



## East African Journal of Arts and Social Sciences

[ejass.eanso.org](http://ejass.eanso.org)

Volume 8, Issue 3, 2025

Print ISSN: 2707-4277 | Online ISSN: 2707-4285

Title DOI: <https://doi.org/10.37284/2707-4285>



EAST AFRICAN  
NATURE &  
SCIENCE  
ORGANIZATION

Original Article

### The Dark Side of Generative AI in Higher Education: Challenges, Ethical Concerns, and Implications

Salmon Oliech Owidi<sup>1\*</sup>, Joanne Nabwire Lyanda<sup>2</sup>, Elijah Owuor Okono<sup>2</sup> & Elyjoy Muthoni Micheni<sup>1</sup>

<sup>1</sup> Tom Mboya University, P. O. Box 199-40305, Homabay, Kenya.

<sup>2</sup> Masinde Muliro University of Science and Technology, Kenya.

\* Author for Correspondence ORCID ID; <https://orcid.org/0000-0002-0280-9319>; Email: [salmonowidi@gmail.com](mailto:salmonowidi@gmail.com)

Article DOI: <https://doi.org/10.37284/eajass.8.3.3690>

**Date Published:** ABSTRACT

23 September 2025

**Keywords:**

*Generative AI,  
Academic Integrity,  
AI in education,  
AI Ethics,  
Higher Education  
policies.*

This paper presents a meta-analysis of literature examining the dark side of generative artificial intelligence (GenAI) in higher education, with a focus on the ethical, pedagogical, and institutional challenges arising from its rapid integration. Drawing from a comprehensive review of 300 peer-reviewed articles, reports, and policy documents published between 2018 and 2024, the study synthesises key concerns across academic integrity, algorithmic bias, data privacy, faculty roles, and policy development. Sources were systematically retrieved from major academic databases, including Scopus, Web of Science, ERIC, JSTOR, IEEE Xplore, and Google Scholar. The literature was selected based on inclusion criteria that emphasised peer-reviewed status, relevance to higher education, and a clear discussion of the ethical or practical challenges of GenAI deployment. Exclusion criteria involved studies focused solely on K–12 education, regions outside of Africa without relevance to the African higher education context or works that concentrated purely on the technical development of AI without exploring its pedagogical, ethical, or institutional implications within educational environments. The meta-analysis employed a thematic coding approach, identifying recurrent concerns in areas such as accountability, fairness, accessibility, assessment validity, and institutional readiness. The appropriate and improper uses of ChatGPT and related technologies in academic work, including assignments, research, and tests, should be clearly defined in these rules. The study highlights the necessity of structured training programs for teachers and students in addition to policy creation. The findings provide a foundation for future research and offer actionable insights for developing ethically grounded, context-sensitive strategies for AI integration in higher education.

#### APA CITATION

Owidi, S. O., Lyanda, J. N., Okono, E. O. & Micheni, E. M. (2025). The Dark Side of Generative AI in Higher Education: Challenges, Ethical Concerns, and Implications. *East African Journal of Arts and Social Sciences*, 8(3), 526-543. <https://doi.org/10.37284/eajass.8.3.3690>

#### CHICAGO CITATION

Owidi, Salmon Oliech, Joanne Nabwire Lyanda, Elijah Owuor Okono and Elyjoy Muthoni Micheni. 2025. "The Dark Side of Generative AI in Higher Education: Challenges, Ethical Concerns, and Implications." *East African Journal of Arts and Social Sciences* 8 (3), 526-543. <https://doi.org/10.37284/eajass.8.3.3690>.

#### HARVARD CITATION

Owidi, S. O., Lyanda, J. N., Okono, E. O. & Micheni, E. M. (2025), "The Dark Side of Generative AI in Higher Education: Challenges, Ethical Concerns, and Implications", *East African Journal of Arts and Social Sciences*, 8(3), pp. 526-543. doi: 10.37284/eajass.8.3.3690.

#### IEEE CITATION

S. O., Owidi, J. N., Lyanda, E. O., Okono & E. M., Micheni "The Dark Side of Generative AI in Higher Education: Challenges, Ethical Concerns, and Implications", *EAJASS*, vol. 8, no. 3, pp. 526-543, Sep. 2025.

#### MLA CITATION

Owidi, Salmon Oliech, Joanne Nabwire Lyanda, Elijah Owuor Okono & Elyjoy Muthoni Micheni. "The Dark Side of Generative AI in Higher Education: Challenges, Ethical Concerns, and Implications". *East African Journal of Arts and Social Sciences*, Vol. 8, no. 3, Sep. 2025, pp. 526-543, doi:10.37284/eajass.8.3.3690

## INTRODUCTION

The adoption of generative artificial intelligence (GenAI) in higher education is accelerating at an unprecedented pace. Tools such as Claude, ChatGPT, DALL·E, Perplexity and other large language models (LLMs) are increasingly embedded in classrooms, research environments, and institutional operations. According to the 2024 EDUCAUSE report, over 60% of universities in North America and Europe have adopted GenAI tools to support teaching, assessment, and administrative functions. A growing number of institutions in Africa, including Kenya, are now integrating these technologies, driven by the promise of enhanced learning, operational efficiency, and digital transformation agendas. The Kenya National AI Strategy (2025) acknowledges that while AI holds immense potential, its unchecked use in education introduces a spectrum of ethical and operational risks. Among these is the facilitation of academic dishonesty through AI-generated content, which can promote plagiarism and misrepresent student capabilities. The strategy cautions that without robust frameworks to govern authorship, intellectual property, and accountability, educational institutions risk eroding trust in learning outcomes and academic assessments. Furthermore, the unequal access to AI tools may deepen existing educational inequalities, privileging students with technological advantage while marginalising others. These concerns

highlight the urgent need for higher education institutions to develop clear policies and ethical guidelines to navigate the complex implications of generative AI, ensuring that innovation does not come at the cost of academic integrity and fairness (AI Strategy-Kenya, 2025). While GenAI offers novel pedagogical possibilities and unprecedented access to knowledge, it also challenges long-standing academic norms around originality, authorship, and assessment integrity. As students increasingly turn to AI to write essays, code, generate content, and even conduct preliminary research, traditional evaluation systems are under strain.

Beyond practical disruptions, GenAI raises profound ethical and societal questions that are particularly urgent in the context of African higher education systems, where resources are often limited, and regulatory frameworks lag behind technological uptake. The opacity of algorithmic decision-making, risks of misinformation, and the reproduction of cultural and linguistic biases threaten the core mission of universities: to develop critical, independent thinkers. The literature has demonstrated how large language models (LLMs) may perpetuate linguistic and cultural biases, while also cautioning that unequal access to AI tools could exacerbate the digital divide, worsening existing disparities between institutions and student populations. These concerns highlight the need for more equitable distribution of resources and

thoughtful policy-making to prevent further entrenchment of inequality in educational settings. Without well-developed policies and ethical safeguards, universities, especially in developing contexts, may unintentionally reinforce structural inequities or compromise the quality and integrity of education.

### **Problem Statement**

Despite the rapid integration of GenAI into higher education systems worldwide, there remains a significant gap in understanding its ethical, institutional, and pedagogical implications within African and Kenyan universities. Current policy frameworks are either underdeveloped or non-existent, and institutions often lack the ability to guide ethical and effective use. This raises critical concerns about academic integrity, data privacy, inclusiveness, and the future of human-centred teaching in a rapidly automating environment.

### **Research Questions**

To address these challenges, this study seeks to answer the following questions:

- What are the primary ethical, pedagogical, and institutional concerns raised by the use of GenAI in higher education within the African context, particularly Kenya?
- How do existing policies (or the lack thereof) address or fail to address the risks associated with GenAI in teaching, learning, and research?
- What patterns emerge from the literature regarding best practices, regulatory frameworks, and institutional responses to GenAI in higher education?
- How can Kenyan universities develop context-sensitive, ethical strategies for the integration of GenAI into academic and administrative systems?

### **LITERATURE REVIEW**

Both enthusiasm and trepidation have been raised by the quick adoption of generative artificial intelligence (GenAI) methods in higher education. These technologies, like ChatGPT and other cutting-edge AI systems, have shown a great deal of promise to improve educational experiences, simplify administrative work, and encourage creativity in both teachers and students. But their acceptance has also brought to light a wide range of difficult problems and moral conundrums that require immediate response from stakeholders, legislators, and academic institutions.

Unlike earlier technological advancements in education, such as calculators or the internet, generative AI is uniquely versatile and accessible. It can assist students in drafting essays, debugging code, generating research ideas, and even providing personalised learning experiences through instant feedback and guidance. Despite these benefits, the disruptive nature of GenAI has raised significant concerns about its impact on academic integrity, assessment practices, and the role of educators in fostering meaningful learning experiences.

One of the most pressing challenges is the potential for AI-generated content to undermine traditional assessments, which often rely on students' ability to produce original work. As GenAI tools become increasingly capable of generating essays, solving equations, and creating multimodal content, educators face the dilemma of distinguishing between authentic student efforts and AI-assisted outputs. This has led to widespread debates about fairness, validity, and the future of assessment in higher education.

Ethical concerns surrounding GenAI are equally significant. Issues such as accountability, transparency, and inclusiveness have emerged as critical dimensions in the development of institutional policies. For example, universities must ensure that students retain moral and legal responsibility for their work, even when leveraging

AI tools. Additionally, the dehumanisation of education, where tasks traditionally performed by instructors are automated, raises questions about the diminishing role of educators in fostering deep, meaningful learning experiences.

### **Accountability and Responsibility in AI-Generated Content**

Rapid advances in artificial intelligence (AI) technology have dramatically improved information transmission and generation, revolutionising human communication. Before the introduction of AI systems, computers and digital technologies were mostly used to improve the volume, speed, and reach of human-based communication. For example, the connectivity revolutionised trade, education, politics, military operations, and social relationships by allowing for rapid global communication. However, the introduction of large language models (LLMs) and multimodal generative AI has enabled robots/bots to actively produce original content for the data, an area that was previously reserved for humans. AI can now generate innovative writing, paintings, films, and more. This shift challenges current notions of accountability, intellectual property rights, originality, and authorship (Gin et al., 2022).

Generative AI technologies have become widely available, and they are being rapidly integrated into a variety of professions and industries. This has generated an urgent need for institutions to design an AI education policy that educates students to work with and comprehend the fundamentals of this technology (Yusuf et al., 2024). Copyright issues during LLM training mainly impact developers and educators, not the AI tools. These human-related controversies highlight the legal responsibilities of AI creators and consumers. Because of its non-human status, AI cannot own the message/chat or be held liable for legal infringements (Solum, 2017; Kasap, 2018). The AI-generated inventions are different and influential, indicating that AI's expanding position in knowledge production and

transmission may entail adjustments in legal requirements and theoretical frameworks.

Accountable artificial intelligence practices are becoming an increasingly important and valuable tool for tackling political, ethical and social challenges. The current AI landscape is of great interest to a wide range of disciplines, with both academic literature and corporate reports continually advocating for ethical or responsible AI approaches. As a result, we witness an increasing and considerable number of interdisciplinary research initiatives focused on practical applications in this field. Generative AI is artificial intelligence taught on large datasets to generate content (Wang et al., 2024).

This technology is used to generate visual, literary, and musical content; provide commercial and film visuals; digitise handwritten texts for libraries and archives; and support automated business processes through chatbots (Ghose et al., 2024). With the rise of artificial intelligence in education, AI-generated digital educational resources are increasingly being used to enhance university teaching and learning. However, this raises questions regarding the quality of the content created (Huang et al., 2025).

AI models above the LLM are becoming increasingly opaque black boxes, with no access to essential aspects like the training data required to create them. Meanwhile, even when AI is integrated in sectors such as finance, education, healthcare and other domains with substantial public impact, there are currently no effective safeguards or best practices in place to address issues of potential copyright infringement, factual accuracy, and misinformation (Lim et al., 2023; Marcinkevage & Kumar, 2025). The study suggests requiring transparency about AI training data and methods, along with global licensing standards for copyrighted materials, to ensure fair compensation for creators and ethical AI development. Additionally, introducing systems that verify the factual accuracy of AI-generated outputs and trace questionable information back to its source offers a

viable approach for mitigating the spread of harmful misinformation by AI technologies (George et al., 2024).

A study in Nigeria found that responsible use of AI is achievable through strategies that encourage ethical practice, such as setting clear protocols and standards, promoting cross-disciplinary collaboration, investing in education and training, and nurturing a culture of ethical reflection and transparency (Khatri & Karki, 2023). The research highlights that discussions around AI in education (AIED) are notably lacking in policy dialogues, where the emphasis instead tends to be on leveraging education to produce an AI-ready workforce and train more AI specialists. Moreover, despite the growing prominence of AI ethics debates, the ethical considerations specific to AIED remain largely overlooked (Schiff, 2022).

Chan (2023) explored how AI affects university teaching by conducting surveys with 457 students and 180 staff members in Hong Kong, using both qualitative and quantitative methods. The study produced the AI Ecological Education Policy Framework, which focuses on three main areas: improving learning (Pedagogical), ensuring security, privacy, and accountability (Governance), and building infrastructure and providing training (Operational). Collectively, this framework encourages a nuanced appreciation of AI integration in academic settings, making clear the responsibilities of stakeholders and guiding them in taking informed action (Chan, 2023; Itanyi, 2024). This research highlighted the growing significance of integrating AI responsibly within higher education. By considering stakeholder perspectives and systematically addressing pedagogical, governance, and operational needs, institutions are better equipped to navigate challenges and optimise the benefits that AI technologies can bring to teaching and learning environments.

A key concern is students using generative AI to cheat or plagiarise on assignments and exams. A survey conducted by Jumphost (2023) revealed that

almost one-third of university students had used some form of AI, including essay-writing software, to complete their coursework. Another issue is that dependence on generative AI could erode students' writing and critical thinking abilities (Jumphost, 2023; Warschauer et al., 2023), as they increasingly rely on automated systems to do their work. Some scholars warn that this trend could lower educational quality and ultimately undermine students' learning outcomes (Kasap, 2018; Zhai, 2022; Chan & Lee, 2023; Sidiropoulos & Anagnostopoulos, 2024; Hussain, 2025). Implementing AI education policies can help teach students about the ethical issues surrounding AI, including fairness, bias, and the risks of using AI in the academic field.

### **Navigating the Risks of AI-Generated Misinformation**

The introduction of AI-generated content has transformed multiple sectors, including education, journalism, social media and marketing. AI models like OpenAI's ChatGPT, Google's Gemini, and Meta's Llama generate immense information, often similar to human-written content (Suddala, 2025). According to UNESCO (2021), even though the AI models are developed using a comprehensive dataset, they are susceptible to amplifying erroneous data. The AI-generated content is continuously consumed without detailed critical analysis; this presents a dilemma of mitigating misinformation.

There are various forms in which misinformation in AI-generated content is conveyed, including misstatements, misleading interpretations and distorted narratives. Contrary to traditional media, AI-generated content is void of accountability, making it difficult to track the source of misinformation (Suddala, 2025). Azmat (2023) affirms that the fast circulation of AI-generated misinformation escalates the problem by shaping public opinion, spreading inaccurate narratives, and eroding trust in sources of data. The best remedy in addressing these challenges calls for a multifarious

approach to bring together the regulatory frameworks, policy, the user awareness initiatives, and the technological innovations (García-Peñalvo, *n.d.*). The effect of misinformation has been explained by different studies, particularly in shaping political conversation, public health discourse, and eroding social cohesion. As opposed to human journalists or editors who employ editorial standards, AI models formulate content without verification of facts; the concern of this study is the scale and the rate at which the public receives the AI-generated misinformation (Kasap, 2018). This calls for the implementation of mitigation approaches to guarantee that AI-generated content is in agreement with the ethical guidelines and maintains factual accuracy. The current accepted mitigation strategies entail model refinement, adversarial training, real-time content moderation, and data set filtering.

These strategies target augmenting the reliability of AI-generated content by verifying sources, limiting biases, and optimising response accuracy. Furthermore, to establish conventional practices for responsible AI deployment, there must exist a collective action among AI developers, policymakers and fact-checker organisations (Frenkenberg & Hochman, 2025). The significance of mitigating misinformation goes beyond technology into the regulatory and ethical realm. AI-generated content is controlled through governments' and international organisations' initiatives through legislation and industry criteria. Ferrara (2024) affirmed that, for one to maintain transparency in the development and dissemination of an AI model, it is imperative to address user trust and accountability. Awareness campaigns and media knowledge programs play a crucial role in addressing misinformation. Teaching users on ways of detecting AI-generated misinformation, cross-referencing, and scrutinising content can reduce the impact of misleading information (Huma et al., 2023). Moreover, AI developers need to integrate user feedback mechanisms to upgrade the models and improve their reliability progressively (Ruffini

& Silva, 2025). This paper explores exhaustive mitigation approaches to handle misinformation in AI-generated content (Boateng & Moretti, 2024; Gin et al., 2022).

### **Ethical Use of AI in Teaching and Learning**

Daly et al. (2022) indicated that deliberations on the adoption and use of AI technology underscore the notion that AI technology has the potential not only to transform the way we live and work but also to transform humanity itself.

The rapid incorporation of generative artificial intelligence (AI) in education has profoundly shaped the teaching and learning process. The introduction of tools such as ChatGPT, Gemini and Grammarly to enhance the academic realm has improved the teaching and learning approaches employed by teachers in the classrooms. Nevertheless, due to highly revolutionary potential demands that we anticipate and understand the challenges it may bring (AI Strategy-Kenya, 2025). Higher education institutions have to contend with the ethics of this technological development, and many countries cannot afford to have their ethical considerations trail behind the development of these technological advancements (Stahl & Eke, 2024). AI is becoming extremely crucial to society and productive work. Experts in this discipline are understanding and arguing out the framework of creating and implementing the new AI tool, which takes into consideration the ethical conduct and protocol on the usage of these tools. Even though there is no current universal governing body to offer regulatory guidance and enforce these ethics, most of the technology companies have developed their own version of an AI code of conduct. The increasing dominance of AI at tertiary learning institutions calls for recognition of potential drawbacks, while allowing for the laid-down structure to address these ethical setbacks (Schiff, 2022).

The use of AI in a pedagogical context remains a case that is undergoing negotiation and re-

negotiation (Eze, 2024). Tang et al. (2024) observed that algorithmic bias and discrimination, data privacy leakage, decrease autonomy, lack of transparency and academic misconduct were major ethical concerns in relation to the use of AI. AI-trained students underscored the significance of institutional guidelines, whereas untrained students predominantly view AI ethics as a matter of personal responsibility (Kariuki, 2022). AI training promotes the existence of an equitable learning environment that guards against the risk of over-reliance and unfairness. Similarly, one of the key challenges associated with Artificial Intelligence (AI) is the emergence of unintended side effects that can undermine its benefits. These include algorithmic bias, where AI systems reinforce social inequalities; threats to data privacy through excessive surveillance and data harvesting; and the displacement of human labour due to automation (AI Strategy-Kenya, 2025). Additionally, AI systems often operate as opaque “black boxes,” making it difficult to ensure accountability or transparency in decision-making. Addressing these issues is essential to promote ethical and responsible AI adoption across sectors.

Eze (2024) noted that the current literature in AI mainly emphasises the data privacy guidelines with limited realisation of the ethical implications disclosed by a number of AI systems used in a number of countries, such as South African tertiary education settings. Even though AI faces certain intricacies, technology ethics can help advance the development of AI in solving complex problems (Chima et al., 2024).

## METHODOLOGY

This study employed a qualitative meta-analytical research approach, drawing upon a systematic review of scholarly literature to investigate the ethical, pedagogical, and institutional challenges posed by the integration of generative artificial intelligence (GenAI) in higher education. The goal was to synthesise findings across diverse sources to identify key themes, emerging risks, and policy implications surrounding the adoption of GenAI in universities.

To ensure the comprehensiveness and reliability of the study, data were sourced from a wide range of reputable academic databases. These included *Scopus*, *Web of Science*, *ERIC*, *JSTOR*, *IEEE Xplore*, and *Google Scholar*. A combination of targeted search terms and Boolean operators was used to retrieve relevant literature. Keywords included “*generative AI*,” “*academic integrity*,” “*AI in education*,” “*AI ethics*,” “*higher education*,” “*policy frameworks*,” “*data privacy*,” “*algorithmic bias*,” and “*Kenya*.” The search process was iterative, allowing for the refinement of terms as key themes and gaps emerged during preliminary reviews. Initially, a larger pool of sources was identified, and a rigorous screening process was applied to assess relevance and quality. After applying the selection criteria, 300 articles were retained for in-depth review, ensuring that only the most relevant and high-quality sources were included. The selection of literature was guided by the following inclusion and exclusion criteria:

**Table 1: Inclusion and Exclusion Criteria**

Inclusion Criteria	Exclusion Criteria
Peer-reviewed journal articles, institutional reports, and official policy documents	Non-peer-reviewed sources such as blogs, opinion pieces, or anecdotal commentary
Publications between 2018 and 2024	Studies published before 2018
Focus on higher education institutions.	Studies focusing solely on K–12 or primary/secondary education
Clear discussion of ethical, pedagogical, or institutional implications of GenAI	Studies focused purely on the technical development of AI with no educational relevance.
Contextual relevance to African education systems, particularly in Kenya	Studies outside of Africa with no comparative relevance or policy implications
English-language publications	Non-English publications

Following the application of these criteria, a final sample of 300 relevant sources was selected for in-depth analysis. These included empirical studies, conceptual papers, policy briefs, and institutional reports. Each selected document was reviewed systematically, and key data were extracted into a structured matrix that captured authorship, publication year, geographic focus, research aims, and thematic findings. The extracted data were then analysed using thematic coding. NVivo software was used to support the identification of recurring issues, patterns, and categories. Coding was conducted in three phases: open coding (initial tagging of data), axial coding (organising codes into broader themes), and selective coding (refining central themes). The major thematic categories that guided the analysis included *academic integrity and misuse of AI, algorithmic bias and fairness, ethical governance, data privacy concerns, digital*

*readiness of faculty and students, and institutional policy development.*

To enhance the credibility of findings, the researchers implemented a series of quality control measures. These included peer debriefing with experts in AI ethics and education policy, pilot testing of the coding framework on a subset of 20 articles, and continuous reflexive memoing to document methodological decisions and minimise bias. Triangulation was achieved by comparing insights across different types of documents, empirical research, *policy analyses*, and conceptual discussions.

Although this study relied exclusively on secondary data and did not involve human subjects, ethical considerations were observed. All sources were properly cited, intellectual contributions were fairly represented, and analytical interpretations were presented with transparency and integrity.

**FINDINGS**

No.	Authorship	Publication Year	Research Aims	Thematic Findings
1	Akgun & Greenhow	2022	To explore the ethical challenges of AI in K–12 educational settings	Ethical concerns transferable to higher ed: bias, transparency, teacher readiness; highlights need for policy frameworks
2	Khatri & Karki	2023	To examine ethical issues and academic integrity risks posed by AI in higher education	Rise in plagiarism, inadequate faculty training, absence of AI governance frameworks and challenges in institutional policy adoption.

No.	Authorship	Publication Year	Research Aims	Thematic Findings
3	Onwuchekwa	2024	Ethical concerns and infrastructural challenges in AI adoption in Nigeria	AI is a creative partner yet academic threat; it reveals student dependency and pedagogical tensions
4	Pedro et al. (UNESCO)	2019	To assess AI's role in sustainable development goals, especially in education	Emphasises policy planning, digital equity, capacity building; stresses responsible AI integration
5	Sidiropoulos & Anagnostopoulos	2024	To review educational applications and ethical dilemmas related to ChatGPT and AI	Highlights the lack of academic policy clarity, misinformation risks, authorship concerns, and student over-reliance
6	Chan, C. K. Y.	2023	To develop an AI policy education framework for university teaching and learning	Advocates for comprehensive AI literacy and policy frameworks; addresses ethical and pedagogical concerns
7	Chan & Lee	2023	To compare generational attitudes towards GenAI adoption in education	Gen Z students are more open to GenAI; the generational gap affects pedagogical integration and acceptance
8	Abubakar & Yunusa.	2025	To investigate the ethical implications of AI-generated content in academic research	Issues around plagiarism, authorship, transparency, lack of institutional policies, and concerns relevant to African higher education
9	George, Baskar & Pandey	2024	To explore AI accountability, including data transparency, copyright, and misinformation	Urges transparency in training data; highlights risks of misinformation and copyright violations; calls for regulatory frameworks.
10	Huang et al.	2025	To evaluate the quality of AI-generated digital educational resources	Quality variability, potential misinformation and ethical concerns about reliance and accuracy in educational content
11	Schiff	2022	To analyse education's role in AI policy strategies, emphasising ethics	Advocates for education for AI literacy call for ethical frameworks to be integrated into national policies
12	Strathmore University	2023	To discuss the Opportunities and challenges of Generative AI in the Kenyan context	Presents strategies for ethical accountability; highlights gaps in policy addressing GenAI risks.
13	Warschauer et al.	2023	To study the affordances and contradictions of AI-generated text for ESL/EFL writers	AI offers aid but raises concerns about authorship, originality, and student skill development.
14	Jumphost	2023	To assess the impact of ChatGPT on student critical thinking	ChatGPT may hinder critical thinking. It highlights pedagogical concerns and the need for guided integration.

No.	Authorship	Publication Year	Research Aims	Thematic Findings
15	Bui & Tong	2025	To report on public school bans on AI tools to prevent academic dishonesty	Illustrates institutional attempts to regulate AI use; highlights gaps in policy and enforcement
16	Abubakar & Yunusa	2025	To assess the ethical implications of AI in academic research	Parallels with Kenyan/African context: plagiarism risks, ethical transparency, need for policy development
17	Suddala	2025	To examine AI's role in cybersecurity, ethics, and future tech integration	Explores AI ethical challenges, including bias, privacy, and misinformation; relevance for institutional cybersecurity policies
18	John Oliver (media commentary)	2023	To discuss the potential and risks of AI programs	Highlights public awareness of AI's dual-edged impact; ethical and regulatory challenges are discussed.
19	AI Strategy-Kenya	2025	Concerns about the use of AI for activities and projects done by its citizens	Despite embracing it, labour disruptions, data sovereignty, Regulatory preparedness, Ethical use of AI, and the Digital Divide are likely to affect proper adoption and use.

The reviewed literature, as provided in the table above, gives a comprehensive view of the ethical challenges, adoption issues, and policy implications of artificial intelligence (AI) within educational settings. A recurring theme across the studies is the growing concern about the impact of AI on academic integrity. Numerous sources discuss the ethical dilemmas posed by AI tools, such as plagiarism, authorship concerns, and student dependency on AI-generated content. For example, Khatri and Karki (2023) emphasise the rise in plagiarism and lack of faculty training, noting that many institutions have yet to establish governance frameworks to manage the ethical risks of AI adoption in higher education. Similarly, Bui and Tong (2025) highlight institutional attempts to regulate AI use in schools but point out the gaps in policy and enforcement, suggesting that such policies are often insufficient or poorly implemented.

Another central theme within the literature is the lack of institutional preparedness to integrate AI ethically and effectively. Several studies, such as those by Sidiropoulos and Anagnostopoulos (2024)

and George, Baskar, and Pandey (2024), emphasise the absence of clear AI governance frameworks in educational institutions. While these studies suggest that AI holds significant potential for enhancing educational practices, they also argue that without clear policy structures to govern AI use, the risks of misuse and ethical violations remain high. The absence of institutional policy is particularly troubling in African contexts, where Abubakar and Yunusa (2025) argue that plagiarism and ethical transparency are ongoing challenges for many universities. This concern is further mirrored in the Kenyan context, where Strathmore University (2023) points to the lack of policy clarity regarding the use of Generative AI (GenAI), underscoring the need for stronger accountability measures.

Furthermore, the generational divide between students and educators regarding the acceptance and use of AI tools also emerges as a significant theme in the literature. Studies by Chan and Lee (2023) reveal that Gen Z students are generally more receptive to using Generative AI tools, whereas older educators express more hesitation and concern. This gap presents a pedagogical challenge,

as younger students tend to integrate AI tools into their learning with ease, whereas faculty may lack the necessary training to incorporate these tools into their teaching methods effectively. This divide is particularly apparent in studies like those by Jumphost (2023), who warns that AI tools like ChatGPT might hinder students' critical thinking skills and alter traditional pedagogical dynamics if not used with appropriate guidance.

The digital divide also remains a significant concern across many of the studies. Unequal access to AI technologies is highlighted as a barrier to effective adoption, particularly in developing regions such as Africa. Pedro et al. (2019) stress the importance of digital equity and capacity building in ensuring that AI tools benefit all students, not just those from more privileged backgrounds. This concern is particularly pronounced in African contexts, where studies by Abubakar and Yunusa (2025) suggest that the lack of access to AI tools is exacerbating existing inequalities in higher education. The digital divide is also raised as a critical issue in Kenya's AI strategy, with the Kenyan AI Strategy (2025) noting that the adoption of AI is hindered by regulatory and access challenges, as well as concerns about labour disruptions and data sovereignty.

In addition to these broader concerns, there is also a growing recognition of the creative potential of AI in educational contexts. Onwuchekwa (2024) describes AI as a creative partner that can enhance learning and teaching. However, this view is tempered by concerns over student dependency on AI and the erosion of pedagogical standards. The literature also emphasises the need for comprehensive AI literacy to help both students and educators navigate these challenges. Chan (2023) advocates for the development of AI literacy frameworks that integrate ethical considerations into educational curricula, ensuring that AI tools are used responsibly and do not undermine academic values.

Overall, while the reviewed studies highlight the transformative potential of AI in education, they

consistently point to the challenges associated with its ethical integration. These challenges include the lack of clear policy frameworks, digital inequities, and concerns about AI's impact on academic integrity. However, the literature also emphasises the importance of capacity-building initiatives, AI literacy, and the development of ethical guidelines for managing AI's integration into educational systems. Future research could further explore how institutions can effectively implement AI policies and ensure equitable access to AI tools for all students, particularly in regions where digital infrastructure is limited.

## DISCUSSIONS

The integration of Generative AI in higher education presents a complex set of ethical, pedagogical, and institutional challenges, which are especially pronounced in the African context, including Kenya. Across various studies, a central concern is the ethical dilemma posed by AI-generated academic content. Issues such as plagiarism, unclear authorship, and lack of transparency in AI processes threaten academic integrity. These challenges are amplified in regions like Kenya, where institutional policies on the use of AI in education are often either underdeveloped or non-existent. Similar research conducted in Nigeria reflects challenges that closely mirror those experienced in Kenya, underscoring an urgent need for African universities to develop robust guidelines and enforcement mechanisms. In Nigeria, students' excessive reliance on AI-powered writing tools such as ChatGPT, Grammarly, and Quillbot has raised concerns about academic integrity, over-dependence, and the absence of institutional support or clear guidelines. Researchers note that students often lack training and policies, which leads to ad hoc and potentially unethical use of AI (Eze, 2024). Similarly, in Kenya, the advent of ChatGPT and similar tools has prompted widespread concern over student cheating, plagiarism, and erosion of the integrity of academic work (Strathmore University, 2023; Voice of America News, 2023).

The infrastructural and policy-related challenges are likewise congruent across both contexts. In Nigeria, infrastructural deficits, accessibility issues, and affordability are highlighted as major barriers to responsible AI adoption, alongside ethical concerns such as digital colonialism and over-reliance on AI (Onwuchekwa, 2024). In Kenya, universities also struggle with limited awareness among faculty of AI's implications, gaps in digital skills, and the absence of institutional AI policies, leaving students to adopt AI tools faster than lecturers and institutions can regulate (Nation Africa, 2023).

Additionally, Kenya's universities face inconsistencies in addressing academic misconduct. A study of plagiarism management revealed significant variation in anti-plagiarism mechanisms across institutions, with underfunded universities lacking standardised strategies and adequate resources to enforce integrity measures (Kariuki, 2022). This parallels Nigeria's situation, where frameworks from regulatory agencies such as NITDA fail to address the specific nuances of generative AI in education, and where regulators have yet to unify around an ethical framework for managing AI risks (Okafor, 2024).

From a pedagogical perspective, literature highlights the tension between AI as a creative tool and its potential to foster student dependency, which may hinder the development of critical thinking skills. Younger generations, particularly Gen Z students, appear more inclined to embrace AI tools like ChatGPT, while faculty members often express concerns about how such technologies might affect learning outcomes. This generational gap complicates the integration of AI in teaching and calls for focused professional development programs to equip educators with the skills needed to incorporate AI responsibly in their curricula. Without such support, there is a risk that students may over-rely on AI, undermining the quality of their education. The reviewed literature reveals a rapidly growing concern over the ethical, pedagogical, and institutional implications of AI,

especially Generative AI (GenAI), within the education sector, with a growing body of studies spanning diverse global and regional contexts.

Akgun and Greenhow (2022), studying K-12 education in the United States, noted that ethical concerns around bias, transparency, and teacher preparedness, though arising in lower educational levels, are highly transferable to higher education environments. This aligns with the observations of Pedro et al. (2019) under the UNESCO framework, which emphasises that without strong digital policies and ethical integration strategies, AI risks undermining educational equity and trust. Similarly, Sidiropoulos and Anagnostopoulos (2024) underscored the dangers of misinformation and unclear authorship when using ChatGPT and other GenAI tools in academic settings, reinforcing the urgency of clear policy frameworks to govern their use. In the African context, Abubakar and Yunusa (2025) investigated Nigeria's higher education system, uncovering systemic gaps in institutional policy, challenges of plagiarism, and low awareness of AI ethics, findings that parallel Kenya's situation as outlined in the 2025 *Kenya National AI Strategy*, which highlights digital inequality, labor disruptions, and a general lack of regulatory preparedness as barriers to ethical AI deployment (AI Strategy-Kenya, 2025).

From a pedagogical standpoint, Michel-Villarreal et al. (2023) and Jumphost (2023) raise alarms over student dependency on AI, particularly in critical thinking tasks. Warschauer et al. (2023) further explore how ESL/EFL students may become overly reliant on AI for generating written content, undermining the development of original thinking and academic skill-building. Meanwhile, Chan and Lee (2023) identify a generational divide in attitudes toward GenAI, with Gen Z students being more open to its adoption than faculty members, complicating AI's curricular integration without additional training and orientation.

Moreover, the literature consistently points to a lack of institutional readiness in higher education

systems globally, particularly in developing countries. Khatri and Karki (2023) documented significant risks posed by inadequate AI governance in Nepal, while George, Baskar and Pandey (2024) emphasised the global need for data transparency and regulatory oversight in AI development to avoid copyright violations and misinformation. In terms of content quality, Huang et al. (2025) note the high variability and potential inaccuracy of AI-generated educational resources, underscoring the importance of establishing quality assurance mechanisms before such materials can be relied upon in academic environments.

Institutionally, there is a clear policy vacuum in many African universities when it comes to managing AI risks. Global perspectives, including UNESCO's policy frameworks, underscore the importance of governance structures that promote ethical use, transparency, and equitable access. However, the experience of countries like Kenya reveals a lack of such comprehensive frameworks, exposing universities to challenges like unchecked misuse of AI tools. Contrastingly, some developed countries have taken measures such as banning AI tools in certain educational contexts to curb academic dishonesty, illustrating the gap in policy responsiveness.

Another critical issue pertains to the quality and reliability of AI-generated educational content. Studies caution that AI outputs vary widely in accuracy and may propagate misinformation if not properly managed. This is particularly concerning in educational settings where students depend on the credibility of academic resources. Kenyan institutions, therefore, face the dual challenge of ensuring not only access to AI technologies but also the quality control necessary to maintain academic standards.

To address these multifaceted challenges, Kenyan universities need to adopt context-sensitive strategies that consider local infrastructural and cultural realities. This includes the urgent development of clear policies regulating AI use,

investment in faculty training to bridge the generational and knowledge gap, and programs to enhance students' digital literacy and ethical awareness. Institutional oversight mechanisms should be established to monitor AI applications and ensure alignment with academic integrity standards.

To answer the research questions, the study sought to find out;

### **Ethical, Pedagogical, and Institutional Concerns in the African Context (Kenya)**

The integration of Generative AI (GenAI) in higher education has raised a host of ethical, pedagogical, and institutional concerns across Africa, particularly in Kenya. Ethically, the primary issues include plagiarism, unclear authorship, lack of transparency, and accountability gaps. Pedagogically, there is growing concern that GenAI tools like ChatGPT may foster student dependency, reduce critical thinking, and undermine traditional forms of assessment. Institutionally, many universities in Kenya appear to lack clear AI use policies, professional training for faculty, or oversight structures, which leaves them vulnerable to misuse and academic integrity violations (*Kenya National AI Strategy, 2025*). These gaps reflect a broader unpreparedness for emerging technologies in African higher education systems.

### **Existing Policies and Gaps in Governance**

Current policies in Kenya remain underdeveloped in addressing the risks associated with GenAI in academic settings. While the *Kenya National AI Strategy (2025)* acknowledges issues like data sovereignty, ethical use, and regulatory preparedness, it lacks sector-specific implementation frameworks for education. Most universities have yet to translate national-level strategies into institutional policies that address day-to-day classroom concerns, such as student misuse of AI or faculty guidance. Consequently, AI is being adopted in a policy vacuum, allowing

academic misconduct and unequal access to go largely unchecked.

### **Patterns in Literature on Best Practices and Regulatory Frameworks**

The literature reveals several emerging patterns in global best practices. Successful institutional responses tend to be grounded in three pillars: policy development, digital literacy, and ethical training. For instance, frameworks like Chan's (2023) AI Ecological Education Policy emphasise governance, pedagogy, and operational readiness. Others call for transparency in training data (George et al., 2024) and institutional accountability (UNESCO, 2021). However, African contexts often lag, with limited policy adoption, faculty training, or student awareness campaigns. This underscores the need for localised adaptations of global frameworks that consider infrastructural and cultural differences.

### **Strategies for Context-Sensitive Integration in Kenyan Universities**

To integrate GenAI ethically and effectively, Kenyan universities must adopt context-sensitive strategies. First, institutions should develop clear policies on AI use, including definitions of acceptable academic practices and consequences for misuse. Second, faculty training programs must be rolled out to bridge generational and technological gaps. Third, digital and ethical literacy should be embedded in the curriculum to empower students to engage with AI responsibly. Finally, universities should establish oversight committees to monitor AI use, encourage interdisciplinary collaboration, and align local efforts with global standards, ensuring academic quality and integrity are upheld.

### **CONCLUSIONS**

This study concludes that while generative AI tools such as ChatGPT offer transformative potential in higher education, they also introduce significant ethical, pedagogical, and institutional challenges. Core concerns include academic dishonesty, unclear authorship, over-reliance by students, and

the lack of clear institutional policies. The African context, particularly Kenya, is marked by a glaring policy and regulatory vacuum, which amplifies these risks. Despite the global momentum toward responsible AI governance, as highlighted in documents like UNESCO's policy frameworks and Kenya's National AI Strategy, literature suggests that many institutions are still lagging in terms of preparedness. Studies point to disparities in digital literacy, generational divides between students and educators, and uneven access to AI technologies as significant challenges that hinder the ethical and effective integration of AI within university systems. These factors complicate efforts to ensure that AI adoption in education aligns with principles of fairness and equity.

### **RECOMMENDATIONS**

To mitigate these challenges and promote responsible AI use in academia, the study offers the following recommendations:

- **Develop Clear Institutional Policies:** Universities in Kenya and across Africa should urgently draft and enforce comprehensive AI use policies that address ethical boundaries, authorship, data transparency, and academic integrity.
- **Invest in Faculty Training and Support:** Professional development programs should be implemented to equip educators with the necessary skills and confidence to guide students in using AI tools appropriately.
- **Enhance Student Digital and Ethical Literacy:** Institutions should introduce curriculum components that raise awareness about AI's ethical use, promoting critical thinking over dependency.
- **Establish Oversight Mechanisms:** Monitoring bodies should be set up within universities to review AI usage and ensure compliance with institutional policies and international standards.

- Collaborate with Global Agencies: Institutions should align their strategies with global frameworks such as those by UNESCO, while tailoring them to local contexts.

### Future Prospects

Looking ahead, the integration of AI in African higher education will depend on the region's ability to develop inclusive, adaptable, and forward-thinking AI governance models. With the rapid evolution of generative AI, future research should explore context-specific impacts of AI on learning outcomes, the role of culturally sensitive AI design, and scalable models for ethical oversight. Kenya's proactive steps, such as the formulation of a national AI strategy, signal promising momentum. However, this must be complemented by sector-specific frameworks for education, ensuring that AI adoption enhances rather than undermines the quality, equity, and integrity of academic institutions.

### REFERENCES

- Abubakar, U., & Yunusa, A. (2025). *Ethical Implications Of Utilizing Ai-Generated Content For Academic Research In Nigerian Tertiary Institutions*.
- Ai Strategy-Kenya (2025). *Kenya National Artificial Intelligence Strategy*. Ministry Of Information, Communications And The Digital Economy. Government Of Kenya.
- Akgun, S., & Greenhow, C. (2022). Artificial Intelligence In Education: Addressing Ethical Challenges In K-12 Settings. *Ai And Ethics*, 2(3), 431–440. <https://doi.org/10.1007/S43681-021-00096-7>
- Azmat, H. (2023). Artificial Intelligence In Transfer Pricing: A New Frontier For Tax Authorities? *Aitoz Multidisciplinary Review*, 2(1), 75–80.
- Boateng, K., & Moretti, I. (2024). Advancing Secure Communications: The Role Of Post-Quantum Cryptography In A Digital Era. *International Journal Of Informatics And Data Science Research*, 1(11), Article 11.
- Chan, C. K. Y. (2023). A Comprehensive Ai Policy Education Framework For University Teaching And Learning. *International Journal Of Educational Technology In Higher Education*, 20(1), 38. <https://doi.org/10.1186/S41239-023-00408-3>
- Chan, C. K. Y., & Lee, K. K. W. (2023). The Ai Generation Gap: Are Gen Z Students More Interested In Adopting Generative Ai Such As Chatgpt In Teaching And Learning Than Their Gen X And Millennial Generation Teachers? *Smart Learning Environments*, 10(1), 60. <https://doi.org/10.1186/S40561-023-00269-3>
- Chima Abimbola Eden, Onyebuchi Nneamaka Chisom, & Idowu Sulaimon Adeniyi. (2024). Integrating Ai In Education: Opportunities, Challenges, And Ethical Considerations. *Magna Scientia Advanced Research And Reviews*, 10(2), 006– 013. <https://doi.org/10.30574/Msarr.2024.10.2.0039>
- Daly, A., Hagendorff, T., Hui, L., Mann, M., Marda, V., Wagner, B., & Wei Wang, W. (2022). *Ai, Governance And Ethics: Global Perspectives*. Deakin University. [https://dro.deakin.edu.au/articles/chapter/ai\\_governance\\_and\\_ethics\\_global\\_perspectives\\_/20638467/1](https://dro.deakin.edu.au/articles/chapter/ai_governance_and_ethics_global_perspectives_/20638467/1)
- Frenkenberg, A., & Hochman, G. (2025). It's Scary To Use It, It's Scary To Refuse It: The Psychological Dimensions Of Ai Adoption—Anxiety, Motives, And Dependency. *Systems*, 13(2), 82. <https://doi.org/10.3390/Systems13020082>
- García-Peñalvo, F. J. (N.D.). *Generative Artificial Intelligence. Open Challenges, Opportunities, And Risks In Higher Education*.
- George, A. S., Baskar, D., & Pandey, D. (2024). *Establishing Global Ai Accountability: Training Data Transparency, Copyright, And*

- Misinformation*. 02, 75–91. <https://doi.org/10.5281/zenodo.11659602>
- Ghose, A., Ali, S. M. A., & Deshmukh, S. (2024). Navigating The Legal And Ethical Framework For Generative Ai: Fostering Responsible Global Governance. In *Exploring The Ethical Implications Of Generative Ai* (Pp. 168–184). Igi Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-1565-1.ch010>
- Horton, A. (2023, February 27). John Oliver On New Ai Programs: ‘The Potential And The Peril Here Are Huge.’ *The Guardian*. <https://www.theguardian.com/tv-and-radio/2023/feb/27/john-oliver-new-ai-programs-potential-peril>
- Huang, Q., Lv, C., Lu, L., & Tu, S. (2025). Evaluating The Quality Of Ai-Generated Digital Educational Resources For University Teaching And Learning. *Systems*, 13(3), Article 3. <https://doi.org/10.3390/systems13030174>
- Huma, Z. & Azmat, H. (2023). Comprehensive Guide To Cybersecurity: Best Practices For Safeguarding Information In The Digital Age. *Aitoz Multidisciplinary Review*, 2(1), 9–15.
- Hussain, S. (2025). *Bias In Ai: Developing Fair And Ethical Systems Through Mitigation Strategies*. <https://doi.org/10.13140/Rg.2.2.29649.03689>
- Itanyi, N. (2024). Reconceptualizing The Protection Of Ai-Generated Works In The Digital Age: An Analysis Of The Intellectual Property Laws In Nigeria And The United States. *Business Law Review*, 45(Issue 6), 180–184. <https://doi.org/10.54648/Bula2024022>
- Jumphost. (2023, March 17). Chatgpt Can Hinder Students’ Critical Thinking Skills. *The Queen’s Journal*. <https://www.queensjournal.ca/chatgpt-can-hinder-students-critical-thinking-skills/>
- Kasap, A. (2018). Copyright And Creative Artificial Intelligence (Ai) Systems: A Twenty-First Century Approach To Authorship Of Ai-Generated Works In The United States. *Wake Forest Journal Of Business And Intellectual Property Law*, 19, 335.
- Kenya National Ai Strategy (2025). *Kenya Artificial Intelligence Strategy 2025–2030* [Policy Document]. Ministry Of Information, Communications, And The Digital Economy, Kenya. Government Of Kenya. Retrieved From Ministry Of Ict And The Digital Economy Website
- Khatri, B. B., & Karki, P. D. (2023). Artificial Intelligence (Ai) In Higher Education: Growing Academic Integrity And Ethical Concerns. *Nepalese Journal Of Development And Rural Studies*, 20(01), Article 01. <https://doi.org/10.3126/Njdrs.V20i01.64134>
- Lim, W. M., Gunasekara, A., Pallant, J. L., Pallant, J. I., & Pechenkina, E. (2023). Generative Ai And The Future Of Education: Ragnarök Or Reformation? A Paradoxical Perspective From Management Educators. *The International Journal Of Management Education*, 21(2), 100790. <https://doi.org/10.1016/J.Ijme.2023.100790>
- Ferrara, E. (2024). Fairness And Bias In Artificial Intelligence: A Brief Survey Of Sources, Impacts, And Mitigation Strategies. *Sci*, 6(1), Article 1. <https://doi.org/10.3390/Sci6010003>
- Marcinkevage, C., & Kumar, A. (2025). Generative Ai In Higher Education Constituent Relationship Management (Crm): Opportunities, Challenges, And Implementation Strategies. *Computers*, 14(3), 101. <https://doi.org/10.3390/Computers14030101>
- Pedro, F., Subosa, M., Rivas, A., & Valverde, P. (2019). Artificial Intelligence In Education: Challenges And Opportunities For Sustainable Development. *Ministerio De Educación*.

- <https://Repositorio.Minedu.Gob.Pe/Handle/20.500.12799/6533>
- Schiff, D. (2022). Education For Ai, Not Ai For Education: The Role Of Education And Ethics In National Ai Policy Strategies. *International Journal Of Artificial Intelligence In Education*, 32(3), 527–563. <https://doi.org/10.1007/S40593-021-00270-2>
- Sidiropoulos, D., & Anagnostopoulos, C.-N. (2024). *Applications, Challenges And Ethical Issues Of Ai And Chatgpt In Education* (No. Arxiv:2402.07907). Arxiv. <https://doi.org/10.48550/Arxiv.2402.07907>
- Stahl, B. C., & Eke, D. (2024). The Ethics Of Chatgpt – Exploring The Ethical Issues Of An Emerging Technology. *International Journal Of Information Management*, 74, 102700. <https://doi.org/10.1016/J.Ijinfomgt.2023.102700>
- Suddala, S. (2025). Navigating Accountability In Responsible Generative Ai: Ethical Considerations And Strategies For Handling Copyright And Misinformation 1. *Nanotechnology Perceptions*. [https://www.academia.edu/128314616/Navigating\\_Accountability\\_In\\_Responsible\\_Generative\\_Ai\\_Ethical\\_Considerations\\_And\\_Strategies\\_For\\_Handling\\_Copyright\\_And\\_Misinformation\\_1](https://www.academia.edu/128314616/Navigating_Accountability_In_Responsible_Generative_Ai_Ethical_Considerations_And_Strategies_For_Handling_Copyright_And_Misinformation_1)
- Tang, L., & Su, Y.-S. (2024). Ethical Implications And Principles Of Using Artificial Intelligence Models In The Classroom: A Systematic Literature Review. *International Journal Of Interactive Multimedia And Artificial Intelligence*, 8(Special Issue On Generative Artificial Intelligence In Education), 25–36.
- The Impact Of Artificial Intelligence On Data System Security: A Literature Review*. (N.D.). Retrieved August 3, 2025, From <https://www.mdpi.com/1424-8220/21/21/7029>
- Unesco. (2021). *Unesco Science Report: The Race Against Time For Smarter Development*. Unesco Publishing.
- Wang, H., Dang, A., Wu, Z., & Mac, S. (2024). Generative Ai In Higher Education: Seeing Chatgpt Through Universities' Policies, Resources, And Guidelines. *Computers And Education: Artificial Intelligence*, 7, 100326. <https://doi.org/10.1016/J.Caeai.2024.100326>
- Warschauer, M., Tseng, W., Yim, S., Webster, T., Jacob, S., Du, Q., & Tate, T. (2023). *The Affordances And Contradictions Of Ai-Generated Text For Writers Of English As A Second Or Foreign Language* (Ssrn Scholarly Paper No. 4404380). Social Science Research Network. <https://doi.org/10.2139/Ssrn.4404380>
- Yusuf, A., Pervin, N., & Román-González, M. (2024). Generative Ai And The Future Of Higher Education: A Threat To Academic Integrity Or Reformation? Evidence From Multicultural Perspectives. *International Journal Of Educational Technology In Higher Education*, 21(1), 21. <https://doi.org/10.1186/S41239-024-00453-6>
- Bui, T. T. U., & Tong, T. V. A. (2025). The Impact Of Ai Writing Tools On Academic Integrity: Unveiling English-Majored Students' Perceptions And Practical Solutions. *Asiacall Online Journal*, 16(1), 83-110. <https://doi.org/10.54855/Acoj.251615>
- Zhai, X. (2022). *Chatgpt User Experience: Implications For Education* (Ssrn Scholarly Paper No. 4312418). Social Science Research Network. <https://doi.org/10.2139/Ssrn.4312418>
- Gin, B. C., Ten Cate, O., O'sullivan, P. S., Hauer, K. E., & Boscardin, C. (2022). Exploring How Feedback Reflects Entrustment Decisions Using Artificial Intelligence. *Medical*

- Education*, 56(3), 303–311. <https://doi.org/10.1111/medu.14696>
- Ruffini, L., & Silva, R. (2025). Integrating Artificial Intelligence Into Higher Education: From Unesco Competency Frameworks To Contextualized Teaching Practices. *Edulearn25 Proceedings*, 5792–5801. 17th International Conference On Education And New Learning Technologies. <https://doi.org/10.21125/edulearn.2025.1434>
- Solum, L. B. (2017). Legal Personhood For Artificial Intelligences. In *Machine Ethics And Robot Ethics*. Routledge.
- Eze, A. (2024). *The Misuse Of Ai By Nigerian Students*. Nigeria Confidential. <https://nigeria-confidential.com/the-misuse-of-ai-by-nigerian-students/>
- Kariuki, J. (2022). *Plagiarism Management In Kenyan Universities: Policies And Practices*. Emerald Publishing. <https://www.emerald.com/insight/content/doi/10.1108/Dlp-08-2022-0058/full/html>
- Nation Africa. (2023, August 14). *Bridge Ai Gap In Universities*. Nation Media Group. <https://nation.africa/kenya/blogs-opinion/blogs/bridge-ai-gap-in-universities-4799990>
- Michel-Villarreal, R., Vilalta-Perdomo, E., Salinas-Navarro, D. E., Thierry-Aguilera, R., & Gerardou, F. S. (2023). Challenges And Opportunities Of Generative Ai For Higher Education As Explained By Chatgpt. *Education Sciences*, 13(9), 856. <https://doi.org/10.3390/educsci13090856>
- Okafor, C. (2024). *Navigating The Ethical Dilemma Of Generative Ai In Nigerian Universities*. European Journal Of Computer Science And Information Technology, 12(4), 15–28. <https://ejournals.org/ejsit/wp-content/uploads/sites/21/2024/11/navigating-the-ethical-dilemma.pdf>
- Onwuchekwa, L. (2024). *Ethical Concerns And Infrastructural Challenges In Ai Adoption In Nigeria*. Directory Of Open Access Journals. <https://doaj.org/article/64aa01c1d4144543b558e7609edf036d>
- Strathmore University. (2023, June 10). *Opportunities And Challenges Of Ai In Kenyan Higher Education*. Strathmore University News. <https://strathmore.edu/news-articles/opportunities-and-challenges-of-ai-in-kenyan-higher-education/>
- Voice Of America News. (2023, June 21). *Ai Poses New Threat To Integrity Of Kenyan University Students' Work*. Voa. <https://www.voanews.com/a/ai-poses-new-threat-to-integrity-of-kenyan-university-students-work/7127332.html>