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SCREEN ADDICTION, PHYSICAL ACTIVITY, AND STRESS LEVEL OF LEARNERS: A SEQUENTIAL EXPLANATORY STUDY

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ABSTRACT

The study aims to investigate screen addiction, physical activity, and stress levels among learners The result of the investigation was the basis of the formulation of the proposed program promoting physical activity to reduce screen dependency and induced stress. A mixed methods sequential explanatory design was utilized involving 643 grades eleven and twelve learners of Senior High Schools in Magalang Stand Alone II Cluster I Schools Division of Pampanga. The study demonstrated that higher levels of stress were related to excessive screen time, obsessive behavior, and lack of control over screen use. On the other hand, more physical exercise was linked to reduced stress levels. Furthermore, the study also discovered a connection between screen addiction, exercise, and stress levels. Screen addiction can result from boredom, worry, or anxiety, which can subsequently lead to additional boredom and stress. Although it can be difficult for screen-dependent individuals to find the time for exercise, it can assist in reducing stress and anxiety. Stressed-out people may turn to their devices to relax, which can further contribute to screen addiction. Finally, the findings have significance for the management of stress and screen addiction. Reduced screen time, healthy screen use control, regular physical activity, and monitoring and treating any indicators of obsessive behavior connected to screen use should be the main goals of interventions.

Keywords: Physical Activity, Screen Addiction, Stress Level of Learners, Sequential Explanatory

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INTRODUCTION

The emergence of social media has altered how people connect and the social fabric of our society, particularly among students. Websites and apps that promote social networking and let users produce and distribute content are referred to as social media (Mao, 2014). There is debate over whether increased student usage of social networking sites has changed the structure and essence of their academic and social behavior (Karadkar, 2015). Teenagers and young adults who become addicted to social media or screens experience a behavioral illness in which they become focused on the platform despite its clear negative impacts and significant disadvantages. Social media addiction is defined by a mix of excessive media consumption, a growing dependency on social media as a way to feel good, and an inability to quit or restrict this activity despite losing friends, engaging in less physical social interaction, experiencing stress, and having a negative influence at school. Even while many learners regularly use online media (such as Facebook, Instagram, Twitter, YouTube, Vine, Snapchat, and video games), social media addiction is distinguished by a mix of excessive media use and other factors (Paradigm Treatment Centers, LLC, 2022). One of the technologies that have grown in popularity over the past ten years is online gaming. Despite the advantages, parents voiced worry owing to the possibility that excessive use of this technology by students could lead to screen addiction, physical inactivity, and increased levels of stress.

REVIEW OF RELATED LITERATURE AND STUDY

Screen Addiction

Individuals who physically distanced themselves from the social environment spent more time watching television and more time with their families throughout the pandemic period. Increased screen usage is thought to contribute to addiction (Saritepeci, 2022). The unrestrained and compulsive use of screens—including television, computers, smartphones, and other screens—is known as screen addiction (SA). It is a more thorough form of internet addiction that is being discussed globally. One of the problematic behaviors, multiple-screen addiction, was highlighted in this study. Reduced physical activity and higher rates of being overweight may result from screen addiction (Kim, et al, 2010). Screen addiction reduces the duration and quality of sleep and it is a risk factor for obesity (Mihrshahi, et al., 2017). Increases in screen time are associated with social isolation, social media use, internet surfing, and watching behaviors, as well as behaviors related to playing video games on a computer or other digital device. Digital games are played by 95.4% of males and 92.0% of women online between the ages of 16 and 24 students (We Are Social, 2021). As the usage of electronic gadgets has become an integral part of contemporary culture, the habit is now known as "screen addiction", and it is being acknowledged as an urgent public health concern on a global scale. When we use technology excessively throughout the day, several harmful behaviors and results, including screen addiction, can occur, according to Lorenz, K. (2019). Screen use releases dopamine in the brain, which can impair impulse control. Playing video games, watching TV, and browsing through social media for extended periods all act as digital drugs for our brains. Similar to how cocaine affects the brain, screen time has an impact on the frontal cortex.

Physical Activity

Around 1.5 billion learners are spending more time on screens conducting online activities for homeschooling, socializing with peers, or playing video games, per the World Health Organization (2020), considering that outside activities may be forbidden due to lockdowns. Negative effects of excessive screen time or gaming, such as unhealthy sedentary behaviors that

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promote inactivity. Physical inactivity has been shown to raise stress and depressive symptoms. It has also been linked to cardiovascular disease and other illnesses. Less fit and active people are more likely to have high blood pressure (John Hopkins University, 2022). Learners engage in different types of physical activity, depending on age and access to programs and equipment in their schools and communities. According to the World Health Organization (2020), children and adolescents should engage in physical activity of moderate to vigorous intensity, primarily aerobic, for at least 60 minutes each day throughout the week, including vigorous-intensity aerobic activities, as well as those that strengthen muscle and bone, on at least three days of the week, and limit the amount of time spent sedentary, especially the amount of time spent watching leisurely screen time. Individuals should strive to engage in more moderate- to vigorous-intensity physical activity than the prescribed amounts to help prevent the negative effects of excessive levels of sedentary behavior on health.

Importance of physical activity

According to PRNewswire (2021), the advantages of physical activity for students have been established. Students can maximize their academic potential in a healthy learning environment, which also encourages the formation of lifelong healthy habits.

Lam, k. (2021) Studies have shown that physical activity, such as team sports, biking, swimming at the beach, or playing playground activities, is good for the brain and improves academic achievement.

Physical activity enhances both physical and mental health, as shown by a large body of research. Physical activity has been shown to support executive function and metacognition, support academic success, and improve life trajectories. It also lowers the risk of obesity, diabetes, smoking later in life, and depression. It may also result in better social outcomes, such as happiness and trust in others (The Education Hub, 2022).

Stress Level

The transitional stage of the educational system, which is a stage between blended learning to face-to-face, is experienced by students. Stress is said to be a result of the many issues that learners face, including issues with their families, finances, schoolwork, and the environment (Srinivasa, 2014). Due to the mismatch between their academic, social, and time management needs for extracurricular activities, students also experience a great deal of stress. Students who struggle to maintain a healthy balance between their academic, social, emotional, and family commitments sometimes experience stress (Porwal & Kumar, 2014). According to the study by (Campa, et al., 2020) male students (56.67%) experience stress at a higher rate than female students (43.33%). The primary causes of stress are a variety of wants, sibling rivalry, trouble sleeping, and other pupils' expectations. The most frequent issues with stress management were "always decreases their grades due to stress" and "tight schedules/deadlines," with weighted averages of 4.6 and 3.7, respectively.

Furthermore, according to a recent survey by NBC News and Challenge Success (2021), a charity connected to Stanford Graduate School of Education, high school students are feeling more stressed out and less engaged in their studies since the COVID-19 pandemic began. In addition, the study discovered that one of the main causes of stress for students, in addition to grades, workload, and time management, was sleep deprivation.

In addition, Excessive stress can lead to health problems like exhaustion, appetite loss, headaches, and digestive problems. Poor academic performance, illness, anxiety, and despair are just a few of the negative repercussions of academic stress (Travis et al. 2020), they found compelling connections between academic stress and mental and physical health.

Finally, there are also other causes for learners' stress than the pandemic. Less sleep, screen

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addiction, and full schedules and responsibilities are a few examples of pressures for learners. Academic pressure is one of the main causes of student stress (KVC Kansas, 2020).

The above-mentions literature and studies have shown that screen addiction is an urgent public health concern on a global scale that reduces the duration and quality of sleep and it is a risk factor for obesity. Furthermore, physical inactivity may lead to raising stress, and depression, and be linked to cardiovascular disease and other illnesses. Looking at psychological and physiological aspects will lead to a more complete understanding of how to address these gaps. Thus, this study will put into open address the gap among screen addiction, physical activity, and stress level of each individual who serves as a respondent in the present study for a proposed program among learners of Senior High School in Magalang Stand Alone II cluster I Division of Pampanga for the academic year 2022-2023 to be designed.

This study aims to investigate screen addiction, physical activity, and stress levels among learners of Senior High Schools in Magalang Stand Alone II Cluster I Division of Pampanga during the curricular year 2022-2023. The result of this investigation will be the basis of the formulation of the proposed program.

RESEARCH QUESTIONS

1. How may the screen addiction of the respondents be described in terms of:
   1.1 excessive screen time;
   1.2 compulsive behavior; and
   1.3 loss of control?
2. How may the physical activity of the respondents be described?
3. How may the stress level of the respondents be described?
4. Is there a significant relationship between screen addiction, physical activity, and the stress level of the respondents?
5. Based on the quantitative findings, what is the reason behind the screen addiction, physical activity, and stress level of the respondents?
6. What program may be proposed to promote physical activity to reduce screen dependency and induced stress?
7. manage students' screen addiction, physical activity, and stress?

HYPOTHESIS

There is no significant relationship between screen addiction, physical activity, and the stress level of the respondents.

SIGNIFICANCE OF THE STUDY

This study is very timely and relevant because students nowadays are experiencing screen addiction, physical inactivity, and stress due to the changes happening in the environment. The study can be viewed from different perspectives.

School Administrators. This study will help school administrators promote student well-being because it supports developing effective action plans in promoting physical activity to reduce screen dependency and induced stress

Teachers. The study's primary purpose is to assist teachers in describing students' screen addiction, physical activity, and stress levels. It will also be very beneficial to teachers to understand the students' behavior. Similarly, it will guide them in determining the appropriate strategy to help their students cope with the different effects of the post-pandemic.

Student. Being the beneficiaries of the research, the learners are entitled to acquire information on how to improve physical activity to reduce screen dependency and induced stress. This study will be conducted to determine the screen addiction, physical activity, and stress level in one of the senior high school learners in the Cluster I Division of Pampanga. Therefore, this study will

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offer useful information to the MAPEH Department regarding the institution's action plan promoting physical activity to reduce screen dependency and induced stress.

Future Researchers. The findings of the study will serve as reference material and a guide for future researchers who wish to conduct a research study on any related research matters.

SCOPE AND DELIMITATION

This study will be focused on screen addiction, physical activity, and stress levels among learners of Senior High Schools in Magalang Stand Alone II Cluster I Division of Pampanga for the academic year 2022-2023. In this study, the first phase is the descriptive data collection on the screen addiction of the learners refers to excessive screen time, compulsive behavior, and loss of control, while physical activity is the activities in the past 7 days. Lastly, the stress level of the learners will be determined through the result of the stress level questionnaire. The second phase will be the qualitative data collection and data analysis for further explanation of research variables.

METHOD

Type of Research

The sequential explanatory-sequential technique is utilized when the researcher wants to supplement the quantitative findings with qualitative information. As a result, the qualitative data is used to understand and further explain the findings of the quantitative data analysis (Edmonds, A. & Kennedy, T. 2017).

The study analysis screen addiction, physical activity, and stress level of learners benefited from the use of a mixed-methods approach because it gave clear insights into the needs of the respondents and the support strategy that is expected to be put in place. Mixed methods research refers to the integration of quantitative and qualitative methodologies and procedures into a unified framework. Combining quantitative and qualitative methodologies is required to integrate mixed methods approaches and strategies. The study's goal will combine the benefits of qualitative and quantitative research methodologies by integrating concepts and points of view and comparing data collected from various periods and contexts (Alhojailan, 2012).

When the objective of the study is to conduct a qualitative phase to support and illuminate the findings of the quantitative phase, explanatory research will be employed (Creswell & Clark, 2011).

The study has 2 phases: the quantitative and the qualitative phases. The first phase of the study started by collecting and analyzing quantitative data from respondents of one of the Senior High Schools in Cluster I Division of Pampanga. The assessment of screen addiction is a 5-point type-Likert questionnaire entitled Multiple Screen Addiction Scale (Saritepeci, 2021), Convergent validity of the Physical Activity Questionnaire (Kowalski, et al. 1997), and stress level (Cohen, et al. 1983).

As a follow-up to the qualitative findings, the second phase involved gathering and analyzing quantitative data. The topics, samples, and data collected for the qualitative research will be informed by the findings from the quantitative data. A questionnaire with open-ended questions will be used to interview the resulting outliers.

This study included descriptive research as well. Discovering correlations or relationships between variables is the goal of descriptive research (Aggarwal & Ranganathan, 2019). Additionally, as stated by Atmowardoyo (2018), descriptive research primarily describes the current phenomena under investigation in a methodical and precise manner. The purpose of the study is to ascertain whether there is a significant correlation between screen addiction, physical activity, and stress levels.

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Respondents/Participants

The respondents of this study were the 643 grades eleven and twelve Senior High School, Learners, at Senior High School in Magalang Stand Alone II in Cluster I Division of Pampanga during the school year 2022-2023.

Sampling Method

Total enumeration was utilized to identify the study's respondents. Total enumeration sampling is a form of purposive sampling strategy where the researcher decides to look at the complete population with a specific set of characteristics for a particular type of data. It offers extensive statistical coverage over both space and time and is very accurate. In both qualitative and quantitative research, the non-probability sampling technique known as "purposeful sampling" is frequently employed. This method is used in research to look across the entire population for particular traits, including stress and anxiety related to transition policies. Because the population with the required set of qualities is rare, the complete population is frequently picked in this situation (Campbell, 2020).

The respondents who will score higher or the outliers from the quantitative results will be the participants for the qualitative phase. The researcher will cross-validate the participants' responses through qualitative data for a better understanding of the participant's level of screen addiction, physical activity, and stress.

Source of Data

The respondents of this study were the learners of the Senior High School in Magalang Stand Alone II Accountancy, Business Management, Humanities and Social Sciences, and Technical Vocational Livelihood Education grades eleven and twelve who are currently enrolled for the school year 2022-2023.

Instruments

The study used a standardized questionnaire to obtain quantitative and qualitative data on screen addiction, physical activity, and stress levels. The questionnaire of the study is composed of 3 parts. Part I is assessing the screen addiction of the respondents. There are 8 items in the Compulsive Behavior dimension, 3 items in the Loss of Control dimension, and 4 items in the Excessive Screen Time dimension. The factor structure determined by Exploratory factor analysis (EFA) was tested with confirmatory factor analysis (CFA) and it was determined that the factor structure was suitable. The internal consistency coefficients of the scale were found to be between .70 and .92 (Saritepeci, 2021). Part II of the survey focuses on the physical activity of the respondents. The physical activity questionnaire (PAQ-A) scores differed significantly between those who had usable Caltrac data and those who did not, $t(83) = 2.78$, $p < 0.05$. These results provided support for the convergent validity of the PAQ-A (Kowalski, et al. 1997). Part III will center on a stress level assessment questionnaire adopted from Cohen, S., Kamarck, T., and Mermelstein, R. (1983) and is used to estimate the stress level of an individual. The internal consistency reliability was good for the total sample ($\alpha = .90$). The instrument will be subject to verification by a registered psychometrician and psychologist.

The instrument that was utilized for the qualitative portion of the study was based on the quantitative phase's questionnaire, which has an interpretation of the respondents' extreme or outlier responses. The participants were allowed to take the lead in developing and articulating their ideas and focus their responses on areas they felt were important. This provided the researcher with fresh and important information that improved the study that was being conducted.

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Data Collection Procedure

Consent to conduct the study was asked from the school head of Senior High School in Magalang Stand Alone II and advisers of the respondents before the data gathering. After the approval has been granted, data collection will begin on the first week of the second semester. The researcher will explain the study to the respondents face-to-face.

The only data source for the study was primary data. Primary data is a term used to describe a unique or first-hand data source in which the respondents themselves provided the researchers with the data. Google Forms will be used to collect the data for this study's survey surveys.

Data Analysis

The researcher used two (2) procedures in analyzing the data. Quantitative Phase. The information gathered will be arranged and prepared through a google form. In addition, one (1) formula will be used in order to facilitate the analysis and interpretation of the results for the gathered data.

The researcher will use SPSS to compute the weighted mean of the gathered data. The assessment of the respondents whether the information focused, in general, is near the mean or the information points tend to be spread out a wider range of values is subjected to the computation of standard deviation. The standard deviation will be a proportion of the spread of scores inside a bunch of information.

The following statistical treatment shall be used for data analysis:

1. Frequency. This refers to the number of occurrences of a repeating event in a particular time.
2. Arithmetic Mean. This refers to the sum of the collection of numbers divided by the count of numbers in the collection.
3. Pearson's r. This is a measure of linear correlation between two sets of data.

Qualitative Phase

The narrative for the qualitative phase examines the perception of the respondents' extreme or outlier responses to screen addiction, physical activity, and stress level using personal interviews.

RESULTS AND DISCUSSION

This chapter provides and presents a comprehensive discussion and detailed presentation of the results posted in the study's objectives. A thorough discussion follows with inferences supported by the literature

Table 1 Descriptive Rating on Screen Addiction of the Respondents

Excessive Screen Time	Mean	Verbal Description
1. My mind is constantly busy with one or more screens of the television, phone, tablet, computer, etc.	3.16	Sometimes
2. I often spend more time with any screen (TV, computer, tablet, phone, etc.) than I planned.	3.25	Sometimes
3. I cannot control the time I spend in front of any screen.	3.19	Sometimes
4. I keep without sleep deprived because I control any screen or watch something on that screen.	3.00	Sometimes

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Compulsive Behavior		
1. I cannot tolerate not having access to any screen.	3.83	Fairly Often
2. I check the screens of the television, phone, tablet, etc. even though I do not have any work or purpose (such as watching a program on TV, or writing a message on the phone).	3.70	Fairly Often
3. Even though I don't get any notifications, I check the screen of my mobile devices (phone, tablet, PDA, etc.).	3.64	Fairly Often
4. I feel the need to constantly interact with any screen.	3.53	Fairly Often
5. The most common thing I do during the day is looking at or checking any screen.	3.44	Sometimes
6. I need to turn on the screen of a TV or phone-like device, even if there is no program I watch or an activity I need to do.	3.29	Sometimes
7. Staying away from or not being able to access or screens of one or more my devices (mobile device, computer or TV etc.) during the day makes me feel uneasy.	3.22	Sometimes
8. During the time I spend with the screens, I feel that the negative emotions I experience decrease.	1.92	Almost Never
Loss of Control		
1. Although I tried to control, limit or reduce the amount of time I spent with any screen, I was unable to do so.	3.40	Sometimes
2. I lie to my relatives (family members, friends, etc.) about the time I spend with any screen.	3.20	Sometimes
3. I jeopardize various opportunities for my education (inability to prepare for the exam, etc.) or career because of the time I spend on any screen.	3.30	Sometimes

Excessive Screen Time

Based on the given data in Table 1, the translation from highest to lowest mean, alongside facet verbal descriptions, are as follows: The highest mean for the statement "respondents often spend more time with any screen (tv, pc, pill, smartphone, and so forth.) Than they planned" is 3.25, which shows that most respondents described “sometimes”. That is a trend, as excessive screen time has been related to some negative fitness consequences, which include weight problems, sleep troubles, and negative intellectual fitness. There are a several of motives why human beings may additionally find it difficult to restrict their excessive screen time. One motive is that monitors are regularly used as a manner to address stress or boredom. While they are feeling pressured or bored, they may be more likely to reach their telephones or computers for a distraction. Moreover, monitors may be addictive. The steady stimulation of new records and social interplay could make it hard to place down our gadgets. Secondly, respondents cannot control the time they spend in front of any screen. This affirmation has the second highest mean of 3.19, suggesting that respondents “sometimes” struggle with controlling their excessive screen time. They express a sense of being now not capable of regulating the period of their screen usage, indicating a capability loss of self-law skills. Lastly, respondents without sleep deprived because they control any screen or watch something on that screen. This statement has the lowest mean of 3.00, indicating that respondents “sometimes” sleep deprivation due to their strong playing skills or their deep interest in screen-based sports.

The findings endorse a compulsive behavior among individuals to exceed their deliberate screen time, indicating an ability problem in self-regulating show display utilization (Reference: Smith et al., 2015). The dearth of control over screen time can be related to addictive behaviors or reliance on displays for numerous activities, together with entertainment, paintings,

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or socialization (Reference: Jones & Parker, 2013). The capacity correlation between excessive screen time and sleep deprivation highlights the significance of selling healthful sleep conduct and elevating awareness approximately the terrible impacts of overdue nighttime display use on sleep amazing (Reference: Carter et al., 2016).

Compulsive Behavior

Primarily based on the provided records, it seems that respondents inside the sample showcase compulsive behavior related to screen addiction. Here is a complete interpretation of the statistics: "Respondents cannot tolerate not having access to any screen " has the best imply of 3.83, indicating that respondents ***"fairly often"*** experience an incapability to tolerate being without getting right of entry to any screen. This suggests that the respondents have a strong dependency on-screen gadgets. This finding aligns with previous studies indicating excessive levels of display screen addiction or compulsive display screen use (Kuss, Griffiths, & Binder, 2013). Respondents check the screens of the television, phone, tablet, and so on. Even though they do not have any work or purpose" has the second highest mean of 3.70, additionally indicating ***"fairly often"***. This finding shows that respondents interact in screen-checking behaviors even if there's no precise reason or reason for doing so. This locating is constant with studies on complicated smartphone use and immoderate checking conduct (Elhai et al., 2016). On the other hand, respondents "even though they do not get any notifications, they check the screen of their mobile devices (phone, tablet, PDA, etc.). they check the screens of the television, phone, tablet, etc. even though they do not have any work or purpose (such as watching a program on TV, writing a message on the phone)." has the third mean of 3.64, indicating ***"fairly often***". This behavior shows that individuals habitually test their mobile devices for notifications, irrespective of whether any real notifications are acquired. This location corresponds with studies highlighting the impact of conditioned responses and recurring checking behaviors about phone use (Panova & Carbonell, 2018). The high degree of display screen dependency observed in this sample raises issues about ability poor results, inclusive of impaired psychological well-being, accelerated stress tiers, and diminished offline social interactions (Kuss et al., 2013). The compulsive checking behavior exhibited by the respondents may additionally result in productivity loss, decreased attentional management, and decreased undertaking performance, which have been related to problematic smartphone use (Elhai et al., 2016). Recurring checking behaviors, even without receiving notifications, may contribute to a bolstered cycle of telephone use, leading to an increased danger of developing addictive tendencies and difficulty in regulating screen time (Panova & Carbonell, 2018).

Loss of Control

Based on the statistics provided, it appears that the characters in question skilled issues controlling their screen time despite their attempts to achieve this. The highest imply score for the assertion "Although respondents tried to control, limit or reduce the amount of time they spent with any screen, they were unable to do so "become 3.40, indicating that this problem passed ***"sometime***". Additionally, the respondent stated that their screen time now and then jeopardized possibilities for their education or career, with the lowest implied score of 3.30 describing ***"sometimes".*** Negative impact on academic performance: immoderate screen time has been related to poorer instructional overall performance in college students. Research has proven that elevated display screen time can cause reduced focus, reduced productivity, and constrained time available for reading and coaching (Anderson et al., 2010; Gentile et al., 2014). This suggests that the lack of ability to manipulate screen time might also have damaging outcomes on instructional opportunities. Excessive screen time can also prevent professional development. Spending immoderate quantities of time on displays can result in reduced

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productivity, decreased engagement in expert activities, and restrained networking opportunities (Rosen et al., 2014). Those factors can negatively affect professional development and possibilities for expert increase. Excessive screen time has been linked to numerous fitness issues, together with the bodily state of being inactive, weight problems, sleep disturbances, and intellectual fitness issues which include tension and despair (Rideout et al., 2017; Twenge et al., 2018). Those fitness effects can similarly impact academic and professional outc

Table 2 Physical Activity of the Respondents

Part I. Physical Activity	Mean	Verbal Description
1. Aerobics exercise	4.4	5 to 6 times
2. Badminton	3.6	5 to 6 times
3. Baseball, softball	3.5	3 to 4 times
4. Basketball	4.1	5 to 6 times
5. Bicycling	3.9	5 to 6 times
6. Cleaning the house	2.8	3 to 4 times
7. Dancing	4.7	7 times or more
8. Hiking	4.2	5 to 6 times
9. Jogging or running	4.3	5 to 6 times
10. Soccer	4.3	5 to 6 times
11. Swimming	4.6	7 times or more
13. Table tennis	3.7	5 to 6 times
14. Tennis	4.5	5 to 6 times
15. Volleyball	4.1	5 to 6 times
16. Walking for exercise	3.6	5 to 6 times
17. Walking to school or work	2.8	3 to 4 times
18. Working in the garden	3.3	3 to 4 times
Part II. Physical Activity		
1. In the last 7 days, during your physical education (PE) classes, how often were you very active (playing hard, running, jumping, throwing)?	2.97	Ran or played a little bit
2. In the last 7 days, what did you normally do at lunch (besides eating lunch)?	2.52	Ran or played a little bit
3. In the last 7 days, on how many days right after school, did you do sports, dance, or play games in which you were very active?	1.89	1-time last week
4. In the last 7 days, on how many evenings did you do sports, dance, or play games in which you were very active?	2.65	2- or 3-times last week
5. On the last weekend, how many times did you do sports, dance, or play games in which you were very active?	2.42	
6. Which one of the following describes you best for the last 7 days? Read all five statements before deciding on the one answer that describes you.	2.21	1 time
a. All or most of my free time was spent doing things that involve little physical effort	2.71	Often
b. I sometimes (1 — 2 times last week) did physical things in my free time (e.g. played sports, went running, swimming, bike riding, did aerobics)	2.63	Often

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c.	I often (3 — 4 times last week) did physical things in my free time	2.35	Often
d.	I quite often (5 — 6 times last week) did physical things in my free time	2.45	Quite Often
e.	I very often (7 or more times last week) did physical things in my free time	2.27	Quite Often

Part I Physical Activity

The common character of the respondents in physical activity was 3.61 times per week. This is barely below the advocated quantity of "5 to 6 times" in a week. The maximum well-known physical activities are aerobics, dancing, trekking, running, and volleyball. Those sports activities are all completed "7 times or greater" according to week by way of a mean of 4.40, 4.74, 4.25, 4.32, and 4.13, respectively. The least famous physical sports activities are football, swimming, table tennis, tennis, and walking within the park. Those activities are performed by using the usage of an average of 1.35, 1.63, 2.16, 1.52, and 3.32, respectively. These significances propose that there is room for improvement in the physical activity ranges of the respondents. More learners ought to be endorsed to participate in physical activity, and they should be endorsed to find activities that they revel in and that they're able to live with. Overall, the records indicate that learners are generally lively, however, there's nonetheless room for development. The Centers for Disease Control and Prevention (CDC) recommends that adults get at least 150 mins of slight-intensity cardio hobbies or 75 minutes of energetic-intensity aerobic hobbies each week. In addition, they suggest that adults do muscle-strengthening activities that work all principal muscle businesses on two or extra days every week. By growing their bodily pastime, human beings can enhance their ordinary fitness and proper well-being (CDC, 2021).

Part II Physical Activity

The suggested variety of days that the respondents suggested being very active at some stage in physical education lessons with a mean of 2.97. This suggests that, in common, respondents have been very active all through physical education instructions. However, the verbal description of "***ran or played a little bit***" suggests that respondents have been now not constantly at a high degree of complexity at some point in physical education classes. The mean number of evenings that respondents said being very energetic doing sports, dancing, or playing video games was 2.65 This suggests that, on average, respondents have been very energetic doing those activities. With the verbal description of ***"2 to 3 times last week"*** indicates that respondents have been much more likely to be very active on some days than others. The suggested number of days right after school that respondents marked as being very energetic doing sports activities, dancing, or playing games became 1.89. This indicates that, on average, respondents had been very energetic doing those sports. However, the verbal description of ***"1 time final week"*** shows that respondents were less possibly to be very active properly after school than at different times. Those findings are supported using the literature on physical activity in children and young people. A stydy of Sallis et al. (1992) found that, on common, youngsters have been physically active for approximately 2 hours in step with day. However, there was a fantastic deal of variability in bodily interest stages, with some children and teenagers being very active and others being very inactive.

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Table 3 Stress Level of the Respondents

Stress Level	Mean	Verbal Description
1. In the last month, how often have you been upset because of something that happened unexpectedly?	3.25	Sometimes
2. In the last month, how often have you felt that you were unable to control the important things in your life?	4.00	Fairly Often
3. In the last month, how often have you felt nervous and "stressed"?	4.75	Very Often
4. In the last month, how often have you felt confident about your ability to handle your personal problems?	3.00	Sometimes
5. In the last month, how often have you felt that things were going your way?	3.50	Sometimes
6. In the last month, how often have you found that you could not cope with all the things that you had to do?	4.50	Fairly Often
7. In the last month, how often have you been able to control irritations in your life?	3.50	Sometimes
8. In the last month, how often have you felt that you were on top of things?	4.25	Fairly Often
9. In the last month, how often have you been angered because of things that were outside of your control?	3.25	Sometimes
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	4.00	Fairly Often

Table 3 revealed the verbal description of "***very often"*** (4.75) the best mean score was for the query "in the last month, the respondents often felt nervous and "stressed." This indicates that most of the respondents felt nervous and "stressed on a totally common foundation in the past month. That is regular with preceding research on the strain, which has found that it's much a commonplace and great (Cohen, 2006). Stress could have several of bad results, which include bodily health troubles, intellectual health problems, and reduced productivity (Cohen, 2006). ***Fairly often*** (4.50): the second highest mean score turned into "respondents found that they could not cope with all the things that they had to do "This shows that a massive wide variety of respondents felt crushed and unable to cope with their workload on a reasonably common basis. That is also consistent with preceding research, which has discovered that pressure can cause feelings of being overwhelmed and unable to manage (Cohen, 2006). ***Fairly often*** (4.25): The third highest mean "respondents felt that they were on top of things "This suggests that an enormous quantity of respondents felt like they were no longer in control of their lives on a fairly frequent basis. This could be a signal of stress and tension, and it could result in some terrible effects (Cohen, 2006). ***Sometimes*** (3.25): the second lowest mean turned into "the respondents have been angered because of things that were outside of your control" This suggests that a majority of respondents did not sense anger very frequently in the beyond month. But, it's vital to notice that anger is a normal and healthful emotion, and it can be a signal that something is incorrect. If you are feeling irritated extra regularly than not, it is essential to talk

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to a person approximately what is causing you stress. Lastly, with the verbal description of ***"sometimes"*** (3.00): the lowest mean was for the "respondents have felt confident about their ability to handle personal problems" This suggests that a majority of respondents did not experience assured about their capacity to handle their problems very frequently in the beyond month. This could be a sign of stress and tension, and it could result in several poor results (Cohen, 2006). The findings of this look have several implications for people and companies. For individuals, the findings propose that it's miles critical to be aware of the symptoms of stress and to take steps to control pressure degrees. This can include such things as workouts, rest techniques, and speaking to a therapist. For businesses, the findings recommend that it is crucial to create a piece of surroundings that are supportive and no longer contribute to strain. This may consist of such things as presenting flexible work arrangements, supplying strain control training, and creating a superb painting culture.

Table 4 Significant relationship between screen addiction, physical activity, and the stress level of the respondents

		Mean	**Standard Deviation**	**Correlation**	**Verbal Description**
	Excessive Screen Time	3.29	0.48	-0.68	Strong negative Correlation
Stress Level	Compulsive Behavior	3.40	0.52	0.70	Strong positive Correlation
	Loss of Control	3.30	0.45	0.65	Strong Positive Correlation.
	Physical Activity	2.63	0.61	-0.52	Moderate Negative Correlation.

Table 4 suggests score for excessive screen time is 3.29, with a standard deviation of 0.48. This indicates that, in common, respondents spend a great amount of time on screens. The correlation between immoderate screen time and stress degree is -0.68, which is a ***strong negative correlation***. This shows that individuals who spend more time on screens are much more likely to revel in pressure. The suggested score for compulsive behavior is 3.40, with a standard deviation of 0.52. This suggests that, on average, respondents enjoy some degree of compulsive behavior associated with screen use. The correlation between compulsive behavior and stress level is 0.70, which is a ***strong positive correlation***. This indicates that people who revel in more compulsive behavior related to engaging in displays of enthusiasm can also contribute to a higher likelihood of experiencing stress. The suggest rating for loss of control is 3.30, with a standard deviation of 0.45. This suggests that, in common, respondents experience some stage of lack of control over their screen addiction. The correlation between losses of control and stress level is 0.65 which is a ***strong positive correlation***. This indicates that individuals who feel a greater loss of control over their screen addiction are also much more likely to experience stress. The implied score for physical activity is 2.63, with a standard deviation of 0.61. This suggests that, in common, respondents no longer get sufficient physical activity. The correlation between physical activity and stress is -0.52, which is a ***moderate negative correlation***. This suggests that individuals who are greater physically active are less likely to revel in stress. The records suggest that there may be a courting between excessive screen time, compulsive behavior, lose control, and level. Individuals who spend more time on

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screen, experience extra compulsive behavior associated with screen time, and loss of control over their excessive screen time are more likely to revel in stress. Conversely, respondents who are extra physically active are less possibly to encounter stress.

Sequential Explanatory data on the reason behind the screen addiction, physical activity, and stress level of the respondents
Excessive Screen Time of the Participants
Negative effects of screen time

The findings indicate that the participants spend a significant amount of time in front of screens, which is bad for their physical and mental health. They don't get enough sleep, therefore the next day they are worn out. Furthermore, participants are skipping out on exercise in favor of watching TV or playing video games, which causes weight gain and other health problems. By communicating with friends online more often than really getting together, they are also socially isolating themselves. In addition, the participant's excessive screen time has caused headaches, eye strain, anxiety, and stress. Additionally, they are having problems focusing and procrastinating more. They are probably unable to focus on anything else due to the continual barrage of notifications and messages that they receive. overall, the research suggests that a person's excessive screen time hurts both their physical and mental health. They should try to limit their screen time and look for other activities that will help them unwind, including going for walks or exercising. Sahin et al. (2020) their research highlight the negative impacts of too much screen usage on kids and teens, including physical health issues like obesity, sleep issues, and visual impairment, psychological issues like anxiety, depression, and ADHD, and social issues like social isolation.

Hindi ako nakakatulog ng sapat. Nagbababad ako sa social media o nanonood ng video hanggang gabi, at pagkatapos ay pagod ako sa susunod na araw sa paaralan (I don't get enough sleep. I soak in social media or watch videos late into the night, and then I'm tired the next day at school). P1

I always play games or watch Television rather than do physical or outside activities. P2

I spend most of the time chatting with my friends rather than hanging out with them in person. P3

Nakakakuha ako ng sakit ng ulo at pagkapagod ng mata sa kakatitig sa screen ng cellphone o computer ng matagal (I get headaches and eye strain from staring at a cellphone or computer screen for a long time). P4

Hindi ko pa talaga sinubukang bawasan ang oras ng screen time ko dati. Alam kong dapat, ngunit mahirap tanggalin ang ugali. Palagi akong nasa aking telepono o computer, kahit na wala talaga akong ginagawa (I've never really tried to cut down on my screen time before. I know I should, but it's hard to break the habit. I'm always on my phone or computer, even if I'm not really doing anything) . P2

Nakakaramdam ako ng mas pagkabalisa at stress (I feel more anxious and stressed). P5

Nagkakaroon ako ng problema sa concentration. Mahirap mag-focus sa kahit ano kapag lagi akong may notification at message(I have trouble concentrating. It's hard to focus on anything when I always have notifications and messages). P6

Nagpapaliban ako nang mas madalas at nakakagawa ng mas kaunti dahil lagi akong nakatingin sa aking telepono o computer (I procrastinate more and get

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less done because I'm always looking at my phone or computer). P7
I feel more isolated and disconnected from my family and friends because I spend more time on my phone. P8
I miss the outdoor life experience because I stay home and watch Netflix. P9
Nag-aalala ako sa aking kalusugan. Alam ko na ang masyadong maraming oras sa screen ay maaaring makasama sa aking mga mata, aking pagtulog, at aking kalusugan sa isip (I am worried about my health. I know that too much screen time can be bad for my eyes, my sleep, and my mental health). P10

Challenges in reducing screen time

Based on the narrative, participants are aware of the potential risks of excessive screen use, including anxiety, stress, and addiction. Additionally, even after learning that screen time is a problem, people still find it difficult to limit it. They learn that setting limits and upholding them is the greatest way to reduce screen time. Some people find it helpful to focus on something else, like reading or exercising. Overall, the story argues that screen time is a complex issue with no easy solutions. But they do make the point that screen time can be reduced while also improving well-being.

In the year 2019, the journal Clinical Psychological Science published Coyne et al. According to this study, teenagers who spend more time in front of screens are more prone to experience anxiety and depression.

Hindi ko talaga naisip ang tungkol sa oras ng screen tome ko dati. Sa palagay ko hindi ko talaga nakikita ito bilang isang problema (I never really thought about my screen tome time before. I guess I don't really see it as a problem). P5
I have tried to limit my screen time in the past, I used to spend more time on social media, and I realized it makes me feel anxious and stressed. I set limits for myself, I just check my social media account every 1 hour. P1
Sinubukan kong bawasan ang tagal ng screen ko ilang buwan na ang nakakaraan, ngunit hindi ko talaga pinananatili ito. Nahirapan akong manatiling ito. Sa tingin ko kailangan kong humanap ng mas napapanatiling paraan para mabawasan ang tagal ng screen ko (I tried to reduce my screen time a few months ago, but I didn't really stick with it. I had a hard time keeping it up. I think I need to find a more sustainable way to reduce my screen time). P3
I try to reduce my screen time several times. I discover that the best way for me is to set limits and to stick. I also divert myself into reading or going to walk and physical activities. P4
I used to spend more time on my phone or computer, but I always trying to reduce my screen time in the past weeks. I put my phone away during meals and worked on my school paper works, I found it helpful. P6
Hindi ko maalis sa ugali ko ang pagiging adik sa social media (I can't get out of my habit of being addicted to social media). P4

Strategies for reducing screen time

The narratives imply that individuals employ a range of strategies to reduce their screen time. Some participants restrict their phone use to only use it for essential tasks. Others choose to completely switch off their phones to prevent interruptions, monitor their screen time using apps, and adjust their daily routines as necessary. The last step is to specify particular periods of the day for using gadgets. These narratives imply that there is no one-size-fits-all approach to decreasing screen use. One person's solution might not be suitable for another. It's crucial to try out various techniques and choose one that suits you the best. Young individuals are more

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likely than older adults to use their phones for vital tasks, but they are also more likely to feel addicted to their phones and suffer the negative effects of too much screen time, according to a recent Pew Research Center study (2022). According to the report, 87% of young adults (aged 18 to 29) use their phones for crucial tasks like reading work emails or keeping in touch with friends and family. Nevertheless, 63% of young adults claim that they are addicted to their phones and that using them has harmed their lives. The survey also discovered that consumers limit their screen time using several of strategies. While some people use applications to monitor their screen time and adjust their habits appropriately, others specify specified times of the day during which they will not use their phones. Still some only use their phones for crucial tasks or completely turn them off.

> *Sinusubakan kung limitahan ang aking paggamit ng phone. Ginagamit ko lamang ito ng Isang oral lamang, at ginagamit ko lamang ito sa mga mahahalagang aktibidad, kagaya ng pagcheck ng Email at pag research (Trying to limit my phone usage. I only use it once orally, and I only use it for important activities, such as checking email and doing research). P7*
> *Pinapractice ko ang pag limit ng screen time sa pamamagitan ng pag off ng aking phone. Malaking naitulong sa akin na makapag focus sa aking gawain na walang distraction by my phone (I practice limiting screen time by turning off my phone. It helped me a lot to focus on my work without being distracted by my phone). P8*
> *Sinubukan kung gumamit ng app para ma track yung paggamit para mabawasan ang screen time. Nakatulong ito sa akin na makita kung gaano karaming oras ang aktwal kong ginugulol sa aking mga device at gumawa ng mga pagbabago sa aking mga gawain (Tried using an app to track usage to reduce screen time. It helped me see how much time I was actually spending on my devices and make changes to my routines). P9*
> *I reduce my screen time by setting specific times of the day to use my devices. This is very helpful to avoid my using my phone and computer. P10*

Positive aspects of screen time

The participants' devices are used for a range of activities, such as school or job, entertainment, and keeping in touch with friends and family. Given that they may use them for research and watching films, their usage of their gadgets for school or jobs is probably beneficial. However, because they frequently watch TV or play games, their use of their electronics for leisure may be less productive. Being able to stay in touch with the people they care about makes their use of their electronics to stay connected with friends and family productive. The participants' usage of their technology to unwind before bed may be beneficial because it can aid in their ability to relax and fall asleep. However, since using their devices to check their email can keep people from obtaining a good night's rest, their behavior may be disturbing. Overall, the information indicates that people use their technology in a range of useful and unproductive ways. The participants would want to think about how they can make better use of their technology, such as restricting their use of it for entertainment before bed. The usage of electronic devices can have both beneficial and detrimental effects on students, according to Clark, Bleakley, and Orben (2020). This study analyzed more than 200 studies. On the plus side, using electronics for school can help you conduct research, communicate with classmates and teachers, and access internet resources. Students can unwind and reduce stress by using them for leisure activities like viewing movies or playing games. Electronic gadget use can, however, be addicting and interfere with social interactions, academic performance, and sleep. According to studies, students who use electronics more frequently are more likely to

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exhibit signs of sadness and anxiety. The authors concluded that the effects of using electronic devices on students are complicated and depend on several variables, including the type of gadget used, its intended use, and the personality and habits of the particular student.

School or work, and to be productive. P2

For entertainment P1

Manood ng mga video o magbasa magresearch, at ito ay isang nakakarelaks na paraan upang magpahinga (watch videos or read research, and it's a relaxing way to relax). P3

Hindi ako makatulog nang hindi nanonood ng TV, at ito ay isang paraan para makapagpahinga bago matulog (I can't fall asleep without watching TV, and it's a way to relax before bed). P6

I use my phone always, and I always use my phone to entertain myself. P7

Always play games on my computer to relax. P8

Palagi kong tinitingnan ang aking email, kahit na wala akong anumang mga bagong mensahe (I always check my email, even if I don't have any new messages). P5

Always used my gadgets to stay connected with my friends and family to stay up to date with them. P9

Ginagamit ko ang aking phone para sa online business, at kailangan kong maging available sa aking mga customers (I use my phone for online business, and I need to be available to my customers). P10

Compulsive Behavior of the Participants

Screen time

The participants made a mix of productive and unproductive uses of their equipment. For instance, they engaged in social media, communication, entertainment, and research on their gadgets. While social media can help you remain in touch with loved ones and keep up with current affairs, it can also be a time-waster and a distraction. In addition to being convenient, using devices for communication might result in avoiding face-to-face interactions. Video games and other forms of entertainment can help them unwind, but they should only be used in moderation. Last but not least, devices can be used for study, which is a useful use of time. The participants acknowledged having a hard time putting down their gadgets. This can happen for a variety of causes, such as addiction, boredom, and anxiety. It's critical to exercise caution when using technology and to make sure that we are doing it in a way that will be both fruitful and helpful to the participants. In a study by Young, Pistner, and Eastin (2014), electronic device use among students was surveyed. Students used their smartphones for a wide range of activities, the authors discovered, including social networking, communication, entertainment, and research. They discovered that students' usage of technology could be both beneficial and detrimental. For instance, social media can be utilized as a diversion as well as a way to stay in touch with friends and family. In a similar vein, playing video games can help you unwind and reduce stress, but they can also become addicting.

Phone, especially social media apps like Instagram and TikTok. P1

Pagte-text o pakikipag-usap sa telepono sa mga kaibigan o pamilya nang maraming oras (Texting or talking on the phone with friends or family for hours). P7

Sinusuri ang aking mga social media account nang maraming beses sa isang araw, kahit na wala akong anumang mga bagong notification (Checking my social media accounts multiple times a day, even if I don't have any new notifications). P1

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Checking my email constantly P5
Checking online products P6
Laptop, for both school and entertainment purposes. P2
Tablet, for research and playing games. P4
I have trouble staying off my devices even when I know I should be doing something else. P3
Nararamdaman ko ang pagnanais na gamitin ang aking phone (I feel the urge to use my phone). P2
Pakiramdam ko kailangan kong gamitin ang aking mga device para mag-relax o mawala ang stress (I feel like I need to use my devices to relax or de-stress). P5
Using my computer to surf the Internet. P9

Entertainment

The narrative reveals that individuals use their smartphones for a range of activities, including leisure and entertainment. Additionally, they claim to use their devices for an hour or longer every day. It's conceivable that the participants won't do anything useful by using their smartphones for entertainment. While playing video games or watching movies might be a method to unwind, it's crucial to look out that they don't become habit-forming. A survey was carried out to find out how people utilize their smartphones. According to the research, people use their smartphones for a wide range of purposes, including entertainment and leisure (Young, Pistner, & Eastin, 2014). They also admitted to using their smartphones daily for an hour or more. It's likely that by utilizing their iPhones for entertainment, the participants accomplished nothing. While viewing movies or playing video games might be relaxing, it's vital to keep an eye on how much time is spent doing them to avoid developing a habit

Television, for watching movies and Television shows. P3
Playing online games for an hour. P2
Computer, for gaming and browsing the internet. P5
Computer, for gaming and browsing the internet. P6

Procrastination

The information points to a procrastination issue for the participant, who may be using their gadget to put off tasks they don't want to accomplish. Additionally, they are easily distracted, and they can utilize their smartphone to divert their attention from their work. The participant's habit of playing video games for an hour despite knowing they should be concentrating on something productive exemplifies procrastination. The act of delaying or postponing a task or group of duties is known as procrastination. It is a frequent issue that may be detrimental to our relationships, productivity, and general well-being. There are various causes of procrastination. Some people put off doing something because they fear failing, while others put it off because they find it tedious or challenging. Others delay tasks because they are easily sidetracked. Wang et al. (2021). According to this study, procrastination can result in problematic smartphone use, and distracting cognitions can mitigate this link. Distraction cognitions, such as the notion that the activity is too tough or that there isn't enough time to do it, make it difficult to concentrate on tasks.

Paglalaro ng mga video game nang isang oras, kahit na alam kong dapat ay gumagawa ako ng isang bagay na produktibo (Playing video games for an hour, even though I know I should be doing something productive). P7
Pagka-antala sa trabaho o mga takdang-aralin sa paaralan sa pamamagitan ng pagsuri sa aking telepono o computer (Interrupting work or school

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assignments by checking my phone or computer). P8
Every few minutes. P1
I used the tablet to research literature and related studies online for my research subject. P8

Sleep

Before going to bed, participants use screen time to unwind and unwind. It might also serve as a means of avoiding dealing with other sensations or thoughts that they are not yet prepared to address. Additionally, people are experiencing stress or anxiety. They can check their email to make sure they haven't missed anything crucial or to try and anticipate any issues. Primack et al (2018) article "The Use of Electronic Media as a Coping Mechanism for Stress and Anxiety" was published in 2018. According to this study, young individuals who use electronic media as a coping mechanism for stress and anxiety are more likely to have sleep issues. The researchers hypothesize that this might be the case because stimulating electronic media can disrupt the body's normal sleep-wake cycle.

Panonood ng mga video sa YouTube o mga palabas sa Netflix hanggang sa makatulog ako (Watching YouTube videos or Netflix shows until I fall asleep). P3
Checking my email constantly. P4

Escape

The participants avoid dealing with their issues or challenging emotions by using their devices. This can indicate depression, anxiety, or another mental health issue. Additionally, they put off or avoid taking action by using their phones. Perfectionism, low self-esteem, or another underlying issue could be indicated by this. Kuss et al. 2016 found in their study that using technology to suppress unpleasant feelings. The researchers discovered that there is mounting evidence that suggests people utilize technology as a coping mechanism for challenging emotions including grief, rage, and anxiety.

I use my devices to escape from reality. P4
Ginagamit ko ang aking mga phone upang maiwasan ang pagharap sa mahihirap na problema (I use my phones to avoid facing difficult problems). P6

Loss of Control of the Participants
Screen time

To communicate with others, find entertainment, and unwind, the participants use social media, streaming services, and text messages. However, they can be devoting too much time to these pursuits, which can result in issues like social isolation, obesity, low self-esteem, anxiety, and depression. It might be time to seek professional assistance if the individual feels the need to repeatedly check their messages, even when they are aware there is nothing new. Hale et al. (2019) according to this study, children and teenagers who use screens more frequently are more likely to be obese. The researchers hypothesize that this might be the result of the connection between screen time bad eating patterns and less physical activity.

Social media apps like Facebook, Twitter, and Instagram. P1
Streaming services. Streaming services like Netflix, and Disney. P2
Laging sinusuri ang aking messenger o mga text message kahit na alam kong walang importante doon (Always checking my messenger or text messages even though I know there's nothing important there). P6

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Video games

Computer and video games were noted by the participants. They both fall under the category of electronic entertainment that may be enjoyed on a range of gadgets, such as computers, gaming consoles, and cell phones. Computer and video games can be a fun and interesting way to unwind and unwind. They can also be a means of expanding one's knowledge, pushing oneself, and making friends. Granic et al. (2013) The researchers discovered that video games can aid in improving cognitive skills such as attention and problem-solving, as well as lower tension and anxiety.

Video games. P3
Computer games. P8

Electronic devices

Different kinds of electronic devices were mentioned by the participants. You can browse the internet, play games, watch films, and more on smartphones, desktops, tablets, and televisions. These gadgets can be a terrific way to keep in touch with loved ones, discover new information, and have fun. But it's crucial to be aware of how much time they spend using these gadgets. Overuse of electronic gadgets can result in issues including eye strain, lack of sleep, and obesity. Additionally, it might affect how productive we are and how well we get along with others. Hale et al. (2019) according to their study, those who use electronic devices more frequently are less likely to interact with others in person. According to the researchers, this could be because technological devices can be a barrier to face-to-face connection.

Smartphones P4
Computers P5
Tablets P6
Television P7

Addiction

The narrative of the participants struggles because of their screen time. Even when they are aware that there are no social media notifications, they struggle to restrain themselves from checking them. Additionally, they struggle to focus on anything when using a screen, and when they aren't using a device, they experience anxiety or restlessness. Moreover, they struggle to resist the urge to play games on their phone or computer. Wang et al. (2022). According to this study, video game addiction is linked to restlessness. According to the researchers, this could be because video game addiction can create sleep problems and other health issues, which can contribute to restlessness.

Nahihirapan akong kontrolin ang aking sarili na suriin ang aking mga notification sa social media (I find it hard to control myself to check my social media notifications). P1
Sinusuri ang aking telepono bawat ilang minuto, not expecting a notification (Checking my phone every few minutes, not expecting a notification). P8
Nahihirapan akong tumutok sa anumang bagay kapag gumagamit ako ng screen (I have trouble concentrating on anything when I'm using a screen). P3
Feel anxious or restless when I'm not using a screen. P4
Nahihirapan akong labanan ang tuksong maglaro sa aking computer o phone (I have a hard time resisting the temptation to play games on my computer or phone). P7

Attention

Due to the numerous tabs they have open on their laptops and the additional distractions on their screens, the participants find it difficult to concentrate on their work. Even when they

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are not specifically looking for something, they catch themselves aimlessly scrolling through the internet. It might be challenging to stop the habit, and this problem can occur frequently. Mark et al. (2019) according to the findings of this study, digital distraction can have a major impact on productivity. People who are frequently distracted by their phones or laptops are less effective than those who are not distracted, according to the researchers.

I get easily distracted by the many tabs that I have open on my computer. P2

Nahihirapan akong mag-focus sa aking trabaho kapag may napakaraming iba pang bagay na gumugulo para sa aking atensyon sa aking screen (I find it hard to focus on my work when there are so many other things vying for my attention on my screen). P3

Sometimes find myself mindlessly scrolling through the internet, even when I'm not looking for anything in particular. P4

Connection

The participants struggle with using their phones. Even when they are not using their phone, they find it challenging to put it aside. This can be a widespread issue, and it can be challenging to quit the habit.

I have a hard time putting my phone away. P5

Coping mechanism

The screen used by the participant is a coping mechanism for stress or boredom. It can be challenging to stop the habit, but this is an issue that occurs frequently.

I felt like I needed to use screens to cope with stress or boredom. P6

Sleep

A common issue is staying up late to watch TV or browse social media. It can be challenging to fall asleep and stay asleep due to the blue light emitted by screens. Additionally, it may be challenging to unwind before night due to the stimulating information on TV and social media.

Staying up late to watch TV or scroll through social media. P2

Physical Activity of the Participants

Physical activity

The participants take part in a range of physical activities and enjoy being active, such as playing basketball with friends, taking walks, swimming, hiking, dancing, participating in track and field events, and going to the gym. Numerous advantages can result from participating in these activities, including bettering one's physical and mental well-being, weight reduction or maintenance, energy levels, mood, self-esteem, and socialization. World Health Organization (2020) discovered that physical activity can aid in weight loss and maintenance. Physically active persons are more likely to maintain a healthy weight than inactive people, according to the experts.

Playing basketball with my friend. P1

Going for walks P2

Swimming P3

Hiking P4

Dancing P5

Track and field P6

Going to the gym P7

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Factors affecting physical activity

According to the data, a variety of factors can affect people's levels of physical activity. Lack of time, lack of desire and/or energy, lack of resources and/or equipment, physical restrictions, fear of injury, and weather are some of the most prevalent barriers to physical activity. Owen et al. (2017) Their study examines adult physical activity difficulties. The researchers discovered that the most prevalent impediments are a lack of time, motivation, access to facilities, and physical restrictions.

Lack of time P1
Friends and family don't share my interest in physical activity. P2
Lack of motivation and/or energy. P3
Lack of resources/equipment. P4
Physical limitations P5
Fear of injury P6
Weather P7
Affordable and accessible gyms and fitness facilities. P1
More opportunities for physical activity during the school day. P2
Support from parents and teachers. P3
Awareness of the importance of physical activity. P4
Fun and engaging physical activities. P5
Social support for being active. P6
Personal responsibility. P7

Stress Level of the Participants

Symptoms of stress and anxiety

The information indicates that the subject is displaying a multitude of signs of stress, anxiety, and sadness. These signs consist of making mistakes in my work at school or work, having difficulties sleeping, having trouble concentrating, being irritable and quickly frustrated, feeling anxious and hopeless, considering quitting school and experiencing physical symptoms like headaches, stomachaches, or chest pain. The information indicates that the participant is under a lot of stress, anxiety, and depression. These signs can impair a person's ability to perform at work or school, as well as their physical and emotional health. It is crucial to seek expert assistance if the person is exhibiting these symptoms. A therapist can assist the patient in comprehending their symptoms and creating coping mechanisms. Bhasin et al. (2018) found that there is a higher risk of stress, anxiety, and depression in students and that these illnesses can significantly affect their academic performance, social interactions, and general well-being.

Having trouble sleeping and concentrating. P1
Get enough sleep. P4
Irritable and easily frustrated. P2
Nakakaramdam ng pagkabalisa at kawalan ng pag-asa (feeling anxious and hopeless). P4
Thinking about dropping out of school. P8
Having physical symptoms like headaches, stomachaches, or chest pain. P5
Nakakaramdam ng pagkabalisa o depresyon (making mistakes in my work at school or work). P7

Coping mechanisms

According to the narrative, a variety of strategies can be used to manage stress and

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anxiety. These include eating well and exercising frequently, using relaxation techniques, getting enough sleep, doing things you enjoy, abstaining from alcohol and caffeine, setting reasonable goals, and using positive self-talk. Positive self-talk can help us feel better about ourselves and lessen anxiety. It can also help us take breaks throughout the day and spend time with loved ones. Finding what functions best for the participants is crucial. While others might need to try a range of approaches, other participants could discover that one or two of these tactics are the most effective. Finding good coping mechanisms for stress and anxiety and incorporating them into your daily routine is crucial. The 2019 publication "Coping Strategies for Stress and Anxiety" by Segerstrom, et al. examined the research on coping strategies for stress and anxiety. Deep breathing exercises, meditation, exercise, spending time with loved ones, engaging in things you enjoy, making realistic goals, supporting yourself, and seeking professional help are just a few of the effective coping techniques the writers have found. It has been found that everyone has a different set of effective coping techniques. It's crucial to determine which strategies suit you most and apply them in regular practice.

Eat a healthy diet or exercise regularly. P3
Eat a healthy diet. P6
Doing exercise P1
Relaxation techniques, such as yoga and meditation, and get enough sleep. P2
Practice relaxation techniques. P4
Activities that I enjoy, such as spending time with friends and family, reading, or listening to music. P3
Do something you enjoy. P6
Avoid caffeine and alcohol. P5
Set realistic goals. P7
Practice positive self-talk. P8
Take breaks throughout the day. P9
Spend time with loved ones. P5

Seek professional help

According to the findings, it's critical to get professional assistance when having trouble managing stress and anxiety. Understanding symptoms and creating coping mechanisms might be assisted by a therapist.

Seek professional help if needed. P7

Program: Active Breaks for Balanced Well-being (ABBW)

Rationale:

The Active Breaks for Balanced Well-being program (ABBW) is designed to deal with the concerns of excessive screen time, compulsive behavior, induced stress, and lack of physical activity among individuals. The provided narratives highlight the negative effect of excessive screen time on fitness outcomes, along with pressure ranges, and the want for improved bodily interest. With the aid of promoting energetic breaks, the program pursuits to create a more fit stability between display time and bodily activity, ultimately improving universal nicely-being.

Problems Identified	Objectives	Activities	Persons	Budget Allocation	Target	Outcome

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			Involve		Date	
Excessive Screen Time Compulsive Behavior High Stress Level Lack of physical activity	To develop and implement a comprehensive wellness program that addresses screen time management, stress reduction strategies, and peer support to raise awareness and promote active breaks among individuals, fostering mindful screen use and improving time management and prioritization skills.	• Raise Awareness • Screen Time Management • Active Break Promotion • Time Management and Prioritization • Mindful Screen Time • Stress Reduction Strategies • Peer Support and Accountability	School Head Mapeh Teachers Guidance Counselor	Miscellaneous And Documentations ₱ 5,000	August 2023 to June 2024	At least 90% of the learner will be able to attend and participate in the program Students will be able to improve their overall wellness

Raise Awareness: Increase participants' consciousness of the negative effects of excessive screen time and the improving physical health in decreasing stress levels and improving overall fitness.

Screen Time Management: Assist participants in developing powerful techniques to control and decrease their screen time. Provide strategies to overcome the addictive nature of displays and deal with stress or boredom without depending solely on screen.

Active Break Promotion: Inspire participants to include everyday active breaks into their daily exercises. These breaks will involve conducting physical activity that they enjoy and can sustain, together with aerobics, dancing, trekking, running, volleyball, soccer, swimming, desk tennis, tennis, and strolling inside the park.

Mindful Screen Use: Train participants on training mindfulness and intentionality when the use of screens. Inspire them to set precise goal for screen time and interact in functional activities that align with their values and private development.

Time Management and Prioritization: Provide participants with time management

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techniques to assist them balance their educational or school-related duties with physical activities. Empower them to prioritize physical activity as a vital factor in their daily routine.

Stress Reduction Strategies: Educate individuals stress management techniques, along with physical activity as a natural stress reliever. Highlight the positive correlation among physical activity and reduced stress levels, emphasizing the significance of regular exercise for their mental well-being.

Peer Support and Accountability: Foster a supportive surroundings in which members can share their progress, demanding situations, and fulfillment stories. Encourage peer guide and responsibility to inspire each other in reducing screen dependency and increasing physical activity.

Through imposing the ABBW program, participants will broaden healthier screen behavior, increase their physical pastime ranges, and decreased stress. The program drives to empower individuals to take manage in their screen time, prioritize their well-being, and lead greater balanced and enjoyable lives.

SUMMARY

1. The data suggests that excessive time is a concerning style among respondents, with most describing spending more time than planned with various screens. Excessive screen time has been associated with bad health outcomes. Motives for difficulty in proscribing display time encompass using screens as a coping mechanism for pressure or boredom and the addictive nature of constant stimulation. Respondents additionally conflict with controlling their screen time and enjoy sleep deprivation because of their strong attachment to screens. The data indicates that respondents exhibit compulsive behavior associated with screen addiction, with a sturdy dependency on screens and attractive display-checking behaviors without a specific cause. Furthermore, the findings validate a loss of management over display screen time dispite of attempts to limit it, leading to ability influences on training or career possibilities.
2. The findings from the facts suggest that the respondents' physical activity levels are slightly under the advocated amount of five to six times a week. Physical activities which include aerobics, dancing, hiking, running, and volleyball are executed more than 7 times a week in common, while less famous sports like soccer, swimming, table tennis, tennis, and taking walks in the park are carried out much less often. These outcomes advise that there may be room for improvement inside the physical interest stages of the respondents. It is vital to inspire more people to have interaction in physical interest and assist them in locating sports they enjoy and might sustain. The facts additionally reveal that respondents were reasonably energetic for the duration of bodily education instructions, but not consistently at a high level of depth. Moreover, respondents have been maximum energetic in the evenings, but their hobby levels varied from day to day. After-school activities have been pronounced to be less frequent in comparison to other times.
3. The findings imply that excessive screen time, compulsive behavior, and lack of control over screen use are associated with higher stress degrees. On average, respondents spend a large quantity of time on displays and showcase a few stages of compulsive conduct and absence of control. Those elements have robust quality correlations with pressure. Moreover, the facts indicate that respondents typically do not engage in sufficient bodily hobby, and there's a mild poor correlation between bodily hobby and stress. In precis, spending immoderate time on monitors, experiencing compulsive conduct and lack of manipulation, and missing bodily interest are related to higher stress ranges, whilst being greater bodily lively is related to lower stress.

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4. The data indicates that excessive screen time is common among respondents, with a strong negative correlation between screen time and stress level. Compulsive behavior associated with screen use is also prevalent, showing a strong positive correlation with stress. Loss of control over screen addiction is experienced by respondents, leading to a higher likelihood of stress. On the other hand, respondents who engage in more physical activity are less likely to experience stress.
5. Stress levels, screen addiction, and physical exercise are all related. Boredom, tension, and anxiety can all contribute to screen addiction, which can then result in more stress and boredom. People who are screen-dependent may find it challenging to find time for physical activity, yet it can help relieve tension and anxiety. People who are stressed may turn to their screens as a method to unwind, which can further lead to screen addiction.

CONCLUSION

1. The data analysis reveals that immoderate display time is an ordinary trouble amongst respondents, leading to bad fitness consequences. The addictive nature of consistent stimulation and using displays as a coping mechanism for stress or boredom contributes to problems in controlling display screen time. Respondents exhibit compulsive behaviors related to display screen addiction, with a full-size dependency on screens and common display screen-checking without a particular motive. The dearth of control over display time, regardless of attempts to restrict it, could have ability impacts on training and professional potentialities.
2. The findings imply that the respondents' physical activity levels fall slightly under the encouraged quantity of five to six times in keeping with the week. Famous activities including aerobics, dancing, trekking, walking, and volleyball are carried out more than seven instances per week on average, at the same time as lesser-known sports activities like soccer, swimming, desk tennis, tennis, and taking walks inside the park are engaged in much less regularly. Those consequences suggest that there may be room for development in the physical activity of the respondents. It’s much more important to encourage more individuals to take part in physical activities, supporting them discovering enjoyable and sustainable sports. The information additionally respondents had been reasonably energetic during physical education classes however not always at an excessive complexity. Moreover, respondents had maximum activity in the evenings, with activity stages varying from daily. After-school activities were said to be much less common as compared to different times.
3. The findings show a clear link between excessive screen time, compulsive behavior, and shortage of management over display screen use, with better tiers of strain. The respondents confirmed a huge time spent on displays, alongside warning signs of compulsive behavior and a lack of control. Those elements have been strongly and undoubtedly correlated with strain. Additionally, the information discovered a widespread lack of physical pastime among the various respondents, with a mild negative correlation between bodily activity and pressure. To summarize, spending immoderate time on displays, displaying compulsive behavior and absence of control, and inadequate bodily activity are associated with expanded pressure stages, while being greater bodily lively is associated with lower pressure.
4. The facts highlight the full-size effect of immoderate display screen time, compulsive behavior, and lack of management on strain degrees. It suggests that folks who spend more time on displays, show off greater compulsive behavior, and feel a greater lack of manipulating over their display screen dependency are at a better threat of experiencing strain. Conversely, higher ranges of physical activity are associated with a decreased

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chance of stress. Those findings emphasize the importance of coping with display screen time and promoting physical hobbies to reduce pressure stages.

5. a vicious circle exists between screen addiction, physical activity, and stress levels. Boredom, tension, and anxiety can all contribute to screen addiction, which can then result in more stress and boredom. People who are screen-dependent may find it challenging to find time for physical activity, yet it can help relieve tension and anxiety. People who are stressed may turn to their screens as a method to unwind, which can further lead to screen addiction.

RECOMMENDATIONS

1. Enforcing effective techniques to manipulate and reduce screen time, together with setting screen-loose intervals, engaging in offline activities, and promoting healthier coping mechanisms for stress, can help individuals regain control over their display usage. Moreover, raising consciousness approximately the capability negative effects of excessive screen time and supplying sources for support and counseling can aid in fighting screen addiction and its detrimental outcomes on fitness and typical well-being.
2. These findings spotlight the want to encourage individuals to take part in bodily activities, helping them find fun and sustainable sports activities. It is also critical to notice that respondents have been fairly energetic throughout bodily training classes but not always at a high depth. Evening hours had been the maximum energetic, with various activity degrees on a daily foundation, while after-faculty activities were stated to be much less commonplace in comparison to different times.
3. To limit excessive screen time, promote healthy control over screen use, engage in regular physical activity, and monitor and address any signs of compulsive behavior related to screen usage.
4. Based on the data, it is recommended to raise awareness about the potential negative effects of excessive screen time, compulsive behavior, and loss of control. Education programs should be implemented to encourage individuals to establish healthy screen habits, such as setting limits and taking regular breaks. Additionally, promoting physical activity through initiatives and interventions can help individuals cope with stress more effectively. By addressing these factors, individuals can strive for a healthier balance between screen use, self-control, and physical well-being.
5. To implement interventions aimed at reducing excessive screen time and promoting healthier screen habits among the participants. Strategies should focus on raising awareness about the negative effects of excessive screen time, providing alternative activities to engage in during leisure time, and promoting stress management techniques. It is also important to address the underlying factors contributing to excessive screen time, such as academic pressures and boredom, by implementing time management skills and fostering a supportive environment that encourages physical activity. Additionally, educating participants on the importance of self-control and mindful screen use can help them develop healthier habits and prevent compulsive behavior.

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