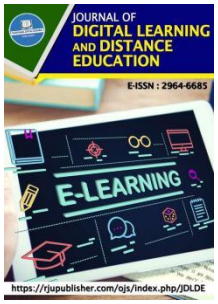

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Perception of Teachers on the Use of ChatGPT in Instructional Delivery and Assessment

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Abstract

The study aims to investigate the perception of teachers on the usage of ChatGPT in instructional delivery and assessment. Mixed methods are employed in the research design as a result of Focus Group Discussion in answering the extent of teachers' perception in the usage of ChatGPT in instructional delivery and assessment. Results show that the extent of teachers' perception in the usage of ChatGPT in instructional delivery and assessment provides supplementary aid that is paramount to quality of teaching and pedagogical decisions in providing support, perspective, and necessary context in the instructional delivery assessment, show that general attitude toward ChatGPT in Education perceives benefits for the tasks in providing better ideas to summarize complex topics and quick explanation to enhance teaching and learning, show that the perceptions on instructional delivery enhances support for the teaching tasks and efficiency to generate lessons for better ideas, customizes content alignment based on the needs of students, and refine explanations, show that perceptions on assessment supports for the assistance of ChatGPT in creating rubrics and practice items to diversify help and evaluation of student performance, and show that key themes in teachers' perceptions provides perceived benefits for time saving in drafting and planning teaching materials to customize differentiation for the instructional delivery assessment based on the diverse needs of students.

Keywords**:** Use of ChatGPT and instructional delivery and assessment

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Introduction

Artificial Intelligence is a personalized learning that is automated for the improved efficiency of output in the educational system, business industry, office setting, or any kind of organization. The application of AI includes platform of adaptive learning chatbots for the support of students which have powered tutors in facilitating learning knowledge management and analysis. It offers a significant innovation and opportunity for the challenges of data privacy, ethical concern, and potential for academic learning where it ensures the benefits and equitable automation tasks, personalized learning, administrative support, enhanced student support, research, and data analysis. It leads to a change for the emergence knowledge in the educational system. It adapts digital based on the trends of instructional delivery and assessment aspects. It transitions the knowledge of AI based on the educational agenda goal in ensuring high quality of education (Mulyani et al., 2025). On the other hand, perception of teachers' utilization of ChatGPT in instructional delivery and assessment considers as a challenge to ethical concerns for deployment tools, responsible development, and data privacy. This includes academic integrity regarding academic misconduct and plagiarism that prompts the educational institution to assess methods and development of guidelines. It provides students' well-being and interaction to develop potentials for emotional and social skills. It ensures the benefits and access for AI which is very crucial disparities for both students and the school. It integrates ChatGPT for a driven chatbot for Artificial Intelligence in teaching and learning. It aligns with the goals of the educational system in the Higher Education Institutions to enhance framework for the school system experience content knowledge of teaching pedagogy (Daher, 2025).

Furthermore, the emergence of Chat GPT in AI tool for teaching and learning offers benefits for administrative tasks and automated personalized learning support for the content creation in the educational system for both students and teachers. It emerges challenges to potential misinformation, academic integrity, and responsibility. It offers teaching benefits for content and curriculum development to be utilized for ChatGPT in generating course materials, drafting of lesson plan, creates rubrics, design assignments, and saving time. It also assesses feedback for teaching and learning that provides instant feedback, helps students in the home task assignment, and focuses for an individualized support higher learning tasks based on the perspectives of teachers and students (Husna & Zakiah, 2025). It assists the administrative tasks in providing virtual assistance and generating content for communication. On the other hand, the emergence of ChatGPT in AI tool for teaching and learning support learning for students personalized information and explanation for a complex concept, practice opportunities, and tailoring with resource recommendation. It helps in developing skills to be used for language skills practice as to getting support for knowledge learning. It also provides accessibility for students as to inquiry and engagement. The chatbot can serve for instant response for students' query to encourage hesitant learners to provide information process. The ChatGPT has ethical consideration and challenges as to academic integrity that can lead to issues of similarities, complete assignment that is lacking of originality. This includes bias and misinformation where chat GPT can provide incorrect information. It also provides lack of transparency for specific sources and information that can be cross referenced for the idea generated knowledge (Hanum & Purwaningsih, 2026).

Moreover, the relevance of ChatGPT in exploring teachers' perception for the utilization of instructional assessment and delivery must be reviewed based on the information given by the ChatGPT (Santilli et al., 2025). It describes a barriers for innovation of teaching and learning process in the educational system. It integrates changes for the evaluation practices and involves challenges for competency-based approach in teaching and learning (Funa & Gabay, 2025). It processes information for teaching and learning based on the idea generated provided by ChatGPT integration practice (Todino, 2025). It shows pedagogical evaluation beliefs in adopting a consistent assessment for the tool of digital process based on advanced technology in exploring the instructional assessment

delivery potentials (Chiu et al., 2026a). It reveals the system and process for the teaching and learning practice role and beliefs for students as centers of learning (Rincon-Flores et al., 2024). It identifies the values of student work and autonomy in adopting teaching and learning for ChatGPT process and evaluation. ChatGPT ensures the quality of system of education to be maintained to provide and updated knowledge for teachers and students in academic diverse system (Siyam et al., 2025). It ensures professional context of teaching and learning relevant of training implementation competency process (Ahmed, 2024). It involves paradigm shifts from good, better, and best (Yang et al., 2025). It involves effective implementation of ChatGPT role for evaluation of teaching and learning method approach for instructional delivery assessment. It identifies learning tasks for formative coherence competency and development in teaching (Navas-Bonilla et al., 2025). It manages the plans for competency of teaching and learning in a well-organized manner for the educational system (Valenzuela & Balon, 2026). It develops to integrated training process in the educational system. It introduces trends for the utilization of technology in teaching and learning process (Souza & Debs, 2024).

Lastly, the rationale of the study emphasizes the integration of ChatGPT utilization for instructional delivery and assessment as an AI tool in the educational system. It enhances learning for AI tools through ChatGPT as improved engagement, streamlined administration, and personalized experiences in the higher and basic education. This includes the utilization of adaptive learning platforms, intelligent tutoring system, writing research assistance, and automated grading system. It explores the challenges for equitable access, potential bias, and data privacy for personalized learning benefits of AI ChatGPT in adapting the needs of the learners in providing learning styles, tailored content, feedback, and creating efficient learning experience. It increases engagement for augmented reality tools, chatbots, intelligent tutoring system that can make interactive and engagement for students as centers of learning. It automates AI task for teachers' efficiency such as plagiarism detection, grading, and focuses on teaching in freeing up educators to the fullest. It provides enhance support in a real time situation such as summarizing information, answering questions, and offers a necessary explanation for students to free them from stress of learning. The challenges for AI integration in the instructional delivery assessment is the security and data privacy to analyze and collect the concern of students in the learning process, protection, usage, and information. It also reflects biases for AI system data generated that leads to equity concerns, paid AI tools, and access of high quality of learning. AI potentially hinders critical thinking development of students in the research process skills if not implemented thoroughly. It integrates tool for training to have efficient curriculum in the educational system.

Methodology

Mixed methods are employed in the study which resulted to both quantitative and qualitative research. The quantitative research quantifies and measures the extent of teachers' perception in the usage of ChatGPT instructional delivery and assessment as to general attitude toward ChatGPT in education, perceptions on instructional delivery, perceptions on assessment, and key themes in teachers' perceptions. The result of qualitative is based on the Focus Group Discussion based on 30 respondents where it is being thematized according to the coding of the study. It is the process of the mixed methods research design based on the results of the study. It conceptualizes the research design and methods on the perception of teachers on the use of ChatGPT instructional delivery and assessment. It empowers and sustains the research practice method system.

Participants of the Study

The subjects of the study are the lecturers in the Higher Education Institutions who are using ChatGPT in the instructional delivery and assessment in teaching and learning. On the other hand, purposive sampling is utilized in the selection of the population and sample size of the study using

the pre-defined criteria based on the needs of the study under investigation. It is a non-probability sampling techniques (Pei et al., 2026). The participants comprised Thirty (30) respondents only.

Data Gathering Procedures

This section presents the data gathering procedures and information on the perception of teachers on the use of ChatGPT instructional delivery and assessment as describes below: Mapping. The mapping is done through observation, reading of articles, and browsing in the internet for possible research topic based on the trends in the modern technology of teaching and learning particularly in the educational system as contributions for the AI policies and guidelines; Research title. After the mapping is done. The topic is formulated as possible research based on the advanced technology of the educational system. The researcher proposes that topic that stresses on "Perception of Teachers on the Use of ChatGPT in Instructional Delivery and Assessment". The is very relevant and timely due to the trends of advanced technology in equipping quality of education in the present era; Formulation of the research questions. The research questions are being formulated based on the topic and variables to be considered in the study as to what is the extent of teachers' perception in the usage of ChatGPT in instructional delivery and assessment and how may the teachers' perception become a basis for instructional delivery and assessment for ChatGPT usage among the participants; Validation of research instruments. After the formulation of research questionnaires. It passes through validation process to ensure the reliability of the questionnaire. This has been validated by the expert in mixed methods. The validators are doctorate degrees and psychometricians. All the suggestions of the validators are being considered prior to the floating of questionnaires; Floating of questionnaires. After the validation, the floating of questionnaire is done through a google form taking advantage of the advanced technology. It is being sent via google form for the participants to answer. Included in the google form is the consent of waiver for the participants to agree prior to the answering of the questionnaires. The participants are given with utmost confidentiality of their participation in the conduct of the study; Analysis of data. Upon submission of the answers in the google form. It undergoes with the statistical analysis for data presentation

Results

What is the extent of teachers' perception in the usage of ChatGPT in instructional delivery and assessment?

Table 1. Extent of Teachers' Perception in the Usage of ChatGPT in Instructional Delivery and Assessment among the Respondents

	Indicators	WM	I	R
	It strategizes future directions for student and teacher training professional development as to AI literacy, effectiveness, competency, and ethical usage that focused for teaching and learning.	3.38	MA	23.5
1.	It characterizes the substantial benefits of ChatGPT optimistic process in the educational system in learning aid on academic integrity and critical thinking skills.	4.20	SA	3.5
2.	It clarifies the accuracy of the instructional delivery, suggesting additional resources, and complex context through ChatGPT usage.	4.00	A	9
3.	It addresses the ethical ChatGPT usage for technology hurdles, cultural sensitivity, institutional support, and moral issues to strike balance harmonious innovation and pedagogy of teaching and learning.	3.90	A	12
4.	It provides supplementary aid that is paramount to quality of teaching and pedagogical decisions in providing support, perspective, and necessary context in the instructional delivery assessment.	4.23	SA	1.5

5.	It expresses enthusiasm and acceptance for ChatGPT in assisting learning knowledge in the educational system which is helpful among students.	3.98	A	10.5
6.	It concerns on reliability and accuracy for the perceived risks and challenges in providing false information for AI that weakens students' deep comprehension, problem solving, and critical thinking.	4.18	A	5.5
7.	It views as positive tasks for preparing instructional materials, lesson planning, and supporting students as centers of learning delivery assessment.	3.81	A	15
8.	It helps in the evaluation of students output trust and ethical consideration for the content of AI generated and trustworthiness process.	4.10	A	7
9.	It suggests familiarity to the different variable adoption on teaching experience in the instructional delivery and assessment for the learning enhancement.	3.85	A	14
10.	It perceived benefits and opportunities in differentiating instruction, customizing learning, creating assignment, and generating ideas to enhance better learning.	3.67	A	19
11.	It discusses the potential benefits for the landscape and transformation concerns in the educational system brought by ChatGPT in teaching and learning.	4.23	SA	1.5
12.	It recognizes the overall positive cautious outlook for the teaching support tool on ChatGPT potential benefits for lecturers.	3.58	A	21
13.	It reflects optimistic potential benefits for using ChatGPT in instructional delivery that is significant and challenging for teaching and learning.	4.18	A	5.5
14.	It generates answers on academic integrity concerns for students assignment and essay through ChatGPT as their own works.	3.54	A	22
15.	It helps to develop and prepare teaching materials provided by the ChatGPT in the documents for the lesson, designing learning tasks, and providing relevant information in teaching.	3.72	A	18
16.	It provides impact on teaching identity to reshape the role of AI as replacement of teachers 'facilitation learning deliveries information in providing critical thinking for students.	3.65	A	20
17.	It exhibits efficiency on the academic performance of students to enhance positive attitude and behavior toward ChatGPT process.	3.38	MA	23.5
18.	It promotes access to fair digital learning in the educational setting for various fields of teaching and assessment integration of ChatGPT.	4.20	SA	3.5
19.	It enhances support for the teaching tasks and efficiency to generate lessons for better ideas, customizes content alignment based on the needs of students, and refine explanations.	3.75	A	17
20.	It assesses the similarities concerns and challenges for academic issues and integrity in misusing the ChatGPT in reducing students' paired guidance and critical thinking.	3.87	A	13
21.	It provides perceived benefits for the tasks in providing better ideas to summarize complex topics and quick explanation to enhance teaching and learning.	3.78	A	16
22.	It assesses efficient support for the assistance of ChatGPT in creating rubrics and practice items to diversify help and evaluation of student performance.	3.98	A	10.5

23. It provides perceived benefits for time saving in drafting and planning teaching materials to customize differentiation for the instructional delivery assessment based on the diverse needs of students.	4.07	A	8
Average Weighted Mean	3.884	A	
Standard Deviation	0.264		

Table 1 presents the weighted mean and the corresponding interpretation on the extent of teachers' perception in the usage of ChatGPT in instructional delivery and assessment as observed by the respondents. It shows that rank 1 is shared by the two indicators which are "It provides supplementary aid that is paramount to quality of teaching and pedagogical decisions in providing support, perspective, and necessary context in the instructional delivery assessment" and " It discusses the potential benefits for the landscape and transformation concerns in the educational system brought by ChatGPT in teaching and learning" with a weighted mean of 4.23 or Strongly Agree which means that usage of ChatGPT in instructional delivery and assessment is highly observed. Rank 2 is also shared by the two indicators which are "It characterizes the substantial benefits of ChatGPT optimistic process in the educational system in learning aid on academic integrity and critical thinking skills" and "It promotes access to fair digital learning in the educational setting for various fields of teaching and assessment integration of ChatGPT", with a weighted mean of 4.20 or Strongly Agree which means that usage of ChatGPT in instructional delivery and assessment is highly observed. Rank 3 is shared by the two indicators which are "It concerns on reliability and accuracy for the perceived risks and challenges in providing false information for AI that weakens students' deep comprehension, problem solving, and critical thinking" and "It reflects optimistic potential benefits for using ChatGPT in instructional delivery that is significant and challenging for teaching and learning", with a weighted mean of 4.18 or Agree which means that usage of ChatGPT in instructional delivery and assessment is observed. The least in rank is also shared by the two indicators which are "It strategizes future directions for student and teacher training professional development as to AI literacy, effectiveness, competency, and ethical usage that focused for teaching and learning" and "It exhibits efficiency on the academic performance of students to enhance positive attitude and behavior toward ChatGPT process", with a weighted mean of 3.38 or Moderately Agree which means that usage of ChatGPT in instructional delivery and assessment is limited. The overall average weighted mean is 3.884 (SD=0.264) or Agree which means that the extent of teachers' perception in the usage of ChatGPT in instructional delivery and assessment is observed among the respondents.

How may the teachers' perception become a basis for instructional delivery and assessment for ChatGPT usage among the participants?

Presented in this section is the thematic analysis on how may the teachers' perception become a basis for instructional delivery and assessment for ChatGPT usage among the participants. This is done through Focus Group Discussion of Thirty (30) respondents. The probing focus group discussion is established to emerge on one to one interview that reflects the teachers perceptions for ChatGPT as basis for instructional delivery and assessment among the participants. It elicits strategy to focus on group answers that help in identifying concrete analysis for the study (Gouseti et al., 2025).Table 2. Themes, Response of the Participants, and Core Ideas on Teachers' Perception for Utilizing ChatGPT as Basis for Instructional Delivery and Assessment

Themes	Response of the Participants	Core Ideas
A. General Attitude toward ChatGPT in Education	Agree	• provides quick explanation • recognizes teaching support • prepares instructional materials • assists learning knowledge

		• processes learning aid • exhibits academic performance
B. Perceptions on Instructional Delivery	Agree	• supports teaching tasks • accuracy for instructional delivery • prepares teaching materials • adoption on teaching experience • optimistic potential benefits • quality of teaching
C. Perceptions on Assessment	Agree	• evaluation of student performance • academic integrity concerns • AI generated and trustworthiness • ethical ChatGPT usage • fair digital learning • potential benefits of ChatGPT
D. Key themes in teachers' perceptions	Agree	• drafting and planning • academic issues and integrity • impact on teaching identity • differentiating instruction • reliability and accuracy • teacher training development

General Attitude Toward ChatGPT in Education

The ChatGPT is optimizing the academic task in the field of education in enhancing the ability of both teachers a students' efficiency for organizing and managing learning activities. It is the integration of complex task in boosting academic integrity and productivity. It explores the influence of technology task and characteristics toward ChatGPT and its effect in the educational system. It contributes to adopting the growing influences of ChatGPT AI tool in the learning integration (Al-Abdullatif, 2025). The participants say that:

> *"It provides perceived benefits for the tasks in providing better ideas to summarize complex topics and quick explanation to enhance teaching and learning". T1, P27 & P3*
>
> *"It recognizes the overall positive cautious outlook for the teaching support tool on ChatGPT potential benefits for lecturers". T1, P26 & P4*
>
> *"It views as positive tasks for preparing instructional materials, lesson planning, and supporting students as centers of learning delivery assessment".T1, P24 & P6*
>
> *"It expresses enthusiasm and acceptance for ChatGPT in assisting learning knowledge in the educational system which is helpful among students". T1, P23 & P7*
>
> *"It characterizes the substantial benefits of ChatGPT optimistic process in the educational system in learning aid on academic integrity and critical thinking skills". T1, P21 & P9*
>
> *"It exhibits efficiency on the academic performance of students to enhance positive attitude and behavior toward ChatGPT process". T1, P20 & P10*

Perceptions on Instructional Delivery Toward ChatGPT in Education

The perceptions on instructional delivery toward ChatGPT in Education generate and discuss the considerable interest in the educational system. It helps in the transformation of teaching and learning potentials. It adopts the application of ChatGPT and AI tools in the instructional delivery

method for better teaching and learning outcome. It emerges with the recognized AI powered chatbot to provide trends in instructional delivery method of teaching (Tagare et al., 2025). The participants say that:

> *"It enhances support for the teaching tasks and efficiency to generate lessons for better ideas, customizes content alignment based on the needs of students, and refines explanations". T2, P28 & P2*
>
> *"It clarifies the accuracy of the instructional delivery, suggesting additional resources, and complex context through ChatGPT usage". T2, P26 & P4*
>
> *"It helps to develop and prepare teaching materials provided by the ChatGPT in the documents for the lesson, designing learning tasks, and providing relevant information in teaching". T2, P24 & P6*
>
> *"It suggests familiarity to the different variable adoption on teaching experience in the instructional delivery and assessment for the learning enhancement". T2, P22 & P8*
>
> *"It reflects optimistic potential benefits for using ChatGPT in instructional delivery that is significant and challenging for teaching and learning". T2, P20 & P10*
>
> *"It provides supplementary aid that is paramount to quality of teaching and pedagogical decisions in providing support, perspective, and necessary context in the instructional delivery assessment". T2, P18 & P12*

Perceptions on Assessment Toward ChatGPT in Education

The perception assessment toward ChatGPT in the educational system offers an opportunity in the academic functions because it provides quick information in understanding the improved complex topic, and learning process. It introduces the development and critical thinking creativity of the learning system in the school setting. It emerges capability of generating information needed in teaching and learning (Kelley & Wenzel, 2025). The participants say that:

> *"It assesses efficient support for the assistance of ChatGPT in creating rubrics and practice items to diversify help and evaluation of student performance". T3, P29 & P1*
>
> *"It generates answers on academic integrity concerns for student assignment and essay through ChatGPT as their own works". T3, P27 & P3*
>
> *"It helps in the evaluation of students output trust and ethical consideration for the content of AI generated and trustworthiness process". T3, P25 & P5*
>
> *"It addresses the ethical ChatGPT usage for technology hurdles, cultural sensitivity, institutional support, and moral issues to strike balance harmonious innovation and pedagogy of teaching and learning". T3, P23 & P7*
>
> *"It promotes access to fair digital learning in the educational setting for various fields of teaching and assessment integration of ChatGPT". T3, P21 & P9*
>
> *"It discusses the potential benefits for the landscape and transformation concerns in the educational system brought by ChatGPT in teaching and learning". T3, P19 & P11*

Key Themes in Teachers' Perceptions Toward ChatGPT in Education

The key themes on teachers' perceptions toward ChatGPT in education is created by AI to produce knowledge and information like human being based on the advanced technology. It processes various areas in the educational system which has an effect in the phenomenal modern trend in teaching and learning. It provides advanced favorable technology perspectives in traditional learning as to dynamic, orientation of students, and interaction (Sethy, 2025). The participants say that:

"It provides perceived benefits for time saving in drafting and planning teaching materials to customize differentiation for the instructional delivery assessment based on the diverse needs of students". T4, P26 & P4

"It assesses the similarities concerns and challenges for academic issues and integrity in misusing the ChatGPT in reducing students' paired guidance and critical thinking". T4, P25 & P5

"It provides impact on teaching identity to reshape the role of AI as replacement of teachers' facilitation learning deliveries information in providing critical thinking for students". T4, P24 & P6

"It perceived benefits and opportunities in differentiating instruction, customizing learning, creating assignment, and generating ideas to enhance better learning". T23 & P3

"It concerns on reliability and accuracy for the perceived risks and challenges in providing false information for AI that weakens students' deep comprehension, problem solving, and critical thinking". T4, P22 & P8

"It strategizes future directions for student and teacher training professional development as to AI literacy, effectiveness, competency, and ethical usage that focused for teaching and learning". T4, P21 & P9

Discussion

It shows that the extent of teachers' perception in the usage of ChatGPT in instructional delivery and assessment provides supplementary aid that is paramount to quality of teaching and pedagogical decision in providing support, perspective, and necessary context for the instructional delivery assessment teaching device (Zhou et al., 2025). It discusses the potential benefits for the landscape and transformation concerns in the educational system brought by ChatGPT in teaching and learning. It characterizes the substantial benefits of ChatGPT optimistic process in the educational system learning aid on academic integrity critical thinking skills and competency of faculties (Tan et al., 2025). It promotes access to fair digital learning in the educational setting for various fields of teaching and assessment integration of ChatGPT. It explores the usage of AI assessment in the educational system. It establishes to enhance AI technology as to scalability, efficiency, and personalized learning experiences (Tripathi et al., 2025). On the other hand, the extent of teachers' perception in the usage of ChatGPT in instructional delivery and assessment is concerned on reliability and accuracy for the perceived risks and challenges in providing false information for AI that weakens students' deep comprehension, problem solving, and critical thinking. It reflects optimistic potential benefits for using ChatGPT in instructional delivery that is significant and challenging for teaching and learning (Chiu et al., 2026b). It strategizes future directions for student and teacher training professional development as to AI literacy, effectiveness, competency, and ethical usage that focused for teaching innovation of learning (Traga Philippakos & Rocconi, 2025). It exhibits efficiency on the academic performance of students to enhance positive attitude and behavior toward ChatGPT process. It demands for access to provide quick information on the task in teaching and learning (Acosta-Enriquez et al., 2024).

Moreover, the general attitude toward ChatGPT in education provides perceived benefits for the tasks in providing better ideas to summarize complex topics and quick explanation to enhance teaching model and theory of learning (Ali et al., 2024). It recognizes the overall positive cautious outlook for the teaching support tool on ChatGPT potential benefits for lecturers. It views as positive tasks for preparing instructional materials, lesson planning, and supporting students as centers of learning delivery assessment toward teaching strategy for effective classroom setting (Karaduman, 2025). It measures the contribution of AI through ChatGPT in the academic performance of students

in the educational system. It identifies the challenges of utilizing ChatGPT to provide information on the tasks in teaching and learning. It improves teaching and learning that is focused on AI curriculum and literacy (Alotaibi et al., 2025). It optimizes the educational transformation through ChatGPT in the improvement of academic task in enhancing students' academic performance (Cetin et al., 2024). Indeed, the general attitude toward ChatGPT in education expresses enthusiasm and acceptance for ChatGPT in assisting learning knowledge for the educational system which is helpful among students. It characterizes the substantial benefits of ChatGPT optimistic process in the educational system learning aid on academic integrity and critical thinking skills (Filo et al., 2024). It exhibits efficiency on the academic performance of students to enhance positive attitude and behavior toward ChatGPT process. It is designed for providing information on the issues, problems, and other tasks for teaching and learning. It explores the function in shaping students' capacity and ability for the impact of academic discipline and satisfaction (Dogaru et al., 2025). It examines to address the gaps toward ChatGPT in comparison to the distinct approaches in teaching and learning. It is helpful and interesting in gathering data through advanced technology for students learning (Ratniyom et al., 2025).

Furthermore, the perception on instructional delivery through ChatGPT enhances support for the teaching tasks and efficiency to generate lessons for better ideas, customizes content alignment based on the needs of students, and refine explanations. It clarifies the accuracy of the instructional delivery, suggesting additional resources, and complex context through ChatGPT usage. It helps to develop and prepare teaching materials provided by the ChatGPT documents for the lesson, designing learning tasks, and providing relevant information in teaching (Alshaie et al., 2025). It reshapes the education system landscape through AI that integrates the tools and equip with ChatGPT and instructional planning. It supports the lesson design, unit, usability, effectiveness, and ethical implication. It supports the educational task in using the ChatGPT and AI to increase efficiency of planning in teaching and learning (Al-Abdullatif & Alsubaie, 2024). Apparently, the perception on instructional delivery through ChatGPT suggests familiarity to the different variable adoption on teaching experience in the instructional delivery and assessment for the learning enhancement. It reflects optimistic potential benefits for using ChatGPT instructional delivery that is significant and challenging for teaching and learning. It provides supplementary aid that is paramount to quality of teaching and pedagogical decisions in providing support, perspective, and necessary context in the instructional delivery assessment. It transforms the educational system in teaching and learning strategies especially for outcome-based education. It models the AI application for instructional delivery process and system. It enhances the instructional teaching design based on the needs of students as centers of learning. It develops the structural design capabilities for teacher competency (Yeung et al., 2026).

Notably, the perception assessment for the utilization of ChatGPT efficiency supports assistance of ChatGPT in creating rubrics and practice items to diversify help and evaluation of student performance. It generates answers on academic integrity concerns for students assignment and essay through ChatGPT as their own works. It helps in the evaluation of students output trust and ethical consideration for the content of AI generated and trustworthiness process. It integrates generative AI in teaching and learning. It advances the AI tools through ChatGPT in the educational assessment, problem solving, and text generation for information needed in teaching and learning. It provides concept for alternative assessment and approaches in teaching and learning based on the needs of students as centers of learning. The assessment approaches include ethical assessment, collaborative problem-solving, skills-based, real-time in class assessment, real world, project based, presentations, and oral examinations (Yeki et al., 2025). Hence, the perception assessment for the utilization of ChatGPT addresses the ethical ChatGPT usage for technology hurdles, cultural sensitivity, institutional support, and moral issues to strike balance harmonious innovation and pedagogy of teaching and learning. It promotes access to fair digital learning in the educational setting for various fields of teaching and assessment integration of ChatGPT. It discusses the potential

benefits for the landscape and transformation concerns in the educational system brought by ChatGPT in teaching and learning. It examines the novelty and evolution of ChatGPT in the educational system approach. It focuses on the main information provided by the AI through ChatGPT as experienced by the participants (Heine & König, 2025).

Lastly, the key themes on teachers' perceptions for utilization of ChatGPT in the teaching and learning provide perceived benefits for time saving in drafting and planning teaching materials to customize differentiation for the instructional delivery assessment based on the diverse needs of students. It assesses the similarities concerns and challenges for academic issues and integrity in misusing the ChatGPT in reducing students' paired guidance and critical thinking. It provides impact on teaching identity to reshape the role of AI as replacement of teachers' facilitation learning deliveries information in providing critical thinking for students. It models a language for ChatGPT and AI theory to produce answers like human processing. It provides favorable advanced prospects in helping students to support the lesson and academic performance in the educational system (Alwakid et al., 2025). Finally, the key themes on teachers' perceptions for utilization of ChatGPT in teaching and learning perceive the benefits and opportunities in differentiating instruction, customizing learning, creating assignment, and generating ideas to enhance better learning. It concerns on reliability and accuracy for the perceived risks and challenges in providing false information for AI that weakens students' deep comprehension, problem solving, and critical thinking. It strategizes future directions for student and teacher training professional development as to AI literacy, effectiveness, competency, and ethical usage that focused for teaching and learning. It explores the perception of ChatGPT model language based on Artificial Intelligence in examining expectations and attitude that emerges to technology (Jahan & Akbar, 2026).

Conclusion

Instructional Support and Teaching Efficiency: Teachers view ChatGPT as a key tool for improving the quality of teaching and pedagogical decision-making. This technology significantly helps save time when drafting, planning lessons, preparing materials, simplifying complex topics, and adapting content to meet the diverse needs of students. Improved Assessment Quality: ChatGPT is considered to assist teachers in creating assessment rubrics, providing practice questions, and diversifying evaluation methods to more effectively measure student performance. Ethical Challenges and Academic Integrity: The use of ChatGPT raises significant concerns about academic honesty, such as the risk of students claiming AI-generated content as their own. Therefore, it is important to consider moral issues, cultural sensitivities, technological constraints, and the trustworthiness of AI-generated content. Impact on Critical Thinking and the Role of Teachers: There are concerns that reliance on AI may diminish students' critical thinking skills and direct interaction (pair guidance). There are also challenges in redefining the role of teachers so that this technology functions as a facilitator of learning innovation, rather than a substitute for the teacher's presence in the classroom. A Positive but Cautious General Attitude: Overall, educators expressed enthusiasm and embraced ChatGPT, citing its proven ability to provide fresh ideas and expand equitable digital access. However, this optimistic outlook is tempered by caution, maintaining a balance between technological innovation and pedagogical integrity.

Conflicts of Interest

The author declares no conflict of interest.

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Author contribution

Leovigildo Lito D. MALLILLIN.: Conceptualization, Formal analysis, Literature review and synthesis, Policy document analysis, Framework development, Writing–original draft, Writing – review and editing.

Declaration of generative AI in scientific writing

During the preparation of this work, the author(s) used Grammarly in order to improve the language, readability, and grammatical structure of the manuscript. After using this tool/service, the author(s) reviewed and edited the content as necessary and took full responsibility for the content of the publication.

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