

Addiction to Social Networks and Social Skills in Students from a Private Educational Institution

Adicción a las redes sociales y habilidades sociales en estudiantes de una institución educativa privada

Julio A. Domínguez-Vergara* & Jessenia Ybañez-Carranza

Universidad César Vallejo, Trujillo, Peru.

Received on: 18-04-16

Approved on: 22-08-16


***Corresponding author**

Email: jdominguezv@ucv.edu.pe

How to cite:

Domínguez, J., & Ybañez, J. (2016).
Addiction to Social Networks and Social Skills in Students from a Private Educational Institution. *Propósitos y Representaciones*, 4(2), 181 - 230. Doi: <http://dx.doi.org/10.20511/pyr2016.v4n2.122>

© Universidad San Ignacio de Loyola, Vicerrectorado de Investigación y Desarrollo, 2016.

 This article is distributed under license CC BY-NC-ND 4.0 Internacional (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Summary

This research aims to determine the relationship between addiction to social networks and social skills in students of a private educational centre. A correlational descriptive study where the sample was represented by 205 students from 1st to 5th grade of junior high school was conducted. Two instruments were used: “Goldstein Social Skills Checklist” and “Scale of Attitudes toward Social Networks”, this was adapted and validated for the population. It is concluded that addiction to social networks of the Internet has a significant relationship ($p < .01$) with social skills, indicating that the greater the addiction to social networks is, a low level of social skills in adolescents is perceived.

Keywords: Addiction to social networks, social skills, students.

Resumen

El presente trabajo de investigación tiene como propósito determinar la relación que existe entre la adicción a las redes sociales y las habilidades sociales en estudiantes de una institución educativa privada. Se realizó un estudio descriptivo correlacional, donde la muestra estuvo representada por 205 estudiantes del 1ero al 5to grado de secundaria. Se utilizaron dos instrumentos: Lista de Chequeo de Habilidades Sociales - Goldstein y Escala de Actitudes hacia las redes sociales. Esta fue adaptada y validada para la población. Se concluye que la adicción a las redes sociales del Internet tiene una relación significativa ($p < .01$) con las habilidades sociales, lo que indica que, a mayor adicción a las redes sociales, se demuestra un bajo nivel de las habilidades sociales en los adolescentes.

Palabras clave: Adicción a las redes sociales, habilidades sociales, estudiantes.

Introduction

At present we are facing an era where new technologies take an important role as main element of advance and progress; e.g. in different existing scopes (personal, family, social and business scope). The impact of these digital instruments provided huge benefits to give way to a dramatic change in the social functioning of community. New technologies became a method to store and transmit information on a continuous and ongoing manner, thus causing an effect on daily life, recreational activities and the world where people need to communicate. This new way of communication opened a big field of experience and learning, and at present it is an essential element in people's life. However, improper usefulness puts some forms of regular communication and entertainment at risk.

These technological resources generated so much relevance within the styles of life of each person that every person impaired family, social and work relationships little by little. The main regular consumers of new technologies are adolescents, a generation that transformed regular communication in a method of digital interaction; moreover, they transmit this technology culture on other people, even teaching adults who suffer from lack of capacity to adjust to continuous changing technology. For this reason, adolescents erect themselves as the sector which is more easily adjusted to new technologies.

Excessive use of new technologies is reflected on a survey conducted by *Asociación para la Investigación de los Medios de Comunicación* (AIMC, 2001), where 25% of 43 942 surveyed people recognizes that time for sleep was cut; 13.8%, time for study; 10.1%, time for going out with friends, and 6.1% says that Internet use reduced work time. Strongly recreational Internet use is evidenced even more when this report says that 65% of surveyed people recognize that network connections make time for watching TV reduced, and 58.3% says that the network filled out time for leisure. Another significant data furnished by this report is that only 9.5% of surveyed users

use the network for mainly academic purposes. Of the rest, 39.1% uses it for professional or work purposes and 50.2% for personal purposes.

New technologies were set-up in the best way possible between adolescents, dethroning media, e.g. TV, radio, telephone and cinema, deemed to be useful and attractive for a big part of the population. However, new digital technologies of entertainment seem to have led the concept of pleasure to a new level and with efficiency, availability and easy access never seen before in modern society (Echeburúa & Requenses, 2012).

Yang (2001) provides data on the same direction. This author concludes that, among the multiple uses that may be made by a computer, only 8.5% of surveyed individuals use it for educational or school activity-related purposes. Many users use computers as a source of entertainment and leisure, mainly through plays and social network.

During this last decade, social networks evidenced the inexhaustible capacity of innovation of information and entertainment industries. Accelerated diffusion of this way of communication (or of identifying people with whom communication is desired to be made) and creating individualized contents make us pose questions e.g. to which extent a radical change in use of media was witnessed.

Increase in popularity of social networking elapsed in parallel to increase in levels of content exchange on the Internet. This made Internet a more sociable means which allows for communicating, entertaining and sharing. Users went through from a stage where they were considered as mere consumers of contents created by third users with certain knowledge of programming, to a stage where contents are produced by own users equipped with a computer, connection and basic knowledge of Internet use.

Choliz & Marco (2012) consider social networks are the tools most used by young people and adolescents, because they can extend the circle of friends, and connecting in a simple form with other people to share experiences or information. These characteristics make social networks

become a tool essential for use of communication, where users can have their home page, create a profile to upload photos, make comments on themselves and contacts, talk about likes or interests and share experiences and information (Carbonell, 2014). The impact on adolescents by these characteristics of social networks create an increased rising in a few years of existence.

Access and multi-functionality offered by social networks are attractive elements found by adolescents to connect; i.e., adolescents can have free access to every type of content by the use of social networks and, in parallel, do homework, because they can open more than two tabs on web pages or listen to music and do homework at the same time. This makes the adolescent have feelings of pleasure, experience behavioural and emotional changes, and show a psychological addiction (Echeburúa & Requenses, 2012).

Consequences experienced by adolescents are reflected on altered sleep habit, because they prefer to connect at night, thus reducing sleep hours; another aspect is the pattern of altered hunger, consisting of eating fast and disorderly to connect immediately; moreover, negligence of personal hygiene and change in style of leisure, where there is an absolute lack of interest in sports or other activities to be connected to social networks. There are also some consequences going from irritability, changing mood and low academic performance (Matalí & Alda, 2008).

Within the Peruvian context, the *Instituto Nacional de Estadística e Informática* (2011), through a National Survey of Homes, noted that 43.3% of women and 38.6% of men aged between 11 and 20 years-old use the Internet. Moreover, Cruzado, Matos & Kendall (2006) state that Peru is the second Latin American country regarding the Internet penetration rate (11,5 users/100 inhabitants), and the World Health Organization (2008) states that each of four persons suffers from behavioural disorders and problems in interpersonal relationships with new addictions.

The province of Trujillo is considered as a very violent, impulsive and unsafe city. This violence symptom is caused by multiple factors in education of adolescents, where irresponsible parents fail to assume a functional role on education. In this way, adolescents adopt attitudes of risk in order to achieve feelings of pleasure. One of these causes is new technologies. These digital resources transport attention and awareness of adolescents to states of welfare and conformability, achieving vulnerability to addiction.

Adolescents were considered as groups of risks by many authors, because of those characteristics inherent in this evolutionary moment: omnipotence, tendency to search the cause of problems in the other, low experience of life, difficulty to recognize subtle addictions and feeling of normality in view of risk behaviours (Castellana & Llado, 1999).

This research shows a relationship between addiction to social networks and social skills, giving emphasis on the way of communication used in the present world by adolescents on the Internet and analyzing dimensions of social skills of the same adolescents towards his social environment (school and family).

Method

Type and Design of Research.

This is a substantive nature research because of supplementing elements of applied and pure research. Furthermore, findings of the study are explained and described from a theoretical view and its usefulness for the beneficiary population. Study design where it is framed is correlational descriptive, because two variables are measured within a same group of persons (Sánchez & Reyes, 2006).

Participants.

The sample is composed of 205 adolescents of both sexes (104 male and 101 female adolescents), aged between 12 and 16 years, from the 1st to 5th

year of junior high school of a private educational institution. A probabilistic stratified sampling was used where people composing the population have the possibility to belong to the sample (according to the profile stipulated). The sample was subdivided into strata (different samples for different grades) (Palella & Martins, 2006)

Table 1.

Stratified sample of students of a private educational institution.

Grade	Men	Women	Total
1°	23	21	44
2°	19	24	43
3°	21	17	39
4°	19	20	39
5°	21	18	40
Totals	104	101	205

Instruments.

The following instruments were used for research:

- a) Attitudes towards Social Networks Scale.

Data Sheet: Attitudes towards social networks Scale, created by Domínguez (2011), of Peruvian origin, individual and collective implementation. Application time estimate ranges between 10 and 15 minutes, and comprises a scope of application in adolescents from 12 to 16 years-old.

The questionnaire was prepared in a sample of 100 students aged between 12 and 16 years. Content validity was determined by using the technique of judge’s criteria because, according to Kerlinger (1975, as cited in Alarcón, 2013), content validity is verified by expert judges, who assess representativeness of behaviour indicators measured, with the aim of establishing if they represent the universe of content of this behaviour and

the relevance of items to measure those indicators. A table of specifications was shown to 10 judges with a total of 51 items, of which upon using the V coefficient of Aiken values between 0.8 and 1.00 were reached, which indicated changes made were valid and appropriate ($\geq .80$) (Merino & Livia, 2009). For construct validity, item/test correlation was performed, where the scale reached values above 0.2 (Kline, 2006) in the majority of items, therefore the test maintains homogeneity on the construct to measure; however, 14 items failed to reach the suggested value, so that they were eliminated and the instrument was composed of 37 items. Reliability reached an internal consistency of Cronbach's Alpha of 0.95. Moreover, the average of total scores per student evaluated was found, with a value of 53; then, a standard deviation of 11. In this way, by summing the average plus standard deviation, high scores were obtained for categories: highly significant (37-41) and significant (42-51), while upon subtracting the average from the standard deviation low scores were obtained for low significant and (52-64) non-significant (37-41) scales.

b) Goldstein Social Skills Checklist.

Created by Goldstein (1980) and adapted to Spanish by Tomas (1995). Instrument implementation is individual and collective. Application time estimate ranges between 10 and 15 minutes, and comprises a scope of application in adolescents from 12 years-old. Scales were obtained in a sample of 100 students aged between 12 and 16 years-old. According to criterion validity, the instrument is valid because it presents significant differences between averages of high and low averages in each area. Finally, according to the internal consistency of Cronbach's Alpha, social skill checklist is reliable because its value is of 0.94.

Procedure.

Instruments were applied in the classroom of regular theoretical classes, on the date and time agreed with the course coordinator. Participating sections

were chosen at random. Before applying psychological instruments, students surveyed were explained about the basic criteria of simple selection, and conditions on research. Participants who were familiar with the study purposes and use of information signed the letter of informed consent and, then, students began to fill-in tests.

Results

Table 1 shows levels of addiction to Social networks on the Internet, which underscored a moderately significant level represented by 95 students, covering 46.3% of the sample.

Table 2.

Distribution of frequencies and levels of addiction to Social networks on the Internet .

Categories	N	%
No significant	0	0.0
Little significant	57	27.8
Moderately significant	95	46.3
Significant	30	14.6
Highly significant	23	11.2
Total	205	100.0

Table 2 shows that adolescents are characterized by having in group I, of Social Skills, a Medium level represented by 40.0%; in group II, of Advanced social skills, a Medium level expressed in 46.8%; in group III, of Aggression alternative social skills, adolescents reach in greater number a High level represented in 38.5%; in group IV, of Planning skills, adolescents are more located in a High level expressed in 37.1%; in group V, of First social skills, a greater number of adolescents in High level represented by 40.0%; finally, in group VI, of Social skills for dealing with stress, a greater number of adolescents in Medium level expressed in 36.6%.

Table 3.*Distribution of frequencies and levels of social skills.*

Scale	Level	N	%
Group I (Social skills)	Low	51	24.9
	Medium	82	40.0
	High	72	35.1
	Total	205	100.0
Group II (Advanced social skills)	Low	46	22.4
	Medium	96	46.8
	High	63	30.7
	Total	205	100.0
Group III (Aggression alternative social skills)	Low	52	25.4
	Medium	74	36.1
	High	79	38.5
	Total	205	100.0
Group IV (Planning skills)	Low	60	29.3
	Medium	69	33.7
	High	76	37.1
	Total	205	100.0
Group V (First social skills)	Low	64	31.2
	Medium	59	28.8
	High	82	40.0
	Total	205	100.0
Group VI (Social skills for dealing with stress)	Low	57	27.8
	Medium	75	36.6
	High	73	35.6
	Total	205	100.0

Table 3 shows high-grade reverse correlations ($p < .01$) between addiction to social networks and social skills, advanced social skills, aggression

alternative social skills, planning skills, first social skills and skills for dealing with stress.

Table 4.

Correlation between addiction to social networks on the Internet and social skills.

V1	V2	r	Sig	
Addiction to social networks	Social skills	-0.696	0.000	**
Addiction to social networks	Advanced social skills	-0.679	0.000	**
Addiction to social networks	Aggression alternative social skills	-0.566	0.000	**
Addiction to social networks	Planning skills	-0.693	0.000	**
Addiction to social networks	First social skills	-0.697	0.000	**
Addiction to social networks	Social skills for dealing with stress	-0.708	0.000	**

**p < .01

Discussion

According to the above-presented results, the following reflections are made: there is a highly significant reverse relation between addiction to Social networks on the Internet and social skills in adolescents. This would indicate that, while addiction to social networks increases, the level of social skills decreases and vice-versa. This would obey to thought expressed by Goldberg (1995), who stated that the following are those risk factors which are more involved in this addiction: boredom and lack of relations or objectives, lack of skills for developing in the real world, shyness, search of feelings in solitary people and lack of proper self-esteem. Furthermore, Jiménez & Pantoja (2007) state that an addict, in general, is a person with social inability

or less ability to support increases of psychic pressure. In contrast, non-addict subjects are more equilibrated and achieve more self-control when they face stressing elements, either internal or external. For this reason, a young man without friends tends to excessively use the computer, where the constant fight against boredom is framed within the search of online relations (Ceyhan, 2008).

There is a highly significant reverse relation between advanced social skills and addiction to social networks. These results relate to thought expressed by Petrie & Gunn (1998), ensuring that Internet dependants use to be susceptible, cautious and private, oriented towards a tendency to introversion.

However, in contrast to these results, Balaguer (2003) showed that the cyberspace, and particularly the chat, messenger and social networks, provide subjects with a new psychosocial space where they can experience a certain catharsis of post-modern life, and deploy personal and social aspects, so that history has no backgrounds. Moreover, million young people are allowed for establishing a communication between them, which causes to reach figures of users as high as the ones reached by some sites e.g. Myspace, Facebook or Flickr. Controversy between these postures is probably due to the fact that a big part of research on addiction to social networks described at present presents methodological difficulties related to simple selection procedures through volunteers from the network itself (Young, 1998), which may be only representative of a specific subgroup of Internet users.

There is a highly significant reverse relation between aggression alternative skills and addiction to Social networks on the Internet, which would say that, the greater self-control skill is, defending rights, replying to jokes, avoiding problems with others and not getting involved in problems, and the need to spend more time connected to social network will be lesser. To verify this result, we can see research conducted by Echeburúa (1999), who states that the environment the addiction is developed also causes a series of negative psychological changes, consisting of mood changes,

anxiety or impatience because of slowness of connection or because of not finding what is being searched, altered state of consciousness (total attention focus), irritability in case of interruption, inability to pull out of screen, etc.

There is a highly significant reverse relation between planning skills and addiction to Social networks on the Internet, which would say that, the greater skill for making decisions, setting out objectives, solving problems according to importance and focusing on a specific area is the need to connect to social network will be lesser. Choliz & Marco (2012) mention that loss of control on Internet use causes a significant increase of network connections, using a big part of time in activities related to social networks or the Internet and leaving to carry out other activities. Echeburrúa (1999) also states that, in this regard, addicts are isolated from the environment and do not pay attention to other aspects of social obligations.

There is a highly significant reverse relation between the first social skills and addiction to Social networks on the Internet, which would say that, the greater the ability to interact with others is e.g. beginning a conversation and introducing to others, the need to spend more time connected to social network will be lesser. This would agree with the thought expressed by Hirsh (1985), who stated that during the adolescence a repertoire of social identities is first articulated, which main task is building new social networks that reflect these new identities, therefore an addictive conduct to social networks on the Internet would cause an impact on this task. In contrast to this posture, according to Echeburrúa (1999), the use of social networks in a proper manner would allow for meeting two types of basic needs for adolescents: on the one hand, solitary stimulation (search of information on images or even of sounds, solitary games, etc.) and, on the other hand, search of social interaction (conversations, comments, etc.).

There is a highly significant reverse relation between the social skills for dealing with stress and addiction to social networks on the Internet, which would say that, the greater the ability to address failure, respond to persuasions, facing contradictory messages, get ready for difficult

conversations and face group pressures is, the need to spend more time connected to social network will be lesser. This would obey to research made by Arón, Sarquis & Machuca (1990), who state that the social network influences on the way adolescents face the world, view of the world and view of themselves. Moreover, Young (1998) stated that problems that arise out of dependency go beyond the intra-personal scope. From the systemic point of view, negative effects on addiction are expressed in the family scope and treatment of pairs.

Social skills related to feelings and addiction to social networks on the Internet, are independent. This would be based on the thought expressed by Turkle (1997): many users report to feel more capable of being “authentic” because many plays occurring in face to face interaction are not present in online interaction. This is one of the paradoxes of this new, highly technified world. Virtual relations let people act as “themselves”. For this reason, younger people decide to propose their fiancés, and adults decide to flirt and show more obscure facets. Also for this reason many hours are spent in these virtual environments. Moody (2001 as cited in Carbonell, 2014) states that people who use social networks in excess have high emotional loneliness with low significant relations, being very difficult to trust on and share intimacies. Finally, we could talk about those people who, with a certain tendency to “introversion”, are assaulted by negative thoughts on capacity to interact with others, and feeling uncomfortable in social relations. This uncomfortable situation would favour to search “reinforced” relations through other means used to “avoid” physical presence or direct exposure in social situations; anonymity can be maintained or a “fictitious” personality can be prepared or, also, a “virtual relation” can be abandoned without directly perceptible negative consequences (Young, 1998). This would evidence that skill for understanding others, expressing love and self-compensating would not be substantially impaired by the presence of addictive behaviours to social networks on the Internet.

In respect of addiction to social networks on the Internet, it was determined that, for 10 students, five of them tend to develop addictive behaviours, which would be reflected on studies performed by Greenfield (1999), and thus it could be evidenced that this new addiction is more dangerous between the youngest subjects, because six of 10 children and adolescents run the risk of becoming technology addicts. Furthermore, according to a report that gathers data on Internet and social networks, provided by Mindshare media agency, 45% of Argentinean adolescents surf the Internet seven days a week; almost 15% of them remain connected more than three hours a day, 10% of the surf the Internet between two and three hours, while almost 35% (majority segment) of them do so between one and two hours a day. However, and in contrast to these studies, it was clear that time is not a valid reason for diagnosis. Many individuals, because of work or study reasons, have to spend many hours connected, in front of the computer, but this does not make them automatically become addicts (Lamb & Davidson, 2002).

Finally, based on the overall results, we infer that any pleasurable normal behaviour is likely to become an addictive behaviour if the person loses control when developing a certain activity, continues with it despite adverse consequences, shows a more increasing dependence of that behaviour which is precipitated by a feeling that can range from a mild desire to a intensely obsession, suffering from withdrawal symptoms if you cannot practice and, finally, lose interest in other behaviours that previously proved to be satisfactory. Even more when in this new digital culture possibilities of expression, grouping and search of libidinal satisfactions are present in our Western culture that seemed to be no longer provided.

However, even when people make an inappropriate and counterproductive use of social networks on the Internet, it is premature to refer to an addiction disorder. Surfing the network can be, strictly speaking, a pattern of addictive behaviour where withdrawal symptoms, loss of control, abuse and obsession appear, but are not often characterized by the adoption of such self-destructive behaviour as in the case of other addictions (Echeburúa, 1999). In that sense,

the incorporation of technology in schools parts from the authentic search in the methodological renewal and educational transformation, where the new competitive framework requires deep changes in the teaching-learning (Carbonell, 2014).

Limitations and Suggestions

Findings are limited to this group of students. It would be appropriate to extend the sample application in other groups for gathering general results. Also, a recommendation for future studies is to understand the behaviour of variables in other populations with different characteristics, so as to seek to confirm the findings.

References

- Alarcón, R. (2013). *Métodos y diseños de Investigación del Comportamiento*. Lima: Editorial Universitaria.
- Arón, A., Sarquis, C., & Machuca, A. (1990). *Consideración de las redes sociales en las intervenciones terapéuticas. Una estrategia de prevención*. Ponencia presentada en el Noveno Congreso de Psicología Clínica, Chile.
- Asociación para la Investigación de Medios de Comunicación [AIMC]. (2001). *Cuarta encuesta AIMC a usuarios de Internet*. Recuperado de: <http://www.aimc.es>.
- Balaguer, R. (2003). *Internet: un nuevo espacio psicosocial*. Montevideo: Trilce.
- Carbonell, X. (2014). *Adicciones tecnológicas: Qué son y cómo tratarlas*. Madrid: Síntesis. <http://dx.doi.org/10.20882/adicciones.10>
- Castellana, M., & Llado, M. (1999). Adolescencia y juventud: prevención y percepción del riesgo al consumo. *Revista española de Drogodependencia*, 2, 118-131.
- Chóliz, M., & Marco, C. (2012). *Adicción a internet y redes sociales*. Madrid: Alianza Editorial.

- Ceyhan, A. (2008). University Students' Problematic Internet Use and Communication Skills according to the Internet Use Purposes. *Educational Sciences: Theory & Practice*. 11(1), 69-77.
- Cruzado, L., Matos, L., & Kendall, R. (2006). Adicción a internet: Perfil clínico y epidemiológico de pacientes hospitalizados en un instituto nacional de salud mental. *Revista Médica Herediana*. 17(4), 196-205. <http://dx.doi.org/10.20453/rmh.v17i4.879>
- Domínguez, J. (2011). *Propiedades psicométricas de la Escala de Actitudes hacia las redes sociales* (Tesina de licenciatura). Universidad César Vallejo, Trujillo.
- Echeburúa, E. (1999). *¿Adicciones sin drogas? Las nuevas adicciones*. Bilbao: Desclée de Brouwer.
- Echeburúa, E., & Requenses, A. (2012). *Adicción a las redes sociales y nuevas tecnologías en niños y adolescentes*. Madrid: Pirámide.
- Goldberg, J. (1995). *Internet addiction disorder: Diagnostic criteria*. Recuperado de: www-usr.rider.edu/~suler/psycyber/supportgp.html.
- Goldstein, A. (1980). *Lista de Chequeo de Habilidades Sociales (LCHS)*. Madrid: Projective Way.
- Greenfield, D. (1999). Psychological characteristics of compulsive Internet use: a preliminary analysis. *Cyberpsychology and behaviour*, 2, 403-412. <http://dx.doi.org/10.1089/cpb.1999.2.403>
- Hirsch, B. (1985). Social network and the ecology of human development. *Social support: theory research and applications*, 117-132.
- Instituto Nacional de Estadística e Informática [INEI]. (25 de septiembre de 2011). *Las tecnologías de información y comunicación en los hogares. Informe técnico octubre-noviembre-diciembre*. Recuperado de <https://www.inei.gov.pe/web/Biblioinei/BoletinFlotante.asp?file=13036.pdf%253E>
- Jimenez, L., & Pantoja, A. (2007). Autoestima y relaciones interpersonales en sujetos adictos a Internet. *Psicología-Segunda Época*, 26(1), 78-89.
- Kline, R. B. (2006). *Principios y práctica de modelado de la ecuación estructural*. New York: Guildford Press.

- Lamb, R., & Davidson, E. (2002). Social scientist: Managing identity in socio-technical networks. *Proceedings of the Hawaii's International Conference on System Sciences*. <http://dx.doi.org/10.1109/HICSS.2002.994034>
- Matali, J., & Alda, J. (2008). *Adolescentes y nuevas tecnologías. Innovación o adicción*. Barcelona: Edebe.
- Merino, C., & Livia, J. (2009). Intervalos de confianza asimétricos para el índice de la validez de contenido: Un programa Visual Basic para la V de Aiken. *Anales de psicología*, 25, 169-171.
- Organización Mundial de la Salud (2008). *Descripciones clínicas y pautas para el diagnóstico*. Madrid: Meditor.
- Palella, S., & Martins, F. (2006). *Metodología de la Investigación Cuantitativa*. Caracas: Fondo Editorial de la Universidad Pedagógica Libertador (FEDEUPEL).
- Petrie, H., & Gunn, D. (1998). Internet "addiction": the effects of sex, age, depression and introversion. *British Psychological Society London Conference*.
- Sánchez, H., & Reyes, C. (2006). *Metodología y diseños en la investigación científica*. Lima: Visión Universitaria.
- Tomas, A. (1995). *Conducta Tipo A y habilidades sociales en estudiantes del primer al quinto año de Psicología de una Universidad Nacional de Lima* (Tesis de licenciatura). Universidad Federico Villarreal, Lima.
- Turkle, S. (1997). *La vida en pantalla: La identidad en la era de Internet*. Barcelona: Paidós.
- Yang, C. (2001). Sociopsychiatric characteristics of adolescents who use computers to excess. *Acta Psychiatrica Scandinavica*, 104, 217-222. <http://dx.doi.org/10.1034/j.1600-0447.2001.00197.x>
- Young, K. (1998). Internet addiction: The emergence of a new clinical disorder. *Cyberpsychology and behavior*, 1(3), 237-244. <http://dx.doi.org/10.1089/cpb.1998.1.237>

Annex A

Attitudes to Social Networks on the Internet Scale.

You will find a series of statements related to social networks on the Internet such as **Twitter**, **Facebook**, **MySpace**, etc. Put an **X** on the answer that is most suitable for your behaviours, thoughts and feelings. There are no good or bad answers. Please answer all questions and be as honest as possible.

	Always	Sometimes	Never
I feel I need more time to check my social networks.			
I pretend to be focused on important issues, when I'm really thinking if there have been changes in my social networks.			
Thinking about social networks distracts my thoughts.			
I feel uneasy if I stop checking my social networks for many days.			
I have trouble controlling my impulses to connect to social networks.			
I get impatient when I'm not checking my updates on the social networks.			
I dream about knowing people through my social networks.			
I have confused dreams between real comments and publications in my social networks.			
I feel calm when I'm checking my social networks.			
When I check my social networks, I feel my anxiety decreases.			
I like to connect to the Internet and check my social networks.			
Checking my social networks makes me feel good.			
I am excited to know I have new comments.			
My frustration decreases when I am connected to my social networks.			
I get upset when someone interrupts me while I am checking my social networks.			
I would rather check my social networks instead of doing my chores.			

I prefer exchanging comments on the network than talking to my friends.			
I find it difficult to attend my classes for thinking of my social networks.			
My notes are affected by the time I dedicate to social networks.			
I connect to the Internet on the pretext of doing my work, but I do not do that.			
I prefer to see pictures on my social networks than reading a book.			
I have some problems during exams when I think of a new comment published on my wall.			
I stop doing my homework for connecting to social networks.			
I stop sleeping for checking updates on my social networks.			
I sleep little to have more time to update my social networks.			
I feel that at night it is more pleasant to check updates on my social networks.			
I am still connected to my social networks despite having physical problems.			
I prefer to control the urge to urinate before leaving my social networks.			
Despite having bad grades, I keep connected to my social networks.			
Despite arriving late at school, I'm still connected to my social networks.			
People close to me complain about the time I stay checking my social networks.			
I spend more time chatting in my social networks than taking with my family.			
My parents threaten me with prohibiting the use of Internet.			
I disobey my relatives to continue checking my social networks.			
I get angry if they interfere with my relationships through social networks.			
I argue with my parents for the hours I spend on the Internet.			
I feel I need more time to check my social networks.			

Annex B

Social Skills Checklist (LCHS, by its Spanish initials)

INSTRUCTIONS

You will find a numbered list of skills used by people in a more or less efficient social interaction. You should establish how each skill is used, putting an x in the right column and the corresponding row, according to the following pattern:

Put an x in the column:

N If this skill is never used

RV If this skill is rarely used

AV If this skill is sometimes used

AM If this skill is frequently used

S If this skill is always used

Complete this form quickly and do not spend so much time in each question; we want your first answer, not a long process of thinking. **Be sure of not omitting any question.** There is no “correct” or “incorrect” answer. Now begin...

		N	RV	AV	AM	S
1.	Listen: Do you pay attention to the people you are talking to and make an effort to understand what they are saying?					
2.	Start a conversation: Do you start conversations with others and then hold them for a moment?					
3.	Have a conversation: Do you speak with others about things of mutual interest?					
4.	Ask a question: Do you establish what information you need to know and the right person to ask for it?					

5.	Thank: Do you let others know you are grateful to them for anything they did for you?				
6.	Introduce yourself: Do you strive to meet people on your own initiative?				
7.	Introduce to others: Do you help others to introduce to new people?				
8.	Make a compliment: Do you say others what you like more about them or about what they do?				
9.	Ask for help: Do you ask for help if necessary?				
10.	Participate: Do you choose the best way to approach a group that is engaged in an activity and then you integrate it?				
11.	Give instructions: Do you explain instructions so that people can easily follow them?				
12.	Follow instructions: Do you pay careful attention to the instructions and then follow them?				
13.	Apologize: Do you apologize with others when you do anything you know is wrong?				
14.	Convince others: Are you trying to persuade others than your ideas are better or more useful than theirs?				
15.	Know your own feelings: Are you trying to understand and recognize emotions you experience?				
16.	Express your feelings: Do you let others know how you feel?				
17.	Understand the feelings of others: Are you trying to understand what others feel?				
18.	Face the anger of the other: Are you trying to understand the anger of another person?				
19.	Express affection: Do you let others know you are interested in or concerned about them?				
20.	Resolve fear: When you feel fear, do you think of the reason for which you feel it and then try to do anything to decrease fear?				
21.	Self-reward: Do you give yourself a reward after you do anything right?				
22.	Ask for permission: Do you recognize when you need to ask for permission to do anything and then you ask the right person to so?				
23.	Share something: Do you offer to share your stuff with others?				
24.	Help others: Do you help the person who need?				

25.	Negotiate: If you and anyone else disagree with something, do you try to reach an agreement that satisfies both?				
26.	Self-control: Do you control your temper so that “things cannot get out of hand”?				
27.	Defend own rights: Do you defend rights by advising of your position?				
28.	Reply to jokes: Do you keep self-control when others make fun of you?				
29.	Avoid problems with others: Do you keep out of situations that could cause you problems?				
30.	Do not get into fights: Do you find other ways to solve difficult situations without having to fight?				
31.	Make a complaint: Do you tell others in a clear manner, but not with anger, when they have done anything you do not like?				
32.	Reply to a complaint: Do you try to give answers to others and impartially reply when they complain of you?				
33.	Demonstrate sportsmanship after a game: Do you express a compliment to the other members of the team after a game you lost?				
34.	Resolve shame: Do you do anything to help you feel less shame or to be less self-conscious?				
35.	Handle the situation when you are left aside: When you have been left aside in an activity, do you do anything to feel better in that situation?				
36.	Defend a friend: Do you tell others when you feel a friend has not been treated fairly?				
37.	Respond to persuasion: If anyone is trying to convince you of something, do you think about the position of that person and then on yours before deciding what to do?				
38.	Reply to failure: Are you trying to understand why you have failed in a particular situation?				
39.	Face contradictory messages: Do you recognize and resolve the confusion caused when others explain you anything, but say and do anything else?				
40.	Reply to an accusation: Do you understand what and why you have been accused of and then think of the best way to interact with the person who lodged the accusation?				

41.	Prepare yourself for a difficult conversation: Do you plan the best way to present your point of view before a problematic conversation?				
42.	Address group pressures: Do you decide what you want to do when others want you to do anything else?				
43.	Take initiatives: If you feel bored, do you try to find anything interesting to do?				
44.	Determine the cause of a problem: If a problem arises, do you try to determine what caused it?				
45.	Set a goal: Do you realistically determine what you would like to do before you start a task?				
46.	Determine your skills: Do you realistically determine how well you could perform a specific task before starting?				
47.	Gather information: Do you determine what you need to know and how to get that information?				
48.	Solve problems according to their importance: Do you realistically determine which one of your problems is the most important and which one should be solved first?				
49.	Make a decision: Do you consider different possibilities and then choose the one will make you feel better?				
50.	Focus on one task: Are you able to ignore distractions and pay attention to what you want to do only?				