

# Psychometric Evaluation of a Spanish Telepressure Measure in Primary School Students

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## INTRODUCTION

Access to the internet through mobile phones is now a reality for most of the population in Spain, where mobile phones are present in 99.5% of households, and 90% acknowledge daily consumption of information and communication technologies (ICT), particularly instant messaging (IM) (INE, 2024). In this sense, **daily internet consumption** has increased by **81.8 minutes** since 2019 (AIMC, 2025). Likewise, a study by Save the Children (2024) showed that adults recognized **daily 4.7-hour phone use** intended mostly for leisure, entertainment, and **social relationships**.

Adolescents found utility in digital environments to establish affective relationships and avoid loneliness (Andrade et al., 2021). However, seeking social connection through the internet may be related to increasing the **risk of problematic internet use** (Caplan, 2007).

In line with this hyperconnection situation, the concept of **telepressure** was formulated which refers to an intense concern for responding quickly to online messages (Barber and Santuzzi, 2015). This construct consists of both a sense of **concern** about response times and a state of **urgency** to respond.

This empirical study evaluates the psychometric properties of a Spanish adaptation of the 6-item Workplace Telepressure Measure (WTM-6) for primary education.

## METHOD

### SAMPLE

**432** Students

**5<sup>th</sup> Grade:** 189

**6<sup>th</sup> Grade:** 250

**53.9%**  
Female

### MEASURE

An adaptation of the workplace telepressure measure (Barber & Santuzzi, 2015) was administered and obtained good results in clarity, relevance and adequacy by a group of experts.

1. It's hard for me to focus on other things when I receive a message from someone (Es difícil estar atento/a en lo que estoy haciendo cuando recibo un mensaje por el móvil)
2. I can concentrate better on other tasks once I've responded to my messages (Puedo estar más atento/a en lo que hago una vez que he respondido a los mensajes)
3. I can't stop thinking about a message until I've responded (No puedo dejar de pensar en un mensaje hasta que lo he podido responder)
4. I feel a strong need to respond to other immediately (Necesito responder inmediatamente a los mensajes)
5. I have an overwhelming feeling to respond right at that moment when I receive a request from someone (Me siento nervioso/a por tener que responder un mensaje justo en el momento en el que me llega)
6. It's difficult for me to resist responding to a message right away (Es difícil no responder un mensaje inmediatamente)

## RESULTS & DISCUSSION

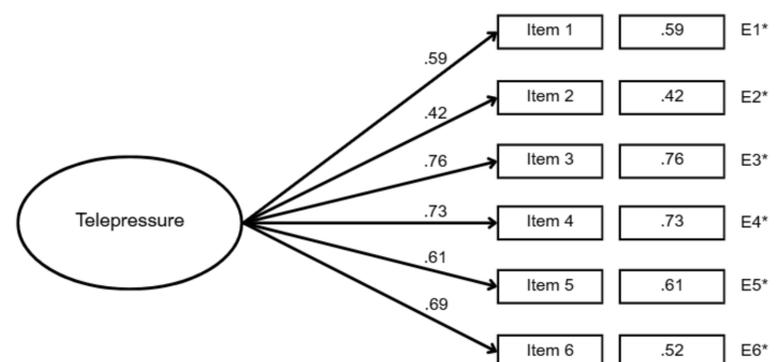
Test of multivariate skewness ( $\chi^2 = 260.635, p < .001$ ) and kurtosis ( $z = 6.301; p < .001$ ) were statistically significant. Item 2 suggested a different pattern in the distribution of responses to the item, reporting a floor and ceiling effect.

The analysis of polychoric correlation matrix, reported the KMO measure of sample adequacy (0.8), sphericity Barlett's test ( $\chi^2 (15) = 728.452, p < .001$ ), and a determinant equal (.187) to perform a factor analysis.

The **single-factor structure** accounted for 40.4% of the variance. Using the Unweighted Least Squares (ULS) extraction method, the model showed that all factor loadings were ranged from .45 (item 2) to .73 (item 3).

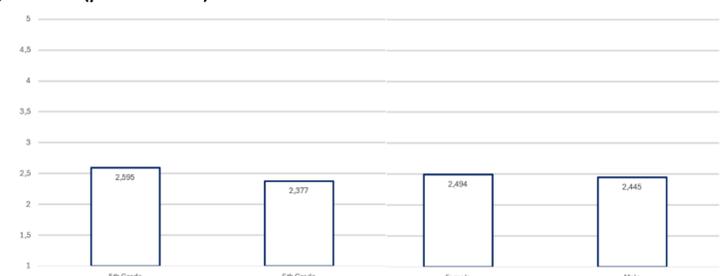
A one-factor confirmatory factor analysis (CFA) using an ordinal estimator showed good model fit:  $\chi^2(9) = 25.48, CFI = 0.985, TLI = 0.974, RMSEA = 0.065$  (90% CI [0.036, 0.095]), and SRMR = 0.053.

Figure 1. One-factor global solution of WTM.



Internal consistency was satisfactory, with ordinal alpha ( $\alpha = 0.797$ ) and omega total ( $\omega = 0.854$ ).

Fifth-grade students reported slightly higher telepressure levels than sixth-grade students ( $M = 2.595$  vs.  $M = 2.377$ ), indicating a small but significant difference ( $p = 0.006, d = 0.264$ ). No statistically significant differences were found by gender ( $p = 0.540$ ).



## CONCLUSION

The Spanish adaptation of the WTM-6 appears to be a concise and psychometrically sound instrument for assessing telepressure in primary education. Its unidimensional structure and adequate reliability support its use in research and school-based settings, particularly for early detection of technology-related pressures in younger students.

## RELEVANT REFERENCE

Barber, L. K., & Santuzzi, A. M. (2015). Please Respond ASAP: Workplace Telepressure and Employee Recovery. *Journal of Occupational Health Psychology, 20*(2), 172-189. <https://doi.org/10.1037/a0038278>