Suárez-Perdomo, A., Rodríguez, J.A. & Rodrigo, M.J. (2026). Profiles satisfaction variability with the Positive Parent online program and its associated conditions. *Revista de Investigación Educativa, 44.* https://doi.org/106018/rie.691331

Traducido con DeepL

Profiles satisfaction variability with the Positive Parent online program and its associated conditions

Variabilidad en los perfiles de satisfacción con el programa online Educar en Positivo y sus condicionantes asociados

Arminda Suárez-Perdomo*[1] , Juan A. Rodríguez**, and ***María José Rodrigo

*Department of Educational Methodology and Research, University of La Laguna

**Department of History and Philosophy of Science, Education and Language, University of La Laguna

***Department of Developmental and Educational Psychology

Abstract

Educational web resources for parents have increased in recent years. Families turn to these resources to obtain advice from experts and other families, as well as training and information. Therefore, satisfaction with the educational and information-support processes provided through these resources is particularly important. This study examined the variability in satisfaction among 158 Spanish-speaking parents following completion of the online programme Educar en Positivo. Satisfaction profiles regarding usability, content satisfaction, and satisfaction with the parental role, together with their sociodemographic correlates, were analysed using measures of positive parenting and online parental support. The main results identified four clusters: Cluster 1 (9%), "Low satisfaction with the programme"; Cluster 2 (15%), "Partially moderate satisfaction"; Cluster 3 (39%), "Moderate satisfaction"; and Cluster 4 (37%), "High satisfaction". Significant differences were found between clusters according to educational level, implementation variables, family involvement, communication and stress management, shared activities, and the use of web-based resources, favouring participants in the higher-satisfaction clusters (Clusters 3

[1]**Correspondence**: Arminda Suárez-Perdomo, Department of Teaching and Educational Research, University of La Laguna. asuper@ull.edu.es

and 4; 76%). In conclusion, variability in satisfaction with the Educar en Positivo programme was associated with higher educational levels and with practices related to positive parenting and the use of online support resources, providing evidence of the educational quality of the programme

Keywords: satisfaction; positive parenting; online parental support; evidence-based program

Resumen

Los recursos web con fines educativos para padres y madres han aumentado en los últimos años. Las familias acuden a dichos recursos para encontrar consejos de expertos, de otras familias, formación e información. Por ello, la satisfacción sobre los procesos formativos e informativos de los recursos educativos son muy importantes para estas familias. Se estudió la variabilidad de la satisfacción de 158 padres y madres hispanohablantes al finalizar el programa online 'Educar en Positivo'. Se analizaron los perfiles de satisfacción sobre la usabilidad, satisfacción con el contenido y satisfacción con el rol parental y sus condicionantes sociodemográficos, usando medidas de parentalidad positiva y de apoyo parental online. Los principales resultados muestran cuatro conglomerados: Clúster 1 (9%) 'Baja satisfacción con el programa', Clúster 2 (15%) 'Satisfacción parcialmente moderada', Clúster 3 (39%) 'Satisfacción moderada' y Clúster 4 (37%) 'Alta satisfacción'. Se observaron diferencias significativas entre los clústeres en función del nivel educativo, las variables de implementación, la implicación familiar, la comunicación y control de estrés y las actividades compartidas y el uso de recursos web, a favor de los participantes de los clusters 3 y 4 de mayor satisfacción (76%). En conclusión, se observa que la variabilidad en el nivel de satisfacción con el programa 'Educar en Positivo' está relacionada con un mayor nivel educativo y sus prácticas relativas a la parentalidad positiva y el apoyo de recursos web, demostrando la calidad educativa de este programa.

Palabras clave: satisfacción; parentalidad positiva; apoyo parental online; programa basado en evidencias.

Introduction

The use of web-based resources for educational purposes has increased in recent years amongst families and professionals, in the wake of the COVID-19 pandemic (Burbach and Pote, 2021). Online parental support resources have expanded rapidly in response to parents' need to manage their children's education through digital means as an additional source of support (Garfan et al., 2021; Pratiwi et al., 2022). These resources address parental needs and promote the digitalisation of their personal experience, which has now become a completely normalised aspect of daily life (Lebel et al., 2021; Onishi,

2024), as might be expected in a digitalised society (Kraus et al., 2021). They include professional family support via a range of tools and communication channels, educational support programmes, blogs, websites, video conferences, etc. (Canário et al., 2022; Enebrink et al., 2012). The implementation and evaluation of these programmes have demonstrated that the effectiveness of online support is comparable to that of face-to-face programmes (Leijten et al., 2024), fostering innovative advances in the way professionals engage with families to offer parenting support (Onishi, 2024). The advantages of these resources lie in the ability to access a wide range of information on parenting education and practices immediately, the reduction of barriers to accessing professional advice and peer support, and the opportunity to resolve queries and learn about other parenting styles (Moon et al., 2019; Onishi, 2024; Xie et al., 2021). However, there are drawbacks that should be highlighted (Leijten et al., 2024): a) the difficulty of developing a close relationship or contact with professionals; b) the inability to exchange experiences with a peer group as a means of normalising concerns regarding parenting practices, as these programmes are typically designed for individual rather than group participation; c) the difficulty in putting the recommendations or activities developed online into practice, with participants often limiting themselves to simply reading the content.

The growing popularity of online parenting resources is accompanied by positive evaluations that compare their effectiveness with the support parents might receive in person (Leijten et al., 2024). Online programmes have demonstrated their effectiveness over the years due to their flexibility, enhancing access, participation, adherence and parental benefit (Canário et al., 2022). Furthermore, they allow participants to remain anonymous, which encourages self-disclosure through a sense of freedom that makes it easier to share the difficulties of parenting without fear of being judged (Leijten et al., 2024). As regards the types of online resources for parenting support, the following can be found (Canário et al., 2022): a) professional support, including materials and resources developed by professionals and made available to families via the internet, which typically provide information on positive parenting, proactive parenting and relationship-building; b) psychoeducational websites and apps, which usually include written, audio or video material with information on difficulties, concerns, etc., which parents can consult at their leisure; c) structured, self-directed online programmes, which are usually online versions of face-to-face programmes; d) family support via video conferencing, a form of ‘ ’ support developed by professionals through video calls; these are sometimes part of evidence-based programmes that incorporate group or individual video calls; e) peer support, in which parents obtain information on parenting practices from the experiences shared by other parents, supporting one another through forums, social media, etc. In the

case of structured face-to-face and online programmes, there is a wide range that have proven effective in supporting parenting. For example, Rodrigo et al. (2023) produced a special issue in which they identified programmes implemented between May 2020 and April 2021, compiling a list of 57 programmes implemented in the educational, health, social and community sectors. Their contribution has highlighted the growing use in Spain of structured family support programmes—whether face-to-face, online or blended—to promote universal, selective and indicated preventive measures within the framework of Positive Parenting initiatives.

One of the most notable examples of these structured programmes is 'Educar en Positivo' (http://educarenpositivo.es), which arose from the need to create online training spaces for families to promote positive parenting as a necessary protective factor in fostering positive behaviour in the fulfilment of the parental role (Rodrigo et al., 2016). Both the website and the programme, hosted on a Moodle platform, are managed via a content management system; its blended-learning format offers forums with other participants and space for personal journals. The programme consists of five modules: *Module 1.* The Internet: A Resource for the Family, aimed at parents whose children have started or are already using ICT resources, with the aim of learning an effective way to educate and guide such use; *Module 2.* Improving Family Relationships, aimed at parents of teenagers, to help them understand their children's needs and learn to communicate in a positive way; and, *Module 3.* Understanding and Guiding Children's Behaviour, aimed at parents of children aged 0 to 6, to help them understand and adapt to their children's needs and developmental stages; *Module 4*. 'My Child Is Different: Helping Them Grow', aimed at parents of children with functional diversity, with the aim of helping them come to terms with the news and fostering the creation of a more equal and inclusive social reality; and, *Module 5*. Nutrition and health: a challenge for the family, aimed at parents of children aged 0 to 6, with the aim of promoting a healthy diet and healthy habits within the family (Torres et al., 2014). The programme has been extensively evaluated, with its effectiveness assessed through an analysis of participants' experiences since its implementation in July 2013 (Suárez et al., 2018; Suárez-Perdomo et al., 2022; Suárez et al., 2016; Suárez-Perdomo et al., 2024). Previous studies observed positive changes and benefits following the programme in terms of adopting a parenting role based on positive parenting practices, with a high level of self-efficacy, motivated by the content of the modules and by the use of the programme's forums and proposals for commitments to change (Suárez et al., 2018; Suárez-Perdomo et al., 2022; Suárez-Perdomo et al., 2024).

A less-explored area regarding the programme's effectiveness is user satisfaction, as in a programme focused on the acquisition of parenting skills, it is essential to assess satisfaction and acceptability from the users' perspective regarding the programme's content

(Qu et al., 2022). Salonen et al. (2011) define parental satisfaction as a pleasant and rewarding feeling arising from the exercise of parental roles, including a sense of satisfaction from carrying out caregiving tasks and from the extent to which one meets one's own expectations of being a parent. Blended online parenting programmes can be satisfying because they provide the means and opportunities to receive and give support anonymously, thereby improving accessibility, engagement and impact; in turn, this increases the level of parental satisfaction (Russell et al., 2016; Wu et al., 2024). As Luna-Perejón et al. (2019) point out, it is more effective to evaluate the user's experience in their real-world environment, as this can significantly alter the results obtained in other realistic scenarios. Specifically, the user's perceived satisfaction is a key factor in people's acceptance of and engagement with web applications. One of the aspects assessed in an online application or programme is usability, understood as the ease of use of the device (Lewis, 2012). User satisfaction with usability helps to understand the programme's impact from the perspective of non-computer-literate users (Ferreira et al., 2020). For its part, the design of online content can be one of the factors that contributes most to user satisfaction (Kuo et al., 2013). The organisation of the content, its layout, presentation and ease of online access can influence the quality of users' interaction with the programme. Including multimedia tools, videos, fun activities, etc. can stimulate motivation to learn and, consequently, increase user interaction with and satisfaction with the content (Havice et al., 2010). Furthermore, the construction of the parental role is an important factor in parents' motivation to engage in parenting tasks (Williams-Johnson & Gonzalez-DeHass, 2022). Perceived competence in the parental role refers to parents' ability to carry out their tasks, such as managing the demands of child-rearing and utilising the parenting skills they possess (Yang et al., 2020). Consequently, satisfaction with the online programme may be an important factor, potentially linked to the promotion of improved parent-child relationships, family relationships and parents' quality of life (Cho et al., 2015).

It is therefore necessary to continue evaluating the 'Educar en Positivo' programme with two new objectives: 1) to analyse the variability in participants' satisfaction profiles upon completion of the 'Educar en Positivo' online programme. This objective refers to the need to assess inter-individual differences in satisfaction with an online programme, relating to its usability, type of content and impact on parenting – areas that have not yet been explored. It is generally recognised that participation in parenting support programmes is usually accompanied by a high degree of satisfaction and a sense of increased competence (Flujas-Contreras et al., 2021). However, observing the possible variability in the degree of satisfaction amongst fathers and mothers in an online programme can help to understand the programme's true impact and the differing ways in

which fathers and mothers benefit from it, by identifying various satisfaction profiles. 2) To identify the socio-demographic factors, programme implementation conditions, positive parenting practices, and the online parental support received following participation that are associated with these satisfaction profiles. The level of satisfaction and its variability may be related to socio-demographic characteristics. Thus, mothers tend to report higher levels of satisfaction than fathers in training programmes (Salonen et al., 2010). Furthermore, a higher educational level among participants may also be associated with satisfaction with the programme (Kuo et al., 2014). Less explored is the extent to which the quality of implementation, the level of positive parenting practices and the online parental support received are related to the differing satisfaction profiles.

Method

Participants

A total of 158 parents took part in the study; 86.1 per cent were women and 13.9 per cent were men, aged between 21 and 59 years (M 33.03, SD 8.44). The participants were from Spain and Latin America (Chile, Colombia, Argentina, Mexico and Bolivia). The remaining sociodemographic data are shown in Table 1.

Table 1
Sociodemographic distribution of participants.

Variables	*M (SD) / %*
	Participants
	***n* = 158**
Gender. Mothers	86.1
Age	33.03 (8.44)
Educational attainment (%)	
Secondary/Vocational Training	3.8
Graduate	22.8
Master's degree	40.5
PhD	32.9
Employment status: Employee (%)	58.9
Country of residence (%)	

Spain	70.9
Latin America	29.1
Age of children	4.84 (4.3)

Instruments

Each of the instruments and the timing of their collection are described below:

Sociodemographic data, collected at the start of the programme, measure descriptive characteristics of participants such as gender (mother, father), age, educational level (no formal education, primary, secondary/vocational training, bachelor's degree, master's degree and PhD), employment status (employed, unemployed), country of residence, and age of children.

Programme implementation (Suárez et al., 2018), recorded automatically during the programme's delivery by the online platform itself: (a) Participation modules (modules 1 to 5); (b) Participation in the module forum (none, at least once, between two and three times, four times); (c) Use of the diary with a commitment to change (none, at least once, between two and three times).

Programme Satisfaction Scale (Suárez et al., 2018), recorded at the end of the programme, measures participants' level of satisfaction regarding the usability of the programme, its content and the impact they observe on their parenting practice; it comprises 14 items on a 1–5 Likert scale. This scale comprises three factors: (1) Usability (α = .78, 4 items): ease of access to the programme (1 very difficult to 5 very easy), duration of the activities (1 very long to 5 appropriate), clarity of the objectives (1 unclear to 5 clear), clarity of language (1 very difficult to 5 very easy); (2) Content (α = .84, 5 items): a scale ranging from 1 (strongly disagree) to 5 (strongly agree) for each item: the content is innovative, it enables participants to change their behaviour, interesting topics were covered, the forum content was interesting, keeping the diaries was interesting; (3) Impact on Parenting (α = .88, 5 items): a scale ranging from 1 (strongly disagree) to 5 (strongly agree) for each item: improving my perception of my role as a parent; reflecting on difficulties in parenting; improving my relationships with my children; putting what I have learnt into practice; observing improvements as a result of putting what I have learnt into practice. The scale as a whole achieved high validity (α = .90)

Positive Parenting Scale (PPS, Suárez et al., 2016b), administered at the end of the programme, which measures parenting practices associated with the Principles of Positive Parenting for both face-to-face parenting programmes and online support programmes. It comprises 18 items on a Likert scale ranging from 1 (never) to 5 (very often) for each

item. The PPS comprises four factors: (1) Family involvement (α = .82, 3 items): 'I encourage us to have shared dreams and goals as a family', 'I ensure we share household chores amongst everyone', 'I encourage us to solve problems together', (2) Affection and recognition (α = .89, 6 items), for example: "I make an effort to show my children my affection", "I let my children know that I trust them"; (3) Communication and stress management (α = .81, 6 items), for example: "I listen to my child when they tell me about a concern or problem", "I encourage us to express our emotions, whether arising from conflicts or happy moments"; (4) Shared activities (α = .75, 3 items): "I encourage us to have lunch and dinner as a family", "I accompany and support my children in their extracurricular activities", "I look for and organise leisure activities for the whole family to enjoy together". The scale as a whole achieved high validity (α = .91)

The Online Parental Support Scale (EAPO, Suárez et al., 2016a), administered at the end of the programme, measures parents' perceptions of online parental support. It comprises 21 items on a Likert scale ranging from 1 (never) to 5 (very often). The scale comprises five factors: (1) Use of web resources (α = .75, 3 items): 'participation in a blog, forum or online chat with educational content', 'I have advised an acquaintance to take part in an online educational support programme', 'I believe there are websites and blogs that offer an objective view of the problems of family life'; (2) Exchange of advice (α = .78, 4 items), for example: 'Advice from an online expert on bringing up children is important', 'I value supporting other parents by reading and commenting on the messages they have posted on forums, …'; (3) Parental self-efficacy (α = .86, 3 items): "I find useful ideas that resolve my doubts about bringing up my children", "they broaden my perspective on important educational issues", "they boost my self-esteem as a parent"; (4) Parenting skills (α = .79, 7 items), examples: "they change the way I bring up my children", "they improve my family's health habits"; (5) Emotional support (α = .85, 4 items), examples: "I find people I can trust", "they understand and support my views". The scale as a whole achieved high validity (α = .89)

Procedure

Prior to the programme's implementation, approval was obtained from the University of La Laguna's Ethics and Animal Welfare Committee (CEIBA2021-3114). Participants accessed the 'Educar en Positivo' website (http://educarenpositivo.es), where the programme is hosted, of their own accord, as well as via the programme's main social media channels, such as Facebook and X (formerly known as Twitter). Parents completed one module of the programme. As the programme was open access and parents could

choose the module that best suited their needs, participants completed the same assessment tools, described in the following section, each within their respective module. Furthermore, the system automatically saved records of participation in forums and use of the diary, which served as measures of implementation, for subsequent analysis.

Data analysis

In a preliminary analysis, missing data on items were imputed using missing value analysis. Where more than 10 per cent of the items in a questionnaire were missing, the case was excluded from the relevant analysis. Where missing data accounted for <10%, the standard SEM operational product was used to impute the data, after verifying that the missing data were completely at random (MCAR) using the *Missing Completely at Random* (MCAR) test. Furthermore, a correlation analysis between the variables was carried out using Pearson's correlation coefficient.

For the first objective, a hierarchical cluster analysis was carried out using Ward's method (1963). The scores obtained for satisfaction with the module in which participants took part were standardised to z-scores. Subsequently, a one-way analysis of variance (ANOVA) was carried out, along with Scheffé's post hoc tests, to determine whether there were differences between the clusters with regard to each of the factors comprising the satisfaction questionnaire. The *partial* η^2*statistic* was also used to examine the effect size (Cohen, 1988).

For the second objective, a chi-squared analysis was carried out, cross-tabulating the clusters with the sociodemographic data. A univariate analysis of variance (ANOVA) was also carried out using the clusters and the implementation measures. Finally, a multivariate analysis of variance (MANOVA) was carried out using both the online parental support scale and the positive parenting scale. The *partial* η^2*statistic* was also used to examine the effect size (Cohen, 1988). SPSS v26 was used to perform the statistical analyses in all cases.

Results

Preliminary results

The main descriptive results were obtained for both the implementation (modules and forums) and the scales measuring satisfaction with the programme, positive parenting and online parental support, which formed part of the evaluation of the 'Educar en Positivo' programme.

With regard to implementation, the results for the modules were as follows: 22.2 per cent took part in Module 1, 'The Internet: a resource for the family'; 17.7 per cent in Module 2, 'Improving family relationships'; 26.6 per cent in Module 3, 'Understanding and guiding children's behaviour'; 15.2 per cent took part in Module 4, 'Our Child Is Different: Let's Help Them Grow'; and the remaining 18.4 per cent completed Module 5, 'Nutrition and Health: A Challenge for the Family'. The results from the forums indicate that, on average, participants accessed the forums twice (M = 2.37, SD = 1.0): 26.6 per cent of participants accessed the forum once, 23.4 per cent twice, 36.1 per cent three times and 13.9 per cent four times; (c) regarding the diaries, the average usage was two times (M = 2.23, SD = 0.84): 26.6 per cent of participants accessed the diaries once, 23.4 per cent twice and 50 per cent three times.

With regard to satisfaction with the programme, the results show high mean scores; for example, in terms of usability, a high level of satisfaction was observed on average (M = 3.64, SD = .73), as well as in satisfaction with the content (M = 3.42, SD = .85) and satisfaction with the parental role (M = 3.42, SD = .89). As for the descriptive results obtained on the Positive Parenting Scale, high mean scores were observed across all factors relating to the following practices: Family Involvement (M = 3.42, SD = .54), Affection and Recognition (M = 3.64, SD = .43), Communication and Stress Management (M = 3.37, SD = .42), Shared activities (M = 3.49, SD = .46). Finally, the results regarding the Online Parental Support scale showed medium-high means for: Use of web resources (M = 3.67, SD = .81), Exchange of advice (M = 4.12, SD = .62), Parental self-efficacy (M = 3.64, SD = .97), Parenting skills (M = 3.97, SD = .62) and Emotional support (M = 3.80, SD = .86).

Satisfaction profiles and significant differences

To address the first objective, a cluster analysis was carried out. An adequate solution comprising 4 clusters was observed, taking into account the significance of the final clusters. Examination of the dendrogram confirmed this solution, as it represented a better balance between the sample size and the number of subjects per cluster. The hierarchical solution comprising four clusters was replicated using the k-means iterative partitioning method (n = 158). The cumulative distance between Cluster 1 and Cluster 2 was 1.662; with respect to Cluster 3 it was 2.015; and with Cluster 4 it was 3.055. The distance between Cluster 2 and Cluster 3 was 3.066, whilst the distance to Cluster 4 was 1.448. Finally, the distance between Cluster 3 and Cluster 4 was 4.361. Table 2 below shows the mean scores obtained in each cluster, the ANOVA score, the sample effect and the post hoc comparisons.

Table 2

Contents of the final clusters showing significant differences in satisfaction factors.

	Clusters				Differences		
	1. Low satisfaction (n = 19)	2. Partial satisfaction (n = 24)	3. Moderate satisfaction (n = 62)	4. High satisfaction (n = 53)	*F* (3.154)	ηp^2 *partial*	*Post hoc*
Usability	2.06 (.35)	3.44 (.38)	3.79 (.34)	4.12 (.45)	135.46 *	.72	3-1* 3-2* 3-1* 4-1* 4-2* 4-3*
Satisfaction with the content	2.20 (.58)	2.83 (.49)	3.48 (.37)	4.40 (.39)	153.09 *	.74	2-1* 3-1* 3-2* 4-1* 4-2* 4-3*
Satisfaction with the role of a parent	2.35 (66)	2.25 (.55)	3.49 (.35)	4.26 (.42)	147.12 *	.74	3-1*3-2* 4-1* 4-2* 4-3*

Note: *< .001

According to the data obtained, Cluster 1, comprising 19 participants, shows low satisfaction across the three factors analysed. It is therefore a 'Low satisfaction with the programme' cluster. With regard to Cluster 2, comprising 24 participants, it shows moderate satisfaction with usability and content, and low satisfaction with the parental role. This is a 'Partially moderate satisfaction with the programme' cluster. As for Cluster 3, comprising 62 participants, moderate satisfaction is observed in terms of usability, content and the parental role. This is a 'Moderate satisfaction with the programme' cluster. In the third cluster, comprising 19 participants, the following was observed. The fourth cluster, comprising 53 participants, showed high satisfaction with usability, content and the parental role. Therefore, this is a cluster showing 'High satisfaction with the programme'.

Identification of satisfaction cluster types

In response to Objective 2, a significant relationship was observed with regard to educational level ($x^2(9) = 29.46$, $p < .001$), as graduates were over-represented in Cluster 3 (Moderate satisfaction; *rz* = 4.5) and under-represented in Cluster 1 (Low satisfaction; *rz* = -3.3).

Furthermore, a significant difference was observed in terms of the frequency with which participants accessed the forums ($F(3,154) = 2.62$, $p<.05$, $\eta^2 = .049$). Post hoc analysis reveals a difference between Cluster 4 (High satisfaction; M = 2.53, SD = .99) and Cluster 1 (Low satisfaction; M = 1.87, SD = .99). Participants with high satisfaction accessed the forums more frequently than those with low satisfaction.

A significant difference was found in the number of times participants accessed the diary ($F(3,154) = 2.96$, $p < .05$, $\eta^2 = .055$). Post hoc analysis revealed a difference between Cluster 4: High satisfaction (M = 2.72, SD = .84) and Cluster 4: Low satisfaction (M = 2.04, SD = .99). Participants with high satisfaction accessed their personal diaries more frequently than those with low satisfaction.

Significant differences were observed between the profiles and across almost all factors of positive parenting (see Table 3). Significant differences were found between Cluster 4 (High satisfaction) and Cluster 2 (Partially moderate satisfaction) in terms of family involvement, communication, stress management and shared activities. In the latter case, significant differences were observed between Cluster 4 (High satisfaction) and Cluster 1 (Low satisfaction), as well as differences between Cluster 3 (Moderate satisfaction) and Cluster 2 (Partially moderate satisfaction). 's multivariate analysis proved significant ($F(4,153) = 6.11$, $p < .001$, $\eta^2 = .137$). In all cases, Cluster 4 (High satisfaction) shows greater family involvement, communication and stress management, and shared activities than Cluster 2 (Partially moderate satisfaction); and, in the case of shared activities, it also shows a difference compared with Cluster 1 (Low satisfaction).

Table 3
Mean and standard deviation of the positive parenting factors and their differences across satisfaction profiles.

	1. Low satisfaction (n = 19)	2. Partial satisfaction (n = 24)	3. Moderate satisfaction (n = 62)	4. High satisfaction (n = 53)	Flev	*F* (3,154)	η^2	Post hoc
Family involvement	3.18 (.42)	3.15 (.56)	3.46 (.57)	3.19 (.42)	.26	3.79**	.069	4-2*
Affection and recognition	3.37 (.40)	3.47 (.47)	3.68 (.35)	3.52 (.39)	6.59***	2.42	.045	
Communication and stress management	3.26 (.52)	3.26 (.60)	3.55 (.56)	3.31 (.60)	.64	3.68*	.067	4-1*
Shared activities	3.50 (.38)	3.54 (.54)	3.72 (.38)	3.67 (.41)	1.97	7.90***	.133	3-2* 4-2*** 4-1*

Note: *< .05; **< .01; *** < .001

Finally, although significant results were observed overall (F (4,153) = 2.49, $p < .05$, η^2 = .076) regarding the use of online support, differences were only observed between the identified profiles in the factor relating to the use of web resources (F_{lev} = 4.05, $p < .01$; F (4,153) = 2.96, $p < .05$, η^2 = .055). However, in the post hoc analyses, no significant differences were observed between the clusters.

Discussion

This study was designed to provide evidence on satisfaction with the 'Educar en Positivo' online programme. The programme had previously been evaluated— —specifically regarding the effectiveness of the content and the learning process among participants (Suárez et al., 2018; Suárez-Perdomo et al., 2022; Suárez et al., 2016; Suárez-Perdomo et al., 2024). However, to complete the study of the programme's quality, it is essential to analyse the variability in satisfaction, as this enables an understanding of the perceived impact on parents of the content, resources and learning process they received (Manrique-

Millones et al., 2023). Accordingly, two objectives were set: to analyse the variability in the satisfaction profiles of participants in the 'Educar en Positivo' programme upon completion of a module; and to identify the sociodemographic factors, implementation factors, positive parenting practices and online parental support received that are associated with these profiles.

With regard to the first objective, considerable variability was observed in participants' levels of satisfaction with their experience of taking part in the 'Educar en Positivo' programme. Participants in Cluster 1 (Low satisfaction, 9 per cent) reported low satisfaction regarding the programme's usability, its content and their own parenting role. Participants in Cluster 2 (Partially Moderate Satisfaction, 15 per cent) reported low satisfaction with their parenting role, but considered both the ease of use of the programme's resources and the content and activities themselves to be moderately interesting. Participants in Cluster 3 (Moderate Satisfaction, 39 per cent) reported medium-high satisfaction with the ease of use of the programme's resources and medium satisfaction with the content and their own parenting role. Finally, participants in Cluster 4 (High satisfaction, 37 per cent) reported high satisfaction with the ease of use of the programme's resources, its content and activities, and their own parenting role. In summary, the 'Educar en Positivo' programme works quite well, with medium-high satisfaction reported by 76 per cent of parents (Clusters 3 and 4) and lower satisfaction among the remaining 24 per cent (Clusters 1 and 2). Consequently, the programme fosters medium-to-high satisfaction among the majority of people who access and complete any of the modules, demonstrating the high effectiveness of the resource, its content and the learning it offers (Manrique-Millones et al., 2023). This result shows that, although there was considerable variation in participants' levels of satisfaction with their participation in the 'Educar en Positivo' programme, those who access its content and learning process have a positive experience (Leijten et al., 2024).

Once the parents had completed the programme and expressed their level of satisfaction, an investigation was carried out into the factors associated with both the sociodemographic variables (educational attainment), the implementation (number of times they participated in the forum and kept the diary), positive parenting practices (family involvement, affection and recognition, communication, stress management and shared activities) and online r parental support (use of web resources, exchange of advice, parental self-efficacy, parenting skills and emotional support). The results revealed factors associated with educational attainment, with university-educated participants in particular reporting moderate satisfaction with the programme. With regard to the quality of implementation, those who made the most use of the programme's online resources (forums and diaries) were the ones who reported the highest satisfaction ratings (Kuo et al., 2014;

Salonen et al., 2010; Suárez-Perdomo et al., 2022). These results demonstrate that the quality of implementation in an online programme is also key to improving programme outcomes.

As for the factors associated with parenting practices themselves, participants in clusters 3 and 4 showed the greatest differences in their levels of satisfaction regarding family involvement, communication and stress management, and shared activities. In other words, the parents who expressed the greatest satisfaction with the programme were also those who best understood the importance of demonstrating greater family involvement, particularly in promoting positive communication and stress management, whilst placing importance on shared family leisure time (Suárez-Perdomo et al., 2022).

We can thus see that the 'Educar en Positivo' online programme demonstrates a high quality of learning process, as it offers a structured training programme that allows for flexibility and ease of use, whilst providing resources and materials developed by professionals (Canário et al., 2022; Qu et al., 2022). Given that a high level of satisfaction is observed amongst the majority of users, this suggests that participating in structured online programmes is an enjoyable experience, through the acquisition of knowledge useful for their daily lives and the positive feeling of having contributed to improving their parenting practices (Flujas-Conteras et al., 2021; Leijten et al., 2024; Suárez-Perdomo et al., 2022).

This study has limitations that should be addressed in future research. Firstly, the programme sample was a convenience sample, as it comprised parents who volunteered to take part and selected the module that most interested them, without first ascertaining whether these groups had different socio-demographic profiles to ensure the representativeness of the sample. Secondly, the data were collected using a self-report questionnaire which, whilst demonstrating a high level of reliability, means that potential biases in data collection—such as social desirability or the respondent's interpretation of the questions based on their self-perception—should be taken into account. Work is currently underway to improve the content, add further material and update the software at for this multimedia resource; for this reason, the link on the supporting website is temporarily unavailable.

In short, the 'Educar en Positivo' programme, which has proven its great usefulness and high quality as an educational programme, offers an online resource designed to provide training in positive parenting for parents who are independently seeking online resources and support. Furthermore, recognition of the importance of digital skills training for professionals working with families is gaining momentum in Spain (Byrne et al., 2024). The evidence presented here provides further proof that, with such training, it is possible to channel part of the effort into supporting families by encouraging them, through the

service or organisation itself, to take part in online programmes of this kind. This broadens the scope of preventive care and alleviates some of the burden of individual care in situations of moderate psychosocial risk.

References

Burbach, F., & Pote, H. (2021). Digital approaches–a paradigm shift? *Journal of Family Therapy*, *43*(2), 169–184. https://doi.org/10.1111/1467-6427.12336

Byrne, S., Rodríguez, G., Álvarez, M., Gutiérrez-Rodríguez, N., Rodrigo, M. J., Padilla, S., & Martín, J. C. (2024). Professionals' digital competences and user profiles in social agencies and their impact on professional practice, family autonomy and wellbeing. *Frontiers in Psychology*, *15*, 1363444. https://doi.org/10.3389/fpsyg.2024.1363444

Canário, A. C., Byrne, S., Creasey, N., Kodyšová, E., Kömürcü Akik, B., Lewandowska-Walter, A., Modić Stanke, K., Pećnik, N., & Leijten, P. (2022). The use of information and communication technologies in family support across Europe: A narrative review. *International Journal of Environmental Research and Public Health, 19*(3), 1488. https://doi.org/10.3390/ijerph19031488

Cho, O. H., Yoo, Y. S., & Hwang, K. H. (2015). Comparison of parent–child communication patterns and parental role satisfaction among mothers with and without breast cancer. *Applied Nursing Research*, *28*(2), 163–168. https://doi.org/10.1016/j.apnr.2014.09.005

Cohen, J. (1988). *Statistical power analysis for the behavioural sciences* (2nd ed.). Lawrence Erlbaum Associates.

Enebrink, P., Högström, J., Forster, M., & Ghaderi, A. (2012). Internet-based parent management training: A randomised controlled study. *Behaviour Research and Therapy*, *50*(4), 240–249. https://doi.org/10.1016/j.brat.2012.01.006

Ferreira, J. M., Acuña, S. T., Dieste, O., Vegas, S., Santos, A., Rodríguez, F., & Juristo, N. (2020). Impact of usability mechanisms: An experiment on efficiency, effectiveness and user satisfaction. *Information and Software Technology*, *117*, 106195. https://doi.org/10.1016/j.infsof.2019.106195

Flujas-Contreras, J. M., García-Palacios, A., & Gómez, I. (2021). Effectiveness of a web-based intervention on parental psychological flexibility and emotion regulation: A pilot open trial. *International Journal of Environmental Research and Public Health*, *18*(6), 2958. https://doi.org/10.3390/ijerph18062958

Garfan, S., Alamoodi, A. H., Zaidan, B. B., Al-Zobbi, M., Hamid, R. A., Alwan, J. K., Ahmaro, I. Y. Y., Khalid, E. T., Jumaah, F. M., Albahri, O. S., Zaidan, A. A., Albahri, A. S., Al-Qaysi, Z. T., Ahmed, M. A., Shuwandy, M. L., Salih, M. M., Zughoul, O., Mohammed, K. I., & Momani, F. (2021). Telehealth utilisation during the COVID-19 pandemic: A systematic review. *Computers in Biology and Medicine, 138*, 104878. https://doi.org/10.1016/j.compbiomed.2021.104878

Havice, P. A., Davis, T. T., Foxx, K. W., & Havice, W. L. (2010). The impact of rich media presentations on a distributed learning environment: Engagement and satisfaction of undergraduate students. *Quarterly Review of Distance Education*, *11*(1), 53. https://www.learntechlib.org/p/106658/

Kraus, S., Jones, P., Kailer, N., Weinmann, A., Chaparro-Banegas, N., & Roig-Tierno, N. (2021). Digital transformation: An overview of the current state of the art in research. *Sage Open*, *11*(3), https://doi.org/10.1177/21582440211047576

Kuo, Y. C., Walker, A. E., Belland, B. R., & Schroder, K. E. (2013). A predictive study of student satisfaction in online education programmes. *International Review of Research in Open and Distributed Learning*, *14*(1), 16–39. https://doi.org/10.19173/irrodl.v14i1.1338

Kuo, Y. C., Walker, A. E., Schroder, K. E., & Belland, B. R. (2014). Interaction, Internet self-efficacy, and self-regulated learning as predictors of student satisfaction in online education courses. *The Internet and Higher Education*, *20*, 35–50. https://doi.org/10.1016/j.iheduc.2013.10.001

Lebel, V., Héon, M., Juneau, A. L., Collette, K., & Feeley, N. (2021). The development of a digital educational programme with parents of preterm infants and neonatal nurses to meet parents' educational needs. *Journal of Neonatal Nursing*, *27*(1), 52–57. https://doi.org/10.1016/j.jnn.2020.06.004

Leijten, P., Rienks, K., Groenman, A. P., Anand, M., Kömürcü Akik, B., David, O., Kızıltepe, R., Thongseiratch, T., & Canário, A. C. (2024). Online parenting support: Meta-analyses of non-inferiority and additional value to in-person support. *Children and Youth Services Review, 159*, 107497. https://doi.org/10.1016/j.childyouth.2024.107497

Lewis, J. R. (2012). Usability testing. In G. Salvendy (Ed.), Handbook of human factors and ergonomics (4th ed., pp. 1267–1312). Wiley. https://doi.org/10.1002/9781118131350.ch46

Luna-Perejon, F., Malwade, S., Styliadis, C., Civit, J., Cascado-Caballero, D., Konstantinidis, E., Abdul, S. S., Bamidis, P. D., Civit, A., & Li, Y.-C. J. (2019). Evaluation of user satisfaction and usability of a mobile app for smoking cessation. *Computer Methods and Programs in Biomedicine, 182*, 105042. https://doi.org/10.1016/j.cmpb.2019.105042

Manrique-Millones, D., Lingán-Huamán, S. K., & Dominguez-Lara, S. (2023). University students' satisfaction with online teaching: a structural analysis of a scale. *Psychological Sciences*, *17*(2), e3193. https://doi.org/10.22235/cp.v17i2.3193

Moon, R. Y., Mathews, A., Oden, R., & Carlin, R. (2019). Mothers' perceptions of the internet and social media as sources of parenting and health information: a qualitative study. *Journal of Medical Internet Research*, *21*(7), e14289. https://doi.org/10.2196/14289

Onishi, R. (2024). Parental Information-Use Strategies in a Digital Parenting Environment and Their Associations With Parental Social Support and Self-Efficacy: Cross-Sectional Study. *JMIR Pediatrics and Parenting*, *7*, e58757. https://doi.org/10.2196/58757

Pratiwi, H., Hasanah, N. I., Purnama, S., Ulfah, M., & Saripudin, A. (2022). Adaptation to digital parenting during a pandemic: A case study of parents in higher education. *South African Journal of Childhood Education*, *12*(1), 1–12. https://doi.org/10.4102/sajce.v12i1.1166

Qu, L., Chen, H., Miller, H., Miller, A., Colombi, C., Chen, W., & Ulrich, D. A. (2022). Assessing the satisfaction and acceptability of an online parent coaching intervention: A mixed-methods approach. *Frontiers in Psychology*, *13*, 859145. https://doi.org/10.3389/fpsyg.2022.859145

Rodrigo, M. J., Almeida, A., & Reichle, B. (2016). Evidence-Based Parent Education Programmes: A European Perspective. In J. Ponzetti (Ed.), *Evidence-based parenting education: A global perspective* (pp. 85–104). Routledge.

Rodrigo, M. J., Hidalgo, V., Byrne, S., Bernedo, I. M., & Jiménez, L. (2023). Evaluation of programmes under the positive parenting initiative in Spain: Introduction to the special issue. *Educational Psychology. Journal of Educational Psychologists*, *29*(1), 1–13. https://doi.org/10.5093/psed2022a5

Russell, B. S., Maksut, J. L., Lincoln, C. R., & Leland, A. J. (2016). Computer-mediated parenting education: Digital family service provision. *Children and Youth Services Review*, *62*, 1–8. https://doi.org/10.1016/j.childyouth.2016.01.012

Salonen, A. H., Kaunonen, M., Åstedt-Kurki, P., Järvenpää, A. L., Isoaho, H., & Tarkka, M. T. (2010). Parenting satisfaction during the immediate postpartum period: factors contributing to mothers' and fathers' perceptions. *Journal of Clinical Nursing*, *19*(11–12), 1716–1728. https://doi.org/10.1111/j.1365-2702.2009.02971.x

Salonen, A. H., Kaunonen, M., Åstedt-Kurki, P., Järvenpää, A. L., Isoaho, H., & Tarkka, M. T. (2011). Effectiveness of an internet-based intervention enhancing Finnish parents' parenting satisfaction and parenting self-efficacy during the postpartum period. *Midwifery*, *27*(6), 832–841. https://doi.org/10.1016/j.midw.2010.08.010

Suárez, A., Byrne, S., & Rodrigo, M. J. (2016a). Validation of the Online Parental Support Scale (EAPO). *Journal of Studies and Research in Psychology and Education*, *3*(1), 36–43. https://doi.org/10.17979/reipe.2016.3.1.1527

Suárez, A., Byrne, S., & Rodrigo, M. J. (2016b). Validation of the Positive Parenting Scale (PPS) for evaluating face-to-face and online parental support programmes. *Journal of Studies and Research in Psychology and Education*, *3*(2), 112–120. https://doi.org/10.17979/reipe.2016.3.2.1883

Suárez, A., Byrne, S., & Rodrigo, M. J. (2018). Effectiveness of a universal web-based parenting programme to promote positive parenting: patterns and predictors of programme satisfaction. *Journal of Child and Family Studies*, *27*, 3345–3357. https://doi.org/10.1007/s10826-018-1162-9

Suárez, A., Rodríguez, J. A., & Rodrigo, M. J. (2016). The Spanish online programme "Educar en Positivo" ("The Positive Parent"): Who benefits most from it? *Psychosocial Intervention*, *25*(2), 119–126. https://doi.org/10.1016/j.psi.2016.03.001

Suárez-Perdomo, A., Byrne, S., & Rodrigo, M. J. (2022). Evaluation of the "Positive Parent", a Spanish web-based programme to promote positive parenting in a Personal Learning Environment. *Electronic Journal of Research in Education Psychology*, *20*(56), 177–200. https://doi.org/10.25115/ejrep.v20i56.5208

Suárez-Perdomo, A., Rodríguez, J. A., & Rodrigo, M. J. (2024). Online forums: promoting parenting skills in the 'Educar en Positivo' programme. *Revista Complutense de Educación*, *35*(3), 647–658. https://doi.org/10.5209/rced.85410

Torres, A., Suárez, A. & Rodrigo, M. J (2014). Educar en Positivo: Initial results and future challenges, *Revista Iberoamericana de Sistemas, Cibernética e Informática* (RISCI), 11(2), 1–13. https://www.iiisci.org/journal/PDV/risci/pdfs/AI001AI14.pdf

Ward, J. H. (1963). Hierarchical Grouping to Optimise an Objective Function. *Journal of the American Statistical Association*, *58*(301), 236–244. https://doi.org/10.1080/01621459.1963.10500845

Williams-Johnson, M., & Gonzalez-DeHass, A. R. (2022). Parental role construction leading to parental involvement in culturally distinct communities. *Educational Psychologist*, *57*(4), 231–237. https://doi.org/10.1080/00461520.2022.2131554

Wu, D., Lau, E. Y. H., & Power, T. G. (2024). Effectiveness of a mixed-mode parenting training programme during the COVID-19 pandemic: A quasi-experimental study in Hong Kong. *Children and Youth Services Review*, *156*, 107246. https://doi.org/10.1016/j.childyouth.2023.107246

Xie, J., He, Z., Burnett, G., & Cheng, Y. (2021). How do mothers exchange parenting-related information in online communities? A meta-synthesis. *Computers in Human Behaviour*, *115*, 106631. https://doi.org/10.1016/j.chb.2020.106631

Yang, X., Ke, S., & Gao, L. L. (2020). Social support, parental role competence and satisfaction among Chinese mothers and fathers in the early postpartum period: A cross-sectional study. *Women and Birth*, *33*(3), e280–e285. https://doi.org/10.1016/j.wombi.2019.06.009

Traducido con DeepL

Date received: 3 December 2025
Review date: 9 December 2025
Date of acceptance: 16 June 2026