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Analysing Online Risk Factors among Adolescents

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Análise dos Fatores de Risco Online entre Adolescentes

Dissertação apresentada à Universidade de Aveiro para cumprimento dos requisitos necessários à obtenção do grau de Mestre em Psicologia da Saúde e Neuropsicologia, realizada sob a orientação científica do Professor Doutor José Ignácio Guinaldo Martin, Professor Auxiliar do Departamento de Educação e Psicologia da Universidade de Aveiro.

Dedico este trabalho à minha mãe, que nunca me deixou desistir de continuar a estudar.

o júri

Presidente	Professora Doutora Aida Maria de Figueiredo Ferreira, Professora Auxiliar, Universidade de Aveiro
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Palavras-chave Cibersegurança, adolescentes, vitimização

Resumo

A cibersegurança é um tema que está em constante alteração devido a novas formas de ataque por parte de agressores online. O presente estudo debruça-se sobre agressões que ocorrerem no mundo virtual e de que forma é que estas podem ser mitigadas. Com a crescente digitalização dos meios virtuais, são os adolescentes que estão mais sujeitos a vitimizações online e sob vários contextos. Através de um questionário que abordou questões sociodemográficas, desempenho escolar, intensidade do uso da internet, qualidade de vida percebida, dependência da internet e impacto negativo do uso de serviços digitais, uma amostra de 198 alunos portugueses de quatro escolas do centro do país, tiveram oportunidade de responder ao questionário. Regressão Logística Binária foi utilizada para medir a relação entre construtos de cibercrimes como perseguição, fraude bancária e *phishing* em relação com outras variáveis independentes. Os resultados mostraram que 24% dos participantes já foram vítimas de atos persecutórios, 46.4% sofreram assédio online, 31.6% partilharam informações privadas, 16.8% foram vítimas de roubo de identidade, 5.1% para fraude bancária e *phishing* respetivamente, 76% dedicam o seu tempo livre a jogos online, 39.2% realizam compras nesses mesmos jogos, 47.4% não informa os pais dessas compras, 12.8% frequentam sites de apostas/casinos, 8.6% acedem à deepweb e 19.4% fazem parte de grupos de *chats* que os pais não conhecem.

Keywords Cybersecurity, adolescents, victimisation

Abstract

Cybersecurity is a subject that is constantly changing due to new forms of attack by online aggressors. This study focuses on attacks that have taken place in the virtual world and how they can be mitigated. With the increasing digitalization of virtual media, it is adolescents who are more likely to be victimized online. A sample of 198 Portuguese students from four schools in the center of Portugal were given the opportunity to answer a questionnaire that covered sociodemographic issues, school performance, intensity of internet use, perceived quality of life, internet dependency and the negative impact of using digital services. Binary Logistic was used to measure the relationship between cybercrime constructs such as *stalking*, *credit card fraud* and *phishing* in relation to other independent variables. The results showed that 24% of the participants had already been victims of *stalking*, 46.4% had suffered from *online harassment*, 31.6% shared *private information*, 16.8% had been victims of *hacking/identity theft*, 5.1% had been victims of *fraud* and *phishing*, respectively, 76% spend their time in *online gaming*, 39.2% make *purchases* in these online games, 47.4% *don't inform* their parents of these purchases, 12.8% frequent *gambling/casino sites*, 8.6% *access the deepweb* and 19.4% are involved in *group chats* that their parents don't know about.

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Introduction

The gradual digitalization of the real world is gaining increasing interest due to several factors, one of which is the growing use of the internet among younger age groups. This scenario made up of technological networks and other elaborate applications that emerge daily has become a serious issue to address. On the other hand, there are also new forms of security breaches to which these age groups are subject, thus increasing the risks and threats they face in the online environment (Helsper et. al., 2013; da Silva Pereira et. al., 2014; Näsi et. al., 2015; Jastrzębska, 2019).

It is evident that containing the growth of cybercrime in the digital sphere is a problem that lacks an immediate resolution (Jastrzębska, 2019). Therefore, the most pragmatic approach is to publicize research that is more comprehensive and that can later introduce new ways of looking at the problem (Näsi et. al., 2015; Jastrzębska, 2019). This research is essential because of its multifaceted purpose: to gain a deeper understanding of the problem, to control and minimize possible forms of cyber victimization and their impact (on physical, mental and social health) (Jastrzębska, 2019).

It should always be borne in mind that the internet is a learning tool, where people seek to increase their knowledge and skills, as well as looking for other forms of entertainment (da Silva Pereira et. al., 2014; Jastrzębska, 2019). However, this abundance of resources is intrinsically linked to threats that cannot be overlooked (Jastrzębska, 2019).

This study attempted to investigate the experiences of young Portuguese people who frequently are unaware that they are victims of online crime, with a greater emphasis on cybercrime at the individual level. The line between activities that truly constitute a crime from types of online victimization, such online harassment or stalking, is a difficult one to test (Näsi et. al., 2015). However, in this research, the focus was exclusively on the online experiences that participants perceived as negative.

To this end, although there are many ways of categorizing online dangers, some constructs were used to understand whether the sample under study was aware of this type of aggression and whether they had ever been victims of it.

Objectives

There are many ways in which a person could be a victim of online aggression, therefore the purpose of this study was to investigate which independent variables (like gender, age, school year, quality of life assessment and internet addiction) are more likely to be associated with an increased risk of experiencing negative impacts online, whether it is form using digital services or from other aggressive behaviours such as stalking, online harassment, sharing private information, identity theft, credit card/banking fraud, phishing, online gaming, online gaming shopping, informing parents of online gaming shopping, accesses to the deepweb and online group chats. The research will use binary logistic regression analysis to identify which independent variables are associated with a higher risk of experiencing these negative impacts.

Sample

The study population consisted of 198 individuals and data was collected from four schools in the center of Portugal. The remaining sociodemographic data can be found in Table 1.

Tabel 1. *Sociodemographic characterization of the participants*

	M	S.E.	Min	Max
Age	14.4	15.4	12	20
			n	%
Gender				
Male			96	48.5
Female			100	50.5
Agender			1	0.5
Transsexual			1	0.5
School Year				
8th Year			88	44.4
9th Year			80	40.4
12th Year			8	4
CPTMA1 *			11	5.6
CPTMA3 *			10	5.1
Cohabitation				
Father			155	78.3
Mother			183	92.4
Stepfather			12	6.1
Stepmother			5	2.5
Grandfather			12	6.1
Grandmother			20	10.1
Brother			81	40.9
Sister			67	33.8
Other (Uncle/Aunt/Pet)			10	5

* CPTMA1 e CPTMA3 correspond to the mechatronics 1 and 3 vocational course, equivalent to the 10th and 12th years of secondary education

Instruments

In order to create the protocol, it was necessary to find elements that assessed the constructs the researcher wanted. To this end, the following were found:

Sociodemographic and Educational Variables

The sociodemographic variables included the participants' gender, age, school year, nationality/nativity and family structure. Participants were also asked to indicate the grades they had achieved in the last school term and whether they had ever been held back in any year. The subjects selected were those that were present in all school years and in the different schools.

Evaluation of the Intensity of Internet Use

To assess the content that the participants use daily, several constructs were adapted from other questionnaires to achieve this goal (Garcia, 2016; Oliveira, 2022). The main objective was to determine which online content the participants use the most, the equipment used to access the intent, time spent on it, social networks that they are part of and what behaviours they have when using the internet.

Kidscreen 52 (Ravens-Sieberer et al., 2006; versão portuguesa de Gaspar & Gaspar de Matos, 2008).

It is a scale applicable to a population aged between 8 and 18 years and aims to assess the perceived quality of life of children and adolescents.

The questionnaire lasts approximately 15 minutes and consists of 52 items organized into ten dimensions: 1. Health and Physical Activity; 2. Feelings; 3. General Mood; 4. Self Perception; 5. Free Time; Family and Family Environment; 7. Economic Issues; 8. Friends; 9. School Environment and Learning and 10. Teasing.

The answers are given on a Lickert scale from 1 to 5, with the lowest values representing a more negative evaluation and the highest values representing a more positive evaluation. The Portuguese version of the instrument has an overall average Cronbach's alpha value of 0.80, showing adequate reliability (Gaspar de Matos & Gaspar, 2008).

Internet Addiction Test (Young, 1995; versão portuguesa Pontes et al., 2014)

The Internet Addiction Test is made up of 20 items, each classified on a Likert scale of 0 to 5 points where higher values represent greater dependence on Internet use and lower values represent less dependence on it.

The Portuguese version of this assessment instrument has an overall average Cronbach's alpha value of 0.90, showing excellent reliability (Pontes et. al., 2014).

Evaluating the Negative Impact of Digital Services

Like previously stated, similar questionnaires were used to assess the intensity of internet use, so was the case for measuring the negative impact of digital services, which identified several constructs like those in this study (Garcia, 2016; Franco & Costa de Lemos, 2019; Oliveira, 2022).

In order to identify constructs that classify the types of virtual aggression, the following were selected: *Stalking, Online Harassment, Sharing Private Information, Hacking of private accounts/Identity Theft, Credit card/Banking Fraud, Phising, Online Gaming, Time Spent in Online Gaming, Online Gaming Shopping, Informing Parents of these Online Gaming Purchases, Online Gambling, Access to Online Gambling, Access to the Deepweb/Darkweb, For what purpose did you access these websites?, Online Groups Chats Can you name them?*.

Procedures

After reviewing and finalizing the design of the protocol, it was first printed out and soon began to apply it. To guarantee a sample that was representative of the population, contacts were made with one school in the municipality of Aveiro and three schools in the municipality of Castelo Branco.

During these contacts, the objectives of the dissertation were explained, as well as the specific age group in question and special attention was paid to the creation of an informed consent form, aimed at informing the students' parents or guardians, as well as authorizing their children to take part in the study.

When it was time to apply the protocol, it was chosen so as not to jeopardize the teaching that was taking place, as most of the students were at the end of the school

term, a time when there are several assessments. In all the classes where there were participants, the researcher was present to answer any questions.

Results

Table 2 shows the results obtained by the protocol, which have made it possible to establish some important data. 24% of the participants replied that they had already been sent persecutory messages by other people.

To find out what kind of messages participants received, 46.4% of respondents said they had already been the target of this kind of behaviour, identifying the following: "Humiliation"; "Sexual videos"; "Blackmail"; "Defamation"; "Threats"; "Provocative Messages".

As these hypotheses might not have been very comprehensive, an open response element was dedicated in the protocol, where the participants identified other types of messages they had received. Some were benevolent, such as "Call to play games" while others were more worrying, such as "Private photos"; "Messages of concern"; "Inappropriate messages"; "Inappropriate Snapchat messages"; "Fake news"; "Fake job offers"; "Pedophilia".

On the question of whether participants shared photos, videos, messages, emails and/or digital passwords consensually, 31.6% said they did so often. To find out if the participants had ever been victims of a hacking attack or identity theft, 16.8% replied that they had been victims of this type of virtual aggression.

If the participants had ever had their bank details stolen or if their family members had also been victims (credit card/banking fraud), 5.1% indicated that they had been the target of fraud, but none of the participants said that this always happened.

Following the same line of thought, participants were asked whether they had shared this data or whether they had shared it of their own free will. 5.1% indicated that they had been victims of phishing and no participant answered that this had always happened.

As for the frequency of playing online games, most of the participants appear to be involved in gaming on a somewhat regular basis (76%). As for the time spent playing games, the majority (51.5%) play between 1 to 3 hours a day. It should be noted that

some participants devote a more significant amount of time, with 17.3% playing between 4 to 7 hours a day, 4.1% playing between 8 to 11 hours a day and 3.1% playing more than 12 hours a day.

Regarding purchases made on online games, 39.2% said that they often buy virtual products on video games. The question of transparency with parents was also important to ask, with 47.4% saying that their parents are not aware of these purchases.

For the use of betting sites or casinos, 12.8% replied that they access them with some regularity. Most people prefer to access these sites via PC (personal computer) (22.4%) or mobile phone (smartphone) (27.6%). The use of a Tablet was indicated by 2%, Notebook by 0.5% and a Console was indicated 3.6% of the time.

The study also explored individual access to the deepweb or darkweb, revealing that a total of 8.6% of participants answered that they accessed it. To explore the reasons why participants accessed the deepweb/darkweb, they were asked an open question. As such, 2.6% did not specify a clear answer and chose not to respond. A percentage of 6.5% of participants answered that they had accessed it out of curiosity and 0.5% for answers such as "accessed it with friends", to access "pirate games" and for "fun".

In relation to the contact that the participants have online, they were asked if they had contact with online groups that their parents were not aware of, and 19.4% had positively said that yes. Of these results, the same type of open question was asked to find out if there were any online groups of concern. 7% say that these group chats are composed of friends that their parents don’t know about. 3.5% are video game groups, 6.5% are part of chat sites (Facebook Groups, Omegle...). 3.5% didn't specify and 1% preferred not to answer.

Tabel 2. *Evaluating the Negative Impact of Using Digital Services*

				n (%)
Stalking				
Never	Rarely	Occasionally	Several times	Always
149 (76%)	33 (16.8%)	8 (4.1%)	6 (3.1%)	0 (0%)
Online Harassment				
Humiliations	Threats	Blackmail	Defamation	Private Videos
17 (8.7%)	11 (5.6%)	8 (4.1%)	8 (4.1%)	13 (6.6%)
Sexual videos	Provocative messages	Call to play games	Private Photos	Messages of Concern
17 (8.7%)	21 (10.7%)	1 (0.5%)	2 (1%)	1 (0.5%)
Inappropriate messages	Inappropriate Snapchat messages	Fake News	Fake job offers	Paedophilia
1 (0.5%)	1 (0.5%)	1 (0.5%)	1 (0.5%)	1 (0.5%)
Sharing Private Information				
Never	Rarely	Occasionally	Several times	Always
133 (67.9%)	42 (21.4%)	11 (5.6%)	7 (3.6%)	2 (1%)
Hacking of private accounts/Identity Theft				
Never	Rarely	Occasionally	Several times	Always
164 (84.2%)	23 (11.7%)	2 (1%)	5 (2.6%)	1 (0.5%)
Credit card/Banking Fraud				
Never	Rarely	Occasionally	Several times	Always
185 (94.4%)	6 (3.1%)	1 (0.5%)	3 (1.5%)	0 (0%)
Phising				
Never	Rarely	Occasionally	Several times	Always
186 (94.9%)	3 (1.5%)	5 (2.6%)	2 (1%)	0 (0%)
Online Gaming				
Never	Rarely	Occasionally	Several times	Always
48 (24.5%)	42 (21.4%)	31 (15.8%)	41 (20.9%)	34 (17.3%)
Time Spent in Online Gaming				
1 to 3 hours a day	4 to 7 hours a day	8 to 11 hours a day		More than 12 hours a day
101 (51.5%)	34 (17.3%)	8 (4.1%)		6 (3.1%)
Online Gaming Shopping				
Never	Rarely	Occasionally	Several times	Always
119 (60.7%)	40 (20.4%)	23 (11.7%)	12 (6.1%)	2 (1%)

Tabel 2. *Evaluating the Negative Impact of Using Digital Services (Continued)*

Informing Parents of these Online Gaming Purchases				
Never	Rarely	Occasionally	Several times	Always
93 (47.4%)	7 (3.6%)	3 (1.5%)	5 (2.6%)	87 (44.4%)
Online Gambling				
Never	Rarely	Occasionally	Several times	Always
170 (86.7%)	9 (4.6%)	6 (3.1%)	6 (3.1%)	4 (2%)
Access to Online Gambling				
PC (Personal Computer)	Mobile phone (Smartphone)	Tablet	Notebook	Console
44 (22.4%)	54 (27.6%)	4 (2%)	1 (0.5%)	7 (3.6%)
Access to the Deepweb/Darkweb				
Never	Rarely	Occasionally	Several times	Always
179 (91.3%)	10 (5.1%)	4 (2%)	2 (1%)	1 (0.5%)
For what purpose did you access these websites?				
Never accessed		Did not specify		With friends
177 (90.2%)		5 (2.6%)		1 (0.5%)
Out of curiosity		Piracy of Games		Fun
11 (6.5%)		1 (0.5%)		1 (0.5%)
Online Groups Chats				
Never	Rarely	Occasionally	Several times	Always
157 (80.1%)	15 (7.7%)	14 (7.1%)	7 (3.6%)	2 (1%)
Can you name them?				
Friend groups		Video Game Groups		Doesn’t contact groups that their parents don’t know about
14 (7%)		7 (3.5%)		153 (78%)
Chat site groups (Omegle, Facebook groups)		Prefers not to say		Didn't specify
13 (6.5%)		2 (1%)		7 (3.5%)

The following results were obtained from the logistic regression analysis for the dependent variable "Negative Impact of Using Digital Services":

The gender variable appears to have a significant impact. The data shows that male participants are more likely to have a negative impact on the use of digital services (β = -3.288; CI = 0.005 - 0.283, $p \leq .001$).

Results for $8^{th}/9^{th}$ Portuguese grade were also statistically significant for participants who have a worse academic performance (β = -0.518; CI = 0.365 - 0.972, $p \leq .05$), as well as in case of participants who use websites more for entertainment (β = -0.978; CI = 0.159 - 0.891, $p \leq .05$. In subjects who use chat rooms frequently (β of -

1.657; CI = 0.043 - 0.837, p ≤.05). In relation to Discord users (β = -1.694; CI = 0.053 - 0.635, p ≤.005). Among those who engage in gambling, (β = -1.644; CI = 0.074 - 0.506, p ≤.001). The results of the Global Functionality Scale (β = -0.024; CI = 0.959 - 0.994, p ≤.005) also suggest that individuals are more likely to suffer negative consequences because of using social services on their own.

The Internet Addiction Test Scale (β = 0.081; CI = 1.036 - 1.134, p ≤ .001;) shows a greater association between more dependence on the internet and the greater the negative impact of using digital services.

Participants who were retained in a school year (β = -1.099; CI = 0.144- 0.772, p ≤ .05), who have low performance in Portuguese $8^{th}/9^{th}$ grade (β = -0.589; CI = 0.358 - 0.859, p ≤ .05), English $8^{th}/9^{th}$ grade (β -0.538; CI = 0.397 - 0.858, p ≤ .05) and Physical Education $8^{th}/9^{th}$ grade (β = -0.714; CI = 0.284 - 0.845, p ≤ .05) and who usually share photos/videos/music (β -0.664; CI = 0.265 - 0.999, p ≤ .05) appear to be good indicators for victimization regarding stalking. The Internet Addiction Test Scale (β = 0.051; CI = 1.020 - 1.084, p ≤ .001) again shows that the greater the internet addiction, the greater the presence of stalking contacts.

The older the participants (β = 0.204; CI = 1.011 - 1.486, p ≤ .05), the higher the school grade (β = 0.166; CI = 1.013 - 1.376, p ≤ .05), living with a brother (β = 0.166; CI = 1.013 - 1.376, p ≤ .05) and the greater the dependence on the internet (β = 0.047; CI = 1.019 - 1.078, p ≤ .001) showed significant results for sharing private information. Other significant data, such as photo sharing, showed that the greater the sharing, the more information was accessed (β = -0.658; CI = 0.283 - 0.949, p ≤ .05).

Results show that living with a father (β = 0.842; CI = 1.011 - 5.324, p ≤ .05), having been held back a school year (β = -1.247; CI = 0.114 - 0.721, p ≤ .05), having a lower performance in Mathematic $8^{th}/9^{th}$ grade (β = -0.502; CI = 0.400 - 0.915, p ≤ .05), English $8^{th}/9^{th}$ grade (β = -0.629; CI = 0.316 - 0.899, p ≤ .05), Physics and Chemistry $8^{th}/9^{th}$ grade(β = -0.438; CI = 0.645 - 0.993, p ≤ .05) indicate a greater presence of participants having been hacked or had their identity stolen.

The use of a personal computer (β = -0.900; CI = 0.183 - 0.903, p ≤ .05) and mobile phone (β = 1.562; CI = 1.526 - 14.906, p ≤ .05) also show significant data for being hacked or identity stolen. Being a Facebook user (β = -1.121; CI = 0.126 - 0.841, p ≤ .05) and Email (β = -0.960; CI = 0.176 - 0.834, p ≤ .05) also provide the same

results. In line with other results, the more dependent (β = 0.035; CI = 1.001 - 1.071, p ≤ .05) participants were on the internet, the more likely they were to be victims of hacking or identity theft.

Search engines (β = -1.532; CI = 0.054 - 0.864, p ≤ .05) and e-mail access (β = -1.532; CI = 0.054 - 0.864, p ≤ .05) were also good predictors of the presence of credit card/banking fraud.

When it comes to identifying victims of phishing, participants who are older (β = 0.537; CI = 1.247 - 1.348, p ≤ .001) and attend a higher level of education (β = 0.389; CI = 1.161 - 1.874, p ≤ .001) are more likely to be targets of this attack. The same goes for participants who spend more time using social networks (β = 0.792; CI = 1.088 - 4.481, p ≤ .05), as well as spending time online (β = 1.615; CI = 1.316 - 19.231, p ≤ .05). Using e-mail (β = -2.931; CI = 0.007 - 0.431, p ≤ .05) and sharing information (β = -1.475; CI = 0.063 - 0.833, p ≤ .05) are also good predictors of phishing.

The problematic of being addicted to online games shows that the male participants (β = -2.894; CI = 0.019 - 0.162, p ≤ .001) are more dependent on them. Poor performance in Portuguese $8^{th}/9^{th}$ grade (β = -0.445; CI = 0.432 - 0.950, p ≤ .05) also reveals the same. The usage of computers (β = -0.693; CI = 0.253 - 0.987, p ≤ .05) and consoles (β = -2.378; CI = 0.012 - 0.701, p ≤ .05), as well as other methods of accessing video games such as entertainment websites (β = -0.972; CI = 0.193 - 0.740, p ≤ .005), Discord (β = -1.759; CI = 0.140 - 0.645, p ≤ .001) and the act of gaming itself (β = -2.028; CI = 0.061 - 0.286, p ≤ .001) indicate greater dependence.

Greater use of the Snapchat (β = 0.815; CI = 1.134 - 4.501, p ≤ .05), wanting to know what's new (β = 0.714; CI = 1.056 - 3.951, p ≤ .05) and greater dependence on the internet (β = 0.047; CI = 1.015 - 1.082, p ≤ .005) add to the data identifying a dependence on video games.

Likewise, it is the male gender (β = -2.594; CI = 0.036 - 0.154, p ≤ .001) who emerges as the biggest buyer of virtual *in game* products. A poor performance of Portuguese $8^{th}/9^{th}$ graders (β = -0.368; CI = 0.485 - 0.987, p ≤ .05) shows the same effect.

As in the previous data, sites that are used for entertainment (β = -0.944; CI = 0.213 - 0.708, p ≤ .005), such as YouTube (β = -1.548; CI = 0.061 - 0.745, p ≤ .05) and

chat sites (β = -0.761; CI = 0.248 - 0.879, p ≤ .05) such as Discord (β = -1.860; CI = 0.082 - 0.294, p ≤ .001) show significant data for the presence of *in game* shopping. Playing games (β = -1.760; CI = 0.089 - 0.333, p ≤ .001), using the computer (β = -0.698; CI = 0.279 - 0.887, p ≤ .05) or mobile phone (β = 1.857; CI = 1.725 - 23.765, p ≤ .05) and consoles (β = -1.847; CI = 0.158 - 0.064, p ≤ .001) are equally important for the virtual *in game* shopping variable.

The frequency of internet use (β = 0.467; CI = 1.140 - 2.232, p ≤ .05) and greater dependence on it (β = 0.031; CI = 1.005 - 1.059, p ≤ .05) indicates that parents are unaware of the purchases participants make in online games. In the same vein, the male gender (β = -1.576; CI = 0.114 - 0.376, p ≤ .001) shows the same type of results.

Lower school performance in Portuguese 8^{th}/9^{th} grades (β = -0.394; CI = 0.478 - 0.952, p ≤ .05) and Physical Education 10^{th}/CPMT3 grades (β = -0.365; CI = 0.488 - 0.987, p ≤ .05) as well. Computer (β = -0.676; CI = 0.288 - 0.898, p ≤ .05) and console usage (β = -1.963; CI = 0.047 - 0.421, p ≤ .001), Discord (β = -1.595; CI = 0.107 - 0.386, p ≤ .001) as well as YouTube (β = -1.209; CI = 0.112 - 0.799, p ≤ .05) and gaming (β = -1.289; CI = 0.153 - 0.497, p ≤ .001) show that parents aren't aware of their children online game purchases.

Age (β = 0.432; CI = 1.214 - 1.952, p ≤ .001) is also a factor when participants indicate the use of gambling sites, as did the higher the school year (β = 0.390; CI = 1.234 - 1.768, p ≤ .001), spending more time on online content (β = 0.477; CI = 1.012 - 2.564, p ≤ .05) and having a disability or illness (β = 1.090; CI = 1.106 - 8.003, p ≤ .05). Males (β = -2.263; CI = 0.030 - 0.361, p ≤ .001).

The presence of a grandfather (β = -2.570; CI = 0.022 - 0.266, p ≤ .001) or grandmother (β = -1.566; CI = 0.074 - 0.591, p ≤ .005) in the participants' lives also appears to influence online gambling. Being held back a year (β = -1.146; CI = 0.117 - 0.863, p ≤ .05), using Facebook (β = -1.209; CI = 0.110 - 0.812, p ≤ .05), Discord (β = -1.064; CI = 0.146 - 0.815, p ≤ .05) and gaming (β = -1.049; CI = 0.133 - 0.920, p ≤ .05) also indicate a more prevalence in using online gambling sites.

When it comes to accessing the deepweb, male participants (β = -1.708; CI = 0.050 - 0.652, p ≤ .05) do it the most. The promotion of events (β = -1.946; CI = 0.031 - 0.657, p ≤ .05) and a lower perceived quality of life (β = -0.020; CI = 0.960 - 1.000, p ≤ .05) also result in greater access to the deepweb. Having a disability/disease (β = 1.627;

CI = 1.772 - 14.628, p ≤ .05) and greater dependence on the internet (β = 0.065; CI = 1.023 - 1.113, p ≤ .05) result in greater access to the deepweb.

Participants who are in a higher school year (β = 0.173; CI = 1.008 - 1.402, p ≤ .05) and who have a greater dependence on the internet (β = 0.041; CI = 1.010 - 1.075, p ≤ .05) show that they have contact with online groups that their parents don't know about. Being male (β = -1.203; CI = 0.140 - 0.645, p ≤ .05), using Instagram (β = -1.500; CI = 0.051 - 0.977, p ≤ .05) and Discord (β = -.716; CI = 0.241 - 0.992, p ≤ .05) also predicted this variable, as did meeting people (β = -.795; CI = 0.214 - 0.952, p ≤ .05), promoting events (β = -1.488; CI = 0.054 - 0.947, p ≤ .05) and having a lower perceived quality of life (β = -0.018; CI = 0.967 - 0.997, p ≤ .05).

Table 3. *Binary logistic of the dependent variables*

	Constant			Dependent Variable				
							95% C.I. for EXP(β)	
	β	S.E.	Sig.	β	S.E.	Sig.	Lower	Higher
Total Negative Impact of Using Digital Services								
Gender	4,554	1,005	<,001	-3,288	1,034	,001	,005	,283
Portuguese 8th/9th grade	3,632	,967	<,001	-,518	,250	,038	,365	,972
Entertainment Websites	2,408	,348	<,001	-,978	,440	,026	,159	,891
Chat Sites	3,258	,721	<,001	-1,657	,755	,028	,043	,837
Discord	3,164	,589	<,001	-1,694	,633	,007	,053	,635
Gaming	2,853	,420	<,001	-1,644	,491	<,001	,074	,506
GFS	6,456	1,814	<,001	-,024	,009	,009	,959	,994
IATS	-,933	,773	,227	,081	,023	<,001	1,036	1,134
Stalking								
Retained a year*	-,288	,382	,451	-1,099	,429	,010	,144	,772
Portuguese 8th/9th grade	,714	,743	,336	-,589	,223	,008	,358	,859
English 8th/9th grade	,633	,680	,352	-,538	,197	,006	,397	,858
Physical Education**	1,485	1,047	,156	-,714	,278	,010	,284	,845
Share Photos***	-,802	,236	<,001	-,664	,338	,050	,265	,999
IATS	-3,163	,659	<,001	,051	,015	,001	1,020	1,084
Sharing Private Information								
Age	-3,736	1,436	,009	,204	,098	,038	1,011	1,486
School Year	-1,158	,240	<,001	,166	,078	,034	1,013	1,376
Living with a Brother	-1,158	,240	<,001	,166	,078	,034	1,013	1,376
Share Photos***	-,405	,221	,067	-,658	,309	,033	,283	,949
IATS	-2,598	,597	<,001	,047	,014	,001	1,019	1,078
Hacking of private accounts/Identity Theft								
Living with the Father	-1,910	,240	<,001	,842	,424	,047	1,011	5,324
Retained a year*	-,747	,405	,065	-1,247	,470	,008	,114	,721
Maths 8th/9th	,064	,726	,930	-,502	,211	,017	,400	,915
English 8th/9th	,642	,968	,507	-,629	,267	,018	,316	,899
Physics & Chemistry**	-,165	,758	,827	-,438	,220	,046	,645	,993
PC	-1,267	,253	<,001	-,900	,407	,027	,183	,903
Mobile phone	-1,850	,215	<,001	1,562	,581	,007	1,526	14,906
Facebook	-,754	,429	,079	-1,121	,484	,020	,126	,841
E-mail	-1,137	,279	<,001	-,960	,397	,016	,176	,834
IATS	-3,064	,730	<,001	,035	,017	,042	1,001	1,071

*Have you ever been held back a year?. **Physical Education 10º/CPMT3. *** Share photos/videos/music. GFS - Global Functionality Scale. IATS - Internet Addiction Test Scale

Table 3. *Binary logistic of the dependent variables (Continuation)*

Credit card/Banking Fraud								
Search engines	-2,197	,398	<,001	-1,532	,707	,030	,054	,864
E-mail	-2,197	,398	<,001	-1,532	,707	,030	,054	,864
Phishing								
Age	-11,024	2,587	<,001	,537	,161	<,001	1,247	2,348
School Year	-4,103	,592	<,001	,389	,122	,001	1,161	1,874
E-mail	-1,914	,357	<,001	-2,931	1,066	,006	,007	,431
Social Networking *	-2,931	1,066	,006	,792	,361	,028	1,088	4,481
Pass Time	-3,320	,416	<,001	1,615	,684	,018	1,316	19,231
Sharing Information	-1,946	,478	<,001	-1,475	,660	,025	,063	,833
Online Gaming								
Gender	6,030	1,041	<,001	-2,894	,549	<,001	,019	,162
Portuguese 8th/9th	2,648	,754	<,001	-,445	,201	,027	,432	,950
Entertainment Sites	1,631	,258	<,001	-,972	,342	,004	,193	,740
PC	1,545	,275	<,001	-,693	,347	,046	,253	,987
Console	3,332	1,018	,001	-2,378	1,032	,021	,012	,701
Discord	2,428	,426	<,001	-1,759	,466	<,001	,069	,430
Snapchat	,808	,209	<,001	,815	,352	,020	1,134	4,501
Play	2,303	,332	<,001	-2,028	,395	<,001	,061	,286
Latest News	,779	,228	<,001	,714	,337	,034	1,056	3,951
IATS	-,577	,604	,339	,047	,016	,004	1,015	1,082
Online Gaming Shopping								
Gender	,693	,217	,001	-2,594	,368	<,001	,036	,154
Portuguese 8th/9th	,763	,635	,229	-,368	,181	,042	,485	,987
Entertainment Websites	-,036	,191	,849	-,944	,306	,002	,213	,708
Chat Sites	,109	,270	,686	-,761	,322	,018	,248	,879
PC	-,066	,210	,753	-,698	,295	,018	,279	,887
Mobile phone	-,557	,153	<,001	1,857	,669	,006	1,725	23,765
Console	1,145	,434	,008	-1,847	,464	<,001	,158	,064
Discord	,673	,246	,006	-1,860	,325	<,001	,082	,294
YouTube	-,298	,152	,051	-1,548	,640	,016	,061	,745
Gaming	,256	,192	,183	-1,760	,337	<,001	,089	,333
Informing Parents of these Online Gaming Purchases								
Gender	2,522	,495	<,001	-1,576	,305	<,001	,114	,376
Portuguese 8th/9th grade	1,490	,633	,019	-,394	,176	,025	,478	,952
Physical Education **	5,819	2,907	,045	-,365	,180	,042	,488	,987
PC	,470	,215	,029	-,676	,290	,020	,288	,898
Console	1,833	,539	<,001	-1,963	,560	<,001	,047	,421
Internet usage ***	-,881	,379	,020	,467	,171	,006	1,140	2,232
Discord	1,135	,271	<,001	-1,595	,328	<,001	,107	,386
Youtube	,228	,152	,133	-1,209	,502	,016	,112	,799
Gaming	,680	,202	<,001	-1,289	,301	<,001	,153	,497
IATS	-1,078	,521	,039	,031	,013	,019	1,005	1,059
Online Gambling								
Gender	-1,213	,243	<,001	-2,263	,635	<,001	,030	,361
Age	-8,334	1,851	<,001	,432	,121	<,001	1,214	1,952
School Year	-2,999	,375	<,001	,390	,092	<,001	1,234	1,768
Grandfather	,336	,586	,566	-2,570	,636	<,001	,022	,266
Grandmother	-,619	,469	,187	-1,566	,531	,003	,074	,591
Retained a year +	-1,099	,436	,012	-1,146	,510	,024	,117	,863
Average Time ++	-2,885	,551	<,001	,477	,237	,044	1,012	2,564
Facebook	-,944	,445	,034	-1,209	,510	,018	,110	,812
Discord	-1,369	,289	<,001	-1,064	,439	,015	,146	,815
Gaming	-1,566	,252	<,001	-1,049	,492	,033	,133	,920
Disability/Disease**+	-2,140	,249	<,001	1,090	,505	,031	1,106	8,003

*Frequency of use of social networks. ** Physical Education 10th/CPMT3. *** Frequency of Internet use. + Have you ever been held back a year?. ++ On average, how much time do you spend on this content each day?. **+Do you have any kind of disability/disease?. IATS - Internet Addiction Test Scale

Table 3. *Binary logistic of the dependent variables (Continuation)*

Access to the Deepweb/Darkweb								
Gender	-1,768	,289	<,001	-1,708	,654	,009	,050	,652
Event Promotion	-,511	,730	,484	-1,946	,778	,012	,031	,657
Disability/Disease*	-2,677	,312	<,001	1,627	,539	,003	1,772	14,628
GFS	1,397	1,859	,452	-,020	,010	,050	,960	1,000
IATS	-4,986	,996	<,001	,065	,022	,003	1,023	1,113
Online Groups Chats								
Gender	-,887	,225	<,001	-1,203	,391	,002	,140	,645
School Year	-1,811	,280	<,001	,173	,084	,039	1,008	1,402
Instagram	-1,241	,187	<,001	-1,500	,753	,046	,051	,977
Discord	-,993	,262	<,001	-,716	,361	,048	,241	,992
Meeting People	-,847	,309	,006	-,795	,381	,037	,214	,952
Promoting Events	,000	,707	1,000	-1,488	,731	,042	,054	,947
GFS	1,898	1,428	,184	-,018	,008	,022	,967	,997
IATS	-3,044	,681	<,001	,041	,016	,010	1,010	1,075

*Tens algum tipo de Deficiência/Doença?. GFS - Global Functionality Scale. IATS - Internet Addiction Test Scale

Discussion

From the data collected, male participants are more likely to be victimized in the cyber world and that the negative impact of the use of digital services in this gender is much more present than in the female gender. Studies show that males have a greater online presence and may therefore be subject to more online victimization (Näsi et al., 2015; Donner, 2016).

Immersion in the online environment and the average time spent on the internet are all factors that influence the presence of victimization (Donner, 2016). Also, the greater degree of anonymity that an offender has when committing online crimes, compared to traditional ones, and the socialization opportunities that come with spending time online are some of the ways that the internet facilitates cybercrimes (Donner, 2016).

Nevertheless, the presence of other significant data is equally important. It is mostly males who partake in online video games the most, and in this case, the time spent online gaming reaches a high 75.4%. This number could be corroborated by other studies showing that male teenagers spend more time in the virtual world (Ko et. al., 2005; Kwon et. al., 2011; Wartberg et. al., 2020; Ma & Gu, 2023).

Online video games, and video games in general, have a particular effect on their players, offering better self-esteem and new opportunities for interaction with others who share the same interests (Ko et. al., 2005; Kwon et. al., 2011; Wartberg et. al.,

2020; Ma & Gu, 2023). This can be seen as positive yet it’s not always the desired effect that takes place. The same studies show that those with lower self-esteem and daily lower life satisfaction are more likely to develop online gaming addiction (Kwon et. al., 2011; Wartberg et. al., 2020). These results are in line with the findings on table 3 of this research, showing that internet addiction is a relevant factor that is present in almost all the dependent variables.

With the new online gaming models, a new product has emerged called “Loot Boxes” (LB), which contains digital products that transform the game and how it is played (Ide et. al, 2021; Carey et. al., 2022). The fact that 39.2% of participants answered positively on buying this type of product shows just how predatory these service models can be and how closely linked to risk behaviours, such as compulsive buying and increased risk of gambling addiction (Ide et. al, 2021; Carey et. al., 2022).

Another study reveals that male participants who buy this product once are twice as likely to buy it again (González-Cabrera et. al., 2023). The same authors, in another study, report that 30% of people who buy these loot boxes are under 18 and have psychological problems such as Internet Gaming Addiction or Online Gaming Addiction (González-Cabrera et. al., 2022). Likewise, the same 39.2% of participants are very active in online gaming purchases, therefore there is a very large concern when comparing both studies.

The devices that also showed significant results were the computer, the mobile phone and the console, all of which can be associated with Gaming and/or Mobile Gaming and the increased hours that young people spend on them. Again Table 2 shows that 51.5% of participants spend 1 to 3 hours a day playing these games, while 24.5% spend 4 or more hours a day. This will most certainly cause an increase in addiction, anxiety problems and feelings of isolation, physical problems such as obesity, back pain and over all a lack of physical activity (Milani et. al., 2018; Wang et. al., 2019; Aziz et. al., 2021).

Since many of the participants have not yet reached the age of majority to buy LB, they need their parents' prior knowledge to agree to the purchases being made. In fact, the percentage of participants who answered that their parents are aware of the purchases they make is high (44.4%), but the percentage of participants who do so without their parents' knowledge is even higher (55.1%).

This research also shows that young men are the ones who access gambling sites or casinos the most, although it can´t be specified between genders, 12.8% of participants used said gambling sites. Factors such as social isolation and lower school performance influence the search for these gambling sites (Potenza et. al., 2011).

It is also when it comes to accessing the deepweb that the male gender has the most access to it. Although it's a small percentage (7.6%), accessing the deepweb requires a greater digital dexterity, requiring various programmes and proxies. Despite this, the answers the participants gave were of curiosity, with only one case accessing it for "fun". This study didn't focus much on exploring why teens access the deepweb and didn't elicit more detailed responses about the purpose of accessing the deepweb, therefore it could be hypothesized that the deepweb, at this age, is more of a novelty act then a concerning element.

The presence of a significant result from male participants in contacting online groups that their parents are not aware of is also important to analyze further, since the answers given by the participants were not entirely conclusive. One could argue that the decline of social contact in favor of a virtual one is one factor that could explain why young people seek out other peer groups (Gross, 2004; Subrahmanyam & Greenfield, 2008).

In addition to Facebook, Instagram, and Snapchat, many young people use other platforms such as Discord, a social network specifically dedicated to bringing together thousands of gamers from all over the world and YouTube, a platform dedicated to an enormous amount of different “programs” and other forms of interacting with an audience. It is on these social media that aggressive behaviour often emerges in the form of virtual aggression, as well as other types like identity theft, exposure to an influencing amount of advertisements for online gaming and gambling, exposure to violent contents, and interactions with strangers (Calvete et. al., 2010).

The age factor shows significant results in two respects. The first is based on the sharing of personal information and the second on accessing gambling or casino sites. This shows that older participants tend to share more personal information. This may be associated with the increased perception that teenagers have about their own lives and that parental control is not as relevant when it comes to sharing information with others (Heirman et. al., 2013).

On the other hand, the use of gambling sites could be explained by a maturity factor as well as others of some significant importance, such as lower school performance, low family support network, such as living with grandparents, as it was shown by the results in table 3 and internet addiction problems (more time spent on the internet seems to be associated with greater use of gambling sites) (Andrie et. al., 2019).

The context of the family structure indicates that don´t live with a father is more likely to lead participants to become victims of identity theft. Some authors point out that dysfunctional families promote an environment conducive to the development of risk behaviors, but never at such an individual level as this study shows in its results in table 3 (Ary et. al., 1999; Ary et. al., 1999). The same type of argument can be made when referring to the situation of living with grandparents.

On a similar note, living with a brother shows significant results for sharing photographs and other more personal information. This factor may not be worrying, since sharing between siblings is important in building stronger emotional bonds (Milevsky, 2020). However, the design of this study focuses on the inappropriate sharing of this same information and, therefore, there is a need for more detail to be explored in this area.

Regarding school performance, the participants who answered that they had already been held back a year found significant results in the presence of stalking messages. There are many reasons why one might be motivated to stalk another person, and bad academic performance is one of them (Purcell et. al., 2008). The effects that might cause this could be related to participants not being able to focus on class and fear for physical and psychological confrontation on school grounds (Purcell et. al., 2008).

The report of participants who have been victims of identity theft is also significant, as is the use of gambling sites and casinos. In addition, academic performance below expectations also shows data where there is a greater negative impact on the use of digital services, greater presence of stalking (24%), identity theft (15.8%) and more time spent on video games (75.4%) and virtual game shopping (39.2%). This data is in line with several studies that report that students who have been victims of cyber aggression tend to lose academic focus, prefer to isolate themselves and idealize risky behaviours (Álvarez-García et. al., 2015; Wright, 2015; Alotaibi, 2019).

The purpose of the types of content that the participants indicated was to find out, in general terms, what they do online. As such, participants who frequented entertainment and chat sites (like YouTube, Discord, and other live streams) showed more significant results for the presence of a greater negative impact on their use, as well as the presence of online purchases in video games. Media consumption through these sites is perceived to provide rewards that inspire competition, collaboration, curiosity, and commitment in gamers (King & de pa Hera, 2020).

There were also significant results for search engines as well as e-mail in relation to identity theft, although there are no studies with similar data to this study, there has been another that details that teenagers have inability to detect messages intended to steal their personal information (Nicholson et. al., 2020).

The presence of illnesses or disabilities that affect participants' daily lives presents interesting and significant data when it comes to accessing gambling sites and casinos and accessing the deepweb, since there may be an erogenous idea about the risks that could arise from using these sites (Taylor et. al., 2014). Although there are not many studies on disability/illness in relation to the deepweb, this link could be explained in a similar way to accessing gambling sites, as the idea of danger or problematic behavior may have a different value.

The data collected by the Global Functionality Scale using Kidscreen-52 also showed significant data in terms of the negative impact of using digital services. As other studies have shown, the impact on quality of life in younger populations due to the number of hours they are active online results in a lower perception and quality of life (Machimbarrena et. al., 2019; Jenkins et. al., 2020). Quality of life as a predictor of access to the deepweb was a significant finding that deserves to be explored further, as there are no studies that serve as a comparison. Nevertheless, the presence of a significant result in contact with groups of friends that parents don't know is also relevant. The lack of family support induces adolescents to seek other forms of emotional support (Ary et. al., 1999; Ary et. al., 1999; Machimbarrena et. al., 2019).

Similarly, the data from the Internet Addiction Test Scale revealed significant results in the negative impact of using digital services, the preponderance of identity theft, the improper sharing of photographs and other personal data, greater activity in playing video games, the lack of knowledge that the participants' parents have about

buying virtual products in those same video games, individual access to the deepweb and contact with groups of people that the parents don't know. All these results are in line with the objective proposed by the Internet Addiction Test, which is aimed at phenomena such as those found in this study (Young, 2016).

The study emphasizes the multifaceted nature of online victimization and its impact on individuals, particularly in young male students. This study also provides valuable insights about trends that have emerged from the research, shedding light on the various aspects of digital engagement and its impact on individuals.

The findings underscore the importance of promoting responsible online practices, raising awareness about the potential risks, and involving parents and caregivers in monitoring and guiding the online activities of young individuals. Further research and exploration are necessary to better understand and address the evolving challenges presented by the digital age.

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Appendix

Informed Consent

No âmbito da dissertação de Mestrado em Psicologia da Saúde e Reabilitação Neuropsicológica, da Universidade de Aveiro, o aluno João Freixo, está a realizar um trabalho de investigação sobre "Cyber Segurança".

O presente objetivo desta investigação e, uma vez que a amostra deste estudo é referente à utilização que os adolescentes dão ao uso da internet, assim como o impacto negativo que advém muitas vezes do uso incorreto da mesma, venho solicitar a colaboração de V. Exª, dando autorização para recolher informação junto de alunos do 3º ciclo de ensino, do Colégio D. José I.

A colaboração dos alunos é voluntária, garantido desde sempre o total anonimato dos mesmos e, consiste no preenchimento de um questionário sociodemográfico e escalas de autorresposta, aplicadas em grupo, mas de forma individual, tendo a duração da realização da mesma, cerca de 45 minutos.

Sob a supervisão da Orientação do Professor Doutor José Martin, comprometemo-nos a salvaguardar os interesses dos alunos, assegurando uma rigorosa confidencialidade da informação recolhida e revelando a nossa total disponibilidade para qualquer informação ou intervenção considerada útil. Para mais informações relativas à pertinência do estudo poderão entrar em contacto pelo seguinte e-mail: joao.m.freixo95@ua.pt

Autorizo/Não autorizo o meu educando a participar no estudo através do preenchimento do questionário "Cyber Segurança"

Assinatura do Encarregado de Educação:_____

Protocolo

Dados Sociodemográficos:

Género: Masculino ☐ Feminino ☐ Outro:_____

Idade:_____ **Ano Escolar:** 8º ☐ 9º ☐ CPTMA 1 ☐ CPTMA 2 ☐ CPTMA 3 ☐

Naturalidade:_____ Nacionalidade:_____

Estrutura Familiar (Assinala com quem vives):

Pai ☐ Mãe ☐ Padrasto ☐ Madrasta ☐ Avô ☐ Avó ☐

Irmão ☐ Irmã ☐

Outro:_____

Já alguma vez ficaste retido? Sim ☐ Não ☐

Refere a última classificação das seguintes disciplinas:

Português	Matemática	Inglês	Física e Química	Educação Física	Tecnologias da Informação e da Comunicação (TIC)
_____	_____	_____	_____	_____	_____

Avaliação da Intensidade do Uso da Internet

A que idade começaste a ter Redes Socias?_____

Que conteúdos mais frequentas:

Redes Sociais (Facebook; Twitter; Instagram...)	☐
Sites de Entretenimento (Blogs de Humor; Youtube...)	☐
Sites de Informação (Revistas; Jornais...)	☐
Sites de Busca e Pesquisa (Google; Wikipédia...)	☐
Sites de Conversação (Chats...)	☐

Que equipamento mais utilizas para te conectares à Internet?

PC (Computador Pessoal)	Telemóvel (Smartphone)	Tablet	Notebook	Consola	Outro:_____
☐	☐	☐	☐	☐	

Com que frequência costumas usar a internet:

☐ 1 a 3 horas por dia ☐ 8 a 11 horas por dia

☐ 4 a 7 horas por dia ☐ 12 ou mais horas por dia

Em média, quanto tempo disponibilizas por dia para estes conteúdos?

☐ 1 a 3 horas ☐ 8 a 11 horas

☐ 4 a 7 horas ☐ 12 a mais horas

Que Redes Sociais costumas utilizar:

Facebook	☐	Instagram	☐	Twitter	☐	Discord	☐
YouTube	☐	Snapchat	☐	E-mail	☐	Linkedin	☐

Com que frequência costumas utilizar as redes sociais que selecionaste?

Todos os dias	5 a 6 vezes por semana	3 a 4 vezes por semana	2 a 1 vez por semana
☐	☐	☐	☐

Quantas horas despendes por dia nelas?

1 a 3 horas	4 a 7 horas	8 a 11 horas	12 a mais horas
☐	☐	☐	☐

Para que fins utilizas as redes sociais?

1) Conversar com amigos ☐	2) Conhecer pessoas ☐	3) Jogar ☐	4) Fazer comentários ☐
5) Para passar o tempo ☐	6) Entretenimento ☐	7) Promoção de eventos ☐	8) Para saber novidades dos outros ☐
9) Partilhar informação das aulas, trabalho ☐	10) Partilhar desabafos da minha vida ☐	11) Partilhar fotografias/Vídeos/Músicas ☐	12) Participar em debates sobre temas atuais ☐

13) Exprimir ideias sobre temas atuais ☐ 14) Outra:_____

Avaliação Global de Funcionalidade:
(The KIDSCREEN Group, 2004; EC Grant Number: QLG-CT-2000- 00751 KIDSCREEN-52, Child and Adolescent Version. Tradução e adaptação: Matos, Gaspar Calmeiro & KIDSCREEN Group Europe)

1→ Saúde e atividade física:

Tens alguma deficiência, doença ou condição física crónica?
Não ☐
Sim ☐ Qual? _____

Em geral, como descreves a tua saúde:				
Excelente ☐	Muito Boa ☐	Boa ☐	Má ☐	Muito Má ☐

Pensa na última semana…

Sentiste-te bem e em forma?	Nada ☐	Pouco ☐	Moderadamente ☐	Muito ☐	Totalmente ☐
Estiveste fisicamente ativo (Ex: correr, escalada, andar de bicicleta)?	Nada ☐	Pouco ☐	Moderadamente ☐	Muito ☐	Totalmente ☐
Foste capaz de correr bem?	Nada ☐	Pouco ☐	Moderadamente ☐	Muito ☐	Totalmente ☐
Sentiste-te cheio(a) de energia?	Nada ☐	Pouco ☐	Moderadamente ☐	Muito ☐	Totalmente ☐

2→ Sentimentos

Pensa na última semana…

A tua vida tem sido agradável?	Nada ☐	Pouco ☐	Moderadamente ☐	Muito ☐	Totalmente ☐
Sentiste-te bem por estar vivo?	Nada ☐	Pouco ☐	Moderadamente ☐	Muito ☐	Totalmente ☐
Sentiste-te satisfeito(a) com a tua vida?	Nada ☐	Pouco ☐	Moderadamente ☐	Muito ☐	Totalmente ☐
Tiveste bom humor?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Sentiste-te alegre?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Divertiste-te?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐

3→ Estado de Humor Geral

Pensa na última semana…

Sentiste-te fartol?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐

Sentiste-te triste?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Sentiste-te tão mal que não quiseste fazer nada?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Sentiste que tudo na tua vida estava a correr mal?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Tens-te alimentado bem?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Sentiste-te sozinho(a)?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Sentiste-te debaixo de pressão?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐

4→ Sobre ti próprio

Pensa na última semana…

Sentiste-te feliz com a tua maneira de ser?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Sentiste-te contente com as tuas roupas?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Sentiste-te preocupado(a) com a tua aparência?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Sentiste inveja da aparência de outros rapazes e raparigas?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Gostarias de mudar alguma coisa no teu corpo?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐

5→ Tempo livre

Pensa na última semana…

Tiveste tempo suficiente para ti próprio?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Foste capaz de fazer atividades que gostas de fazer no teu tempo livre?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Tiveste oportunidades suficientes para estas ao ar livre?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Tiveste tempo suficiente para te encontrares com os teus amigos(as)?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Foste capaz de escolher o que fazer no teu tempo livre?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐

6→ Família, Ambiente e vida em família e vizinhança

Pensa na última semana…

Os teus pais compreendem-te?	Nada ☐	Pouco ☐	Moderadamente ☐	Muito ☐	Totalmente ☐
Sentiste-te amado(a) pelos teus pais?	Nada ☐	Pouco ☐	Moderadamente ☐	Muito ☐	Totalmente ☐
Sentiste-te feliz em casa?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐

Os teus pais tiveram tempo suficiente para ti?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Os teus pais trataram-te com justiça?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Foste capaz de conversar com os teus pais quando quiseste?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐

7→ Questões Económicas

Pensa na última semana…

Tiveste dinheiro suficiente para fazeres as mesmas atividades que os teus amigos(as)	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Tiveste dinheiro suficiente para as tuas despesas?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Tiveste dinheiro suficiente para fazeres atividades com os teus amigos(as)?	Nada ☐	Pouco ☐	Moderadamente ☐	Muito ☐	Totalmente ☐

8→ Amigos(as)

Pensa na última semana…

Passaste tempo com os teus amigos(as)	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Fizeste atividades com outros rapazes e raparigas?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Divertiste-te com os teus amigos(as)?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Tu e os teus/tuas amigos(as) ajudaram-se uns aos outros?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Sentiste-te capaz de falar sobre tudo com os teus/tuas amigos(as)?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Sentiste que podias confiar nos(as) teus/tuas amigos(as)?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐

9→ Ambiente escolar e aprendizagem

Pensa na última semana…

Sentiste-te feliz na escola?	Nada ☐	Pouco ☐	Moderadamente ☐	Muito ☐	Totalmente ☐
Foste bom aluno(a) na escola?	Nada ☐	Pouco ☐	Moderadamente ☐	Muito ☐	Totalmente ☐
Sentiste-te satisfeito(a) com os teus professores?	Nada ☐	Pouco ☐	Moderadamente ☐	Muito ☐	Totalmente ☐
Sentiste-te capaz de prestar atenção?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Gostaste de ir à escola?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Tiveste uma boa relação com os teus professores?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐

10→ Provocação

Pensa na última semana…

Tens sentido medo de outros rapazes ou raparigas?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Outros rapazes ou raparigas gozaram contigo?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐
Outros rapazes ou raparigas provocaram-te?	Nunca ☐	Raramente ☐	Algumas Vezes ☐	Frequentemente ☐	Sempre ☐

Avaliação da Dependência da Internet

(Young, 1995; versão portuguesa Pontes et al., 2014)

Responde às seguintes questões: *Com que frequência…*

Ficas online mais tempo do que pretendias?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Deixas de fazer as tarefas em casa para poderes ficar mais tempo online?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Preferes a excitação da Internet à intimidade com o teu(tua) namorado(a)?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Crias novas relações com outros utilizadores online?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

As outras pessoas se queixam em relação à quantidade de tempo que passas online?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

As tuas notas ou trabalhos escolares são prejudicados devido à quantidade de tempo que passas online?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Verificas o teu e-mail (ou sites como o Facebook/Twitter) antes de fazeres qualquer outra coisa que precisas?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

O teu desempenho ou produtividade no trabalho são prejudicados por causa da Internet?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Te tornas defensivo(a) ou guardas segredo quando alguém te pergunta o que estás a fazer online?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Bloqueias pensamentos perturbadores sobre a tua vida com pensamentos calmantes da Internet?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Dás por ti a pensar sobre quando irás estar online novamente?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Receias que a vida sem Internet seria chata, vazia e sem graça?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

É que explodes, gritas ou ficas irritado(a) quando alguém te incomoda quando estás online?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Perdes o sono por estares online até tarde durante a noite?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Te sentes preocupado(a) com a Internet quando estás desconectado(a) ou fantasias estar online?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Dás por ti a dizer "só mais alguns minutos" quando estás online?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Tentas reduzir a quantidade de tempo que passas online e não consegues?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Tentas esconder a quantidade de tempo que passaste online?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Preferes ficar mais tempo online do que ir sair com outras pessoas?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

É que te sentes deprimido(a), mal-humorado(a) ou nervoso(a) quando estás desconectado(a) e, deixas de estar assim quando entras online novamente?

Não Aplicável ☐ Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Avaliação do Impacto Negativo do uso de Serviços Digitais

Pensa no teu caso:

Recebes mensagens com a intenção de saber a tua localização?

Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Indica, caso se aplique, o tipo de mensagens que recebes online:

Humilhações ☐ Ameaças ☐ Chantagem ☐ Difamação ☐

Vídeos privados ☐ Vídeos de cariz sexual ☐ Mensagens provocatórias ☐ Outro:_____

Em algum momento partilharam fotografias, vídeos, mensagens, emails e/ou passwords pessoais?

Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

***Hackearam* a tua conta pessoal (das diversas redes sociais ou jogos online) e fizeram-se passar por ti?**

Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Em algum momento, tiveram acesso aos teus dados bancários ou dos teus familiares?

Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Permitiste a alguém o uso da tua conta bancária, ou dos teus familiares, para transferir dinheiro?

Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Costumas jogar jogos online (Fortnite, CS: GO, PUBG, League of Legends, etc)?

Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Quanto tempo dedicas do teu tempo livre a esses jogos?

☐ 1 a 3 horas por dia ☐ 8 a 11 horas por dia

☐ 4 a 7 horas por dia ☐ 12 ou mais horas por dia

Costumas fazer compras nesses jogos?

Nunca ☐ Raramente ☐ Ocasionalmente ☐ Várias Vezes ☐ Sempre ☐

Os teus pais têm conhecimento sobre essas compras?

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Costumas frequentar sites de apostas, como sites de apostas ou casinos?

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Como costumas aceder a esses sites online?

PC (Computador Pessoal)	Telemóvel (Smartphone)	Tablet	Notebook	Consola	Outro:_____
☐	☐	☐	☐	☐	

Já acedeste à deepweb ou darkweb, ou seja, que não estejam disponíveis a livre acesso por parte dos utilizadores?

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Com que finalidade acedeste a esses websites? _____

Contactas com grupos online que os teus pais não conhecem?

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Podes referir quais? _____

Obrigado pela tua participação!