



Supporting Parents' Access to Artificial Intelligence for Primary School Students' Home Learning

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Article DOI: 10.55677/SSHRB/2026-3050-0810

DOI URL: <https://doi.org/10.55677/SSHRB/2026-3050-0810>

KEYWORDS: artificial intelligence, parents, home learning, primary education, digital transformation.

ABSTRACT: This study describes parents' needs and readiness to use artificial intelligence (AI) when supporting primary school students' learning at home. The survey was conducted in Class 5.2 at Uyen Hung B Primary School with 36 parents and five teachers. The findings show that 32 of 36 parents considered practical guidance on AI use necessary, 34 supported teacher-led assistance, but only five were willing to participate in an initial pilot. Parents were particularly interested in using AI to explain lessons, generate practice questions, and support children's independent learning, while expressing concerns about inaccurate responses, excessive screen time, copying, and dependence on ready-made answers. All five teachers agreed that parents should receive training and expressed willingness to provide guidance. Based on these findings, the study proposes short, task-based training sessions, simple user materials, a regular feedback channel between teachers and families, and a small pilot group before wider implementation. The use of AI should be accompanied by information verification, protection of personal data, appropriate time limits, and requirements for students to explain learned content in their own words.

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Published: August 19, 2026

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I. INTRODUCTION

Primary school students' learning does not end when they leave the classroom. Time spent learning at home enables students to review lessons, develop routines, and gradually build independent learning skills. However, teachers cannot closely monitor every student outside regular school hours, particularly in large classes where students differ in learning pace and comprehension. Many parents want to support their children, but not all of them are confident in explaining academic content or have sufficient time to locate appropriate learning materials. Vietnam's 2019 Law on Education emphasizes coordination between families and schools in educating learners, supporting their development, and creating favorable learning conditions (National Assembly of Vietnam, 2019). The issue, therefore, is not to impose additional teaching responsibilities on parents, but to provide them with manageable tools and approaches that enable them to support children appropriately within their parental role.

The growing availability of artificial intelligence tools offers a new option. Parents can ask an AI tool to explain a concept in another way, generate a small set of practice questions, suggest ways to identify errors, or adjust exercises to a child's learning level. These possibilities are consistent with Vietnam's policy direction on strengthening information technology applications and digital transformation in education (Prime Minister of Vietnam, 2022). Nevertheless, primary school students do not yet have sufficient capacity to independently evaluate every machine-generated response. Without adult supervision, children may copy answers, spend excessive time on devices, or disclose personal information. AI can therefore contribute to home learning only when parents understand its limitations and know how to transform generated responses into meaningful learning activities.

At Uyen Hung B Primary School, most parents have smartphones and Internet access, but their levels of familiarity with AI vary considerably. Some have already used AI tools, whereas many have only heard about them or do not know how to begin. Teachers show an open attitude and willingness to provide guidance, but the school does not yet have a standardized procedure or concise materials specifically designed for parents. Against this background, the study focuses on describing parents' awareness, needs, and

perceived barriers, while also examining teachers' readiness to provide support. The purpose is to propose an approach that can initially be implemented at classroom level before any broader application.

II. THEORETICAL BACKGROUND AND RESEARCH METHODS

2.1. Theoretical background

Artificial intelligence refers to the field concerned with developing systems capable of performing tasks that ordinarily require aspects of human cognition, such as learning from data, reasoning, natural-language processing, and generating recommendations (Russell & Norvig, 2021). In education, AI systems can support the creation of learning materials, provide feedback on students' work, suggest learning strategies, or adapt content in response to user requests. One important difference from conventional search tools is their ability to conduct dialogue and generate responses tailored to specific prompts. However, such responses are not always accurate; users must still compare them with textbooks, official educational materials, or teachers' professional guidance.

Home learning in this study refers to learning activities undertaken outside classroom hours to reinforce lessons, complete assigned tasks, and develop habits of independent study. At primary school level, children are not yet able to organize their learning time and environment entirely on their own. Reminders, observation, and encouragement from parents or guardians remain necessary, although the level of support should be appropriate and should not result in adults completing tasks on behalf of children. UNESCO has emphasized that maintaining learning outside school settings depends substantially on coordination among families, communities, and accessible learning resources (UNESCO, 2020).

Within the family-school relationship, parents do not replace teachers' professional functions. A more appropriate parental role is to establish routines, monitor progress, listen to children's difficulties, and communicate with teachers when necessary. As digital technologies become increasingly integrated into education, this role acquires an additional requirement: parents need to know how to select tools, control usage time, and recognize inappropriate content. Vietnam's National Strategy on Research, Development and Application of Artificial Intelligence to 2030 identifies AI as a technology with broad societal influence and recognizes education as one of the fields that needs to prepare appropriate access capacity (Prime Minister of Vietnam, 2021).

Supporting parents' access to AI should therefore not be understood simply as teaching them how to install an application. Parents need to learn how to write clear prompts, ask for explanations appropriate to the child's age and grade level, verify responses, and select usable information. They also need to require children to restate content in their own words, avoid copying generated answers, and refrain from entering names, images, or other personal information into AI systems. Teachers retain responsibility for academic orientation, while parents organize the use of these tools within the specific circumstances of home learning.

From a pedagogical perspective, an important potential value of AI lies in its capacity to provide additional examples and practice activities when students need them. A tool can explain the same content in different ways or adjust the difficulty of questions, which may be useful for children requiring additional practice. However, educational effectiveness does not depend on the quantity of generated answers, but on how adults use them to stimulate children's thinking. UNESCO's ethical framework for AI emphasizes learner well-being, fairness, transparency, safety, and meaningful human oversight (UNESCO, 2021). Accordingly, AI should be used to provide prompts, explanations, and feedback rather than to complete students' schoolwork for them.

2.2. Research setting, participants, and data collection

The study was conducted at Uyen Hung B Primary School, Tan Uyen Ward, Ho Chi Minh City, during the 2025-2026 school year. The survey sample consisted of 36 parents of students in Class 5.2 and five teachers directly involved in teaching the class. In addition to the homeroom teacher, the teacher group included teachers of English, Informatics, Art, and Physical Education. Participants were selected purposively because they were directly involved in the learning process of Class 5.2 and could provide perspectives from both the family and school sides.

Data were collected through review of educational records, synthesis of survey questionnaires, and in-depth exchanges with teachers and parents. School records were used to identify basic sample characteristics and conditions of access to digital devices. Survey questionnaires provided frequencies and percentages concerning awareness, needs, and readiness. Discussions with participants were used to clarify the reasons underlying their responses, particularly concerns related to reliability, time requirements, and the risk of students becoming dependent on AI tools. The data were processed descriptively, consistent with the study's objective of identifying initial needs within a specific classroom context.

Table 1. Characteristics of the parent sample

Characteristic	Group/criterion	Frequency	Percentage (%)
Ethnicity	Kinh	36	100
Religion	None	36	100
Educational level	University or higher	8	22
	Intermediate/college	4	11

	Upper secondary school	19	52
	Lower secondary school	5	14
Technology conditions	At least one smartphone	36	100
	Stable Internet connection	36	100
Total		36	100

Source: Synthesized from the parent survey at Uyen Hung B Primary School.

Table 2. Characteristics of the teacher sample

Characteristic	Group/criterion	Frequency	Percentage (%)
Ethnicity	Kinh	5	100
Religion	None	5	100
Gender	Female	4	80
	Male	1	20
Educational level	University	0	0
	Postgraduate	5	100
Position	Homeroom teacher	1	20
	Subject teacher	4	80
Total		5	100

Source: Synthesized from the teacher survey at Uyen Hung B Primary School.

The two sample tables indicate that technological infrastructure is not a major initial barrier: all surveyed parents had at least one smartphone and stable Internet access, while all surveyed teachers had postgraduate qualifications. However, access to devices does not necessarily imply the ability to use them for pedagogical purposes. Support content should therefore avoid unnecessary technical terminology and focus on short procedures and practical situations that parents commonly encounter when studying with their children.

III. RESEARCH FINDINGS

3.1. Teachers' perceptions of supporting parents' access to artificial intelligence

The teacher survey shows relatively strong agreement concerning the role of families. Four of the five teachers assessed the students as having average-to-good cognitive ability and generally positive learning attitudes, although they were not yet sufficiently proactive when studying at home; the remaining teacher considered some students to be relatively passive. All five teachers believed that parents should receive guidance before using AI to support their children. Importantly, teachers did not regard AI as a substitute for teaching. Their expectations focused mainly on its use for additional explanation, practice generation, and support for communication between families and the school.

Table 3. Teacher survey results on supporting parents' access to artificial intelligence

Survey content	Main findings
Assessment of Class 5.2 students	Four of five teachers considered the students to have average-to-good cognitive ability and generally positive learning attitudes but limited initiative when studying at home. One teacher considered some students relatively passive and in need of additional support from parents and technology.
Role of parents	All five teachers affirmed that parents play an important role in guiding, supervising, and motivating children. Three teachers emphasized that learning could be more effective if parents knew how to use AI tools appropriately.
Need to equip parents with AI knowledge	All five teachers agreed that parents should receive specific training and guidance on using AI to support home learning.

Teachers supporting parents	All five teachers fully agreed and were willing to support parents. Some proposed linking teachers, parents, and students through AI-enabled platforms or intelligent learning applications.
Challenges, opportunities, and expectations	Opportunities include improving technological skills and strengthening family-school coordination. Challenges include parents' unfamiliarity with technology and possible hesitation about AI use. All teachers expected the model to be piloted so that its practical effectiveness could be assessed.

Source: Synthesized from the teacher survey at Uyen Hung B Primary School.

The responses in Table 3 indicate that teachers can serve as an initial source of guidance for parents. The willingness of all five teachers is an important enabling condition because parents are likely to have greater confidence when examples of AI use are directly connected with the content being taught in the class. Nevertheless, proposals to connect teachers, parents, and students through intelligent platforms should be implemented cautiously to avoid creating additional complex communication channels or increasing children's online time. A suitable model should begin with a limited number of simple activities and be evaluated after each stage.

3.2. Parents' awareness and needs in supporting home learning

Parents generally showed positive awareness of their responsibility to accompany their children in learning. Thirty of 36 parents reported that they regularly checked schoolwork, reminded children about study schedules, or provided encouragement, while six acknowledged that they had limited time for such support. When asked about AI, 32 of 36 parents believed that they needed guidance on how to use it, whereas four expressed concerns about reliability. Support for teacher-led guidance was even higher, with 34 of 36 parents agreeing. These findings indicate that parents do not reject the technology; rather, they want trusted guidance and need to see clearly how the tools can contribute to specific learning tasks.

Table 4. Parent survey results on needs for access to artificial intelligence

Survey content	Main findings
Assessment of children's learning capacity	Twenty parents assessed their children as average-to-good learners who study diligently but are easily distracted during online learning. Ten considered their children good learners with a high degree of self-discipline. Six reported that their children were not sufficiently proactive and required regular reminders.
Role of parents in home learning	Thirty of 36 parents clearly recognized their supporting role through checking schoolwork, guiding learning, and encouraging their children. Six reported that they did not have much time to support home learning.
Need to acquire AI knowledge	Thirty-two of 36 parents considered guidance on using AI, such as ChatGPT or online learning software, highly necessary for supporting their children. Four remained concerned about the reliability of AI.
Teachers supporting parents	Thirty-four of 36 parents supported teachers providing guidance and sharing methods for AI use. Two did not yet clearly understand the specific benefits of AI. Five parents volunteered to participate in a pilot model.
Challenges, opportunities, and expectations	Challenges include limited time, technological constraints, and concern that children may become dependent on machines. Opportunities include access to modern learning methods and stronger interaction among parents, children, and teachers. All parents wanted the school to organize simple and appropriate AI-use guidance.

Source: Synthesized from the parent survey at Uyen Hung B Primary School.

The results in Table 4 also reveal a notable gap between expressed interest and immediate readiness to participate. Although most parents considered AI knowledge necessary and wanted the school to provide guidance, only five volunteered to join an initial pilot. This hesitation may be related to time constraints, anxiety about technology, or concern about taking on additional responsibilities. Consequently, a pilot should be designed as a short and clearly structured activity with explicit information about duration and expected outputs rather than as a broad, open-ended invitation.

3.3. Challenges, opportunities, and expectations for model implementation

The first barrier concerns user skills. Although all parents had smartphones and Internet access, many were unfamiliar with writing effective prompts and did not know how to recognize responses that were inaccurate or inappropriate for Grade 5. Without guidance, parents may simply ask AI for answers. This can solve an exercise quickly but does not help children understand the underlying content. Practical training should therefore show parents how to request step-by-step explanations, generate similar practice questions, and use follow-up questions that require children to explain their reasoning.

The second difficulty concerns family time. Some parents can study with their children only in the evening or at weekends, making lengthy programs difficult to sustain. Concerns about children becoming dependent on machines, copying generated responses, or spending excessive time on devices were also frequently raised during discussions. These concerns are relevant because primary school students still have limited self-regulation. AI use should therefore be organized within clear time limits, linked to specific learning tasks, and supervised by an adult.

Despite these barriers, the initial implementation conditions are relatively favorable. Parents already have the necessary devices, most want guidance, and teachers are willing to participate. Both groups share the objective of helping students become more active learners rather than using technology to reduce learning effort. If the school begins with a small group, uses examples connected with current lessons, and maintains an accessible feedback channel, the model is more likely to obtain sustained cooperation.

Taken together, the findings confirm a genuine need to support parents, but implementation feasibility depends substantially on program design. A program that is overly theoretical or requires too many technical steps is unlikely to be maintained. Short guidance, subject-specific examples, clear safety principles, and access to someone who can answer questions are more suitable for the conditions of Class 5.2. The pilot should also include evaluation criteria such as participation levels, parents' ability to verify AI-generated responses, and observable changes in students' learning practices.

IV. RECOMMENDATIONS FOR SUPPORTING PARENTS IN THE USE OF ARTIFICIAL INTELLIGENCE FOR HOME LEARNING

First, the school should organize a basic training session of reasonable duration and devote most of the session to hands-on practice. Parents can be guided to log in to an AI tool, formulate clear prompts, request explanations appropriate to Grade 5, and verify generated information against textbooks. Practice tasks should be drawn from familiar situations, such as reviewing a mathematics lesson, generating reading-comprehension questions, identifying spelling errors, or planning a one-week study schedule. After the session, parents should receive a short step-by-step instruction sheet that they can use independently at home.

Second, accompanying materials should be concise, written in accessible language, and include step-by-step illustrations where appropriate. Instead of introducing many tools, the materials should focus on one or two accessible options. Each school subject can include several sample prompts and examples of how to verify results. Safety principles should be stated explicitly: do not enter students' personal data; do not copy generated responses verbatim; always compare information with textbooks or consult teachers when necessary; limit device-use time; and require children to explain what they have learned in their own words.

Third, coordination between teachers and parents should rely on the communication channel already used by the class rather than creating multiple additional platforms. Each week or for each learning topic, teachers can send a small number of concise review suggestions and appropriate sample prompts. Parents can report cases in which AI responses are confusing or inconsistent with classroom instruction. Teachers do not need to monitor every AI conversation, but they can synthesize common errors and periodically reinforce appropriate-use principles. This arrangement preserves teachers' professional role without creating an unreasonable burden of continuous supervision.

Fourth, the school should begin a core parent group with the five parents who volunteered to participate. This small group can test the guidance materials for a defined period, record difficulties, and share practical solutions with other parents. After the pilot, the school should review feedback from parents, teachers, and students before expanding the model. Scaling should occur only when procedures are sufficiently simple, basic risks are controlled, and participants clearly understand that AI is intended to support learning rather than complete schoolwork on behalf of students.

V. CONCLUSION

The survey in Class 5.2 shows that parents are interested in learning about AI to support their children's home learning, but their readiness is uneven. They value the potential of AI to explain academic content and generate practice activities while remaining concerned about accuracy, device-use time, and the risk of children depending on ready-made answers. Teachers generally demonstrate a positive attitude and a willingness to provide guidance. These conditions provide a useful basis for a small-scale pilot at school level.

The findings also indicate that device ownership and Internet access are only initial conditions. Parents' digital capacity needs to be strengthened through concrete situations connected with current lessons and accompanied by methods for checking information. An appropriate support model should combine three elements: short practical guidance, easy-to-use materials, and a feedback channel with teachers. Throughout the process, AI should remain a tool for prompting and support; students must continue to think independently, present their own understanding, and take responsibility for their schoolwork.

The next stage can begin with the voluntary parent group and be evaluated before expansion to other classes. In addition to satisfaction, the school should observe how parents formulate prompts, whether they can identify incorrect responses, and whether students demonstrate changes in independent learning behavior. Rules concerning information privacy, appropriate usage duration, and adult supervision should be reinforced regularly. Only when these conditions are ensured can the integration of AI into home learning contribute meaningfully to the quality of family-school coordination.

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