

Original article



Psycho-pedagogical guidance for pre-university students on the use of social networks

Orientación psicopedagógica a estudiantes de preuniversitario para el uso de las redes sociales

Orientação psicopedagógica para estudantes pré-universitários sobre o uso de redes sociais

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ABSTRACT

The increasing use of Information and Communication Technologies, especially social media, by adolescents has generated growing interest in society due to the unique characteristics of this developmental stage. This study is based on the idea that psycho-pedagogical guidance on social media use can positively influence the development of pre-university students by addressing key aspects such as digital identity, interpersonal relationships, and coping with problems arising in digital spaces. The research aimed to design a psycho-pedagogical guidance strategy for pre-university students regarding social media use. A descriptive qualitative study was conducted, integrating different stages of an exploratory case study at the Frank País García Urban Pre-University Institute in the municipality of Lajas, Cienfuegos province. Observation, interviews, surveys, and

document review were used to identify strengths and weaknesses, highlighting both the need for the study and the institutional strengths for its implementation. The results revealed the relevance of the proposed strategy, which was structured in three stages and is characterized as dynamic, comprehensive, systematic, and flexible. In conclusion, the need for psycho-pedagogical guidance for pre-university adolescents regarding the use of social media in the current context is reaffirmed.

Keywords: adolescents; professional help; psychoeducational strategy; technology.

RESUMEN

El uso creciente de las Tecnologías de la Información y la Comunicación, especialmente las redes sociales por adolescentes, ha generado un interés creciente en la sociedad debido a las particularidades de esta etapa del desarrollo. El estudio se fundamenta en la idea de que la orientación psicopedagógica sobre el uso de redes sociales puede influir positivamente en el desarrollo de los adolescentes de Preuniversitario, al abordar aspectos clave como la identidad digital, las relaciones interpersonales y el afrontamiento a problemáticas generadas en espacios digitales. La investigación tuvo como propósito diseñar una estrategia de orientación psicopedagógica a estudiantes de Preuniversitario para el uso de las redes sociales. Se realizó un estudio cualitativo descriptivo que integró diferentes etapas del estudio de caso exploratorio en el Instituto Preuniversitario Urbano Frank País García, del municipio Lajas en la provincia de Cienfuegos. Se utilizaron la observación, la entrevista, la encuesta y la revisión de documentos para identificar potencialidades y necesidades, destacándose tanto la necesidad del estudio como las fortalezas institucionales para su implementación. Los resultados revelaron la pertinencia de la estrategia propuesta, que se estructuró en tres etapas y se caracteriza por ser dinámica, integral, sistemática y flexible. En conclusión, se reafirma la necesidad de la orientación psicopedagógica a adolescentes de Preuniversitario para el uso de las redes sociales en el contexto actual.

Palabras clave: adolescentes; ayuda profesional; estrategia psicopedagógica; tecnología.

RESUMO

O uso crescente das Tecnologias da Informação e Comunicação, especialmente as mídias sociais, por adolescentes tem gerado um interesse cada vez maior na sociedade devido às particularidades dessa

fase de desenvolvimento. Este estudo parte da premissa de que a orientação psicopedagógica sobre o uso das mídias sociais pode influenciar positivamente o desenvolvimento de estudantes pré-universitários, abordando aspectos-chave como identidade digital, relações interpessoais e enfrentamento de problemas gerados nos espaços digitais. A pesquisa teve como objetivo elaborar uma estratégia de orientação psicopedagógica para estudantes pré-universitários sobre o uso das mídias sociais. Foi realizado um estudo qualitativo descritivo, integrando diferentes etapas de um estudo de caso exploratório no Instituto Pré-Universitário Urbano Frank País García, no município de Lajas, província de Cienfuegos. Observação, entrevistas, questionários e revisão documental foram utilizados para identificar pontos fortes e fracos, evidenciando tanto a necessidade do estudo quanto os pontos fortes institucionais para sua implementação. Os resultados revelaram a relevância da estratégia proposta, estruturada em três etapas e caracterizada como dinâmica, abrangente, sistemática e flexível. Em conclusão, reafirma-se a necessidade de orientação psicoeducacional para adolescentes pré-universitários no que diz respeito ao uso das redes sociais no contexto atual.

Palavras-chave: adolescentes; ajuda profissional; estratégia psicoeducacional; tecnologia.

INTRODUCTION

The 2030 Agenda for Sustainable Development (SDG) reflects the desires, aspirations, and priorities of the international community. Therefore, it guides the actions of nations during this decade to achieve each of its goals. Goal 4 of the Agenda emphasizes that quality education is the foundation for improving people's lives and achieving sustainable development. Thus, education emerges as a priority for nations and their education systems, with the aim of promoting development and well-being.

In the specific case of Cuba, the aspirations of the ADS are summarized in the Guidelines for the Economic and Social Policy of the Party and the Revolution and the Economic and Social Development Model until 2030. Both documents recognize the importance of education and add to it the role of technology in achieving the goals of a society that aspires to a prosperous and sustainable socialism. Thus, education becomes an essential pillar for development from a science, technology, and society perspective, where knowledge and resources are placed at the service of social needs.

Therefore, the Cuban education system, and specifically the pre-university level, currently incorporates the use of Information and Communication Technologies (ICTs), and in particular social networks, into the educational process (Santana Garriga & Deler Ferrera, 2023). These are considered applications that allow the creation and exchange of content on the web (Claro Montes *et al.*, 2024), and their increasing penetration in all activities and demonstrated benefits support their inclusion in the educational process of adolescents. Furthermore, the widespread use by this age group and the various problems it generates necessitate promoting their responsible and safe use.

The rapid evolution of social media and the lack of training among adolescents regarding its use generate various problems that affect the overall development of their personalities. In this regard, authors such as Chiza Lozano *et al.* (2021), Martín Critikián and Medina Núñez (2021), and Guzmán Brand and Gélvez García (2023) currently recognize the following as worrying effects: an increased desire to be connected, loss of the sense of time, feelings of guilt, changes in health habits, interference at a social and/or family level, loss of academic or leisure time, and a decrease in self-esteem.

In this context, psycho-pedagogical guidance becomes an indispensable specialized support for preventing and addressing problems arising from the inappropriate use of social media by pre-university students. This approach fosters the full development of adolescents in and through social media, and stimulates their personal progress and growth through planned actions that allow for implementation and evaluation. Therefore, this research aimed to design a psycho-pedagogical guidance strategy for pre-university students regarding their use of social media.

MATERIALS AND METHODS

The research followed a qualitative approach with different stages of case study. This approach allowed for the preliminary collection and analysis of relevant information, as well as a deeper exploration of specific situations to understand the potential and needs of the guidance process.

The first stage consisted of a literature review. This included formulating the research questions and identifying current information sources relevant to the topic under study. Finally, the selected articles were thoroughly read to extract relevant information and synthesize the data.

The second stage of the research consisted of designing a psycho-pedagogical guidance strategy for pre-university students regarding the use of social media. The design process unfolded in two phases.

The first phase involved determining the potential and needs of the psycho-pedagogical guidance process at the Frank País García Pre-University School in the municipality of Lajas, Cienfuegos province.

This pre-university institution has an enrollment of 130 students. For the research, a sample of 20 students was selected using simple random probability sampling.

The determination of the dimensions and indicators, as well as the selection of research methods for data collection, was based on their relevance to the case study. Observation, interviews, surveys, and document review were deemed appropriate for this study. The instruments were designed to correspond with the dimensions: areas of guidance, agents, models, methods, and contexts, with specific indicators for each dimension. This data collection process allowed for the identification of the potential and needs of the guidance process regarding the use of social media. The data collection procedure adhered to ethical standards, including obtaining informed consent from participants and maintaining the confidentiality of the collected data.

The second phase focused on designing the psychoeducational guidance strategy. This involved considering the results of the exploratory case study and the theoretical foundations derived from the systematic review. In addition, prior proposals for psychoeducational guidance strategies and programs related to the use of social networks and Information and Communication Technologies (ICTs) were taken into account.

RESULTS

The analysis of the research methods' results allowed us to determine the potential and needs of the psycho-pedagogical guidance process for incorporating the use of social networks as guidance content at the Frank País García Pre-University School in the municipality of Lajas, Cienfuegos province. The processing, triangulation, and synthesis of the collected information made it possible to determine the following potential:

- Flexibility and willingness of counselors (teachers) and decision-makers (managers) to include new guidance content.
- The educational institution has the necessary conditions for the development of guidance, in terms of infrastructure and technological resources.

- Psycho-pedagogical guidance actions are designed that involve the school, family and community contexts.
- The conditions of the family and the community are used to carry out the guidance actions.
- Students systematically use mobile devices, accessing social networks and other web spaces.

Instead, the following were identified as needs of the guidance process:

- Guidance content related to the use of social media is not intentionally and explicitly included.
- Limitations in the use of virtual spaces and social networks themselves for the deployment of guidance actions.
- The planned activities show a deficiency in the integration of the students themselves and the group as guidance agents.
- The methods and techniques used in the institution lack variety.
- The resources used are unattractive and limited in terms of quantity, variety, and quality.

The analysis of the potential and needs of the guidance process within the educational institution, along with the theoretical foundations derived from the literature review, served as the starting point for the strategy's design. Thus, the strategy is distinguished by its projection of flexible, systematic, dynamic, and comprehensive actions, centered on reflection and self-determined decision-making for coexistence in safe digital environments.

Based on the above, the strategy presented has the following general qualities:

- Flexible nature: This implies the possibility of modifying, adjusting, and transforming the strategy and its actions in terms of methods, techniques, approaches, resources, and timelines, in order to adapt to the needs and new situations that arise in practice. Furthermore, it allows for the incorporation or elimination of actions as they are implemented. This means that identifying potential and needs and the ongoing evaluation of actions are crucial elements.
- Systematic and comprehensive approach: the strategy is designed through actions that progress through different stages gradually and in an interconnected manner, focusing on the critical elements that enable the deployment of professional support for the use of social media. Furthermore, systematicity and comprehensiveness are considered essential and distinctive features of the guidance provided to achieve the desired goals. This implies that

actions are implemented based on the potential and needs of adolescents and are directed toward their full and holistic development.

- **Dynamic nature:** This is due to the fact that the strategy prioritizes and encourages the active and leading participation of adolescents by identifying their potential and needs. Experience, life experiences, prior knowledge, and social media skills are considered essential elements. Furthermore, interaction, reflection, decision-making, and collaboration are fostered as driving forces behind the guidance process.

The overall objective of the strategy was to contribute to the use of social media by adolescents from an educational and preventative perspective. To this end, the actions were structured in three stages: Diagnosis, Planning and execution of actions, and Evaluation, as shown in figure 1. In this way, the actions of each stage were developed sequentially, coherently, and interrelated with each other.

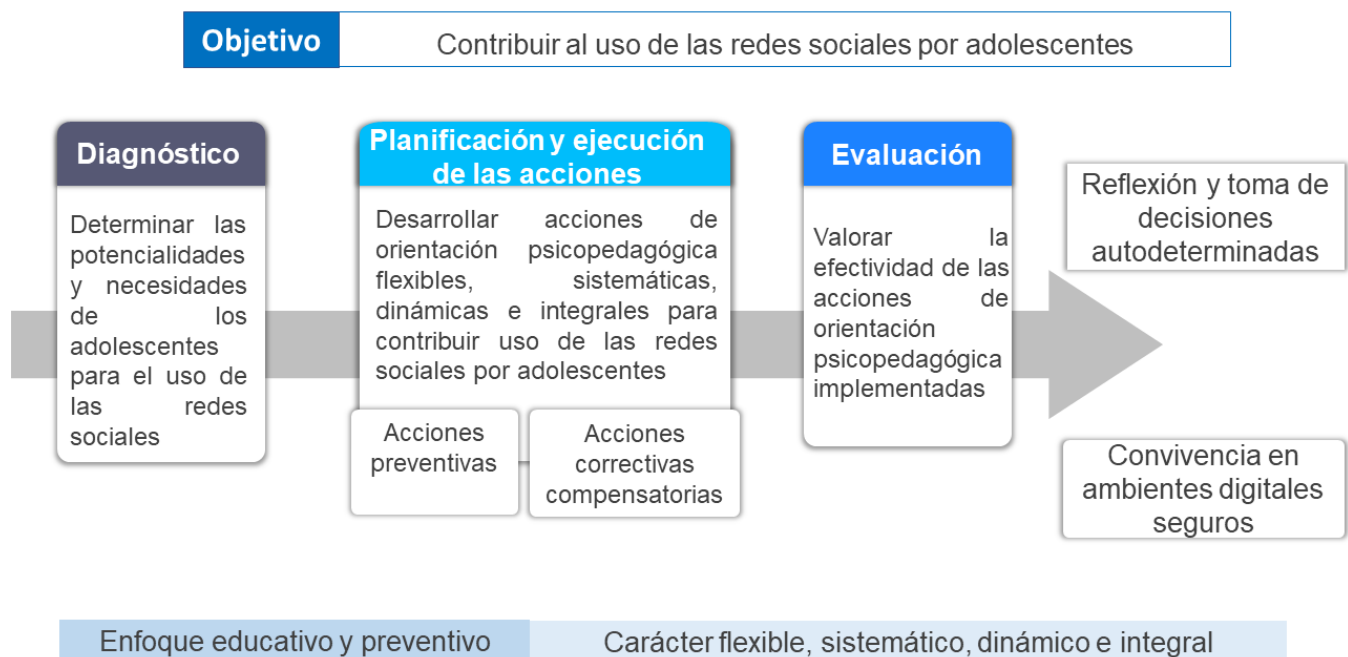


Figure 1. Graphical representation of the strategy

Source: Own elaboration

The first stage of the strategy was the Diagnostic phase, which aimed to scientifically understand the state of social media use among adolescents and, consequently, to define the objectives. This stage formed the basis for the planning and execution of the actions, as it allowed for an understanding of

the potential and needs of adolescents and the determination of the guidance content related to social media use.

Actions of the stage:

- Action 1. Raising student awareness of research and commitment to participate.
- Action 2. Determination of the aspects to be diagnosed and the techniques to be used.
- Action 3. Application and processing of the instruments.
- Action 4. Determining the potential and needs of the students.

The Planning and Implementation phase aimed to develop flexible, systematic, dynamic, and comprehensive psycho-pedagogical guidance actions to support adolescents' use of social media. It adopted a systemic approach to achieving its objectives, taking the adolescents' potential and needs as its starting point.

Actions of the stage:

- Action 1. Determination of the contents, methods and techniques of guidance.
- Action 2. Projection and planning of actions.
 - Determining the actions to be taken.
 - Planning of each action and activity based on the defined structure, including as essential elements: objective, sequence of activities, evaluation criteria, resources and participants.
- Action 3. Coordination of actions.
 - Socialization of the strategy and actions to be implemented with managers and the board of directors of the educational institution.
 - Establishing collaborative relationships within the educational institution.
 - Identification of spaces and time available for implementation.
- Action 4. Preparation of the work schedule.
 - Definition of dates and frequencies of activities
- Action 5. Implementation of actions and readjustment
 - Implementation of the planned actions
 - Readjustment of planned actions

The actions for this stage were designed based on the nature and complexity of the problems identified during the diagnostic phase. They were planned as both preventive and corrective/compensatory measures. The preventive actions targeted all pre-university students and focused on training, education, preparation, and awareness of the risks associated with social media use. These actions were divided into two blocks: general prevention and specific prevention, as shown in tables 1 and 2.

Table 1. General preventive guidance actions

Action	Aim	Sequencing of activities	Evaluation criteria
Preparation of a brochure on the use of social networks and their risks	To instruct students on the main advantages and risks of using social media	- Determining the contents to be included in the brochure - Identification of information sources - Information gathering and writing - Brochure design and production - Revision	- Coherent, clear and engaging writing - Accessible - Attractive design
Talk: "Social networks: friends or enemies"	Raising students' awareness of the benefits and risks of using social media	- Video presentation - Exchange of ideas and opinions - role play - Assessment of the benefits and risks of using social media	- Student participation - Pay attention to the activities - Emergence of doubts and concerns - Issuance of value judgments
Control Z Film Discussion	To appreciate the importance of cybersecurity for personal data	Presentation of the activity with the observation guide	

		• Exchange and evaluation	
Virtual series <i>We're on social media</i>	To stimulate the reconstruction of knowledge about the use of social networks, benefits, risks and data security.	• Presentation of the activity • Socialization of templates and standards • Development of resources • Socialization on social networks	• Willingness to participate • Quality of the comments and resources produced • The students ask questions and comment • Socialization and exchange of ideas • Stake
"Social Media and Me" Contest	Promote internet research and the efficient use of social networks in knowledge management	• Promotion and socialization of the contest • Compilation of the entries • Analysis of the shares • Award for the winner	
Creating spaces on social networks for exchange and socialization	Promote the safe use of social media for interaction and communication	• Creating a WhatsApp group with the students • The rules of coexistence are agreed upon. • Resources are shared and activities are carried out to maintain feedback and exchange	

Source: Own elaboration

Table 2. Specific preventive guidance actions

Action	Aim	Sequencing of activities	Evaluation criteria
Discussion of cases "From addictions to violence"	To assess adolescent behaviors related to the inappropriate and problematic use of social media	• Presentation of the case to the students • Analysis and discussion of the case • Decision-making to transform the situation	• Students share and formulate questions to further their learning. • They show interest in the topic • They give their opinion and share it with the rest of their classmates.
Talk: "Am I a victim or a perpetrator?"	Identifying good practices in the use of social networks in situations of extortion, cyberbullying and grooming.	• Definition of the content to be covered and the participants • Exchange of relevant information about the content through dialogue • Questions are asked for reflection.	
Panel "Not everything is so bad"	Identify other uses of social media in interaction and possibilities they offer to combat cybercrime	• Invitation to participants • Introduction to the topic and key ideas	

		• The rules for the exchange are agreed upon. • The audience is given the opportunity to ask questions, reflect, and express their opinions.	
Virtual series <i>Generating solutions</i>	To stimulate the reconstruction of knowledge about possible solutions, suggestions and recommendations in situations generated by the use of social networks	• Presentation of the series and call for participation • Definition of participants and work to be done • Production of resources • Socialization in virtual spaces	• Participation and cooperation • Interaction reflected in the formulation of questions and expression of opinions
Workshop on good practices	To share best practices in the use of social media based on problematic situations that may arise	• Invitation to participants • Introduction of the participants • Presentation of the topic and activities • Closing with questions and reflections	

Source: Own elaboration

The corrective and compensatory guidance activities were developed with the intention of promoting the holistic development and well-being of adolescents experiencing problems associated with social media use. These activities primarily involved individual counseling or the formation of small groups based on identified common problems. Table 3 illustrates the corrective and compensatory guidance activities planned as part of the strategy.

Table 3. Corrective and compensatory guidance actions

Action	Aim	Sequencing of activities	Evaluation criteria
Individual orientation interview	To encourage decision-making that promotes better personal and social adjustment	- Establishing rapport and starting the interview - Information is provided to the adolescent - Confrontation of the adolescent with himself - Student decision-making	- Students share and formulate questions - They show interest in the topic - They give their opinion - Participation and cooperation
Individual conversation	To stimulate reflection through confrontation with one's own lived experiences and with oneself in order to make decisions	- Establishing rapport or a positive emotional relationship with the adolescent - Framing the conversation process - Openness of self - Confrontation of the adolescent with himself and	

		experiential learning • Applying what you've learned to real life	
Orientation sessions	Promote resilience, self-esteem, self-worth, metacognition, empathy, and assertive communication	• Heating • Return • Thematic Introduction • Application of orientation techniques • Conclusions and closing remarks	

Source: Own elaboration

Evaluation was the third stage of the strategy. Its objective was to assess the effectiveness of the implemented psycho-pedagogical guidance actions. In this regard, evaluation actions were systematically planned from the beginning of the strategy's implementation until its conclusion. The systematic collection of information allowed for the refinement of the strategy and its adjustment to the identified needs, thus ensuring a more relevant educational response.

Actions of the stage:

- Action 1. Exchange of ideas to improve guidance actions.
- Action 2. Survey of participating adolescents on their experience and levels of satisfaction.
- Action 3. Determination of new potentialities and needs of adolescents for the use of social networks.

The implementation of the various guidance activities presented promoted the conscious and responsible use of social media by pre-university students in an increasingly digital and interconnected world. Professional support, from both a preventative and corrective perspective,

provided knowledge and skills for accessing and navigating these spaces safely. In this way, social media was empowered as a technological tool that offers opportunities for growth, while also acknowledging the risks and challenges it may present.

DISCUSSION

The findings of this study revealed the importance of psycho-pedagogical guidance for the use of social media in Cuban pre-university education, with an approach that combines preventive, developmental, and therapeutic actions. This integration aligns with the Cuban educational model, which prioritizes comprehensive education and active participation in the construction of socialism (Anaya La O & Jorge Puig, 2023).

The education of pre-university students is conceived as the continuous process of developing all their potential, oriented towards the changes and transformations inherent to their age group (Anaya La O & Jorge Puig, 2023). In this sense, psycho-pedagogical guidance on the use of social media acquires great relevance by empowering and guiding the development of adolescents through a professional support relationship, which aligns with the ideas of Guzmán Zegarra (2019) and Asensio Muñoz *et al.* (2021). Thus, while social media is a space of risk for adolescents (Brand & Gélvez García, 2023), it can also become a key tool for their holistic development by serving as guidance content, a space, and a resource that is integrated into the educational and guidance process within educational institutions (Gonzalo Josserme, 2020).

In this context, psycho-pedagogical guidance services in pre-university programs are organized based on the demands of students and teachers regarding the use of social networks. This condition requires determining the requests and/or needs for guidance and establishing action protocols that answer key questions: what, why, and for what purpose will the psycho-pedagogical guidance be carried out (Ferreira *et al.*, 2023; Torrecilla Sánchez *et al.*, 2022).

An essential element is determining the goals of the guidance, which, according to Guzmán Zegarra (2019), can be: prevention, development, or therapy. Preventive and developmental actions aim to avoid problems and optimize personal growth. On the other hand, therapeutic guidance focuses on difficulties and their correction. The systematic integration of both types of guidance actions, dynamically encompassing problem prevention, developmental enhancement, and the correction of

deficiencies and difficulties, guarantees greater intervention success, as revealed by the findings of Guzmán Zegarra (2019).

Following this idea, it is considered that developmental actions should be deployed in conjunction with therapeutic and preventive actions, with the intention of promoting development and protecting the mental health of adolescents (Guzmán Brand & Gélvez García, 2023). These actions should focus on preventing the emergence and development of certain factors and situations that can generate difficulties in the normal development of personality. Therefore, they should be directed at all pre-university adolescents and aimed at training, education, preparation, and awareness of the risks associated with the use of social media, which aligns with the proposals of Jabbar *et al.* (2022).

In contrast, therapeutic actions (corrective and/or compensatory), in line with the considerations of Chiza Lozano *et al.* (2021), are designed to prevent serious consequences of problems associated with the inappropriate use of social media and to stimulate personal potential and resources for coping with them. This fosters resilience, self-esteem, self-worth, metacognition, empathy, and assertive communication.

In prevention, development, and/or therapeutic actions, various problems related to the use of social networks must be addressed, such as internet addiction, extortion, cyberbullying, grooming, access to dangerous information, cybercrimes, among others (Chiza Lozano *et al.*, 2021; Guzmán Brand & Gélvez García, 2023; Jabbar *et al.*, 2022). Furthermore, attention must be paid to violence in digital media and conflictive peer relationships (Martín Martínez & Castiblanco Carrasco, 2024).

Furthermore, Landeo Huamán (2022) recommends using techniques such as problem-solving, case analysis, and reflective thinking to develop guidance strategies for the appropriate use of social media. However, it is advisable to complement these with techniques such as individual conversations and individual guidance interviews, which are very useful in addressing this topic.

In general, the use of social media as guidance content is characterized by the need to dynamically link in-person activities within the educational institution with guidance activities in virtual spaces, paying particular attention to training and shaping behaviors on social media. The novelty of this research lies in its design of guidance activities that connect in-person and virtual experiences, moving beyond traditional approaches that limit social media to a mere teaching resource. This idea justifies the use of social media in guidance both as a resource or medium and as a space for the development of the process.

In conclusion, it can be stated that psycho-pedagogical guidance for pre-university students on the proper use of social networks is a continuous and comprehensive process of help and support, with the aim of promoting prevention and development throughout life, in such a way as to foster safe coexistence in digital spaces.

Secondly, the identification of the strengths and needs of the psycho-pedagogical guidance process at the Frank País García Pre-University confirmed that the educational institution possesses the necessary conditions for implementing guidance activities and incorporating the appropriate use of social media as part of the process. Furthermore, shortcomings that needed to be addressed to improve the guidance process were identified.

Finally, the design of the psycho-pedagogical guidance strategy for students at the Frank País García Pre-University School regarding the use of social media required identifying their strengths and needs. The strategy unfolded in three stages, including the sequencing of preventive, corrective, and compensatory guidance actions. This dynamic, systematic, comprehensive, and flexible approach contributed to addressing the initially identified problems.

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Conflict of interest

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Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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