Universidad de Holguín

Prevention of cell phone addiction in adolescents

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INTRODUCTION

- In the 21st century, the daily use of the Internet and information and communication technologies (ICTs) has become an essential part of our lives.

- Cell phones have become increasingly common, as they have evolved in terms of their applications and usefulness, even being considered important tools in people's daily lives.

INTRODUCTION

- The increase in the use of cell phones can be justified by the benefits they bring, such as access to the Internet, social networks, the ease of contacting people over long distances, among many others. However, their positive aspects, together with other social and personal risk factors, can lead to addiction.

Research problem

How to prevent cell phone addiction in junior high school adolescents?

Objective

Development of a guidance program for the prevention of cell phone addiction in junior high school adolescents.

Theoretical foundations analyzed for the prevention of cell phone addiction in junior high school adolescents:

Ivo Manuel Saname Nieves

CONCEPTS



ADDICTION

Echeburúa y De Corral (2010)

Chóliz y Villanueva (2011)

Gutiérrez et all (2018)

OMS (2021)

Disorder characterized by dependence or excessive use of a substance, activity, or behavior that has harmful effects on a person's physical and mental health

Pathological inclination that generates dependence and hinders human freedom, as it influences their field of consciousness and restricts their interests

Any type of behavior in which the affected person engages with increasing intensity, solely for the purpose of seeking pleasure or desire, and when unable to find such pleasure, it causes both behavioral and emotional distress

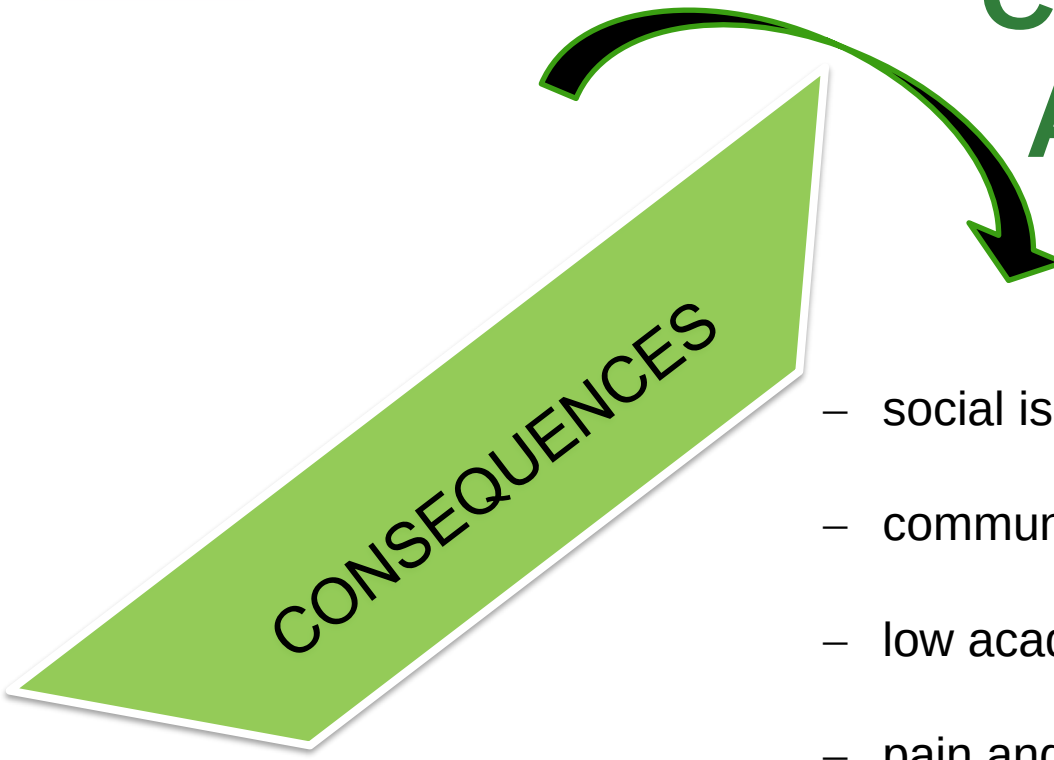
cell phone addiction

- Ruan (2016)
- Zazo (2016)
- Mantilla (2017)

"Dependency is said to occur when the use of the cell phone is excessive, improper, and especially when there is a perceived need to be constantly attentive to the device without ceasing to monitor it, which would already be considered pathological."

Zazo, (2016)

CELL PHONE ADDICTION



- social isolation, loneliness
- communication problems
- low academic or work performance
- pain and stiffness in the hands and fingers
- feelings of anxiety or nervousness when unable to use the device and compulsive behavior involving constantly checking for new notifications or updates on social networks

Theoretical references

González (2001)
Alayo (2007)
Bell (2010)
Roca (2012)



Coinciding aspects:

-Action taken to anticipate the occurrence of a phenomenon

-Focuses on reducing or eradicating the problem

-Assesses the causes and effects of the phenomenon

- **Level 1 (primary prevention)**
- **2nd level (secondary prevention)**
- **3rd level (tertiary prevention)**

Solution to the problem

Proposal of a Guidance Program for the prevention of cell phone addiction in junior high school adolescents
By Ivo Manuel Saname Nieves

Theoretical references

Echeburúa (2012)
FAPMI (2014)
Boza (2015)

GUINDANCE PROGRAM

- Part of the group diagnosis for the identification of strengths and weaknesses
- Aimed at achieving general and specific objectives to prevent and address the identified issues
- The activities designed within the guidance program are based on the basic learning needs of the individuals involved
- It has a participatory and preventive nature
- It can be structured into stages, phases, and sessions that should be evaluated by all parties involved.

Stage 1 Diagnosis

Institution

Junior High School "Ivo Manuel Sanamé Nieves," located in the town of Guatemala, Mayarí Municipality, Holguín Province, Cuba.

Population

It consists of 67 adolescents in 8th grade.

Intentional sample

Consisting of 20 adolescents, including 8 boys and 12 girls

Indicators for diagnosis

- Frequency of cell phone use
- Activities performed continuously on the phone
- Health consequences experienced
- Self-assessment of dependency

REGULARITIES

OBSERVATION

- Deterioration in interpersonal relationships
- Show symptoms of irritability and anger
- Do not pay attention in class
- Frequently ask for permission to leave the classroom

SURVEY

- 55% of the group of adolescents report using the cell phone for more than ten hours.
- 80% acknowledge that the activities they engage in the most with their cell phones are accessing social media, messaging, and watching videos, mostly among females. Four boys mention using it for gaming.
- 90% of the adolescents have experienced visual fatigue, difficulties sleeping, and anxiety, with only two mentioning social isolation.
- They recognize that they communicate better and more frequently through the phone than face-to-face. A similar situation occurs with their families, although six of them express being obligated to respect norms and traditions.

RATING SCALE

- 85% of the adolescents mark values four and five, indicating that they are completely dependent on their cell phones.
- The remaining three adolescent boys mark the value three, indicating low dependency.

DOCUMENT REVIEW

- The academic performance of 100% of the adolescents is average.
- Their participation in classes is limited.

GROUP INTERVIEW WITH TEACHERS

- They lack knowledge about the implications of excessive cell phone use on student learning.

- They express feelings of frustration and difficulties in establishing effective dialogue, even mentioning the need to control their emotions to avoid conflicts with students

Guindance Program

Objective: Promote the correct use of cell phones and the participation of the group of adolescents in activities that foster stronger emotional connections.

METHODS

Stage # 2 DESIGN AND PLANNING

Guindance axis ↔ **Orientation contents**

Modalities ↔ **Áreas** ↔ **Types** ↔ **Resources**

- **Modalities:** Group reflection workshop; Collaborative consultation
- **Áreas:** Professional School
- **Types:** Individual Group
- **Resources:** Videos Scenarios Posters

METHODS

Guindance process aimed at promote the correct use of cell phones and the participation of the group of adolescents in activities that foster stronger emotional connections.

STAGE # 2
DESIGN AND PLANNING

GUINDANCE PROGRAM FOR THE
PREVENTION OF CELL PHONE ADDICTION

General Objective of the Program: Promote the correct use of cell phones and the participation of the group of adolescents in activities that foster stronger emotional connections.

GUINDANCE AXIS

Stimulate the development of decision-making skills and self-determination.

ORIENTATION CONTENTS

Excessive use of cell phones. Its risks and consequences.
Social skills.
Autonomy and self-regulation.
Self-esteem.

ETAPA # 2
DESIGN AND PLANNING

Modalities	Areas	Guindance Type
• Group reflection workshop • Collaborative consultation	• Professional • School	• Individual • Group

STAGE # 3
IMPLEMENTATION

The different planned modalities of guidance were implemented:

- **Orientation workshop for the group of adolescents**
- **Counseling for teachers**

STAGE # 4
ASSESSMENT

- **Adolescents are able to reflect on the causes and consequences of cell phone addiction for their health and for the establishment of interpersonal relationships.**
- **They show changes in the way they communicate with their peers and family**
- **They acknowledge being more engaged with school and do not express rejection or indifference towards it**

CONCLUSIONS

It is necessary to address cell phone addiction in adolescents as a public health issue that requires attention and action from society as a whole. Promoting conscious and balanced use of technology, fostering the development of social and emotional skills, and creating safe spaces for young people to disconnect and connect with the real world are fundamental steps to prevent and combat this problem. Only then can we guarantee a healthier and happier future for generations to come

Recommendations

-Extend the proposal to other educational centers that present a similar situation (cell phone addiction in adolescents)

-Continue to delve into the subject through other research, due to the consequences it has for personality development, education, public health, and society as a whole

-Offer short training courses on the subject to teachers

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