Saudi Arabia
Centre for the
Fourth Industrial
Revolution

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National Institute

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Ministry of Education

National Teacher Survey on Generative AI in Education

Responsible AI in Education Project

Survey Report

May 2026

Executive Summary

The **National Teacher Readiness Survey on generative AI in Education** gathered insights from **44,920** K–12 teachers across Saudi Arabia, providing a comprehensive dataset on teacher **attitudes**, **usage patterns**, and **readiness** for GenAI adoption.

- Overall, **teachers are highly motivated** and display strong interest and enthusiasm in adopting GenAI with positive perceptions of GenAI's potential. Whilst areas such as digital skills, infrastructure, and school-level implementation guidelines present continued opportunities for improvement, the overall direction is very encouraging.
- **Generative AI use is already widespread**, where teachers use AI daily on their personal devices. This strong demonstration of initiative and adaptability reflects teachers' commitment to innovation, even as differences in connectivity and access to specialized tools contribute to some variation in practices.
- The findings highlight that the **education system has reached a pivotal stage of progress**, with teachers demonstrating strong willingness and engagement in integrating GenAI. To sustain and scale this momentum safely and effectively, coordinated and collective efforts are now needed to advance capability building, strengthen digital infrastructure, reinforce governance, and deepen ethical awareness

Recommendations

These insights form a strategic foundation to scale generative AI integration in Education through four steps:

Step 1: Assess Readiness: **Assess capability barriers by evaluating teachers' readiness levels** with the support of school principals and through system-wide assessments to identify primary skill gaps, subject-based differences, and regional variations for targeted capability-building.

Step 2: Build Literacy: **Build literacy tailored to regional needs**, as well as skill levels and pathways, potentially and not limited to:

1. Providing hands-on workshops, exemplar designs, and localized support.
3. Utilizing peer learning models such as Train-the-Trainer approaches and deploying "AI champions" as coaches at the school and regional levels.
4. Minimizing language and cultural barriers by prioritizing ALLAM from HUMAIN as the primary Arabic generative AI tool within capability-building programs.

Step 3: Govern Safety and Responsibility: **Publish practical post-content-generation guidelines** to standardize teacher practices after AI content is generated, addressing quality assurance, bias mitigation, factual accuracy, and appropriate classroom use.

Step 4: Monitor and Improve Adoption: **Provide a dedicated teacher reporting mechanism**, including online feedback platforms, periodic surveys, and dedicated support teams, to capture on-the-ground challenges, identify emerging risks, and inform iterative policy and program adjustments.

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Definitions

Artificial Intelligence	Is a field of study and type of technology characterised by the development and use of machines that are capable of performing tasks based on advanced statistical predictions.
Generative Artificial Intelligence	Is a branch of artificial intelligence that relies on machine learning techniques and deep neural networks to simulate the human ability to produce original data and content.
Large Language Model	A category of deep learning models trained on immense amounts of data, making them capable of understanding and generating natural language and other types of content to perform a wide range of tasks.
Synthetic Media	Any content, such as audio, images, or video, generated by artificial intelligence.
Ethical thinking	The process of identifying and describing ethical issues in a variety of contexts, articulating the ethical considerations involved in different responses to those issues, and providing a rationale for a position that addresses those considerations.
Infrastructure	Encompasses the comprehensive system of physical and technical resources that enable and supports AI processes.
Connectivity	Refers to stable, reliable, high-quality access to the internet and digital networks
Pedagogy	Is the practice of education, consisting of teaching methods together with the underlying discourse of educational theories that guide the teaching & learning processes.

Overview

Assessing teachers' awareness, classroom use, and readiness for GenAI tools

Overview

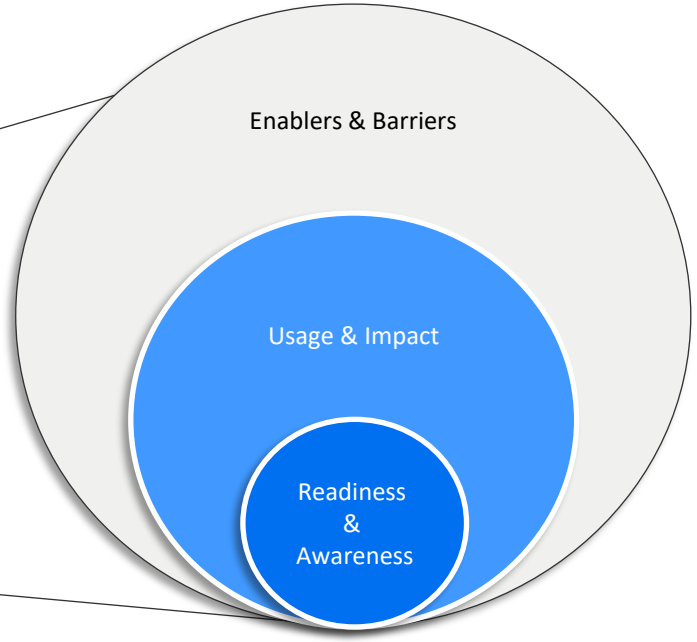
This national teacher survey was conducted as part of the **Responsible AI in Education project**, led by C4IR Saudi Arabia in collaboration with the Ministry of Education and the National Institute for Educational Professional Development. Targeting K–12 teachers across all regions, the survey was distributed nationally through the Ministry's official communication channels and administered in Arabic to ensure full accessibility and broad participation. The resulting insights form an empirical foundation, which sets out a framework to scale the responsible integration of generative AI (GenAI) in K–12 education across the Kingdom.

Purpose

Provide data-driven findings to inform national policy and capability-building priorities.

Research Questions

1. **Readiness & Awareness:** Where do teachers currently stand in their awareness, readiness, and overall adoption toward GenAI in education?
2. **Usage & Impact:** How are teachers using GenAI today in instructional, administrative, and classroom-support contexts?
3. **Enablers & Barriers:** What factors enable teachers to use GenAI effectively, and what barriers or conditions limit their ability to do so?



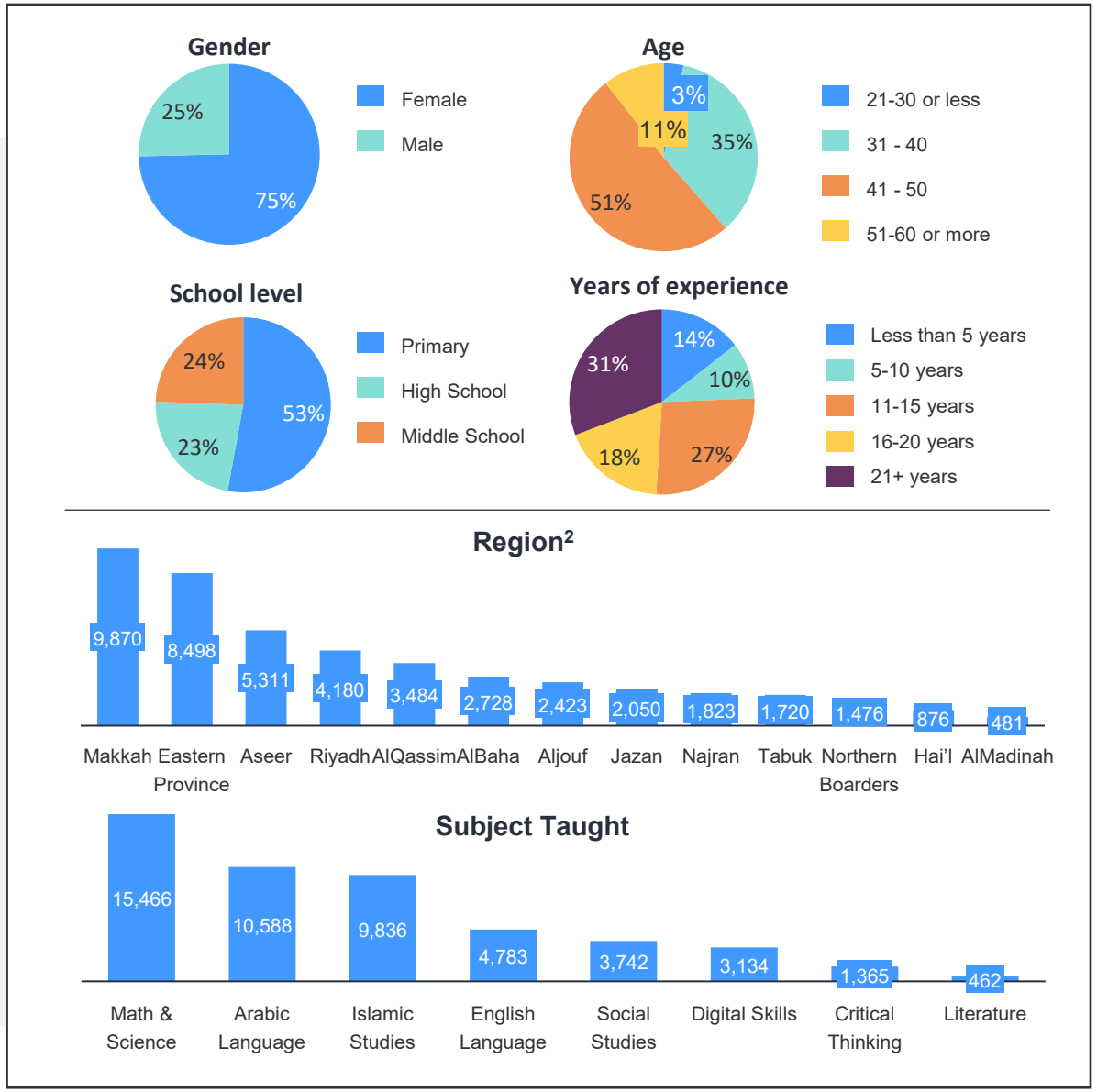
Respondent Profile

The national survey was conducted with **44,920 K–12 teachers across Saudi Arabia** to assess their awareness and use of GenAI in the educational context.

The survey was **distributed in August 2025 by the Ministry of Education**, administered **online in Arabic**, and remained open for **10 days**, ensuring broad reach and accessibility.

The respondent group includes teachers segmented by **gender, age, school level, years of experience, region, and subject taught**, offering a comprehensive view of perspectives across the education system[1].

While sizable, the sample represents **8.8% of all teachers in the Kingdom** (based on 2025 national counts), providing a meaningful yet non-exhaustive snapshot of the national teaching workforce.



1. See Appendix p.20-25 for a complete overview on survey questions and analysis
2. See Appendix p.25 for deep dive analysis on Teacher Respondents vs. Number of Teachers per Region.

Unlocking Teachers' Potential: From Awareness to Adoption

We analyzed teacher responses across three core themes, **Awareness & Readiness**, **Usage & Impact**, and **Enablers & Barriers**[1] to provide a focused snapshot of the **current landscape**. The selected insights were chosen to capture **teachers' attitudes, skills, and confidence; how they are applying AI in classrooms; and the key factors enabling or limiting adoption**, including infrastructure, governance, and training. Together, they offer a system-wide view of teacher potential and classroom readiness for GenAI integration.

Awareness & Readiness

1.1 Teachers' attitude towards GenAI training

1.2 Variation in teacher readiness by age group

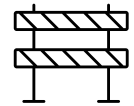
Usage & Impact

2.1 Teachers' perceptions of AI's impact and concerns

2.2 Teachers' self-reported GenAI capabilities

2.3 GenAI use across teaching specializations

2.4 Teachers' GenAI practices



Enablers & Barriers

3.1 Access to devices unlocks equitable opportunities

3.2 Implementation of AI governance guidelines in schools

3.3 Teachers' accessibility and understanding of Guidelines

3.4 Key factors limiting teachers' adoption of GenAI

1. See Appendix p.20-25 for a complete overview on survey questions and analysis

1.1 Teachers' attitude towards GenAI training

Strong interest in training but declining to financial or licensing requirements

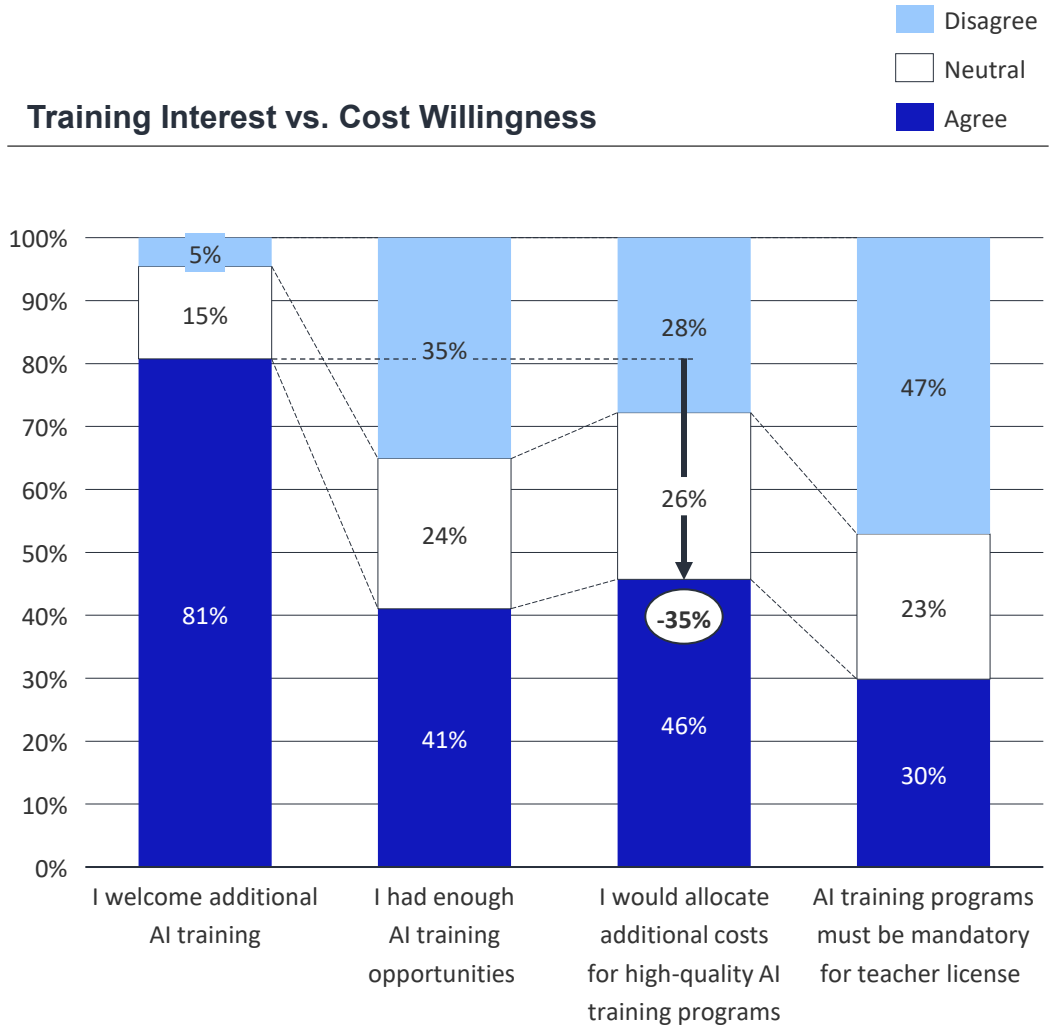
Findings

Data indicate **notable interest in capability building**, though interest declines when there's a financial or career commitment.

- **81%** of teachers are willing to receive GenAI training, showing strong motivation to build AI-related skills.
- **41%** believe they have had sufficient GenAI training.
- **46%** are willing to invest personal funds to get higher quality training.
- Only **30%** agree that AI training must be mandatory for teacher licensing .

Insights

- Notable for professional development exist, they're conditional and not fully secured. **81%** of teachers are interested in additional training.
- Commitment to training decreases **35%** when cost is introduced.
- Interest in AI training is high, but acceptance declines progressively as financial and formal commitments increase.



1.2 Variation in teacher readiness by age group

Self-reported readiness is higher among younger teachers, but development needs persist across all age groups

Findings

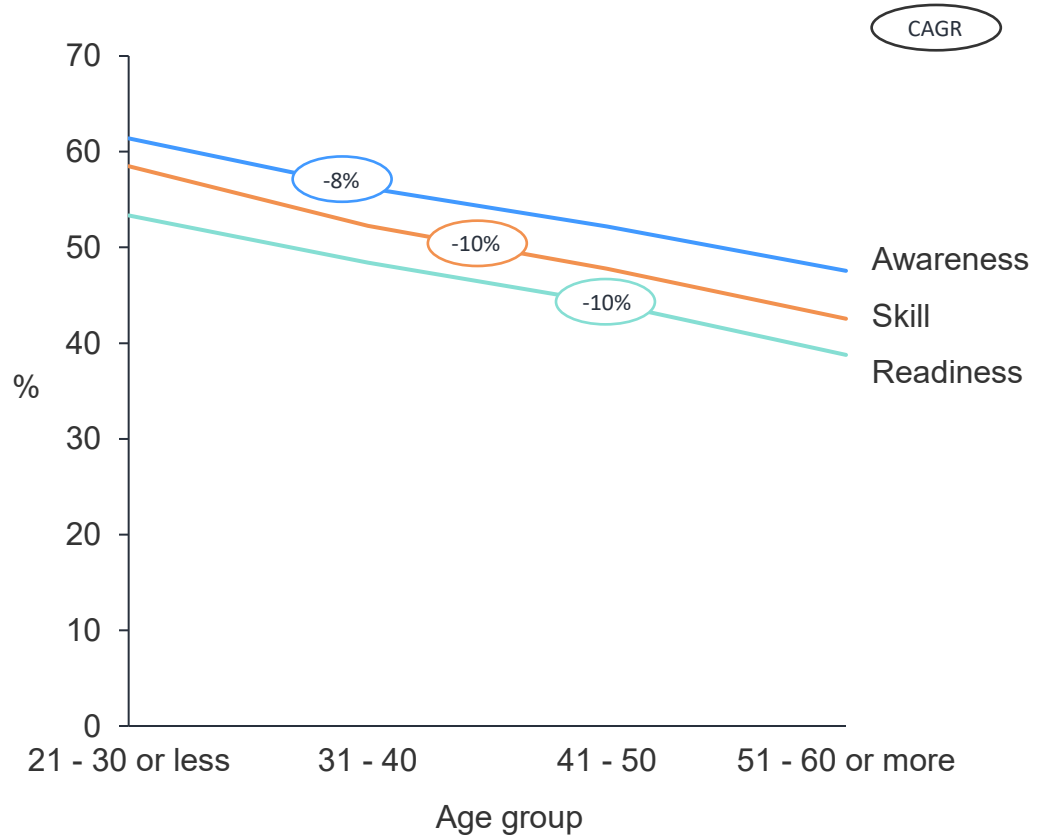
Notable **skew of data by age group** under all categories; Awareness, Readiness, and Skills[1].

- Younger teachers (20s years old) report being more aware, skilled, and ready to use GenAI applications than older teachers (40+ years old).
- Younger teachers report they can reach and understand AI guidelines more than older teachers.
- Younger teachers report they can develop & prompt differentiated content and have more AI technical expertise more than older teachers.

Insights

- The majority of respondents are in the 41-50 age group (22,900 teachers).
- Adoption barriers among older teachers could include technology and language-related challenges.

Teacher Self-reported Readiness by Age Group



1. Each category represents an average of 3 connected questions. Showing the same trend over 9 total questions.

2.1 Teachers' perceptions of AI's impact

Teachers are not resisting the shift towards GenAI enabled education, they require clarity and certainty

Findings

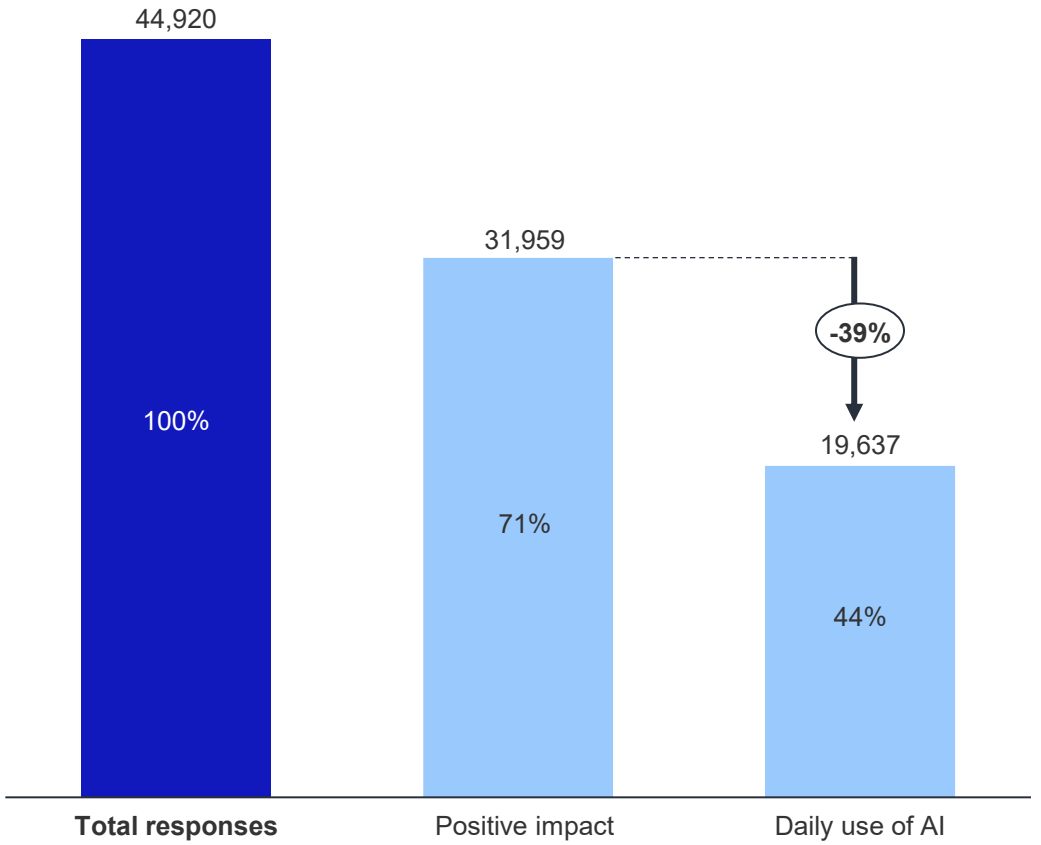
Teachers' perception of AI in education is predominantly positive, and they are **embracing the shift** toward GenAI-enabled education.

- **71%** agree that AI has a positive impact on education.
- **44%** use AI on a daily basis.

Insights

- **71%** believe AI has positive impact on education, while only **44%** use it daily. A gap of **39%** could indicate there are some barriers to practical adoption.

Perceived Impact & Concerns



2.2 Teachers' self-reported GenAI capabilities

Low technical skills may create a procedural gap, leading to time and resources waste

Findings

Most teachers feel they generally know and can use AI, but when you zoom in on **prompting skills, confidence drops**:

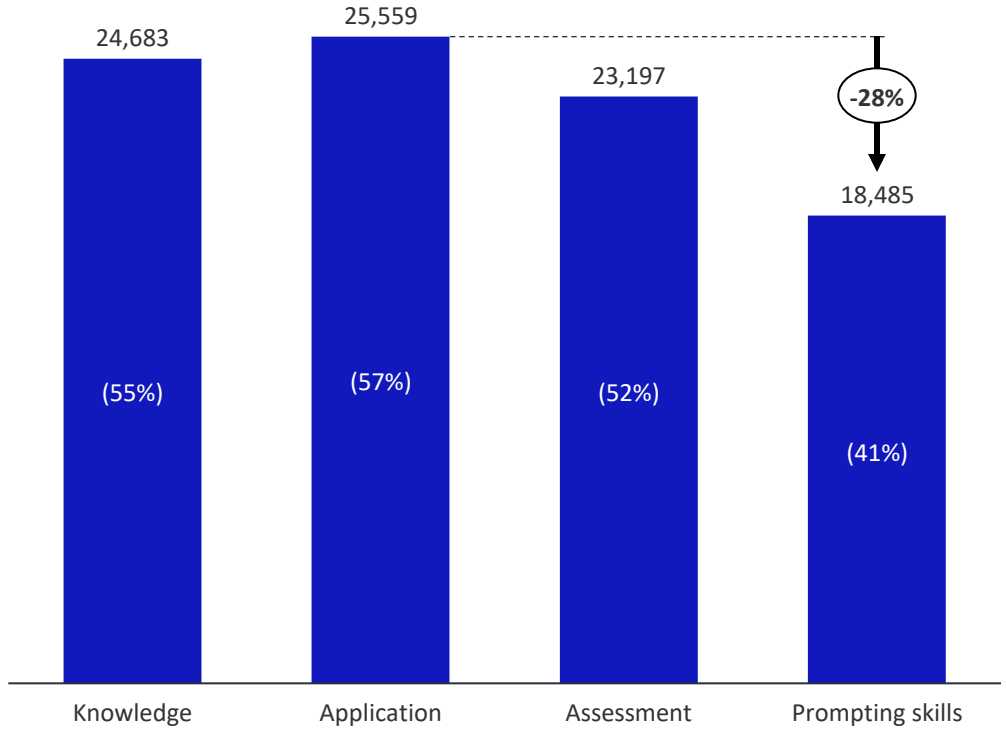
- **55%** agree to have sufficient knowledge of AI basics
- **57%** agree that they can apply AI for educational tasks
- **52%** agree that they can use AI in their evaluation tasks
- **41%** agree that they can write a prompt to generate quizzes for class

Teachers are using AI in educational tasks but are not yet at a procedural or "optimized" level.

Insights

- Self-reported gap between use and capability might be caused by theoretical AI training rather than hands-on practices in classrooms.

Capability Ladder



2.3 GenAI use across teaching specializations

Digital skills teachers are best prepared to integrate AI in the classroom for differentiated lessons and varying levels

Findings

Teachers with higher digital skills, especially those specializing in IT or digital technologies, are self-reported to be more **proficient in generating content** tailored to various student levels using Gen AI. In contrast, literature teachers have expressed lower confidence in their ability to generate differentiated content using AI.

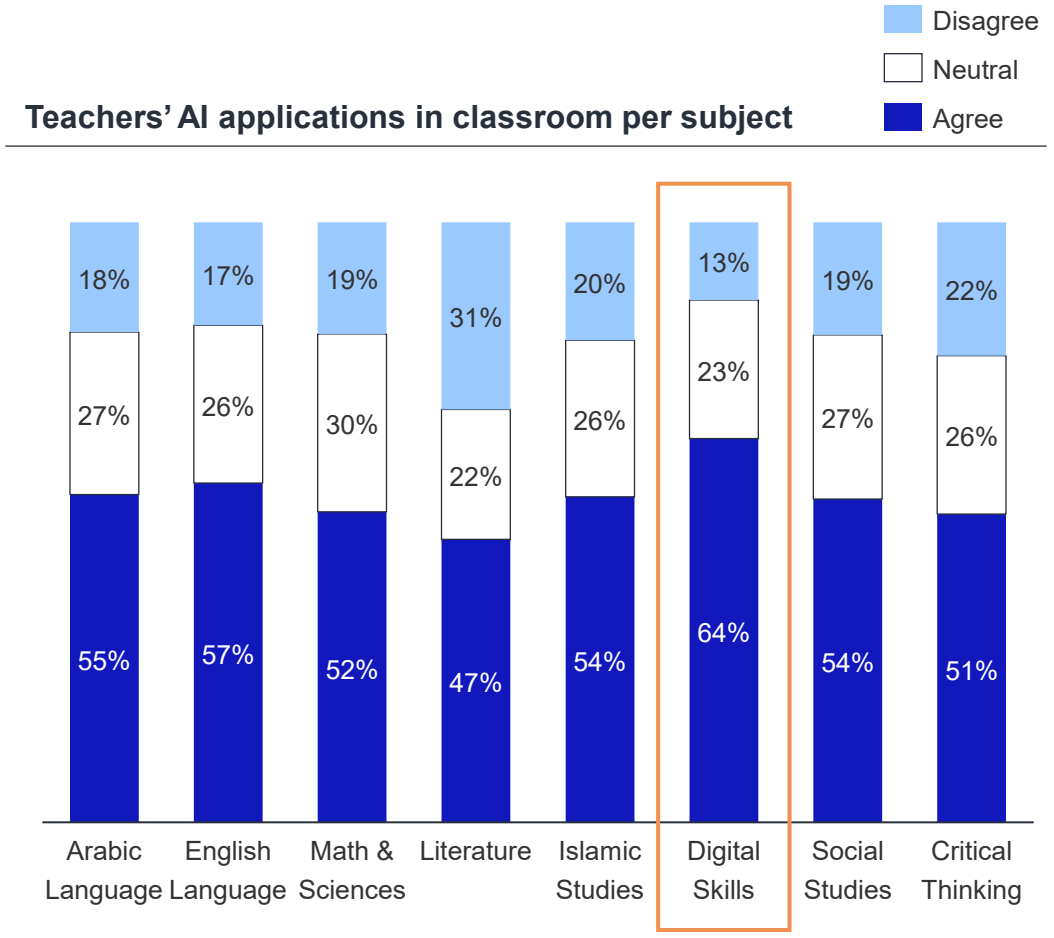
- **64%** of digital skills teachers can generate tailored content

Vs.

- **47%** of literature teachers can generate tailored content

Insights

- Strong influence on teacher capabilities based on subject requirements and language barriers.
- Digital skills educators can be the best advocates for increasing AI adoption in education.



2.4 Teachers' GenAI practices

Teachers prioritize language accuracy but pay limited attention to humanizing generated text

Findings

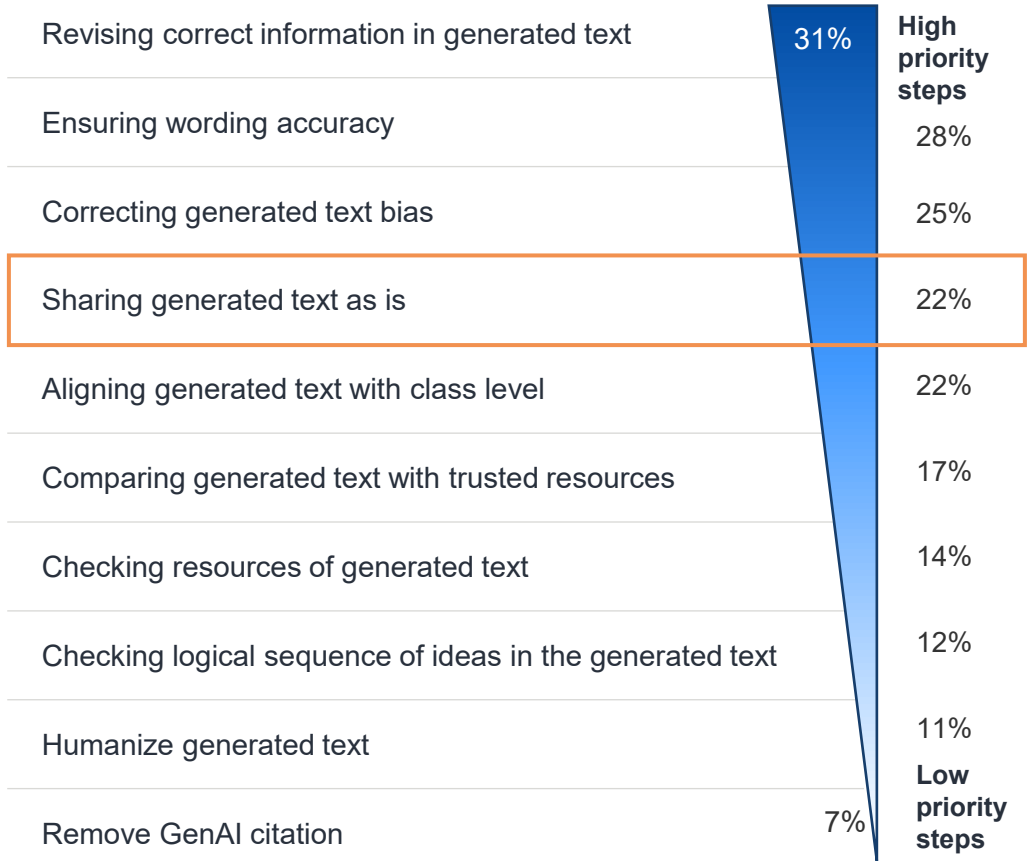
Priorities suggest that teachers are using GenAI primarily as a **fast content generator and editor for productivity tasks**, most respondents prioritize checking facts, ensuring word accuracy, and correcting bias of data.

- Teachers' focus on factual and linguistic accuracy is positively in place.
- A significant number of teachers (**22%**) are comfortable sharing generated text as is.
- Checking the logical sequence of ideas and humanizing texts seems to be underprioritized.

Insights

- The majority of teachers are aware of AI biases.
- Teachers are using AI to improve editing efficiency not to enhance the quality and pedagogical effectiveness of learning content.
- Use of AI as an emerging technology naturally begins with limited ethical practices, which can lead to ethical challenges.

After generating text teachers' incline to prioritize



3.1 Access to devices unlock equitable opportunities

High use of personal devices is driving the current rate of AI adoption in education

Findings

High over-reliance on personal resources to conduct education tasks at schools.

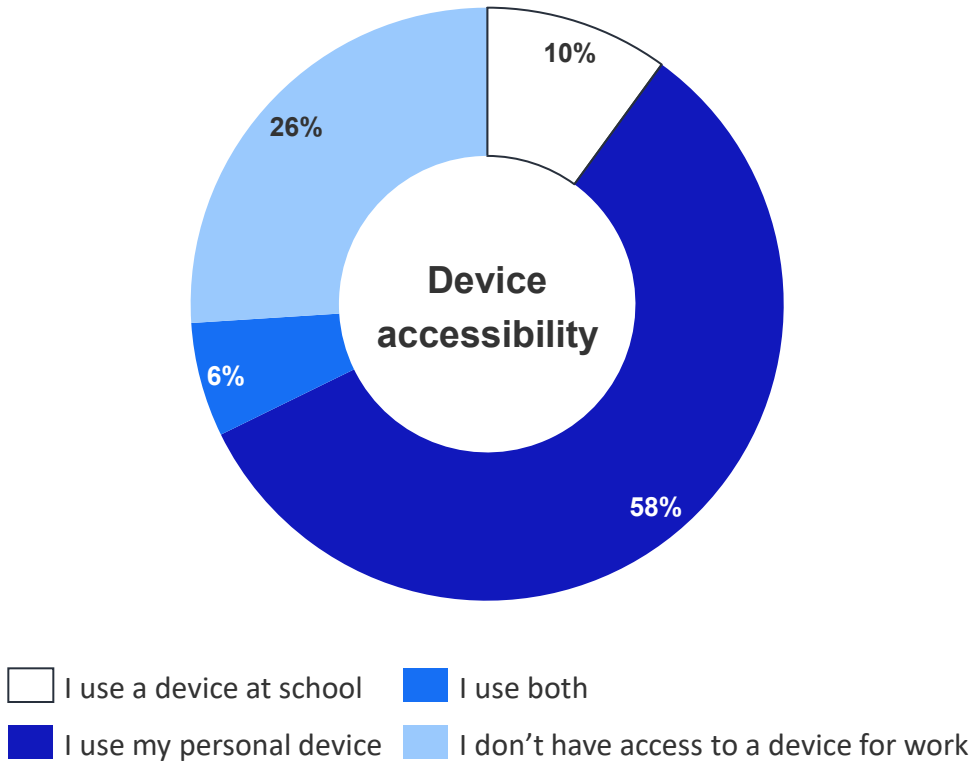
- **58%** of teachers report they are using their own personal devices
- **10%** use devices provided in schools

AI adoption is partially driven by teachers' personal resources.

Insights

- Teacher use of personal devices for student data raises safety, equity, and cybersecurity risks.
- Awareness of device availability across schools may provide further insights on infrastructure opportunities.

Teachers' Access to Work Devices



3.2 Implementation of AI governance guidelines in schools

Teachers broadly agree on the importance of GenAI guidelines, but implementation remains in early stages.

Findings

Most teachers (**80%**) acknowledge the necessity of governance with the following guidelines[1]:

- ✓ Protect student and teacher data
- ✓ Provide educational guidance for tool use
- ✓ Manage sharing of AI-generated content
- ✓ Set school policies for AI-related risks
- ✓ Prevent cheating, misuse, and deepfakes
- ✓ Clarify usage rights and intellectual property
- ✓ Monitor and oversee AI tool usage

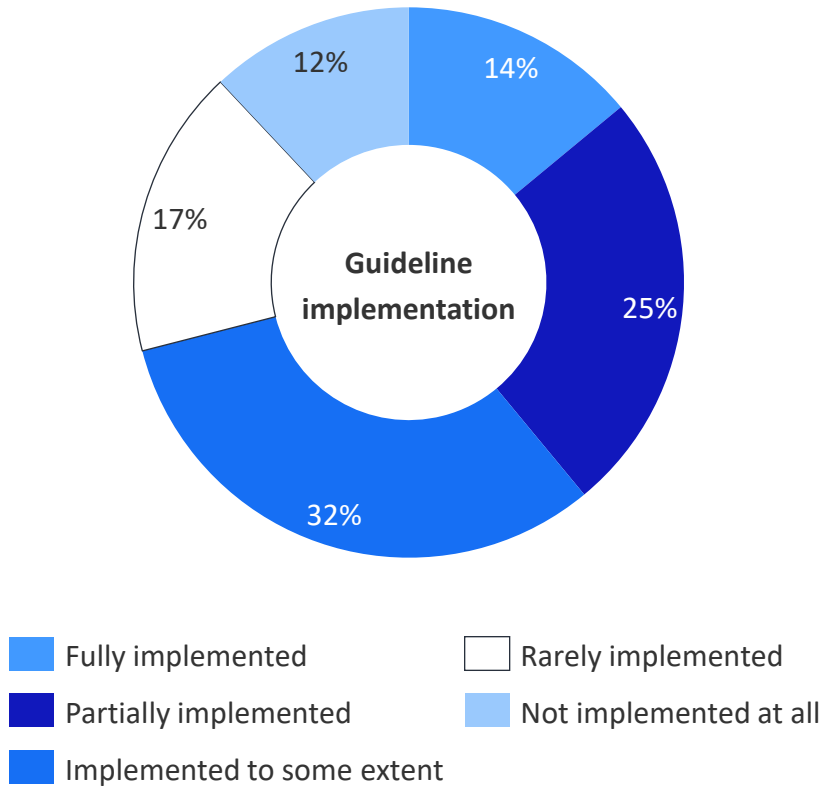
When asked about the **implementation of the guidelines in the schools**:

- **14%** of surveyed teachers reported full implementation
- **25%** reported partial implementation
- **32%** reported minor implementation

Insights

- The Ministry of Education AI national guidelines have been effectively communicated and spread to teachers.
- While teachers recognize the importance of AI governance, the implementation is fragmented. This could indicate a gap between policy and practice.

Reported Level of Guideline Implementation in Schools



1. Guidelines from SDAIA-MoE AI guidelines 2025, survey included a question on each guideline.
2. Variation calculation presented in the Appendix p. 22.

3.3 Teachers accessibility and understanding of guidelines

Teachers showed strong understanding of GenAI guidelines, but access to these guidelines remains limited.

Findings

Teachers' **understanding of guidelines content** varied across regions relative to the number of respondents from each region:

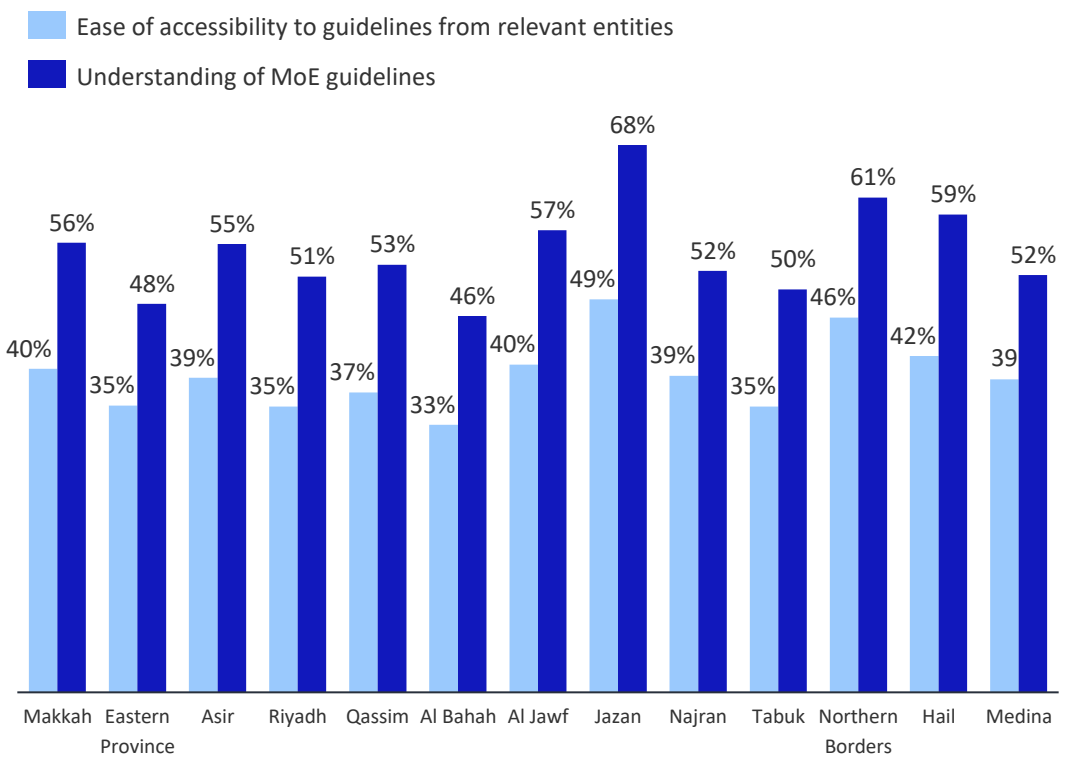
- Only **46%** of teachers in Al Bahah reported an understanding of guidelines (lowest rate) compared to **68%** of teachers in Jazan (highest rate).

Additionally, in a smaller proportion of teachers across the regions reported that they can easily access official guidelines that support the use in GenAI in education.

Insights

- High reported understanding of national guidelines, while limited awareness could hinder collective understanding of effective practices.
- Teachers demonstrate broad readiness and strong foundational exposure, but advanced AI mastery remains an opportunity.

Access to Guidelines vs. Understanding Guidelines[1]



# of respondents per region decreases

1. Percentages shown are based on regional responses from two different questions.
2. Presented results are weighted across regions to represent a comparable sample size, refer to the Appendix p. 22. Teacher Respondents vs. Number of Teachers per Region is in the Appendix p. 25.

3.4 Key factors influencing teachers' adoption of GenAI

Factors span infrastructure, capability, and tool suitability, requiring coordinated solutions

Findings

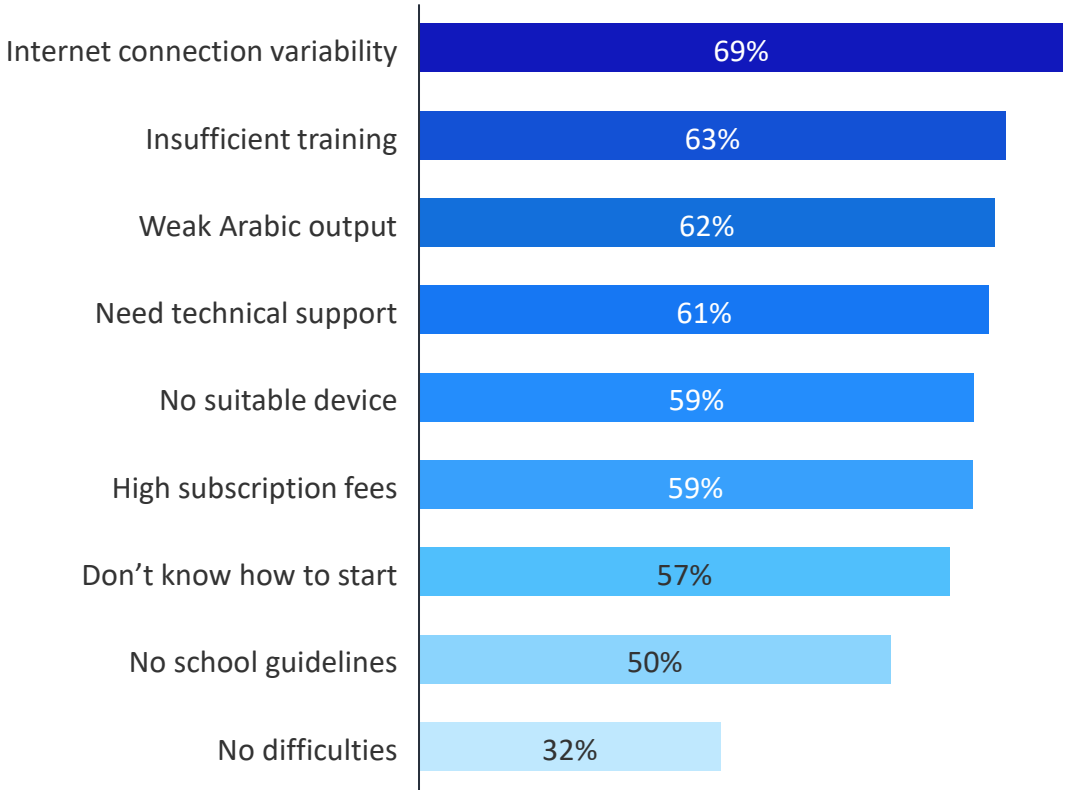
The **top challenges** teachers reported span three categories: Infrastructure Constraints, Capability Gaps, and Tool-related Limitations.

This spread is expected at an early stage of GenAI adoption and reflects the system's ongoing transition toward integrating GenAI tools into teaching practice.

Insights

- Teachers identified several factors influencing effective GenAI adoption in the classroom.

The Level at Which Teachers Experience Each Barrier



Part of C4IR Saudi Arabia

Responsible AI in Education Project

Project overview

In collaboration with the Ministry of Education, the project examines how AI tools are reshaping the teaching and learning journey across the education ecosystem. It aims to map emerging opportunities and risks that AI brings for students, teachers, and parents. Additionally, it will assess the system's readiness for responsible and ethical AI adoption.

The project aims to bring global best practices to influence national policies and guidelines, as well as to support in enhancing teachers' upskilling programs.

Appendix

Survey data analysis methodology

1

Survey Design Overview

- The survey aimed to identify gaps for teachers to adopt AI in the education system.
- The survey presented 40 questions in 4 pillars:
  1. **Personal Information**: Gender, Age, Region, Experience, School Level, Teaching Subject.
  2. **Awareness and education use**: to identify awareness, readiness to learn and improve, and used applications in education.
  3. **Ethics and barriers**: to identify awareness of risks and barriers that could slow adoption.
  4. **Digital infrastructure and accessibility**: to identify the effectiveness of digital infrastructure and technical barriers.
- 38 questions followed the same measurement scale of 5-point Likert scale. While 2 questions on application use and preferred models had specifically relevant choices.
- All questions were reviewed and approved by the Ministry of Education.

2

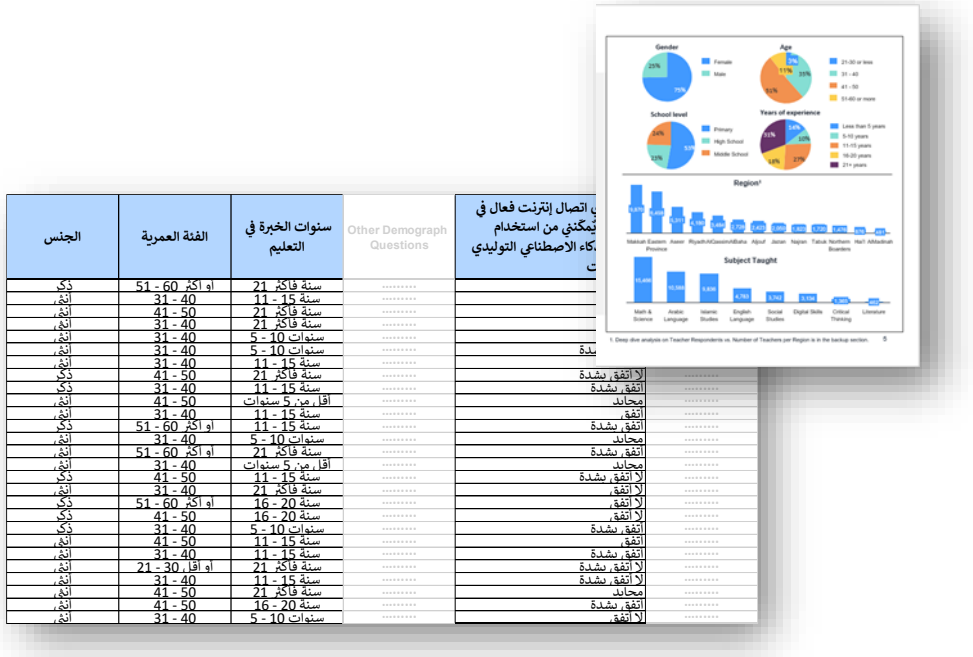
Collecting Responses

- The survey was open for all national teachers for 2 weeks.
- Collected **44,920** responses.

3

Cleaning Up Database

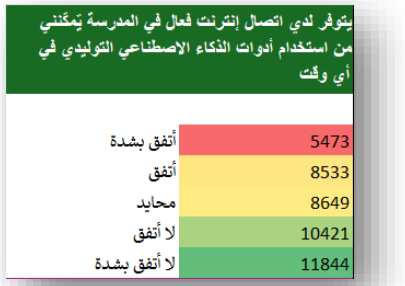
- Preparing the database for analysis by cleaning up empty cells, normalizing text consistency, typos, capitalization, anomalies, and extra spaces.



4

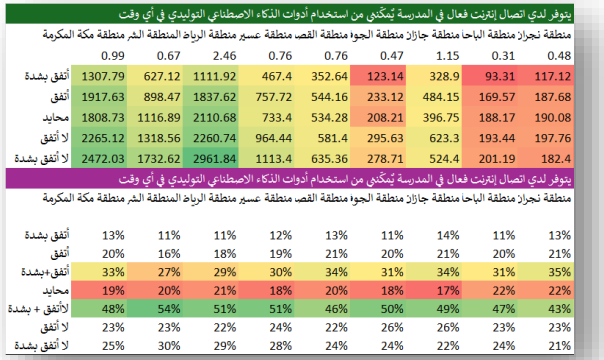
Data Analysis Framework

1. Horizontal Analysis
Analyzing each pillar across demographics



يتوفر لدي اتصال إنترنت فعال في المدرسة يُمكّنني من استخدام أدوات الذكاء الاصطناعي التوليدي في أي وقت	
أتفق بشدة	5473
أتفق	8533
محايد	8649
لا أتفق	10421
لا أتفق بشدة	11844

2. Vertical Analysis
Analyzing each question across demographics



يتوفر لدي اتصال إنترنت فعال في المدرسة يُمكّنني من استخدام أدوات الذكاء الاصطناعي التوليدي في أي وقت	منطقة نجران	منطقة الباحة	منطقة جازان	منطقة الجوف	منطقة القصيم	منطقة عسير	منطقة الرياض	المنطقة الشرقية	منطقة مكة المكرمة
	0.99	0.67	2.46	0.76	0.76	0.47	1.15	0.31	0.48
أتفق بشدة	1307.79	627.12	1111.92	467.4	352.64	123.14	328.9	93.31	117.12
أتفق	1917.63	898.47	1837.62	757.72	544.16	233.12	484.15	169.57	187.68
محايد	1808.73	1116.89	2110.68	733.4	534.28	208.21	396.75	188.17	190.08
لا أتفق	2265.12	1318.56	2260.74	964.44	581.4	295.63	623.3	193.44	197.76
لا أتفق بشدة	2472.03	1732.62	2961.84	1113.4	635.36	278.71	524.4	201.19	182.4

يتوفر لدي اتصال إنترنت فعال في المدرسة يُمكّنني من استخدام أدوات الذكاء الاصطناعي التوليدي في أي وقت	منطقة نجران	منطقة الباحة	منطقة جازان	منطقة الجوف	منطقة القصيم	منطقة عسير	منطقة الرياض	المنطقة الشرقية	منطقة مكة المكرمة
أتفق بشدة	13%	11%	11%	12%	13%	11%	14%	11%	13%
أتفق	20%	16%	18%	19%	21%	20%	21%	20%	21%
أتفق+بشدة	33%	27%	29%	30%	34%	31%	34%	31%	35%
محايد	19%	20%	21%	18%	20%	18%	17%	22%	22%
لاأتفق + بشدة	48%	54%	51%	51%	46%	50%	49%	47%	43%
لا أتفق	23%	23%	22%	24%	22%	26%	26%	23%	23%
لا أتفق بشدة	25%	30%	29%	28%	24%	24%	22%	24%	21%

3. Thematic Analysis
Analyzing questions under a holistic theme to portray teachers' awareness and readiness

1. Readiness & Awareness
- Teachers' knowledge of Generative AI concepts
- Attitudes, perceptions, and openness to adoption
- Current skill level (e.g., prompt writing, content creation)

2. Usage & Impact
- Frequency and purpose of GenAI tool use in teaching
- Integration into lesson planning, assessment, and student support
- Observed benefits and challenges in classroom practice

3. Enablers & Barriers
- Digital infrastructure and access (devices, connectivity)
- Ethical concerns, governance gaps, and policy awareness
- Training availability, support systems, and implementation obstacles

5

Analysis Procedure (step-by-step for horizontal and vertical analyses)

1. Analyzing responses across demographics

   I. Calculating **% of responses** from total teacher population in the region

   $$\frac{\#\ of\ respondents\ from\ the\ region}{Total\ \#\ of\ teachers\ from\ region}$$

   II. Calculating the **post-stratification weight** of each region

   $$\frac{Population\ proportion\ of\ teachers\ in\ the\ region}{Sample\ proportion\ of\ respondent\ from\ the\ region}$$

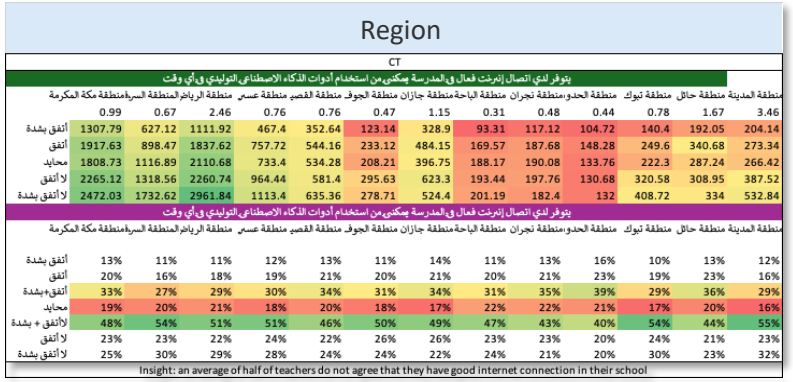
   III. Calculating the **total weighted number of responses** $region\ weight \times \#\ of\ responses\ from\ the\ region$

   IV. Calculating **variation** of sample via Standard Deviation

   $$\sqrt{\frac{\sum(sample\ mean\ average)^2}{(Total\ sample\ count-1)}}$$

	# of responses	% from survey	Actual # of teachers	% responses from region	Weight	Weighted # of responses	responses
Total	44920		519062	8.7%	8.2%	42741	
منطقة الباحة	2728	6%	9921	27%	0.31	859	9%
منطقة مكة المكرمة	9870	22%	112956	9%	0.99	9775	9%
منطقة القصيم	3484	8%	30599	11%	0.76	2648	9%
منطقة المدينة المنورة	481	1%	38476	1%	6.92	1664	9%
منطقة جازان	2050	5%	27288	8%	1.15	2362	9%
منطقة الجوف	2423	5%	13194	18%	0.47	1142	9%
المنطقة الشرقية	8498	19%	65756	13%	0.67	5691	9%
منطقة حائل	876	2%	16876	5%	1.67	1460	9%
منطقة الرياض	4180	9%	118689	4%	2.46	10271	9%
منطقة نجران	1823	4%	10031	18%	0.48	868	9%
منطقة الحدود الشمالية	1476	3%	7525	20%	0.44	651	9%
منطقة عسير	5311	12%	46359	11%	0.76	4012	9%
منطقة تبوك	1720	4%	15453	11%	0.78	1337	9%

2. For each question, **count the number of responses** across the measurement scale: COUNTIFS(# of responses under question Q, condition 1)
3. For each question **analyze each demography** COUNTIFS(# of responses under question Q, condition 1, condition 2)
4. For **regional analysis**, the total number of respondents is multiplied by the post-stratification weight of each region, and the percentage is calculated from the total weighted # of responses.
5. For each question, a high-level insight on the trend is noted.


Region

CT

يتوفر لدي اتصال إنترنت فعال في المدرسة يمكنني من استخدام أدوات الذكاء الاصطناعي التوليدي في أي وقت

	منطقة المدينة	منطقة حائل	منطقة تبوك	منطقة الحدود الشمالية	منطقة نجران	منطقة الباحة	منطقة جازان	منطقة الجوف	منطقة القصيم	منطقة عسير	منطقة الرياض	المنطقة الشرقية	منطقة مكة المكرمة
	3.46	1.67	0.78	0.44	0.48	0.31	1.15	0.47	0.76	0.76	2.46	0.67	0.99
أتفق بشدة	204.14	192.05	140.4	104.72	117.12	93.31	328.9	123.14	352.64	467.4	1111.92	898.47	1307.79
أتفق	273.34	340.68	249.6	148.28	187.68	169.57	484.15	233.12	544.16	757.72	1837.62	1917.63	
محايد	266.42	287.24	222.3	133.76	190.08	188.17	396.75	208.21	534.28	733.4	2110.68	1116.89	1808.73
لا أتفق	387.52	308.95	320.58	130.68	197.76	193.44	623.3	295.63	581.4	964.44	2260.74	1318.56	2265.12
لا أتفق بشدة	532.84	334	408.72	132	201.19	182.4	524.4	278.71	635.36	1113.4	2961.84	1732.62	2472.03

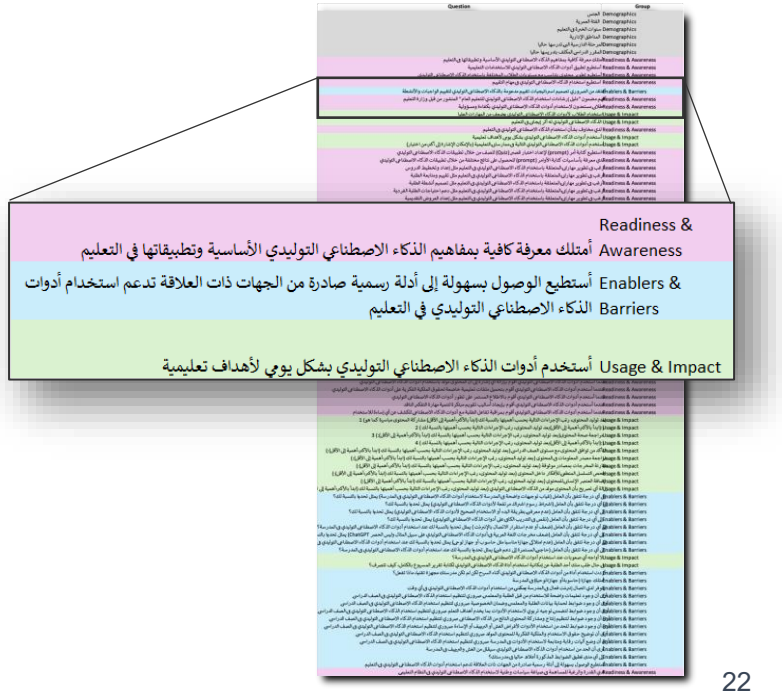
يتوفر لدي اتصال إنترنت فعال في المدرسة يمكنني من استخدام أدوات الذكاء الاصطناعي التوليدي في أي وقت

	منطقة المدينة	منطقة حائل	منطقة تبوك	منطقة الحدود الشمالية	منطقة نجران	منطقة الباحة	منطقة جازان	منطقة الجوف	منطقة القصيم	منطقة عسير	منطقة الرياض	المنطقة الشرقية	منطقة مكة المكرمة
أتفق بشدة	12%	13%	10%	16%	13%	11%	14%	11%	12%	11%	11%	11%	13%
أتفق	16%	23%	19%	23%	20%	20%	21%	20%	19%	18%	18%	16%	20%
أتفق+بشدة	29%	36%	29%	39%	33%	31%	34%	31%	30%	29%	29%	27%	33%
محايد	16%	20%	17%	21%	22%	22%	17%	18%	20%	18%	21%	20%	19%
لاأتفق + بشدة	55%	44%	54%	40%	45%	47%	49%	50%	46%	51%	51%	54%	48%
لا أتفق	23%	21%	24%	20%	23%	23%	26%	26%	22%	24%	22%	23%	23%
لا أتفق بشدة	32%	23%	30%	20%	21%	24%	22%	24%	24%	28%	29%	30%	25%

Insight: an average of half of teachers do not agree that they have good internet connection in their school

6 Thematic Analysis

- The goal of the thematic analysis to present the data in a meaningful way that reflects the goals of the survey. **Improving survey pillars into a teacher readiness journey** through three themes:
  - 1st : Awareness & Readiness of teachers as a first step
  - 2nd : Usage & Impact to show how AI is currently being utilized
  - 3rd : Systematic Enablers and Barriers to increase teachers' adoption of AI
- All questions were categorized under these three themes.
- Cross-cutting analysis on questions from the theme to connect trends, build up correlation, meaningful data, and contradictory data.
- Relevant questions are clustered to give a complete picture
- Top insights are consolidated to develop a storyline.



7

Visualizing & Reporting

- Based on the thematic analysis, a clustered data table is developed based on key trends.
- Chart type is selected for each table to match the key message based on trends.
- Charts are created connecting data between Excel and PowerPoint via *ThinkCell Application* for dynamic updates.
- Chart designs best practices are followed for best visual experience.
    - Clear data labeling, consistent color coding.
    - Numbering of charts based on pages and adding a tracker.
    - Adding descriptive titles for each chart.
- The report is targeted for executives and decision makers; thus, data was simplified, and all details are added in the appendix.

3.2 Regional variation in school internet stability

% of Teachers Reporting Unstable Internet	Agree	Neutral	Disagree
Makkah	33%	19%	48%
Eastern Province	27%	20%	54%
Riyadh	29%	21%	51%
Asir	30%	18%	51%
Qassim	34%	20%	46%
Al Jawf	31%	18%	50%
Jazan	34%	17%	49%
Al Bahah	31%	22%	47%
Najran	35%	22%	43%
Northern Borders	39%	21%	40%
Tabuk	29%	17%	54%
Hail	36%	20%	44%
Medina	29%	16%	55%

8

Expert Validation and Review

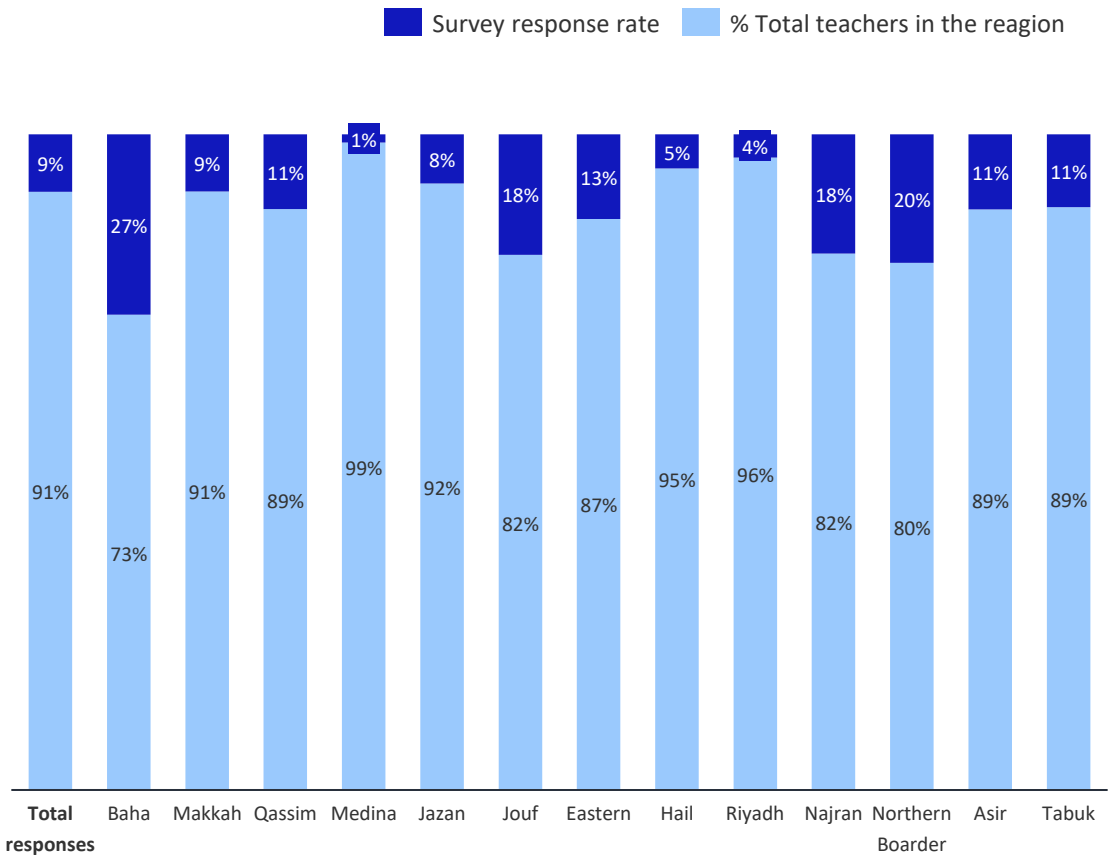
- Analysis in an Excel file shared with experts to discuss interpretations of data and educational insights.

Survey representative sample relative to number of teachers in the region

Responses of teachers across regions

	# of responses	% from survey	# of teachers in region	% of responses from region	Weight	Weighted # of responses
Total	44,920		519,062	8.7%		42,741
Baha	2728	6%	9921	27%	0.31	859
Makkah	9870	22%	112956	9%	0.99	9775
Qassim	3484	8%	30599	11%	0.76	2648
Medina	481	1%	38476	1%	6.92	1664
Jazan	2050	5%	27288	8%	1.15	2362
Jouf	2423	5%	13194	18%	0.47	1142
Eastern	8498	19%	65756	13%	0.67	5691
Hail	876	2%	16876	5%	1.67	1460
Riyadh	4180	9%	118689	4%	2.46	10271
Najran	1823	4%	10031	18%	0.48	868
Northern Boarder	1476	3%	7525	20%	0.44	651
Asir	5311	12%	46359	11%	0.76	4012
Tabuk	1720	4%	15453	11%	0.78	1337

Teachers' Response Rate per Region



1. Based on 2025 national counts provided by the Ministry of Education