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Ethical concerns, mitigating strategies, the effect, and other challenges of integrating ChatGPT in academic work

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A R T I C L E I N F O

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A B S T R A C T

This study explored teachers' perspectives on the ethical implications, learning outcomes, and academic use of ChatGPT in education. Employing a qualitative-phenomenological approach, this research gathered insights from selected senior high school teachers across various disciplines through an interview. Findings revealed that teachers recognize ChatGPT as a valuable tool for enhancing learning through personalized assistance, idea generation, and differentiated instruction. However, they expressed growing concern over ethical issues such as plagiarism, academic dishonesty, and students' overreliance on AI-generated outputs, which may hinder authentic learning and critical thinking. This study highlighted the need for clear institutional guidelines, digital literacy initiatives, and ethical frameworks to ensure responsible and effective AI use in education. Ultimately, this research underscores the dual role of ChatGPT—as both an innovative learning aid and a potential ethical challenge—calling for balanced pedagogical strategies that promote integrity, accountability, and meaningful student engagement.

Introduction

Artificial intelligence has increasingly permeated the educational domain, facilitating learning processes through the utilization of advanced tools such as intelligent bots. This development necessitates the restructuring of educational environments to align with emerging technological innovations, to enhance the quality, effectiveness, and efficiency of educational systems, particularly through the integration of information and communication technologies. (Fitria, 2021; Bhutoria, 2022).

This development poses a significant challenge for educators, as the widespread availability of artificial intelligence complicates the task of discerning whether students submitted work reflects their own

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comprehension or is primarily generated by AI systems. Consequently, educators are compelled to adopt pedagogical approaches and assessment strategies designed to mitigate concerns regarding authenticity and academic integrity in AI-assisted homework. (Dhamija & Dhamija, 2025).

For decades, homework has been operated as a pedagogical mechanism linking formal classroom instruction with independent learning in the home environment, reinforcing and consolidating acquired knowledge. With the advent of artificial intelligence (AI), particularly generative models such as ChatGPT, the nature of students' engagement with teacher-assigned tasks is undergoing a significant transformation. (Meishar-Tal, 2024; Tossell, et al., 2024; Bolboacă, 2023).

In the study conducted by Uygun (2024), Teachers regard artificial intelligence as a supportive educational tool that fosters individualized learning, enhances productivity, contributes to economic development, and assists in monitoring students' learning progress. Furthermore, they recognize its potential to offer complementary instructional resources, expand access to information, support the creation of learning materials, improve educational outcomes, and advance the attainment of broader educational objectives. Nevertheless, educators have articulated apprehensions about the integration of artificial intelligence in education, citing risks such as the cultivation of emotionally sterile learning environments, threats to security and privacy, and the possibility of fostering student passivity (Uygun (2024). Concerns have also been raised regarding its implications for teachers' professional roles, ethical challenges, and the potential erosion of learners' critical and inquisitive dispositions Uygun (2024).

Despite the rapid expansion of studies on ChatGPT's role in education, the existing scholarship remains limited by conceptual fragmentation and methodological constraints. Current research tends to isolate specific concerns—such as plagiarism, writing enhancement, or user perceptions—without systematically examining how ethical issues, mitigation strategies, and learning effects interact within real academic environments (Naznin, et.al 2025). Empirical studies are predominantly short-term, single-site, or descriptive, offering limited causal or longitudinal evidence on how ChatGPT shapes students' academic behaviors, intellectual autonomy, and assessment validity over time. Moreover, the effectiveness of proposed mitigation strategies has not been rigorously tested, and little is known about their pedagogical, ethical, and equity implications across diverse learner populations (Li, et.al 2024). This lack of integrated, evidence-based understanding highlights a critical gap: the field still lacks comprehensive research that simultaneously analyzes ethical concerns, evaluates the practicality and impact of mitigation mechanisms, and investigates both the positive and adverse effects of ChatGPT's integration in academic work(Schiller, 2025). Addressing this gap is essential for developing informed policies and pedagogical frameworks that ensure responsible, equitable, and educationally meaningful use of AI in academic settings.

This study aims to investigate teachers' views on ChatGPT in academic work, where it sought to answer the teachers' views on ethical implications brought about by students using ChatGPT for completing academic work, and to identify the challenges encountered by teachers in evaluating academic work using ChatGPT.

Literature review

This section presents studies of artificial intelligence in education, teachers' views on ChatGPT, ethical considerations, and related studies. It highlights key findings from local and international research on the difficulties and challenges imposed by the use of ChatGPT in academic work.

Artificial Intelligence (AI) in Education

Artificial Intelligence (AI) holds significant potential to address critical challenges in contemporary education, transform pedagogical practices, and advance progress toward Sustainable Development Goal 4 (SDG 4). Nonetheless, the rapid pace of technological development has introduced a range of risks and challenges that frequently surpass the scope of existing policy discussions and regulatory frameworks. In response, UNESCO emphasizes the importance of supporting Member States in leveraging AI technologies to achieve the objectives of the Education 2030 Agenda, while underscoring that their application in educational contexts must remain grounded in the foundational principles of inclusion and equity. (UNESCO, n.d)

Artificial Intelligence (AI) holds considerable potential to transform education, ranging from personalized learning experiences to intelligent tutoring systems that deliver tailored guidance, support, and feedback aligned with individual learning patterns and knowledge levels (Hwang et al., 2020; Holmes et al., 2019). Nonetheless, the realization of positive educational outcomes cannot be assumed to result automatically from the integration of advanced AI technologies (Castaneda & Selwyn, 2018; Du Boulay, 2000; Selwyn, 2016).

The accelerated progression of Artificial Intelligence (AI) is exerting a transformative impact across diverse sectors, including education. Within both general and higher education contexts, AI significantly shapes students' academic trajectories by simultaneously generating novel opportunities and posing critical challenges. (Edtech, 2020)

The integration of Artificial Intelligence (AI) into academic environments raises critical considerations concerning equity, accessibility, and the evolving role of traditional pedagogical practices. The influence of AI on education is both transformative and multifaceted, particularly in its capacity to enable personalized learning through the adaptation of educational content to the unique needs of individual students (Hennekeuser et al., 2024). Empirical studies indicate that students engaged in personalized learning environments demonstrate enhanced self-efficacy and more positive attitudes toward their education (Johnson & Smith, 2019). Such outcomes are increasingly facilitated by AI-driven tools that leverage large-scale data analytics to identify learning gaps and deliver targeted interventions (Baker, 2021). For example, AI-powered adaptive learning platforms have been shown to improve student engagement and performance by providing real-time feedback and individualized learning pathways (Luckin et al., 2016; Zawacki-Richter et al., 2019).

The rapid advancement of Artificial Intelligence (AI) has permeated diverse sectors of contemporary society, with education emerging as a prominent domain of application. As AI systems grow increasingly sophisticated, their potential to reshape classroom practices has attracted considerable attention from

educators, researchers, and policymakers. Among the most notable developments are Large Language Models (LLMs), such as ChatGPT and Claude, which demonstrate the capacity to engage users interactively across a wide range of disciplines, including teaching and learning. A critical area of inquiry concerns students' use of AI for educational purposes, a phenomenon that introduces both significant opportunities and complex challenges. (McGehee, 2024)

The emergence of AI, with its capacity for rapid information processing and generation of sophisticated responses, presents challenges to these traditional pedagogical practices by blurring the boundaries between human learning and machine-based processing. While AI can efficiently analyze and synthesize data, it often lacks nuanced understanding, contextual sensitivity, and creative reasoning inherent in human cognition (Luckin et al., 2016). These dynamic underscores the necessity of adopting a balanced approach to AI integration—one that positions AI as a complementary tool while preserving the central role of human interaction and the cultivation of critical thinking skills (Wu, 2023).

Moreover, the increasing reliance on AI tools may impact students' critical thinking and problem-solving skills, as they become more dependent on these systems for tasks that traditionally required human reasoning and creativity (Luckin et al., 2016). Additionally, there are concerns about the potential for AI to widen the digital divide, as access to advanced AI tools and resources may be limited for certain socioeconomic groups, potentially exacerbating existing educational inequalities (Selwyn, 2019).

Teacher's view on ChatGPT

The 2018 *Horizon Report* identified the reconceptualization of the educator's role as a major challenge in the integration of emerging technologies into education. Findings from the present study reflect similar concerns, with some teachers expressing apprehension that artificial intelligence (AI) could eventually replace human educators—a prospect that raises significant risks for education systems, as well as broader economic and employment structures. Kessler (2018) suggested that much of teachers' resistance to technology adoption may stem from its perceived disruptive nature. However, the COVID-19 pandemic, which disrupted face-to-face education globally beginning in 2019, demonstrated that teachers are capable of rapidly adapting to technological demands. Despite this adaptability, participants in our study also highlighted persistent challenges, particularly insufficient technological infrastructure, which they argued could exacerbate inequities in educational access and opportunity.

Prior research has indicated that many AI techniques are designed for broad, generalized applications and often lack the adaptability required for specific domains, targeted learning activities, or instructional objectives. Such limitations can constrain the effective implementation of personalized learning experiences (Zhai et al., 2021). Nevertheless, teachers who participated in the present study observed that AI technologies may still present opportunities to support "personalized learning" within educational contexts.

Naturally, educators question whether the rapid advancement of technology in everyday life can be leveraged to support teaching and learning. Like the general population, many educators already engage with artificial intelligence (AI) applications in their daily routines, including voice-activated assistants, grammar and text-completion tools, automated writing support systems, and AI-driven trip planning

applications on mobile devices. Educators are equally cognizant of the emerging risks associated with the integration of artificial intelligence (AI) into educational contexts. While AI offers powerful and beneficial functionalities, its adoption also introduces concerns related to data privacy and security. Moreover, educators acknowledge that AI systems can generate outputs that may be inaccurate, misleading, or contextually inappropriate. (Walton Family Foundation, 2023)

Despite growing adoption, most K–12 teachers, parents, and students perceive that schools are inadequately addressing the implications of AI. Reported concerns include the absence of formal policies, limited teacher training, and insufficient preparation of students for AI-related career pathways. In many cases, the lack of institutional guidance has resulted in AI being used without official authorization, leaving students, parents, and teachers to navigate its application independently. Notably, stakeholders across all groups express a strong preference for the establishment of explicit policies that support and thoughtfully integrate AI into educational practice.

Ethical considerations

However, AI use by students also raises ethical concerns and potential risks. One of the primary concerns is the potential for academic dishonesty, as students may be tempted to use AI-generated content as their own, raising issues of plagiarism and cheating (Driessen & Gallant, 2022; McGehee, 2023;). There is also a risk of AI systems perpetuating biases and misinformation, as these systems are trained on existing data that may reflect societal biases or contain inaccuracies (Mehrabi et al., 2021).

According to the Council for Higher Education Accreditation, approximately 39% of educational institutions lack explicit policies governing the use of artificial intelligence (AI) tools. This regulatory gap enables students to submit AI-generated texts as their own, thereby compromising academic integrity and transparency in the production of scholarly knowledge. Such practices have emerged as a critical challenge for higher education institutions, undermining one of their foundational principles—academic honesty.

In parallel, the increasing dependence on AI-powered tools such as ChatGPT has raised concerns regarding their potential impact on students' cognitive development. Noain-Sánchez argues that the use of AI-based technologies presents significant challenges to the cultivation of critical thinking and problem-solving abilities among learners. Empirical evidence supports these concerns: a study conducted by the Pew Research Center found that 58% of students who utilized ChatGPT for academic purposes reported a notable decline in engagement with activities that foster critical reasoning, such as manual research and comparative information analysis. This finding suggests that the inappropriate or excessive use of generative AI tools may not only diminish the quality of learning but also impair students' capacity to address complex problems and make informed decisions—skills that are essential in both academic and professional contexts.

Related studies

A quarter of public K-12 teachers say using AI tools in K-12 education does more harm than good. About a third (32%) say there is about an equal mix of benefit and harm, while only 6% say it does more good than harm. Another 35% say they aren't sure. High school teachers demonstrate a greater tendency than

their elementary and middle school counterparts to express negative perceptions regarding the use of artificial intelligence (AI) tools in educational contexts. Survey data reveal notable variation in educators' perceptions of artificial intelligence (AI) tools across grade levels. Approximately 35% of high school teachers reported that such tools do more harm than good, compared to 24% of middle school teachers and 19% of elementary school teachers. Across all grade levels, fewer than 10% of teachers indicated that AI tools provide more benefits than drawbacks. Uncertainty was particularly pronounced among elementary school teachers, with 47% reporting that they were unsure of AI's impact in K–12 education—a considerably higher proportion than that observed among middle and high school teachers. (Lin, 2024)

A recent study conducted by the Walton Family Foundation (2024) reported that Artificial Intelligence (AI) has become increasingly embedded within the education system, with approximately half of teachers, parents, and students indicating active use over the past year. While concerns and negative perceptions surrounding AI have grown, overall attitudes among these groups remain largely positive—particularly among individuals who have directly engaged with AI and recognized its potential benefits in educational contexts.

Statement of the problem

This study investigated the views and challenges encountered by teachers on ChatGPT in academic work.

Specifically, this study answered the following research questions:

Problem 1: *What are the ethical concerns of integrating ChatGPT in learning, and what strategies to mitigate them?*

Problem 2: *What is the effect of integrating ChatGPT in learning?*

Problem 3: *What are the challenges of integrating ChatGPT in learning, and how are these addressed?*

Research methodology

This chapter presents the research design, sources of data, which includes the locale of the study, population and sampling, data gathering instrument, and data analysis, including its ethical standards.

Research design

This study employed a qualitative phenomenological approach, which is appropriate for capturing the views of teachers on the use of ChatGPT in students' academic work. Phenomenology enables an in-depth exploration of their subjective experiences, allowing the identification of common themes related to both perception and challenges in the use of ChatGPT in students/ academic work. (Creswell, 2013). This method is particularly suited to understanding the mental, emotional, social, and ethical challenges faced by teachers.

Locale of the study

The study was conducted in the Ilocos Norte National High School-Senior High School Department, Division of Laoag City, the premier school of the north, which is composed of diverse senior high school teachers. This context provides a significant opportunity to explore the perceptions and challenges encountered by teachers with the use of ChatGPT in students' academic work.

Population and sampling

Senior high school teachers from the Ilocos Norte National High School were purposively selected for this study. This sample size is consistent with phenomenological research, which seeks to provide an in-depth understanding of perceptions rather than generalize findings (Van Manen, 2016). The participants were chosen based on their direct experiences with students using ChatGPT in their academic work, allowing for a comprehensive exploration of both individual and collective challenges and strategies.

Data gathering instruments

Data were collected using an online interview questionnaire, consisting of open-ended questions designed to elicit detailed responses on the perceptions and challenges of senior high school teachers on the use of ChatGPT in students' academic work. The questionnaire was developed in alignment with the study's objectives and validated through expert review to ensure clarity, relevance, and the ability to capture rich qualitative data (Kvale & Brinkmann, 2015). The questions covered key areas such as perception on the ethical implications of ChatGPT in completing academic work and challenges encountered by teachers in evaluating students' academic work using ChatGPT.

Data gathering procedure

Before conducting the study, approval was sought from the Schools Division Superintendent of Laoag City and the School Principal. Before distributing the questionnaires, the researcher asked for permission from the respondents and briefly discussed what the research was about and its purpose.

Data were collected through online questionnaires using Google Forms. While online data collection can limit the richness of responses compared to face-to-face interviews, several strategies were implemented to mitigate this limitation. Follow-up emails were sent to clarify ambiguous responses, and participants were encouraged to provide detailed explanations in their answers. The online questionnaire was designed to elicit detailed and reflective responses. Based on feedback, adjustments were made to improve the questionnaire's structure. The open-ended questions focused on areas such as ethical implications and challenges, allowing participants to reflect on their experiences fully. The flexibility of online questionnaires enabled participants to respond at their own pace, promoting deeper reflection and more thoughtful responses.

Data analysis tool

The responses were analyzed using Braun and Clarke's (2006) six-phase thematic analysis, a rigorous and systematic approach to qualitative data analysis. This process began with the familiarization of data, where the researcher reviewed the dataset multiple times to gain an overall understanding of the data. In the second phase, initial codes were generated by identifying significant statements and key phrases

related to the perspectives, challenges, and strategies of senior high school teachers-- these codes were then grouped into potential themes. In the third phase, themes were searched to match and group the responses of the participants.

In the fourth phase, themes were reviewed and refined to ensure they captured the full complexity of the participants lived experiences. The researcher revisited the data several times throughout the process to refine the coding and ensure all relevant data were accounted for. During the fifth phase, the themes were clearly defined and named, capturing the essence of the experiences, struggles, and strategies of the participants. Finally, in the sixth phase, a detailed narrative was constructed that linked the identified themes to the broader research questions, providing a comprehensive understanding of the phenomenon.

Ethical considerations

Ethical considerations were carefully addressed. Informed consent was obtained digitally, and participants were fully briefed on their rights, including the right to withdraw from the study at any point. All responses were anonymized, and data were securely stored on encrypted servers to protect participants' privacy.

Data presentation and analysis

This part presents findings from structured interviews conducted with selected senior high school teachers in Ilocos Norte National High School, organized according to key themes identified during the interviews.

Problem 1: What are the ethical implications of integrating ChatGPT in learning, and what strategies to mitigate them?

Table 1: ***Ethical implications in the use of ChatGPT in academic work***

Themes:	**Categories**	**Frequency**
a. Ethical issues	**Plagiarism/academic dishonesty**	**10**
	Cheating	**1**
	Authenticity	**3**
	Lacks understanding	**4**
b. Institutional/classroom policies	**Transparency**	**3**
	Proper citation	**5**
	Clear guidelines and parameters	**5**
	Syllabus/course hand-out	**1**
	Constant reminder	**1**
	Data privacy and accountability	**2**

Source: Teachers' Perspectives on the Integration of Chat GPT in Classroom Teaching and Learning (Basilio 2024) — Philippines context.

Theme 1: Ethical issues

The responses of the teachers revealed that plagiarism or academic dishonesty, cheating, authenticity, and lack of understanding are ethical issue in using ChatGPT in academic work. Ten teachers identified plagiarism or academic dishonesty as a rampant ethical issue in using ChatGPT in academic work.

"Plagiarism is one because they just copy everything they get from chatgpt." (T1)

"As a science and research teacher, one of my main concerns about students using ChatGPT is on the issue of plagiarism.. This defeats the purpose of learning because they will not be able to develop critical thinking skills. Authenticity is also a big concern. If they depend too much on AI, their ability to develop their own voice and ideas is compromised. In subjects like science and research, it's essential that students engage with the material and arrive at their own conclusions. ChatGPT can be a guide, but this should not be a substitute or replacement for actual learning." (T6)

"First is plagiarism, where students submit output/assignments and pass the work off as their own. In connection, teachers want students to use ChatGPT responsibly by giving credit to the source and being honest about using it. Basically, students should not claim AI-generated content as their own but instead use it properly and give credit when needed. Last, students do not fully understand the content since output/assignments are not their own." (T7)

Despite the powerful capacity of ChatGPT to help people with various writing tasks and experiments engendering both positive and adverse impacts, the society has critical concerns on allowing users to cheat and plagiarize especially in academy and education communities, potentially spreading misinformation, and enabling unethical business practices as well as other ethical issues. (Zhou et al., 2023)

Theme 2: Institutional/classroom policies

The responses of the teachers revealed that transparency, proper citation, clear guidelines and parameters, syllabus or course hand-outs, constant reminder, and data privacy and accountability are the policies to mitigate the ethical issues identified. Five teachers identified transparency and clear guidelines and parameters as the classroom policies to be implemented to mitigate the said ethical issues.

"DepEd should set specific guidelines and parameters on the use of ChatGPT inside the classroom. Limitations should be put in place so students won't abuse it and depend on it solely. " (T5)

As a teacher, I believe that schools should have a clear rules on using any AI applications (including ChatGPT). There should be proper guidelines on when AI can be used, requiring students to give credits, and treating uncredited AI work as plagiarism. Assignments and output should encourage crticial and original thinking, and students should learn about responsible and ethical AI use.

"However, I also think that teachers should also need training in monitoring and guiding proper use of AI among students." (T7)

"There must be a clear guide or policy on the use of AI in classrooms. Since we can no lone abolish the use of AI, we need to establish a rule or standard for the students to follow. Also, continuous guidance and reminding them that there should always be authenticity in the work." (T10)

Where such policies do exist, they often overlook crucial issues, including student privacy and algorithmic transparency. Administrators overwhelmingly recognize the necessity of these policies, primarily to safeguard student safety and mitigate plagiarism risks. Our findings underscore the urgent need for flexible and iterative policy frameworks in educational contexts. (Ghimire & Edwards, 2024)

Problem 2: What is the effect of integrating ChatGPT in learning.

Table 2: ***Effect to students' critical thinking and problem-solving skills***

Effect to students' critical thinking and problem-solving skills	**Not reliable/effective**	**1**
	Less critical thinkers	**4**
	Thinks more broadly	**3**
	Passive learning	**8**

Source: Teachers' Perspectives on the Integration of Chat GPT in Classroom Teaching and Learning (Basilio 2024) — Philippines context.

The responses of the teachers revealed the effects of ChatGPT in critical thinking and problem-solving skills are not effective and reliable, less critical thinkers, thinks more broadly, and passive learning. Eight teachers identified passive learning as the effect of ChatGPT to students' critical thinking and problem-solving skills.

"It replaces opportunities for them to develop their creativity and higher-order thinking skills. They tend to depend on what Chatgpt could give them, rather than on what they could do as learners." *(T5)*

"Over-reliance / outsourcing thinking:
Many educators worry students may skip the "struggle" or "thinking through" phase and just ask ChatGPT for an answer. This can reduce opportunities for deep engagement, reflection, reasoning, and the iterative process of problem-solving." (T8)

"I believe that ChatGPT is beneficial since it provides a lot of information, more accurately compare to that of the search engines. But because of misuse or over usage, it negatively impacts the critical thinking skills of the students (since many takes advantage by merely copying and pasting information without reading further and verifying its authenticity), and problem-solving skills are not developed because of the over reliance to the AI, which could provide instant answer to the problems." (T10)

Over-reliance on generative AI and LLMs can reduce independent thinking and problem-solving skills (Hading et al., 2024). Additionally, there is also a risk of overreliance on Generative AI and LLMs,

which may lead to passive thinking, a decline in analytical depth, impeding autonomous skill development, and reducing critical thinking and creativity.

Problem3: what are the challenges of integrating ChatGPT in learning and how to address it?

Table 3: ***Challenges encountered by teachers in the use of ChatGPT in academic work***

Themes	Categories	Frequency
a. Difficulties in distinguishing authentic and AI-generated outputs	**Difficult to determine**	**4**
	Mirrors authentic human output	**6**
	Unreliable AI detection tools	**4**
	None	**1**
b. Challenges in ensuring grades reflect students' actual knowledge and skills	**Takes time**	**1**
	Difficult to assess authentic and AI-generated outputs	**7**
	Lack of consistency to previous outputs	**2**
	Know your students	**1**
	Teachers' judgment	**1**
	For compliance	**1**
c. Addressing fairness	**Let them explain their work**	**3**
	Establish clear guidelines/criteria	**7**
	Know the extent capabilities of students	**1**
	On-the-spot activities	**2**
	Design interactive assessments	**3**
	Utilize AI detector	**1**

Source: Teachers' Perspectives on the Integration of Chat GPT in Classroom Teaching and Learning (Basilio 2024) — Philippines context

Theme 1: Difficulties in distinguishing authentic and AI-generated outputs

With the over-reliance of students to ChatGPT, teachers identified difficulties in distinguishing authentic and AI-generated outputs. Six teachers noted that it mirrors authentic human output.

"AI-generated outputs and real student work can both seem fluid and well-structured, it can be challenging for teachers to distinguish between the two, making it difficult to assess the students' actual comprehension and writing style." (T3)

"Teachers struggle to distinguish AI-generated work mainly because AI writing almost mirrors authentic human ways of thinking that's why detection tools are unreliable because even these cant detect AI generated works." (T4)

"Many AI-models now generate text that closely mimics human writing in style, coherence and structure." (T8)

These categories encompass a wide range of attacks including propaganda, rumours, 'fake news', fraud, etc. Current state-of-the-art generative models can produce high-quality, fluent fake information that is perceived as more credible and trustworthy than human-generated misinformation (Zellers et al., 2019; Spitale et al., 2023), and that is harder for both human readers and automatic detection systems to recognize (Kreps et al., 2022; Zhou et al., 2023; Chen & Shu, 2023).

Theme 2: Challenges in ensuring grades reflect students' actual knowledge and skills

Teachers noted several challenges in ensuring that authentic grades reflect the actual knowledge and skills of students. Seven teachers expressed that it is difficult to assess authentic and ai-generated outputs because there is a fine line between authentic and AI-generated outputs.

"Because some students rely on online resources or outside assistance, it can be difficult for teachers to gauge their true effort and comprehension, making it difficult to ensure that grades accurately reflect students' knowledge." (T3)

"When a significant portion of the class submits high-quality, AI-aided work, it becomes difficult for the teacher to distinguish between the exceptionally talented student and the proficient AI user. - Difficulty in Differentiation" (T9)

"With the advent of AI generated activities, teachers struggle to confirm if assignments were done independently or with the help of AI. That's why it is hard for teachers to determine the actual understanding of the students to the lessons." (T4)

Despite the AI-generated potential benefits, many academics are concerned with their misuse, such as students submitting generated text as their own during assignments. Such concerns are exacerbated by difficulties differentiating human-written text from AI-generated text. (Khan et al., 2024)

Theme 3: Addressing fairness

Teachers noted that establishing clear guidelines/criteria would address fairness, with seven teachers expressing this answer.

"To ensure that everyone has an equal opportunity to learn, teachers address fairness by reminding students to abide by the same rules, assigning assignments that require original thought, and occasionally limiting ChatGPT use." (T3)

"Teachers faces fairness issues when some students use ChatGPT while others do not. Those who use ChatGPT may have an advantage in producing a more refined work than others, which can affect grading and classroom dynamics. So, to address this, I believe that it is really important that we set guidelines on when and how can AI be used ensuring equal access and clear expectation to all students. Because as a teacher, I really believe that we should be able to promote fairness in our class by giving all students the same opportunities, setting clear guidelines and rules, and guiding them on responsible AI use." (T7)

"Establishing clear guidelines, many teachers create explicit classroom policies on when and how AI tools can be used. This ensures that all students understand what constitutes acceptable use, reducing confusion and unfair advantages." (T11)

Nowadays, the AI algorithm has been gradually applied to educational evaluation. In terms of theoretical research, some scholars emphasized that AI algorithm evaluation could achieve innovation in the content and methods of evaluation practice, which was conducive to promoting the development of educational evaluation theory in the context of digital intelligence (Mao et al., 2020; Yigitcanlar et al., 2020; Xu et al., 2022).

Discussion

The study investigates the diverse challenges and perspectives of senior high school teachers in Ilocos Norte National Highschool with regards to the use of ChatGPT in academic work. The results of this qualitative investigation provide detailed insights into teachers' perceptions of the integration of ChatGPT into classroom instruction. Participants articulated that ChatGPT offers considerable potential to augment teaching and learning processes by enhancing instructional support, elevating student engagement, and providing rapid access to extensive knowledge resources. In particular, educators reported that the tool contributed to increased efficiency and convenience in lesson preparation and classroom delivery, enabled more personalized learning pathways tailored to individual students' needs, and fostered opportunities for critical thinking and inquiry-oriented tasks. (Basilio, 2023)

However, participants also articulated several concerns regarding the integration of ChatGPT in educational contexts. Issues related to data privacy and security were frequently cited, alongside apprehensions about the reliability and accuracy of the information generated by the tool. Teachers further emphasized the potential risk of diminishing meaningful human interaction in the classroom, noting that excessive reliance on AI could undermine teacher-student relationships and reduce opportunities for authentic communication and social learning. These reservations highlight the need for responsible implementation strategies and clear institutional guidelines to ensure that the technology supports, rather than replaces, pedagogical best practices. (Adeyele & Ramnarain, 2024)

Conclusion

Overall, the findings reflect a balanced yet forward-looking perspective on the integration of ChatGPT in classroom practices. Teachers recognized the tool's capacity to enhance instructional delivery, personalize learning, and promote higher-order thinking, aligning with existing studies that highlight AI's contributions to learner engagement and pedagogical innovation. At the same time, their concerns regarding data privacy, accuracy of AI-generated outputs, and the preservation of human interaction echo broader discourses surrounding ethical and pedagogical implications of AI in education. These insights suggest that while ChatGPT holds significant promise as a catalyst for student-centered and technology-enhanced learning environments, its successful adoption requires clear implementation guidelines, ongoing professional development, and intentional teacher mediation to ensure that AI serves as a supportive complement rather than a replacement for human expertise. Together, these perspectives

underscore the need for strategic, responsible integration that advances both instructional effectiveness and holistic learner development.

This study contributes to the existing literature by highlighting the relationship between perspectives and challenges encountered by senior high school teachers, suggesting that future research should explore on the strategies to mitigate the challenges encountered with the use of AI-generated tools in academic work.

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***Ethical statement*:** The study followed ethical guidelines, and participants' privacy was protected.

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