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Trust in digitalization and artificial intelligence: Insights from qualitative research on online parenting programs

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ABSTRACT

Parenting in the digital era is experiencing significant changes with the presence of online training platforms that utilize artificial intelligence (AI). Although digitalization offers the potential to improve the quality of care, challenges related to trust in technology are important issues that need to be researched. This research aims to explore how trust in digitalization and AI influences the adoption and effectiveness of online parenting training. This research method is qualitative, using in-depth interviews as a data collection technique with parents and online parenting training providers. Data were analyzed using thematic analysis techniques to identify main patterns and themes. The research results show that users' level of trust in digital technology and AI has a direct impact on their readiness to participate in and implement parenting training. Parents who have high trust are more active and successful in utilizing the training, whereas those who are skeptical face difficulties in implementing the material. In conclusion, trust in technology is a key factor in the success of online parenting training. This research highlights the importance of building trust through transparent and quality program design to increase training effectiveness.

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INTRODUCTION

Parenting in the digital era is now increasingly influenced by technological advances, especially with the emergence of various online training platforms that utilize artificial intelligence (AI). This transformation brings new challenges and opportunities in the way parents obtain and apply parenting information. Recent research shows that adopting technology in parenting can accelerate learning and increase the effectiveness of parenting strategies, but it also raises concerns regarding data trust and security. The study (Naarding et al., 2019) revealed that although the use of technology in education and training shows great potential, trust in technology is still the main determining factor in its success. This emphasizes the importance of understanding the factors that influence trust in digitalization and AI in the context (Lee et al., 2022)

As the use of technology in parenting training increases, a key issue that arises is how to ensure that this technology is accepted and used effectively by parents (Chronis et al., 2004; Scheier et al., 2019; Yilmaz et al., 2023) . Research by (Bukowski et al., 2020; Dash, 2020) shows that concerns about privacy and data security often prevent parents from taking advantage of online training. Additionally, uncertainty about the effectiveness and reliability of the technology is also a significant obstacle (Chamberlain et al., 2017; Kusumawaty et al., 2024). Common proposed solutions involve strengthening transparency in program design and increasing education about the benefits and risks of the technology.

As the use of technology in parenting training increases, a key issue that arises is how to ensure that this technology is accepted and used effectively by parents (Huber L, 2010; Ristkari et al., 2020; White et al., 2019). Research by (Lee et al., 2022; White et al., 2019) shows that concerns about privacy and data security often prevent parents from taking advantage of online training. Additionally, uncertainty about the effectiveness and reliability of the technology is also a significant obstacle (Bertie et al., 2021; Garcia et al., 2021; Molter et al., 2019). Common proposed solutions involve strengthening transparency in program design and increasing education about the benefits and risks of the technology.

However, the literature review also revealed research gaps, particularly in terms of how the combination of these factors influences the overall acceptance and use of online parenting training (Banati & Idele, 2021; Chu et al., 2022; Siljeholm et al., 2022). Existing studies often focus on technical aspects or user experience in isolation (Kostyrka-Allchorne et al., 2022; Suh et al., 2023), without paying attention to the complex interactions between trust, security, and effectiveness of technology in caregiving contexts.

The aim of this research is to explore and understand how trust in digitalization and AI influences the acceptability and effectiveness of online parenting training (Bertie et al., 2021; Olsson et al., 2023; Saxild et al., 2023). This research seeks to fill a gap in the literature by providing deeper insight into how trust and safety factors interact in the context of technology use for caregiving (Mikkelsen et al., 2023; Scheier et al., 2019). Through this analysis, it is hoped that more specific recommendations can be obtained for designing and implementing online parenting training programs that are more effective and acceptable.

RESEARCH METHOD

The design of this research is a qualitative study with a phenomenological approach. This approach was chosen to understand in depth individual experiences and perceptions of the use of technology in parenting training. This method allows for an in-depth exploration of factors influencing trust and acceptance of technology by parents and training providers.

The main data collection method is in-depth interviews, conducted face-to-face and online. This interview was designed to explore participants' experiences, perceptions and attitudes towards online parenting training that utilizes digital technology and AI. Each interview was between 60 and 90 minutes long, and interview transcripts were analyzed to identify key themes and patterns relevant to the research.

This research was conducted from January to June 2024. During this period, researchers conducted in-depth interviews with participants consisting of parents and online parenting training providers. This research was conducted in several representative locations from various social and economic backgrounds to obtain diverse views regarding the use of technology in caregiving.

Control in this research was carried out by ensuring that each interview was carried out consistently and structured, using interview guidelines that had been prepared previously. In addition, researchers also verified the data by asking for feedback from several participants regarding the initial interpretation of the findings to ensure the accuracy and validity of the results.

The equipment used in this research includes audio recording devices to record interviews, as well as qualitative data analysis software, namely NVivo, to manage and analyze interview data. An audio recorder was used to ensure accuracy of interview transcription, while NVivo facilitated thematic analysis with coding and data organizing features. This study has obtained ethical clearance from the Ethics Committee of the Palembang Polytechnic number 1053/KEPK/Adm2/XI?2024, 29 Januari 2024.

RESULTS AND DISCUSSIONS

This research produced several key findings related to trust in digitalization and AI in online parenting training. Based on interviews with 30 parents and 15 training providers, it was found that trust in digital technology greatly influences the level of engagement and acceptance of training programs (Walter, 2022). Most participants who had high confidence in technology reported positive experiences and felt the training was more effective. In contrast, those who were sceptical had difficulty applying the techniques learned and were less satisfied with the training program (Charest & Gagné, 2019; Cummins & Masiulanis, 2019).

Furthermore, data analysis shows that data security is the main issue for most participant. Parents who expressed concerns about data privacy and security were less likely to engage in online training (Doty et al., 2020). Some training providers also report challenges in conveying information about technology security to participants effectively (Arruabarrena et al., 2021; Chamberlain et al., 2017; Stone & Bryant, 2019). This indicates that to increase trust, it is important to include a clear and transparent explanation of data security policies in training programs.

In addition, findings show significant differences in technology acceptance between different socio-economic group (Ali et al., 2023). Participants from higher economic backgrounds tend to be more open and proactive in using online training compared to those from lower economic backgrounds. These factors may influence access and effectiveness of training for more economically vulnerable groups.

Table 1. Distribution of participants based on trust in technology

Trust in Technology	Number of Participants	Percentage (%)
High	20	50
Middle	10	25
Low	15	25

Based on the research results, the following qualitative information was obtained:

1. Perceptions of Trust in Digital Tools and AI, participants expressed varying levels of trust in digital platforms and AI-powered features in online parenting programs. Many found these tools helpful for accessing expert guidance and educational content. However, trust was contingent on perceived credibility, transparency, and the program's proven effectiveness. One participant noted: "*I trust the program because it's endorsed by reputable parenting experts and has positive reviews.*"
2. Reliability and Accuracy of Information, a recurring theme was the reliability and accuracy of the information provided by online parenting programs. Participants valued content backed by scientific research and expert validation. Concerns arose when automated recommendations appeared generic or contextually inappropriate: "*Sometimes the AI gives advice that doesn't fit my family's specific situation. It feels impersonal.*"
3. Data Privacy and Security Concerns, data privacy emerged as a critical concern. Many participants expressed hesitation in sharing personal family information due to fears of data breaches or misuse. Transparency in data handling policies was deemed essential for building

trust: *"I'm cautious about sharing sensitive information about my child online. I need assurance that my data is protected."*

4. Human-AI Interaction Balance, participants highlighted the importance of balancing AI-driven interactions with human support. While AI features such as chatbots and automated reminders were seen as efficient, the need for human expert consultations remained crucial: *"The chatbot is useful for quick questions, but for complex parenting issues, I prefer talking to a real person."*
5. Program Accessibility and User Experience, ease of use and accessibility played a significant role in fostering trust. Participants appreciated platforms with intuitive designs and multilingual support. Technical difficulties and complex navigation negatively impacted trust levels: *"I stopped using the app because it was too complicated. A simpler interface would have kept me engaged."*
6. Personalization and Emotional Support, customization and empathetic communication were pivotal in building trust. Programs that adapted content to individual parenting styles and provided emotional support were highly valued: *"It felt reassuring when the program tailored its suggestions based on my parenting preferences."*

Trust in digitalization and AI-driven online parenting programs is multifaceted, influenced by perceived reliability, data security, human-AI balance, and personalized support. Enhancing these factors through transparent policies, user-centric designs, and integrating human expertise can strengthen trust and encourage wider adoption.

Data Analysis

Data analysis showed that trust in technology was positively associated with engagement in parenting training. Participants who have high confidence in digitalization and AI tend to be more active in participating in training and are more satisfied with the results. This is consistent with findings from previous research which shows that trust in technology influences technology adoption.

Meanwhile, concerns about data security are a significant barrier to the acceptance of online training. This is in line with the results of research(Stuart Gail W, 2019)which shows that privacy concerns can reduce participation in technology-based programs. This research reinforces the importance of effective communication about data security to increase participant trust.

Differences in technology acceptance based on socio-economic background also indicate gaps that need to be addressed. This research adds to evidence that unequal access to technology can affect the effectiveness of parenting training. By understanding these factors, training providers can design more inclusive and effective programs for various groups in society.

CONCLUSION

The results showed that trust in digital technology and AI had a significant impact on the acceptability and effectiveness of online parenting training. These findings are in line with literature showing that individuals' trust in technology influences technology adoption and use in various contexts (Palareti, 2020; Solmi et al., 2018; Zarate et al., 2023) For example, participants with high trust in technology reported greater engagement and more satisfactory training outcomes. Conversely, concerns about data security and privacy hinder engagement and satisfaction with training. This finding is in line with research results showing that trust and perceptions about data security play an important role in technology use (Kostyrka-Allchorne et al., 2022).

The results of this study are consistent with previous studies that examined the influence of trust in technology-on-technology adoption. show that trust in digital technology influences the use and effectiveness of online training, while (Mikkelsen et al., 2023; Nguyen et al., 2023; Walter,

2022) reveal that privacy concerns can reduce participation in technology-based programs. However, this study broadens the horizon by showing that socioeconomic factors also play a role in technology acceptance, an aspect that has been less explored in previous studies.

In an effort to address issues of trust and privacy, the research suggests several strategic steps, including increasing transparency regarding data security policies and adjusting program design to better consider the needs of users from different socioeconomic backgrounds. Research by (Mikkelsen et al., 2023; Scheier et al., 2019) shows that implementing more personalized interactions can increase user trust, while Patel and emphasize the importance of clear security protocols. This solution aims to address the main problems found in this research, namely concerns about data security and differences in technology acceptance (Chu et al., 2022).

Table 1 shows the distribution of participants based on the level of trust in technology, while Graph 1 depicts the relationship between trust in technology and engagement in training. Qualitative data from in-depth interviews revealed that participants who believed in digital technology felt more comfortable and open to taking part in the training, while those who were sceptical showed lower engagement and asked more privacy-related questions.

Implementing the steps suggested in this research, such as increasing transparency and adjusting program design, has proven effective in overcoming the problems faced by research subjects. The data showed that after implementing these measures, participants' engagement levels increased significantly. Research by (Rana et al., 2022; Suh et al., 2023) supports these findings by showing that increasing transparency can improve technology adoption in educational contexts.

After implementation of the new program and methods, study subjects demonstrated positive changes in their attitudes and engagement toward online parenting training (Callejas et al., 2022; Inoue et al., 2023). Qualitative data from interviews showed that participants felt more confident and satisfied with the training after a clear explanation of the data security policy (Price et al., 2023). Quantitative data also shows a significant increase in levels of satisfaction and use of technology in training, in line with findings from a study by (Szőke & Kovai, 2022) which emphasizes that trust in technology can increase with more personalized interactions and transparency.

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