

# University Teachers' Vantage Points on ChatGPT Integration in Education: Upsides and Downsides

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## Abstract

In recent years, artificial intelligence has been growing expeditiously. It has invaded various disciplines such as education. The most noteworthy development of artificial intelligence that receives a great attention is ChatGPT. It was released on November 30, 2022. ChatGPT is capable of generating human-like responses to user input. The use of ChatGPT continues to receive swift growth. It is increasingly being adopted by teachers and students. Despite potential challenges, its capabilities present a great opportunity for teachers and students in the process of teaching and learning.

This paper seeks to investigate the significance of ChatGPT in higher education, specifically exploring its effects on the teaching process from the perspective of educators. Further, this article addresses issues related to teachers' digital competency and literacy. Attention is given to both the challenges and opportunities ChatGPT presents when it is used by teachers as a teaching and assessment tool. To fulfill the objectives of this study effectively, three research questions are proposed.

This research employed a mixed-method approach. A survey was designed to collect data, using KoboToolbox. A total of 49 teachers of Koya University participated in the quantitative part, while 40 teachers provided responses for the qualitative part of the survey. The data collected from the survey were analyzed quantitatively via SPSS, while the data collected from the final part of the survey were coded and analyzed qualitatively.

The results showed that, despite their positive attitude towards integrating ChatGPT into their teaching process, teachers do not utilize it effectively. Indeed, participant teachers highlighted both the advantages and disadvantages of integrating ChatGPT in education.

## Key Words

ChatGPT · Artificial Intelligence (AI) · OpenAI · Educational Technology · Digital Competencies

## Introduction

Technology has affected each single aspect of our life, and language learning process is not an exception. Within the last few years, utilizing technology in language learning has increased and developed significantly. Some researchers and theories have begun exploring the use of computers as assisted tools in language acquisition, a concept known as Computer-Assisted Language Learning (CALL) (Farrah and Daud, 2013). With the development of technology and the Internet, including mobile phones and artificial intelligence, CALL has been affected by a variety of transformations. These include Web-Assisted Language Learning (WALL), Mobile-Assisted Language Learning (MALL), and Intelligent Computer-Assisted Language Learning (ICALL) (Baczkowska, 2021).

Machine learning plays a vital role in modern knowledge analytics and computing applications, although they're poorly scalable for global applications, including data analytics and artificial intelligence applications (Hoi *et al.*, 2021). Therefore, teachers need to update their teaching process in a way it enhances the students' learning process.

The COVID-19 has disrupted the lifestyle of individuals worldwide. Education systems around the world have also adapted, incorporating more technological tools into the teaching and learning process, especially through online platforms (Nandal *et al.*, 2021).

After the pandemic state of Covid19, the majority of the academic establishments provide synchronous online classes. According to Richard and Haya (as cited in Hartshorne and Ajjan, 2009), technological devices have become essential tools within teaching and learning process. It is clear that technology plays a great role in the teaching and learning process. However, there's a necessity for appropriate integration of technological devices. If such teaching technologies are used mistakenly, they may undermine the potential benefits of technology and lead to the failure of the teaching process.

Artificial intelligence (AI) is the most rapidly developed model of technology, capable of being generated for various purposes (Fitria, 2023). OpenAI, an AI research and deployment company, developed a chatbot called ChatGPT to enable humanity to benefit from artificial intelligence. ChatGPT is a trained artificial

intelligence model that interacts in a conversational manner. It is designed to respond to follow-up questions in a dialogue format (OpenAI.com).

This research examines the effectiveness of ChatGPT. It tries to find out the impacts, the advantages, and disadvantages of ChatGPT via teachers' points of views. This paper addresses the following research questions:

1. To what extent do teachers integrate ChatGPT into their teaching practices?
2. What are the teachers' attitudes towards the use of ChatGPT?
3. What are the advantages and disadvantages of ChatGPT from the viewpoint of teachers?

## What is ChatGPT?

ChatGPT represents a significant advancement in technology. Natural language processing, a crucial technological innovation, has seen successful in various practical applications such as speech and entity recognition, summarization, language translation, and text generation. OpenAI, an online platform, developed a natural language processing model called ChatGPT in November 2022 (Rahman and Watanobe, 2023). Similarly, Rudolph *et al.* (2023) confirm that ChatGPT was initially launched as a free preview chatbot of artificial intelligence on November 30, 2022.

McCarthy *et al.* (2006, as cited in Amaral, 2023) state that the term Artificial Intelligence (AI) was first coined by John McCarthy in 1955, when together with his friends, he prepared a proposal for the 1956 Dartmouth Summer Research Project on Artificial Intelligence. McCarthy is widely recognized as the father of artificial intelligence by scholars. According to Tuomi (2018), "Artificial Intelligence (AI) is often defined as a computer system with the ability to perform tasks commonly associated with intelligent beings."

Adiguzel *et al.* (2023) argue that AI technologies offer the teaching and learning process a diverse range of cutting-edge tools and applications, potentially leading to innovation and transformation in the field of education. This includes improvements in productivity, learning outcomes, personalized instruction, instant feedback, and student engagement. Nowadays, AI has permeated various fields of life, from healthcare and financial systems to retail and transportation. It has

fundamentally changed our lifestyle, impacting how we live and interact (Deng and Lin, 2022).

İpek *et al.* (2023) state that over the last few years, AI technology experienced remarkable advancement by launching a brand-new chatbot named ChatGPT. This development holds potential influence in social and educational sciences. According to Fitria (2023), ChatGPT represents one of the most recent advancements in software, taking the form of a virtual robot capable of producing human-like conversations. Furthermore, Firaina and Sulisworo (2023) suggest that ChatGPT can be considered an effective alternative in learning.

The OpenAI company is launching a pilot subscription plan for ChatGPT (ChatGPT Plus), a conversational AI that can chat with users, answer follow-up questions, and challenge incorrect assumptions. They announced that the new subscription plan, ChatGPT Plus, will offer subscribers several advantages: a) general access to ChatGPT, b) faster response times, and c) access to updated features and improvements (OpenAI, n.d.).

### The Use of ChatGPT

The latest models of ChatGPT are GPT-3.5 and GPT-4. The first one is free for users while to utilize the latter, users must pay \$20 per month. In terms of reliability, creativity, and handling nuanced instructions, GPT-4 has more capabilities than GPT-3.5. GPT-4 is the latest model of ChatGPT; “accepting image and text inputs, emitting text outputs”. (OpenAI, n.d.).

To use ChatGPT, Diaz (2023) states that first, you have to go to chat.openai.com, then you need to create an account by clicking ‘Sign up’ - using your personal email address and other required information, and finally, you can log in when you finished the registration process. Likewise, Lau (2023) confirms that you need to create an account which is free and log in to write your prompt in the message bar on the home page. When you click on the send icon, ChatGPT generates a response in a matter of seconds. Then, you can enter a new text or regenerate the response. Further, you can copy the response or share it, and you can like or dislike it.

To illustrate, we asked ChatGPT “How to use ChatGPT?”, the responses informed that using ChatGPT is simple and straightforward. They also indicated a basic guide on how to use ChatGPT: 1)

Select a Platform, 2) start a conversation, 3) send user message, 4) receive assistant responses, 5) continue the conversation, 6) guide the conversation, 7) end the conversation, and 8) experience and iterate (Chat.OpenAI.com, n.d.)

### ChatGPT in Education

ChatGPT is still in its infancy, as noted by Alafnan *et al.* (2023). There is a need for further exploration to understand its potential, especially in the field of education. Similarly, Halaweh (2023) acknowledges that many teachers and students are not yet aware of ChatGPT or have heard of it but never used it, highlighting the necessity for training courses to teach them how to utilize it effectively and benefit from its functions. Additionally, Ahmed (2023) believes that ChatGPT will play a significant role in the future, serving as a valuable support in classrooms for the teaching and learning process.

ChatGPT can be applied in various fields of education, as highlighted by Hassani and Silva (2023), who provide several examples demonstrating its versatility in data science:

- a. Chatbots: ChatGPT is employed to respond to customer queries and engage in interactions.
- b. Data Augmentation: ChatGPT can augment new data to enhance the performance of machine learning models.
- c. Text Generation: ChatGPT generates new text based on provided context.
- d. Text Summarization: ChatGPT can summarize lengthy pieces of text.
- e. Language Translation: ChatGPT translates text from one language to another.

Moreover, Lo (2023), who published a review article, concludes that ChatGPT offers teachers and students significant assistance. Teachers can utilize it for:

- a. Teaching Preparation: such as preparing class materials, providing recommendations, and performing language translation.
- b. Assessment: such as preparing assessment tasks and evaluating student performance.

Furthermore, students can use ChatGPT for:

- a. Learning: such as finding answers to questions, summarizing specific information, and promoting collaboration.
- b. Assessment: such as preparing for examinations, assisting in drafting assignments, and receiving feedback.

Baskara and Mukarto (2023) state that ChatGPT is capable of generating authentic exposure, such as dialogues, news articles, or reading passages, and represents. Teachers can also provide the students with authentic language materials by using ChatGPT to enhance their language proficiency and reading and comprehension skills.

### Advantages of ChatGPT

There may be concerns and negative reactions, but ChatGPT seems to fulfill its potentials well. Dixon (2023) acknowledges that negative reactions towards new technologies are not new and ChatGPT is not the only one which gets these concerns. He also reports some positive reactions towards ChatGPT. Hong (2023) encourages teachers and education institutes to align their teaching and assessments with the current educational technologies. Teachers will see the bright consequences and benefits of new technologies soon, so they have to take the opportunities brought by the new technology into account.

Jadhav and Jadhav (2023) identify three benefits of using ChatGPT in education:

1. Time-effectiveness: ChatGPT saves time for teachers and students in preparing various tasks such as summaries, reports, and other written materials.
2. Customized learning: ChatGPT can cater to students' needs and abilities by providing customized and one-to-one support in areas they need the most.
3. Communication/Language skills: ChatGPT facilitates immediate feedback and error correction, helping students enhance their language learning proficiency. ChatGPT can enhance student engagement.

During online classes, ChatGPT can assist teachers with interactive activities and questions that

align with their materials (Biswas, 2023). Additionally, as noted by Alafnan *et al.* (2023), traditional search engines often yield a vast array of results for students' queries, consuming significant time to identify exact and reliable information; in contrast, ChatGPT provides succinct responses within a word limit. Similarly, Halaweh (2023) supports the notion that ChatGPT saves time and effort by generating prompt responses.

Furthermore, Baskara and Mukarto (2023) highlight two key advantages of ChatGPT: Firstly, teachers can leverage ChatGPT to prepare lesson plans and materials tailored to students' needs, interests, and proficiency levels, thereby enhancing student efficacy and participation. Secondly, teachers can furnish students with authentic language materials to enhance their learning skills and foster motivation.

Deng and Lin (2022) elucidate three benefits of ChatGPT:

- a. Increased Efficiency: ChatGPT enhances efficiency by rapidly generating responses.
- b. Improved Accuracy: In comparison with manual conversations, ChatGPT's responses are more accurate because it is trained on specific datasets of conversations, enabling it to select appropriate responses.
- c. Cost Savings: ChatGPT reduces costs and the need for expensive manual updates to chatbot results.

In addition to the aforementioned advantages, OpenAI prioritizes safety. Specifically, they ensure that ChatGPT protects children (users must be 18 or older - or 13 or older with parental control). For instance, they do not allow hateful, harassing, violent, or adult content. Their latest model, GPT-4, is even less likely to respond to disallowed content (OpenAI.com, n.d.).

### Disadvantages of ChatGPT

Despite the advantages mentioned above, there are also disadvantages of ChatGPT in the field of education. Hassani and Silva (2023) highlight several inaccuracies of ChatGPT in certain situations:

- a. Ambiguous or Unclear Questions: When the input text is ambiguous or not clear enough,

- ChatGPT may provide inaccurate or irrelevant information.
- b. **Out-of-Domain Questions:** ChatGPT may generate inaccurate responses if the questions are outside the domain it is trained on.
  - c. **Biased or Inaccurate Data:** Sometimes ChatGPT's responses may include biased or inaccurate information since its data sources come from the Internet.
  - d. **Complex or Technical Language:** ChatGPT may struggle to understand complex or technical language, such as scientific and legal terminology.

Jadhav and Jadhav (2023) emphasize three drawbacks of using ChatGPT in education:

- a. **Affecting Creativity:** They argue that ChatGPT may impact the creativity and originality of human interactions because it quickly and accurately provides written material.
- b. **Bias and Inaccuracies:** Since ChatGPT sources its information from the Internet, it may generate inaccuracies, biases, and cultural misunderstandings.
- c. **Dependence on Technology:** ChatGPT could potentially influence students' critical thinking and problem-solving skills if they become overly reliant on it.

Deng and Lin (2022) discuss two challenges of ChatGPT:

- a. **Security Concerns:** Attackers may attempt to manipulate inputs to produce inappropriate outputs. Additionally, ChatGPT may be integrated into platforms that propagate propaganda and misinformation. Finally, there is a risk of impersonation and identity theft associated with ChatGPT.
- b. **Limited Capabilities:** ChatGPT can only generate text based on the data it is trained on, limiting its ability to produce appropriate and up-to-date responses. Moreover, since ChatGPT relies on a dataset of human language, its responses may contain biased information.

Furthermore, Baskara and Mukarto (2023) believe that it is possible for ChatGPT to produce inaccurate

and biased content. Similarly, Lo, (2023) suggests that regarding the use of ChatGPT there are challenges such as generating information that is fake and not accurate, and bypassing plagiarism detectors. Thus, teachers have to change the way of their assessment, and they need to use plagiarism detection software to assess the take-home assignments (Aalafnan *et al.*, 2023).

İpek *et al.* (2023) offer several suggestions for researchers and educators to avoid the disadvantageous features of ChatGPT in education, and to benefit from its positive sides. To begin with, more experimental research is needed to determine the impacts of ChatGPT on education. Additionally, educators need to effectively integrate ChatGPT into education. Furthermore, training courses for in-service and pre-service teachers are essential so they can learn how to adapt it in the classroom. Moreover, students should have the opportunity to utilize artificial intelligence applications such as ChatGPT within the constructivist education approach. Finally, the ethical and legal aspects of ChatGPT should be carefully considered. Ahmed (2023) asserts that results should be thoroughly examined to avoid texts that contain inaccuracies, biases, or outdated information.

### Methodology

This paper aims to address three research questions regarding ChatGPT integration in education and the digital competencies of teachers. To answer these questions, a mixed-method approach is employed. Accordingly, a survey was designed, comprising four parts. The first part solicits participants' personal details, while the second part gathers data on the usage of ChatGPT by university teachers. The third part seeks to understand teachers' viewpoints on ChatGPT integration in education, and the final part endeavors to gather information about the advantages and disadvantages of ChatGPT integration in education.

Data were collected quantitatively through the first three parts of the survey. In part one, participants provided information on gender and degree. Part two utilized a Likert scale with five values (Always, Often, Sometimes, Rarely, Never), while part three employed a Likert scale with different values (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

Scale	Cronbach's Alpha	No. of Items	No. of Participants
ChatGPT integration in education	0.945	7	49
Teachers' points of view on ChatGPT	0.886	7	49

**Table 1.** Reliability of the Survey

Qualitative data were collected through part four, which consisted of 10 structured and open-ended questions.

The survey was distributed to Koya University teachers, with forty-nine teachers participating. Of these, 29 (59.18%) were male and 20 (40.82%) were female. Furthermore, 28 (57.14%) held an MA degree, while the remaining 21 (42.86%) held a PhD degree.

To collect data, a software program named KoboToolbox was used. Kobo which is an international non-profit organization hosts and maintains KoboToolbox. KoboToolbox is one of the most popular data collection tool in the world. It is an open-source platform for the collection, management, and visualization of data (KoboToolbox.org, n.d.). The collected data were analyzed via SPSS 28. Moreover, the data from part four which consisted of 10 structured questions were gathered and coded to be presented and discussed in the coming sections. Only 40 participants filled out the qualitative part.

### Reliability of the Survey

To analyze the reliability of the survey, Cronbach's Alpha was used. The questions from part two of the survey were considered as a single sub-scale, as were the questions from part three. As shown in Table 1, the second part of the survey (ChatGPT integration in education) had a Cronbach's Alpha Coefficient of 0.945, while the third part (Teachers' points of view on ChatGPT) had a Cronbach's Alpha Coefficient of 0.886. Both coefficients indicate high internal consistency, suggesting that the tool is reliable.

### The Quantitative Results

The findings of this study revealed variations in participants' responses. The second part of the survey aimed to ascertain the use of ChatGPT by university teachers. As depicted in Table 1, the majority of the teachers indicated that they either never use ChatGPT to prepare lesson plans or rarely do so. Converse-

ly, a minority reported using it at least sometimes. Similarly, participants provided a similar response pattern to question item two, which pertains to using ChatGPT to prepare lessons.

The rate of using ChatGPT by teachers to give lessons is even lower. As shown in Table 2, the majority of the teachers denied using ChatGPT to give lessons at all, and some of them rarely use it. Only some of them stated that they sometimes use it, and a few of them said that they often use it. Similarly, Table 2 indicates that the teachers' responses to the fourth question item "I use ChatGPT to set exam questions" were close to their responses to the previous question item. i.e. the use of ChatGPT to set exam questions has not become a trend among the teachers. Further, the responses for question item five "I use ChatGPT to assess students' works" were also similar to the previous ones. In other words, ChatGPT is not commonly used for that purpose.

Moreover, the results indicated that some teachers allow their students to use ChatGPT in class activities, while others either prohibit its use or rarely permit it.

However, using ChatGPT by students to prepare their assignments is less prevented by teachers. The majority of the teachers reported that they allow their students to use ChatGPT accordingly. In addition, the Mean Score for all the question items (25.82) is bigger than the Criterion Mean (21). That means, the rate of integrating ChatGPT into education is rather close to **Never** and **Rarely** according to the participants' responses.

Question Item	1	2	3	4	5	Criterion Mean	Mean	Std. Deviation
1. I use ChatGPT to prepare lesson plans.	2.04	18.37	22.45	20.41	36.73	3	3.48	1.21
2. I use ChatGPT to prepare lessons.	0.0	16.33	26.53	18.37	38.78	3	3.61	1.12
3. I use ChatGPT to give lessons.	0.0	4.08	18.37	18.37	59.18	3	3.87	1.41
4. I use ChatGPT to set exam questions.	0.0	8.16	20.41	16.33	55.1	3	4.03	1.03
5. I use ChatGPT to assess students' works.	0.0	2.04	16.33	24.49	57.14	3	4.27	0.83
6. I allow students to use ChatGPT in the class activities.	6.12	8.16	22.45	18.37	44.9	3	3.60	1.25
7. I allow students to use ChatGPT to prepare their assignments.	8.16	20.41	30.61	20.41	20.41	3	2.95	1.23
<b>Total</b>						<b>21</b>	<b>25.82</b>	<b>8.10</b>
1 = Always, 2 = Often, 3 = Sometimes, 4 = Rarely, 5 = Never								

**Table 2.** ChatGPT Integration in Education: %

Question Item	1	2	3	4	5	Criterion Mean	Mean	Std. Deviation
1. I think ChatGPT is a good assistant for teachers to prepare their lessons.	8.16	51.02	22.45	8.16	10.2	3	2.405	1.10
2. I think ChatGPT is helpful for students to perform better in the activities.	2.04	57.14	28.57	4.08	8.16	3	2.454	0.93
3. I think ChatGPT will make my lectures easier to deliver.	6.12	36.73	34.69	16.33	6.12	3	2.613	1.00
4. I think using ChatGPT is enjoyable for teachers.	4.08	48.98	30.61	12.24	4.08	3	2.487	0.90
5. I think using ChatGPT is enjoyable for students.	6.12	63.27	22.45	4.08	4.08	3	2.242	0.83
6. I think ChatGPT expands my teaching experience.	14.29	40.82	32.65	6.12	6.12	3	2.282	1.02
7. I think ChatGPT expands students' learning experience.	4.08	59.18	28.57	4.08	4.08	3	2.331	0.82
<b>Total</b>						<b>21</b>	<b>16.81</b>	<b>6.61</b>
1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree								

**Table 3.** Teachers' Points of View on ChatGPT: %

Table 3 above illustrates the teachers' viewpoints on using ChatGPT for educational purposes. The results, as presented in Table 3, indicate that the majority of participant teachers agreed that ChatGPT is a beneficial assistance for teachers to prepare their lessons, with some expressing neutrality. However, a few disagreed. Similarly, the majority of teachers agreed that ChatGPT is helpful for students to perform better in activities,

while some maintained a neutral attitude and others disagreed with this idea.

Some participants chose either agree or strongly agree while some others chose neutral and a few of them chose either disagree or strongly disagree to the idea that ChatGPT will make their lectures easier to deliver. Moreover, the majority of the teachers agreed that using ChatGPT is enjoyable for teachers whereas a few of them disagreed, and some of them were

neutral. Likewise, most of the teachers agreed that using ChatGPT is enjoyable for students too, whereas a few of them disagreed, and the rest were neutral.

Additionally, the last two questions were about whether ChatGPT expands teachers' and students' teaching and learning experience. The responses for both questions were close. The majority of the participant teachers agreed that ChatGPT expands teachers' and students' teaching and learning experience while a few of them disagreed. However, some of them could not decide accordingly, which is why they remained neutral. Finally, because the Mean Score of all the question items (16.81) is smaller than the Criterion Mean (21), it can be understood that the participant teachers have a positive attitude. i.e. they agreed that ChatGPT has potentials in the teaching and learning process.

### The Qualitative Results

The qualitative data gathered from the structured survey are presented in tables below. There were 10 questions from the survey; thus, the responses for each question were demonstrated in a single table. In each table the identical responses were put together. As aforementioned, only 40 participants filled out the qualitative part of the survey. Meanwhile, nine of them had ignored the qualitative part. As shown in Table 4, the participant teachers reportedly shed light on several advantages of ChatGPT integration in education for teachers and students. However, some teachers stated that they have no certain ideas about integrating ChatGPT into education.

Nonetheless, the teachers reported some disadvantages of ChatGPT integration in education. Some of them were not sure, but they thought that there might be disadvantages (See Table 5).

What are some advantages of ChatGPT? Note/ (T = Teacher)
<ul style="list-style-type: none"> <li>• ChatGPT helps teachers to have a better contact with their students. (T1, T16)</li> <li>• It helps teachers to prepare their lessons and lesson plans, and design teaching materials. (T2, T3, T4, T5, T9, T17, T20, T22, T25, T39, T40)</li> <li>• It helps teachers to assess their students and evaluate their works. (T3)</li> <li>• Teachers can use it for exam preparation. (T5, T17, T22, T25)</li> <li>• ChatGPT saves your time. You can do many tasks in shorter time. (T5, T8, T9, T11, T12, T23, T24, T28, T29, T37)</li> <li>• You can get basic information on everything easily. (T6, T10, T11, T14, T15, T24, T26, T27, T30, T34, T35)</li> <li>• It can be used for paraphrasing and summarizing. (T20, T33)</li> <li>• It helps students to improve their learning style (it promotes critical thinking). (T2, T13, T16, T18, T21, T37)</li> <li>• It helps students to prepare their subjects, assignments and activities. (T4, T5, T31, T32, T39)</li> <li>• ChatGPT engages students more and makes the subjects easier for them to understand. (T39, T40)</li> <li>• Some teachers stated that they know nothing about it and never used it. (T7, T19, T36, T38).</li> </ul>

**Table 4.** The Advantages of ChatGPT Integration in Education

What are some disadvantages of ChatGPT?
<ul style="list-style-type: none"> <li>• It can be time consuming. (T1, T2, T13, T35)</li> <li>• We cannot completely depend on ChatGPT because 1) sometimes the information is not accurate, 2) we don't know the source, 3) the answers are too detailed, some information may be irrelevant to your input, 4) not everything you see is academic, 5) the responses are often too general and basic, 6) sometimes it may produce incorrect and misleading information especially on complex or controversial topics, 7) it only gives what it trained for, 8) sometimes it does not understand your question, it gives wrong answers. (T3, T4, T5, T6, T10, T12, T16, T18, T21, T23, T27, T32, T37, T39, T40)</li> <li>• Plagiarism (copyright violation) is another issue. (T5, T9, T15, T24, T25, T34)</li> <li>• ChatGPT makes students (and teachers) lazy, inactive and dependent as they rely on it more than necessary. They only think of ready-made materials. (T8, T11, T15, T17, T20, T22, T25, T28, T29, T30, T33, T37)</li> <li>• Sometimes, distracting happens, or they misuse it. (T2, T5,</li> <li>• It possibly kills motivation for searching for knowledge, critical thinking and problem-solving capabilities. (T9, T11, T31, T36)</li> <li>• When you search for something twice you get different informations. (T24)</li> <li>• There might be disadvantages (I am not sure - I haven't use it). (T7, T19, T26, T38)</li> </ul>

**Table 5.** The Disadvantages of ChatGPT Integration in Education

As demonstrated in Table 6, participant teachers mentioned various obstacles that might hinder their use of ChatGPT in their teaching process. While some teachers stated they see no obstacles in integrating ChatGPT into education, others had no idea or provided no response.

Table 7 presents recommendations provided by teachers to overcome obstacles in the integration of ChatGPT in education. Additionally, some teachers expressed uncertainty or had no suggestions.

What are the obstacles in the way of teachers that prevent them to use ChatGPT
<ul style="list-style-type: none"> <li>It has not become a trend to be used. (T3, T34, T39)</li> <li>Teachers and students may not know how to use it for academic purposes. (T1, T4, T9, T13, T16, T18, T27, T29, T32, T33, T37, T38, T39, T40)</li> <li>Lack of enough time to spend on using ChatGPT in the class. (T2, T13, T26)</li> <li>Lack of internet access especially for students is another obstacle. (T17, T25, T35)</li> <li>Some teachers are technology migrated teachers; they go against it. But it is normal every new technology is challenging at the beginning. (T14, T39)</li> <li>Reliability and validity of the answers and resources available in the ChatGPT can be another obstacle to be considered. (T6, T10, T12, T16, T23, T24, T25, T37).</li> <li>The students may misuse it in the class; it is uncontrollable. (T2, T21)</li> <li>Students might lose their confidence on themselves. (T30)</li> <li>No obstacles. (T8, T11, T15, T20, T22, T28, T31, T36)</li> <li>No idea. (T7, T19)</li> </ul>

**Table 6.** Obstacles in front of ChatGPT Integration in Education

Participants' Responses to "How can someone overcome those obstacles you mentioned?"
<ul style="list-style-type: none"> <li>Teachers need encouragement to use ChatGPT. (T3, T34, T39)</li> <li>Training courses will help. Teachers and students should be taught how to use ChatGPT beneficially. (T1, T2, T4, T5, T8, T13, T14, T24, T25, T26, T27, T28, T29, T30, T31, T32, T35, T36, T37, T38, T40)</li> <li>It is better to be used outside the classroom. (T13, T26)</li> <li>Free internet access must be provided by institutions. (T8, T16, T23, T33)</li> <li>When time passes, the use of ChatGPT will be normal among educators. (T14, T34)</li> <li>The information should be taken from reliable sources. Information provided by this application must be double checked. (T20, T22, T35, T39)</li> <li>The resources and answers distracted from the ChatGPT should be verified in other reliable and valid platforms and apps such as Turnitin. (T6, T9, T10, T11, T17, T23)</li> <li>Teachers must observe students while using ChatGPT. (T2, T19)</li> <li>No obstacles. (T15)</li> <li>I have no idea. (T7, T18, T21)</li> </ul>

**Table 7.** How to Overcome the Mentioned Obstacles

Some teachers, as demonstrated in Table 8, believed that ChatGPT is safe when the students are controlled. However, some other participants thought that ChatGPT is not safe enough to be integrated into teaching process. While some other teachers were hesitant to decide on this issue.

Most of the teachers thought that ChatGPT affects their teaching positively, whereas some others said that it has negative effects and some others believed that it has no effects (see Table 9).

Do you think that ChatGPT is safe enough to be integrated into teaching process? How?
<ul style="list-style-type: none"> <li><b>Yes.</b> 1) But when the students are controlled and when the number of the students is limited. 2) But if it is observed by the institution. 3) But teachers should use it carefully. 4) If you use correctly, why not. It can be beneficial. 5) It promotes learning and innovation capabilities. (T1, T4, T5, T9, T10, T11, T12, T16, T17, T18, T29, T35, T37)</li> <li><b>Sometimes to some degree; Yes.</b> (T21, T23, T26, T27, T28, T39, T40)</li> <li><b>No.</b> 1) Because of plagiarism. 2) It discourages individual learning. 3) There are some downsides in it such as lack of reliability, validity and decency. 4) It may harm the teachers' and students' self-confidence. (T2, T3, T6, T7, T13, T14, T15, T19, T20, T22, T24, T25, T30, T33, T34, T38)</li> <li><b>I am not sure.</b> (T9, T31, T32, T36)</li> </ul>

**Table 8.** Is ChatGPT Safe to be Integrated into Education?

How does ChatGPT affect your teaching process?
<ul style="list-style-type: none"> <li>It improves my teaching style. (T1, T3, T9, T30, T34)</li> <li>It affects positively if it used correctly. (T2, T4, T8, T17, T26, T27)</li> <li>It makes my teachings easier. (T6, T14, T18, T29, T32, T33, T39, T40)</li> <li>It makes some explanations easier to understand by learners as a beginner learner. (T6, T21, T32)</li> <li>It helps me to prepare my lessons in a shorter time. (T16, T20, T25, T37, T39)</li> <li>It helps me in evaluating my students' performance. (T5, T24)</li> <li>It helps teachers to increase their knowledge portfolio. (T10, T11, T15, T16, T22)</li> <li>It does not affect my teaching. (T12, T13, T28, T31, T35)</li> <li>It has negative effects. (T19, T23, T25, T38)</li> <li>I don't use it to see the effects. (T7, T36)</li> </ul>

**Table 9.** ChatGPT Effects on Teaching Process

As shown in Table 10, the majority of the teachers agreed that ChatGPT influences their students positively. Some of them thought that since ChatGPT is still new, it is too early to decide, while some others affirmed that it depends on the students and the way they use it.

As identified in Table 11, the participants proposed several suggestions and recommendations to control students from misusing ChatGPT. Though some teachers believed that students must not be allowed to use ChatGPT in the classroom, and some others said that it is not easy to control that.

How does ChatGPT affect students' learning process?
<ul style="list-style-type: none"> <li>• They will have more opportunity to improve their learning process. (T1, T5, T16, T22, T25, T30)</li> <li>• It helps the students too to have a better understanding from the subjects. (T2, T4, T17, T34)</li> <li>• It helps them to participate more in the class activities and prepare their homework. (T3, T32, T33, T37, T40)</li> <li>• They can take benefit from it to save time. It helps them to be self-confident and depend on themselves rather than their friends. (T39)</li> <li>• It is still new; it's too early to decide. (T21, T23)</li> <li>• It depends on the students and how they use. (T6, T9, T10, T11, T12, T15, T26, T31, T29, T38)</li> <li>• It has positive effects. (T8, T18, T28, T35)</li> <li>• It affects students negatively because 1) it shatters their attention, 2) it individualizes their learning, 3) it makes their learning process more limited, 4) it reduces their creativity, 5) it makes them procrastinate their assignments and they easily forget what they learn from ChatGPT, 6) it makes them lazy. (T13, T14, T19, T21, T24, T25, T27)</li> <li>• I have no idea. (T7, T36)</li> </ul>

**Table 10.** ChatGPT Effects on Learning Process

How can teachers control their students from misusing ChatGPT? How do you detect that?
<ul style="list-style-type: none"> <li>• Teachers need to work together with the students and closely instruct the students so that they know how to use it in a healthy way. (T3, T5, T9, T11, T12, T13, T14, T20, T21, T23, T30)</li> <li>• Teachers can make students aware of the advantages of using it. (T25, T28, T32, T33, T36)</li> <li>• Teachers should use plagiarism checkers. They can tell them that there are certain software to detect ChatGPT content. (T1, T16, T17, T25)</li> <li>• Teachers should check the students' works to confirm if it's their work, otherwise, ask for references. (T18, T22, T29, T31, T34, T37)</li> <li>• Teachers must control their students by observing them. (T2, T4, T8)</li> <li>• Teachers and institution authorities should establish clear rules and expectations regarding the appropriate use of ChatGPT. (T19, T24)</li> <li>• They must not be allowed to use it in the class. (T7, T26, T38)</li> <li>• It is not easy to control that. (T6, T27, T35, T39, T40)</li> <li>• I am not sure. (T15)</li> </ul>

**Table 11.** How to Control Students from Misusing ChatGPT

Most of the teachers admitted that they need training courses. However, some teachers disagreed. They believed that ChatGPT is quite simple and easy to be used (see Table 12).

In addition, the majority of the teachers believed that teachers should integrate ChatGPT into their teaching process. On the other hand, some teachers have a contrasting view. They felt that ChatGPT should not be integrated into teaching process (see Table 13).

Do you think that teachers need training course to adopt and use ChatGPT in their teachings? Why?
<ul style="list-style-type: none"> <li>• <b>Yes.</b> Most teachers (and even students) need training courses. Because it is new and some of them don't know how to use it for teaching (and learning) process. They need training courses to get a deep insight into the uses, benefits, disadvantages and problems connected with this tool. (T1, T2, T4, T5, T6, T7, T10, T12, T15, T16, T17, T18, T23, T24, T25, T26, T27, T28, T29, T30, T31, T32, T33, T34, T35, T36, T37, T38, T39, T40)</li> <li>• <b>No.</b> Because it is quite simple and easy to use. (T3, T8, T9, T11, T13, T14, T19, T20, T21, T22)</li> </ul>

**Table 12.** The Necessity of Training Course

Do you think that teachers should integrate ChatGPT into their teaching process? Why? Why not?
<ul style="list-style-type: none"> <li>• <b>Yes.</b> 1) To be up-to-dated. 2) Because ChatGPT is one of the most useful technologies for education. 3) Because it has a bright future. 4) Because it helps them and their students to improve their teaching and learning styles. 5) Because teachers can get knowledge on anything in a short time. 6) Because teachers can be more productive. 7) It can function as a supplementary tool to textbooks and lectures, offering additional explanations, real-world examples, and diverse perspectives on various subjects. 8) Because it makes teaching, assessing, and learning process easier. (T1, T2, T3, T4, T5, T6, T8, T9, T10, T13, T14, T16, T17, T18, T20, T23, T25, T26, T27, T28, T29, T30, T31, T32, T33, T34, T37, T39, T40)</li> <li>• <b>No.</b> 1) Because it produces lazy teachers. 2) Because it give students ready-made information without their effort. 3) Because it is still not reliable. 4) Because it destroys individuals' skills and talents. (T7, T11, T12, T15, T19, T21, T22, T24, T35, T36, T38)</li> </ul>

**Table 13.** Shall We Integrate ChatGPT into Teaching Process?

## Discussion

The current study aimed to address three specific research questions. Consequently, the data collection instruments were designed to align with these objectives. The results obtained from the data will be utilized to address the research questions, and they will be discussed in detail in this section.

The first research question administered was “To what extent do teachers integrate ChatGPT into their teachings?” As the results suggest, ChatGPT has not yet become a prevalent tool among teachers, as it is still new to many of them. Some teachers may not be familiar with its utilization, while others may not have even heard of it. Additionally, various obstacles demotivate teachers from using ChatGPT. For instance, teachers who are less familiar with technology may be hesitant to adopt it. Some teachers also express concerns that students may lose confidence and control and might misuse ChatGPT if integrated into the teaching process.

Though, those hurdles can be overcome as advised by the teachers. Training courses would be helpful for teachers who are not familiar enough with the use of ChatGPT, and technology migrated teachers are expected to get used to ChatGPT as time passes. To prevent students from misusing ChatGPT, there must be rules and regulations by administrators and teachers. Further, they have to be educated how to use it correctly. Otherwise, students might not be allowed to use it inside the classroom.

There were few teachers who stated that they use ChatGPT for some educational purposes. ChatGPT can also be used by teachers to prepare lesson plans and lessons, deliver lessons, and set exam questions. The students, too, can use ChatGPT either in the classroom, or outside the class.

The second research question was “What are the teachers' attitudes towards the use of ChatGPT?”. As most teachers expressing positive viewpoints towards integrating ChatGPT into education, it is evident that ChatGPT holds significant potential in the teaching and learning process. Viewed as practical, informative, and useful, ChatGPT can be considered a teacher-friendly tool, offering educators opportunities to diversify their teaching styles. Moreover, teachers acknowledge that ChatGPT can greatly enhance their teaching experience. Additionally, ChatGPT provides students with opportunities to develop their talents, skills, and learning experiences.

The third research question addressed was “What are the upsides and downsides of ChatGPT from teachers' vantage points?”. Despite the fact that most teachers either never or rarely use ChatGPT in their teaching practices, they maintained that integrating ChatGPT into education offers significant benefits and impacts. As mentioned earlier, ChatGPT provides assistance to teachers in preparing and delivering lectures, enabling them to carry out their tasks and responsibilities more efficiently. Additionally, it aids teachers in evaluating their students' assignments, activities, and performance.

ChatGPT would lighten the burden for students as well. They are able to use ChatGPT to fulfill their duties easier and quicker. They would also perform better in the assigned projects and activities. Additionally, ChatGPT gives teachers and students a big advantage while summarizing and paraphrasing.

Needless to say, ChatGPT has drawbacks. ChatGPT is still not reliable enough to be used thoroughly. The sources are not well known, and the data received from ChatGPT are not fully appropriate and trusted. Besides, the responses sometimes are too detailed or irrelevant to the input. Furthermore, ChatGPT might produce shiftless and passive students. They seek for ready-made materials. Thus, they would lose their enthusiasm for learning.

Whether it is safe or not, teachers have different perspectives on ChatGPT. It is noteworthy that, if ChatGPT is controlled, it can be considered as a safe teaching aid. In addition, ChatGPT seem to have a significant impact on both teachers and students. All in all, if it is used correctly and academically, ChatGPT will improve their teaching and learning styles. Otherwise, it will have negative effects. Thus, shall we integrate ChatGPT into our teaching process as teachers? Finding a consensus answer among the teachers is not that simple. The majority of the teachers were in favor of ChatGPT integration in education due to its remarkable advantages. Yet, some teachers prefer not to use it for educational purposes as it has a negative impact on both teachers and students.

In addition, concerns associated with teachers' digital competencies and literacy are of paramount importance in the development of the scope of education. As ChatGPT integration in education is becoming increasingly prevalent, teachers should have prerequisite skills to sufficiently utilize it for teaching purposes. In other words, university teachers

need to have a better understanding of AI technology, and be able to leverage it effectively for instruction. ChatGPT competencies include a various capabilities such as understanding how to responsibly utilize AI-generated text, how to beneficially gauge the information provided, and how to incorporate AI-powered chatbots into educational contexts.

Furthermore, ChatGPT literacy increases technical skills, involving privacy issues, ethical considerations, and the potential to nudge students in dealing with AI systems safely and responsibly. As the findings suggest, many teachers, yet, are not adequately capable of adapting AI tools to suit to their teaching methodologies. Thus, accordingly, this paper postulates that teachers must better equip themselves to use ChatGPT to inspire student engagement, aid personalized learning skills, and promote critical thinking competence in the digital era.

### Conclusion

The present study expounds on one of the most recently developed technologies that can facilitate teaching process. ChatGPT, which is an artificial intelligence chatbot, can be used as a supporting tool for teachers and students.

University teachers should possess digital competencies and literacy to effectively integrate ChatGPT into their education. ChatGPT has various upsides and benefits that teachers and students are encouraged to take them into account. Teachers are motivated to use ChatGPT to prepare and deliver their lectures, get up-to-dated, and improve their teaching experiences. Students, too, are inspired to utilize ChatGPT to advance their knowledge and learning experience.

Like other educational technologies, ChatGPT has its drawbacks and downsides as well. Because the artificial intelligence chatbot is still new, it is likely to have some shortcomings and drawbacks at the beginning. When time passes, its use will be normal among teachers.

Teachers, in general, had a positive viewpoint on the use of ChatGPT for educational purpose. The use of ChatGPT was not so common among the teachers, but they thought that it has a potential in the future. So, they suggested using it.

The rare use of ChatGPT by the teachers is due to lack of knowledge. Thus, teachers need training courses to understand the upsides and downsides of ChatGPT more.

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## Appendix A: Survey

### Part I: Personal Details

Gender:      Male                  Female  
 Degree:      MA                          PhD  
 Years of Experience:

### Part II: ChatGPT Integration in Education.

1. I use ChatGPT to prepare lesson plans.
2. I use ChatGPT to prepare lessons.
3. I use ChatGPT to give lessons.
4. I use ChatGPT to set exam questions.
5. I use ChatGPT to assess students' works.
6. I allow students to use ChatGPT in the class activities.
7. I allow students to use ChatGPT to prepare their assignments.

### Part III: Teachers' Points of View on ChatGPT.

1. I think ChatGPT is a good assistant for teachers to prepare their lessons.
2. I think ChatGPT is helpful for students to perform better in the activities.
3. I think ChatGPT will make my lectures easier to deliver.
4. I think using ChatGPT is enjoyable for teachers.
5. I think using ChatGPT is enjoyable for students.
6. I think ChatGPT expands my teaching experience.
7. I think ChatGPT expands students' learning experience.

### Part IV: Upsides and Downsides of ChatGPT.

1. What are some advantages of ChatGPT?
2. What are some disadvantages of ChatGPT?

3. What are the obstacles in the way of teachers that prevent them to use ChatGPT?
4. How can someone overcome those obstacles you mentioned?
5. Do you think that ChatGPT is safe enough to be integrated into teaching process? How?
6. How does ChatGPT affect your teaching process?
7. How does ChatGPT affect students' learning process?
8. How can teachers control their students from misusing ChatGPT? How do you detect that?
9. Do you think that teachers need training course to adopt and use ChatGPT in their teachings? Why?
10. Do you think that teachers should integrate ChatGPT into their teaching process? Why? Why not?

#### **Bio**

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