ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Artificial Intelligence in Academic Research: Assessing Ethical Use and Benchmarking Practices Across Local and Global Institutions*

Dr. Adrian Lawrence Carvajal[1, 2] **, Dr. Jay Sario[1], Dr. Bernardo Bondoc[1],
Dr. Dexter Soguilon[1], Dr. Eduardo Zialcita[1]
[1] University of Perpetual Help System Dalta Las Piñas, Philippines
[2] Professional Regulation Commission, Philippines
**Corresponding Author email: *adrianlpc2010@gmail.com*

Received: 01 May 2025 **Revised**: 03 June 2025 **Accepted**: 05 June 2025

Available Online: 09 June 2025

Volume IV (2025), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

https://doi.org/10.63498/etcor359

Abstract

Aim: This study aims to assess the ethical use of artificial intelligence (AI) in academic research by analyzing and benchmarking institutional AI policies and practices across selected Philippine Higher Education Institutions (HEIs) and leading global universities.

Methodology: The research employed a qualitative, document-based comparative analysis. Institutional policy documents—such as academic integrity statements, artificial intelligence (AI) use advisories, research ethics codes, and university guidelines—were collected from three local and three global universities. These were analyzed using an ethics matrix guided by frameworks from the Committee on Publication Ethics (COPE), the International Committee of Medical Journal Editors (ICMJE), and the United Nations Educational, Scientific and Cultural Organization (UNESCO), focusing on five key ethical themes: authorship, transparency, academic integrity, acceptable AI use, and ethical safeguards.

Results: Findings revealed that while all institutions recognize the growing role of AI in research, significant divergence exists in the maturity and enforcement of ethical guidelines. Global universities demonstrated more comprehensive, enforceable, and integrated policy frameworks, including AI-specific authorship disclosure, acceptable-use classifications, and training programs. In contrast, Philippine HEIs have begun to develop policies but often lack consistency, operational guidelines, and training infrastructure. The gap is further widened by contextual challenges such as resource disparities and digital literacy limitations.

Conclusion: To promote responsible AI integration, Philippine HEIs must develop coherent, enforceable policies that align with global ethical standards while addressing local academic and cultural contexts. Institutional efforts should also include faculty and student training, AI ethics education, and inter-university collaboration to build a robust and inclusive governance framework.

Keywords: *Artificial intelligence, academic integrity, authorship ethics, institutional policy, AI transparency*

**Presented at the 2nd CDSGA International Research Gala GabFest: Gabrielian Festival 2025, held via Zoom on May 21–23, 2025, with the theme "Gabrielian Spirit Fest 2025: Bridging Minds, Building Harmony, Inspiring Excellence in Local and Global Research," and was honored with the Best in Oral Presentation Award.*

INTRODUCTION AND BACKGROUND OF THE STUDY

The global academic landscape is undergoing a profound transformation with the rapid integration of AI into research workflows. AI technologies such as machine learning algorithms, generative text tools, and data mining platforms now assist in literature reviews, data analysis, predictive modeling, and even manuscript drafting. As these tools become embedded in academic practice, their implications for research quality, authorship, and integrity are increasingly scrutinized. Institutions such as UNESCO and COPE have issued preliminary guidance on the responsible

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

use of AI in academia (Ashrafuzzaman & Parveen, 2025; Villarino, 2025). A study by Naqvi et al. (2025) emphasized the transformative but ethically complex role AI plays in health sciences education, calling for curricular and policy-based interventions to maintain research integrity. Similarly, international reviews underscore that while AI enhances efficiency, its use demands ethical governance frameworks that ensure fairness, transparency, and accountability (He & Liu, 2025; Saura, Barbosa, & Rana, 2025).

Despite these global advances, there is limited empirical understanding of how ethical AI practices are embedded within institutional frameworks, particularly in developing countries like the Philippines. Research by Villarino (2025) and Pek et al. (2025) indicates that while many institutions acknowledge the relevance of AI in research and education, formal policies remain underdeveloped or inconsistently enforced. The Philippines, although showing increasing interest in AI, lacks cohesive national or institutional policy frameworks specifically regulating AI's use in scholarly research. Studies in Philippine HEIs suggest inconsistent access to AI literacy, fragmented policy approaches, and a gap in culturally grounded ethics frameworks (Villarino, 2025). In contrast, leading global institutions have started aligning their academic integrity codes with international guidelines such as those from ICMJE and COPE, which explicitly address AI-aided authorship and review processes (Jambol et al., 2025; LaFrance, 2025). This divergence in policy maturity reveals a critical space for comparative policy analysis.

This study addresses these gaps by critically examining the ethical integration of AI tools into academic research through a comparative analysis of institutional policies from selected Philippine HEIs and globally leading universities. It aims to assess how ethical concerns—such as authorship transparency, academic misconduct prevention, and responsible tool usage—are governed through official documents, ethics guidelines, and internal memoranda. Drawing on a qualitative, document analysis approach, the research benchmarks local practices against international standards set by COPE, ICMJE, and UNESCO. In doing so, it aims to illuminate areas of convergence and divergence, identify best practices, and propose culturally responsive strategies for policy development. The findings will inform both national policy direction and institutional ethics education, contributing to a robust framework for safeguarding research integrity in an AI-enhanced academic environment.

Significance of the Research

This research is significant for its contribution to the ethical governance of AI in academic research. As AI tools become integral to scholarly workflows, academic institutions face increasing pressure to establish clear, enforceable guidelines that protect academic integrity and promote responsible innovation. This study provides critical insights into how selected Philippine HEIs regulate AI use in comparison to global best practices. By highlighting policy gaps, cultural contexts, and ethical benchmarks, the study aims to inform the development of responsive institutional policies, aid national regulatory bodies, and support faculty development in research ethics. It also contributes to the growing international discourse on aligning local academic protocols with evolving global standards (Carvajal & Sanchez, 2023).

Definition of Key Terms

Artificial Intelligence (AI) – Refers to computer systems and algorithms capable of performing tasks that typically require human intelligence, such as language generation, data analysis, and predictive modeling. In this study, AI specifically includes tools used in academic research such as ChatGPT, Grammarly, Scite.ai, and similar platforms.

Ethical Use – The application of AI tools in ways that adhere to established moral principles in research, such as honesty, transparency, fairness, and accountability, and in compliance with institutional and international codes of conduct.

Academic Integrity – The commitment to and demonstration of honest and responsible scholarship, including proper attribution of authorship, avoidance of plagiarism, and truthful representation of research processes and findings.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Review of Related Literature

Ethical Integration of AI in Academic Research

The ethical use of AI in academia is increasingly recognized as a complex issue involving concerns over authorship, originality, transparency, and research validity. Naqvi et al. (2025) emphasize that AI tools, particularly generative models like ChatGPT, challenge traditional norms of intellectual contribution and demand updated ethical standards. Jambol et al. (2025) note that while AI improves efficiency in academic processes, its potential for misuse, such as undetected plagiarism or ghostwriting, requires clear institutional guidelines. UNESCO and COPE have issued preliminary recommendations, but their adoption varies significantly across countries and institutions.

Institutional Policy Responses and Disparities

Institutional readiness in formulating AI governance policies is uneven. Villarino (2025) highlights that rural HEIs in the Philippines often lack formal protocols for AI use in research, in contrast to more developed institutions abroad that are actively updating research ethics codes. Pek et al. (2025) argue that institutional support and clarity in policy enforcement are critical to ensuring responsible AI adoption. In their bibliometric study, they found that universities in Europe and North America are leading in publishing and adopting frameworks for AI ethics in research.

Benchmarking and Global Best Practices

Benchmarking against international standards is a growing practice to address these disparities (Carvajal, 2023). Saura, Barbosa, and Rana (2025) stress the need for culturally sensitive yet globally aligned ethical models for AI deployment. He and Liu (2025) argue that policy frameworks in top institutions often integrate AI ethics with broader concerns around data privacy, academic freedom, and inclusivity. The literature shows that alignment with organizations like ICMJE and COPE provides a useful template for local institutions seeking to develop robust AI policies.

Synthesis

The reviewed literature consistently underscores the dual nature of AI in research—as both a tool for innovation and a source of ethical complexity. While AI adoption is rising, institutional responses remain fragmented, particularly in developing nations like the Philippines. The disparity in policy enforcement highlights the urgency for localized frameworks that benchmark against global ethical norms while respecting local academic cultures. This study contributes to bridging that gap by offering a comparative analysis of institutional policies and suggesting context-sensitive strategies for ethical AI integration in academic research.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Conceptual Framework of the Study

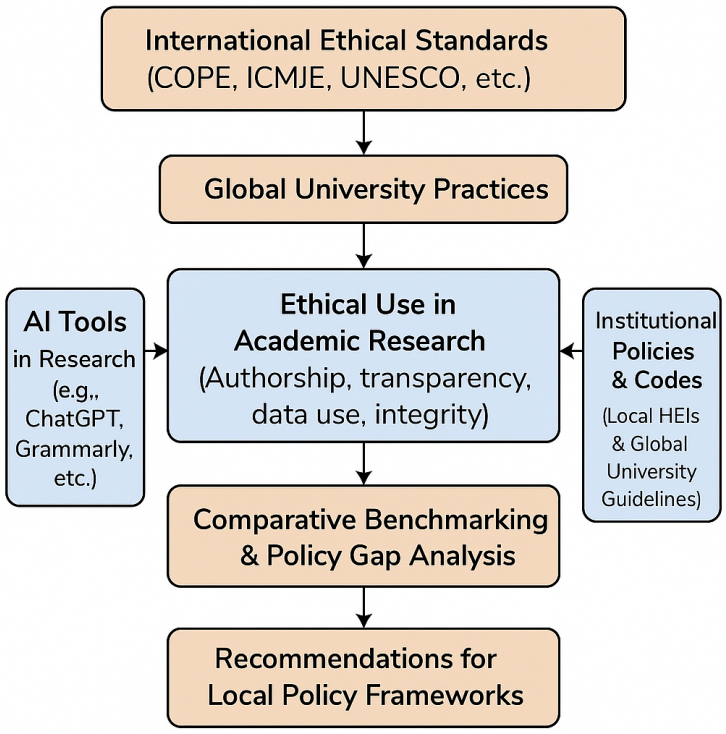

Figure 1. The Paradigm of the Study

1. Ethical Dimensions of AI in Academic Research

The integration of artificial intelligence tools such as ChatGPT, Grammarly, and Scite.ai into academic research has amplified ongoing conversations about research ethics and academic integrity. These technologies assist in streamlining processes from literature synthesis to grammar correction and predictive analytics. However, their misuse poses serious ethical risks, particularly concerning authorship misrepresentation, plagiarism, and unacknowledged assistance. As noted by Naqvi et al. (2025), AI's capacity to generate human-like text and perform inferential reasoning challenges the boundaries of what constitutes independent scholarly work. These concerns necessitate a reevaluation of existing research ethics guidelines to ensure they accommodate AI-generated contributions without compromising intellectual integrity.

2. The Role of Institutional Policies in Shaping Ethical AI Use

Institutional policies play a critical role in mitigating ethical risks and fostering responsible AI use. Policies provide both preventive and corrective mechanisms by setting expectations, outlining consequences, and fostering awareness. Pek et al. (2025) assert that universities must not only adopt formal codes of conduct but also ensure they are embedded in research training and curriculum delivery. In many institutions across Europe and North

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

America, ethics boards have updated their academic honesty policies to include specific clauses on AI-generated content, authorship declaration, and automated analysis tools. Without institutional accountability, ethical discourse remains fragmented and unenforceable.

3. Global University Benchmarks and International Ethical Standards

Globally, universities are aligning with standards set by organizations such as COPE (Committee on Publication Ethics), ICMJE (International Committee of Medical Journal Editors), and UNESCO. These institutions offer comprehensive ethical guidelines that include principles of transparency, accountability, data protection, and authorship attribution in AI-assisted work. Saura, Barbosa, and Rana (2025) emphasize that these international frameworks serve as scaffolds for local implementation, enabling academic communities to navigate the AI landscape without compromising ethical rigor. European institutions like ETH Zurich and the University of Oxford have institutional AI ethics boards, demonstrating the shift toward preemptive governance structures rather than reactive controls.

4. Policy Gaps in the Philippine Context

In the Philippines, there is a growing awareness of the role of AI in academia, but institutional readiness varies. Villarino (2025) highlights that rural and regional HEIs lag behind urban universities in formalizing AI usage policies. One key issue is the lack of national-level direction, leaving universities to interpret ethical AI use independently. This results in inconsistencies across institutions, which may lead to confusion among faculty and students about acceptable practices. Furthermore, faculty capacity-building on AI tools is underfunded, hindering proper oversight.

5. Benchmarking Local Institutional Practices

Three institutions in the Philippines serve as significant case studies for AI policy benchmarking. The University of the Philippines Open University (UPOU) has pioneered responsible AI integration by releasing the "UPOU Statement on the Use of Generative Artificial Intelligence Tools in Academic Requirements." This document outlines responsible tool use, distinguishes acceptable from unacceptable AI assistance, and links AI use to academic honesty principles. Mapúa University, through its Digital Innovation Office, has circulated internal advisories to academic departments regarding responsible AI use in project-based learning and research work, emphasizing originality and authorship validation. Meanwhile, De La Salle University (DLSU), via its Center for Educational Technology, provides AI ethics orientation sessions and has embedded responsible use guidelines in its research and assessment protocols. Benchmarking these institutions against global standards reveals a promising trend toward proactive governance, although broader adoption remains necessary.

6. Toward a Culturally Responsive Policy Framework

The findings suggest that Philippine HEIs can benefit from harmonizing localized policies with global benchmarks, provided that these adaptations account for cultural, technological, and infrastructural contexts. As He and Liu (2025) suggest, successful AI policy models are those that balance universality in ethical principles with institutional adaptability. The synthesis of institutional documents highlights that transparency in AI use, student and faculty training, and the explicit attribution of AI-generated input are non-negotiable components of ethical governance. Philippine universities must institutionalize these through formal policy declarations, training programs, and enforcement mechanisms.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Objectives of the Study

The main objective of this study is to assess the ethical use of AI in academic research by analyzing and benchmarking institutional policies across selected Philippine HEIs and leading global universities.

Specifically, the study aims to:

1. Examine how AI tools are ethically integrated into the academic research process
2. Identify and analyze existing institutional policies and guidelines governing AI use in research within selected Philippine HEIs and international universities.
3. Compare and contrast local and global policy approaches to identify areas of convergence, divergence, and best practices.
4. Highlight regulatory gaps and contextual challenges in the Philippine academic landscape.
5. Recommend an internationally aligned ethical framework for responsible AI usage in Philippine academic research.

METHODOLOGY

Research Design

This study employs a qualitative, document analysis design to examine how AI is ethically integrated into academic research through institutional policies. It is primarily descriptive and comparative, enabling an in-depth exploration of policy content and thematic trends across institutions.

Participants/Sample

The sample for this study consists of institutional documents—such as academic integrity policies, AI usage guidelines, research ethics manuals, and official institutional statements—from six higher education institutions. These include three Philippine Higher Education Institutions (HEIs): University of the Philippines Open University (UPOU), Mapúa University, and De La Salle University (DLSU). These were selected for their publicly available documents indicating initial efforts toward AI governance in academic contexts.

In addition, three globally recognized universities were included for comparative analysis due to their advanced and accessible AI-related academic policies: the University of Melbourne (Australia), Stanford University (United States), and ETH Zurich (Switzerland). These institutions were selected based on the presence of formal and detailed AI ethics provisions embedded within their research or academic conduct frameworks. Collectively, these documents provide a cross-institutional lens into how AI is ethically integrated and governed within academic research settings, both locally and globally.

Data Collection Instruments

The primary instrument is a document analysis matrix that categorizes policy content based on themes such as authorship, transparency, acceptable AI use, academic integrity, and ethical safeguards. The matrix is guided by internationally recognized frameworks including COPE, ICMJE, and UNESCO AI ethics guidelines. All institutional data was drawn from publicly accessible sources and analyzed for scholarly purposes.

Procedure of Data Collection

Relevant documents were identified through institutional websites, online repositories, and official academic portals. Publicly accessible and authenticated documents were downloaded, catalogued, and organized for coding. Where needed, institutional offices were contacted to verify document authenticity.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Data Analysis

Data were analyzed using qualitative thematic analysis, employing both deductive coding (based on global ethical standards) and inductive coding (to surface context-specific themes). Thematic categories were compared across institutions to identify convergence, divergence, policy gaps, and exemplary practices. Findings were synthesized to develop informed policy recommendations.

AI Declaration

AI tools were employed during select stages of this study to support the literature review, thematic organization, and policy comparison processes. During the literature review phase, ChatGPT was used to identify relevant keywords and map conceptual relationships. All cited literature was manually retrieved, read, and verified from primary academic sources. No AI-generated summaries or interpretations were included in the final manuscript.

Grammarly was used solely to improve grammar, clarity, and consistency in writing without altering intellectual content. All critical arguments, interpretations, and conclusions were generated by the researchers and validated against original sources. No AI tools were used to generate data, test hypotheses, or construct research findings. All content was reviewed, verified, and critically synthesized by the researchers in adherence to academic integrity standards.

FINDINGS/RESULTS

Table 1
Qualitative Thematic Matrix Analysis

Institution	Policy Type & Year	Sample Provision or Quoted Text	Ethical Themes (COPE, ICMJE, UNESCO)	Web/Document Source
UP Open University (Philippines) *or Local University 1*	University Statement (2023)	"Learners are expected to declare the use of AI tools... AI-generated outputs submitted without acknowledgment shall be considered a form of plagiarism."	Authorship, transparency, academic honesty	https://web.archive.org/web/20230921121139/https://www.upou.edu.ph/announcement/upou-statement-on-the-use-of-generative-artificial-intelligence-tools-in-academic-requirements/
Mapúa University (Philippines) *or Local University 2*	Memo / Dept. Guidelines (2023)	"Students must cite any generative AI tools used... AI is permitted for ideation and reference but must not replace critical reasoning."	Citation policy, tool usage scope, originality	https://www.mapua.edu.ph
De La Salle University (Philippines) *or Local University 3*	CET Guidelines (2023)	"AI tools may be used as assistive technologies; academic dishonesty includes submitting AI-generated content without attribution."	Training, misconduct, tool classification	https://www.dlsu.edu.ph/etoolkit/
University of Melbourne (Australia) *or*	Research Integrity Policy	"The use of generative AI... must be fully disclosed and must not	Disclosure, originality, fairness	https://policy.unimelb.edu.au/

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Global University 1	(2023)	replace critical academic contribution."		
Stanford University (USA) *or* *Global University 2*	Teaching and Learning Policy (2023)	"Students must declare all AI assistance. Undisclosed use is a breach of the Honor Code."	Informed consent, authorship, autonomy	https://teachingcommons.stanford.edu/resources/teaching-guides/guidelines-ai-use
ETH Zurich (Switzerland) *or* *Global University 3*	Digital Research Guidelines (2022)	"AI tools used... must be referenced like any other source. The academic merit lies in interpretation, not automation."	Data transparency, research responsibility	https://ethz.ch/en.html

1. Ethical Integration of AI in Academic Research

All six institutions acknowledged the presence of AI in research processes but varied in how they integrated ethical controls. Local University 1's statement requires students to disclose AI tool usage and identifies non-disclosure as plagiarism, aligning with COPE's authorship transparency guidelines. Similarly, Local University 2 emphasizes citation of AI tools in research outputs, while Local University 3 classifies unacknowledged AI-generated content as academic dishonesty. Among global institutions, Global University 1, Global University 2, and Global University 3 all require explicit AI disclosures in research outputs, with Global University 1 noting that generative AI must not replace academic contribution. This reflects broader adherence to ICMJE's position on authorship accountability and UNESCO's emphasis on responsible innovation.

2. Institutional Guidelines on AI Use

Institutional responses varied in formality and scope. Local University 1 issued a full university-wide statement, while Local University 2 and Local University 3 issued department-level or internal advisories. By contrast, all three global universities reviewed have published comprehensive, system-wide AI policy frameworks available through official policy portals. These frameworks include specific clauses addressing AI use in data analysis, writing, and authorship, coupled with guidance on ethical citation and disclosure. Only Local University 3 among the Philippine HEIs indicated AI-related training or capacity-building initiatives, while Global University 2 and Global University 1 include AI ethics in teaching guides and faculty policies.

3. Comparative Patterns: Convergence and Divergence

A convergence exists across all institutions in recognizing the necessity for transparency and integrity when AI is used. Common provisions include requiring AI disclosures and discouraging reliance on AI for original scholarly contributions. However, divergence is significant in the level of policy maturity. Global universities implement policies supported by teaching resources, ethics training, and monitoring mechanisms. Philippine institutions remain at the early stages of policy development, often relying on high-level statements with limited operational guidance or enforcement mechanisms.

4. Policy Gaps and Contextual Challenges in Philippine HEIs

The analysis revealed several policy gaps among local institutions. These include (1) a lack of centralized, enforceable university-wide AI policies beyond isolated statements or memos, (2) the absence of standardized templates or forms for AI use declaration, and (3) limited or no institutional training in ethical AI use. In addition, infrastructure disparity and varying levels of faculty AI literacy present contextual barriers to effective policy

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

implementation. These challenges mirror concerns highlighted in Villarino's (2025) study on rural HEI readiness for AI integration.

5. Toward Responsive and Globally Aligned Frameworks

The findings suggest that Philippine HEIs can enhance policy effectiveness by developing comprehensive, multi-tiered frameworks. These should include clear definitions of permissible AI use, mandatory disclosure protocols, and integration of AI ethics into student and faculty training. Benchmarking best practices from Global University 2, Global University 3, and Global University 1, local institutions can create policies that reflect both international standards (COPE, ICMJE, UNESCO) and cultural and infrastructural realities of the Philippine academic context. Local University 1's example can serve as a leading model for cascading policy adoption to other HEIs.

DISCUSSION

Table 2
Summary Table Extracted from Matrix Analysis

Key Area	Philippine HEIs	Global Universities
AI Disclosure Requirement	Present in all three, but variably enforced	Required and institutionally embedded
Authorship Attribution	Implicit or brief mentions	Explicit, aligned with ICMJE and COPE
Policy Format	Memo/advisory (Local University 1 formal statement)	Full university-wide guidelines
Ethical Training	Found only in Local University 3	Mandatory workshops, orientation, and faculty guides
COPE/ICMJE/UNESCO Reference	Indirectly referenced	Directly aligned and embedded

Ethical Themes from COPE, ICMJE, and UNESCO

The ethical analysis of institutional AI policies in academic research is anchored in internationally recognized frameworks that provide normative principles for responsible scholarly conduct. In this study, the five primary ethical themes applied in the matrix—authorship, transparency, academic integrity, acceptable AI use, and ethical safeguards—are derived from a synthesis of guidelines issued by COPE, ICMJE, and UNESCO.

1. Authorship and Attribution (COPE & ICMJE)

Both COPE and ICMJE emphasize that authorship must reflect substantial intellectual contribution, and tools—whether human or machine—must be acknowledged appropriately. The ICMJE (2022) states that authors must "be accountable for all aspects of the work," which raises critical questions when AI generates portions of text or conducts analysis. COPE echoes this concern, advising editors to require declarations when generative AI tools are used. In this study, institutions like Local University 1 and Global University 3 explicitly require the disclosure of AI tool use to preserve authorship integrity.

2. Transparency and Disclosure (COPE, ICMJE, UNESCO)

Transparency is a central tenet in all three frameworks. The use of AI must be declared clearly to editors, instructors, or research supervisors. COPE recommends that journals create a specific section in submission guidelines to declare

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

AI tool usage. UNESCO (2021), in its Recommendation on the Ethics of Artificial Intelligence, underscores that transparency includes algorithmic accountability and user awareness, both of which apply to research environments. In the matrix, universities like Global University 1 and Global University 2 align with this by requiring AI tool usage to be cited as one would cite a source or method.

3. Academic Integrity and Misconduct Prevention (COPE & ICMJE)

COPE defines plagiarism, duplication, and ghost authorship as ethical violations, and its guidelines now reflect concerns over AI-enabled misconduct. The ICMJE similarly warns against passing AI-generated content as original thought, considering it a form of ethical breach.

This principle is evident in Local University 1's policy, which classifies undeclared AI-generated output as plagiarism. Local University 3 and Local University 2 include similar warnings within their internal memos, indicating an awareness of this challenge.

4. Acceptable Use of AI Tools (UNESCO & COPE)

UNESCO's framework provides a broader ethical and societal perspective. It recognizes that AI, when used ethically, can enhance access to knowledge and support sustainable development. However, it stresses value-sensitive design and contextual usage boundaries, especially in educational and research settings.

Global University 3 and Global University 1 permit AI use within defined limits (e.g., ideation, grammar checking) but prohibit it from replacing original intellectual analysis—an approach consistent with UNESCO's call for "human oversight and agency."

5. Ethical Safeguards and Training (UNESCO)

UNESCO emphasizes capacity-building, digital literacy, and ethical preparedness as essential for AI integration. AI tools should not exacerbate inequality or privilege technologically advanced institutions. This is especially important in the Philippine context, where infrastructure gaps persist. Local University 3's workshops for students and Global University 3's instructor flexibility model are examples of embedded safeguards in policy. The training focus helps bridge the digital divide, aligning with UNESCO's principle of equity and inclusivity in AI deployment.

Synthesis

The ethical themes guided by COPE, ICMJE, and UNESCO collectively advocate for responsibility, fairness, and accountability in AI-enhanced academic research. While global universities exhibit high alignment with these norms through detailed policy frameworks, Philippine HEIs are in early phases, showing partial adherence. This underscores the need for institutional policy development that is not only informed by global ethics but also adaptable to local academic realities.

The matrix serves as a diagnostic tool, evaluating how far institutional policies embody these ethical values and where reinforcement is needed—especially in disclosure clarity, authorship norms, and training provisions.

The ethical integration of AI into academic research is a rapidly evolving challenge that requires careful scrutiny of institutional policies, authorship norms, and transparency protocols. The findings of this study—grounded in a comparative analysis of three Philippine HEIs and three global universities—are best understood through the normative lenses of three authoritative frameworks: the Committee on Publication Ethics (COPE), the International Committee of Medical Journal Editors (ICMJE), and the UNESCO Recommendation on the Ethics of Artificial Intelligence. These frameworks offer comprehensive ethical standards for academic integrity, transparency, fairness, and responsible technology use. By aligning findings with these ethical pillars, we can better understand institutional strengths, gaps, and opportunities for harmonization.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Authorship and Attribution (COPE & ICMJE)

One of the most significant concerns in AI use in research is the potential erosion of traditional authorship criteria. Both COPE and ICMJE insist that authorship must reflect a substantial intellectual contribution, and any assistance—including that of AI—must be explicitly acknowledged. The ICMJE (2022) outlines that those listed as authors must take responsibility for the entire manuscript, a requirement incompatible with unacknowledged AI-generated content.

In this study, global universities such as Global University 1 and Global University 2 exemplify best practices by requiring full disclosure of AI use in thesis writing and publication. These provisions directly address the authorship problem by clarifying that AI cannot be listed as an author and that its contributions must be appropriately cited. Among the Philippine HEIs, Local University 1 comes closest to aligning with this standard. Its public statement identifies undeclared AI assistance as a form of plagiarism, directly mirroring COPE's and ICMJE's stance. However, Local University 2 and Local University 3, while making progress, do not yet offer institution-wide authorship guidance grounded in AI ethics frameworks.

Transparency and Disclosure (COPE, ICMJE, UNESCO)

Transparency is the cornerstone of research integrity. Both COPE and ICMJE emphasize the need for full disclosure of the use of AI tools. UNESCO further reinforces this by situating transparency within the broader domain of algorithmic accountability, advocating for explainability in all AI-assisted processes.

The findings indicate that while all institutions acknowledged the need for transparency, only global universities embedded this expectation within enforceable institutional policies. Global University 3, for example, includes AI transparency within its teaching and learning policy and links it directly to its Honor Code. By contrast, among Philippine institutions, transparency is framed more as an ethical recommendation rather than a policy mandate. Local University 3 includes references to disclosure in its advisories, but does not specify a formal process for disclosure or penalties for omission. Thus, while the principle is acknowledged, the operationalization of transparency remains incomplete in many local contexts.

Academic Integrity and Research Misconduct (COPE & ICMJE)

COPE defines plagiarism, fabrication, and ghost authorship as serious breaches of academic integrity, all of which can now occur through or be facilitated by AI. The increasing sophistication of AI tools necessitates rethinking how institutions define and detect misconduct.

In the case of Local University 1, the policy explicitly states that passing off AI-generated content as original work constitutes plagiarism, which reflects an alignment with COPE's academic misconduct categories. Global universities go further, embedding AI-use clauses into their research integrity offices, such as Global University 1's guidelines that distinguish between acceptable AI assistance and unethical substitution of academic work. In contrast, Local University 2 and Local University 3 adopt more flexible interpretations, warning students against misuse but without systematic mechanisms for enforcement or evaluation.

Acceptable Use and Tool Classification (UNESCO & COPE)

UNESCO's ethical framework insists that AI should support human agency, not replace it. It advocates for value-sensitive design, meaning AI tools should be used in ways that align with ethical, cultural, and social values. COPE echoes this by advising caution in the use of automated writing tools for peer review and manuscript drafting.

Among the institutions analyzed, Global University 3 and Global University 2 explicitly outline what types of AI assistance are permitted—such as grammar support or ideation—and which are not, such as generating full research content or analysis without interpretation. In the Philippine context, only Local University 1 provides a basic

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

classification, whereas Local University 2 and Local University 3 are still refining their positions. This reflects the broader global-local divide in institutional readiness and the need for more detailed acceptable use guidelines in local HEIs.

Ethical Safeguards and Training (UNESCO)

The UNESCO framework emphasizes ethical capacity-building and inclusive access to AI literacy. It identifies training, awareness campaigns, and culturally responsive pedagogy as essential to ethical AI integration.

In this area, Philippine HEIs showed the most significant gap. While Local University 3 has initiated student workshops on AI literacy, there is limited evidence of structured, curriculum-integrated ethical training across local institutions. Conversely, Global University 3 and Global University 1 embed AI ethics in orientation programs, faculty development, and learning resource centers. This indicates that beyond policy documents, sustainable ethical use of AI also depends on comprehensive institutional infrastructure and support systems.

Critical Reflection

Through the lens of COPE, ICMJE, and UNESCO, the findings highlight that while Philippine HEIs are taking important first steps in regulating AI use, they remain in the policy formation phase, often lacking the operational depth and training infrastructure found in global institutions. The ethical themes discussed provide a clear blueprint for progress: institutions must move beyond general statements and begin building enforceable, inclusive, and transparent AI ethics systems. Such systems should protect authorship, mandate disclosure, penalize misconduct, classify acceptable AI functions, and, critically, invest in ethical literacy among students and faculty.

CONCLUSIONS

This study set out to examine the ethical use of AI in academic research by analyzing institutional policies and benchmarking practices across selected Philippine Higher Education Institutions (HEIs) and globally recognized universities. Through a structured comparative document analysis guided by internationally recognized frameworks—namely COPE, ICMJE, and UNESCO—the study yielded critical insights into how institutions regulate AI use, uphold academic integrity, and promote transparency in scholarly activities.

The findings demonstrate that while both local and global institutions acknowledge the increasing role of AI in research, there is a significant divergence in the depth, scope, and enforcement of ethical policies. Global institutions such as Global University 1, Global University 3, and Global University 2 exhibit mature, integrated frameworks that clearly delineate the acceptable and unacceptable uses of AI, require full disclosure of AI assistance, and embed ethical training within institutional practices. These institutions also align closely with COPE's expectations for responsible authorship, ICMJE's authorship accountability standards, and UNESCO's vision for equitable and transparent AI governance.

In contrast, Philippine HEIs—though taking promising steps—remain in the early stages of formal policy development. Local University 1 provides a strong starting point with its formal statement on AI use, but institutions such as Local University 2 and Local University 3 have only partial, advisory-level guidelines. The lack of centralized enforcement mechanisms, limited training infrastructure, and contextual challenges such as digital literacy gaps and infrastructural disparities hinder the robustness of AI ethics implementation at the national level.

This study concludes that there is a pressing need for Philippine HEIs to establish comprehensive, enforceable, and culturally responsive AI ethics policies. These policies should move beyond general declarations toward actionable guidelines that include (1) clearly defined authorship criteria in the age of AI, (2) mandatory disclosure of AI tool

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

usage, (3) classification of acceptable AI functions in research, and (4) institutional capacity-building through training and digital ethics education. Importantly, these frameworks must be aligned with international ethical standards while remaining sensitive to local academic, technological, and cultural contexts.

In a broader sense, the integration of AI into academic research must not compromise the foundational values of scholarship—originality, intellectual honesty, and human accountability. As AI tools become more sophisticated and pervasive, academic institutions have a moral and intellectual responsibility to lead in shaping ethical usage, educating their communities, and protecting the integrity of research practices. The lessons from this study also open opportunities for continuing research in areas such as policy implementation, faculty perceptions of AI, and the development of AI-responsive pedagogy in higher education.

RECOMMENDATIONS

While this study offers important insights into the ethical use of AI in academic research, it is not without limitations. First, the analysis was limited to publicly accessible institutional documents from a select number of Philippine HEIs and global universities. Some institutional guidelines may exist internally but were inaccessible for inclusion in this research. Additionally, this study focused solely on document-based analysis and did not incorporate empirical data from stakeholders such as faculty members, administrators, or students, which could have enriched the contextual understanding of policy implementation and perceptions.

Given these limitations, several recommendations are proposed to advance institutional practice and academic discourse on AI ethics in research.

There is an urgent need for Philippine HEIs to transition from fragmented, advisory-level AI usage guidelines to unified, enforceable institutional policies. These policies should clearly define what constitutes ethical and unethical AI use in research, drawing on standards from COPE, ICMJE, and UNESCO. Specific provisions must cover authorship attribution, AI disclosure protocols, acceptable AI functions, and misconduct consequences. These guidelines should be integrated into existing academic integrity codes and research ethics manuals to ensure institutional coherence.

Equally important is the development of capacity-building initiatives to support these policy frameworks. Universities should implement training modules on AI ethics for both students and faculty as part of their research orientation, curriculum development, or professional development programs. These modules should not only introduce technical AI literacy but also address ethical reasoning, responsible tool usage, and case-based simulations on AI-related dilemmas in research.

Institutions must also invest in localized benchmarking and collaborative policy development. Philippine HEIs, particularly those with limited resources, can benefit from consortia or inter-university working groups that collectively study best practices and adapt them to the local cultural and technological context. Models like Local University 1's formal statement can serve as foundational references, but there remains a need for scalable, inclusive frameworks that reach smaller, rural, or under-resourced institutions.

From a research perspective, future studies should consider expanding the analysis by including direct stakeholder input through interviews, focus group discussions, or surveys. Such approaches can yield nuanced insights into the lived experiences of researchers and students navigating AI tools in academic environments. Longitudinal research can also track how institutions adapt over time, evaluating the effectiveness of newly implemented policies and identifying unintended consequences or ethical blind spots.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

For policymakers and educational leaders, this study underscores the need for national guidelines or a regulatory framework that can harmonize AI ethics practices across Philippine HEIs. Institutions should not operate in silos; rather, a coordinated effort, possibly led by CHED or a national ethics council, could establish baseline standards and monitoring systems that promote consistency, fairness, and academic rigor in AI-enhanced research practices.

In sum, as AI continues to transform academic research landscapes, the ethical governance of its use must be intentional, proactive, and inclusive. Institutions must lead not only through rules but also through education, collaboration, and a sustained commitment to safeguarding the principles of academic integrity and responsible innovation.

In support of these institutional improvements, this study proposes a policy model (see Figure in Appendix 1) that outlines five key components necessary for ethical AI governance: Governance, Authorship, Transparency, Training, and Benchmarking. These pillars capture the essential mechanisms for embedding ethical standards into institutional practice, anchored on COPE, ICMJE, and UNESCO guidelines.

Philippine HEIs are encouraged to adopt this adaptable model, recognizing the urgent need for coherence, capacity-building, and cross-institutional collaboration. Future iterations of this framework may evolve through ongoing research, inter-university partnerships, and feedback from those most affected by AI use—students, educators, and researchers.

REFERENCES

Ashrafuzzaman, M., & Parveen, R. (2025). AI-powered personalization in digital banking: A review of customer behavior analytics and engagement. American Journal of Information Systems, 7(1), 12–29. https://ajisresearch.com/index.php/ajis/article/view/3

Carvajal, A. L. P., & Sanchez, R. D. (2023). Strategic considerations, challenges, and opportunities in establishing the International Journal of Open-access, Interdisciplinary, and New Educational Discoveries (iJOINED). International Journal of Open-access, Interdisciplinary, and New Educational Discoveries, 2(2), 539–546. https://etcor.org/storage/iJOINED/Vol.%20II(2),%20539-546.pdf

Carvajal, A. L. P. (2023). The Power Triangle of Education: Unlocking the Relationship of Educational Research, Policy, and Practice Asia Pacific Journal of Advanced Education and Technology, 2, 3, September 2023 https://doi.org/10.54476/apjaet/73190

Committee on Publication Ethics (COPE). (2023). COPE position statement: Authorship and AI tools. https://publicationethics.org/news/cope-position-statement-authorship-and-ai-tools

De La Salle University. (2023). Responsible use of generative AI tools – Center for Educational Technology (CET) eToolkit. https://www.dlsu.edu.ph/etoolkit/

ETH Zurich. (2022). Digital research policy and ethical guidance for AI in academia. https://ethz.ch/en.html

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

He, J., & Liu, J. (2025). Guest editorial: AI in education: Transforming teaching and learning. Information and Learning Sciences, 126(2), 101–104. https://www.emerald.com/insight/content/doi/10.1108/ILS-01-2025-268/full/html

International Committee of Medical Journal Editors (ICMJE). (2022). Recommendations for the conduct, reporting, editing, and publication of scholarly work in medical journals. http://www.icmje.org/icmje-recommendations.pdf

Jambol, D. J. A., Hassan, N., & Ridzuan, M. I. M. (2025). Unveiling AI in education: A global bibliometric review of research trends, key theories, and innovations. Asian Artificial Intelligence Journal, 3(1), 55–74. https://karyailham.com.my/index.php/aaij/article/view/202

Mapúa University. (2023). Digital Learning and Innovation Office advisories on AI tool use in research. https://www.mapua.edu.ph

Naqvi, W. M., Ganjoo, R., Rowe, M., & Pashine, A. A. (2025). Critical thinking in the age of generative AI: Implications for health sciences education. Frontiers in Artificial Intelligence, 8, Article 1571527. https://www.frontiersin.org/articles/10.3389/frai.2025.1571527/full

Pek, L. S., Bo, Z., Cong, W., & Tiannan, L. (2025). Transforming translation education: A bibliometric analysis of artificial intelligence's role in fostering sustainable development. International Journal of Learning, Teaching and Educational Research, 24(4), 102–119. http://www.ijlter.org/index.php/ijlter/article/view/12433

Saura, J. R., Barbosa, B., & Rana, S. (2025). Decoding the privacy puzzle: A study on AI deployment in public governance. In Handbook on Governance and Data Science. Edward Elgar Publishing. https://www.elgaronline.com/edcollchap/book/9781035301348/chapter14.xml

Stanford University. (2023). Generative AI guidance in teaching and learning. Stanford Teaching Commons. https://teachingcommons.stanford.edu/resources/teaching-guides/guidelines-ai-use

University of Melbourne. (2023). Research integrity and AI policy guidelines. https://policy.unimelb.edu.au/

University of the Philippines Open University (UPOU). (2023). UPOU statement on the use of generative artificial intelligence tools in academic requirements [Archived]. https://web.archive.org/web/20230921121139/https://www.upou.edu.ph/announcement/upou-statement-on-the-use-of-generative-artificial-intelligence-tools-in-academic-requirements/

UNESCO. (2021). Recommendation on the ethics of artificial intelligence. https://unesdoc.unesco.org/ark:/48223/pf0000381137

Villarino, R. T. (2025). Artificial Intelligence (AI) integration in rural Philippine higher education: Perspectives, challenges, and ethical considerations. International Journal of Educational Research and Innovation, 23(1), 88–105. https://www.upo.es/revistas/index.php/IJERI/article/view/10909

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Appendix A

A Policy and Capacity-Building Framework for

Responsible and Ethical Use of Artificial Intelligence (AI) in Academic Research

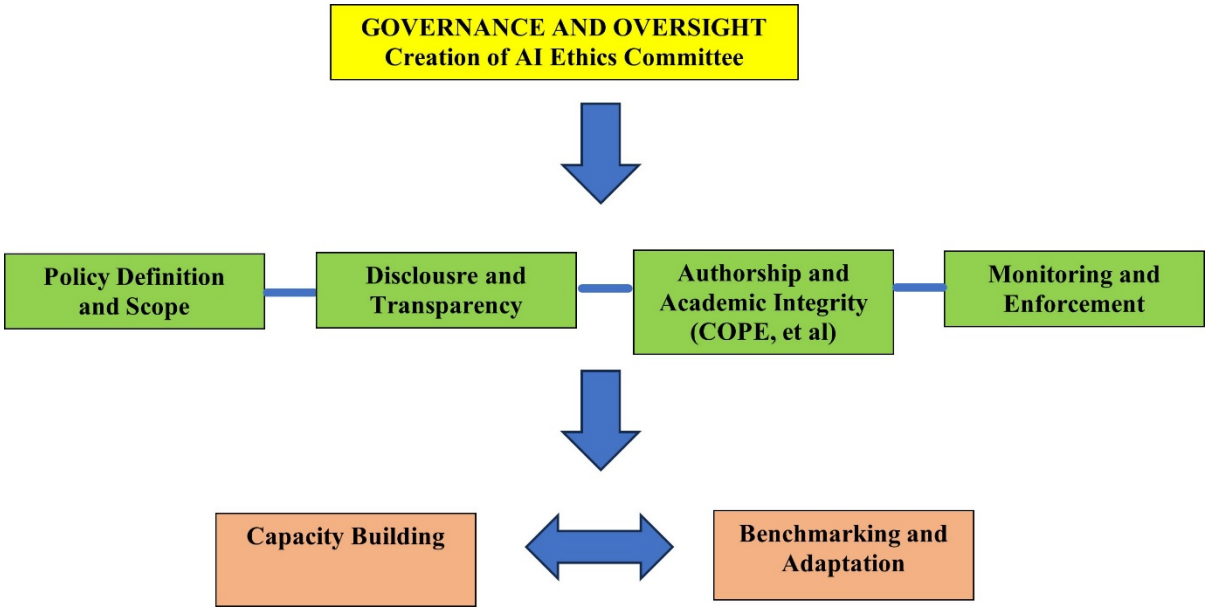

Figure 2. Policy Framework for Ethical AI Usage in Academic Research at Philippine HEIS

1. **Policy Pillars and Components**

Pillar	Component	Purpose
Governance and Oversight	Creation of AI Ethics Committee or integration into the Research Ethics Board	Institutionalize review and accountability mechanisms for AI use in research.
Policy Definition and Scope	Clear delineation of acceptable vs. unacceptable AI use; coverage across research stages	Prevent ambiguity and standardize expectations institution-wide
Disclosure and Transparency	Mandatory declaration of AI tools used in any research output	Ensure authorship accountability and prevent unethical ghost assistance
Authorship and Academic	Alignment with COPE and ICMJE	Preserve scholarly originality and

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Integrity	criteria for intellectual contribution and acknowledgment	fair attribution of effort
Capacity Building and Literacy	AI ethics workshops, training for students and faculty, orientation modules, case-based simulations	Build ethical competence and reduce misuse driven by ignorance or unfamiliarity
Benchmarking and Adaptation	Participation in AI ethics consortia, policy co-creation groups, regional sharing of best practices	Promote harmonization of standards while respecting local institutional diversity
Monitoring and Evaluation	Regular audit of compliance; inclusion in accreditation and research performance reviews	Support accountability and policy evolution through feedback loops

2. Implementation Phases

Phase	Key Actions	Phase
Phase 1: Policy Drafting	Draft policy using COPE, ICMJE, and UNESCO as anchors; consult with academic stakeholders.	**Phase 1: Policy Drafting**
Phase 2: Institutional Validation	Secure approval from university councils or academic boards; integrate with integrity manuals.	**Phase 2: Institutional Validation**
Phase 3: Awareness and Training	Launch AI ethics training for students, faculty, and admin. Roll out through orientation and LMS.	**Phase 3: Awareness and Training**
Phase 4: Pilot Implementation	Test policies on selected colleges or graduate programs and collect feedback.	**Phase 4: Pilot Implementation**
Phase 5: Full Integration and Benchmarking	Embed policy into academic workflows; begin cross-institutional benchmarking.	**Phase 5: Full Integration and Benchmarking**

3. Levels of Application

- **Student Level:**
  - Mandatory AI usage declaration in thesis/dissertation forms.
  - AI ethics in research methods and writing courses.
- **Faculty Level:**
  - Training on assessing AI-influenced student submissions.
  - Research project declarations of AI tool involvement.
- **Institutional Level:**
  - Annual policy reviews and benchmarking reports.
  - Inclusion of AI governance in institutional audits and accreditations.

4. Institutional Policy Tools (To Be Developed)

- AI Use Declaration Form (for inclusion in thesis/research submissions)
- Acceptable Use Matrix for AI Tools (based on categories: ideation, editing, analysis, generation)
- Sanction Guidelines for Non-Disclosure or Misuse
- Ethics Training Modules (for LMS or blended learning)
- Policy Monitoring Dashboard (institutional compliance and incident tracking)

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Appendix B
Sample AI Use Declarations and Ethical Rationales

Introduction

As the integration of Artificial Intelligence (AI) tools into academic research becomes increasingly widespread, it is essential to uphold transparency and ethical responsibility in their use. This appendix presents sample declarations illustrating how AI-assisted technologies—such as ChatGPT, Scite, GrammarlyGO, and others—can be ethically employed during the research and manuscript preparation process. These sample declarations are designed to guide researchers in disclosing AI use in a manner consistent with the ethical standards set by the Committee on Publication Ethics (COPE), the International Committee of Medical Journal Editors (ICMJE), and other academic governing bodies.

Each declaration includes a specific use case of AI assistance, clearly defining the scope and limits of its application. A corresponding rationale is provided to explain the ethical considerations, boundaries of AI influence, and the author's role in ensuring the validity, originality, and integrity of the research output. Collectively, these samples demonstrate how AI can be responsibly utilized as a tool to enhance academic productivity without compromising authorship, critical thinking, or scholarly integrity.

1. Generic Declaration for Social Sciences Manuscript

Declaration:
Artificial intelligence (AI) tools, specifically ChatGPT (OpenAI, GPT-4) and GrammarlyGO, were used in this manuscript to support grammar refinement and enhance clarity and coherence in early drafts. These tools did not generate original content or influence the conceptualization, analysis, or conclusions of the study. The author assumes full responsibility for the accuracy, interpretation, and integrity of all statements and findings presented.

Rationale:
This declaration ensures that AI was only used as a writing aid. The researcher takes full authorship of the ideas, arguments, and conclusions, maintaining academic integrity while using AI for clarity and tone improvements.

2. Data Analytics Thesis

Declaration:
This study employed ChatGPT and Scispace Copilot in a limited, technical support capacity. These tools were used to troubleshoot syntax issues in R and assist in interpreting statistical outputs. All analyses were independently reviewed by the researcher, and no AI-generated results or visualizations were directly included in the manuscript.

Rationale:
AI was used as a supplementary coding assistant. The researcher performed all analyses and interpretations independently to ensure scientific accuracy and reliability.

3. Education Policy Review Paper

Declaration:
AI-assisted tools (Quillbot and ChatGPT) were utilized solely for paraphrasing during manuscript revision. All original

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

ideas, critical analyses, and synthesized literature are the result of the author's independent work. All AI-generated language was thoroughly reviewed and revised to ensure alignment with academic writing standards.

Rationale:
Paraphrasing tools helped improve fluency but did not replace critical thinking. The author maintained originality and scholarly control throughout the revision process.

4. Qualitative Case Study on Philippine HEIs

Declaration:
AI tools, including ChatGPT and Claude AI, were used to assist in grouping preliminary themes during qualitative data analysis. Final thematic coding, interpretation, and narrative construction were conducted manually by the researcher, ensuring fidelity to participant perspectives and research rigor.

Rationale:
AI supported early data organization, but the researcher preserved analytical control to ensure the trustworthiness and authenticity of qualitative findings.

5. Engineering Research Report

Declaration:
GrammarlyGO and Scispace AI were used to enhance the clarity and consistency of technical descriptions in this manuscript. All engineering models, figures, and analytical frameworks were independently developed by the author without AI intervention. AI tools did not generate or alter any data or scientific illustrations.

Rationale:
AI enhanced the technical writing process, but all scientific data and visuals remained the sole intellectual property of the researcher, avoiding ethical breaches in data manipulation.

6. Public Health Study

Declaration:
ChatGPT and Perplexity AI were employed during the literature review phase to identify key concepts and synthesize thematic trends. All cited works were manually retrieved and verified from primary sources. No AI-generated summaries or interpretations were included in the final manuscript.

Rationale:
AI was used for initial literature navigation but did not replace manual validation of references, preserving evidence-based standards and academic credibility.

7. Legal and Governance Research

Declaration:
ChatGPT was used exclusively to rephrase complex legal terminology for clarity without altering legal meanings or interpretations. All legal arguments, policy recommendations, and source citations were reviewed against official databases and reflect the sole intellectual input of the author.

Rationale:
AI improved accessibility of technical language, but legal reasoning and citations remained human-generated and independently verified.

ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
INTERNATIONAL MULTIDISCIPLINARY RESEARCH CONFERENCE
Website: https://etcor.org
iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

8. AI Ethics Research Article

Declaration:
AI tools (ChatGPT and Poe Claude) were used to map institutional AI ethics policies from multiple countries for comparative framing. These tools did not influence normative conclusions, critical analysis, or recommendations. All content underwent manual verification for accuracy and consistency with primary policy sources.

Rationale:
AI facilitated structural comparisons across policies, but ethical analysis and interpretation remained under human authorship to avoid biased or unsound judgments.

9. Historical Humanities Paper

Declaration:
No historical data or narratives were generated using AI tools. Grammarly and Quillbot were used to enhance sentence flow and readability. All historical interpretations, contextual arguments, and citations reflect original work by the author, grounded in archival sources.

Rationale:
Language tools were used to polish narrative style, not to contribute to or generate the historical analysis, preserving scholarly authenticity.

10. Multidisciplinary Policy Research

Declaration:
ChatGPT and Scite were used to assist in organizing literature and outlining thematic matrices for policy analysis. All arguments, conclusions, and recommendations in this paper were author-generated and verified against cited works. AI tools were not used for data creation or hypothesis testing.

Rationale:
AI helped manage complexity in literature synthesis but did not shape core intellectual or empirical content. The researcher ensured that all outputs met academic standards.