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Parent's perception about Artificial Intelligence (AI)

Abstract

In recent years, artificial intelligence has become a powerful tool for effective and successful learning in education, offering all the tools needed to create inclusive and accessible learning environments for everyone. Teachers may now provide their students with tailored and excellent services thanks to the use of AI in educational settings. Students benefit even more from technology, and parents are active in providing AI devices and keeping an eye on their children's use of digital platforms. The study's objective was to investigate how parents view the effects of generative artificial intelligence on their children's cognitive development. The target population was parents' from all educational levels. 1321 participated in this research. The sample was collected with the use of a structured questionnaire that is was administrated trough google forms.

Keywords: AI, parents, attitude, digital parenting, AI literacy

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Abbreviation: AI, artificial intelligence; GenAI, generative AI; PD, professional development; IEP, institute of educational policy

Introduction

Children around the world use artificial intelligence almost every day. Toys, games, and artificial intelligence-based websites make up the bulk of kid-friendly interactive media.[1] Even though technology is advancing faster than anybody could have predicted, most parents have not considered how Artificial Intelligence (AI) can affect their kids' cognitive development.[2] The future prosperity of any civilization depends on the healthy development of its children, and society suffers greatly when we fail our children. Compute equations much more quickly and intricately or by using a machine to perform several tasks, freeing us up to concentrate on our interests.

Artificial intelligence (AI) technologies have the potential to improve our innate intelligence and abilities, allowing us to perform better in a range of personal and professional roles and access information more rapidly. Whether it's via using a machine to perform several tasks, freeing us up to concentrate on our hobbies, or by enabling us to compute equations at much quicker and more sophisticated rates.

Generative AI is a useful educational tool that fosters creativity and can motivate and inspire kids in a variety of ways to get ready for adulthood.[3] However, the content produced by this technology may be distorted, deceptive, or harmful. For example, photographs may contain vulgarity or nudity and may be produced maliciously, falsely, or with false information.[4] Because it may impair children's cognitive abilities and seriously jeopardize the integrity of education in elementary schools, its usage must be done carefully.

The aim of this study is to investigate parents' perceptions of Artificial Intelligence (AI), including their beliefs about AI, their concerns and fears regarding its use, and the potential benefits they believe it may offer to their children in the context of education and learning.

Literature review

Parents since the rise of technology have a lot of challenges to face. First it was new technologies in their daily life and nowadays the rapid expansion of AI. Most of them feel unsafe and they do not know how to react to these new challenges. Parenting in the digital age is more difficult, they have to acknowledge the opportunities and the advantages that new technologies and AI offer to their children's educational development and at the same time to protect them from the overuse.[5]

According to Livingstone & Blum-Ross,[6] parents are not observers but they are mediators of home learning environments, gatekeepers of digital access and most of all protectors of their children's wellbeing. Whether AI is accepted without question, rejected, or trusted depends on their attitudes. AI systems, in contrast to conventional educational technology, gather a lot of data, adjust to children's behavior, and frequently use opaque algorithms. This increases the complexity and urgency of parental appraisal. Previous studies have looked at screen time and digital safety.[7]

Digital parenting and AI literacy are two new terms that parents must learn and get familiar with. In today's digitalized world, parenting has evolved beyond traditional methods, necessitating the possession of digital and technological skills.[8] When it comes to parenting with relation to their kids' education and learning, for example, it is typical for parents to help their kids use digital devices for homework at home[9] In order to communicate with instructors and schools on school events and their children's academic achievement, parents must also use a variety of apps and websites.[9] Furthermore, parents in order to have AI Literacy and understand this new trend that came to their lives explored some AI tools such as storytelling experience and praising.[10–13]

Parents' attitudes and abilities to deal with the problems related to digital technologies are vital in providing better guidance for children's learning in today's digital environments.[5]

These days, artificial intelligence (AI) has progressively grown to be a significant component of the digital world, and young children can use AI technology in the classroom. These days, social robots are widely used to help kids learn languages,[14] and many homes have AI assistants like Siri[15] Artificial intelligence (AI) technologies that are incorporated into children's daily life offer naturally engaging environments for their growth.[14]

A number of studies have examined how technology-enabled systems might offer a virtual environment for interactions between parents and kids.[16]

Other research investigated ways to facilitate distant parent-child activities, like reading aloud or playing games.[17,18] Multi-touch tabletop applications[19] sensor-based games[20] and technology-enhanced storytelling activities[21,22] have all been the subject of recent research on parent-child interactions in co-located environments. This way parents discover the unknown path of AI together. They spend time and at the same time they gain knowledge. Parenting benefits greatly from parents' AI literacy abilities, such as their proficiency with AI technologies.

Research methodology

The target population of this research were parents from all educational levels. The research took place in the region of Kavala. For the implementation of the research a structured questionnaire was administrated to the parents' through google forms.

The questionnaire was divided in five parts. The first part was the demographic characteristics, the second part measured the parent's familiarity with AI and consisted from 3 questions. The third part measured Attitudes- Perceptions of Artificial Intelligence and consisted from 3 questions. The fourth part measured Artificial Intelligence in Education and it consisted from 4 questions. Questions from the second until the fifth part were measured in a 5 point Likert Scale were 1 was Totally Disagree and 5 was totally agree or "yes" and "no" answers. The total sample was 1.321 parents. The research took place from October till December 2025. The limitation that this research had were the participants to be parents.

The aim of this study is to identify parents' attitudes towards new Artificial Intelligence and to point out the pros and cons of AI based in parents believes.

Results

Demographics

The sample of the research was 1321 parents and 48.0% were men whereas 52.0% were women (Table 1).

Table 1 Gender of participants

	Frequency	Percent
Men	634	48.00%
Women	687	52.00%
Total	**1321**	**100.00%**

According to the descriptive statistics, there are very few gender differences in the mean score for the variable under research between males (M = 43.41, SD = 7.11) and women (M = 43.32, SD = 7.00). The sample's overall mean is 43.36 (SD = 7.05), indicating a central tendency that is comparatively constant throughout. The standard deviations show equal variability within each gender group, indicating that men's and women's responses are distributed similarly. Overall, these findings imply that gender does not seem to be a significant differentiator for this variable (Table 2).

Table 2 Age

	Mean	Std. Deviation
Men	43.41	7.114
Women	43.32	6.999
Total	**43.36**	**7.047**

The distribution of education levels shows that the majority of participants hold a bachelor's degree (45.7%), while a significant percentage holds a master's degree (27.6%). 25.2% of participants have completed secondary or vocational education and only a very small percentage holds a doctorate (1.5%).

This suggests that the sample is mainly composed of individuals with a high educational level, which may influence their attitudes towards Artificial Intelligence and its use in education. Parents' knowledge and education are likely to be associated with a greater understanding of the possibilities and risks of Artificial Intelligence for their children.

From 1321 parents, the majority stated that they reside in an urban area (55.9%). This is followed by parents residing in semi-urban areas (29.1%), while a smaller percentage comes from rural areas (15.0%) (Table 3).

Table 3 Region

Region	Percentage %
Urban	55.9
Semi-urban	29.1
Rural	15
Total	**100**

The majority of the participants are teachers, regardless of gender. The distribution of men and women is relatively balanced, although women appear slightly more in both teaching and other professions. The total sample consists of 1.321 parents were 634 (48.0%) are men and 687 (52.0%) are women. As far as the occupation is concerned 890 (67.4%) are educators and 431 (32.6%) have a different occupation (Table 4).

Table 4 Gender and occupation

Occupation	Men n (%)	Women n (%)	Total n (%)
Teacher	438 (49.2%)	452 (50.8%)	890 (67.4%)
Other profession	196 (45.5%)	235 (54.5%)	431 (32.6%)
Total	**634 (48.0%)**	**687 (52.0%)**	**1321 (100%)**

The results of the ANOVA analysis show that gender does not affect significantly participants' attitudes regarding privacy, social inequalities, and the need for regulations on the use of artificial intelligence by children. There is no statistically significant difference between men and women in the perception that artificial intelligence violates users' privacy thus Sig. >0.05. There is no statistically significant difference between the two genders regarding the view that artificial intelligence can create social inequalities. Men and women do not differ statistically significantly in their opinion that rules are needed for children's use of artificial intelligence (Table 5).

Table 5 One-way ANOVA results for attitudes toward artificial intelligence by gender

Variable	df	F	p
AI violates users' privacy	1, 1314	1.796	0.18
AI will create greater social inequalities	1, 1319	0.545	0.46
Rules are needed for children's use of AI	1, 1314	0.049	0.824

Analysis of variance (ANOVA) was performed to investigate whether the profession of the participants (teachers vs. non-teachers) is related to their attitudes towards issues related to Artificial Intelligence. The results showed that there are statistically significant differences between the two professional groups for all three statements examined. Specifically, regarding the view that "Artificial Intelligence violates users' privacy", the analysis showed a statistically significant difference between the groups ($F(1,1314) = 16.952$, $p < .001$), which suggests that teachers and non-teachers differ in their perception of

the risks that Artificial Intelligence may pose to privacy. A similar picture emerges for the statement that "Artificial Intelligence will create greater social inequalities", where a statistically significant difference was also found between the two groups ($F(1,1319) = 66.094$, $p < .001$), indicating that professional background influences the way in which participants perceive the social consequences of the use of Artificial Intelligence. Finally, the most pronounced difference was observed in the statement "I believe that rules are needed for the use of Artificial Intelligence in children", where the results showed very high statistical significance ($F(1,1314) = 152.747$, $p < .001$). This finding suggests that teachers and participants from other professions differ significantly in terms of the need to establish rules and regulations for the use of Artificial Intelligence by children. Overall, the results of the analysis demonstrate that profession is an important factor influencing participants' perceptions of the potential impacts and regulation of Artificial Intelligence (Table 6).

Table 6 One-way ANOVA results for attitudes toward artificial intelligence by occupation

Variable	df	F	p
AI violates users' privacy	1, 1314	16.952	< .001
AI will create greater social inequalities	1, 1319	66.094	< .001
Rules are needed for children's use of AI	1, 1314	152.75	< .001

The descriptive statistics table presents the number of participants (N), the mean (Mean) and the standard deviation (Std. Deviation) for attitudes towards issues related to Artificial Intelligence, depending on the profession of the participants (teachers and people from other professions). Specifically, regarding the statement "Artificial Intelligence violates users' privacy", teachers presented a mean of 3.47 (SD = 0.88), while participants from other professions presented a higher mean of 3.69 (SD = 0.92), which suggests that people from other professions tend to agree more with the view that artificial intelligence can violate users' privacy. A similar trend is observed in the statement "Artificial Intelligence will create greater social inequalities", where teachers had a mean of 3.80 (SD = 0.85), while participants from other professions showed a higher mean of 4.17 (SD = 0.63), which indicates that the latter group expresses greater concern about the social impacts of artificial intelligence. In contrast, in the statement "I believe that rules are needed for the use of Artificial Intelligence by children", teachers showed a higher mean (M = 2.49, SD = 1.33) compared to people from other professions (M = 1.62, SD = 0.84), which suggests that teachers seem to support to a greater extent the need to establish rules for the use of artificial intelligence by children. Overall, the descriptive results indicate that occupation appears to influence participants' perceptions of the risks and regulation of artificial intelligence (Table 7).

Table 7 Descriptive statistics for attitudes toward artificial intelligence by occupation

Variable	Occupation	N	Mean	SD
AI violates users' privacy	Teacher	888	3.47	0.88
	Other occupation	428	3.69	0.92
AI will create greater social inequalities	Teacher	890	3.8	0.85
	Other occupation	431	4.17	0.63
Rules are needed for children's use of AI	Teacher	888	2.49	1.33
	Other occupation	428	1.62	0.84

The descriptive statistics table presents the number of participants (N), the mean (Mean) and the standard deviation (Std. Deviation) of the participants' responses according to their profession (teachers and people from other professions) regarding various statements regarding Artificial Intelligence. Specifically, regarding the statement "Artificial Intelligence can improve the quality of our lives", the two groups show almost identical opinions, as the average of teachers is 3.54 (SD = 0.77) and of people from other professions 3.55 (SD = 0.79), which shows that both groups tend to agree that artificial intelligence can contribute to improving the quality of life. A similar picture is observed in the statement "Artificial Intelligence can be dangerous for society", where teachers have a mean of 3.69 (SD = 0.62) and participants from other professions 3.70 (SD = 0.63), which suggests that the two groups share similar concerns about the potential risks of artificial intelligence for society. However, greater differences are observed in statements related to children. Specifically, in the statement "Artificial Intelligence can help children learn more effectively", teachers present a higher mean (M = 2.23, SD = 1.12) compared to people from other professions (M = 1.68, SD = 0.84), which suggests that teachers appear more positive about the potential pedagogical role of artificial intelligence in children's learning. Accordingly, in the statement "I am concerned about the impact of Artificial Intelligence on children's mental health", teachers show a higher mean (M = 2.14, SD = 1.46) compared to participants from other professions (M = 1.22, SD = 0.79), which indicates that they express a greater degree of concern about the potential impacts of artificial intelligence on children's mental health. Finally, in the statement "Parents should know how Artificial Intelligence works", teachers also show a higher mean (M = 3.57, SD = 1.05) compared to people from other professions (M = 3.19, SD = 1.08), which indicates that they consider parental knowledge about the functioning of artificial intelligence to be more important. Overall, the results show that, although the two groups display similar general perceptions about the benefits and risks of artificial intelligence, teachers appear to express stronger views on issues related to children and the role of parents in the use of artificial intelligence (Table 8).

Table 8 Descriptive statistics for perceptions of artificial intelligence by occupation

Variable	Occupation	N	Mean	SD
AI can improve our quality of life	Teacher	890	3.54	0.77
	Other occupation	431	3.55	0.79
AI can be dangerous for society	Teacher	890	3.69	0.62
	Other occupation	431	3.7	0.63
AI can help children learn more effectively	Teacher	890	2.23	1.12
	Other occupation	431	1.68	0.84
Concern about AI's impact on children's mental health	Teacher	890	2.14	1.46
	Other occupation	431	1.22	0.79
Parents need to know how AI works	Teacher	890	3.57	1.05
	Other occupation	431	3.19	1.08

Analysis of variance (ANOVA) was performed to investigate whether the profession of the participants (teachers and people from other professions) affects their attitudes towards various statements about Artificial Intelligence. The results showed that for some statements no statistically significant differences were observed between the two groups, while for others significant differences were identified.

Specifically, for the statement "Artificial Intelligence can improve the quality of our lives" no statistically significant difference was found between teachers and people from other professions ($F(1,1319) = 0.007$, $p = .935$), which suggests that the two groups have similar views on the potential benefits of artificial intelligence in everyday life. Similarly, no statistically significant difference was found for the statement "Artificial Intelligence can be dangerous for society"

($F(1,1319) = 0.127$, $p = .722$), indicating that participants, regardless of their profession, express a similar degree of concern about the social risks that may arise from the use of artificial intelligence.

In contrast, statistically significant differences were observed in statements related to children and the role of parents. Specifically, for the statement "Artificial Intelligence can help children learn more effectively" a significant difference was found between the two groups ($F(1,1319) = 80.740$, $p < .001$), suggesting that professional background influences participants' perception of the educational role of artificial intelligence. Also, for the statement "I am concerned about the impact of Artificial Intelligence on children's mental health" a very strong statistically significant difference was identified ($F(1,1319) = 151.637$, $p < .001$), which indicates that the two groups differ significantly in terms of their degree of concern about the potential impacts of artificial intelligence on children's mental health. Finally, a significant difference was also observed in the statement "Parents need to know how Artificial Intelligence works" ($F(1,1319) = 36.153$, $p < .001$), which suggests that the profession also influences the participants' views on the importance of parents' information and knowledge about the functioning of artificial intelligence. Overall, the results show that, while general perceptions of the benefits and risks of artificial intelligence do not differ significantly by profession, significant differences appear on issues related to children, education, and the role of parents in the use of technology (Table 9).

Table 9 One-way ANOVA results for perceptions of artificial intelligence by occupation

Variable	df	F	p
AI can improve our quality of life	1, 1319	0.007	0.935
AI can be dangerous for society	1, 1319	0.127	0.722
AI can help children learn more effectively	1, 1319	80.74	< .001
Concern about AI's impact on children's mental health	1, 1319	151.64	< .001
Parents need to know how AI works	1, 1319	36.153	< .001

The cross-tabulation table shows the relationship between the gender of the participants and their attitude towards the possibility of allowing their child to use Artificial Intelligence for school. From the total sample of 1320 participants, 749 people (56.7%) stated that they would allow their child to use Artificial Intelligence for school purposes, while 563 people (42.7%) responded negatively. Examining the results by gender, it is observed that of the 634 male participants, 351 (55.4%) stated that they would allow their child to use Artificial Intelligence at school, while 281 (44.3%) stated that they would not allow it. Accordingly, of the 686 women who participated in the survey, 398 (58.0%) responded positively and 282 (41.1%) responded negatively. The results show that both men and women generally have a positive attitude towards the use of Artificial Intelligence for educational purposes, with women showing a slightly higher percentage of positive responses compared to men. Overall, the findings suggest that more than half of the participants, regardless of their gender, are positive about allowing their children to use Artificial Intelligence tools in the context of school learning, which indicates a relatively positive attitude of parents towards the use of technology in education (Table 10).

The cross tabulation table shows the relationship between the gender of the participants and their opinion on whether teachers and professors should use Artificial Intelligence in their teaching. From the total sample of 1321 participants, 699 people (52.9%) stated that they believe that teachers should use Artificial Intelligence in teaching, while 622 people (47.1%) expressed a negative opinion. Examining the results by gender, of the 634 male participants, 329 (51.9%) responded that teachers should use Artificial Intelligence, while 305 (48.1%) disagreed with its use. Correspondingly, of the 687 female participants who participated in the survey, 370 (53.9%) responded positively and 317 (46.1%) responded negatively. The results show that both men and women have similar attitudes towards the use of Artificial Intelligence in teaching, with a slightly higher percentage of women supporting its use compared to men. Overall, the findings suggest that more than half of the participants are in favor of the use of Artificial Intelligence by teachers in the context of teaching, which indicates a relatively positive attitude of parents and participants in general towards the integration of technology into the educational process (Table 11).

Table 10 Parental permission for children to use artificial intelligence for school by gender

Gender	Yes n (%)	No n (%)	Total n (%)
Men	351 (55.4%)	281 (44.3%)	634 (48.0%)
Women	398 (58.0%)	282 (41.1%)	686 (52.0%)
Total	**749 (56.7%)**	**563 (42.7%)**	**1320 (100%)**

Table 11 Parental views on teacher's use of artificial intelligence in teaching by gender

Gender	Yes n (%)	No n (%)	Total n (%)
Men	329 (51.9%)	305 (48.1%)	634 (48.0%)
Women	370 (53.9%)	317 (46.1%)	687 (52.0%)
Total	**699 (52.9%)**	**622 (47.1%)**	**1321 (100%)**

The cross-tabulation table shows the relationship between the gender of the participants and their knowledge about whether their child's school uses Artificial Intelligence or similar technologies. From the total sample of 1321 participants, 538 people (40.7%) stated that their child's school uses such technologies, while the majority, i.e. 783 people (59.3%), responded that they are not used. Examining the results by gender, of the 634 male participants, 249 (39.3%) reported that their child's school uses artificial intelligence technologies, while 385 (60.7%) stated that they are not used. Correspondingly, of the 687 female participants who participated in the survey, 289 (42.1%) responded positively, while 398 (57.9%) stated that their child's school does not use such technologies. The results show that the views of men and women are relatively similar, with a slightly higher proportion of women reporting that their child's school uses AI technologies.

Overall, the findings suggest that the majority of participants believe that their children's schools do not yet make extensive use of AI technologies or similar digital tools, which may indicate that the integration of these technologies into the educational process is still at a relatively early stage (Table 12).

Table 12 Parental reports on the use of artificial intelligence in schools by gender

Gender	Yes n (%)	No n (%)	Total n (%)
Men	249 (39.3%)	385 (60.7%)	634 (48.0%)
Women	289 (42.1%)	398 (57.9%)	687 (52.0%)
Total	**538 (40.7%)**	**783 (59.3%)**	**1321 (100%)**

The cross-tabulation table shows the relationship between the gender of the participants and their opinion on whether they would like Artificial Intelligence to be taught in school. Of the total sample of 1321 participants, 662 (50.1%) stated that they would like Artificial Intelligence to be taught in school, while 659 (49.9%) responded that

they would not. The results show that the opinions of the participants are almost evenly divided between positive and negative attitudes.

Examining the results by gender, of the 634 male participants, 325 (51.3%) stated that they would like Artificial Intelligence to be taught in school, while 309 (48.7%) responded negatively. Correspondingly, of the 687 women who participated in the survey, 337 (49.1%) responded positively and 350 (50.9%) responded negatively. The data shows that men appear slightly more positive towards the inclusion of Artificial Intelligence in the school curriculum, while women present a marginally higher percentage of negative responses. Overall, the findings suggest that there is no clear superiority of one view over the other, as participants appear almost evenly distributed as to whether Artificial Intelligence should be taught in school. This shows that the issue of introducing Artificial Intelligence into education is an issue on which society's views still remain divided (Table 13).

Table 13 Parental interest in teaching artificial intelligence in schools by gender

Gender	Yes n (%)	No n (%)	Total n (%)
Men	325 (51.3%)	309 (48.7%)	634 (48.0%)
Women	337 (49.1%)	350 (50.9%)	687 (52.0%)
Total	**662 (50.1%)**	**659 (49.9%)**	**1321 (100%)**

Conclusion

The results of this study show how parents view artificial intelligence (AI) in education in a variety of ways, indicating both broad optimism and specific worries.

First, parental attitudes about AI, including views about privacy dangers, potential social injustices, and the necessity of restrictions for children's use, do not seem to be strongly influenced by gender. In line with earlier research demonstrating that parental concerns about AI and technology use are generally similar across genders, ANOVA results demonstrate that men and women hold similar beliefs across these areas.[6]

Professional background, however, plays a significant role in shaping perceptions. Teachers and non-teachers have quite different opinions about the dangers of AI and the necessity for regulations. Teachers show more support for creating regulations limiting children's use of AI, but non-teachers typically express greater concern about privacy concerns and socioeconomic disparities. This is consistent with research by Su,[15] who found that parents who have worked in education tend to have greater opinions about their kids' exposure to AI technologies.

Teachers and non-teachers have similar opinions about the potential of AI to improve quality of life and the risks it may pose to society. This is consistent with findings by Muner[3] and Omwenga et al.,[2] that indicate adults are aware of both the opportunities and societal risks associated with AI. Teachers consistently express stronger opinions when statements specifically address children and the role of parents: they are more optimistic about AI's potential to improve learning, more worried about its effects on mental health, and place more value on parental awareness of AI functionalities.

Studies on parents' use of digital devices and AI-based learning aids have shown similar patterns,[10,12,23] indicating that parents who are more involved in their children's education are more aware of the advantages and disadvantages.

The majority of parents are typically in favor of AI in education. More than half of participants think that teachers should incorporate AI into their lessons, and more than half would let their kids utilize it for academics. However, less than half of parents say that their children's schools presently utilize AI or comparable technology, suggesting that the use of AI in schools is restricted. Parents are cautiously optimistic about integrating AI into formal education, according to Head[9] and Lewis et al.,[8] who found that attitudes for integrating AI into the curriculum are equally divided.

Overall, the study underscores that parental perceptions of AI are influenced more by professional experience than by gender. Parents recognize both opportunities and risks, particularly regarding children's learning and well-being, highlighting the need for targeted guidance, clear regulations, and educational interventions to support responsible and informed AI use in schools. These findings are consistent with prior research emphasizing the importance of parental awareness, education, and engagement in mediating the impacts of AI on children's development.[6,15,23]

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Conflicts of interest

The author declares that there is no conflicts of interest.

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