



Research Article

Embracing the unknown and the novel: Can personality traits shape a teacher's approach to ChatGPT?

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This study, conducted in 2024 at a foundation university in İstanbul, Türkiye, examined the relationship between English for Academic Purposes instructors' personality traits and their integration of ChatGPT into teaching practices. A convergent concurrent mixed-methods design was employed, allowing for the simultaneous collection and separate analysis of quantitative and qualitative data before merging the results for interpretation. In the quantitative phase, 111 English for Academic Purposes instructors were recruited through convenience sampling to complete an online survey measuring their attitudes toward ChatGPT use and personality traits such as Openness to Experience and Ambiguity Tolerance. In the qualitative phase, 8 instructors were selected via purposeful sampling for semi-structured interviews, ensuring variation in personality profiles relevant to the study focus. Quantitative findings indicated that openness, conscientiousness, and ambiguity tolerance significantly influenced instructors' willingness to integrate ChatGPT into their teaching. Qualitative insights further revealed that while instructors appreciated ChatGPT's support in lesson planning and language instruction, many expressed ethical and pedagogical concerns. These included fears of diminishing student creativity, the risk of overreliance, and the challenge of aligning Artificial Intelligence tools with learning outcomes. The integration of both data sets enabled a richer understanding of how individual personality traits shape educators' perceptions and use of Artificial Intelligence technologies. The study contributes to ongoing discussions on digital pedagogy by offering practical insights for all stakeholders of education, suggesting that personality-aware strategies may support more thoughtful and effective adoption of Artificial Intelligence in academic contexts.

Keywords: ChatGPT integration, English for academic purposes, psychology, teacher personality, technology integration

1. Introduction

Teacher identity and personality traits have long been recognized as central to understanding how educators interpret their professional roles, make pedagogical decisions, and interact with students. Beijaard et al. (2004) argue that these traits influence nearly every dimension of teaching, including instructional practices, content selection, teacher-student relationships, and professional development pathways. Brenner et al. (2018), similarly, highlight how teachers' perceptions of their work shape their engagement and sense of meaning, suggesting that personal dispositions are inseparable from professional behavior. Within this framework, factors influencing technology adoption in the classroom extend beyond infrastructural readiness to include teachers' beliefs, attitudes, and individual traits.

The rapid emergence of Artificial Intelligence [AI] in education has intensified the need to examine these individual factors. AI tools are increasingly recognized for their capacity to personalize learning, automate feedback, and streamline lesson preparation (Kasneci et al., 2023). ChatGPT, a leading generative AI model, offers specific benefits for language teaching: it supports summarization, outlining, and error detection, and can provide inspiration for task design and research skill development. For teachers, these affordances promise gains in efficiency and

instructional quality; for students, they offer enhanced opportunities for individualized learning and active participation in class activities.

Despite this promise, the successful integration of AI is far from guaranteed. Research shows that teachers' attitudes and readiness critically determine whether and how emerging technologies are adopted (Yurt, 2025). Traditional theoretical models such as the Technology Acceptance Model [TAM] and the Theory of Planned Behavior [TPB] have been widely applied to explain these adoption behaviors (Ajzen, 1991). TAM focuses on perceived usefulness and ease of use, while TPB emphasizes attitudes, subjective norms, and perceived behavioral control. Although these frameworks provide valuable insights, they largely omit deeper motivational components, such as intrinsic value and perceived cost, and rarely account for enduring dispositional traits like personality (Chan & Zhou, 2023; Ranellucci et al., 2020).

Recent scholarship in Türkiye has begun to address this intersection of personality and AI use. Yurt (2025) demonstrated that openness to experience predicts intrinsic motivation for adopting AI, while neuroticism correlates with increased perceived costs. Kaya et al. (2022) linked personality traits to AI-related anxiety, suggesting that affective factors mediate adoption behaviors. Similarly, Alagöz Hamzaj (2025) reported that agreeableness, conscientiousness, and openness predict generative AI acceptance among teacher candidates, while Ayduğ and Altınpulluk (2025) found that higher digital literacy reduces AI-related anxiety. These findings underscore the importance of personality as a determinant of technology use, yet they also highlight a persistent gap: few studies examine practicing teachers, particularly within the specialized domain of English language teaching.

The Turkish context amplifies the urgency of this inquiry. Studies have documented fragmented AI implementation across institutions, limited teacher training, and unresolved ethical debates around plagiarism, reliability, and overreliance (Yaman & Başaran, 2025). While educators are generally optimistic about AI's pedagogical potential, institutional support structures remain inconsistent, and systematic strategies for integrating tools like ChatGPT into curricula are still emerging. In such an environment, understanding how teachers' personality traits influence their engagement with AI can inform not only individual professional development but also broader institutional policy and teacher training initiatives.

Grounded in this context, the present study investigates the role of teacher personality traits in the adoption of ChatGPT for English language teaching in Turkish higher education. By focusing on the intersection of personality, teacher identity, and technology use, the study addresses an important gap in the literature and contributes both theoretically and practically to the discourse on AI integration in education. Specifically, it seeks to provide practical insights for educators, administrators, and policymakers aiming to foster responsible and effective use of AI in language classrooms.

1.1. Research Questions

In this study, the following research questions were addressed:

RQ 1) Do specific teacher personality traits influence the adoption of ChatGPT in English language teaching practices?

RQ 2) How do English language teachers' perceived personality traits affect their integration of ChatGPT into their practices?

2. Literature Review

2.1. Personality

Personality is the core of who we are, shaping how we act and respond to the world around us. It is widely recognized as a central determinant of individuals' behaviors, motivations, and interactions. Julie (2012) defines it as a dynamic constellation of traits shaping thought and action, while Ryckman (2004) conceptualizes it as the interpretive lens through which people perceive life events. Among personality frameworks, the Big Five model, Extraversion, Agreeableness,

Conscientiousness, Neuroticism, and Openness to Experience, remains dominant in educational psychology due to its robust predictive validity (Denissen & Penke, 2008). Research has consistently linked these traits to teachers' professional conduct and pedagogical styles: Yazıcı (2021) demonstrated that conscientiousness and openness correlate strongly with higher professional commitment, while Asmalı (2014) and Bozanoğlu and Sapancı (2015) connected personality dimensions to students' learning strategies and motivational patterns.

Tolerance for ambiguity, though less studied, has also been noted as a critical personality factor influencing educators' adaptive responses to novel pedagogical challenges (Özel, 2007). More recent work expands this understanding by connecting personality with emotional well-being and coping strategies. For instance, Qu and Wang (2024) modeled how EFL teachers' personality traits interact with their emotion regulation strategies and vulnerability to depression, revealing that positive emotions mediated the relationship between personality and professional resilience. Similarly, Berkovich and Eyal (2019) found that suppression and reappraisal strategies mediate links between teachers' Big Five traits and their mood, underscoring how personality-driven emotional regulation shapes classroom interactions and professional satisfaction. Beyond emotional factors, personality also relates to broader educational values: Lukman et al. (2021) identified patience, discipline, respect, and enthusiasm as key personality attributes that strengthen character education, highlighting their role in fostering ethical and value-based teaching.

In the context of technology adoption, personality influences how educators evaluate risks, perceive benefits, and manage the cognitive demands of integrating digital tools (Kaya et al., 2022). Turkish studies mirror these patterns. For example, Yurt (2025) showed that openness predicts intrinsic motivation to adopt AI, while neuroticism is linked to higher perceived costs; Alagöz Hamzaj (2025) identified agreeableness and conscientiousness as further predictors of generative AI acceptance, and Ayduğ and Altınpulluk (2025) observed that higher digital literacy reduces AI-related anxiety. Collectively, these findings highlight that personality traits not only affect classroom management and teacher-student relationships but also critically mediate educators' readiness to engage with emerging technologies such as ChatGPT.

2.2. Openness to Experience as a Teacher Personality Trait

Openness to experience, a Big Five trait, encompasses curiosity, creativity, and willingness to embrace novel ideas (Costa & McCrae, 1992). Highly open individuals tend to explore innovative practices and adapt flexibly to change, whereas low-openness individuals may prefer routine and exhibit resistance to new methodologies (Bayram & Aydemir, 2017). Research links openness to positive outcomes such as ambiguity tolerance and career adaptability. Bardi et al. (2009) found that openness predicts comfort with ambiguity during academic transitions, while Bacanlı and Sarsıkoglu (2021) associated openness with increased career adaptability dimensions like curiosity and confidence.

Although many studies are conducted with students or general populations (e.g., Çivitçi, 2020; Özcan, 2013), their implications extend to teachers. Educators with higher openness are more likely to integrate innovative tools, such as AI-based platforms, into their teaching and foster inclusive classroom environments. This is especially critical in contexts like Türkiye, where fragmented AI implementation and varying institutional support require teachers to adapt proactively (Yaman & Başaran, 2025). The lack of direct research on openness among practicing teachers highlights the need to explore how this trait shapes technology adoption in language education.

2.3. Ambiguity Tolerance as a Teacher Personality Trait

Ambiguity tolerance [AT] is defined as an individual's ability to function effectively and calmly in situations marked by uncertainty or conflicting information (Budner, 1962; Frenkel-Brunswik, 1949; Norton, 1975). Individuals high in AT perceive ambiguous conditions as opportunities for exploration rather than threats (Furnham & Marks, 2013), while those with low AT may avoid

such contexts and experience discomfort (Kazamia, 1999). This is particularly relevant to teaching, a profession characterized by constant dilemmas, such as choosing appropriate instructional strategies, responding to diverse student needs, and adapting to unpredictable classroom dynamics (Berlak & Berlak, 1981; Monrouxe & Mattick, 2006).

Despite its significance, research directly addressing teachers' tolerance for ambiguity remains limited. Most studies either explore AT among students such as Öz (2022), who reported low ambiguity tolerance in Turkish EFL learners, or discuss its broader psychological implications (Naghipoor & Abedini, 2013). However, these findings are still instructive for teacher education, as they imply that low AT could hinder teachers' adaptability to evolving pedagogical demands and emerging technologies, including AI tools like ChatGPT. Given the increasing uncertainty associated with integrating new technologies into language classrooms, understanding AT among teachers fills a critical gap in the literature and informs professional development initiatives.

2.4. ChatGPT, Education, and Teacher Personality Intersection

The integration of ChatGPT into educational contexts has garnered global attention, with research exploring its pedagogical potential and ethical implications. Internationally, studies have highlighted ChatGPT's ability to enhance language learning through task-based instruction and real-time feedback (Kim et al., 2023; Lund & Wang, 2023). These studies emphasize both the opportunities, such as increased learner autonomy and motivation, and challenges, including the risk of overreliance and the need for teacher training in AI literacy (Farrokhnia et al., 2023). Personality traits, while less frequently examined, have been implicated in how educators navigate these opportunities: teachers high in openness to experience tend to experiment with novel tools like ChatGPT, while those with lower ambiguity tolerance may exhibit resistance when facing the uncertainties inherent in AI-driven pedagogy (Qu & Wang, 2024).

Within the Turkish context, research on ChatGPT remains emergent but expanding. Zileli (2023) demonstrated its utility in teaching Turkish as a foreign language, while Yıldız (2023) found ChatGPT-assisted post-lesson tasks significantly boosted students' motivation and achievement in English language courses. Aktay et al. (2023) reported positive student perceptions of ChatGPT's role in enhancing classroom engagement, though they also noted metaphoric conceptualizations of AI as both "friend" and "enemy," underscoring ethical and affective complexities. Meanwhile, Can et al. (2023) explored ChatGPT's transformative role across personal, academic, and professional domains, indicating its growing relevance for educators' daily practices.

Despite these promising findings, explicit investigations into teacher personality traits, such as ambiguity tolerance, openness, or conscientiousness, in relation to ChatGPT use remain scarce. Most studies prioritize student outcomes or general teacher attitudes rather than dispositional predictors of adoption. Addressing this gap can illuminate how personality dimensions shape educators' decisions to integrate generative AI into language teaching, ultimately informing teacher training programs and institutional AI policies.

3. Methodology

3.1. Research Design

This study employed a convergent mixed-methods research design, where quantitative and qualitative data were collected simultaneously, analyzed separately, and then integrated to obtain a comprehensive understanding of the research problem. This design was chosen for its strength in combining numerical data with rich, contextual insights, allowing for a deeper examination of how teacher personality traits influence ChatGPT integration in English for Academic Purposes [EAP] instruction. Quantitative data captured measurable relationships, while qualitative interviews explored underlying beliefs, ethical concerns, and pedagogical interpretations. A convergent approach was deemed most appropriate for addressing the complex interplay between teacher identity and AI integration.

3.2. Participants and Setting

The study included 111 English language instructors employed at a private university's preparatory school in Istanbul, Türkiye. Participants were full-time instructors with at least one year of teaching experience in the 2023–2024 academic year and basic familiarity with generative AI tools, particularly ChatGPT. Administrative staff, part-time or visiting lecturers, and those reporting no awareness of ChatGPT or similar tools were excluded. The participants represented a diverse demographic, with most aged 35–44 and possessing 11–20 years of professional experience, teaching an average of 12–20 hours per week.

Table 1 summarizes the demographic characteristics of the 111 English language instructors, detailing their age, teaching experience, and weekly teaching hours. This information provides context for interpreting subsequent analyses regarding personality traits and ChatGPT integration.

Table 1

Distribution of the Participants Based on Age, Years of Teaching Experience and Weekly Teaching Hours

Category	Frequency (f)	Percentage (%)
Age		
24 and below	1	0.9%
25–29	8	7.2%
30–34	15	13.5%
35–39	31	27.9%
40–44	27	24.3%
45–49	8	7.2%
50–54	14	12.6%
55 and above	7	6.3%
Years of Teaching Experience		
0–5	7	6.3%
6–10	15	13.5%
11–15	31	27.9%
16–20	28	25.2%
21–25	13	11.7%
Above 25	17	15.3%
Weekly Teaching Hours		
5–10	13	11.7%
11–15	27	24.3%
16–20	52	46.8%
21–25	17	15.3%
Above 25	2	1.8%

As seen in Table 1, the majority of participants were aged 35–39, and nearly half reported teaching 16–20 hours weekly. Most instructors (about 27.9%) had 11–15 years of teaching experience, reflecting a sample of mid-career professionals with substantial classroom expertise.

3.3. Data Collection Procedures and Instruments

For the present study, an online survey was conducted to collect quantitative data on the teachers' specified personality traits and their attitudes toward the incorporation of ChatGPT technology. Additionally, semi-structured interviews were conducted to collect the qualitative data.

3.3.1. Teacher perceptions about generative AI and ChatGPT use scale

The instrument utilized in this study comprised a 14-item Likert scale designed to assess participants' perceptions regarding the benefits and risks associated with the utilization of generative AI in higher education, particularly focusing on its application within the context of English for Academic Purposes instruction. The scale was adapted from Petricini et al. (2023), who investigated perceptions about generative AI and ChatGPT usage among faculty and college

students. Participants were asked to rate their level of agreement with each statement on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The acceptability and reliability of the pilot test for the scale utilized in this study were assessed using Cronbach's alpha coefficient, which was found to be .619. According to Pallant (2007), Cronbach's alpha values above 0.6 are considered indicators of high reliability and an acceptable index (Nunnally & Bernstein, 1994). Additionally, alpha values falling within the range of .60 to .80 are deemed moderate but acceptable (Pallant, 2007).

3.3.2. *Openness to change the questionnaire*

The instrument utilized in this study consisted of a 15-item questionnaire designed to measure participants' openness to experience traits. The questionnaire was taken from the website of Pierette Desrosiers, a work psychologist and coach, and made available on the website of the Service of orientation and Psychological Consultation [SOCP] of the University of Montreal. Participants were asked to rate each statement on a five-point Likert scale, ranging from 1 (Little) to 5 (Many), indicating the extent to which each statement applied to them. The acceptability and reliability of the pilot test for the scale utilized in this study were assessed using Cronbach's alpha coefficient, which was found to be .892.

3.3.3. *Ambiguity tolerance scale*

The Ambiguity Tolerance scale utilized in this study was the Multiple Stimulus Types Ambiguity Tolerance Scale-II (MSTAT-II), developed by McLain (2009). The MSTAT-II was designed to measure individuals' tolerance for ambiguity across various domains, particularly focusing on stimuli associated with perceived ambiguity, such as complexity, unfamiliarity, or insolubility. The scale consists of 13 items, each addressing different aspects of ambiguity tolerance. The reliability of the piloted scale was assessed using Cronbach's coefficient alpha, with a value of .83, indicating high internal consistency. The acceptability and reliability of the pilot test for the scale utilized in this study were assessed using Cronbach's alpha coefficient, which was found to be .720.

3.3.4. *Semi-structured interviews*

In-depth qualitative insights were gathered through semi-structured interviews with a selected group of participants from the target group. The interview questions explored participants' experiences, perceptions, challenges, and beliefs regarding the integration of Chat GPT in EAP instruction (see Appendix 1). In total, they responded to 8 questions aimed at exploring the correlation between English language teachers' personality traits, like openness to experience and ambiguity tolerance, and their integration of Chat GPT technology in teaching practices within the context of English for Academic Purposes.

3.4. Data Analysis

3.4.1. *Quantitative data analysis*

All quantitative data were analyzed using IBM SPSS Statistics 26. Initial normality tests (Shapiro-Wilk and Kolmogorov-Smirnov) revealed that the majority of the variables violated the assumption of normal distribution. Accordingly, non-parametric statistical methods were employed to ensure methodological consistency. To compare differences in participants' responses across age, experience, and weekly teaching hours, the Kruskal-Wallis H test was used. This test is appropriate for comparing more than two groups when the assumptions of parametric tests are not met. To examine the relationship between teachers' openness to experience, ambiguity tolerance, and their attitudes toward ChatGPT integration, Spearman's rho correlation was applied. This test measures the strength and direction of associations between variables without requiring normality. Additionally, ANOVA (Analysis of Variance) was employed to assess differences in openness to change (dependent variable) among different groups. (e.g., Age, Years of Teaching Experience and Weekly Teaching Hours). Together, these tests provided a comprehensive analysis of the relationships and differences within the dataset.

Tables 2, 3, and 4 present the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests assessing the normality of distributions for AI perception, openness to change, and ambiguity tolerance scores.

Table 2

AI Perception Test of Normality

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	Statistic	df	Sig.	Statistic	df	Sig.
AIPerMean	.127	111	<.001	.944	111	<.001

Table 3

Openness to Change Test of Normality

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	Statistic	df	Sig.	Statistic	df	Sig.
OpenChangeMean	.077	111	.119	.985	111	.262

Table 4

Ambiguity Tolerance Test of Normality

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	Statistic	df	Sig.	Statistic	df	Sig.
OpenChangeMean	.070	111	.200	.971	111	.016

As indicated in Table 2, AI perception scores violated normality ($p < .05$), supporting the use of non-parametric tests. Similarly, Table 3 shows that openness to change was approximately normal (Shapiro-Wilk $p = .262$), while Table 4 reveals mixed results for ambiguity tolerance, necessitating cautious interpretation.

3.4.2. Qualitative data analysis

The qualitative data were analyzed through content analysis, following the procedures outlined by Creswell and Guetterman (2019). This approach was chosen for its systematic capacity to derive themes from rich, descriptive data. To begin, transcripts from semi-structured interviews, including both video and written responses, were reviewed in depth by the researcher. Following multiple close readings, initial codes were generated to capture meaningful units related to teachers' attitudes, beliefs, and practices regarding ChatGPT integration. These codes were then grouped into broader categories reflecting recurring patterns in participant responses. Subsequently, themes were developed from these categories to represent the core insights of the qualitative data. This method enabled the identification of both individual and collective perspectives, as well as the complex relationship between participants' personality traits (i.e., openness to experience and ambiguity tolerance) and their views on AI integration in English for Academic Purposes instruction.

4. Results

4.1. Quantitative Data

To explore whether demographic variables had a significant effect on participants' attitudes and perceptions regarding AI and ambiguity tolerance, the Kruskal-Wallis H test was conducted, as the data did not meet normality assumptions.

The results indicated no statistically significant difference in AI Perception or Ambiguity Tolerance across age and teaching experience categories ($p > .05$). However, a significant difference was found in AI Perception across weekly teaching hour categories, $\chi^2(4, N = 111) = 11.31$, $p = .015$, suggesting that instructional load may influence how educators perceive the role of AI in language education (see Table 6 for details).

4.1.1. Comparison with demographic variables

Table 5 reports pairwise comparisons of weekly teaching hour groups to identify specific differences in AI perception scores.

Table 5

Pairwise comparisons of weekly teaching hour groups

Sample 1-Sample 2	Test Statistic	SE	Std. Test Statistic	Sig.	Adj. Sig. ^a
Above 25 – 11-15	23.167	23.541	.984	.325	1.000
Above 25 – 21-25	24.147	24.014	1.006	.315	1.000
Above 25 – 5-10	26.885	24.399	1.102	.271	1.000
Above 25 – 16-20	43.798	23.147	1.892	.058	.585
11-15 – 21-25	-.980	9.946	-.099	.921	1.000
11-15 – 5-10	3.718	10.844	.343	.732	1.000
11-15 – 16-20	-20.631	7.620	-2.708	.007	.068
21-25 – 5-10	2.738	11.835	.231	.817	1.000
21-25 – 16-20	19.651	8.975	2.190	.029	.286
5-10 – 16-20	-16.913	9.961	-1.698	.090	.895

According to Table 5, the most notable difference emerged between the 11-15 and 16-20 hour groups (adjusted $p = .068$), indicating that moderate workloads might correspond to more positive AI perceptions.

Post-hoc pairwise comparisons using Dunn's test were conducted to determine the source of the difference in AI perception among teaching hour categories. A statistically significant difference was observed between the 11-15 hours and 16-20 hours groups ($z = -2.71$, $p = .007$, adjusted $p = .068$), indicating that teachers with moderately higher workloads held more positive perceptions of AI. Another significant difference was observed between 21-15-hour groups. (see table 5.)

4.1.2. Correlations

Spearman's rho correlation was used to assess relationships between variables. A meaningful relationship was found between how artificial intelligence is perceived by teachers and their openness to change. Those with a more favorable view of AI tended to embrace change more readily in their teaching methods ($\rho = .264$, $p = .005$). These findings suggest that openness to change is a key mediating trait between ambiguity tolerance and positive attitudes toward ChatGPT integration. Similarly, a compelling link was revealed between openness to change and tolerance for ambiguity among participants ($\rho = .509$, $p = .001$). A higher willingness to adapt was exhibited by those who demonstrated a greater tolerance for navigating uncertainty in their teaching endeavors. However, despite the observed connections between AI perception and openness to change, no significant correlation was found between perceptions of AI and tolerance for ambiguity ($\rho = .094$, $p = .326$). These results prompt further exploration into the intricate interplay of perceptions, adaptability, and tolerance within the context of English for academic purposes teaching practices (see Table 6).

Table 6

Spearman's rho correlations among AI perception, openness to change, and ambiguity tolerance (N=111)

	1	2	3
1. AI Perception	-		
2. Openness to Change	.264**	-	
3. Ambiguity Tolerance	.094	.509**	-

Note. $p < .01$

As shown in Table 6, AI perception correlated positively with openness to change ($\rho = .264$, $p = .005$), while openness to change strongly correlated with ambiguity tolerance ($\rho = .509$, $p < .001$). No significant correlation emerged between AI perception and ambiguity tolerance.

4.2. Qualitative Data

4.2.1. Teaching integration

The responses from the teachers collectively illustrated a growing recognition of ChatGPT as a valuable tool in English language teaching, particularly within an EAP context. Participants envisioned Chat GPT as a complementary resource, similar to a teacher outside the classroom, providing guidance, generating ideas, and assisting in lesson planning. They emphasized its potential in addressing practical challenges, such as the scarcity of materials for specific language levels like B1 and B2, as highlighted by one of the participants. Additionally, some highlighted its utility in teaching academic skills such as APA citation and statistical analysis, indicating its versatility in supporting various aspects of language learning. However, some raised ethical and practical concerns regarding overreliance on Chat GPT, cautioning against its potential to diminish creativity and critical thinking skills among students. Overall, these perspectives underscored the evolving role of Chat GPT as a facilitator in language teaching, offering support while prompting reflection on pedagogical practices.

4.2.2. Role of Chat GPT

Regarding the role of Chat GPT in EAP teaching, participants offered diverse perspectives. Some emphasized its practicality in material creation and student engagement. For example, Participant 8 highlighted its potential for streamlining the preparation process, stating, "I can use it for creating materials." Likewise, Participant 3 noted its role in enhancing student engagement by incorporating it into brainstorming exercises, affirming, "I have started using it to enhance student engagement by asking them to use it for brainstorming exercises."

However, concerns were raised regarding potential drawbacks, particularly related to overreliance. Participant 5 expressed apprehension about diminishing creativity and intellectual engagement with excessive use of Chat GPT, stating, "I believe the more I use it, I'll just start losing my creativity or I will stop using my brain." Despite these reservations, there were instances of successful student utilization, as mentioned by Participant 1, who stated, "Out of 16 students, 8 of them have used ChatGPT for their writings."

4.2.3. Ethical and practical concerns

Participants expressed ethical and practical concerns regarding the integration of Chat GPT into EAP teaching. While some viewed it as a valuable tool for aiding the adoption process, noting, "Chat GPT may help our adoption and utilization process" (P4), others cautioned against overreliance on it for critical thinking tasks. On the contrary, one participant expressed concern, stating, "It may help, but for criticality, building your arguments, you need your brain" (P5). This sentiment was echoed by another participant who highlighted the risk of students delegating thinking responsibilities to Chat GPT, stating, "Some students have the tendency to pass the responsibility of thinking onto Chat GPT" (P6).

However, participants also recognized the importance of conscientious activity selection to ensure alignment with learning objectives, with one participant stating, "My conscientiousness enables me to select and create activities on Chat GPT that are in line with our learning objectives" (P3).

The diverse perspectives offered by participants revealed a deeper understanding of Chat GPT's role in English language teaching within an EAP context. While some viewed it as a valuable resource for addressing practical challenges and enhancing student engagement, others expressed some reservations about its potential impact on creativity and critical thinking skills.

4.2.4. Personality influence

Considering the influence of personality traits on Chat GPT integration, a spectrum of attitudes emerged, reflecting individuals' openness to experience, ambiguity tolerance, and conscientiousness. Some embraced innovative methods, citing receptiveness to new technologies, while others approached integration cautiously, emphasizing ethical considerations. Regarding ambiguity tolerance, varying comfort levels with uncertainty were evident, with some viewing Chat GPT as an opportunity for growth, while others expressed concerns about AI integration challenges. Conscientiousness played a significant role in guiding ethical activity selection, despite overarching concerns about potential ethical implications.

4.2.5. Openness to experience

Participants' responses reflected varying degrees of Openness to Experience in their attitudes towards integrating Chat GPT into EAP teaching. Some participants exhibited a high level of openness, expressing enthusiasm for exploring innovative methods. For instance, one participant mentioned, "My openness to experience definitely shapes my approach the most. I am always exploring innovative methods" (P2). Likewise, another participant highlighted their receptiveness to new technologies, stating, "As teachers, we need to be open to innovation. This trait will be the most important one to adopt and use in our classes" (P7).

Out of the 8 teachers interviewed, 7 mentioned the use of ChatGPT for material development and classroom support, indicating strong alignment with the "Teaching Integration" theme. The sub-theme of ethical and practical concerns was expressed by 5 participants, who voiced caution regarding overreliance and its potential effects on students' creativity and critical thinking. Regarding personality traits, 6 teachers emphasized their Openness to Experience, 4 highlighted their Ambiguity Tolerance, and 3 reflected on their Conscientiousness as influencing their instructional choices.

Table 7 summarizes the qualitative themes and sub-themes derived from semi-structured interviews, highlighting key patterns in teachers' experiences and personality influences on ChatGPT integration.

Table 7

Themes and Sub-themes Based on Interviews

<i>Theme and sub-theme</i>	<i>Sample response</i>
Teaching Integration	
Role of Chat GPT	Use it for creating materials. (7 Participants) Belief in enhancing student engagement by asking them to use it for brainstorming exercises. (7 Participants)
Ethical and Practical Concerns	Concern about losing my creativity and critical thinking.(5 Participants) Student Cheating Cases (5 Participants)
Personality Influence	
Openness to Experience	Feeling comfortable with ambiguity and uncertainty especially with technology integration. (4 Participants)
Ambiguity Tolerance	Openness to experience influence on Technology Integration (6 Participants)
Conscientiousness	Conscientious approach towards Chat GPT (3 Participants)

As summarized in Table 7, most participants emphasized ChatGPT's role in material development and engagement, while ethical concerns about overreliance were also prevalent. Personality traits, particularly openness and ambiguity tolerance, emerged as central to teachers' perceptions of AI integration.

Conversely, some participants demonstrated a more cautious approach, expressing concerns about the potential implications of AI integration. For example, one participant stated, "Although

we should integrate Chat GPT, we need to be conscious about the importance of production and deep-thinking skills" (P9).

4.6. Ambiguity tolerance

On the topic of Ambiguity Tolerance, participants exhibited varying levels of comfort with uncertainty, particularly concerning technology integration. Some participants demonstrated a high tolerance for ambiguity, expressing confidence in navigating the complexities of integrating Chat GPT into teaching practices. For example, one participant mentioned, "I am quite comfortable with ambiguity and uncertainty, especially with technology integration, which translates into a flexible teaching style" (P2). Similarly, another participant echoed this sentiment, stating, "As teachers, we need to learn to harness Chat GPT rather than limit it. My openness helps me to see it this way" (P8).

However, contrasting perspectives were also evident, with some participants expressing apprehension about the potential challenges associated with AI integration. One participant remarked, "We need to estimate the impact of AI tools on our skills' development and be more conscious about the importance of production and deep-thinking skills" (P9). Despite varying levels of ambiguity tolerance, participants recognized the need for adaptability in navigating the evolving landscape of technology-enhanced teaching methodologies.

4.7. Conscientiousness

Conscientiousness emerged as a prominent trait influencing participants' approaches to integrating Chat GPT into EAP teaching. Participants demonstrated a conscientious attitude towards activity selection and alignment with learning objectives. For instance, one participant highlighted their approach to activity creation, stating, "My conscientiousness enables me to select and create activities on Chat GPT that are in line with our learning objectives" (P3). Similarly, another participant emphasized the importance of ethical considerations in integrating AI tools, stating, "We need to be conscious about the importance of production and deep-thinking skills" (P8).

On the other hand, while conscientiousness guided participants' decision-making processes, some expressed concerns about the potential ethical implications of AI integration. One participant cautioned, "Some students have the tendency to pass the responsibility of thinking onto Chat GPT" (P5, challenging). Despite these challenges, participants recognized the value of conscientious activity selection in ensuring effective integration of Chat GPT into teaching practices.

5. Discussion

The first research question aimed to discover whether specific teacher personality traits influenced the adoption of ChatGPT in English language teaching practices. Contrary to expectations, age and years of teaching experience did not yield significant differences in AI perception or ambiguity tolerance, which is in line with the study of Saleh Mahdi and Sa'ad Al-Dera (2013), suggesting that these factors may not strongly influence teachers' perspectives on AI adoption. However, the significant difference in AI perception across categories of teaching hours highlighted the potential impact of workload on teachers' perceptions of AI. The findings suggested that teachers who spend more time teaching may have different views on the utility and effectiveness of AI tools in language instruction compared to those with fewer teaching hours (Öztürk Demir & Çetin, 2025).

The quantitative results further revealed significant correlations between teachers' perceptions of AI and their openness to change, as well as between openness to change and ambiguity tolerance. Participants who held more positive perceptions of AI tended to exhibit greater openness to change in their teaching practices, suggesting a potential link between attitudes toward technology adoption and pedagogical flexibility. Additionally, teachers who were more open to change were also found to be more tolerant of ambiguity in their teaching practices, indicating a subtle relationship between these personality traits and their influence on instructional approaches.

However, no significant correlation was observed between AI perception and ambiguity tolerance, suggesting that teachers' views on AI may not directly align with their comfort levels in dealing with uncertain situations in teaching contexts. This finding contrasts with Chang (2020), who found a moderate correlation between ambiguity tolerance and engagement with computer-assisted tools. A similar discrepancy was noted by Chapelle and Roberts (1986), who emphasized ambiguity tolerance as a key predictor in second language proficiency development, particularly in technology-mediated environments.

The second research question explored how EAP teachers perceived personality traits to influence their integration of ChatGPT into their teaching practices. The qualitative data provided further insights into teachers' perspectives on the integration of ChatGPT in English for Academic Purposes teaching, emphasizing its role as a supplementary tool in lesson planning and academic skill development. Participants appreciated the tool's capacity to support content creation, brainstorming, and personalized feedback.

Despite recognizing its potential benefits, teachers also raised concerns about overreliance on AI and its potential impact on creativity and critical thinking skills. This stance aligns with ElSayary (2023), who reported that while teachers viewed ChatGPT as a helpful support tool, they also identified challenges related to accuracy and reduced human interaction. Likewise, Shen et al. (2023) described large language models like ChatGPT as "double-edged swords," raising concerns about dependability and diminished learner autonomy, and Thorp (2023) warned against misrepresenting ChatGPT as a source of original scholarly contribution. These findings highlight that teachers' perspectives reflect a cautious optimism, acknowledging the tool's utility while advocating for mindful, critical integration.

The study's exploration of how personality traits such as ambiguity tolerance and openness to experience shape teachers' perceptions of AI technology resonates with the ecological perspective described by Hauge (2007), which proposes that individuals' personalities both shape and are shaped by their environments. These results suggest that teachers' attitudes toward AI integration are not only influenced by institutional norms and training but are also significantly affected by their inherent dispositions and reflective interactions within their professional settings.

Recent literature reinforces the present study's findings regarding the positive correlation between openness to change and favorable attitudes toward ChatGPT. İlhan et al. (2022) found that individuals who score high on openness to experience are more inclined to engage with novel technologies and adapt flexibly to professional changes. Similarly, Özdemir et al. (2022) highlighted that openness and ambiguity tolerance contribute to adaptive decision-making and reduced career anxiety in technology-rich environments. In line with these findings, Yaman and Başaran (2025) observed that most teachers expressed positive attitudes toward using AI in education and viewed ChatGPT as a valuable resource for personalized instruction. Likewise, Tsiani et al. (2025) found that future educators appreciated generative AI tools like ChatGPT for enhancing feedback quality, time efficiency, and learner engagement. In a similar vein, Stoyanova et al. (2025) reported that both teachers and students perceived ChatGPT as a helpful supplementary tool in programming education, though not a substitute for human interaction, a view echoed by the participants in this study.

As the aforementioned indicates, the findings of this study reinforce the reciprocal nature of the relationship between personality traits and environmental influences. Specifically, teachers' openness to change and tolerance for ambiguity emerged as significant factors influencing their perceptions of AI technology. This suggests that teachers with higher levels of these traits are more likely to embrace AI technology in their pedagogical practices, whereas those with lower levels may exhibit resistance or skepticism. These results are consistent with Ones (2005), who argued that personality traits represent enduring predispositions to respond in particular ways across varying contexts, including those involving technological change.

6. Conclusion

This study contributed to understanding the integration of ChatGPT into EAP teaching practices by examining the relationship between teachers' personality traits and their attitudes towards AI adoption. Quantitative analyses showed generally positive attitudes towards ChatGPT, with significant correlations between AI perception and openness to change, and between openness to change and ambiguity tolerance. Qualitative insights emphasized the importance of balancing AI integration with traditional pedagogical approaches, ethical considerations, and conscientious activity selection.

The findings underscored the need for ongoing dialogue and collaboration within the educational community to understand the evolving dynamics of technology-enhanced language instruction. By critically reflecting on the implications of AI adoption and advocating for a balanced approach, teachers can effectively integrate ChatGPT and other AI tools into their teaching practices, enhancing student learning outcomes.

The study had several limitations that should be considered while conducting the study. Firstly, interviews had to be conducted in two different ways after the first four participants due to difficulties in scheduling suitable time slots and general time constraints, potentially introducing variability in data collection methods. Secondly, the study faced time constraints, necessitating more time for thorough data collection and analysis, which may have affected the depth of exploration into the research topic. Thirdly, the novelty of the topic made it challenging to find comprehensive resources within the existing literature, limiting the range of the literature review. Lastly, the study was conducted solely with EAP teachers, limiting the generalizability of the findings to other educational contexts or educator cohorts, and potentially influencing the diversity of perspectives represented in the study. These limitations highlight areas for improvement and should be addressed in future research studies.

7. Pedagogical Implications

This study highlights key pedagogical implications for integrating ChatGPT into EAP teaching, emphasizing the importance of considering teachers' personality traits and their influence on attitudes toward using AI in the classroom (Nam & Bai, 2023). Ethical considerations, such as promoting creativity, critical thinking, and human-centered pedagogy, are essential to prevent overreliance on technology (Crompton & Burke, 2023). Teachers should carefully select activities that align with learning objectives, enhance student engagement, and support language skill development. Engaging in critical reflection, dialogue, and professional development will enable educators to adopt innovative approaches to AI integration while addressing diverse student needs and educational goals (Crompton & Burke, 2023).

8. Recommendation for Further Research

For researchers, further exploration of the relationship between personality traits and teachers' attitudes towards AI integration is recommended. Longitudinal studies tracking changes in perceptions and behaviors over time could provide valuable insights. Comparative studies across different cultural and institutional settings could offer cross-cultural perspectives on AI integration.

Ethical implications of AI integration in EAP teaching should continue to be investigated, addressing issues such as privacy, data security, and algorithmic bias (Özdemir et al., 2022). Research on the effectiveness of specific AI-driven pedagogical interventions could provide empirical evidence of their impact on student learning outcomes.

For teachers, collaborating with colleagues and educational technology specialists to share best practices and resources for AI integration is crucial (İlhan et al., 2022). Engaging in professional development to enhance digital literacy and familiarity with AI technologies is essential.

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Data availability: The datasets used during the current study are available from the corresponding author on reasonable request.

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Appendix 1. Interview Questions

- 1) Do you integrate Chat GPT technology into your English language teaching? (What sparked your interest in utilizing this technology in your classes? Can you share instances where Chat GPT has influenced your teaching methods and interactions with students?)
- 2) How do you perceive your personality/identity as an English language teacher in an EAP context? (Follow-up-What personal beliefs or values do you think influence your teaching practices?)
- 3) In what ways do you think your personality, particularly in terms of the Big Five Personality Traits, shapes your approach to integrating technology, especially Chat GPT, into your instruction? (Follow-up: Are there specific aspects of your personality that impact this process more significantly?)
- 4) How would you describe your openness to new experiences, especially regarding technology adoption, such as integrating Chat GPT into your teaching practices? (Follow-up: Can you provide examples of how your openness to new experiences has influenced your approach to incorporating Chat GPT in your EAP classes?)
- 5) What challenges or concerns, if any, have you encountered when using Chat GPT in your English language classes, and how have your personality traits as a teacher played a role in addressing these challenges? (For ChatGPT users)
- 6) In dealing with the integration of Chat GPT, how comfortable are you with ambiguity and uncertainty, and how does this relate to your teaching style in an EAP context?
- 7) How do you perceive the role of Chat GPT in helping students develop English language skills for academic purposes? How does your teacher identity impact your approach to this role?
- 8) Looking ahead, how do you see the future of Chat GPT in English language teaching in an EAP context? How might specific personality traits continue to influence its adoption and utilization?