

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

INTRODUCTION

The rapid growth of digital technology, particularly social media platforms such as Facebook, TikTok, YouTube, and Instagram, has greatly affected how children learn, communicate, and interact (Anderson & Jiang, 2018; Odgers & Jensen, 2020). Mobile devices have made even elementary-aged children highly digitally connected. While social media offers opportunities for creativity, self-expression, and collaboration, there are risks such as exposure to harmful content, cyberbullying, and disruptions to healthy development (Twenge & Campbell, 2018; Uhls et al., 2017). Studies on Grade 6 students have shown that when social media is integrated purposefully in education, it can improve motivation, collaboration, and literacy (Aragdon et al., 2023; Dacoycoy & Arañez, 2023; Gumidam, 2023), but a lack of supervision can lead to cyberbullying, privacy issues, short attention spans, and exposure to inappropriate material (UNICEF, 2021; Rideout & Robb, 2019; Smahel et al., 2020).

Many students struggle with evaluating online information, making them vulnerable to misinformation (Wineburg et al., 2016; Martin & Hunt, 2020). However, students with stronger digital literacy and psychosocial resources such as self-esteem are better equipped to handle challenges like cyberbullying and social media addiction (Seçkin-Kapucu et al., 2021; Si et al., 2023). Peer interactions, heavily mediated by digital technologies, significantly influence children's emotional and social development (Nesi, 2020). Social media can strengthen positive relationships but also exacerbate issues like isolation and bullying (Valkenburg & Peter, 2016; Reich et al., 2016). Active online engagement tends to support well-being, while passive browsing correlates with negative emotional outcomes (Frison & Eggermont, 2017; Nesi & Prinstein, 2018). Factors such as parental mediation, school involvement, and strong peer norms play a key role in shaping children's experiences. Insights from neuroscience and developmental psychology reinforce that these online experiences have tangible implications for brain development, identity formation, and long-term behavior (Sherman et al., 2016; Best et al., 2016; Odgers & Jensen, 2020; Uhls et al., 2017).

In the Philippines, authorities report that more than 50 million Filipinos are active internet users, with children and adolescents among the most active participants in social media networks (Philippine Statistics Authority, 2022; UNICEF Philippines, 2021). Local studies have explored the link between social media use and issues like body dissatisfaction, empathy, and cyberbullying (Tadena et al., 2020; Tadena et al., 2021). Values formation, a key aspect of child development, is shaped by teachers, peers, families, and digital exposure (Espina, 2016; Malaluan, 2017; Baysa & de Guzman, 2017; Estrada & Manalo, 2018; Gonzales & Reyes, 2021; Santos & Fernandez, 2019; Cruz & Mendoza, 2018; Dela Cruz, 2019; Bautista & Cardenas, 2020; Tan & David, 2021; Cabardo, 2017; Villanueva & Ramos, 2022; Pascual & Ortega, 2018; Navarro & Castillo, 2020). In the Philippines, authorities report that more than 50 million Filipinos are active internet users, with children and adolescents among the most active participants in social media networks (Philippine Statistics Authority, 2022;

UNICEF Philippines, 2021). Local studies have explored the relationship between social media use and issues such as body dissatisfaction, empathy, and cyberbullying (Tadena et al., 2020; Tadena et al., 2021). Values formation, a key aspect of child development, is influenced by teachers, peers, families, and digital exposure (Espina, 2016; Malaluan, 2017; Baysa & de Guzman, 2017; Estrada & Manalo, 2018; Gonzales & Reyes, 2021; Santos & Fernandez, 2019; Cruz & Mendoza, 2018; Dela Cruz, 2019; Bautista & Cardenas, 2020; Tan & David, 2021; Cabardo, 2017; Villanueva & Ramos, 2022; Pascual & Ortega, 2018; Navarro & Castillo, 2020). Philippine education policies balance the regulation of gadget use with the promotion of values formation. DepEd Order No. 83, s. 2003 restricts pupils from bringing or using gadgets during class hours to prevent distractions, while DepEd Order No. 016, s. 2023 allows the supervised and instructional use of ICT under the DepEd Computerization Program (Department of Education, 2003; Department of Education, 2023). At the same time, the Philippine government emphasizes values education through constitutional and legislative measures, including Article XIV, Section 3(2) of the 1987 Constitution, Republic Act No. 9155, and Republic Act No. 11476, which institutionalizes GMRC and values education across the K–12 curriculum. Additional laws such as Republic Act No. 10627 (Anti-Bullying Act of 2013) and Republic Act No. 10173 (Data Privacy Act of 2012) reinforce the protection of children in both physical and digital spaces. Together, these policies provide a framework for examining how social media use and peer interactions influence the values formation of Filipino Grade 6 learners.

Despite the breadth of research on social media and adolescent development, significant gaps remain. Elementary learners—especially those in rural areas such as the Caramoran South District in the Division of Catanduanes—are understudied. Most existing research focuses on older students or isolated issues such as cyberbullying and body image. This gap is significant because Grade 6 represents a critical stage of moral and social development, where digital influences intersect with traditional cultural values. The current study aims to explore the impact of social media usage and peer interaction on the values formation of Grade 6 learners in the Caramoran South District. It assesses the extent of social media use, the level of peer interaction on digital platforms, and the learners' values formation across moral, social, and personal dimensions. Furthermore, the study analyzes the relationships between social media usage, peer interaction, and values formation, and develops an action plan to strengthen values formation based on the results.

LITERATURE REVIEW

Social Media Usage of Grade 6 Learners

Social media plays a dual role in the academic and personal lives of Grade 6 learners, offering both benefits and risks. Studies show that it can motivate learners, promote peer collaboration, and support informal learning, with structured activities improving reading comprehension (Aragdon et al., 2023; Dacoycoy & Arañez, 2023; Gumidam, 2023). However, risks include exposure to cyberbullying and harmful content, privacy concerns, and excessive screen time, particularly when parental supervision is inadequate (UNICEF Philippines, 2021; Smahel et al., 2020; Rideout & Robb, 2019). Digital literacy and responsible online behavior are crucial for mitigating these risks. Students with stronger digital literacy skills are less vulnerable to cyberbullying and more likely to use social media for academic purposes, while combining digital citizenship with high self-esteem reduces the likelihood of social networking addiction (Wineburg et al., 2016; Martin & Hunt, 2020; Seçkin-Kapucu et al., 2021; Si et al., 2023). Overall, effective teacher guidance, parental

involvement, and institutional support are essential to ensure social media is a constructive tool that enhances engagement, learning, and personal development among Grade 6 learners.

Peer Interaction on Social Media Platforms

Social media has reshaped adolescent peer relationships by extending and reinforcing offline connections, strengthening friendships through intimacy, self-disclosure, identity exploration, and belonging (Valkenburg & Peter, 2016; Reich et al., 2016). However, online peer interaction has a dual nature: it can provide social support but also increase social comparison, exclusion, and cyberbullying, especially in risky peer environments or with limited supervision (Best et al., 2016; Odgers & Jensen, 2020). Neuroscientific studies show that peer feedback, such as “likes,” activates reward-related brain regions, highlighting adolescents’ sensitivity to social approval (Sherman et al., 2016), while self-presentation, feedback-seeking, and social comparison influence adjustment, moderated by factors like popularity and gender (Nesi & Prinstein, 2018).

The manner of engagement matters: active participation, including messaging and supportive commenting, enhances well-being and friendships, whereas passive browsing is linked to envy and depressive symptoms (Frison & Eggermont, 2017; Beyens et al., 2017). Positive exchanges support psychological adjustment, while negative interactions, such as exclusion and hostile comments, correlate with poorer mental health outcomes (Yang et al., 2017). Contextual factors, including differing adolescent and parent perspectives and parental mediation or school policies, further influence outcomes, mitigating cyber aggression and promoting prosocial behavior (Barry et al., 2017; Wachs et al., 2019).

Overall, research emphasizes both benefits and risks of digital connectivity and supports balanced approaches that foster digital resilience through supportive engagement, enhanced digital literacy, and strong parental and institutional guidance (Uhls et al., 2017; Odgers & Jensen, 2020).

Values Formation of Grade 6 Learners

Values formation is crucial for the holistic development of Grade 6 learners, shaping their character, social behavior, decision-making, and resilience (Restubog et al., 2017). The Department of Education has strengthened values education through the integration of *Edukasyon sa Pagpapakatao* (EsP), ensuring that learners at the elementary level acquire foundational values rooted in Filipino culture and ethics. This curricular focus underscores that values education is not only about moral cognition but also about lived practice in daily experiences (Quijano, 2018; Ariola, 2019). International research similarly shows that structured character education programs enhance prosocial behavior, responsibility, cooperation, respect, and empathy among elementary learners (Berkowitz et al., 2017; Lee & Kim, 2019)."

Peers and families are key influences in values development. Learners internalize values modeled by parents, teachers, and peers, consistent with Social Learning Theory (Soriano, 2019; Bandura, 2018). Positive peer modeling fosters desirable behaviors such as honesty and cooperation, while negative peer norms can encourage harmful actions (Cabansag, 2020;

García-Crespo et al., 2018). Supportive family dynamics, including parental warmth, communication, and discipline, promote values such as respect and bayanihan (Datu, 2017). Strong values formation is linked to better academic performance, motivation, engagement, and lower stress and anxiety, with traits like responsibility, perseverance, honesty, and optimism contributing to positive outcomes (Batoon, 2021; Nuñez & Closas, 2019; Dela Cruz, 2020). Both national and international initiatives, including the formalization of the EsP curriculum (DepEd Order No. 8, s. 2015) and community-linked moral education programs, help learners translate abstract values into meaningful social experiences (Quijano, 2018; Huang & Gove, 2019; Batoon, 2021).

METHODOLOGY

Research Design

This study used a descriptive-correlational design to examine the relationships among social media usage, peer interaction, and values formation among Grade 6 learners in the Caramoran South District, Division of Catanduanes. The descriptive component aimed to determine the current levels of learners' social media usage, peer interaction on social media platforms, and values formation, while the correlational component assessed whether social media usage and peer interaction significantly relate to or influence values formation

Sources of Data

The primary sources of data for this study were the Grade 6 learners enrolled in the elementary schools of Caramoran South District, Division of Catanduanes. Only the empirical data obtained directly from these respondents were subjected to statistical treatment and analysis to ensure that the results accurately represent their experiences, behaviors, and perceptions regarding social media usage, peer interaction, and values formation.

Population of the Study

The study population comprised 303 Grade 6 learners from elementary schools in Caramoran South District, Division of Catanduanes. To ensure statistical validity, the sample size was determined using Slovin's formula with a 0.05 margin of error, resulting in a representative sample of 172 learners. Stratified random sampling was then employed to guarantee proportional representation across the identified schools.

Instrumentation and Validation

The researcher used a researcher-developed questionnaire to collect data. The instrument was divided into three parts. The first part assessed the extent of social media usage among Grade 6 learners. The second part assessed the level of peer interaction on social media platforms. The third part evaluated the level of values formation among Grade 6 learners. The questionnaire was validated by a panel of experts to establish face validity and was tested for reliability through a pilot test administered to 20 Grade 6 learners who were not included in the actual sample. The results were analyzed using the split-half method, yielding a reliability coefficient of 0.818, which indicates good reliability

Evaluation and Scoring

To assess the extent of social media usage among Grade 6 learners in Caramoran South District, Division of Catanduanes, the following measures were employed:

Assigned Points	Numerical Range	Verbal Interpretation
4	3.25-4.00	Strongly Agree/Always
3	2.50-3.24	Agree/Often
2	1.75-2.49	Disagree/Sometimes
1	1.00 - 1.74	Strongly Disagree/Never

To assess the levels of peer interaction on social media platforms and values formation among Grade 6 learners in Caramoran South District, Division of Catanduanes, the following measures were employed:

Assigned Points	Numerical Range	Verbal Interpretation
4	3.25 - 4.00	Strongly Agree/Very High
3	2.50 - 3.24	Agree/High
2	1.75 - 2.49	Disagree/Low
1	1.00 - 1.74	Strongly Disagree/Very Low

Data Gathering Procedure

Before data collection, the researcher secured approval from the appropriate school authorities and distributed parental consent forms to ensure ethical participation of Grade 6 learners. Only students with duly signed consent forms were included in the study. Once all permissions were obtained, the researcher personally administered a three-part questionnaire, providing clear instructions and upholding confidentiality and voluntary participation. The completed questionnaires were collected, encoded, and organized for statistical analysis to determine the levels of social media usage, peer interaction, values formation, and the relationships among these variables.

Statistical Treatment of Data

The following statistical methods were employed:

1. Weighted Mean was utilized to determine the extent of social media usage, level of peer interaction on social media platforms, and level of values formation among the Grade 6 learners.
2. Pearson Product-Moment Correlation Coefficient (Pearson r) was used to examine the relationships between the three variables - social media usage, peer interaction, and values formation.

Presentation, Analysis and Interpretation of Data

1. Extent of Social Media Usage Among Grade 6 Learners in Caramoran South District, Division of Catanduanes

Table 1
Extent of Social Media Usage Among Grade 6 Learners in
Caramoran South District, Division of Catanduanes

Variable	Weighted Mean	Verbal Interpretation	Rank
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Frequency of Use	3.58	Strongly Agree/Always	1
Duration of Use	2.42	Disagree/Sometimes	3
Purpose of Use	2.98	Agree/ Often	2
Overall weighted mean	2.99	Agree/ Often	

Legend:

3.25- 4.00	-Strongly Agree/Always	1.75- 2.49	-Disagree/Sometimes
2.50- 3.24	-Agree/ Often	1.00- 1.74	-Strongly Disagree/Never

Table 1 shows that Grade 6 learners in Caramoran South District, Division of Catanduanes, engage with social media regularly, with an overall weighted mean of 2.99, interpreted as “Agree/Often.” Among the indicators, frequency of use ranked highest (WM = 3.58), indicating near-daily access, followed by purpose of use (WM = 2.98), which reflects varied uses such as communication, entertainment, academic tasks, and self-expression. Duration of use ranked lowest (WM = 2.42), suggesting that while learners use social media frequently, they generally do not spend excessive time on it in a single session.

These findings indicate that social media is a consistent and meaningful part of learners’ daily lives. The high frequency of use supports research showing that social media plays a central role in peer interaction and friendship development among children and adolescents (Steinsbekk et al., 2024). The varied purposes of use align with studies highlighting social media’s role in communication, learning, and self-expression, which can support social skills and values development (Benish-Weisman, 2022). Meanwhile, the moderate duration of use suggests a level of self-regulation and balance between online engagement and other responsibilities (U.S. Department of Health and Human Services, 2023). Overall, the results underscore social media as an important contextual factor in the social and values formation of Grade 6 learners.

2. Level of Peer Interaction Among Grade 6 Learners in Caramoran South District, Division of Catanduanes on Social Media Platforms

Table 2
Level of Peer Interaction Among Grade 6 Learners in Caramoran South District, Division of Catanduanes, on Social Media Platforms

Variable	Weighted Mean	Verbal Interpretation	Rank
Frequency of Interaction	2.65	Agree/ High	3
Type of Interaction	2.72	Agree/ High	2
Quality of Interaction	2.90	Agree/ High	1
Overall weighted mean	2.76	Agree/ High	

Legend:

3.25- 4.00	-Strongly Agree/Very High	1.75- 2.49	-Disagree/Low
2.50- 3.24	-Agree/ High	1.00- 1.74	-Strongly Disagree/Very Low

As shown in Table 2, the data on peer interaction among Grade 6 learners in Caramoran South District, Division of Catanduanes, on social media revealed an overall weighted mean of 2.76, interpreted as ‘Agree/High,’ indicating that learners maintain active and meaningful interactions online. Among the dimensions, Quality of Interaction ranked highest (WM = 2.90), suggesting that learners feel supported and respected in online exchanges, promoting a positive social environment. Type of Interaction (WM = 2.72) shows that learners engage in both academic and recreational activities, while Frequency of Interaction ranked slightly lower (WM = 2.65), indicating that interaction frequency varies based on individual routines. These results suggest that social media supports balanced peer engagement, fostering meaningful, collaborative, and supportive interactions.

The findings are supported by the study of Ehrenreich (2022), which emphasizes that meaningful online interactions contribute to friendship development and social support, helping children practice empathy, cooperation, and prosocial behaviors. Radesky (2021) notes that social media provides a space for learners to develop social competencies and emerging values, influencing their relationships both online and offline. Together, these perspectives highlight that social media not only facilitates frequent communication but also plays a significant role in shaping positive social behaviors and character development.

3. Level of Values Formation Among Grade 6 Learners in Caramoran South District, Division of Catanduanes

Table 3
Level of Values Formation Among Grade 6 Learners in
Caramoran South District, Division of Catanduanes

Variable	Weighted Mean	Verbal Interpretation	Rank
Moral Values	3.04	Agree/ High	1
Social Values	2.98	Agree/ High	2
Personal Values	2.96	Agree/ High	3
Overall weighted mean	2.99	Agree/ High	

Legend:

3.25- 4.00	-Strongly Agree/Very High	1.75- 2.49	-Disagree/Low
2.50- 3.24	-Agree/ High	1.00- 1.74	-Strongly Disagree/Very Low

As presented in Table 3 shows that Grade 6 learners in Caramoran South District, Division of Catanduanes, demonstrate a high level of peer interaction on social media, with an overall weighted mean of 2.76, interpreted as “Agree/High. Quality of interaction ranked highest (WM = 2.90), suggesting that learners experience supportive, respectful, and meaningful online relationships. This was followed by type of interaction (WM = 2.72), reflecting engagement in both academic and recreational activities, while frequency of interaction ranked slightly lower (WM = 2.65), indicating regular but varying levels of daily engagement. Overall, the findings show that social media serves as a balanced and positive platform for peer interaction, supporting meaningful communication, collaboration, and social connection. These results align with research emphasizing that meaningful online peer interactions promote friendship development, social support, and prosocial behaviors such as empathy and cooperation (Ehrenreich, 2022). Additionally, social media provides opportunities for

learners to develop social competencies and emerging values that influence both online and offline relationships (Radesky, 2021).

4. Relationship between the Social Media Usage and the Level of Values Formation of Grade 6 Learners in Caramoran South District, Division of Catanduanes

Table 4
Relationship between the Social Media Usage and the Level of Values Formation of Grade 6 Learners

Variables	Statistica l Test	Compute d Value	Critical Value @ .05	Decision	Interpretation
Social Media Usage vs. the Level of Values Formation of Grade 6 Learners	Pearson r	0.734	0.150	Reject Ho	Significant Relationship

Ho: There is no significant relationship between the social media usage and the level of values formation of grade 6 learners

$\alpha = 0.05$ level of significance

Table 4 shows that there is a significant relationship between social media usage and the level of values formation of Grade 6 learners in Caramoran South District, Division of Catanduanes. The computed Pearson r value of 0.734 exceeded the critical value of 0.150 at the 0.05 level of significance, leading to the rejection of the null hypothesis. This result indicates that learners' engagement with social media is strongly associated with the development of their moral, social, and personal values. In essence, the more purposeful and structured the students' social media use, the more likely they are to exhibit positive behaviors, demonstrate social responsibility, and express personal and moral values effectively.

These findings align with recent research emphasizing the influence of social media on youth development. Van den Eijnden, Lichtwarck-Aschoff, and Engzell (2022) found that adolescents' social media use positively interacts with friendship quality and well-being, suggesting that digital engagement can influence socio-emotional outcomes and values-related behaviors. Angelini, Gini, and Marino (2024) noted that active social media engagement enhances friendship quality and supportive peer interactions, which can strengthen social and moral development. Similarly, Valkenburg and Beyens (2021) argued that social media shapes adolescents' self-perception and ethical decision-making, which are critical aspects of personal values formation. Moreover, You, Yang-Huang, Raat, and van Grieken (2021) highlighted that children's digital engagement and peer interaction foster socio-emotional growth and moral awareness, suggesting that guided social media use can positively contribute to values formation among learners.

5. Relationship between the Level of Peer Interaction on Social Media and Level of Values Formation of Grade 6 Learners ins Caramoran South District, Division of Catanduanes

Table 5
Relationship between the Level of Peer Interaction on Social Media
and Level of Values Formation of Grade 6 Learners

Variables	Statistical Test	Computed Value	Critical Value @ .05	Decision	Interpretation
Level of Peer Interaction on Social Media vs. Level of Values Formation of Grade 6 Learners	Pearson r	0.862	0.150	Reject Ho	Significant Relationship

Ho: There is no significant relationship between level of peer interaction on social media and level of values formation of grade 6 learners

$\alpha = 0.05$ level of significance

Table 5 shows a significant relationship between peer interaction on social media and values formation among Grade 6 learners in Caramoran South District, Division of Catanduanes. The Pearson r value of 0.862 exceeded the critical value of 0.150 at the 0.05 significance level, leading to the rejection of the null hypothesis. This indicates that learners who engage more actively and meaningfully with peers online tend to exhibit higher levels of moral, social, and personal values, with frequent, purposeful, and high-quality interactions strongly associated with positive values formation.

These findings are supported by recent studies. Constructive social media interactions enhance friendship quality, social support, and prosocial behavior (Angelini et al., 2024). Adolescents rely on social media for peer interaction, which promotes social development and prosocial behaviors (Hjetland et al., 2021). Peer engagement on digital platforms also shapes ethical behavior, empathy, and social awareness (Valkenburg & Beyens, 2021), while online collaboration and communication foster socio-emotional growth, reinforcing personal and moral values (You et al., 2021).

Overall, active and high-quality peer interactions on social media play a crucial role in the values formation of Grade 6 learners, highlighting the importance of guided, supportive, and meaningful online experiences.

6. Proposed Action Plan

The results indicate the need for an action plan to provide structured guidance, promote positive online and offline behaviors, and cultivate learners' moral, social, and personal values, ensuring that social media use and peer interactions contribute positively to their overall development.

Action Plan to Enhance Values Formation of Grade 6 Learners

Rationale

Social media has become an integral part of learners' daily lives. In Caramoran South District, Division of Catanduanes, Grade 6 learners frequently use these platforms for communication, entertainment, self-expression, and academic tasks, although they generally spend a moderate amount of time per session. They also maintain a high level of meaningful peer interaction, participating in academic and recreational activities while fostering supportive and respectful relationships. Findings indicate that purposeful social media use and positive peer

interactions are linked to stronger moral, social, and personal values. Thus, this action plan aims to guide learners in using social media responsibly, encourage constructive peer engagement, and strengthen their overall values formation.

Bases of the Action Plan:

1. **Extent of Social Media Usage.** Learners frequently use social media but spend moderate time per session, allowing for structured guidance.
2. **Purpose of Use.** Social media is used for communication, academic tasks, self-expression, and entertainment, highlighting opportunities to direct usage toward productive and value-based activities.
3. **Level of Peer Interaction.** Learners engage in meaningful, supportive, and respectful exchanges, demonstrating the potential to reinforce positive social connections.
4. **Relationship with Values Formation.** Purposeful use of social media and constructive peer interactions are associated with stronger moral, social, and personal values, supporting the need for an action plan focused on responsible use and positive engagement.

Action Plan to Enhance Values Formation of Grade 6 Learners

Focus Area	Objectives	Activities/Strategies	Responsible Parties	Timeframe	Expected Outcomes
Social Media Usage	Promote responsible and purposeful use of social media	<ul style="list-style-type: none"> • Conduct classroom discussions on digital citizenship. • Integrate lessons on safe online behavior and ethics. • Encourage reflection on social media habits. 	Grade 6 Teachers, ICT Coordinator, Guidance Counselor	1 semester	Learners use social media responsibly and demonstrate positive values online.
Frequency of Use	Encourage balanced social media engagement	<ul style="list-style-type: none"> • Introduce “Digital Time Management Challenge.” • Promote offline activities like reading, sports, and creative projects. 	Teachers, Parents, Homeroom Advisers	1 semester	Learners balance social media use with academic and personal responsibilities.
Purpose of Use	Guide learners to use social media positively	<ul style="list-style-type: none"> • Encourage participation in academic groups and collaborative projects. • Provide opportunities to share educational resources responsibly. 	Subject Teachers, ICT Coordinators	1 semester	Learners use social media for productive and collaborative purposes.
Peer Interaction	Strengthen meaningful and supportive	<ul style="list-style-type: none"> • Organize online group activities for teamwork. • Conduct lessons on 	Grade 6 Teachers, Guidance Counselor	1 semester	Learners build supportive and respectful peer relationships

	peer engagement	empathy, respect, and constructive communication. • Recognize learners demonstrating positive online behavior.			online.
Quality & Type of Interaction	Encourage purposeful and positive interactions	• Facilitate discussion boards or forums for collaboration. • Model and reinforce proper online communication etiquette.	Teachers, ICT Coordinator	1 semester	Learners engage in constructive and meaningful interactions with peers.
Monitoring & Support	Ensure consistent reinforcement of values formation	• Conduct parent workshops on monitoring online activity. • Establish peer mentoring for responsible online behavior. • Review learners' engagement patterns and provide guidance.	Teachers, Parents, School Administration	Ongoing	Learners receive continuous guidance and support, reinforcing positive values and safe social media habits.

SUMMARY OF FINDINGS

1. Extent of Social Media Usage Among Grade 6 Learners in Caramoran South District, Division of Catanduanes

The extent of social media usage among Grade 6 learners in Caramoran South District, Division of Catanduanes, showed an overall weighted mean of 2.99, interpreted as "Agree/Often." Frequency of use ranked highest with a weighted mean of 3.58, followed by purpose of use with 2.98, while duration of use ranked lowest at 2.42.

2. Level of Peer Interaction on Social Media Platforms Among Grade 6 Learners in Caramoran South District, Division of Catanduanes

The level of peer interaction among Grade 6 learners in Caramoran South District, Division of Catanduanes, obtained an overall weighted mean of 2.76, interpreted as "Agree/High." Quality of interaction ranked highest with a weighted mean of 2.90, followed by type of interaction with 2.72, and frequency of interaction with 2.65.

3. Level of Values Formation Among Grade 6 Learners in Caramoran South District, Division of Catanduanes

The level of values formation among Grade 6 learners in Caramoran South District, Division of Catanduanes, recorded an overall weighted mean of 2.99, interpreted as "Agree/High."

Moral values ranked highest with a weighted mean of 3.04, followed by social values with 2.98, and personal values with 2.96.

4. Relationship between Social Media Usage and Values Formation among Grade 6 Learners in Caramoran South District, Division of Catanduanes

The test of relationship revealed a computed Pearson r value of 0.734, which exceeded the critical value of 0.195 at the 0.05 significance level, leading to the rejection of the null hypothesis. This indicates a significant relationship between social media usage and values formation among Grade 6 learners in Caramoran South District, Division of Catanduanes.

5. Relationship between Peer Interaction on Social Media and Values Formation among Grade 6 Learners in Caramoran South District, Division of Catanduanes

The computed Pearson r value of 0.862 exceeded the critical value of 0.195 at the 0.05 significance level, leading to the rejection of the null hypothesis. This indicates a significant relationship between peer interaction on social media and values formation among Grade 6 learners in Caramoran South District, Division of Catanduanes.

6. Proposed Action Plan

Based on the findings related to social media usage and peer interaction, there is a need to develop an action plan to enhance the values formation of Grade 6 learners in Caramoran South District, Division of Catanduanes.

CONCLUSION

In light of the study's findings, the following conclusions were drawn:

1. Grade 6 learners in Caramoran South District, Division of Catanduanes, use social media regularly, indicating that these platforms are integrated into their daily routines for communication, entertainment, and school-related purposes.
2. Grade 6 learners engage actively with their peers on social media, indicating that online platforms serve as important spaces for maintaining relationships, sharing information, and collaborating with classmates.
3. Grade 6 learners demonstrate positive values formation, reflecting consistent moral, social, and personal values in their behavior both online and offline.
4. Social media usage is associated with the learners' values formation, showing that how often and for what purposes they use these platforms corresponds with the values they demonstrate.
5. Peer interaction on social media relates strongly to learners' values formation, indicating that meaningful and consistent online exchanges with peers correspond with the development of their moral, social, and personal values.
6. An action plan is established to further enhance the values formation of Grade 6 learners, guided by the patterns observed in their social media usage and peer interactions.

RECOMMENDATIONS

In view of the study's findings and conclusions, the following recommendations are hereby presented:

1. Integrate digital citizenship lessons into daily learning so that learners are guided on how to use social media responsibly. These lessons may include simple, practical discussions that help them understand how to communicate respectfully, protect their privacy, and make good choices online.
2. Create more opportunities for positive peer interaction by designing group tasks and projects—both online and in the classroom—that encourage teamwork, sharing of ideas, and supportive communication. These activities can help learners build healthy relationships while practicing collaboration.
3. Strengthen values formation activities by offering regular classroom sessions, homeroom guidance, and school programs that highlight kindness, respect, responsibility, and other important values. These activities should help learners apply these values not only in school but also in their online interactions.
4. Work closely with parents and the community by organizing orientations or simple information sessions that help them understand how learners use social media. These gatherings can guide parents in monitoring their children’s online activities and supporting them in developing healthy digital habits.
5. Establish and communicate clear digital behavior guidelines that set expectations for how learners should behave online, especially when using school-related platforms. These guidelines should be easy to understand and consistently reinforced to ensure a safe and respectful online environment.
6. Implement and monitor the proposed action plan by encouraging teachers, school leaders, and parents to work collaboratively in carrying out activities that support learners’ values formation. Through shared efforts, the school community can help learners grow into responsible and well-guided digital users.

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