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Primary Schools Teachers' Perspectives on AI Integration in Personalized Learning for Students with Learning Disabilities in Primary Grades

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ABSTRACT This study explored the perceptions of third grade teachers in Jeddah, Saudi Arabia, regarding the use of artificial intelligence in designing personalised learning environments for children with learning disabilities. A cross-sectional survey was conducted with 251 teachers using a structured questionnaire. The instrument measured perceived benefits, implementation challenges, and readiness for AI adoption. Descriptive and inferential statistics were used for analysis. Results showed strong agreement on the benefits of AI in identifying individual learning needs and enhancing student engagement. Significant differences were found based on gender, teaching experience, and educational qualifications. Despite recognising benefits, teachers reported barriers such as lack of training and high costs. While willingness to adopt AI was high, actual prior use was limited. The findings highlight the need for professional development and institutional support to effectively integrate AI into inclusive education.