ChatGPT Integration in Business Schools Among Selected Higher Education Institutions: A Proposed Strategic Programs

John Michael Ambrocio Lugtu

Graduate School, Adamson University, Manila, Philippines

Abstract

This study investigated faculty perspectives on integrating ChatGPT into business school curricula at five universities in Manila, addressing a gap in understanding faculty acceptance, influencing factors, and challenges. Specifically, the research examined acceptance levels, key influences (perceived usefulness, social influence, innovation characteristics, and psychological needs), and barriers to implementation. A descriptive quantitative research design was employed, utilizing structured surveys with statistical analyses including correlation, regression, independent t-tests, and One-Way ANOVA. Findings revealed a generally positive faculty acceptance of ChatGPT integration, with significant correlations between perceived usefulness and social influence ($r = 0.68$, $p < 0.01$) and between innovation characteristics and psychological needs ($r = 0.73$, $p < 0.01$). Faculty acceptance also differed significantly based on experience levels ($p < 0.05$). Although integration is well-received, addressing critical challenges is essential for effective implementation. Recommendations include comprehensive training, robust data protection policies, ethical guidelines to prevent misuse, and a supportive environment to foster personalized learning and psychological support.

Keywords: ChatGPT, ChatGPT Integration, higher education institutions, strategic programs.

1. Introduction

The integration of AI, particularly ChatGPT, into higher education sparked significant debate due to its transformative potential and the challenges associated with its implementation. Research conducted by Chen et al. (2020) and Wawakcki-Richter et al. (2019) demonstrated that AI tools could enhance personalized learning, student engagement, and faculty support. However, only 4% of universities had incorporated AI into their academic activities at the time of the study (Zhai, 2022). Concerns arose regarding ethical implications, risks of plagiarism, and the ability of institutions to keep pace with rapid advancements in AI technology. It was noted that students might potentially surpass faculty in their understanding and proficiency with AI tools (Welle, 2023; Boyd, 2018).

While some stakeholders highlighted the risks associated with digital inequality and technological obsolescence, others emphasized the benefits, including improved interaction between students and faculty and greater access to academic resources (Calitz, 2023).

This study aimed to investigate the integration of ChatGPT in business schools, focusing on faculty perspectives and the challenges they faced. By understanding faculty perceptions and identifying potential barriers, the research contributed to the development of effective strategies for implementing AI tools in

higher education. The findings provided valuable insights for educational institutions seeking to leverage the potential benefits of ChatGPT while addressing the associated challenge

As a result of this study, institutions could develop appropriate training programs, support systems, and ethical guidelines to ensure the successful integration of AI tools, ultimately enhancing the educational experience for both students and faculty.

2.0 Methodology

2.1 Research Design

The study employed a descriptive-correlational research design. This approach allowed for the collection and analysis of quantitative data to describe the characteristics, relationships, and trends related to the integration of ChatGPT in business schools. By examining the perspectives of faculty members, the study aimed to understand their understanding, acceptance, and challenges in using ChatGPT for teaching and learning.

2.2 Research Locale

The study population consisted of business school faculty members from five selected universities in the Philippines. A sample size of 189 participants was determined using Raosoft software, with a margin of error of 5%, confidence level of 95%, and expected response distribution of 50%. Convenience sampling was used to recruit participants

2.3 Research Participants

The study population consisted of business school faculty members from five selected universities in Manila, Philippines. A convenience sampling method was used to recruit participants, resulting in a total sample size of 189 faculty members.

2.4 Research Instrument

This study utilized a modified questionnaire based on the findings of Ampong (2023) and Lozano, Fontao (2023). The questionnaire included sections on demographics, perceived usefulness, social influence, innovation characteristics, psychological needs, and challenges associated with ChatGPT integration. A 5-point Likert scale was used for responses, ranging from 1 (unacceptable) to 5 (acceptable).

2.5 Data Gathering Procedure

The study followed a specific procedure for data gathering. First, ethical clearance was obtained from the ethics review committee to ensure the study adhered to ethical guidelines. Subsequently, the questionnaire was distributed online to participating faculty members. Informed consent was obtained from each participant before they completed the questionnaire. Completed questionnaires were then collected electronically. Finally, the collected data was analyzed using appropriate statistical methods, such as frequency analysis, correlation analysis, and regression analysis, to draw meaningful conclusions from the findings.

2.6 Ethical Considerations

This research study adhered to ethical guidelines by obtaining informed consent from participants before their involvement, ensuring the anonymity and confidentiality of participant data, seeking approval from the ethics review committee, implementing measures to protect participant data and maintain confidentiality, and taking steps to minimize any potential risks or discomforts for participants. These measures helped to ensure the integrity and trustworthiness of the research process.

3.0 Results and Discussion

Table 1. **Frequency and percentage distribution of respondents in terms of sex**

Gender	Frequency	Percent (%)
Male	66	41.77
Female	92	58.23
Total	158	100.00

The data reveal a reassuringly balanced representation of genders among the respondents, who are predominantly experienced professionals. This balance mirrors the demographics of business school faculty and administrative staff, instilling confidence in the inclusivity of the research. This result (see Table 1) points to the inspiring potential of technology in promoting gender equality in education. With 66% of male participants advocating for its integration, ChatGPT could be a powerful tool in reducing the gender gap in educational technology. The strategic initiatives recommended for ChatGPT integration should be tailored to meet the diverse needs of teachers, ensuring that even those who require more guidance or prefer different learning approaches are not left behind (Smith, 2023).

Table 2. Frequency and percentage distribution of respondents in terms of age

Age	Frequency	Percent (%)
35-39 years old	9	5.70
40-44 years old	32	20.25
45-49 years old	39	24.68
50-54 years old	36	22.78
55-59 years old	24	15.19
60-64 years old	11	6.96
65 years old and above	7	4.43
Total	158	100.00

This result (see Table 2) suggests that most graduate teachers are experienced and belong to a mature demographic. These teachers are likelier to adopt modern technologies like ChatGPT to enhance their educational practices. This group is particularly inclined to use ChatGPT's features to improve their data analysis and decision-making skills. According to Keyti (2024), integrating ChatGPT into business education can significantly boost teacher engagement, improve learning outcomes, and equip teachers with essential skills for the dynamic business environment. Additionally, this technology can enhance faculty development, creating more effective teaching methodologies.

Table 3. **Level of Acceptance of ChatGPT Integration Among Selected Respondents: Perceived Usefulness**

Perceived Usefulness	Mean	SD	Verbal Interpretation
1. ChatGPT integration in business schools has the potential to revolutionize the way students learn and interact with course materials.	4.08	0.37	Slightly Acceptable

2. The use of ChatGPT in business schools can enhance the learning experience by allowing students to engage in more interactive and personalized learning experiences.	3.91	0.62	Slightly Acceptable
3. ChatGPT integration in business schools can also help students to better prepare for the workforce by providing them with a range of practical skills and knowledge that they can apply in their future careers.	3.87	0.69	Slightly Acceptable
4. Teachers can receive support in evaluating and assessing student essays through the utilization of an analytical approach. This approach entails scrupulously examining the substance, organization, and logical flow of the written work of business students.	3.91	0.72	Slightly Acceptable
5. ChatGPT's integration into business school curricula will require ongoing professional development for faculty and students to ensure they are equipped with the skills and knowledge necessary to effectively integrate this technology into their practices.	4.1	0.6	Slightly Acceptable
Overall	3.97	0.11	Slightly Acceptable

Note: 1.00-1.80: Unacceptable, 1.81-2.60: Slightly Unacceptable, 2.61-3.40: Moderately unacceptable, 3.41-4.20: Slightly Acceptable, 4.21-5.00-Acceptable

As reflected in their perceived usefulness (see Table 3), the respondents' acceptance of ChatGPT integration in business schools shows a range of insights. The item with the highest mean score is the belief that ChatGPT's integration will require ongoing professional development for faculty and students (M = 4.10, SD = 0.60), suggesting that respondents see continuous training as crucial for effectively utilizing this technology. Conversely, the lowest mean score is associated with the item regarding ChatGPT helping students prepare for the workforce (M = 3.87, SD = 0.69), indicating a slightly lower, but still positive, perceived benefit in this area. The overall mean score for perceived usefulness is 3.97 with a standard deviation of 0.11, which falls under the "Slightly Acceptable." This implies a generally favorable view towards the integration of ChatGPT, albeit with some reservations. While positive, the overall acceptance of ChatGPT integration suggests that respondents recognize both potential benefits and challenges. The highest mean score regarding the need for ongoing professional development underscores the importance of continuous training and adaptation for faculty and students to maximize the benefits of ChatGPT. This points to the necessity of institutional support and resources to ensure effective implementation. Moreover, the lower scores on direct student outcomes, such as workforce preparation, hint at a need for a more explicit demonstration of how ChatGPT can enhance practical skills and career readiness. Institutions may need to integrate practical applications and case studies to highlight these benefits (Adiguzel et al., 2023; Alafnan et al., 2023; Keyti, 2024).

Table 4. Level of Acceptance of ChatGPT Integration Among Selected Respondents: Social Influence

Social Influence	Mean	Standard Deviation	Verbal Interpretation
1. ChatGPT's impact on business school is significant, as it has the potential to revolutionize education, and other fields by providing instant feedback, analysis, and insights.	4.21	0.62	Acceptable
2. The impact of ChatGPT on education is immense. It is being used as a teaching tool in various academic institutions, helping students to understand complex concepts and providing them with personalized learning experiences.	4.15	0.45	Slightly Acceptable
3. ChatGPT can facilitate more efficient and effective communication by providing instant translations and summaries of complex information.	4.08	0.74	Slightly Acceptable
4. ChatGPT's capacity for language translation can facilitate cross-cultural communication and collaboration in global online communities in business education, expanding the potential for social influence across different regions and languages.	4.15	0.57	Slightly Acceptable
5. Its potential for integrating with other AI technologies such as image recognition, speech synthesis, and virtual reality can enhance the user experience in social media interactions.	4.14	0.69	Slightly Acceptable
Overall	4.15	0.05	Slightly Acceptable

Note: 1.00-1.80: Unacceptable, 1.81-2.60: Slightly Unacceptable, 2.61-3.40: Moderately unacceptable, 3.41-4.20: Slightly Acceptable, 4.21-5.00-Acceptable

The respondents' perceptions regarding the social influence of ChatGPT integration in business schools reflect a generally positive outlook (see Table 4). The highest mean score is observed for the item stating that ChatGPT's impact on business schools is significant due to its potential to revolutionize education by providing instant feedback, analysis, and insights (M = 4.21, SD = 0.62). This strong endorsement of ChatGPT's potential reassures the audience about the positive impact of the technology on education. Conversely, the lowest mean score pertains to the item that discusses ChatGPT's facilitation of more efficient and effective communication through instant translations and summaries of complex information

(M = 4.08, SD = 0.74). Despite being the lowest, this score still indicates a positive perception, albeit with relatively higher response variability. The overall mean score for social influence is 4.15 with a standard deviation of 0.05, categorized as "Slightly Acceptable." This uniformity in the standard deviation suggests consistent agreement among respondents on the social influence aspects of ChatGPT integration. The overall acceptance, characterized by high mean scores and low standard deviation, indicates that respondents view ChatGPT as a valuable tool for enhancing educational and social interactions within business schools. The high rating of ChatGPT's potential to revolutionize education underscores the importance placed on its innovative capabilities. The slightly lower rating for ChatGPT's role in facilitating efficient communication might suggest areas where its application could be more precise or where respondents see potential challenges. Institutions should consider providing more concrete examples and training on how ChatGPT can streamline communication processes. The consistent agreement on the social influence items implies a strong, shared belief in the benefits of integrating ChatGPT, particularly in its ability to enhance personalized learning and cross-cultural communication. These insights suggest that stakeholders are ready to embrace ChatGPT, providing adequate support and demonstrating its practical applications (Ofosu-Ampong et al., 2023).

Table 5. Level of Acceptance of ChatGPT Integration Among Selected Respondents: Innovation Characteristics

Innovation Characteristics	Mean	Standard Deviation	Verbal Interpretation
1. The use of deep learning algorithms and neural networks in ChatGPT's design allows for more accurate and contextually relevant responses.	4.35	0.48	Acceptable
2. The use of advanced machine learning techniques in ChatGPT's development enables it to continuously learn and improve its responses over time, making it a highly adaptive and versatile tool for business school.	4.29	0.62	Acceptable
3. ChatGPT's ability to process vast amounts of data and provide insights and recommendations based on that data is a significant innovation in the field of data analytics and decision-making.	4.28	0.57	Acceptable
4. ChatGPT's commitment to privacy and security ensures that business student and faculty's data is protected and used only for the intended purposes.	4.16	0.55	Slightly Acceptable
5. ChatGPT's ability to understand and respond to natural language inputs makes it an innovative breakthrough in the field of artificial intelligence.	4.28	0.78	Acceptable

Overall	4.27	0.07	Acceptable

Note: 1.00-1.80: Unacceptable, 1.81-2.60: Slightly Unacceptable, 2.61-3.40: Moderately unacceptable, 3.41-4.20: Slightly Acceptable, 4.21-5.00-Acceptable

The respondents' perceptions of the innovation characteristics of ChatGPT integration in business schools demonstrate a strong level of acceptance (see Table 5). The highest mean score is associated with the item regarding using deep learning algorithms and neural networks in ChatGPT's design, which allows for more accurate and contextually relevant responses (M = 4.35, SD = 0.48). This high score indicates a strong recognition of the advanced technological capabilities embedded in ChatGPT. The lowest mean score is observed in the item about ChatGPT's commitment to privacy and security (M = 4.16, SD = 0.55), which, while still positive, suggests some reservations or variability in perceptions regarding data protection measures. The overall mean score for innovation characteristics is 4.27 (SD = 0.07), categorized as 'Acceptable.' The low standard deviation signifies a high level of agreement among respondents on the innovative attributes of ChatGPT, providing reassurance about the reliability of our research. The high mean scores and low standard deviation across most items strongly endorse ChatGPT's innovative features among respondents. The top-rated attribute, using deep learning algorithms, highlights the respondents' appreciation for the sophisticated technology underpinning ChatGPT's functionality. Business schools can confidently promote ChatGPT's advanced technological aspects as a key benefit of its integration. Though still positive, the relatively lower score on privacy and security indicates an area where further assurance and communication might be necessary. Business schools should emphasize their commitment to data protection and ensure clear policies and practices are in place to address concerns (Keyti, 2024). The data indicate that the respondents are predominantly experienced professionals with a balanced representation of genders, which may reflect the demographics of faculty and administrative staff within business schools. This result implies that technology, particularly ChatGPT, has the potential to bridge the gender gap in the use of educational technology. With 66% of male participants supporting the integration, there is a promising opportunity to reduce this gap. The recommended strategic initiatives for integrating ChatGPT should be tailored to meet the diverse needs of teachers, including those who may require more guidance or prefer different learning approaches (Smith, 2023).

Table 6. Level of Acceptance of ChatGPT Integration Among Selected Respondents: Psychological Needs

Psychological Needs	Mean	Standard Deviation	Verbal Interpretation
1. Business Schools are beginning to recognize the psychological needs of ChatGPT in providing a positive user experience.	4.08	0.63	Slightly Acceptable
2. Integrating ChatGPT in business schools can be a significant step towards addressing students' psychological needs by providing them with a confidential and non-judgmental platform to express their thoughts and concerns.	3.99	0.7	Slightly Acceptable

3. ChatGPT can assist in identifying potential psychological red flags or warning signs in students' language usage, allowing for timely intervention and support from school professionals.	4.12	0.66	Slightly Acceptable
4. ChatGPT can offer immediate support to students, whenever they need it, facilitating early intervention when they fear business concept.	4.11	0.69	Slightly Acceptable
5. With ChatGPT's ability to learn and improve through constant feedback, it can adapt and provide more effective support to students based on their individual needs.	4.22	0.64	Slightly Acceptable
Overall	4.10	0.08	Slightly Acceptable

Note: 1.00-1.80: Unacceptable, 1.81-2.60: Slightly Unacceptable, 2.61-3.40: Moderately unacceptable, 3.41-4.20: Slightly Acceptable, 4.21-5.00-Acceptable

The respondents' perceptions of ChatGPT integration in addressing psychological needs in business schools reveal several vital insights. The item with the highest mean score (see Table 6) is the belief that ChatGPT's ability to learn and improve through constant feedback can adapt and provide more effective support to students based on their needs (M = 4.22, SD = 0.64). This high score indicates strong recognition of ChatGPT's potential for personalized support and continuous improvement in addressing students' psychological needs. Conversely, the lowest mean score is associated with the item suggesting that integrating ChatGPT can address students' psychological needs by providing a confidential and non-judgmental platform to express their thoughts and concerns (M = 3.99, SD = 0.70). While this is the lowest, it still reflects a positive perception, albeit with slightly higher response variability. The overall mean score for psychological needs is 4.10 (SD = 0.08), categorized as "Slightly Acceptable." The low standard deviation indicates a high level of agreement among respondents on the psychological benefits of ChatGPT integration. The generally high mean scores suggest that respondents view ChatGPT as a beneficial tool for addressing psychological needs in business schools. The highest rating for ChatGPT's adaptability and continuous improvement highlights the importance of personalized and evolving support systems. This suggests that stakeholders see value in technologies that can learn and respond to individual student needs over time. The slightly lower, yet still positive, rating for providing a confidential and non-judgmental platform indicates that while respondents recognize this benefit, there may be some reservations. Emphasizing the importance of transparent communication on how ChatGPT ensures confidentiality and non-judgmental interactions can reassure stakeholders about the process. Business schools should emphasize these aspects to enhance confidence in ChatGPT's use for sensitive psychological support (Calitz, 2023).Data reveals various dimensions of ChatGPT's integration in business schools. Perceived usefulness scored a mean of 3.97 (SD = 0.11), interpreted as slightly acceptable. Social influence also falls into the slightly acceptable range with a mean of 4.15 (SD = 0.05). Innovation characteristics received a higher mean score of 4.27 (SD = 0.07), making it acceptable. The

dimension of psychological needs is slightly acceptable, with a mean of 4.10 (SD = 0.08). ChatGPT's integration is rated as slightly acceptable, with an overall mean of 4.12 (SD = 0.12).

Table 7. Level of Acceptance of ChatGPT Integration Among Selected Respondents: Overall

Dimensions	Mean	Standard Deviation	Verbal Interpretation
Perceived Usefulness	3.97	0.11	Slightly Acceptable
Social Influence	4.15	0.05	Slightly Acceptable
Innovation Characteristics	4.27	0.07	Acceptable
Psychological Needs	4.10	0.08	Slightly Acceptable
Overall	4.12	0.12	Slightly Acceptable

The level of acceptance of ChatGPT integration among the selected respondents in business schools is generally positive across various dimensions, including perceived usefulness, social influence, innovation characteristics, and psychological needs (see Table 7). Respondents acknowledge the significant potential of ChatGPT to revolutionize education by enhancing interactivity and personalizing learning experiences. However, they also emphasize the need for ongoing professional development to realize its benefits fully. Social influence factors, such as the ability to provide instant feedback and facilitate cross-cultural communication, are also viewed favorably, highlighting the transformative impact of ChatGPT on educational practices. From an innovation perspective, respondents appreciate the advanced technological capabilities of ChatGPT, particularly its deep learning algorithms and adaptability. However, they also express a desire for assurances regarding privacy and security. Finally, in addressing psychological needs, respondents see value in ChatGPT's capacity to offer personalized and immediate support while noting the importance of ensuring confidentiality and non-judgmental interactions. Overall, while the acceptance is slightly positive, institutions must address specific concerns and emphasize continuous training and clear, transparent communication to maximize the effective integration of ChatGPT in business schools.

Table 8. Degree of Relationship Between ChatGPT Acceptance Levels and Demographic Variables

Variables	Gender	Age
Perceived Usefulness	-.215**	-.042
Social Influence	-.100	-.070
Innovation Characteristics	-.195*	-.139
Psychological Needs	-.147	-0.060

**Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

The analysis reveals varying degrees of relationships between the acceptance levels of ChatGPT integration and the demographic variables of age (Spearman Correlation) and Gender (Point-biserial correlation) among the respondents. Notably, the relationship between perceived usefulness and Gender shows a significant negative correlation ($r = -0.215$, $p < 0.01$), indicating that male respondents are likely to perceive the usefulness of ChatGPT slightly more favorably than female respondents (see Table 8). Specifically, an r^2 value of 0.0462 suggests that Gender can account for 4.62% of the variability in

Perceived Usefulness. However, age does not significantly correlate with perceived usefulness (r = -0.042). For social influence, neither Gender (r = -0.100) nor age (r = -0.070) displays a significant correlation, suggesting that perceptions of ChatGPT's social impact are relatively consistent across different age groups and genders. Innovation characteristics reveal a significant negative correlation with Gender (r = -0.195, p < 0.05), indicating that males tend to rate the innovative aspects of ChatGPT higher than females. Specifically, an r² value of 0.0380 suggests that Gender can account for 3.80% of the variability in Innovation Characteristics. Age shows a weak and non-significant negative correlation (r = -0.139) with innovation characteristics, implying minimal influence of age on these perceptions. Finally, Psychological needs show no significant correlation with either Gender (r = -0.147) or age (r = -0.060), suggesting that the perceived psychological benefits of ChatGPT are broadly consistent across demographic lines. The research has uncovered a significant gender-based difference in the acceptance of ChatGPT, with females showing a more favorable view of its usefulness and innovative potential. This finding underscores the need for targeted strategies to address specific concerns or perceptions among male respondents, thereby improving overall acceptance. Importantly, the lack of significant correlations with age across all variables suggests that attitudes toward ChatGPT are relatively age independent. This implies that efforts to promote ChatGPT can be uniformly applied across different age groups, simplifying the implications of the research (Adiguzel et al., 2023).

Table 9. **Interrelationships Among Levels of Acceptance of ChatGPT Integration**

Variables	1	2	3	4
1. Perceived Usefulness	1.000			
2. Social Influence	.581**	1.000		
3. Innovation Characteristics	.303**	.669**	1.000	
4. Psychological Needs	.609**	.688**	.612**	1.000

**Correlation is significant at the 0.01 level l (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

The analysis of correlations among different dimensions of ChatGPT acceptance reveals significant interconnections. The strongest correlation is between social influence and psychological needs (r = .688), indicating that respondents who see ChatGPT as socially beneficial also recognize its capacity to meet psychological needs (see Table 9). Social influence also strongly correlates with innovation characteristics (r = .669), suggesting that the social impact of ChatGPT is closely linked to its technological advancements. Perceived usefulness correlates strongly with both psychological needs (r = .609) and social influence (r = .581) but less so with innovation characteristics (r = .303). These patterns imply that enhancing one dimension, such as social influence, can positively affect others, like perceived usefulness and psychological support. Therefore, business schools should take a holistic approach to promoting ChatGPT, emphasizing its social benefits and innovative features to maximize overall acceptance. Linear regression and variable rotational analysis were employed to understand the factors influencing the ChatGPT integration. Linear regression, a statistical method that models the relationship between a dependent variable and one or more independent variables, is a practical tool that helps predict the dependent variable's value based on the independent variables' values. This method is instrumental in identifying the strength and direction of these relationships. Variable rotational analysis, on the other hand, is used to optimize the interpretation of the regression model by examining the impact of rotating predictor

variables. This practical application helps in better understanding the underlying structure and significance of each predictor.

Table 10. **Interrelationships Among Levels of Acceptance of ChatGPT Integration: Perceived Usefulness**

Coefficients	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1.666	.254		6.564	.000	1.165	2.168
Social Influence	.413	.080	.443	5.137	.000	.254	.572
Innovation Characteristics	-.222	.076	-.230	-2.922	.004	-.373	-.072
Psychological Needs	.376	.064	.475	5.863	.000	.249	.503

Among the predictors, social influence (B = .413, p < .001) and psychological needs (B = .376, p < .001) have significant positive impacts on perceived usefulness (see Table 10). This implies that higher perceptions of social influence and the ability of ChatGPT to meet psychological needs are strongly associated with increased perceived usefulness. On the other hand, the significant negative relationship of innovation characteristics (B = -.222, p = .004) with perceived usefulness suggests that certain innovative aspects might not be helpful. This finding piques our interest and calls for further research to understand this relationship better. The results highlight the importance of emphasizing ChatGPT's social benefits and psychological support capabilities to enhance its perceived usefulness among users. Business schools should demonstrate how ChatGPT can facilitate social interactions and provide psychological support, as these factors are significant predictors of perceived usefulness. Additionally, the negative association with innovation characteristics suggests a need for more transparent communication and training on the practical applications of innovative features to ensure they are perceived as valuable. By addressing these areas, institutions can improve the acceptance and effective integration of ChatGPT in educational settings.

Table 11. **Interrelationships Among Levels of Acceptance of ChatGPT Integration: Social Influence**

Coefficients	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	.144	.265		.542	.588	-.380	.668

Perceived Useful-ness	.354	.069	.330	5.137	.000	.218	.490
Innovation Charac-teristics	.422	.064	.407	6.612	.000	.296	.548
Psychological Needs	.193	.064	.227	3.023	.003	.067	.319

These results indicate that the social influence of ChatGPT integration in business schools is significantly driven by how useful and innovative the technology is perceived to be and its ability to meet psychological needs (see Table 11). For practical application, business schools should highlight the innovative features and practical usefulness of ChatGPT to enhance its social influence. Emphasizing these aspects can foster a positive perception and greater acceptance among students and faculty. Moreover, integrating ChatGPT in ways that visibly address users' psychological needs, such as providing personalized support and feedback, can further strengthen its social influence. Business schools should, therefore, stress the need for comprehensive communication strategies that showcase these benefits and provide ongoing support, making the audience feel informed and involved in the process of ChatGPT integration.

Table 12. Interrelationships Among Levels of Acceptance of ChatGPT Integration: Innovation Characteristics

Coefficients	Unstandard-ized Coeffi-cients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Er-ror	Beta			Lower Bound	Upper Bound
(Constant)	1.793	.258		6.938	.000	1.282	2.303
Perceived Use-fulness	-.236	.081	-.229	-2.922	.004	-.396	-.077
Social Influence	.524	.079	.543	6.612	.000	.368	.681
Psychological Needs	.304	.069	.372	4.414	.000	.168	.440

These findings suggest that for ChatGPT to be perceived as innovative, business schools should emphasize its social influence and how it meets users' psychological needs. Highlighting the social and supportive aspects of ChatGPT can significantly enhance its innovative image. However, the negative relationship between perceived usefulness and innovation characteristics indicates a potential disconnect; features seen as innovative might not be perceived as immediately applicable. Therefore, institutions must bridge this gap by clearly demonstrating how innovative features of ChatGPT can be practically beneficial. To improve the perception of innovation while maintaining usefulness, business schools should integrate ChatGPT in ways that showcase both its advanced capabilities and its practical applications. This dual focus ensures that innovative features are recognized and valued for their practical contributions to learning and teaching.

Table 13. **Interrelationships Among Levels of Acceptance of ChatGPT Integration: Psychological Needs**

Coefficients	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	-.605	.322		-1.877	.062	-1.242	.032
Perceived Usefulness	.485	.083	.384	5.863	.000	.322	.648
Social Influence	.291	.096	.246	3.023	.003	.101	.480
Innovation Characteristics	.369	.084	.302	4.414	.000	.204	.534

These findings underscore the importance of perceived usefulness and innovation in enhancing ChatGPT's ability to meet psychological needs. Business schools should focus on demonstrating the practical benefits and innovative features of ChatGPT to maximize its psychological support for students and faculty. Highlighting how ChatGPT can be used effectively and showcasing its innovative capabilities can significantly enhance its acceptance and utility. Moreover, the positive relationship between social influence and psychological needs suggests that fostering a supportive and interactive environment through ChatGPT can further enhance its psychological benefits, instilling confidence in its impact. Institutions should, therefore, integrate ChatGPT in ways that promote social interaction and support, ensuring that users feel the psychological advantages of using this technology. By addressing these critical areas—usefulness, innovation, and social influence—business schools can better leverage ChatGPT to meet the psychological needs of their students and faculty, leading to a more supportive and effective educational environment. The collective analysis of ChatGPT integration in business schools reveals significant interdependencies among perceived usefulness, social influence, innovation characteristics, and psychological needs. The most robust relationships exist between social influence and psychological needs and innovation characteristics, indicating that the perceived social benefits of ChatGPT are closely linked to its ability to meet psychological needs and innovative features. Regression analyses show that perceived usefulness is significantly influenced by social influence and psychological needs, while innovation characteristics, although innovative, require better communication to be perceived as practically applicable. Social influence is driven by perceived usefulness, innovation, and psychological needs, emphasizing ChatGPT's technological advancements and practical applications. The ability of ChatGPT to meet psychological needs is strongly influenced by perceived usefulness, innovation characteristics, and social influence, underscoring the importance of showcasing both practical benefits and innovative capabilities. These insights suggest that business schools should adopt a holistic approach, focusing on clear communication, continuous training, and demonstrating practical applications to enhance the social, innovative, and psychological support aspects of ChatGPT, thereby maximizing its acceptance and practical integration.

Table 14. **Challenges of ChatGPT Integration Among Selected Respondents**

Items	Mean	Standard Deviation	Verbal Inter-pretation
1. The ChatGPT system exhibits a deficient comprehension of contextual information, which can lead to the generation of seemingly coherent responses that are, in reality, disconnected or erroneous.	3.83	0.38	Strongly Agree
2. The prevalence of security threats and privacy concerns pose a significant challenge for users who engage in the practice of storing information online.	3.78	0.41	Strongly Agree
3. The Chat GPT system possesses the potential for students to leverage its functionalities in order to submit plagiarized or unoriginal assignments.	3.08	0.7	Agree
4. Due to its lack of human interaction, the utilization of chatbots may lead to deceptive practices such as plagiarism, cheating methods, and other behaviors that encourage students to rely on these automated systems to fulfill their academic requirements.	3.7	0.49	Strongly Agree
5. One of the notable concerns surrounding ChatGPT is its potential vulnerability to bias. Artificial Intelligence (AI) chatbots, despite being crafted with the intention of impartiality, may still exhibit the presence of implicit and irrelevant terms.	3.58	0.56	Strongly Agree
Overall	3.59	0.30	Strongly Agree

Note: 1.00-1.75: Strongly Disagree, 1.76-2.50: Disagree, 2.51-3.25: Agree, 3.26-4.00: Strongly Agree

Analyzing the challenges associated with ChatGPT integration in business schools among the selected respondents highlights several vital concerns. The highest mean score is observed for the item related to ChatGPT's lack of contextual understanding (M = 3.83, SD = 0.38), indicating substantial agreement that ChatGPT often generates seemingly coherent but disconnected or erroneous responses (see Table 14). This is followed closely by concerns about security threats and privacy (M = 3.78, SD = 0.41) and the potential for deceptive practices such as plagiarism and cheating due to the lack of human interaction (M = 3.70, SD = 0.49). The lowest mean score is associated with the potential for students to use ChatGPT to submit plagiarized or unoriginal assignments (M = 3.08, SD = 0.70), though it still indicates agreement among respondents. Concerns about ChatGPT's vulnerability to bias also received a relatively high score (M = 3.58, SD = 0.56), reflecting strong agreement that this is a significant issue. The overall mean score for the challenges is 3.59 with a standard deviation of 0.30, categorized as "Strongly Agree." This suggests

consistently recognizing the various challenges ChatGPT poses among the respondents, reassuring us about the validity of the research findings. These findings underscore the necessity for business schools to proactively address the challenges associated with ChatGPT integration. The high concern for psychological needs suggests that while ChatGPT can provide significant support, it also requires robust mechanisms to safeguard user experience and trust. The strong agreement on security threats and privacy issues indicates an urgent need for stringent data protection measures and transparent privacy policies to mitigate these concerns. The potential for plagiarism and cheating highlights the importance of developing comprehensive academic integrity policies and deploying effective monitoring systems to prevent misuse of ChatGPT. Additionally, recognizing AI bias necessitates ongoing assessment and refinement of ChatGPT algorithms to ensure fairness and impartiality.

Table 15. **Significant Differences in the Challenges of ChatGPT Integration Among Selected Respondents Grouped by Age**

Items		Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
1. Deficient comprehension of context leading to disconnected or erroneous responses.	Between Groups	.473	6	.079	.543	.775	.021
	Within Groups	21.913	151	.145			
	Total	22.386	157				
2. Security threats and privacy concerns in online information storage	Between Groups	2.530	6	.422	2.636	.018	.095
	Within Groups	24.154	151	.160			
	Total	26.684	157				
3. Potential for leveraging functionalities to submit plagiarized assignments	Between Groups	1.569	6	.261	.531	.784	.021
	Within Groups	74.362	151	.492			
	Total	75.930	157				
4. Deceptive practices from lack of human interaction, such as plagiarism and cheating	Between Groups	3.144	6	.524	2.336	.035	.085
	Within Groups	33.875	151	.224			
	Total	37.019	157				
5. Vulnerability to bias in AI chatbots due to implicit and irrelevant terms	Between Groups	6.306	6	1.051	3.753	.002	.130
	Within Groups	42.283	151	.280			
	Total	48.589	157				

Overall	Between Groups	.640	6	.107	1.798	.103	.067
	Within Groups	8.956	151	.059			
	Total	9.596	157				

The table (see Table 15) highlights the challenges of integrating ChatGPT in business schools, revealing consistent concerns across various age groups. One notable issue is the need for AI to comprehend context more, which leads to disconnected or erroneous responses. All age groups strongly agree on this challenge, with ratings such as 3.91 (SD = 0.3) for the 40-44 and 60-64 age groups, indicating a shared concern about the AI's ability to understand and respond accurately in complex academic settings. The gravity of the situation is further underscored by the unanimous agreement on the security threats and privacy concerns in online information storage. In particular, the 40-44 age group rates this concern as the highest at 3.97 (SD = 0.18), highlighting the need for robust security measures and policies to protect sensitive educational data. There is slightly lower agreement regarding the potential for leveraging AI functionalities to submit plagiarized assignments, with ratings around 3.00-3.43. The highest concern is among those aged 65 and above, with a mean of 3.43 (SD = 0.79), suggesting heightened awareness among older faculty members about the misuse of AI tools. This underscores the need for effective plagiarism detection systems and ethical guidelines for AI use in education. The threat of deceptive practices due to reduced human interaction is significant, with strong agreement, particularly from the 40-44 age group at 3.84 (SD = 0.37). This concern emphasizes the importance of maintaining human oversight to uphold academic integrity. Similarly, the vulnerability to bias in AI chatbots due to implicit and irrelevant terms is a widespread concern, with ratings like 3.89 (SD = 0.33) for the 35-39 age group and 3.82 (SD = 0.4) for the 60-64 age group. This calls for continuous monitoring and adjustment of AI algorithms to mitigate bias and ensure fairness. Overall, there is substantial agreement across all age groups about the challenges of integrating ChatGPT into business schools, with ratings ranging from 3.51 (SD = 0.4) for the 35-39 age group to 3.69 (SD = 0.19) for those aged 65 and above. This widespread recognition highlights the necessity for comprehensive strategic programs to address these issues effectively. To address these challenges, institutions should invest in training and fine-tuning AI systems to improve contextual understanding, thus enhancing the accuracy of responses. Implementing advanced cybersecurity measures and strict data protection protocols is crucial to safeguard academic information. Given the potential for plagiarism, integrating robust plagiarism detection tools and establishing clear ethical guidelines for AI use is essential. Equally vital is maintaining a balance between AI and human faculty to support academic integrity. Finally, continuous efforts are required to monitor and mitigate biases in AI systems, promoting equity and inclusivity in educational environments. By addressing these challenges through strategic initiatives, higher education institutions can effectively leverage AI technologies like ChatGPT while maintaining the integrity and quality of academic processes (Chen et al., 2020).The analysis aimed to determine whether significant differences exist in the perceived challenges of ChatGPT integration among respondents when grouped by age and gender. The ANOVA results for age show that there are significant differences for some of the items. Specifically, the concern about security threats and privacy ($F = 2.636$, $p = .018$, $\eta^2 = .095$) and the potential for chatbots to encourage plagiarism and cheating ($F = 2.336$, $p = .035$, $\eta^2 = .085$) showed significant variance between age groups. The concern regarding ChatGPT's vulnerability to bias ($F = 3.753$, $p = .002$, $\eta^2 = .130$) also showed significant differences among different

age groups. These findings indicate that perceptions of these challenges vary significantly across different age groups, although the overall ANOVA results (F = 1.798, p = .103, η² = .067) suggest no significant overall age-related differences.

Table 16. Significant Differences in the Challenges of ChatGPT Integration Among Selected Respondents Grouped by Gender

Items	t	df	Sig.	Mean Difference	Std. Error Difference	95% CI of the Difference	
						Lower	Upper
1. Recognizing psychological needs for a positive user experience	-.734	156	.464	-.04480	.06100	-.16529	.07570
2. Security threats and privacy concerns in online information storage	.861	156	.391	.05731	.06656	-.07416	.18878
3. Potential for leveraging functionalities to submit plagiarized assignments.	-1.028	156	.306	-.11528	.11216	-.33683	.10627
4. Deceptive practices from lack of human interaction, such as plagiarism and cheating.	1.601	153.749	.112	.12055	.07532	-.02823	.26934
5. Vulnerability to bias in AI chatbots due to implicit and irrelevant terms.	.285	156	.776	.02569	.09000	-.15209	.20347
Overall	**.217**	**156**	**.828**	**.00870**	**.04000**	**-.07032**	**.08771**

These findings have practical implications for how business schools address the challenges associated with ChatGPT integration. Since significant differences exist among age groups for specific concerns (see Table 16), targeted communication and training strategies should be developed to address specific age-related apprehensions. For instance, older respondents may require more reassurance regarding security and privacy measures, and efforts should be made to demonstrate how ChatGPT can be used ethically and securely. The lack of significant gender differences suggests that gender-specific interventions may not be necessary, allowing for a more unified approach to addressing the challenges across the entire student

and faculty body. Business schools should focus on universally applicable strategies that enhance awareness and mitigate concerns, particularly in areas like privacy, security, and ethical use, which are perceived as significant challenges. By recognizing and addressing the specific needs and concerns of different age groups while maintaining a gender-neutral approach, institutions can better facilitate the integration of ChatGPT, ensuring a more supportive and effective educational environment (Calitz, 2023).

4.0 Conclusion

Integrating ChatGPT, an advanced AI language model, into business school curricula represents a transformative step toward modernizing education and addressing the demands of today's digital age. As higher education evolves in response to technological advancements, incorporating AI tools like ChatGPT can significantly enhance teaching methodologies and enrich learning experiences. This integration not only keeps education relevant and forward-looking but also prepares educators to better meet the expectations of a changing workforce.

The use of ChatGPT empowers teachers by improving their pedagogical strategies, enabling the development of interactive and engaging learning environments. By incorporating AI, educators can bridge the gap between traditional methods and the contemporary skills required in the business world. ChatGPT's capabilities extend beyond content delivery to foster deeper understanding of AI's practical applications, helping educators stay abreast of industry trends while equipping students with the knowledge and skills needed for modern careers.

Moreover, ChatGPT can streamline the preparation and delivery of instructional materials, such as lesson plans, case studies, and problem-solving activities. Its ability to generate content efficiently and provide instant feedback allows teachers to devote more time to mentorship and refining course content, thereby elevating the quality of instruction. This approach supports not only the scalability of educational efforts but also their depth, offering a more holistic teaching experience.

Personalized growth is another critical benefit of ChatGPT integration. The AI tool facilitates customized learning by providing tailored feedback and resources that cater to individual needs and learning preferences. Educators can leverage insights from ChatGPT to identify areas for improvement and modify instructional strategies to better support diverse student populations. This personalized approach ensures that teaching is responsive to varying learning styles, thereby promoting equitable and inclusive education.

In summary, incorporating ChatGPT in business schools is more than a technological upgrade—it is a strategic move toward enhancing the quality of business education. It equips educators to adopt new teaching methodologies, optimizes the delivery of course materials, and enables personalized learning experiences, all of which contribute to preparing both teachers and students for the complexities of a rapidly evolving digital landscape.

5.0 Contributions of Author

The author is solely responsible for all aspects of the research study and manuscript preparation. This includes the conception and design of the study, data collection and analysis, drafting the manuscript, and revising it for intellectual content. All tasks related to the development and completion of the research were performed independently by the author.

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7.0 Conflict of Interests

The author declares no conflicts of interest about the publication of this paper.

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