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Use of the Internet Among Adolescents – The Parents' Opinion

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ABBREVIATIONS

DSM-5 – Diagnostic and Statistical Manual of Mental Disorders

IA – Internet Addiction

ICD – International Classification of Disorders

IPC – Internet Parent Control

M – Mean

Mdn – Median

PCIAT – Parent-Child Internet Addiction Test

P25 – 25th Percentile

P75 – 75th Percentile

PIU – Problematic Internet Use

PRIUSS - Problematic and Risky Internet Use Screening Scale

SD – Standard Deviation

SIU – Safety Internet Use

U – Nonparametric Mann-Whitney U Test

ABSTRACT

Introduction: Nowadays, information is constantly updated and flows extremely quickly on social media websites. Adolescents use the Internet as the primary channel to understand the world. They are a particular group featured by curiosity, impulsivity, and lack of mature cognitive control. Addiction problems, such as digital world consumption, especially the Internet, are a focus of concern. Individuals can get into a vicious cycle that can degenerate into Internet Addiction.

Objectives: To assess, in a sample of parents, their opinion about their children's Internet use. Another objective is to test whether cyber safety and internet control influence adolescents' internet addiction.

Materials and Methods: A sample of parents of adolescents attending the 5th- 12th grade, in 6 public schools, in Coimbra answered the questionnaire "The Internet Addiction Test- Parents' Version", socio-demographic data and questions about user control and education for the safe use of the internet. For data analysis, we used SPSS 26.

Results: Males present higher values in the Parent-Child Internet Addiction Test (PCIAT). Older students (>14 years) show higher mean scores in the PCIAT. Students under 14 present higher means scores in Safety Internet Use (SIU) and Internet Parent Control (IPC). A positive and significant correlation was found between SIU and IPC in both genders (♀**:** r=.501, p<.01; ♂**:** r=.490, p<.01) and both age groups (<14y: r=.543, p<.01; >14y: r=.445, p<.01).

Discussion: The results corroborate that males and older students have higher values of internet addiction. Moreover, students under 14 years old have higher parental education and control values.

Conclusion: Parents should be the main people involved in this issue, by controlling the access to the internet but mainly by educating and advising their teenagers on the safe use of these technologies.

Keywords: Internet Addiction, Adolescents, Parenting Style.

RESUMO

Introducão: Atualmente, a informação está constantemente a ser atualizada e circula de forma extremamente rápida nos websites. Os adolescentes usam a Internet como o principal canal para entender o mundo. Eles são um grupo particular caracterizado pela curiosidade, impulsividade e falta de controlo cognitivo. Problemas de dependência, como o consumo digital, especialmente da Internet, são um foco de preocupação. Os indivíduos podem entrar num ciclo vicioso, podendo levar à dependência da internet.

Objetivos: Avaliar, numa amostra de pais, a sua opinião sobre o uso da Internet pelos seus filhos. Outro objetivo é testar se a segurança cibernética e o controlo da internet influenciam a adição à internet dos adolescentes.

Materiais e Métodos: Uma amostra de pais de adolescentes do 5º ao 12º ano de escolaridade, de 6 escolas públicas de Coimbra, respondeu ao questionário "Teste de Adição à Internet – Versão Pais", a questões sociodemográficas e a perguntas sobre controlo e educação para uma utilização segura da internet. Para análise dos dados foi utilizado o SPSS 26.

Resultados: Os rapazes apresentam valores mais elevados no Pais-Filhos Teste de Adição à Internet (PCIAT). Os alunos mais velhos (>14 anos) apresentam níveis médios mais elevados no PCIAT. Os alunos com menos de 14 anos apresentam níveis médios mais elevadas no Uso Seguro da Internet (SIU) e no Controlo Parental da Internet (IPC). Encontrámos uma correlação positiva e significativa entre SIU e IPC em ambos os sexos (♀: r=.501, p<.01; ♂: r=.490, p<.01) e em ambos os grupos etários (<14y: r=.543, p<.01; >14y: r=.445, p<.01).

Discussão: Os resultados corroboram que alunos do sexo masculino e alunos mais velhos apresentam valores mais elevados de dependência da internet. E também que os alunos com menos de 14 anos têm valores mais elevados de educação e controlo parental.

Conclusão: Os pais devem ser as principais pessoas envolvidas nesta questão, controlando o acesso à internet, mas principalmente educando e aconselhando os seus adolescentes a utilizar as tecnologias de forma segura.

Palavras-chave: Adição à Internet, Adolescentes, Estilos Parentais.

INTRODUCTION

Nowadays, information is constantly updated and flows extremely quickly on social media websites, reaching a higher number of people in a lesser time than a few years ago. The Internet has become a social interaction for everyone and teenagers depend on it almost exclusively. However, besides their studies, daily routines, and social interaction, adolescents use the Internet as the primary channel to understand the world.[1] This age group should require special attention because adolescence involves tremendous changes, including biological, psychological, and social ones. The way each teenager reacts is significant and will result in negative or positive consequences in the future. In this growth stage, adolescents are a particular group featured by curiosity, impulsivity, lack of mature cognitive control, and environmental adjustment.[2] Beyond this, addiction problems, such as alcohol, tobacco, and digital world consumption, especially the Internet, are another focus of concern in this vulnerable group. Individuals can enter a vicious cycle, spending most of their time on the Internet and becoming unable to be away from the screen. It may lead to Internet Addiction (IA).[3]

Unfortunately, this phenomenon had a substantial negative impact on adolescents' behavior, and those with less capacity for self-regulation and self-control may face Problematic Internet Use (PIU).[4] These electronic devices are used increasingly for study, entertainment, and extracurricular activities.

There are dissonant opinions among parents and educators on the excessive use of the internet. Some consider its use unavoidable, whereas others consider it a serious issue.[5] In the face of experts' concerns, several studies have been developed, even though none have proved to be the "gold standard." For example, the "Internet Addiction Test," the first internet addiction scale designed, was created by Young in 1998 to examine the severity of internet dependency in a North American sample.[6] It is still one of the most commonly used tests.[7,8]

Internet Addiction is still not recognized as a disorder by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).[9] However, World Health Organization's task force is one step closer to recognizing behavioral addiction as a new category of the International Classification of Disorders (ICD).[10]

Several studies indicating significant associations between PIU and parental attitudes have shown that family environment, communication, and monitoring are pivotal to their children's behavior. Parents may learn good communication skills, praise and encourage their sons' positive actions and promote a democratic attitude. Therefore, this will be positively reflected in children's characteristics, namely in high self-confidence, self-esteem, academic success, sense of responsibility, and independence.[11,12]

The risk factors have been studied, but they need to be well-defined. According to Francisco Novela[13], they can be divided into two groups: intrapersonal and interpersonal, including age,

neurobiological and socioeconomic factors, gender, school environment, and others. Numerous studies showed that IA is more prevalent in male students[14,15], using the Internet for online games[16,17], while female students spend more time on social media.[16] Regarding age, studies are very controversial because some have shown that IA is higher in young adolescents[14,18] though others revealed a higher prevalence in old adolescents.[15,19]

The present study aims, in a sample of parents, to assess their opinion about their children's use of the Internet. Another goal is to test whether cyber safety and internet control influence adolescents' internet addiction.

MATERIALS AND METHODS

Procedure

This transversal, descriptive and observational study was carried out within the scope of the research project “Emotional and Behavioral Dysregulation in a school population.” It was approved by the Ethics Committee and Scientific Council of the Faculty of Medicine of the University of Coimbra, the National Data Commission, the Directorate-General for Education, and the Schools´ leadership involved (Annex I).

Instruments

The protocol contained social demographic questions, the experimental Portuguese version of the “The Internet Addiction Test – Parents’ Report,” and questions about the safe use of the internet and parental control. Data collection took place in the academic year 2016/2017. Parents signed the voluntary consent (Annex II) and questionnaires were paper-filled (Annex III).

The participants answered the questionnaires anonymously.

Participants

The schools were randomly selected. After the authorization of each school´s direction, from an initial sample of 1000 parents, 426 questionnaires were considered valid. Parents of students from the 5th to the 12th grades of 6 public schools in Coimbra answered the questionnaires.

Parent-Child Internet Addiction Test (PCIAT)

The Parent-Child Internet Addiction Test (PCIAT) was created to measure teenagers' degree of dependence on the internet and how it affects them. Young created it in 1998. It is one of the most common scales used to measure internet addiction. The same author created the parental version simultaneously, adapting questions to be answered by parents about their adolescents.

In this study, we used the Portuguese experimental version that contained 20 items about behaviors and symptoms related to internet addiction. Each question has five possible answers, rated on a Likert Scale: 1- "Rarely"; 2 – "Occasionally"; 3 – "Frequently"; 4 – "Often"; 5 – "Always".

PCIAT was ranked as a nominal variable.

The higher the score is, the higher the severity of internet addiction. A score ranging from 0 to 30 points reflects an average level of internet usage. Total scores range from 31 to 49 points, representing a mild degree of internet use, meaning that the student may surf the web overly long at times but seems to have control of it. Scores of 50 to 79 points mean a

moderate level of internet dependence. The child seems is experiencing occasional to frequent problems. The full impact of the internet on their life and the rest of their family should be considered. Scores from 80 to 100 points reflect severe internet dependence, causing significant problems in their daily lives and, most likely, their family.[21]

In our parent sample, the IA's Cronbach's alfa was .939, showing an adequate internal consistency.

Cyber Safety and Control Check List for parents about adolescents' Internet Use

Parents answered twelve questions about Cyber Safety and Internet Control. The Check List contains seven questions about Internet Parent Control (IPC) and five about Safety Internet Use (SIU). Each question has four possible answers, rated on a Likert Scale: 1- "No"; 2 – "Occasionally"; 3 – "Frequently"; 4 – "Yes." The higher the score is, the higher the safety and parental control for adolescents' internet use. The Cronbach's alfa in our sample was .885, showing an adequate internal consistency.[22]

Statistical Analysis

We used IBM SPSS Statistics version 26.0 for statistical analysis, through which we did descriptive statistics. In all tests, the significance level was established for $p<.05$, with a 95% confidence degree.

Firstly, to understand if our data followed a standard distribution curve, we applied Shapiro-Wilk Test, which proved that our sample did not follow a standard curve in groups.

We used a nonparametric Mann-Whitney U Test to compare two independent groups. This test aimed to find statistically significant differences by gender and age groups in PCIAT, SIU, and IPC distribution. We found statistically significant differences by gender in the PCIAT variable, but we did not find them in SIU and IPC distribution. We found statistically significant differences by age groups in PCIAT, SIU, and IPC distribution. Consequently, we decided on four sub-samples: female, male, under 14 years, and older than 14.

Next, we calculated Pearson's correlation coefficients to understand the relationship between variables. Finally, we used Cohen's criteria to manage the magnitude of the correlations on the absolute value of r (correlation coefficient): $r \geq .10$ e $\leq .29$ – weak correlation; $r \geq .30$ a $\leq .49$ – intermediate correlation; $r \geq .50$ a ≤ 1.0 – strong correlation.

RESULTS

Socio-demographic Characteristics

The sample consisted of 426 parents of students. Of all students, 236 (55.4%) were females, 189 (44.4%) were males, and one did not specify their child's gender. The majority of students, 250 (58.7%), were in middle school, and 176 (41.4%) in high school. Of the total sample, 292 (71.2%) had free computer access and 407 (98.1%) had internet at home.

The mean age of parents was 44.4 years old for mothers and 46.2 years old for fathers. Regarding parents' profession, around 60% of mothers and most fathers either worked in education and health or were professional technicians.

Table 1. Sample Distribution by Parents' Profession.

	Mother's Profession		Father's Profession	
	Frequency (N)	**Valid Percent (%)**	**Frequency (N)**	**Valid Percent (%)**
Education and Health	137	32.9	82	19.9
Professional Technicians	126	30.3	122	29.5
Services	63	15.1	73	17.7
Factory Workers	20	4.8	53	12.8
Unemployed	20	4.8	14	3.4
Administrative staff or similar	13	3.1	7	1.7
Unskilled workers	12	2.9	3	0.7
Senior management of public administration and companies	11	2.6	8	1.9
Housekeeper	4	1.0	-	-
Retired	4	1.0	10	2.4
Agriculture and fishing	3	0.7	4	1.0
Assembly workers	2	0.5	31	7.5
Military	1	0.2	6	1.5
Missing	10		13	
Total	426	100.0	426	100.0

Prevalence of Internet Addiction, Cyber Safety and Internet Parent Control, by gender

By the analysis of descriptive statistics of the variables under study, we found that males showed higher values in the Parent-Child Internet Addiction Test than females [♂: 29.37 ± 14.18 vs. ♀: 24.17 ± 12.55, U= 16417.00, p<.05].

We did not find significant mean differences in Internet Parent Control or Safety Internet Use in both genders. However, despite these results, males present higher values in IPC [♂: 12.91 ± 5.40 vs. ♀: 12.64 ± 5.97, U=15483.00, p=.506], while females have higher values in SIU [♀: 14.17 ± 4.12 vs. ♂: 13.94 ± 3.90, U=21192.50, p=.648].

Table 2. Descriptive statistics of the variables, by gender.

		M	SD	P25	Mdn	P75	U	p
PCIAT	♀	24.17	12.55	18.00	23.00	31.00	16417.00	<.05*
	♂	29.37	14.18	23.00	28.00	37.50		
SIU	♀	14.17	4.12	12.00	15.00	15.00	21192.50	.648
	♂	13.94	3.90	13.00	15.00	15.00		
IPC	♀	12.64	5.97	8.00	12.00	16.00	15483.00	.506
	♂	12.91	5.40	9.00	13.00	17.00		

Legend: PCIAT – Parent-Child Internet Addiction Test; SIU – Safety Internet Use; IPC – Internet Parent Control; M – Mean; SD – Standard Deviation; P25 – 25th Percentile; Mdn – Median; P75 – 75 th Percentile; U - Nonparametric Mann-Whitney U Test; *p<.05.

Prevalence of Internet Addiction, Cyber Safety and Internet Parent Control, by age groups

By the analysis of descriptive statistics of the variables, we found that older students (>14 years) presented higher mean scores [>14y: 28.74 ± 12.94 vs. <14y: 23.62 ± 13.73, U= 17450.00, p<.05] than younger ones in the PCIAT.

Students under 14 years old present higher means scores in SIU [<14y: 14.60 ± 3.66 vs. >14y: 13.61 ± 4.27, U=46336.00, p=<.05] and higher IPC [<14y: 14.61 ± 5.65 vs. >14y: 11.52 ± 5.43, U=15483.00, p=<.05] than the older ones.

Table 3. Descriptive statistics of the variables, by age group.

		M	SD	P25	Mdn	P75	U	p
PCIAT	♀	<14y	23.63	13.73	15.00	23.50	31.00 36.00	17450.00
	♂	>14y	28.74	12.94	21.00	27.00		
SIU	♀	<14y	14.60	3.66	14.00	15.00	15.00 15.00	19075.00
	♂	>14y	13.61	4.27	11.00	15.00		
IPC	♀	<14y	14.61	5.65	11.00	15.00	18.00	10858.50
	♂	>14y	11.52	5.43	7.00	12.00		

Legend: PCIAT – Parent-Child Internet Addiction Test; SIU – Safety Internet Use; IPC – Internet Parent Control; M – Mean; SD – Standard Deviation; P25 – 25th Percentile; Mdn – Median; P75 – 75 th Percentile; U - Nonparametric Mann-Whitney U Test; *p<.05.

Relation between Parent-Child Internet Addiction Test, Safety Internet Use and Internet Parent Control, by gender

Using Pearson's correlation coefficient, we analyzed, for each gender, the existence of the relationship between PCIAT, SIU, and IPC.

Table 4. Correlations between PCIAT, SIU and IPC, in both genders.

	PCIAT	SIU	IPC
PCIAT	1 1		
SIU	♀: -.184** ♂: -.170*	1 1	
IPC	♀: -.163* ♂: -.242**	♀: .501** ♂: .490**	1 1

Legend: PCIAT – Parent-child Internet Addiction Test; IPC – Internet Parent Control; SIU – Safety Internet Use; * p<.05; ** p<.001.

The PCIAT showed a negative and low magnitude significant correlation between SIU and IPC in both genders [PCIAT/SIU: ♀- r=-.184, p<.01; ♂- r=.-170, p<.05; PCIAT/IPC: ♀- r=-.163, p<.01; ♂- r=.-242, p<.01]. On the other hand, we found positive correlations between SIU and IPC. In female students, the correlations had a strong magnitude value [r=.501, p<.01]. In male students, we found intermediate magnitude correlations [r=.490, p<.01].

Relation between Parent-Child Internet Addiction Test, Safety Internet Use and Internet Parent Control by age group

Using Pearson's correlation coefficient, we analyzed, for each age group, the existence of the relationship between PCIAT, SIU, and IPC.

Table 5. Correlations between PCIAT, SIU and IPC, in both genders.

	PCIAT	SIU	IPC
PCIAT	1 1		
SIU	<14y: -.200** >14y: -.124	1 1	
IPC	<14y: -.186* >14y: -.115	<14y: .543** >14y: .445**	1 1

Legend: PCIAT – Parent-child Internet Addiction Test; IPC – Internet Parent Control; SIU – Safety Internet Use; * p<.05; ** p<.001.

The PCIAT showed negative and low magnitude significant correlation between SIU and IPC in all adolescents [PCIAT/SIU: **<14y:** r=-.200, p<.01, **>14y:** r=.-124, p=.062; PCIAT/IPC: **<14y:** r=-.186, p<.05; **>14y:** r=.-115, p<.092]. However, in students under 14 years old, we found a strong magnitude correlation between SIU and IPC [r=.543, p<.01]. In students older than 14 years old, we found an intermediate magnitude correlation between SIU and IPC [r=.445, p<.01].

DISCUSSION

In recent years, internet usage has grown exponentially and now involves more than one-third of the world's population. Teenagers are a particular group who uses the internet excessively and irresponsibly, possibly leading with future additions.[23] Parental behavior and family environment have a crucial role in adolescent development. A better family atmosphere where parents communicate and promote their children's autonomy is indispensable for reducing future internet dependency and improving individual autonomy.[24-26]

Our study found that the average mother's age was 44.4 years, and the father's age was 46.2 years. As regards the parents' professions, the majority of mothers either work on education and health (32.9%) or are professional technicians (30.3%), and nearly half of the fathers are professional technicians (29.5%) or work on education and health (19.9%). According to the national statistics[27], in 2017, out of the Portuguese Employed Population, 19% worked in education and health and 12% in services. This way, we verify that our sample is not nationally representative since we have a significantly higher rate of differentiated workers than referred to in national statistics.

Concerning the Parent-Child Internet Addiction Test, the mean scores were 24.17 in males, 29.37 in females, 23.62 in students under 14 years old, and 28.74 in students older than 14 years. According to Young's criteria[21], the author of the scale, the values obtained can be categorized into four levels: normal (0-30), mild (31-49), moderate (50-79) and, severe internet addiction (80-100). Therefore, in all of our sub-samples, we had normal mean scores of internet dependency.

In the international literature, previous research on children's internet addiction has widely been studied on adolescents, being them inquired.[28-30] However, there need to be more studies from the parent's perspective. For example, a survey study (2021) was conducted in Japan, in which participants were parents with children between 12 and 17 years old. In the first instance, they asked parents, "Do you think your children are dependent on the internet?" and then they divided into two groups: 300 parents who said "yes" and 300 parents who answered "no". The total PCIAT score for the group that answered "yes" (mean 55.41 – moderate internet addiction) was significantly higher than for the group that answered "no" (mean 35.55 – mild internet addiction).[11] Therefore, we can affirm that most of the sample's teenagers do not overly consume the internet, or the sample's parents do not know about the time spent on the internet.

In our study, comparing PCIAT by gender, we found higher levels of internet addiction in males. Several studies performed before the pandemic support our findings.[16,31-33] This gender gap might due to boys having difficulty controlling anger, having more conflicts with

their parents, and having established contact online.[34] However, other studies have shown no significant gender difference in internet consumption.[35]

Regarding the prevalence of Internet Addiction by age groups, in our research, we have higher levels of IA in students older than 14 than in students under 14. In the study by Karacic and Oreskovic (2017) of a sample of elementary and grammar schools from Croatia, Finland, and Poland, higher levels of IA among 15-16-year-old adolescents and lower values among 11-12 years old adolescents were found. Furthermore, this study showed a weak but positive correlation between adolescents' age and IA, which is in complete accord with our data.[36] With age, most parents tend to liberalize the responsibility for internet use by their children.

Our results about internet prevalence indicate that, in their houses, nearly every student (98.1%) has internet access, and most (71.2%) have computer access. We found significant mean differences in parental monitoring and cyber safety by age groups, being higher in younger students. According to the EU Kids Online Project, there is an essential growth in internet access by smartphones. In previous project results, it was around 25% (2014), and in 2018, it was around 85%. Another strong growth has occurred in the daily use of social networks, especially in adolescents 9-10 (27%) and 11-12 (65%) years old, although with ages below the minimum indicated by many social networks.[37] This study supports our findings showing that younger students use the internet more often and should therefore be supervised regularly.

There is a positive correlation between Safety Internet Use and Internet Parent Control, both by gender and age group, meaning that children with more parental control use the internet safely. It supports prior research concerning the relevance of good parent-child communications in avoiding of dependencies.[28] A solid emotional foundation is developed through parents encouraging children to share their problems, avoid media device use during meals and other familiar activities, and suggest co-view and co-play.[38] Parents who communicate with their children about cyber risks have a better understanding of how they spend time online, being less likely to partake in cyberbullying behaviors.[39]

Problematic Internet Use increased significantly during the pandemic, and students reported using the internet more than five hours daily.[40,41] Many public health policies that forced social isolation were implemented and indirectly promoted adolescents' addictions. They had to stay home, spend more hours in front of the screen than they were used to, and avoid social contact for many months.[42,43] A study conducted on mothers with children at senior high schools in Indonesia during the pandemic (from June to November 2020) showed the importance of parenting in ensuring that internet dependency is not made insurmountable. Mothers can enact changes in their children by limiting gadgets and promoting outdoor activities.[44]

One of the most problematic and complex aspects of PIU is screening. The American Academy of Pediatrics defends the importance of knowing its risk factors, using established screening tools, and identifying chances to screen. Problematic and Risky Internet Use Screening Scale (PRIUSS) is the only validated scale currently which takes 5 minutes to complete and should be implemented during routine health check-ups.[45]

Our study shows a positive correlation between parental monitoring and proper internet usage. It strengthens the need to act by teaching parents and teenagers the importance of limiting internet usage and explain how to use it healthily.

Regarding the limitations of our study, firstly, we have to emphasize that schools are all from the city of Coimbra, which restricts our universe of participants. In future studies, it will be interesting to integrate schools from other cities in Portugal to compare their results with ours. Secondly, our sample consists only of school students, constituting a future option for implementing this questionnaire in universities. Thirdly, we are curious to know if the answers from parents show the real PIU problem in adolescents. Young people spend a long time without parental supervision outside home. It could be interesting to evaluate the adolescent's opinion simultaneously with the parents'. Finally, we cannot deduce casual relationships given the observational and cross-section character.

In terms of the strong points, we have to point out the uniqueness of this study in Portugal, given that the questionnaires were collected from the parents. The majority of previous studies found in the literature were collected directly from students.

CONCLUSION

Currently, the widespread use of the internet permeates all generations. It has grown exponentially in adolescents with the impairment of daily activities. Parents should be the main people involved in this issue, by controlling the access to the internet but mainly by educating and advising their teenagers on the safe use of these technologies.

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ANNEXES

Annex I – Ethics Committee of FMUC

FMUC FACULDADE DE MEDICINA
UNIVERSIDADE DE COIMBRA

COMISSÃO DE ÉTICA DA FMUC

Of. Refª **093-CE-2015**

Data **07/09/2015**

C/C aos Exmos. Senhores

Investigadores e co-investigadores

Exmo Senhor

Prof. Doutor Joaquim Neto Murta

Director da Faculdade de Medicina de

Universidade de Coimbra

Assunto: Pedido de parecer à Comissão de Ética - Projecto de Investigação autónomo (refª CE-098/2015).

Investigador(a) Principal: Maria del Carmen Bento Teixeira

Co-Investigador(es): Ana Sofia Félix Morais, Jorge Manuel Tavares Lopes de Andrade Saraiva, Célia Maria de Oliveira Carvalho e António Ferreira de Macedo

Título do Projecto: *"Desregulação emocional e comportamental numa população escolar".*

A Comissão de Ética da Faculdade de Medicina, após análise do projecto de investigação supra identificado, decidiu emitir o parecer que a seguir se transcreve: ***"Parecer favorável".***

Queira aceitar os meus melhores cumprimentos,

O Presidente,

Prof. Doutor João Manuel Pedroso de Lima

GC

SERVIÇOS TÉCNICOS DE APOIO À GESTÃO - STAG • COMISSÃO DE ÉTICA
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Annex II - Informed Consent acquired from parents to carry out the study "Emotional and Behavioural Dysregulation in a School Population"

FMUC FACULDADE DE MEDICINA
UNIVERSIDADE DE COIMBRA

ESTUDO: DESREGULAÇÃO EMOCIONAL E COMPORTAMENTAL NUMA POPULAÇÃO ESCOLAR

É convidado(a) a participar voluntariamente neste estudo porque é pai/mãe de um estudante do ensino básico/secundário e encarregado de educação. Este procedimento é chamado consentimento informado e descreve a finalidade do estudo, os procedimentos, os possíveis benefícios e riscos. A sua participação poderá contribuir para melhorar o conhecimento sobre o grau de desregulação emocional (como a agressividade, a auto-lesão, a ideação suicida) e o grau de desregulação comportamental (como a dependência da internet e dos jogos de computador, o cyberbullying e o bullying) em adolescentes da cidade de Coimbra e a sua associação com o controlo e perfecionismo parentais.

Este estudo irá decorrer na Clínica Universitária de Pediatria e no Serviço de Psicologia Médica da Faculdade de Medicina da Universidade de Coimbra, como parte de um trabalho da Agência para a Prevenção da Violência em crianças e jovens. Trata-se de um estudo observacional, que não terá nenhuma implicação na sua vida. Este estudo foi aprovado pela Comissão de Ética da Faculdade Medicina da Universidade de Coimbra (FMUC) de modo a garantir a proteção dos direitos, segurança e bem-estar de todos os participantes incluídos e garantir prova pública dessa proteção. Serão incluídos cerca de 1500 estudantes e os seus pais.

A participação consiste no preenchimento de um conjunto de questionários sobre pensamentos, comportamentos e maneiras de ser. Não há respostas certas ou erradas. O que interessa é que cada um responda como de facto se aplica a si. Os pais farão o preenchimento em casa. Os jovens farão o preenchimento na escola. Se aceitar participar, voltaremos a solicitar o preenchimento de um questionário daqui a aproximadamente a seis semanas (pais e educandos) e a entrega e recolha destes será feita do mesmo modo. **Para fins de emparelhamento dos questionários, será solicitado ao seu educando (e a si), que fixe os 4 dígitos que aparecem no início do primeiro questionário os quais deverá usar nos questionários seguintes.**

A participação é voluntária. É inteiramente livre de aceitar ou recusar participar neste estudo. Pode retirar o seu consentimento em qualquer altura sem qualquer consequência para si, sem precisar de explicar as razões, sem qualquer penalidade ou perda de benefícios e sem comprometer a sua relação com o Investigador que lhe propõe a participação neste estudo.

Os seus registos manter-se-ão confidenciais e anonimizados de acordo com os regulamentos e leis aplicáveis. Necessitamos de grandes amostras e as respostas não serão analisadas individualmente. Os dados serão informatizados para podermos proceder ao seu tratamento estatístico. A sua participação não acarreta qualquer risco.

CONSENTIMENTO INFORMADO

De acordo com a Declaração de Helsínquia da Associação Médica Mundial e suas atualizações:

1. Declaro ter lido este formulário e aceito de forma voluntária participar neste estudo.
2. Fui devidamente informado(a) da natureza, objetivos, riscos, duração provável do estudo, bem como do que é esperado da minha parte.
3. Tive a oportunidade de fazer perguntas sobre o estudo e percebi as respostas e as informações que me foram dadas.
4. Os meus dados serão mantidos estritamente confidenciais. Autorizo a consulta dos meus dados apenas por pessoas designadas pelo promotor e por representantes das autoridades reguladoras.
5. Aceito seguir todas as instruções que me forem dadas durante o estudo.
6. Autorizo o uso dos resultados do estudo para fins exclusivamente científicos.
7. Aceito que os dados gerados durante o estudo sejam informatizados pelo promotor ou outrem por si designado. Eu posso exercer o meu direito de retificação e/ ou oposição.
8. Tenho conhecimento que sou livre de desistir do estudo a qualquer momento, sem ter de justificar a minha decisão e sem comprometer a qualidade dos meus cuidados médicos.

***Nome do Jovem*_____**

***Assinatura do encarregado de educação*_____**

***Assinatura do jovem:* _____ *Data:*_____/_____/____**

_____Rasgar por aqui_____

Desregulação Emocional e Comportamental numa População Escolar.

***Assinatura do Investigador:*_____**

CONTACTOS

Se tiver perguntas relativas aos seus direitos como participante deste estudo, deve contactar: Presid[illegible]o de Ética da FMUC, Azinhaga de Santa Comba, Celas – 3000-548 Coimbra Telefone: 239 857 707; e-mail: comissaoetica@fmed.uc.pt

Se tiver questões sobre este estudo deve contactar: Investigadora: Maria Del Carmen Bento Teixeira, Clínica Universitária de Pediatria, Faculdade de Medicina da Universidade de Coimbra, Avenida Afonso Romão, Alto da Baleia, 3000-602 Coimbra Telefone: 239 480 400; e-mail: mteixeira@fmed.uc.pt

Annex III - Psychological Assessment Instruments used in the Investigation

Últimos 4 nº bi/ c. cidadão **do seu educando** | | | | |

Protocolo de investigação 1ª Parte

Exmo. Encarregado de Educação,

Com o advento das novas tecnologias (uso de computador e internet) os jovens iniciaram novos comportamentos e também estão expostos a vários riscos. Através deste inquérito pretendemos realizar uma investigação sobre os comportamentos dos jovens e seus pais em relação às novas tecnologias. Uma parte das questões está diretamente relacionadas com a internet e os jogos de computador, embora na segunda parte do inquérito haja outro tipo de questões. Por favor, responda a cada pergunta. Todos os dados serão rigorosamente confidenciais.

Quem preencheu o questionário Mãe_____ Pai_____ Outro(quem) _____

Profissão do pai_____ Idade_____ Peso _____Kg. Altura _____Cm.

Profissão da mãe_____ Idade_____ Peso _____Kg. Altura _____Cm.

Ano Escolar do seu educando _____ Turma_____ Sexo F M

1) Utiliza o computador no dia a dia da sua profissão? Sim ◯ Não ◯

2) Possui computador em casa? _____ Quantos? _____

3) Possui acesso à Internet em casa?_____

4) Utiliza o computador em casa para:

   Acesso às redes Sociais ◯ Meio de comunicação ◯
   Jogos de internet ◯ Trabalho extra laboral ◯

5) O seu educando tem acesso livre ao computador? Sim ◯ Não ◯

   Se não,
   Quanto tempo o seu educando usa o computador por dia durante a semana?
   Nunca ◯ até 1 h ◯ 1-3 h ◯ mais de 3 horas ◯

   Quanto tempo o seu educando usa o computador por dia durante o fim de semana?
   Nunca ◯ até 1 h ◯ 1-3 h ◯ mais de 3 horas ◯

6) Qual é na sua opinião a idade ideal de permitir acesso livre ao computador e internet ? _____

_____

Por favor continue na página seguinte 1

Por favor, para cada uma das afirmações seguintes sobre o uso da internet pelo seu educando, faça uma cruz na palavra/frase da resposta que mais se aplica à situação. Todos os resultados são corretos e serão rigorosamente confidenciais.

Sempre **5**	**Muitíssimas Vezes** **4**	**Frequentemente** **3**	**Ocasionalmente** **2**	**Raramente** **1**

1.Com que frequência é que o seu filho/a desobedece os limites de tempo definidos para estar *online*	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
2.Com que frequência é que o seu filho/a negligencia os trabalhos domésticos para passar mais tempo *online*?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
3.Com que frequência é que o seu filho/a prefere passar o tempo *online* em vez de com o resto de sua família?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
4.Com que frequência é que o seu filho/a faz novos relacionamentos com outros usuários *online*?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
5.Com que frequência reclama/ralha com o seu filho/a sobre a quantidade de tempo que passa *online*?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
6.Com que frequência as notas de seu filho/a diminuíram por causa da quantidade de tempo que ele ou ela passa *online*?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
7.Com que frequência seu filho/a verificou seu *e-mail* antes de fazer qualquer outra coisa?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
8.Com que frequência seu filho/a parece afastado de outros desde que descobriu a Internet?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
9. Com que frequência o seu filho/a ficou na defensiva ou esquivo quando lhe perguntou o que ele ou ela faz *online*?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
10.Com que frequência já apanhou o seu filho/a ligado à internet contra seus desejos?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
11.Com que frequência seu filho/a passa o tempo sozinho no quarto jogando no computador?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
12.Com que frequência o seu filho/a recebe chamadas telefónicas estranhas de novos amigos *online*?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
13.Com que frequência faz "birra", grita, ou age chateado se incomodado enquanto está *online* ?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
14.Com que frequência o seu filho/a parece mais cansado do que (ele ou ela) estava antes da usar a Internet?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
15.Com que frequência seu filho/a parece preocupado com estar novamente *online* quando está off-line?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
16.Com que frequência o seu filho/a tem acessos de raiva pela sua interferência sobre quanto tempo ele ou ela passa *online* ?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
17.Quantas vezes o seu filho/a prefere para passar o tempo *online* em vez de ter outros passatempos ou interesses externos que tinha antes?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
18.Com que frequência o seu filho/a tornar-se irritado ou agressivo quando lhe coloca limites de tempo em que (ele ou ela) está autorizado a passar *online* ?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
19.Com que frequência o seu filho/a escolhe passar mais tempo *online* do que sair com os amigos?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente
20. Com que frequência é que o seu filho/a se sente deprimido, mal-humorado ou nervoso quando está *off-line* e esses sentimentos desaparecem quando volta a estar *online* ?	Sempre	Muitíssimas Vezes	Frequen-temente	Ocasionalmente	Raramente

Por favor continue na página seguinte 2