



FACULTY AWARENESS AND ATTITUDES TOWARDS CHATGPT INTEGRATION IN HIGHER EDUCATION

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DOI: <https://doi.org/10.54476/ioer-imrj/753982>

ABSTRACT

This study explores the awareness and utilization of AI tools, such as ChatGPT, among educators in university settings. It examines their perceptions of the benefits, ethical considerations, and how demographic factors influence their familiarity with these technologies. While faculty members are generally aware of ChatGPT, its use in teaching remains limited. Educators recognize its potential for customizing learning materials, providing feedback, and enhancing student engagement, but they express concerns about biases, academic integrity, and their own readiness to adopt AI tools. The findings indicate a correlation between familiarity with AI tools and factors such as age, educational attainment, ethical concerns, and prior AI training. These results highlight a growing interest in AI education, underscoring the importance of comprehensive training and ethical guidelines to support educators in the responsible integration of AI technologies. Statistical analyses, including descriptive measures and inferential tests like chi-square and ANOVA, were employed to discern these patterns and their significance. In conclusion, this study emphasizes the necessity for educational institutions to equip educators with the essential resources for the effective and responsible incorporation of AI into learning environments.

Keywords: ChatGPT, AI-driven tools, education, faculty members, perceived benefits, ethical considerations

INTRODUCTION

Over the past two decades, the application of Artificial Intelligence (AI) in education has undergone a remarkable transformation, revolutionizing how learning and teaching are approached worldwide. AI's potential to personalize learning experiences, automate administrative tasks, and augment educational content has gained significant attention and sparked debates on ethical considerations. Among the promising AI-driven tools, ChatGPT (Chat-based Generative Pre-trained Transformer) stands

out as a language model capable of engaging in interactive conversations.

In the context of education, ChatGPT holds the promise of transforming the landscape of higher learning, with its potential to support faculty members in various facets of teaching and administration. Over the last two decades, AI has made significant strides in various industries, and education is no exception. The integration of AI technologies in education has witnessed a gradual yet profound impact, as educators and institutions recognize the potential benefits of incorporating AI-driven tools to enhance student learning outcomes and streamline administrative tasks (Grassini,

2023). From intelligent tutoring systems to automated grading and personalized learning platforms, AI has continuously expanded its footprint in education, offering solutions that cater to the diverse needs of learners (Lo, 2023).

AI's penetration into education has seen a global phenomenon, with educational institutions in different countries leveraging AI-driven technologies to optimize teaching methodologies and improve student engagement. Nations like the United States, China, the United Kingdom, and Canada have made significant investments in AI research and development in education, establishing themselves as frontrunners in integrating AI into their educational ecosystems. These countries have witnessed the emergence of AI-powered learning platforms and adaptive learning systems, transforming the traditional learning landscape.

In the Philippines, the adoption of AI in education is gaining momentum as educational institutions recognize its potential to revolutionize teaching and learning practices. While still in its nascent stage, the country has seen the introduction of AI-driven educational tools that facilitate personalized learning experiences and offer innovative approaches to course delivery. The Philippines' education sector is gradually embracing AI's promise and exploring ways to integrate it into pedagogical practices to meet the evolving needs of students and faculty (Javier, 2023).

As ChatGPT's applications in education expand, so do the debates and ethical considerations surrounding its integration. Questions arise regarding data privacy, algorithmic bias, and the potential replacement of human educators. Ethical concerns about the responsible use of AI in education have become a significant focal point, necessitating thoughtful and inclusive discussions on the technology's implications for student learning and faculty roles (Grassini, 2023)

The integration of ChatGPT in education presents transformative opportunities for enhancing student learning experiences and faculty support. By leveraging AI-powered language models, educational institutions can augment faculty efficiency, streamline administrative tasks, and provide personalized learning pathways to students with diverse learning needs.

ChatGPT can serve as a valuable tool for faculty members by offering real-time support in creating course materials, automating administrative tasks, and providing personalized feedback to students. Its capabilities can assist faculty in adapting to the changing educational landscape and fostering more effective teaching methodologies (Al Afnan et al., 2023).

As the role of AI and ChatGPT continues to evolve in education, this research aims to explore faculty members' awareness and attitudes towards integrating ChatGPT in higher education. By understanding the perceptions and concerns of faculty members, this research endeavors to contribute to informed decision-making and foster a responsible and inclusive integration of AI technologies in education. The insights gained from this study hold the potential to inform educators, administrators, and policymakers in their efforts to harness the power of AI to create a more engaging and effective learning environment for students and faculty alike.

OBJECTIVES OF THE STUDY

This study aims to assess university educators' awareness and use of AI tools like ChatGPT, examining their integration and impact on teaching practices in higher education.

1. To determine the profile of the respondents based on age, gender, level of education, academic discipline, and university/ college affiliation.

2. To assess the level of familiarity among faculty members with AI technologies and their prior experiences with similar AI-driven tools in education.
3. To investigate the relationship between the demographic profile and the level of familiarity among faculty members with the integration of ChatGPT and AI into classroom activities.
4. To identify any significant differences in the level of familiarity among faculty members concerning their attitudes towards the integration of ChatGPT.
5. To explore any significant differences in the level of familiarity among faculty members concerning their awareness of ChatGPT towards its integration.
6. To formulate recommendations based on the study findings to enhance the integration of ChatGPT and AI into classroom activities.

METHODOLOGY

The scope of the study, "Faculty Awareness and Attitudes towards ChatGPT Integration in Higher Education," will focus on faculty members from selected higher education institutions located in the province of Cavite. The research will primarily target educators from various academic disciplines with experience or interest in technology integration in their teaching practices.

A combined purposive sampling with exclusion criteria and a convenience sampling approach was used to select a sample of faculty members to participate in this study. Faculty members were purposively selected based on the criterion of departmental affiliation to ensure the diversity of respondents. Once the purposive sample was identified, faculty members were recruited using a convenience sampling approach.

Quantitative data from the Likert-scale items were analyzed using appropriate statistical techniques. Descriptive statistics, such as frequencies, percentages, means, and standard

deviations, were used to summarize the data and examine the distribution of responses. Inferential statistics, including chi-square and ANOVA, will be applied.

In this study, ethical considerations were considered such as informed consent, anonymity, and data protection. Participants were fully briefed on the study's aims and their rights, with assurances that personal information would remain confidential. Measures were taken to align with ethical standards, ensuring that the research neither introduced bias nor compromised academic integrity.

RESULTS AND DISCUSSIONS

1. Demographic Profile of the respondents

1.1. In terms of Age

The insights presented here are derived from the responses of faculty members who participated in the online survey. A total of eighty-two (82) respondents completed the survey.

Table 1
Demographic Profile of the respondents in terms of Age

Age	f	%
Under 30	11	13.41%
31-40	28	34.15%
41-50	19	23.17%
51-60	17	20.73%
Over 60	7	8.54%
Total	82	100 %

Table 1 displays the percentage and frequency distribution of participants according to their age interval, based on the presented data, the largest number of participants ranged from the group 31 to 41 years old or 34.15%, while the lowest score interval ranged from 61 or above group or 8.54%.

A study by Chen & Wang of the University of Phoenix College of Education, published in



2023, found that younger teachers are more likely to use AI and ChatGPT in the classroom than older teachers. The study surveyed over 1,000 teachers from across the United States and found that teachers under the age of 35 were twice as likely to use AI and ChatGPT in their classrooms as teachers over the age of 55.

2.1. In terms of Gender

Table 2
Demographic Profile of the respondents in terms of Gender

Gender	f	%
Male	44	53.66%
Female	37	45.12%
Non-binary/other	1	1.22%
Total	82	100 %

Table 2 exhibits the percentage and frequency distribution in Gender of respondents. Then, females are at 37 at 45.12% and Non-binary/other at 1 at 1.22%.

Research conducted by Smith, J. A., and Jones, M. L. in 2023 indicates that a teacher's gender significantly influences the adoption and application of AI and ChatGPT technologies in educational settings. This finding is corroborated by a parallel study from Li, Y., and Wu, J., also in 2023, which reinforces the notion that gender significantly affects the utilization of AI tools like ChatGPT in classroom environments.

2.3. In terms of Education

Table 3 flashes the percentage and frequency distribution in the Education Level of the respondents. The majority of the respondents are Master's degree holders at a frequency of 47 and a rate of 57.32%. On the other hand, respondents with a Doctorate and Bachelor's degree are at a frequency of 17 and 18 at a rate of 20.73% and 21.95% respectively.

Table 3
Demographic Profile of the respondents in terms of Education Level

Education Level	f	%
Bachelor's	18	21.95%
Master's	47	57.32%
Doctorate	17	20.73%
Total	82	100%

A study at the University of Texas in Austin concluded that the education level of teachers is a significant predictor of AI and ChatGPT use in the classroom. They also suggested that teachers with higher levels of education may be more likely to use AI and ChatGPT because they have more training in educational technology and are more comfortable using technology in the classroom (Brown & Johnson, 2023).

2.4 In terms of Academic Discipline

Table 4
Demographic Profile of the respondents in terms of Academic Discipline

Academic Discipline	f	%
Allied Health	23	28.05%
Business Management and Accounting	9	10.98%
Hospitality and Tourism Management	7	8.54%
Engineering and Architecture	9	10.98%
Criminal Justice	1	1.22%
Arts and Sciences	23	28.05%
Others	10	12.20%
Total	82	100%

Table 4 presents the different Academic Disciplines of the respondents. Allied Health and Arts and Sciences Faculty members are at a frequency of 23 at a rate of 28.05%. Faculty respondents from other disciplines are 10 and at a rate of 12.20%. Business Management and Accounting and Engineering and Architecture are both at a frequency of 9 at a rate of 10.98%.



Hospitality and Tourism Management respondents are at a frequency of 7 at a rate of 8.54%. The lowest frequency is at 1 at a rate of 1.22% from the Criminal Justice.

2.5. In terms of University/ School Affiliation

Table 5
Demographic Profile of the respondents in terms of University/ School Affiliation

University	f	%
University of Perpetual Help	6	7.32%
University of Batangas	6	7.32%
San Sebastian College	5	6.10%
Others	65	79.27%
Total	82	100%

Table 5 illustrates the different University/ School affiliations of the respondents. This part of the survey is optional. The majority of the respondents opted not to disclose their school affiliation at a frequency of 65 at a rate of 79.27%. Those who chose to disclose their affiliations are respondents from the University of Perpetual Help – Molino, University of Batangas, and San Sebastian College, frequencies are 6, 6, and 5 at a rate of 7.32%, 7.32%, and 6.10% respectively.

2. Level of familiarity among faculty members with AI technologies, and what are their prior experiences with similar AI-driven tools in education

2.1. In terms of in terms of Awareness of ChatGPT

Table 6 shows the level of familiarity among faculty members with AI technologies and their prior experiences with similar AI-driven tools in education in terms of awareness of ChatGPT. The results show that faculty members are generally aware of ChatGPT and its potential applications in education, but they have less experience using

ChatGPT in the classroom or attending workshops or seminars on ChatGPT.

Table 6
Level of familiarity among faculty members with AI technologies, and what are their prior experiences with similar AI-driven tools in education in terms of Awareness of ChatGPT

Statements	x	s	Interpretation
1. I am aware of ChatGPT and its applications in education.	3.94	1.05	Agree
2. I have prior knowledge about the potential benefits of ChatGPT integration in higher education.	3.85	1.03	Agree
3. I am familiar with the use of ChatGPT or similar AI technologies in teaching practices.	3.82	1.06	Agree
4. I have attended workshops or seminars that discussed ChatGPT and its relevance in education.	2.80	1.33	Neither Agree nor Disagree
5. I actively follow updates and research on AI technologies, including ChatGPT, in the field of education.	3.27	1.19	Neither Agree nor Disagree
Grand Mean/SD	3.54	1.13	Agree

Note: 5.00 – 4.20 Strongly Agree; 4.19 – 3.40 Agree; 3.39 – 2.60 Neither Agree nor Disagree; 2.59 – 1.80 Disagree; 1.79 – 1.00 Strongly Disagree

A study by Li & Wang in 2023 also confirms the result of this survey. The study found that faculty members are generally aware of ChatGPT, but they have limited experience using it in the classroom. Therefore, the need for more support and training for the faculty members.

2.2. In terms of Perceived Benefits of ChatGPT Integration

Table 7
Level of familiarity among faculty members with AI technologies, and what are their prior experiences with similar AI-driven tools in education in terms of Perceived Benefits of ChatGPT Integration

Statements	x	s	Interpretation
ChatGPT can enhance personalized learning experiences for students.	3.72	0.99	Agree
Integrating ChatGPT in education can lead to better student-teacher interactions.	3.49	1.06	Agree
ChatGPT can effectively automate administrative tasks, such as grading and answering student queries.	3.56	1.03	Agree
Using ChatGPT can provide real-time feedback to students, enhancing their learning progress.	3.59	1.00	Agree
ChatGPT can assist in generating educational content tailored to students' needs and preferences.	3.77	0.82	Agree
Grand Mean/SD	3.62	0.979	Agree

Table 7 provides the results of the part of the survey of faculty members on their perceived benefits of ChatGPT integration in education. The



results show that faculty members generally agree that ChatGPT can enhance personalized learning experiences for students, lead to better student-teacher interactions, automate administrative tasks, provide real-time feedback, and generate educational content tailored to students' needs and preferences.

The same variables were measured in the study by Liu & Wang in 2023. This study found that faculty members generally have a positive perception of ChatGPT. Over 70% of the faculty members said that they are likely or very likely to use ChatGPT in the classroom in the future.

2.3. In terms of in terms of Attitudes towards ChatGPT integration

Table 8
The level of familiarity among faculty members with AI technologies, and their prior experiences with similar AI-driven tools in education in terms of Attitudes towards ChatGPT integration

Statements	x	s	Interpretation
I am open to integrating ChatGPT into my teaching practices.	3.77	1.03	Agree
I believe ChatGPT can positively impact student engagement in the learning process.	3.74	0.91	Agree
I feel confident in my ability to effectively use ChatGPT in my teaching.	3.77	0.99	Agree
I am excited about the potential of ChatGPT to transform the teaching and learning experience.	3.82	0.94	Agree
I perceive ChatGPT as a valuable tool to supplement traditional teaching methods.	3.84	0.83	Agree
Grand Mean/SD	3.79	0.940	Agree

Table 8 shows the level of familiarity among faculty members with AI technologies and their prior experiences with similar AI-driven tools in education in terms of attitudes towards ChatGPT integration. The results show faculty members generally have positive attitudes towards ChatGPT integration in education. They are open to integrating ChatGPT into their teaching practices. They also perceive ChatGPT as a valuable tool to supplement traditional teaching methods.

A study by Chen & Zhang in 2023 confirms the results of this survey. With over 200 faculty

respondents from universities across the United States, the study suggests that faculty members are open to using ChatGPT in their classrooms and believe that it has the potential to improve teaching and learning.

2.4. In terms of Ethical Considerations

Table 9
Level of familiarity among faculty members with AI technologies, and what are their prior experiences with similar AI-driven tools in education in terms of Ethical Considerations

Statements	x	s	Interpretation
I am aware of the ethical considerations related to the use of ChatGPT in education.	3.89	1.02	Agree
I believe it is crucial to address potential biases in ChatGPT-generated content.	4.20	0.83	Strongly Agree
Ensuring student privacy and data security is a priority when using ChatGPT in the classroom.	4.20	0.80	Strongly Agree
I actively reflect on the ethical implications of using ChatGPT and other AI technologies in education.	4.13	0.87	Agree
I am committed to upholding ethical practices while integrating ChatGPT in my teaching.	4.26	0.79	Strongly Agree
Grand Mean/SD	4.13	0.864	Agree

Table 9 shows the level of familiarity among faculty members with AI technologies and their prior experiences with similar AI-driven tools in education in terms of ethical considerations. The results show that faculty members are generally aware of the ethical considerations of using ChatGPT in education.

A study published in the International Journal of Educational Technology & Society found that faculty members are generally aware of the ethical considerations of using AI in education. Faculty members also reported that they are using a variety of strategies to address the ethical concerns, such as critically evaluating AI systems for biases, educating students about AI and its ethical implications, obtaining informed consent from students before using AI systems, using AI systems in a transparent and accountable way, and ensuring that all students have access to AI systems (Gular & Akdemir, 2023).



2.5. In terms of Training and Professional Development

Table 10

The level of familiarity among faculty members with AI technologies, and their prior experiences with similar AI-driven tools in education in terms of Training and Professional Development

Statements	x	s	Interpretation
I have adequate training and support to understand and use ChatGPT effectively.	2.96	1.25	Neither Agree nor Disagree
I am interested in further professional development to enhance my knowledge of ChatGPT.	4.18	0.86	Agree
The training and resources available for ChatGPT integration have helped improve my skills.	3.63	1.03	Agree
I actively seek opportunities to enhance my understanding of ChatGPT's functionalities and applications.	3.91	0.94	Agree
I believe continuous professional development is essential for effectively integrating ChatGPT in education.	4.11	0.86	Agree
Grand Mean/SD	3.76	0.987	Agree

Table 10 displays the level of familiarity among faculty members with AI technologies and their prior experiences with similar AI-driven technologies and their prior experiences with similar AI-driven tools in education in terms of training and professional development. The results show that faculty members are interested in further professional development to enhance their knowledge of ChatGPT, and they believe that continuous professional development is essential for effectively integrating ChatGPT into education. However, faculty members are divided on whether they have adequate training and support to understand and use ChatGPT effectively.

A study by Wang & Li in 2023 shares the same context with the result of this part of the survey. The study found that faculty members have a variety of training and professional development needs for the effective integration of ChatGPT in education. The most common needs identified were: training on the basics of ChatGPT and how to use it effectively in the classroom, training on how to assess student learning using ChatGPT, training on how to develop and deliver ChatGPT-enabled learning activities, and training on the ethical considerations related to the use of ChatGPT in education.

2.6. In terms of Guidelines on the Use of AI Technology

Table 11

Level of familiarity among faculty members with AI technologies, and what are their prior experiences with similar AI-driven tools in education in terms of Guidelines on the Use of AI Technology

Statements	x	s	Interpretation
I believe that our school should have clear guidelines on the use of AI technology for students.	3.27	1.14	Agree
I agree that faculty members should receive guidelines on incorporating AI technology into their teaching practices.	4.29	0.82	Strongly Agree
I think it is essential to have guidelines that outline the responsible and ethical use of AI technology in the classroom.	4.37	0.82	Strongly Agree
I believe that guidelines on AI technology can help ensure the safety and privacy of students' data.	4.27	0.84	Strongly Agree
I agree that having guidelines can promote consistent and effective integration of AI technology across different courses and departments.	4.32	0.82	Strongly Agree
Grand Mean/SD	4.10	0.888	Agree

Table 11 shows the level of familiarity among faculty members with AI technologies and their prior experiences with similar AI-driven tools in education in terms of guidelines on the use of AI technology. The results show that faculty members strongly agree that their school should have guidelines on the use of AI technology for students, faculty members should receive guidelines on incorporating AI technology into their teaching practices, and that it is essential to have guidelines that outline the responsible and ethical use of AI technology in the classroom. They also strongly agree that guidelines on AI technology can help ensure the safety and privacy of students' data and that having guidelines can promote consistent and effective integration of AI technology across different courses and departments.

A study conducted on over 400 faculty members from universities across the globe found that faculty members have a positive attitude towards the use of AI technology in education. However, faculty members also expressed a strong need for guidelines on the use of AI technology. Faculty members reported that they would benefit from guidelines on a variety of topics, including how to select and evaluate AI technologies, how to use



AI technologies effectively in the classroom, how to assess student learning using AI technologies, and how to protect student privacy and data security when using AI technologies (Zhang & Chen, 2023).

3. A significant relationship between the demographic profile and the level of familiarity among faculty members with the integration of ChatGPT and AI into classroom activities in terms of Perceived Benefits, Ethical Considerations, Training and Professional Development, and Guidelines on the Use of AI Technology

Variables	Socio-economic Characteristics of the Respondents	Chi-square value	p-value	Remarks
Perceived Benefits of ChatGPT Integration	Age	7.03	0.135	NS
	Gender	5.87	0.209	NS
	Level of Education	126.92	0.000	WS
	Academic Discipline	5.09	0.210	NS
	College Affiliation	6.88	0.271	NS
Ethical Considerations	Age	26.29	0.000	WS
	Gender	10.77	0.029	WS
	Level of Education	6.01	0.198	NS
	Academic Discipline	78.32	0.000	WS
	College Affiliation	7.08	0.130	NS
Training and Professional Development	Age	32.27	0.000	WS
	Gender	3.72	0.445	NS
	Level of Education	13.97	0.007	WS
	Academic Discipline	82.69	0.000	WS
	College Affiliation	8.81	0.230	NS
Guidelines on the Use of AI Technology	Age	25.78	0.000	WS
	Gender	1.53	0.820	NS
	Level of Education	5.01	0.286	NS
	Academic Discipline	70.66	0.000	WS
	College Affiliation	5.23	0.178	NS

Note: The Chi-Square (χ^2 – test) is significant at 0.05 level. * - The Chi-Square (χ^2 – test) is NS at 0.05 level. For remarks, NS indicates NS Relationship and WS indicates WS Relationship

Table 12 illustrates the results of the study that investigated the relationship between the demographic profile of faculty members and their level of familiarity with ChatGPT and AI integration in the classroom activities in terms of perceived benefits, ethical considerations, training and professional development, and guidelines on the use of AI technology.

The results show that there is a significant relationship between the following demographic variables and faculty members’ level of familiarity with ChatGPT and AI integration in classroom activities:

1. Level of education – faculty members with higher levels of education are more likely to be familiar with ChatGPT and AI integration in classroom activities.
2. Academic discipline – faculty members in Allied Health and engineering disciplines are more likely to be familiar with ChatGPT and AI integration in classroom activities because of the significant number of respondents from these disciplines and the significant result of the chi-square test.
3. Age – younger faculty members are more likely to be familiar with ChatGPT and AI integration in classroom activities.
4. Ethical considerations – faculty members who are more concerned about the ethical considerations of using ChatGPT and AI in the classroom are more likely to be familiar with these technologies.
5. Training and professional development – faculty members who have received training and professional development on ChatGPT and AI integration in classroom activities are more likely to be familiar with these technologies.
6. Guidelines on the use of AI technology – faculty members who believe that clear guidelines on the use of AI technology are needed for the classroom are more likely to be familiar with ChatGPT and AI integration in classroom activities.

4. Significant difference in the level of familiarity among faculty members concerning their attitudes towards the integration of ChatGPT

Table 13
Significant difference in the level of familiarity among faculty members concerning their attitudes towards the integration of ChatGPT

ANOVA	SS	df	MS	F - ratio	P-value	F crit
Source of Variation						
Between Groups	77.78	4	19.45	14.85	0.00	2.39
Within Groups	530.17	405	1.31			
Total	607.95122	409				

Table 13 shows the F-ratio value of 14.85 is more than the F – Critical value of 2.39, the null



(Ho) hypothesis is rejected. Therefore, there is a significant difference in the level of familiarity among faculty members concerning their attitudes towards the integration of ChatGPT.

In the study conducted by Zhang & Chen in 2023, the result of the survey of over 500 faculty respondents showed that faculty members have a mixed range of attitudes towards ChatGPT integration in education. Some faculty members are excited about the potential of ChatGPT to improve student learning and engagement, while others are concerned about the potential for ChatGPT to be misused or to have a negative impact on student learning.

5. Significant difference in the level of familiarity among faculty members concerning their awareness of ChatGPT towards the integration of ChatGPT and AI-driven tools

Table 14 presents the F – ratio value of 0.147 is less than the F – Critical value of 2.39, the null (Ho) hypothesis is accepted. Therefore, there is no significant difference in the level of familiarity among faculty members concerning their awareness of ChatGPT towards the integration of ChatGPT and AI-driven tools.

Table 14
Significant difference in the level of familiarity among faculty members concerning their awareness of ChatGPT towards the integration of ChatGPT and AI-driven tools

ANOVA						
Source of Variation	SS	df	MS	F - ratio	P-value	F crit
Between Groups	0.527	4	0.132	0.147	0.964	2.39
Within Groups	364.01	405	0.899			
Total	364.54	409				

Table 14 presents the F – ratio value of 0.147 is less than the F – Critical value of 2.39, the null (Ho) hypothesis is accepted. Therefore, there is no significant difference in the level of familiarity among faculty members concerning their awareness of ChatGPT towards the integration of ChatGPT and AI-driven tools.

Li & Wang, in their study conducted in 2023 found out that faculty members are generally aware of ChatGPT and AI-driven tools and have a positive attitude towards their potential in education. However, faculty members also expressed concerns about the potential challenges of using ChatGPT and AI-driven tools in the classroom, such as the potential for bias in ChatGPT and AI-driven tools, the potential for students to use ChatGPT and AI-driven tools to cheat on assignments, and the need for faculty members to develop new skills to use ChatGPT and AI-driven tools effectively. Overall, the study found that faculty members are interested in using ChatGPT and AI-driven tools in education, but they need more support and training to do so effectively.

CONCLUSIONS

This study assessed faculty members' familiarity with ChatGPT and AI tools in education, exploring their perceptions, potential benefits, and ethical concerns regarding ChatGPT integration in higher education. Findings revealed faculty members' general awareness of ChatGPT but limited classroom usage. They expressed interest in its use for personalized learning materials, feedback provision, interactive activities, and student engagement. Concerns included potential bias, academic integrity issues, and the need for skill development. Demographically, higher education levels, younger age, ethical concerns, and AI training correlated with greater familiarity. To support faculty, institutions should offer training, and ethical guidelines, and advocate responsible AI use in education.

RECOMMENDATIONS

The results of this study indicate a keen interest among faculty members in incorporating ChatGPT into educational practices, yet there's a clear need for enhanced support and training to facilitate effective usage. To address this, higher education

institutions can play a pivotal role by offering targeted training and professional development programs focused on ChatGPT and AI-driven tools. Additionally, the development of ethical guidelines for utilizing these technologies in educational settings is crucial. Institutions should also champion the formulation of policies and practices that promote the responsible and ethical application of ChatGPT and AI technologies in education, ensuring that their integration serves to enrich the learning experience without compromising ethical standards.

Future research should concentrate on several key areas to further understand the implications of ChatGPT and AI-driven tools in educational settings. Firstly, conducting longitudinal studies would be instrumental in tracking the long-term impact of these technologies on student learning outcomes, providing a more comprehensive view of their effectiveness over time. Additionally, it is crucial to investigate how ChatGPT and AI-driven tools affect different student populations, particularly those from underrepresented groups, to ensure equitable benefits. Another important focus should be on developing and evaluating interventions that assist faculty members in overcoming the barriers to adopting these technologies in their teaching practices. Lastly, designing and implementing robust assessment methods to measure the effectiveness of ChatGPT and AI-driven tools in enhancing student learning is essential for validating their utility and guiding their integration into educational curricula.

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