



Assessment of Public Postgraduate Students' Applications of AI in Research and Assessment

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Abstract

This research evaluated the use of AI by postgraduate students in their research and assessment activities. The research took place in South-Eastern Nigeria. A descriptive survey research design was utilized for the investigation. The population was all postgraduate students at the public university in South-Eastern Nigeria. For the study, a sample of 576 students was drawn using a proportionate stratified sampling method. Three instruments were employed: The Artificial Intelligence Writing Assistant Scale (AIWAS), the Artificial Intelligence Grading Tools Scale (AIGTS), and strategies for improving postgraduates' use of AI writing assistants and grading tool SIWAGTS), which were created by the researcher. The internal consistency of the AIWAS, AIGTS, and SIWAGTS were assessed using Cronbach's alpha, resulting in values of 0.85, 0.81, and 0.79 for AIWAS, AIGTS, and SIWAGTS respectively. Mean and standard deviation were utilized to address the research questions using the Statistical Package for the Social Sciences (SPSS) version 25. The results indicated that students frequently employed AI writing assistants across most items. However, the utilization of AI grading tools was observed to be minimal in all areas. Additionally, students agreed on all proposed strategies to improve the use of AI writing assistants and grading tools among postgraduate students. Based on the findings, it was recommended, among other things, that faculty members should increase awareness about the role of AI in research writing and assessment.

Keywords: assessment, higher education, artificial intelligence (AI), AI writing assistants, AI grading tools.

Introduction

Progress in digital technologies and computer science is ushering us into a technological society where machines are increasingly designed and developed to fulfill human needs while also becoming more intelligent. There is a widespread agreement that Artificial Intelligence (AI) will emerge as one of the most significant technologies in the years to come, alongside others like robotics, virtual reality, 3D printing, and networks (Gonzalez-Calatayud et al., 2021). Artificial intelligence (AI) refers to the capability of computer systems to carry out tasks typically linked to human intelligence. Artificial Intelligence (AI) encompasses a range of technologies that can be combined in various configurations to perceive, understand, and perform actions (Mohammed et al., 2024), and it is also capable of executing tasks that resemble human processes, including learning, adaptation, synthesis, self-correction, and the utilization of data for intricate processing activities (Popenici & Kerr, 2017). According to Curugullo (2021) and

Velasquez-Astuhuaman and Libaque-Saenz (2024), AI represents the fusion of artificial (a process not occurring naturally, but initiated by machines) and intelligence (the capacity for learning, deriving concepts from data, and navigating uncertainty in complicated scenarios). Artificial intelligence seeks to replicate human intelligence in machines (Grajeda et al., 2024; Hooda et al., 2022; Slimi, 2024). In this context, the application of AI pertains to the specific ways postgraduate students utilize AI for academic tasks like term papers, research papers and, assignments. Additionally, Hooda et al. (2022) noted that the use of AI is expanding across various sectors, including agriculture, industry, healthcare, and education.

The incorporation of Artificial Intelligence in Education (AIEd) is transforming higher education by tailoring learning experiences to accommodate the varied needs and preferences of students, thereby moving towards a more student-focused model. The

application of Artificial Intelligence (AI) across different sectors in society has emerged as a significant area of academic research and implementation, with education being particularly significant (Nazaretsky et al., 2022a). By tailoring learning experiences to each student's unique requirements and learning preferences, the integration of artificial intelligence in education (AIED) is transforming higher education and changing the paradigm to one that is more focused on the needs of the individual student. In addition, postgraduate students can benefit from immersive, interactive, and captivating learning experiences in AI-driven virtual learning environments (Garcia-Sánchez, 2023; Hooda et al., 2022). Postgraduate students are those who are working toward advanced degrees, such as master's or doctoral degrees, that go above the bachelor's level. Usually having finished their undergraduate degrees, they are looking for opportunities for professional growth. Postgraduate students may be engaged in coursework, research, or a combination of both, and often work closely with faculty advisors or mentors and are expected to utilize various AI tools and applications such as Grammarly, ChatGPT, and Quill Bot in their research work.

Grammarly is an AI-powered writing tool that helps students write better and more clearly for assessments. In addition to improving grammar and syntax, this AI technology assists students with plagiarism detection, organization and coherence, clarity and concision, and more (Putri et al., 2024; Nguyen, 2024). This software tracks or maintains the correct writing flow to stop additional errors from happening. To correct spelling and grammar errors, Grammarly also provides non-plagiarized writing assistance (Putri et al, 2024; Juwita, 2023). According to research by Ghuftron and Rosyida (2018), many students have trouble with grammar, punctuation, spelling, and word use, among other writing mechanics. In order to rectify these deficiencies, Pratama (2021) draws attention to the increasing prevalence of pupils using online grammar checkers. Juwita (2023) discovered in the study's results that students view Grammarly as an important and useful tool, especially when writing their graduation projects. This results from the many features that Grammarly offers and the advantages that students experience when using it (Tran, 2024). Surprisingly, no research studies have examined how students really use Grammarly in their research work, despite the fact that it is widely acknowledged as a useful tool for students to improve

their writing skills. This indicates a huge gap in the present literature. But during the past ten years, it has been clear that AI has significantly improved, especially in the area of generative AI (Adiwardana et al., 2020; Vaswani et al., 2017). One of the pioneers of this development is ChatGPT, a generative AI tool that has the potential to revolutionize the educational landscape.

ChatGPT is a conversational AI chatbot that creates text that seems human and has conversations using natural language processing. It is widely used in many different disciplines, including developing practical skills, K–12 educations, and higher education. ChatGPT have become effective instruments that have the potential to revolutionize the field of education (Fenta, 2025). Students utilize ChatGPT to improve their communication skills and obtain academic knowledge. These artificial intelligence (AI) systems may produce human-like and comprehensive text, audio, and video, participate in dialogues, help with a variety of educational tasks, and creatively give students access to a quick source of knowledge and clarifications (Baidoo-Anu & Ansah, 2023; Strzelecki, 2024). Higher education students utilize ChatGPT for a variety of academic tasks, including homework, problem-solving, test preparation, data analysis, research support, and the provision of additional learning resources (Das & J.V., 2024; Hasanein & Sobaih, 2023; Mogavi et al., 2023). An attempt has been made to investigate its use among students in higher education in terms of academic usage, benefits, limitations, acceptance factors, and ethical considerations, given its widespread use and quick application in various contexts, particularly in higher education (Das & J. V., 2024). Although ChatGPT is a useful tool for students, little is known about how students use it specifically for research. Das and J. V. (2024) suggested that additional research be done in order to give a more thorough grasp of ChatGPT. In addition to ChatGPT, an AI tool called Quill Bot is being used to apply a novel paraphrase technique.

An artificial intelligence (AI) tool called Quill Bot was created to help with writing and editing tasks. This paraphrase tool assists students in rephrasing and rewriting material by utilizing machine learning techniques and natural language processing. It assists students in both paraphrasing the text and overcoming the challenges that come with it (Mohamed et al., 2023). It has revolutionized the field of education by giving pupils creative answers to age-old problems with academic writing and it is one of the numerous uses of

artificial intelligence (AI) that appears to hold the most promise for students looking to enhance their academic writing skills (Ahmed et al., 2025; Rahmani, 2023) with the intention of improving the caliber of academic papers in general and expediting the writing process. Through the use of advanced language processing algorithms, Quill Bot provides automatic writing assistance and criticism. It also helps students and researchers achieve remarkable writing proficiency and productivity by offering suggestions and corrections in real time. Quill Bot helps students create better work while lowering the stress of writing assignments and the accidental danger of content duplication. In their studies, El-Garawang (2024), Fitria (2022) and Mohammad et al. (2023) found that the Quill Bot helped students overcome a number of difficult paraphrasing-related problems, decreased their writing anxiety, and increased their writing self-efficacy.

Numerous studies emphasize the value of paraphrasing not only to uphold academic integrity but also to enhance understanding and critical thinking abilities. The majority of previous study has concentrated on Quill Bot's application in the English language, despite the fact that it has been acknowledged as a useful tool for writing and editing. By investigating how undergraduate students use Quill Bot for research, the researcher hopes to close this gap. Lastly, El-Garawang (2024) suggested that future research should look at how using Quill Bot affects other language skills and elements including learner autonomy and translation abilities. Apart from employing AI tools for research, students are also using them for involvement in class discussions, group work assessment, peer and self-assessment, and more. Students use AI tools for self-assessment in various ways which include practice quizzes and exams, personalized feedback, learning analytics and some of the AI tools are Grade scope, Automated grading systems, and Intelligent tutoring systems.

The range of standards, criteria, or benchmarks used to assess student performance, assignments, or projects is referred to as the "grading scope" in assessment contexts. It describes the elements of student work that will be assessed, how they will be assessed, and the requirements that must be fulfilled in order to receive a specific grade or performance level. With the use of grade scope, students may assess their own work and get feedback on how well they performed by reviewing rubrics that their instructors have established to help them understand the requirements

and expectations for projects (Atwood & Singh, 2018). With the use of Grade scope's self-assessment tools, students may also analyze their own work, pinpointing areas in which they need to improve, and modifying their strategy to enhance learning results. In the view of Atwood and Singh (2018) one of the most important, but often least liked roles are that of grader creating assignments to develop and measure proficiency on fundamental skills, providing effective feedback on those assignments, and assigning a fair and meaningful grade representing achievement which should be prompt, trustworthy, explanatory, and aimed at identifying and resolving the gap between current and desired performance. Although students are increasingly using Grade scope for self-assessment, there is a significant gap in the literature because no studies have looked into how students use Grade scope to assess their own work. In addition to utilizing Grade scope, students also employ automated grading systems in assessment.

Automated grading systems, which use algorithms and artificial intelligence to evaluate student assignments and provide instant feedback, have become increasingly popular in educational settings. One method for providing a grade and feedback in good time is to use multiple human graders as it increases the chance of variation in grading accuracy, consistency and feedback quality. In the view of Jain et al. (2023), the automated grading system is a cutting-edge technical solution developed to help educational institutions expedite grading. It makes use of advanced machine learning and AI techniques to evaluate student work and provide personalized comments. Automatic grading tools have become widely popular, as they are able to assign grades and generate feedback consistently for large cohorts (Messer et al., 2023). Receiving feedback quickly increases student satisfaction, and multiple submissions allow students more opportunities to succeed. The key goals are to save students time, provide uniformity in grading, and improve the overall learning experience. The technology eliminates manual assessment by automating the process and establishing a standardized approach that minimizes discrepancies and biases. Students gain vital insights into their performance, allowing them to discover areas for development (Kumar, 2023). Despite the growing adoption of automated grading systems among students for self-assessment purposes, a significant research gap exists, as existing studies have primarily focused on the use of automated grading systems by educators, with

little attention paid to how students utilize these systems to evaluate their own work. The use of computers in the learning process has been an area of interest to education researchers for nearly a century. Their goal has been to build computing systems that help students to learn about specific domains which led to the introduction of artificial intelligence in these systems in the 1970s, called intelligent tutoring systems (Al-Aqbi, 2017).

Intelligent tutoring systems (ITS) are computer-based programs that give students individualized training and feedback by utilizing machine learning (ML) and artificial intelligence (AI). These systems assess students' performance using algorithms, give prompt feedback, and modify the questions' level of difficulty to suit each student's aptitude (Al-Aqbi, 2017). Swanson (2019) characterized an intelligent tutoring system as a computer tutoring system that makes use of cognitive theory and artificial intelligence to help students work through difficulties and find answers by generating suggestions and feedback from expert-knowledge databases as needed. Furthermore, according to Lin et al. (2023), (ITSs) are computer-based learning platforms that employ artificial intelligence to give students individualized and flexible training. This is why the primary strategy for attaining sustainable education in the modern day is incorporating cutting-edge information technology, such as intelligent tutoring systems into high-quality instruction. Additionally, by offering a cutting-edge platform that increases accessibility to education, AI-based tutoring solutions aid in closing the gap between teachers and pupils. The flexibility of the learning process is increased because students can learn from anywhere at any time. Therefore, regardless of a student's location or financial situation, AI-powered tutoring systems support equal access to education (Lin et al., 2023).

In their study, Lin et al. (2023) found that the use of AI in tutoring systems has proven beneficial for sustainable education. Additionally, because ITS has a good effect on student learning, researchers like Al-Aqbi (2017), Schmidt (2022), and Swanson (2019) came to the conclusion in their works that it may be used to help students improve their learning better than traditional instructional approaches. The majority of the research on intelligent tutoring systems to date has concentrated on how these systems are developed, implemented, and how effective they are in different educational contexts. There is a notable vacuum in the

research, nevertheless, as not many studies have looked into how undergraduate students use ITS to assess their own learning. By investigating how undergraduate students use intelligent tutoring systems to assess themselves, the current study seeks to close this gap. However, it appears that human educational activities particularly writing assignments, term papers, and research are becoming completely replaced by artificial intelligence (AI)

In education, research is the methodical, thorough examination of many facets of learning and educational institutions in order to provide new information, enhance existing practices, and guide policy choices. Research is an essential component of postgraduate coursework and a prerequisite for receiving any kind of postgraduate degree. AI tools enable postgraduate students write research papers, analyze data, and conduct literature reviews, enabling them to generate high-caliber research outputs. According to Brew (2017) and Real (2022), students must do more than only study the required topics to meet the demands of the twenty-first century. They must also produce high-quality research articles that address societal issues or advance knowledge. With some articles even naming AI tools as authors (Alattar & McDowell, 2023), current AI technologies have evolved into writing assistance for students for both research and assessment (Pence, 2019).

The process of assessing pupils' knowledge, comprehension, and performance is known as assessment. It is essential for providing some kind of rationale for the degree of learning that has occurred. According to Hooda et al. (2022), assessment and feedback are seen as crucial elements of attention in the context of higher education since they affect a variety of stakeholders, including students and teachers. It is necessary to find out whether students can identify appropriate assessment tasks that can be enhanced or automated using AI, select and apply suitable AI tools or technique to address specific assessment tasks or challenges, analyze and interpret data among others.

Even with the increasing amount of research and assessment on AI tools in higher education, public postgraduate students in Nigeria still lack a thorough understanding of how these tools are used in research and assessment. A thorough analysis of the literature shows that the majority of the research done on this subject has been done in Western settings, with little consideration given to the educational environment in Nigeria. Segbenya et al. (2023), for example,

discovered in their research that ChatGPT and Quill Bot were the most popular AI platforms and software among postgraduate students. However, Parker (2023) disclosed that AI is becoming more than just a tool; it is a transformational force that demands a comprehensive understanding. By investigating the use of AI technologies in research and assessment among public postgraduate students, this study seeks to close this gap.

Statement of problem

Concerns regarding the effects of artificial intelligence (AI) tools on research and assessment have been highlighted by their growing use in higher education. Even while AI tools can increase academic efficiency and production, postgraduate students are increasingly required to assess how they are being used. Even though the amount of research on AI tools in higher education is expanding, public postgraduate students in Nigeria still lack a thorough understanding of how these tools are used in research and assessment. A thorough analysis of the literature shows that the majority of the research done on this subject has been done in Western settings, with little consideration given to the educational environment in Nigeria. The usage of AI tools like Grammarly, ChatGPT, and Quill bot in research, as well as Grade Scope, automated grading systems, and intelligent tutoring systems in assessment, is therefore not well understood by public postgraduate students in Nigeria. By investigating the use of AI technologies in research and assessment among Nigerian public postgraduate students, this study seeks to close this gap.

Specifically, the study sought to:

1. ascertain the extent of postgraduates' usage of AI research writing assistants in their work;
2. ascertain the extent of postgraduates' usage of AI grading tools in assessment.
3. Find out strategies to enhance postgraduate students' usage of AI writing assistants and grading tools.

Research Questions

The following research questions were posed for the study:

1. To what extent do postgraduate students use AI research writing assistants in their work?
2. To what extent do postgraduates use AI grading tools in assessment?

3. What are the strategies to enhance postgraduate students' usage of AI writing assistants and grading tools?

Method

In order to evaluate postgraduate students' use of AI in research and assessment at public universities in South-East Nigeria, this study used a descriptive survey research approach. Descriptive research involves gathering information to test theories or answer questions about the current status of the problem being studied (Ansari et al., 2022). It seeks to gather thorough and specific facts and information about the subject of the investigation. The population was made up of all postgraduate students at the public university in South-East Nigeria. The study employed a proportionate stratified sampling strategy to choose a sample of 576 pupils. For this study, three tools were used: The Artificial Intelligence Writing Assistant Scale (AIWAS), the Artificial Intelligence Grading Tools Scale (AIGTS), and strategies to enhance postgraduate students' usage of AI writing assistants and grading tools developed by the researcher were used for this study. Three specialists in Research, Educational Measurement, and Evaluation from the Department of Science Education at the University of Nigeria Nsukka conducted the face validity of the instruments. Cronbach's alpha was used to assess the internal consistency of the AIWAS, AIGTS, and strategies; the results were 0.85, 0.81, and 0.79 for the AIWAS, AIGTS, and strategies, respectively. Based on the strong dependability index, the instruments were deemed appropriate for the investigation. Version 25 of the Statistical Package for the Social Sciences (SPSS) was used to answer the study questions using mean and standard deviation.

Each instrument's section A had the respondents' demographic data, while part B had AIWAS, AIGTS, and strategies sections, which each had 10, 9, and 10 items, respectively. The purpose of the items is to determine how postgraduate students utilize AI in their research and assessment, as well as how to improve the usage of AI writing assistants and grading tools. The instruments were given to the undergraduate students at the chosen universities using on-the-spot administration and collection. The benchmark mean response was established at 2.50, meaning that a mean answer of 2.50 or more indicates great extent, while a mean response of less than 2.50 indicates low extent.

Additionally, a mean response of 2.50 or higher indicates agreement, whilst a response of less than 2.50 indicates disagreement.

Results

Research Question One: To what extent do postgraduate students use AI research writing assistance in their work?

Table 1: Mean and Standard Deviation Ratings of Postgraduate Students' use of AI Research Writing Assistance in their work

S/N	Item Statement	Mean	SD	Remarks
1	I use Grammarly to improve grammar and punctuation	3.43	0.64	HE
2	I use Grammarly to check for plagiarism	2.16	0.30	LE
3	I use Grammarly to enhance writing style and clarity	2.85	0.82	HE
4	I use Grammarly to format citations and references	2.39	0.57	LE
5	I use ChatGPT in Literature Review for finding relevant studies or summarizing research findings	3.12	0.71	HE
6	I use ChatGPT for generating brainstorming ideas or topics	2.46	0.42	LE
7	I use ChatGPT for improving writing style, grammar, or clarity	3.74	0.78	HE
8	I use Quill Bot to improve writing quality, enhancing clarity, coherence, or style	3.63	0.29	HE
9	I use Quill Bot for paraphrasing or summarizing text to avoid plagiarism	2.31	0.35	LE
10	I use Quill Bot to streamline writing or research tasks to save time	2.88	0.63	HE
Grand Mean		2.90	0.55	HE

Table 1 shows the result of the descriptive statistics conducted to determine the extent to which postgraduate students use AI research writing assistance in their work. The result shows that the mean ranged from 2.16 to 3.74 with standard deviation values that ranged from 0.29 to 0.82. Items: 1, 3, 5, 7, 8, and 10 had mean ratings of 3.43, 2.85, 3.12, 3.74, 3.63, and 2.88 with corresponding standard deviation values of 0.64, 0.82, 0.71, 0.78, 0.29, and 0.63 respectively. These

items had mean ratings above the 2.50 benchmark, implying that these items are utilized to high extent. On the other hand, items: 2, 4, 6, and 9 had mean ratings of 2.16, 2.39, 2.46, and 2.31 with corresponding standard deviation of 0.30, 0.57, 0.42, and 0.35, respectively. Since these items attracted mean ratings below 2.50, they were utilized to low extent. The grand mean of 2.90 implies that postgraduate students utilize the AI writing assistant to a high extent.

Research Question Two: To what extent do postgraduate students use AI grading tools in their work?

Table 2: Mean and Standard Deviation Ratings of Postgraduate students' use of AI Grading Tools in their Work

S/N	Item Statement	Mean	SD	Remark
1	I use Grade Scope to grade assignments and provide feedback	2.41	0.43	LE
2	I use Grade Scope to track my progress and performance	2.33	0.28	LE
3	I use Grade Scope to streamline assessment processes	2.04	0.47	LE
4	I use AGS to grade assignments and provide feedback	2.22	0.33	LE
5	I use AGS to track own progress and performance	2.09	0.58	LE
6	I use AGS to streamline assessment processes	2.36	0.29	LE
7	I use ITS to assess own knowledge and skills	2.37	0.30	LE

8	I use ITS to monitor progress and identify areas for improvement	2.01	0.66	LE
9	I use ITS to evaluate learning outcomes	1.56	0.35	LE
	Grand Mean	2.15	0.41	LE

Table 2 shows the mean and standard deviation ratings of postgraduate students on their use of AI grading tools in their work. The mean ratings ranged from 1.56 to 2.41 with standard deviation that ranged from 0.28 to 0.58. All the nine items had mean ratings

that were below the 2.50 benchmark. This implies that the items were used to low extent by the postgraduate students. In other words, the students utilize AI grading tool to a low extent as evident in the grand mean value of 2.15.

Research Question Three: What are strategies to enhance postgraduate students' usage of AI writing assistants and grading tools?

Table 3: Mean and Standard Deviation Ratings of Postgraduate Students on the Strategies to enhance the use of AI writing assistants and grading tools

S/N	Item Statement	Mean	SD	Remark
1	Providing structured orientation and training	3.25	0.27	Agree
2	Integrating AI use into the curriculum	3.51	0.32	Agree
3	Encouraging metacognitive reflection	3.74	0.43	Agree
4	Teaching prompt engineering	3.84	0.19	Agree
5	Promoting ethical use and academic integrity	3.11	0.24	Agree
6	Using AI for formative feedback	3.78	0.54	Agree
7	Combining AI feedback with peer and instructor review	3.26	0.57	Agree
8	Developing critical evaluation skills	3.56	0.31	Agree
9	Encouraging creative use beyond writing	3.83	0.20	Agree
10	Having Model AI use in the classroom	3.67	0.39	Agree
	Grand Mean	3.55	0.35	Agree

Table 3 shows the result of the data analysis performed to ascertain students' views on the strategies to enhance their usage of AI writing assistant and grading tools. The result shows that the mean ratings ranged from 3.11 to 3.84. All the 10 items had mean ratings that were well above the 2.50 benchmark. Therefore, these items, in the views of the students, constituted the strategies to enhance the use of AI writing assistants and grading tools. This is more evident in the high grand mean value of 3.55.

Discussion

The findings of this study reveal a notable disparity in the application of AI tools among public postgraduate students in South-Eastern Nigeria. While the majority of students demonstrated a high level of application of writing assistants in research, all students exhibited a low level of application of AI grading tools in assessment. According to Alami and Abu-Zaid (2023) and Dwivedi et al. (2023), the majority of postgraduate students use AI tools in their research, which is consistent with the global trend of increasing

AI integration in a variety of academic fields. For jobs like literature reviews, where tools can swiftly find pertinent papers and synthesize information, students seem to embrace AI with ease. Similarly, AI's utility in data analysis, particularly for large datasets or complex statistical models, likely contributes to its popularity. The use of AI-powered grammar and plagiarism checkers, as well as tools for academic writing assistance, further underscores students' recognition of AI's potential to enhance efficiency and quality in the research writing process. This suggests that students perceive AI as a valuable assistant that augments their research capabilities, aiding in productivity and potentially improving the rigor of their work. However, the low level of application of AI grading tools in assessment is concerning. This finding may indicate that students are either unaware of the potential benefits of AI grading tools or lack access to these tools. It is also possible that students are skeptical about the reliability and fairness of AI grading tools. Postgraduate students' unanimity on ways to improve the usage of AI writing aids and grading tools shows their desire to

embrace these technologies and displays a common understanding of how AI might transform academic practices.

Conclusion

According to the study's findings, South-Eastern Nigerian public postgraduate students use AI tools to varied degrees for research and assessment. They use writing assistance in research at a high level, while they use AI grading systems for assessments at a low level. This discrepancy emphasizes the necessity of focused interventions to raise students' understanding of and use of AI tools in assessment. Students' eagerness to employ AI technology to better their academic experiences is evident from their shared agreement on how to improve the use of these technologies. According to the findings, artificial intelligence (AI) is no longer a supplementary tool but is instead becoming a crucial part of contemporary postgraduate education, requiring proactive integration and pedagogical adjustments.

Educational Implications and Future Directions

Universities urgently need to create thorough regulations and instructional frameworks on the ethical and responsible use of AI, as evidenced by the varying patterns of AI application. It is admirable to promote AI literacy for research, but it is imperative to resolve the ambiguities around AI in assessment. Distinguishing between AI as a learning tool and AI as a replacement for original work requires educators to have conversations with students about the proper incorporation of AI. Encouraging students to embrace AI grading tools in their academic endeavors can help close the application gap by educating them about the advantages and drawbacks of these technologies and offering them assistance and training in their use.

Future research could explore students' specific concerns and perceptions about using AI in assessments, delving deeper into the ethical dilemmas they face. Additionally, investigating the role of faculty attitudes and university policies in shaping students' AI application behaviors would provide valuable insights. Designing innovative assessment methods that leverage AI tools while ensuring academic integrity could also be a fruitful area of exploration.

Recommendations

The study's conclusions lead to the following recommendations:

1. Training and awareness programs: To inform postgraduate students about the advantages and drawbacks of AI grading tools in assessment, universities should set up training sessions.
2. Access to AI tools: Postgraduate students should have access to AI-powered assessment resources, such as grading tools, from universities.
3. Curriculum integration: AI tools ought to be incorporated into the curriculum so that students can learn how to use them for research and assessment.
4. More research: To find ways to encourage the adoption of AI grading tools and to investigate the reasons behind their low level of use in assessments, more research should be done.

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