



INTEGRATING CHATGPT INTO TEACHING AT TERTIARY LEVEL- TEACHERS' PERSPECTIVES

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Abstract

The present paper studies teachers' perspectives regarding the integration of ChatGPT into tertiary level education, its benefits and challenges. With modern technological advancements, applications of ChatGPT and Artificial Intelligence are becoming increasingly popular in the field of education. One of the objectives of this research is to understand how ChatGPT is being used by teachers and what challenges arise for its effective use.

Keywords: *Education, Artificial intelligence, Technology, AI tools, Machine learning, ChatGPT, chatbots, tertiary level education.*

1.2 Introduction:

Today's era is of Artificial Intelligence. AI is progressing double day and quadruple. The effect of this revolutionary magic of science can be seen in every field. Education also remained untouched by this. Today, the inclusion of AI tools in modern education is increasing rapidly. In particular, Artificial Intelligence (AI) based systems like ChatGPT are presenting both new opportunities and challenges for teachers. ChatGPT can provide learners an interactive and personalized learning experience, while for teachers it can help prepare learning materials, answer students' questions, and make the teaching process more efficient. On the contrary, this also brings with it some challenges, such as assessing students' actual understanding and developing an over-dependence on AI.

1.3 Need of the study:

In today's revolutionary modern technological era, continuous changes and innovations are taking place in the field of education. Especially in higher education, where students need to understand complex ideas and concepts, the use of technological tools in teaching methods has now become important. In such a situation, when artificial intelligence is rapidly spreading, tools based on it such as ChatGPT, Chatbot etc. are adding new dimensions to the teaching and learning process.

Today, tools like ChatGPT are helping students answer questions, understand content, and learn interactively. This will help in making the teaching process simple, interesting and effective not only for the students but also for the teachers. Playing our role. Therefore, it is important to understand teachers' perspectives and its benefits and challenges for its effective use.

Apart from this, this study is also necessary due to the following points

- Teachers in higher education need to adopt the latest technologies so that they can impart knowledge to the students in an attractive and simple manner.
- Through tools like ChatGPT, education can be given according to individual differences.
- Technical literacy of teachers is very important in the use of ChatGPT.
- This study will help in understanding whether this can improve the quality of education or not.
- This type of study is also necessary to test and improve the future possibilities of using ChatGPT in teaching.

Thus, this study is important to understand the possibilities, advantages, and challenges of effectively integrating ChatGPT into higher education pedagogy. This study will not only help teachers understand about it, but will also improve the quality of teaching.

1.4 Review of literature:

- Yousef, Tashtoush, AlAli, & Jarrah, (2023) conducted his study titled “ChatGPT: A revolutionary tool for teaching mathematics”. The objective of this study was to investigate the perspectives of various stakeholders such as students and teachers on the use of artificial intelligence in mathematics teaching, especially after the launch of ChatGPT. This study was based on a qualitative case study approach. It generally involves two stages. One of which was to analyze the content of the interviews and the other to investigate the user experience. The first phase of this study found that

ChatGPT is known for its superior mathematics capabilities and its ability to increase educational success by providing users with basic knowledge of mathematics and various subjects. ChatGPT can also provide extensive support to the study of geometry. Public discussion on social media is generally positive, with enthusiasm for the use of ChatGPT in teaching. The second phase of the study found that examining user experiences through the three educational scenarios revealed a variety of issues. ChatGPT lacks a deep understanding of geometry and cannot effectively correct misconceptions. The accuracy and effectiveness of ChatGPT solutions may depend on the input data and instructions given to ChatGPT. Additionally, ChatGPT is expected to become more efficient at solving increasingly complex mathematical problems. Taken together, the results of this investigation propose several avenues for research that should be explored specifically to guarantee the safe and conscientious integration of ChatGPT into mathematics education.

- Hamilton, Wiliam, & Hattie, (2023) conducted his study titled “The future of AI in Education.” Today we are living in a time where we have the highest level of education, logic, rationality and creativity. But with the rapid advancement of Artificial Intelligence, we can use it in a better way which can result in getting better results here. This can encourage us to learn and move forward. But the serious risk is that we may become uneducated and disconnected from the driving seat in the future. Regarding artificial intelligence, we desperately need to properly assess these risks to decide collectively, are the AI upsides worth it? And should we leave it. The main objective of this paper is to reduce the possibility that we reach a destination in our sleep that we do not want and from which we cannot return.
- The paper titled “Artificial Intelligence Assistant for Mathematics Education” written by Jančařík, Novotná, & Michal, (2023) presents partial results of a research study conducted as part of the AI Assistant for Pupils project. Universities, the non-profit sector and organizations established by the Ministry of Education are collaborating on this project. The aim of the project is to create an AI assistant to communicate with teachers and students. In the presented study, one of the few researches has been focused on. The main objective of the presented study was to design and experimentally test the possibility of using a series of pre-prepared mathematics problems of increasing difficulty for individual practice of algebraic expressions. This topic was chosen because it is relatively well structured and therefore suitable for this method of

processing. Here students can decide what difficulty of the task they want to solve and what support materials they want to use. This developed application is currently in testing mode for use by students.

- M, M. S. (2024, January 2) conducted a study on the topic titled "Artificial Intelligence - A Boon or a Bane". According to him, technology is the application of conceptual knowledge to accomplish practical purposes, especially in a repeatable manner. To measure computer intelligence, experts employed Alan Turing's study "Computer Machinery and Intelligence", which later became commonly known as the Turing Test. Then the term "artificial intelligence" came into light. Artificial intelligence, if applied appropriately, can prove to be a game changer that provides a more engaging, engaging, simple, efficient and personalized learning experience. Today, AI-powered robots are replacing human workers in routine and low-skilled tasks at a rate never seen before in the history of the world. While this may lead to cost savings and increased efficiency, it has also raised concerns about job displacement. The chances of increasing unemployment have increased. The presented article is just an attempt to give us information about Artificial Intelligence and to tell the possible advantages and possible disadvantages of Artificial Intelligence in education.
- Hussain, Shamim, Kumar, Samanta, & Sakhare (2022) conducted a study titled "The effect of the Artificial Intelligence on Learning Quality & Practices in Higher Education". He observed that recent research in the field of artificial intelligence is having a positive impact on education. Generally, AI is considered to be a curse and a boon for the education system and human intelligence. The optimistic use of AI in classrooms is being highly recommended by both teacher and student participants. They also observed that most teachers are more amenable to adopting new technological changes than students. This study supports more effective implementation of AI in further education based on generational and geographical diversity-based teacher and student perceptions.

1.5 Objectives:

1. To know the attitudes of teachers towards integrating ChatGPT into tertiary education.
2. To analyze the benefits of using ChatGPT in the field of tertiary education.
3. To highlight the major challenges faced in the use of ChatGPT in the tertiary education.

1.6 Research Methodology:

All population comprises of universities and colleges of Delhi. Data was collected from teachers through questionnaires and interviews. The study was based on 50 teachers from various universities and colleges in Delhi who are using ChatGPT or other AI based technologies in their teaching. Additionally, in-depth interviews were conducted with all respected teachers to understand their personal experiences and perspectives. Data was collected from teachers through questionnaires and interviews. Questionnaire and interview for assessing the Attitude of Tertiary Level Teacher's Perspectives. The data gathered will be analyzed qualitatively according to the objective formulated for the study.

1.7 Delimitations of the study:

This study is delimited to 50 faculty from 10 universities and colleges in Delhi.

1.8 Data Analysis:

“To know the attitudes of teachers towards integrating ChatGPT into tertiary education.”

- When teachers were asked about familiarity with ChatGPT, 50 percent of teachers responded ‘very familiar’ while 45 percent responded ‘somewhat familiar’ while 5 percent did not respond. This means that in today's era, teachers are well aware of ChatGPT.
- When teachers were asked ‘Have you ever heard of the use of ChatGPT in an educational setting?’, 58.3 percent teachers answered broadly yes while 41.7 percent answered vaguely. This generally means that teachers are aware of the use of chatGPT in education. As one teacher said, “I sometimes use chatGPT to create content for teaching.”
- When asked about teachers' understanding of ChatGPT's inefficiencies, 50 percent of teachers agreed that “I can explain the functions and applications of ChatGPT well. Apart from this, 48 percent teachers said that I have basic understanding about ChatGPT, but am not clear on all the aspects. On the contrary, 2 percent expressed their ignorance about ChatGPT.
- When teachers were asked whether ChatGPT can be integrated into teaching or not? So, 83.3 percent teachers responded “sometimes, for specific tasks” while 16.7 percent teachers responded “often, as a primary tool.
- When teachers were asked about their concerns with integrating ChatGPT into their teaching practice, most of the answers were as follows...

Reliability, privacy and data security of AI-generated content, Ability to customize content for specific learning objectives, Ability to replace human interaction

- When teachers were asked regarding professional development regarding ChatGPT, 75% said yes and 25% said no. It all depends on the availability of resources.
 - When teachers were asked “How likely are you to integrate ChatGPT into your teaching practices within the next academic year?” So, 50% responded “Very likely” while 50% responded “Somewhat likely”
 - When teachers were asked if they would be interested in attending workshops or training sessions to effectively use ChatGPT in their teaching, 83.3 percent said “Sure, I’m eager to learn more.” While 16.7 percent said “maybe, depending on the commentary and program,” about attending. Thus, most of the teachers seemed eager to learn the use of ChatGPT in their teaching work. As one teacher said, “Today is the era of artificial intelligence. There is nothing left from it. Those who cannot keep up with the times will be left behind.
 - When teachers were asked whether they have ever used ChatGPT or similar AI-driven language models in their teaching or research activities, 42.7 percent teachers said “Yes, frequently,” and 50 percent said “Yes, frequently.” Sometimes” while 8.3 percent flatly refused its use.
 - When asked about teachers' understanding of ChatGPT's capabilities, only 25 percent reported having a deep understanding of ChatGPT's capabilities while 75 percent reported having only a basic understanding of it.
 - When teachers were asked “How confident are you in using ChatGPT effectively for educational purposes?”, 33.3% responded “Very confident” while 66.7% responded “Somewhat confident.”
 - When teachers were asked “Would you be interested in receiving training or resources to better use ChatGPT in your teaching activities?” So, 66.7% said yes and 33.3% refused.
- “To analyze the benefits of using ChatGPT in the field of tertiary education”**
- When teachers were asked in which context they consider ChatGPT useful in higher education, then 58.3 percent teachers said helping in research and data analysis, 33.3 percent reported preparing material for lectures or assignments while 8.4 percent of teachers reported providing personal feedback to students.

- When teachers were asked “How open are you to integrating ChatGPT into your teaching practices?” So, 50% said very open while 50% said somewhat open.
- When teachers were asked what potential benefits, they see from using ChatGPT in teaching, their There was a mixed response which was something like this...
 - increasing student participation
 - Providing personalized feedback to students
 - Facilitating discussions and brainstorming sessions
 - Saves time in lesson planning and grading

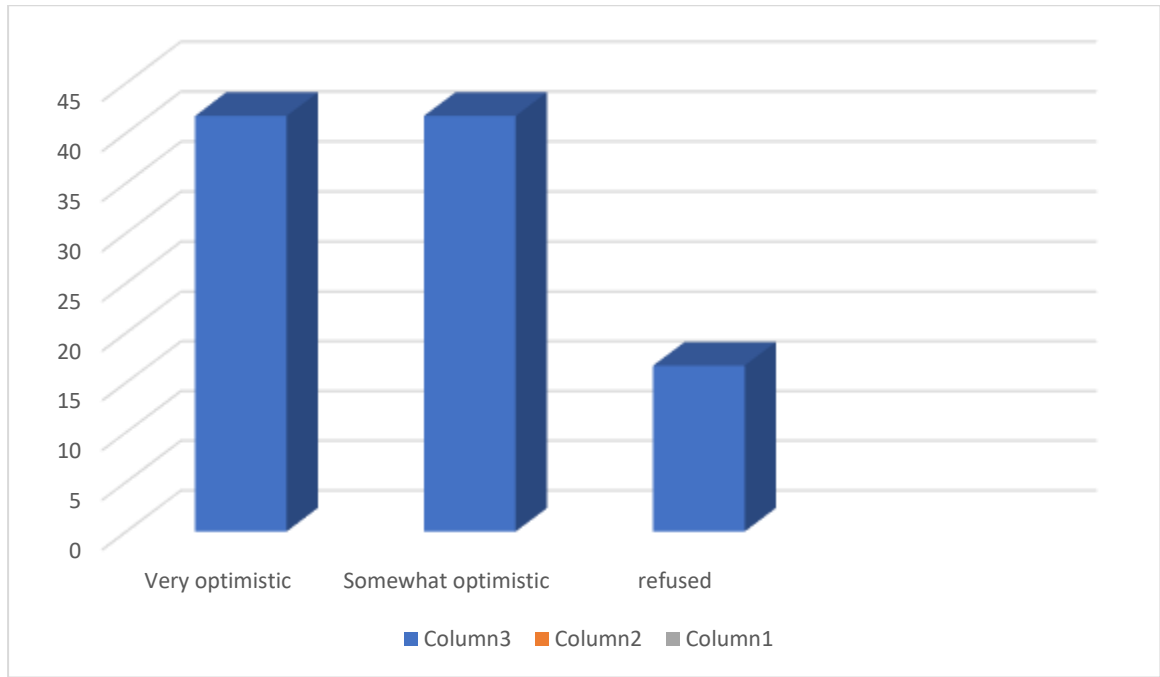
etc.

- When asked “How familiar are you with ChatGPT as an AI-based tool for educational purposes?” Then the answer of 58.3% was “very familiar” while the answer of 41.7% was “somewhat familiar”.
- When teachers were asked “What benefits do you see in using ChatGPT in higher education?” So, most of the answers were like this...
 - increasing student participation
 - Providing personalized learning experience
 - Facilitating quick access to information
 - Improving students' critical thinking skills

etc.

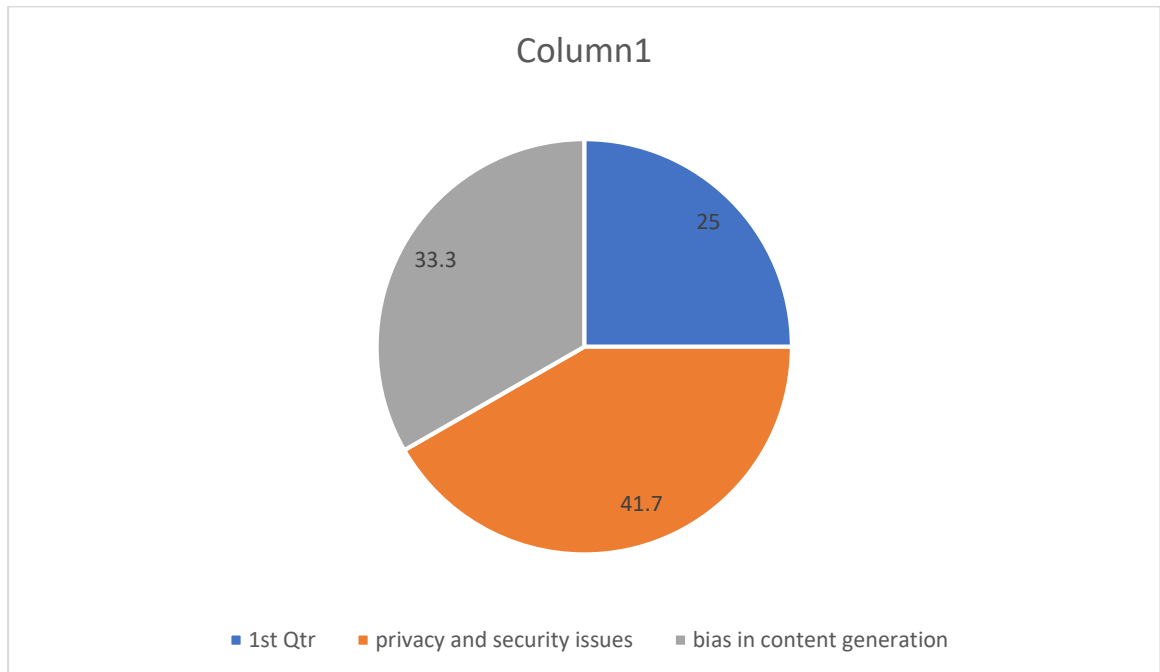
- When asked “How do you think ChatGPT can be integrated into higher education teaching?” So, 41.7% answered “by preparing lectures, notes and summaries”, 8.3% said “by providing instant feedback to students”, 8.3% said by facilitating discussions and brainstorming sessions while 41.7% said all the above things are necessary.
- When asked how they envisioned incorporating ChatGPT into their teaching practices, 33.3% teachers reported using it as a supplemental tool to answer student inquiries while 33.3% teachers reported using it as a primary means of delivering course content. I agreed. Additionally, 33.3% considered ChatGPT as a resource for generating discussion prompts or assignments.
- When we asked teachers “What level of technical support do you think will be necessary to effectively use ChatGPT in your teaching?” So, 83.3% reported moderate support during initial setup, occasional assistance as needed while 16.7% reported extensive training and ongoing technical support.

- When teachers were asked “Overall, how optimistic are you about ChatGPT’s ability to positively impact higher education?” So, 41.7% responded “Very optimistic” while 41.7% said “Somewhat optimistic” Apart from this, 16.7% teachers refused to give any response.



“To highlight the major challenges faced in the use of ChatGPT in the tertiary education”

- When teachers were asked about the concerns faced by the use of ChatGPT in educational settings, 33.3 percent teachers reported bias in the content generated, 41.7 percent teachers reported security and privacy issues while 25 percent teachers reported no concerns. Refused.



- When teachers were asked about the challenges arising from the use of ChatGPT in higher education, the following responses emerged.
- Ensuring accuracy of responses generated.
 - To manage potential abuse or fraud by students.
 - Addressing ethical concerns related to AI use in education.
 - To effectively integrate ChatGPT into existing teaching methods.

1.8.1 Apart from all this, some major results also emerged during the interviews with teachers.

- Most teachers view ChatGPT as a helpful tool that makes the teaching process more accessible and effective. Educators believe that this technology can help in providing interactive and personalized experiences with learners. Some teachers consider the use of this technology to be more time-efficient and compatible with the teaching material.
- ChatGPT helps teachers prepare teaching materials quickly and accurately.
- It provides students with immediate answers to their queries, providing a personalized learning experience.
- It is generally said that it neither sleeps nor forgets anything. Through ChatGPT, students can get support anytime and anywhere, helping them become self-reliant.
- For teachers it is a tool that saves time and distance.

- It has been observed that where there are some easies, there are also some difficulties. This rule applies here also. Therefore, using ChatGPT in education may pose some challenges. Possibly some of the challenges may be as follows.
- 67.3% of teachers believe that excessive use of ChatGPT can change the traditional methods of teaching, which will affect their role. While 32.7% teachers have mixed reactions.
- Excessive reliance on ChatGPT may lead to lack of conceptual understanding of students.
- Conversations with teachers revealed that AI can be very challenging, especially for teachers who are not technically competent.
- During conversations with teachers, it was revealed that they do not always trust the credibility of the information provided by ChatGPT as the information provided by it is not always correct.

1.9 Conclusion:

In this research paper we have analyzed the benefits and challenges of integrating ChatGPT into teaching at the tertiary level from the teachers' perspective. Here it becomes clear that AI technologies like ChatGPT can be helpful in teaching processes, along with the teachers' perspectives on the difficulties in using it effectively. Teacher responses suggest that the integration of ChatGPT into tertiary level education can prove to be a helpful and effective tool for teachers, but it also poses some challenges. Teachers should be careful in its use and train students to use technological tools wisely. This study also reveals that, there is a need for proper training to promote technical knowledge and integrate it properly. ChatGPT The integration of artificial intelligence technologies like into education presents a significant change for teachers. This can make the learning process more simple, engaging and effective, but it is also important to ensure that the student is not left solely dependent on AI. Teachers need to understand that ChatGPT is only a supporting tool and cannot replace the role of teachers. Educators believe that it is also important to motivate students to develop critical thinking and deeper understanding, for which we have to take responsibility.

1.10 Suggestions:

Regular high quality training programs should be organized for teachers so that they can benefit from using innovative technologies like ChatGPT properly. Students should be guided to make balanced use of technological devices so that they can avoid its negative effects and

Educational institutions should consider the potential challenges of like ChatGPT technologies before making them a part of the classroom.

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