Exploring Teachers' Lived Experiences in Integrating ChatGPT in Classroom Practices

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Abstract. This research aimed to describe the lived experience of teachers in employing ChatGPT as a 21st-century teaching tool. Through a phenomenological approach, the research employed purposive sampling in choosing 10 key informants for the in-depth interview and eight participants for the focus group discussion. These participants from elementary and secondary level education are utilizing ChatGPT in their classroom teaching. A semi-structured tool was used to gather data through an in-depth interview. In addition, a focus group discussion was also conducted to both sets of participants. Thematic analysis was used to investigate the data collected through their experiences. The results indicated that teachers greatly valued ChatGPT as a learning tool since it offers creative solutions to meet the diverse needs of students and facilitated personalized learning for the teachers. However, although it is seen as a helpful tool, teachers perceived some of its answers to be inaccurate which then required cross-verification of its answers with other sources to ensure that information generated is accurate and appropriate to the classroom requirements. Thus, it is important to verify information to ensure the integrity of learning and remain in accordance with the United Nations Sustainable Development Goal 4 on

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guaranteeing quality education and sustainable learning. Although ChatGPT has proved to be a phenomenal and historic tool for current educators, it can only succeed by balancing its benefits with a sense of balanced judgment and control by humans to achieve its vision of quality education for everyone on an equal level. It is therefore recommended to conduct a rigorous study on the implication of using ChatGPT in classroom teaching, specifically highlighting its limitations based on the findings of this study.

Keywords: ChatGPT; teachers; education; lived experiences; instructional tool

1. Introduction

ChatGPT in education has impacted the teaching and learning in the teaching fields. Artificial intelligence (AI), such as ChatGPT, has been a groundbreaking mechanism to change the concept of teaching today (Luckin, 2018; Zawacki-Richter et al., 2019). However, as the number of teachers utilizing AI-backed technologies for aiding learning and teaching grows, the necessity arises to investigate the lived experiences of teachers working in this dynamic environment (Chiu et al., 2023; Kasneci et al., 2023). Gaining an insight into teachers' perspectives on ChatGPT and the ways in which they adapt and implement it in teaching is significant for the success, challenges and implications of the use of AI in a formal context (Cotton et al., 2023; Selwyn, 2019).

The literature on AI in education has shown its capacity to personalize instruction, automate tasks, and enhance student engagement (Holmes et al., 2019). ChatGPT, a generative AI model, has been commended for its potential to give instant feedback, create original work, and facilitate differentiated instruction (Kasneci et al., 2023). Empirical evidence has established that AI systems hold the potential for improving instructional productivity by eliminating duplicate effort in a manner that frees educators to invest additional time in pedagogical work of a high order (Luckin et al., 2016). Challenges still occur in integrating AI with learning, specifically with ethics, data privacy, and dependency on technology, issues that have been well-reported (Zawacki-Richter et al., 2019).

While numerous studies have been conducted searching the theoretical use and practical possibilities of AI in pedagogy, much less literature is available about the lived experience of teachers in the classroom regarding ChatGPT implementation. Most research is about what happens to the student or focuses on the technological possibility of such an AI application; very little regard has been paid to a teacher's lived experience (Williamson, 2017). In addition, the accelerating growth rate of AI tools appears to innovate faster than productive pedagogical models to gain recognition. Therefore, educators must tread this ground with little support (Selwyn, 2022). That disconnect is why there is an imperative for qualitative research, capturing the rich experience of teachers in adopting ChatGPT into their classroom practice.

This study aimed to explore teachers' lived experiences in utilizing ChatGPT in the classroom. By examining teachers' lived experience, this research sought to

close this gap and provide a better understanding of how AI tools such as ChatGPT are transforming classroom teaching. The study findings are of benefit to teachers, policymakers, and technology designers in guiding the development of AI tools that align with teachers' pedagogical practices to improve their instructional delivery in the classroom.

2. Methodology

This research utilized a qualitative research design with a phenomenological approach to examine the lived experience of teachers who have incorporated ChatGPT in their teaching practice. There were 10 key informants chosen through purposive sampling for the in-depth interview and eight participants for the focus group discussion. The selected participants are utilizing ChatGPT in their classrooms. All of the participants are teachers from the basic education level (elementary and secondary). Semi-structured interviews were used to collect rich information about their reasons for using ChatGPT in the classroom, the impact of ChatGPT on students' learning, and their challenges encountered in utilizing AI in the context of teaching. Before data collection, all the participants were requested for informed consent for assuring compliance to ethics. Through ethical measures, the participants were provided with findings and ratified them prior to the compilation of the manuscript to be submitted. The research employed thematic analysis as outlined by Creswell and Poth (2017) to analyze teachers' experiences of using ChatGPT. Thematic analysis enables the detection, exploration, and documentation of patterns (themes) in qualitative data in order to create an organized yet flexible way to study teachers' reasons for adopting AI, its impact on teaching, issues arising , and lessons in utilizing ChatGPT as a teaching resource in the classroom.

The collected qualitative data were transcribed and coded systematically to determine the emergent patterns and derive key themes. The themes obtained were critically scrutinized, interpreted, and discussed within the wider framework of the research purpose, producing an overall understanding of the study outcomes. This process conformed with Creswell and Poth's model of qualitative inquiry (2017), with a view towards iterative interaction with data to secure richer understandings of participants' lived experiences.

3. Results and Discussion

The following themes are generated from the in-depth interviews of the 10 key informants from elementary school level:

Address Diverse Learning Needs
This section presents the key informants' actual responses on what they regard as main contribution of using ChatGPT as an instructional tool in the classroom. T1 explained that:
T1: Ang ChatGPT makahimo sa classroom discussion nga mas dinamiko o aktibo. Makatabang kini sa pagtubag sa mga nagkalain-laing panginahanglan sa mga estudyante ug naghatag kini ug mas lawom na pagsabot. *ChatGPT can make classroom discussion more dynamic. It can help address diverse learning needs and foster deeper understanding.*

T2 added that:

T2: Tungod sa ChatGPT, makahimo ko ug epektibo nga mga nagkalain-laing instruksyon aron mahatagan ug pagtagad ang lain-laing mga panginahanglan sa pagkat-on sa akong mga estudyante. *With the help of ChatGPT, I can create effective differentiated instructions to cater to the diverse learning needs of my students.*

T1's and T2's comments explain the effect of ChatGPT in meeting the different learning requirements in the classroom. T1 stressed how ChatGPT enhances classroom discussions by using real-time, adaptive responses to meet the different levels of knowledge and styles of learning of learners. This interaction ensures that all the learners, regardless of their pace or learning style, remained engaged and developed a sense of belongingness with the topic. T2 took this concept a step further by observing that ChatGPT enables effective differentiated instruction, tailoring its responses to meet the unique needs of each student. Individualized instruction made lessons accessible and relevant to each learner, either because they required extra support, more challenging content, or another explanation.

Collectively, these views highlighted how ChatGPT increases inclusivity and effectiveness in education through its ability to adjust to the individual needs of students, creating a more active and fair learning environment. Generally, teachers welcome the application of ChatGPT because it meets the various students' learning needs. The capacity of the AI to give focused feedback guarantees that students with different abilities, interests, and learning styles are helped accordingly. Based on whether a student needs easy explanations, complex analysis, or creative problem-solving solutions, ChatGPT can conform to address such demands, promoting more personalized and inclusive teaching.

The use of AI technology such as ChatGPT in the education system has become increasingly popular over the years, with researchers studying its use in meeting various learning needs and improving the classroom environment. Research has indicated that AI-based technologies can offer customized learning, responding to students' abilities and needs (Luckin et al., 2016). AI models such as ChatGPT are able to modify explanations to suit varying learning needs, providing brief or elaborate answers depending on the learner's proficiency (Holmes et al., 2019). This is consistent with the tenets of differentiated instruction which seeks to align teaching practice to addressing the different learning needs of learners (Tomlinson, 2014). The findings suggest that using ChatGPT also enhances teachers' creativity as it gives more options to teachers on what teaching strategy to use for a specific type of learner. ChatGPT suggests various teaching activities that would help teachers evaluate the scenario in the classroom and provides hints on how to achieve its desired learning goal considering the different types of learners' learning needs. Furthermore, research identifies that AI tools can facilitate active learning in classrooms through interactive discussions as they provide immediate feedback and establish diverse perspectives, fostering active learning and critical thinking (Zawacki-Richter et al., 2019). However, some researchers caution against the AI limitations such as teacher surveillance to prevent errors and excessive reliance on technology (Selwyn, 2022). Nevertheless, AI tools such as ChatGPT can be an effective aid in facilitating inclusive and

dynamic learning spaces when integrated judiciously into educational pedagogies.

The need to accommodate instruction to many different learning styles emphasized the dedication and flexibility demanded of teachers. In spite of extra effort, enthusiasm for empowering all students to meet their potential motivated these teachers to strive continually for improvement in their work. This commitment not only allows for academic success but also creates an open, positive student population. This is consistent with a study of Mohebi (2024), which noted that ChatGPT's adaptability to address the diverse needs of students and establish collaborative environments was impressive.

Personalized Learning
The key informants mentioned that ChatGPT helps them to experience personalised learning in the classroom. Key informants T2 and T4 expressed this in the statements below:
T2: Ang ChatGPT makatabang ug dako sa pagpalambo sa akoang mga estratehiya sa pagtudlo sa mga bata pinaagi sa paghatag ug mga personalisado nga kasinatian sa pagkat-on. *ChatGPT can significantly enhance my instructional strategies in teaching classes by offering personalized learning experiences.*
T4: Ang ChatGPT makapalambo sa akoang estratehiya sa pagtudlo sa mga bata sa paagi nga pwede ko makapersonalize sa leksyon para sa kada bata na gipasibo sa ilahang kinahanglanon sa pagkat-on. *ChatGPT improves my instructional strategies by allowing me to personalize lessons for each student, adapting to their learning pace and needs.*

T2's comment on the interactive aspect of classroom discussion with ChatGPT illustrated the capability of AI to facilitate interaction and support different learning styles of students. ChatGPT's explanatory ability helps students understand complicated ideas more effectively. Evidence substantiates Rane (2023) and Mai et al.'s (2024) conclusion that ChatGPT ought to be able to offer responsive and personalized learning to meet different student needs, which enhances learning outcomes and equity.

Both T2 and T4 highlighted the valuable contribution of ChatGPT towards enriching teaching techniques in the classroom. T2 explained that ChatGPT promotes teaching techniques through enabling teachers to be adaptable and empowered with adjustable tools and materials for modification towards specific learning outcomes as well as certain requirements of students. For instance, it is able to generate new and creative lesson blueprints, proposing team exercises or giving spot clarifications for simplifying tough points, rendering courses exciting as well as effective. T4 pointed out that ChatGPT improves teaching methodology through the ability to offer more differentiated and personalized teaching. It enables teachers to adjust content promptly to suit varied students' competencies, interests, and rates of learning so that all the students' needs are addressed. All these benefits reveal the way ChatGPT is an evolving tool that learns and adapts teaching approaches to make learning more responsive, inclusive, and dynamic for every learner.

Based on the statements of both key informants, they agree that ChatGPT is an important resource for personalized learning through its suggested resources, strategies, and directions that help them meet their own individual professional development needs. The tool also gives them personalized teaching ideas, classroom management strategies, and discipline-specific assistance, enabling them to improve themselves professionally and align their teaching practice to serve the needs of diverse students more effectively. Personalized learning enables ongoing growth and innovation in teaching practices for teachers; therefore, it is important to adapt this technology to cope with the demands in education, particularly in delivering education to different types of learners. Although teachers should be well rounded, the task of being a teacher has never been easy and ChatGPT helps teachers work more conveniently.

Based on studies, AI-supported tools can potentially enhance teaching processes significantly through adaptive and personalized resources to meet the wide range of classroom demands (Holmes et al., 2021). For example, the capability of ChatGPT to produce tailored lesson plans, instant explanations, and dynamic exercises is what empowers instructors to prepare more interactive and effective learning (Luckin et al., 2016). This resonates with differentiated instruction practice in that pedagogical approaches are being adapted in responding to different ways students learn as well as learning differences among learners (Tomlinson, 2014). Additionally, studies highlight how AI tools such as ChatGPT can assist instructors in delivering individualized instruction so that they are better able to meet the demands of specific learners (Zawacki-Richter et al., 2019). However, there are other scholars who caution about AI limitations in the form of the need for teacher intervention for accuracy and dependency on technology (Selwyn, 2022). In spite of such problems, research has proven that ChatGPT is promising in terms of improving teaching styles, provoking inclusivity, and increasing innovative teaching styles when properly adopted in the classroom.

Inaccuracy of Answers
Teachers were obliged to ensure the authenticity of ChatGPT's responses through critical examination, cross-checking, and verification of the data derived, as well as directing students to assess AI-generated content critically in their learning.

T3: Ang mga tubag sa ChatGPT usahay dili insakto sa tubag na imong gusto, mao nga kinahanglan nako nga kritikal nga susihon una ang impormasyon nga gihatag sa ChatGPT. *ChatGPT's answers are sometimes inaccurate. So, I need to critically evaluate the information provided by ChatGPT.*
T6: Para nako ang usa sa mga challenges nga akoa naagian sa paggamit sa ChatGPT kay ang paghatag sa tubag nga akoang gikinahanglan kay usahay mohatag kini ug tubag na dili haom o mao. *For me, one of the biggest challenge I have encountered in using ChatGPT is that the answers I am looking for are sometimes not accurate.*

The comments by T3 and T6 reflected a shared issue with the use of ChatGPT in educational environments: its ability to give incorrect answers. T3 highlighted that although ChatGPT is a valuable resource, there are situations where its responses might be unreliable or inaccurate and therefore need to be cross-

checked by teachers or students. This requires critical thinking and referencing information from reliable sources in a bid to verify. Likewise, T6 also repeated the inconvenience of misleading responses from ChatGPT that have to be verified with extra effort by consulting other authentic sources. Both opinions emphasized the necessity of a cautious and well-informed policy while employing AI programs such as ChatGPT since they are not flawless. Both students and teachers need to be careful, utilizing ChatGPT as an aid tool instead of a sole source, and verifying its results continuously to ensure the validity of the learning process.

The use of ChatGPT in learning has been of considerable interest owing to its potential for improvement in learning and teaching. However, despite this, issues regarding the accuracy and reliability of information produced by AI have raised some concerns. Holmes et al. (2024) point out that although ChatGPT produces instant and speedy answers, they may not necessarily be correct and ought to be confirmed. This is also the finding of Zawacki-Richter et al. (2019), calling for careful consideration in using AI tools in educational settings because these sometimes yield incomplete or imperfect data. The same caution has also been provided by Selwyn (2022) against depending on AI and requiring the quality and accuracy of AI content to be verified through teacher intervention. Despite these confines, research has also illuminated ChatGPT's advantage in offering support for tailored teaching and inclusive education (Luckin et al., 2016; Tomlinson, 2014). Generally, the review of studies indicates that although ChatGPT is a helpful tool in educational context, its potential can be fully tapped if its advantages are blended with human supervision and careful examination to ascertain accuracy and reliability.

The following themes are generated from the focus group discussion of the eight secondary school participants:
Convenience for Teaching
These are the highlighted responses and feedback based on their use of ChatGPT in the classroom:
P2. Sa ako jud mam mugamit kog ChatGPT para ma guided ko sa strategy ang ahung gamiton. Daghan nig e hatag nga suggestions pd unya dali ra kayo muhatag ug tubag daghan paku ug mapilian. F*or me mam, ChatGPT is beneficial in my classroom because it gives suggestions on what strategy to use based on the topic. It also gives several suggestions in which I can choose.*
P5. I think ang ChatGPT kay gamit gyud kayo sa pagmugna ug discussion sa klasi kay mag hatag siya ug guide sa teacher kung unsaon ang pag implement sa strategy. Another pod is paghimo sa instructional materials or mag quiz nga maghatag sad siya ug idea kong unsaon pag himo. Dili naka mag ukab ug libro para mag scan kay e hatag naman dayon. *I think ChatGPT is very useful in terms of outlining class discussion as it guides teachers on how to implement the strategy. Another is it give teachers' ideas on how to make instructional materials or quiz. We don't need to open books to search for activities because ChatGPT gives suggest almost all information needed.*

P2's answer shows how ChatGPT can simplify exploring and applying different teaching strategies and enable teachers in scaling some of those strategies quickly to address each unique classroom. P5 saves time by skipping the necessary search:

ChatGPT synthesizes methodology comparisons, scaffolds suggestions for implementation, and even offers inclusive strategies for various learners. However, pragmatism aside, it also spurs creativity by inspiring new ideas that make it a useful pedagogical tool. The tool's flexibility across disciplines, with strategies appropriate to moving science experiments into the home or initiating dialogue among peers. According to P2, ChatGPT is an aid that supports pedagogical innovation so that teachers can experiment with evidence-based, inclusive practices while maintaining their educational agency. In addition, this approach allows for lesson planning more efficiently and without a heavy workload at the beginning of the year while enabling teachers to concentrate on promoting engagement and boosting learning outcomes with flexible, responsive teaching.

Likewise, P5 highlights this kind of functionality that highlights how it eliminates scanning textbook pages by hand or collating materials from multiple sources. Rather than poring over reference books in the evening, educators can now receive polished, classroom-ready resources based on short prompts. This paradigm shift frees teachers up to refocus their time toward connecting with students, providing individualized support, and improving their craft rather than being irritated by lengthy preparation periods.

A study by Kohnke et al. (2023) reported that teachers who used AI tools such as ChatGPT for lesson planning saved between 40 to 60% of their preparation time while maintaining the same or higher quality of instruction. As a result, AI tools such as ChatGPT democratize access to high-quality pedagogy, which is especially useful for teachers with little time on their hands; however, they stressed the need for human oversight to ensure output meets curricular standards. According to Treve (2024), AI-based technologies improve user engagement, student progress, motivation, and creativity through personalized learning and innovative method. These technologies are tools for differentiated instruction which allows students explore their learning style.

Furthermore, Gökçearslan et al. (2024) state that ChatGPT helps educators develop innovative approaches and assess classroom dynamics to reach particular learning targets. Although caution should be observed regarding its limitations and ethical quandaries such as excessive reliance on technology (Almasri et al., 2024), ChatGPT offers a significant model of versatile tools for developing inclusive and creative teaching approaches.

ChatGPT's Answer Verification
The second theme that emerges is ChatGPT's answer verification. This theme is supported by the following participant responses:
P1. Usahay kaning ChatGPT bisan unsa ka nindot naa jud time nga dili ra mao ang tubag sa ahung gipangita. Siguro wrong akong prompt pd or unsa ba. Kon dili ta mubasa jud sa tubag maghatag jud ni ug misinformation sa atong students maong e verify jud dapat. *ChatGPT, despite its quick response, sometimes provides inaccurate or unreliable answers. There might be something wrong with the prompt, but to be sure it is important to verify the result to avoid giving misinformation to students.*

P8. Nisuway ko ug gamit sa ChatGPT para makita naho nga tugma ba ahung answer ug sa ChatGPT. Nakita naho nga lahi mig tubag. Nangutana ko sa ubang teachers ug asa may sakto ani ug nag search pud ko sa internet sa saktong tubag. Nakita naho nga sakto ko ug parehas sa uban nga answers, ang CHATGPT ang mali. Maong dapat gyud dili ta kaayo magsalig sa answers sa ChatGPT. *I tried using ChatGPT to see if my answers matched with its response. I found our answers are different. I asked other teachers and also searched the internet for the correct answer. I found that my answer was correct and aligned with others, while ChatGPT's response was wrong. Therefore, we should not rely too heavily on ChatGPT's answers.*

P1 and P8 underscore critical limitations in the use of ChatGPT for education, emphasizing that the outputs of the AI need to be carefully verified. P1 explained that ChatGPT sometimes gives incorrect answers; however, that she thought this could be owing to poorly constructed prompts at first. Nevertheless, she emphasizes that responses from the AI should be fact-checked before implementation in teaching materials so that misinformation is avoided. Likewise, P8 notes that ChatGPT's responses frequently do not align with what she anticipated or with information uncovered through traditional online searches. This inconsistency led her to conclude that, while ChatGPT can be a useful tool, educators should not trust it. Both viewpoints underscore that the salient point is that ChatGPT-generated responses must be vetted against reliable sources, particularly when employed in lesson planning, assessments, or instructional materials. Their experiences indicate that, while AI can improve teaching efficiency, it is best used as a supplementary resource, not a final authority. Teachers need to proceed with caution, tweaking prompts, double-checking the responses, and treating ChatGPT as one possible brainstorming partner among many, rather than as an unquestionable well of information. This approach balances between using ChatGPT's strengths and guarding against its weaknesses.

Specifically, a study by Krupp et al. (2023) revealed that almost 50% of the answers provided by students using ChatGPT were believed to be incorrect. This suggests that ChatGPT is an overused tool, even in its area of expertise (Krupp et al., 2023). Pardos and Bhandari (2023) report that ChatGPT's hints were helpful, but generated lower learning gains than guidance from humans. While this may be beneficial when applied in practice scenarios, it does not seem to transfer into significant test improvements (Pardos & Bhandari, 2023). Nevertheless, teachers could experiment with using ChatGPT to create practice examinations along with explanations — realizing they would probably still need significant editing.

4. Conclusion

Teachers found ChatGPT to be a rich instructional tool that addresses students' varied learning needs. Its capacity to present personalized feedback and adaptive interventions has impacted the developing inclusive and interactive classroom learning environments. Teachers, as lifelong learners, found ChatGPT helpful in generating innovative ideas for teaching practices and accomplishing their teaching goals. However, the tool is not without its limitations. Teachers observed that ChatGPT sometimes provides incorrect or incomplete responses, making cross-checking information against credible sources a vital requirement. This

limitation requires teachers to find other accurate and reliable classroom material. Teachers are required to verify all information, even that obtained from ChatGPT or other websites, so as not to spread misinformation. This is in accordance with United Nations Sustainable Development Goal (UNSDG) 4, which prioritizes quality education. In upholding the accuracy and reliability of instructional materials, teachers uphold the integrity of education and are part of the global effort to provide quality and inclusive learning opportunities to all. Ultimately, while ChatGPT is a powerful tool, its success relies on realizing a balanced utilization of its capacities combined with critical thinking and human oversight. Since this study only focuses on the lived experiences of a limited number of teachers in utilizing ChatGPT in the classroom, it is recommended to conduct rigorous research, based on these findings, on the inaccuracy of ChatGPT's answers in the context of teaching pedagogy. Moreover, teachers may find other technology platforms other than ChatGPT that are also best to use in education.

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