

SN207

## Digital Well-Being - Parental Phubbing (2018)

*Benessere Digitale - Parental Phubbing (2018)*

Marco Gui, Tiziano Gerosa, Luca Pancani, Paolo Riva

Versione/Version: 1.1 - 10/12/2019



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Website: [www.unidata.unimib.it](http://www.unidata.unimib.it)

E-mail: [unidata@unimib.it](mailto:unidata@unimib.it)

Tel.: +39 02 6448 7513

Fax: +39 02 6448 7561

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Università degli Studi di Milano-Bicocca  
Via Bicocca degli Arcimboldi 8  
20126 - Milano (Italia)

## Methodological Notes<sup>1</sup>

*Digital Well-Being – Parental Phubbing* is a cross-sectional dataset extracted from the second wave of data collection of the *Digital Well-being - Schools* project<sup>2</sup>. This project won in 2016 the *Innovation Project Grant* promoted by the University of Milano-Bicocca, with the aims of Developing a comprehensive media education training course for high schools teachers and evaluate its impact on students digital competence, attitudes toward new media, new media usage habits and general well-being.

### *Sampling Procedures*

The invitation to take part in this study during the a.y. 2017-2018 was extended to all high school in the territorial areas 23, 27 and 28 of the provinces of Milan and Monza-Brianza (Lombardy region, Northern Italy). A total of 42 schools were contacted, using a three-stage enrollment procedure designed to ensure the school principal and teachers were all properly informed about the project structure, content, aims and requirements. The first phase has dealt with sending information material about the project to all the schools included in the three territorial areas and the subsequent acquisition of the expression of interest to participate in the study. During the second phase, the project was presented at the schools that showed an interest in participation. The third phase, finally, provided for the formal acceptance to the project – and then the official involvement of the students – through the signing of the training agreement.

At the end of the recruitment process, 18 out of 42 schools signed the training agreement, with a final enrollment rate of 43%. In May 2018, all the students at grade 10 (15-16 years old) of the 18 participating schools were surveyed through a CAWI methodology (Computer Assisted Web Interviewing), asking them to fill an online questionnaire in the multimedia labs of their respective school under the supervision of external observers. The questionnaire was finally administered to 3,289 participants located in 171 classes, achieving a total response rate of 90% compared to the overall population of students registered at the beginning of the school year.

### *Dataset content*

The dataset refers to an extract from the original questionnaire and provide detailed information on students perceived parental phubbing, social disconnection, and a set of socio-demographic and school related characteristics.

Thanks to this dataset, the authors developed a brief and psychometrically valid scale to assess parental phubbing in adolescents, the *Parental Phubbing Scale* (PPS). It is based on seven items taken from the Pphubbing scale (Roberts & David 2016<sup>3</sup>) and has been adapted in order to measure the overall level of phubbing perceived by participants towards their mothers (PPS-M) and their fathers (PPS-PF) respectively. The PPS measures perceived phubbing distinctly and separately from each parent and, at the same time, these two dimensions jointly measure the overall dimension of parental phubbing.

Students' feelings of social disconnection towards parents was instead measured asking them how often they felt lack of companionship from, ignored by, and left out. Both PPS and social disconnection items were based on a five-point Likert response scale, ranging from 1 ("Never") to 5 ("Always").

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1 The Methodological Notes are curated by Tiziano Gerosa. For more information, please contact [tiziano.gerosa@unimib.it](mailto:tiziano.gerosa@unimib.it)

2 For more details on the *Digital Well-being – Schools* project, the data collection and the data management procedures, see <http://www.benesseredigitale.eu/progetto-scuole>.

3 Roberts, J. A., & David, M. E. (2016). My life has become a major distraction from my cell phone: Partner phubbing and relationship satisfaction among romantic partners. *Computers in human behavior*, 54, 134-141. <https://doi.org/10.1016/j.chb.2015.07.058>

### *Socio-demographic variables construction*

Some notes on the construction of the socio-demographic variables included in the dataset are given below.

In addition to PPS and Students' feelings of social disconnection towards parents, the dataset also includes information concerning their age, gender, ethnic origin and the education level of the parents.

Students' age was measured in years, and was recoded from the year of birth indicated at the time of the interview (question B5 of the questionnaire). The value range is between 14 and 18 years old, as they include both the anticipatory students (14 years old) and any failed students (17-18 years old).

The gender was collected as a dichotomous variable, distinguishing males from females.

The ethnic origin was collected as a dichotomous variable, distinguishing natives from migrants. The variable is based on L1 and L3 questions of the questionnaires, concerning the student's and parents's place of birth respectively. Students with at least one Italian parent were considered natives, while students born abroad (1st generation) or born in Italy (2nd generation) with both foreign parents were considered migrants.

Compared to the questionnaire, the level of education achieved by both parents was recoded in three reference categories identifying low-educated (up to middle school diploma), middle-educated (up to high school diploma) and highly-educated subjects (bachelor's degree or higher).

Finally, the database contain a variable indicating the type of school, distinguishing between Lyceum, Technical Institute and Professional institute (vocational school).

The data collection process, as well as all the rest of the study, was conducted in compliance with the regulations issued by the Ethics Committee of the University of Milano-Bicocca.