

Informational social media usage on parental self-efficacy moderated by trust

Gijs Leber

2044685

Bachelor Psychology

Major Social Psychology, Social and Behavioral Sciences, Tilburg University

Chau Tran

Olga Stavrova

January 31, 2023

Abstract

Social media (SM) is being used more and more by first-time mothers. There is, however, little research investigating if using SM to learn about the parenting task will lead to higher parental self-efficacy (PSE). This relationship was hypothesized to be moderated by trust, as previous literature has shown support for a link between trust and confidence. An online survey was distributed via SM and primary schools to Dutch first-time mothers (N = 98). They were asked to answer statements from the BaM-13 scale to assess their PSE, to answer statements from the Social Trust Scale (SSE) to assess their trust in information on SM and to indicate if and how much they used and interacted with informational parenting content on SM. The linear regression analyses showed that there was no significant effect between exposure to informational parenting content on SM and PSE and that there was no significant moderation effect of trust. Despite both effects not being significant, the positive effect of informational parenting content on SM on PSE indicates that more exposure led to higher levels of PSE. The moderation effect of trust was negative, indicating that someone with high trust will score lower on PSE if they are exposed to more informational parenting content on SM. The present findings point toward the importance of including factors other than trust to try and explain this relationship as well as to use caution when primarily using SM to learn parenting skills.

Keywords: Parental self-efficacy, Self-efficacy, Social media, Trust

Introduction

First time mothers increasingly turn towards social media (SM) for information on parenting (Baker & Yang, 2018), but does this help mothers feel confident in their parenting ability? Previously, information on being a mother was obtained through friends, family (Beaton & Gupton, 1990) educational books, print media, and healthcare providers (Deutsch et al., 1988). However, society nowadays is constantly changing, and many mothers find themselves living far away from family and friends. On top of that, mothers have busy careers and work schedules to balance, making it difficult to invest time and effort into relationships and resources that provide information on being a good parent. Therefore, SM has emerged as a suitable tool for finding information on parenting, as it is easy to access, always available and using SM has become more widely accepted (Baker & Yang, 2018). Whether exposure to informational parenting content on SM improves the confidence mothers feel about their parenting ability, however, has not been explored yet.

The belief of a mother to confidently raise their child(ren) is known as parental self-efficacy (PSE; Jones & Prinz, 2005). According to a conceptual model developed by Ardel and Eccles (2001), parents who have greater PSE use promotive parenting techniques more frequently, these techniques in turn enhance the probability that their children would succeed in the academic and social-emotional domains. Poor PSE, however, would make it difficult for parents to employ these promotive parenting techniques. Furthermore, children's successes might strengthen PSE in their parents, whereas parents facing behavioural difficulties in their children may have a hard time maintaining a high PSE while experiencing undesirable parenting outcomes. The body of PSE literature has shown that PSE is indeed positively correlated with many positive parenting behaviours (Jones & Prinz, 2005). Research conducted by Hill and Bush (2001), for instance, discovered a positive correlation between high PSE and positive parenting and a negative correlation between low PSE and negative

parenting. Izzo et al. (2000) found a moderate positive correlation between PSE and both warmth and control, and PSE is a predictor of engagement and monitoring (Shunow & Lomax, 2002).

Mothers with high PSE believe their children will respond to them accordingly and that other people within their social circle will support their efforts. They also have knowledge about proper childcare responses and confidence in their own capacity to carry out such tasks (Coleman & Karraker, 1998). These criteria were established from the social learning theory (Bandura, 1989) and the self-efficacy theory by Bandura (1977), which claims that self-efficacy is one's belief in one's capacity to effectively do a given behaviour or activity. Increased self-efficacy is achieved through the four primary informational sources in the social learning theory. The first source come from authentic experiences, and is based on personal achievements and failures. The second source is watching others engage in particular activities, which can act as an estimate of the observer's own competence within the observed activity. The third informational source via which self-efficacy grows is verbal feedback from others on one's skills and abilities. Emotional arousal is the last informational channel via which self-efficacy is formed.

The ability of information to influence the growth of self-efficacy ultimately depends on how it is evaluated cognitively (Bandura, 1989). Contextual factors, including but not limited to the social and situational, get appraised through one of the informational sources described above (Bandura, 1989). Furthermore, the perceived difficulty of a task can also influence the impact successfully completing said task has on self-efficacy. For example, tasks that are perceived to be relatively easy provide little sense of accomplishment and mastery when completed, whereas difficult tasks provide strong support for one's ability.

Empirical evidence from health literature supports the notion that more information can lead to higher self-efficacy. In a study by Ha and Lee (2011), participants confidence in health-related information was correlated with their level of health literacy. Although confidence is not the same as self-efficacy, these two concepts are very close to one another. That is, confidence has distinctly been defined as the dimension of strength, one of three core dimensions of self-efficacy (Bandura, 1977, 1986). The second dimension is magnitude, which represents the subjective evaluation of a certain behaviour's ideal performance. The capability of skills to be transferred between the given and other tasks is the final dimension, known as generality. Taken together, in the study by Ha and Lee (2011), scoring higher on health literacy led to increased confidence. Having more confidence increases the dimension of strength, increasing self-efficacy. Although health literacy, defined as the ability to gather, analyse, and comprehend health-related information (Ha & Lee, 2011) is more akin to information gathering rather than exposure, the two concepts are still quite similar. Especially since SM makes ample use of algorithms. SM uses algorithms as a technical tool to anticipate human behaviour, based on prior behaviour and data, in order to continuously provide users with the content they are most likely to interact with (Clapp, 2022). That is, a mother engaging with informational parenting content on SM once, will be more likely to be exposed to informational parenting content on SM in the future.

How first-time mothers respond to the informational parenting content on SM, and whether it can affect their PSE, is also dependent on trust, because a study by Priester and Petty (2003) shows that consumers' responses to a party or individual are dependent on their level of trust in it. For example, higher scores in trust are beneficial to information gathering, as high trust scores positively influence information gathering (Sinapuelas & Ho, 2019). Moreover, the study by Ha and Lee (2011) shows empirical support for a link between trust and confidence, in particular trust in information from internet sources as well. Trust is

defined as being willing to expose oneself to another person or thing based on an assessment of their goals or values and if those goals and values are consistent with one's own (Siegrist & Gutscher, 2003), and confidence is described as the belief that future events will occur as anticipated. In the dual-mode model of trust and confidence (Siegrist & Gutscher, 2003) there exists an indirect relationship from general trust to social trust, and social trust in turn has a strong causal effect on confidence. Taken together, this implies there is a link between exposure to informational parenting content on SM, trust and PSE.

The focus of this study will be on answering the following question: How does trust of SM moderate the effect of exposure to informational parenting content on SM on PSE in first-time mothers? To fully answer this question, two hypotheses will be tested. The first hypothesis concerns the main effect, H1: Exposure to informational parenting content on SM has an overall positive effect on PSE in first time mothers. The second hypothesis concerns the moderation effect of trust, H2: The relationship between exposure to informational parenting content on SM and PSE in first-time mothers is moderated by trust of SM, such that low trust of SM will lead to a less positive relationship between exposure to informational parenting content on SM and PSE in first-time mothers and that high trust of SM will lead to a more positive relationship between exposure to informational parenting content on SM and PSE in first-time mothers.

Method

Participants

For this study, an a priori power analysis was conducted using G*power (Faul et al., 2007). This power calculation is based on the hypothesis that more exposure to informational parenting content will lead to a higher PSE. That is, this power calculation is for the main effect of this study. The estimated effect size for this hypothesis is $f^2 = .099$ (Ngai et al.,

2010), which resulted in a total sample size of 101 for a power of .8 and an alpha level of .05. A Qualtrics survey was used to record the data and participants were recruited through distributing the link to the survey via SM and primary schools combining both convenience and snowball sampling. Data collection was stopped when sufficient participants had responded, which was at 109 participants. Eleven of these participants did not finish the entire survey and therefore had to be excluded, resulting in the final number of participants being 98. One participant entered the demographic question 'What is your age?' with '278', this participant was kept for the analysis, and their answer on the question 'What is your age?' was manually changed to '27'. All the participants were Dutch first-time mothers. ($M_{age} = 32.55$, $SD_{age} = 3.33$)

Measures

To measure the dependent variable PSE, the Being a Mother Scale (BaM-13), created by Matthey (2011), was used. This scale includes thirteen items that each present a statement, with 4 answer options: 'No, rarely or never', 'No, not very often', 'Yes, some of the time', and 'Yes, most of the time'. These options are then converted to a score from zero to three, depending on the direction of the question giving the Bam-13 a maximum score of 39, where a higher score indicates lower PSE. The BaM-13 scale consists of statements such as 'I have felt close to my baby/toddler' and 'I have felt nervous or uneasy around my baby/toddler'. The variable PSE was computed by calculating the mean of all thirteen items and inverting the scores, so that high scores on the scale represent higher PSE. Matthey (2011) reported a good reliability for internal consistency for this scale, with Cronbach's α being 0.80. In this sample, Cronbach's α was 0.51.

The independent variable exposure to informational parenting content on SM was measured by asking participants whether they watch informational parenting content (e.g

parenting tips, information on regular child behaviour) on SM. There were five answer options: 'Never', 'Once a month', 'Once a week', 'Once a day', and 'More than once a day'. These options were given a score from one to five, 'Never' being one and 'More than once a day' being five, so that a higher score means spending more time being exposed to informational parenting content on SM, this variable was labelled as ParInfo.

The moderator trust was measured by using the Social Trust Scale (ESS) by Breyer (2015). This scale was chosen as it specifically measures social trust, which according to the dual mode model of trust and confidence has a direct effect on confidence (Siegrist & Gutscher, 2003). The Social Trust Scale (ESS) consists of three items, each with an eleven-point Likert type scale all with different labelled ends: 'Generally speaking, would you say that most people can be trusted, or that you can't be too careful?' (0 = *You can't be too careful*, 10 = *Most people can be trusted*), 'Do you think that most people would try to take advantage of you if they got the chance, or would they try to be fair?' (0 = *Most people would try to take advantage of me*, 10 = *Most people would try to be fair*) and 'Would you say that most of the time people try to be helpful or that they are mostly looking out for themselves?' (0 = *People mostly look out for themselves*, 10 = *People mostly try to be helpful*). The variable Trust was computed by calculating the mean of all three items for each participant. Low scores on the scale indicate a low score of trust. According to Breyer (2015), the scale has a moderate Cronbach's α of 0.78, in this sample the Cronbach's α for scale is 0.50.

Control variables for this study consisted of demographic data, including the questions about 'What is your gender?', 'What is your age?', and 'What is your level of English proficiency?'. For the question 'What is your level of English proficiency' four answer options were included. The options included: 'Beginner', 'Intermediate', 'Fluent' and 'Native'. For the question about gender, the answer options included: 'Male', 'Female', 'Non-binary / third gender' and 'Prefer not to say'. This item was included to make sure only mothers would

respond to the survey. Moreover, the survey included the following three questions: ‘Are you a mother?’ (Yes or No), ‘How many children do you have?’ (I have one child or I have more than one child) and ‘How old is your child?’ (0-5 years or Older than 5 years). These three questions were included to make sure to only get responses from first-time mothers.

Procedure

When participants started the survey, they were informed that participation in the survey was completely voluntary and that the participants had the ability to withdraw at any time by closing the web browser. The participants were then informed that the purpose of this study was to gain knowledge of the effects of social media on well-being in first-time mothers. Informed consent was obtained by requiring participants to select ‘I consent’. If participants chose ‘I do not consent’ or did not give consent, the survey would not progress to the next question. The email of the researcher was also provided for any questions participants had regarding the study.

After that, participants were asked to answer the questions about age and level of English proficiency, as well as the questions ‘What is your gender?’, ‘Are you a mother?’, ‘How many children do you have?’, and ‘How old is your child?’. If participants were did not fall within the targeted group after answering these question (e.g ‘I have more than one child’), they were forwarded to the end of the survey and thanked for their participation.

Next, the participants were asked if they watched informational parenting content on SM and how often they watched. If participants indicated that they did not watch informational parenting content on SM, they were forwarded to the end of the survey and thanked for their participation. When participants did watch informational parenting content on SM, they were asked to indicate how often they watched informational parenting content on SM. After that, they were asked to answer the thirteen items from the BaM-13 scale, based

on how they have felt over the past six months. Finally, participants moved on to the Social Trust Scale (ESS) and answered the three items. After completion participants were thanked for their participation.

Results

Assumptions

This study used the program IBM SPSS Statistics Version 26 for statistical analysis. Assumptions were checked for the conducted analyses. There were no significant outliers for this study. Simple bar graphs indicated that the data was approximately normal. The test of multicollinearity (VIF) showed that no multicollinearity exists within the data. A PP-plot of standardized residuals showed a normal distribution within the residuals. A scatterplot of the standardized residuals indicated that the assumptions of homoscedasticity and linearity were met.

The final sample for the analysis consisted of 98 participants, all are Dutch speaking first-time mothers. Table 1 provides an overview of the means and standard deviations for all measures for participants. The correlations between all the measures for participants are also provided in Table 1. It is shown that PSE and Level of English (*EProf*) have a significant weak positive correlation, whereas Age and Exposure to informational parenting content on SM (*ParInfo*) have a significant weak negative correlation.

Table 1*Descriptives statistics and correlations of all measures*

Variables	M	SD	1	2	3	4
1. Age	32.6	3.3				
2. EProf	2.0	0.7	-0.082			
3. PSE	20.3	4.6	-0.046	0.280**		
4. Trust	18.0	4.1	0.184	0.070	0.048	
5. ParInfo	2.1	1.0	-0.220*	0.123	-0.026	-0.068

** $p < 0.01$ (2-tailed); * $p < 0.05$; $N = 99$; Eprof = Level of English; ParInfo = Exposure to informatinoal parenting content

Hypothesis testing

After conducting a regression analysis using model 1 in PROCESS (Hayes, 2017) in SPSS, with PSE as the dependent variable, exposure to informational parenting content on SM (*ParInfo*) as the independent variable, Trust as a moderator and Age and Level of English (Eprof) as covariates, there was no support found for H1. As shown in table 2, there is a positive, non-significant effect of ParInfo on PSE, $b = 3.87$, CI [-0.62 to 8.35]. This effect is positive as hypothesized but does not support H1 due to a lack of statistical significance. Trust also showed a non-significant positive effect on PSE, $b = 0.46$, CI [-0.04 to 0.96], whereas age showed a non-significant negative relationship to PSE, $b = -0.05$, CI [-0.33 to 0.23]. The

variable Eprof is the only variable that showed a positive significant relationship to PSE, $b = 1.91$, CI [0.65 to 3.17].

Table 2

Detailed result of the linear regression analysis

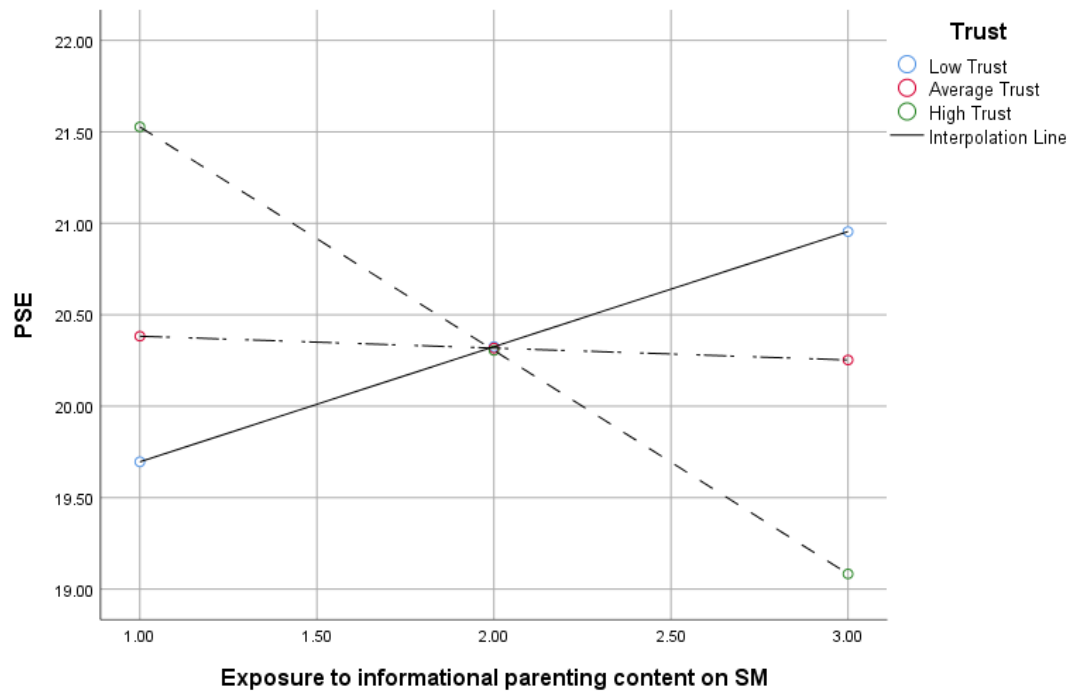
	coeff	se	t	p	LLCI	ULCI
Constant	10.50	6.78	1.55	.12	-2.97	23.96
ParInfo	3.87	2.26	1.71	.09	-.62	8.35
Trust	.46	.25	1.84	.07	-.04	.96
ParInfo*Trust	-.23	.12	-1.90	.06	-.47	.01
Age	-.05	.14	-.35	.73	-.33	.23
Eprof	1.91	.64	3.00	.00	.65	3.17

R = 0.35; R-sq = 0.12; ParInfo = Exposure to informational parenting content; Eprof = Level of English

For H2, Table 2 shows the effect of ParInfo*Trust, $b = -0.23$, CI [-0.47 to 0.01], which is a non-significant, weak negative effect. Thus, H2 is not supported either. Interestingly, the model shows a negative effect between the interaction of ParInfo*Trust and PSE, which, despite not being significant, was the opposite of what was hypothesized. A scatter plot with interpolation lines can be seen in Figure 1, to clarify the relationship between exposure to informational parenting content on SM and PSE for low, average, and high Trust.

Figure 1

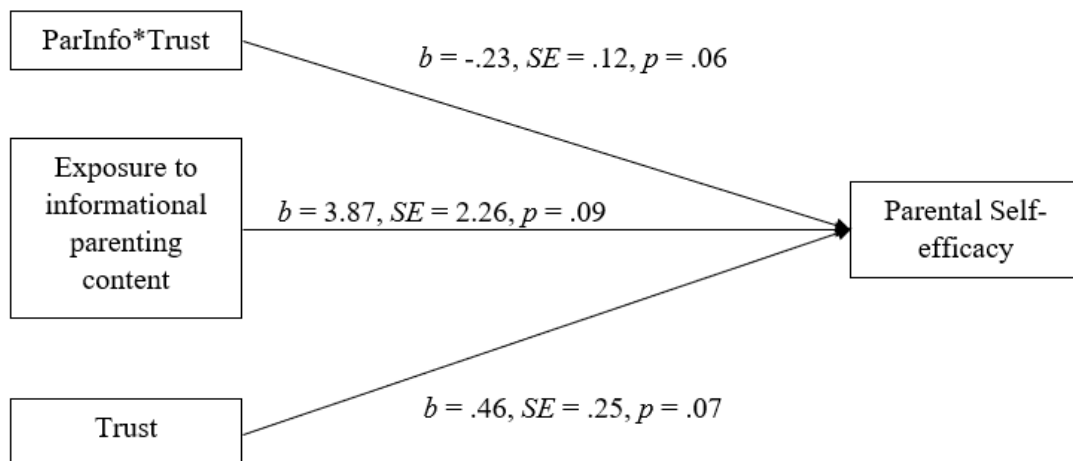
Exposure to informational parenting content on SM on PSE, for different levels of trust



In Figure 2, a statistical moderation model, including unstandardized regression coefficients, standard errors and p-values, is presented. This highlights the two pathways that were of interest to H1 and H2, which are the path from Exposure to informational parenting content on SM on Parental Self-efficacy, and ParInfo*Trust on Parental Self-efficacy.

Figure 2.

Statistical moderation model



Discussion

The aim of this study was to investigate the effect of exposure to informational parenting content on SM on parental self-efficacy moderated by trust in first-time mothers. This study attempted to create a better understanding of whether first-time mothers could cultivate their belief of being able to raise their child in a positive and competent manner with the help of SM, as many mothers nowadays use SM for parenting information (Baker & Yang, 2018). Having a better understanding of the impact of SM on a mothers believe of being competent in the parenting role could lead to better utilization of SM.

The first hypothesis attempted to highlight the main effect between exposure to informational parenting content on SM and parent self-efficacy in first-time mothers. However, this hypothesis was not supported by the results. Although there was a positive effect of exposure to informational parenting content on SM, this effect was not significant. A possible explanation for this null effect stems from the elaboration likelihood model (ELM; Petty & Cacioppo, 1981). The ELM is based on the idea that although people desire to adopt the correct attitudes, they lack the capacity, time, or the motivation to consider every persuasive argument they come into contact with. According to this model, a source of information or persuasion will be processed through the peripheral route when there is no motivation to engage with it (e.g low need for cognition) or when there is no ability to process the information (e.g distraction). When both motivation an ability are present, however, the processing will follow the central route. The central route produces long-lasting attitude changes and is predictive of behaviour, in contrast to the peripheral route's relatively brief attitude changes and lack of behaviour predictability (Petty & Cacioppo, 1981, 1986a, 1986b). If the participants were exposed to the informational parenting content on SM, but lacked the necessary motivation or ability to process this, the information would be processed

through the peripheral route, leading to only short changes in PSE, as their attitude change about their parenting ability would be temporary and unpredictable of their parenting behaviour. Another possible explanation is the way in which the participants used SM. There is a distinction between active and passive SM usage. Active SM usage requires the facilitation of direct interactions (e.g, commenting and messaging) whereas passive SM usage only includes observing content on SM without engaging with others on SM directly (Kross et al., 2021). According to this distinction, consuming information on SM passively will lead to an increase of upward social comparison. One of the information sources through which self-efficacy is formed, is the watching of others perform a particular task, which serves as an estimate for one's own capabilities (Bandura, 1989). If the participants primarily engaged with the informational parenting content on SM passively, they would have engaged in more upward social comparison. Therefore, they could have estimated their own parenting skills and knowledge as less capable, resulting in no increase in PSE.

The second hypothesis attempted to investigate the moderation effect of trust on the main effect between exposure to informational parenting content on SM and PSE. The prediction for this hypothesis was that higher levels of trust would lead to a stronger positive relationship for the main effect. This hypothesis is not supported by the results, as the effect was non-significant. Moreover, the analyses showed a negative effect, rather than a positive one. This finding was inconsistent with the prediction. A study by Priester and Petty (2003) might provide an explanation for this finding. In their study they found that when an endorser of a certain product in an advertisement was rated low in trustworthiness, consumers of the advertisement were more stimulated to elaborate on product-related information, while endorsers rated high in trustworthiness instead evoked a relatively unthoughtful acceptance. Therefore, a first-time mother, who judges people to be mostly trustworthy, might engage with the information she finds about parenting in an unthoughtful, accepting manner. That is,

they will not take the parenting information they learn to heart and will not increase their PSE, as they do not actively increase their knowledge of appropriate childcare responses.

Limitations

The first noteworthy limitation in this study was the insufficient number of participants to achieve a decent power. Though initially enough participants were reached, due to a large number of participants not completing the survey, the final total of participants was lower than the required amount. This has led to a lower chance to detect an effect, if it actually exists and might have influenced the analysis. Furthermore, the a priori power analysis was based on the main effect between exposure to informational parenting content on SM and PSE, not on the moderation effect of trust. Without an a priori power analysis for the moderation effect, it is unknown how many participants were necessary to detect this effect, thus the amount of participants included in the analysis could be far too low to reasonably detect the moderation effect of trust.

A second limitation was the use of English scales for a population of Dutch participants. The survey gathered data about the level of English proficiency the participants had. Many of them replied to this question with the answer option 'Intermediate', which was the second lowest option. The analysis in this study also showed 'level of English proficiency' to be significantly positively correlated with 'PSE', indicating that participants who were better in English showed an overall higher score in PSE. The 'level of English proficiency' may be a smaller part of a bigger variable not included in this study (e.g. level of education), which could influence PSE. Providing the survey and scales in Dutch would have been ideal for this population, but due to the timeframe of this study, the decision was made to keep all the scales in English.

The scales being in English could possibly also explain the final limitation, the weak scores on Cronbach's alpha in this sample. If the participants did not fully grasp what was

asked of them, it is possible that they answered questions in a different way than if they did fully understand the content of the question, which could have affected the scores on Cronbach's alpha. Both the BaM-13 and the social trust scale (SSE) report good to very good Cronbach's alpha scores while developing the instruments, but the population for this study could be significantly different from the original test population, resulting in the low Cronbach's alpha seen in this study.

Implications

The first implication to be taken from this study is to be cautious about using informational parenting content on SM when trying to feel confident about one's parenting ability. The use of SM for parenting content is still relatively new and anyone can provide their own insights into parenting on SM. This means that not all sources of informational parenting content on SM provide first-time mothers with professional or credible information on parenting. Especially when engaging with SM passively or without the ability or motivation to process the information provided with the necessary scrutiny. Failing to do so could lead to an unthoughtful acceptance of false or harmful parenting skills, further decreasing PSE after experiencing unfavourable parenting outcomes.

A second implication is that trust might be better approached as a multifaceted variable in regard to PSE. Though this study does not show an effect of trust on the relationship between exposure to informational content on SM and PSE, the study by Priester & Petty (2003) shows that the relationship of trust can be different depending on attributes of the endorser of the information. In their study, they also considered familiarity of the endorser as well as trustworthiness, suggesting that trustworthiness can influence persuasion when it is associated with other factors as well. It is therefore important to keep in mind that other factors (e.g. familiarity, similarity) besides trust can also play a role in the gathering of information. That is, the trust in one endorser of informational parenting content on SM might

not be contributing to the same degree as the same amount of trust in another endorser (who displays different factors) of informational parenting content on SM, and therefore the moderation effect of trust between different providers of information could be different.

Future research

Future research should attempt to investigate why there was no relationship found between exposure to informational content on SM and PSE, as this study failed to do so, despite there being empirical evidence for such a relationship existing within health literature. To study this, care should be taken to monitor what specific informational parenting content on SM is being consumed by the participants, to make sure that the content being consumed includes valuable parenting skills and correct parenting information that would lead to an increase in PSE. There should also be measures in place that consider whether participants are using SM actively or passively, as well as how participants process the parenting information they find on SM, providing insights into whether participants take the information they learn to heart. Furthermore, next to trust, other factors and qualities of providers of informational parenting content on SM should be taken into consideration, to identify a set of variables that together allow provided parenting information on SM to stimulate PSE.

Conclusion

The current study shows that exposure to informational parenting content on SM does not have an impact on the PSE of first-time mothers, as well as trust not being a significant moderator of this relationship, despite there being empirical evidence for these relationships in a different population, namely in health literature (Ha & Lee, 2011). There is a positive effect from exposure to informational parenting content on SM on PSE in this study, however, it is a non-significant relationship and therefore first-time mothers cannot be recommended to use SM to boost their confidence in their parenting ability without additional research. Moreover, trust as moderator produced a negative effect between exposure to informational

parenting content on SM and PSE, indicating that higher trust leads to lower PSE. This relationship was found to be non-significant as well, but it could indicate that how the information within informational parenting content on SM is processed plays a bigger role in increasing PSE rather than one's trust in SM, where lower trust can stimulate more rigorous examination of the information provided Priester and Petty (2003). This study was conducted to explore the practical applicability of SM in regard to parenting ability, since SM usage of first-time mothers keeps growing. As SM usage keeps growing, it becomes more important to understand the effects it has on parents, and how it can be best utilized to increase beneficial outcomes.

References

Ardelt, M., & Eccles, J. S. (2001). Effects of mothers' parental efficacy beliefs and promotive parenting strategies on inner-city youth. *Journal of Family Issues*, 22(8), 944–972.

<https://doi-org.tilburguniversity.idm.oclc.org/10.1177/019251301022008001>

Baker, B., & Yang, I. (2018) Social media as social support in pregnancy and the postpartum. *Sexual & Reproductive Healthcare*, 17, 31-34.

<https://doi.org/10.1016/j.srhc.2018.05.003>.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>

Bandura, A., & National Inst of Mental Health. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall, Inc.

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44(9), 1175–1184. <https://doi.org/10.1037/0003-066X.44.9.1175>

Beaton, J., & Gupton, A. (1990). Childbirth expectations: a qualitative analysis. *Midwifery*, 6(3), 133-139. [https://doi.org/10.1016/S0266-6138\(05\)80170-6](https://doi.org/10.1016/S0266-6138(05)80170-6)

Breyer, B. (2015). Social Trust Scale (ESS). *Zusammenstellung sozialwissenschaftlicher Items und Skalen (ZIS)*. <https://doi.org/10.6102/zis235>

Cacioppo, J. T., & Petty, R. E. (1981). Social psychological procedures for cognitive response assessment. In T. Merluzzi, C. Glass, & M. Genest (Ed.), *Cognitive assessment*, 309-342. New York: Guilford Press.

Clapp, J. (2022). Social media and the collective unconscious: Archetypal Algorithms and the Colonization of the Psyche. *Jung Journal: Culture & Psyche*, 16(3), 113–131.

<https://doi-org.tilburguniversity.idm.oclc.org/10.1080/19342039.2022.2088995>

Coleman, P. K., & Karraker, K. H. (1998). Self-efficacy and parenting quality: Findings and future applications. *Developmental Review, 18*, 47–85.

<https://doi.org/10.1006/drev.1997.0448>

Deutsch, F.M., Ruble, D.N., Fleming, A., Brooks-Gunn, J., & Stangor, C. (1988). Information-seeking and maternal self-definition during the transition to motherhood. *Journal of Personality and Social Psychology, 55*, 420-431.

Faul, F., Erdfelder, E., Buchner, A., Lang, A.G. (2009). Statistical power analyses using G*Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods, 41*(4), 1149–1160. <https://doi.org/10.3758/brm.41.4.1149>

Ha, S., & Lee, Y. J. (2011). Determinants of consumer-driven healthcare: Self-confidence in information search, health literacy, and trust in information sources.

International Journal of Pharmaceutical and Healthcare Marketing, 5(1), 8-24

<https://doi.org/10.1108/17506121111121550>

Hayes, A. F. (2017). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. Guilford publications.

Hill, N., E. & Bush, K., R. (2001). Relationships between parenting environment and children's mental health among african american and european american mothers and

children. *Journal of Marriage and the Family, 63*, 954-966. [https://doi.org/10.1111/j.1741-](https://doi.org/10.1111/j.1741-3737.2001.00954.x)

[3737.2001.00954.x](https://doi.org/10.1111/j.1741-3737.2001.00954.x)

Izzo, C., Weiss, L., Shanahan, T., & Rodriguez-Brown, F. (2000). Parental self-efficacy and social support as predictors of parenting practices and children's socioemotional adjustment in Mexican immigrant families. *Journal of Prevention & Intervention in the*

Community, 20(1–2), 197–213. <https://doi->

[org.tilburguniversity.idm.oclc.org/10.1300/J005v20n01_13](https://doi-tilburguniversity.idm.oclc.org/10.1300/J005v20n01_13)

Jones, T. L., & Prinz, R. J. (2005). Potential roles of parental self-efficacy in parent and child adjustment: A review. *Clinical Psychology Review, 25*, 341–363.

<http://dx.doi.org/10.1016/j.cpr.2004.12.004>

Kross, E., Verduyn, P., Sheppes, G., Costello, C. K., Jonides, J., & Ybarra, O. (2021). Social media and well-being: Pitfalls, progress, and next steps. *Trends in Cognitive Sciences, 25*(1), 55–66. <https://doi->

[org.tilburguniversity.idm.oclc.org/10.1016/j.tics.2020.10.005](https://doi-tilburguniversity.idm.oclc.org/10.1016/j.tics.2020.10.005)

Matthey, S. (2011). Assessing the experience of motherhood: The Being a Mother Scale (BaM-13). *Journal of Affective Disorders, 128*(1–2), 142–152. <https://doi->

[org.tilburguniversity.idm.oclc.org/10.1016/j.jad.2010.06.032](https://doi-tilburguniversity.idm.oclc.org/10.1016/j.jad.2010.06.032)

Ngai, F.-W., Chan, S. W.-C., & Ip, W.-Y. (2010). Predictors and correlates of maternal role competence and satisfaction. *Nursing Research, 59*(3), 185–193. <https://doi->

[org.tilburguniversity.idm.oclc.org/10.1097/NNR.0b013e3181dbb9ee](https://doi-tilburguniversity.idm.oclc.org/10.1097/NNR.0b013e3181dbb9ee)

Petty, R.E., Cacioppo, J.T. (1986). The Elaboration Likelihood Model of Persuasion. *In: Communication and Persuasion. Springer Series in Social Psychology.* Springer, New York, NY. https://doi.org/10.1007/978-1-4612-4964-1_1

Petty, R.E., Cacioppo, J.T. (1986). Methodological Factors in the ELM. *In: Communication and Persuasion. Springer Series in Social Psychology.* Springer, New York, NY. https://doi.org/10.1007/978-1-4612-4964-1_2

Priester, J. R., & Petty, R. E. (2003). The influence of spokesperson trustworthiness on message elaboration, attitude strength, and advertising effectiveness. *Journal of Consumer Psychology, 13*(4), 408–421. <https://doi->

[org.tilburguniversity.idm.oclc.org/10.1207/S15327663JCP1304_08](https://doi-tilburguniversity.idm.oclc.org/10.1207/S15327663JCP1304_08)

Siegrist, M., Earle, T. C., & Gutscher, H. (2003). Test of a Trust and Confidence Model in the Applied Context of Electromagnetic Field (EMF) Risks. *Risk Analysis*, 23(4), 705–716. <https://doi-org.tilburguniversity.idm.oclc.org/10.1111/1539-6924.00349>

Shumow, L., & Lomax, R. (2002). Parental efficacy: Predictor of parenting behavior and adolescent outcomes. *Parenting: Science and Practice*, 2(2), 127–150. https://doi-org.tilburguniversity.idm.oclc.org/10.1207/S15327922PAR0202_03

Sinapuelas, I. C., & Ho, F. N. (2019). Information exchange in social networks for health care. *Journal of Consumer Marketing*, 36(5), 692–702. <https://doi-org.tilburguniversity.idm.oclc.org/10.1108/JCM-12-2017-2470>