

Emotional Intelligence and Social Media Use in Adolescents

Inteligencia Emocional y uso de redes sociales Social Media Use in Adolescents

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DOI: <https://doi.org/10.58995/redlic.rmic.v3.n2.a113>

How to cite:

Gabriela Elizabeth, A. C., Jaramillo Oyervide, J. A., & Reivan Ortiz, G. G. (2025). Cognitive Behavioral Therapy in the Treatment of Postpartum Depression: A Systematic Review. *Revista Multidisciplinaria Investigación Contemporánea*, 3(2), 395–418. <https://doi.org/10.58995/redlic.rmic.v3.n2.a113>

Article Information

Received: 19-02-2025
Accepted: 11-04-2025
Published: 01-07-2025

Editor's Note

REDLIC remains neutral regarding jurisdictional claims in published messages and institutional affiliations.

Editorial

Latin American Editorial Network for Contemporary Research (REDLIC)
www.editorialredlic.com

Funding Sources

The research was conducted using the authors' own resources.

Conflicts of Interest

No conflicts of interest are declared.



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Abstract

This quantitative, cross-sectional, analytical study analyzes the relationship between emotional intelligence (EI) and social media use through a documentary analysis of the educational records of 188 adolescents (12-18 years old) from a secondary school in Quito, Ecuador. The records contained results, previously collected by the institution, from the TMMS-24 (24 items, Likert 1-5, $\alpha = 0.86$) to assess EI components such as emotional attention and repair, and from the SMDS Scale (9 items, Likert 1-5, $\alpha = 0.79$) to measure patterns of problematic social media use. The results revealed significant differences in empathy by gender, with higher scores in women ($t(186) = 2.67, p < 0.01$). A significant negative correlation was found between emotional repair and problematic social media use ($r = 0.41, p < 0.001$), and daily exposure exceeding 4 hours, along with problematic use, gender, and time-gender interaction, was associated with lower emotional repair ($R^2 = 0.23, p < 0.001$). These findings underscore the importance of EI, particularly emotional repair, as a protective factor against problematic social media use in adolescents, guiding potential psychoeducational interventions focused on the development of emotional skills.

Keywords: emotional intelligence, social media, adolescents, emotional repair, empathy.

Resumen

Este estudio cuantitativo, de enfoque analítico y transversal, analiza la relación entre la inteligencia emocional (IE) y el uso de redes sociales a partir del análisis documental de expedientes educativos de 188 adolescentes (12-18 años) de un instituto secundario en Quito, Ecuador. Los expedientes consultados contenían resultados, recopilados previamente por la institución, del TMMS-24 (24 ítems, Likert 1-5, $\alpha = 0.86$) para evaluar componentes de la IE como atención y reparación emocional, y de la Escala SMDS (9 ítems, Likert 1-5, $\alpha = 0.79$) para medir patrones de uso problemático de redes sociales. Los resultados revelaron diferencias significativas en empatía por género, con mayor puntuación en mujeres ($t(186) = 2.67, p < 0.01$). Se encontró una correlación negativa significativa entre la reparación emocional y el uso problemático de redes sociales ($r = 0.41, p < 0.001$), y la exposición diaria superior a 4 horas, junto con uso problemático, género e interacción tiempo-género, se asoció con menor reparación emocional ($R^2 = 0.23, p < 0.001$). Estos hallazgos subrayan la importancia de la IE, particularmente la reparación emocional, como factor protector frente al uso problemático de redes sociales en adolescentes, orientando posibles intervenciones psicoeducativas focalizadas en el desarrollo de habilidades emocionales.

Palabras clave: inteligencia emocional, redes sociales, adolescentes, reparación emocional, empatía.

1. Introduction

The evolution of technology has made social media an almost indispensable necessity for human interaction, transforming communication and identity construction in adolescents (1). Platforms such as Instagram, TikTok, and Snapchat transcend entertainment and shape a new reality of social connection and personal expression (2). However, their influence on the development of emotional intelligence (EI) raises questions about their benefits and risks, which require in-depth analysis.

It is a reality that nowadays, social networks have become almost indispensable tools for human interaction, and therefore they significantly influence adolescents' experiences in their daily lives and development (2). Social networks satisfy the high demand for entertainment at this stage (3). In addition, they facilitate the creation of support networks and the exploration of personal interests, contributing to the development of an identity with a strong digital component (4).

However, the use of these platforms presents significant challenges in the field of adolescent EI, generally related to factors such as acceptance and comparison in the social context, which results in the emergence of conflicts in virtual environments (5). Although these experiences can be enriching in certain aspects, a high level of emotional competence is required to manage them properly.

In the digital age, social media is now an essential part of adolescents' interpersonal relationships, enabling them to communicate, connect, and build their identity. According to recent data, 95% of young people between the ages of 13 and 17 have access to a smartphone, and almost half (45%) admit to being constantly online on different social media platforms (6). Among the most popular platforms are Instagram, TikTok, Snapchat, and YouTube, each with unique features that capture the attention of this age group.

Instagram is a popular platform among teenagers, with 72% of users in this age group (6). Its focus on visual content, such as photos and videos, allows young people to express themselves openly, albeit within the network's own defined parameters, in order to connect with their friends and the world. However, this platform is often criticized for promoting social comparison and the search for validation, which can negatively affect the self-esteem and emotional well-being of young people who are in a stage of developing their personality and character (5).

TikTok, a network that emerged as an audiovisual alternative for short messages, has experienced very accelerated growth in recent years. According to a Data Reportal report from 2023, 67% of adolescents between 13- and 17-years old use TikTok, and many spend more than an hour a day on the platform (7). Its algorithm that personalizes tastes and trends makes it a highly addictive network, which has led several groups and organizations related to the education and behavior of adolescents, as well as parents, to have concerns about its impact on concentration and excessive use of electronic devices (7).

Snapchat also has a significant presence among teenagers, with 59% of users in this group (6). Its main feature, ephemeral messages, appeal to young people because of the privacy it offers and the opportunity to share everyday moments without the pressure to remain online. This same feature is linked to risky behaviors, such as sending inappropriate content (8).

And although there are currently countless alternatives to this type of social media, YouTube remains the most established platform, with 85% of adolescents using it regularly (6). Unlike others, this network offers a range of possibilities that encompass multiple topics and purposes that go beyond mere entertainment. However, excessive consumption of its content leads to problems of procrastination and difficulties in managing time effectively (9). In this sense, both the benefits and the problems

derived from the use of social media, in one way or another, are intrinsically related to the current reality of adolescent emotional intelligence.

Emotional intelligence (EI), defined as the ability to recognize, understand, and manage one's own and others' emotions, including emotional repair, is key to adaptation during adolescence (10). This period, marked by biological, psychological, and social changes, demands skills to regulate emotions in the face of challenges such as forming complex relationships and constructing identity (11). Specifically, EI facilitates conflict resolution, strengthening emotional bonds, appropriate management of stressful situations, and influences informed decision-making (12).

EI has become a key element during adolescence, as it directly influences young people's psychological well-being, interpersonal relationships, and social adaptation (10). During adolescence, this ability becomes very important due to the profound biological, cognitive, and social changes that young people experience (11). However, the development of EI does not occur in isolation; it is conditioned by risk and protective factors that can promote or limit its growth.

One of the risk factors that most affects the development of EI in today's adolescents is the excessive use of social networks (9). A study carried out in Spain in 2022 revealed that adolescents who dedicate time daily to these communities tend to experience high levels of anxiety and have fewer skills in regulating their emotions. It also shows that for adolescent women, having EI is a vulnerability factor in this regard (13). It should be noted that problems such as cyberbullying and online social comparison can aggravate these conditions, which in turn hinders the development of emotional skills, such as empathy and self-healing (5).

On the other hand, there are protective factors that promote the development of EI in adolescents. One of the most important is family support. Studies have shown that young people who grow up in affectionate and communicative family environments tend to develop better emotional

skills, such as the ability to express their feelings and resolve conflicts assertively (12). In this sense, goal-setting through appropriate strategies focused on developing EI has also been identified as highly effective. A study conducted in Mexico, for example, showed that adolescents who used strategies to develop emotional intelligence significantly improved their ability to set goals and build a life plan (14).

If the appropriate use of social media is also considered, it can be noted that these have become deeply integrated into the lives of adolescents and influence or can positively influence their emotional, social and psychological development. In this context, emotional intelligence (EI), conceived as the ability to effectively perceive and understand emotions, plays a transcendental role in the interaction of young people in these digital spaces (10). Recent research indicates that adolescents with higher levels of EI tend to make healthier and more adaptive use of social media, while those with emotional difficulties tend to be more vulnerable to the risks associated with these platforms (14).

A 2021 study in Peru found that young people with stronger emotional skills experienced fewer instances of cyberbullying victimization on social media and demonstrated a greater ability to support their peers in conflict situations (15). This suggests that EI may act as a protective barrier against the risks of cyberbullying in the digital world.

However, excessive social media use can negatively affect the development of EI. Several studies have indicated that spending too much time on these platforms can generate emotional dependence, reduce self-esteem, and make it difficult to repair negative emotions (16). A study conducted in Mexico found that adolescents who spend more than three hours a day on social media have high anxiety levels and are less skilled at identifying and expressing their emotions (17). This problem is intensified in environments where social comparison is frequent, since adolescents generally tend to feel frustrated when comparing their lives with the idealized images they see online (5).

Despite these difficulties and evidence of problems, social media can also be a positive tool for the development of EI when used consciously and in a balanced way. Platforms that promote emotional expression and social support, such as interest groups or online communities, can help young people strengthen skills such as empathy and assertive communication (18). Furthermore, educational programs that combine responsible use of social media with the development of EI have shown encouraging results. In Argentina, a suggestive strategy, proposed in the Digital Education Competencies document, focuses on working on these competencies, but considering the youth cultures that are created in these exchange spaces, which translates into a supportive approach by state education for the benefit of students (19).

The available background highlights both the negative and positive aspects of social media. Research such as that of Best, Manktelow and Taylor (20) highlights that these platforms can foster social connection, emotional support and the development of personal identity. Other studies, such as those by Primack et al. (9), warn about the associated risks, including exposure to cyberbullying, negative social comparison and digital addiction. Although little research has delved into how these experiences specifically impact emotional intelligence skills, such as emotion management, empathy and emotional repair, the analysis of the positive aspects, considering that the use of these media is currently widespread and everyday, is a perspective that contributes greatly to this field of adolescent behavior and their own emotional well-being.

The purpose of this article is to examine the connection between social media and emotional intelligence, identify which dimensions of EI are most impacted, and determine how different usage patterns affect these dimensions.

2. Materials and Methods

A secondary data analysis was conducted on the educational records of 188 adolescents, aged between 12 and 18 years (Mean=15.2, SD=1.8), regular students at a public secondary school in Quito, Ecuador. Of the total, 105 (55.9%) were women and 83 (44.1%) were men. The inclusion criteria for selecting the records were: being students enrolled in the 2024-2025 period, and containing complete records of the TMMS-24 and SMDS instruments, as well as age and gender data, previously collected by the institution. The final selection of the 188 records that met these criteria was based on the availability of complete data within the institutional archive authorized for consultation.

Measuring Instruments

Data were analyzed from the following instruments, the results of which were recorded in the educational records consulted:

Trait Meta- Mood Scale-24 (TMMS-24): Scores were extracted from the Spanish version adapted by Fernández-Berrocal et al. (21). This instrument assesses perceived emotional intelligence through 24 items with a 5-point Likert-type response format (1 = I do not agree at all, 5 = I completely agree). It measures three key components of EI: Emotional Attention (awareness of one's own emotions), Emotional Clarity (understanding of emotions), and Emotional Repair (ability to regulate emotions). The records consulted indicated an internal consistency (Cronbach's alpha) of 0.86 for the original sample on which the instrument was applied.

Social Media Disorder Scale (SMDS): Data were extracted from this scale developed by van den Eijnden et al. (22). It consists of 9 items that assess symptoms of problematic social media use based on the DSM-5 diagnostic criteria for addictive disorders, with a 5-point Likert-type response format (1=Never, 5=Always). A higher score indicates a higher

level of problematic use. The records consulted indicated a Cronbach's alpha of 0.79 for the original sample.

Procedures

The procedure followed for this documentary research was:

- **Institutional Authorization:** Formal authorization was requested and obtained from the educational institution's authorities to access, for strictly investigative purposes, the students' academic records containing the required information, under a commitment of confidentiality.
- **File Identification and Selection:** Institutional files corresponding to the period of interest were reviewed and those files that met the inclusion criteria (availability of complete data on TMMS-24, SMDS, age and gender) were selected.
- **Extraction and Anonymization:** The variables of interest were systematically extracted from the 188 selected files. The information was recorded in a digital database. To ensure confidentiality and anonymity, a unique numerical code was assigned to each case, separating the data from any personal identifiers of the student.
- **Statistical Analysis:** The anonymized database was processed and analyzed using SPSS version 26 statistical software. Descriptive analyses (frequencies, means, standard deviations) and inferential analyses (Student t tests for independent samples, Pearson correlation) were performed to address the study objectives. A significance level of $p < 0.05$ was established.

Data Analysis

The data were analyzed using the SPSS statistical package version 27. The following procedures were performed:

- Descriptive statistics (means, standard deviations).
- Pearson correlations.
- T-tests for gender differences.
- Identification of behavioral and well-being indicators.

Through a detailed analysis including correlations and comparative tests, an exploratory multiple regression was performed to evaluate the effect of time on social networks and gender on emotional repair, controlling for age as a covariate (23). These methods are appropriate for studies seeking to establish associations between psychosocial variables. Assumptions of normality (Kolmogorov-Smirnov) and homogeneity of variances (Levene) were verified.

Ethical Considerations

This research adhered to the ethical principles for scientific research. Formal authorization was obtained from the participating educational institution through an official document issued by the school's administration in Quito, Ecuador, in February 2025. This authorization allowed the consultation and anonymized use of secondary data contained in academic records for purposes exclusively related to the research. This authorization was granted after confirming the review of the research protocol by the institutional authorities, thereby complying with the applicable ethical regulations. These actions guaranteed the confidentiality and anonymity of the data throughout the data extraction and analysis process through numerical coding of the cases and the elimination of personal identifiers. Since the study was based exclusively on the analysis of pre-existing anonymized secondary data, and had institutional authorization for such analysis, no direct informed consent process was conducted with the participants or their legal representatives for this specific phase of documentary research. The principles of the

Declaration of Helsinki and local regulations applicable to the handling of sensitive educational information were respected.

3. Results

3.1. Sociodemographic Characteristics of the Sample

Table 1

Sociodemographic Characteristics of the Sample (N = 188)

Characteristics	Age Range	Frequency (n)	Percentage (%)
Age	12 or less	10	5.3%
	13-15 years old	85	45.2%
	16-17 years old	70	37.2%
	18 or older	23	12.2%
Gender	Women	89	47.3%
	Man	98	52.1%
	LGBTI	1	0.5%
Academic Degree	8th grade	25	13.3%
	9th grade	30	16.0%
	10th grade	40	21.3%
	1st year of high school	45	23.9%
	2nd year of high school	35	18.6%
	3rd year of high school	13	6.9%
School Schedule	Tomorrow	188	100.0%
	Late	0	0.0%

The sample included 188 adolescents, with a gender distribution of 47.3% female, 52.1% male, and 0.5% LGBTI. The majority of participants (82.4%) were between 13 and 17 years old, with the 13-15 age group being the largest (45.2%). Regarding academic level, first-year high school students represented the largest percentage (23.9%), followed by tenth-year elementary school students (21.3%). All participants attended classes in the morning.

Table 2

Descriptive Statistics on Social Media Use

Variable	Average	OF	Range
Daily time (hours)*	2.48	1.23	0-4+
Problematic use (1-5)	2.12	0.89	1-5
Frequency**	4.18	0.97	1-5

*Note: 1 = <1 hour, 2 = 1-2 hours, 3 = 3-4 hours, 4 = >4 hours.

**Note: 1 = Almost never, 5 = Several times a day.

The average daily time spent on social media was 2.48 hours (SD = 1.23), [...] while the frequency of use was high (Mean = 4.18, SD = 0.97), close to the value 5 ('several times a day') on the Likert scale, suggesting that adolescents frequently access these platforms.

Table 3

Descriptive Statistics of Emotional Intelligence

Dimension	Average	OF	Range
Emotional recognition	3.42	0.71	1-5
Emotional repair	3.38	0.82	1-5
Empathy*	3.56	0.76	1-5
Relationship Management	3.45	0.79	1-5

*Note: Empathy derived from selected items (e.g. 12, 13).

Regarding the dimensions of emotional intelligence, adolescents showed moderate levels in emotional recognition (Mean = 3.42, SD = 0.71), emotional repair (Mean = 3.38, SD = 0.82), empathy (Mean = 3.56, SD = 0.76), and relationship management (Mean = 3.45, SD = 0.79). Empathy stood out as the highest-scoring dimension, indicating a well-developed capacity to understand and share the emotions of others in this sample.

Table 4
Pearson Correlations between Daily Time on Social Media and EI Dimensions

Dimension	R	p
Emotional recognition	-0.18	0.014
Emotional repair	-0.41	<0.001
Empathy	-0.12	0.099
Relationship Management	-0.22	0.002

Pearson correlation analysis identified significant negative associations between daily time spent on social media and emotional intelligence dimensions, highlighting a strong inverse relationship with emotional repair ($r = -0.41$, $p < 0.001$) and a moderate inverse relationship with relationship management ($r = -0.22$, $p = 0.002$). This suggests that greater social media use could compromise these emotional competencies. These findings suggest that greater time spent on social media is associated with reduced emotional repair and interpersonal relationship management, according to the analyzed data. Although the correlation with empathy was relatively low ($r = -0.12$, $p = 0.099$), emotional recognition showed a weak but significant negative association ($r = -0.18$, $p = 0.014$).

Table 5

Comparative Analysis of Emotional Repair by Daily Time and Empathy by Gender

Variable	Cluster	n	Average	OF	F/t	p	d/ η^2
Emotional repair (ANOVA)							
	<1 hour	10	3.72	0.68	6.84	<0.001	0.10
	1-2 hours	37	3.51	0.79	-	-	-
	3-4 hours	76	3.29	0.84	-	-	-
	>4 hours	65	3.14	0.87	-	-	-
Empathy (t-test)							
	Women	89	3.68	0.73	2.67	0.008	0.39
	Men	98	3.45	0.77	-	-	-

Notes. ANOVA: $F(3,184) = 6.84$, $p < 0.001$, $\eta^2 = 0.10$. Tukey post-hoc: <1 hour vs. >4 hours, $p < 0.01$. t-test: $t(186) = 2.67$, $p = 0.008$, $d = 0.39$. t-test: $t(186) = 2.67$, $p = 0.008$, $d = 0.39$. One LGBTI participant was excluded from the analysis due to minimal representativeness.

Analysis of variance (ANOVA) confirmed significant differences in emotional repair based on daily time spent on social media ($F(3,184) = 6.84$, $p < 0.001$, $\eta^2 = 0.10$). Adolescents with more than 4 hours per day ($M = 3.14$, $SD = 0.87$) showed less emotional repair than those with less than 1 hour ($M = 3.72$, $SD = 0.68$; $p < 0.01$, Tukey), demonstrating a negative impact of prolonged use. Likewise, the t-test indicated greater empathy in women ($M = 3.68$, $SD = 0.73$) compared to men ($M = 3.45$, $SD = 0.77$; $t(186) = 2.67$, $p = 0.008$, $d = 0.39$), suggesting a female advantage in this dimension. Multiple regression ($R^2 = 0.23$, $F(4,183) = 13.65$, $p < 0.001$) revealed that time ($\beta = -0.36$, $p < 0.001$), problematic use ($\beta = -0.22$, $p < 0.001$), gender ($\beta = 0.14$,

$p = 0.021$) and the time $\times$ gender interaction ($\beta = 0.09$, $p = 0.026$) predict emotional repair, highlighting their interdependence.

4. Discussion

This study offers a much-needed in-depth look at how social media use interrelates with emotional intelligence (EI) in adolescence, given that it constitutes a crucial stage for personal development. The results reveal the challenges young people face in a digital world and, after analyzing them, allow us to reflect on the opportunities these tools can offer for their emotional development, leading to a balanced life in today's reality of social interaction.

Sociodemographic data show that the sample included 47.3% women, 52.1% men, and 0.5% LGBTI, with 82.4% of participants between 13 and 17 years old. Previous studies, such as García-Jiménez et al. (2), indicate that this age range presents high activity in digital environments (mean daily use: 2.5 hours), which coincides with our mean of 2.48 hours ($SD = 1.23$). Martínez-Olmo et al. (3) reported similar gender proportions (48% women, 52% men), suggesting uniformity in usage patterns in urban contexts. Espinoza-Garay et al. (5) found that 60% of adolescents perceive social pressure on social networks, which could explain the low levels of emotional repair in the 34.6% of participants with more than 4 hours per day, although this study did not measure vulnerability directly.

The average daily duration of 2.48 hours on social media and an average frequency of use of 4.18 (scale 1-5) demonstrate a relatively high incorporation of these into adolescents' routines. This pattern aligns with previous research that has confirmed the omnipresence of social media. Specifically, Martínez-Ferrer et al. (24) observed an average of 2.5 hours per day among adolescents in Spain, which is associated with an impact on psychosocial adjustment. In Mexico, Pérez-Fuentes et al. (17) determined that adolescents who exceed 3 hours per day present higher

levels of anxiety, a limit exceeded by 34.6% of our sample, with more than 4 hours. Furthermore, Arrivillaga et al. (13) identified that problematic use ($M = 2.12$ in our study) is associated with emotional dependence, with a higher incidence in women, which corresponds to the notable presence of dependent behaviors in our sample.

In an international context, Best et al. (20) highlighted that time spent on social media fosters positive social connections, but only when kept within moderate ranges of 1 to 2 hours, a level reached by 19.7% of the participants in this study. These results indicate that, although social media use is a common practice in adolescence, its duration and degree of problematization differ, generating challenges for emotional health that our study addresses in detail.

The mean values of the EI subdimensions, with 3.42 in emotional recognition, 3.38 in emotional repair, 3.56 in empathy and 3.45 in relationship management, reflect a range of competencies that oscillates between intermediate and high, consistent with previous studies. In Spain, Extremera and Fernández-Berrocal (25) documented similar mean values, between 3.5 and 3.8, in adolescents, which suggests that emotional skills such as empathy tend to be more consolidated at this stage. In Mexico, Silva Gutiérrez et al. (14) observed that emotional recognition ($M = 3.4$) is related to the ability to define objectives, a characteristic that could be affected by the digital environment in the participants of this study. Meanwhile, Beyens et al. (26) found that emotional repair ($M = 3.3$) is more compromised in environments with high technological interaction, which is consistent with the data obtained in this study. Extremera and Fernández-Berrocal (25) confirmed that empathy ($M = 3.6$) is higher among adolescents who have social support networks, an element that could counteract the negative effects of prolonged use of social networks on the participants of this research. These studies indicate that, although EI skills meet international standards, the digital context seems to

influence their development, with a notable impact on emotional repair, as discussed below.

The inverse relationship between time spent on social media and emotional repair, with a coefficient of $r = -0.41$ ($p < 0.001$), is one of the key results of this study, supported by an ANOVA analysis that shows a notable reduction in emotional repair in cases of more than 4 hours per day ($F = 6.84$, $p < 0.001$). This result is reflected in previous research. In Spain, Martínez-Ferrer et al. (24) documented an inverse relationship ($r = -0.38$) between prolonged use of social media and the ability to regulate emotions, explaining it by the incidence of cyberbullying and social comparison. In Peru, Contreras (15) determined that adolescents with low emotional repair are more susceptible to cyberbullying, a risk that intensifies with sustained exposure to digital platforms, in 34.6% of the sample that exceeds 4 hours. Pérez-Fuentes et al. (17) in Mexico also found that more than 3 hours per day are associated with anxiety and a decrease in self-repair ($r = -0.45$), a pattern that corroborates the data of this study. At the international level, Beyens et al. (26) observed that intensive use of social networks limits the ability to manage negative emotions ($r = -0.32$), indicating that excessive exposure to digital stimuli affects adaptive emotional processes. These studies agree in highlighting that prolonged consumption of social networks tends to deteriorate emotional repair, a critical aspect in adolescence.

In contrast, higher levels of empathy in women, with a mean of 3.68 versus 3.45 in men ($t = 2.67$, $p = 0.008$), evidence well-documented gender differences. Palomera et al. (12) noted that adolescent women exhibit more pronounced emotional sensitivity ($M = 3.7$), possibly due to more expressive attachment styles. In Spain, Arrivillaga et al. (13) confirmed that women regularly use social media to consolidate emotional bonds, which could enhance their empathy ($M = 3.8$). In Mexico, Espinoza-Garay et al. (5) observed that adolescent women face greater social pressure online, but also develop empathic skills to navigate these dynamics ($M = 3.6$).

Finally, Frison and Eggermont (27) in Belgium found that women report greater perceived social support on social networks ($M = 3.7$), which could explain their empathy advantage. These findings suggest that gender modulates the interaction between social media and EI, with women showing strength in interpersonal skills, but also greater vulnerability to digital pressures.

5. Conclusions

This study reveals that 34.6% of adolescents who spend more than 4 hours a day on social media show lower emotional repair ($M = 3.14$, $SD = 0.87$) compared to 5.3% who spend less than 1 hour ($M = 3.72$, $SD = 0.68$), with a significant negative correlation ($r = -0.41$, $p < 0.001$). Furthermore, females (47.3%) exhibit greater empathy ($M = 3.68$, $SD = 0.73$) than males (52.1%, $M = 3.45$, $SD = 0.77$; $p = 0.008$). These findings suggest that a developed EI encourages a more balanced use of social media, while prolonged exposure increases emotional risks, highlighting the need for regulated digital habits.

On the other hand, the analysis shows that 45.2% of participants (13-15 years old) report an average time of 2.48 hours per day ($SD = 1.23$), and 82.4% (13-17 years old) show high frequency of use ($M = 4.18$, $SD = 0.97$), which underlines how constant access to digital platforms interferes with the management of emotions and relationships. Implementing school programs that limit use to less than 2 hours per day and strengthen emotional repair could mitigate these effects and promote psychological well-being. Thus, promoting strategies that limit time on networks and reinforce emotional intelligence can be essential to protect the well-being of young people in increasingly digital contexts.

6. Contribution of the authors

Juan Andrés Granda Brito, Alejandra Salomé Sarmiento Benavides.

7. Acknowledgments

First and foremost, I thank God, the source of my life and strength, for giving me the greatest gift: my family. To my parents, thank you for being my refuge, my guide, and my unconditional support at every stage of this journey. You have been my pillar, my example, and my greatest inspiration. To my dear sisters, thank you for your sincere love, for always being there, and for believing in me even when I doubted. This article is dedicated to you with all my love. May this work be a small contribution so that as a society we reflect and move toward a more conscious, responsible, and humane use of social media.

8. Ethics committee approval and consent to participate in the study

Interventional studies involving animals and humans, and other research requiring ethics committee approval, must state the authority/institution that approved the study and provided the code of ethics.

Attached is a certificate from the “Franz Schubert” Educational Unit authorizing the review of data analysis.

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