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Background

- Media use may strengthen parents' own capacities to deal with parenting issues.
- For parents with a **low educational level**, obtaining evidence-based parenting information may be more difficult due to differences in **media literacy skills**.
- Question: 'Is there an educational divide in the use of online parenting information?'**

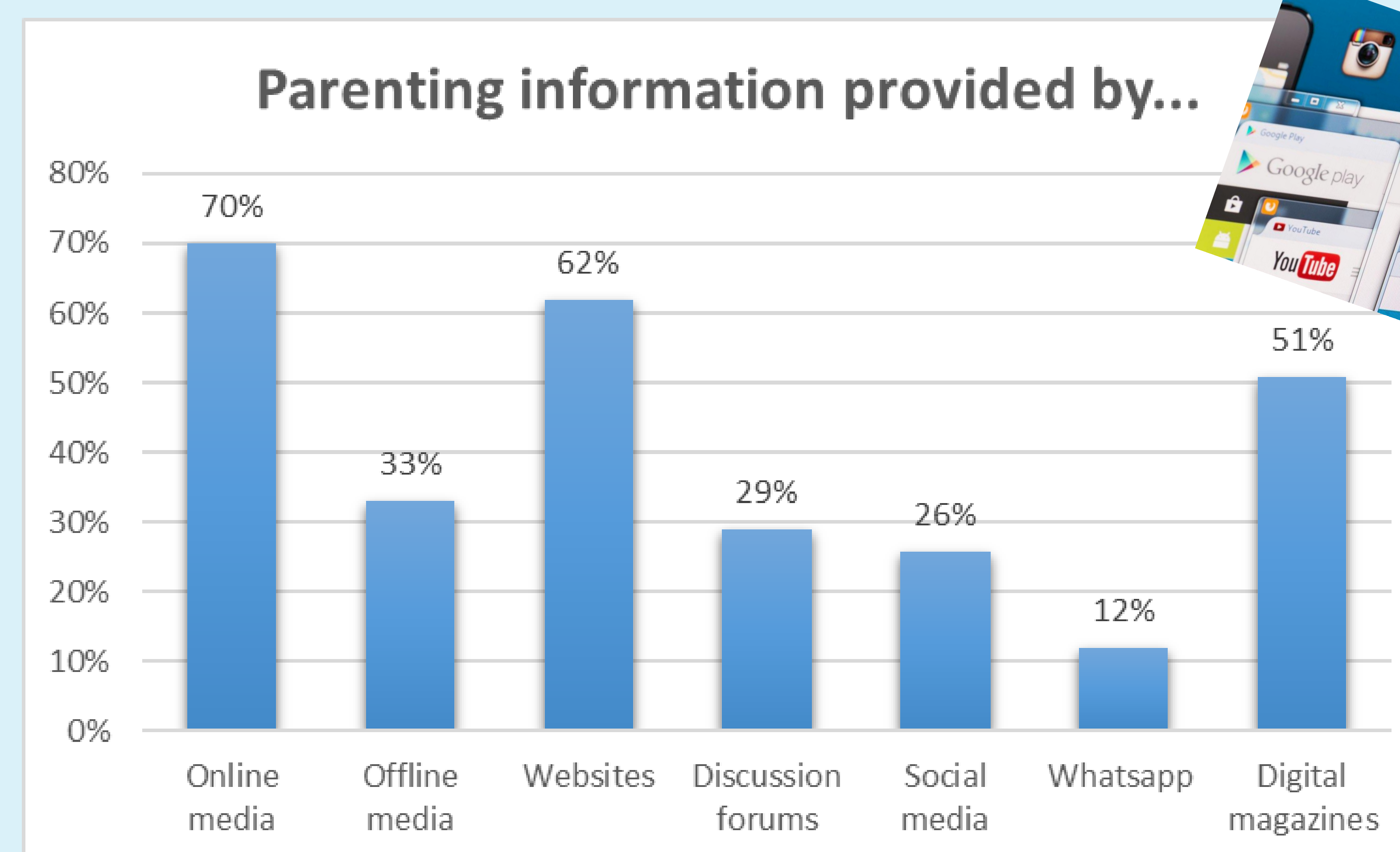
Methods

- Cross-sectional study using baseline data of the CIKEO cohort (<https://www.cikeo.nl>)
- Sample: Parents of children aged 0-8 years in the registry of two preventive Centers for Youth and Family
- Sample for analysis: n=658 parents
- Self-report questionnaires
- Different types of media use
- Predictor: educational level (ISCED)
- Logistic regression models for overall, online, offline, and specific types of media use.
- All models were adjusted for age, gender, employment status, migration background, family composition, and parenting information from social contacts.



Results

- Mean age parent: 34 years (SD=5 years); 95% mothers
- Educational level: 57% high (n=371), 38% middle (n=249) and 7% low (n=37).



Discussion

- Parents with different educational levels may **differ in their media preferences**.
- The **quality** of information may vary.
- Limitations: small number of parents with low educational level, lack of statistical power to evaluate differences.
- Repeat with large and diverse sample

Recommendations

- Spread evidence-based parenting information through media that **fit the preferences** of parents.
- Consider the use of **online media**, rather than offline media, to reach parents with lower educational levels.
- Provide guidance on the quality of parenting information available by different sources.

Conclusion

- Parents with different educational levels may differ in their media preferences.
- By using various types of online media, larger and more diverse groups of parents may be supported in a cost-efficient way.**

Table 1. Fully adjusted logistic regression models for online and offline media use for parenting information (n=658)

	Online media use (‘yes’ n=506; 70%)	Offline media use (‘yes’ n=241; 33%)
	Full model OR (95% CI)	Full model OR (95% CI)
<i>Educational level of the parent</i>		
High (ISCED 6-8)	ref.	ref.
Middle (ISCED 3-5)	1.1 (0.7, 1.6)	0.6 (0.4, 0.9)
Low (ISCED 0-2)	0.7 (0.3, 1.6)	0.5 (0.2, 1.2)

Table 2. Fully adjusted logistic regression models for specific types of media use for parenting information (n=658)

	Websites (‘yes’ n=407; 62%)	Discussion forums (‘yes’ n=190; 29%)	Social media (‘yes’ n=169; 26%)	WhatsApp (‘yes’ n=79; 12%)	(Digital) magazines (‘yes’ n=334; 51%)
	Full model OR (95% CI)	Full model OR (95% CI)	Full model OR (95% CI)	Full model OR (95% CI)	Full model OR (95% CI)
<i>Educational level</i>					
High (ISCED 6-8)	ref.	ref.	ref.	ref.	ref.
Middle (ISCED 3-5)	0.8 (0.5, 1.1)	0.8 (0.6, 1.2)	1.5 (1.0, 2.3)	1.6 (1.0, 2.7)	1.1 (0.7, 1.5)
Low (ISCED 0-2)	0.7 (0.3, 1.5)	1.1 (0.5, 2.5)	1.1 (0.4, 2.7)	0.7 (0.2, 3.0)	0.6 (0.3, 1.2)