



Effects of ChatGPT and Generative Artificial Intelligence in Higher Education: Voices of Jamaican Academic Faculty

Oneil N Madden¹, Nattalie McKenzie², Jason-Lee Daley³

Abstract

ChatGPT – the more competent non-biological other – continues to dominate discussions across universities worldwide, with varying views posited for both its inclusion and exclusion in the academic space. Over the past year, several Higher Education Institutions (HEIs) have tested and implemented policies to guide the inclusion of artificial intelligence (AI) for academic purposes. However, research and policies on ChatGPT are not advanced in the Jamaican and Caribbean contexts – a gap this study aims to fill. Consequently, this study investigated academic faculty's knowledge, usage, and perceptions of ChatGPT, AI policies at their institutions, and the direction HEIs could take to develop appropriate guidelines. Thirteen lecturers from six institutions responded to an online questionnaire. The data was analyzed using qualitative content analysis. Findings reveal that, when the data was collected, the majority of the respondents had either basic notions or no knowledge of the characteristics of ChatGPT. Notwithstanding, the chatbot can help students with assignments and assist lecturers with lesson planning, research papers, and personal tasks. It can be a teacher's assistant to enhance human knowledge. However, ChatGPT could lead to over-dependence and encourage intellectual laziness among students, which calls for lecturers to curtail assessments to focus on higher-order thinking skills. Furthermore, AI policies are lacking in local institutions, a problem that needs to be addressed promptly, and training and sensitization campaigns are necessary to promote ethical usage. The study has implications for AI frameworks in academic contexts.

Keywords: *Artificial intelligence, ChatGPT, Higher Education Institutions, Policy implementation.*

A. Introduction

Like many other educational technologies, the advent of the generative artificial intelligence (GenAI) platform ChatGPT has evoked strong responses, ranging from pessimistic predictions and skepticism to uncontained optimism (Zeb, Ullah, & Karim, 2024). It is a platform that has been the subject of numerous debates and discussions across industries, such as entertainment, law, mass media, and education, among many others. In education, inquiries surround whether this chatbot is an opportunity or a threat to the sector. Growing concerns exist in disciplines such as languages and linguistics, and the humanities as a whole, as to whether ChatGPT and AI, in general, will cause specific academic programs to close entirely and some jobs such as lecturers, interpreters, and translators to become redundant (Madden, 2024). On a broader scale, however, higher educational institutions (HEIs) continue experimenting with the platform to assess its affordances and limitations to pedagogical and research pursuits. Sok and Heng (2023) propose several benefits of ChatGPT, including its potential to design learning assessments, improve

¹ Language Teaching and Research Centre, University of Technology, Kingston, Jamaica, oneil.madden@utech.edu.jm

² Department of Professional Studies and Education, Shortwood Teachers' College, Kingston, Jamaica

³ Language Teaching and Research Centre (LTRC), University of Technology, Jamaica, Kingston, Jamaica

didactics and andragogy, provide personalized tutoring, create outlines for academic work, and brainstorm ideas. Conversely, Yu (2024) notes some challenges, including inaccurate responses, knowledge plagiarism, data pollution, and questions of ethics and safety. Still, there is much more to unearth.

While numerous scientific studies have been conducted internationally, contextualized literature from the Jamaican and wider Caribbean Community (CARICOM) remains limited. However, academic faculty and administrators have expressed various perspectives at conferences, meetings, and submissions and through newspaper editorials. For instance, Clarke (2024) – a lecturer at the University of Technology, Jamaica – describes AI as a wake-up call for the country's education system, noting that stakeholders should be proactive in addressing the potential disruptions and harness the transformative power AI holds to both students' and lecturers' advantage. Walcott (2024), from the University of the West Indies, Cave Hill Campus, Barbados, indicates that research exploring the nature of AI teaching and learning (AITL) is still in its embryonic stage, primarily in developing economies like the Caribbean. Still, he highlighted challenges such as bias, plagiarism, and user-training costs.

As the region continues to examine the possible opportunities and threats associated with artificial intelligence (AI) and ChatGPT, it is important to conduct further research among academics and researchers to bridge the data gap. Consequently, this study sought to ascertain academic faculty's perceptions of ChatGPT in the context of Jamaican higher education. The study was guided by the following questions: What are academic faculty's knowledge, usage, and perceptions of ChatGPT? What direction should Higher Education Institutions take concerning ChatGPT and AI?

B. Literature review

In November 2022, OpenAI launched ChatGPT (the latest version is now ChatGPT 4.0). Since then, the chatbot has created a blizzard on the internet, reaching one million users in just two months after its launch (Milmo, 2023), and has revolutionized how we teach and learn. Madden, Grant, Jackson, and Waite (2024) describe the chatbot as a more competent non-biological other and a disruptive enhancer that can think quicker than humans. The literature shows numerous advantages, disadvantages, and ethical concerns relating to ChatGPT and policy directions – all of which are addressed below.

1. Benefits of ChatGPT in Higher Education

ChatGPT offers a wide range of possibilities within higher education. It is a dynamic resource that serves varied educational needs (Lin, Chan, Sharma & Bista, 2024). Studies reveal that the chatbot and similar large language models (LLMs) can be beneficial in improving learning in higher education (Toktosunova, Fallah, Toutouchi, Tadzhibaeva & Tick, 2023). As a support mechanism, Welskop (2023) asserts that chatbots transform the educational landscape by generating fast information retrieval, responding to specific queries, producing reports, essays, and dissertations, analyzing statistical data, and converting texts into multiple languages. Additionally, ChatGPT can facilitate independent and personalized learning by helping students to set clear goals and design tailored learning plans (Cotton, Cotton & Shipway, 2024), generate self-assessment resources to track progress, assist with language acquisition, grammar practice, and conversational skills, and act as a virtual assistant for students with disabilities (Lin et al., 2024). Furthermore, ChatGPT may automatically evaluate and assign grades to essays, explaining the assessments and suggesting improved solutions (Javaid, Haleem, Singh, Khan & Khan, 2023).

Moreover, while ChatGPT provides various benefits, it should be used as a complimentary educational tool, enhancing rather than replacing traditional learning approaches and human

interaction (Adel, Ahsan & Davison, 2024). Educators should see ChatGPT as a tool to assist them in the teaching and learning process. They should use it and encourage their students to equally utilize it properly while interrogating the material for accuracy.

2. Challenges Associated with ChatGPT in Higher Education

Since its inception, ChatGPT has raised considerable concerns among higher education practitioners. Park and Ahn (2024) report that students have used the tool to cheat on exams and to write their research papers anonymously. Primarily, these issues have been prolonged because academic faculty are not always capable of detecting the use of ChatGPT, or AI in general, in academic writing contexts (Park & Ahn, 2024) outside of the use of AI-detection platforms such as Turnitin and iThenticate. Furthermore, a plaguing concern surrounding ChatGPT relates to plagiarism and academic integrity. Munawar and Misirlis (2024) question the state of readiness of academic faculty and researchers to use AI tools and safeguard their work against AI platforms. Madden (2025) argues that AI threatens original works, especially in higher education. It highlights that academics and researchers are losing their voices, especially as chatbots have started to write and sound like them. Furthermore, as ChatGPT continues to propagate, the credibility of the information it generates remains a significant concern, as well as safety and security risks (Omar, Thomas & Johari, 2024). ChatGPT may divulge erroneous information based on the prompts received. In addition, given ChatGPT's operations, it may be exploited for malicious intents and practices. Consequently, academics must engage in critical analysis and interrogation as they utilize AI platforms.

3. Ethical Concerns of ChatGPT/AI in Higher Education

The merging of generative AI, especially ChatGPT, into post-secondary education has sparked myriad ethical dilemmas. Among them are academic dishonesty, privacy violations, and inequality (Kumar, Kumar, Bhoyar, Mishra, 2024). It has been established that there are also plenty of risks associated with using AI tools, but people continue to use them (Jin, Yan, Echeverria, Martinez-Maldonado, 2025). For example, academics are sometimes advised to avoid using AI for assistance in any form, as this is seen as providing them an unfair advantage.

AI can have a transformational impact on data privacy and security (Devineni, 2024). However, some universities are concerned about data privacy, claiming serious challenges, as using AI tools enables users to perform important risks (Fulton, Fulton, Hayes, Kaplan, 2024). Ian Dunn, the Director of the International Student Centre at UC Berkeley, cautions against using personal, sensitive, or industry-based data in generative AIs due to the lack of transparency among third-party application providers regarding their privacy policies (Jin et al., 2025). On the other hand, many institutions can protect their student and staff valuables, such as technologies and their uses. Depersonalized AI tools raise concerns about data storage (Koshechkin & Khokholov, 2024). Institutions such as the University of California, Berkeley, remark that AI tools should not have access to and share data or images, which further highlights ethical and legal risks related to uploading student data to third-party tools (Jin et al., 2025).

Numerous institutions perceive GenAI applications as contradictory to the academic concepts of creativity and integrity (Koop & Gröblinger, 2024). Deficient usage of AI-generated scripts, such as presenting this content as one's own, is one of the academic offenses highlighted by different HEIs. Consequently, clear protocols are needed in HEIs to protect ethics, academic honesty, and integrity (Singh. Mishra, Mishra, 2025). There is also increasing fear that students' dependence on AI tools will reduce their capacity to think independently and analyze and solve problems originally (Zhai, Wibowo, Li, 2024). To help mitigate this, institutions should advocate for activities involving students critiquing and assessing AI outcomes to foster active learning, which promotes AI literacy (Chiu & Sanusi, 2024). The use of GenAI in higher education has brought up the recurrent issue of transparency, which has prompted some HEIs to have students declare whenever they have used AI. In Jamaica, the Teachers' Colleges of Jamaica (TCJ) notes

in their policy that “Students are permitted to employ AI-based tools (such as ChatGPT, Chatbot, Quillbot) on assignments.” However, “all sources, including AI tools, must be appropriately cited.” (TCJ, 2024).

Moreover, the usage of ChatGPT presents noteworthy issues regarding traditional academic integrity. A primary ethical concern lies in the possibility of misinformation (Hua, Jin, Jiang, 2024). ChatGPT can generate extremely persuasive-sounding yet factually incorrect or misleading text (Hicks, Humphries, Slater, 2024), attracting potential risks for learners who are using it as an academic reference. This “hallucination” issue can potentially devastate the integrity of academic procedures and compromise trust in AI-aided learning environments (Bobula, 2024). Therefore, it is important to approach the ethical implications of ChatGPT in higher education by working together as educators, administrators, and policymakers. This includes establishing clear codes of conduct on ethical use, promoting AI literacy, and implementing strong measures to protect data. Such steps will ensure that the transformative potential of AI can be harnessed without compromising the innate tenets of education. It must also be noted that GenAI offers transformative potential for teaching and learning; however, ethical concerns require robust policies that balance innovation with academic values, responsible usage, and equity. Despite these challenges, universities emphasize the potential of AI to enhance learning experiences, with the hope that it is integrated responsibly and ethically.

4. ChatGPT/AI Policies in Higher Education

Universities worldwide are adopting various policies and regulations regarding ChatGPT due to its integration into higher education. These guidelines tackle the problems that may arise, such as maintaining academic integrity, ensuring ethical usage of the tool, inclusivity, and facilitating teaching enhancements while de-emphasizing the regulations proposing trialability and observability of the model (Jin et al., 2025). Even after two years of existence, ChatGPT has been a dominant topic in university meetings; therefore, policies are being written regarding its usage. These guidelines include promoting ethical use, appropriate pedagogy, and management of the tool throughout the institution. Wang, Dang, Wu, and Mac (2024) examined policies from the top 100 universities in the United States of America. Findings show that most institutions employ an open but guarded approach towards GenAI. Among the chief concerns are accuracy, data privacy, and ethical usage. Most of the universities actively respond and provide different types of support and resources to their stakeholders. Apart from the TCJ, which has circulated a guiding policy to its affiliate institutions, Jamaica has limited knowledge about the other institutions. However, it is understood that other HEIs, such as the University of Technology, have compiled a draft policy for review by the university’s administration. However, studies confirm that students are susceptible to using ChatGPT; consequently, there is an urgent need for explicit guidelines, additional in-person classroom assessments, and compulsory reporting of ChatGPT usage (Rajabi, Taghipour, Cukierman, Doleck, 2024). As part of effective academic advisement and student satisfaction (Madden, Johnson, Daley, Fearon, 2025), universities must communicate the parameters of the usage of AI unambiguously so that they are aware of any potential consequences.

C. Methods

This study employed a qualitative research design to explore academic faculty's familiarity with and perceptions of ChatGPT in higher education institutions in Jamaica. The qualitative approach was chosen as it allows for an in-depth and comprehensive understanding of lecturers' experiences and viewpoints. This exploratory, descriptive design aimed to uncover subjective insights into the perceived benefits and challenges posed by ChatGPT in the academic environment. The study's qualitative nature facilitated the collection of rich descriptive data that

could provide valuable insights for institutions seeking to navigate the integration of AI technologies in higher education.

The research was conducted across various higher education institutions in Jamaica between September and December 2023. The research procedure involved designing an online questionnaire using Google Forms, which consisted of both open- and closed-ended questions. The questionnaire was carefully developed to capture information on faculty members' knowledge, usage, and opinions regarding ChatGPT, including whether they perceive it as beneficial or a potential threat to the academic community. Additionally, it sought to explore the existence of AI/ChatGPT-related policies within their institutions and gather recommendations for future policy directions. The questionnaire was distributed via WhatsApp using purposive and convenience sampling techniques, ensuring the inclusion of faculty members with relevant experiences and those readily available to participate. 13 faculty members (10 males, 3 females) responded, representing six institutions, with one lecturer affiliated with two institutions.

Table 1. Jamaican Tertiary Institutions Represented in The Study

Name of Institution	Number of Participants
University of Technology, Jamaica	1
University of the West Indies, Mona	1
Northern Caribbean University	9
Shortwood Teachers' College	1
Sam Sharpe Teachers' College	1
HEART Trust/NSTA	1

Data collection relied on the online questionnaire, which covered key areas such as faculty awareness, experiences, and perceptions of ChatGPT. The questions aimed to assess their familiarity with the tool, usage patterns, views on the opportunities and risks associated with it, and the policies or guidelines currently in place within their institutions. Sampling methods included purposive sampling to target faculty members with relevant experience and convenience sampling to facilitate easy access to willing participants. The voluntary nature of participation ensured that respondents provided candid and unbiased responses, contributing to the authenticity of the data collected.

The collected data were analyzed using exploratory qualitative content analysis to identify emerging themes and patterns. The analysis process systematically organized responses into key themes: faculty knowledge, usage patterns, benefits, challenges, and policy recommendations. The data were categorized to identify specific sub-themes within each category, providing a more granular understanding of faculty perspectives. Finally, an interpretative approach was used to draw meaningful insights from the findings, helping to inform future institutional strategies regarding the integration of ChatGPT and AI in higher education. Given that research on ChatGPT in the Jamaican context is still in its early stages, this exploratory approach provides valuable foundational insights for further studies and policy development.

D. Findings and Discussion

Figure 1 shows the lecturers' level of knowledge and familiarity with *ChatGPT*. Majority of the respondents (N=5, 38.5%) indicated that they had basic notions, (N=4, 30.8%) were completely unaware, (N=3, 21.1%) had moderate knowledge, while (N=1, 7.7%) mentioned having expert knowledge.

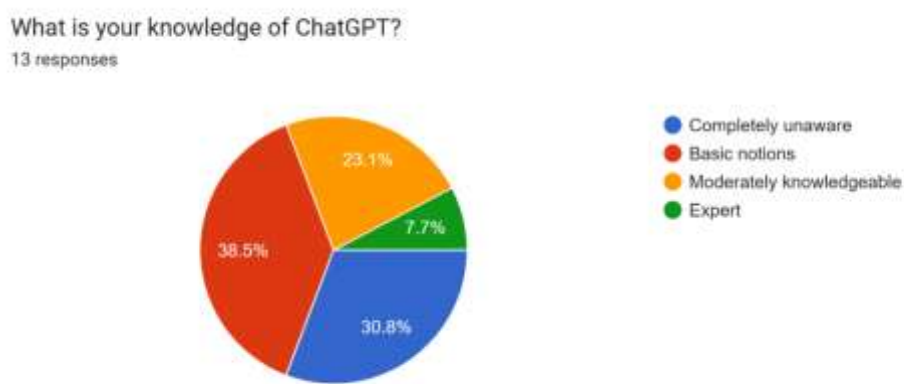


Figure 1. Lecturers' knowledge of *ChatGPT*

Regarding specific indications of their knowledge, they noted that *ChatGPT* can help with writing assignments, answering questions, solving problems, explaining concepts, preparing lesson plans, reviewing documents, and creating content in different languages. Its assistance makes work less time-consuming.

Excerpt 1: *"It is an app that can assist with writing on assignments."*

Excerpt 2: *"[I have only] just watched a video!"*

Excerpt 3: *"Artificial intelligence programmed to answer questions, solve problems."*

Excerpt 4: *"Is helpful in planning lessons."*

Excerpt 5: *"ChatGPT is an AI useful for writing, creating, and expert reviewing documents for just about any purpose one can think of."*

Excerpt 6: *"This new form of human-computer interaction has taken learning to a new dimension. Chat GPT makes the work production less tedious for individuals."*

Excerpt 7: *"I understand ChatGPT to be an application of AI where a user may ask a question, and the tool will search the internet and generate a written response that is supposed to mimic the written response that a human would have provided."*

Excerpt 8: *"Need to know more"*

Only seven responses were obtained regarding their usage of the chatbot, with N=4 saying they had never used it, "need to know more," or "I have tried to access it once or twice, but it was busy." However, others have used it for academic purposes and out of curiosity.

Excerpt 1: *"Yes, it was used to assist with writing a speech."*

Excerpt 2: *"Yes, I have. I asked it to provide me with an essay on a specific topic. I wanted to test it for myself to see what it can do. It was an interesting experience. I was appalled at the high quality of the essay."*

Excerpt 3: *"I use the platform daily for research, reviewing research papers, and analyzing theses. It is extremely detailed and can accomplish any task comprehensively. The output is dependent on the commands given by the user."*

Regarding the potential threat of *ChatGPT*/AI to education, lecturers shared varying perceptions, some indicating a genuine ignorance of any possible harm and others stating that there is no threat at all. At the same time, some are mindful of it encouraging "intellectual laziness," affecting students' critical thinking and analytical skills, and challenging traditional assessments. Additionally, some raised questions about "honesty and integrity," and others believe "AI threatens real human sustained employment by replacing jobs."

Excerpt 1: “Creativity may be jeopardized if students can use it indiscriminately for expository writing or research.

Excerpt 2: “Threat in the sense that it might make students stop relying on their analytical skills.”

Excerpt 3: “It will reduce the creativity and critical thinking required to produce original writing. Yes, there are applications to identify plagiarism from AI software, but students can reword and rearrange the AI-produced piece and later submit it. Again, the thoughts are not theirs.

Excerpt 4: “The lack of critical thinking by students, especially for writing, could be challenged.”

Excerpt 5: “It is not a direct threat to education. However, it threatens traditional assessment methods, e.g., Essay writing.”

Excerpt 6: “*ChatGPT/AI* may threaten education if educators are not diligent in the questions they ask and assignments they give students to complete. For example, AI might be able to give a generic response and pull from many sources across the internet. However, the current tool may be unable to dissect contexts in relevant material and present that in response to unique scenarios given to a student. Also, suppose educators do not scaffold assignments into bite-sized pieces with continuous feedback and prefer to give one assignment to be completed at once. In that case, students may find it convenient to use AI or other tools to do the work for them since continuous engagement is not fostered.

At the same time, lecturers also spoke to possible benefits of *ChatGPT/AI* to the education sector, such as the chatbot’s capacity to accelerate some pedagogical processes, break down concepts, brainstorm ideas, and support human knowledge. Still, the importance of ethics is highlighted.

Excerpt 1: “*It can provide a guideline for students/lecturers/teachers to write papers/prepare lectures.*”

Excerpt 2: “*It may contribute to the hybrid character of contemporary and future education (artificial and natural languages).*”

Excerpt 3: “*More information might be easily attained. It is helpful to go hand in hand with human teachers. Teachers do not know everything, so in this manner, it is helpful.*”

Excerpt 4: “*Strength of awareness*”

Excerpt 5: “*Artificial Intelligence (AI) can accelerate certain processes re: teaching, researching, evaluating of data and students.*”

Excerpt 6: “*ChatGPT can foster more analytical thinking, thereby promoting more research and writing necessary to impact national educational development.*”

Excerpt 7: “*Facilitates delivery of education*”

Excerpt 8: “*ChatGPT/IA can be useful in scaffolding students and assist them to improve their writing.*”

Excerpt 9: “*ChatGPT is a teacher’s assistant in Bot form. It helps lessen a teacher’s workload and improve their efficiency and effectiveness.*”

Excerpt 10: “*More research will need to be done to determine plausibility.*”

Excerpt 11: “*AI applications provide great opportunities to education as this can be used as an easy starting point to understand a concept or idea. Instructors should welcome the opportunity to use a tool that can quickly draw on various pieces of information and present ideas to students. This can then provide more perspective for robust discussion and deep*

diving into topics. It also challenges instructors to ask better questions and not rely on testing lower order skills.”

When asked if a *ChatGPT* policy existed at their respective institutions to help grade students’ assessments, all the respondents indicated that they were not aware of any, even if some of the features used on their learning management systems, such as Aeorion or Moodle, have aspects of AI. Others noted that policies were under discussion, while some institutions have broad policies.

Excerpt 1: “The university has broad policies for academic integrity and dealing with matters of plagiarism/cheating. The broad policy applies to AI despite not being specific to AI. Beyond this, the Office of Online Learning has shared a comprehensive set of resources with faculty members regarding ChatGPT/AI and how it affects global education policy. The university has also hosted numerous seminars and discussions on the issue.”

Concerning the direction that their institutions could take regarding the use of *ChatGPT/AI* in education, some suggestions include the training of faculty and students to use it ethically, embracing this aspect of technology to stay relevant and support humans with their labor, creating a policy to govern its usage, and sensitizing faculty members. However, one lecturer believed “it should not be accepted at all.”

Excerpt 1: “Train the lecturers and students to use it for practical purposes. Show the usefulness in simplifying their work or making communication more efficient.”

Excerpt 2: “It is a useful tool, and as technology expands, as it is doing now, it will be here to stay. Institutions must also look at it and be careful not to be left behind.”

Excerpt 3: “Possible selective application of AI in areas where human manpower is difficult to find or where certain jobs are deemed hazardous/risky/unnecessary for humans to be engaged.”

Excerpt 4: “Explicitly teach students how to use it ethically. Have severe punishments for unethical use (although that may be hard to prove).”

Excerpt 5: “If they find it a useful tool which could support the teaching and learning process, then engage with it.”

Excerpt 6: “Carefully monitor its use so that it does not compromise the integrity of the process.”

Excerpt 7: “Create a policy and put parameters in place and sensitize students on how to better use the AI instead of demonizing its potential.”

Excerpt 8: “I believe the current approach of bringing awareness is effective and reminding faculty members of how existing policies can be enforced. I would not suggest any immediate decisions.”

Excerpt 10: “Making progress implies exploring new forms. It is always important to be critical and refer to its positive aspects and their negative aspects.”

Excerpt 11: “Right now, AI is regarded by some teachers as a threat to them, that eventually they could be replaced. However, I think it has its uses, but it should not be relied on. In a sense it's an advancement of Google search and encyclopedia. It is not disappearing and education/institutions should clearly define what role AI will play going forward.”

Excerpt 12: “Rule of thumb: Modernity or ‘Progress’ should not be to human sustainable growth and development detriment. Machines should help mankind to do their jobs more efficiently rather than replace human manpower altogether. The balanced and structured implementation of AI within educational institutions should make the teacher better in

his/her delivery but not replace the human teacher himself/herself. Humanity is more important than technology.”

The findings show that, when the data was collected, most of the lecturers either had basic notions or were completely unaware of the potential of *ChatGPT*. Nonetheless, a few of them could relate to some of the capabilities of the chatbot, such as its ability to help students with their assignments, help teachers with lesson planning, assist academics with research papers, perform personal tasks, and make human work more straightforward, as seen in many previous studies such as (Madden et al., 2024). Some have used it to write speeches, generate specific content, and review research theses (Welskop, 2023). Their knowledge and usage are in harmony with some of the benefits of the platform, which they mentioned, including its capacity to enhance the teaching and learning process (Toktosunova et al., 2023) by meticulously explaining concepts, generating ideas and enhancing human knowledge, especially as “teachers do not know everything.” This suggests that *ChatGPT* can serve as a teacher’s assistant that is accessible in real-time, which supports the view that it operates as the more competent non-biological other (Madden et al., 2024), but its “output is dependent on the commands given by the user.”

However, the chatbot also presents some limitations, albeit some lecturers were utterly unaware of its ability, suggesting the need for experiment and feedback. Notwithstanding, some faculty believe that using AI platforms can encourage overdependence (Zhai et al., 2024), leading to cognitive laziness, thus affecting students’ critical thinking and problem-solving skills. This also poses challenges for lecturers, who will have to find innovative ways to assess students, shifting away from traditional forms of assessments. At the same time, however, it is an opportunity for faculty to find new and appropriate ways to test students’ higher-order skills. Still, honesty and academic integrity remain highly important (Bin-Nashwan, Sadallah, Boutera, 2023), while others are worried about their jobs being replaced. HEIs must be vigilant and deliberate about using AI-detection software like Turnitin or iThenticate to verify students’ written work. While some institutions may incorporate AI in their academic contexts, it should not “comprise the integrity of the [learning] process.” Additionally, AI/*ChatGPT* poses a threat to job security, as can be seen in many sectors. Nevertheless, educators may need to upskill themselves and become more aware to remain relevant in this AI era.

At the time of data collection, no specific policy about AI/*ChatGPT* existed in Jamaican HEIs. However, some institutions referred to broad guidelines about academic integrity and plagiarism. Since then, the TCJ has circulated a document to guide the teachers’ colleges. However, there is an urgent need for other local HEIs to develop and implement clear policies to govern stakeholders’ usage. Once this is done, a sensitization campaign should be conducted to have staff and students understand the pros, cons, and ethical aspects of AI integration for academic purposes. Additionally, faculty will need to be trained appropriately concerning AI, irrespective of the generation from which they are. With the constant evolution of technology, HEIs cannot afford to procrastinate. Faculty must be equipped with the expertise to integrate AI into their pedagogy. As supported by the TCJ, “The TCJ embraces the use of Artificial Intelligence (AI) in member colleges to support research, academic writing, administrative, and related processes.” (TCJ, 2024). However, while progress is important, a “balanced and structured implementation of AI” is needed.

As the research sample was small and faculty’s exposure to *ChatGPT* might have evolved since the data was collected, future studies could focus on perspectives from individual institutions. This would give granular details into the operations at specific locations. Another study could assess the usage and perceptions of *ChatGPT* across different generations of faculty members to garner insights on navigating challenges and designing training interventions. Furthermore, further research could examine the implications on academic assessments and

delivery once AI policies are implemented. Moreover, examining ChatGPT's impact on specific disciplines could help guide future policies.

E. Conclusion

ChatGPT brings several advantages to the higher education community, as it helps academic faculty plan lessons, review research projects, and complete personal tasks. The chatbot can be a teacher's assistant in enhancing knowledge in real-time, thus supporting human development, as educators do not know everything. However, ChatGPT can promote overreliance, thus leading to intellectual laziness in students. Nevertheless, this allows faculty to be more creative and innovative in their assessments and test students' higher-order cognitive skills. Jamaican HEIs should move with alacrity to implement AI policies to guide their stakeholders and provide the necessary sensitization and training to those who need it. Technology will continue to evolve, and HEIs must keep pace. Instead of ignoring or vilifying the chatbot, academics should conduct experiments to understand its affordances and limitations and integrate it in a balanced and ethical manner while not compromising the quality of education.

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