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Artificial Intelligence in Family Life and Malaysian Parents' Perceptions of Risks and Opportunities

By Mohamed, S (Mohamed, Shafizan) [1] ; Nasir, NSM (Nasir, Nur Shakira Mohd) [1] ; Bin Yusoh, MH (Bin Yusoh, Mohd Helmi) [1]

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Abstract Artificial intelligence (AI) is increasingly embedded in everyday digital environments, shaping how families access information,

learn, and communicate. As children encounter AI-powered tools and generative technologies in educational and online contexts, parents play a critical role in guiding their engagement with these systems. This study examines Malaysian parents' knowledge of artificial intelligence and their perceptions of AI-related risks and opportunities in family life. Using a survey of 302 parents conducted between December 2025 and January 2026 through stratified sampling to approximate the demographic composition of the Malaysian population, the study investigates whether knowledge about AI and generative AI predicts parents' perceptions of AI. Descriptive findings indicate that Malaysian parents demonstrate moderate to relatively high levels of AI knowledge, particularly regarding the presence of AI in everyday applications and its ability to generate digital content. At the same time, parents express concerns about risks such as technology dependency, misinformation, privacy issues, and potential impacts on children's well-being. Despite these concerns, parents also recognise significant opportunities associated with AI, especially in supporting learning, creativity, and future career preparation. Regression analysis further reveals that AI knowledge significantly predicts both risk perception and opportunity perception, suggesting that parents with greater AI literacy develop more nuanced evaluations of artificial intelligence. The findings highlight the importance of strengthening AI literacy and digital parenting initiatives to help families navigate the evolving role of artificial intelligence in children's digital environments.

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Author Keywords: Artificial intelligence; digital parenting; AI literacy; parental perceptions; Malaysian families

Author Information

Corresponding Address: Mohamed, Shafizan (corresponding author)

Int Islamic Univ Malaysia, Dept Commun, AHAS KIRKHS, Kuala Lumpur, Malaysia

E-mail Addresses : shafizan@iium.edu.my

Addresses :

[1] Int Islamic Univ Malaysia, Dept Commun, AHAS KIRKHS, Kuala Lumpur, Malaysia

E-mail Addresses :

shafizan@iium.edu.my; shakira@iium.edu.my; helmiyusoh@iium.edu.my

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