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Research Paper

Silver lining of ChatGPT artificial intelligence (AI) tool: through the lens of department of teachers education in Panabo city, Philippines

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ABSTRACT

The main purpose of this study is to know the perspectives of education teachers' utilizing chat GPT AI as a tool which serves as a silver lining in their day-to-day work. Six participants were interviewed with dissimilar sex, age, and year level This study utilized qualitative research designed through interviews, specifically, phenomenological, through the use of a validated interview questionnaire. It was found out that chat GPT served as a pivotal tool in the day-to-day work of education teachers, it made their work and tasks convenient. However, in terms of the negative consequences they still continue on utilizing the said advancement, which they should be equipped with proper ethics and behavior on using it. Furthermore, they see chat GPT as a beneficial and a valuable tool, and by that as a teacher they should be able to adapt to the modern era of new ways teaching-related strategies, which teachers are expected to be flexible and versatile.

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1. INTRODUCTION

Technology development has an impact on all facets of our life, including education. Teachers are looking at new tech-related teaching practices to provide an interactive and engaging learning environment for their pupils. ChatGPT is one unique technique that has grown in popularity among teachers, thanks to the smart language model from Open AI. It employs artificial intelligence (AI) to produce text responses that resemble those of humans [1].

The development of ChatGPT, an artificial intelligence tool that can write anything with a simple command, has piqued the curiosity of educators. The majority of the discussion has focused on how much the chatbot would be utilized by students, and ChatGPT may also drastically change the nature of teachers' responsibilities. Teachers have so far used the chat bot to arrange classes, generate rubrics, provide students with comments on assignments, respond to parent emails, and write letters of recommendation, among other things. While some educators worry about the impact of automating these procedures, others contend that technology can free up hours of their time so they can spend it building social or personal relationships with their pupils. Open AI initially created ChatGPT for chatbots and customer care representatives. However, it is now present in the classroom. Additionally, it provides teachers with a new chance to enhance their educational approaches and tailor student learning. This fantastic tool will help to improve student-teacher interactions while also saving time. Implementing cutting-edge technology, such as ChatGPT, can create new opportunities for improving the educational experience and equipping students for the future as education continues to change in the digital age. Teachers may help students enhance their critical thinking, problem-solving, and creative skills by using ChatGPT as a potent weapon in their toolbox. AI technologies make teaching students more efficient and fun (Will, 2023).

An AI and research firm called OpenAI developed ChatGPT, and ChatGPT was introduced on November 30, 2022, by the said company. ChatGPT is a natural language processing tool powered by AI technology that enables people to have human-like discussions with the chat bot and much more. The language model may help with things like writing emails, essays, and code as well as provide answers to the questions being asked (Ortiz, 2023). ChatGPT can help teachers in a variety of ways, including research and lesson planning, student involvement, professional development, support and advice. Overall, ChatGPT is a strong tool that teachers may find to be quite helpful. However, it's crucial to be aware of its disadvantages, which include: a narrow field of knowledge, an absence of emotional intelligence, a restricted comprehension of context, a reliance on input data, and potential security problems (Edgar, 2023).

ChatGPT is increasingly becoming a significant tool for both students and teachers, offering a variety of benefits ranging from personalized feedback to enhanced peer collaboration (Smith, 2023). Chat GPT has prompted teachers to adjust their methods of classroom involvement with their students in a variety of ways. Additionally, teachers are using ChatGPT as a tool for teaching support in order to create lesson plans, test preparation materials including exercises and quizzes, as well as explanations, summaries, and descriptions. Teachers are fundamentally researchers and academics who strive to regularly develop new knowledge and insights; they effectively use ChatGPT as research assistants. By embracing ChatGPT, educators are preparing their students for the future while also demonstrating their own resiliency and adaptability. While keeping an eye out for instances of plagiarism and cheating, they are also assisting students in using it effectively and ethically (Malviya, 2023).

Let's dispel a few myths first. ChatGPT won't take the position of teachers. Over the years, many new technologies have been anticipated to eventually replace human teachers, but this prediction has simply not come true. Calculators? Children are still taught math facts. Google? Teachers are even more important because, despite the plethora of information available, kids still need to learn how to recognize reliable sources. AI chatbots are only the newest technological development in a sea of innovation that has been building for years. What about concerns that students would utilize ChatGPT or another AI to finish all of their schoolwork and writing assignments? First off, that makes a lot of unsavory assumptions, such the notion that every child is willing to cheat. There are numerous methods for ensuring that student assignments are free from plagiarism and AI assistance. Additionally, one of the

most important benefits of GPT-3 in education is its ability to create individualized learning opportunities for kids. By examining student data and learning about each student's particular needs, interests, and learning preferences, teachers can create activities and information that is tailored particularly to each individual student. By ensuring that students have the support they need to grow at their own pace, it is possible to keep them engaged and interested in what they are studying. By providing students with timely feedback and recommendations, chatbots powered by GPT-3 can improve and energize the learning process [2].

One of ChatGPT's main advantages is that it can help teachers save time by automatically producing answers to frequent questions or activities. For instance, a teacher may use ChatGPT to quickly generate answers to frequently requested questions or to create tailored feedback for each student. ChatGPT can help educators save time while simultaneously enhancing the quality of instruction by giving students more individualized and interesting learning opportunities, and also a teacher may use ChatGPT to design unique lesson plans and exercises depending on the unique requirements and learning preferences of each student. Additionally, there is a chance that students could become overly dependent on ChatGPT, which might impair their capacity for independent problem-solving and critical thought. It is crucial that educators carefully evaluate these potential downsides and employ ChatGPT in a way that encourages autonomous thought and learning. All things considered, ChatGPT has the potential to be a useful tool for teachers, but it is crucial that they carefully weigh its advantages and disadvantages and use it in a way that improves rather than hinders the learning process (Thompson, 2022).

Additionally, because ChatGPT is so simple and easy to use, it might encourage lazy behavior in students because they don't have to worry about coming up with original ideas or conducting in-depth research, they can just state the issue they're trying to solve and get content that will help them pass and because without AI plagiarism software checking the sources, students have less rich and important learning experiences. AI tools such as ChatGPT are not going away, so we must guarantee that we build ethical and appropriate safeguards for our students to use these technologies successfully and efficiently. All educational organizations must purchase AI plagiarism toolkits. In order to guarantee that students are developing critical thinking and judgment abilities, educators must simultaneously adapt their teaching and curriculum strategies. As the purpose of education is to equip students with the necessary abilities to gain employment, as well as to solve business issues and challenges that develop the organizations they work for by, a cautious balance is required to ensure that cognitive offloading and critical thinking skills are not disregarded (Gordon, 2023).

In some ways, embracing the new technology could help educators reclaim some of their day, but they will need to learn to live with AI and ChatGPT. AI might be used to proofread papers for grammatical problems, help customize class plans, and check papers for plagiarism. As an alternative to depending on homework assignments for students to produce papers, they may have to become tasks that are completed during class time where students may be more closely overseen. If a student becomes overly dependent on AI technologies, it will be exceedingly challenging for them to pass tests when the tools aren't available. As AI and ChatGPT become more widespread in everyday life, students and teachers will need to adapt. Teachers cannot realistically forbid the use of ChatGPT and other AI tools in the classroom. Understanding how to use artificial intelligence (AI) appropriately will be beneficial for students and may one day be required for employment.

The capabilities of ChatGPT are also utterly blowing everyone's minds. You can ask ChatGPT to write your essay, which it will then edit by adding or deleting particular sentences. Drafts, poetry, letters, suggestions, resumes, cover letters, and even blog pieces for this website might be produced by it. Using ChatGPT will enhance writing instruction, make writing instruction simpler, make critical thinking skills even more important, and inevitably make research easier. The newest technology might scare educators a lot, and for good reason. If we take a broader view of the situation, we can see that the fundamental problem we face is not plagiarism or students who are unmotivated and unwilling to work or study, but rather fear of the unknown (Pop Automation, 2023). No further study was conducted in Panabo City.

2. METHODOLOGY

2.1. Participants

The participants of this study are education teachers. Through selecting 6 participants who are education teachers' at Panabo City. Informants undergo a focus group interview or through an online interview with dissimilar sex, age, and year level. Participants should have at least one year of teaching experience so that they can best describe and explain their experiences. All of them utilized ChatGPT AI for almost a year. To ensure that the data needed to expedite the study accurately addresses the research questions. According to Sergeant (2012), subject selection in qualitative research is purposeful; participants select who can best inform the research questions and enhance their understanding of the phenomenon.

2.2. Materials/Instruments

This study is qualitative research with a phenomenological approach. Burns and Grove (2009), as cited by (Khan, 2014), qualitative research is a systematic and subjective approach in highlighting and explaining daily life experiences and giving them a different meaning. The researchers aim to describe an event, action, or phenomena related to students' instructional experiences; hence phenomenology is used. In line with (Starks & Trinidad, 2007), through close examination of individual experiences, phenomenological analysts seek to capture the meaning and standard features or essences of experiences or events. The researchers used the most common methods of data collection used in qualitative research which are interviews and focus groups (Gill & Baillie, 2018).

3. RESULTS AND DISCUSSION

The results of the data gathered have been conducted by researchers any school at Panabo City. The researchers conducted focus group discussion with selected participant**.** The participants willingly answered three interview questions with the knowledge they have of ChatGPT acquired from experience and trials they had overcome. The researchers found out that all of the participants have experienced ChatGPT as a convenient tool to use, make the task easier, and it broaden ideas. When it comes to the challenges it is facing inaccurate and misleading information, comparing human intelligence, powerful tool as human intelligence. For insights, beneficial and valuable, a crucial tool for education teachers, and teachers adapt to modern technology teaching-related strategies. The participants were composed of 2 male and 4 females whose ages range from 27 to 50 years old. During the interview, and as the researcher was discussing with the participants the purpose of the IDI, showing the free and informed consent and the specific rights which, the participants are allowed to do during the conduct of the interview, the researcher noticed that the participants were quite excited to answer questions. Before the researcher asked the first question, the participants were requested to recall the times of their experiences in using ChatGPT. The researchers categorized the themes in accordance with the answers to the three research questions. First, What are the experiences of education teachers in utilizing ChatGPT AI in their day-to-day work? The findings can be read on the themes of convenient to use, make the task easier, and it broaden ideas. It is convenient to use. In the first objective, the first theme emerged is that education teachers find ChatGPT convenient to utilize. Given that it is child-friendly, and answers are provided fast. It makes the day-to-day work of education teachers easier. It is further stated by the participant coded FGD_P3 what he experienced:

"The first time thank you I used ChatGPT was during the time when we were in a laboratory. I try to search on how to manage laboratory procedures. Because my answers are in the said app. It was a good experience. It is user friendly. Easy to use. The results in the answers are also okay."

Make the task easier. The second theme for the first objective is that education teachers' find it easier for them to do and finish a task, especially when they are overloaded with tasks. Moreover, it was elaborated by the participant ONL_P4 his experiences as:

"As a teacher, utilizing ChatGPT AI helps me to be more convenient and at ease in planning for lessons that I'm about to teach. It helps me to broaden my specific topic because it provides answers

with general knowledge inquiries, creative writing and brainstorming ideas. It also offers suggestions for the interactive learning experiences and much more."

It broadens ideas. The third theme that was created is that it helps education teachers' broaden their ideas on a specific topic. With this, participant-coded ONL_P4 stated:

"As an educational teacher, ChatGPT affects my mode of learning by simply assisting me in preparing my lesson plan, providing general knowledge about a specific topic, giving instant answers needed, and suggesting different techniques, strategies, and approaches for better learning. Therefore, chat GPT is a boon for me."

Based on the participant's responses, ChatGPT helps them broaden their ideas on a specific topic. ChatGPT is a useful tool for teachers, especially since they have different characteristics and level of knowledge of students. They really have to gain a lot of information on a specific topic. This is supported by [2], it stated that ChatGPT introduces new words in several different sentences, and have students deduce the definition. Some things are just hard to put into words, and not everyone is a strong writer. These are just facts. An AI generator can help you tackle tough subjects in a professional manner, as teachers in the We Are Teachers HELPLINE group recently discussed. You can let it write the whole message or just a part. Either way, it saves you the time and energy you desperately need for other things.

For the second question. What are the challenges that education teachers have encountered by using ChatGPT in their work? The second theme can be read inaccurate and misleading information, comparing human intelligence, powerful tool as human intelligence.

They faced inaccurate and misleading information while utilizing ChatGPT as the first theme in the second objective. The participants have faced situations when they asked questions in the ChatGPT. Instead of giving a precise response, ChatGPT made another recommendation. It has limitations and may be biased and out-of-date.

"Since ChatGPT is user friendly. You can just type the question you want, but for me I have never encountered challenges in using ChatGPT. But there is one time when I asked a question about medical chat GPT provided an answer that says just refer to your physician. If it doesn't have the answer, it refers to something where you can find the answer to your question." (FGD_P3).

"It sometimes doesn't answer my questions, maybe because of the construction of the questions. (ONI_P5) Comparing human and artificial intelligence. The second theme for the second objective is education teachers' thinking of comparing human intellect to artificial, which is the chat GPT. They are scared of the possibilities if they rely too much on chat GPT they are not using their critical and creativity thinking skills. Further, participant-coded; "As a professional teacher it is really difficult because we make differences between our own intellectual and artificial intelligence such as a person vs a robot or the artificial intelligence, because we are not more focused on our own intellect but more artificial. "(FGD_P1) "It can cause learners not to be critical thinkers, aside it cannot motivate them to understand things on their own." (ONI_P6) Powerful tool as human intelligence. The third theme of the second objective is how chat GPT is a powerful tool for human intelligence. In just one click, it can generate a variety of ideas, including in the professional field. It takes years for humans to study a specific field of academics, but in chat GPT, just one click it provides the needed answer already. Further participant coded FGD_P1 says that:

"Meanwhile, intellectual is within yourself because we have been working for several years since elementary school and now college like me I have finished college education after a master's degree then just like you I have been in school for several years studying many lessons or topics but in ChatGPT it seems like everyone is an opponent in different fields because I read 1 article that ChatGPT can answer all essays like usually in the attorney or bar exam because they answer a comprehensive essay and then the attorney there in manila was tried in the supreme court they saw on ChatGPT the lawyer seems to be the top 1 in the bar exam so very blessing or it's really a wakeup call in our case, our opponent is like a computer, like a human.' It stated that chat GPT can answer all essays including in professional fields. ChatGPT is an AI tool developed by open AI. It is an advanced language model that understands human language and can generate text to interact with humans - whether blog creation, or even writing web pages, email, and a novel. Chat GPT gathers big data available on the internet. Therefore, when we have a conversation with Chat GPT, the answer to the question is broad and covers almost everything possible. Another thing that makes Chat GPT

more special is that it has answers or interactions close to human's [3].

For the last question, what are the insights an education teacher can share in utilizing ChatGPT AI? The themes are beneficial and valuable, a crucial tool for education teachers, and teachers adapt to modern technology teaching-related strategies. Beneficial and valuable. The first theme was the respondents' perspectives based on the findings. It reveals that education teachers regard using ChatGPT in their daily work to be advantageous or valuable. They can use it to assist them in their daily duties, and it also offers a variety of suggestions and information. Additionally, it increases their productivity.

As Mentioned by Participant Coded FGD_P1: "I can honestly say that it is very beneficial for me as a teacher because it not only saves me a lot of time, but it also streamlines my daily instruction. For instance, if I had a challenging recently assigned topic that was not in the realm of natural science, such as GE 3 Contemporary World or GE 7, I would simply go to the ChatGPT and search for those topics there. As a science major, this is a quicker and easier alternative to reading numerous pages in the textbook."

In Addition, the Participant Coded ONI_P5 Explained That: "ChatGPT helps me to be more productive, it makes me learn every day and it makes my tasks easy and time saving."

A crucial tool for education teachers is the second theme that emerged from the insights of all study participants. Despite some negative consequences of ChatGPT, it still serves as a crucial tool for education teachers. Since ChatGPT offers a lot of good benefits for teachers in their day-to-day work. In short, it makes their life as a teacher convenient and efficient. As said by participant code ONI_P4 that:

"I would say that ChatGPT is a tool that plays a pivotal role in providing access to information but let's not stick to it. I would still recommend how to get factual and reliable information. ChatGPT is a tool that helps a lot but when it comes to information it should be gathered in as many ways as possible."

Teachers adapt to modern technology teaching-related strategy. The final theme is derived from findings, in which all of the respondents' responses discuss how fast technology arises in different areas, especially in the field of education. For teachers they are expected to be versatile, they have to catch up to the arising said technology, and adapt it to their ways of teaching. As mentioned by participant coded FGD_P3 that:

"Yes, I can recommend it especially nowadays because there are a lot of changes in technologies, and if there are some topics that they want to gain more information about, they can use ChatGPT, because ChatGPT provides details in every answer."

Teachers are taking recourse to ChatGPT as a form of teaching assistance with a view to prepare lesson plans, devise assessment and testing material including exercises and quizzes while also generating explanations, descriptions and summaries. With GPT emerging as a source of instant and ready-to-access information and knowledge, they are also using it to give instant feedback and observations on student's performance during activities and discussions in the classroom, both physical and online. In addition, they are using it for assessment and scoring of students in tests and examinations. By using ChatGPT to automate repetitive tasks, they have been able to focus on more meaningful and worthwhile tasks critical to students' learning outcomes [4].

3.1. Implications

This study suggests using ChatGPT since it is a skilled producing transformer virtual assistant because doing so has several advantages. It has now been proven that a significant amount of time was saved by the fact that you may get your responses immediately. It is incredibly effective and very efficient for any person or type of business when applied properly. It can answer any question with the best possible answer, which is quite effective for everyone. It is free [5], thus there are no costs involved in utilizing it. This AI has a lot of advantages, but it also has some downsides. The future of everyone's ability to think could be dangerous as a result. It offers solutions based on its facts, but we don't necessarily say whether those solutions are right, accurate, or acceptable [6]. The most significant of these drawbacks is that if people depend more and more on technology rather than their own abilities, it may eventually weaken human intelligence. Everyone must therefore keep in mind that we shouldn't rely on it. Yes, we can use it as a resource, but we must also believe in our own capacity for logic, human intelligence, and hard effort. Never forget that no chat bot or artificial intelligence (AI) can match human intelligence [7].

ChatGPT should acquire ethical training to comprehend biases in order to prevent biased responses. Users of ChatGPT should be cautioned to use caution and not take statements at face value. Governments should implement stringent rules regulating ChatGPT's accessibility and use. Certain features should be disallowed if they put user safety or national security at risk. For skill development and professional success, governments and educational institutions should teach students how to use ChatGPT responsibly and wisely [8]. It should only be used for educational purposes and should not be copied. so that both the teachers and the pupils are informed.

Overall, the purpose of this study was to learn more about how education teachers use the new technology known as "ChatGPT AI" and whether it could be a useful tool in their daily job from their perspective. After analyzing the data and having a discussion, it is clear that the aforementioned ChatGPT has been a crucial tool in their line of business [9], making their job and tasks easier and simpler while also enabling them to develop their ideas. But despite the drawbacks, they nevertheless use the technology, despite the fact that they should be employing it with appropriate ethics and behavior. As a teacher, you should be able to adapt to the present period of new ways of teaching-related strategies because teachers are supposed to be adaptable and versatile. The last insight that was gained is that they regard ChatGPT as a valuable and effective tool [10].

4. CONCLUSION

Teachers have an important role in society because they shape lives, promote goals, and push the boundaries of human potential. In order for students to be able to contribute to the community, teachers have a duty to lead, instruct, and educate them. Every day, teachers frequently put in extra effort to ensure that the academic and social-emotional requirements of their pupils are met. For educators today, the bar has been raised. And as a result, there will be an abundance of work and tasks. Education teachers now perceive ChatGPT as a tool with a silver lining in their line of work as a result of the discovery of ChatGPT expanding technological advancement and Artificial Intelligence (AI). Based on the findings, three themes were developed for each of the study's objectives. For example, the first objective focused on the experiences of education teachers who are using ChatGPT for the first time. It facilitates their daily tasks, makes them easier, and lastly, it helps them expand their thinking, particularly about a particular topic.

For the second objective, challenges that education teachers encountered when using the ChatGPT were: some of the answers provided by the ChatGPT are inaccurate and misleading information; comparing human and artificial intelligence; and using powerful tools like human intelligence. ChatGPT can have both beneficial and harmful effects. Since there are some fields in which ChatGPT can formulate an answer to a professional question where a human still needs to study for years, the negative effects of GPT are leading teachers to wonder if ChatGPT could replace humans and how this will cause them to be dependent on the said advancement and cause a lack of critical thinking and creativity on their part, because there are some areas where ChatGPT can formulate an answer to a professional question where a human still have to study for years to that. This will call into question a teacher's authority. Despite the drawbacks of ChatGPT, teachers continue to use it as long as they are properly trained in moral conduct and effective usage techniques. This is because ChatGPT provides teachers with a number of positive benefits, including assistance with lesson planning, exam preparation, classroom management, and more.

Additionally, for the third purpose, the conclusions drawn from the research serve as vital insights that help teachers of education adapt their teaching methods to the use of contemporary technology. Despite the difficulties they encountered when using ChatGPT, the aforementioned development was an essential tool in their day-to-day work. A helpful and valuable tool, as it helps people save time, offers many improvised ideas for how to complete tasks, and increases their productivity. Many various types of technology are developing in the contemporary day. People were quite interested in the aforementioned development, particularly those in the sphere of education. Teachers need to catch up because it is inevitable that they will have the necessary skill.

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Author Contributions Statement

Name of Author	C	M	So	Va	Fu	I	R	D	O	E	Vi	Su	P	Fu
Sophia Pecasion	✓	✓	✓	✓		✓		✓	✓	✓	✓		✓	
Sherene Jane Papelleras	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
Patcy Pedrozo	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		✓
Jovany Gleen L. Allawan	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓

C : **C**onceptualization
M : **M**ethodology
So : **So**ftware
Va : **Va**lidation
Fo : **Fo**rmal analysis
I : **I**nvestigation
R : **R**esources
D : **D**ata Curation
O : Writing - **O**riginal Draft
E : Writing - Review & **E**diting
Vi : **Vi**sualization
Su : **Su**pervision
P : **P**roject administration
Fu : **Fu**nding acquisition

Conflict of Interest Statement

The authors declare that there are no conflicts of interest regarding the publication of this paper.

Informed Consent

All participants were informed about the purpose of the study, and their voluntary consent was obtained prior to data collection.

Ethical Approval

Not Applicable.

Data Availability

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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BIOGRAPHIES OF AUTHORS

	**Sophia Pecasion,** is an undergraduate student in the Department of Teachers Education at UM Panabo College, Panabo City Philippines. With her research team, she managed to do a phenomenological study in 2023, titled "Silver Lining of ChatGPT Artificial Intelligence (AI) Tool". It was published in the Journal of Learning and Educational Policy. In that research, they looked closely at what education teachers in Panabo City felt and thought about using ChatGPT AI, like how this tool helped in their everyday teaching work, and what changes, little or big, they noticed along the way.
	**Sherene Jane Papelleras,** is also a student in the Department of Teacher Education at UM Panabo College, Panabo City, Philippines. With Sophia Pecasion and Patcy Pedrozo, she together authored a qualitative research paper touching on the use of ChatGPT AI tools in education. It was published in December 2023 in the Journal of Learning and Educational Policy, and in it the researchers used a phenomenological approach, based on interviews with teachers.
	**Patcy Pedrozo,** is one student in the Department of Teachers Education at UM Panabo College, Panabo City, Philippines. Her research contribution is centered on a study that explores teachers' experiences with ChatGPT AI, using a qualitative and phenomenological methodology, kind of a lived-experience approach. This paper, which is co-authored with other students and their faculty adviser, was published in the Journal of Learning and Educational Policy in December 2023.
	**Jovany Gleen L. Allawan,** is an Associate Professor in the Department of Teachers Education at UM Panabo College and he also holds a faculty role at the College of Arts and Sciences, University of Mindanao Davao. His research interests touch instructional media design and qualitative, phenomenological education studies. He has written many papers, including investigations on the lived experiences of fishermen during climate change in Panabo City, he also focuses on environmental literacy and disaster preparedness, plus how renewable energy is perceived by students. Email: jovanygleenallawan@gmail.com