BUSINESS EDUCATORS' PERCEPTION ON THE USE OF AI-POWERED TOOLS IN ACADEMIC WRITING AMONG BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN CROSS RIVER STATE

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Abstract

With the recent advancement in AI technologies, AI-powered tools have been developed to help users improve their academic writing skills. However 'concerns loom' amidst the huge potentials of AI-powered writing tools. The main purpose of the study was to assess Business Educators' perception on the use of AI-powered tools in academic writing among business education students in tertiary institutions in Cross River State. The design of the study was descriptive survey research design. The population comprised 52 (males 30 and females 22) business educators in two public universities in Cross River State: University of Calabar (Unical) and University of Cross River State (Uncross). The population size was manageable, so the census sampling technique was adopted. A researcher-designed questionnaire titled Questionnaire on Business Educators' perception on the use of AI-powered tools in academic Writing (QCLAI-PTAW) was used in data collection. The instrument has twenty items in two clusters. Cluster one: ethical concerns (10 items) and cluster two: cognitive concerns (10 items). The instrument was validated by three experts and a trial testing was conducted using 20 respondents in Akwa Ibom State. The data were tested for reliability using Cronbach Alpha coefficient. Results obtained were cluster one 0.85 and cluster two 0.86. The overall reliability coefficient obtained was 0.91. Mean and Standard Deviation were used to answer the research question while t-test was used to test the hypotheses at 0.05 level of significance. Findings indicated that ethical and cognitive concerns are major challenges in leveraging AI-powered tools in academic writing among business education students in tertiary institutions in Cross River State. Furthermore, Ethical and cognitive concerns did not differ significantly by gender or by the institution attended. It was recommended among others that management of tertiary institutions should have regulatory frameworks that promote ethical AI use, ensure equitable access, and safeguard academic integrity.

Introduction

In the 21st century, the use of technology in education for teaching and learning has become indispensable. In the assertion of Istiara and Hastomo (2023), technology is crucial in creating a more effective classroom environment and can offer various learning resources and tools to facilitate learning. Various technologies are being used today in education including Artificial Intelligence (AI). AI is the programming of machines to perform tasks similar to humans Deng and Lin (2022) conceive AI as a branch of computer science that focuses on creating intelligent machines that can think and act like humans. AI systems can learn from their environment and make decisions based on the data they receive.

The advancement in AI has led to it becoming an integral part of various sectors, including education (Farhan, 2025). AI has been used to improve the efficiency of exam-oriented education and infuses critical thinking training, innovation ability training and other elements to comprehensively cultivate students' abilities (Xu et al., 2021). Furthermore, AI can improve decision-making in certain situations, due to its ability to analyse data (Coursera, 2024). AI can be used in AI can be used in personalized learning by tailoring lessons to individual needs. It can facilitates the designing of a friendly and flexible learning content, provide engaging learning and help teachers with automated grading and help teachers with

automated grading. Kumar and Rose in Quratulain et al. (2025) noted that the development of AI has opened new ways of improving writing skills amid the rise of AI-enabled writing assistants like ChatGPT and Grammarly, which offer on-the-fly feedback, grammar corrections, and content suggestions. This suggests that AI can serve as a veritable tool for improve academic writing.

Academic writing is an essential activity in education that requires presenting ideas, information or communicating formally through text in media like research, assignments, seminars, team papers, projects, journals, textbooks among others. It is characterised by structured expression of ideas, data-driven arguments, and logical reasoning (Khalifa & Albadawy, 2023). It has four sequential stages, prewriting, organizing, writing, and polishing of the work. Similarly, Astuti et al. (2023) noted that academic writing has certain distinctive characteristics. First the writer must compose all materials properly, refraining from using things like slang and poorly structured phrases. Second, he or she has to produce coherent subject sentences with pertinent supporting elements while writing academic writings and finally, he or she must structure each paragraph logically. Aljuaid (2024) maintained that academic writing courses have been designed over centuries to equip students with the skills and knowledge necessary to excel in various educational programs in order to improve students' writing proficiency.

With the recent advancement in AI technologies, AI-powered tools have been developed to help users improve on their academic writing skills. Burkhard (2023) asserted that due to the advances of AI and natural language processing, new AI-powered writing tools have emerged. These tools can be used by teachers and students for various writing activities including text translation, improving spelling and generating new content. Nurchurifiani et al. (2025) noted that by incorporating AI-powered tools, students and teachers can enhance learning efficiency, deepen their understanding of the material, and make learning more enjoyable and interactive.

The incorporation and use of AI-powered tools in academic writing and research in particular has gained substantial impetus, with a variety of the tools being utilized for diverse purposes. These include Duolingo, Grammarly and Rosetta Stone that can improve writing skills by offering explanations of grammar rules, interactive conversation, phrase or sentence suggestion, spell checking and vocabulary building. Turnitin can check the originality of students' written work to detect plagiarism. . Quillbot can be used for paraphrasing or rephrasing sentences to avoid plagiarism detection and ChatGPT can generate content including writing articles. Nurchurifiani et al. (2025) confirmed that ChatGPT, developed by OpenAI, is one of the most popular AI-powered tools, capable of generating text across various genres, including essays, blog posts, and academic papers, with minimal human intervention.

The use of AI-powered writing tools can bring many benefits to the users. Li and Zhao (2021) confirmed that using AI tools can lead to more motivational and confident writing, as students receive rapid feedback and user-friendly suggestions. In the same vein, Khalifa and Albadawy (2023) found AI-powered writing tools to have the following benefits: facilitating idea generation and research design; improving content and structuring; supporting literature review and synthesis; enhancing data management and analysis; supporting editing, review, and publishing and assisting in communication, outreach, and ethical compliance. AI-powered writing tools also help users in grammar checks, plagiarism detection, language translation, and essay outlines. These can enhance writing abilities, self-efficacy, and understanding of academic integrity. However, Nurchurifiani et al. (2025) cautioned that while AI-powered tools can enhance the efficiency and quality of academic writing and research, it is crucial to address ethical concerns and potential biases to maintain the integrity of scholarly work.

Concerns loom amidst the huge potentials of AI-powered writing tools. Malik et al. (2024) purported that despite all the benefits and advantages that ChatGPT can bring to academic and research writing, there are some serious concerns, especially about ethical (mostly about academic fraud and unethical use) and cognitive (degradation of cognitive and writing skills due to overreliance on it). This study paid close attention to these major concerns: ethical and cognitive.

Ethical concerns are those that relate to what is right or wrong, things that people should do or not do. There are ethical concerns in the use of AI in institutions of learning; unfortunately, many of these institutions have not yet developed institutional policies to regulate AI use and address these challenges Marín et al., 2025. Ethical concerns exist in different forms. Mwita and Mwilongo (2025) identified three

unethical practices to include: not acknowledging the use of AI, overreliance on AI, and using AI to fabricate data. It may include doubt about the reliability of information which can undermine academic integrity. Miao et al. (2024) noted that AI's capacity to automate labour-intensive tasks like literature reviews and data analysis has created opportunities for unethical practices, with scholars incorporating AI-generated text into their manuscripts, potentially undermining academic integrity. Malik et al. (2024) Malik et al. (2024) expressed fear that AI tools would degrade users' writing skills and lead to plagiarism and lead to plagiarism. AI can also introduce biases and raise privacy concerns. AI systems trained with bias data can inadvertently perpetuate discriminatory outputs against certain groups of individuals, or against those of a particular colour. In addition, many AI tools collect and process large amounts of personal data, raising concerns about student privacy and the responsible stewardship of digital information (Williamson & Eynon in Triyanto & Handayani, 2025). In addition, Mwita and Mwilongo (2025) revealed that the material generated by AI accessible to public domains through publications and other ways of disseminating scholarly works may mislead other scholars and decision makers who rely on the published scholarly works.

Concerns also remain about the impact of AI-powered writing tools on students' independent writing skills and critical thinking abilities. Some students depend too much on AI-generated corrections, leading to a decline in their independent editing skills (Yang & Dai, 2023). When students over-rely on AI tools to do the entire writing rather than using them as aid, it may cause them problems. Malik et al. (2024) expressed concerns about potential impacts on creativity, critical thinking, and ethical writing practices. In addition, Triyanto and Handayani (2025) stressed over-reliance on AI tools can undermine students' development of critical thinking and problem-solving skills. In the same vein, Almufarreh and Arshad (2023) averred that researchers and students might grow unduly reliant on AI tools for content production which could impair their ability to think critically and write. If students over-rely on AI feedback, their critical engagement with the writing tasks can be reduced; that is, students may accept the AI-formed conclusions without critically considering how well those conclusions fit (Ranalli, 2021). Such over-reliance on AI is noted by Vieriu and Petrea (2025) to diminish critical thinking skills, data privacy risks, and academic dishonesty. The same holds for García and Kim (2022) when they decried that AI-generated suggestions might discourage originality in writing. This may cause loss of creativity and critical thinking. Unfortunately, no studies were located that specifically address Business Educators' perception on the use of AI-powered tools in academic writing among students in business education in Cross River State. This becomes the interest of this article.

Statement of the problem

AI-powered tools have received considerable attention for their ability to facilitate research by navigating massive datasets and synthesising the literature, but their integration into the realm of academic writing has raised some concerns. These concerns centred largely on ethical concerns regarding data privacy, equity in educational resources, and algorithmic biases and cognitive concerns for users. Malik et al. (2024) expressed concern about the potential impact on students' creativity, critical thinking, and ethical writing practices. There are also concerns about academic integrity, where falsified content generated by AI accessible to public domains through publications and other ways of disseminating scholarly works may mislead other scholars and decision makers who rely on the published scholarly works (Mwita & Mwilongo, 2025). These concerns highlight the need to ensure ethical use of AI-powered tools and to encourage students to develop critical skills in academic writing and research. Unfortunately, attention has not been given to this area by scholars particularly among business educators in Cross River State. It is based on this background that this study was necessitated.

Research Questions

The following research questions were formulated for the study**:**

1. What are the ethical concerns in leveraging AI-powered tools in academic writing among business education students in tertiary institutions in Cross River State?
2. What are the cognitive concerns in leveraging AI-powered tools in academic writing among business education students in tertiary institutions in Cross River State?

Hypotheses

The following null hypotheses tested at 0.05 alpha level of significance guided the study:

1. There is no significant difference in the mean rating scores of male and female respondents on the ethical concerns in leveraging AI-powered tools in academic writing among business education students in tertiary institutions in Cross River State.
2. There is no significant difference in the mean rating scores of respondents in federal and state universities on the cognitive concerns in leveraging AI-powered tools in academic writing among business education students in tertiary institutions in Cross River State.

Method

The design of the study was descriptive survey research design. The population comprised 52 (males 30 and females 22) business educators in two public universities in Cross River State: University of Calabar (Unical) and University of Cross River State (Uncross). The population size was manageable, so the census sampling technique was adopted. A researcher-designed questionnaire titled Questionnaire on Business Educators' perception on the use of AI-powered tools in academic Writing (QCLAI-PTAW) was used in data collection. The instrument has twenty items in two clusters. Cluster one: ethical concerns (10 items) and cluster two: cognitive concerns (10 items). The instrument was validated by three experts and a trial testing was conducted using 20 respondents in Akwa Ibom State. The data were tested for reliability using Cronbach Alpha coefficient. Results obtained were cluster one 0.85 and cluster two 0.86. The overall reliability coefficient obtained was 0.91. Mean and Standard Deviation were used to answer the research question while t-test was used to test the hypotheses at 0.05 level of significance. A hypothesis was stated to be accepted when its P-value was greater than or equal to 0.05, and rejected otherwise.

Results

Results of analysed data were presented in Tables as follows:

Table 1: ***Descriptive Analysis Summary on Ethical Concerns in Leveraging AI-Powered Tools in Academic Writing***

S/N	Ethical concerns	$\bar{X}$	SD	DECISION
1	AI may use other people's materials without acknowledging them leading to plagiarism	3.57	0.53	Strongly Agree
2	AI-Powered tool like ChatGPT is prone to inaccuracies	3.61	0.49	Strongly Agree
3	Intellectual dishonesty resulting from direct use of AI generated outputs can lead to a reduction in originality	3.53	0.50	Strongly Agree
4	The inability to properly acknowledge the use of AI can question authorship integrity	3.50	0.54	Strongly Agree
5	Creative misrepresentation of findings to suit a purpose can jeopardize academic integrity	3.34	0.55	Agree
6	Inappropriate use of AI among students can render academic writing less reliable	3.57	0.49	Strongly Agree
7	Automated technologies may unintentionally reinforce biases based on the data they are trained with	3.46	0.54	Agree
8	AI-Powered tools can increase academic misconduct among students	3.44	0.50	Agree
9	AI systems lack transparency	3.36	0.48	Agree
10	Students may over-rely on AI	3.51	0.54	Strongly Agree

	Grand Mean	**3.48**	**Agree**

Table 1 shows that six items: 1, 2, 3, 4, 6 and 10 have their respective mean score values ranging from 3.50 to 3.61, revealing there are strongly agreed to by the respondents their respective standard deviation values range from 0.49 to 0.54, indicating they do not vary far from their respective means. Items 5, 7, 8 and 9 mean values range from 3.34 to 3.44, indicating they are agreed to by the respondents. Also, their respective standard deviation values range from 0.50 to 0.55, indicating they do not deviate much from their respective means. The grand mean value of 3.48 indicates that the respondents agreed to the items as part of ethical concerns in leveraging AI-powered tools in academic writing.

Table 2: ***Descriptive Analysis Summary on Cognitive Concerns in Leveraging AI-Powered Tools in Academic Writing***

S/N	Cognitive Concerns include:	$\bar{X}$	SD	DECISION
11	Increase students' dependence on AI-powered tools	3.53	0.50	Strongly Agree
12	Students may use AI tools to write entire essays without fact filtering	3.38	0.52	Agree
13	Students may accept AI-formed conclusions without critically considering how well those conclusions fit the situation at hand	3.55	0.53	Strongly Agree
14	Undermine students' development of problem-solving skills	3.59	0.49	Strongly Agree
15	Decreases students' writing skills	3.42	0.53	Agree
16	Restrict students' critical thinking abilities	3.25	0.47	Agree
17	Decline in students' editing skills	3.57	0.57	Strongly Agree
18	Reduces deep learning among students	3.42	0.53	Agree
19	Delimit knowledge expansion among students	3.32	0.51	Agree
20	Decreases students' ability to synthesize information	3.35	0.49	Agree
	Grand Mean	**3.43**		**Agree**

Table 2 reveals that the grand mean value is 3.43. This indicates that the respondent agreed to the items as part of cognitive concerns in leveraging AI-powered tools in academic writing.

Table 3: ***t-test Analysis on Ethical Concerns in Leveraging AI-Powered Tools in Academic Writing Based on Gender***

Item	Gender	N=52	Mean	Std.	Sig	P-value	Decision
1	Male	30	3.56	0.56	0.05	0.87	Accept
	Female	22	3.59	0.50			
2	Male	30	3.66	0.47	0.05	0.38	Accept
	Female	22	3.54	0.50			
3	Male	30	3.53	0.50	0.05	0.93	Accept
	Female	22	3.54	0.50			
4	Male	30	3.46	0.57	0.05	0.61	Accept
	Female	22	3.54	0.50			
5	Male	30	3.30	0.59	0.05	0.49	Accept
	Female	22	3.40	0.50			
6	Male	30	3.60	0.49	0.05	0.70	Accept
	Female	22	3.54	0.50			
7	Male	30	3.43	0.56	0.05	0.66	Accept
	Female	22	3.50	0.51			
8	Male	30	3.43	0.50	0.05	0.88	Accept
	Female	22	3.45	0.50			
9	Male	30	3.40	0.49	0.05	0.55	Accept

	Female	22	3.31	0.47			
10	Male	30	3.50	0.57	0.05	0.76	Accept
	Female	22	3.54	0.50			
	Grand P-Value					**0.68**	**Accept**

Table 3 shows that all the items are accepted by the respondents because their respective P-values are greater than the significant value of 0.05. The grand P-value of 0.68 indicates that there is no significant difference in the mean rating scores of male and female respondents on the ethical in leveraging AI-powered tools in academic writing among business education students in tertiary institutions in Cross River State.

Table 4: ***t-test Analysis on Cognitive Concerns in Leveraging AI-Powered Tools in Academic Writing on Institution Ownership***

Item	Institution	N=52	Mean	Std.	Sig	P-value	Decision
11	Federal	31	3.58	0.50	0.05	0.46	Accept
	State	21	3.47	0.51			
12	Federal	31	3.51	0.50	0.05	0.03	Reject
	State	21	3.19	0.51			
13	Federal	31	3.54	0.50	0.05	0.88	Accept
	State	21	3.57	0.59			
14	Federal	31	3.64	0.48	0.05	0.39	Accept
	State	21	3.52	0.51			
15	Federal	31	3.54	0.50	0.05	0.04	Reject
	State	21	3.23	0.53			
16	Federal	31	3.38	0.49	0.05	0.01	Reject
	State	21	3.04	0.38			
17	Federal	31	3.58	0.56	0.05	0.95	Accept
	State	21	3.57	0.59			
18	Federal	31	3.41	0.50	0.05	0.95	Accept
	State	21	3.42	0.59			
19	Federal	31	3.45	0.50	0.05	0.03	Reject
	State	21	3.14	0.47			
20	Federal	31	3.61	0.49	0.05	0.53	Accept
	State	21	3.52	0.51			

Table 4 shows that six items are accepted by the respondents because their respective P-values are greater than the significant value of 0.05. Contrarily, four items are rejected because their respective P-values are less than the significant value of 0.05. Based on the six not significant items against four significant items hypothesis 2 is accepted that there is no significant difference in the mean rating scores of respondents in federal and state universities on the cognitive concerns in leveraging AI-powered tools in academic writing among business education students in tertiary institutions in Cross River State.

Discussion

Findings indicated that ethical concern is a major challenge in leveraging AI-powered tools in academic writing. There are ethical concerns in the use of AI in institutions of learning because of the lack of policies to regulate the use of AI in academic writing. The findings agree with Marín et al. (2025) that many tertiary institutions have not yet developed institutional policies to regulate AI use and address these challenges. As a result of lack of regulation, many students may abuse the use of AI tools designed to support writings. Ajiye and Omokhabi (2025) acknowledged that there is potential for intellectual dishonesty, a reduction in originality and the possible confusion of authorship and attribution when content is produced by AI. If used inappropriately, AI can cause problems in education as making research and

academic writing less reliable. This agrees with Mwita and Mwilongo (2025) that the falsified content generated by AI accessible to public domains through publications and other ways of disseminating scholarly works may mislead other scholars and decision makers who rely on the published scholarly works.

Further findings revealed that there is no significant difference in the mean rating scores of male and female respondents on the ethical concerns in leveraging AI-powered tools in academic writing among business education students in tertiary institutions in Cross River State. The findings suggest that gender was not associated with ethical concerns in leveraging AI-powered tools in academic writing. In other words, the fear of using AI-powered writing tools wrongly is applicable to both male and female business educators. Every educator should be concerned about students using AI tool wrongly. The findings align with Triyanto and Handayani (2025) that ethical implications of Artificial Intelligence (AI) in higher education have become a growing area of concern, particularly as AI systems become more deeply integrated into students' academic routines.

Analysed data revealed that cognitive concern is a challenge in leveraging AI-powered tools in academic writing. Cognitive concerns arise because academic writing is an essential activity in education that requires presenting idea, information or communicating formally in a format that must not be compromised by students. It is normal to express fear that some students may become too dependent on AI-powered writing tools. When students over-rely on AI tools to do all of the writing rather than use them as an aid, it may cause them problems. This agrees with Yang and Dai (2023) that some students depend too much on AI-generated corrections, leading to a decline in their independent editing skills. Academic writing is by design intended to help students develop critical thinking and problem-solving skills among others but their reliance on AI to do writing for them may affect this essence. The finding is in line with Triyanto and Handayani (2025) who stressed that over-reliance on AI tools can undermine students' development of critical thinking and problem-solving skills.

Further findings indicated that there is no significant difference in the mean rating scores of respondents in federal and state universities on the cognitive concerns in leveraging AI-powered tools in academic writing among business education students in tertiary institutions in Cross River State. This implies that educators in different institutions are alike in their fears of using AI tools wrongly by students. If students irrespective of their institution over-rely on AI feedback, their critical engagement with the writing tasks can be reduced. The findings are in line with Almufarreh and Arshad (2023) that researchers and students might grow unduly reliant on AI tools for content production which could impair their ability to think critically and write. Such over-reliance on AI is noted by Vieriu and Petrea (2025) to diminish critical thinking skills, data privacy risks, and academic dishonesty.

Conclusion

It has been established that concerns loom amidst the huge potentials of AI-powered writing tools. Ethical and cognitive concerns are major challenges in leveraging AI-powered tools in academic writing among business education students in tertiary institutions in Cross River State. Furthermore, ethical and cognitive concerns did not differ significantly by gender or by the institution attended. In other words, the fear of using AI-powered writing tools wrongly is applicable to both male and female business educators in different institutions of learning. Stringent measures have to be taken by tertiary institutions of learning and by business educators to curb the abuses of AI-powered writing tools by students.

Recommendation

The following recommendations are made: Management of tertiary institutions should have regulatory frameworks that promote ethical AI use, ensure equitable access, and safeguard academic integrity.

1. Universities in conjunction with the NUC should develop institutional policies to regulate AI use among students across Nigeria.
2. Business educators should inculcate in students the need for them not to over-rely on AI tools to do their entire writing rather it should be used as aid. Business Educators should also emphasize that academic writing enhances students' critical thinking and intellectual engagement rather than replacing it with AI.

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