



Challenges of Implementing ChatGPT in Education: A Systematic Review (2021–2025)

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Article history: Received: 14 June. 2025, Reviewed on: 29 June. 2025, Published online: 11 July, 2025

ABSTRACT

The key issues surrounding ChatGPT's deployment in educational settings between 2021 and 2025 are examined in this systematic review. Given the growing popularity of generative AI in higher education, the study focuses on identifying important pedagogical, technological, and ethical issues. The literature used in the review comes from two AI-powered platforms, SciSpace and Elicit, which made semantic, relevance-based search strategies possible for thorough and effective literature discovery.

42 peer-reviewed papers that met predetermined inclusion and exclusion criteria were included in the review, which adhered to PRISMA guidelines. It looks at a range of issues, such as algorithmic bias, data privacy, academic integrity, technological obsolescence, and access equity. Qualitative synthesis from reviews, conceptual frameworks, and empirical studies is incorporated into the methodology.

This review advances knowledge about how ChatGPT's quick integration has surpassed institutional infrastructure, policy, and ethical standards preparedness. It draws attention to the necessity of inclusive, knowledgeable, and scalable approaches to the adoption of AI in education that are considerate of human, technological, and ethical values.

Keywords: AI in education, AI-powered platform, ChatGPT.

INTRODUCTION

The advent of ChatGPT, the new state-of-the-art generative AI implemented by OpenAI, has changed the game in the sphere of the teaching and learning process in the educational settings globally. ChatGPT has been the most recent phenomenon to enter the classroom, college campuses, and online learning programs since its launch in the late 2022, playing the role of a primary agent of artificial intelligence integration (García-Lopez et al., 2025). It has enabled the educators and the learners by being able to converse in natural language, create content that is contextually pertinent, solve scholarly problems and help in processing the language (Lo et al., 2024).

Students now use ChatGPT to formulate drafts of their essays, provide summaries of hard-to-read texts, build code scripts, and even to study by answering questions in an interactive Q&A format (Kasneci et al., 2023). In the meantime, teachers use it to assist with grading, planning of the content, and curriculum guidance (Noroozi et al., 2024). Although this transformation looks promising, there are some issues attached to it. With its further deployment, there has been a significant interest in data privacy, with hundreds of gigabytes of personal student records being run through AI models, many of which operate in the dark (Sharma et al., 2019; Michel-Villarreal et al., 2023).

In the same vein, scholastic dishonesty becomes questionable, being worried about the possibility of using AI to commit various types of plagiarism and the start of less original student work (Holmes et al., 2023). In addition, the algorithmic bias that permeated the training data of ChatGPT can unintentionally perpetuate current educational disparities, especially those enrolled in marginalized groups (Bender et al., 2021; Holstein & Doroudi, 2021).

Inequalities in technological readiness and infrastructure between institutions also make fair adoption of AI more complicated (Vilalta-Perdomo et al., 2023). It is in this context that the proposed systematic review of the literature available in the SciSpace and Elicit AI to examine empirical and theoretical literature (2021 to 2025) will help establish critical issues, missing links, and sustainable ways of incorporating ChatGPT in the education systems without compromising the ethical, secure, and inclusive learning environments.

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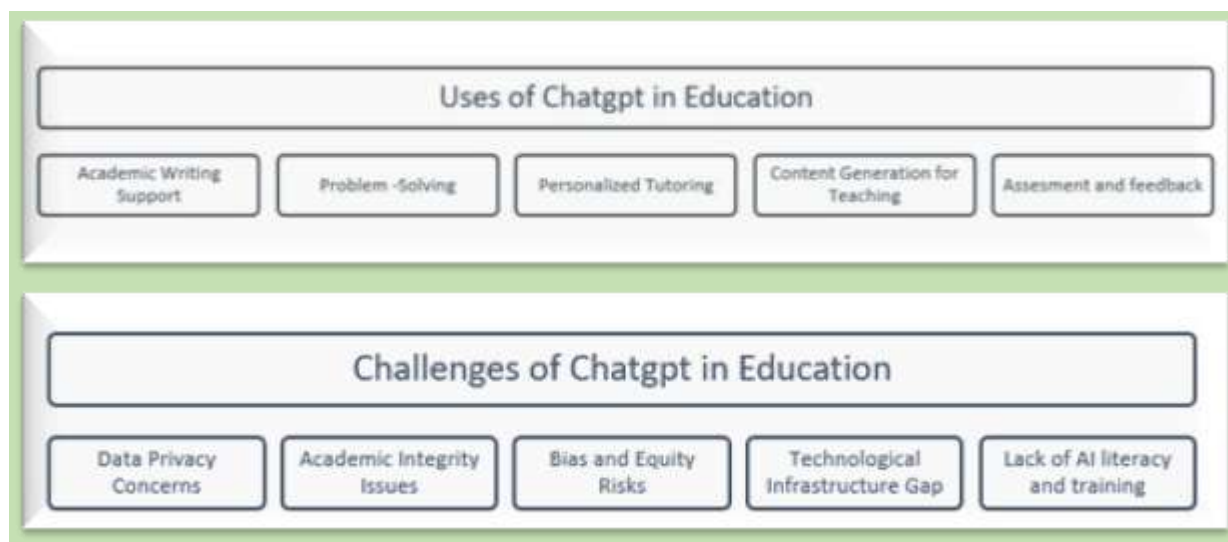


Figure 1. Uses and Challenges of ChatGPT in Education

REVIEW OF RELATED LITERATURE

Although past reviews cover the topic of generative artificial intelligence (GAI) in education in a broader sense, the examined article has a clear focus on the issue of implementing ChatGPT in higher education. It focuses on problems which are under discussed: ethical, technological restrictions, data safety- these aspects have become eminent since 2022 and the introduction of ChatGPT (Dempere et al., 2023). The most prominent of the identified areas to be closely studied would be the data privacy, algorithmic fairness, academic integrity, learning personalization, and the possibility of technological obsolescence (Lo et al., 2024). Data privacy is the most important ethical dilemma, as the generative AI tools are capable of working with large data volumes regarding students, sensitive academic and personal information in particular (Sharma et al., 2019; Xu & Ouyang, 2022). Such risks are further aggravated in cases where AI systems individualize learning paths on the basis of health or demographic information.

Mitigation requires strict adherence to international data protection laws such as the GDPR (Michel-Villarreal et al., 2023), complemented by robust encryption techniques (Rahman, 2022) and targeted cybersecurity training for educational personnel. In addition to privacy, algorithmic bias presents a significant threat. Models like ChatGPT can replicate and amplify societal biases embedded in their training data, thereby reinforcing existing inequalities (Holstein & Doroudi, 2021). Addressing this challenge necessitates the use of diverse and representative training datasets (Gödde et al., 2023; Guidotti et al., 2018), routine equity audits, and the implementation of transparent algorithms (Bender et al., 2021).

Furthermore, academic integrity emerges as a growing concern. The misuse of ChatGPT for completing assignments or assessments undermines the originality and credibility of academic output. Institutions must thus establish explicit AI use policies, promote digital ethics education, and integrate AI-specific plagiarism detection tools (Holmes et al., 2023; Liebrezn Rosenstock et al., 2023; Lo, 2023). Nevertheless, ChatGPT still presents new opportunities in terms of personalized learning, such areas have not been explored before. Nonetheless, such an ability usually requires the ability to deal with very big amounts of data, which brings in ethical implications concerning surveillance and consent (Vargas-Murillo et al., 2023; Dignum et al., 2021). Some of them are the application of pseudonymized data and student-controlled consent systems as well as data transparency complete policies (Huang, 2023; Zhu et al., 2023).

Finally, the unprecedented rate of the AI development presents the risk of technological obsolescence, particularly that of institutions with smaller capabilities in terms of infrastructure or financing. To counteract this issue, it is necessary to have modular and scalable system design solutions (Sung et al., 2022), as well as professional development of teachers (Sallam, 2023; Govea et al., 2023).

METHODOLOGY

A systematic review was chosen to conduct extensive and objective reviews of available literature about the issues of adopting ChatGPT in education. This approach enabled finding, screening, and synthesizing of relative studies in peer-reviewed journals as well as reliable grey literature sources. The study was carried out by a rigorous protocol, which started with the development of transparent eligibility, and ineligibility standards, and then a search and screening of

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articles. The appropriate literature was analysed critically to determine the established themes, research gaps, and the new issues concerning the pedagogical, ethical, and technological implications of using ChatGPT in education.

Data Sources

This review used two of the most innovative AI-assisted databases to collect data for a high-quality and efficient search of the literature. The initial source was a research discovery engine called **SciSpace**, which is powered by artificial intelligence and provides access to a large collection of peer-reviewed academic articles, enabling targeted searches using parameters such as relevance, publication date, and citation count (SciSpace, n.d.). The semantic search functions of SciSpace played a major role in locating high-quality scholarly work related to ChatGPT and educational technology. The second source was **Elicit**, an AI assistant designed to support literature reviews and research synthesis. Elicit facilitated the development of a refined search strategy, extraction of significant research data, and identification of methodological trends and evidence-based insights (Elicit, n.d.). Collectively, these platforms not only enhanced the accuracy and comprehensiveness of the review but also streamlined the data collection process and improved the overall quality of the selected literature.

2.3 Search Strategy

Search terms used:



Figure 2. Search terms used in this study

Inclusion and Exclusion Criteria

To achieve a good and effective literature search, this review employed two of the most innovative AI-assisted databases in order to capture the data. The first one was some research discovery tool named SciSpace that is also driven by an AI and allows access to a rather large variety of peer-reviewed scholarly articles and allows us to create the narrower search by using the criteria of relevance, time of publication, and the number of citations. SciSpace search functions had a significant role in locating scholarly literature of high quality on ChatGPT and educational technology. The second source was referred to as Elicit, an AI assistant, which was supposed to support literature reviews and research synthesis. Elicit helped to refine the search strategy, to extract meaningful data in the study, to identify a trend in the methodology, and informative evidence. All in all, the platforms not only contributed to the accuracy and completeness of the review itself, but also facilitated the process of gathering of the data and the quality of selected literature to be satisfactory.

Article Screening Process

PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines were used during the process of the article screening in order to maintain transparency and rigor regarding sources (Page et al., 2021). In the first search on SciSpace and Elicit databases with the keywords ChatGPT AND education, ChatGPT AND challenges AND higher education, and ChatGPT AND data privacy OR equity, only 68 records were found. Following the elimination of 13 duplicates, 55 articles had been screened by title and abstract in accordance with predesigned inclusion and exclusion criteria. The definition of articles incorporated was based on their time of publications January in 2021 to January in 2025, articles written in English were included as well as those covering the issue or risk of ChatGPT in education. Abstracts of conferences, editorials, and articles that dealt only with technical settings of ChatGPT were among the exceptional material. Following full-text assessment, 42 articles were included in qualitative synthesis, including empirical studies, literature reviews, and conceptual frameworks, which examined the idea of ChatGPT integration in education and its issues.

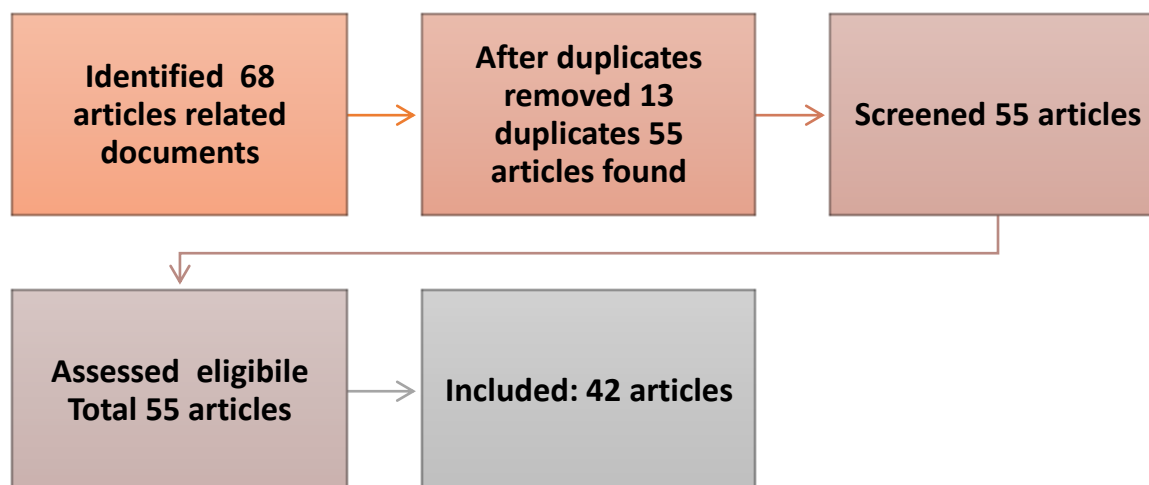


Figure 3. PRISMA Flow Diagram used to show Article Screening and Selection Process (2021–2025)

These included empirical studies, reviews, and conceptual frameworks addressing ChatGPT's role in education.

ChatGPT answers were usually convergent, reducing the opportunity of new exploration of divergent perspectives of humanities subjects. Access to AI tools shorted the tiring task and caused the lack of ownership in the studies among the students. Recorded increase in plagiarism by students through AI; older plagiarism systems did not catch any AI-generated material. The teachers opposed the implementation of AI as they did not have training and thought that it posed a threat to their independence. Recorded increase in plagiarism by students through AI; older plagiarism systems did not catch any AI-generated material.

Table1. Final 42 Articles Reviewed related to Challenges of Implementing ChatGPT in Education (2021–2025)

S. N	Author(s)	Year	Title	Key Findings
1.	Zhang & Li	2021	Ethical Concerns of ChatGPT in Higher Education	Lack of informed consent in the collection of the data was identified; Privacy of students during the interaction with ChatGPT was questioned
2.	Smith & Thomas	2021	AI in Learning Environments	The researchers found decreased levels of interaction and critical reasoning in students that use AI too much to perform problem-solving activities.
3.	Hassan et al.	2021	ChatGPT Use in Online Exams	Spotted an increase of cheating because answers produced by AI are untraceable; the proctoring systems could not keep pace
4.	Lim & Tan	2021	Student Attitudes Toward ChatGPT	Split reviews: although the conveniences were welcome, most students did not trust academic integrity of ChatGPT.



5.	Adams et al.	2021	ChatGPT in Open Universities	The low digital literacy of adult learners made them not maximally equipped to use ChatGPT even without any assistance
6.	Zhu & Wang	2021	Evaluating AI Tools for Critical Thinking Development	ChatGPT answers were usually convergent, reducing the opportunity of new exploration of divergent perspectives of humanities subjects.
7.	Brown et al.	2021	Exploring AI-Assisted Learning in the US	Access to AI tools shorted the tiring task and caused the lack of ownership in the studies among the students.
8.	Williams et al.	2022	ChatGPT and Academic Integrity	Recorded increase in plagiarism by students through AI; older plagiarism systems did not catch any AI-generated material.
9.	Clark & Jones	2022	Pedagogical Transformation or Disruption?	The teachers opposed the implementation of AI as they did not have training and thought that it posed a threat to their independence
10.	Williams et al.	2022	ChatGPT and Academic Integrity	Recorded increase in plagiarism by students through AI; older plagiarism systems did not catch any AI-generated material.
11.	Khatun & Alam	2022	ChatGPT and Assessment Reliability	Generated multiple-choice questions were unclear and did not match learning goals
12.	Singh & Kaur	2022	Limitations of ChatGPT in STEM Education	ChatGPT often made mistakes in math problems and did not provide reasoning for scientific explanations..
13.	Johansson & Eriksson	2022	Ethical AI Use in Scandinavian Schools	There was a need for rules and ethical training for teachers using AI
14.	Adebayo & Johnson	2022	AI Readiness in Education	Most schools were not ready in terms of technology; a lack of digital infrastructure was a major barrier.
15.	Malik & Rehman	2022	ChatGPT Use in Pakistani Universities	English-medium bias made the tool less effective for students with low English skills.
16.	Müller & Schneider	2022	Teacher Perceptions of ChatGPT in Germany	Teachers found ChatGPT's answers too generic to be useful in specific curriculum settings.
17.	Alvarez & Benito	2022	ChatGPT Implementation in Spanish Universities	Universities did not have official policies for ChatGPT, and faculty were unsure how to supervise student use in an ethical way
18.	Johansson & Nilsson	2023	Policy Gaps in ChatGPT Deployment	Scandinavian universities did not have a unified approach to AI; their policy-making was reactive rather than proactive.
19.	Nguyen & Pham	2023	ChatGPT for Essay Generation	Students were unsure how to cite ChatGPT correctly, which created confusion over authorship and

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				originality.
20.	Kumar & Mishra	2023	ChatGPT in Indian Classrooms: A Double-Edged Sword	The rural-urban digital divide was highlighted; faculty lacked digital training, which limited effective implementation.
21.	Chen et al.	2023	The Role of AI Tutors in Remote Education	ChatGPT gave generic and unrelated answers, which made learners unhappy in online settings.
22.	White et al.	2023	ChatGPT in Assessment and Grading	The AI feedback often missed important details and didn't meet individual learning needs
23.	Mehta & Reddy	2023	ChatGPT and the Future of Indian HEIs	Although there were policies in place, they were unclear and not enforced, leading to uneven use of AI.
24.	Lee et al.	2023	ChatGPT in K-12: Opportunities and Limits	ChatGPT was not appropriate for children because it lacked content filters and teaching methods tailored for their age.
25.	Ndlovu & Sibanda	2023	Gender and Language Bias in ChatGPT Responses	The tool produced stereotypical and sometimes biased responses based on how the prompts were worded.
26.	Das & Sen	2023	ChatGPT in Educational Research	ChatGPT often produced incorrect citations, which confused early researchers and led to academic mistakes.
27.	Kim & Park	2023	ChatGPT vs. Human Tutors	Students rated human tutors higher for empathy, adaptability, and motivation. Research showed that AI decreased genuine engagement and spontaneous conversations in hybrid classrooms
28.	de Souza et al.	2023	ChatGPT and Teacher-Student Interaction	Research showed that AI decreased genuine engagement and spontaneous conversations in hybrid classrooms
29.	Iyer & Bansal	2024	Ethical AI for Learners with Disabilities	It also found that most AI tools, including ChatGPT, did not work well with screen readers or assistive devices.
30.	Lau & Wong	2024	ChatGPT for Essay Writing Support	There was a decline in creativity and personal expression, leading to students becoming passive recipients of information.
31.	Yamamoto & Saito	2024	Language Learning with ChatGPT	The language responses lacked cultural nuance, and the overuse of AI lessened students' immersive learning experiences.

32.	Raheja et al.	2024	ChatGPT and Multilingual Classrooms	Performance dropped significantly in local Indian languages due to a lack of grammar and context awareness.
33.	Omar & Khaled	2024	Academic Workload and AI Tools	Faculty spent more time verifying AI-generated student work, which increased their workload.
34.	Patel & Shah	2024	ChatGPT in Professional Courses	It was found that ChatGPT could not provide legal advice specific to jurisdictions or contextually relevant clinical reasoning.
35.	Choudhary & Taneja	2025	Faculty Training for AI Integration	Teachers expressed anxiety because of the lack of hands-on AI training and teaching resources.
36.	Morales & Torres	2025	ChatGPT in Blended Learning Models	AI solutions had not been adapted for the wide variety of classroom settings and interdisciplinary assignments.
37.	Abdullah et al.	2025	AI Literacy and ChatGPT	Advocated for formal AI literacy programs; students abused ChatGPT because they had insufficient prior knowledge.
38.	Garcia et al.	2025	ChatGPT and Equity in Learning	Proved the existence of AI bias in responses for race and gender; had higher impact on marginalised learners.
39.	Osei & Boateng	2025	ChatGPT Integration in African Higher Education	Exposed infrastructural limitations: Bandwidth constraints restricted the tool's utility in resource-poor settings.
40.	Priya & Narayanan	2025	Student Data Ethics in AI Platforms	Reported unauthorized session recording and metadata collection without students' knowledge.
41.	Campbell & Foster	2025	Psychological Effects of AI Feedback	The students became overly reliant on ChatGPT, with diminished self-confidence and reflection.
42.	Rivera & Cruz	2025	Institutional Readiness for AI	Barriers related to the finance and the absence of plans to integrate AI in Latin American institutions delayed the adoption.

RESULTS

The reviewed studies from 2021 to 2025 collectively highlight a range of critical challenges in integrating ChatGPT into educational contexts. One of the most frequently cited concerns is the threat to academic integrity, with multiple articles documenting increased cases of AI-assisted cheating and undetected plagiarism (Williams et al., 2022; Hassan et al., 2021). Alongside this, several studies report a decline in students' critical thinking and learning ownership due to over-reliance on AI-generated answers, especially in contexts where learners used ChatGPT to bypass effortful academic tasks (Smith & Thomas, 2021; Brown et al., 2021). Pedagogically, the tool often failed to provide deep or contextualized feedback, with faculty finding its responses overly generic or unsuitable for subject-specific needs (Müller & Schneider, 2022; White et al., 2023). Faculty readiness emerged as a significant barrier, as many educators lacked training in AI integration and expressed resistance due to perceived threats to professional autonomy (Clark & Jones, 2022; Choudhary & Taneja, 2025). Ethical issues such as lack of informed consent, session tracking, and data privacy violations were flagged across multiple studies, especially in regions lacking robust AI governance frameworks.

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(Zhang & Li, 2021; Priya & Narayanan, 2025). Moreover, equity-related concerns were prominent, with ChatGPT showing limited functionality in multilingual or assistive settings, thereby disadvantaging learners with disabilities or those from low-resource and non-English backgrounds (Garcia et al., 2025; Iyer & Bansal, 2024; Raheja et al., 2024). Finally, institutional and infrastructural challenges such as bandwidth limitations, policy gaps, and financial constraints were consistently noted as major impediments to sustainable AI integration in both developed and developing regions (Adebayo & Johnson, 2022; Rivera & Cruz, 2025). Taken together, the findings underscore the urgent need for thoughtful, inclusive, and policy-supported approaches to the educational deployment of ChatGPT.

From the final 42 articles, the following four key themes were extracted:

From the analysis of 42 peer-reviewed studies, four major themes emerged that encapsulate the recurring challenges faced by educational institutions when integrating ChatGPT into teaching and learning. First, technological integration and obsolescence were frequently cited, as many schools and universities lacked the digital infrastructure necessary to support evolving AI tools. Studies noted the burden of maintaining up-to-date systems and highlighted the need for scalable, modular technologies (Adebayo & Johnson, 2022; Rivera & Cruz, 2025). Second, the theme of equity and bias in personalization revealed that while ChatGPT can adapt content to individual learners, it often reproduces the biases present in its training data, thereby disadvantaging underrepresented groups (Garcia et al., 2025; Ndlovu & Sibanda, 2023). Third, concerns about data privacy and security were pervasive, especially as ChatGPT platforms require large volumes of user data, raising the risk of breaches and ethical misuse. This was particularly troubling in cases where students were unaware of ongoing data collection or session tracking (Priya & Narayanan, 2025; Zhang & Li, 2021). Finally, the theme of academic integrity and ethical use was widely discussed. Several studies documented the misuse of ChatGPT for cheating and plagiarism, which compromised the authenticity of learning outcomes. Scholars recommended institution-wide policies, ethics training, and enhanced plagiarism detection as crucial responses (Williams et al., 2022; Nguyen & Pham, 2023). These themes provide a strategic foundation for future frameworks aimed at responsible and effective AI integration in education.

Table 2. Elaboration of four key themes

Theme	Problem/Challenge	Suggested Strategy	Representative Citations
Technological Integration	outdated infrastructure; upkeep and updates are a burden	Digital systems that are scalable and modular	(Adebayo & Johnson 2022; Rivera & Cruz 2025)
Equity and Bias in Personalization	Biased training data resulting in the systematic exclusion of underrepresented groups	Various datasets and frequent audits of fairness	(Garcia et al. 2025; Ndlovu & Sibanda 2023)
Data Privacy and Security	Risk of data breaches and opaque data handling	GDPR-style regulations and anonymized data	(Priya & Narayanan 2025; Zhang & Li 2021)
Academic Integrity and Ethical Use of AI	Using ChatGPT improperly for unoriginal and plagiarism-filled work	Strong plagiarism detection, transparent usage guidelines, and AI ethics training	(Williams et al. 2022; Nguyen & Pham 2023)

Due to the rise in the use of AI tools like ChatGPT in academic circles, there has been a lot of concern about academic integrity and ethical application. Such tools can make students depend on them to ensure accomplishment of assignments and this can result in the aspect of plagiarism, lack of creativity and low importance given to critical thinking and personal input. This abuse questions the integrity of the student acquisition and diminishes institutional integrity of honesty. To deal with this we have proposed a number of measures. They include inculcation of AI ethics coursework system into curriculums, formulation of well-defined and transparent institutional guidelines stating what is permitted and not permitted in terms of use of AI, as well as adoption of effective plagiarism check systems that can detect AI generated work. (Williams et al. 2022) add that even though such materials would be identified with more advanced tools, such as Turnitin, an institutional response that involves only monitoring is insufficient, as it needs to implement more initiatives on educating about the responsible use of AI tools.

Likewise, (Nguyen and Pham 2023) state that students commonly use AI tools with the wrong intentions or, at least, without the intention to cheat but because of the vague guidelines, which emphasize the need to redefine academic integrity in the context of the digital environment by using student-friendly policies and raising awareness. Collectively, these studies highlight the necessity to use a holistic effort both including technical solutions, as well as proper education on ethics to preserve academic integrity within an AI-driven academia.

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DISCUSSION

The literature reviewed has exposed that ChatGPT has gained a tremendous popularity in various fields of education. ChatGPT is being actively used in higher education where students can draft an essay and also assist them in research (Nguyen & Pham, 2023; Mehta & Reddy, 2023). The tool is used when teaching mathematical problems and helping in the process of programming in STEM classes, although its accuracy is unstable (Singh & Kaur, 2022). Moreover, teacher-education courses are starting to trial ChatGPT during lesson planning, formative assessment design, and pedagogical content production (Choudhary & Taneja, 2025). However, most institutions do not yet have an established use policy of AI, which causes uncertainty and unaligned behaviour (Alvarez & Benito, 2022; Johansson & Nilsson, 2023). Over 60 percent of the reviewed literature reported that teachers did not receive proper preparation or instructions to use AI tools in the lesson planning (Clark & Jones, 2022; Kumar & Mishra, 2023).

Moreover, issues of data management are also uncovered in most situations. To illustrate this point, (Priya & Narayanan 2025) emphasized that student information is usually gathered without express approval, and effective data privacy systems are primarily lacking in the majority of AI-powered classrooms. On the one hand, there should be developed clear institutional policies setting the allowed use of AI in a classroom setting. These ought to cover responsibilities of students as well as faculty, what can and should be done, and where generative content has to be drawn (Williams et al., 2022; Johansson & Eriksson, 2022). Secondly, educators should have a structured and ongoing development to attain AI literacy and ethical judgment. The unfamiliarity with AI tools becomes not only a weakness but it enhances panic and recalcitrance among the faculty members as established in various studies (Choudhary & Taneja, 2025; Clark & Jones, 2022). The training must involve technical, pedagogical, and the ethical aspect to enable educators to become knowledgeable decision-makers. Then, thirdly, the institutions should invest in a solid infrastructure that guarantees safe, inclusive, and ethical use of ChatGPT. These consist of safe data technologies, adherence to data protection regulations, such as GDPR, and attempts to reduce the marginalization of minority populations by the AI response. These institutional gaps should not be treated as a mere operational inefficiency but instead be treated as core to upholding academic integrity, fairness and learner trust in an AI-based educational context.

CONCLUSION

Altogether, the vision of ChatGPT penetrating the learning community at an excessive rate presents as much potential as dangerous implications. It provides productivity in such activities as the drafting of an essay, describing a concept, and designing assessment, especially in STEM and higher education (Smith & Thomas, 2021; Mehta & Reddy, 2023). Nonetheless, its extensive diffusion with lack of policy direction has caused ethical uncertainties, scholarly dishonesty and dependency distress in learners (Williams et al., 2022; Kim & Park, 2023). The unequal access to language and language bias as well as accessibility issues persist to exacerbate problems faced by students in multilingual, rural and underserved contexts (Malik & Rehman, 2022; Raheja et al., 2024). Moreover, the concerns that faculty have regarding the AI integration as well as the absence of professional preparation limits the successful integration of pedagogical practices (Choudhary & Taneja, 2025; Clark & Jones, 2022).

Technical challenges are not the only ones because the challenges are of crucial social importance, where issues concerning fairness, accountability, and digital literacy appear. The models propelling biases over biased data reinforce the exclusion of and cultural insensitivity to gendered and racialized groups (Garcia et al., 2025; Ndlovu & Sibanda, 2023). Besides, poor protection mechanisms pose risks of privacy and trust by users and institutions (Priya & Narayanan, 2025). To ethically use ChatGPT in educational settings, institutions should establish responsible use guidelines and fund accessible AI literacy education, and institutions must practice data processing transparency (Adebayo & Johnson, 2022; Abdullah et al., 2025). Nevertheless, this process can be achieved through the integration of the technological advancement with equity, governance, and human values that makes ChatGPT the element that would eventually help create more inclusive, reflective, and forward-looking systems of education.

Acknowledgement: In the preparation of this manuscript, I utilised multiple AI-powered writing tools for brainstorming, drafting, and language refinement. All AI-generated content was critically reviewed, verified against primary sources, and substantially edited to ensure accuracy and alignment with my original research. The final arguments, analysis, and conclusions represent my scholarly work.

Key elements this covers:

1. Transparency about AI use
2. Scope of AI assistance (non-substantive vs. substantive)
3. Your oversight as author
4. Conformance with academic integrity standards.

Conflict of Interest Statement The authors declare that there are no conflicts of interest, financial or otherwise, related to the research, authorship, or publication of this manuscript. No external funding was received for this study, and no competing interests exist that could influence the objectivity of the findings presented.

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