

CONCLUSION AND IMPLICATIONS

The study demonstrates a widespread usage of AI tools, including ChatGPT, Grammarly, Google, and many others, operating throughout their educational pursuits to satisfy academic needs. The typical characteristic of modern education comes from students using AI tools to handle language barriers and understand complex topics while improving the quality of their academic work. The utilization of AI tools presents major findings through simplification of difficult subjects, support for research processes, and enhancement of academic writing. For instance, using ChatGPT helps students comprehend terminologies and generate ideas while Grammarly maintains linguistic proficiency. Students require AI tools to make effective learning possible because these tools generate multimedia content and data visualization products.

AI technology introduces a wide range of effects that affect learning processes. The technology supports individualized learning through prompt engineering and helps to develop their study skills while teaching them digital competencies. The application of AI technology enables educators to deliver individualized evaluations as part of their efforts to boost student classroom performance. Public officials should make sure all educational resources related to AI that remain accessible to students while creating rules to handle issues related to plagiarism and other ethical matters. The proposed integration of AI within curriculum design features three main approaches including teacher training, AI study aids, and course instruction about AI literacy. AI technology enables higher educational institutions to design flexible learning spaces, develop advanced testing methods, and conceive critical thinking abilities. The integration needs to occur because it prepares students for a technologically advanced future through ethical AI learning. Moreover, universities must comply with strict originality and ethical standards to prevent plagiarism and overuse of AI-generated work. Posting policies that protects academic integrity will guarantee that the integrity of higher learning is preserved. Students can be encouraged to use AI as a second aid while developing assignments instead of using it as a primary source to ensure that their work shows originality and intellectual resilience. Finally, universities must monitor the impact of AI on scholarship performance and honesty now and then. Such review will allow them to change policies and educational techniques to offset the advantages of AI with academic sincerity. Through this, campuses of higher education will be able to utilize the positive aspects of AI while ensuring autonomy in learning as well as achieving high-quality learning.

CONFLICT OF INTEREST DECLARATION

I hereby wish to declare that I do not have any conflict of interests to disclose.

AUTHOR CONTRIBUTIONS

I declare that this manuscript is originally produced by me.

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ABOUT THE AUTHOR(S)

Prem Bahadur GC has been working as Lecturer in Myagdi Multiple Campus, Beni Bazaar, Nepal. Currently, he is the Head of the Department of Education. His areas of study include digitalization in pedagogy, teacher training, student counselling, school management and parenting skills.

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