

## **THE IMPACT OF SOCIAL MEDIA USAGE AND PEER INTERACTION ON THE VALUES FORMATION OF GRADE 6 LEARNERS IN CARAMORAN SOUTH DISTRICT, DIVISION OF CATANDUANES**

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### **ABSTRACT**

This study aimed to determine the impact of social media usage and peer interaction on the values formation of Grade 6 learners in Caramoran South District, Division of Catanduanes, and to formulate an action plan to enhance their values formation based on the findings. Specifically, it sought to answer questions regarding: the extent of social media usage in terms of frequency, duration, and purpose; the level of peer interaction in terms of frequency, type, and quality; the level of values formation in terms of moral, social, and personal values; the relationship between social media usage and values formation; the relationship between peer interaction and values formation; and the formulation of an action plan to enhance learners' values formation based on their social media usage and peer interaction.

The study employed a descriptive-correlational research design and involved 172 Grade 6 learners as respondents. The study tested two null hypotheses at a 0.05 level of significance: first, that there is no significant relationship between the extent of social media usage and the level of values formation, and second, that there is no significant relationship between the level of peer interaction on social media platforms and the level of values formation of Grade 6 learners. Data were collected, analyzed, and interpreted to provide a comprehensive understanding of learners' social media engagement, peer interactions, and values development.

The findings revealed that the extent of social media usage among learners showed an overall weighted mean of 2.99 (Agree/Often), with frequency of use ranking highest, followed by purpose of use, and duration of use ranking lowest. The level of peer interaction recorded an overall weighted mean of 2.76 (Agree/High), with quality of interaction ranking highest, followed by type and frequency of interaction. The level of values formation obtained an overall weighted mean of 2.99 (Agree/High), with moral values ranking highest, followed by social and personal values. Correlational analysis indicated that social media usage was significantly related to values formation ( $r = 0.734$ ), and peer interaction was also significantly related to values formation ( $r = 0.862$ ), leading to the rejection of both null hypotheses. Based on these results, an action plan was formulated to guide learners in responsible social media use, encourage purposeful and meaningful peer interactions, and strengthen their moral, social, and personal values.

The study concluded that Grade 6 learners in Caramoran South District, Division of Catanduanes, regularly use social media and engage actively with peers, demonstrating positive moral, social, and personal values. Social media usage and peer interaction are significantly associated with learners' values formation, highlighting the role of digital platforms in shaping learners' behavior and ethical development. Consequently, a structured

action plan is recommended to enhance values formation by guiding social media engagement and fostering meaningful peer interactions, thereby supporting the holistic development of learners both online and offline.

**Keywords:** Descriptive Correlational Study, Social Media Usage, Peer Interaction, Values Formation