Social Media Addiction and Social Skills of Students at an Educational Institution in Ancón 2022

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ABSTRACT

For the development of the present study, the general objective was to establish the relationship between addiction to social networks and the social skills of the students of an Educational Institution of Ancón, Lima 2022, for which a scientific, descriptive method was applied, a type of basic research with a relational level and a non-experimental correlational design, for which the sample was made up of 208 students from the I.E. Sagrada Familia APOVA de Ancón, Lima 2022 who responded to the Adolescent Addiction Risk Scale to Social Networks and the Internet (ERA- RSI) and the Social Skills Scale (EHS) instruments, which met the validity and reliability criteria. The main results showed a significance of less than .05 (p=<.05) and a coefficient of -.698, which allowed us to conclude that there is a moderate negative correlation between addiction to social networks and the social skills of the students of an Educational Institution of Ancón, Lima 2022.

Keywords: Social Skills, Addiction to Social Networks, Addiction Symptoms, Social Use, Geek Traits, And Nomophobia

INTRODUCTION

In modern society, the term "World Wide Web" is quite popular, although 15–20 years ago it was unfamiliar to most people in our country. The situation has changed drastically with technological progress and increased Internet accessibility; the number of users grows every year, and as a result, more people spend considerable time in virtual space. The replacement of real life through computer technology distances individuals from direct communication, where each participant can develop and receive information accompanied by emotional context. The lack of complete feedback in online interactions leads to a distorted perception of both the interlocutor and reality. Today's youth prefer visiting social networks during their leisure time, communicating there, and sharing everything that happens in their lives. Therefore, the issue of Internet addiction and development among young people has become increasingly urgent [1].

In recent years, technology has become essential for society in multiple aspects, especially due to the events since 2020, which have forced everyone to shift their lives from reality 1.0 to virtual reality 2.0. This transition has positioned new generations as digital natives, thanks to their easy adaptation to various digital environments.

Before 2020, social networks and e-commerce were already widespread; however, the COVID-19 pandemic brought both opportunities and challenges. Since 2021, digital interaction has become habitual and part of

everyday life. In 2021, there were already 4.20 billion social media users worldwide, an increase of 490 million in the previous year — representing a 13% growth. Overall, 53% of the global population uses social media platforms [1].

Technological advances have exerted a considerable influence on everyday life, gradually affecting social, family, and work relationships. In fact, young people are the primary users of online platforms and the Internet, which has transformed traditional face-to-face communication into a form of digital interaction. This technological culture adopted by adolescents' spreads even to other individuals, including adults who struggle to adapt to constant changes in the digital environment. For this reason, young people are the population most easily able to adapt to the new digital era [1].

Young people and adolescents widely use social networks because they increase the likelihood of expanding their circle of friends and enable simple and easy connections with others to share experiences and information. The use of social media platforms has become a widespread practice that contributes to the social growth of young individuals, as they have found in them a space to cyber-socialize, create new experiences, and express their emotions [2].

Given all the above, this research will be conducted to determine whether there is a correlation between both variables among secondary-level students at an Educational Institution in the District of Ancón, 2022.

Carmona *et al.* [3], in their study aimed to describe the risk of addiction to social networks and the Internet and its relationship with social skills and psychological well-being among high school students from public and private institutions in La Ceja. The study followed a quantitative, descriptive-correlational, non-experimental, and cross-sectional design. The sample consisted of 324 adolescents who administered questionnaires for adolescent risk of addiction to social networks and the Internet (ERA-RSI), the Social Skills Scale by A. Goldstein, and the Psychological Well-Being Scale for Adolescents. The results showed a low positive direct relationship between the risks of social network addiction and social skills, with a Spearman's Rho of 0.230.

Similarly, Blanco et al. [4], in their research aimed to determine the effective concordance between the use of social networks and social practices among students at a private university in Cúcuta. A descriptive-correlational methodology with a non-experimental design was applied at a specific point in time.

The population consisted of first-, second- and third-semester psychology students. Through simple random sampling, 114 individuals were selected and administered for the Social Network Addiction Test (ARS) and the Multidimensional EMES Scale of Social Expression. The results revealed a negative correlation between the analyzed variables, indicating that the greater the addiction to social networks, the lower the ability for expression and interpersonal relationships. Additionally, it was found that most of the surveyed students had a general dependence on social media, with 54.4% reporting "high dependence" and 42.1% "moderate dependence." The authors recommended that university administrators raise awareness among first-year students about the appropriate use of social media and the development of social skills in the university environment.

Concha et al. [5], in their study, aimed to analyze how social networks influence students' personality and social relationships. The applied methodology was quantitative and descriptive. The instruments used were the Bergen Facebook Addiction Scale (BFAS) and the Manual of the Eysenck Personality Questionnaire developed by H. J. Eysenck and S. B. G. Eysenck (1975). The study sample consisted of 25 students, of whom 12 were identified as addicted to Facebook, and among these, 7 were introverted. The findings revealed that a greater number of female students were addicted to this social network and that these individuals tended to display introverted personalities.

Molchanova [6], in her publication sought to investigate the relationship between Internet addiction and behavioral codependence. The applied methodology included descriptive statistics, comparative analysis, and correlational methods. The study involved 48 adolescents aged between 14 and 15 years, including 22 female and 26 male participants. Data collection methods consisted of observation and interviews, as well as standardized diagnostic tools to assess Internet addiction and coping strategies. According to the study's findings, the tendency to develop Internet-addictive behaviors was more frequent among female adolescents; however, more persistent and pronounced patterns were observed among male adolescents, who struggled to control their online time, leading to sleep deprivation, eating disorders, and fatigue during the day. Female adolescents predisposed to Internet addiction exhibited significantly higher tolerance and compulsive symptoms, reacted more emotionally to stress, and coped by retreating into virtual reality. Addressing emotional regulation, teaching effective people skills, raising awareness about information resource evaluation, and promoting flexible and productive behavioral patterns were recommended as interventions to overcome Internet-addictive tendencies.

Finally, Gómez and Marín [8] conducted a study, which aimed to identify how social networks influence adolescents' behavior and interpersonal relationships. Their methodology involved a systematic, correlational literature analysis. The findings revealed that social networks reinforce their own use through social reinforcement, when adolescents receive positive feedback on their profiles, it strengthens their self-esteem and

encourages such behavior. This variable simultaneously enhances self-perception and fosters emotional bonds with close friends.

At the national level, Huaman [7] conducted a study with the purpose of verifying the correlation between the use of social networks and interpersonal relationships among third-grade secondary school students. The research followed a quantitative, descriptive, and correlational non-experimental design. The sample consisted of 114 students, to whom the Addiction to Social Networks (ARS) and Interpersonal Relationships questionnaires were applied. The results showed a moderate inverse correlation of −0.550 in Spearman's Rho between both variables. Likewise, the dimensions of obsession with social networks, lack of control, and excessive use showed inverse correlations of −0.548, −0.609, and −0.530, respectively, with interpersonal relationship dimensions, confirming medium correlations among them and validating both the general and specific hypotheses.

Encinas [9] developed a study, which demonstrated a significant relationship between social media addiction and social skills among Peruvian students. The research employed a substantive methodology with a descriptive and correlational non-experimental design, using a sample of 208 students. Two measurement instruments were applied, one for each variable, and the findings revealed a moderately significant inverse relationship with a Spearman's Rho of −0.427 and a significance level of p < .001. Regarding addiction levels, 61.5% of participants showed a low level, 28.4% a medium level, and 10.1% an elevated level. As for social skills, 17.3% exhibited an elevated level, 28.4% a low level, and 53.3% a medium level. The characteristic factors of social media addiction correlated inversely and moderately with the dimensions of social skills.

Rosales [10], in her study aimed to determine the relationship between social media addiction and social skills among psychology students at a private university in Lima. The research employed quantitative, descriptive-correlational, and non-experimental design, with a sample of 102 students who completed the Social Media Addiction Test (ARS) and the Social Skills Questionnaire (CHASO). The results indicated significance levels greater than 0.05 for the relationships between obsession with social media, lack of personal control, and excessive use, suggesting that there is no direct correlation between the variables and the social skills dimensions among these university students.

Likewise, Ramos [11] carried out a study aiming to establish the relationship between both variables among students in the study area. The research employed a deductive and hypothetical methodology, at a correlational and non-experimental level, applied to a population of 150 students. Two questionnaires were administered—one for each variable. The results revealed a low positive correlation of 0.238, with a significance level of 0.004, indicating that students with a low degree of social media addiction also exhibited low levels of social skills.

Finally, Huancapaza and Huanca [12] conducted a study, which aimed to confirm the relationship between both variables in the study setting. The research employed a descriptive-correlational methodology with a non-experimental design and a sample of 260 students. Two questionnaires were administered, and the results indicated a statistically significant inverse relationship between the variables. Specifically, a higher level of social media use was associated with a lower level of social skills, with a Pearson correlation value of −0.451. Furthermore, the dimensions of obsession with social networks, lack of personal control, and excessive use of social networks presented medium inverse correlations ranging from −0.400 to −0.500 according to Pearson's R coefficients.

THEORICAL FRAMEWORK

Addiction to Social Networks

This issue is considered a sub-cause of Internet addiction, as it manifests through behaviors such as reducing sleep time due to being online, neglecting important activities, frequently thinking about social media, and losing track of time. According to López [13] and Escurra [14], this problem with virtual media addiction initially consists of repetitive behaviors that generate pleasure; however, over time, these behaviors become habitual, leading to a state of desire that escapes personal control and produces elevated levels of anxiety.

Internet addiction is recognized as one of the most common types of non-chemical addictive disorders, with significant social, medical, and economic consequences. Despite ongoing therapeutic developments, there are still no standardized pharmacological or psychotherapeutic interventions, emphasizing the importance of multidisciplinary studies for prevention and early diagnosis [15].

Other authors describe it as the tendency to use technological devices frequently or repeatedly to access social networking platforms, which can potentially lead to other forms of dependency [16]. Similarly, García [36] defines it as the tendency to use social networks for extended periods, causing individuals to become socially distant and neglect essential personal or academic activities. Golpe, Isorna, and Gómez [17] also state that this dependence generates impulsivity, anxiety, irritability, and stress, ultimately impairing social interactions.

Navarrete [18] defines electronic media as online environments that allow individuals to interact with others who share similar interests or goals. Likewise, Espinoza [19] asserts that social media constitutes a modern form of communication that connects people from different contexts toward a common purpose.

Internet addiction negatively impacts academic, family, and social life. Individuals at higher risk often perceive the Internet as an easy and anonymous way to engage in compulsive behaviors related to gambling, sexuality, or other problematic habits. Echeburúa [20] emphasizes that the key factor in identifying addictive behavior is not the presence of a substance but rather the "craving" experience—a loss of control that establishes a relationship between pleasure and guilt. Consequently, social networks can alter communication, leisure, and personality, reshaping how individuals relate to their surroundings.

Social networks have also been described as powerful platforms for romantic and sexual exploration. Moreno [21] highlights this aspect, while Doornwaard et al. [22] found that one-fourth of young users include romantic or sexual references in their social media profiles. Similarly, Challco et al. [23] note that social network addiction involves psychological and behavioral symptoms, primarily characterized by the inability to control usage time.

Finally, Araujo [24] explains that the mechanism behind social media addiction is relatively simple: connecting to social networks temporarily reduces stress and creates psychological dependence, which, in turn, leads to the need to reconnect in order to "feel good"—like the behavior of a person addicted to alcohol.

Dimensions of Social Media Addiction

Addiction Symptoms

Addiction to virtual media continues to be a subject of analysis among various scholars [25]. However, some authors argue that social networks are not inherently addictive since they are an integral and indispensable part of contemporary adolescents' daily lives. Although these platforms can cause behavioral issues, addiction itself is not one of them [6]. In contrast, other researchers maintain that Internet addiction is not a disorder but a comorbid manifestation of other psychological conditions such as depression, eating disorders, impulse control difficulties, alcoholism, or antisocial behavior—thus serving as both an expression and a consequence of these problems [27].

In this context, several studies have identified the emergence of various problems in individuals at risk of digital media overuse, such as depressive symptoms, low self-esteem, and institutional conflicts [28]. Likewise, some researchers consider digital media addiction to be a primary disorder, which can act as a precursor to other behavioral problems [29].

Arias et al. [30] distinguished between two types of addiction to new and innovative technologies: passive addiction, such as television, which tends to cause social isolation by influencing individuals through its content; and active addiction, which manifests in more complex and problematic forms—social, financial, and psychological—often associated with sex addiction, gambling, social networks, and online shopping.

Social Use

This dimension refers to the excessive use of social networks, in which users invest a significant amount of energy, money, and especially time, spending countless hours connected to the virtual world [31].

According to Andreassen [31], exaggerated use of electronic and virtual media results in four main consequences: emotional difficulties, problems in close relationships, decreased academic interest, and health-related issues. Similarly, Griffiths et al. [32] identified negative effects of excessive media use, including disrupted daily routines due to lack of sleep, reduced academic performance, and difficulties in romantic and family relationships.

Geek Traits

This term refers to behaviors exhibited by individuals who engage in extravagant, unusual, or eccentric hobbies in an excessive and obsessive manner [33]. Examples include spending copious amounts of time on pornographic or sexual websites, engaging in online or role-playing games, and interacting with groups that share similar niche interests.

Nomophobia

The clearest and most direct definition of nomophobia is the irrational fear of being without one's mobile phone. It has become an addiction not only among young people but also among many adults, who feel a constant need to remain connected and secure in their interactions with the world around them [34].

Individuals experiencing nomophobia may display symptoms such as nervousness, sweating, and irritability when deprived of their phones. In more severe cases, they may experience panic attacks or anxiety-related

disorders, since the mobile phone provides a sense of control over academic, work-related, and social matters [35].

Social Skills

In the cognitive and emotional spheres, social skills are the key to effective behavior, motivated by self-confidence, adaptability, emotional attitude toward activity, and similar traits. Most of the time, the concept of social skills is associated with that of competence. However, regarding the definitions of these concepts, it must be noted that their meaning continues to evolve to this day. Therefore, it is necessary to analyze these notions in greater detail through various authors and interpretive frameworks.

Social skills are a set of habits designed to improve interpersonal relationships, enhance self-esteem, achieve personal goals, and prevent others from hindering such achievements. This explains why adolescents display certain behaviors in diverse environmental situations, most commonly in interpersonal relationships—which may include both positive and negative attitudes [36].

According to Vera et al. [37], social relationships "are one of the most important aspects of life. Behavior includes interactions with other people, which can significantly influence, facilitate, or hinder the pursuit of happiness" (p. 9). They further explain that these skills are complex because they consist of a wide range of ideas, feelings, beliefs, and values that result from learning and experience. All these elements have a significant impact on a person's behavior and attitudes in their relationships and interactions with others.

Similarly, Tapia and Cubo [38] explain that social skills are verbal and nonverbal behaviors observed in different situations in which people interact with one another. These skills are also considered specific responses, as their effectiveness depends on the interaction context and the influencing factors. Such abilities are mainly acquired through learning—either incidentally or through structured training. From a communicative perspective, various authors agree that these skills involve a series of learned behaviors where socialization intersects with impersonality. Positive experiences in this field generate a sense of satisfaction, both personal and interpersonal. In settings where students feel prepared to engage, this leads to stronger student leadership and community participation, as well as motivations related to advocacy, democratic awareness, and solidarity [39].

Finally, beyond observed behaviors and learned experiences, social skills constitute a combination of thoughts and feelings that foster interpersonal relationships and aim to balance personal interests with respect for the opinions, reflections, and rights of others. This approach enables both parties to reach efficient agreements in cases of conflict [40].

When discussing social skills, it is also essential to consider those related to communication processes, as they allow individuals to better regulate their behavioral patterns and create meaningful communicative situations while respecting others' opinions and expressing feelings and thoughts sincerely and appropriately. Betancourth et al. [41] states that communication-related social skills enable individuals to organize themselves, define objectives, complete tasks, share ideas, solve problems, and promote change [42].

Dimensions of Social Skills

According to Palacios [40], the dimensions of social skills include:

- Self-expression in social situations: Represents the ability to express oneself naturally and without anxiety in various social circumstances, such as social gatherings, celebrations, and job interviews, among others.
- Defending one's rights as a consumer: Reflects the demonstration of assertive behaviors when dealing with unfamiliar individuals, defending personal rights in consumer contexts, such as requesting discounts, rejecting queue-jumping, or returning defective products.
- Expression of anger or disagreement: Encompasses the ability to avoid conflicts or confrontations with others while maintaining the capacity to express anger, justified negative emotions, or disagreements with outsiders.
- Saying no and ending interactions: Demonstrates the ability to terminate unwanted interactions with friends, salespeople, or others. It is essential to possess the ability to refuse and end interactions that one does not wish to continue.
- Making requests: Reflects the ability to make requests to others in pursuit of something desired, whether in friendship or consumer contexts.
- Initiating positive interactions with a different sex: Describes the ability to initiate interactions with individuals of the opposite gender, such as starting conversations, asking questions, proposing dates, or making spontaneous compliments.

CONCEPTUAL FRAMEWORK

Social Media Addiction

Dependence on social media is linked to the fact that many young people experience emotional deficiencies that they compensate for through social networks and unrealistic online personas.

Addiction symptoms: Internet addiction is not a disorder per se, but rather a comorbid conflict associated with various conditions such as depression, eating disorders, impulse control problems, alcoholism, and antisocial behaviors. It ultimately manifests as an expression and consequence of these issues [43].

Social use: Refers to the excessive use of social networks, where the user invests significant energy, money, and especially time, spending many hours connected to the virtual world [44].

Geek traits: These are characteristic behaviors of individuals who participate excessively and obsessively in a hobby that is often unusual, peculiar, or unconventional [45].

Nomophobia: Refers to the irrational fear of being without a mobile phone, which has evolved into an addiction not only among young people but also among many adults [46].

Social Skills

Social skills are a set of habits designed to improve interpersonal relationships, foster self-esteem, achieve goals, and prevent others from obstructing those objectives. This causes adolescents to display certain behaviors in various environmental contexts, most often in interpersonal relationships, encompassing both positive and negative attitudes [47].

Self-expression in social situations: This dimension represents the ability to express oneself naturally and without anxiety in various social settings [48].

Defending one's rights as a consumer: Reflects the display of assertive behaviors when interacting with unfamiliar individuals, particularly in defending one's rights in consumer contexts [12].

Expression of anger or disagreement: Encompasses the notion of avoiding conflicts or confrontations with others while maintaining the ability to express legitimate anger, negative emotions, or disagreements [35].

Saying no and ending interactions: Demonstrates the ability to terminate interactions that one does not wish to continue, whether with friends, vendors, or others with whom further communication is undesired [31].

Making requests: Illustrates the ability to formulate requests to others in pursuit of something desired [22].

Initiating positive interactions with a different sex: Describes the ability to initiate interactions with individuals of the opposite gender, such as starting conversations, asking questions, or proposing dates [33].

METHODOLOGY

Research Method

1. *General Method*
   This study was framed within a scientific approach, which is based on the analysis of statements to understand the rules and processes underlying the results [34].

2. *Specific Method*
   The descriptive method was applied, aiming to describe the situation and the factors involved in it, detailing the characteristics and patterns that participate in the problem and allow for understanding these conditions in search of answers to the research questions [35].

Type of Research

This research adopted a basic (fundamental) type, as its purpose was to generate knowledge about phenomena, their description, and prediction, without requiring the implementation of any improvement or tool aimed at modifying the behavior of the variables under study [36].

Level of Research

This study presented a relational level, which seeks the association between two or more variables within the same study to evaluate the existence or prevalence of a fact. Its main characteristic is that it is bivariate [37].

Research Design

This research employed a non-experimental design, which, according to Hernández et al. [35], aims to understand how the study variables behave naturally within a given environment, without manipulating them to verify results.

Likewise, it adopted a correlational design, which, according to Hernández et al. [35], determines the degree of association between the variables studied. In this analysis, proximity values found among sets of items with similar variables are examined, thereby establishing the nature of the association between the two or more variables under investigation.

Population and Sample

A population is defined as an aggregate of all actors, objects, elements, measures, data, events, societies, and settings to be analyzed, which share one or more characteristics, exist within a defined geographical area, and vary over a period [28].

In this study, the population consisted of 450 students from the *I.E. Sagrada Familia APOVA* in Ancón, Lima (2022).

Similarly, a sample is a group of cases selected from a population systematically and rationally. A sample represents a portion of a whole. If there is more than one population, there must also be more than one sample [48].

The sample was determined as follows:

$$n = \frac{1.96^2 \times 0.50 \times 0.5 \times 144}{(0.05)^2 \times (144 - 1) + 1.96^2 \times 0.50 \times 0.5} = 208$$

Thus, n = 208 students from *I.E. Sagrada Familia APOVA*, Ancón, Lima (2022).

The total sample consisted of 208 students. The global sample was extracted based on percentage representation of the target population, using proportional statistical methods to avoid bias or error.

A non-probabilistic sampling technique was employed, as it consists of selecting participants according to shared characteristics and the feasibility of collecting the required research data.

Inclusion Criteria

- Students enrolled at *I.E. Sagrada Familia APOVA*, Ancón, Lima (2022).
- Students who agreed to participate through informed consent.
- Students officially registered during the academic period.
- Students whose parents granted permission to participate.

Exclusion Criteria

- Students not enrolled at *I.E. Sagrada Familia APOVA*, Ancón, Lima (2022).
- Students who did not agree to participate.
- Students are not registered during the academic year.
- Students whose parents did not authorize participation.

Data Collection Techniques and Instruments

- ***Data Collection Techniques***
  Techniques are tools used to obtain data that support the verification of a study's objectives. In this case, the survey technique was used, consisting of a series of closed-ended questions designed for respondents to select a response option [36].

- ***Data Collection Instruments***
  According to Bernal [39], an accredited research program uses different methods to collect information for a specific study. Depending on the method and type of study, one or several instruments can be used. In quantitative research, questionnaires are the primary instrument for data collection.

Technical Sheet of the Instrument Measuring Social Media Addiction

Peris, Maganto, and Garaigordobil (2018) developed the *ERA-RSI Scale* (Adolescent Risk of Addiction to Social Networks and Internet), composed of 29 items aimed at measuring specific addictions to social networks and the Internet among adolescents. The scale is based on the DSM-5 clinical diagnostic criteria for non-substance addictions. It seeks to understand adolescents' involvement and its implications for personal, academic, and occupational development due to excessive or inappropriate online habits.

The scale includes four dimensions:

1. Addiction symptoms,
2. Social use,
3. Geek traits, and
4. Nomophobia.

Validity

According to Escurra and Salas (2014), the Kaiser-Meyer-Olkin (KMO) test yielded a value of 0.95, considered very high, and the Bartlett's Test of Sphericity was also significant, $\chi^2(276) = 4313.8, p < 0.001$, confirming the instrument's construct validity.

Technical Sheet of the Instrument Measuring Social Skills

The instrument was created by Elena Gismero González in Madrid (2000). It consists of 33 items divided into six dimensions. Later, Harumi Palacios Sánchez adapted it to the Peruvian context in 2017.

It comprises 33 statements rated on a 4-point Likert scale:
(4) "Does not describe me at all,"
(3) "Rarely applies to me,"
(2) "Describes me somewhat,"
(1) "Describes me very well."

Due to public health restrictions imposed by the Peruvian government during the COVID-19 pandemic, the instruments were administered remotely to ensure the safety of the student population.

Reliability — Pilot Test

Table 1: Reliability of Variable 1: Social Media Addiction (Pilot Test)

CRONBACH ALPHA	CRONBACH ALPHA BASED IN STANDARIZED ELEMENTS	N° ELEMENTS
0.943	0.942	29

Interpretation: Variable 1 (social media addiction) showed extremely high reliability, exceeding 90% across all items.

Table 2: Reliability of Variable 2: Social Skills (Pilot Test)

CRONBACH ALPHA	CRONBACH ALPHA BASED IN STANDARIZED ELEMENTS	N° ELEMENTS
0.985	0.986	33

Interpretation: Variable 2 (social skills) also demonstrated extremely high reliability, above 90% across all items.

Reliability — Final Test

Table 3: Reliability of Variable 1: Social Media Addiction (Final Test)

CRONBACH ALPHA	CRONBACH ALPHA BASED IN STANDARIZED ELEMENTS	N° ELEMENTS
0.973	0.973	29

Interpretation: The final test confirmed extremely high reliability (>90%) for social media addiction.

Table 4: Reliability of Variable 2: Social Skills (Final Test)

CRONBACH ALPHA	CRONBACH ALPHA BASED IN STANDARIZED ELEMENTS	N° ELEMENTS
0.955	0.956	33

Interpretation: The final test confirmed extremely high reliability (>90%) for social skills.

A. Data Processing and Analysis Techniques

The survey method aimed to generate classified and organized data from the analyzed sample, in line with the verified objectives and hypotheses [29].

Data was processed using SPSS v.25, employing the Spearman's Rho correlation coefficient to test the research hypotheses and determine the presence or absence of relationships between variables. The Cronbach's Alpha coefficient was also used to verify the reliability of the research instruments.

B. Ethical Aspects of the Research

This study followed the guidelines established in the UPLA General Research Regulations, particularly Article 27, ensuring the protection of participants' rights to freedom, dignity, and privacy. Informed consent was obtained from the legal guardians of minor participants.

The principles of beneficence and non-maleficence were observed, ensuring that no participants experienced cognitive or physical harm, as the survey posed no risk to their integrity.

The researcher's conduct adhered to Article 28 of the same regulation, maintaining authenticity, responsibility, and ethical data handling. All data were managed confidentially and used strictly for scientific purposes.

Finally, in compliance with international copyright laws, all bibliographic references, tables, and figures were properly cited in accordance with the APA 7th edition referencing style.

RESULTS

Table 5: Demographic descriptions

		Fr	**%**
Gender	Female	106	50.80%
	Male	102	49.20%
	Total	208	100.00%

Among the 208 students of the I.E. Sagrada Familia APOVA of Ancón surveyed, it was found that 50.80% were female and 49.20% were male.

Table 6: Addiction to social networks and its dimensions in students of an educational institution in Ancón

Social Media Addiction											
		Exceptionally low		Low		Average		High			
		fr	%	fr	%	fr	%	fr	%	fr	% acum
Symptoms–Addiction	Exceptionally low	40	19.23%	17	8.17%	0	0.00%	0	0.00%	57	27.40%
	Low	1	0.48%	27	12.98%	9	4.33%	0	0.00%	37	17.79%
	Average	0	0.00%	3	1.44%	41	19.71%	0	0.00%	44	21.15%
	High	0	0.00%	0	0.00%	2	0.96%	68	32.69%	70	33.65%
	Total	41	19.71%	47	22.60%	52	25.00%	68	32.69%	208	100.00%
Use – Social	Exceptionally low	40	19.23%	9	4.33%	2	0.96%	0	0.00%	51	24.52%
	Low	1	0.48%	34	16.35%	8	3.85%	0	0.00%	43	20.67%
	Average	0	0.00%	4	1.92%	35	16.83%	5	2.40%	44	21.15%
	High	0	0.00%	0	0.00%	7	3.37%	63	30.29%	70	33.65%
	Total	41	19.71%	47	22.60%	52	25.00%	68	32.69%	208	100.00%
Geek Traits	Exceptionally low	32	15.38%	10	4.81%	1	0.48%	0	0.00%	43	20.67%
	Low	9	4.33%	25	12.02%	11	5.29%	0	0.00%	45	21.63%
	Average	0	0.00%	12	5.77%	39	18.75%	12	5.77%	63	30.29%
	High	0	0.00%	0	0.00%	1	0.48%	56	26.92%	57	27.40%
	Total	41	19.71%	47	22.60%	52	25.00%	68	32.69%	208	100.00%
Nomophobia	Exceptionally low	39	18.75%	19	9.13%	1	0.48%	0	0.00%	59	28.37%
	Low	2	0.96%	26	12.50%	3	1.44%	0	0.00%	31	14.90%
	Average	0	0.00%	2	0.96%	48	23.08%	5	2.40%	55	26.44%
	High	0	0.00%	0	0.00%	0	0.00%	63	30.29%	63	30.29%
	Total	41	19.71%	47	22.60%	52	25.00%	68	32.69%	208	100.00%

According to the (ERA-RSI) with which the levels of risk of adolescent addiction to social networks and the internet were measured in 208 students of the I.E. Sagrada Familia APOVA of Ancón; it was possible to verify that the levels of addiction to predominant social networks are high in 32.69%, followed by 25% with average levels of this phenomenon. Then 22.60% with low levels and finally exceptionally low levels in 19.71% of the

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respondents. Similarly, in the dimensions of symptoms-addiction; Use – Social, freaky traits and nomophobia, it can be seen that high levels predominate in these factors between 26.92% and 32.69%, followed by an average level in 16.83% to 23.08% of the students, followed by a low and very low level that appear with percentages that do not exceed the average 19%. Therefore, it can be detected that the levels of addiction in all its dimensions show a behavior and/or high-intermediate levels in most of the students of the I.E. Sagrada Familia APOVA in Ancón.

Table 7. Variable level 2: Social skills and their dimensions in students of an educational institution in Ancón

SOCIAL SKILLS DIMENSIONS	LOW	%	MEDIUM	%	HIGH	%	FR	% ACCUM.
SELF-EXPRESSION IN SOCIAL SITUATIONS	57	27.40%	40	19.23%	0	0.00%	97	46.63%
	5	2.40%	42	20.19%	11	5.29%	58	27.88%
	0	0.00%	16	7.69%	37	17.79%	53	25.48%
TOTALS	62	29.81%	98	47.12%	48	23.08%	208	100.00%
DEFENSE OF ONE'S OWN RIGHTS AS A CONSUMER	55	26.44%	43	20.67%	0	0.00%	98	47.12%
	7	3.37%	39	18.75%	10	4.81%	56	26.92%
	0	0.00%	16	7.69%	38	18.27%	54	25.96%
TOTALS	62	29.81%	98	47.12%	48	23.08%	208	100.00%
EXPRESSION OF ANGER OR DISAGREEMENT	56	26.92%	33	15.87%	0	0.00%	89	42.79%
	6	2.88%	48	23.08%	11	5.29%	65	31.25%
	0	0.00%	17	8.17%	37	17.79%	54	25.96%
TOTALS	62	29.81%	98	47.12%	48	23.08%	208	100.00%
SAYING NO AND CUTTING INTERACTIONS	54	25.96%	23	11.06%	0	0.00%	77	37.02%
	8	3.85%	46	22.12%	10	4.81%	64	30.77%
	0	0.00%	29	13.94%	38	18.27%	67	32.21%
TOTALS	62	29.81%	98	47.12%	48	23.08%	208	100.00%
MAKING REQUESTS	54	25.96%	24	11.54%	0	0.00%	78	37.50%
	8	3.85%	41	19.71%	4	1.92%	53	25.48%
	0	0.00%	33	15.87%	44	21.15%	77	37.02%
TOTALS	62	29.81%	98	47.12%	48	23.08%	208	100.00%
INITIATING POSITIVE INTERACTIONS WITH THE OPPOSITE SEX	51	24.52%	25	12.02%	0	0.00%	76	36.54%
	11	5.29%	41	19.71%	7	3.37%	59	28.37%
	0	0.00%	32	15.38%	41	19.71%	73	35.10%
TOTALS	62	29.81%	98	47.12%	48	23.08%	208	100.00%

According to the Social Skills Scale (EHS), applied to 208 students of the I.E. Sagrada Familia APOVA in Ancón; it was possible to verify that the levels of this variable are medium in 47.12%, followed by 29.81% with low levels, then a 23.08% with elevated levels. Similarly, in the dimensions of self-expression in social situations, defense of one's own rights as a consumer, expression of anger or disagreement, saying no and cutting off interactions, making requests, and initiating positive interactions with a different sex. low levels predominant in all of these can be seen between 24% and 30%, followed by a medium level in 18% to 23% of the students, followed by an elevated level with percentages that do not exceed the average 21%. Therefore, it can be detected that the levels of social skills in all its dimensions show low levels in most of the students of the I.E. Sagrada Familia APOVA in Ancón.

Table 8. Crossover between social media addiction and social skills

Social Media Addiction		Low	Medium	High	Total
Very Low	Count	0	21		20
	% of Total	0.00%	10.10%		9.62%
Low	Count	2	24		21
	% of Total	0.96%	11.54%		10.10%
Average	Count	9	36		7
	% of Total	4.33%	17.31%		3.37%
High	Count	51	17		0
	% of Total	24.52%	8.17%		0.00%
Total	Count	62	98		48
	% of Total	**29.81%**	**47.12%**		**23.08%**

Cross table 10 and figure 7, shows how of the 208 students surveyed from the I.E. Sagrada Familia APOVA in Ancón, 24.52% show high levels of addiction to social networks, and this percentage is located within the low

levels of social skills, then the average levels of social skills tend to intersect mostly with average levels of addiction in 17.31%. and this percentage is reduced to 10% at low levels when there is a group of 48 students, a very low figure compared to the rest of the respondents who have high levels of these skills, therefore, a possible inverse relationship **between both phenomena can be intuited, which was statistically proven in the inferential tests of this study.**

Table 9. Crossover between symptoms – addiction and social skills

			Interpersonal skills			
			Low	**Middle**	**High**	**Total**
Symptoms–	**Exceptionally low**	**Recount**	**0**	**30**	**27**	**57**
Addiction		% of total	0.00 %	14.42%	12.98%	27.40%
	Low	Recount	3	18	16	37
		% of total	1.44 %	8.65%	7.69%	17.79%
	Average	Recount	8	33	3	44
		% of total	3.85 %	15.87%	1.44%	21.15%
	High	Recount	51	17	2	70
		% of total	24.52 %	8.17%	0.96%	33.65%
Total		Recount	62	98	48	208
		% of total	29.81 %	47.12%	23.08%	100.00%

Cross table 11 and figure 8, shows how of the 208 students surveyed from the I.E. Sagrada Familia APOVA in Ancón, 24.52% show high levels of addiction symptoms, and this percentage is located within the low levels of social skills, then the medium levels of social skills tend to intersect mostly with average levels of symptoms - addiction in 15.87%, and this percentage is reduced to 7% at low levels when there is a group of 16 students, a very low figure compared to the rest of the respondents who have high levels of these skills, therefore, a possible inverse relationship between both phenomena can be intuited, which was statistically proven in the inferential tests of this study.

Table 10: Crossover between social use and social skills

			Interpersonal skills			
			Low	**Middle**	**High**	**Total**
Use – Social	**Exceptionally low**	**Recount**	**1**	**26**	**24**	**51**
		% of total	0.48%	12.50%	11.54%	24.52%
	Low	Recount	3	23	17	43
		% of total	1.44%	11.06%	8.17%	20.67%
	Average	Recount	12	26	6	44
		% of total	5.77%	12.50%	2.88%	21.15%
	High	Recount	46	23	1	70
		% of total	22.12 %	11.06%	0.48%	33.65%
Total		Recount	62	98	48	208
		% of total	29.81 %	47.12%	23.08%	100.00%

Cross table 12 and figure 9 show that of the 208 students surveyed from the I.E. Sagrada Familia APOVA in Ancón, 22.12% show high levels of social use, and this percentage is located within the low levels of social skills, then the average levels of social skills tend to cross mostly with average levels of social use in 12.50%. and this percentage is reduced to 8.17% at low levels when there is a group of 17 students, a very low figure compared to the rest of the respondents who have high levels of these skills, therefore, a possible inverse relationship between both phenomena can be intuited, which was statistically proven in the inferential tests of this study.

Table 11: Crossover between geek traits and social skills

			Interpersonal skills			
			Low	**Middle**	**High**	**Total**
Features	**Exceptionally low**	**Recount**	**0**	**23**	**20**	**43**
Geeks		% of total	0.00%	11.06%	9.62%	20.67%
	Low	Recount	6	22	17	45
		% of total	2.88%	10.58%	8.17%	21.63%
	Average	Recount	12	40	11	63
		% of total	5.77%	19.23%	5.29%	30.29%
	High	Recount	44	13	0	57
		% of total	21.15%	6.25%	0.00%	27.40%
Total		Recount	62	98	48	208
		% of total	29.81%	47.12%	23.08%	100.00%

Cross table 13 and figure 10 show that of the 208 students surveyed from the I.E. Sagrada Familia APOVA in Ancón, 21.15% show high levels of geek traits, and this percentage is located within the low levels of social skills, then the average levels of social skills tend to intersect mostly with average levels of geek traits in 19.23%. and this percentage is reduced to 8.17% at low levels when there is a group of 17 students, a very low figure compared to the rest of the respondents who have high levels of these skills, therefore, a possible inverse relationship between both phenomena can be intuited, which was statistically proven in the inferential tests of this study.

Table 12: Crossover between nomophobia and social skills

			Interpersonal skills			
			Low	**Middle**	**High**	**Total**
Nomophobia	**Exceptionally low**	**Recount**	**1**	**32**	**26**	**59**
		% of total	0.48%	15.38%	12.50%	28.37%
	Low	Recount	2	12	17	31
		% of total	0.96%	5.77%	8.17%	14.90%
	Average	Recount	11	39	5	55
		% of total	5.29%	18.75%	2.40%	26.44%
	High	Recount	48	15	0	63
		% of total	23.08%	7.21%	0.00%	30.29%
Total		Recount	62	98	48	208
		% of total	29.81%	47.12%	23.08%	100.00%

The cross table 14 and figure 11, shows that of the 208 students surveyed from the I.E. Sagrada Familia APOVA of Ancón, 23.08% show high levels of nomophobia, and this percentage is located within the low levels of social skills, then the average levels of social skills tend to intersect mostly with levels averages of nomophobia in 18.75%, and this percentage is reduced to 8.17% at low levels when there is a group of 17 students, a very low figure compared to the rest of the respondents who have high levels of these skills, therefore, a possible inverse relationship between both phenomena can be intuited, which was statistically proven in the inferential tests of this study.

Hypothesis Testing

Hypothesis Statement

Ho: There is no correlation between addiction to social networks and the social skills of students at an Educational Institution in Ancón, Lima 2022.

Ha: There is a correlation between addiction to social networks and the social skills of students at an Educational Institution in Ancón, Lima 2022.

Table 13: General Hypothesis Testing

Spearman's Rho		Social Media Addiction	Social Skills
Social Media Addiction	Correlation Coefficient	1.000	-.698**
	Sig. (2-tailed)	—	0.000
	N	208	208
Social Skills	Correlation Coefficient	-.698**	1.000
	Sig. (2-tailed)	0.000	—
	N	208	208

With a statistical significance level of .05 (5%), a P value of .000 was obtained, which allows us to reject Ho and assert with a confidence level of 95% that there is a correlation between addiction to social networks and the social skills of students at an Educational Institution in Ancón, Lima 2022.

According to the results obtained, it is shown that there is a moderate negative correlation between addiction to social networks and the social skills of students of an Educational Institution in Ancón, Lima 2022.

C. Testing the Specific Hypothesis 1

Ho: There is no correlation between the dimension of addiction symptoms and social skills in students of an Educational Institution in Ancón, Lima 2022

Ha: There is a correlation between the dimension of addiction symptoms and social skills in students of an Educational Institution in Ancón, Lima 2022

Table 14: Specific Hypothesis Test 1

Spearman's Rho		Addiction Symptoms	Social Skills
Addiction Symptoms	Correlation Coefficient	1.000	-.701**
	Sig. (2-tailed)	—	0.000
	N	208	208
Social Skills	Correlation Coefficient	-.701**	1.000
	Sig. (2-tailed)	0.000	—
	N	208	208

Since the p-value is equal to .000, it is less than the established significance level (.000 < .05). Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.

With a statistical significance level of .05 (5%), a P value of .000 was obtained, which allows us to reject Ho and assert with a confidence level of 95% that there is a relationship between the dimension symptoms of addiction and social skills in the students of an Educational Institution in Ancón, Lima 2022.

According to the results obtained, it is shown that there is a correlation between the dimension of addiction symptoms and social skills in students of an Educational Institution in Ancón, Lima 2022.

D. Testing Specific Hypothesis 2

Ho: There is no correlation between the social use dimension and social skills in students of an Educational Institution in Ancón, Lima 2022.

Ha: There is a correlation between the social use dimension and social skills in students of an Educational Institution in Ancón, Lima 2022.

Table 15: Specific Hypothesis Test 2

Spearman's Rho		Social use	Social Skills
Social use	Correlation Coefficient	1.000	-.682**
	Sig. (2-tailed)	—	0.000
	N	208	208
Social Skills	Correlation Coefficient	-.682**	1.000
	Sig. (2-tailed)	0.000	—
	N	208	208

Since the p-value is equal to .000, it is less than the established significance level (.000 < .05). Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.

With a statistical significance level of .05 (5%), a P value of .000 was obtained, which allows us to reject Ho and assert with a confidence level of 95% that there is a correlation between the social use dimension and social skills in the students of an Educational Institution in Ancón, Lima 2022.

According to the results obtained, it is shown that there is a correlation between the social use dimension and social skills in students of an Educational Institution in Ancón, Lima 2022.

E. **Testing the specific hypothesis 3**

Ho: There is no correlation between the geek traits dimension and the social skills of the students of an Educational Institution in Ancón, Lima 2022.

Ha: There is a correlation between the geek traits dimension and the social skills of the students of an Educational Institution in Ancón, Lima 2022.

Table 16: Specific Hypothesis Test 3

Spearman's Rho		Geek traits	Social Skills
Geek traits	Correlation Coefficient	1.000	-.645**
	Sig. (2-tailed)	—	0.000
	N	208	208
Social Skills	Correlation Coefficient	-.645**	1.000
	Sig. (2-tailed)	0.000	—
	N	208	208

Since the p-value is equal to .000, it is less than the established significance level (.000 < .05). Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.

With a statistical significance level of .05 (5%), a P value of .000 was obtained, which allows us to reject Ho and assert with a confidence level of 95% that there is a correlation between the dimension of geek traits and social skills in the students of an Educational Institution in Ancón, Lima 2022.

According to the results obtained, it is shown that there is a correlation between the geek traits dimension and social skills in students of an Educational Institution in Ancón, Lima 2022.

F. **Testing the Specific Hypothesis 4**

Ho: There is no correlation between the nomophobia dimension and the social skills of students at an Educational Institution in Ancón, Lima 2022.

Ha: There is a correlation between the nomophobia dimension and the social skills of students at an Educational Institution in Ancón, Lima 2022.

Table 17: Specific Hypothesis Test 4

Spearman's Rho		Nomophobia	Social Skills
Nomophobia	Correlation Coefficient	1.000	-.686**
	Sig. (2-tailed)	—	0.000
	N	208	208
Social Skills	Correlation Coefficient	-.686**	1.000
	Sig. (2-tailed)	0.000	—
	N	208	208

Since the p-value is equal to .000, it is less than the established significance level (.000 < .05). Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.

With a statistical significance level of .05 (5%), a P value of .000 was obtained, which allows us to reject Ho and assert with a 95% confidence level that there is a correlation between the nomophobia dimension and social skills in students of an Educational Institution in Ancón, Lima 2022.

According to the results obtained, it is shown that there is a correlation between the nomophobia dimension and social skills in students of an Educational Institution in Ancón, Lima 2022.

ANALYSIS AND DISCUSSION OF RESULTS

This section discusses the results obtained in the present study and compares them with those reported in previous research cited in the theoretical framework. Furthermore, scientific theories are included to provide a deeper understanding of the findings and to offer an appropriate foundation for interpreting the results.

According to the general objective, by applying Spearman's Rho statistic, a coefficient of –0.698 was obtained, along with a significance level below 0.05, indicating a moderate negative correlation between social

media addiction and social skills among students of an educational institution in Ancón, Lima, 2022. These findings are like those reported by Encinas [1], who conducted a study aimed at determining the relationship between social media addiction and social skills among students in Peru, finding a moderately significant inverse relationship of –0.427 (p < 0.00) between the two variables. It is worth noting that internet addiction is recognized as one of the most common types of non-chemical addictive disorders, having substantial social, medical, and economic consequences [2]. Therefore, it can significantly impact and reduce the social skills of individuals seeking to create or maintain affective bonds with others.

Regarding the first specific objective, the application of Spearman's Rho yielded a coefficient of –0.701 and a significance value lower than 0.05, showing a strong negative correlation between addiction symptoms and social skills among students of the same institution. These results contrast with those obtained by Rosales [3], who carried out a study to determine the relationship between social network addiction and social skills among university students in Lima, finding no direct relationship between the variables and dimensions of social media addiction and students' social skills. It is important to note that addictive symptoms related to digital media continue to be a subject of analysis among scholars [4], as the outcomes can vary depending on the population under examination.

Concerning the second specific objective, using Spearman's Rho, a coefficient of –0.682 and a significance value below 0.05 were obtained, revealing a moderate negative correlation between social use and social skills among students of the institution. These results are consistent with those found by Ramos [5], who conducted a study to determine the relationship between both factors among students in his research area. After applying the corresponding questionnaires, a low positive correlation of 0.238 with a significance of 0.004 was observed, meaning that students with low levels of social media addiction also displayed low social skills. Consequently, social use refers to the excessive use of social networks, where individuals invest a considerable amount of energy and time remaining virtually connected [6].

As for the third specific objective, Spearman's Rho yielded a coefficient of –0.645 with a significance value below 0.05, indicating a moderate negative correlation between "geek traits" and social skills among students of the same institution. These findings are consistent with those of Huancapaza and Huanca [7], who conducted research to determine the relationship between both variables in their study area, finding that the greater the use of social networks, the lower the development of social skills, with a correlation value of –0.451. Therefore, individuals who engage obsessively and excessively in online activities may display "geek traits" [8], which tend to appear more frequently among those exhibiting addictive behaviors toward social networks.

Finally, regarding the fourth specific objective, Spearman's Rho analysis revealed a coefficient of –0.686 and a significance value below 0.05, demonstrating a moderate negative correlation between nomophobia and social skills among students of the institution. These findings are like those obtained by Carmona et al. [9], who aimed to describe the risk of addiction to social networks and the internet and its relationship with social skills and psychological well-being among high school students from public and private schools in La Ceja municipality. Their findings showed a low direct positive relationship (0.230) according to Spearman's Rho. In this regard, as noted by Spear et al. [10], nomophobia refers to the irrational fear of being without a mobile phone, which can reduce individuals' ability to relate effectively with others in their immediate environment.

CONCLUSIONS

In accordance with the general objective, by applying Spearman's Rho statistical test, a significance level lower than .05 was verified, as well as a coefficient of −0.698, which revealed the presence of a moderate negative correlation between social media addiction and social skills among students of an Educational Institution in Ancón, Lima, 2022.

In accordance with specific objective 1, through the use of Spearman's Rho test, a significance level lower than .05 was confirmed, along with a coefficient of −0.701, which demonstrated a moderate negative correlation between symptoms–addiction and social skills among students of an Educational Institution in Ancón, Lima, 2022.

In accordance with specific objective 2, by applying the Spearman's Rho statistic, a significance level lower than .05 was found, as well as a coefficient of −0.682, which revealed a moderate negative correlation between social use and social skills among students of an Educational Institution in Ancón, Lima, 2022.

In accordance with specific objective 3, by using the Spearman's Rho test, a significance level lower than .05 was identified, as well as a coefficient of −0.645, which confirmed the existence of a moderate negative correlation between geek traits and social skills among students of an Educational Institution in Ancón, Lima, 2022.

In accordance with specific objective 4, through the application of Spearman's Rho test, a significance level lower than .05 was obtained, as well as a coefficient of -0.686, which established the presence of a moderate negative correlation between nomophobia and social skills among students of an Educational Institution in Ancón, Lima, 2022.

RECOMMENDATIONS

It is recommended to disseminate the findings obtained during the development of this study to promote the importance of enhancing social skills during adolescence, as this can minimize the risk of increasing or even developing social media addiction.

It is recommended that the educational institution in Ancón implement strategies to promote and strengthen social skills that allow students to interact and exchange knowledge, thereby achieving a better quality of life.

It is recommended that future researchers interpret the results of this study with caution, given the innovative nature of the instruments used and the context in which the students operate, which may influence or modify the findings previously presented.

It is recommended that the parents of students from the educational institution in Ancón establish protective and limiting measures regarding their children's use of social media to reduce excessive interaction and enhance their interpersonal bonding abilities, which are essential for improving adolescent habits.

It is recommended that future researchers apply new methods to obtain different findings regarding the variables of social skills and social media addiction, as this may help to verify or confirm the results obtained through a methodology different from the one used in this study.

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