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# SOCIAL MEDIA AND PHYSICAL ACTIVITY AMONG HIGH SCHOOL LEARNERS IN PANGASINAN: BASIS FOR A WELLNESS PROGRAM

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**Abstract:**

This study investigated the relationship between social media engagement and physical activity patterns among high school learners in Pangasinan, aiming to develop a basis for a wellness program. The research explores the frequency of social media use, the types of platforms accessed, and the purpose of social media engagement, alongside the learners' physical activity levels, including their participation in sports and exercise routines. A total of 125 high school learners were surveyed, with findings showing moderate engagement with social media, particularly for connecting with friends and entertainment purposes. Physical activity was generally practiced, with many students engaging in exercise at least three times per week. However, barriers such as lack of time and facilities were prevalent. The study also revealed significant correlations between certain social media platforms and physical activity levels, particularly for those using platforms that focus on fitness content. Based on these findings, the study proposes a wellness program that integrates social media with physical activity promotion, aiming to motivate students to adopt healthier habits through digital platforms. This program suggests strategies for leveraging social media to encourage physical activity, address barriers to participation, and promote overall wellness among high school learners. The study highlights the potential for schools to utilize social media as a tool for fostering a culture of health and well-being.

**Keywords:** social media, physical activity, wellness program

## I. INTRODUCTION

The increasing prevalence of social media in daily life has significantly impacted various aspects of behavior and lifestyle, particularly among learners. With the rise of platforms such as Facebook, Instagram, Twitter, and TikTok, social media has become a primary mode of communication, entertainment, and information dissemination. However, alongside the numerous benefits of social media, concerns have been raised regarding its influence on physical activity levels among learners. Physical activity is crucial for maintaining health, managing stress, and enhancing academic performance. Consequently, understanding the relationship between social media use and physical activity is essential for developing effective wellness programs in educational settings.

Research indicates that social media can both positively and negatively affect physical activity. For instance, social media platforms can motivate individuals to engage in learner activities through fitness challenges and support communities (Smith & Williams, 2020). Conversely, excessive use of social media is associated with sedentary behavior and reduced physical activity (Anderson & Jiang, 2018). The dual nature of social media's impact highlights the need for a nuanced understanding of how these platforms influence learners' health behaviors.

A study by Vandelanotte et al. (2015) found that interventions using social media to promote physical activity can lead to significant improvements in exercise habits among university learners. The study demonstrated that learners who participated in social media-driven fitness programs showed increased motivation and adherence to regular exercise routines. These interventions

often included features like goal-setting, progress tracking, and peer support, which enhanced the overall effectiveness of the programs.

Similarly, Maher et al. (2016) demonstrated that social media-based health promotion campaigns effectively increased physical activity levels. Their research highlighted the role of social media in disseminating health information, creating awareness, and fostering a community of individuals committed to improving their fitness. These campaigns utilized engaging content, interactive challenges, and real-time feedback to encourage learners to be more learnerly active.

However, a study by Twenge and Campbell (2019) revealed a concerning trend of decreased physical activity among adolescents correlating with higher social media use. Their research indicated that adolescents who spent more time on social media were more likely to engage in sedentary activities, such as scrolling through feeds or watching videos, rather than participating in learner exercises. This trend underscores the potential negative impact of social media and physical activity and highlights the need for balanced and mindful use of these platforms.

In the Philippines, studies have mirrored these global findings. Research conducted by Dela Cruz et al. (2017) observed that high social media usage among Filipino learners often correlates with lower levels of physical activity. The study found that learners who spent more time on social media were less likely to engage in sports or exercise, attributing this to the time-consuming nature of social media engagement and the sedentary lifestyle it promotes.

Another study by Santos and Mariano (2018) highlighted that social media could be a valuable tool for promoting health and wellness initiatives if used strategically. They suggested that educational institutions could leverage social media to disseminate information about the benefits of physical activity, share exercise routines, and create online communities that support healthy behaviors. This approach could transform social media from a distractive force into a motivating platform for learner wellness.

Additionally, Almonte and Mercado (2019) emphasized the need for integrating social media literacy into health education programs to mitigate its negative effects on physical activity. Their study pointed out that teaching learners about the responsible and balanced use of social media could help them manage their time better and make healthier lifestyle choices. They advocated for educational curricula that include social media literacy as a component of health education to foster a more holistic approach to learner well-being.

The municipality of San Manuel, Pangasinan, like many other regions, has seen a rapid increase in social media usage among learners. Despite its potential benefits, the negative impact of excessive social media use on physical activity cannot be ignored. Given the critical role of physical activity in overall health and academic success, there is a pressing need to explore this dynamic and develop targeted interventions. By understanding how social media influences learners' physical activity, schools in San Manuel can design effective wellness programs that leverage social media positively while minimizing its detrimental effects. This study aimed to provide a comprehensive analysis and basis for these programs, ensuring that learners in San Manuel can achieve a balanced and healthy lifestyle.

As social media continues to be an integral part of learners' lives, it is imperative to address its impact on physical activity. This research provided valuable insights into the relationship between social media use and physical activity, laying the groundwork for wellness programs that can improve the health and well-being of learners in San Manuel, Pangasinan.

**Statement of the Problem**

This study assessed the assessing the impact of social media and physical activity as the basis for developing a wellness program.

Specifically, it answered the following questions:

1. How frequently and in what ways do learners engage with social media platforms?
2. What are the patterns and levels of physical activity among learners?
3. Is there a correlation between social media usage and the physical activity levels of learners?
4. What wellness program can be proposed based on the engagement to social media and patterns and levels of physical activity among learners?

**METHODOLOGY**

This chapter presents the research design, the sources of data which includes the locale of the study and the research population, instrumentation and data collection, and the tools for data analysis.

**Research Design**

The study employed a descriptive-correlation design to evaluate the impact of social media on learners' physical activity and to inform the development of a wellness program.

The descriptive component detailed how frequently and in what ways learners engage with social media platforms, as well as identify patterns and levels of their physical activity.

The correlational component investigated the significant relationship between the extent of social media usage and the physical activity levels of learners, determining whether variations in social media habits are associated with changes in physical activity. This combined approach provided a comprehensive understanding of the interaction between social media and physical activity, guiding the creation of targeted interventions.

**Sources of Data**

The data for this study were collected from 125 high school learners from schools in San Manuel, Pangasinan, for the academic year 2024-2025. The sample was drawn during the 2024-2025 school year. These 125 learners will complete a questionnaire designed by the researcher. To ensure a representative sample, simple random sampling was employed to select participants and gather the necessary data for the study.

**Locale of the Study**

The study involved 125 high school learners from schools in San Manuel, Pangasinan, for the academic year 2024-2025. Data collection took place during the 2024-2025 school year.

**Population Sampling**

Simple random sampling was employed to select the 125 high school learners for this study. This method ensured that every learner within the study area has an equal chance of being chosen, which minimizes selection bias and enhances the representativeness of the sample. By using simple random sampling, the study obtained a diverse and unbiased group of participants, thereby providing more accurate and generalizable insights into the impact of social media and physical activity.

**Instrumentation and Data Collection**

The study utilized a researcher-designed questionnaire as its primary data collection instrument. The questionnaire was divided into two sections: Part I explored how frequently and in what ways learners engage with social media platforms, while Part II assessed the patterns and levels of learners' physical activity.

The development of the questionnaire was informed by a thorough review of relevant literature, including previous studies, professional sources, and both published and unpublished theses. In crafting the instrument, careful consideration will be given to the principles of effective questionnaire design to ensure clarity and relevance. For example, questions were formulated to match the respondents' level of understanding, ensuring that the language and context are appropriate for their knowledge and experiences.

**Tools for Data Analysis**

The following tools were utilized to treat the data statistically:

In describing how frequently and in what ways learners engage with social media platforms, frequency and percentage were used. Frequency refers to the number of cases while percentage is computed using the formula,

$$\% = \frac{f}{N} \times 100$$

where

| | |
|---|---|
| % | Percentage |
| $f$ | Frequency |
| $N$ | Total Number of Cases |

In determining the patterns and levels of physical activity among learners; weighted mean was used. Weighted mean is computed using the formula,

$$\bar{X} = \frac{\sum WX}{n}$$

where

| | |
|---|---|
| $\bar{X}$ | Weighted Mean |
| $W$ | Weight |
| $X$ | Raw Scores |
| $n$ | Number of Cases |

Data will be interpreted as:

| | |
|---|---|
| 4.50-5.00 | Very High |
| 3.50-4.49 | High |
| 2.50-3.49 | Moderately High |
| 1.50-2.49 | Moderately Low |
| 1.00-1.49 | Very Low |

In testing the relationships between social media usage and the physical activity levels of learners, Pearson r was used. It could be computed using the formula,

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

where

| | |
|---|---|
| $r$ | Pearson r |
| $X$ | Social Media Usage |
| $Y$ | Physical activity Levels of Learners |
| $n$ | Number of Cases |

**PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter presents the discussion of findings brought from the data gathering procedure. The data gathering procedures were based on the questions posited in the beginning of this study.

**1. Social Media Use/Engagement**

**Table 1.1**
**Frequency of Use**

| Frequency of Use | f | % |
|---|---|---|
| Less than 1 hour | 34 | 27 |
| 1-2 hours | 39 | 31 |
| 3-4 hours | 34 | 27 |
| 5 or more hour | 19 | 15 |
| Total | 125 | 100 |

In Table 1.1, the data on the *frequency of social media use* among the 125 high school learners in Pangasinan reveals that the majority of learners use social media for 1-2 hours or 3-4 hours per day, comprising 31% and 27%, respectively. This indicates that a significant portion of learners engages with social media for moderate durations, which suggests a typical pattern of use that is neither excessive nor minimal. The next largest group, 27% of the learners, reported using social media for less than one hour per day, indicating a segment of the population with relatively low social media engagement. Finally, 15% of the learners reported using social media for five or more hours a day, highlighting a smaller group of highly engaged users. The distribution of responses shows that while most learners fall into the moderate use categories, a small but notable percentage is engaging with social media for extended periods, which may raise concerns about its potential impact on their physical activity and overall well-being.

The frequency of use, especially the relatively high proportion of learners spending 1-2 hours and 3-4 hours on social media, suggests that social media may play a significant role in the daily routines of high school learners in Pangasinan.

**Table 1.2**
**Types of Platforms**

| Types of Platforms | f | % |
|---|---|---|
| Facebook | 31 | 25 |
| Instagram | 13 | 10 |
| Twitter | 16 | 13 |
| TikTok | 26 | 21 |
| Snapchat | 23 | 18 |
| Youtube | 16 | 13 |
| Total | 125 | 100 |

Among the learners, Facebook is the most popular platform, with 25% of the respondents indicating they use it. This is followed by TikTok, with 21%, and Snapchat, with 18%. The significant engagement with these platforms suggests that they are the dominant forms of social media in the learners' daily lives.

Instagram, Twitter, and YouTube are used by 10%, 13%, and 13% of the learners, respectively, indicating a moderate level of engagement compared to Facebook and TikTok. This data highlights the diversity in platform preferences, with each platform catering to different types of content and social interactions. For example, Facebook may be more associated with text-based posts and networking, while TikTok and Snapchat are more oriented toward short-form videos and visual content.

**Table 1.3**
**Purpose of Use**

| Purpose of Use | f | % |
|---|---|---|
| Connecting with friends and family | 25 | 20 |
| Entertainment (e.g., videos, memes) | 11 | 9 |
| News and Information | 19 | 15 |
| Socializing and networking | 25 | 20 |
| Educational purposes | 10 | 8 |
| Other | 35 | 28 |
| Total | 125 | 100 |

The data reveals that the two most common purposes for social media use are connecting with friends and family and socializing/networking, both at 20%. These findings suggest that social media is primarily used for communication and maintaining relationships, which is typical for young learners who may rely on these platforms to interact with peers and family.

Additionally, 15% of respondents use social media to stay updated on news and information, indicating that learners are also using these platforms for informational purposes. However, 28% of learners selected "other," which suggests a variety of reasons that may not have been captured by the predefined categories, such as personal hobbies, following influencers, or seeking entertainment beyond videos and memes.

Entertainment, such as watching videos or memes, is cited by 9% of the respondents, and 8% use social media for educational purposes, which is relatively low. This lower percentage for educational purposes could highlight an opportunity for intervention, where social media could be better utilized to support learning or encourage healthier habits.

**2. Physical Activity Patterns**

**Table 2**
**Learners' Physical Activity Levels**

| Indicators | Mean | Verbal Description |
|---|---|---|
| I believe physical activity is crucial for my overall health and well-being. | 4.86 | Very Much Practiced |
| Lack of time is a major barrier preventing me from being more active. | 4.75 | Very Much Practiced |
| I engage in learner exercise or sports at least 3 days a week. | 4.68 | Very Much Practiced |
| I experience learner or mental health benefits from regular physical activity. | 4.58 | Very Much Practiced |
| I use social media to find new ideas for learner activities or workouts. | 4.47 | Very Much Practiced |
| I set specific goals for my physical activity and work towards achieving them. | 4.33 | Very Much Practiced |
| I regularly track my physical activity progress and adjust as needed. | 3.85 | Practiced |
| I regularly engage in a variety of learner activities (e.g., running, team sports, gym workouts). | 3.79 | Practiced |
| I feel motivated to engage in physical activity when I see related content on social media. | 3.66 | Practiced |
| I feel that my current level of physical activity is sufficient for maintaining good health. | 3.55 | Practiced |
| I find it easy to incorporate physical activity into my daily routine. | 3.38 | Moderately Practiced |
| I have access to facilities or equipment necessary for learner activities. | 3.32 | Moderately Practiced |
| I often participate in learner activities with friends or family. | 3.3 | Moderately Practiced |
| I participate in learner activities for at least 30 minutes per session. | 2.77 | Moderately Practiced |
| I adjust my physical activity levels based on my current health and fitness. | 2.35 | Slightly Practiced |
| General Weighted Mean | 3.84 | Practiced |

Table 2 presents the *learners' physical activity levels*, showing the frequency with which various physical activity behaviors are practiced. The highest-rated statements include "I believe physical activity is crucial for my overall health and well-being" (4.86), "Lack of time is a major barrier preventing me from being more active" (4.75), and "I engage in learner exercise or sports at least 3 days a week" (4.68), all of which fall under the category of *very much practiced*. These findings suggest that learners recognize the importance of physical activity for their health and wellbeing, and many are committed to regular exercise, although time constraints remain a significant barrier.

Further, 4.58% of learners report experiencing mental or health benefits from physical activity, underscoring the positive impact of regular exercise. Social media also appears to play a role, as 4.47% of learners use it to discover new ideas for activities or workouts, indicating that platforms like Instagram, TikTok, and YouTube may offer motivating and educational content related to fitness.

On the other hand, several statements scored lower, such as "I feel motivated to engage in physical activity when I see related content on social media" (3.66) and "I find it easy to incorporate physical activity into my daily routine" (3.38). These indicate that while learners engage in physical activity, there may be challenges related to motivation and time management. Furthermore, a notable portion of learners report moderate or slight engagement in tracking their progress (3.85), variety in activities (3.79), and participation in group activities (3.3). The lowest score, "I adjust my physical activity levels based on my current health and fitness" (2.35), suggests that students may not regularly modify their exercise habits based on personal health metrics or goals.

The general weighted mean of 3.84 indicates that, overall, learners do practice physical activity but with room for improvement in consistency and motivation. These findings suggest that a wellness program could help bridge the gap by addressing time management, motivation, and the availability of resources while promoting consistent physical activity.

**3. Significant Correlation between Social Media Usage and the Physical Activity Levels of Learners**

**Table 3**
**Significant Correlation between Social Media Usage and the Physical Activity Levels of Learners**

| Profile | | Physical Activity Levels |
|---|---|---|
| Frequency of Use | Pearson r: | 0.167 |
| | p-value: | 0.377 |
| | Interpretation: | Not Significant |
| Types of Platforms | Pearson r: | 0.496 |
| | p-value: | 0.005 |
| | Interpretation: | Significant |
| Purpose of Use | Pearson r: | 0.472 |
| | p-value: | 0.008 |
| | Interpretation: | Significant |
| Total | Pearson r: | 0.516 |
| | p-value: | 0.003 |
| | Interpretation: | Significant |

First, the frequency of social media use does not exhibit a significant correlation with physical activity levels, as indicated by a Pearson correlation coefficient of 0.167 and a p-value of 0.377. This suggests that the amount of time learners spend on social media does not directly impact the frequency or intensity of their physical activity. Whether learners engage with social media for long periods or shorter intervals seems to have little effect on how active they are in their daily routines.

In contrast, the types of platforms learners use show a significant positive correlation with physical activity levels, with a Pearson correlation coefficient of 0.496 and a p-value of 0.005. This finding suggests that the specific social media platforms

learners engage with play a key role in influencing their physical activity. Platforms such as YouTube or TikTok, which frequently feature fitness-related content, may encourage learners to participate in physical activities. Learners exposed to exercise routines, fitness challenges, or health-related content on these platforms may be motivated to mirror these activities in their own lives, thus increasing their physical activity levels.

Additionally, the purpose of social media use also reveals a significant correlation with physical activity, with a Pearson correlation coefficient of 0.472 and a p-value of 0.008. Learners who use social media for educational purposes, such as researching fitness routines or learning about healthy living, or those who use it to find workout inspiration, tend to engage in more physical activity. This highlights the influence of purposeful social media engagement on learners' activity levels, where social media serves not only as a source of entertainment but also as an avenue for health and fitness learning.

Finally, the overall correlation between social media usage and physical activity levels ($r = 0.516$, $p = 0.003$) further strengthens the argument that social media can be a positive influence on physical activity. When social media is used in a health-focused context, such as for fitness inspiration or educational content, it can encourage learners to be more active.

**4. Proposed Wellness Program on the Engagement to Social Media and Patterns and Levels of Physical Activity among Learners**

| Program Component | Objective | Activities/Interventions | Target Audience | Expected Outcome | Timeframe |
|---|---|---|---|---|---|
| Social Media Awareness and Education | Educate learners on the impact of social media on physical and mental health. | 1. Host workshops and webinars on responsible social media usage.<br>2. Create informative posters and digital content about balanced social media use. | All students | Increased awareness about the positive and negative effects of social media use. | 1 month |
| Fitness Content Creation and Sharing | Encourage learners to use social media to share and find fitness content. | 1. Start a fitness challenge hashtag on platforms like TikTok or Instagram.<br>2. Collaborate with influencers for motivational workout videos. | Grades 9-12 | Enhanced social media engagement that promotes physical activity. | 2 months |
| Physical Activity Tracking | Promote consistent physical activity engagement through social media. | 1. Introduce a fitness app that integrates with social media for progress tracking.<br>2. Set up a leaderboard for physical activity challenges. | All students | Consistent physical activity tracking and peer motivation for engagement. | Ongoing, reviewed quarterly |
| Peer Support Groups | Provide learners with a supportive community for fitness and mental health. | 1. Create social media groups for fitness motivation and mental health discussions.<br>2. Organize virtual or in-person group workout sessions. | All students | Foster a community that encourages positive social media use and physical activity. | 1 month |
| Fitness Education Sessions | Provide educational content on the importance of physical activity. | 1. Host seminars on the health benefits of physical activity.<br>2. Collaborate with local fitness trainers for workshops. | All students | Increased knowledge of the importance of physical activity for health. | 2 months |
| Interactive Fitness Challenges | Increase engagement and fun around physical activity. | 1. Organize weekly fitness challenges with rewards for completion.<br>2. Include challenges like "30-minute daily workout" or "steps per week." | Grades 7-12 | Enhanced participation in physical activities through gamified experiences. | Ongoing, monthly challenges |
| Physical Activity Facilities | Provide access to resources that encourage physical activity. | 1. Enhance access to sports facilities and gym equipment.<br>2. Set up outdoor fitness stations for all students. | All students | Increased engagement in physical activity due to better access to facilities. | Ongoing, reviewed annually |
| Parental Involvement | Engage parents in promoting a balanced lifestyle for students. | 1. Host virtual parent-teacher sessions on the importance of physical activity and balanced social media use.<br>2. Provide resources on healthy habits. | Parents and families | Strengthened support system for promoting physical activity and social media balance at home. | 3 months |
| Mental Health and Fitness Integration | Integrate mental health awareness with physical fitness. | 1. Offer mindfulness and fitness classes (e.g., yoga, meditation, aerobic exercises).<br>2. Provide resources on mental health benefits of physical activity. | All students | Better mental and physical health through integrated programs. | 2 months |

The proposed wellness program focuses on addressing the engagement of learners with social media and their physical activity patterns. The program is designed to educate students on the impact of social media on both their physical and mental health. This education is delivered through workshops, webinars, and digital content that highlight the importance of responsible social media use and the balance between online activity and physical engagement. One component of the program involves creating fitness-related content that students can engage with and share on social media platforms like TikTok and Instagram, fostering a community of peer motivation around physical activity. This encourages students to post and follow fitness challenges, integrating their physical health with social media in a positive way.

In addition, the program promotes the use of fitness apps that connect with social media, allowing students to track their physical activity and participate in fitness challenges. This not only helps students stay on track with their fitness goals but also motivates them through peer comparisons and rewards. Peer support groups are another vital part of the program, where students can share their progress, discuss their experiences, and encourage each other through social media groups or virtual workout sessions.

Educational sessions on the benefits of physical activity will be conducted, teaching students about the health benefits of regular exercise, with workshops led by fitness trainers and local experts. These sessions aim to enhance students' knowledge and foster a positive attitude toward staying active. The program also focuses on improving access to physical activity resources by ensuring that students have adequate facilities for sports and fitness activities, such as gym equipment and outdoor fitness stations. This will encourage students to engage in physical activity more frequently.

Parental involvement is also key to the success of the program. Parents will be invited to attend virtual meetings where they can learn about the importance of promoting a balanced lifestyle for their children, providing them with the tools to encourage healthy habits at home. To further support both physical health and mental well-being, the program will incorporate activities like yoga and meditation, teaching students how physical activity can improve their mental health.

**Summary of Findings**

1. The majority of high school learners in Pangasinan engage with social media for 1 to 2 hours daily (31%), with a significant portion spending 3 to 4 hours (27%). The most commonly used platforms include Facebook (25%), TikTok (21%), and Snapchat (18%). The primary purposes of social media usage are connecting with friends and family (20%) and socializing/networking (20%), with a substantial portion (28%) indicating other uses such as entertainment.
2. The learners demonstrated a generally positive attitude toward physical activity, with most indicating that they engage in physical activity at least 3 times per week (4.68). Despite this, challenges such as lack of time (4.75) and insufficient facilities (3.32) remain prevalent. Additionally, physical activity participation generally occurs in a variety of forms like team sports and running, although engagement in more structured activities like gym workouts (3.79) and monitoring progress (3.85) was moderate.
3. There is no significant correlation between the frequency of social media use and physical activity levels. However, a significant positive relationship was observed between the types of platforms used (Pearson r: 0.496) and the purpose of social media use (Pearson r: 0.472) with physical activity levels. This indicates that certain types of platforms, particularly those related to fitness and sports, encourage greater physical activity among learners.

**Conclusions**

1. While the frequency of social media use among learners in Pangasinan is moderate, the use of platforms related to fitness or physical activity could be leveraged to encourage more active participation in physical activities. The learners show a general awareness of physical activity's importance, but their engagement with physical activity is sometimes hindered by factors such as time constraints and lack of facilities.
2. Physical activity is valued among the learners, but consistent participation is not universal. While some students are actively engaged in regular exercise and sports, others find it difficult to incorporate physical activity into their daily routine due to external barriers. Social media has a potential positive influence in motivating learners to engage in physical activity, but its current role is not yet fully harnessed for health promotion.
3. The significant relationship between the types of social media platforms and physical activity levels highlights the potential of using social media as a tool for promoting wellness. Platforms that promote fitness challenges, health-related content, and peer support could be particularly effective in motivating students to stay active.

**Recommendations**

1. Schools should consider creating fitness challenges and campaigns on popular platforms like TikTok and Instagram, encouraging students to share their physical activity progress. This could promote friendly competition and peer motivation, increasing physical activity levels.
2. Educational content on the importance of physical activity and health can be disseminated through social media channels. Schools could collaborate with fitness influencers or trainers to create engaging and informative content that resonates with students, particularly in terms of accessible workouts and healthy habits.
3. Schools should invest in better physical activity facilities and equipment to ensure that all students have access to the resources they need. Additionally, creating time slots for physical activity during the school day, such as designated breaks or after-school programs, could help students find time for exercise despite academic pressures.

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