Prompting ChatGPT to support the academic journey of pre-service teachers

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ABSTRACT

Innovation in the delivery of education through the use of Artificial Intelligence (AI), like ChatGPT, is creating a formidable educational paradigm in higher education. This study aimed to assess the perceptions of all 141 third-year pre-service teachers about prompting ChatGPT to support their academic journey. The findings revealed that ChatGPT is helpful in educational tasks, and some pre-service teachers occasionally struggle to comprehend its tone and style. There is a slight inclination towards neutrality regarding the performance, and it is undecided whether the pre-service teachers are satisfied since some aspects need to be improved or if the pre-service teachers have limited exposure to AI. Lastly, the pre-service teachers generally agree with recommending ChatGPT to peers and mentors. ChatGPT has benefits for pre-service teachers in different educational settings; however, they should also maintain a balance and employ the smart and honest application of this educational tool to uphold academic integrity.

Keywords: Academic journey, ChatGPT, Educational practices, Helpfulness, Pre-service teachers

1. INTRODUCTION

In today's fast-paced world, change is our most constant companion, especially within the horizon of education. With the dawn of each day, new and increasingly sophisticated technologies emerge, offering the potential for more innovative and impactful learning methods (Haleem et al., 2022). These technological changes, like the utilization of mobile technologies and virtual meeting platforms in the teaching-learning process, became unavoidable following the COVID-19 era (Agbaglo & Bonsu, 2022). Among these changes is the integration of Artificial Intelligence (AI) into education, marking a significant leap forward in how education is delivered to learners in the 21st century. This sophisticated yet supportive system presents learners with personalized opportunities for academic growth, efficient task completion, and supplemental learning aids. The array of services offered by AI, such as ChatGPT, in students' educational journeys is vast (Seo, et. al., 2020). These services may vary from personalized summaries of educational concepts to the generation of academic assignments or the production of supplemental materials (Popenici & Kerr, 2017).

In November 2022, ChatGPT garnered widespread attention for its cutting-edge large-language model (LLM)-driven chat box, providing users with human-like conversation and adaptive responses. This system is trained by aggregating text data from publicly available sources such as articles, books, and web pages (Manning, 2022; Chukwuere & Handoko, 2024). To alleviate the effect of AI, the launch of ChatGPT in 2023 was concluded successfully, with over a million users detected worldwide within a couple of days. Users have been amazed by its natural communication style and sophisticated responses, making it the fastest and most used AI bot, with an estimated 180.5 million monthly active and 100 million weekly active users in 161 countries, accounting for 82% of the countries worldwide. The majority of the users are millennials with significant presence of college students to young professionals, generally tech savvy and open to embracing new technologies from 18-34 years old (61.56%); United States of America (14.4%), India (6.9%), and Colombia (3.56%) as the highest regions with the highest proportion of ChatGPT users (Cousins, 2023; Kapoor, 2024; Ruby, 2023; Shewale, 2024). ChatGPT leverages previous prompts and responses, tailoring subsequent answers to offer customized input and outputs. Students have demonstrated positive perceptions of this tool in facilitating their academic endeavors (Ariyanti, 2021). This is extremely evident, especially in how students maximize the use of technology to improve their academic work. The advantages of employing ChatGPT within education have been highlighted in preprints and numerous blog posts, as well as through media outlets (Zhai, 2022). Some have provided recommendations on its classroom application to strengthen research initiatives (Lieberman, 2023; Chukwuere, 2024). However, due to the current

nature of the technology and the topic at large, there are few studies exploring students' perceptions and their readiness to embrace ChatGPT.

Looking at the situation from an international standpoint, Bonsu and Baffour-Koduah (2023) explored the perceptions and intentions of Ghanaian students concerning ChatGPT within the scope of higher education in Ghana. Their study uncovered a positive outlook among students towards ChatGPT and an extreme eagerness to embrace it as part of the learning journey, providing compelling support for its incorporation into educational contexts. This data was additionally reinforced by Ngo (2023), who conducted a study at FPT University, Can Tho, Vietnam, with 200 student participants. The results revealed that students generally held positive attitudes towards using ChatGPT for learning. In addition to acknowledging the benefits of ChatGPT, such as time-saving, access to diverse information, personalized tutoring, feedback, and enhancement of writing skills, students encountered various challenges. These included difficulties in assessing source reliability, citing sources accurately, and effectively utilizing idiomatic expressions in their writing. This highlights that numerous studies across the globe support the effectiveness and positive reception of ChatGPT among tertiary learners (Ngo, 2023).

Moreover, based on the collected statistics of Kapoor (2024), the Philippines ranked fourth among the 161 countries in terms of the percentage of ChatGPT users (3.49%), the proportion of ChatGPT users (3.3%), and second in the number of active users (7.60% or 1.52 million) worldwide. In relation to this, insights extracted from local research conducted by Robledo et al. (2023) revealed that 78.6% of the students from Batangas State University are aware of or have used ChatGPT to help them in their academic endeavors. Additionally, Obenza et al. (2023) at the University of Mindanao, it was discovered that undergraduate students in Region 11 showed a significant and positive perception of Generative AI technologies such as ChatGPT. The research explored various aspects, including the participants' perceptions and understanding of ChatGPT, their attitudes toward its practical usage, the perceived benefits and drawbacks, as well as the influence of their current locations on these perspectives. Salido's (2023) perspective also supports this, highlighting the utility of AI learning tools such as ChatGPT in the learning process of students. Salido emphasizes that these tools serve not only to scaffold students' performance across various subject areas but also to aid them in comprehending complex concepts more effectively. Nonetheless, educators have voiced apprehensions regarding ethical dilemmas, academic integrity, and overreliance on technology linked with its utilization (Robledo et al., 2023).

According to the researchers' pre-survey, 99.4% of tertiary students from the Mindanao State University-College of Education Bachelor of Elementary Education Department have heard of and used ChatGPT, with 70.4% utilizing the platform for academic purposes. The widespread adoption of ChatGPT within the global arena and Philippine educational institutions is attributed to its adaptability and practicality in various academic endeavors. Given that, it is high time to distinguish the contribution between humans and AI to education since it can't be denied that AI can be more productive than teachers. Thus, it is important to proactively reconsider the roles of technology and human educators in the educational system across the globe (Bozkurt et al., 2023).

Upon analysis of existing studies on ChatGPT, it becomes evident that there is a research gap in understanding specific areas that are crucial for facilitating pre-service teachers in their academic journey. One significant gap pertains to the investigation of the linguistic features and contextual factors of ChatGPT that influence the perceptions of 3rd-year BEED pre-service teachers regarding the AI's helpfulness. Existing research has not sufficiently explored how these linguistic and contextual elements interact with pre-service teachers' prior technological and educational backgrounds and experiences. Addressing this research gap is essential, as it could lead to the development of interventions aimed at optimizing ChatGPT's role as an educational tool, thereby significantly contributing to the academic endeavors of pre-service teachers.

This paper primarily assesses the role of ChatGPT in enhancing the academic experience of pre-service teachers. It examines various aspects, including the perceived usefulness, appropriateness of style and tone, performance effectiveness, overall user satisfaction, and the likelihood of recommending ChatGPT to others.

2. METHOD

This study employed a descriptive research design, enriched with qualitative data, to delve into the perspectives of pre-service teachers regarding ChatGPT. According to Siedlecki (2020), this design is used to describe individuals, events, or conditions through studying them as they are and not trying to manipulate any of the variables. Anent, this is the main goal of this study, to examine ChatGPT's perceived helpfulness, the appropriateness of style and tone, performance, overall satisfaction, and referral intention in supporting the academic journey of the pre-service teachers. The respondents of this study were selected using purposive sampling. They were 141 third-year Bachelor of Elementary Education (BEED) pre-service teachers enrolled at the College of Education, Mindanao State University-General Santos City, officially enrolled for the Academic Year 2023-2024.

Before the conduct of the study, the researchers asked permission from the BEED Chairperson to conduct the study. Upon approval, the researcher asked the consent of the pre-survey to conduct a pre-survey. the researcher sent a 22-question pre-survey questionnaire about the pre-service teachers' experiences with ChatGPT, their perceptions of its capabilities and limitations, as well as their thoughts on its ethical implications and potential applications, particularly in

educational settings through Google Forms. After the pre-survey was analyzed and gathered an ample number of ChatGPT users for academic purposes, the researchers constructed a survey questionnaire about the perceptions of the pre-service teachers, consisting of 5 questions per variable, namely: perceived helpfulness, the appropriateness of style and tone, performance, overall satisfaction, and referral intention, with 30 questions all in all. Before conducting the survey, this questionnaire underwent validation and reliability tests (α=0.86). They, then, proceeded to conduct the survey through Google Forms, adhering to established ethical guidelines for research involving human subjects. The respondents sent the Google Forms through messenger and informed the participants that it would be closed after three days considering the availability of the resources. The researchers also informed the respondents to contact them if they experience technical difficulties for assistance. Then, after three days, the google forms were closed. The researchers then retrieved and analyzed the results from the Google Forms. Descriptive statistics, including frequency, and weighted mean, were used to analyze the data following a 5-point Likert-type scale. After the quantitative data was generated, 12 pre-service teachers volunteered to undergo one-on-one physical interviews to verify the results. The Word Cloud application (see Figure 1 for the results) was used to visualize the most frequent and prominent words used by pre-service teachers. Pre-service teachers find feedback helpful, accurate, and essential for improving their performance and understanding, as it provides valuable information, data, and constructive criticism to enhance their teaching skills and confidence.

Likert Scale	Range	Description	Verbal Interpretation
5	4.21-5.00	Strongly Agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Neutral	Moderate
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

3. FINDINGS AND DISCUSSION

This study aimed to assess the perceptions of all 141 third-year pre-service teachers regarding the utilization of ChatGPT in terms of helpfulness, style appropriateness, performance, satisfaction, and referral intentions in their academic journey. The results are presented in the following tables:

Table 1: The Perceived Helpfulness of ChatGPT Based on the Perceptions of the Pre-service Teachers

Statement	Mean	Description	Verbal Interpretation
1. ChatGPT is helpful in assisting me with educational tasks.	4.13	Agree	High
2. ChatGPT contributes to my understanding of the course materials of my teachers.	3.78	Agree	High
3. ChatGPT is dependable for academic support.	2.64	Neutral	Moderate
4. ChatGPT's suggestions and responses are applicable to my educational needs.	3.62	Agree	High
5. ChatGPT is effective in enhancing my learning experience.	3.58	Agree	High
Average Mean	**3.55**	**Agree**	**High**

Table 1 shows that most of the pre-service teachers agree that ChatGPT is helpful when it comes to academic tasks. The pre-service teachers perceived that this AI tool is helpful in assisting them with educational tasks, contributes to their understanding of the course materials of the teachers, finds ChatGPT's suggestions and responses to be applicable to their educational needs, and is effective in enhancing their learning experience. However, the pre-service teachers are positive, not negative, on their dependence on ChatGPT for academic support. Overall, the pre-service teachers agree that ChatGPT is helpful based on the perceptions of the pre-service teachers is high with a weighted mean of 3.55.

This means that the perceived helpfulness of ChatGPT is high based on the perceptions of the pre-service teachers. ChatGPT has generally accommodated pre-service teachers' needs in their academic tasks. According to a pre-service teacher, ChatGPT is very helpful for additional information, like finding websites that can be used in their research, because it provides steps on how to look for them. The ChatGPT provided steps on how to create a website [P1]. In addition to this, ChatGPT helps pre-service teachers with assignments that are lengthy and complicated. The use of ChatGPT helps to improve grammar and sentence construction in order to make the task and the assignment easier to finish [P2].

Thus, while ChatGPT appears to be a useful tool for pre-service teachers, its benefits seem to be more pronounced in targeted educational support rather than broad educational enhancement. This could suggest opportunities for further development or customization of ChatGPT to better meet the specific educational needs of pre-service teachers (Javaid, et al., 2023). In line with this, ChatGPT's success in terms of helpfulness can be attributed to its ability to provide coherent and natural-sounding responses while generating contextualized and appropriate content, which can aid pre-service teachers in completing their academic tasks (Kalla et al.,2023).

Table 2: Appropriateness of Style and Tone of ChatGPT based on the Perceptions of the Pre-service Teachers

Statement	Mean	Description	Verbal Interpretation
1. ChatGPT's communication style and tone are suitable for educational interactions.	3.43	Neutral	Moderate
2. ChatGPT's responses are uncomfortable and offensive.	2.43	Disagree	Low
3. ChatGPT adapts its tone to different educational contexts.	3.59	Agree	High
4. ChatGPT's responses can be misunderstood at times due to their style or tone.	3.00	Neutral	Moderate
5. ChatGPT's tone contributes to my overall learning experience.	3.32	Neutral	Moderate
Average Mean	**3.15**	**Neutral**	**Moderate**

Table 2 shows that the pre-service teachers are typically neutral on ChatGPT's appropriateness of style and tone. Most of the pre-services are unbiased whether ChatGPT finds communication style and tone suitable for educational interactions, its tone contributes to the overall learning experience, and misunderstands ChatGPT's responses at times due to its style or tone. However, they noticed that ChatGPT adjusts its tone to suit various educational settings, and they do not believe that they feel uneasy or upset by ChatGPT's responses. Considering all factors, the pre-service teachers remain neutral about ChatGPT's style and tone, with a weighted mean score of 3.15.

This reveals that the pre-service teachers' views on ChatGPT's appropriateness of style and tone are moderate, indicating a neutral stance with a perfect blend of positive and negative perception. As one of the experiences of pre-service teachers in the utilization of ChatGPT, its responses vary from the constructed questions or those formulated by the inquirer. There are times that ChatGPT responds very well with respect, such as "Noted," "Thank you," "Sure," and "Thank you for your kindness." However, there are also times when ChatGPT has limitations and cannot provide what you asked for. Also, ChatGPT can be empathic or someone you can talk with when you are experiencing difficulties. Yet, it can't be reliable since it is a computer-generated application. In style and appropriateness, the responses are well-constructed and detailed, with appropriate grammar structure. For example, ChatGPT will provide you with information like "Here are some of the examples." ChatGPT is well-written with an introduction, body, and conclusion [P5]. On the other hand, ChatGPT has a significant problem because of its previous promises. It promises a better and quicker response, where the tone of the response accurately answers the prompt of the user [P6].

Supporting this notion, ChatGPT's adaptability and proficiency in mimicking human-like communication thereby enhancing its effectiveness in assisting with tasks such as crafting research papers and other documents (Lund & Wang, 2023). Whang (2024) supported this by noting that ChatGPT's responses vary in tone and style. This is highly relevant, as consistency in style and tone is crucial for the clarity and readability of academic writing. Given this, pre-service teachers should include specific prompts such as "using an optimistic tone" to achieve their desired response.

Table 3: Performance of ChatGPT Based on the Perceptions of the Pre-service Teachers

Statement	Mean	Description	Verbal Interpretation
1. ChatGPT quickly responds to my queries.	4.18	Agree	High
2. ChatGPT provides me with accurate responses to my queries.	3.33	Neutral	Moderate
3. ChatGPT has technical glitches or errors.	3.48	Neutral	Moderate
4. ChatGPT provides effective and helpful responses to my queries.	3.67	Agree	High
5. ChatGPT can be a reliable tool for others' educational support.	3.37	Neutral	Moderate
Average Mean	**3.61**	**Agree**	**High**

Table 3 shows that the pre-service teachers chiefly agree that ChatGPT has a good performance. They agree that ChatGPT quickly responds to their queries and provides accurate responses to their queries. Meanwhile, they are neither positive nor negative about ChatGPT providing accurate responses to their queries; pre-service teachers encounter technical glitches or errors while using ChatGPT and encourage others to use ChatGPT as a reliable tool in their educational support. Taking everything into account, the pre-service teachers believe that ChatGPT's performance is satisfactory, as indicated by a weighted mean of 3.61.

The results revealed that pre-service teachers have a high perception of ChatGPT's performance, indicating strong approval and confidence in its capabilities. ChatGPT performs well, but there are areas where improvement is needed. The 3rd year BEED pre-service teachers showcased a positive perception of the overall performance of ChatGPT. For instance, ChatGPT accurately gives the answers or responses that are needed. The recent information is limited, and wrong prompting leads to misinterpretation, thus giving an inaccurate response [P7]. However, ChatGPT is efficient to use because you can use it even if you are not techy enough since it generates instant answers with the keywords that are prompted. Reflections are easily made with complete structure (the introduction, body, and conclusion). The performance can be rated good, mostly when the need is urgent [P8].

With this, we can safely assume that the ChatGPT served as a useful educational support tool for pre-service teachers. This statement is supported by Ibrahim, who stated that both students and educators perceive ChatGPT's academic

capabilities to exceed expectations (Ibrahim et al., 2023). This was seconded by Das, who analyzed the perceptions of 162 higher education students regarding ChatGPT's performance, revealing a positive outlook on its academic usage (Das & JV, 2024).

Table 4: Overall Satisfaction of ChatGPT Based on the Perceptions of the Pre-service Teachers

Statement	Mean	Description	Verbal Interpretation
1. ChatGPT has significantly contributed to my understanding of teaching concepts and strategies.	3.48	Neutral	Moderate
2. ChatGPT is effective in addressing my specific educational needs and queries.	3.62	Agree	High
3. ChatGPT's responses are very clear and relevant to my educational inquiries.	3.40	Neutral	Moderate
4. ChatGPT has significantly enhanced my learning experience as a pre-service teacher.	3.40	Neutral	Moderate
5. ChatGPT has exceeded my expectations in terms of learning experiences for educational purposes.	3.40	Neutral	Moderate
Average Mean	**3.46**	**Neutral**	**Moderate**

Table 4 shows that the majority of the pre-service teachers are neutral about ChatGPT's overall satisfaction. They are indifferent that ChatGPT has significantly contributed to their understanding of teaching concepts and strategies, has significantly enhanced their learning experience as a pre-service teacher, the responses provided by ChatGPT are very clear and relevant to their educational inquiries, and their experience using ChatGPT for educational purposes as a pre-service teacher has exceeded their expectations. However, they agree that ChatGPT is effective in addressing their specific educational needs and queries. Based on the survey, the pre-service teachers have a neutral view of ChatGPT's overall satisfaction, as reflected by a weighted mean of 3.46.

This shows that pre-service teachers perceive ChatGPT's overall performance to be moderate, suggesting an average level of satisfaction. The pre-service teachers are generally impartial regarding their overall satisfaction with ChatGPT. For pre-service teachers, ChatGPT has been one of the most helpful tools that have emerged in today's generation. ChatGPT has been satisfactory since it provided the information that pre-service wanted. Most of the time, I asked for basic concepts only, and so far, ChatGPT can provide the information that I wanted. However, complex tasks are demanding and need immediate action, but ChatGPT has not been updated. Hence, limited data are being generated. ChatGPT will not give people total and complete satisfaction because no one can satisfy people since ChatGPT does not have all the answers, but with continuous development and redevelopment, ChatGPT will improve for sure [P9]. On the contrary, ChatGPT is not completely satisfying because it gives inaccurate data and information that leads to misleading information. It doesn't have primary sources or references that really give the correct data [P10].

To affirm the results above, students have observed its potential opportunities and challenges while using this AI. However, amidst the boons of this educational tool, the students had a favorable opinion and were satisfied while utilizing AI for educational purposes. However, ChatGPT's performance has different results depending on the subjects, ranging from outstanding (e.g., economics) and satisfactory (e.g., programming) to unsatisfactory (e.g., mathematics) (Lo, 2023). This was supported by a study of 328 tertiary students lead by Yu et al. (2024) where they reported that the high compatibility, efficiency, and resultant good output quality of ChatGPT enhance awareness and ease of use for the user, thereby generating increased overall satisfaction and interest in using the tool. However, some concerns have been raised by scholars due to the fear that students overuse ChatGPT, thus leading to an impact on their ability to comprehend and respond to tough questions.

Table 5: Referral Intention of ChatGPT Based on the Perceptions of the Pre-service Teachers

Statement	Mean	Description	Verbal Interpretation
1. ChatGPT is highly recommended to my fellow pre-service teachers for educational purposes.	3.49	Neutral	Moderate
2. ChatGPT is recommended because it has benefits for the learning process of pre-service teachers.	3.47	Neutral	Moderate
3. ChatGPT is recommended to my mentors or instructors in educational settings.	3.38	Neutral	Moderate
4. ChatGPT is a valuable tool for other pre-service teachers in enhancing their learning experiences.	3.55	Agree	High
5. ChatGPT's feedback from peers is valued and has a significant influence on my decision to recommend it to others.	3.58	Agree	High
Average Mean	**3.50**	**Agree**	**High**

Table 5 shows that the pre-service teachers mainly agree with ChatGPT's intention to refer others. They agree to value positive feedback or testimonials from their peers about CHatGPT, as it significantly influences their decision to recommend it to others. They believe ChatGPT is a valuable tool for other pre-service teachers to enhance their learning experiences. On the other hand, the pre-service teachers are neutral when it comes to highly recommending ChatGPT to their fellow pre-service teachers for educational purposes, recommending ChatGPT to other pre-service teachers, and they found it beneficial for their learning, and highly likely to suggest the use of ChatGPT in educational settings to their

mentors or instructors. Given the weighted mean score of 3.50, it is evident that pre-service teachers have a high intention to recommend ChatGPT. This suggests strong satisfaction and positive perception among this group, highlighting ChatGPT's effectiveness as a tool in their educational experience.

Based on the data, pre-service teachers perceive ChatGPT positively and have a high intention of recommending it. This indicates their approval of the tool and its advantages in supporting their learning process. The pre-service teachers will recommend ChatGPT to their classmates and instructors. With the pre-service teachers' voice on this matter, ChatGPT is very common to us today. Pre-service teachers always rely on ChatGPT in terms of academics and other things. It's not very helpful; pre-service teachers can't grow as a person if they always rely on this AI. Although ChatGPT is very helpful to their academics, they use ChatGPT for guidance [P11]. Meanwhile, ChatGPT can be recommended to peers and instructors because ChatGPT helps students understand more about what the teachers teach. Though it does not give accurate information, it helps students make their assignments, especially when they have loads of work [P12].

With this, there is a high probability that biases in teaching and learning experiences will be reduced if the human connection and support are reduced. Meanwhile, ChatGPT, as one of the AI-based technologies that can be used in the classroom, has many benefits in Higher Education Institutions, such as the effectiveness of students' services and admissions and significant enhancements to teaching and research endeavors may be increased. Consequently, AI tools like ChatGPT will gradually become the new normal, especially in the field of education, as perceived by the students. This is believed since most of the students are unprepared, despite the fact that it will affect their learning and academic integrity, and this is in contrast to the very nature of scholarly work (Nietzel, 2023). ChatGPT's superior responsiveness, convenience, and efficiency in delivering information enhance its perceived usefulness among learners. This positive perception plays a crucial role in shaping students' attitudes and motivates them to refer the platform to others (Rahman et al., 2022).
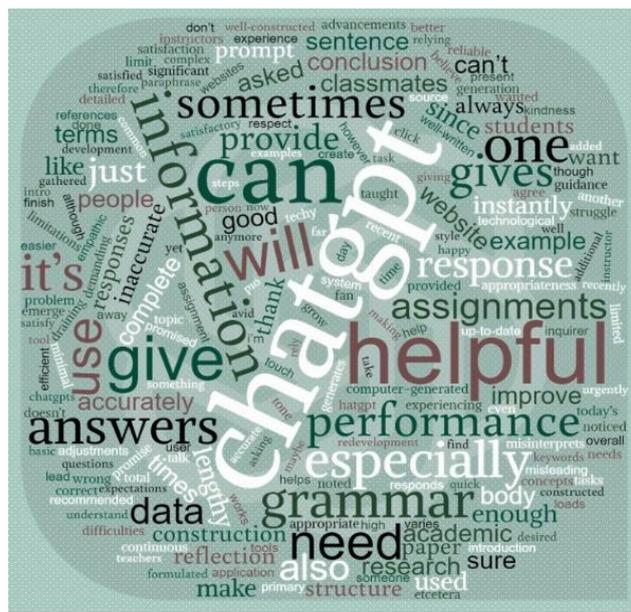

Figure 1: Word cloud of selected responses gathered from one-on-one interviews with pre-service teachers concerning their utilization of ChatGPT

Figure 1 shows the responses of the participants from one-on-one interviews that were generated by word cloud application on the perceptions of the pre-service teachers on the utilization of ChatGPT in their academic journey. The highlighted words encapsulate the common words that were used to describe ChatGPT. The pre-service teacher predominantly assesses its utility, analyzes its performance, and scrutinizes the reliability of the information provided while using the AI tool. The word cloud analysis indicates that pre-service teachers commonly utilize terms such as "ChatGPT," "helpful," "information," "grammar," "performance," "answers," "data," "construction," "research," "academic," and "assignments." This suggests a strong association between these words and the use of ChatGPT. It can also be seen that the participants emphasized the importance of accuracy in data and answers generated while also considering aspects such as grammatical correctness and verbosity in responses. Further, pre-service has specific needs and preferences, indicating a nuanced understanding of ChatGPT's capabilities and limitations. Overall, the figure reflects an academic approach towards ChatGPT's utilization of the academic tasks of the 3rd year BEED Pre-Service Teachers.

4. DISCUSSION

Based on the findings, the pre-service teachers generally acknowledged the worth and importance of ChatGPT in supporting their academic journey. They have also recognized its ability to explicate multifaceted concepts beyond traditional resources. ChatGPT has revolutionized the educational environment since its integration as a platform for personalized learning experiences. However, despite its renowned benefits, ChatGPT has its limitations as perceived by the pre-service teachers in terms of perceived helpfulness, appropriateness of tone and style, performance, overall satisfaction, and referral intention.

Pre-service teachers generally agree that ChatGPT is helpful in their academic journey. Thus, the perceived helpfulness of Chatgpt is high based on the perceptions of the pre-service teachers. Anent, the pre-service teachers agree that ChatGPT assisted them beyond conventional textbooks and materials in knowing hard topics and supplying them with additional explanations. Educational platforms and e-learning websites have integrated ChatGPT as a virtual teacher, which can accommodate the learning pace and liking of individual teachers, creating a more engaging and impressive learning environment. Additionally, the pre-service teachers generally find the use of ChatGPT beneficial in educational settings. It is considered valuable for tasks like understanding course materials, providing academic support, and enhancing the learning experience. Hence, ChatGPT is helpful for writing long essays and stories. 17% of the student participants revealed that they had used ChatGPT for their assignments (Hulick, 2023). Indeed, ChatGPT can make essays, solve problems, and a lot more; since its widespread usage is unstoppable due to its free access, others are attempting to teach ChatGPT to use this AI responsibly (The New York Times, 2023).

Besides, the 3rd year BEED pre-service teachers exhibit a neutral stance with the appropriateness of tone and style in ChatGPT. Given the result, it indicate that pre-service teachers have moderate confidence on ChatGPT's appropriateness of style and tone, reflecting a balanced mix of positive and negative perceptions. This response may stem from their limited exposure to AI tools like ChatGPT, which could influence their perception of the tone and style of such tools. Additionally, our pre-survey data indicates that 72% of students primarily utilize ChatGPT for academic purposes, where the emphasis on functionality often outweighs considerations of tone and style. Students may prioritize the effective fulfillment of their academic tasks using ChatGPT, potentially overlooking its tone and style. However, achieving a more positive perception of ChatGPT's tone and style could be facilitated by providing pre-service teachers with adequate exposure to various AI tools. This exposure would enable them to discern the differences in tone and style in different AI platforms. Supporting this notion, it is confirmed that pre-service teachers struggled to differentiate between AI-generated and human-generated text in terms of tone, style, and message delivery, as stated by Diamond (2024). However, ChatGPT has limitations such as lack of common sense, lack of emotional intelligence, limitations in understanding context, trouble generating long-form, structured content, limitations in handling multiple tasks at the same time, potentially biased responses, limited knowledge, accuracy problems or grammatical issues, need for fine-tuning, and computational costs and power (Marr, 2023).

Subsequently, the pre-service teachers generally agree that ChatGPT served its purpose when it comes to performance. As revealed by the data, the pre-service teachers hold a high regard for ChatGPT's performance, demonstrating strong approval and confidence in its capabilities. One of the probable reasons behind this research finding is that the AI platform is capable of generating academic tasks in a short amount of time. In addition, ChatGPT allows pre-service teachers to customize content by catering to their various lesson ideas, teaching strategies, and educational materials, which could help enrich the teaching-learning process. Also, through this platform, the 3rd year BEED pre-service teachers can increase the quality of their work by utilizing ChatGPT to check their grammar, verify some facts, or explain complicated concepts. To affirm the results above, due to the boom of technology integration inside the classroom, the utilization of ChatGPT is more accessible to pre-service teachers. That's ChatGPT, which was hailed as a "productivity revolution" due to its wide-ranging applications in creative writing, marketing, journalism, and education (Watkins, 2022). However, there are recent studies of the degradation of ChatGPT's performance, such as in the field of nephrology, with an accuracy of 45% and an agreement of 74% when responding to responses (Jing et al.,2024).

Meanwhile, the pre-service teachers are neutral about their overall satisfaction in using ChatGPT as a support in their academic journey. In light of the result, the pre-service teachers view ChatGPT's overall performance as moderate, indicating a fair level of satisfaction. Based on the data we gathered, the 3rd year BEED pre-service teachers showcased a positive perception of the overall performance of ChatGPT. One of the probable reasons behind this research finding is that the AI platform is capable of generating academic tasks in a short amount of time. In addition, ChatGPT allows the pre-service teachers to customize content by catering to their various lesson ideas, teaching strategies, and educational materials that could help enrich the teaching-learning process. Also, through this platform, the 3rd year BEED pre-service teachers can increase the quality of their work by utilizing ChatGPT to check their grammar, verify some facts, or explain complicated concepts. As a support, Ngo (2023) emphasized that ChatGPT has been widely used in education since the pandemic struck in the country. In addition, ChatGPT users respond positively (74%) with regard to their experiences while using ChatGPT. Thus, when there is an increase in ChatGPT literacy, satisfaction also increases (Damian, 2023; Lee & Park, 2023).

On the other hand, the pre-service teachers will generally recommend ChatGPT to others. The data reveals that pre-service teachers have a favorable perception of ChatGPT and are highly likely to recommend it to others. The pre-service teachers agree to refer ChatGPT to others due to the benefits that the pre-service has experienced while using this AI tool for educational purposes. The 3rd year BEED Pre-Service has many course subjects that involve rigorous research. Since they are in the stage of exploration of this AI tool, they welcome positive feedback to help others deal with the positive, balanced, and smart usage of ChatGPT. In line with this, ChatGPT, one of the most used AI-based tools, heightened the likelihood of replacing the physical or virtual human-based teaching experiences when low-cost chatbot interactions are patronized (Dempere et al., 2023). Teachers and students can recommend ChatGPT to others, following clear guidelines on how to use ChatGPT with integrity (Hasanein & Sobaih, 2023).

In summary, the pre-service teachers have different perceptions of the support of ChatGPT in their academic journey. The pre-service teachers perceived its helpfulness and performance as acceptable. However, their standard inappropriateness of style and tone and the overall satisfaction cannot be decided yet because they have standards that ChatGPT cannot provide when they do specific educational tasks. Despite this, the pre-service teachers are apt to recommend this AI tool to others, especially to their peers and mentors.

5. CONCLUSION

ChatGPT has emerged as a valuable tool in educational settings, offering assistance in various tasks such as generating human-like text responses. However, its integration into educational practices has raised significant ethical concerns. The tool's potential to produce incorrect information, biased content, and material that may not be suitable for classroom settings has led to a cautious approach among educators and students alike. The ethical dilemmas surrounding ChatGPT's use are complex, with concerns about its reliability as a source of information and its potential to reinforce biases over time. These issues highlight the need for clear guidelines and policies regarding the use of AI tools like ChatGPT in educational contexts.

To address these ethical concerns and ensure the responsible use of ChatGPT in education, it is crucial for educators to engage in open dialogues with students and faculty. This includes developing rules about when it is appropriate to use ChatGPT and when it is not, as well as fostering a culture of critical thinking and fact-checking among students. Additionally, universities and educational institutions should stay informed about the latest advancements in AI technology and update their policies accordingly to ensure that the use of tools like ChatGPT aligns with ethical standards and academic integrity. This approach will help in balancing the benefits of AI in education with the need to maintain a safe and trustworthy learning environment

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