



Social Media Usage and Mental Health of Senior High School Student Athletes in Private Schools of Sto. Tomas City, Batangas

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APPROVAL SHEET

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The LCBA Research Ethics and Integrity Council (LCBA-REIC) has recently reviewed your responses to the condition placed upon the ethical approval for the project outlined below. Your Research Project is now deemed to meet the requirements stipulated in the LCBA Research Manual and full ethical approval has been granted.

Project Title	SOCIAL MEDIA USAGE AND MENTAL HEALTH OF SENIOR HIGH SCHOOL STUDENT ATHLETES IN PRIVATE SCHOOLS OF STO. TOMAS CITY, BATANGAS
Researcher	JOHN CHRIS L. MARTINEZ
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JCLM

ABSTRACT

This study examined the relationship between social media usage level and mental health level of senior high school student athletes in private schools in Sto. Tomas City, Batangas. Employing a descriptive correlational research design, the study sought to identify patterns and associations between the frequency and nature of social media engagement and various aspects of psychological well-being. A total of 150 respondents, selected through disproportionate stratified sampling, participated in the study, ensuring representation across different demographics. Data collection utilized two adopted instruments—the Social Media Use Scale to assess online engagement and the PERMA Model to evaluate well-being. To analyze the findings, statistical treatments such as the 5-point Likert Scale, Mean, Standard Deviation, and Pearson R Correlation Coefficient were employed, ensuring a rigorous assessment of the relationship between social media use and mental health factors. With a G*Power of 0.261 and a 95% confidence level, the study provided valuable insights into how digital interaction influenced student athletes' emotional resilience, stress levels, and overall well-being.

Results indicated that student athletes often engaged with social media for Social Interaction (3.90) and Information Seeking (4.18), while very often used it for Entertainment (4.43) and Convenience (4.30). However, Social Comparison (3.34) was interpreted as sometimes. Regarding mental health, findings revealed high levels of Positive Emotions (3.98), Engagement (4.01), Relationships (4.01), Meaning (4.04), and Achievement (4.03). Further analysis showed a significant relationship between social media usage and mental health, indicating a low positive correlation. The computed probability values were all below the 0.05 significance level, leading to the rejection of the null hypothesis. Based on the study's findings, the “Social Media for Mindful Minds” action plan was developed to empower student athletes to use social media as a catalyst for growth, connection, and emotional well-being, while mitigating its potential risks. The action plan encourages mindful and intentional engagement, aiming to enhance overall mental health and support both athletic and academic success.

Keywords: *Social Media Usage, Mental Health, Senior High School Student Athletes, Private Schools, Social Media Use Scale, PERMA Model.*

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CHAPTER ONE INTRODUCTION

➤ *The Problem and its Background*

The mental health of student athletes has become a growing concern due to the complexities of balancing both academic and athletic commitments. Senior high school student athletes often experienced heightened expectations from various sources, including coaches who demanded peak performance, peers who set social standards, and parents who encouraged both scholastic and athletic excellence. These student athletes had to navigate demanding training regimens that required discipline, time management, and physical endurance, often leaving them with limited time for rest and recovery. Student athletes experienced immense pressure to succeed academically and athletically, often leading to stress and self-doubt. Social media further heightens these challenges by fostering comparisons, external validation, and unrealistic expectations, potentially harming their self-esteem. While digital platforms offer motivation and connection, they also expose student athletes to cyberbullying and the pressure to maintain a curated image. Excessive social media use can disrupt sleep, reduce focus, and contribute to mental fatigue. Although sports participation provided numerous benefits, the psychological toll—such as burnout and emotional exhaustion—significantly impacted their overall well-being and performance. Maintaining a balance between academics, athletics, and digital influences is essential for safeguarding their mental health.

A report by the World Health Organization (WHO) Regional Office for Europe, which presented findings from the Health Behaviour in School-aged Children (HBSC) study, surveyed nearly 280,000 adolescents, including student athletes, across 44 countries and regions in Europe, Asia, and Canada. It revealed that problematic social media use among adolescents increased to 11% in 2022. This upward trend is alarming because it underscores the growing dependence on social media among young people and the potential negative consequences on their mental health and overall well-being.

This research demonstrated that problematic social media use was linked to several adverse mental health outcomes. First, adolescents who excessively used social media experienced decreased satisfaction with life, reduced social interactions, and felt a sense of isolation. Second, the study suggested a correlation between high social media use and an increase in risky behaviors, such as substance abuse, which further impacted mental and physical health. Lastly, constant exposure to curated, idealized images and lifestyles on social media led to feelings of inadequacy, anxiety, and depression among adolescents, who felt pressure to live up to these standards. In addition, the COVID-19 pandemic intensified the issue, as lockdowns and cancellations of academic and athletic activities led to increased screen time and social media usage among student athletes. This shift heightened concerns about the long-term impact on their mental health, as the pandemic disrupted their regular routines, social interactions, and opportunities for physical activity, leading to an over-reliance on digital platforms for social connection and entertainment.

However, the study explored various protective behavioral strategies (PBS) that help mitigate the negative impact of social media on student athletes. These strategies include setting limits on screen time by encouraging young people to set boundaries on their social media usage to ensure a healthy balance between online and offline activities, engaging in offline activities like promoting participation in physical activities, hobbies, and face-to-face interactions to reduce dependence on social media, and seeking support from trusted sources through encouraging adolescents to reach out to friends, family, coaches, or mental health professionals for support and guidance.

In the Philippine setting, the study titled “Correlation of Internet Addiction to Psychological Well-being Among High School Students from Private Schools in Metro Manila,” conducted by Cheung JC-S, Chan KH-W, Lui Y-W, Tsui M-S, and Chan C during the 2020-2021 school year, found a significant prevalence of social media usage among high school students. Specifically, 46.1% of the 128 respondents exhibited signs of addiction to social media. This high rate of internet addiction is alarming, as it suggests that nearly half of the students in the study are engaging in excessive and potentially harmful social media use. The study's findings raise concerns about the impact of internet addiction on the mental health and well-being of student athletes. It reveals a weak but statistically significant negative correlation between internet addiction and psychological well-being. In other words, students who display higher levels of internet addiction tend to have lower scores in measures of psychological well-being. This indicates that excessive social media use can negatively affect mental health, leading to issues such as reduced life satisfaction, increased stress, and emotional difficulties.

Another study conducted by Hasan (2023) in Cabuyao, Laguna, titled “Impact of Social Media on the Health and Wellness of Learners,” examined the effects of social media on 223 respondents. This research supported the notion that excessive and compulsive use of social media was associated with negative implications for health and wellness. Specifically, the study found that social media addiction could lead to issues related to body image and aspirations, particularly among female students. These negative effects manifested as body dissatisfaction, low self-esteem, and unrealistic aspirations influenced by idealized images and lifestyles portrayed on social media platforms. The findings from these studies underscored the importance of addressing internet addiction and its potential negative consequences on the mental health and well-being of high school students, including student athletes in private schools. By understanding these issues, educators, parents, and policymakers could implement strategies to promote healthy social media use and support the mental health and wellness of young people.

The main goal of conducting the study on social media usage and mental health of senior high school student athletes in private schools of Sto. Tomas City, Batangas, was to gain a deeper understanding of how social media correlated to their psychological well-being. This particular group was of interest because student athletes faced a unique set of stressors and pressures, balanced both their academic responsibilities and athletic commitments. By exploring the relationship between social media usage and mental health, the study also sought to identify various aspects such as the level of social interaction, entertainment, information-seeking, convenience, and social comparison that occurred with social media use.

Furthermore, the study examined these factors in the context of the PERMA Model, which included positive emotions, engagement, relationships, meaning, and achievement. The findings from this study have the potential to help educators, parents, and policymakers develop strategies that promote healthy social media use and support the mental health and wellness of student athletes. Additionally, the study aims to raise awareness about the possible risks associated with excessive social media use and to encourage the creation of programs and interventions that could address and mitigate these risks. Ultimately, this research could have led to a better understanding of the issues and contributed to the overall well-being of senior high school student athletes in private schools.

➤ *Theoretical/Conceptual Framework*

Several theories were associated with the use of social media and mental health of senior high school student athletes. However, upon reviewing literature and works relevant to this study, it developed a comprehensive and inclusive understanding of how the use of social media affected certain well-being aspects of senior high school student athletes in private schools.

The Uses and Gratifications Theory was a well-known approach in communication and media studies that focused on understanding why and how people actively sought out specific media to satisfy particular needs. This theory was distinct because it viewed the audience as active participants who had control over their media consumption, rather than passive recipients of media messages. The theory's key concepts were: active audience, gratifications sought, media choices, and impact on behavior. The typical needs and gratifications were: (1) cognitive needs such as seeking information, knowledge, and understanding; (2) affective needs like experiencing emotions, pleasure, and aesthetic enjoyment; (3) personal integrative needs such as enhancing credibility, confidence, and status; (4) social integrative needs like strengthening contacts with family, friends, and the community; and (5) tension release needs such as escaping from daily pressures and seeking diversion. The Uses and Gratifications Theory helped to explain the diversity of media use and the different motivations behind why individuals consumed certain types of media content.

The Uses and Gratifications Theory could be extremely helpful for a researcher studying social media usage in several ways. The theory helped the researcher understand why individuals used social media. The researcher could identify specific gratifications sought by users, such as staying informed, connecting with friends and family, entertainment, self-expression, and seeking social approval. By categorizing users based on their motivations and gratifications, the researcher could create distinct user groups. For example, some users might have primarily used social media for information, while others might have used it for social interaction or entertainment. This segmentation allowed for more targeted analysis. The theory also provided a framework for designing surveys, questionnaires, and interviews that specifically addressed the different needs and gratifications users sought from social media. This ensured that data collected was relevant and comprehensive. The researcher could use the theory to analyze how different user motivations influenced social media usage patterns. For instance, users seeking information might have engaged more with news content, while those seeking social interaction might have spent more time on messaging features. The theory also helped in examining how fulfilling different gratifications through social media affected users' well-being. The researcher could study the positive and negative impacts of social media usage based on the gratifications sought. By understanding what gratifications users sought, the researcher could provide insights to content creators and social media platforms to tailor their content and features to better meet user needs. Most importantly, the researcher could evaluate how well different social media platforms fulfilled user gratifications and make recommendations for improving platform design to enhance user experience. This theory provided a comprehensive framework for understanding the complex relationship between social media usage and user motivations, making it a valuable tool for the researcher in this field.

The Uses and Gratifications Theory had been applied to various forms of media, including social media. Lin, Wang, and Chen's work on the social media use scale was an example of how this theory could be used to understand social media behavior. Their research identified different motivations for using social media, such as social interaction, information seeking, entertainment, and relaxation. By applying Uses and Gratifications Theory, they were able to create a scale that measured these motivations and how they influenced social media use. This helped researchers and marketers understand the different reasons people used social media and how to better catered to their needs.

One of the philosophies of mental health that aimed to explain what constitutes a good life and what factors contributed to an individual's overall well-being was the Theory of Well-being. Dr. Martin Seligman's Theory of Well-being was known as the PERMA Model. This model identified five key elements that contributed to well-being: (1) positive emotions like joy, gratitude, and contentment; (2) engagement such as being deeply involved and absorbed in activities that used one's strengths and skills; (3) relationships through building and maintaining positive, meaningful relationships with others; (4) meaning like finding purpose

and meaning in life through activities and goals that were important to oneself; and (5) accomplishment such as achieving goals and experiencing a sense of accomplishment and success. These elements were pursued for their own sake and were considered intrinsically motivating. The PERMA Model emphasized the importance of balancing these elements to achieve overall well-being and a flourishing life.

The PERMA Model may be a valuable framework for the researcher studying the social media usage and mental health of senior high school student athletes in private schools. The researcher may examine how social media interactions contributed to or detracted from the positive emotions of student athletes. For example, the researcher could study whether positive feedback and support from peers on social media enhanced feelings of joy and contentment. The model may help the researcher understand how student athletes engaged with social media. They could investigate whether social media use helped them stay deeply involved in activities related to their sports, academics, or personal interests. The researcher may assess how social media affected the relationships of student athletes as well as whether social media helped them build and maintain positive, meaningful connections with teammates, coaches, friends, and family. The PERMA Model could guide the researcher in examining whether social media use helped student athletes find purpose and meaning in their lives. For instance, the researcher may investigate if social media platforms provided opportunities for student athletes to share their achievements and goals, thereby enhancing their sense of purpose. Lastly, the researcher could use the model to study how social media influenced the sense of accomplishment among student athletes. The researcher could explore whether sharing their successes and milestones on social media boosted their feelings of achievement and motivation.

By applying the PERMA Model, the researcher could gain a comprehensive understanding of the various ways social media impacted the well-being of senior high school student athletes. This holistic approach could help identify both the positive and negative effects of social media use, leading to more effective interventions and support strategies.

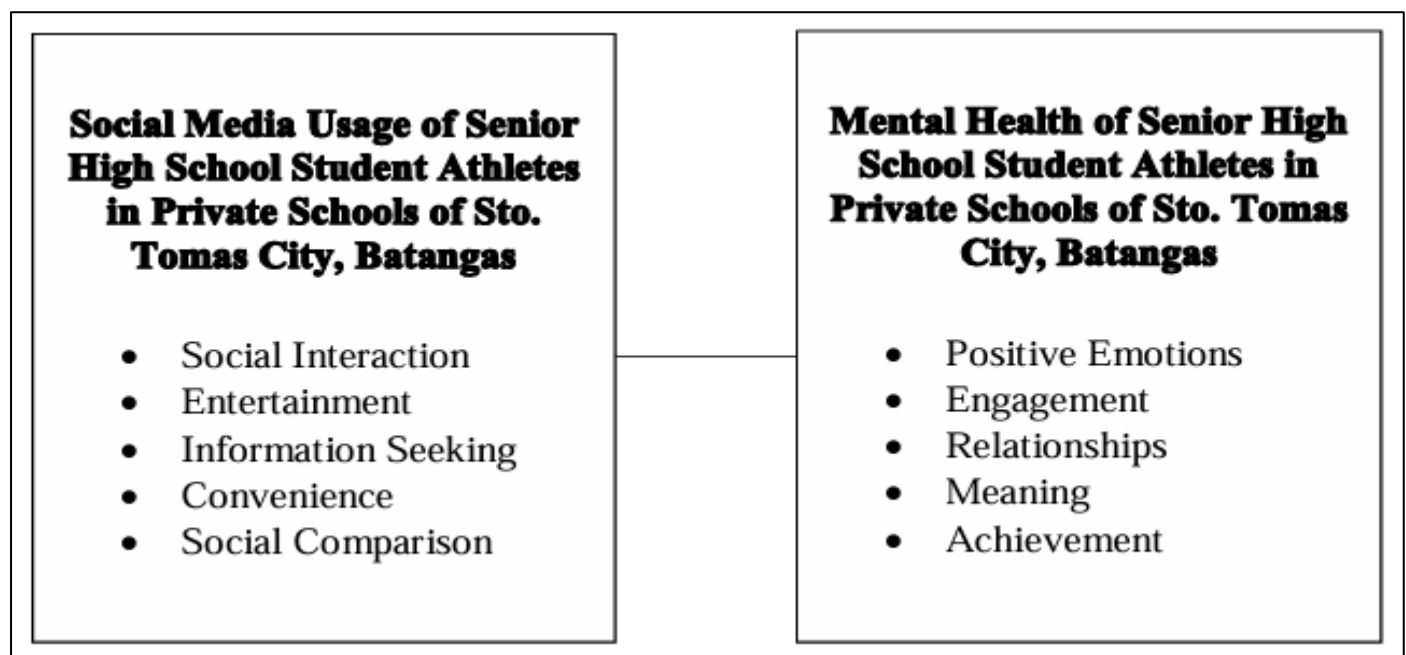


Fig 1 Research Paradigm

This research paradigm aimed to identify the relationship between social media usage level and the mental health level of senior high school student athletes in private schools. This study sought to understand how different aspects of social media usage correlates the mental health of the student athletes. By focusing on senior high school student athletes in private schools, the study aimed to provide insights that could be relevant to this specific demographic, which often faces unique pressures related to both academic and athletic performance.

In this study, social media usage was considered the independent variable. This means that social media usage was one of the factors that the researcher measured to see how it related on the dependent variable, which in this case was mental health. The dimensions of social media usage included various aspects such as social interaction, which refers to how student athletes used social media to communicate and connect with others; entertainment, which covers the use of social media for recreational purposes like watching videos, playing games, or browsing memes; information seeking, which involves using social media to find news, updates, or educational content; convenience, which pertains to the use of social media for practical purposes like coordinating schedules, making plans, or accessing services; and social comparison, which involves comparing oneself to others on social media, which can have both positive and negative effects on student athletes' self-esteem and mental health. These

dimensions of social media usage were measured using a combination of surveys and questionnaires. Surveys and questionnaires allowed the researcher to gather self-reported data from student athletes about their social media habits, preferences, and perceptions. This comprehensive approach ensured that the researcher collected both subjective and objective data to gain a fuller picture of social media usage.

On the other hand, mental health was considered the dependent variable in this research. This means that mental health was the outcome that the researcher was interested in measuring to see how it was affected by social media usage. The aspects of mental health assessed in the study included positive emotions (such as happiness and satisfaction), engagement (the extent to which students felt absorbed and interested in their activities), relationships (the quality of students' social connections and support systems), meaning (the sense of purpose and fulfillment students experienced), and achievement (the sense of accomplishment and progress in their goals). These aspects of mental health were assessed using standardized mental health assessment tools, including surveys and questionnaires. Standardized tools are validated instruments that have been tested for reliability and accuracy in measuring mental health constructs. By using these tools, the researcher aimed to obtain accurate and reliable data on the mental health status of the student athletes, which could then be analyzed to determine any significant relationships or patterns between social media usage and mental health outcomes.

➤ *Statement of the Problem*

The research study sought to answer the following questions:

- What is the level of the social media usage to satisfy the senior high school student athletes' needs and goals in terms of:
 - ✓ Social Interaction,
 - ✓ Entertainment,
 - ✓ Information Seeking,
 - ✓ Convenience, and
 - ✓ Social Comparison?
- What is the mental health level of the senior high school student athletes using the PERMA Model in terms of:
 - ✓ Positive Emotions,
 - ✓ Engagement,
 - ✓ Relationships,
 - ✓ Meaning, and
 - ✓ Achievement?
- Is there a significant relationship between the level of social media usage and mental health level of senior high school student athletes in private schools of Sto. Tomas City, Batangas?
- Based on the results of the study, what mental health action plan may be proposed?

➤ *Hypothesis*

In the light of the study, the following null hypothesis will be posited:

- Ho: There is no significant relationship between the level of social media usage and mental health of senior high school student athletes in private schools of Sto. Tomas City, Batangas.

➤ *Scope and Delimitation*

The research employed a descriptive correlational research design. This design was used to describe the relationship between variables without manipulating them. In this case, the study examined the association between social media usage and the mental health of senior high school student athletes. The focus was on identifying patterns, associations, and connections rather than determining causation.

The scope and delimitations were carefully delineated and centered on understanding the relationship between social media usage and the mental health of senior high school student athletes. This targeted focus ensured that the research remained specific and manageable within the defined parameters.

The study specifically targeted senior high school student athletes aged 16 to 19 years old, including both male and female students across different grade levels (Grades 11 and 12). The research was conducted in private schools located in Sto. Tomas City, Batangas. The perspectives, experiences, and viewpoints of these student athletes were captured using two carefully adopted questionnaires, each designed to measure specific dimensions and elements related to social media usage and mental health.

The research did not include senior high school student athletes from public schools in Sto. Tomas City, Batangas, nor did it involve students from other educational levels such as elementary, junior high school, or college. By narrowing the focus to private school senior high school student athletes, the study maintained a specific and concentrated scope.

The study focused on specific dimensions of social media usage which encompassed social interaction, entertainment, information seeking, convenience, and social comparison. At the same time, it also concentrated on particular aspects of mental health using the PERMA Model, which included positive emotions, engagement, relationships, meaning, and achievement. This model provided a comprehensive framework for assessing psychological well-being. However, the research did not delve into other potential mental health conditions such as substance abuse, eating disorders, or behavioral disorders, ensuring that the study remained focused on its primary objectives.

➤ *Significance of the Study*

This research study on the social media usage and mental health of the senior high school student athletes in private schools of Sto. Tomas City, Batangas holds significant importance and has several potential beneficiaries, including:

- *Aspiring Senior High School Student Athletes*

Aspiring senior high school student athletes stand to gain a multitude of advantages by observing or interacting with their current senior high school counterparts. This interaction provides a platform for valuable guidance and mentorship, where experienced athletes share their knowledge, strategies, and experiences. The current student athletes offer practical advice on training routines, balancing academics and sports, and managing time effectively. Additionally, by observing the discipline, dedication, and commitment exhibited by the current athletes, aspiring athletes learn the importance of hard work and persistence. They witness firsthand the effort that goes into achieving success, from rigorous training sessions to maintaining a healthy lifestyle. These observations inspire aspiring athletes to adopt similar habits and attitudes, fostering a strong work ethic and a sense of responsibility.

Moreover, current senior high school student athletes serve as role models and sources of motivation. Their achievements and successes encourage aspiring athletes to set higher goals and strive for excellence in their own pursuits. The interaction also provides an opportunity for aspiring athletes to receive constructive feedback and encouragement, boosting their confidence and self-esteem. Ultimately, these experiences contribute to the holistic growth of aspiring senior high school student athletes, not only in their athletic endeavors but also in their personal development. They learn valuable life skills such as teamwork, leadership, and resilience, which are essential for their future success. By preparing them for the challenges ahead, these interactions help pave the way for a brighter and more fulfilling future, both on and off the field.

- *Coaching Staff and Trainers*

The Coaching Staff and Trainers play a crucial role in guiding their student athletes in various aspects of their athletic and personal development. Several facets include: (1) improving performance and consistency by providing tailored training programs, monitoring progress, and offering constructive feedback; (2) establishing stronger coach-athlete relationships by building trust and open communication between coaches and student athletes, which is very essential; (3) reducing stress and burnout through balanced training schedules, encouraging proper rest and recovery, and promoting mental health practices such as mindfulness and relaxation techniques; (4) building team cohesion and morale by conducting team-building activities, facilitating collaborative exercises, and fostering a sense of camaraderie; (5) maintaining lower mental health crises by recognizing signs of mental health issues early, providing access to mental health resources, and creating an environment where athletes feel comfortable seeking help; (6) increasing retention and long-term development through a positive and supportive coaching environment, which ensures student athletes continue to grow and improve over time; (7) launching a positive reputation and impact to attract new talents, sponsors, and opportunities, further enhancing the team's visibility; and (8) creating better adaptability, growth, and results on and off the field to achieve better outcomes both in their athletic endeavors and in their academic and personal lives. By addressing these multifaceted aspects, the Coaching Staff and Trainers ensure that student athletes are well-prepared, both physically and mentally, to attain their goals and excel in their chosen fields.

- *Families and Friends of the Players*

The supportive role of families and friends in the lives of senior high school student athletes cannot be overstated. They reduce stress and worries, provide peace of mind, improve support systems, increase emotional resilience by handling stressful situations and modeling coping strategies, enhance social engagement while minimizing emotional strain, and confidently promote mental health awareness by breaking the stigma and setting healthy boundaries. By doing so, they help create a nurturing environment that fosters both athletic and personal growth, preparing senior high school student athletes for a successful and balanced future.

- *School Administration and Community*

Senior high school student athletes play a pivotal role in various aspects of the school community, contributing to its overall success and well-being, such as enhancing school culture, fostering academic performance, nurturing athletic performance, improving physical health, cultivating mental health, and serving the overall triumph of the school community. The involvement

and participation of senior high school student athletes often create a ripple effect, benefiting not only the athletes themselves but also the school administration, teachers, colleagues, and the entire community. Their success stories inspire others, promote a positive school culture, and encourage engagement in various school activities. The support they receive from the school and community further strengthens the bond between all stakeholders, leading to a more cohesive and vibrant school environment.

- *Field of Psychology*

This study grasps significant implications predominantly in the areas of Developmental Psychology by evolving mental health models and adolescent development, Sports Psychology through impacting well-being strategies and athletic performance and mental health, and Social Psychology by providing insights into Social Media Psychology and community and social support. By examining social media usage and mental health through these lenses, the study offers valuable contributions to both theoretical knowledge and practical applications, ultimately aiming to enhance the well-being of senior high school student athletes.

- *Researcher*

The investigation into social media usage and mental health among senior high school student athletes offers a significant and multifaceted value. For the researcher, this study provides a unique opportunity to develop expertise in a contemporary issue that is increasingly relevant in today's digital age. Social media and mental health are pressing topics in the current era, with extensive implications for young individuals, particularly student athletes. By delving into this area, the researcher gains a deep understanding of the intricate relationship between social media behaviors and mental well-being. This expertise is invaluable as it positions the researcher at the forefront of contemporary psychological and social discourse. The study contributes to the existing literature by providing new insights into how social media impacts the mental health of a specific population—senior high school student athletes. It fills gaps in the current research, offering empirical evidence and nuanced understanding that can inform future studies and discussions.

By expanding the body of knowledge, the research aids in the development of more comprehensive theories and models. Conducting this study allows the researcher to apply psychological theories, such as the social comparison theory, self-presentation theory, and stress-coping mechanisms, in a practical context. This application bridges the gap between theoretical constructs and real-world scenarios, demonstrating how these theories manifest in the lives of student athletes. It also validates and refines these theories based on empirical findings. The findings of the study inform the creation of targeted interventions aimed at improving the mental health and well-being of senior high school student athletes. By understanding the specific ways in which social media affects this group, the researcher develops action plans and strategies that address their unique needs. These interventions promote healthy social media use, enhance coping mechanisms, and provide support systems that mitigate the negative impacts of social media.

- *Future Researchers*

The study paves the way for future research and pathways for continuous investigation such as: (1) foundation for future studies on social media by highlighting the specific effects on senior high school student athletes, it opens doors for examining other age groups, professions, and demographic segments; (2) comparative and longitudinal studies, comparisons can be made between student athletes and non-athletes, between different sports, or across different educational levels and longitudinal studies can track changes over time, providing insights into how social media behaviors and mental health outcomes evolve as students' progress through their academic and athletic careers; (3) investigating intervention strategies through testing the effectiveness of various approaches such as digital literacy programs, social media usage guidelines, mental health support systems, and coping mechanism training, and; (4) cultural and societal differences by exploring these variations to understand how cultural norms, values, and social structures influence social media behaviors and mental health outcomes.

➤ *Definition of Terms*

The following terms are specified in the study's conceptual and operational terminology based on academic databases, research journals, and institutional repositories for clarity:

- **Achievement.** This pertains to emphasized achievement as evaluation based on an individual student's goals and aspirations rather than standardized measures like grades. Success was not only measured by external benchmarks but also by one's sense of progress and growth (Guterman, 2021). In this study, achievement encompasses both personal fulfillment and tangible success, reflecting progress in various aspects of life.
- **Convenience.** This refers to the ease of access, usability, and time-saving benefits, often measured by transaction speed, user satisfaction, and efficiency (Nielsen, 2020). In this study, it simplifies tasks by making them faster and more efficient, allowing individuals to complete activities with minimal effort.
- **Engagement.** This pertains to described engagement as the feeling of being valued, inspired, and connected to one's work and organization (Heezen, 2025). In this study, it reflects an individual's attention, interest, and emotional connection to an activity. It consists of three key dimensions: cognitive (mental effort and focus), emotional (motivation and personal investment), and behavioral (participation and interaction).

- **Entertainment.** This refers to identified entertainment with key trends including cloud gaming, interactive concerts, and the growing role of social gaming in fostering connections (Glimpse, 2025). In this study, it consists of various activities such as music, film, gaming, and live performances, all designed to captivate audiences and evoke emotions.
- **Information Seeking.** This pertains to defined information seeking as a cognitive and purposeful process where individuals actively acquire new knowledge, expand their understanding, or address specific information needs (Ashikuzzaman, 2023). In this study, it is the active process of searching for and using knowledge to solve problems, satisfy curiosity, or make informed decisions. It can take various forms, including digital searches, expert consultations, and library research, with technology playing a key role in modern information retrieval.
- **Meaning.** This refers to characterized meaning as cognitive coherence, affective significance, and motivational direction, distinguishing it from happiness (Vanderweele, 2025). In this study, it refers to the significance, purpose, or value individuals assign to experiences, shaping their understanding of the world. It influences emotions, decisions, and interactions, deriving from personal, cultural, and philosophical contexts.
- **Mental Health.** This refers to the state of well-being that enables individuals to cope with life's stresses, realize their abilities, learn and work effectively, and contribute to their communities (Ghebreyesus, 2022). In this study, it incorporates psychological, emotional, and social well-being, influencing an individual's ability to manage stress, build relationships, and function effectively. It is shaped by life experiences, resilience, environment, and biological factors.
- **Positive Emotions.** This pertains to joy, gratitude, and hope that contributes to mental and physical well-being (Ching and Chan, 2020). In this study, it is considered as love, contentment, and pride, enhance well-being, resilience, and life satisfaction. They are studied through self-report questionnaires, behavioral observations, and physiological responses, helping researchers understand their effects on human behavior.
- **Relationships.** This refers to four key stages: flirtationship, relationship potential, deepening connection, and commitment. Also, that while dating norms have evolved, fundamental relationship dynamics remain consistent (Jones, 2025). In this study, it refers to the essential connections that shape emotional, social, and professional well-being. It exists in various forms, including personal, romantic, familial, social, and professional bonds.
- **Social Comparison.** This pertains to something that influences self-perception, explaining that people evaluate their worth by comparing themselves to others (Mind, 2024). In this study, it is the process of evaluating oneself relative to others, shaping self-perception, self-esteem, and behavior. It occurs in two forms: upward comparison, which can inspire growth or create feelings of inadequacy, and downward comparison, which boosts confidence and competence.
- **Social Interaction.** This refers to a reciprocal relationship between individuals and groups, forming friendships, discussions, and collaborations in social life (Surya, 2024). In this study, it is the process through which individuals engage and communicate, shaping relationships and societal structures. It includes verbal and non-verbal communication and plays a role in cooperation, competition, and conflict, influencing interpersonal dynamics. Its effectiveness is measured through metrics like frequency, duration, communication type, context, and interaction quality.
- **Social Media.** This pertains to a digital space where users create, share, and engage with content, emphasizing its role in shaping global communication (McKinsey, 2022). In this study, it enables real-time content creation, sharing, and interaction, serving as a key platform for communication, collaboration, and information exchange. Its influence is measured through metrics like active users, post frequency, engagement rates, and time spent online, reflecting user participation and impact.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter provides the related literature and pertinent studies gathered and associated by the researcher to support and give a deeper understanding of the study. The relevant literature and studies come from published articles and journals from online sources.

➤ *Social Media Usage*

Ferguson et al. (2024) investigated how student athletes' processes of self-authorship and self-presentation related to social media activism against social media comparison. The results of the study revealed overarching themes such as social media as an activist tool, empowerment, and a starting point for advocacy. The outcomes suggested avenues for sports administrators to facilitate dialogue, comprehend the strategic utilization of social media in athlete activism, and acknowledge student athletes' aspiration for increased involvement in effecting meaningful change within their communities. These insights contributed to a deeper understanding of student athletes' contributions to social discourse, social comparison, and racial and social justice initiatives.

According to Park et al. (2020), who conducted a study focusing on how student athletes perceived and utilized social media to build their personal brands. They employed the self-presentation theory, which suggested individuals aimed to control how they were perceived by others, to analyze and understand the athletes' social media behaviors. Emerging trends included benefits and barriers of social media usage (benefits highlighted were increased visibility, networking opportunities, and the ability to directly engage with fans and followers, while barriers identified involved time constraints, privacy concerns, and the risk of negative publicity), social media strategies (student athletes employed various strategies to enhance their personal brands, such as curating content that aligned with their desired image, engaging with followers regularly, and using social media analytics to track their performance), and concerns about negative consequences (concerns existed about the potential negative impacts of social media, such as cyberbullying, misinformation, and the pressure to constantly present a positive image). The study concluded that it was crucial to increase student athletes' understanding and awareness of personal branding through social media, emphasizing that they should focus on their own brand development rather than comparing themselves to others. Moreover, the findings highlighted the need for more effective social media training or education programs. These programs helped foster a positive attitude among student athletes towards using social media as a tool for personal branding, equipping them with the skills and knowledge needed to navigate the digital landscape effectively.

Additionally, Pazmino and Pack (2022) discovered the student athletes' perceptions of social media usage for personal branding, the challenges they faced, and the extent to which they interacted with fans through social media in a post-pandemic context. Student athletes pivoted more recently from personal appearances and other face-to-face interactions to more virtual means of interacting with fans. Ten semi-structured interviews were conducted with student athletes from various sports. Four main themes emerged, such as social media consumption versus content creation, effects of name, image, and likeness regulations, personal brand building on social media, and fan interaction on social media for student athletes. The study aimed to inform various student athlete stakeholders on the potential value of student athletes' personal branding for fan interaction and how this was impacted by current name, image, and likeness restrictions.

Furthermore, Tetteh and Kankam (2024) featured how the youth, including the student athletes, used social media and how that affected their interpersonal and communication skills. The study used a combined framework of the Social Learning Theory and Media Richness Theory to investigate how the student athletes perceived and used social media. Thematic analysis was applied to identify the main themes and patterns in the data acquired from a sample of 16 student athletes between the ages of 15 to 25, using semi-structured interviews, focus groups, and observation. Based on the findings of the study, for young student athletes, social media was the most preferred convenient method of disseminating information and a source of entertainment over face-to-face encounters. However, some student athletes believed that a more deliberate balance between personal and social interactions was necessary. The study demonstrated the need for parental mediation, digital literacy programs that enabled youth to use technology intentionally and responsibly, partnerships between legislators, policymakers, and technology companies, and guidance and interventions to help young student athletes balance offline and social interactions.

Self-Determination Theory identified basic psychological needs as crucial for well-being. West et al. (2023) stressed that social contexts strongly influenced whether competence was supported or thwarted. Given that social media was a pervasive social context within student athletes' lives, it could play a crucial role in competence development. The results of the study established that social media contributed to student athletes encountering unique experiences with regard to competence development. Furthermore, student athletes' interactions on social media had broad implications for competence within online and offline realms. The study identified aspects of social media usage that could be targeted to help student athletes engage with social media in ways that cultivated rather than constrained competence.

➤ *Senior High School Student Athletes' Mental Health*

Beard and Thomson (2021) reconnoitered administrators' perceptions of family and community engagement activities that enhanced student athletes' well-being and ultimately impacted their academic achievement in one urban district. To achieve a comprehensive understanding, they conducted template analysis of 11 semi-structured interviews and observation notes, utilized the positive psychology well-being theoretical construct known as PERMA (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment). The study highlighted the administrations' focused attention on student athletes' attendance, engagement, and overall well-being, which preceded and potentially contributed to academic achievement gains. The researchers revealed five key findings based on the narratives that addressed identified non-academic barriers. These findings underscored the significant role that family and community engagement played in fostering an environment conducive to both well-being and academic success for student athletes. Further, the study's findings were supported by 19 specific activities undertaken by administrators, which could serve as valuable insights for other urban administrators aiming to address non-academic barriers and improve academic outcomes. These activities included strategies to increase student athletes' engagement and participation, initiatives to foster positive relationships within the community, and programs to support their mental health and well-being. The results of this study provided practical recommendations for urban school districts seeking to enhance the academic achievement of student athletes through a holistic approach that incorporated family and community engagement, underscoring the necessity of considering the well-being of students as a fundamental component of their academic success.

According to Hoare et al. (2024), who demonstrated through their research that there was a compelling rationale for promoting mental well-being within elite sport development pathways, despite the scarcity of evidence-based programs at the time. The broader body of scholarly work underscored the critical importance of co-design and incorporating lived experiences in the development of programs aimed at improving mental health and well-being for young student athletes. Moreover, the existing evidence suggested that such programs should be multi-component in nature, addressing the various systems and environments within which young student athletes operated. This study undertook an examination of the feasibility and acceptability of a multi-component well-being program, which was informed by principles of positive psychology and well-being science. The program itself comprised several distinct components designed to holistically support the mental well-being of young student athletes. The feasibility and acceptability of the program were evaluated through qualitative interviews with various stakeholders, including young student athletes, coaches, and well-being coordinators. These interviews focused on participants' experiences related to program engagement, satisfaction, participation, and retention. A pre-specified thematic analytical approach was adopted to systematically analyze the qualitative data. The results of the study indicated a gradual acceptance of the program among participants, with increasing levels of connection and support being reported throughout the duration of the program's delivery. Although the findings were limited by a small sample size, they contributed valuable insights to the growing body of evidence supporting the mental well-being of young student athletes as they transitioned into elite sports. These insights were further strengthened by the qualitative data obtained from the lived experiences of the program participants, providing a rich understanding of the program's impact on their well-being.

Furthermore, Kim et al. (2020) focused on the quality of student athletes' experiences, positing that these experiences were largely shaped by the services provided by their sponsoring sport organization. Recognizing the critical importance of enhancing the student athletes' overall experience, this study aimed to investigate how sport services could leverage academic psychological capital (PsyCap) and student athletes' engagement to foster greater school satisfaction and psychological well-being. To explore these dimensions, a total of 248 National Collegiate Athletic Association (NCAA) Division 1 student athletes were surveyed. The study's findings indicated that academic classification played a moderating role in the relationship between academic PsyCap and student athletes' engagement, suggesting that the influence of PsyCap on engagement varied depending on the athletes' academic standing. Moreover, the results revealed that academic PsyCap not only had a direct positive impact on school satisfaction and psychological well-being but also that student athletes' engagement fully mediated the relationship between academic PsyCap and psychological well-being. This meant that while academic PsyCap directly influenced school satisfaction, its impact on psychological well-being was entirely channeled through the level of engagement exhibited by the student athletes. This empirical evidence provided significant new insights into the intricate relationships among student athletes' motivational cognitive constructs, educational engagement, school satisfaction, and psychological well-being within the context of highly competitive sports environments. The findings held substantial theoretical implications, offering a deeper understanding of the psychological mechanisms at play and practical implications for sport organizations. Specifically, the results underscored the importance of integrating academic PsyCap enhancement initiatives and engagement-boosting strategies into the services provided to student athletes to support their overall well-being and satisfaction.

Moreover, Kovich (2020) conducted an in-depth exploration of the PERMA Model, which was initially introduced by Dr. Martin Seligman with the objective of enhancing and quantifying overall well-being. The PERMA Model offered a comprehensive framework for defining well-being, categorizing it into five distinct dimensions: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA). Mental health issues were particularly prevalent among undergraduate students, especially those engaged in athletics, potentially hindering their ability to achieve optimal well-being. As such, the primary aim of this study was to assess whether the five elements of the PERMA Model could be effectively derived from responses to the Purdue University Student Athletes' Experiences at a Research University survey. Utilizing confirmatory factor analysis, the study demonstrated that all five PERMA constructs were indeed supported by the survey items and exhibited strong

model fit statistics. The findings of this research provided significant evidence that enhanced our understanding of the characteristics of well-being within this specific population of student athletes. This knowledge could be invaluable in developing targeted interventions to support the mental health and overall well-being of student athletes.

Developments in athlete-centered coaching over the past two decades significantly highlighted the central importance of relationships, both coach-athlete and athlete-athlete, for effective coaching at any level. This approach, which was utilized by Pimenta and Light (2021), had been evident across a range of high-performance and elite-level sports. Notably, the national rugby team, the All Blacks, provided powerful testament to the efficacy of this relationship-centric coaching method. However, the importance of relationships in sport teams extended beyond high performance and elite levels of sport. From children's first experiences of sport through all subsequent participation, relationships with coaches and peers played a critical role in their enjoyment, personal development, and decisions to continue in organized sport or drop out. Positive relationships in sport had been found to make the strongest contribution towards young people's positive experiences of sport, and this was particularly true for girls. Drawing on a recent ethnographic study that inquired into why adolescent girls at a secondary school chose to keep playing basketball when their peers their age dropped out, it was revealed that the quality of relationships significantly impacted their decisions. The study drew upon Martin Seligman's PERMA Model (Positive Emotions; Engagement; Relationships; Meaning; and Achievement) to explain the meaning the team held for the participants. This chapter focused on the important contribution relationships made to the participants' happiness and well-being, illustrating how these relationships fostered a supportive and motivating environment for continued participation in sport.

➤ *Relationship between Social Media Usage and Mental Health of Senior High School Student Athletes*

Barry et al. (2022) mentioned that overall screen time taken from gadgets and other devices was not linked with self-reported mental health, whereas social media usage during daily activities was related to worse mental health across domains such as stress, depression, anxiety, higher fear of missing out, and lower self-esteem. It could have increased the stress levels of the student athletes in several ways, such as receiving negative feedback and comments, being a source of cyberbullying, feeling pressure to maintain social networks, becoming aware of stressful events in the lives of others, the sheer volume of information, and being designed to be addictive. The use of social media could have increased the fear of missing out, which might have led to feelings of inadequacy, dissatisfaction, and feeling set apart. While depression and anxiety levels rose, it lowered the self-esteem of the student athletes due to social comparison and idealized images.

However, Barry et al. (2024) considered the role of informational interference in endorsing protective behavioral schemes (PBS) as a way to lessen negative features of social media involvement in student athletes. This brief intervention did not exhibit hypothesized effects. The findings were discussed within the context of the immediate initiation of COVID-19-related cancellations. The social media usage of student athletes could have brought positivity when they thought critically about the right content to consume, knew when to take breaks, managed screen time, engaged with others using facts and avoided misinformation, kept a gratitude journal, exercised mindfulness, eluded comparison, were respectful, and felt grateful.

Additionally, Brougham (2021) detailed that several studies had pointed out that the use of social media could have been split into six themes. The positive themes recognized were improved stress relief, communication, and motivation, while the negative themes determined comprised procrastination, loss of sleep, and vulnerability. Social media could have been a coping mechanism for student athletes to manage stress, such as choosing the right network, connecting with support, expressing opinions, and practicing gratitude and kindness. It had a significant impact on how student athletes communicated, including easy communication, community building, and sharing of experiences. It could have also been a source of motivation for student athletes to engage in certain activities such as social interaction, information and status seeking, entertainment, passing time, convenience, and altruism. On the other hand, there were studies that had found that social media usage was clearly correlated with academic procrastination. The use of social media could have been vulnerable in several ways, including security risks and mental health concerns. Also, it had a negative impact on sleeping hours because of blue light, push notifications, and an addictive cycle.

According to Edwards et al. (2023), student athletes constantly described worse diagnosis and symptom rates in contrast with normies. Over the past decade, the rates in student athletes generally lingered flat or mounted less rapidly. Gradually, positive attitudes toward treatment were promising. Ongoing efforts of athletic trainers to instruct student athletes and guide them to well-being resources needed to continue, or better yet, to accelerate the observed positive trends in information dissemination and treatment-seeking behavior. Coaches and trainers were always the biggest influences to consider in the positive mental health of their student athletes. Like the hallways of old, social media had become the center of students' social environment. Coaches and trainers maintained a measured space from student athletes' social scene while still sustaining their impact outside of the weight room. Through exceptional active social media usage, coaches and trainers led by example to their student athletes. Social media offered a marvelous opportunity to shape and develop the sports program on university grounds and beyond through collaboration with aspiring student athletes, parents, and school administration.

Furthermore, Fiedler et al. (2023) emphasized that higher athletic performance levels were not related to negative affect, quality of sleep, and dysfunctional eating; instead, it was associated with increased social comparison. The negative relationship

between sleep and excessive use of social media was stronger in competitive and professional athletes than in recreational athletes. It could have led to sleep disturbances because of light from screens that could have stimulated the brain and made it harder to fall asleep, the fear of missing out or the feeling of the need to check notifications, and the effect of lower melatonin levels, which could have made it tougher to maintain high-quality sleep.

Moreover, Hayes (2020) expounded that new media technologies such as social media boards had delivered an opportunity for the world of sports and student athletes to remain involved with their consumer and encourage physical activity during the absence of live sport. The use of social media allowed schools, universities, and student athletes to share user-generated content and assist interactivity, proving that the pandemic would not have been a burden and hindrance for coaches, trainers, and student athletes to end the typical routine inside the court and gymnasium. The research study proposed to motivate conversation, awareness, and research on whether social media could have been used as an avenue to encourage physical activity and sport involvement and what methods and programs might have been successful in engaging with consumers. Olympic sport and the campaigns National Olympic Committees had involved during lockdowns were the focus of this study. It was expected that this part would deliver a starting point for future research concentrating on the adoption of new media technologies, like social media, to participate with and motivate student athletes to become more energetic and remain engaged in sports.

However, Hayes et al. (2020) scrutinized the fundamentals of social media that student athletes observed to be disturbing during major sport leagues and the training they dealt with to address such distractions. The research study revealed several elements connected with distractions, including competitor content, positive and unwanted messages, and branding pressures. Student athletes testified that two key practices assisted in overcoming disturbances, including handing over control and deactivating their social media accounts. They set aside a specific time, with a time limit, to use social media. Student athletes took a temporary break, such as a day or more without engaging in any application on social media. Excessive use of social media could have harmfully impacted physical movement, exposure to sunlight, and sleep, all of which were dangerous for optimum mental health. The research study extended distraction-conflict theory to student athletes' social media research while introducing a preliminary conceptual model to support researchers in further understanding the potential impact of social media disturbances on student athletes. Chances for sport analysts to cultivate or apply social media education projects and programs were illustrated.

In addition, Kavanagh et al. (2023) reiterated that the discourse had mistreated the advent of social media spaces and their potential to have had an important effect on student athletes' mental health. The different social media podiums became a vigorous factor in the lives of student athletes who were progressively dependent on sustaining an online presence and following for a number of reasons, such as connecting with fans through behind-the-scenes content, personal branding by creating a positive impression with potential universities, raising awareness, and serving as role models by positively influencing their fans and younger aspiring student athletes. In this interpretation, researchers considered the opportunity of social media and its possible impact on student athletes' mental health. In doing so, they classified and deliberated some of the positive mental health and well-being outcomes related to increased online interaction and self-representation in social media spaces. The researchers observed the grant regarding the threats posed by social media spaces, considered power in essential settings, and its impact on mental health, and finally suggested some forthcoming directions for allowance in this field.

Lim et al. (2020) highlighted how the level of humility conveyed through student athletes' social media posting and post volume was related to student athletes' in-game performance and mental health. The researchers collected National Football League players' social media events throughout one season, in addition to student athletes' profile information, mental health, and performance. In addition to the negative relationship between social media usage and mental health, researchers found that student athletes who posted social media content with a higher level of humility were more likely to have had peace of mind and performed well. It could have lessened student athletes' exposure to different online comparisons with other athletes. It could have avoided the cyber victimization of student athletes and teams. Through this phase, student athletes could have showcased their best performances during practices and, most importantly, in actual games. The research study also ran imperative insinuations for team coaches, student athletes, staff, and managers and provided guidance for future research.

According to Merrill and Faustin (2023), who stated that the usage of different forms of social media had burst worldwide and had become common among student athletes. Given the physiological and psychological demands of sports, student athletes exacerbated their mental health issues through social media usage. Coaches, trainers, and healthcare providers highlighted the pitfalls of social media use and encouraged healthy social media consumption by educating student athletes about the potential risks of social media and how to manage their online presence responsibly. They encouraged critical thinking by evaluating the data they consumed and always recognized that social media was curated. They highlighted negative consequences by sharing case studies of student athletes who had experienced backlash or negative attention due to poor social media choices. They avoided passively using social media as it could have led to a decrease in positive emotions and an increase in negative ones.

Additionally, Nesi (2020) cited that the technology landscape had quickly developed in recent years, with social media playing a crucial part in the lives of youth, including student athletes. It could have built social networks by creating online identities and connecting with other athletes who shared their interests, hobbies, and experiences. Through social media, student athletes could have provided a space for creativity and self-expression. It could have also provided a support network from their

families and fans. However, on the negative side, dramas on social media could have mentally affected student athletes, especially if they related their situations to the articles or information they read. Social media had formed both important new challenges and exciting opportunities. Evidently, it could have impacted the mental health of student athletes, particularly those who were susceptible to social pressures. One of the challenges student athletes faced was that social media could have been linked to poor quality of sleep, which could have led to emotional health issues and an increased risk of suicide. Social media could have been used to share personal information, provide community care, and acknowledge other athletes, which served as opportunities on these platforms. Research started to expose how specific social media experiences might have controlled student athletes' mental health.

Furthermore, O'Reilly (2020) discussed that social media were vital in the lives of student athletes. They could have built a diverse social network and connected with others in a sincere way. They could have used social media to share their views and opinions regarding current issues and existing trends. Student athletes could have used social media to access game film and real-time feedback, which could have helped them improve their mental performance. Through social media, they could have promoted positive traits, highlighted their accomplishments, and managed their public persona. Social media served as a bridge between student athletes and supporters to connect directly, share personal insights, and engage in real-time conversations. Most importantly, social media usage helped them build their brand awareness and social reputation. Researchers needed to be able to evaluate risk, and social media were possibly a new dimension to consider. Student athletes' voices and researchers' viewpoints were significant to understanding the relationship between social media usage and mental health.

Moreover, Roeder (2020) assessed the association of two dimensions of social media use—how often it was normally used and how passionately attached student athletes were to the platforms—with three health-related outcomes: social well-being, positive mental health, and self-rated health. The study aimed to understand how these dimensions impacted the overall well-being of student athletes. One key finding was that social media usage could have helped student athletes feel connected with their families, especially when they needed to compete away from their schools and homes. This connection could have reduced feelings of loneliness and social isolation, providing a sense of comfort and support even when they were physically distant from their loved ones. Social media became a vital tool for maintaining relationships and offered a way to share experiences, updates, and achievements with family members and friends. Additionally, social media could have been a way for student athletes to find moral and emotional support. Online communities and networks allowed them to connect with peers who understood the unique challenges they faced, creating a space where they could have shared advice, encouragement, and solidarity. This boosted their sense of belonging and contributed to their overall mental health. Roeder's findings suggested that as long as student athletes were mindful users of social media, routine use might not have been a problem. In fact, it could have been beneficial. By setting healthy boundaries and engaging with social media in a balanced manner, student athletes could have reaped the positive aspects of these platforms while minimizing potential negative effects. This mindfulness included being aware of the content they consumed, managing screen time effectively, and practicing self-care in their digital interactions.

In addition, Rutter et al. (2021) explained that in a nationally represented sample of student athletes, higher social media usage was allied with more serious symptoms of loneliness, stress, and depression. This meant that student athletes who spent more time on social media experienced higher levels of these mental health issues compared to those who used it less frequently. Other negative mental health outcomes were insomnia, mental deprivation, self-absorption, stress, decreased happiness, and cyberbullying. These findings suggested that excessive social media usage could have had a detrimental impact on the mental well-being of student athletes.

On the other hand, the study found that better physical activity was related to reduced anxiety and depression symptoms. Engaging in physical activities seemed to provide a protective effect against the negative mental health impacts of social media usage. Physical activity partly arbitrated the relationship between social media usage and student athletes' well-being, indicating that those who balanced their social media usage with regular physical activity tended to have better mental health outcomes. The outcome of this connection varied across studies, highlighting the complexity of the relationship between social media usage and mental health. Factors that affected the relationship included the frequency and intensity of social media usage, individual differences in vulnerability to well-being problems, and whether the social media usage was active or passive. For example, student athletes who used social media actively, by engaging in conversations and sharing content, might have experienced different outcomes compared to those who used it passively, by just scrolling through feeds without interacting. Physical activity might have guarded against the potentially harmful effects of social media on some student athletes. Those who engaged in regular exercise appeared to be less affected by the negative mental health impacts of social media usage. This suggested that promoting physical activity could have been an effective strategy to mitigate the adverse effects of social media on mental health. Future work needed to study social media usage beyond just how much time student athletes spent using social media. Instead, researchers should have concentrated on the nature of social media activity, such as the type of content consumed and the way student athletes interacted with social media. By understanding these nuances, researchers could have developed more targeted interventions to support the mental health and well-being of student athletes in the digital age.

Furthermore, Zhang et al. (2023) explained that with the popularity of various social media platforms, using social media tested student athletes' mental health. Social media networking sites were computer-generated online platforms for individuals to

build, maintain relationships, and communicate with others. However, there were instances where student athletes could not have avoided comparing themselves to other athletes online, which could have led to lower self-esteem and confidence. Some were targeted by negative comments, cyberbullying, and even online harassment. Student athletes felt pressure to perform well from coaches, teammates, supporters, and themselves. Most of them developed the pressure to confidently represent the team, sport, or institution on social media. Nonetheless, schools could have promoted student athletes' well-being by providing access to mental health resources, acknowledging a trauma-informed approach, and developing a culture of wellness that normalized seeking healthcare.

➤ *Synthesis*

Recent research delved into various aspects of student athletes' engagement with social media and its connection to their well-being, personal branding, and activism (Ferguson et al., 2024; Park et al., 2020; Pazmino & Pack, 2022; Tetteh & Kankam, 2024; and West et al., 2023). They found that social media empowered student athletes and enabled them to advocate for meaningful change, engage in social discourse, and shape public narratives. It highlighted the importance of sports administrators in guiding athletes' strategic use of digital platforms for activism and self-presentation. One key insight was how student athletes built their personal brand through social media, influencing psychological well-being, school satisfaction, and fan interaction—especially in a post-pandemic landscape where digital engagement had replaced many face-to-face interactions. The study emphasized the need for effective training programs to help athletes navigate cyberbullying, misinformation, and digital literacy challenges. Social media's dual effect on youth was another focal point. While it served as a primary medium for communication, entertainment, and information sharing, it also required a balance with personal interactions. The study called for parental mediation, policy collaboration, and digital education programs to help young athletes manage their online presence responsibly. Lastly, the research delved into competence development, showing that social media could support or hinder student athletes' growth. By identifying ways to cultivate digital competence, the study provided valuable strategies for ensuring social media use enhanced development both online and offline.

The exploration of student athletes' well-being and its impact on their academic and athletic performance was a focal point of recent research (Beard & Thomson, 2021; Hoare et al., 2024; Kim et al., 2020; Kovich, 2020; and Pimenta & Light, 2021). They examined administrators' perceptions of family and community engagement activities that enhanced student athletes' well-being and academic achievement in an urban district. By analyzing interviews and observations using the PERMA model (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment), they highlighted the importance of family and community engagement in fostering an environment supportive of both well-being and academic success. They highlighted the necessity of promoting mental well-being in elite sport development pathways. Their research underscored the importance of co-design and lived experiences in creating effective well-being programs for young athletes. The study evaluated the feasibility and acceptability of a multi-component well-being program based on positive psychology and well-being science. They investigated the quality of student athletes' experiences and the impact of services from sponsoring sport organizations. They found that academic psychological capital (PsyCap) and student athletes' engagement significantly influenced school satisfaction and psychological well-being. The relationship between PsyCap and engagement varied based on academic standing. The study's findings highlighted the importance of implementing PsyCap enhancement initiatives and engagement-boosting strategies to support student athletes' overall well-being and satisfaction.

They explored the PERMA Model to assess its effectiveness in enhancing and measuring well-being among undergraduate athletes. The study confirmed that the five PERMA constructs (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) were supported by survey responses. This research highlighted the need for targeted interventions to support athletes' mental health and well-being. Through qualitative interviews with athletes, coaches, and coordinators, the results indicated gradual acceptance of the program, emphasizing the importance of connection and support. These insights contributed to the growing body of evidence supporting the mental well-being of young athletes transitioning to elite sports. Finally, they emphasized the key role of relationships in athlete-centered coaching at all sport levels. Their study showed that positive relationships with coaches and peers significantly enhanced young athletes' enjoyment, personal development, and continued participation. Using Martin Seligman's PERMA Model, the research highlighted how positive relationships created a supportive and motivating environment, especially for young female athletes, improving their happiness and well-being.

Numerous research studies attested to the potential benefits of social media usage for student athletes, highlighting its positive impact on communication, stress relief, and motivation (Barry et al., 2024; Edwards et al., 2023; Hayes, 2020; Kavanagh et al., 2023; Lim et al., 2020; Merrill & Faustin, 2023; O'Reilly, 2020; Roeder, 2020; and Zhang et al., 2023). They collectively demonstrated that social media could have helped student athletes build a supportive community consisting of family, friends, and fans. This sense of community provided athletes with belonging and encouragement. Additionally, social media offered access to valuable information on training tips and mental health resources, empowering athletes to optimize their performance and well-being. Furthermore, student athletes could have leveraged social media platforms to advocate for sports and inspire the younger generation.

However, social media also presented potential drawbacks, particularly concerning the mental health of student athletes (Barry et al., 2022; and Heidari et al., 2023). They identified several negative impacts of social media, including constant

comparisons with other athletes, which could have led to mental health issues such as stress, anxiety, and depression. These studies also highlighted the negative effects of sleep disruption, cyberbullying, negative comments, and online harassment, all of which could have exacerbated mental health problems. Student athletes also faced pressure to perform and create content for social media, which could have led to physical and emotional fatigue (Brougham, 2021; Nesi, 2020; and Rutter et al., 2021). They clarified that social media usage could have had both positive and negative impacts on student athletes. The role of coaching supervision in this context was crucial; it should have been a trusting and collegial relationship rather than a policing role. They simplified this dynamic by stating that social media could have been both a challenge and an opportunity for student athletes. While it might have challenged their mental health, time management, and social life, and led to fatigue, it also presented opportunities for growth, learning, and achieving their dreams (Hayes et al., 2020).

It was clearly evident that there were significant gaps in the existing research regarding the relationship between social media usage and the mental health of senior high school student athletes. The lack of research that had integrated the PERMA framework (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) with the study of social media's relationship to mental health in student athletes highlighted a theoretical gap. Existing studies generally focused on how social media was correlated with mental health in broad terms, but few had connected it to PERMA, which provided a structured approach to understanding well-being.

In the methodological aspect, previous studies had examined the relationship between social media usage and the mental health of student athletes, but many lacked specificity regarding different platforms and their distinct user dynamics. There was a need for research that compared multiple social media platforms and employed more comprehensive methodologies, such as mixed-method approaches combining quantitative data (survey responses, mental health metrics) and qualitative insights (interviews, personal experiences of student-athletes) to capture a holistic picture.

Empirically, while social media usage had been correlated with student athletes, limited research had explored the unique experiences and pressures faced by senior high school student athletes. Their training schedules, performance expectations, and reliance on social media for communication and motivation presented specific challenges that differed from regular students.

Examining the spatial gap, several studies had specifically focused on senior high school student athletes in private schools, an area with limited investigation into social media's mental health relations. Many existing studies had concentrated on college athletes or students in general, leaving geographical and institutional-specific gaps that needed further exploration.

Social media was often framed as a negative connection in mental health studies, but there was limited exploration of its positive benefits. This study aimed to bridge the conceptual gap by analyzing how social media could have served as a resource for mental health, social support, advocacy, and self-expression—challenging traditional views that had focused predominantly on its adverse effects.

Lastly, there was a scarcity of studies examining how parental and coaching guidance had affected social media's relationship with mental health in student athletes.

While studies on parental and coaching influence had existed, research specifically linking social media exposure, mental health outcomes, and mentorship interventions was lacking. Investigating this aspect filled a literature gap in understanding the support systems that mitigated social media's negative effects.

CHAPTER THREE METHODOLOGY

This chapter serves as a comprehensive guide to the methodology employed in the research process. This encompasses the research design, research locale, population and sample, instruments and its validation, data gathering procedure, data analysis, ethical considerations, and treatment of quantitative data.

A. Research Design

The research aimed to address the growing interest and concern surrounding the connection of social media on mental health, specifically among a niche group—senior high school student athletes in private schools of Sto. Tomas City, Batangas. These student athletes face unique pressures from both their academic and athletic commitments, making it crucial to understand how social media usage could relate to their psychological well-being. The study focused on exploring the interplay between social media habits and mental health, using two established frameworks: the Social Media Use Scale and the PERMA Model.

The Social Media Use Scale assessed the extent to which social media met the senior high school student athletes' various needs—social interaction, entertainment, information-seeking, convenience, and social comparison. By analyzing these dimensions, the study aimed to uncover patterns of behavior that contribute to the students' satisfaction and goal fulfillment. On the other hand, the PERMA Model provided a lens for examining well-being through five key elements—positive emotions, engagement, relationships, meaning, and achievement. Together, these frameworks offered a comprehensive view of how social media could either support or hinder the student athletes' ability to flourish and enhance their overall quality of life.

To achieve these objectives, the study implemented a descriptive correlational research design. This design enabled the researcher to capture a clear picture of the relationship between social media usage and mental health, while also determining the strength and direction of this connection. By correlating variables, the researcher could identify specific ways in which social media practices related to the senior high school student athletes' mental health, whether positively or negatively. Ultimately, the research provided valuable insights into how social media connects the well-being of this specific group, offering guidance for interventions and strategies to support their mental and emotional resilience.

B. Research Locale

The research was conducted in Sto. Tomas City, a municipality located in the province of Batangas. This area was specifically chosen as the research locale due to its strong reputation for educational institutions that integrate both academic and sports programs. These institutions created an ideal setting for studying the connection between social media usage and mental health, particularly among student athletes who navigate the dual challenges of education and sports.

The focus was narrowed down to private senior high schools within Sto. Tomas City, Batangas. These private schools were selected because they typically offered unique resources, such as state-of-the-art facilities, academic support, and well-developed extra-curricular programs, including sports. The presence of these programs made private schools an excellent representation of student athletes who experience the pressures of maintaining high academic performance while actively participating in competitive sports. This dual commitment to academics and athletics provided a rich context for exploring the potential effects of social media usage on mental health and well-being.

The study explicitly targeted senior high school student athletes who were actively involved in various types of sports. These students often faced unique challenges, such as managing the demands of academic responsibilities, staying competitive in their respective sports, and navigating the influence of social media in their daily lives. By examining this specific group, the research aimed to shed light on the stressors and potential benefits that social media usage might bring. This included identifying how social media connected to their mental health, either positively or negatively, and how it interacted with their efforts to maintain balance across multiple areas of their lives.

C. Population and Sampling

The research study concentrated specifically on senior high school student athletes attending private schools in Sto. Tomas City, Batangas. This focus represented a population uniquely positioned at the intersection of academics and athletics, making them an ideal group for studying the effects of social media on mental health. The setting within private schools provided access to facilities and programs that support both academic excellence and sports participation, creating a relevant and purposeful context for the research.

Table 1 Respondents of the Study

Private Schools in Sto. Tomas City, Batangas with Senior High School	Senior High School Student Athletes	Percentage
St. Thomas Academy	50	33.33%
Greenville Academy	50	33.33%

Almond Academy Foundation, Inc.	50	33.33%
TOTAL	150	100%

The research used G*Power, a statistical tool for calculating the appropriate sample size in research, to determine that 150 respondents were needed for the study. This decision was based on an effect size of 0.261, which indicated a small to moderate strength in the expected relationship or difference between groups being analyzed. Additionally, the research ensured a 95% confidence level, meaning that they aimed for highly reliable and statistically significant results, reduced the likelihood of the findings being affected by random chance. By using G*Power, the research made sure that the study had enough participants to support accurate conclusions while maintaining scientific validity.

The research aimed to minimize bias in participant selection, meaning not simply choosing individuals based on convenience or allowed certain groups to be overrepresented unintentionally. Instead, the sampling method involved random selection within each subgroup. This approach ensured that no particular category of student athletes was favored or excluded, maintaining the integrity of the study's findings. Through disproportionate stratified sampling, the research was able to balance representation across different athletic groups, even if some groups were naturally smaller in the student population.

Additionally, this method ensured that key subgroups were sufficiently included in the study. Student athletes had different experiences based on their sport type, level of competition, or academic schedule, all of which influenced how they used social media and how it connected with their mental health. Without disproportionate stratified sampling, smaller groups were underrepresented, making the study less comprehensive. By carefully applying this sampling approach, the researcher ensured that the study captured a diverse and meaningful range of experiences, leading to richer and more reliable conclusions.

D. Validation of the Instrument

The research study carefully utilized selected, reliable, and valid standardized instruments to quantify and analyze the two main constructs: social media usage and mental health. The two adopted instruments have been meticulously evaluated and officially approved by the College Dean, Graduate School Professor, and School Statistician. These tools ensured accuracy, consistency, and validity in the measurement process. The Social Media Use Scale, for instance, examined various dimensions of social media usage, including Social Interaction, Entertainment, Information Seeking, Convenience, and Social Comparison. By focusing on these distinct aspects, the scale provided a comprehensive view of how senior high school student athletes engaged with social media in their day-to-day lives. These dimensions were also analyzed for their potential relation on the mental health of the participants, offering insights into how certain behaviors and habits linked to social media might correlate with their overall well-being.

In parallel, the PERMA Model served as an ideal instrument to assess the participants' mental health and well-being. It focused on five dimensions—Positive Emotions, Engagement, Relationships, Meaning, and Achievement—that are critical to understanding holistic well-being. This model allowed the study to delve deeper into the multiple aspects of mental health, exploring how social media usage might influence these dimensions. By integrating these two frameworks, the research provided a dual-lens perspective, enabling a thorough examination of the relationship between the participants' online behaviors and their mental and emotional health.

The Cronbach's alpha values highlighted the strong internal consistency of both the Social Media Use Scale and the PERMA Model. For the Social Media Use Scale and its subscales, values ranged from 0.75 to 0.86, reflected solid reliability. Similarly, the PERMA Model and its subscales demonstrated strong internal consistency, with Cronbach's alpha values varied from 0.700 to 0.827. This put the emphasis on the reliability metrics while maintained clarity and coherence.

Ultimately, these standardized instruments proved to be indispensable in studying the relationship between social media usage and mental health among senior high school student athletes. Their scientific rigor and comprehensive scope provided a solid foundation for meaningful findings that could guide future interventions or policies aimed at supporting the mental well-being of this specific population.

E. Research Instrument

The research study employed a unique combination of adopted instruments, Social Media Use Scale and PERMA Model, to investigate how social media habits intersected with mental health outcomes. The Social Media Use Scale by Lin, Wang, and Chen was pivotal in examining five key dimensions of social media usage: Social Interaction, Entertainment, Information Seeking, Convenience, and Social Comparison. These dimensions encompassed a wide range of activities and motivations for engaging with social media, allowing the researcher to obtain a nuanced understanding of the different ways senior high school student athletes utilized these platforms. The study titled "*The Social Media Use Scale: Development and Validation*" (2023) delved into the creation and refinement of the Social Media Use Scale, aimed to provide a comprehensive tool for analyzing social media behavior. This research emphasized the scale's utility in categorizing social media use into distinct factors, such as belief-based, consumption-based, image-based, and comparison-based usage. By doing so, it shed light on how these patterns of use

influenced psychological constructs and social dynamics. The study also validated the scale's reliability and effectiveness, making it a valuable instrument for future research on the impact of social media on individuals and communities.

On the other hand, the PERMA model, developed by Martin Seligman, was widely applied in recent studies to explore well-being across diverse contexts. For instance, the study titled *"Application of the PERMA Model of Well-being in Undergraduate Students"* (2022) examined how the five elements of the PERMA model—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—were used to assess and enhance the well-being of undergraduate students. This research highlighted the model's relevance in addressing mental health challenges and promoted flourishing in academic settings. Similarly, the study *"Extrinsic Motivation and Perceived Benefits of Environmental Volunteering: Perspectives from Students"* (2021) utilized the PERMA model to analyze the benefits of environmental volunteering. It explored how the elements of the model contributed to participants' positive emotions, meaningful experiences, relationships, and sense of achievement, emphasized the role of volunteering in fostering well-being. Lastly, the research titled *"Modifying the PERMA Profiler to Assess Student Well-being"* (2023) focused on adapting the PERMA Profiler to better measure student well-being in secondary schools. This study demonstrated the model's flexibility and effectiveness in educational contexts, provided insights into how schools supported students' mental health and resilience. These studies collectively underscored the PERMA model's adaptability and significance in understanding and improving well-being across various domains.

By integrating these two adopted instruments, the study had several objectives. First, it aimed to quantify the extent and nature of social media use among senior high school student athletes, shedding light on how these individuals interacted with digital platforms in their daily lives. Second, it sought to evaluate the student athletes' mental health and well-being using a scientifically validated approach, ensuring that the findings were reliable and credible. Lastly, and most importantly, the study explored the potential relationships between social media behaviors and mental health aspects under the PERMA Model. This analysis was critical in identifying whether certain patterns of social media use were linked to positive or negative mental health outcomes.

To determine the level of the social media usage to satisfy the senior high school student athletes' needs and goals, the following scale was used:

Rating	Range	Description	Verbal Interpretation
5	4.20 – 5.00	It means that senior high school student athletes have a very high level (Very Often) use of social media.	VO
4	3.40 – 4.19	It means that senior high school student athletes have a high level (Often) use of social media.	O
3	2.60 – 3.39	It means that senior high school student athletes have a moderate level (Sometimes) use of social media.	S
2	1.80 – 2.59	It means that senior high school student athletes have a low level (Rarely) use of social media.	R
1	1.00 – 1.79	It means that senior high school student athletes have a very low level (Never) use of social media.	N

To determine the extent of the mental health of the senior high school student athletes, the following scale was used:

Rating	Range	Description	Verbal Interpretation
5	4.20 – 5.00	It means that the extent of mental health of senior high school student athletes have a very high level (Always).	A
4	3.40 – 4.19	It means that the extent of mental health of senior high school student athletes have a high level (Often).	O
3	2.60 – 3.39	It means that the extent of mental health of senior high school student athletes have a moderate level (Sometimes).	S
2	1.80 – 2.59	It means that the extent of mental health of senior high school student athletes have a low level (Rarely).	R
1	1.00 – 1.79	It means that the extent of mental health of senior high school student athletes have a very low level (Never).	N

The combination of the Social Media Use Scale and PERMA Model allowed the research to move beyond superficial observations and delve into the complex interplay between social media usage and mental health. This approach provided valuable insights into how specific behaviors and motivations related to social media could influence various facets of well-being, offering a comprehensive perspective on the topic.

F. Data Gathering Procedure

The collection of data was a core aspect of any research endeavor, as the study's conclusions were drawn from the information gathered. Therefore, careful consideration was given to the type of data collected, the method of collection, and the scoring process to ensure minimal variability (variance, standard error, standard deviation).

Before conducting the data-gathering process, the researcher secured permission from key academic authorities, including the Dean of Graduate Studies, the School Statistician, adviser, and members of the panel, to administer the two adopted instruments.

To formally initiate the study, permission letters were prepared and submitted to school heads or principals, along with individual requests to respondents. Upon receiving approval, the researcher distributed hard copies of questionnaires to 150 randomly selected senior high school student athletes enrolled in private schools in Sto. Tomas City, Batangas.

The questionnaires served a purpose as it incorporated items of the Social Media Use Scale and PERMA Model. The Social Media Use Scale focused on five dimensions of social media usage—Social Interaction, Entertainment, Information Seeking, Convenience, and Social Comparison—capturing the different ways in which participants engaged with social media and how it influenced their daily lives. Meanwhile, the PERMA Model targeted five key facets of well-being: Positive Emotions, Engagement, Relationships, Meaning, and Achievement. This model provided a holistic perspective on the participants' mental health and overall well-being.

The research study taken in a methodical approach to data analysis, leveraging the power of Descriptive Statistics and Pearson R to draw meaningful insights. Descriptive Statistics, encompassing the calculation of means, percentages, and the use of a Likert Scale, played a crucial role in providing a clear summary of the data collected. By calculating the mean, the study determined the average levels of social media usage and mental health indicators among the participants, offering a snapshot of the group's overall tendencies. Percentages were used to present the distribution of responses or behaviors, making it easier to identify patterns, such as the proportion of participants engaging in specific types of social media activities or exhibiting particular mental health characteristics.

Additionally, the Likert Scale was employed to capture the intensity of participants' attitudes, behaviors, and experiences. This scale allowed respondents to rate their agreement or frequency regarding various aspects of social media usage and well-being. The use of the Likert Scale enabled the study to delve deeper into the nuances of participant responses, yielding a richer understanding of their experiences.

To complement the descriptive analysis, the Pearson R correlation coefficient was applied. This statistical tool was used to examine the relationship between the two primary constructs—social media usage and mental health variables. Pearson R provided insights into the strength and direction of the association between these variables. The use of Pearson R enabled the researcher to explore how the dimensions of social media usage, as assessed by the Social Media Use Scale, interacted with the various elements of mental health, as measured by the PERMA Model.

G. Ethical Considerations

The research study prioritized ethical considerations to ensure that all respondents participated with full awareness and free will.

Each respondent was requested to provide written informed consent prior to participation. This process involved a clear and transparent explanation of the purpose of the study, allowing participants to understand the objectives and significance of the research. Additionally, the respondents were assured of the confidentiality of their responses, emphasizing that their identities and data would remain protected and secure at all times. They were also informed of their right to withdraw from the study at any point, highlighting the emphasis on their autonomy and comfort throughout the research process.

The data collected during the study were treated with the utmost care to ensure safety and security. All gathered information was stored in a secured manner and used strictly for research purposes. This approach not only adhered to ethical standards but also fostered trust between the researchers and the participants, ensuring the integrity of the research.

Participation in the study was entirely voluntary, and no respondent faced penalties or adverse consequences for choosing not to participate. This aspect of the study underscored respect for individual choice and avoided any coercion or pressure. By upholding these ethical principles, the research maintained a framework of fairness, respect, and responsibility, ensuring that all participants were treated with dignity and their rights were safeguarded.

H. Treatment of Quantitative Data

The process of presenting data in research was crucial for transforming raw information into meaningful insights that contributed to knowledge and decision-making. This process began with organizing the collected data, ensuring it was structured

in a way that facilitated interpretation. Filtering was an essential step that involved eliminating irrelevant or inaccurate data, while formatting ensured consistency and readability. Once the data had been properly arranged, the analysis phase began, allowing researcher to uncover trends, correlations, and patterns. Various methods, such as statistical analysis and visual representation techniques like tables and charts, helped in interpreting the information accurately and effectively.

In this study, specific statistical treatments were employed to ensure precise analysis of the collected data:

- To determine the average level of social media usage and mental health among senior high school student athletes, a five-point Likert Scale was utilized, providing a structured approach to measuring attitudes and behaviors. Additionally, the simple mean was calculated to establish the overall trend and frequency of social media usage among the participants. This helped in quantifying their engagement levels and understanding their mental health status based on their responses.
- To explore the relationship between social media usage and mental health among senior high school student athletes, the Pearson R Correlation Coefficient was applied. This statistical method was particularly useful for measuring the strength and direction of the association between two variables, in this case, social media usage and mental health indicators. By using this correlation technique, researcher could determine whether higher social media usage had a positive or negative effect on the mental well-being of student athletes, providing valuable insights for further discussion and application.

CHAPTER FOUR PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data gathered on the relationship between social media usage and the mental health of senior high school student athletes. The findings are organized and interpreted to highlight significant trends, correlations, and patterns observed from the collected information. Through comprehensive analysis, this chapter aims to address the research questions and provide insight into the connection of social media on the well-being of these student athletes.

- *Problem Number 1. What is the Level of the Social Media Usage to Satisfy the Senior High School Student Athletes' Needs and Goals in Terms of Social Interaction, Entertainment, Information Seeking, Convenience, and Social Comparison?*

Table 2 Social Media Usage Level to Satisfy the Senior High School Student Athletes' Needs and Goals in Terms of Social Interaction

Indicators in terms of Social Interaction	\bar{X}	VI	Rank
1. How often do you use social media to communicate with others?	4.49	VO	1
2. How often do you feel lonely and use social media to find companionship?	3.63	O	5
3. How often do you use social media to maintain existing relationships?	3.94	O	3
4. How often do you use social media to make new friends?	3.67	O	4
5. How often do you use social media to avoid face-to-face communication?	3.57	O	6
6. How often do you use social media to plan events with others?	4.09	O	2
GENERAL ASSESSMENT	3.90	O	
Standard Deviation	1.0397		

Legend: 4.20 – 5.00 Very Often (VO); 1.80 – 2.59 Rarely (R); 3.40 – 4.19 Often (O); 1.00 – 1.79 Never (N); 2.60 – 3.39 Sometimes (S)

Social Interaction had a general assessment of 3.90 which was verbally interpreted as Often. Furthermore, the indicator “How often do you use social media to communicate with others?” had the highest computed composite mean of 4.49 which was verbally interpreted as Very Often. Meanwhile, the indicator “How often do you use social media to avoid face-to-face communication? (R)” had the lowest computed composite mean of 3.57 which was verbally interpreted as Often. Moreover, the standard deviation (SD=1.0397) indicated that the data points were clustered closely around the mean, suggesting consistency and predictability.

It can be concluded that social media plays a critical role in the social interactions of senior high school student athletes. This highlights the reliance on social media for connection, convenience, and fostering interaction, especially in a fast-paced and digitally oriented environment. However, it suggests that while some student athletes may use social media as a shield to avoid direct interaction, this behavior is less prevalent compared to its use for fostering communication. This indicates a more positive and purposeful use of social media overall, with most student athletes leveraging its advantages to stay connected rather than as an escape from in-person engagement. Social media is predominantly viewed as a beneficial tool for communication among the student athletes, while there remains a need to balance its use with face-to-face interaction to ensure the development of essential interpersonal skills and emotional connections in real-life contexts.

This was supported by Tetteh and Kankam (2024), who explored the ways in which young individuals, particularly student athletes, engaged with social media platforms and the subsequent effect on their interpersonal and communication skills. Their study delved into the patterns of social media usage, examining whether these tools served as facilitators of meaningful connections or hindered traditional face-to-face interactions. The authors highlighted how the reliance on digital communication influenced various aspects of interpersonal dynamics, such as confidence in real-world conversations, teamwork, and the ability to navigate social settings outside the digital realm. Their findings underscored the dual-edged nature of social media—offering both opportunities for enhanced connection and potential challenges to developing core communication abilities.

Table 3 Social Media Usage Level to Satisfy the Senior High School Student Athletes' Needs and Goals in Terms of Entertainment

Indicators in terms of Entertainment	\bar{X}	VI	Rank
1. How often do you use social media for fun and relaxation?	4.45	VO	2.5
2. How often do you use social media to avoid boredom?	4.45	VO	2.5
3. How often do you use social media to watch videos or view photos?	4.53	VO	1
4. How often do you use social media to play games?	4.27	VO	4
GENERAL ASSESSMENT	4.43	VO	
Standard Deviation	0.848		

Legend: 4.20 – 5.00 Very Often (VO); 1.80 – 2.59 Rarely (R); 3.40 – 4.19 Often (O); 1.00 – 1.79 Never (N); 2.60 – 3.39 Sometimes (S)

Entertainment had a general assessment of 4.43 which was verbally interpreted as Very Often. Furthermore, the indicator “How often do you use social media to watch videos or view photos?” had the highest computed composite mean of 4.53 which was verbally interpreted as Very Often. Meanwhile, the indicator “How often do you use social media to play games?” had the lowest computed composite mean of 4.27 which was verbally interpreted as Very Often. Moreover, the standard deviation (SD=0.848) indicated that the data points were clustered closely around the mean, suggesting consistency and predictability.

It can be concluded that social media is a significant source of entertainment for senior high school student athletes. This displays that student athletes are highly drawn to platforms that offer stimulating or visually appealing materials, such as short videos, memes, and curated photos. However, while gaming is also a common activity, it is somewhat less prioritized compared to consuming visual content. This may reflect a preference for passive entertainment over interactive activities or a shift in how these student athletes spend their recreational time on social media. Generally, the results underscore the role of social media as an influential medium for entertainment. This has effects for understanding the behavior and preferences of student athletes, as well as for addressing potential concerns such as time management or the over-reliance on social media for leisure activities. Balancing their use of social media with other productive and face-to-face recreational activities may be beneficial for their holistic development.

This was reinforced by Brougham (2021), who highlighted that various studies had revealed social media's potential to serve as a powerful motivator for student athletes to engage in entertainment activities. This observation underscored how digital platforms influenced recreational behaviors by offering diverse forms of entertainment, such as videos, photos, and games, tailored to individual preferences and interests. Social media provided easily accessible content that captured the attention of student athletes, encouraging them to explore and participate in leisure activities during their downtime.

Furthermore, Brougham emphasized that the interactive and visually stimulating nature of social media created an engaging environment that not only entertained but also fostered creativity and relaxation for student athletes. By acting as a significant driver of entertainment, social media balanced the demanding schedules and physical exertion associated with athletic pursuits, offering them an avenue for stress relief and enjoyment. This demonstrated its multifaceted role in supporting their overall well-being and recreational needs.

Table 4 Social Media Usage Level to Satisfy the Senior High School Student Athletes’
Needs and Goals in Terms of Information Seeking

Indicators in terms of Information Seeking	\bar{X}	VI	Rank
1. How often do you use social media to search for news and information?	4.10	O	3
2. How often do you use social media as a primary source of information?	4.24	VO	2
3. How often do you use social media to get advice or recommendations?	3.99	O	4
4. How often do you use social media to learn new things?	4.37	VO	1
GENERAL ASSESSMENT	4.18	O	
Standard Deviation	0.871		

Legend: 4.20 – 5.00 Very Often (VO); 1.80 – 2.59 Rarely (R); 3.40 – 4.19 Often (O); 1.00 – 1.79 Never (N); 2.60 – 3.39 Sometimes (S)

Information Seeking had a general assessment of 4.18 which was verbally interpreted as Often. Furthermore, the indicator “How often do you use social media to learn new things?” had the highest computed composite mean of 4.37 which was verbally interpreted as Very Often. Meanwhile, the indicator “How often do you use social media to get advice or recommendations?” had the lowest computed composite mean of 3.99 which was verbally interpreted as Often. Moreover, the standard deviation (SD=0.871) indicated that the data points were clustered closely around the mean, suggesting consistency and predictability.

It can be concluded that social media is a valuable and frequently utilized tool for information seeking among senior high school student athletes. Clearly, these platforms serve as a major source of educational and knowledge-enhancing content as they indicate a strong inclination among student athletes to use social media as a resource for personal growth, discovery, and learning. However, it reflects a preference for using social media more actively for self-directed learning rather than relying on it heavily for advice from others. Commonly, the findings highlight the significant role of social media as a facilitator of intellectual curiosity and exploration for the student athletes. Nonetheless, it also advocates the need for careful evaluation of the reliability and credibility of the information accessed, as well as the importance of encouraging critical thinking skills to make the most of social media as an information resource.

This was sustained by Park et al. (2020), who carried out a study that explored the perceptions and usage patterns of social media among student athletes, specifically examining its role in their development and learning. The researchers delved into how these individuals viewed social media not only as a recreational tool but also as a resource for self-improvement and personal discovery. Their study highlighted the ways student athletes had leveraged digital platforms to access educational content, gained exposure to diverse perspectives, and cultivated skills that contributed to their overall growth. Additionally, Park and colleagues

emphasized how social media had provided opportunities for student athletes to engage in self-directed learning, such as information seeking, exploring new interests, and connecting with communities that supported their aspirations. The study underscored the transformative potential of social media in shaping their personal and intellectual development while also emphasizing the importance of responsible and mindful usage to maximize its benefits.

Table 5 Social Media Usage Level to Satisfy the Senior High School Student Athletes' Needs and Goals in Terms of Convenience

Indicators in terms of Convenience	\bar{X}	VI	Rank
1. How often do you use social media because it is easy and convenient?	4.41	VO	1
2. How often do you use social media because it saves time?	4.05	O	4
3. How often do you use social media because it is accessible?	4.35	VO	3
4. How often do you use social media because it is free?	4.37	VO	2
GENERAL ASSESSMENT	4.30	VO	
Standard Deviation	0.804		

Legend: 4.20 – 5.00 Very Often (VO); 1.80 – 2.59 Rarely (R); 3.40 – 4.19 Often (O); 1.00 – 1.79 Never (N); 2.60 – 3.39 Sometimes (S)

Convenience had a general assessment of 4.30 which was verbally interpreted as Very Often. Furthermore, the indicator “How often do you use social media because it is easy and convenient?” had the highest computed composite mean of 4.41 which was verbally interpreted as Very Often. Meanwhile, the indicator “How often do you use social media because it saves time?” had the lowest computed composite mean of 4.05 which was verbally interpreted as Often. Moreover, the standard deviation (SD=0.804) indicated that the data points were clustered closely around the mean, suggesting consistency and predictability.

It can be concluded that convenience is a key factor driving the usage of social media among senior high school student athletes. It is clear that social media platforms are highly valued for their accessibility and simplicity in facilitating various activities and interactions. This reflects the importance of user-friendly features and instant connectivity in making social media an integral part of their daily routines. However, it demonstrates that while the time-saving aspect is appreciated, it is secondary to the perceived convenience and ease of use. This indicates that the student athletes are primarily drawn to social media for its seamless functionality and intuitive design, which enhance their ability to manage tasks, communicate, and seek entertainment efficiently. In general, social media significantly affects the behavior and preferences of student athletes, offering them practical benefits in managing their busy schedules and multitasking. Conversely, this reliance on convenience also highlights the need to promote mindful usage, ensuring that the efficiency offered by social media does not lead to overdependence or compromise their engagement in offline activities that build essential skills and relationships.

This was supported by O'Reilly (2020), who emphasized the importance of social media in the lives of student athletes by highlighting its role as a fundamental tool for fostering connections and expanding their social networks. The study discussed how social media platforms had provided student athletes with an efficient and accessible means of interaction, allowing them to engage with a broad range of people within and beyond their immediate circles. By leveraging these digital tools, student athletes had effortlessly established relationships, shared their experiences, and strengthened their presence in diverse communities. Also, O'Reilly pointed out that the convenience offered by social media had eliminated many barriers to communication, enabling student athletes to connect freely and comfortably with others. These platforms had created opportunities for building supportive networks, discovering new perspectives, and maintaining connections despite physical distance or time constraints. O'Reilly's analysis revealed the integral role of social media in shaping the social and interpersonal experiences of student athletes in modern society.

Table 6 Social Media Usage Level to Satisfy the Senior High School Student Athletes' Needs and Goals in Terms of Social Comparison

Indicators in terms of Social Comparison	\bar{X}	VI	Rank
1. How often do you use social media to compare yourself with others?	3.17	S	3
2. How often do you feel inferior after comparing yourself to others on social media?	3.38	S	2
3. How often do you use social media to feel good about yourself?	3.85	O	1
4. How often do you feel jealous after comparing yourself to others on social media?	2.96	S	4
GENERAL ASSESSMENT	3.34	S	
Standard Deviation	1.292		

Legend: 4.20 – 5.00 Very Often (VO); 1.80 – 2.59 Rarely (R); 3.40 – 4.19 Often (O); 1.00 – 1.79 Never (N); 2.60 – 3.39 Sometimes (S)

Social Comparison had a general assessment of 3.34 which was verbally interpreted as Sometimes. Furthermore, the indicator “How often do you use social media to feel good about yourself?” had the highest computed composite mean of 3.85 which was verbally interpreted as Often. Meanwhile, the indicator “How often do you feel jealous after comparing yourself to

others on social media? (R)” had the lowest computed composite mean of 2.96 which was verbally interpreted as Sometimes. Moreover, the standard deviation (SD=1.292) indicated that the data points were clustered closely around the mean, suggesting consistency and predictability.

It can be concluded that social media usage for social comparison among senior high school student athletes is moderate and situational. The use of social media to feel good about oneself indicates that many student athletes connects with social media to boost their self-esteem, perhaps by seeking positive feedback, engaging with uplifting content, or showcasing achievements. This echoes a constructive use of social media for affirming self-worth and promoting confidence. However, feelings of jealousy after comparing oneself to others advises that social media-induced envy is less frequent. This highlights that, while comparisons on social media happen, they do not significantly overshadow the student athletes' overall experience or self-perception. Social media can have a dual effect on student athletes. On one hand, it offers opportunities for self-enhancement and positive reinforcement, while on the other, it poses risks of fostering unhealthy comparisons. Encouraging critical evaluation of social media content and promoting media literacy can help these student athletes focus on the constructive aspects of social media and minimize potential negative effects on their mental health and self-esteem.

This was reinforced by Ferguson et al. (2024), who conducted an in-depth investigation into how student athletes navigated the processes of self-authorship and self-presentation within the context of social media comparison. Their study explored the ways in which these individuals constructed their identities and portrayed themselves online, particularly when faced with the inevitable comparisons that arose from viewing curated and often idealized content on social media platforms. The researchers examined how student athletes defined and asserted their sense of self, balancing their authentic identities with the pressures of presenting themselves favorably in a highly competitive and public digital environment. They also analyzed how social media comparison influenced their self-perception, emotional well-being, and decision-making in terms of the image they projected. Ferguson and colleagues emphasized the challenges and opportunities presented by this dynamic, shedding light on strategies student athletes employed to maintain a healthy sense of self while engaging with the social media landscape. Their findings highlighted the complexity of identity formation and self-expression in an era dominated by digital connections and comparisons.

➤ *Problem Number 2. What is the Mental Health Level of the Senior High School Student Athletes Using the PERMA Model in Terms of Positive Emotions, Engagement, Relationships, Meaning, and Achievement?*

- *Positive Emotions*

Positive Emotions had a general assessment of 3.98 which was verbally interpreted as Often or High. Furthermore, the indicator “How often do you feel joyful?” had the highest computed composite mean of 4.23 which was verbally interpreted as Always or Very High. Meanwhile, the indicator “To what extent do you feel contented?” had the lowest computed composite mean of 3.75 which was verbally interpreted as Often or High. Moreover, the standard deviation (SD=0.849) indicated that the data points were clustered closely around the mean, suggesting consistency and predictability.

Table 7 Mental Health Level of the Senior High School Student Athletes Using the PERMA Model in Terms of Positive Emotions

Indicators in terms of Positive Emotions	\bar{X}	VI	Rank
1. How often do you feel joyful?	4.23	A	1
2. How often do you feel positive?	3.95	O	2
3. To what extent do you feel contented?	3.75	O	3
GENERAL ASSESSMENT	3.98	O	
Standard Deviation	0.849		

Legend: 4.20 – 5.00 Always (A) / Very High; 1.80 – 2.59 Rarely (R)/Low; 3.40 – 4.19 Often (O)/High; 1.00 – 1.79 Never (N) / Very Low; 2.60 – 3.39 Sometimes (S) / Moderate

It can be concluded that senior high school student athletes generally experience positive emotions at a high frequency, which is beneficial for their mental health and overall well-being. The sense of happiness highlights a strong tendency for these student athletes to find joy in their lives, possibly stemming from their engagement in sports, social connections, or other fulfilling activities. However, the feeling of being contented—while still high—suggests that some student athletes may experience transient joy but could benefit from deeper, sustained satisfaction in their lives. This could be influenced by external pressures such as academic demands, athletic performance expectations, or other stressors that might affect their overall sense of contentment. By addressing areas where sustained contentment is less pronounced, educators and coaches could foster a more balanced emotional state and help student athletes thrive both in sports and academics.

This was supported by Beard and Thomson (2021), who explored how school administrators perceived the role of family and community engagement activities in supporting the mental health of student athletes. Their study specifically examined these activities through the lens of the PERMA model of well-being, with an emphasis on the Positive Emotions component. The research likely aimed to understand how family and community engagement enhanced the emotional experiences of student

athletes, which were essential for their mental health and performance. Through the Positive Emotions component, the study stressed various aspects such as fostering feelings of joy, gratitude, pride, hope, satisfaction, and inspiration among student athletes. These emotions were cultivated through meaningful interactions, celebrations of achievements, encouragement during challenges, and creating an environment where student athletes felt valued and supported. By emphasizing these diverse components of positive emotions, Beard and Thomson underscored the role of family and community as powerful influences in nurturing not only the joy and satisfaction but also a deeper sense of optimism, enthusiasm, and emotional stability in the lives of student athletes.

- *Engagement*

Engagement had a general assessment of 4.01 which was verbally interpreted as Often or High. Furthermore, the indicator “To what extent do you feel excited and interested in things?” had the highest computed composite mean of 4.11 which was verbally interpreted as Often or High. Meanwhile, the indicator “How often do you become absorbed in what you are doing?” had the lowest computed composite mean of 3.86 which was verbally interpreted as Often or High. Moreover, the standard deviation (SD=0.862) indicated that the data points were clustered closely around the mean, suggesting consistency and predictability.

Table 8 Mental Health Level of the Senior High School Student Athletes Using the PERMA Model in Terms of Engagement

Indicators in terms of Engagement	\bar{X}	VI	Rank
1. How often do you become absorbed in what you are doing?	3.86	O	3
2. To what extent do you feel excited and interested in things?	4.11	O	1
3. How often do you lose track of time while doing something you enjoy?	4.07	O	2
GENERAL ASSESSMENT	4.01	O	
Standard Deviation	0.862		

Legend: 4.20 – 5.00 Always (A) / Very High; 1.80 – 2.59 Rarely (R) / Low; 3.40 – 4.19 Often (O) / High; 1.00 – 1.79 Never (N) / Very Low 2.60 – 3.39 Sometimes (S) / Moderate

It can be concluded that the senior high school student athletes often experience engagement in their activities, which is a positive sign of their mental health and well-being. This proposes that student athletes regularly experience curiosity and enthusiasm. This could imply that their daily routines, sports activities, and learning environments are generally stimulating and enjoyable, which likely contributes to their overall sense of purpose and vitality. However, there are also indications of moments where these student athletes do not fully immerse themselves in their tasks or activities. This could be due to distractions, external pressures, or a lack of alignment between their activities and personal interests. In general, here is twofold: the strong presence of engagement highlights the effectiveness of their current environments in fostering active participation and interest, but there may be opportunities to strengthen conditions that promote deeper focus and absorption. Encouraging mindfulness practices, reducing external distractions, or tailoring activities to align more closely with their passions could further enhance their sense of engagement.

This was reinforced by Hoare et al. (2024), who carried out a study involving interviews to explore student athletes' experiences, with a particular focus on the Engagement dimension of the PERMA model. Their research aimed to examine how these student athletes immersed themselves in their activities, the factors that fostered active participation, and the barriers that hindered their focus or interest. By concentrating on the Engagement dimension, the study likely assessed how student athletes experienced states of flow—being fully absorbed in tasks—alongside their levels of excitement, interest, and connection to their sports, academics, and other pursuits. The interviews provided insights into how the student athletes' environments, support systems, and personal motivations influenced their ability to stay engaged and committed. This research contributed valuable knowledge on creating programs or strategies to strengthen engagement, ensuring that student athletes not only performed well but also enjoyed meaningful and fulfilling experiences in their roles.

- *Relationship*

Relationships had a general assessment of 4.01 which was verbally interpreted as Often or High. Furthermore, the indicator “How satisfied are you with your personal relationships?” had the highest computed composite mean of 4.25 which was verbally interpreted as Always or Very High. Meanwhile, the indicator “To what extent do you receive help and support from others when you need it?” had the lowest computed composite mean of 3.78 which was verbally interpreted as Often or High. Moreover, the standard deviation (SD=0.956) indicated that the data points were clustered closely around the mean, suggesting consistency and predictability.

Table 9 Mental Health Level of the Senior High School Student Athletes Using the PERMA Model in Terms of Relationships

Indicators in terms of Relationships	\bar{X}	VI	Rank
1. To what extent do you receive help and support from others when you need it?	3.78	O	3
2. To what extent do you feel loved?	4.00	O	2
3. How satisfied are you with your personal relationships?	4.25	A	1
GENERAL ASSESSMENT	4.01	O	

Standard Deviation	0.956		
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Legend: 4.20 – 5.00 Always (A) / Very High 1.80 – 2.59 Rarely (R) / Low 3.40 – 4.19 Often (O)/ High 1.00 – 1.79 Never (N) / Very Low 2.60 – 3.39 Sometimes (S) / Moderate

It can be concluded that senior high school student athletes normally maintain strong and satisfying relationships, which are essential for their mental health and overall well-being. It points out a very high level of fulfillment in their interpersonal connections, such as friendships, family bonds, or interactions with teammates and coaches. This satisfaction likely plays a significant role in fostering emotional support, motivation, and a sense of belonging. However, it hints at areas for improvement in ensuring these student athletes feel adequately supported in challenging times. This could reflect moments where help or guidance isn't readily available, or perhaps hesitations in seeking support when needed. Generally, while the student athletes enjoy fulfilling relationships, there may be opportunities to strengthen the availability and accessibility of support networks. Efforts such as encouraging open communication, promoting peer mentoring, and involving trusted adults in their lives could further enhance their sense of security and connection, contributing to a stronger relational foundation.

This was sustained by Pimenta and Light (2021), who highlighted the critical role that quality relationships played in the well-being of student athletes, as examined through the lens of the PERMA model, specifically focusing on the Relationships aspect. Their study emphasized how positive and supportive connections—whether with coaches, teammates, family, or peers—contributed to the mental health, motivation, and overall success of student athletes. By concentrating on the Relationships aspect, the researchers likely explored the ways these connections fostered a sense of belonging, trust, and emotional support, which were crucial for managing the challenges student athletes faced, such as competitive pressure, academic demands, and personal growth. They underscored that fostering meaningful relationships within sporting environments and beyond was a key factor in helping student athletes thrive both on and off the field. This study shed light on the importance of creating an environment that prioritized open communication, mutual respect, and encouragement to strengthen the relational well-being of student athletes.

• *Meaning*

Meaning had a general assessment of 4.04 which was verbally interpreted as Often or High. Furthermore, the indicator “To what extent do you lead a purposeful and meaningful life?” had the highest computed composite mean of 4.12 which was verbally interpreted as Often or High. Meanwhile, the indicator “To what extent do you generally feel you have a sense of direction in your life?” had the lowest computed composite mean of 4.00 which was verbally interpreted as Often or High. Moreover, the standard deviation (SD=0.804) indicated that the data points were clustered closely around the mean, suggesting consistency and predictability.

Table 10 Mental Health Level of the Senior High School Student Athletes Using the PERMA Model in Terms of Meaning

Indicators in terms of Meaning	\bar{X}	VI	Rank
1. To what extent do you lead a purposeful and meaningful life?	4.12	O	1
2. To what extent do you feel that what you do in life is valuable and worthwhile?	4.01	O	2
3. To what extent do you generally feel you have a sense of direction in your life?	4.00	O	3
GENERAL ASSESSMENT	4.04	O	
Standard Deviation	0.804		

Legend: 4.20 – 5.00 Always (A) / Very High 1.80 – 2.59 Rarely (R) / Low 3.40 – 4.19 Often (O)/ High 1.00 – 1.79 Never (N) / Very Low 2.60 – 3.39 Sometimes (S) / Moderate

It can be concluded that senior high school student athletes often experience a strong sense of meaning and purpose in their lives, which is highly advantageous for their mental health and overall well-being. It proves that these student athletes perceive their lives as having significance, whether derived from their athletic pursuits, academic goals, relationships, or other personal aspirations. This sense of purpose likely provides them with motivation and a positive outlook. However, there are also indications that some student athletes occasionally face uncertainty or lack clear long-term goals. This could stem from the transitional phase of being in senior high school, where they are still exploring paths and making decisions about their futures. Overall, it has twofold: while these student athletes derive meaning from their current experiences, there is an opportunity to support them further in clarifying and shaping their sense of direction. Programs such as goal-setting workshops, mentorship initiatives, or career planning sessions could help them refine their purpose and build a stronger sense of direction.

This was supported by Kovich (2020), who undertook a study that explored the experiences of student athletes, with a particular emphasis on their sense of meaning and purpose in life, as understood through the Meaning component of the PERMA model. The research focused on how student athletes derived a sense of fulfillment, significance, and purpose from their activities, such as sports, academics, and personal endeavors. By stressing the Meaning dimension, the study likely examined how participating in structured athletic programs, building relationships, and achieving goals contributed to their overall perception of leading a purposeful life. The findings likely underscored the role of meaningful engagements in shaping the student athletes' mental well-being, resilience, and motivation. Kovich's work provided insights into the factors that enhanced or hindered the

development of purpose among student athletes, emphasizing the importance of fostering supportive environments and encouraging self-reflection to help them connect their experiences to a broader sense of meaning in life.

- *Achievement*

Achievement had a general assessment of 4.03 which was verbally interpreted as Often or High. Furthermore, the indicator “How often are you able to handle your responsibilities?” had the highest computed composite mean of 4.11 which was verbally interpreted as Often or High. Meanwhile, the indicator “How often do you achieve the important goals you have set for yourself?” had the lowest computed composite mean of 3.97 which was verbally interpreted as Often or High. Moreover, the standard deviation (SD=0.810) indicated that the data points were clustered closely around the mean, suggesting consistency and predictability.

Table 11 Mental Health Level of the Senior High School Student Athletes Using the PERMA Model in Terms of Achievement

Indicators in terms of Achievement	\bar{X}	VI	Rank
How much of the time do you feel you are making progress towards accomplishing your goals?	4.02	O	2
2. How often do you achieve the important goals you have set for yourself?	3.97	O	3
3. How often are you able to handle your responsibilities?	4.11	O	1
GENERAL ASSESSMENT	4.03	O	
Standard Deviation	0.810		

Legend: 4.20 – 5.00 Always (A) / Very High 1.80 – 2.59 Rarely (R) / Low 3.40 – 4.19 Often (O) / High 1.00 – 1.79 Never (N) / Very Low 2.60 – 3.39 Sometimes (S) / Moderate

It can be concluded that senior high school student athletes usually possess a strong sense of achievement, which positively connects their mental health and well-being. It highlights that these student athletes regularly fulfill their obligations, whether related to academics, sports, or personal commitments. This expresses their capacity for discipline, organization, and accountability, all of which contribute to their self-confidence and sense of accomplishment. However, there are signs of occasional challenges in achieving personal aspirations or long-term objectives. These could stem from factors such as time constraints, conflicting priorities, or the difficulty of balancing athletics with academics and other responsibilities. Overall, while student athletes demonstrate high levels of achievement, there could be opportunities to support them in refining goal-setting strategies, developing time management skills, and addressing barriers that may hinder goal attainment. Offering mentorship, training on goal-setting techniques, or resources to better balance their commitments could enhance their overall sense of achievement and fulfillment.

This was reinforced by Kim et al. (2020), who focused their research on assessing the quality of student athletes' experiences by applying the PERMA model, with particular emphasis on the Achievement domain. Their study examined how student athletes derived a sense of accomplishment and competence through their various endeavors, such as sports, academics, and personal goals. By concentrating on the Achievement domain, the researchers likely explored the factors that influenced the student athletes' ability to achieve their objectives, handle responsibilities, and feel a sense of success. The study highlighted how these experiences contributed to their mental well-being and motivation, as well as identified challenges that affected their ability to reach their goals. Kim and colleagues' work likely underscored the importance of fostering environments and programs that supported student athletes in pursuing and achieving meaningful goals, helping them build confidence, perseverance, and fulfillment.

➤ *Problem Number 3. Is there a Significant Relationship Between the Level of Social Media Usage and Mental Health Level of Senior High School Student Athletes in Private Schools of Sto. Tomas City, Batangas?*

Table 12 Test of Significant Relationship Between the Level of Social Media Usage and Mental Health Level of Senior High School Student Athletes in Private Schools of Sto. Tomas City, Batangas

level of social media usage	mental health (PERMA Model)	r value	P value	Remarks	Decision
Social Interaction	Positive Emotions	.372**	.000	Significant	Reject H ₀
	Engagement	.233**	.004	Significant	Reject H ₀
	Relationships	.357**	.000	Significant	Reject H ₀
	Meaning	.388**	.000	Significant	Reject H ₀
	Achievement	.392**	.000	Significant	Reject H ₀
Entertainment	Positive Emotions	.188*	.021	Significant	Reject H ₀
	Engagement	.361**	.000	Significant	Reject H ₀
	Relationships	.133*	.035	Significant	Reject H ₀
	Meaning	.224**	.006	Significant	Reject H ₀
	Achievement	.250**	.002	Significant	Reject H ₀

Information Seeking	Positive Emotions	.334**	.000	Significant	Reject H ₀
	Engagement	.398**	.000	Significant	Reject H ₀
	Relationships	.309**	.000	Significant	Reject H ₀
	Meaning	.475**	.000	Significant	Reject H ₀
	Achievement	.437**	.000	Significant	Reject H ₀
Convenience	Positive Emotions	.225**	.006	Significant	Reject H ₀
	Engagement	.397**	.000	Significant	Reject H ₀
	Relationships	.165*	.044	Significant	Reject H ₀
	Meaning	.283**	.000	Significant	Reject H ₀
	Achievement	.229**	.005	Significant	Reject H ₀
Social Comparison	Positive Emotions	.224**	.006	Significant	Reject H ₀
	Engagement	.200*	.014	Significant	Reject H ₀
	Relationships	.257**	.002	Significant	Reject H ₀
	Meaning	.265**	.001	Significant	Reject H ₀
	Achievement	.280**	.001	Significant	Reject H ₀

**Correlational at the level 0.01

*Correlational at the level 0.05(Two-tailed)

The findings showed the test of significant relationship between the level of social media usage and the mental health level of senior high school student athletes in private schools located in Sto. Tomas City, Batangas. The computed *r* values, ranging from .133 to .475, were interpreted as with low positive correlation as to correlate Implementation level of social media usage and mental health through PERMA framework. Moreover, the computed probability values (.000, .001, .004, .005, .006, .014, .021, .035 and .044) were lesser than the level of significant ($P < 0.05$). Consequently, the null hypothesis is rejected. These results displays that there is a significant relationship between the independent variable (social media usage) and the dependent variable (mental health), highlighting the interplay between the two factors.

It can be concluded that the relationship between the level social media usage and mental health level of senior high school student athletes demonstrates a low but positive correlation with their PERMA levels (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment). The data clearly indicates that higher engagement with social media corresponds to higher PERMA levels, reinforcing the idea that social media plays a subtle yet meaningful role in shaping student athletes' overall well-being. However, the study underscores that the connection of social media is highly dependent on its nature and context, meaning its effects can be both beneficial and detrimental. This highlights the need for strategic and mindful usage, where athletes optimize its advantages—such as social support, advocacy, and motivation—while mitigating potential risks like cyberbullying and digital fatigue. Ultimately, the nuanced relationship between social media usage and mental health calls for balanced approaches that foster positive outcomes while addressing challenges. These insights pave the way for further research and program development, focusing on how social media can be leveraged as a tool for psychological well-being, resilience-building, and meaningful engagement in both athletic and academic settings.

This was supported by Brougham (2021), Rutter et al. (2021), and Nesi (2020) who highlighted the dual nature of social media's effect. On the positive side, social media acted as a platform for student athletes to showcase their achievements, connected with supportive communities, and accessed valuable resources like training tips or motivational content. However, these studies also warned about the negative repercussions, including the pressure to maintain a curated image, exposure to harmful comparisons, and susceptibility to cyberbullying or online criticism—all of which detracted from their focus and mental well-being. Furthermore, Hayes, et al (2020) distilled this dynamic by characterizing social media as both a challenge and an opportunity. This perspective underscored the idea that social media was neither inherently good nor bad—it largely depended on how student athletes engaged with it. It posed a challenge in the sense that it was a source of distraction, created unrealistic expectations, or intensified feelings of inadequacy. Simultaneously, it offered an opportunity to connect with fans, built a personal brand, and found meaning through sharing their journey.

➤ *Problem Number 4. Based on the Results of the Study, what Mental Health Action Plan May be Proposed?*

The primary objective of this research was to determine the significant relationship between the level of social media usage and mental health of senior high school student athletes in private schools of Sto. Tomas City, Batangas. It also examined the domains of social media usage through Social Media Use Scale and the dimensions of mental health through PERMA Model. Thus, this will educate and provide a deeper understanding about the aforementioned variables.

Table 13 Action Plan: Social Media for Mindful Minds for Senior High School Student Athletes in Private Schools of Sto. Tomas City, Batangas

KEY RESULT AREA	OBJECTIVES	ACTIVITIES	TIME FRAME	PERSONS INVOLVED	SUCCESS INDICATOR
Promote effective social interaction through face-to-face communication, reducing reliance on social media	To enhance social interaction and relationship-building by fostering face-to-face communication and minimizing dependency on social media platforms	Monthly In-person Team-building Sessions or Social Gatherings	6-month period, with one gathering scheduled per month	Senior High School Student Athletes, Coaching Staff, and Trainers in Private Schools of Sto. Tomas City, Batangas	Increased frequency and quality of face-to-face interactions, as measured by monthly team attendance rates and participant feedback, alongside a noticeable reduction in time spent on social media during social or work-related activities
Encourage the responsible use of social media for gaming as a form of quality entertainment	To ensure that social media is used for gaming responsibly, balancing entertainment with other life priorities while promoting positive engagement	Quarterly Awareness Campaign or Workshop focused on responsible gaming habits	1-year period, with one session held every three months	Senior High School Student Athletes, School Admin, Coaching Staff, and Trainers in Private Schools of Sto. Tomas City, Batangas	Demonstrated responsible gaming habits on social media, shown by improved balance between entertainment and other life priorities, increased positive engagement in gaming activities, and participant feedback reflecting adherence to responsible gaming practices
Utilize social media platforms to seek advice and recommendation effectively for information-gathering purposes	To empower student athletes to effectively utilize social media platforms for seeking reliable advice and recommendation, promoting informed decision-making	Monthly Online Tutorials or Interactive Webinars including Practical Exercises and Q&A Sessions for Hands-on Learning	6-month period, with one session per month	Senior High School Student Athletes, Coaching Staff, and Trainers in Private Schools of Sto. Tomas City, Batangas	Enhanced ability of student athletes to use social media effectively for seeking reliable advice and recommendation, as evidenced by improved decision-making skills, increased engagement with credible sources, and positive feedback on information-gathering practices
Employ social media for its time-saving benefits to enhance convenience in	To optimize the use of social media for saving time and improving convenience in	Bi-monthly Workshop or Online Tutorial highlighting tips, tools, and features of social	4-month period, with two sessions per month	Senior High School Student Athletes, Coaching Staff, and Trainers in	Enhanced efficiency in daily task management and increased convenience

daily activities	managing daily tasks and responsibilities	media platforms that can save time		Private Schools of Sto. Tomas City, Batangas	through the effective utilization of social media tools, demonstrated by user feedback, reduced time spent on tasks, and improved productivity metrics
Address feelings of jealousy arising from social comparisons on social media to promote emotional well-being and self-acceptance	To foster emotional well-being and self-acceptance by addressing and reducing feelings of jealousy stemming from social media comparisons	Monthly Workshops or Online Sessions focusing on building self-esteem, cultivating gratitude, and practicing self-compassion	6-month period, with one session each month	Senior High School Student Athletes, Family, Coaching Staff, and Trainers in Private Schools of Sto. Tomas City, Batangas	Improved emotional well-being and self-acceptance, demonstrated by decreased reports of jealousy from social media comparisons, increased engagement in self-compassion practices, and positive feedback from participants in targeted interventions or support programs
Foster positive emotions by enhancing levels of contentment and overall satisfaction	To cultivate an environment that encourages positive emotions and increases student athletes' feelings of contentment and overall satisfaction	Weekly Reflection and Gratitude Sessions, incorporating Mindfulness Exercises and Goal-setting Discussions to reinforce positivity and fulfillment	3-month period, with one session every week	Senior High School Student Athletes, Coaching Staff, and Trainers in Private Schools of Sto. Tomas City, Batangas	Improved levels of positive emotions and heightened feelings of contentment and overall satisfaction among individuals, as evidenced by feedback surveys, increased participation in well-being activities, and observable improvements in mood and engagement
Enhance levels of engagement by increasing the frequency of being deeply absorbed in tasks or activities	To foster an environment that encourages student athletes to experience higher levels of focus and immersion in tasks or activities, improving productivity and satisfaction	Bi-weekly Sessions on techniques to improve focus and engagement, including Practical Exercises like the Pomodoro Technique	3-month period, with two sessions per month	Senior High School Student Athletes, Coaching Staff, and Trainers in Private Schools of Sto. Tomas City, Batangas	Increased frequency of focused and immersive engagement in tasks or activities, as evidenced by improved productivity metrics, higher levels of satisfaction reported in participant surveys, and measurable reductions in distractions during work sessions

Strengthen relationships by enhancing access to help and support from others during times of need	To nurture stronger interpersonal connections and promote a supportive environment where student athletes feel empowered to seek and receive help during challenging times	Monthly Community-Building Events or Workshops, including activities like Group Discussions, Role-Playing Scenarios, and Collaborative Problem-Solving Exercises	6-month period, with one session each month	Senior High School Student Athletes, Family and Friends, School Admin and Community, Coaching Staff, and Trainers in Private Schools of Sto. Tomas City, Batangas	Improved interpersonal connections and a more supportive environment, demonstrated by increased instances of student athletes seeking and receiving help, positive feedback from participants, and strengthened trust and collaboration within the community
Elevate the sense of direction and purpose in life to foster greater meaning and fulfillment	To empower student athletes to develop a clear sense of direction and purpose in life, leading to a deeper sense of meaning and personal fulfillment	Monthly Workshops or Reflection Sessions focusing on Goal Setting, including guided exercises such as creating a vision board, and setting short- and long-term goals	6-month period, conducting one session each month	Senior High School Student Athletes, Family, Coaching Staff, and Trainers in Private Schools of Sto. Tomas City, Batangas	Student athletes demonstrate improved clarity in their life goals and purpose, as evidenced by active participation in goal-setting programs, positive feedback on personal fulfillment, and observable progress in aligning their actions with their aspirations
Enhance achievement by increasing the frequency of accomplishing important personal goals	To motivate student athletes to set realistic, meaningful goals and equip them with strategies and tools to consistently achieve these goals, fostering a sense of accomplishment and growth	Goal-Setting and Achievement Workshops every month, including training on SMART Goal-Setting, Prioritization Techniques, and Overcoming Obstacles	6-month period with one workshop per month	Senior High School Student Athletes, Family, School Admin, Coaching Staff, and Trainers in Private Schools of Sto. Tomas City, Batangas	Student athletes demonstrate the ability to set realistic and meaningful goals, consistently achieve them, and report an increased sense of accomplishment and personal growth. This is evidenced by progress tracking, positive feedback from participants, and measurable improvements in goal achievement rates

With the findings of the study, the action plan was created to empower the use of social media as a catalyst for growth, connection, and emotional well-being, while mitigating its potential risks. The “**Social Media for Mindful Minds**” is a mental health action plan tailored specifically for senior high school student athletes. Its primary purpose is to harness the positive potential of social media while addressing the challenges it can pose to mental well-being. The action plan aims to allow student athletes to engage with social media in a mindful and intentional way, enhancing their overall mental health and supporting their athletic and academic journeys.

The action plan is a comprehensive initiative aimed at fostering the mental health and emotional resilience of senior high school student athletes by encouraging responsible and mindful engagement with social media. Central to the action plan is the development of skills for positive social media engagement. This involves teaching student athletes how to curate their online experiences to focus on uplifting and motivational content, build supportive networks, and avoid the pitfalls of harmful comparisons. Furthermore, the action plan positions social media as a platform for connection and motivation. It encourages student athletes to control their online presence to foster relationships with peers, mentors, and fans, sharing their achievements, inspiring others, and creating a sense of community. An important dimension of the action plan is its focus on raising awareness among key stakeholders—students, parents, and educators. By educating these groups about the potential benefits and risks of social media, the action plan aims to create a supportive environment where online activity is balanced with real-world experiences. In essence, this action plan not only protects student athletes from the adverse effects of social media but also transforms it into a resource for mental health, personal growth, and meaningful connection.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents an overview of the summary of findings, the conclusions drawn from the research, and the recommendations formulated based on the data gathered and analyzed.

A. *Summary of Findings*

Through a detailed examination of the collected data, the following findings of the study were summarized and presented.

➤ *Social Media Usage Level to Satisfy the Senior High School Student Athletes' Needs and Goals in Terms of:*

- *Social Interaction*

This was 3.90 and verbally interpreted as Often.

- *Entertainment*

This was 4.43 and verbally interpreted as Very Often.

- *Information Seeking*

This was 4.18 and verbally interpreted as Often.

- *Convenience*

This was 4.30 and verbally interpreted as Very Often.

- *Social Comparison*

This was 3.34 and verbally interpreted as Sometimes.

➤ *Mental Health Level of the Senior High School Student Athletes Using the PERMA Model in Terms of:*

- *Positive Emotions*

This was 3.98 and verbally interpreted as High.

- *Engagement*

This was 4.01 and verbally interpreted as High.

- *Relationships*

This was 4.01 and verbally interpreted as High.

- *Meaning*

This was 4.04 and verbally interpreted as High.

- *Achievement*

This was 4.03 and verbally interpreted as High.

➤ *Test of Significant Relationship Between the Level of Social Media Usage and Mental Health of Senior High School Student Athletes in Private Schools of Sto. Tomas City, Batangas*

There was a significant relationship between the level of social media usage and mental health of senior high school student athletes in private schools located in Sto. Tomas City, Batangas. The computed r values, ranging from .133 to .475, were interpreted as with low positive correlation as to correlate Implementation level of social media usage and mental health through PERMA framework. Moreover, the computed probability values (.000, .001, .004, .005, .006, .014, .021, .035 and .044) were lesser than the level of significant ($P < 0.05$). Consequently, the null hypothesis was rejected.

➤ *The Proposed Mental Health Action Plan for Senior High School Student Athletes in Private Schools of Sto. Tomas City, Batangas*

With the findings of the study, the action plan was created to empower the use of social media as a catalyst for growth, connection, and emotional well-being, while mitigating its potential risks. The "Social Media for Mindful Minds" is a mental health action plan tailored specifically for senior high school student athletes. Its primary purpose is to harness the positive potential of social media while addressing the challenges it can pose to mental well-being. The action plan aims to allow student athletes to engage with social media in a mindful and intentional way, enhancing their overall mental health and supporting their athletic and academic journeys.

B. Conclusions

After a thorough analysis of the collected data, the following conclusions were derived and displayed:

- That social media plays a crucial role in the lives of student athletes, serving as a valuable tool for communication, entertainment, and intellectual exploration. While it enhances connectivity, there is a need to balance its use with face-to-face interactions to develop interpersonal skills and emotional connections. It also influences their behavior and preferences, offering both benefits and challenges, including concerns over time management and over-reliance on digital leisure activities. Social media fosters intellectual curiosity but requires careful evaluation of information credibility to ensure productive engagement. Additionally, while it helps student athletes efficiently manage their schedules, mindful usage is necessary to prevent overdependence and maintain participation in offline activities that build essential skills. Promoting media literacy and encouraging critical evaluation of content can help them maximize the positive aspects of social media while minimizing potential negative effects on mental health and self-esteem.
- That educators and coaches play a vital role in fostering student athletes' emotional well-being and success in both sports and academics. Encouraging mindfulness, minimizing distractions, and aligning activities with their interests can enhance engagement. Strengthening support networks through peer mentoring and open communication can improve their sense of security and connection. Helping them clarify their sense of purpose through goal-setting and career planning initiatives can further their personal development. While student athletes achieve highly, refining their goal-setting strategies, time management, and providing mentorship can further boost their success and overall fulfillment.
- That the relationship between the level of social media usage and mental health level of senior high school student athletes demonstrates a low but positive correlation with their PERMA levels (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment). The data clearly indicates that higher engagement with social media corresponds to higher PERMA levels, reinforcing the idea that social media plays a subtle yet meaningful role in shaping student athletes' overall well-being. However, the study underscores that the connection of social media is highly dependent on its nature and context, meaning its effects can be both beneficial and detrimental. This highlights the need for strategic and mindful usage, where athletes optimize its advantages—such as social support, advocacy, and motivation—while mitigating potential risks like cyberbullying and digital fatigue. Ultimately, the nuanced relationship between social media usage and mental health calls for balanced approaches that foster positive outcomes while addressing challenges. These insights pave the way for further research and program development, focusing on how social media can be leveraged as a tool for psychological well-being, resilience-building, and meaningful engagement in both athletic and academic settings.
- That the proposed mental health action plan, the “Social Media for Mindful Minds”, can be useful in creating a supportive environment where online activity is balanced with real-world experiences. In essence, this action plan not only protects student athletes from the adverse effects of social media but also transforms it into a resource for mental health, personal growth, and meaningful connection.

C. Recommendations

Based on the outlined findings and finalized conclusions, the following recommendations were offered and provided:

- School Administrations, Coaching Staff, and Trainers may promote mindful and balanced social media usage among senior high school student athletes. It may involve encouraging face-to-face interactions, fostering critical thinking and media literacy, and ensuring that social media use supports rather than hinders their overall well-being and development. Implementing educational initiatives on responsible social media use, time management strategies, and healthy digital habits may also help student athletes maximize its benefits while minimizing potential drawbacks.
- Coaching Staff and Trainers may enhance mentorship and support systems for senior high school student athletes. They may provide structured guidance through goal-setting workshops, career planning initiatives, and peer mentoring programs, as they may empower student athletes to refine their personal and academic aspirations. Strengthening open communication channels and ensuring accessible support networks may also help them navigate challenges effectively while fostering emotional well-being.
- Senior high school student athletes may apply a balanced social media usage guidelines and attend awareness programs that promote psychological and social benefits while mitigating potential negative effects. It may involve educational initiatives on mindful engagement, mental health support resources, and research-driven strategies to optimize social media's role in fostering their well-being. Encouraging further studies on its nuanced connection may also help refine approaches to ensure that social media enhances rather than diminishes mental health.
- The proposed “Social Media for Mindful Minds”, a mental health action plan which ensures its effectiveness in fostering a balanced digital and real-world experience for senior high school student athletes, may be utilized by the School Administrations, Coaching Staff, and Trainers. It may involve structured activities that promote face-to-face interactions, guidance on mindful social media use, and resources that turn digital engagement into a tool for mental well-being and personal development. By integrating real-world connections with responsible online behavior, this action plan may help to create a holistic support system that enhances both mental health and social engagement.
- Future researchers may build upon this study by investigating the relationship of social media usage on the mental health of senior high school student athletes in various cities or provinces. Expanding the research across different geographic locations

and educational settings would allow for comparative analysis, identifying potential trends, variations, and contextual influences that shape student athletes' online behavior and well-being. Additionally, future studies may consider factors such as cultural differences, socioeconomic backgrounds, school policies, and athletic training environments that contribute to social media habits and mental health outcomes. By broadening the scope of research, future researchers may provide deeper insights into how social media affects student athletes in diverse educational and social contexts, leading to more effective interventions and strategies for promoting healthy digital engagement and mental wellness.

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APPENDICES

APPENDIX A COMMUNICATION LETTER

March 31, 2025

Dr. Randy M. Baja, FRIEdr, CESE
Principal
St. Thomas Academy
Poblacion 3, Sto. Tomas City, Batangas

Dear Sir,

I hope this letter finds you well. My name is John Chris L. Martinez, and I am a graduate student pursuing a Master of Science in Psychology at Laguna College of Business and Arts, Calamba City, Laguna. I am currently conducting a research study titled *“Social Media Usage and Mental Health of Senior High School Student Athletes in Private Schools of Sto. Tomas City, Batangas.”*

The purpose of this study is to examine the relationship between social media usage and the mental health of senior high school student athletes. The findings will provide valuable insights into how social media influences their well-being and can potentially serve as a basis for interventions that promote mental health among student athletes.

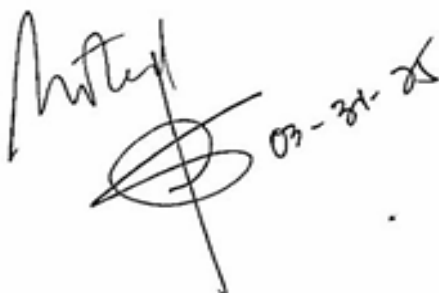
I would like to formally request your kind permission to invite senior high school student athletes from your institution to participate in this study. Participation will involve completing a set of questionnaires that assess various aspects of social media usage and mental health. Rest assured, all data gathered will be treated with the highest level of confidentiality and used solely for academic purposes.

The participation of your students will contribute significantly to the success of this research and to advancing our understanding of this important topic. Should you grant permission, I would be happy to provide further details about the study and address any questions or concerns you might have.

Thank you very much for considering this request. I greatly appreciate your support and look forward to the possibility of collaborating with you on this research endeavor.

Sincerely,


Mr. John Chris L. Martinez, CHRA
Graduate Student, Master of Science in Psychology
Laguna College of Business and Arts



April 2, 2025

Mrs. Lorena T. Calangian
Principal
Greenville Academy
Brgy. Sta. Clara, Sto. Tomas City, Batangas

Dear Ma'am,

I hope this letter finds you well. My name is John Chris L. Martinez, and I am a graduate student pursuing a Master of Science in Psychology at Laguna College of Business and Arts, Calamba City, Laguna. I am currently conducting a research study titled *"Social Media Usage and Mental Health of Senior High School Student Athletes in Private Schools of Sto. Tomas City, Batangas."*


The purpose of this study is to examine the relationship between social media usage and the mental health of senior high school student athletes. The findings will provide valuable insights into how social media influences their well-being and can potentially serve as a basis for interventions that promote mental health among student athletes.


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Thank you very much for considering this request. I greatly appreciate your support and look forward to the possibility of collaborating with you on this research endeavor.

Sincerely,


Mr. John Chris L. Martinez, CHRA
Graduate Student, Master of Science in Psychology
Laguna College of Business and Arts

Received: 
LORENA T. CALANGIAN
04-02-25

April 2, 2025

Mrs. Jaylyn R. Mutuc
Principal
Almond Academy Foundation Incorporated
Brgy. San Fernando, Sto. Tomas City, Batangas

Dear Ma'am,

I hope this letter finds you well. My name is John Chris L. Martinez, and I am a graduate student pursuing a Master of Science in Psychology at Laguna College of Business and Arts, Calamba City, Laguna. I am currently conducting a research study titled *"Social Media Usage and Mental Health of Senior High School Student Athletes in Private Schools of Sto. Tomas City, Batangas."*

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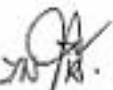
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Thank you very much for considering this request. I greatly appreciate your support and look forward to the possibility of collaborating with you on this research endeavor.

Sincerely,


Mr. John Chris L. Martinez, CHRA
Graduate Student, Master of Science in Psychology
Laguna College of Business and Arts

Received and approved!


JAYLYN R. MUTUC
04/02/25

APPENDIX B SOCIAL MEDIA USE SCALE – SURVEY QUESTIONNAIRE

Name: _____ *(Optional)* **Age:** _____
Grade Level: _____ **Type of Sport:** _____
School: _____

Thank you for participating in this survey. We value your input and appreciate your time. This questionnaire aims to understand your social media use habits.

Instruction:

Please read each question below carefully and indicate your level of social media use by selecting the appropriate response from the following scale:

5 – Very Often 4 – Often 3 – Sometimes 2 – Rarely 1 – Never

For each question, mark check (✓) that best reflects your answer. Your responses will be kept confidential and will only be used for research purposes. Please make sure to answer all the questions to the best of your ability. Your honest feedback is important to us. Thank you for your cooperation!

Social Media Use Scale (Lin, Wang, and Chen)

	Questions	5 Very Often	4 Often	3 Sometimes	2 Rarely	1 Never
1	How often do you use social media to communicate with others?					
2	How often do you feel lonely and use social media to find companionship?					
3	How often do you use social media for fun and relaxation?					
4	How often do you use social media to search for news and information?					
5	How often do you use social media because it is easy and convenient?					
6	How often do you use social media to compare yourself with others?					
7	How often do you use social media to maintain existing relationships?					
8	How often do you use social media to avoid boredom?					

9	How often do you use social media as a primary source of information?					
10	How often do you use social media because it saves time?					
11	How often do you feel inferior after comparing yourself to others on social media?					
12	How often do you use social media to make new friends?					
13	How often do you use social media to watch videos or view photos?					
14	How often do you use social media to get advice or recommendations?					
15	How often do you use social media because it is accessible?					
16	How often do you use social media to feel good about yourself?					
17	How often do you use social media to avoid face-to-face communication?					
18	How often do you use social media to play games?					
19	How often do you use social media to learn new things?					
20	How often do you use social media because it is free?					
21	How often do you feel jealous after comparing yourself to others on social media?					
22	How often do you use social media to plan events with others?					

APPENDIX C PERMA MODEL – SURVEY QUESTIONNAIRE

Name: _____ *(Optional)* **Age:** _____
Grade Level: _____ **Type of Sport:** _____
School: _____

This survey is designed to assess your well-being across five key dimensions: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. Your responses will help you understand your current levels of well-being and identify areas for improvement.

Instruction:

Consider how each question applies to you and your experiences over the past month. Use the following scale to rate your answers by putting a check mark (✓):

5 – Always 4 – Often 3 – Sometimes 2 – Rarely 1 – Never

There are no right or wrong answers. Your honest responses will provide the most accurate reflection of your well-being. Try to answer every question to the best of your ability. Take a moment to reflect on your answers after completing the questionnaire. Thank you for your cooperation!

PERMA Model *(Martin Seligman)*

		5	4	3	2	1
	Questions	Always	Often	Sometimes	Rarely	Never
1	How often do you feel joyful?					
2	How often do you feel positive?					
3	To what extent do you feel contented?					
4	How often do you become absorbed in what you are doing?					
5	To what extent do you feel excited and interested in things?					
6	How often do you lose track of time while doing something you enjoy?					
7	To what extent do you receive help and support from others when you need it?					
8	To what extent do you feel loved?					
9	How satisfied are you with your personal relationships?					
10	To what extent do you lead a purposeful and meaningful life?					

11	To what extent do you feel that what you do in life is valuable and worthwhile?					
12	To what extent do you generally feel you have a sense of direction in your life?					
13	How much of the time do you feel you are making progress towards accomplishing your goals?					
14	How often do you achieve the important goals you have set for yourself?					
15	How often are you able to handle your responsibilities?					