Perception of Lebanese teachers' career in the AI era, opportunities and threats.

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Abstract

This article explores the impact of AI on the teaching profession, focusing on the opportunities and threats it presents to schoolteachers' career in Lebanon. It discusses the role of AI in developing teaching career in Lebanon in the AI era under the sharp socio-economic crises. AI tools, functions, and applications are deeply affecting the educational sector. Another layer of skills and competencies is challenging the teacher's community. They are migrating to EdAI practices either by self-motivation, effectiveness, and self-development factors or by institutional incentives, concurrences, and marketing factors. This article discusses how does EdAI affects the perception of teaching career of the "LU-education master's students"? It's clear that EdAI introduces a game-changing equation to the teaching career. Some teachers found it an opportunity to elevate their productivity and rentability. Others consider it as a trampoline to elevate their potential as researchers, or innovator in the educational field. The researcher developed an analytical approach based on a questionnaire that collects the "LU- Education Master students" perceptions about EdAI and its influence on the development of their professional career. The majority have experimented with AI tools to different degrees. They showed a very high level of interest in the EdAI, as well as high expectations for its utility and effectiveness in evolving their professional career. The SCCT criteria and the environmental factors have given positive feedback about the influence of EdAI on self-efficacy, Outcome expectations, and Personal goals. Many hopes are pinned on EdAI without thoroughly implementing and testing it.

Key words

EdAI, Teaching career, Opportunities, Threats, Lebanese schoolteachers

Résumé

Cet article explore l'impact de l'IA sur la profession enseignante en mettant l'accent sur les opportunités et les menaces qu'elle représente pour la carrière des enseignants au Liban. Il discute du rôle de l'IA dans le développement de la carrière d'enseignant au Liban à l'ère de l'IA dans le contexte des crises socio-économiques aiguës. Les outils, les fonctions, et les applications de l'IA affectent profondément le secteur de l'éducation. Une autre couche d'aptitudes et de compétences est défiante à la communauté des enseignants. Ils migrent vers les pratiques d'EdAI soit par des facteurs d'auto-motivation, d'efficacité et du développement personnel soit par des incitations, des concurrences et des facteurs de marketing des institutions. Cet article examine comment l'EdAI affecte la perception de la profession d'enseignant pour les « Etudiants en Master en Education à l'Université Libanaise » ? Il est clair qu'EdAI introduit une équation qui change les données dans la carrière de l'enseignement. Certains étudiants y ont trouvé l'occasion d'accroître leur productivité et leur rentabilité. D'autres y voient un tremplin pour élever leur potentiel en tant que chercheurs ou innovateurs dans le domaine de l'éducation. Le chercheur a développé une approche analytique basée sur un questionnaire qui recueille les perceptions des « LU-Etudiants du Master en Education » sur l'EdAI et son influence sur le développement de leur carrière professionnelle. La majorité d'entre eux ont expérimenté les outils d'IA à des degrés divers. Ils ont montré un très grand intérêt pour tous les aspects de l'EdAI et de grandes attentes quant à son utilité et à son efficacité dans l'évolution de leur carrière professionnelle. Les critères SCCT et les facteurs environnementaux ont donné des commentaires positifs sur l'influence de l'EdAI sur l'auto-efficacité, les attentes en matière de résultats, et les objectifs personnels. De nombreux espoirs reposent sur EdAI, sans qu'elle ne soit mise en œuvre et testée de manière approfondie.

Mots clés

EdAI, carrière d'enseignant, opportunités, menaces, enseignants libanais

مستخلص

يستكشف هذا المقال تأثير الذكاء الاصطناعي على مهنة التدريس، مع التركيز على الفرص والتهديدات التي يمثلها لمهنة معلمي المدارس في لبنان. ويناقش دور الذكاء الاصطناعي في تطوير هذه المهنة في عهد الذكاء الاصطناعي المتزامن مع الأزمات الاجتماعية والاقتصادية الحادة. تؤثر أدوات الذكاء الاصطناعي ووظائفها وتطبيقاتها تأثيرا عميقا على القطاع التعليمي. هناك طبقة أخرى من المهارات والكفاءات التي تواجه المجتمع التعليمي. إنهم يلجؤون إلى تطبيقات الذكاء الاصطناعي التعليمي إما عن طريق التحفيز والفعالية وعوامل التطوير الذاتي أو عن طريق حوافز المؤسساتية وموافقاتها وعوامل التسويق. تتناول هذه المقالة كيف يؤثر الذكاء الاصطناعي التعليمي على تصور مهنة التدريس ل "طلاب الماجستير في التعليم في الجامعة اللبنانية"؟ من الواضح أن الذكاء الاصطناعي التعليمي يقدم معادلة تغيير اللعبة في مهنة التدريس. وجد بعض طلاب الماستر فيه فرصة لرفع إنتاجيتهم ودخلهم. يرى آخرون أنه رافعة لإمكاناتهم كباحثين أو مبتكرين في المجال التعليمي. طور الباحث منهجا تحليليا يعتمد على استبيان يجمع تصورات "طلاب الماجستير في التعليم في الجامعة اللبنانية" حول الذكاء الاصطناعي وتأثيره على تطوير حياتهم المهنية. لقد قد سبق أن جرب غالبية الطلاب أدوات الذكاء الاصطناعي بدرجات مختلفة. لقد أظهروا اهتماما كبيرا جدا بجميع جوانب الذكاء الاصطناعي التعليمي وتوقعات عالية في فائدتها وفعاليتها في تطوير حياتهم المهنية. أعطت معايير "نظرية المهنة المعرفية الاجتماعية" والعوامل البيئية ردود فعل إيجابية حول تأثير الذكاء الاصطناعي التعليمي في الكفاءة الذاتية وتوقعات النتائج والأهداف الشخصية. يتم تعليق العديد من الآمال على الذكاء الاصطناعي التعليمي دون تنفيذه واختباره بطريقة عميقة.

كلمات مفتاحيّة

مهنة التدريس، الفرص، التهديدات، المعلمون اللبنانيون

Introduction

Artificial Intelligence (AI) has penetrated every layer of our lives, and education is not immune to the effects of AI (Bozkurt et al., 2021). According to various international reports, Educational Artificial Intelligence (EdAI) is one of the currently emerging fields in educational technology (Kazimzade et al., 2019; Liu et al., 2023; Sahai et al., 2021).

The impact of AI on teaching careers extends beyond individual teachers to encompass the broader educational system, necessitating a reevaluation of pedagogical approaches and professional development activities for teachers (Lin et al., 2022).

Various factors, such as educational policies, technological advancements, diverse student populations, and evolving pedagogical theories, shape teaching careers in the contemporary context. Furthermore, the teaching profession closely links the adoption of innovative teaching methods, the integration of technology into education, and the creation of inclusive and culturally responsive learning environments. This multifaceted interaction underscores the dynamic nature of teaching, emphasizing its role in preparing students for a rapidly changing world. (Cao & Li, 2023; He et al., 2023; Silva et al., 2014).

In the AI era, the emergence of skilled teachers in EdAI and changes in the teacher's career bring about new challenges to the career development of college teachers (L. Wang, 2020).

Most countries around the world are currently trying to implement educational reform, which increases the additional workload of teachers. (Hsieh et al., 2022). This trend is influencing Lebanese teachers, who are transitioning to EdAI practices due to factors such as self-motivation, effectiveness, and self-development, as well as institutional incentives, concurrences, and promotion. Teachers' demands, rather than hierarchical policies, initiate this trend.

In the teaching profession, particularly for Lebanese schoolteachers, the diminution of salaries coupled with the expansion of duties and engagements is increasingly affecting their status. The schoolteachers are facing a reformulation of their competencies and personal development in response to new technological trends without a real, fair revision to their rights.

In this article, we discuss: how do Lebanese schoolteachers perceive the effect of EdAI on their teaching career?

This article aims to crystalize the perception of Lebanese schoolteachers concerning the effect of EdAI on their teaching career. It provides an overview of the opportunities and threats that EdAI presents to schoolteachers for personal and professional development. Especially the “Lebanese University (LU) - Education Master Students” were targeted to express their perceptions of this subject.

It's clear that EdAI is introducing a game-changing equation to the teaching profession. Some teachers found it an opportunity to elevate their productivity. Others perceive it as a trampoline to elevate their teaching career to leadership, coordination, and content creation, where they can escape from the daily teaching routine.

We assume that the Lebanese schoolteachers perceive EdAI as having a positive effect on their career. This effect may have a positive impact by enhancing opportunities and reducing obstacles.

Conceptual framework and literature review.

EdAI definition elements.

Advancements in technology have led to the emergence of a variety of AI branches and applications. One such branch is generative AI, which refers to the automation of cognitive human behavior. It involves developing systems and models that can perform tasks more efficiently and effectively than humans, such as decision-making, creating, designing, problem-solving, learning, and other cognitive behaviors. Various sectors utilized these general apps and functionalities (Ramdurai & Adhithya, 2023).

Education is one of the major sectors that integrates AI into daily use. The general applications developed serve education in the same way as they serve other sectors, but the developers were quick to develop special applications specifically dedicated to education. Educational Artificial Intelligence (EdAI) is a group of general or specialized applications created for education and adopted by schoolteachers. With ongoing developments in technology and the increasing availability of data, EdAI has the potential to transform education at all levels (Ojha et al., 2023).

EdAI focuses on utilizing AI technologies to enhance and improve the teaching and learning processes. EdAI aims to develop intelligent systems and tools that assist educators in creating

personalized learning experiences, optimizing instructional strategies, and providing timely feedback to students (Chen et al., 2020).

School teaching in the EdAI era

The integration of AI in education opens new career pathways for schoolteachers, necessitating the acquisition of additional skills and knowledge (Lin et al., 2022).

As highlighted by Zawacki-Richter et al. (2019), this shift towards AI in education not only impacts teachers' professional development but also influences the larger educational landscape by introducing new tools and applications that can increase productivity and allow teachers to focus on strategic aspects of teaching.

L. Wang (2020) gives examples of strategies for college teacher career development and expertise enhancement from the angles of advancing the collaboration between human and computer, changing the nature of teaching, enhancing smart education expertise, and reinforcing college support, with the aim of assisting educators in adjusting to the AI era. The synchronization between EdAI facilities and the teacher's role in the students' profit is one of the serious challenges that education stakeholders have faced in the last period.

The change in the schoolteacher role is challenging his whole career status and conditions. This shift has a significant impact on the global educational society. Teachers around the world are remaking their manners and reviewing their tools.

Is teaching a career?

The teaching profession traditionally maintains two facets in balance:

From a first point of view, teaching as a job was considered distinct from any other profession. The primary distinction was the absolute value of education as an honorable profession, with the goal of educating future generations. From this perspective, we cannot evaluate teaching solely in financial terms.

From a second point of view, as in any other job, teaching has a set of rights and duties. The equilibrium between those two aspects of the teaching job is in continuous mutation. Every technological or socio-economic situation contributes to reshaping this equation.

However, the integration of AI tools into education may present both challenges and opportunities. While EdAI can enhance teaching efficiency and provide new opportunities for career development, it may also require teachers to adapt and acquire new skills to effectively utilize these technologies in the classroom. It imposes on teachers' new skills and competencies a new investment in terms of time and effort.

Deduction reveals that teaching is highly esteemed, merits more than monetary remuneration, and commands significant moral acknowledgement and reverence. Therefore, understanding "how a traditional mission-based approach to teaching could be aligned with EdAI and how it might be enhanced by AI tools?" is crucial for educators to navigate the changing landscape of education and school teaching.

What about Lebanese teachers' career?

Traditionally, in the Lebanese school environment, the missionary aspect of school teaching has accompanied the role of teachers. It is not just considered a job; it is presented as a "calling" or a "mission" to educate the youth. This sense of mission can drive educators to go above and beyond in their teaching practices, fostering a sense of dedication and passion for their work (Idham et al., 2024).

In this context, the expanded role of teachers in the EdAI era represents a real matter evolution. At the same time as the sharp economic crisis, schoolteachers need to adapt to the changing educational landscape.

These days, two main trends are affecting teaching careers in Lebanon. The global economic crisis has led to a reduction in teachers' salaries and services, while the technological revolution and educational evolution have expanded their skills and responsibilities. Those two factors are going to be extreme.

In conclusion, the introduction of AI into the educational landscape in Lebanon presents both opportunities and threats for schoolteachers. It also brings ethical considerations and challenges that require careful examination.

Methodology

To clarify this situation and explore the interactive relation between the EdAI as an independent variable and the school teaching career as a dependent variable, in the current article, we proceeded to analyze the actual perception of Lebanese schoolteachers using the result of a specially designed survey applied to the “LU - Educational Master Students” as a sample study.

As a theoretical approach, we have implemented the Social Cognitive Career Theory (SCCT) that was developed by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994 (Hackett, 2008). It dives into how people develop their career interests, make choices about their work paths, and ultimately achieve success in their chosen fields. It highlights how our thoughts, environments, and behaviors all play a role in shaping our careers.

In this article, we have adopted SCCT as a framework to configure the perception of EdAI in their future career development. Schoolteachers approach the EdAI as a professional component to enhance their career path, either by refining their daily practices or transitioning from general teaching to a more engaging role.

As per the multiple references that explain this theory, the SCCT model considers many concepts that interact in the career’s optimization choices (Shi, 2023; Tampouri et al., 2023; X. Wang et al., 2022). We note that they all have similar schema, with some nuances that differ from one environment to another. The classifications may vary from one reference to another. Here's a breakdown of the key concepts’ classification into two main entities:

1.1. Core Influences:

The internal factor that depends on the personal choices and preferences of the schoolteacher himself, who is represented in our case by “LU – Education Master Students," is:

- Self-efficacy (*can I do this?*): It refers to an individual's personal beliefs and abilities to perform skills and tasks for a specific career. Strong self-efficacy fuels motivation and perseverance. In

the schoolteacher's case, EdAI tackled this point in depth. It's the most important EdAI property. Self-efficiency, also known as the ability, to perform tasks independently and in a professional manner, is the primary goal of AI, particularly in the context of EdAI.

- Expected outcomes, (*what will happen if I pursue this*)? This involves beliefs about the likely consequences of pursuing a specific career path. These expectations consider factors such as personal satisfaction, salary, work-life balance, and job security. The schoolteachers may expect some moral or financial output. A promotion, salary upgrade, or effort valuation will be considered a natural exchange of the EdAI competencies. EdAI presents a tool to assist teachers in their tasks.
- Personal goals and interests (*to what extent do I wish to pursue them?*): It is defined as the intention to engage in a particular approach or achieve a certain level of performance. The belief in excellence in a field that aligns with desired outcomes leads to developing an interest in it. As we already explained in this article, teaching is considered more than a job; it has an important human component. The EdAI development may be an interesting element in acquiring and sharing such effective knowledge.

Environmental Influences:

By adding external factors to the three core concepts, this theory becomes more adaptable to specific situations, interests, and intentions. The SCCT model acknowledges that external factors have a significant impact on the career journey, it involves social support for learning and personal growth. These environmental influences include support, barriers, opportunities …. In the Lebanese scholar environment, many external factors are challenging the professional career of the teachers.

By reaching into the SCCT perceptions, stakeholders may gain valuable perspectives on how to support and enhance the professional growth and fulfillment of Lebanese schoolteachers. Based on this framework a questionnaire was built to collect the input data about those factors.

Theoretical and methodological concerns

This survey generates quantitative data organized as per the theoretical framework based on the SCCT. It is built into two main sections:

- In the first section the students show their current situation toward digital literacy and the AI approach. It contains the demographics, and general positioning.
- In the second section, it is focused on the SCCT Scale that was designed to satisfy the three approaches: Self-efficacy, Outcome expectations, and Personal goals and interest.

The targeted group of study was recruited from the faculty of pedagogy in the "LU – Education Master Students". It is one of the main academic institutions that lead to education career developments in Lebanon. It presents more than twelve specializations for the Master level.

This questionnaire was piloted by six students from "LU – Education Master Students". It is produced on two languages, French and English. A double direction translation was validated by a linguistic specialist. A reliability verification was completed after three weeks with the same pilot group. The result was verified by a 0.681 value for the Cronbach alpha test. Standard ethics measures were taken during the development of this research.

The limitations are produced from the characteristics of EdAI itself. Most of the AIs especially the EdAI are in their experimental phases, and the studied variables have a hypothetical and probabilities faces built on considered scenarios that may be realized sooner or later. That's one of the factors that leaded a very positive perception of the future of the school teaching career led by EdAI.

Results

The demographics of the group

LU – Education Master Students sample is constituted 132 students from the total population that counts around 337 (*132/337 ≈ 40%)*. This group give an idea about the motivated Lebanese teachers that are interested into all innovations that leads to develop their professional career by aiming to get a Master degree.

The main demographic characteristics of the sample are almost proportional to the whole population. The gender representation (*19% Male and 81% Female*) and *half* (*51 %*) of the students

the age range between *20 and 29 years. They* are proceeding directly after graduation to complete their studies.

The studied population is distributed into quasi-equal groups between French and English as second language (*53% English & 47% French*); two academic years, Master one & Master two (*34% M1 & 66 % M2*) and two option for the M2 (*48% Professional & 19% research*). The majority (*76% are employed*) are employed as schoolteachers and half of them (*52 %*) have less than four years of experience.

The learning path of the sample is remarkable where 71% of the students have a bachelor's degree in education to teach languages and/or sciences. Once they have chosen their Master degree, they (*70%*) converted to sciences, technology, and management & counseling. That shows the trend of the Lebanese teachers to convert their career to leadership, development, and technological paths.

The perception of teaching Career development in the AI era:

We focused on the SCCT approach on the core concepts because those variables are related to the opinion of the sample group. The results were in general positive toward the expectations of the potential effect of EdAI into their teaching career.

Self-efficacy:

This measurement is represented by the response to the question: "*Can I do this*?". It resumes the self-estimation to the potential of investment of the personal skills and competencies in the future position or task.

For the studied case of this article, it shows how can the EdAI elevate the schoolteachers' capacities and competencies that can elevate his professional career development.

Most of the sample (90%) think that EdAI will increase their efficiency in terms of time use. In their opinion it may drag the teaching career into high efficacity of the time employment. This could have compensation in two ways. Either the education sector needs less employees for the same tasks, then it is producing more unemployment, or the same task will be required with higher specs and quality, so it needs the same time, but it will come out with special quality. This will be a positive point to the education field. At the beginning, it could be counted in the profit of the

teachers so they can automate some tasks and gain some time. The effect of EdAI on the students may take a longer time to be evaluated because the time saved may be reinvested in the elevation and valuation of the educational output. The extra time provided by the EdAI use will be invested by the teacher for better work with his students or with more students. So, time may be given to perfection.

Also, most of the group (*83%*) think EdAI will improve their skills for their teaching career. In fact, the use of EdAI to produce content and elements for teaching tasks and it provides readymade templates for the teacher. Those templates are automatically customized to the situation described by the teacher in the written prompt. They use the known methods, criteria, and procedures as per each specialization standards. From this point of view a skilled EdAI teacher will be considered more competent than others, at least in the actual transitional period.

From another perspective, by concept, EdAI tools are designed in a way that teachers with minimum digital literacy can easily manipulate the apps. “Prompt” idea is based on the natural propositions writing that any teacher can apply. This gives the possibility to everybody to become a kind of “programmer” in some way. That’s one of the reasons that the quasi-totality of the surveyed group (*93%*) thought that they can easily learn EdAI Skills to improve their teaching career and a high majority of them (*85%*) think they can be a competent EdAI teacher.

Ultimately, the self-efficacity measurement shows that the “LU- Education Master Students” are perceiving the EdAI as a powerful tool that may multiply their capacities and competencies with a minimum effort. They have given a very high percentage of acceptance of the ideas that represent the Self-efficacy as an “AI skilled teacher” (*76.2%*). We must note that the experience upon time and themes will give more knowledge about the possibilities and more understanding of the EdAI possibilities and opportunities.

Consequently, “LU- Education Master Students” assumes that AI presents efficient tools to experienced teachers. It elevates the Self-efficacy of the teacher without having the potential to replace him in the critical, decisional, and creative tasks.

Outcome expectations:

This measurement is represented by the response to the question: "*What will happen if I do this*?". It resumes the moral and material gain that a person can collect from a career improvement based on skills development and competencies improvement.

For the studied case of this article, it shows how can the EdAI be transformed into positive input factor to the profit and interest of the schoolteacher's career.

Any technological innovation may have its echo into the economy. High efficiency is directly related to a better income. School teaching, like any other job, has in its component the financial aspect. Around two thirds (*69%*) of the sample consider that educational AI skill development can be translated into a better income for a qualified AI teacher. They assume that the application of EdAI practices into their daily task may be translated into extra financial source. The percentage (*69%*) of the convinced group by this correlation between EdAI expertise and salaries show some hesitation. A considerable percentage of the group (*31%*) still have another opinion that disagrees with this proposition. Maybe in the future EdAI application will not even be counted as an extra given to be compensated or it will be considered as prerequisite for any teaching career.

In another perspective, efficiency may help teachers to have a better career employment, it can be one of the criteria that allow the teacher promotion. Maybe the EdAI competencies may be translated into higher professional status. Approximately, three quarts of the sample (*72%*) agreed that a competent teacher in AI will achieve a higher professional status. The other quart disagrees with this hypothesis. This proposition is not accepted as an absolute fact by the "LU-Education Master Students." This deduction that connects EdAI skills to a higher professional status is debatable.

From another point of view, the EdAI skills and competencies present to schoolteachers a huge set of tools that may extend their possibilities to accomplish a lot of production and task accomplishment that may translate their ideas into real useful content. Those outputs may be invested in class and may be published to a larger public. A quasi-totality (*94%*) agrees that a competent AI teacher, and that he will develop experiences and research in the field of educational AI.

EdAI presents facilities and tools that need to be tested and experimented in the educational field. Also, a quasi-totality (*96%*) agreed to help those who need skills in the field of AI. The high

efficiency of AI tools generates the idea of sharing knowledge and possibilities. It acts as a new finding that we want to share with others.

The outcome expectancies are very high from point of view of the aquiring and sharing knowledge (≈*95%*). From the position of "getting the finanacial remuneration or promotion", the expectation are also high but not absolute (≈*70%*).

Most "LU- Education Master Students" has given a high percentage (*74%*) of acceptance of the ideas that represent personal goals as an "AI skilled teacher" and consider that the EdAI.

In conclusion, for the "outcome expectation"the "LU- Education Master Students" are showing high estimation of the effect of the AI into the teaching career. The EdAI is giving the impression to the teachers that it will add positive vector to enhance their career path.

Personal goals:

This measurement is represented by the response to the question: "*how much do I want to do this?*". It resumes the desire of the person to accomplish a goal of getting a career step by acquiring new knowledge.

In our case, it shows how the EdAI is a part of the personal goals of the schoolteachers, and the degree of commitment that they are ready to invest in accomplishing their career improvement. This worry and this engagement about the EdAI are in one of its facets the result of the interest to build a good career path in term of efficacity and rentability. A quasi totality (*95%*) of the "UL-Education Master students" would like to learn more about innovations in AI educational skills. Learning about EdAI is so appealing for the students who are considering those skills as an occasion to show their knowledge and experiment their competencies.

The same percentage (*95%*) of them would like to collaborate with a skilled teacher in AI. This percentage shows that AI will contribute to creating a knowledge community between the people who are utilizing it.

To improve their level and acquire the necessary new knowledge about EdAI, the quasi-totality of the group (*96%*) would like to practice more skills related to educational AI. It is represented as an absolute value for the for the "UL-Education Master students". They think AI is a must, and they want to practice it more and more. The impulse of the Master Students toward AI is quasi-

absolute. The very high majority of them (*90%*) are ready to join other degree programs related to AI skills for teaching.

The “UL – Education Master Students” has given very high percentages of acceptance of the ideas that represent personal goals as an “AI skilled teacher”. This factor is not surprising for the UL Pedagogy Masters population who, by status of professionals, are aiming to pursue Master studies and show by nature enthusiasm for any innovation.

A huge volume of possibilities, choices, and opportunities are presented by EdAI to the stakeholders of the global educational system and its implications to the Lebanese educational society. Briefly, the study underscores the transformative impact of Artificial Intelligence (AI) on the teaching profession in Lebanon, as perceived by “LU-Education Master Students”.

The Lebanese teachers, as lot of teachers around the world, show their readiness to invest themselves in terms of time and effort to be engaged in this innovation and to avoid being surpassed by their colleagues or students.

The contextual environment factors:

By integrating social support and opportunities for learning and personal growth into the SCCT framework, the theory can better address the specific situation, interests, and intentions of teachers navigating the evolving landscape of education influenced by EdAI.

Artificial Intelligence operates within the field of education much like it does in other areas. The range of potential outcomes and expectations is so vast that it surprises decision-makers in this sector. AI is shown as an answer for all questions and a solution for each problem. Decision-makers in education may feel overwhelmed by the number of possibilities that AI presents and may see it as a universal solution to various challenges.

The professor's sentiment of being surpassed by students and colleagues is a common concern in the rapidly evolving landscape of AI in education. Schools also fear being left behind when compared to their equivalents who embrace AI technologies. This worry from AI advancements has led to a sense of doubt within the educational system, where stakeholders experience a mix of concern and interest.

On one hand, some schoolteachers are aware of the challenges posed by EdAI, while on the other hand, others are fascinated with the potential opportunities it presents. Balancing these dual

feelings is crucial for educators and institutions navigating the impact of AI on teaching careers and the overall educational sector.

Sure, all the stakeholders are vigilant toward the change, they all search to maximize their professional situation in the subject of moral and financial conditions. As described in this article, at this crises period, the EdAI career presents an opportunity at the same level of the risks that it may cause.

Especially for the “LU – Education Master Students” and by extension the Lebanese teachers has shown very high expectations toward the EdAI tools despite their short experience in this domain.

Conclusion

In conclusion, this article shows the perception of a high impact of EdAI on the teaching career. The survey demonstrates there are high positive expectations by the “LU-Master students” toward EdAI for a better career development.

The EdAI is represented as a new factor that is affecting the offer and demand in the schoolteachers’ career. It manipulates the “know how”, “skills” and “competencies” that may be the basics of exchange between the employee and the employer. This may be the one of the main issues to face in the future Lebanese teachers represented by the studied group of “LU-Master students”.

The EdAI performance could be a condition of employment in the schools in the few coming years. It may be considered as a prerequisite for the people that can get advantage to their colleagues.

The EdAI may be tackling the basic structure of the educational system, either in the ethical, didactical, and knowledge direction or in the financial, investment, and profit direction. The schoolteacher’s career is the one of the main elements of the educational system that is affected by EdAI and that may have radical game changing in the near future.

More and more experimental approaches and studies are urgently needed to face the quick change in a critical matter of the human society like “education the youth” that will lead the word in the coming decades.

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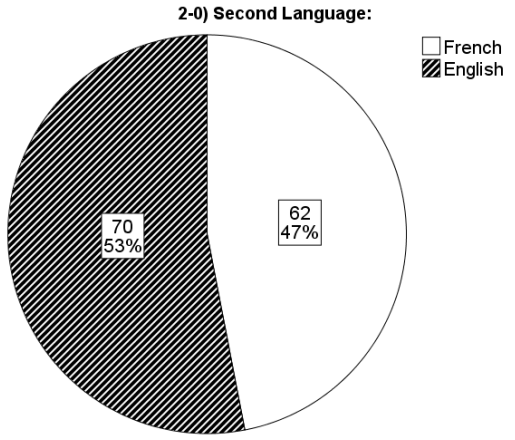
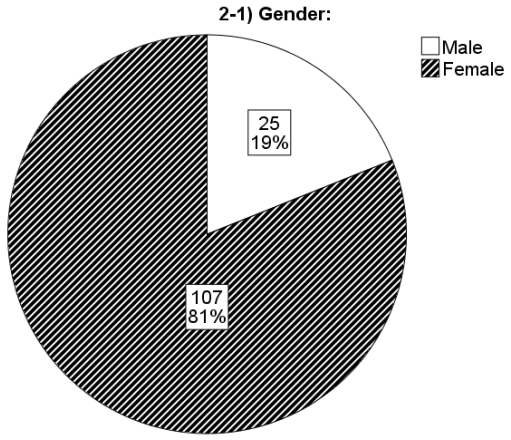
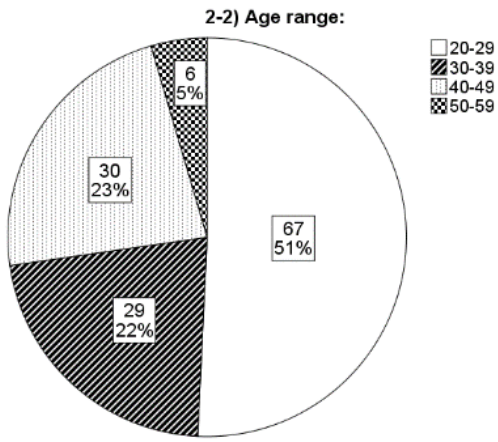
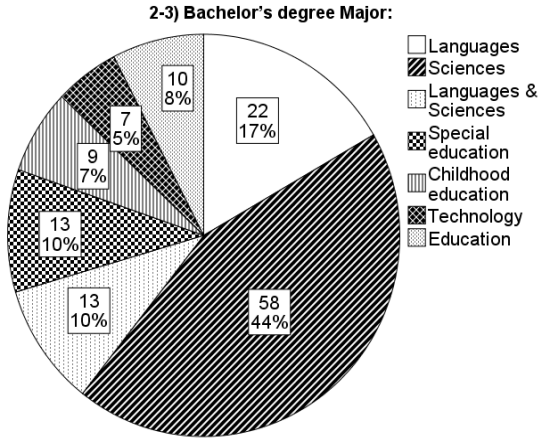
Annexes

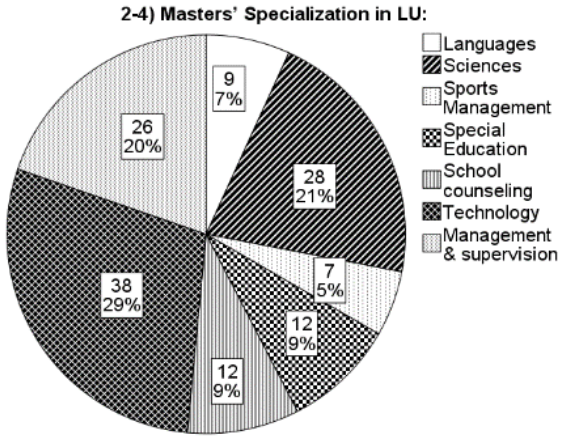
Annex: Demographics:

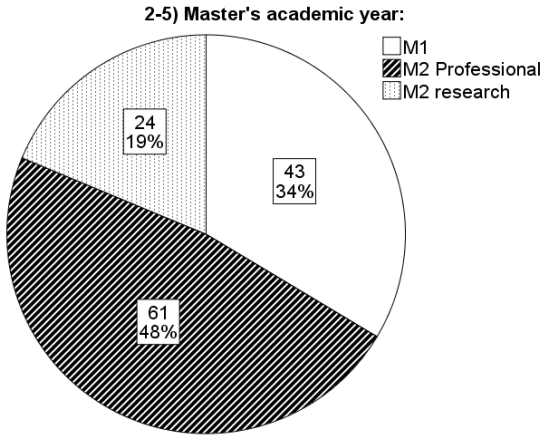


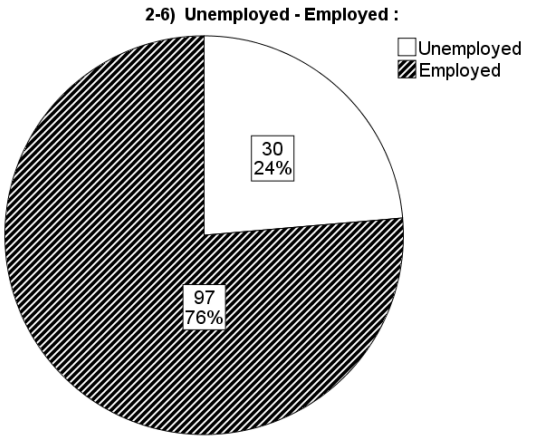


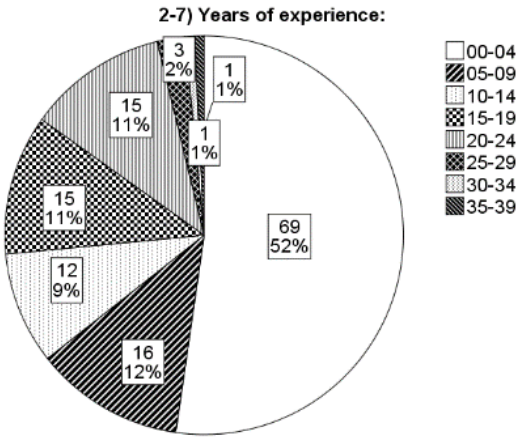


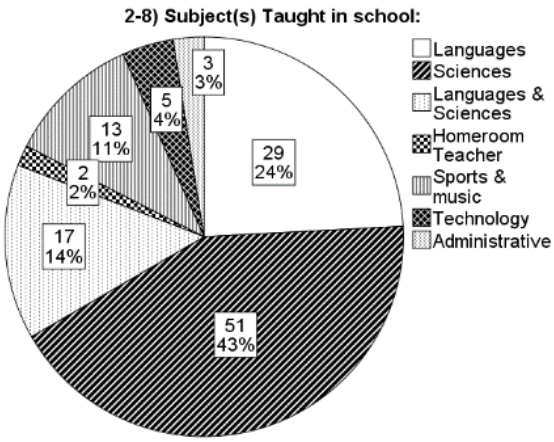


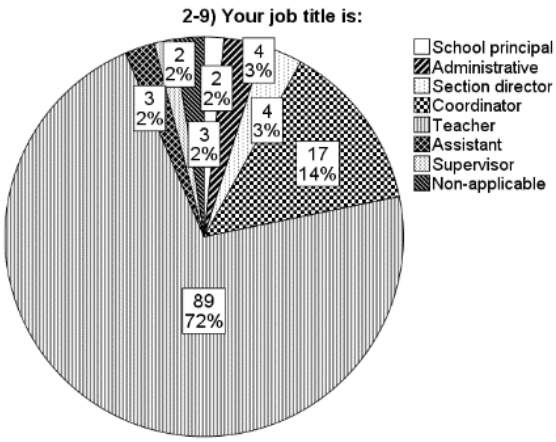


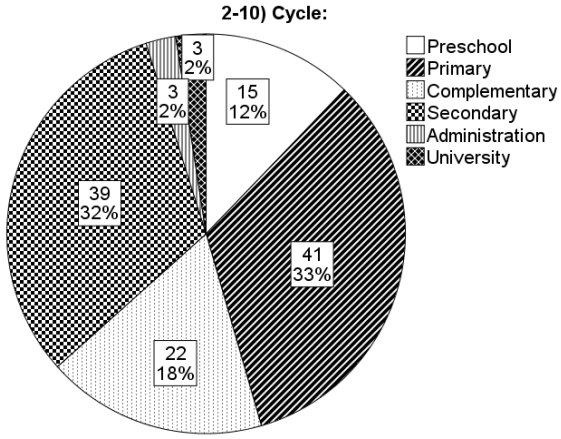



2-6) Unemployed - Employed :
Unemployed
Employed
30
24%
97
76%


2-7) Years of experience:
00-04
05-09
10-14
15-19
20-24
25-29
30-34
35-39
3
2%
1
1%
15
11%
1
1%
15
11%
69
52%
12
9%
16
12%

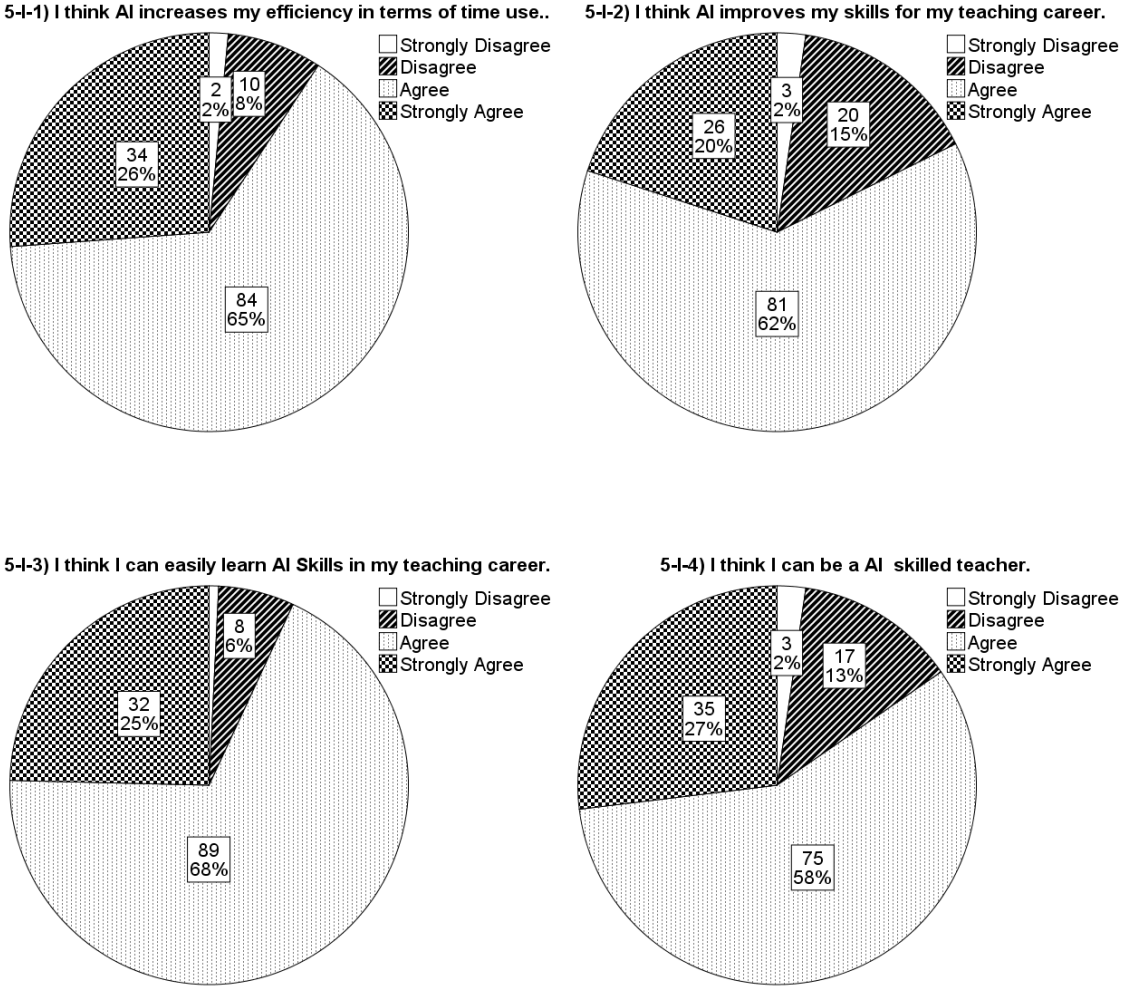

2-8) Subject(s) Taught in school:
Languages
Sciences
Languages & Sciences
Homeroom Teacher
Sports & music
Technology
Administrative
3
3%
5
4%
13
11%
29
24%
2
2%
17
14%
51
43%


2-9) Your job title is:
School principal
Administrative
Section director
Coordinator
Teacher
Assistant
Supervisor
Non-applicable
2
2%
4
3%
2
2%
3
2%
4
3%
3
2%
17
14%
89
72%

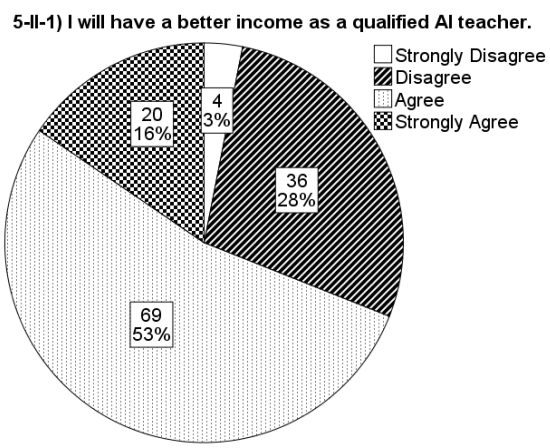

2-10) Cycle:
Preschool
Primary
Complementary
Secondary
Administration
University
3
2%
3
2%
15
12%
39
32%
41
33%
22
18%

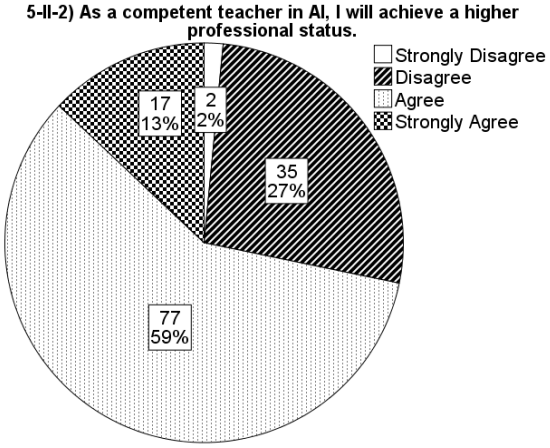
Annex: Social Cognitive Career Theory Scale

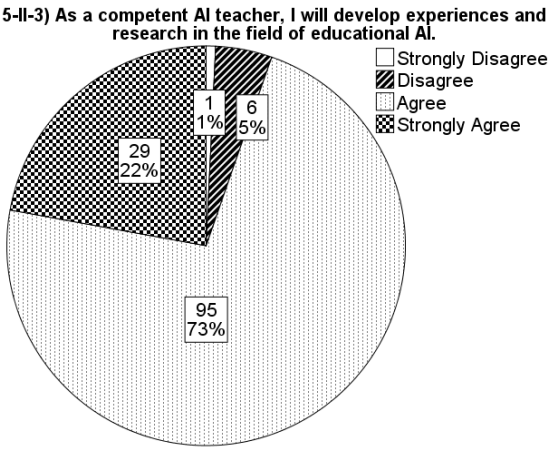
- **Teacher Self-efficacy with the help of AI**

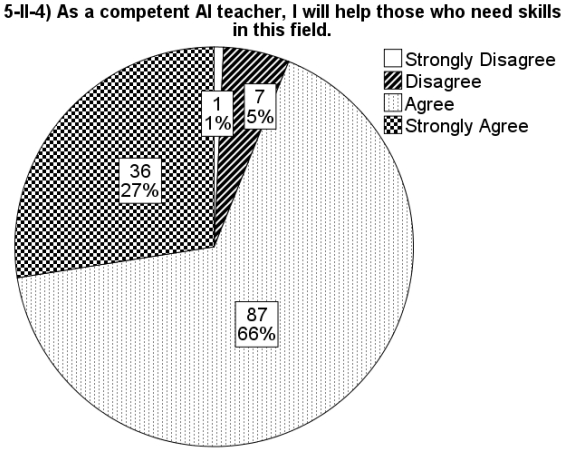


- **Outcome expectations for an AI-influenced teaching career.**

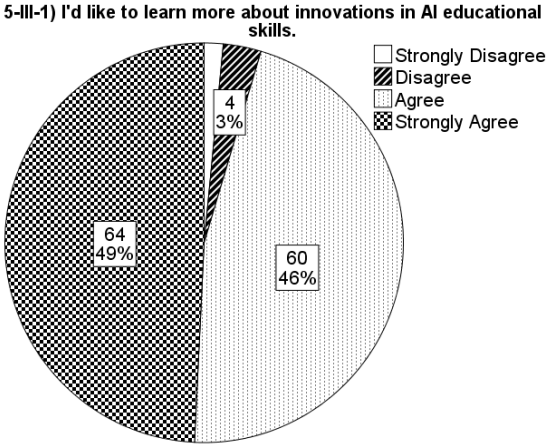


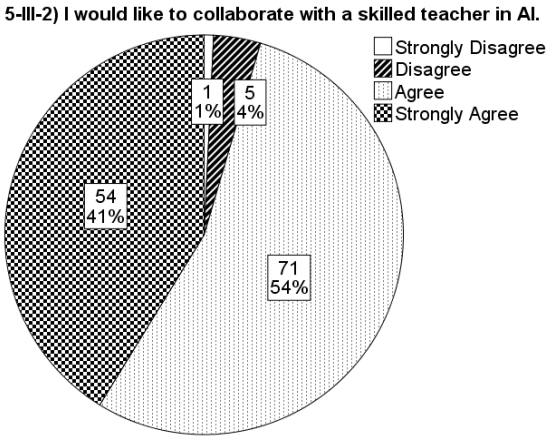


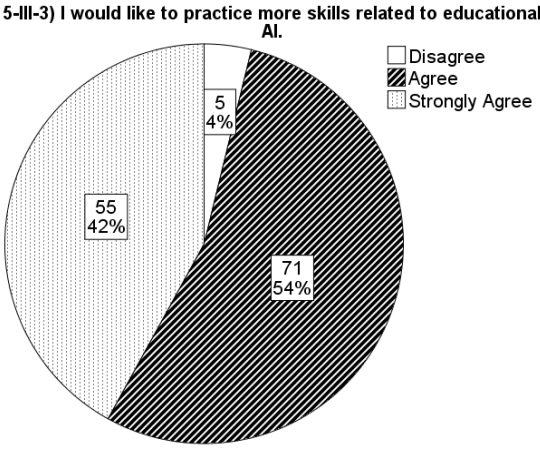


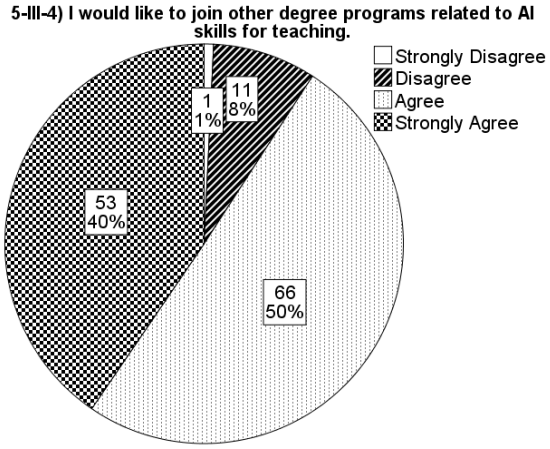


- **Personal goals of AI skilled teacher**


5-III-1) I'd like to learn more about innovations in AI educational skills.
Strongly Disagree
Disagree
Agree
Strongly Agree
4
3%
64
49%
60
46%


5-III-2) I would like to collaborate with a skilled teacher in AI.
Strongly Disagree
Disagree
Agree
Strongly Agree
1
1%
5
4%
54
41%
71
54%


5-III-3) I would like to practice more skills related to educational AI.
Disagree
Agree
Strongly Agree
5
4%
55
42%
71
54%


5-III-4) I would like to join other degree programs related to AI skills for teaching.
Strongly Disagree
Disagree
Agree
Strongly Agree
1
1%
11
8%
53
40%
66
50%