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### English Language Teachers' Insights on the Influence of *ChatGPT* on Professional Well-being

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## English Language Teachers' Insights on the Influence of *ChatGPT* on Professional Well-being

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### ABSTRACT

This study explores the influence of *ChatGPT*—an AI-powered Large Language Model (LLM)—on the professional well-being and work-life quality of English language teachers in online teaching environments. By leveraging a qualitative case study approach, semi-structured interviews were conducted with six English language teachers to evaluate their experiences with *ChatGPT* in diverse teaching practices, such as lesson planning, material development, and student feedback. The study data revealed that *ChatGPT* significantly reduced teachers' workload, enhanced time management, and improved teaching efficiency, enabling educators to focus more on student interaction and innovative aspects of teaching. Furthermore, participants reported that *ChatGPT* contributed to reducing their stress levels and increasing job satisfaction by streamlining their routine tasks, such as administrative duties. However, teachers raised concerns about the potential over-reliance on AI, as well as the accuracy of information generated by *ChatGPT's* older versions. The study also provides detailed recommendations for the responsible integration of AI in education, highlighting the importance of ongoing teacher training and transparent usage guidelines. The study contributes to the growing body of literature on AI's pervasive use in education by offering practical insights into the benefits and challenges of using *ChatGPT* to support teachers' well-being.

**Keywords:** Teacher Well-being, Artificial Intelligence (AI), Large Language Models (LLMs), *ChatGPT*, Online Teaching.



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## Introduction

During the last few decades, the widespread use of artificial intelligence (AI) algorithms has transformed all real-life domains, including social interactions, research, socioeconomic advancements, finance, healthcare, and education. In particular, the educational processes have significantly improved due to the emergence of Large Language Models (LLMs) such as OpenAI's *ChatGPT*, leading educators to introduce novel methodologies in their pedagogical styles (Laato *et al.*, 2023). *ChatGPT* is an advanced AI model designed for generating text, in which the system provides human-like text based on the inputs known as prompts. It can help with an extensive range of educational tasks, such as creating customized lesson plans, providing immediate feedback on students' work, and delivering assistance during live classes (Kartal, 2023). AI technologies can address different challenges encountered by educational institutions, such as managing large classrooms, providing students with customized learning experiences, and handling administrative procedures (Adiguzel *et al.*, 2023). *ChatGPT* can evaluate students' information and provide them with immediate feedback while personalizing the material for each distinctive learner (Kartal, 2023). Moreover, it can also help the teachers produce stimulating academic content to capture students' attention.

Since the advent of the COVID-19 pandemic outbreak, numerous educational institutions have transitioned to online and hybrid teaching methods. Therefore, teachers need novel skills and their jobs require different skills. This is also related to their professional well-being. Occupational health is a complex idea that incorporates satisfaction, stress, relations between professional and personal life, and career development (Leung *et al.*, 2009). On the other hand, organizational health—significant to the educators' professional well-being—is specified by various factors, including workload, support of colleagues and administration, availability of resources, and professional development. From this perspective, the introduction of AI-driven tools like *ChatGPT* opens a new horizon for those aspects that may impact teachers' professional experience and well-being in multiple ways. More specifically, the framework of *Cognitive Load Theory* (CLT) is used to understand working memory limits and make inferences about instructional design implications (Sweller *et al.*, 1998). One of the critical components of CLT is that learning pathology will take place if the cognitive load exceeds inherent limits. In contrast, the intrinsic load may only be modified by a focus on instructional design aimed at minimizing additional cognitive load or increasing pertinent processes. In this context, tools like *ChatGPT* derived from AI could be utilized to automate everyday tasks so as to reduce the cognitive load on teachers and enable them to spend their energies on performing innovative or critical tasks. Similarly, the reduced cognitive load has the potential to improve teacher well-being by minimizing stress and creating new pathways for professional growth (Hawthorne *et al.*, 2019).

Based on the above, the current research seeks to synthesize the English language teachers' perspective regarding the impact of *ChatGPT* on their professional welfare. Hence, the study aims to investigate the effects of *ChatGPT* on workload, instruction efficiency, professional growth and stress levels among a selected group of teachers currently involved in teaching English in an online setting. Thus, the study offers an appropriate scenario through which the utilization of AI models in teaching can be explored due to the unique requirements and concerns regarding online teaching. The following two research questions guide the study:

RQ1. How do English language teachers use *ChatGPT* to improve their professional well-being?

RQ2. How do English language teachers perceive the role of *ChatGPT* on their professional well-being?

## Literature Review

### *Teacher well-being: importance and challenges*

Teacher effectiveness is a broad concept associated with teachers' job satisfaction, instruction stress, work-family balance, and promotional avenues (Klassen & Chiu, 2010). Over the years, it has been central to ensuring quality education as well as a healthy learning ecosystem. Besides, data analysis indicates that teachers' health and workplace productivity, as well as students' learning outcomes, are directly associated with their well-being (Braun *et al.*, 2018). However, teachers may encounter stress and burnout for multiple reasons, such as working overtime, inadequate resources, lack of support from the school administration or authorities, and high expectations from school authorities and society in general. Some other associated risks faced by teachers include overcrowded classes, diversity, demanding clients' requirements, standardized curricula, and profusion rates. As a result, stress and burnout lead to the following adverse effects. This form of stress impacts teachers' health negatively, leads to the prevalence of known mental illnesses, causes job dissatisfaction, and increases teacher exhaustion rates. Hence, while the senior management teams and board of trustees set elevated goals for students' achievement, high turnover influences uniformity in teaching outcomes and school communities (Loeb *et al.*, 2005). Moreover, recruiting and training qualified teachers is a costly affair that leads to the drainage of school finances and other resources. Due to teacher burnout, their chronic physical health issues result in demotivation, reduced individual attention, poor performance, and demoralization. It negatively impacts students' motivation, with emotional exhaustion and depersonalization playing a significant role in the transmission of burnout to students (Shen *et al.*, 2015). Consequently, the students suffer low GPAs, leading to a negative feeling about their school. This situation affects their behavior and academic performance cyclically.

Therefore, it is essential to address and enhance teachers' welfare to sustain the school system and improve students' performance. In this scenario, several measures must be adopted, such as evaluating the emotional state of teachers, providing staff with stress management techniques, and creating a healthy environment for students. Furthermore, adequate load, accommodation of necessities, and an administrative work ecosystem are imperative for maintaining a healthy teaching staff. When teachers are promoted, their efficiency increases due to the associated appreciation. Improving the quality of teachers' experience is a noble endeavor, and it is an essential process for improving the overall state of the educational system in the future.

### *JD-R model to teaching*

From the standpoint of teaching and learning environments, the *Job Demands-Resources (JD-R)* model enables us to distinguish between specific demands and resources that influence teacher burnout. Some of the issues experienced by the teachers include heavy workload, behavior management in class, and emotional effort (Adamson & Sloan, 2022). Potential resources could be administrative support, teaching aids, professional development, and working conditions. Through the JD-R model, educational institutions employing teachers can learn to modify or create approaches to minimize job demands as well as improve protective factors to enrich their health. Some research studies recommend that organizational interventions aimed at enhancing teacher well-being by addressing job demands through elevating resources can be effective. For instance, implementing stress management training and providing psychological health consultation can reinforce teachers' perceived job control and work-related resources, eventually benefiting their health and well-being (Zhai *et al.*, 2011).

Essential elements associated with job stress for teachers are overcrowded classes, students' diverse needs, time limitations, bureaucratic work, and elevated performance expectations (Al-Adwan, 2023). On the contrary, various resources can help in furthering the teaching and administrative environment,

such as good leadership support, supportive work settings, career development, and access to technology. Managing these demands and resources is vital to minimize teacher burnout and support an effective work environment.

### ***Role of AI in enhancing teacher well-being***

AI has introduced many tools and applications into education, ranging from the automation of administrative tasks to transitioning to smart learning systems. First, AI can help teachers alleviate some of their issues, such as collecting busy data (Al-Qaysi, 2020) and offering feedback to all the students. Consequently, these tools save more time for the quality teaching and learning processes.

Furthermore, these benefits extend further, with a significant number of advantages for teachers, including such opportunities as automating routine work, adapting the instruction to meet the needs of diverse students, and collecting essential data regarding student performance (AlAfnan et al., 2023). These tools can be helpful in designing the study content and activities in a more interactive and student-oriented manner. However, some limitations exist, such as a lack of adequate training to use AI tools, data protection and integrity issues, and a risk of over-dependence on AI to the extent of avoiding beneficial interaction with students and other stakeholders (Kartal, 2024).

Besides, generative AI tools like *ChatGPT* have unique features that can be helpful to teachers in lesson planning and feedback provision, as well as in responding to students' questions. These tools can assist in saving time associated with these tasks and thus can minimize stress to allow teachers to concentrate more on the active and innovative aspects of teaching methods (Kartal, 2023). However, *ChatGPT*'s efficiency in improving the well-being of the teachers and enabling knowledge sharing relies on the integration process, teachers' training sessions, and the availability of supportive frameworks in academic institutions.

### ***Empirical evidence and literature gaps***

In the context of adopting new technologies, the Technology Acceptance Model (TAM) framework is very relevant for analysis and prediction in educational settings. For instance, it can be leveraged in the context of leading-edge tools like *ChatGPT*. TAM can help evaluate the perceived usefulness (PU) and the perceived ease of technology use (PEOU) within educational technologies to help faculties incorporate these tools in their teaching systematically (Scherer & Teo, 2019). It is pertinent to indicate that factors determining technology acceptance are critical in professional development to enable educators to use technology in their teaching practices. Many past studies have reported that TAM is helpful and relevant for understanding the adoption of e-learning approaches, technologies, and tools in educational settings (Al-Adwan et al., 2023; Al-Qaysi et al., 2020). In these significant research works, TAM has been demonstrated to offer a more reliable means through which PU and PEOU of *edu-tech* can be quantified, thus enhancing understanding of users' perceptions and intentions regarding the use of technology. Based on this evidence, it can be concluded that TAM has enabled researchers to determine essential factors that influence the acceptance and adoption of technology by the various stakeholders in the educational sector (Scherer & Teo, 2019).

Past literature lacks a vivid definition of well-being, which is the scope of our study. However, a clear consensus exists while associating well-being in the work environment regarding its positive impact, mood, cognition, happiness, satisfaction, and purpose. In contrast, a lack of well-being in professional environments can develop adverse conditions like stress, anxiety, and depression (Bakker & Oerlemans 2011; Ryan & Deci, 2001; Xanthopoulou et al., 2012). From a global perspective, well-being is related to employee's perceptions and experiences at their workplace (Xanthopoulou et al., 2012). According to a study by Bakker and Oerlemans (2011), an employee's perception of receiving positive utility from their workplace can entail a feeling of happiness after task completion. Consequently, their experience of well-being at work is elevated, and any adverse emotions are reduced.

Van de Voorde *et al.* (2012) identified various elements related to well-being in educational settings. Similarly, Peccei (2004) also adopts this method of defining well-being as life satisfaction and stress indicators, which can adversely impact health. However, both Peccei (2004) and Van de Voorde *et al.* (2012) mention limitations in their proposed frameworks; *i.e.*, the presented proposals do not incorporate all forms of work experience that can impact well-being. However, they provide the basis for further conceptual directions for lines of future research associated with employees' well-being. They specify that some trade-off between positive and negative aspects of the subjects' well-being can be created. Over the last few decades, higher education has transformed in various ways, most of which are due to advanced technology, as discussed by multiple studies, including Adams *et al.* (2024), Ansari *et al.* (2024), Mukul & Büyüközkan (2023), and Rawas (2024). However, Adamson and Sloan (2022) argue that top global universities and institutions are now experiencing unprecedented challenges in reorganization to offer appropriate systems for modern, innovative learning methods. This situation is aggravated by the fact that technology has become integral to transforming conventional modes into modern approaches. Due to the pervasion of modern tools, the Internet, and the ubiquitous use of digital devices together with AI, educational resources and processes have undergone crucial changes (Motlagh *et al.*, 2023). Many schools and other educational facilities have already accepted this technological change and are using innovations. Thus, it can be attributed to the faculty's capacity, inclination, and endeavor to assimilate these new tools, which are vital factors.

Therefore, the growing use of AI in educational institutions and teaching methodologies must be explored comprehensively. In essence, AI is the process of designing intelligent devices that can operate in the same manner that the human brain does (Du-Harpur *et al.*, 2020). In the education setting, AI appears in different formats, such as a tutoring system, learning management system, and intelligent evaluation, *etc.* (Ansari *et al.*, 2024). By understanding generative AI as one that can produce text, stories, or art as a human being, we would then have a failsafe definition of generative AI.

*OpenAI* introduced generative AI to the mainstream media through the popularization of *ChatGPT* in November 2022. Consequently, its release has brought fresh discourses on possible applications and employment in education, as discussed in several research works, including Ansari *et al.*, 2024 and Rawas, 2023). Numerous works have been published by educational institutions and scholars who have addressed the voice from all angles and with regard to both the advantages and disadvantages of *ChatGPT* (Adams *et al.*, 2024; Ansari *et al.*, 2024; Kartal, 2023). These studies indicate some vital factors, such as individualized learning accessibility.

Based on theoretical and practical concerns, it is crucial to reflect on the effects of generative tools like *ChatGPT* on teaching in higher education and decide whether to apply them or not (Baidoo-Anu *et al.*, 2023). Consequently, the call for investigating the faculties that might impact *ChatGPT* from the faculty members' perspectives is even more crucial. This situation does not differ significantly from all the other cases exhibiting the adoption of educational technology where the faculty plays a vital role. It is not a mere process of memorizing knowledge and skills but faculty's beliefs, attitudes, and perceptions about these tools, as reported by Phillipsen *et al.* (2019) and Ansari *et al.* (2024). It becomes even more crucial because *ChatGPT* also has productive implications for harnessing the potential of the digital ecosystems for both research and teaching for faculty members, considering its immersive use in the teaching processes (Rahman & Watanabe, 2023). Thus, to know more about *ChatGPT* adoption, it is imperative to address the faculty's perceptions of the topic. However, the literature clearly lacks many studies regarding faculty use of *ChatGPT*.

### ***AI tools for organizational burden and teacher employment satisfaction***

Based on the literature review, it is evident that AI systems reduce teachers' administrative burden and enhance educational utility (Ahmad *et al.*, 2022). For instance, the Intelligent Grading Systems (IGS) and the Intelligent Tutoring Systems (ITS) have been affirmed to have positive impacts on the use of time by students and the provision of further feedback information on students' performance (Barrow

*et al.*, 2008). Additionally, the instituted systems facilitate the task of monitoring students' performance, evaluating their intricate problems, and addressing their learning needs by teachers. Therefore, by minimizing administrative burdens, technology helps teachers to spend more time creating innovative and practical lessons that consequently enhance the learners' learning experience. Furthermore, AI can be utilized to design customized lessons for students, which would increase their interest and activity in learning by using methods that correspond to their individual approach and learning pace. ChatGPT was found to be fruitful for co-creation and thinking in early professional development of teachers (Kartal, 2024).

Based on research findings, it was identified that the use of AI tools can assist in increasing teachers' job satisfaction levels since the workload stress is minimized along with the opportunity to engage more with the students (Chiu *et al.*, 2023). It shifts in such a way that attending teachers can improve their interactions with students, making the learning environment more constructive and encouraging. Nevertheless, some studies reveal cases of anxiety and increased workload when AI tools are utilized if such instruments are not accompanied by proper information support and professional training. It signifies the need for teacher training and professional development that should incorporate education on how to teach using the available AI tools. Moreover, the solutions to these challenges can eliminate burnout and increase the efficacy of teachers, which improves the rate of teacher retention. Another factor that educational institutions should incorporate is offering in-service training and material support to facilitate teachers' embrace and optimization of the use of the technologies so as not to have adverse effects on teachers' job satisfaction and turnover.

**Method**

***Research design***

This study employed a qualitative case study methodology to explore the experiences of online English language teachers using *ChatGPT* in their teaching practices and its influence on their professional well-being. The case study methodology is instrumental in educational research for evaluating contemporary phenomena in-depth and within their real-life context (Yin, 2009). This approach enabled us to capture the complexities of *ChatGPT* affecting various dimensions of teachers' professional lives—*e.g.*, workload management and stress levels—by allowing for a rich narrative exploration of the participants' experiences (Creswell & Poth, 2016).

***Participants***

Six online English language teachers were selected based on their practical experience with AI tools in the classroom. We incorporated various factors such as availability, eagerness to participate, and expertise in teaching advanced courses like essay writing and argumentative essay writing. These advanced courses require a higher level of grammatical proficiency and an in-depth understanding of discourse structure. Each selected teacher had a minimum of two years of teaching experience. Table 1 presents the demographic information of the study participants.

**Table 1.** Demographic Information of Participants

Participants	Age (Years)	Gender	Teaching Experience (in Years)	Qualification	Experience in using <i>ChatGPT</i> (in Months)	Courses Taught
T1	24	Female	2.5	BA	21	Argumentative Essay Writing, Advanced Grammar
T2	24	Male	2.5	BA	6	Essay Writing, Creative Writing

T3	36	Female	15	BA	3	Advanced Academic Writing, Professional English
T4	26	Male	4	MA	18	Research Writing, Advanced Discourse Analysis
T5	26	Male	2	BA	16	Essay Writing, Creative Composition
T6	33	Female	7	BA	18	Critical Writing, Essay Writing, Advanced Rhetoric

In this study, we used semi-structured questions-based interviews as our research instrument to collect the required data for this study. This method allowed us to collect rich, qualitative data related to EFL teachers' use of *ChatGPT* and their perspectives on its impact on their well-being. To construct pertinent interview questions, we explore several pertinent research works, including Nazari *et al.* (2021) and Dale and Viethen (2021). By undertaking an in-depth review of these studies, we focused on the topics and themes that aligned with our research objectives. This thorough literature review helped us develop our interview protocol.

Our interview guide included specific questions, which have been elaborated as follows:

- i. What do you think about *ChatGPT's* role in managing your workload and stress levels?
- ii. Can you provide a particular example?"
- iii. What kind of improvements or changes do you think should be made for *ChatGPT* to be more effective in enhancing well-being in language teacher education?"

This interview guide allowed us to investigate both the practical applications and theoretical implications of *ChatGPT* in the context of EFL teaching.

### ***Data analysis***

We leveraged a thematic case study approach to analyze the qualitative data, following the guidelines given by Braun and Clarke (2006). The primary objective of this thematic analysis was to uncover patterns and connections among the themes derived from the qualitative data, addressing our research questions. The study was conducted in five distinct steps. First, we repeatedly studied the interview transcripts to thoroughly familiarize ourselves with the content. In the second step, we developed preliminary codes by grouping pertinent words and phrases to align with our research criteria. After a detailed evaluation of these codes, we categorized them accordingly. During this step, we also compared the results to specify any relationships or patterns. In the final step, we established a set of categories using these grouped codes.

### ***Ethical Considerations***

Within the scope of this research, all activities were conducted in accordance with the Scientific Research and Publication Ethics procedures of Higher Education Institutions. The study was approved



by the Arkansas Tech University Institutional Review Board. Ethics Committee (Decision No, 2024-07-01 E)

### Findings

The study findings are provided in line with the research questions: Table 2 presents the themes, sub-themes, codes, and sample questions.

**Table 2.** Summary of Thematic Analysis Findings

Theme	Sub-theme	Code	Sample Quotations
Using <i>ChatGPT</i> in Education	Lesson Planning and Material Development	Lesson planning with <i>ChatGPT</i>	For me, creating lesson plans by using <i>ChatGPT</i> is a very functional process. –T4
		Creating materials with <i>ChatGPT</i>	Creating lesson materials has become easier with <i>ChatGPT</i> . –T6
	Brainstorming and Writing Assistance	Brainstorming with <i>ChatGPT</i>	I get support from <i>ChatGPT</i> while brainstorming. –T2
		Writing support by <i>ChatGPT</i>	I have found <i>ChatGPT</i> to be much more effective in assisting with the writing lessons. –T5
	Student Interaction and Feedback	Student interaction with <i>ChatGPT</i>	<i>ChatGPT</i> is helpful for me in terms of interacting with my students. –T1
Providing feedback with <i>ChatGPT</i>		I am getting help from <i>ChatGPT</i> , and I recognize I can be much more effective by using it. –T5	
Occupational Well-being and Motivation	Workload Reduction and Time Management	Workload Reduction	<i>ChatGPT</i> significantly reduces my workload. –T1
		Time Management	<i>ChatGPT</i> helps me with time management. –T5
	Stress Management	Stress Reduction	I asked <i>ChatGPT</i> to write a list of things I had to do on a very stressful and busy day and put them in chronological order, which helped to reduce my stress. –T5
	Occupational Motivation and Job Satisfaction	Occupational Motivation Increase	I believe that <i>ChatGPT</i> has increased my occupational motivation. –T4
Job Satisfaction		<i>ChatGPT</i> has had a positive impact on my occupational motivation and my ideas. –T5	
Challenges and Concerns of <i>ChatGPT</i> Use	Accuracy of Knowledge and Old Versions Challenges	Accuracy of Knowledge and Older Versions	Using older versions of <i>ChatGPT</i> poses specific challenges. –T2
		Reduced Creativity of Student	If students overuse <i>ChatGPT</i> , it may result in a decline in their creativity. - T5
	Student's Creativity and the Concern of Laziness	Risk of Laziness	I believe that one of the drawbacks of using <i>ChatGPT</i> , especially for language teachers, is that it leads them to be lazy. –T4

Thematic data analysis of the interviewed English teachers indicated that those who incorporate *ChatGPT* into their professional experience significant improvements in their occupational health. Regarding functionality, teachers underscored *ChatGPT*'s ability to assist in creating lesson plans, making their work process less tiring. For instance, Teacher 1 said, "*I incorporate ChatGPT to*

*streamline and improve the process of developing lesson plans.*" and Teacher 4 added, *"Creating lesson plans with the help of ChatGPT is highly practical for me."* However, some elements of these plans are occasionally ineffective, as noted by Teacher 5: *"Although ChatGPT is not particularly effective for me, I occasionally use it to assist in creating lesson plans."* Teacher 6 also shared a similar experience, stating that while *ChatGPT* is a helpful tool for drafting ideas, it sometimes falls short in addressing the specific needs of their lesson plans.

Among the vital uses of *ChatGPT* discussed in this study, one of the most critical applications of this tool is in enhancing brainstorming and writing abilities. Several teachers use *ChatGPT* during brainstorming sessions to ensure a continuous flow of ideas and to fine-tune orderly methods for presenting these ideas to students, particularly in their writing projects. More specifically, Teacher 2 contemplated, *"While brainstorming, I get help from ChatGPT,"* Teacher 5 noted, *"I've found ChatGPT to be much more effective for writing tasks,"* and Teacher 6 mentioned, *"ChatGPT is an important tool in writing classes."*

Furthermore, using *ChatGPT* significantly enhances students' engagement and feedback procedures. According to the teachers' statements, they could conveniently improve their interaction with students and receive adequate assistance in providing feedback, thanks to *ChatGPT*. For instance, Teacher 1 commented, *"ChatGPT helps me in interacting with students,"* and Teacher 4 said, *"I think ChatGPT has a positive effect on communication with students."* Similarly, Teacher 5 added, *"I believe that ChatGPT can enhance the development of communicative skills more effectively"* Overall, the use of *ChatGPT* has been widely recognized by teachers as a valuable tool for enhancing their teaching and improving the overall feedback process.

The results regarding the respondents' opinions on *ChatGPT's* efficacy in the professional thriving of English teachers were positive. They reported an overall improvement in managing their workload, minimizing pressure, increasing motivation, and enhancing job satisfaction. The teachers underscored several essential advantages, including a reduction in the work quality expected from them and more efficient use of time. For instance, Teacher 1 stated, *"It has definitely reduced my workload, allowing me to spend more time on my hobbies and leisure activities."* and Teacher 3 mentioned, *"ChatGPT enhances time management by automatically translating long articles, which reduces my workload and allows me to spend more quality time on other tasks."* Consequently, the workload reduction leads to reduced stress levels, as noted by Teacher 4: *"The less time I spend preparing my materials, the less pressure and stress I have."*

With regard to stress regulation, teachers reported a significant reduction in stress levels due to the integration of *ChatGPT*, which, in turn, has contributed to an overall improvement in their well-being. For example, Teacher 1 said, *"I can now confidently state that the use of ChatGPT has alleviated my stress."* Teacher 4 stated, *"Preparing lesson plans used to be highly stressful for me; however, it is now a concern of the past that I no longer need to worry about."* Finally, Teacher 5 elaborated, *"The day was so stressful and busy, so I wrote down what needed to be done and asked ChatGPT for assistance, which helped lessen my stress."* An analysis of the data clearly demonstrates that *ChatGPT* significantly alleviates teachers' stress levels.

Besides, the interviewed teachers reported *ChatGPT's* positive impact on their motivation and job satisfaction levels. For instance, Teacher 3 indicated, *"I believe that ChatGPT has boosted my professional motivation,"* while Teacher 4 stated, *"Thus, the boost in my professional motivation contributes to increased job satisfaction."* Teacher 5 reported, *"Using ChatGPT was a positive experience as it positively influenced my professional motivation and well-being."* These findings indicate a significant improvement in overall job satisfaction.

However, some concerns and challenges were also reported by the respondents. Teacher 2 discussed general issues arising from information flow provided by older versions of *ChatGPT*, stating, *"The use*

of older versions of *ChatGPT* presents several challenges, particularly in comparison to more advanced iterations." Similarly, there were also concerns about the impact on students' creativity and potential lethargy. Teacher 5 mentioned, "Students can over-rely on the tool, and that might reduce their creativity," and Teacher 4 observed, "One of the drawbacks of using *ChatGPT*, especially for language teachers, is the laziness factor." While *ChatGPT* offers substantial benefits in reducing workload, improving communication, and boosting motivation and job satisfaction for English teachers, it is essential to address these concerns regarding its potential impact on students' creativity and over-reliance on the tool.

## Discussion

Prior analysis of AI-driven systems like *ChatGPT* unravels how these shifts effectively diminish the amount of paperwork in the teachers' jobs and increase the academic value (Du-Harpur *et al.*, 2020). Computerized grading mechanisms and other personal learning resources have helped in time management while at the same time giving other indications of performance. Such systems allow teachers to guide the students' progress, determine the problematic topics, and make essential adjustments to the learning process by enriching it. As a result, AI frees up educators' time to spend more time designing rich and innovative lesson plans (Liu *et al.*, 2022).

Our findings suggest that using AI solutions in education increases job satisfaction as it releases burden stress, permitting teachers to focus on students' interactions. Overall, these modified strategies improve the cultivation of the requisite teaching-learning environment that is appropriate for students. However, in the absence of proper support and training, it becomes frustrating to the trainers and distends their workload more than necessary, emphasizing the importance of good professional development programs. Proper AI-based implementation in teaching practices merged with teachers' constant training can save from the above-mentioned adverse outcomes, ensuring adequate working conditions for educators. These perspectives complement those made by the JD-R model, which states that technological support informs the execution of a lower number of tasks requiring more time. Consequently, it helps solve the problem of stress and burnout (Bakker & Oerlemans, 2011).

State-of-the-art studies elaborate on how EFL teachers utilize *ChatGPT* in the context of work-related job satisfaction and general perceptions of the technology's benefits to occupational well-being (Chiu *et al.*, 2023). This study distilled the following themes through a process of immersed and code-like data analysis from semi-structured interviews about teachers' professional domains influenced by *ChatGPT*. The participants mentioned that teachers were satisfied with *ChatGPT* in lesson planning and instructional material development. Moreover, the time and effort required to complete these tasks have been cut noticeably, and the pressure is off (Chiu *et al.*, 2023). According to the literature, AI's use in education can assist with most education-related administrative and planning functions (Adiguzel *et al.*, 2023; Al-Qaysi, 2020; Tejas *et al.*, 2023).

Another prominent theme was using *ChatGPT* to produce ideas and writing endeavors. According to the teachers, integrating *ChatGPT* into brainstorming and writing assistance promoted creativity and a better structure of the students' writing assignments. Furthermore, the participants also signified that *ChatGPT* increases interaction with students and helps give relevant and positive feedback (Kartal, 2023). This outcome corresponds to studies that give flesh to the promise of intelligent learning environments where the learner interacts with an AI system that adapts to the learner's needs and provides instant feedback to support better learning outcomes (Kartal, 2023). Teachers said that *ChatGPT* enhanced the way of interacting with students and made the feedback-giving process more effective and meaningful. These findings are supported by Kartal (2023).

Among the findings of the study, it was evident that the teachers comprehend *ChatGPT* as a tool that enables them to manage their workload and leads them to have less stress. The respondents illustrated that with the help of *ChatGPT*, they could spend more time on actual teaching instead of lesson planning

and complete many administrative tasks with a lesser stress level. This finding has added support to the JD-R model, where job demands should be reduced through technology support by lowering stress and burnout (Bakker & Oerlemans, 2011). Cohort teachers noted a reduction in their burden of work and enhanced use of time/theories casually associated with reduced stress and increased teachers' professional use of the interventions (Naghieh *et al.*, 2015).

Like motivation, positive transformations in job and professional satisfaction were observed among the respondents after using *ChatGPT*. They underscored that the established proficiency and reinforcement by *ChatGPT* increased their desire and happiness in their occupations. These findings concord with the TAM, which outlines that the perceived usefulness and ease of use of a specific innovation has a remarkable impact on the users (Al-Qaysi *et al.*, 2020). The participants also stated that using *ChatGPT* provided them with a vision that motivated them to perform their work responsibilities efficiently. As a result, their job satisfaction substantially increased in the teaching profession, which is parallel to the findings of Klassen and Chiu (2010).

Although there are significant advantages to employing the *ChatGPT*, several problems and issues were highlighted. Some of the concerns by teachers included inaccurate information in prior versions of *ChatGPT*, potentially harming students' creative thinking and professional ethics. Such concerns can be associated with other general issues regarding the use of AI in education. For instance, these issues include the problem of preparing students for the new technological era and minimizing the 'over-use' of technology. Mitigating these threats is vital in enhancing the efficacy of AI applications, such as the use of *ChatGPT* in learning environments (Adiguzel *et al.*, 2023). Also, excessive use of AI can have several limitations. For instance, a frequently raised issue posed by teachers is the problem associated with acquiring only current and accurate information from the prior version of the tool. This implies that the tools must be developed and improved many times according to the most recent educational requirements, and the information that is searched for has to be precise. Similarly, the level of creativity among the students is also jeopardized while using AI tools like *ChatGPT*. Consequently, students excessively using *ChatGPT* to complete their assignments and perform the tasks may lose their will to work on acquiring their problem-solving and critical thinking abilities (Kartal, 2024). While such over-dependence on AI solutions may have benefits for teachers, it also has detrimental effects that can harm the learning process and students' attitudes toward the material as well. Students become much less willing to comprehensively engage with the content and much more eager to find answers from AI resources instead.

## Conclusion

This study offers valuable insights into the possible advantages and limitations of using AI tools in educational settings. The described objectives of the study can help develop support systems that can improve teachers' professional well-being by taking into account the effects of *ChatGPT* in their practice. The present work also contributes to the general field of educational technology and provides policy recommendations and solutions to policymakers, academic managers, and technology providers.

Based on our findings, educators' reactions to *ChatGPT* integration among English language teachers have been perceived positively, primarily because this tool can save lesson preparation time for teachers. Moreover, it improves their health conditions and performance in the class. *ChatGPT* helps in diverse teaching activities such as lesson planning, materials creation, ideas generation, and writing process support. Therefore, the proposed comprehensive support system helps teachers reduce the amount of work on their hands, which in turn improves efficiency. In addition, many teachers have also reported that they have endured less stress compared to before in performing their duties and have experienced an elevated level of satisfaction due to the operational efficiency offered by *ChatGPT*. Likewise, using AI tools provides students with more opportunities to engage in communication activities, thereby encouraging innovation and promoting a favorable learning ecosystem in the class.

Furthermore, teachers have also noted that students may overly rely on AI tools, leading to little innovation or individual input in the performed work. This situation can lead to poor-quality student outputs and a slow learning process. It is on these considerations that one must ensure that the utilization of ChatGPT is well controlled in the proper manner, ensuring that it will be of most utility rather than being merely a hindrance to learners. However, these risks can be managed through appropriate supervision and by enhancing structural guidelines for using AI tools in education to improve students' future education without negative impacts.

Several studies have discussed the benefits and risks associated with AI in learning processes, but there are still some gaps that exist pertaining to other effects of AI applications, including *ChatGPT*, on teachers' absenteeism. Therefore, further quantitative studies should be performed to evaluate the conditions in which these tools enhance or jeopardize the teachers' quality of life and to specify optimal practices for using these tools. Additionally, foresight is required to fine-tune AI tools in education and their impacts on the general education system. Another limitation of current studies is their focus on students' perceptions, often overlooking the perspectives of teachers. Understanding teachers' perceptions about implementing AI in their institutions is also vital for understanding this phenomenon. Therefore, future studies should include primary and high school students, parents, and school administrators to collect general opinions on AI effects in schools. Understanding how it contributes to the student's engagement in the learning process, as well as the level of their satisfaction, will be valuable in determining the effective way of using AI. Moreover, future research should seek to expand the knowledge of how AI technologies are utilized effectively in education depending on various cultural contexts globally.

To investigate the impact of *ChatGPT* on teachers, more specifically regarding their workplace stress and burnout, further research should be carried out. Analyzing with the help of quantitative research methods can offer in-depth insights into the changes in the aspects of teaching and administrative functions impacted by AI tools. Furthermore, the general use of *ChatGPT* in educational contexts, as well as other potential problems, should be presented in more detail for further elaboration of preventive measures against the possible issues mentioned. Involving students in this research is also very critical since their insights can offer a broader view of the tool's impact on the education process, enhancing the overall understanding from both teachers' and students' perspectives.

Considering *ChatGPT* and its widespread benefits for increasing the efficacy of English language teachers and avoiding their burnout, the pros outweigh the cons. Moreover, the risks must be described while using these tools. To promote the positive state of teachers, AI should be further refined and incorporated correctly into the learning process. However, it is always imperative to remain cautious of potential risks and be prepared for the associated preventive measures. This all-inclusive approach can reveal AI's full potential to support and enrich the educational process with the help of leading-edge generative tools like *ChatGPT*.

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