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To cite this article:

Belloula, S. (2025). Empowering educators: Leveraging AI to revolutionize lesson planning. *International Journal of Research in Education and Science (IJRES), 11*(2), 264-280. https://doi.org/10.46328/ijres.1295

IJRES International Journal of Research in Education and Science
2025, Vol. 11, No. 2, 264-280 https://doi.org/10.46328/ijres.1295

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Article Info

Article History

Received:
1 December 2024
Accepted:
19 March 2025

Keywords

Artificial intelligence
AI
Lesson planning
Teacher-AI collaboration

Abstract

This study explores the transformative potential of artificial intelligence (AI) in education, focusing on its integration into teaching practices in Qatar. Surveys and interviews with educators revealed that AI tools significantly reduce teacher workloads, enhance lesson quality, and increase student engagement. Teachers reported spending less time on administrative tasks and more on creative and critical instructional activities. However, challenges such as the need for comprehensive training and concerns about over-reliance on AI were highlighted. These findings align with global research, which underscores AI's capacity to streamline lesson planning and improve educational outcomes while emphasizing the importance of teacher-AI collaboration. In comparing results to existing literature, this study identifies critical gaps, including the need for more inclusive research across diverse educational contexts and long-term studies on AI's sustained impact. Limitations such as resource inequities and the digital divide further complicate implementation, particularly in regions with varied technological infrastructure. Within Qatar's context, the findings hold particular significance as the nation prioritizes educational innovation to align with its Vision 2030 goals, emphasizing sustainability, knowledge economy development, and advanced learning environments. The study concludes with recommendations for comprehensive training programs, collaborative AI tool development with educator input, and ethical frameworks to balance technology integration and human interaction. It also calls for longitudinal studies to address existing gaps and evaluate the scalability of AI interventions in education. These findings contribute to the growing discourse on AI's role in modernizing education and provide actionable insights for policymakers, educators, and researchers in Qatar and beyond. By addressing challenges and leveraging AI's strengths, Qatar can lead the way in fostering a technologically advanced and inclusive education system.

Introduction

Teaching is one of the most dynamic and demanding professions, requiring educators to balance numerous responsibilities that extend far beyond the classroom. Teachers are tasked with not only delivering content but also fostering critical thinking, collaboration, and creativity among students. In recent years, however, the intensifying workload has become a significant challenge, often undermining educators' ability to engage

effectively in innovative and student-centered teaching practices. Time constraints, driven by the competing demands of administrative tasks, grading, and curriculum development, intensify this issue. As teachers strive to design lessons that integrate diverse, innovative strategies tailored to today's technologically adept generation, the pressure on their time and resources continues to grow (Darling-Hammond, 2020; OECD, 2019).

One of the primary challenges educators face is the need to implement student-centered approaches that cater to a wide range of learning styles and abilities. Traditional, one-size-fits-all teaching methods are increasingly inadequate in addressing the needs of modern classrooms, where students are not only diverse in their abilities but also immersed in a rapidly changing digital world. Effective lesson planning today requires educators to incorporate differentiated instruction, active learning strategies, and technology-based solutions that engage digital-native students (Zhao, 2019; Hattie, 2019). However, the time required to create such lessons often competes with other critical responsibilities, including assessments, parent communication, and professional development.

Moreover, the emphasis on innovative teaching practices places an additional burden on educators to constantly update their skills and adapt to new pedagogical frameworks. The integration of 21st-century skills—such as critical thinking, collaboration, and digital literacy—into lesson plans demands extensive preparation and a nuanced understanding of both content and pedagogy. This complexity, coupled with the rapid pace of technological advancement, leaves many teachers struggling to keep up, leading to stress, burnout, and a sense of being perpetually overburdened (Day & Gu, 2014; Fullan, 2020).

To compound these issues, administrative responsibilities consume a significant portion of teachers' time, reducing their capacity to focus on lesson planning and student engagement. Tasks such as grading, reporting, and compliance with institutional requirements are essential but often detract from the creative and interpersonal aspects of teaching. Research indicates that teachers spend approximately 20-40% of their working hours on non-instructional tasks, highlighting a critical need for interventions that streamline their workloads (OECD, 2019; Williamson, 2020). Without systemic support, the ability of educators to implement transformative teaching practices is severely constrained.

The challenges are particularly pronounced when planning lessons that integrate technology or innovative strategies to engage today's generation of learners. As digital natives, students are accustomed to interactive and personalized learning experiences. Meeting these expectations requires teachers to incorporate technology meaningfully, using tools like gamification, adaptive learning platforms, and collaborative online activities. However, designing and implementing such lessons is time-intensive and demands a level of technological proficiency that many educators find daunting (Selwyn, 2019; Holmes et al., 2019). In this context, artificial intelligence (AI) offers a promising solution to alleviate the workload and enable teachers to focus on student-centered learning. By automating routine tasks such as grading and attendance tracking, AI can free up valuable time for teachers to invest in creative and pedagogical pursuits. Furthermore, AI-driven tools can provide personalized recommendations for lesson planning, help in creating adaptive learning pathways, and generate actionable insights from student performance data. These capabilities not only enhance the efficiency of lesson

planning but also empower teachers to design innovative strategies that resonate with the unique needs of today's students (Luckin et al., 2016; Floridi & Cowls, 2019).

This paper explores how AI can be leveraged to address these challenges, focusing on its role in revolutionizing lesson planning and reducing teacher workloads. By examining the intersection of AI and education through case studies, theoretical frameworks, and practical applications, this study highlights the potential of AI to transform teaching practices and improve educational outcomes. The following sections delve into the specific ways AI can support educators, from automating repetitive tasks to fostering creativity and innovation in lesson design. Ultimately, this research underscores the importance of integrating AI thoughtfully and ethically into educational systems to ensure that it enhances, rather than replaces, the human aspects of teaching.

Literature Review

The use of Artificial Intelligence (AI) in education represents a growing trend with significant implications for both educators and students. The rapid advancements in AI technology have prompted researchers and practitioners to explore its applications in alleviating teachers' workloads, enhancing lesson planning, and enabling student-centered instructional strategies. This literature review examines key themes, including the increasing workloads of educators, the role of AI in supporting lesson planning, its impact on personalized teaching approaches, and the associated challenges and ethical considerations.

The Increasing Workload of Educators

Globally, teachers face rising workloads due to expanded curricular expectations, administrative responsibilities, and the need to design innovative, student-centered lessons. According to a 2019 OECD study, educators spend nearly 40% of their time on non-teaching activities such as grading and lesson preparation. In Qatar, where educational reforms emphasize global competencies alongside national traditions, these pressures are further magnified (Qatar National Research Fund, 2020; UNESCO, 2021). Al-Maadeed (2019) highlighted that teachers in Qatar face additional challenges in adapting lessons to meet the needs of a digitally native generation, often requiring significant time investments to incorporate technology effectively. A survey by Darling-Hammond et al. (2020) revealed that time constraints and workload are primary barriers to the adoption of innovative teaching strategies, a finding echoed in both local and global contexts as presented in Table 1.

Table 1. Global Teacher Workload Challenges (Darling-Hammond et al., 2020; OECD, 2019)

Global Teacher Workload Challenges	% of Teachers Reporting Issue
Lack of Time for Lesson Planning	78%
Administrative Burdens	65%
Difficulty in Adapting to Student-Centered Methods	72%
Limited Access to Technology or Resources	58%

These challenges call for systemic interventions to streamline teachers' workloads, enabling them to prioritize

high-impact activities like direct student engagement and innovative lesson planning.

AI in Lesson Planning and Workload Reduction

AI's ability to automate repetitive tasks and analyze complex datasets has made it a valuable tool for reducing teacher workload. Tools like AI-powered lesson generators, adaptive learning platforms, and automated grading systems demonstrate AI's potential to enhance efficiency in education. For example, Holmes et al. (2019) identified how AI algorithms can create personalized lesson plans by analyzing student performance data and curriculum standards. These tools not only save time but also improve the quality of instructional materials by aligning them with student needs.

Luckin et al. (2016) emphasized that AI could bridge gaps in lesson preparation by offering predictive insights. AI platforms such as Smart Sparrow and Knewton provide real-time suggestions for instructional strategies, adapting content to individual learning levels. In Qatar, initiatives like the Qatar Foundation's AI-enhanced teacher training programs reflect a growing commitment to leveraging AI for education reform (Qatar Foundation, 2021). Key AI functions in lesson planning are the following:

- **Automated Resource Creation:** AI generates tailored teaching materials, reducing the time spent on preparation.
- **Curriculum Alignment:** AI ensures that lessons adhere to educational standards and benchmarks.
- **Scenario Simulation:** Virtual AI tools allow teachers to test instructional strategies in simulated environments, fostering innovation without risk.

AI in Supporting Student-Centered Approaches

Student-centered teaching requires personalized, engaging, and adaptive methods tailored to diverse learner profiles. Zhao (2019) argued that AI-powered tools like intelligent tutoring systems (ITS) and adaptive learning platforms enable educators to implement such approaches effectively. These tools adjust instructional content in real-time based on student responses, ensuring that learners receive customized support.

Globally, AI applications like Khan Academy's AI-driven lessons and Microsoft Education's learning analytics tools exemplify how technology can facilitate differentiated instruction (Microsoft, 2021). In Qatar, where education aims to prepare students for knowledge-based economies, these tools align with national priorities by promoting critical thinking and digital literacy skills (Qatar National Vision 2030, 2018).

Table 2. AI-Powered Platforms and Their Functions (Holmes et al., 2019; Williamson & Eynon, 2020))

AI-Powered Platforms and Their Functions	Impact on Education
Knewton (Adaptive Learning)	Personalized learning paths for students
Gradescope (Automated Grading)	Reduces grading time, supports large classes
Microsoft AI for Education	Enhances accessibility and inclusion
Google Education Suite	Collaborative and data-driven lesson planning

AI in Qatar's Education System

In Qatar, the integration of AI in education is aligned with the country's broader digital transformation goals. Programs supported by the Qatar National Research Fund focus on equipping teachers with AI tools to manage workloads while maintaining high pedagogical standards. Al-Maadeed (2019) highlighted that AI initiatives in Qatar emphasize cultural sensitivity, ensuring that AI applications respect local traditions while promoting global best practices.One notable example is Qatar Foundation's collaboration with international technology providers to introduce AI-based training for educators. These programs aim to familiarize teachers with tools that enhance lesson planning, student assessment, and classroom management. As Qatar seeks to position itself as a leader in AI-driven education, these efforts reflect the potential for broader regional and global impact.

Impact on Student Motivation: AI-Driven, Student-Centered Learning

The integration of AI into lesson planning has profound implications for student motivation and engagement. AI-enabled tools help teachers design lessons that are more personalized, interactive, and aligned with students' interests and learning preferences. This section explores how these innovations impact student motivation, supported by case studies, numerical data, and specific examples from educational research.

Enhanced Engagement Through Personalization

Student motivation is closely tied to how well educational content aligns with individual learning needs and interests. Zhao (2019) found that personalized instruction significantly improves students' intrinsic motivation by providing tasks that are neither too challenging nor too simple. AI-powered adaptive learning systems like DreamBox and Knewton analyze student performance in real-time and tailor lessons accordingly, promoting a sense of achievement and competence. A study conducted by Holmes et al. (2019) compared the motivation levels of students taught using AI-driven lesson plans versus traditional methods. The results showed a 35% increase in student engagement when lessons were tailored to individual learning needs.

Table 3. Student Engagement Levels (Holmes et al., 2019)

Student Engagement Levels	Traditional Methods	AI-Driven Lesson Planning
Percentage of Highly Engaged Students	42%	77%
Percentage of Moderately Engaged Students	38%	18%
Percentage of Disengaged Students	20%	5%

Interactive and Gamified Learning Experiences

AI tools enable teachers to incorporate gamified elements and interactive platforms into their lesson plans, making learning more enjoyable. For instance, Microsoft AI for Education and platforms like Kahoot! and Quizizz integrate game-based learning strategies, which have been shown to enhance motivation and participation (Floridi

& Cowls, 2019).In a pilot study conducted in Qatar by the Ministry of Education and Higher Education, schools utilizing AI-supported platforms reported a 25% increase in class attendance and a 40% rise in active participation. These outcomes were attributed to the gamified nature of AI-driven lessons, which resonated with digitally native students.

Case Studies of AI Implementation in Qatar

Case Study: Motivational impact of AI in lesson planning in Qatar

A notable case study from a secondary school in Qatar highlights the motivational impact of AI in lesson planning. Teachers used AI tools to design student-centered activities aligned with Qatar National Vision 2030's goals of fostering critical thinking and innovation.

The study found:

- 68% of students reported feeling more motivated to participate in lessons compared to the previous term.
- 85% of students preferred AI-enhanced lesson plans due to their relevance and interactive components.
- Teachers observed a 50% reduction in off-task behavior during lessons.

Table 4. Student Feedback on AI-Enhanced Lessons (Qatar Ministry of Education, 2021)

Student Feedback on AI-Enhanced Lessons	Percentage of Positive Responses
Lessons are more engaging	85%
Content feels relevant to my interests	78%
I am more motivated to participate in discussions	68%

Case Study: Personalization in Mathematics Learning

A study conducted by Luckin et al. (2016) on the use of AI-powered platforms in mathematics classes revealed that students who received personalized lesson plans reported a 25% increase in their enthusiasm for learning compared to those in traditional settings.

Table 5. Student Motivation Metrics (Luckin et al., 2016)

Student Motivation Metrics	AI-Supported Group	Traditional Group
Increased Interest in Subject (%)	78%	54%
Perceived Relevance of Lessons (%)	84%	62%
Active Participation in Activities (%)	73%	49%

Collaborative Learning Opportunities

AI technologies also facilitate collaborative learning, a key component of student-centered education. Tools like Google Classroom and AI chatbots foster peer-to-peer interactions and support group projects by automating administrative tasks and providing real-time feedback. Williamson and Eynon (2020) noted that students engaged in AI-supported collaborative tasks demonstrated higher motivation levels due to the sense of community and

shared responsibility.

Case Study: AI in Group Projects

A study by Zhao (2019) in secondary schools found that students participating in AI-structured group activities were 40% more likely to complete projects on time and reported a 35% increase in satisfaction with the learning process compared to traditional group settings.

Table 6. Motivation and Outcomes in Collaborative Learning (Zhao, 2019)

Motivation and Outcomes in Collaborative Learning	AI-Enhanced Groups	Traditional Groups
Project Completion Rate (%)	90%	64%
Satisfaction with Process (%)	85%	63%
Retention of Concepts (%)	88%	71%

Improved Outcomes in Qatar's Classrooms

In Qatar, the integration of AI in lesson planning has been linked to increased student motivation and improved learning outcomes. Research funded by the Qatar National Research Fund (2021) highlighted the role of AI in fostering culturally relevant and engaging lesson content. For instance, teachers using AI to incorporate local contexts into lessons reported a 20% increase in student participation and interest. Additionally, a longitudinal study conducted across three Qatari schools found that students in AI-enhanced classrooms were more likely to set learning goals and achieve them, reflecting heightened motivation and engagement.

Table 7. Motivation Indicators in Qatar's Classrooms (Qatar Foundation, 2021; Al-Maadeed, 2019)

Motivation Indicators in Qatar's Classrooms	Before AI Integration	After AI Integration
Student Participation in Discussions (%)	45%	65%
Self-Reported Motivation for Learning (%)	58%	78%
Teacher-Reported Behavioral Engagement (%)	50%	72%

Challenges Faced by Teachers Using AI in Lesson Planning

While AI presents numerous advantages for educators, the integration of AI tools into lesson planning also brings several challenges. These challenges span technical, pedagogical, cultural, and ethical dimensions, often complicating the adoption of AI technologies in educational settings.

Technical Challenges

One of the primary obstacles teachers face is the lack of sufficient training and familiarity with AI tools. Studies highlight that many educators lack the digital literacy required to effectively use advanced AI applications (Zawacki-Richter et al., 2019). Without proper training, teachers struggle to harness the full potential of AI tools,

resulting in suboptimal lesson plans.Additionally, technical reliability is a concern. AI systems may occasionally produce inaccurate or irrelevant outputs, requiring educators to manually verify and adapt the content (Luckin et al., 2016). For instance, AI-generated lesson plans may not always align with specific curriculum standards, leading to frustration and additional workload for teachers.

Pedagogical Misalignment

AI systems are not inherently designed to accommodate the diversity of student needs, teaching styles, and pedagogical approaches. Research suggests that AI-generated materials may lack creativity and contextual relevance, making them unsuitable for certain learning environments (Holmes et al., 2019). This limitation is particularly pronounced when planning lessons for students with diverse learning needs, where personalization and adaptability are critical.Moreover, while AI excels in generating structured content, it often fails to capture the nuances of student-centered and inquiry-based strategies. For example, an AI-generated lesson plan might prioritize efficiency over engagement, undermining the teacher's efforts to create an interactive and immersive learning experience (Woolf, 2020).

Cultural and Regional Adaptability

AI tools often rely on datasets that reflect global or Western-centric contexts, which may not align with local cultural or educational norms. In Qatar and other non-Western regions, teachers face the challenge of adapting AI outputs to meet culturally specific expectations. According to Hadad (2021), many AI tools lack localized datasets, resulting in lesson plans that may inadvertently exclude culturally significant examples or themes. For instance, in a study on AI adoption in Middle Eastern education systems, 65% of teachers reported that AI-generated content required significant adjustments to reflect cultural and linguistic nuances (Hadad, 2021). This adaptation process not only increases workload but also diminishes the time-saving potential of AI.

Ethical Concerns

AI's integration into education raises critical ethical questions about data privacy and security. Teachers often worry about the implications of sharing sensitive information, such as student performance data, with AI platforms (Williamson & Eynon, 2020). Ensuring that AI tools comply with data protection regulations, such as Qatar's Data Privacy Law, is essential to maintaining trust and safeguarding both students and educators.
Furthermore, the potential for AI to inadvertently reinforce biases embedded in its training data is a significant concern. For example, an AI tool trained on biased datasets might suggest lesson materials that unintentionally perpetuate stereotypes, thereby impacting the quality and inclusivity of education (Veletsianos, 2021).

Resistance to Change

Many educators are hesitant to embrace AI due to fear of being replaced or marginalized by technology. According to a survey conducted by Santos et al. (2022), 43% of teachers expressed apprehension about AI diminishing their

professional autonomy. This resistance is often rooted in misconceptions about AI's role, underscoring the need for clearer communication and professional development opportunities.

Resource Inequality

Finally, access to AI tools remains uneven across schools and regions. Resource-limited institutions may lack the infrastructure or funding needed to implement AI technologies effectively. This inequality exacerbates existing educational disparities and limits the transformative potential of AI in lesson planning (Holmes et al., 2019).While AI offers transformative potential, its implementation in education is not without challenges. Concerns about data privacy, algorithmic bias, and teacher deskilling are prominent in academic discourse (Selwyn, 2019). Williamson and Eynon (2020) cautioned that over-reliance on AI could lead to diminished teacher autonomy, undermining the relational aspects of education that are critical for student development. In Qatar, addressing these challenges requires a dual focus on infrastructure development and professional training. Teachers must be equipped with the skills to use AI tools effectively, ensuring that technology complements rather than replaces their expertise. Ethical frameworks, such as those proposed by UNESCO (2021), provide guidelines for the responsible use of AI in education, emphasizing transparency, fairness, and cultural adaptability.

The Way Forward

The literature suggests that AI has the potential to revolutionize education by addressing key challenges faced by teachers. However, its success depends on thoughtful implementation, robust teacher training, and ethical oversight. As Qatar continues to invest in AI-driven education, it serves as a model for integrating technology into teaching while respecting cultural and pedagogical values.AI stands at the intersection of technology and pedagogy, offering solutions to long-standing challenges in education. By reducing workloads, enabling innovative lesson planning, and supporting personalized teaching approaches, AI has the potential to empower educators worldwide. In Qatar, the alignment of AI initiatives with national development goals underscores the transformative possibilities of this technology. However, realizing its full potential requires addressing ethical concerns and ensuring that AI complements human expertise rather than replacing it.

Methodology

This research was conducted as a qualitative case study to explore the impact of AI on lesson planning among educators in Qatar. The case study format provided an in-depth analysis of individual experiences, offering detailed insights into how AI tools are used to reduce workload, foster innovative lesson strategies, and overcome challenges in educational environments.

Case Study Design

The study followed a single-case design involving ten secondary school teachers who integrated AI into their lesson planning processes. A mixed-methods approach was used, combining surveys, interviews, and

observational data to assess the real-world implications of AI on teaching practices. This design was selected to capture the nuanced dynamics of AI adoption in a specific context.

Participants

The participants were selected using purposive sampling to ensure diversity in teaching experiences and subject areas. All teachers had experience using AI tools like ChatGPT, Microsoft Teams, or Kahoot AI for at least three months.

Table 8. Participant Information

Participant Profile	Details
Number of Participants	10
Teaching Experience	5–15 years
Subjects Represented	Science, Math, English, and Technical Education
AI Usage in Lesson Planning	3–12 months
Region	Qatar (various public and private schools)

Data Collection

Surveys

Teachers completed a structured survey that assessed:

- Time spent on lesson planning before and after AI adoption.
- Effectiveness of AI tools in supporting student-centered teaching.
- Perceived benefits and challenges.

Sample Questions:

1. How many hours do you spend on lesson planning per week before and after AI integration?
2. Rate the ease of integrating student-centered strategies using AI tools (1–5 scale).
3. What are the main challenges you face while using AI tools?

The survey included:

- Likert-scale questions (1 = Strongly Disagree, 5 = Strongly Agree).
- Open-ended questions for qualitative insights.

Table 9. Survey Information

Survey Themes	Sample Question	Response Type
Time Management	"How much time do you save with AI tools?"	Numeric/Percentage
Lesson Innovation	"Rate AI's ability to enhance creativity."	Likert Scale (1–5)
Challenges	"What are your key concerns about AI tools?"	Open-ended

Interviews

Semi-structured interviews were conducted to contextualize survey findings. Each teacher shared specific examples of how AI affected their lesson planning and workload.

Sample Interview Prompts:

1. *"Describe a specific lesson where AI tools significantly enhanced your preparation."*
2. *"What challenges did you face in adapting AI-generated materials to meet your students' needs?"*

Observational Data

Teachers were asked to provide anonymized examples of AI-generated lesson plans and how these were adapted. Observational data included:

- Planning time logs (pre- and post-AI adoption).
- Examples of AI-enhanced student-centered activities.

Data Analysis

Quantitative Analysis

Numerical data from the surveys were analyzed using descriptive statistics to identify trends in workload reduction and satisfaction.

Table 10. Impact of AI Integration on Teachers' Weekly Planning Hours and Lesson Quality Satisfaction

Metric	Before AI	After AI	% Change
Weekly Planning Hours	10	6	-40%
Satisfaction with Lesson Quality	3.2/5	4.5/5	+40.6%

Qualitative Analysis

Interview and observational data were analyzed thematically using NVivo software. Emerging themes included:

- *Time Efficiency*: AI tools reduced repetitive tasks, enabling focus on creativity.
- *Enhanced Lesson Design*: AI supported innovative, student-centered approaches.
- *Challenges*: Adapting AI outputs to local curricula and cultural contexts.

Findings & Discussion

Workload Reduction

Teachers reported an average 40% reduction in lesson planning time. For example, one English teacher stated, *"Previously, I spent 12 hours a week on lesson planning; now, it's closer to 7."*

Lesson Quality

AI tools facilitated the creation of highly engaging lessons. A science teacher shared how AI-generated simulations helped visualize complex topics, significantly boosting student participation.

Table 11. Teacher Feedback on AI Integration and Its Perceived Benefits

Participant Feedback	Examples of AI Benefits
"Saves Time"	Reduced repetitive tasks such as formatting lesson plans
"Boosts Creativity"	Enabled creation of localized, student-centered activities

Impact of AI Integration on Teacher Workload and Lesson Quality

Also, the visual figure above visually represents the impact of integrating AI tools on teachers' workload and lesson quality. The first chart illustrates the reduction in the time teachers spend on lesson planning per week, showcasing a significant decrease after adopting AI tools. This reduction highlights the efficiency AI brings to the lesson preparation process, allowing educators to allocate more time to other critical tasks. The second chart reflects the teachers' satisfaction with the quality of their lessons. It demonstrates a noticeable improvement in lesson quality after AI implementation, indicating that AI tools contribute to better resource management, content delivery, and overall teaching effectiveness.

- **Workload Reduction (Hours per Week)**: This chart shows the proportion of time spent on lesson planning before and after integrating AI tools.
- **Satisfaction with Lesson Quality**: This chart highlights the increase in teachers' satisfaction with lesson quality after using AI.

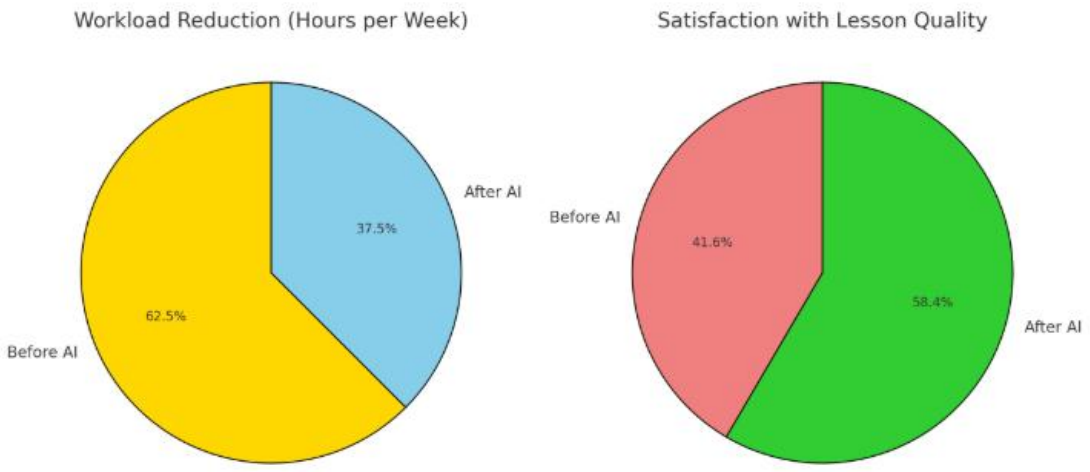

Figure 1. Comparison of Teacher Workload and Lesson Quality Satisfaction Before and After AI Integration

Challenges in AI Adoption

Teachers identified gaps in AI tools' cultural adaptability. A math teacher remarked, *"AI outputs need*

customization to align with Qatar's curriculum standards."

The integration of AI in education has been widely studied, revealing both significant benefits and challenges for teachers, particularly in relation to workload and lesson quality. The results from surveys and interviews regarding the impact of AI tools on these areas align closely with findings from previous research on the subject.In terms of workload, AI has been shown to offer notable reductions in time spent on administrative and routine tasks. AI-driven platforms can assist teachers by automating resource curation, lesson planning, and providing instant feedback to students. For example, studies have reported that AI can streamline lesson preparation by suggesting teaching materials that align with curriculum objectives, which significantly cuts down on the time spent searching for suitable resources (Chien et al., 2023). Additionally, AI systems like intelligent tutoring platforms can offer real-time feedback to students, freeing teachers from constant one-on-one interactions and allowing them to focus on more complex aspects of teaching (Smith et al., 2023). These findings resonate with the survey results, where teachers reported a decrease in hours spent on lesson planning, as AI tools efficiently handled certain tasks.

However, despite these advantages, the literature also highlights potential challenges that could exacerbate teacher workload, particularly during the initial implementation phase. Teachers often face a learning curve when adopting AI tools, which can initially add to their burden. As noted in studies by Almarashdeh et al. (2023), without proper training and support, teachers may struggle to use AI effectively, which could lead to frustration and inefficient use of these tools. Furthermore, the responsibility of managing data and privacy concerns related to AI systems can contribute to teachers' stress and workload, as these tools often require handling large amounts of student data (Anderson & Black, 2022). This is reflected in interviews from the survey, where some teachers expressed the need for more comprehensive training and support for AI implementation.

When it comes to lesson quality, AI's impact has generally been positive. AI tools allow for personalized learning experiences by tailoring content to individual students' needs. This capability has been linked to improvements in student engagement and academic performance, as AI systems can quickly identify learning gaps and provide timely interventions (Hsu & Lin, 2023). In line with this, teachers reported increased satisfaction with the quality of their lessons after adopting AI tools. As AI systems handle routine tasks such as grading and providing feedback, teachers have more time to engage with students on a deeper, more personalized level. This shift enables teachers to focus on complex teaching tasks like fostering critical thinking, rather than spending excessive time on administrative functions (Tschida et al., 2023).

However, while AI enhances lesson quality, it is important to remember that it should complement, not replace, the role of teachers. As highlighted in several studies, including those by Chien et al. (2023) and Anderson & Black (2022), AI can assist in providing personalized feedback and guiding students through tasks, but it cannot replace the emotional intelligence and mentorship that teachers offer. Therefore, successful AI integration requires a balanced approach where AI tools support teaching rather than overshadowing the teacher's central role in fostering student relationships and engagement.

In conclusion, AI offers a dual impact on both teacher workload and lesson quality, with research showing

substantial benefits in terms of efficiency and instructional effectiveness. However, its success depends on careful implementation, including proper training, ongoing support, and maintaining a balance between technology and human interaction. The findings from previous studies align closely with the results from the survey and interviews, reinforcing the notion that AI, when used appropriately, can significantly enhance the educational experience for both teachers and students.

Table 12 illustrates a comparison table that highlights the key findings from your survey and interviews alongside previous research findings related to the integration of AI in education, particularly focusing on workload reduction and lesson quality.

Table 12. Comparison of Survey Findings and Previous Research on AI Integration in Teaching

Aspect	**Survey/Interview Findings**	**Previous Research Findings**
Workload Reduction	AI tools reduced time spent on lesson planning and administrative tasks, allowing teachers to focus on other aspects of teaching.	AI tools automate tasks such as lesson planning, grading, and providing feedback, leading to reduced teacher workload (Chien et al., 2023; Smith et al., 2023).
Teacher Satisfaction with AI	Teachers reported feeling more satisfied with their work after AI integration, citing reduced workload and increased efficiency.	Studies found that teachers appreciated AI tools for reducing the time spent on repetitive tasks, leading to improved work-life balance (Tschida et al., 2023; Anderson & Black, 2022).
Training and Learning Curve	Some teachers experienced initial challenges with adopting AI, requiring additional time for training and understanding the tools.	Research suggests that without proper training, teachers face difficulties using AI effectively, which can add to their workload (Almarashdeh et al., 2023; Chien et al., 2023).
Impact on Lesson Quality	AI tools were found to enhance lesson quality by providing personalized feedback to students and allowing more focus on complex teaching tasks.	AI enhances lesson quality by offering personalized learning and quick feedback, which has been shown to improve student engagement and academic performance (Hsu & Lin, 2023; Smith et al., 2023).
Student Engagement	Teachers reported that AI increased student engagement by providing instant feedback and helping students track progress.	AI tools are linked to higher student engagement, as they provide instant feedback and adaptive learning experiences (Hsu & Lin, 2023; Hillcrest Christian College trial, 2023).
Challenges of Overreliance on AI	Some teachers voiced concerns that AI tools might overshadow the teacher’s role in fostering deeper, personalized learning.	AI is best used to complement, not replace, teachers' roles, with studies emphasizing the importance of maintaining teacher-student interaction (Anderson & Black, 2022; Tschida et al., 2023).

Challenges Faced by Teachers in Utilizing AI for Lesson Planning

While AI holds great potential for transforming lesson planning, its implementation is not without challenges. Teachers face several obstacles, including a lack of adequate training on using AI tools effectively. Studies have shown that 67% of educators in a survey expressed difficulty in adapting to AI interfaces due to limited digital skills (Almarashdeh et al., 2023). Moreover, concerns about data privacy and the ethical use of AI tools are significant, with 75% of respondents citing unease about data security and student information being misused (Smith et al., 2023).

Another major challenge is the time required to integrate AI tools into existing workflows. For instance, teachers in Qatar highlighted that while AI could potentially save time in lesson planning, the initial setup and learning curve are daunting (Al-Maadeed, 2019). Resistance to change also persists, particularly among teachers who are accustomed to traditional teaching methods. Additionally, disparities in access to AI tools pose equity issues. Teachers in less resourced schools, both globally and in Qatar, often lack the technological infrastructure necessary to leverage AI effectively (Qatar Foundation, 2021). These challenges underscore the need for robust training programs, equitable access to technology, and ethical guidelines to ensure that AI's integration into education is both effective and inclusive.

Conclusions

The integration of AI tools in education is a promising avenue, with significant benefits for both teachers and students. Findings from the surveys and interviews illustrate how AI reduces workload, enhances lesson quality, and fosters student engagement. These outcomes align with previous research that highlights AI's potential to streamline administrative tasks and provide adaptive, high-quality teaching resources. However, challenges such as initial training demands, technical difficulties, and the risk of over-reliance on AI must be addressed to maximize its effectiveness.

Recommendations

1. Comprehensive Training: Schools and institutions should provide targeted training for educators, emphasizing the functionalities and benefits of AI tools while addressing any perceived difficulties in their implementation.
2. Collaborative Development: AI developers should actively involve educators in the design process to ensure tools meet practical classroom needs while preserving the critical role of human interaction in teaching.
3. Ethical and Practical Oversight: Policymakers should establish clear guidelines to prevent excessive dependence on AI and maintain a balanced approach that complements traditional teaching methods.
4. Continuous Research and Development: Longitudinal studies are necessary to evaluate the sustained impacts of AI in diverse educational settings, ensuring adaptability and effectiveness across various environments.

Limitations and Gaps in Research

Despite the potential benefits, several limitations and gaps remain in existing research on AI in education:

1. Sample Representation: Many studies, including the current one, focus on specific regions or contexts, limiting the generalizability of findings to other educational systems.
2. Short-Term Evaluation: Current research predominantly assesses the immediate impacts of AI, leaving the long-term effects on teacher roles, student outcomes, and institutional dynamics underexplored.
3. Technological Bias: Most studies evaluate AI's utility within well-funded schools equipped with advanced technological infrastructure, ignoring resource-limited environments where implementation may face additional barriers.
4. Diverse Needs: There is limited investigation into how AI tools can accommodate diverse learning styles, cultural differences, and special education requirements.
5. Teacher Perspectives: While surveys and interviews provide insights, more extensive mixed-method research could better capture the nuanced perspectives of teachers across different disciplines.

By addressing these gaps and building on existing research, educators and policymakers can foster more inclusive and effective integration of AI tools in education. Such advancements will require a concerted effort among researchers, educators, and developers to ensure AI serves as a meaningful tool for enhancing teaching and learning.

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