

The Relationship Between Mothers' Digital Health Literacy and the Utilization of Social Media as a Source of Child Health Information

Rubiyanta^{1*}, Hakim
Anasulfalah², Tri
Yuniarti², Ahmad Syauqi
Mubarak², Joko Tri
Atmojo², Aris Widiyanto²,
Hendra Dwi Kurniawan³

*¹Ziyad Visi Media,
Surakarta, Central Java
²School of Health Science
Mambaul Ulum Surakarta,
Central Java
³School of Health Panti
Kosala, Sukoharjo, Central
Java
***Email:**
rubiyanta04@gmail.com

ABSTRACT

The development of social media has transformed mothers' behavior in accessing child health information. The increasing use of social media as a health information source highlights the importance of digital health literacy in evaluating the credibility and quality of digital health information. This study aimed to analyze the relationship between mothers' digital health literacy and the utilization of social media as a source of child health information. This study employed a Systematic Literature Review (SLR) method following the PRISMA guidelines. Article searches were conducted through Scopus, PubMed, ScienceDirect, Google Scholar, and SpringerLink using keywords related to digital health literacy, social media, mothers, and child health information. The reviewed articles were published between 2020 and 2025 and selected based on inclusion and exclusion criteria according to the PICO framework. The methodological quality of the included studies was assessed using the Critical Appraisal Skills Program (CASP) instrument before thematic synthesis was conducted. A total of 10 articles meeting the eligibility criteria were analyzed using thematic synthesis techniques. The findings indicated that mothers with higher levels of digital health literacy were more capable of evaluating the credibility of health information, comparing multiple information sources, and critically utilizing social media for child healthcare decision-making. In contrast, lower digital health literacy increased the risk of exposure to health misinformation on social media. This study concludes that digital health literacy has an important relationship with the utilization of social media as a source of child health information. The findings provide important implications for developing digital health literacy education programs to support safer and evidence-based use of social media in child healthcare.

Received : May 8th 2025

Accepted : May 20th 2026

Published : May 31st 2026

Keywords: *Digital Health Literacy, Social Media, Mothers, Child Health Information, Systematic Literature Review*

Copyright © 2026 Universitas STRADA Indonesia
All right reserved.



This is an open-access article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International License.

INTRODUCTION

The rapid development of digital technology has transformed the way people access health information, including information related to child health (Pretorius et al., 2022). Social media has become one of the most widely used sources of information because it provides fast, easy, and interactive access to various types of health-related content (DataReportal, 2024). Parents, particularly

mothers, actively use platforms such as Instagram, TikTok, Facebook, and online parenting forums to obtain information regarding nutrition, immunization, child growth and development, and disease management in children (Bush et al., 2023). This phenomenon indicates that social media has become an important component of family health information-seeking behavior in the digital era (Pretorius et al., 2022).

Globally, internet and social media usage has increased significantly over the past few years. The Digital 2024 report revealed that Indonesia has more than 185 million internet users, with an internet penetration rate of approximately 66.5%. In addition, the number of social media users in Indonesia has reached around 139 million people, representing nearly half of the country's population (DataReportal, 2024). Previous studies have shown that mothers are among the most active groups seeking child health information through digital platforms and social media, particularly related to nutrition, immunization, child development, and disease management (Pretorius et al., 2022). Social media platforms such as Instagram, TikTok, Facebook, and YouTube are widely used because they provide rapid, accessible, and interactive health information. The COVID-19 pandemic further accelerated the use of digital platforms for health communication and family healthcare decision-making (Bush et al., 2023).

The increasing use of social media as a source of child health information also introduces challenges related to health misinformation. Health-related information circulating on social media is not always generated from credible or evidence-based sources (World Health Organization, 2024). Exposure to misinformation regarding immunization, child nutrition, alternative medicine, and disease management may influence parental decision-making and parenting practices. Previous studies reported that parents with limited digital health literacy are more vulnerable to misleading health information, which may contribute to inappropriate healthcare decisions for children (Ashfield et al., 2024). Therefore, digital health literacy has become increasingly important in helping mothers critically evaluate online health information and identify trustworthy information sources.

The theoretical foundation of this study is based on the eHealth Literacy Theory proposed by Cameron D. Norman and Harvey A. Skinner (2006), which explains an individual's ability to seek, understand, evaluate, and apply health information obtained from electronic sources to support appropriate health decision-making. The theory emphasizes that eHealth literacy is a multidimensional concept integrating health literacy, information literacy, media literacy, scientific literacy, computer literacy, and traditional literacy. In the context of maternal and child health, mothers with higher levels of digital health literacy are more likely to critically evaluate the credibility of child health information obtained through social media and utilize digital platforms appropriately for parenting and healthcare decision-making. Conversely, limited digital health literacy may increase vulnerability to health misinformation, inaccurate parenting practices, and inappropriate child healthcare decisions. Therefore, the eHealth Literacy Theory provides an important conceptual framework for explaining the relationship between mothers' digital health literacy and the utilization of social media as a source of child health information. Previous studies have shown that mothers are among the most active groups using social media to seek child health information (Pretorius et al., 2022). Research regarding complementary feeding practices indicated that many mothers obtain information about child nutrition and feeding practices from internet-based platforms and social media (Pretorius et al., 2022). This finding demonstrates that social media has a substantial influence on parenting practices and family health decision-making processes (Jia et al., 2025). However, high levels of social media usage are not always accompanied by adequate digital health literacy skills (World Health Organization, 2024).

Several previous studies have examined the relationship between digital health literacy and online health information-seeking behavior (Bush et al., 2023). Ashfield et al., (2024) found that parents' levels of digital health literacy significantly influenced how they searched for and evaluated child vaccination information through digital platforms. Furthermore, Jia et al., (2025) demonstrated that maternal digital competence affected child health outcomes and family healthcare decision-making. Nevertheless, most previous studies have focused on digital health literacy in general and have not specifically examined the use of social media as a source of child health information (Pretorius et al., 2022). On the other hand, studies discussing mothers' social media behavior have primarily focused on digital parenting, adolescents' social media use, or the effects of social media on mental health (Yao et

al., 2022). Research specifically investigating the relationship between mothers' digital health literacy and the utilization of social media as a source of child health information remains limited, particularly in the Indonesian context (Pretorius et al., 2022). Cultural and social differences within Indonesian society may influence social media usage patterns and digital health information-seeking behavior (DataReportal, 2024).

Theoretically, this study is based on the concept of digital health literacy, which emphasizes individuals' abilities to access, understand, evaluate, and use digital health information effectively (Bush et al., 2023). This theory suggests that individuals with higher levels of digital health literacy tend to be more selective in choosing health information sources and more capable of assessing the credibility of information obtained through social media (World Health Organization, 2024). Consequently, digital health literacy is expected to have a significant relationship with the utilization of social media as a source of child health information (Jia et al., 2025). Based on the explanations above, this study aims to analyze the relationship between mothers' digital health literacy and the utilization of social media as a source of child health information (Pretorius et al., 2022). This study also aims to determine whether mothers with higher levels of digital health literacy demonstrate better utilization of social media for obtaining child health information compared to mothers with lower levels of digital literacy (Ashfield et al., 2024). The research question addressed in this study is how mothers' levels of digital health literacy are associated with the utilization of social media as a source of child health information.

METHODS

This study employed a Systematic Literature Review (SLR) method to identify and synthesize studies related to mothers' digital health literacy and the utilization of social media as a source of child health information. The review process followed the Preferred Reporting Items for Systematic Reviews (PRISMA) guidelines, including identification, screening, eligibility, and inclusion stages (Page et al., 2021). This study applied the PICO framework consisting of Population (mothers or parents with children), Intervention/Exposure (digital health literacy level), Comparison (low or inadequate digital literacy), and Outcome (the utilization of social media as a source of child health information). The study used secondary data derived from published scientific articles.

Article searching was conducted through several academic databases, including Scopus, PubMed, ScienceDirect, Google Scholar, and SpringerLink using keywords such as "digital health literacy," "mother," "parent," "social media," "child health information," and "health information seeking." The articles were limited to publications from 2020–2025 to ensure the relevance and novelty of the studies included in the review (Snyder, 2021). The inclusion criteria in this review were empirical studies published between 2020 and 2025 that examined mothers or parents with children as the study population and investigated digital health literacy or eHealth literacy in relation to the utilization of social media as a source of child health information. Eligible studies included quantitative, qualitative, mixed-method, and cross-sectional research designs published in English-language peer-reviewed journals. The selected studies were required to report outcomes related to health information-seeking behavior, evaluation of digital health information, social media utilization, parenting practices, or child healthcare decision-making. Studies focusing on general digital media use without discussion of child health information or digital health literacy were excluded. Editorial articles, conference proceedings, commentaries, literature reviews, non-full-text articles, and studies not aligned with the PICO framework were also excluded from the review process. The article selection process was conducted in stages based on titles, abstracts, and full-text screening according to the PRISMA flowchart (Page et al., 2021). Based on the screening process, 10 articles were identified as relevant and included in the synthesis process. The selected articles were published between 2021 and 2025 and consisted of quantitative studies, mixed-method studies, and scoping reviews. The quality of the selected articles was assessed using the Critical Appraisal Skills Programme (CASP) instrument to ensure methodological quality and research credibility (Long et al., 2020).

The extracted data included authors' names, publication years, research designs, sample characteristics, research variables, instruments, and major findings. Data analysis was conducted using thematic synthesis and descriptive analysis to identify patterns related to mothers' digital health literacy

and the use of social media as a source of child health information (Thomas & Harden, 2020). The synthesis results were presented in tables and descriptive narratives to facilitate data interpretation and identify research gaps related to the topic under investigation.

RESULTS

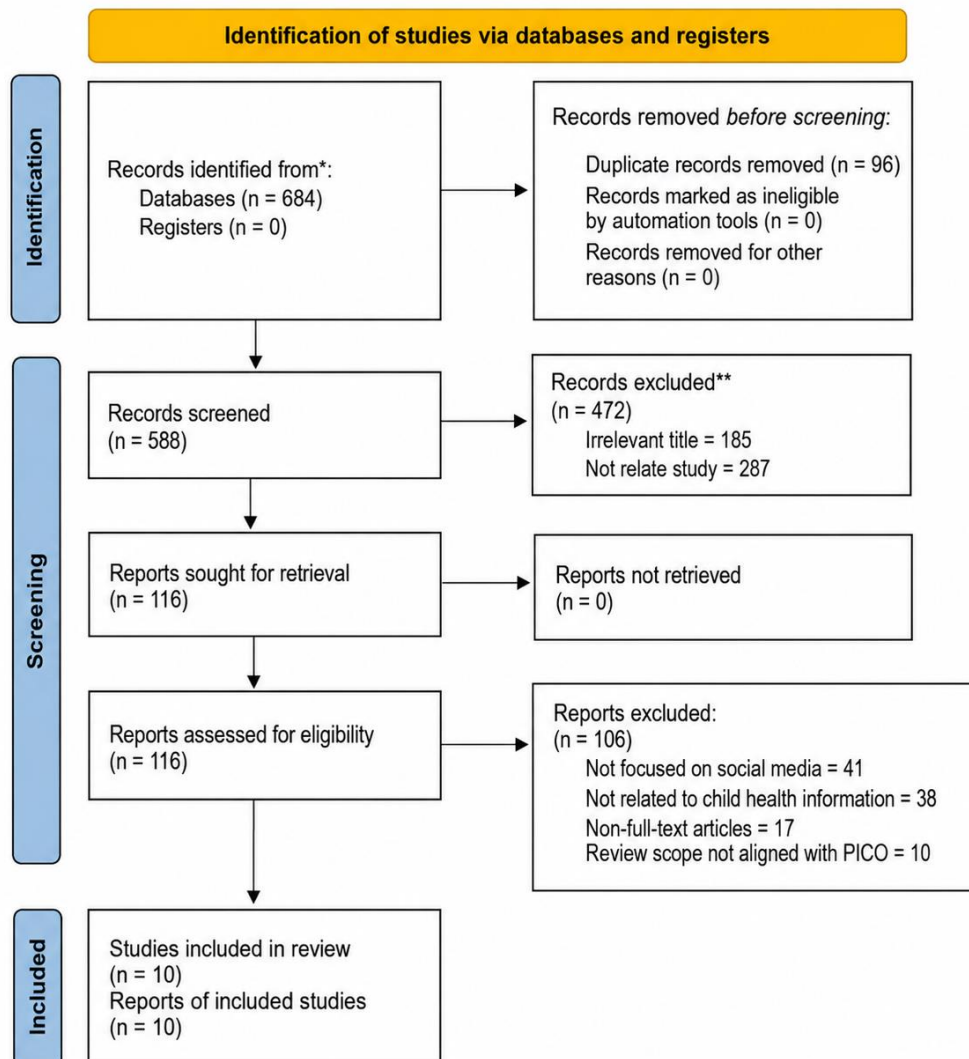


Figure 1. Results of PRISMA Flow diagrams

The literature search identified a total of 684 articles from several electronic databases, including Scopus (n = 126), PubMed (n = 118), ScienceDirect (n = 164), Google Scholar (n = 201), and SpringerLink (n = 75). After removing 96 duplicate articles, 588 articles remained for title and abstract screening. Following the screening process, 116 full-text articles were assessed for eligibility, and 10 articles were ultimately included in the qualitative synthesis. This result format follows the PRISMA-style reporting structure shown in the provided template.

Table 1. The Quality Assessment Result

Primary Study	Criteria												Total	
	1				2		3		4	5	6			7
	a	b	c	d	a	b	a	b			a	b		
Bush et al., (2023)	2	2	1	2	2	2	2	1	2	2	2	2	2	24
Ashfield et al., (2024)	2	2	2	2	2	2	2	2	2	1	2	2	2	25
Johnson et al., (2023)	2	2	1	1	2	2	2	1	2	1	2	2	2	22
Jia et al., (2025)	2	2	2	2	2	2	2	2	2	2	2	2	2	26
Donelle et al., (2023)	2	2	2	2	2	2	2	2	2	1	2	2	2	25
Ahmed et al., (2025)	2	2	1	2	2	2	1	1	2	1	2	2	2	22
Yao et al., (2022)	2	1	1	2	2	2	1	1	2	1	2	2	2	21
Khan et al., (2023)	2	2	1	2	2	2	1	1	2	1	2	2	2	22
Yin et al., (2021)	2	2	2	2	2	2	2	2	2	2	2	2	2	26
Pretorius et al., (2022)	2	2	1	2	2	2	1	1	2	1	2	2	2	22

Formulation of research questions in the PICO acronym: What is the population in the study primary that is the same as the population in the PICO ? ; What is the operational definition of intervention (intervention), namely, the status of exposure (exposed) in primary studies is the same as that definition intended ? ; What is the comparison (comparison), namely status not exposed (unexposed) is used in the primary studies as intended ? ; What is the outcome variable being studied? Is the definition in primary studies the same as the definition intended?

Method for selecting research subjects: A descriptive cross-sectional study (prevalence): Is the sample randomly selected? ; Analytical cross-sectional study: Are samples randomly or purposively selected??

Methods for measuring comparisons (intervention) and outcome variables: Are both exposure and outcome variables measured with the same instruments in all primary studies? ; If variables are measured on a categorical scale, are the cut-offs used the same across primary studies?

Bias of the design: How much is the response rate? ; Is non-response related to outcomes?. Methods to control confounding: Is there any confusion in the results or conclusions of the primary study? ; Have primary study researchers used appropriate methods to control the effects of confusion?

Method of statistical analysis: Is there any confusion in the results or conclusions of the primary study? ; Have primary study researchers used appropriate methods to control the effects of confusion? ; Is there any confusion in the results or conclusions of the primary study?. Description of scoring: 0= No ; 1= Hesitate ; 2= Yes.

Based on the CASP quality appraisal results presented in Table 1, most of the included studies demonstrated moderate to high methodological quality. Two studies achieved the highest appraisal score of 26, indicating strong methodological rigor and clear research procedures. Several studies obtained scores ranging from 24 to 25, reflecting generally high-quality research with minor methodological limitations. Meanwhile, a few studies received scores between 21 and 22, indicating moderate methodological quality due to limitations related to sampling methods, measurement consistency, and potential bias. Overall, all included studies were considered sufficiently relevant and methodologically acceptable for qualitative synthesis. The quality appraisal process contributed to strengthening the credibility of the review findings and supported the interpretation of the relationship between digital health literacy and the utilization of social media as a source of child health information.

Table 2. Description of the primary study

Author (Year)	Country	P (Population)	I/E (Intervention/Exposure)	C (Comparison)	O (Outcome)
Bush et al., (2023)	Canada	New parents	Digital health literacy	Low digital health literacy	Use of digital platforms for parenting and child health information
Ashfield et al., (2024)	Canada	Parents with young children	Digital health literacy	Lower digital health literacy	Digital vaccine information-seeking behavior
Johnson et al., (2023)	United States	Pregnant women and mothers	eHealth literacy	Low eHealth literacy	Social media use for maternal and child health information
Jia et al., (2025)	China	Mothers with children	Maternal digital competence	Low digital competence	Child health status and family health decision-making
Donelle et al., (2023)	Canada	Parents	Digital health literacy	Low digital health literacy	Online vaccine information-seeking behavior
Ahmed et al., (2025)	United Kingdom	Immigrant mothers	Digital health literacy capability	Digital literacy barriers	Access and use of digital family health information
Yao et al., (2022)	Canada	Postpartum parents	Use of digital platforms	Lower use of digital platforms	Online support and parenting health information
Khan et al., (2023)	Canada	Immigrant parents	Digital information-seeking ability	Low digital literacy	Use of digital media for family health information
Yin et al., (2021)	United States	Parents of children aged 0–12 years	Digital health literacy intervention	Before intervention or low literacy condition	Improvement of parents' digital health literacy
Pretorius et al., (2022)	Australia	Parents with children	Social media use and digital health literacy	Variation in digital literacy level	Social media as a source of child health information

The included studies involved diverse populations consisting primarily of mothers, parents, postpartum parents, immigrant parents, and pregnant women from several countries, including Canada,

the United States, China, Australia, and the United Kingdom. Most studies focused on digital health literacy, eHealth literacy, maternal digital competence, and digital information-seeking ability as the primary exposure or intervention variables. The outcome measures varied across studies and included social media utilization for child health information, online vaccine information-seeking behavior, parenting support, family healthcare decision-making, and child health literacy improvement. Variations were also identified in study designs, participant characteristics, digital platforms examined, and outcome measurements, indicating methodological and contextual heterogeneity among the included studies. Despite these differences, all studies consistently highlighted the important role of digital health literacy in influencing parents' ability to access, evaluate, and utilize child health information obtained through digital and social media platforms.

Although most included studies involved mothers and parents with children, one included study also involved pregnant women as participants. Pregnant women were included because pregnancy represents an early stage of maternal health information-seeking behavior and preparation for child healthcare practices. Pregnant women frequently access digital health information related to maternal and child health, including nutrition, immunization, infant care, and parenting preparation. Nevertheless, differences between pregnant women and parents actively caring for children were considered during the interpretation of the synthesis findings to minimize potential conceptual heterogeneity among participant groups.

DISCUSSION

The findings of this review consistently demonstrated that higher levels of digital health literacy were associated with better utilization of social media as a source of child health information. Bush et al. (2023) and Donelle et al. (2023) found that parents with higher digital health literacy were more capable of evaluating the credibility and reliability of online child health information obtained through digital platforms. Similarly, Ashfield et al. (2024) reported that parents with better digital health literacy demonstrated more appropriate vaccine information-seeking behavior through social media and online platforms. These findings indicate that digital health literacy plays an important role in helping parents critically assess health information before applying it to child healthcare decision-making. Several studies also highlighted the role of digital competence in influencing parenting and family healthcare practices. Jia et al. (2025) found that maternal digital competence contributed positively to family health decision-making and child health outcomes. Pretorius et al. (2022) reported that social media has become one of the primary sources of child health information among parents, particularly regarding child nutrition, immunization, and disease management. In addition, Yao et al. (2022) explained that digital platforms provided emotional support and parenting-related health information for postpartum parents. These findings suggest that digital platforms increasingly influence parenting behavior and family healthcare decision-making in the digital era.

The review findings also revealed that limited digital health literacy increased vulnerability to misinformation and inappropriate healthcare practices. Ahmed et al. (2025) and Khan et al. (2023) identified that parents with lower digital literacy skills experienced difficulties in evaluating online health information and accessing reliable digital health resources. This condition may increase the risk of misinformation exposure, particularly regarding child immunization, nutrition, and alternative healthcare practices. These findings indicate that inadequate digital health literacy may negatively affect the quality of child healthcare decision-making among parents and families. The findings of this review also demonstrated that digital health literacy influences how parents compare and verify health information obtained from multiple digital sources. Bush et al. (2023) reported that parents with adequate digital health literacy tended to cross-check health information from social media with healthcare professionals, official health websites, and evidence-based digital resources before making healthcare decisions for their children. This behavior reflects critical information-processing abilities that are important in reducing the influence of misinformation circulating on social media platforms.

Furthermore, Donelle et al. (2023) explained that parents with stronger digital health literacy skills were more confident in identifying misleading vaccine-related information on online platforms. Parents with limited digital literacy often experienced uncertainty when evaluating conflicting health information obtained from social media. These findings suggest that digital health literacy not only

affects information access but also influences parents' confidence and decision-making abilities regarding child healthcare practices. The review findings also indicated that social media platforms have become interactive environments that facilitate parenting communication and peer support among parents. Yao et al. (2022) found that postpartum parents frequently used digital platforms to seek emotional support, parenting experiences, and practical childcare advice from online communities. Similarly, Pretorius et al. (2022) explained that social media allows parents to share experiences regarding child nutrition, immunization, and child illness management. These findings indicate that social media functions not only as an information source but also as a social support system for parents in the digital era.

Another important finding identified in this review is the influence of sociocultural and demographic factors on digital health literacy behaviors. Ahmed et al. (2025) and Khan et al. (2023) reported that immigrant parents often experienced barriers related to language differences, limited digital literacy skills, and difficulties accessing trustworthy health information. These challenges may increase dependence on informal digital information sources and potentially increase vulnerability to misinformation. Therefore, digital health literacy interventions should consider cultural background, educational level, and accessibility to digital health resources. Several studies included in this review also demonstrated that digital platforms may positively contribute to improving health literacy and parenting knowledge when utilized appropriately. Yin et al. (2021) found that digital health literacy interventions significantly improved parents' understanding of child health information and their ability to evaluate online health resources. Similarly, Sakamoto et al. (2024) reported that parents who actively used child healthcare information applications demonstrated better health literacy levels and greater confidence in child healthcare decision-making. These findings suggest that digital platforms can serve as effective educational tools for improving parental health literacy.

However, the review findings also showed that excessive reliance on social media without adequate digital literacy skills may negatively affect parenting practices and child health outcomes. Sharevski and Vander Loop (2023) explained that misinformation related to immunization, alternative medicine, and child disease management frequently spreads through social media platforms and online communities. Dresch-Langley (2020) further emphasized that inappropriate digital media exposure may negatively affect children's health and family wellbeing when parents are unable to critically evaluate digital information. These findings highlight the importance of balancing digital media utilization with critical evaluation skills. The findings of this review are consistent with the eHealth Literacy Theory proposed by Norman and Skinner (2006), which explains that individuals with higher eHealth literacy are more capable of accessing, understanding, evaluating, and utilizing digital health information appropriately. The theory also emphasizes that eHealth literacy combines several competencies, including health literacy, media literacy, information literacy, and computer literacy. In the context of this review, mothers and parents with stronger digital health literacy skills tended to demonstrate more critical and selective behaviors when utilizing social media as a source of child health information.

The findings also demonstrated considerable heterogeneity among the included studies. Variations were identified in participant characteristics, study designs, digital platforms examined, and outcome measurements. Several studies involved mothers and parents with children, while others focused on immigrant parents, postpartum parents, and pregnant women. In addition, the included studies were conducted across different sociocultural settings, including Canada, the United States, China, Australia, and the United Kingdom. These differences may influence patterns of digital health information-seeking behavior and access to reliable digital health resources. Despite this heterogeneity, the overall findings consistently demonstrated the important relationship between digital health literacy and the utilization of social media for child health information. The findings of this review have important implications for public health policy and healthcare practice. Governments and healthcare institutions should strengthen digital health literacy programs targeting mothers and parents, particularly regarding the evaluation of online health information credibility and misinformation identification. Healthcare professionals should also actively utilize social media and digital platforms to disseminate evidence-based child health information that is accessible and understandable for the public. Strengthening collaboration between healthcare institutions, educational sectors, and digital

media platforms may help improve the quality of digital health communication and support safer utilization of social media for child healthcare information.

CONCLUSION

This study contributes theoretically by strengthening the understanding that digital health literacy is closely associated with parents' behavior in utilizing social media as a source of child health information. Nevertheless, several limitations should be acknowledged. The included studies demonstrated methodological and contextual heterogeneity, and most studies applied cross-sectional designs, limiting causal interpretation. In addition, several studies discussed digital media use broadly rather than focusing specifically on social media platforms. Therefore, future studies are recommended to conduct empirical quantitative and longitudinal research to further examine the relationship between digital health literacy, misinformation exposure, trust in social media, and child healthcare decision-making among mothers and parents.

REFERENCES

- Ahmed, F., Rahman, N., & Yusuf, S. (2025). Digital Health Literacy Among Immigrant Mothers and Access to Family Health Information. *Health Promotion International*, 40(6). <https://doi.org/10.1093/heapro/daaf152>
- American Academy of Pediatrics. (2025). Digital Ecosystems, Children, and Adolescents: Technical Report. *Pediatrics*, 157(2). <https://publications.aap.org/pediatrics/article/157/2/e2025075321/206128/Digital-Ecosystems-Children-and-Adolescents>
- Ashfield, S., Donelle, L., & Hoffman-Goetz, L. (2024). Digital Health Literacy and Parents' Vaccine Information-Seeking Behavior. *PLOS Global Public Health*, 4(2). <https://journals.plos.org/globalpublichealth/article?id=10.1371/journal.pgph.0003154>
- Badan Pusat Statistik. (2024). Profile of Mother and Child Health 2024. BPS Indonesia. <https://www.bps.go.id>
- Bush, R., Fellmeth, G., Anwar, M., Sondaal, S. F. V., & Opondo, C. (2023). An Investigation of mHealth and Digital Health Literacy Among New Parents During the COVID-19 Pandemic. *Frontiers in Digital Health*, 5. <https://www.frontiersin.org/journals/digital-health/articles/10.3389/fdgth.2023.1212694/full>
- Centers for Disease Control and Prevention. (2023). Social Media Use Among Parents and Women of Childbearing Age in the United States. *Preventing Chronic Disease*, 20. https://www.cdc.gov/pcd/issues/2023/22_0194.htm
- DataReportal. (2024). Digital 2024: Indonesia. <https://datareportal.com/reports/digital-2024-indonesia>
- Donelle, L., Ashfield, S., & Hoffman-Goetz, L. (2023). Parents' Online Vaccine Information Seeking and Digital Health Literacy. *PLOS Global Public Health*. <https://journals.plos.org/globalpublichealth/article?id=10.1371/journal.pgph.0003154>
- Dresp-Langley, B. (2020). Children's Health in the Digital Age. *ArXiv*. <https://arxiv.org/abs/2007.03447>
- Dugassa, H., Joos, E., MacKinlay, P., & Zhu, G. (2024). Screen Smarts: The Factors and Interventions of Media and Digital Health Literacy in Children and Adolescents. *The CHILD Journal*, 3(1). <https://doi.org/10.15173/child.v3i1.3911>
- Holly, L., Demaio, S., & Kickbusch, I. (2024). Public Health Interventions to Address Digital Determinants of Children's Health and Wellbeing. *The Lancet Public Health*, 9(9), e700--e704. [https://doi.org/10.1016/S2468-2667\(24\)00180-4](https://doi.org/10.1016/S2468-2667(24)00180-4)
- Jia, Y., Wang, L., & Chen, X. (2025). Impact of Maternal Digital Competence on Child Health Status. *Current Psychology*. <https://link.springer.com/article/10.1007/s12144-025-07795-y>
- Johnson, T., Williams, E., Brown, A., & Carter, N. (2023). eHealth Literacy and Social Media Use Among Pregnant Black Women. *Journal of Medical Internet Research*, 25, e45612. <https://doi.org/10.2196/45612>

- Khan, N., Ahmed, S., & Lee, J. (2023). Seeking Health in a Digital World: Digital Information-Seeking Among Immigrant Parents. *International Journal of Environmental Research and Public Health*, 20(18), 6754. <https://doi.org/10.3390/ijerph20186754>
- Long, H. A., French, D. P., & Brooks, J. M. (2020). Optimising the Value of the Critical Appraisal Skills Programme (CASP) Tool for Quality Appraisal in Qualitative Evidence Synthesis. *Research Methods in Medicine & Health Sciences*, 1(1), 31–42. <https://doi.org/10.1177/2632084320947559>
- Norman, C. D., & Skinner, H. A. (2020). eHealth Literacy: Essential Skills for Consumer Health in a Networked World. *Journal of Medical Internet Research*, 8(2), e9. <https://doi.org/10.2196/jmir.8.2.e9>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 Statement: An Updated Guideline for Reporting Systematic Reviews. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>
- Pretorius, K., Johnson, K. E., & Rew, L. (2022). Parents' Use of Social Media as a Health Information Source for Their Children: A Scoping Review. *Clinical Epidemiology and Global Health*, 15. <https://www.sciencedirect.com/science/article/pii/S1876285921006215>
- Sakamoto, M., Ishikawa, H., & Suzuki, A. (2024). Evaluation of Parents' Use of a Child Health Care Information App and Their Health Literacy: Cross-Sectional Study. *Journal of Medical Internet Research*, 26, e48478. <https://doi.org/10.2196/48478>
- Sharevski, F., & Vander Loop, J. (2023). Children, Parents, and Misinformation on Social Media. *ArXiv*. <https://arxiv.org/abs/2312.09359>
- Snyder, H. (2021). Literature Review as a Research Methodology: An Overview and Guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Thomas, J., & Harden, A. (2020). Methods for the Thematic Synthesis of Qualitative Research in Systematic Reviews. *BMC Medical Research Methodology*, 8(45), 1–10. <https://doi.org/10.1186/1471-2288-8-45>
- World Health Organization. (2024). Digital Determinants of Health. <https://www.who.int/europe/news/item/02-12-2024-new-who-and-london-school-of-economics-study-identifies-key-digital-factors-affecting-health>
- Yao, X., McGregor, C., & Zinga, D. (2022). Understanding Postpartum Parents' Experiences via Digital Platforms. *ArXiv*. <https://arxiv.org/abs/2212.11455>
- Yin, H. S., Johnson, M., & Mendelsohn, A. L. (2021). Digital Interventions to Improve Health Literacy Among Parents of Children Aged 0--12 Years. *Journal of Medical Internet Research*, 23(12), e31665. <https://doi.org/10.2196/31665>