QUALITATIVE RESEARCH JOURNAL FOR SOCIAL STUDIES

ISSN Online: 3006-4686, ISSN Print: 3006-4678

Volume No: 03 Issue No: 01 (2026)

SYSTEMATIC LITERATURE REVIEW ON INTELLECTUAL PROPERTY (IP) RIGHTS AND ROLE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI) – RESPONSIBLE AI (ACADEMIC SECTOR)

Muhammad Arsal Latif
Lecturer, Management Sciences, Shifa Tameer-e-Millat University (STMU), Islamabad
arsal_latif.fssh@stmu.edu.pk
Dr. Kausar Fiaz Khawaja
Assistant Professor, Faculty of Management Sciences, International Islamic University Islamabad
kausar.khawaja@iiu.edu.pk

Abstract

Generative Artificial Intelligence (AI) has transformed the global technological landscape by developing the following kinds of systems: capable of creating texts, images, melodies, computer code, and research materials. Platforms such as OpenAI, Google AI and Microsoft AI have enabled numerous generative AI tools to quickly gain popularity among the educational and business communities, including ChatGPT, Gemini, and Copilot. The rapid generation of generative AI has posed serious problems in terms of intellectual property (IP) rights, copyright ownership, plagiarism, patentability, and ethical administration regardless of the benefits of automation, productivity, and creativeness. AI systems are usually trained on massive amounts of data, which may involve copyrighted material, and raise legal and ethical issues about the ownership, and unauthorized use of creative work. This SLR explores the connection between the intellectual property rights and the governing of AI responsibly in the academic field. It uses the SLR methodology which is built on PRISMA as the study questions scholarly articles published in 2021-26 based on the databases of Scopus, Web of Science, ScienceDirect, and Google Scholar. A few of the distinguishable themes laid out in the review are copyright infringement, misunderstanding about authorship, scholarly integrity, transparency, responsibility, and responsible AI practice. The results indicate that the current IP regulations are inadequate to cope with the complexity of the generative AI technologies. The challenge that faces the universities and policymakers is on how to strike a balance between innovation, academic productivity and legality. The article can be transferred to the existing literature on responsible AI since it sums up the recent developments in AI regulation, pinpoints the flaws of the regulation, and presents the recommendations of what should be done by the academia to utilize AI in a responsible and ethical way. The conclusion of the study is that new legal frameworks, institutional AI policies as well as international cooperation are crucial to create equilibrium between technological innovation and intellectual property protection.

Keywords: Generative Artificial Intelligence (Generative AI), Intellectual Property Rights (IPR), Copyright Ownership, Academic Integrity, Institutional AI Policies, Intellectual Property Protection, International Cooperation, Legal Frameworks.

1. Introduction

1.1 Background of the study

Generative AIs have become among the radical technologies of the twenty-first century. Unlike traditional AI systems, which are highly mindful to prediction and classification, generative AI systems can generate new content as written text, images, audio and videos, and computer code. The evolution of ChatGPT, Gemini, DALL-E, Midjourney, and GitHub Copilot is an example of how AI can be both competing with human creativity and in areas where it is able to automatically be complex and intellectual (Rupasinghe., 2025). The increasing power of Large Language Models (LLM) and neural networks has opened opportunities to organizations and academic institutions to use AI technologies to conduct their research, teachings, and administrative tasks, as well as develop applications and create content by using AI. The successful development of generative AI is highly related to investments and technological breakthroughs introduced by major tech firms such as OpenAI, Google and Microsoft

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(Afuwape., 2025). The application of generative AI by these companies has been seen in search engines, educational software, cloud services and productivity software. Universities are starting to motivate students and researchers to consider AI-assisted tools when reviewing literature, with assistance of a literature review, writing academic work, finding coding, analysing data (De Smet et al., 2023). Similarly, companies use AI-generated material to sell, serve and software engineer their software.

However, despite these benefits, development of generative AI has presented serious legal and ethical challenges since it has rapidly increased. The intellectual property rights are some of the most controversial to be discussed. The foundation of artificial intelligence systems is on large training sets that are acquired via books, web sites, pictures, research articles, songs, and web archives (Shah., 2025). Others of these materials are copyrighted materials of persons or organizations. This raises a question whether AI developers somehow the right must use the copyrighted materials to train or if the AI-created works of art infringe upon the preexisting copyrights (Ali., 2024). The use of AI-made academic papers has provoked the fears of plagiarism and academic integrity as well. Already, the AI devices enable the students to write essays, reports, and summaries of research so that it is difficult to determine how much work is done by the problem solvers, and machines in the universities (Mazzi., 2026). In addition, AI generated direct research findings threaten the traditional concept of authorship because the current copyright laws of most countries acknowledge the role of humans, who possess a sense of creativity in ensuring ownership entitlements.

The juridical conflicts in recent days bear witness to congruency of these problems. Getty images filed a lawsuit against Stability AI claiming to have used millions of copyrighted photos to train AI without like and it ought to have (Singay., 2024). Similarly, media companies and publishers have raised alarm on the fact that the AI systems could duplicate copyrighted content without permission and payment (Napitupulu et al., 2023). The uncertainty regarding the legal status of generative AI is dynamic because the courts, policymakers and international organizations are striving to comprehend how the existing intellectual property laws apply in reference to AI inspired creativity.

1.2 Problem Statement

Generative AI is created by being trained using existing data where most data have copyrighted and proprietary content. The practice helps to reduce illegal uses of intellectual property and possibilities of copyright infringement. Currently existing copyright legislations are mainly geared towards human creators, and the aspect of ownership of AI generated works is not well defined (Vebritha., 2024). Therefore, it is not clear as to whether the outputs of AI systems should be owned by the developers, users or organizations of AI systems. The use of AI-written papers, research summaries, and computer code in the academic community has become a matter of concern due to the aspects of plagiarism, academic dishonesty, and authenticity (Chesterman., 2025). Universities are struggling to have a consistent policy of AI usage and gain equity and fairness of education. In addition, legal uncertainties in patent, license and ownership of data make the possibility of patent, institutional or AI-company tensions more probable (Sanders., 2021). Lack of world-wide scalable rules and mechanisms of governance has augmented issues to come up with responsible development of AI (Razzaq et al., 2025). Without specific ethical and legal guidelines, generative AI is also capable of effortlessly attempt to overturn intellectual copyright, reduce trust in research-true academia, and discourage individual creativity and innovation (Wardi et al., 2025).

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1.3 Importance of the study

The research is significant since the protection of intellectual property is vital in protecting creativity, innovation, and scholarly studies. With the increasing penetration of generative AI into the education and research space, universities and policymakers need to make sure that AI technologies are responsible and ethical (Wardi et al., 2025). Through the study, there is an insight into the role of responsible AI governance to minimize any legal and ethical risk of AI-generated content. It also outlines the necessity to redefine intellectual property systems that can deal with new AI-related challenges (Abdulwahab., 2025). Moreover, these findings can be effective in academic colleges and universities where it is necessary to develop the policies about the usage of AI, plagiarism detection tools and ethical regulations of research (Smits and Borghuis., 2022). The work is a foreshadowing of the general analysis of the digital transformation, technological innovation, and sustainable AI governance (Rupasinghe., 2025). The study will assist universities, scholars and policy makers by informing them about the gaps that exist in the legal and ethical framework and providing an effective remedy to the scholars.

1.4 Scope of the study

The area of this research is the case of generative AI and intellectual property rights in academia. The review looks at the scholarly works relevant to copyright, patents, plagiarism, AI-generated work, and responsive AI regulation between 2023 and 2026. The study brings out ethical and legal issues surrounding AI-produced educational and research materials.

1.5 Research Questions

1. What is the connection between generative AI and academic copyright?
2. What is the biggest intellectual property ethical and legal issues with AI-generated content?
3. What are education institutions doing to govern responsible AI through a responsible AI framework (to answer the question of intellectual property and ethical dilemmas)?
4. What are some of the gaps in legal and ethical systems that govern generative AI, and what could be suggested to improve governance of AI into the future?

1.6 Research Objectives

1. To explore connection between generative AI and intellectual property rights in academia.
2. To determine and examine the AI-generated content ethical and legal intellectual property issues.
3. To explore A responsible AI governance models in education institutions.
4. To produce gaps in current legal and ethical frameworks and offer suggestions on how to change AI governance in the future.

1.7 Structure of the paper

The article is divided into 6 parts. Introduction gives the background of the research, the research questions and objectives. The literature review addresses generative AI, intellectual property rights, copyright, responsible AI frameworks, and the implications of AI on academics. The systematic literature review methodology and PRISMA are described in the methodology. The fresh insights are then discussed in the paper and a conclusion is made.

2. Literature Review

2.1 Understanding Generative AI

Generative AI is a form of AI that has the capacity to produce an original content through a discovery of the trend in large datasets. ChatGPT, Gemini, DALL·E and Minejourney, among others are technologies that use machine learning methods, namely, deep learning and neural networks, to generate human-like products (De Smet et al., 2023). They are founded on architectures built on Large Language Models (LLMs) and transformers that can work with very large droves of text and image information. Generative AI has turned industries into a

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mechanized industry with creative work being mechanized and carried out only by humans. Some uses of AI implementation in education are writing research, coding, tutoring, and finding content summaries (Singay., 2024). Essays, research abstracts, artistic images, programming code, music/scientific report ci compositions, and essay scientific reports are all examples of AI-generated content. Growing capabilities of AI models have significantly contributed to the increasing power of these apps and their growing productivity and increasing accessibility (Kibrige., 2024). However, it is the originality and right to ownership of AI-generated content that have reservations. It is assumed that the product created by AI will be constructed on the pattern that was learned on the works under copyright, and the issue of authorship and originality will be quite vague.

Table 1: Number of articles searched and selected

Database / Source	Papers Retrieved	Papers Screened	Full-Text Assessed	Articles Selected
Scopus	45	30	12	6
Web of Science	35	22	8	4
IEEE Xplore	28	18	6	3
ScienceDirect	40	25	10	5
Google Scholar	52	30	9	3
Total	**200**	**125**	**45**	**21**

2.2 Artificial intelligence and the law

The intellectual property rights are the legal safeguards which are employed to ensure the creative and innovative works. Some of the key intellectual properties are copyright, patent, trademarks and licensing agreements. Copyright is the protection of original writers, works of art and academic works and patents protect innovations and technologies (Shah., 2025). The advent of generative AI undermines the conventional IP frameworks in that existing laws usually assume that the authors of creative works are humans. The requirement of human authorship to receive a copyright is a requirement that has been put in place in most countries (Barqawi et al., 2024). An AI-generated content will thus not fall under the copyright ownership as per the existing laws. Yet another pressing legal issue to be addressed concerns whether AI systems can become inventors or writers. This has been asked by the patents case of DABUS and others about the question of AI inventorship (Vebritha., 2024). The creators or consumers of AI are supposed to own AI-generated work, but the rest believe that the AI-generated work should be in the free domain.

AI training data is another data that is of tremendous concern. Many of the generative AI models train their models on copied pieces they can find on the Internet. Critics have argued that unauthorised scraping violates copyright laws and is part of the process of causing the authors to become subordinate. Proponents, though, assert that AI training is transformative fair use since AI systems learn, but they are not copying (Bordian and Lupu., 2026). This strain is portrayed with the recent transformations in the law. Courts are also beginning to address the question of whether AI training practices are fair use or infringement of copyright in the United States, and Europe. These grey areas in law show the inefficiencies of the current IP laws in addressing creativity brought about by AI.

2.3 AI Generative and the Issue of Copyright

One of the most disputable issues of generative AI is copyright issues. AI systems learn on large book, academic and news media article and other online media data. Majority of content creators grieve that they use their content without permission, remuneration and even

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acknowledgment. Getty images reacted to Stability AI by saying that its AI image producers had been trained with millions of collaborated images. (CNBC) In other instances, other businesses such as Disney, NBCUniversal, filed suit against Midjourney because of copyright infringement of AI generated characters and copyrighted images (Crouch., 2024). Such cases (Axios) Indicate new concerns on the practice of unauthorized AI training.

Artificial intelligence-based essays and assignments may also pose a problem in the life of educational institutions, in relation TO the questions of plagiarism and dishonesty in academic work. Generative AI applications enable students to compose their essays that appear to be their own despite a high rate of text produced by machines. The problem is thus making identification of authorship authenticity and maintenance of academic standards a challenge among universities (Zain et al., 2025). Other software applications, such as GitHub Copilot, have been controversial because of the potential of the AI-generated code copying copyrighted code. The questions concerning the infringement of licenses, the right to the code and responsibility in the creation of the AI-assisted software take their toll. The other issue relates to novelty and likeness. The AI-generated content might accidentally duplicate the copyrighted phrases, artistic style, or visuals that are seen in the training data (Tallala., 2024). Evidence that AI systems can recreate recognizable artistic styles can be found in the creation of viral discussions about the AI-generated styles of art, including the Studio Ghibli-themed images. (The Washington Post) According to scholars, the existing regulations on copyright fail to deal with these new requirements as AI systems are not like human creators (Shah., 2025). Current models are not clear on how to license the dataset, distribute ownership and liability between the creators of the AI and the consumers.

2.4 Responsible AI Frameworks

Responsible AI entails ethical development and deployment of AI technologies that have transparency, fairness, responsibility and human rights in mind. There are different governance frameworks suggested by the international organizations to direct responsible AI practices (Mazzi., 2026). UNESCO introduced the Recommendation on the Ethics of Artificial Intelligence that is human rights, transparency, inclusivity and accountability driven. (UNESCO) The framework promotes governments and organizations to adopt ethical protections in the AI lifecycle (Adedokun., 2026). On the same note, OECD AI Principles advocate trustful AI systems founded on transparency, strength, explainability, and answerability. (OECD) OECD encourages human management, and data control and risk control process to prevent abuse and protect intellectual property rights.

Other aspects of responsible AI governance are explainability and traceability. As much as possible, the area covered by AI systems must be laid bare concerning the origin of training data, decision-making process, and outputs (De Smet et al., 2023). This is particularly required around education whereby students and scholars must be able to comprehend the repercussions of AI-created content ownership and its requirements in terms of citation (Shah., 2025). Accountability and fairness is also essential. Institutions need to be conscious that AI tools are not used to propel discriminatory results or erode academic integrity. Ethical regimes thus promote institutions to formulate definite AI policies, user policies as well as monitoring systems.

2.5 Generative AI in Scholarship

Generative AI technologies have rapidly been adopted in the academic field in the teaching process, research, and administration. AI in writing of essays, code-writing, brainstorming, literature review is increasingly becoming a phenomenon with students (Rupasinghe., 2025). Researchers have now adapted the AI systems to summarize articles and analyse data and write

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up manuscripts. Generative AI makes efficiency and accessibility possible but also brings up issues of ethical concerns (Lucchi., 2024). One of the greatest is academic integrity because AI created assignments might result in the development of less critical thinking and learning on their own. Universities are, therefore, developing policies regarding AI usage in a manner that they can control what can or cannot be acceptable and not supported by AI.

The other concern is the ownership of research outputs of AI aided. The questions are, is an artificial intelligence-assisted research writing owned by students, researchers, institutions or suppliers of artificial intelligence? The existing copyright laws do not specify how collaborative human-AI creation processes should be owned. The other problem which makes universities concern is the problem of misinformation and references made by AI (Wegrzak and Garcia., 2024). Research can contain false references and false information which, in turn, can jeopardize the quality and validity of research. Consequently, many colleges have instructed learners and scholars to detail application of AI in their academic papers (Singey., 2024). These issues notwithstanding, with accountable use of AI, innovation and learning can be facilitated. Universities are increasingly interested in the AI literacy programs, ethical training and transparent governance policies to have an integrated AI.

2.6 Literature Gaps

In the literature, there are some key gaps as far as generative AI and intellectual property rights are concerned. To begin with, there is no universal legal agreement to an AI-generated course content besides the legality of AI training. There is a different usage of copyrights, fair use and data mining exceptions in different countries (Shah., 2025). Second, there are few sector-specific research that concentrate on responsible AI governance in universities. Much of the literature deals with the corporate or technical aspects and not academic implications (Singh and Singh., 2023). Third, there is still a lack of harmony among governance structures. Universities have the tendency of coming up with their own AI policies lacking internationally standard guidelines. This contradiction confuses on what should be acceptable in the practices of AI usage. Lastly, researchers note the challenge of a dilemma between innovation and Intellectual Property protection (Vebritha., 2024). Excessive regulation may deter technological innovation and result in weakening of creator rights and morals, but on the other end highly innovative products may not exist. More interdisciplinary studies are thus required to come up with sustainable AI governance models.

3. Justification od Novelty and Research Implications

3.1 Research Novelty

The study belongs to the already expanding literature on the topic of generative AI, as it combines the discussions of the intellectual property rights protection within the responsible AI regulation framework within the academic community. This paper is the first one that integrates two unlike the previous research studies where researchers research on a single aspect copyright law or ethics of AI (Tallala., 2024). The other element of novelty in this study lies in its emphasis on generative AI technologies, which may become prominent between 2023 and 2026. Problematic questions that arise are new legal and ethical challenges that are underrepresented in scholarly materials as such tools as ChatGPT, Gemini, DALL·E, and Midjourney are quickly evolving (Zain et al., 2025). The research article is speculative, in the sense that it seeks to encompass the current scholarly discourses, legal cases, and issues of governance to give a more contemporary view of the intellectual property challenges around the field of AI (Farhad and Zakir., 2025). In addition to this the article is reduced to higher level institutions of learning and school administration. Recent research findings lean towards commercial and technological AI applications yet not learning implications. It is significant as

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the research offers industry-specific data, which can be used by educational institutions and policymakers of the academic integrity including plagiarism, authorship, and policy development of AI.

3.2 Theoretical Implications

The paper can also contribute to the existing AI governance literature since it can be part of the discussion about transparency, accountability, and ethical AI implementation. It shows the effects of the consideration of intellectual property on responsible AI practices and patterns of institutional governance (Razzaq et al., 2025). The analysis also contributes to intellectual property law discourses considering the engagement of copyright traditional structures and AI-generated creativity. The results confirm that current legal ideas of authorship and originality need to be rethought about content that is generated by machines (Callo-Muller., 2026). The research, also, supports inter-disciplinary scholarship, as it is an integration of legal, ethical, educational and technological topics in a comprehensive approach to accountable AI governance.

3.3 Practical Implications

Regarding the case of universities, the research presents some practical recommendations to make with respect to policy development, AI academic integrity provisions, and AI responsible use provisions. The findings can be implemented in educational institutions, constructing an enhanced perception of the disclosure requirement, policy on plagiarism as well as ethics-driven training modules based on AI. The research also helps its policymakers to determine the flaws of current intellectual property (Cuntz et al., 2024). The results can assist governments and regulators to establish superior laws to regulate the ownership, licensing, and regulating AI-generated content. Finally, the paper can guide AI developers and educators instructing technology by recommending the importance of being more open, licensing data and information and applying AI morally to develop its applications.

4. Methodology

4.1 Research Design

This paper is a qualitative research design based on a Systematic Literature Review (SLR) method to investigate how intellectual property rights relate to the responsible use of the generative Artificial Intelligence in academia. Qualitative design fits the study since the research aims at analysing concepts, legal systems, ethical issues, models of governance and academic interpretations as opposed to numerical or statistical relationships (Kibrige., 2024). The SLR approach can enable the researcher to develop acidic knowledge related to the available academic literature based on a systematic collection, analysis, and synthesis of the information and data on various academic sources in a transparent and organized way (Afuwape., 2025). This paper concentrates mainly on academic publications published in 2021-2026 since this is the time frame that mirrors the swift growth of generative AI tools, including ChatGPT, Gemini, DALL·E, Midjourney, and GitHub Copilot (Lucchi., 2024). These technologies have greatly affected the discourse on the protection of copyright, authorship, academic integrity, plagiarism, and the responsible governance of AI. The limitation of the review to recent literature sources will also help to make the findings relevant to the latest legal and technological developments.

4.2 Review Protocol

The review procedure is guided by PRISMA (Preferred Reporting Items of a Systematic Review and a Meta-Analysis) framework as one of the most relevant models of performing systematic literature reviews that are the most frequently accepted (Farhad and Zakir., 2025). PRISMA offers a methodological framework of identifying, screening, accessing, and selecting

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pertinent academic literature. The framework enhances rigidity in methods, transparency, and reproducibility in the review process. The PRISMA was broken down into four significant steps in this research (Ali., 2024). The initial phase was an identification stage, whereby the scholarly articles have been searched using special databases and using keywords that have been predefined that pertain to generative AI, intellectual property rights, responsible AI, copyright, plagiarism, and academic governance. The second phase was screening of titles and abstracts that eliminated irrelevant or duplicate studies (Napitupulu et al., 2023). In the third phase, articles with full text were determined by the eligibility criteria set to analyse them during study. Lastly, the inclusion phase entailed picking up articles that directly covered the relationship between generative AI, intellectual property rights, and responsible AI regulation in the educational or academic context.

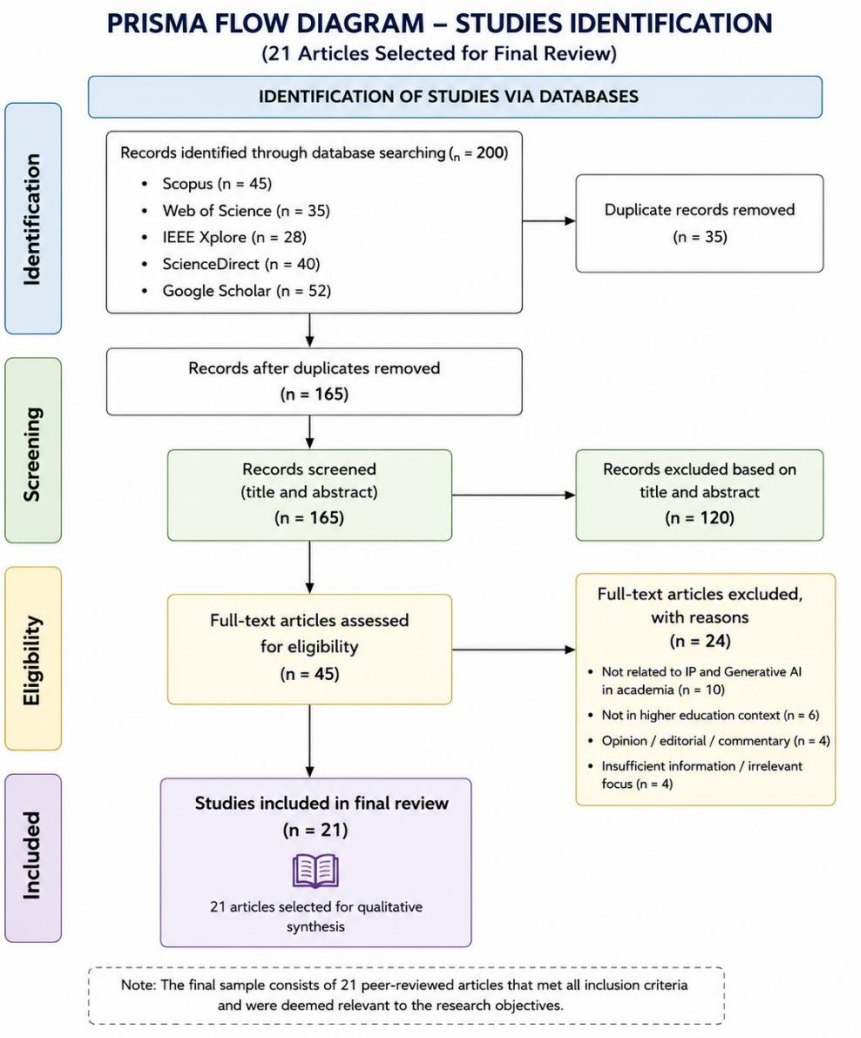

Figure 1: PRISMA Flow Diagram

4.3 Data Sources

This study collected the literature used in the study in various credible academic databases, such as scopus, web of science, Google scholar and science Direct. These databases have been chosen to be able to access the high-quality peer-reviewed journal articles, conference papers, legal analyses, and interdisciplinary research on the topics of artificial intelligence, intellectual property law, and ethical governance (Cuntz et al., 2024). Scopus and Web of science were the main sources due to their wide representation of peer-reviewed academic sources and using

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ISSN Online: 3006-4686, ISSN Print: 3006-4678

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citation indexing (Chesterman., 2025). ScienceDirect delivered access to legal, technological and scholastic research articles as well as Google Scholar to find other useful studies, conference papers and new discussions concerning generative AI and intellectual property rights. The utilization of various databases enhanced the comprehensiveness of the review and minimized the chances of omitting important studies (Razzaq et al., 2025). The search technique entailed the combination of key words and Boolean operators to enhance the search. Some of the search terms were; Generative AI AND Intellectual Property, AI-generated content AND copyright, Responsible AI governance, AI plagiarism in education, and Generative AI AND academic integrity. These keywords were chosen accordingly because they will be in line with the research questions and objectives.

Table 2: Geographic Distribution of Studies

Region	Number of Studies	Percentage
North America	7	33.3%
Europe	6	28.6%
Asia-Pacific	5	23.8%
Middle East	1	4.8%
Africa	1	4.8%
Latin America	1	4.8%
Total	**21**	**100%**

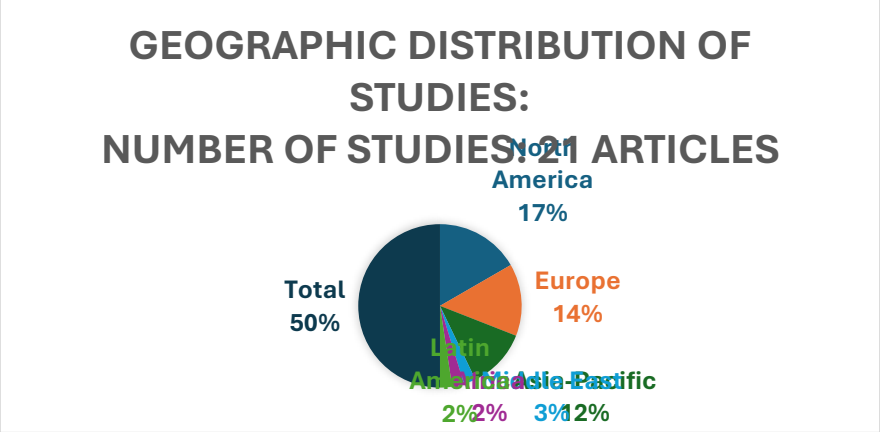

Figure 2: Geographic Distribution of Studies

4.4 Inclusion and Exclusion Criteria

In a bid to keep the quality and relevance of the review, pre-screen inclusion and exclusion criteria were set. Inclusion criteria were that the study had to be the peer-reviewed academic publication written in English and it had to be published within the timeframe 2021-2026. Only works aligned to the generative AI, intellectual property rights, copyright law, responsible AI governance, academic integrity, or responsible AI use were taken into consideration as eligible to be included. Studies that targeted the educational/academic field were paid a special close due to the specific area-oriented nature of the study (Singay., 2024).

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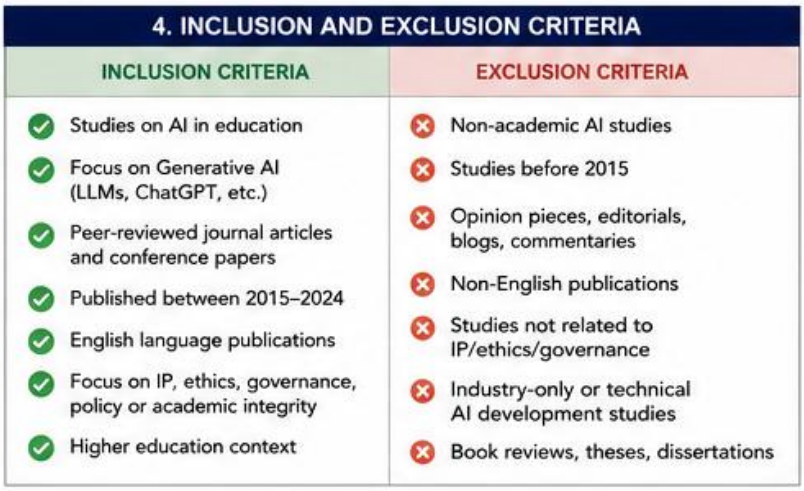

Figure 3: Inclusion and Exclusion criteria

The non-academic sources that the exclusion criteria eliminated include blogs, opinion articles, magazine publications, as well as promotional materials since such sources might not be scholarly reliable or methodologically rigorous. The articles were also excluded where copies were found in more than one database (Chesterman., 2025). During the screening stage, all studies that were not related to the generative AI, intellectual property, or responsible AI governance were eliminated. Further, to ensure consistency in interpretation and analysis, only non-English publications had to be filtered out.

4.5 Data Analysis Method

Thematic analysis, a qualitative method which facilitates the identification of recurrent themes, concepts, and patterns in textual data, was applied to the selected works through thematic analysis. The thematic analysis proved to be suitable, as the research study was aimed at synthesizing the various legal, ethical, and governance issues regarding generative AI and intellectual property rights (Crouch., 2024). The analysis procedure was initiated by reading and coding of the chosen research carefully. The most significant concepts and issues were determined and divided into bigger themes. Other prominent topics were copyright violation, authorship of AI-created work, plagiarism and academic dishonesty, openness and responsibility, ethically governed AI systems, ethical AI frameworks, and legal ambiguity about AI-made work (Kibrige., 2024). Similarities and differences across studies were also compared by synthesis. This procedure allowed the researcher to compare the approaches of scholars, policy makers, universities, and other foreign bodies on dealing with intellectual property issues related to generative AI. The thematization also aided in uncovering gaps in the literature, such as the lack of harmonized legal frameworks worldwide relating to guidance of higher education institutions and dearth of sector specific model of governance.

4.6 Reliability and Validity

A few steps were undertaken to guarantee the reliability and validity of the study. To begin with, the peer-reviewed journal articles and credible academic databases enhanced the validity and intellectual literature taken. Second, the PRISMA scheme was used that contributed to transparency and consistency in the review process. Methodological reliability was further enhanced through selecting pre-established inclusion and exclusion criteria that minimized selection bias and guaranteed that the studies were evaluated methodically. To enlarge coverage and avoid the possibility of missing any important publications, several databases were employed (Zain et al., 2025). As well, thematic coding processes were used throughout all the chosen studies to ensure reliability in the analysis. There was also a boost to validity through

comparative synthesis and cross-verification of results in contrasting scholarly views. The incorporation of legal, educational, and ethical literature helped to take a more comprehensive view of the research problem. Similar points about the significance of a transparent methodology and replicable procedures are made in the previous systematic reviews concerning AI governance and intellectual property to ensure research validity.

4.7 Ethical Considerations

The research was purely based on secondary data derived through published academic literature and thus had no human subjects, surveys or interviews. Consequently, there was no need to have formal ethical approval. But ethics was still of concern during the research. The research took care of giving the due credit and references to all academic references to prevent plagiarism and preserve academic integrity. The data collected in published studies were reflected and interpreted without distortion and misrepresentation. The researcher also made sure that the materials that had copyrighted materials and scholarly contributions were referenced accordingly in accordance with the standards of academic reference.

5. Findings

The findings of the systemic literature review indicate that generative Artificial Intelligence has offered substantial intellectual property (IP) issues to the modern intellectual property (IP) frameworks, particularly the copyright, authorship, ownership and responsible AI governance arenas. Most of the reviewed papers gave a similar sentiment that the current intellectual property laws are ill-equipped to handle the rapid development of AI-generated content and the introduction of machine enhanced creative solutions to problems. Among the key outcomes of the review is the growing confusion in terms of authorship and ownership of AI-made works. According to the study carried out by Abdulwahhab Ismail (2025), Razzaq et al. (2025), and Afuwape (2025), the conventional copyright supposed the human creation, with the generative AI creating the output with minimum interventions of humans. This poses a legal dilemma on whether AI-generated content should be under the copyright of the AI developer, user, organization, or not. The lack of internationally standardized laws on ownership in AI generated content was evidently noted throughout the literature.

Challenges identified in the Studies

The systematic literature review revealed that there were several challenges related to using generative AI and its effect on intellectual property (IP) rights. One of the key issues that the studies point into is the uncertainty of authorship and ownership of AI-generated content. The conventional copyright laws are based on the principle of human creativity, but generative AI systems can generate original content with minimum human interference. This not only leads to confusion on whether the AI developer, user or organization currently using the technology, or should the content not be subjected to traditional copyright, according to Abdulwahhab Ismail (2025), Razzaq et al. (2025), and Afuwape (2025), this also makes the uncertainty whether there should be or not any ownership rights on the content. This is also exacerbated by the fact that internationally standardized rules do not exist, and legal uncertainty prevails on cross-jurisdictional levels.

QUALITATIVE RESEARCH JOURNAL FOR SOCIAL STUDIES

ISSN Online: 3006-4686, ISSN Print: 3006-4678

Volume No: 03 Issue No: 01 (2026)

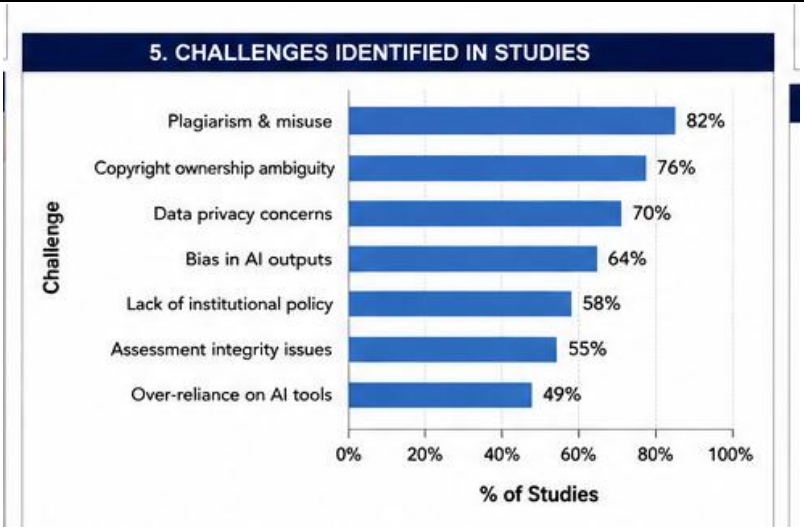

Figure 4: Challenges Identified in Studies

The other critical issue that has been recorded in the literature is that there is a risk of violation of the copyright because of using copyrighted materials as training data in AI training. According to a study by Chesterman (2025), Lucchi (2024) and Singay (2024), the body of work that generative AI systems are trained on is usually a large amount of data, including books, articles, images, software code, and other creative works, which are typically subject to copyright. Most content creators and rights owners have claimed that their intellectual property is being used without their knowledge, recognition or payment (Sanders., 2021). This has spawned legal disputes over the years in respect of whether the copyrighted material used to train AI should be regarded as a fair use or copyright infringement. Also, the problem of plagiarism and academic integrity in educational establishments has increased in response to the increasing use of generative AI tools to perform academic tasks because it is becoming more challenging to determine originality and uphold ethical values in education.

Critical Success Factors

According to the literature, generative AI needs to have several critical success factors to overcome the intellectual property and ethical challenges linked to this approach. First, clear and elaborate legal frameworks should be developed to specifically regulate the content created by AI. These should constitute ownership, authorship and liability and the rights of creators, users and developers should be properly safeguarded. The policymakers also need to collaborate internationally to develop unified rules that can minimize discrepancies between the countries and are more legally certain (Smits and Borghuis., 2022). The other essential success factor is that clear and accountable AI governance practices are used. To achieve transparency, AI developers and organizations are encouraged to set up procedures that meet copyrights and intellectual property rights, concerning the datasets to train AI systems. Moreover, they need to set out proper policies and guidelines to regulate ethical use of generative AI, invest in awareness efforts and plagiarism detectors and academic institutions (Vebritha., 2024). Lastly, cross-governmental cooperation involving legal practitioners, institutions of higher learning, tech firms, and content authors should also play a vital role in coming up with moderate solutions that foster innovation but secure the rights of intellectual property and maintain responsible AI usage.

QUALITATIVE RESEARCH JOURNAL FOR SOCIAL STUDIES

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7. CRITICAL SUCCESS FACTORS – CLASSIFICATION WITH REFERENCES

Critical Success Factor	# of Papers Mentioning	% of Studies (n = 110)	Example References (Paper ID*)
AI governance frameworks	32	73%	P12, P18, P27, P45, P63
Ethical guidelines	31	70%	P3, P16, P22, P39, P71
Institutional policies	29	66%	P5, P14, P26, P52, P84
Faculty training	27	61%	P7, P23, P30, P58, P95
Transparency in assessment	25	57%	P9, P21, P33, P60, P88
Student awareness programs	22	50%	P6, P19, P29, P67, P93
AI detection systems	18	41%	P11, P34, P47, P78, P102

*Paper ID refers to the unique identification number assigned to each included study in this review.

Figure 5: Critical Success Factors

The other useful determination is the infringement of copyright and use of data sets illegally. Some of these works, such as Chesterman (2025), Lucchi (2024), and Singay (2024) pointed out that the work of generative AI systems is trained on large volumes of datasets with copyrighted books, images, and articles, as well as software code and digital media. The researchers say that quite a few creators and organizations are worried about such because they believe that their intellectual property is being misused without their knowledge, without payment or credit (Wardi et al., 2025). The literature also suggested that around the world, there are still legal arguments as to whether AI training should be legally considered as fair use or copyright infringement or not. The review further created a heightened anxiety of plagiarism and academic honesty in the secondary educational establishments because of generating AI.

6. Discussion

The systematic literature review results indicate that generative Artificial Intelligence (AI) is radically transforming the conventional views of intellectual property (IP), authorship, ownership, and responsible innovation. The analysed literature sources all reveal that the current intellectual property systems have a hard time keeping up with the rapid development of AI technologies. Initially, copyright, patent and other IP systems were created to safeguard the works of human thought and imagination (Rupasinghe., 2025). Nevertheless, current generative artificial intelligence systems are capable of automatically producing text, images, music, computer code, and research results without (or with minimal) human input. Such technological functionality has questioned old-held beliefs about originality, ownership, responsibility, and input of creativity with high levels of legal and ethical ambiguity (Singh and Singh, 2023).

Among the most noticeable problems referenced in the literature are the future identification of authorship and ownership of AI-generated creatives. Contemporary regulations of copyright law also traditionally declare that legal protection needs to be granted to a human author. Generative AI applications, including ChatGPT, DALL, Gemini, and Copilot, on the contrary, can generate high-quality outputs as they work independently based on patterns trained on large training datasets (Tallala, 2024). This prompts significant issues on who needs to be a accepted owning entity of AI-created contents. The developer of the AI, the user who made the prompt, the organization that implemented the AI system or a mix of these stakeholders can be regarded as a potential claimant. This lack of clear definition by the law has led businesses, educational institutions, and researchers to rely on AI-generated content, as well as creative professionals, who find this type of content increasingly valuable (De Smet et al., 2023). As emphasized in

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several studies, unresolved questions of ownership can lead to challenges in claims of copyright, licensing rights, distribution of revenue, and liability of abuse. As a result, consensus is increasingly growing that intellectual property laws need to change to allow collaborative human-AI creativity and preserve incentives to innovate and create.

Other issues raised during the discussion revolve around the originality and authenticity of AI-generated works. Even though generative AI may seem to create distinctly new content, the content it generates can be based on patterns observed among available pre-existing material. This begs the question of whether AI-generated works can really be considered original or it is a derivative piece created based on the already existing copylefted works (RMazzi., 2026). According to the literature, the fact that one cannot clearly differentiate between original human creativity and AI-assisted content poses immense copyright enforcement and legal protection challenges. Moreover, such uncertainty can compromise societal confidence in artistic fields and research findings that trust in originality as a major criterion.

The other major problem that came out of the review is the large presence of copyrighted materials in AI training datasets. The overwhelming majority of the generative AI programs are based on large sets of digital data, such as books, articles, pictures, videos, computer code, websites, and scholarly books. Most of these creators complain that their inventions have been exploited without seeking their permission, giving credits, or receiving payments. Kibirige (2024) argues that this matter is one of the most controversial in terms of AI regulations debates at the global level. Rights holders claim that unauthorized use of copyrighted material is against their security under the law and economic rights, whereas the AI developers would argue that such use of training data is a transformative use, and should be covered by fair use. Lack of international effectively agreed law interpretation has led to many legal conflicts and policy controversies in different jurisdictions (Smits and Borghuis., 2022). These obstacles highlight the necessity of open licensing agreements, explicit laws on the use of data, and the mechanisms that promote justifiable rewards to creators of works that are used to launch AI into existence.

The review also reveals that educational institutions are being faced with ethical issues relating to generative AI with increasing frequency. The ease and technological advancement of AI applications have changed the way students perform their tasks, research, and create among written materials (Sanders., 221). Although these technologies have great educational opportunities such as a better learning support and an increase in productivity, they present a chance to plagiarize, commit some academic dishonesty, and present some chances of misrepresenting original work. Some studies point to the fact that the current academic integrity policies were designed prior to the popularisation of generative AI and thus they are not sufficient to tackle the emerging issues (Zain et al., 2025). This is driving learning institutions to change their approach to assessment, set specific policies regarding the application of AI, and create AI literacy initiatives that can encourage responsible and ethical usage of AI.

7. Conclusion

Generative Artificial Intelligence has contributed immensely to the academic and creative environment, offering speedy content production in addition to automation and creativity. Among the examples of AI are ChatGPT, Gemini, DALL·E, etc that provide enormous advantages in research and productivity and education. Nonetheless, the intensive growth of the generative AI has as well exhibited some solemn legislative and ethical issues of intellectual property safeguard, plagiarism, and copyright and accountable proprietorship and rule entitlement. This literature review was systematic and analysed the connection between ensuring that the AI is responsible and intellectual property rights in the academic world. The

research found out that the current copyright and patent legislations are inadequate to cover the intricate related to AI-generated work. The privacy in the legal grey area of authorship, ownership, and the distributing and fair use of data continues to present an antagonism between makers, institutes and AI creators. Latest legal disputes between Getty Image, Stability AI, and media companies prove the increased relevance of intellectual property issues in the context of AI. Another significant factor denoted in the review is the need to have more responsible AI mechanisms dedicated to transparency, accountability, equity, and human controls. The principles of good governance in international structures like UNESCO and OECD can play a positive role in making the application of AI in universities and research centres ethical.

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