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A Blessing or a Curse? Exploring Teachers' Perspectives on ChatGPT's Impact on Student Learning

By

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المستخلص:

تستكشف هذه الدراسة الحالية وجهات نظر المعلمين حول تأثير ChatGPT الشات جي بي تي، وهو نموذج لغوي ضخم مدعوم بالذكاء الاصطناعي، على تعلم الطلاب. يبحث الدراسة الحالية في "نعمة أم نقمة" محتملة لـ ChatGPT الشات جي بي تي، ويدرس تصورات المعلمين والمعلمات وتجاربهم بشأن آثاره على فهم الطلاب، وتفاعلهم، وتحفيزهم، ونزاهتهم الأكاديمية. استُخدم النهج الكيفي في هذه الدراسة لجمع البيانات، التي حُللت باستخدام التحليل الموضوعي. تكشف نتائج هذه الدراسة عن تصور مزدوج لـ ChatGPT الشات جي بي تي، يتمثل في إمكاناته في التعلم الشخصي، وفي إثارة مخاوف كبيرة بشأن تآكل التفكير النقدي، والنزاهة الأكاديمية، وخطر التعلم السلبي. حيث يهدف هذا البحث إلى توعية المعلمين وصانعي السياسات حول التكامل المسؤول للذكاء الاصطناعي في التعليم، والمساهمة في النقاشات حول مستقبل التعلم، مع التأكيد على الحاجة الملحة لمحو أمية الذكاء الاصطناعي، والتكيف التربوي، والمبادئ التوجيهية المؤسسية للتعامل مع الآثار المعقدة لهذه التكنولوجيا الكثير الاستخدام في الوقت الحالي.

الكلمات المفتاحية :Chat*GPT*، المعلمون، الطلاب، المنظور، التعلم

Abstract

This study explores teachers' perspectives on the impact of ChatGPT, an AI-powered large language model, on student learning. Investigating the potential "blessing or curse" of ChatGPT, the research investigates teachers' perceptions and experiences regarding its effects on student comprehension, engagement, motivation, and academic integrity. A phenomenological approach and case study methodology are employed to collected data, which is analyzed using thematic analysis. Findings reveal a dual perception of ChatGPT, these being its potential in personalized learning but also raising significant concerns about the erosion of critical thinking, academic integrity, and the risk of passive learning. This research aims to inform educators and policymakers on responsible AI integration in education and contribute to discussions about the future of learning, emphasizing the urgent need for AI literacy, pedagogical adaptation, and institutional guidelines to navigate the complex implications of this technology.

Keywords: ChatGPT, teachers, students, perspective, learning

1. Introduction and Background of the Study

The rapid advancement of Artificial Intelligence (AI) in more recent years has reshaped, and continues to shape numerous sectors. The integration of AI into education, in particular, comes with many promises of a new era with the potential to redefine traditional teaching paradigms and learning experiences (Young, 2024). As with many other innovations, the surge in AI's presence in education is marked by significant interest and investment in tools like ChatGPT, a large language model (LLM) with capabilities ranging from text generation and translation to answering complex questions. ChatGPT's potential impact on the educational landscape, particularly concerning student learning, continues to be a subject of both excitement and justified skepticism. As Holstein et al. (2018) points out, the growing use of AI, including chatbots and virtual assistants, offers support to students, answers questions, and simplifies administrative tasks.

Educators, like many others professionals, are already utilizing AI-powered services in their daily lives, from voice assistants to grammar correction tools, and are actively exploring the potential of new AI tools as they become available (Cardona et al., 2023). They recognize the opportunities AI presents, such as increasing support for students with disabilities and multilingual learners through personalized digital tools (Cardona et al., 2023). AI-enhanced formative assessments, for instance, have the potential to free up teachers' time, allowing them to focus on direct student interaction (Cardona et al., 2023). Moreover, AI can enhance feedback loops, an important element in student learning (Cardona et al., 2023).

As a field, AI aims to understand and replicate human thought processes through information systems, creating intelligent systems capable of learning, reasoning, problem-solving, and perception (Rainer

et al., 2016). Being a knowledge-intensive domain, the education sector is particularly receptive to AI applications, which can effectively support and augment both educators' and learners' abilities (Wang et al., 2024). Today than ever before, applications are already being developed at a rapid rate to support various educational activities, including content preparation, interaction, collaboration, and performance assessment (Wang et al., 2024). This rate of development is also motivated by the need to meet the diverse needs of different student populations, which have been changing just as quickly. However, the integration of AI tools like ChatGPT into education presents a complex duality. While the proponents view it as a transformative tool that can amplify student self-efficacy and learning motivation (Mogavi et al., 2024), opponents, and some on the fence, express concern about potential over-dependence, which could lead to superficial learning and a decline in critical thinking skills (Mogavi et al., 2024).

The duality of this technology is further highlighted by studies exploring the factors influencing ChatGPT's acceptance in education. Almogren et al. (2024) notes that perceived ease of use and perceived usefulness are significant predictors of user attitudes towards ChatGPT for smart education. However, other studies have also pointed to potential downsides. For example, Sajjad (2024) identifies instant gratification, academic workload, and social isolation as potential predictors of excessive ChatGPT use in academia. Wang et al. (2024) highlight concerns about ethical usage, accuracy, and data privacy surrounding generative AI in higher education, emphasizing the need for caution. Albadarin et al. (2024), in their systematic review, acknowledge ChatGPT's potential to enhance writing skills, facilitate personalized learning, and improve educator productivity. However, they also caution about the negative impact of overuse on innovative capacities and

collaborative learning, thus emphasizing the need for structured training and guidelines. Fuchs (2023) further emphasizes the challenges related to accuracy, potential over-reliance on technology, and the risk of reinforcing existing biases. As Wang et al. (2024) suggest, due to the rapid pace of AI development, more potential "curses" may yet be identified. This central conflict, the potential for ChatGPT to be both a blessing and a curse, formed the core of this research.

2. The Purpose and the Significance of the Study

2.1. Purpose of the study:

This study was aimed to address a critical gap in the existing research by focusing specifically on the teacher's perspective. While much of the current literature explores student usage and perceptions, understanding how teachers perceive and experience the integration of ChatGPT into their classrooms is crucial. Teachers are at the forefront of educational practice, witnessing firsthand the impact of new technologies on student learning. Their insights are essential for navigating the complex landscape of AIs like ChatGPT in education and maximizing its potential benefits while mitigating its risks. This research examined teachers' perceptions and experiences regarding the impact of ChatGPT on student learning, exploring both the potential blessings and curses it presents. By exploring their perspectives, the study was sought to provide valuable insights for educators, policymakers, and developers as they navigate the uncertain role of AI in shaping the future of education.

2.2. Significance of the Study

This study held significant implications for various stakeholders in the education sector. First, it provided valuable insights for teachers themselves. By understanding their colleagues' experiences and perspectives, teachers could develop more informed strategies for

integrating ChatGPT into their classrooms, maximizing its benefits while minimizing its potential limitations and disadvantages. The study was strived to provide practical examples of successful integration strategies. Additionally, it offered approaches for addressing challenges related to academic integrity, critical thinking, and student engagement.

Secondly, and perhaps most important, the research was relevant to school administrators and policymakers, who play a vital role in directing the process and availing relevant recourses. The findings could inform the development of institutional policies and guidelines regarding the use of AI tools in education. By understanding teachers' needs and concerns, administrators can create supportive environments for effective AI integration, including providing necessary professional development and resources. The study could also contribute to broader policy discussions about the ethical implications of AI in education and the need for responsible implementation.

3. Research Questions

This study was guided by several key questions. These include:

1. How do teachers perceive the impact of ChatGPT on student learning, specifically regarding:
   - Knowledge acquisition and comprehension?
   - Critical thinking and problem-solving skills?
2. What are teachers' perspectives on the influence of ChatGPT on student engagement and motivation in the learning process?
3. How do teachers perceive the challenges and opportunities related to academic integrity in the context of ChatGPT's availability to students?

4. Literature review

4.1. The Rise of AI in Education

The field of artificial intelligence has witnessed significant and rapid growth in recent years largely as a consequence of increased investment and adoption across the sectors (Babina et al., 2024). Babina et al. (2024) highlight the increasing trend of AI investment and its correlation with organizational growth and product innovation, emphasizing the transformative potential of the technology beyond mere increase in productivity. This prevalent adoption necessitates a clear understanding of AI's capabilities and its potential impact on various fields, including education. Broadly defined, AI encompasses a range of subfields, including machine learning and natural language processing. These subfields enable the technology to perform tasks ranging from personalized learning recommendations to automated essay scoring. Generative AI, a popular subset of AI, focuses on creating new, meaningful data based on learned patterns from existing data (Ray, 2023). The models can generate content across various domains, including text, images, and music. ChatGPT, which is one of the most popular Generative models developed by OpenAI, has emerged as a powerful tool with a broad range of applications, including education (Ray, 2023).

Like other models in the market, its adoption in education continues to be influenced by its potential to personalize learning, create intelligent tutoring systems, automate assessment, and enhance teacher-student collaboration (Kamalov et al., 2023). Whereas personalized learning allows students to learn at their own pace and convenience, a process that can be enhanced by intelligent tutoring systems, the technology also allows for assessment automation, which means instant feedback, and enhanced teacher-student collaboration through the

technology (Kamalov et al., 2023). Kamalov et al. (2023) also point out the benefits pushing adoption in education, such as time and cost efficiency and global access to quality education.

4.2. ChatGPT Capabilities and Educational Applications

ChatGPT is a large language model with several functionalities that range from text generation and translation to answering questions (Ray, 2023). The current model, ChatGPT-4, was built upon the foundation laid by previous GPT models, each representing an advancement in natural language processing capabilities (Ray, 2023). Ray (2023) traces the evolution of GPT models, from GPT-1's initial language modeling task to GPT-4's near human-level performance on various benchmarks. This progression over a period of a few years demonstrates the rapid development of language models and their increasing sophistication. As mentioned, ChatGPT's application in education is multifaceted. One of the most important aspects is that can serve as a content provider. As such, it can enrich traditional teaching resources by availing vast amounts of information (Mai et al., 2024). Aside from providing content, it can act as an interlocutor, serve as a teacher assistant, and even as an evaluator (Mai et al., 2024). As a teaching assistant, Mai et al., (2024) notes that the technology can help with creating course materials, generating task assignments, and even developing science units with rubrics and quizzes. This is beneficial in that it can free up educators' time to focus on other crucial aspects of teaching, such as student interaction and individualized support.

As an interlocutor, ChatGPT can facilitate meaningful dialogue and encouraging active student participation. On the other hand, as an evaluator, it can provide real-time feedback and assessment, all of which make the teaching process easier by freeing up time (Mai et al., 2024).

Studies have also shown that both faculty and students generally hold positive perceptions of ChatGPT's use in teaching and learning (Mai et al., 2024). These positive reports indicate a willingness to embrace AI tools in education as long as concerns about their limitations and potential misuse are addressed. Compared to other chatbots, ChatGPT has been shown to offer superior performance in response to a range of questions of varying difficulty and context (Mai et al., 2024), indicating its potential as a valuable tool in the educational landscape.

4.3. Impact of ChatGPT on Student Learning

As the models continue to be improved, ChatGPT's impact on student learning has remained a subject of ongoing research, with a focus on its effects on various aspects of learning, from motivation and engagement to cognitive skills and academic integrity. New studies suggest that it can enhance student motivation and engagement by providing immediate feedback and creating a more interactive learning environment (Heung & Chiu, 2024; Sotelo Muñoz et al., 2023). According to a systematic review and meta-analysis by Heung & Chiu (2024), results showed a medium effect size on overall student engagement in ChatGPT-based learning, with even stronger effects on cognitive engagement. Sotelo Muñoz et al. (2023), on the other hand, found that ChatGPT had a significant impact on student motivation and engagement, especially in areas like listening skills and learning interest. These findings suggest that ChatGPT can be a valuable tool for enhancing student interest and participation in the learning process. Although many benefits have been reported, concerns about over-reliance and potential disengagement also exist (Heung & Chiu, 2024). If students become overly dependent on ChatGPT for answers and assistance, concerned stakeholders note that it could hinder their development of independent learning skills and critical thinking abilities.

In the area of cognitive skills, while some studies indicate that ChatGPT can promote critical thinking and problem-solving (Costa et al., 2024), others have raised concerns regarding potential hindrances to independent thinking and critical evaluation skills (Nguyen et al., 2024). For instance, whereas Costa et al. (2024) observed that some students developed these competencies while using ChatGPT to produce a quality essay, Nguyen et al. (2024) note that over-reliance on ChatGPT could hinder independent thinking and critical evaluation skills. This emphasizes the importance of integrating ChatGPT into educational practices in a manner that encourages critical thinking and avoids over-dependence. The issue of academic integrity is also a significant concern in the age of ChatGPT. For instance, the potential for plagiarism is high, requiring strategies to promote ethical use and address challenges related to academic dishonesty (Kamalov et al., 2023; Nguyen et al., 2024). Kamalov et al. (2023) identify plagiarism and academic integrity as key challenges posed by AI in education. Likewise, Nguyen et al. (2024) highlight concerns about academic dishonesty, reduced creativity, and ethical problems such as plagiarism and information security. These concerns necessitate the development of clear guidelines and policies regarding the use of AI tools in academic settings.

5. Methodology

This study employed a qualitative approach, drawing on phenomenology to explore the perspective of teachers on the impact of ChatGPT on student learning. This approach was beneficial in that it allowed for a rich and nuanced understanding of the phenomenon. This was achieved by capturing the lived experiences of the participants (Creswell, 2016). The phenomenological approach of the study strived to understand the lived experiences of individual teachers regarding the impact of ChatGPT on their students. Specifically, the focus was on the

phenomenon of ChatGPT's introduction into the educational landscape and how teachers perceive its influence on various aspects of student learning.

6. Study Sample and Sample collection

15 teachers from a few local schools participated in the study. The sample comprised educators with a diverse range of teaching experiences across different subject areas and grade levels. Participants were selected using purposive sampling. After getting the ethical approval from research ethical committee at King Faisal University (ETHICS3384), recruitment of participants was conducted through direct outreach to local school administrators and teacher networks. Information about the study, its purpose, and the voluntary nature of participation was communicated through email invitations and announcements at school meetings. Interested teachers were provided with a brief overview of the interview process and assurances of confidentiality and anonymity. Those who expressed interest and met the broad criteria of being actively involved in teaching were then contacted to schedule an interview at a time and location convenient for them.

7. Data Collection

Data for this study were collected through in-depth, semi-structured interviews conducted in person with each participant. The interview process was designed to be flexible and conversational while ensuring that key areas related to the research questions were explored. Semi-structured interviews were ideal in that it allows for the collection of rich qualitative data (McIntosh & Morse, 2015). A pre-determined set of open-ended questions were used in this approach, ensuring that key areas of inquiry related to the research questions are covered. This tool was especially beneficial in that follow-up questions can be used, making it possible for the researcher to delve deeper into participants' responses

and explore valuable points that may not have been anticipated. The approach was also ideal for understanding the true feelings of diverse educators on a new, but rapidly evolving technology like ChatGPT.

8. Data collection Process and Data Analysis Process

8.1. Data Collection Process

The in-person interviews were conducted at a location that was convenient for each participant. Aside from giving consent to participate, participants also consented to the interviews being audio-recorded using a digital voice recorder to ensure accuracy during transcription. The duration of the interviews ranged from approximately 45 to 60 minutes. Following the completion of each interview, the audio recordings were transcribed verbatim, forming the primary data for the subsequent thematic analysis.

8.2. Data Analysis Process

The thematic analysis process involved the following steps:

- Familiarization with the Data

The initial phase involved an immersion in the data by repeatedly reading the verbatim transcripts. This made it possible to gain a comprehensive understanding of the content and identify initial impressions and potential areas of interest.

- Generating Initial Codes

Following familiarization, the transcripts were systematically coded. This involved going through the transcripts to identify meaningful segments of text related to the research questions. Some examples of initial codes identified included increased student dependency and the potential for personalized learning.

- **Themes**

Once they were generated, the codes were then organized into potential themes. This was done by looking for patterns, similarities, and connections between the codes. Codes that appeared to be related or clustered around a central idea were grouped together.

- **A Review of the Themes**

The themes identified were critically reviewed to ensure they were coherent, distinct, and adequately supported by the coded data. This process involved rereading the transcripts and the coded extracts within each potential theme to assess whether they formed a meaningful pattern and accurately reflected the data. Some of the themes were merged, split, or discarded depending on patterns and relevance to the study.

- **Defining Themes**

In this phase, the refined themes were clearly defined. Each theme was labeled with a name/title that captured its essence. This served to outline the core idea of the theme and how it related to the research questions.

Report

The final phase involved writing up the findings. This involved the use of illustrative quotes from the participants to support and exemplify the identified themes. The report aimed t provide a clear, coherent, and compelling account of the analysis process and the resulting insights into teachers' perceptions of ChatGPT.

9. Ethical consideration

It was important to maintaining the confidentiality and anonymity of participants. All the data collected was treated as confidential, and efforts were made to protect the identities of the participating teachers. Numbers (e.g. Teacher 1, Teacher 2) were used in all transcripts and

reports to ensure anonymity. Any identifying information that could potentially reveal a participant's identity was removed. Data was stored securely, both electronically and physically, and access was restricted to the research team.

10. Validity, Reflexivity, and Limitations

10.1. Validity

Several strategies were employed to enhance the validity of the thematic analysis. These included:

- Member Checking

A subset of participants were contacted after the initial thematic analysis to review the preliminary themes and the corresponding illustrative quotes. This process allowed participants to provide feedback on whether the themes accurately reflected their experiences and perspectives (Ahmed, 2024).

- **Peer Review**

During the coding process and the development of themes, discussions were held with a colleague experienced in qualitative research. This session provided an external perspective on the analysis, helping to identify potential biases and ensure the interpretations were grounded in the data (Ahmed, 2024).

10.2. Reflexivity

During the analysis process, reflexivity allowed for a conscious reflection on personal assumptions, biases, and potential influence on the interpretation of the data (Ahmed, 2024). Notes on these reflections were maintained to ensure transparency.

By employing these strategies, the study strived to ensure that the analysis process was rigorous, credible, and provided a valid representation of the teachers' perspectives on the impact of ChatGPT in education.

10.3. Limitations

The sample size of fifteen participants is relatively small. While purposive sampling was employed to maximize the depth of information gathered from individuals with relevant experience, the findings may not be fully generalizable to the broader population of teachers (Kakilla, 2021).

11. Results

Several key themes were identified through semi-structured interviews with 15 teachers across different educational levels and disciplines. These themes shine light on both the benefits and challenges of AI integration in education, while also offering insights into how ChatGPT is shaping engagement, motivation, critical thinking, and academic integrity among students. Generally, all the participants recognized ChatGPT as a double-edged sword. While they appreciate its ability to enhance learning through aspects like providing instant explanations, targeted practice, and personalized feedback, they are also concerned about issues that are likely to result due to over-reliance.

11.1. Theme 1: Erosion of Critical Thinking and Analytical Skills

One of the main concerns among the teachers was that the technology has the potential to undermine the ability of students to critically evaluate and synthesize information. Six of the teachers observed that students often accept AI-generated responses as authoritative without questioning their validity. This passive consumption of information has resulted in some students struggling to explain or

defend content and whatever position they may take in assessments. The issue was found to be particularly common in disciplines like humanities that require higher-order thinking.

Another concern that was raised by several participants was the shift from process-based to product-oriented learning. Many students have been shown to prioritize obtaining a final product (AI-generated answers) over engaging in the long cognitive process that is necessary for deep learning. This shift is particularly concerning in subjects like math, where the learning process is as valuable as the final outcome. One math teacher expressed frustration that students use the technology to obtain answers without understanding the underlying concepts.

11.2. Theme 2: Student Motivation, Engagement, and Passive Learning

Participants reported mixed effects of ChatGPT on student engagement. Three of the teachers noted that students are more engaged due to immediate feedback and accessible explanations. Four others observed a notable decline in motivation and independent problem-solving. These teachers were concerned that students increasingly rely on AI to generate answers instead of grappling with complex concepts, fostering a culture of instant gratification. At the elementary and vocational education levels, teachers worried that foundational learning habits are being disrupted, affecting long-term educational outcomes.

11.3. Theme 3: Challenges to Academic Integrity and Plagiarism

Academic integrity was also found to be an area of significant concern across all the participants. As AI-generated text becomes more and more difficult to detect, the teachers have observed and reported a rise in plagiarism and unauthorized assistance. As a consequence, four of

the participants emphasize the need for process-based learning to combat this trend through strategies like in-class work, oral presentations, and requiring students to explain their reasoning. The challenge of ensuring authentic student work has prompted teachers to rethink assessment methods and employ new approaches to verify student understanding.

11.4. Theme 4: AI's Potential for Personalized Learning

Although there are valid concerns, all the participants agreed that ChatGPT has the potential to support personalized learning. In particular, they noted that AI has its strengths in that it can provide tailored explanations, adaptive learning exercises, and real-time feedback. This can significantly benefit students with learning differences. For instance, two of the participants noted that AI tools can be leveraged to differentiate instruction, which can in turn allow students to improve at their own pace. Even so, concerns persist about students using AI passively rather than engaging actively in the learning process.

11.5. Theme 5: The Need for AI Literacy and Ethical Usage in Education

Despite the widespread and increasing use of these technologies, a recurring theme in the data was the necessity of AI literacy education for both students and teachers. Four of the participants emphasized that students need to be trained to use AI responsibly so that they get a clear understanding of its limitations and biases. On the other hand, five participants stressed that educators themselves need professional development to effectively integrate AI tools into their teaching. The lack of clear institutional guidelines on AI usage was also identified as an area that requires urgent attention.

11.6. Summary of Key Themes

Theme	Summary	Key insights
Erosion of Critical Thinking and Analytical Skills	ChatGPT may reduce students' ability to think critically and engage in deep learning.	- Students often accept AI output uncritically. - Shift from process-based to product-focused learning. - Especially affects humanities and math.
Student Motivation, Engagement, and Passive Learning	AI can both enhance and hinder student engagement.	- Some students benefit from instant feedback. - Others become overly reliant, reducing motivation. - Younger students may miss foundational learning.
Challenges to Academic Integrity and Plagiarism	Increased AI use complicates efforts to maintain academic honesty.	- Rise in plagiarism and unauthorized help. - Teachers are adapting assessments (e.g., oral exams). - Emphasis on authentic, process-based work.
AI's Potential for Personalized Learning	ChatGPT can support tailored learning experiences.	- Helpful for students with learning differences. - Enables real-time feedback and adaptive learning. - Risk of passive use persists.
The Need for AI Literacy and Ethical Usage in Education	Both students and educators need training to use AI effectively and responsibly.	- Students need to understand AI's limits and biases. - Teachers require professional development. - Institutions lack clear AI guidelines.

Table 1: Key themes

Overall, the findings reveal that teachers perceive ChatGPT as both valuable and a significant challenge in education. Although they agree it has the potential to enhance personalized learning, there are valid concerns about critical thinking, academic integrity, and passive learning remain prevalent. The results underscore the importance of AI literacy, pedagogical adaptation, and institutional readiness in ensuring that the technology is integrated responsibly into education.

12. Interpretation of the findings and Discussion

The results of the study demonstrate the multifaceted effect of technologies like ChatGPT on student learning. Although teachers are aware of various key benefits of AI integration, there are significant and very concerning challenges that cannot be ignored. For instance, although ChatGPT is a valuable tool that can enhance personalized learning among students, it can also be a disruptive force with the capacity to diminish critical thinking and overall academic integrity. As teacher 14 pointed out, 'Math is about critical thinking and logical reasoning, and ChatGPT can bypass that entirely if not used properly.' Because students can easily access answers through ChatGPT, they may not feel the need or motivated to work hard to understand processes and concepts that would in turn allow them to solve problems. This perspective is echoed by Teacher 3, who stated that 'I've noticed a real reliance on it for quick answers, especially for homework. They want the answers, and they want them fast. This worries me, because science is all about the process, not quick answers.'

This highlights the dual nature of tools like ChatGPT. Participants of the study unanimously agreed that the technology has its benefits, ranging from providing instant feedback and targeted practice to personalized learning where students can not only learn through alternative approaches that are ideal for them as individuals, but also

learn at their own pace. Teacher 7 noted that, 'The biggest advantage has to be personalizing learning. This means offering explanations tailored to different learning styles.' At the same time, this can result in students over-relying on AI-generated content over time rather than actually trying to put more effort to understanding it. This perspective among the teachers aligns with the findings by Fakhar et al. (2024), which showed that although teachers appreciate AI's potential to simplify their roles, they are wary of excessive dependence.

Because of the potential for over-reliance, one of the main concerns among teachers is the erosion of critical thinking skills. According to the majority of participants, students are more likely to accept AI-generated responses without questioning how valid they are. According to Teacher 2, one of the biggest concerns was that some students accept generated content/information and the truth and do not question it. The teacher said, 'Worse still, some students are accepting the AI generated answer as the absolute truth.' This implies they do not doubt the validity of the information and therefore feel no need to check. Seo et al. (2021) also finds that over-relying on similar technologies can negatively affect student's opportunities for exploration and problem-solving. The study also indicates a gradual shift from process-based to product-oriented learning. In this case, students are prioritizing obtaining AI-generated responses over engaging in activities that require some more cognitive efforts especially in subjects such as math and writing.

Like the erosion of critical thinking skills, the rise in academic integrity issues is another important challenge. Participants reported noticing an increase in plagiarism and unauthorized assistance, a problem that has been highlighted in literature advocating for the reassessment of assessment strategies to combat AI-driven dishonesty (Ng et al., 2024). To counter this issue, teachers have started adopting a variety of

pedagogical strategies, including oral assessments and process-based evaluations for the purposes of verifying authentic student understanding.

Although there are major concerns, the teachers agreed that ChatGPT's benefits should not be ignored especially when it comes to personalized learning. Considering the many different needs of the diverse student population, the ability of artificial intelligence to adapt explanations and provide real-time feedback was viewed as significant benefit for students. This perspective supports the findings of Acosta-Enriquez et al. (2024), which found that teachers are increasingly leveraging AI to create engaging and interactive learning experiences. Therefore, rather than doing aware with the technology altogether for the issues it presents, the focus should be on how these issues can be addressed to maximize the benefits.

12.1. Connection to Literature on Guidelines and Role of Teacher

Findings of the study both support and extend findings of existing research in with respect to guidelines and the shifting role of teachers. Like the findings by Lindner and Romeike (2019), results of the currents study indicated that teachers often lack deep knowledge about AI. At the same times, they rely on trends and media coverage, which do not necessarily provide the quality of knowledge they need to both use and guide the use of such tools in the classroom. On the other hand, the lack of clear institutional guidelines on AI utilization reflects the findings from Funa & Gabay (2025), who strongly advocate for policy development and professional training. Through these policies and training, teachers would have clear guidelines on how to employ the technology in the teaching process and guide students on how to use it in their learning.

The findings of this study also reinforce previous research indicating that AI can serve to free teachers from answering repetitive questions. As such, the technology would allow them to focus on more meaningful student interactions (Seo et al., 2021). Similarly, it can help students deeply understand content through a variety of perspectives as presented by the technology. In this case, students would strive to better understand what they were taught in the classroom by engaging with the technology to understand the content from different perspectives and approaches. This frees teachers' time, allowing them to focus on other aspects. This study extends this finding by highlighting the potential risk of students disengaging from deeper learning when AI-generated answers are readily available.

Findings from this study also add to existing literature by highlighting the current shifting role of educators. According to Fakhar et al., (2024) teachers can be a good tool in that it can help enhance the learning process. However, they also hold that human interaction is irreplaceable. Findings of the current study underscore that educators are actively adapting their teaching strategies in response to AI's growing presence. This continues to be achieved through the integration of new assessment methods and classroom practices aimed at fostering critical engagement rather than passive consumption or content.

13. Implications and Recommendations Based on Study Findings

Based on the findings, there is a great need to equip both students and teachers with AI literacy that goes beyond basic usage. Moving forward, curricula should include training not only focus on utilization for learning, but also on critical evaluation of AI-generated content, understanding the limitations and biases inherent in current and upcoming models, and promoting engagement in ways that are ethical.

Comprehensive and adaptable guidelines on the use of AI tools will be required in classrooms. These policies should not only provide clarity on acceptable use, but also address concerns concerning academic integrity, and support consistent practices across disciplines. Informed policies will also help educators balance innovation with accountability in addition to fostering smooth professional development processes.

Considering that AI tools are here to stay from all indications, continued collaboration between educators, developers, and policymakers is vital to ensure that AI tools are well aligned with teachers' and overall institutional pedagogical goals. Institutions should actively gather teachers' insights and incorporate them into ongoing tool refinement, ensuring that these technologies remain useful and ethically grounded.

Through these recommendations, stakeholders will be in a good position to strike a productive balance between leveraging the benefits of AI and mitigating the risks that it poses. Ensuring that ChatGPT and similar tools supports, but not supplants learning, will be critical in shaping an educational future that is both innovative and equitable.

13. Conclusion

This study highlights the complex and dualistic perception of ChatGPT among educators. Although teachers acknowledge such strengths as personalizing learning and offering valuable support, there are important concerns regarding the erosion of critical thinking, academic integrity. Equally concerning, teachers fear that it might gradually promote of passive learning. These findings underscore the critical need for comprehensive AI literacy initiatives for both educators and students, extending beyond technical proficiency to encompass ethical considerations and the critical evaluation of AI-generated content. The study also emphasizes the urgency for institutions and policymakers

to establish clear guidelines and foster an environment of "institutional readiness" to navigate the integration of AI responsibly within educational settings. To mitigate the risks associated with over-reliance on AI, a strategic shift towards process-oriented learning and innovative assessment methods that prioritize genuine understanding over mere output is essential.

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