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ENC 1102: Composition II

Literature Review

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Social Rules, Technology, and Emotion in Gym Literacy

Introduction

The gym serves as an educational environment which people learn through watching others and taking part in activities and thinking about their own actions. The gym functions as an advanced literacy space which unites physical development with social connections, technological usage and emotional intelligence. Members need to develop social literacy skills to understand gym rules and gender-based expectations which affect their sense of belonging. The gym environment requires members to develop digital skills because they need to read fitness data and track their progress through technology-based systems which affect their understanding of achievement.

The ability to read and understand emotions plays a vital role in fitness spaces because members develop their confidence, motivation and shape their identities through their fitness activities.

Research on gym literacy extends past physical exercise to explore how people use fitness areas for learning and social interaction. The research investigates how social rules, digital systems and emotional elements create gym literacy while studying their combined effects on fitness culture behaviors and psychological effects.

Social and Cultural Rules in Gym Literacy

The gym environment teaches people how to act and communicate. Research shows that social and gender rules establish the rules which determine community member participation.

Andreasson and Johansson explain that gym culture is influenced by traditional masculine norms that make the space feel built for men, while women or beginners often have to learn through experience how to fit in. The process of learning about unspoken social norms which determine speaking times and helping behaviors and movement patterns develops into gym literacy according to Andreasson and Johansson.

Rapport et al. found that members who learn gym customs and etiquette develop a stronger sense of belonging. Students who respected social expectations such as sharing equipment or staying aware of others' routines felt more included. The development of gym literacy occurs primarily through observation of others rather than physical athletic skills according to Rapport et al.

Lamarche et al. The development of self-image and confidence emerges from social comfort during interactions according to Lamarche et al. The authors explain that social comfort during interactions leads to self-image development and confidence growth but they also show how gender expectations create separate experiences for men and women.

Research conducted recently shows that social behavior in gyms serves as the primary learning environment for human beings. Salvatore and Markula explain that the gym functions as a space where individuals use their physical appearance and body movements to express their identities and demonstrate their power. According to Cole this phenomenon is known as "embodied

literacy” because people use their body language through clothing and posture and nonverbal signals to show confidence (Salvatore and Markula; Cole). These studies show that being literate in the gym means understanding social behavior as much as physical training. People need to identify hidden social rules which will help them discover their position in spaces where self-assurance leads to achievement.

Digital Tools and Emerging Literacies

The gym environment received new learning approaches through technological advancements. People today need to understand how to use digital tools and apps and devices which monitor their fitness development. Kristensen et al. states wearable technology enables users to track their activities and performance yet it presents difficulties for those who lack experience with digital information display. The members need training to understand workout data interpretation which enables them to select proper exercises. The gym experience now includes digital literacy according to Kristensen et al.

Riswandi explains how Generation Z interacts with media through this connection. He found that young people’s comfort with digital platforms helps them learn gym apps faster (Riswandi). Panagiotou et al. The process of teaching digital literacy enables users to learn digital fitness information analysis while avoiding mindless acceptance of digital content. Lupton explains that technology creates changes which impact how people experience emotions. Seeing numbers go up or down can motivate or discourage users, showing that digital literacy is not just technical but emotional too (Panagiotou et al.Lupton).

Couldry and Hepp describe this process as “datafication of the self,” meaning people see themselves through the numbers they collect. Many people start defining success by calories burned or steps taken instead of how they actually feel (Couldry and Hepp). Pink and Fors show that self-tracking operates through social mechanisms because users exchange their tracking data to learn from each other. The definition of gym literacy now requires people to learn about technology reading and emotional impact recognition and physical experience management (Pink and Fors).

Confidence, Identity, and Participation

According to Lamarche et al a person needs to have self-awareness and confidence to read gym signs. People who have positive body images stay motivated to keep going with their actions. People who feel confident tend to participate more actively in their workouts while joining the gym community according to Lamarche et al. The research by Andreasson and Johansson demonstrates that social expectations about gender influence how people experience emotions. Men need to show control and strength according to social norms yet women receive criticism from society. (Rapport et al.) The research connects emotional intelligence to this concept because Rapport et al. and Andreasson and Johansson demonstrate that empathetic communication enables people to develop feelings of belonging.

Tiggemann and Zaccardo studied how “fitspiration” content online changes self-image. The study revealed that people who constantly view perfect body images experience decreased self-assurance yet emotional intelligence enables them to fight against these external influences (Tiggemann and Zaccardo). Atkinson defines empathic fitness as the ability to understand emotions which enables people to maintain their motivation and build connections with others.

Salvatore and Markula investigate how physical abilities together with body displays create emotional responses in people. People who learn to control their emotions including frustration and embarrassment and pride will develop enduring motivation (Atkinson; Salvatore and Markula).

The research indicates that students learn emotions through physical activities at the same level as they learn physical skills. Members develop skills to manage their personal uncertainties together with their competitive nature and tendency to measure themselves against others. The development of emotional literacy enables them to achieve equilibrium as they maintain their steady progress and build self-assurance through their continuous achievements. The ability to read gym environments requires students to identify their emotions while controlling their drive and understanding how their physical development shapes their personal identity.

Conclusion

The research studies demonstrate that gym culture serves as a complex educational setting which enables members to learn social skills, digital abilities to perform tasks and emotional intelligence. The studies by Andreasson and Johansson (1996) and Rapport et al. (2018) demonstrate that social expectations and gender norms determine participation levels by showing that members need to understand gym rules and communication systems. Users need to develop digital literacy skills according to Kristensen et al. (2021) and Riswandi (2023) to effectively use wearable technology and fitness applications for performance data management. The emotional factors of confidence and identity which Lamarche et al. (2018) studied demonstrate that self-perception and belonging directly affect motivation and growth. The research evidence demonstrates that gym literacy requires members to develop social understanding and technological abilities and emotional competencies. The current research primarily investigates

young adults and university students but fails to explain how older and less experienced gym members learn these new literacies. Research should investigate methods to combine emotional education with digital tools in gym learning areas to create more accessible and supportive environments for all members.

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