Digital Literacy in the Evaluation of the Effectiveness of the "Conecta Consciente" Program Among Cuban University Students

Alfabetización digital en la evaluación de efectividad del programa “Conecta Consciente” en estudiantes universitarios cubanos

Alfabetização Digital na Avaliação da Eficácia do Programa “Conecta Consciente” entre Estudantes Universitários Cubanos

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Abstract: This research evaluated the effectiveness of the 'Conecta Consciente' psychosocial intervention programme in enhancing the emotional digital literacy of university students. A mixed-methods research paradigm with a concurrent nested quasi-experimental design and pre-posttest was adopted. The sample consisted of 15 students from the 'Marta Abreu' University of Las Villas. Data collection included the following: a social media addiction questionnaire; a questionnaire to assess mental health protective factors; group interviews; and a user satisfaction survey. The 'Conecta Consciente' psychosocial intervention programme comprised five sessions based on the Health Belief Model. The results demonstrated the effectiveness of the programme implemented.

Keywords:
Digital Literacy, Assessment, University Students

Resumen: El objetivo de la presente investigación fue evaluar la efectividad del programa de intervención psicosocial «Conecta Consciente» para potenciar la alfabetización digital

emocional de los estudiantes universitarios. Se adoptó un enfoque de investigación mixto con un diseño cuasi experimental anidado concurrente con pretest y postest. La muestra estuvo formada por 15 estudiantes de la Universidad «Marta Abreu» de Las Villas. Para la recogida de datos se utilizaron un cuestionario de adicción a las redes sociales, un cuestionario para evaluar los factores protectores de la salud mental, entrevistas grupales y una encuesta de satisfacción de los usuarios. El programa de intervención psicosocial «Conecta Consciente» constó de cinco sesiones basadas en el modelo de creencias de salud. Los resultados obtenidos demostraron la efectividad del programa implementado.

Palabras clave:
Alfabetización digital, evaluación, estudiantes universitarios

Resumo: O presente estudo teve como objetivo avaliar a eficácia do programa de intervenção psicossocial "Conecta Consciente" no desenvolvimento da literacia emocional digital em estudantes universitários. Foi adotado um paradigma de investigação misto, com um delineamento quase experimental concorrente aninhado e pré-pós-teste. A amostra foi composta por 15 estudantes da Universidade "Marta Abreu" de Las Villas. A recolha de dados incluiu um questionário sobre dependência das redes sociais, um questionário para avaliar os fatores de proteção da saúde mental, entrevistas em grupo e um inquérito de satisfação do utilizador. O programa de intervenção psicossocial "Conecta Consciente" foi estruturado em cinco sessões, com base no Modelo de Crenças em Saúde. Os resultados demonstraram a eficácia do programa implementado.

Palavras-chave:
Literacia digital, avaliação, estudantes universitários

1. Introduction

Today, new technologies are an essential tool in people's lives. The impact of these digital tools provides excellent benefits and represents a radical change in the social functioning of humanity. For this reason, digital literacy has become a fundamental skill for the professional training of students, especially those pursuing higher education (Gamboa & Santos, 2025).

The health emergency experienced in early 2019 had disastrous consequences for all levels of society, forcing all countries to implement contingency plans to stop the spread of the virus. Many teachers and students were compelled to utilize digital devices and adapt to disruptive or emerging pedagogies, which contributed to the rapid advancement in technology use (Quispe & Vislao, 2022).

The emergence of the internet in the educational field has given rise to a new paradigm in teaching and learning. Their implementation in educational centers, utilizing various technological tools, has been slow, but in most cases, it has been effective. If used correctly, they not only increase knowledge but also develop a series of fundamental digital skills for citizens of the knowledge society (Pettersson, 2018).

University students constitute one of the most vulnerable groups, considering the developmental characteristics of this stage and the constant use of social media required at this level of education, along with the need to provide quick responses, obtain immediate rewards, interact, and manage multiple windows on digital platforms (Fernández et al., 2020). Therefore, it is necessary to promote actions in this age group that foster the development of technological skills, along with mental health protection factors that contribute to the development of skills related to digital literacy. This problem has highlighted the need to evaluate the effectiveness of psychosocial intervention programs to enhance the emotional digital literacy of university students. Despite being a necessary topic today, research implementing actions is scarce. Therefore, this study aims to evaluate the effectiveness of the "Conecta Consciente" program, which promotes emotional digital literacy among students at the Marta Abreu Central University of Las Villas.

2. Theoretical Framework

Digital literacy is understood as the ability to utilize digital technology, communication tools, or networks to locate, evaluate, use, and create information effectively. It also refers to the ability to understand and use information in multiple formats from a wide variety of resources presented via a computer, or a person's ability to perform tasks efficiently in a digital environment. It includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge acquired in digital environments (UNESCO, 2024).

Regarding the concept of digital literacy in education, Lamoth et al. (2020) and other authors agree that this phenomenon can be understood as a set of educational actions that empower students and teachers to use digital tools critically, effectively, and efficiently, and that enable the curricular development of students and teachers through new teaching strategies and methodologies.

By situating the topic in an international context, the study's approach aligns with that of Castro et al. (2023), who note that countries such as Finland, Singapore, and Canada have implemented innovative educational policies that integrate the development of digital literacy and research skills into their curricula. This has allowed students not only to access information efficiently but also to distinguish between reliable and unreliable sources.

On the contrary, in regions with limited access to technology, digital gaps have emerged that hinder the development of these skills, underscoring the need for inclusive policies to ensure equitable and quality education (Gamboa & Santos, 2025).

In the Cuban context, digital transformation is essential for government management based on science and innovation. In this sense, the analysis of the proposals for the Third Improvement of the National Education System (SNE) highlights the importance of using technology at every educational level. An example of this is the development of projects such as the Institutional Educational Project (PEI), which conducts a detailed diagnosis and characterization of each element of the educational institution, including the available technological infrastructure. In the Group Educational Project (PEG), teachers must be aware of the technological variety available in the classroom and for each student, allowing them to choose which digital educational resources to use in each educational process (Santana Garriga et al., 2024).

In the study conducted by Santana Garriga et al. (2024), it was found that, although teachers at university institutions in Havana understand the importance of using digital technology in the teaching-learning process and are motivated to improve themselves in this regard, they consider digital literacy proposals to be insufficient and, in many cases, cannot access the content of the different training modalities.

One of the objectives of media and digital literacy is to leverage the benefits that the internet offers to citizens, understanding the reasons behind its use. In this way, it is possible to minimize the risks associated with incorrect use, paying special attention to the youngest

children and to schools and families as mediators in the use of these digital media (García-Ruiz & Pérez Escoda, 2021).

According to Quispe and Vislao (2022), emotional digital literacy refers to the ability to manage and regulate one's own and others' emotions in the context of digital technology use. This involves developing emotional skills that allow people to interact in a healthy and balanced manner in digital environments, managing both positive and negative emotions that may arise during their participation in online activities. This literacy helps people manage their emotions healthily and make balanced and positive use of digital technologies.

Interventions to develop socioemotional skills in Spanish adolescents have been successful in reducing psychosomatic symptoms and increasing happiness (Sarrionandia & Garaigordobil, 2017). Additionally, these interventions have improved interpersonal skills, mood, and socioemotional skills, with a large effect size in the latter two cases. Data from various studies indicate a medium to negative correlation between social media and internet addiction and life skills, indicating that the less developed socioemotional skills are, the greater the risk of suffering from such addiction (Córdova & Retamoso, 2018).

For intervention programs to meet their proposed objectives, it is essential to develop them based on a theoretical model. The health belief model is one of the most widely used theories in health promotion and disease prevention. This approach effectively encourages preventive and self-care behaviors, as increasing knowledge about the disease enhances perceptions of susceptibility, severity, and benefits, as well as self-efficacy, thereby modifying people's behavior to benefit their health (Centeno & Ghin, 2022).

Evaluation, in a broad sense, involves making a critical judgment about a given situation. This technique aims to generate useful information to enhance various aspects, specifically those related to intervention programs. It involves analyzing actions or activities focused on achieving specific objectives and is a moment of reflection that allows for improving the process under development. Evaluation involves systematically considering several factors that are presented as evaluation principles or criteria. Among them, effectiveness stands out, defined as the measure of achieving the objective and the results of an activity in a target population within a given time period, without considering the costs incurred to achieve them (Grau et al., 2024).

In a study conducted by Echemendía (2022) to characterize the relationship between patterns of digital social media use and protective factors for mental health in students at the

Marta Abreu de Las Villas Central University, it was found that 98.1% of students use digital social media every day. Meanwhile, in the diagnosis carried out by Lamadrid (2023) to design a psychoeducational intervention proposal that would promote the responsible use of social media among students at the Marta Abreu de Las Villas University, it was found that the sample is characterized by frequent and daily use of digital social media, low rates of protective factors, and high levels of risk factors for social media addiction.

In the field of mental health, protective factors refer to the personal, social, institutional, and environmental resources that promote development and increase resilience, or the ability to overcome various setbacks that people face, and even to learn from their experiences (Vázquez, 2021).

3. Methodology

To conduct the research, a nested or embedded concurrent dominant design (CDD) was employed, which enables the simultaneous collection of both quantitative and qualitative data. The quantitative data predominate and guide the project, while the qualitative data are nested within them. The data obtained are combined during the analysis phase.

The sample, consisting of 15 students from the Marta Abreu Central University of Las Villas, was selected using non-probability and purposive sampling. The mean age was 19.73 years (R = 18-23, SD ± 1.00). Regarding gender, 8 (53.3%) were female and 7 (46.7%) were male.

The sample was selected considering that the research objective revolves around the predictive evaluation of the effectiveness of the "Conecta Consciente" program. Also known as a diagnostic or initial assessment, it is necessary at the beginning of any process or project, as it will serve as a reference to assess its completion and verify whether the results have been satisfactory (Grau et al., 2024), which will allow for future implementation in other contexts and samples. In this sense, Hernández-Sampieri et al. (2023) explains that, in mixed research whose objective is to generate new knowledge or explore novel perspectives on phenomena of interest, samples are used that are guided by one or more purposes. The selected students participated in the research conducted by Echemendía (2022), which highlighted the high scores obtained on the Digital Social Media Addiction Questionnaire.

The participants agree with the research conducted by Lamadrid (2023), which aimed to design a psychosocial intervention program that promotes the appropriate use of social media. It is worth noting that the diagnostic process was updated during implementation.

The following criteria were considered when selecting the sample:

Inclusion criteria:

- Be a student at the Universidad Central "Marta Abreu de Las Villas".
- Have participated in the Lamadrid research project (2023).
- Be willing to participate in the research (informed consent).

Exclusion criteria:

- Students who did not attend the institution during the February-March period.
- Presence of motor impairments that limit the completion of the battery of tests.
- Be under psychopharmacological medication at the time of the battery of tests.

Exit criteria:

- Incomplete work sessions.
- Request to withdraw from the study for various reasons.
- Dropping out of university studies during the course of the research.

3.1 Variables and Instruments

The program's effectiveness was evaluated by comparing the results of the pretest and posttest. The Social Media Addiction Questionnaire and the Mental Health Protective Factors Questionnaire were administered, along with the User Satisfaction Survey, enabling an analysis of the program's impact on participants. Additionally, these instruments were used to assess variables related to social media use and mental health protective factors, in conjunction with the group interview.

The Social Media Addiction Questionnaire is based on a 5-point scoring system (ranging from 0 to 4), which takes into account frequency, ranging from "never" to "always." According to González Alcántara et al. (2021), this questionnaire consists of 24 items, each scored from 0 to 4, comprising 23 direct questions and one reverse question. The entire instrument has a reliability of 95%. Furthermore, the dimensions have Cronbach's alpha values of 0.91, 0.89, and 0.92, respectively, providing adequate internal consistency. In the present study, Cronbach's alpha was

0.95. This instrument was designed with three dimensions: social media obsession (characterized by constantly thinking about and worrying about not being able to access or stay connected to social media), lack of personal control over social media use (which refers to concern about the lack of control when using social media, resulting in failing to perform or neglecting certain activities), and the dimension of excessive social media use (which explores the perception of spending too much time connected to social media) (González Alcántara et al., 2021).

Questionnaire to assess protective factors for mental health: This allows for the assessment of a group of factors that, depending on their presence and level of development, can play a protective or risk role in the mental health of university students. It consists of 38 items answered on a Likert scale from 1 to 5, with 1 indicating 'never' or 'strongly disagree' and 5 indicating 'always' or 'strongly agree'. This instrument has demonstrated adequate levels of reliability for the Cuban population in previous studies ($\alpha = 0.93$). It consists of two dimensions. The first consists of items that explore the presence of protective factors, including resilience, optimism, the evaluation and decision-making process, self-esteem, and social skills. The second dimension groups items that denote low development of these protective factors and that can be considered risk factors. This dimension highlights items that explore poor development of social skills, low self-esteem, pessimism, the presence of academic stress, parental withdrawal upon entering university, and the perception of limited recreational opportunities (Fernández-Castillo et al., 2017).

A group interview is an interactive process in which a group of participants is asked to discuss a specific topic to gain insight into their perceptions. Among its advantages is that it allows several participants to be evaluated simultaneously, saving time and resources in the research process. It also provides a more accurate assessment of participants' interactive capacity, enabling instruments to be tailored to their individual characteristics. Furthermore, it provides a more complete view of participants' perceptions of the topic addressed and can help reduce biases and misconceptions about it by providing different points of view (Amezcua, 2002).

The study was conducted under the auspices of the national project PN223LH006-022: Critical Mind 2.0: Towards Digital Citizenship. Consent was obtained from the institution and each participant. The statistical analysis program SPSS version 25 was used, and descriptive and frequency analyses were performed on the variables measured by the questionnaires administered, as well as the User Satisfaction Questionnaire. The nonparametric Wilcoxon

related samples test was used, and the effect size was calculated using Cohen's d test, where d = (M1 - M2) / SD; if d > 0.80, the effect is considered significant. For the qualitative component, content analysis was used.

4. Results

4.1 Logical methodological design of the psychosocial intervention program.

Figure 1 shows the working logic behind the intervention program and its different sessions.

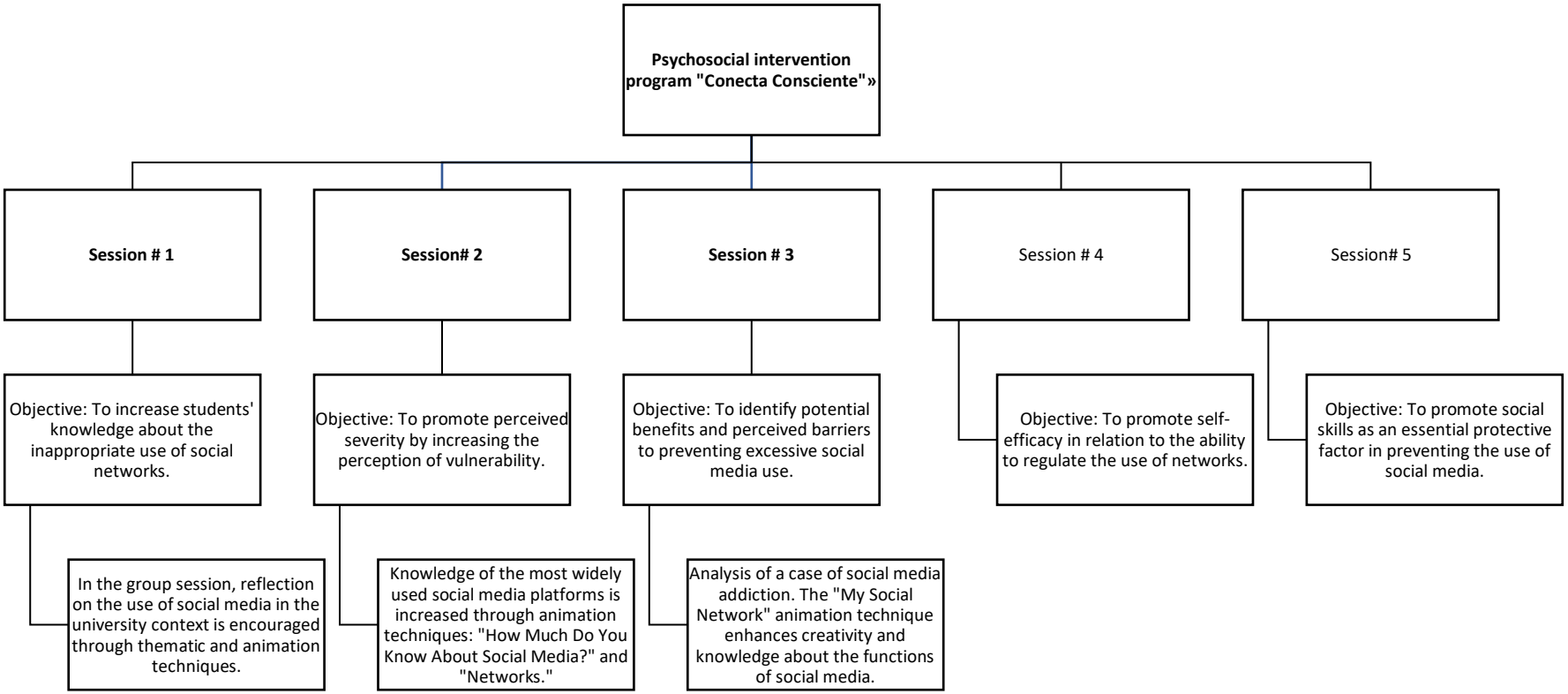


Figura 1. Diseño lógico metodológico del programa de intervención psicosocial. (Fuente: Elaboración propia)

4.2 Evaluation of the Effectiveness of the Implemented Program

4.2.1 Analysis of Items from the Social Media Addiction Questionnaire in the Pre- and Post-Test

Comparing the responses from the pre- and post-tests, positive changes were observed in the latter compared to the former in all evaluated dimensions, indicating the effectiveness of the implemented proposal.

The extent of social media obsession was reduced in item 3, "The time I used to spend online does not satisfy me, I need more," as 93% of the group now stated they never need more time. In comparison, previously, only 66% were satisfied with the time they spent online. Regarding item 6, "I get moody when I cannot connect," the number of participants who were not affected by this has increased by 73%; previously, only 60% were able to remain calm when they lacked access to social media.

Regarding the lack of personal control dimension, a decrease is also observed, as confirmed by item 4, "As soon as I wake up, I go online." This behavior has decreased: now 20% never do so, compared to only 6% who were previously able to avoid doing so. None do so consistently or frequently, compared to 13% who did so all the time and 20% who did so quite often.

Analysis of item 11, "I think about what might be happening online," reveals that the group has increased their personal control, as 93% no longer worry about what might happen online, compared to only 53% who did not think about it before. Item 14 confirms that 80% of the group can successfully manage their social media use; previously, only 60% of the group was able to control themselves. 60% of the group confirm that they do not neglect their studies and homework to spend their time on social media, compared to 53% who did so previously.

Regarding the dimension of excessive social media use, a decrease was observed in item 1, where 60% of the group felt little need to stay connected. In comparison, only 26% felt no need to be constantly connected. Fifty-two percent of the group never felt relaxed when using social media. According to item 16, "I spend much time online," before the intervention, 73% of the group spent much time on social media, while only 26% spent time on other activities. The intervention resulted in 53% of the group spending all their time on other activities, while 47% spent little time on social media. The number of participants who were constantly checking their notifications has been reduced; now, 53% of the group never checks them, compared to 60%

previously. Analysis of descriptive statistics, the Wilcoxon test results, and the effect size of the Social Media Addiction Questionnaire

Table 1 shows significant differences in the comparison of the means for each of the questionnaire dimensions, which experienced a positive decrease. Since all three Sig. Values were < 0.5, there is no homogeneity of variance. The effect sizes for all three dimensions were greater than 0.8, indicating a significant effect.

Dimensions	M(Pre)	M(Post)	Sig.	D(Pre)	D(Post)	T.E
Obsession with social media	19.87	16.73	0.028	4.291	2.154	1.45
Lack of personal control	12.4	8.13	0.002	2.063	1.846	4.33
Excessive use of social media	21.53	15.33	0.006	5.703	2.16	6.68
Legend: M(Pre)= Pretest mean, M(Post)= Posttest mean, D(Pre)= Pretest deviation, D(Post)= Posttest deviation, TE= Effect size						
Table 1. Descriptive statistics of the Social Media Addiction Questionnaire, with the results of the Wilcoxon test and the effect size. (Source: SPSSv25)						

When analyzing the behavior of the dimensions based on the sex of the participants, it is observed that men have a higher level of obsession with social media than women (mean 16.38), and that women tend to control their use better (mean 7.85). Regarding excessive use, women show more excessive use (mean 16.00).

4.3 Evaluation of the statistical results of the Mental Health Protective Factors Questionnaire

4.3.1 Analysis of items from the Mental Health Protective Factors Questionnaire in the pre- and post-test

An increase in the levels of the self-efficacy dimension is evident: previously, only 66% of the group could solve complex problems; now, 80% can always solve them, and 66% usually know what to do in difficult situations. Self-esteem has increased: only 27% of the group despised themselves, and 53% did not consider themselves failures. Regarding self-pride, the level was increased, as previously only 40% felt proud of themselves on certain occasions; now, 60% frequently have reason to be. The social skills dimension increased, specifically the ability to mediate interpersonal problems: 46% regularly mediate, while before the implementation of the psychosocial intervention, only 13% were able to do so. Empathy and sympathy levels increased by 20%. Previously, only 20% expressed satisfaction with others, but after implementation, 40% expressed their satisfaction when they liked something about their performance.

In the decision-making dimension, 86% regularly consider factors when making a decision. The number of participants who designed a good action plan increased: 60% put it into practice, while previously only 40% were able to design and execute it. The number of

participants who perceive the future with optimism increased, as only 26% were optimistic. After the process, this percentage increased to 40% overall in this dimension. Resilience levels increased: 46% are now able to think clearly under pressure, 53% can overcome obstacles (up from 40%), and a positive attitude toward failure rose from 46% to 73%. Strength in the face of challenges and the ability to adapt to change increased by 6.7%.

Personal satisfaction decreased, as 80% of the group occasionally feel stressed by the academic demands of university, 40% feel they cannot rely on their professors when faced with a problem, and 66% feel they have distanced themselves from their parents due to entering university.

Regarding the final levels of protective factors, average values were obtained. Unlike the pretest results, 100% of the group reached this level; before the intervention, 66.7% had a low level, thus increasing the number of participants with an average level. The final risk factor level obtained is low. Unlike the pretest results, 66.7% of the group reached this level; previously, 66.7% had a high level, thus increasing the number of participants with a low level. The mean sum of the protective factor scores obtained was 101.6, and the risk factor score was 22.

4.3.2 Analysis of descriptive statistics, the results of the Wilcoxon test, and the effect size of the Mental Health Protective Factors Questionnaire

Table 2 shows significant differences in the comparison of the means for the self-efficacy, self-esteem, decision-making, and resilience dimensions, which increased positively. Since all three p-values were <0.5, there was no homogeneity of variance. A decrease was observed in social skills, optimism, and personal satisfaction related to the university context dimensions. Since the p-value was greater than 0.5, there were no significant differences between the means. Regarding effect sizes, resilience and self-esteem had a negligible effect; there was no effect in the social skills dimension. Self-efficacy and decision-making had a significant effect in favor of the program, serving as protective factors that changed the most. Optimism and personal satisfaction with the university context also had a significant impact. However, the change was negative, as these factors decreased due to the complexity of the subjects and the challenges encountered on the university campus.

Dimensions	Pretest M Result	Pretest M Result	Pretest M Result	Pretest M Result	Pretest M Result	Pretest M Result
Self-esteem	13.20	14.13	0.195	1.935	2.031	-0.46
Self-efficacy	8.27	9.13	0.032	1.580	0.516	-1.67
Social skills	14.87	14.67	0.975	5.040	1.759	0.11
Decision-making	14.87	16.33	0.085	3.399	1.397	-1.05
Optimism	16.20	13.67	0.067	3.913	2.992	0.85
Resilience	38.40	39.40	0.754	7.179	3.996	-0.25
Personal satisfaction	19.30	16.07	0.013	3.348	2.685	1.20

Table 2. Mean of Protective and Risk Factors with the Wilcoxon result and the effect size. (Source: SPSSv25)

Regarding the behavior of the questionnaire dimensions according to the sex of the participants, it was observed that men had higher levels of self-esteem (mean 14.43), social skills (mean 14.71), resilience (mean 41.14), and personal satisfaction (mean 16.57) in the university context than women. In contrast, women had higher levels of decision-making (mean 16.75) and optimism (mean 13.38) than men. Regarding self-efficacy, no changes were observed.

4.4 Evaluation of the User Satisfaction Survey Results

At the conclusion of the strategy, a User Satisfaction Survey was administered to each participant. Overall, the experience was satisfactory: expectations were met 80%, satisfaction with group work was 80%, satisfaction with the appropriateness of the sessions was 53.3%, satisfaction with the schedule of sessions was 46.7%, satisfaction with the quality of resources and materials was 73.3%, and satisfaction with the psychologist's performance was 80%.

5. Discussion

The assessment identified persistent and persistent use of social media, a result similar to that obtained by Heredia and García (2017), who found that 50% of their sample clearly used social media excessively. 100% of the sample used social media, as was the case in the study by Moreira de Freitas et al. (2021), which found that 100% of the participants used social media

frequently. Similarities were found regarding the most frequently used social media platforms. According to this research, the most commonly used platforms were Facebook and Instagram. Additionally, the data revealed that WhatsApp, Facebook, and Instagram were also frequently used. The results are consistent with those of Molina and Toledo (2014), as they indicate that the majority of respondents do not consider themselves addicted (78.2%), while only 21.8% considered themselves addicted to social media; in the present study, only 20% considered themselves addicted.

Regarding the results obtained from the Social Media Addiction Questionnaire after the program's implementation, it was observed that levels of social media addiction were low, similar to those obtained by Lamadrid (2023). This result is consistent with that of Araujo (2016), who, when evaluating the indicators of social media obsession, lack of personal control over their use, and excessive use, obtained low levels in all three. Regarding the descriptive analysis of the questionnaire's dimensions, differences were observed with respect to the results of Chiza-Lozano et al. (2021), who obtained a mean social media obsession of 29.92, with a standard deviation of 6.891; a mean lack of personal control of 14.09, with a standard deviation of 4.691; and a mean excessive use of 19.51, with a standard deviation of 6.378.

Regarding protective factors, a significant increase in self-efficacy was observed, with this factor experiencing the most significant change. This finding is consistent with Krzysztofek (2021), who suggests that the higher the level of self-efficacy, the lower the likelihood of social media addiction. In this case, social media addiction decreased, and self-efficacy increased. Furthermore, the level of resilience, which is generally high, was increased. By gender, men tend to be more resilient than women. These results differ from those obtained by Salgado Lévano (2009), who indicates that men and women have a medium level of resilience, with no differences by sex.

The analysis by sex reveals a decrease in optimism levels; women are more optimistic than men, which aligns with the findings of Sologuren-Montenegro (2018), who states that men tend to have lower levels of optimism and women a medium level. There were no changes in social skills, which differs from the findings of Domínguez Vergara and Ybañez Carranza (2016), who posit that there is an inverse relationship between social skills and social media addiction. If addiction increases, social skills decrease, and vice versa. In this case, social media addiction was reduced, but social skills did not change.

Regarding the evaluation of the program's effectiveness, based on the analysis of the pretest and posttest results, inappropriate social media use was reduced. Initially, social media obsession was 19.87, which decreased to 16.73. The lack of personal control decreased from 12.40 to 8.13, and excessive use decreased from 21.53 to 15.33. The effect sizes across all three dimensions were large. These results are consistent with the research by Capa Luque et al. (2022), which found a significant decrease in inappropriate use of social media and a significant increase in the self-efficacy dimension after program implementation. This result is consistent with that obtained in their study, although there are differences. The procedures for obtaining the results are similar.

6. Conclusions

During the development of this research, the proposed objective was met: to evaluate the effectiveness of the "Conecta Consciente" psychosocial intervention program in promoting emotional digital literacy in Cuban university students. Through the analysis of the pretest and posttest results, the inappropriate use of social media was reduced. Initially, the obsession with social media was 19.87, which decreased to 16.73. The lack of personal control decreased from 12.40 to 8.13, and excessive use decreased from 21.53 to 15.33. The effect size across all three dimensions assessed was large. In this case, the Student t-test was used; however, in the present study, the Wilcoxon test and Cohen's d test were employed.

Analyzing the results of the Mental Health Protective Factors Questionnaire, a medium level of protective factors and a low level of risk factors were found. Protective factors, analyzed independently, were high, except for social skills. Regarding protective factors, a significant increase in resilience and self-efficacy was observed, with the latter being the factor that showed the most significant changes.

This research demonstrates the effectiveness of the "Conecta Consciente" psychosocial intervention program in promoting emotional digital literacy among students at the Marta Abreu Central University of Las Villas. Furthermore, it contributes to the prevention of addiction to new technologies by providing training in protective factors for mental health. The flexibility of its design allows it to be applied to other areas of research.

One limitation of this research is its small sample size. Therefore, it is suggested that the psychosocial intervention program be expanded in future research to other groups at the Marta

Abreu de Las Villas Central University and to other educational settings, such as pre-university and secondary school levels.

Furthermore, since the study was limited to the analysis of pre-test and post-test results obtained through a quasi-experimental design, it would be advisable to include a control group in future implementations to facilitate comparison of results and to demonstrate further the effects of the psychosocial intervention program on the experimental group.

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