



## Social Media Influence on the Values Formation and Behavior of Secondary Schools' Students

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### ABSTRACT :

This study focuses on social media influence on the values formation and behavior of secondary schools' students. The study used a mix-method of quantitative and qualitative research methods to describe the findings. The sample population of this research is composed of 337 students and 16 teachers taken through a random sampling technique from the different schools of the 2nd Congressional Districts of North Cotabato which includes the municipalities of Antipas, Makilala, President Roxas and City of Kidapawan. The instrument was utilized and validated using a Cronbach's Alpha with a total result of 0.763 which meant that the items in the instruments were reliable. It utilized Spearman Rank Correlation Coefficient and Multiple Linear Regression Analysis to test the hypothesis of the study. The result implies that students moderately agreed on the social media exposure and social media influences. It shows that Family, Peers and Teachers were influential on the values formation. However, peers got the highest weighted mean in influencing the values formation among students. The result revealed that environment plays a significant role in shaping student's values and behavior. As peers found to be influential, it directly concluded that anything that surrounds us is a contributing factor in affecting one's values and behavior.

**Keywords:** Values, Behavior, Social Media, Family, Peers, Teachers, Environment

### 1.0 Introduction

Values are the fundamental principles, behaviors, and attitudes that shapes an individual's character and behavior. It guides them in decision-making and taking actions. These values play a significant role in shaping individuals' roles within their learning community and ultimately impact their academic success. (Gamage, Dehideniya, Ekanayake, 2021). It is the foundation of an individual's thoughts processes and actions, influencing decision-making, choices, and the development of perceptions and attitudes (Alam, 2021).

The upbringing of a child and its relationship to others may contribute on how they view things. When an individual aligns their actions with their values, it contributes to the development of a strong character and shapes one's identity with a positive behavior. Thus, may affect how they think, what they do and how they do it. (Kirova, 2023).

In the study of Kearney & Levine (2020) revealed that the formation of values can be influenced by family, peers, and role models such as teachers and social media influencers. The words and actions of the teachers influence student's moral and ethical development by showing positive traits, providing guidance, and creating a positive learning environment. Role models shape students' development of professional identities by offering positive exemplars that bolster their welfare, fostering introspection and growth, and showcasing the capacity to make decisions guided by professional standards, values, and attitudes. As it was cited in Honeycomb website (2019), peers can serve as a valuable support system, offering a sounding board to challenge your thoughts, assisting when you're struck and providing encouragement. A meaningful peer relationship often begins with a connection based on empathy, understanding, and mutual liking. Over time, this connection evolves into foundation of trust and understanding as you get to know other better.

Moreover, Lajnef (2023) mentioned that social media also actively participate in controlling and influencing the values formation of individuals. These interactions have impacted the behaviors, attitudes, and choices of young people to varying degrees such as preferences and lifestyles.

The values acquired through these factors help shape one's authentic self and provide one's sense of purpose. Identifying your values requires ongoing dedication, as they may not always be immediately apparent. However, the gap is they remain constantly present, shaping your decisions and impacting your behavior (Perry, 2023).

The researcher believes that several factors may influence the formation of students' values and behaviors. As Chen and Xiao (2022) mentioned, most studies on the potential effects of social media on the well-being of students are either quantitative or qualitative, each with limitations. Presumably, this study with mixed methods will be better able to provide a comprehensive assessment.

## 2.0 Methodology

### 2.1 Research Design

The study utilized the descriptive-correlational research design to determine social media influences in relation to social media exposure and values formations and to explore the significant relationship of social media exposure and students's values formation to the level of students behavior.

### 2.2 Research Locale

The study was carried out in the different schools of the 2<sup>nd</sup> Congressional Districts of North Cotabato, specifically at Antipas National High School, Kidapawan City National High School, Kisante National High School, and President Roxas National High School.

### 2.3 Research Participants

The total population of respondents/participants of this study were the 337 students from the different schools in the 2<sup>nd</sup> District of North Cotabato for quantitative and 16 teachers randomly selected from the schools mentioned below.

**Table1.** Data Distribution of the Respondents/Participants of the Study

Schools	Total Population	Quantitative Method	Qualitative Method
	Grade 8	Students	Teachers
Antipas National High School	384	60	4
Kidapawan City National High School	1323	207	4
Kisante National High School	186	29	4
President Roxas National High School	263	41	4
<b>Total</b>	<b>2, 156</b>	<b>337</b>	<b>16</b>

### 2.4 Research Instrument

The researcher utilized a self-made questionnaire, modified from (Schwartz, 1992) in gathering data for quantitative method and comprising of three (3) questions for qualitative interview. A recording device was used to record the answers of the teachers regarding the social media influence on the values formation and behavior of the students in terms of family, peers, teachers, and social media. The said instrument had undergone validation and testing using Cronbach's Alpha with a total result of 0.763 which meant that the items in the instruments were reliable. The indicators were measured using the 5-point Likert Scale as shown below and the instrument was composed of the following points:

Part I reflecting the social media exposure of the students in terms of number of hours and social media influence.

**Table 2a.** Likert Scale on Social Media Exposure

Level	Range	Descriptive Equivalent	Descriptive Interpretation	Percentage
5	4.21-5.00	Strongly Agree	The item described is always observed or the condition is very extensive.	81% - 100%
4	3.41-4.20	Agree	The item described is always observed or the condition is moderately extensive.	61% - 80%
3	2.61-3.40	Moderately Agree	The item described is sometimes observed or the condition is met.	

2	1.81-2.60	Disagree	The item described is slightly observed or the condition is limited.	41% - 60%
1	1.00-1.80	Strongly Disagree	The item described is rarely observed or the condition is very limited.	21% - 40%
				1% - 20%

Part II reflecting students' values formation in terms of family, peers, and teachers.

**Table 2b.** Likert Scale on Students' Values Formation.

Level	Range	Descriptive Equivalent	Descriptive Interpretation	Percentage
5	4.21-5.00	Very Influential	The item described is always observed or the condition is very extensive.	81% - 100%
4	3.41-4.20	Influential	The item described is always observed or the condition is moderately extensive.	61% - 80%
3	2.61-3.40	Slightly Influential	The item described is sometimes observed or the condition is met.	41% - 60%
2	1.81-2.60	Uninfluential	The item described is slightly observed or the condition is limited.	21% - 40%
1	1.00-1.80	Very Uninfluential	The item described is rarely observed or the condition is very limited.	1% - 20%

Part III, gauges on the level of students' behavior such as acceptability, influences, and the environment.

**Table 2c.** Likert Scale on the level of Students' Behavior.

Level	Range	Descriptive Equivalent	Descriptive Interpretation	Percentage
5	4.21-5.00	Always	The item described is always observed or the condition is very extensive.	81% - 100%
4	3.41-4.20	Often	The item described is always observed or the condition is moderately extensive.	61% - 80%
3	2.61-3.40	Sometimes	The item described is sometimes observed or the condition is met.	41% - 60%
2	1.81-2.60	Rarely	The item described is slightly observed or the condition is limited.	21% - 40%
1	1.00-1.80	Never	The item described is rarely observed or the condition is very limited.	1% - 20%

## 2.5 Data Gathering Procedure

The researcher handed first, the letter of approval to seek permission to the Division Offices to conduct the study with the chosen schools. After the letter was approved, another letter of approval was handed to the school's principals of the chosen schools to conduct the survey to the students and teachers. The data collection was made personally. A scheduled interview was conducted based on the convenient time of the participants. The collected data from a series of in-depth interviews was analyzed and checked to core ideas for a better data interpretation.

## 2.6 Ethical Considerations

This research study followed and considered ethical guidelines. This means that any participation in the study was voluntary and any physical and/or emotional discomfort of the participants towards certain topics was considered. Thus, participants were informed that they may choose not to answer questions that had made them feel uncomfortable or they could withdraw as participants of the study, without penalty, if they felt they had not discussed the information that was asked of them. Information given by the participants' responses had been made confidential; thus, ensuring the privacy of their data. In addition, participants' identities had not been exposed. Therefore, the ethical aspect of the research was strictly followed all throughout the conduct of the study.

## 3.0 Results and Discussion

### Number of Hours Exposure

Table 3a. presents the result on the students' social media exposure in terms of the number of hours of exposure, which obtained a weighted mean of 3.40 and a description that students moderately agreed on the number of hours of exposure to social media. Specifically, they have agreed that hours spent online can never be compared to the number of hours spent interacting with their family.

Hence, they moderately agreed that excessive screen times every day affects the well-being of the students such as the capacity to cultivate a meaningful relationship with families and peers as reflected with a mean of 3.50. On the other hand, social media exposure such as 5 hours per day does not really cause serious problems like violence and diminish interest to loved ones as it received the lowest mean of 3.26.

The findings indicate that the influence of social media in terms of the number of hours of exposure of the students may depend on their maturity level as social media impacts teenagers differently. The influence of social media is shaped by factors like psychological aspects such as maturity and personal circumstances, including cultural, social, and economic backgrounds (Mayo Clinic, 2024).

The result quite contradicts with the statement from the American Academy of Child and Adolescent Psychiatry (2020), which highlighted that excessive screen time can contribute to serious issues like violence and risk-taking behaviors.

**Table 3a.** Social Media Exposure in terms of Number of Hours

#	Statements	Mean	Description
1	No screen time in the early hours of the day.	3.38	Moderately Agree
2	Hours spent online can never be compared to the number of hours spent interacting with the family.	3.57	Agree
3	Limited screen time of 1 to 2 hours per day to avoid emotional, social, and attention problems.	3.27	Agree
4	Excessive screen time every day affects my well-being such as the capacity to cultivate a meaningful relationship with families and peers	3.50	Moderately Agree
5	Too much exposure to social media such as 5 hours per day caused me serious problems like violence and diminished interest in loved ones.	3.26	Moderately Agree
Weighted Mean		3.40	Moderately Agree

### Social Media Influences

Table 3b. discloses the result on the students' social media exposure in terms of social media influences, moderately agree, having a value of 3.31. The students agreed that exposure to social influenced ones' preferences, lifestyles, and behaviors with the highest mean of 3.82. However, they moderately agreed on feeling more comfortable communicating online than in real life, imitating the attitudes of social media influencers and comparing oneself to what is seen online.

Meanwhile, students believed that engagement in social media does not maintains the connection with their family and friends with its lowest mean of 3.06. In contrary, it means that social media helps more in terms on the connection with their family and friends.

The result implies that the students' social media exposure in terms of social media influences is somewhat influenced but not overwhelmingly since students tend to be aware of and they are not entirely driven of what they see and get online. Students' might be selective on what to imitate and to engage from social media. As it was mentioned by Al-Ansi, Hazaimah, Hendi, AL-hrinat & Adwan (2023), this process allows students to take inspirations to social media influences. However, they emphasized that it is important to find out who are the influencers being idolized by students as they may bring positive and negative impact to their values and behavior.

**Table 3b.** Students' Social Media Exposure in terms of Social Media Influences

#	Statements	Mean	Description
1	Exposure to social media platforms such as Facebook, TikTok, and YouTube affects one's preferences, lifestyles, and behaviors.	3.82	Agree
2	Engagement in social media does not maintain my connection with family and friends.	3.06	Moderately Agree
3	Imitate the attitudes of social media influencers in my own behavior.	3.18	Moderately
4	Feel more comfortable communicating online than in real life.	3.37	Moderately Agree
5	Easily compare oneself to what is seen online.	3.10	Moderately Agree
Weighted Mean		3.31	Moderately Agree

**Table 3c** Consolidated Data Students' Social Media Exposure in terms of Number of Hours and Social Media Influences

Statements	Mean	Description
Number of Hours	3.40	Moderately Agree
Social Media Influences	3.31	Moderately Agree
Total Weighted Mean	3.35	Moderately Agree

### *Student's Values Formation*

#### **Family**

Table 4a. reveals that Family is influential in the values formation of the students which gained a value of 4.04 weighted mean. It revealed that family members continue to instill good values in their young children by encouraging everyone by using “*po*” and “*opo*” to show respect which received the highest mean of 4.19. They even allow everyone to express gratitude and support for each other's achievements and thoughtful actions with a weighted mean of 4.10 which will demonstrate a physical affection, open communication among family members and good family routine of responsibilities.

Family is where a child's first lessons in life are learned — it's the environment where values, beliefs, and habits start to take root. As students grow, the examples they see and the values they practice at home greatly influence how they think, feel, and behave, both in school and in the wider world. When families consistently show respect, gratitude, responsibility, and open communication, children naturally carry these values with them. This highlights just how important it is for families to build strong, supportive relationships centered on good values, as these become the foundation for a child's character, choices, and the way they contribute to society

The result simply agreed on what Ross (2024) said that children are influenced by their family's culture from a young age, both in obvious and subtle ways. As they grow older, their sense of right and wrong often reflects the beliefs, values, and traditions they learned from their family environment. This shaping plays a key role in how they develop their moral understanding.

Moreover, values formation during childhood is very essential in child's development. This serves as a foundation for their behaviors and actions both outside the family and later in life.

**Table 4a.** Students Value Formation Responses in terms of Family

#	Statements	Mean	Description
1	Expressing appreciation and encouragement to family members for their accomplishments and kind gestures.	4.10	Influential
2	Creating a family routine to provide clarity on responsibilities of who should do, what, when, in what order and how often.	3.96	Influential
3	Promoting open communication among family members, ensuring everyone has an opportunity to share their thoughts and feelings.	3.98	Influential
4	Encouraging all family members to show respect to each other's such as the use of "po and opo".	4.19	Influential
5	Demonstrating physical affection whenever possible such as expressing love to the family and seizing the chances to convey pride in their achievements.	3.97	Influential
Weighted Mean		4.04	Influential

### Peers

Table 4b shows the values formation responses of students in terms of Peers. Having a weighted mean of 4.08, it indicates that they were influential. It can be gleaned that peers have a great influence on the level of students' values formation. Words of encouragement coming from their peers in terms of personal and moral growth have an impact on their values formation with its mean of 4.15. It was then followed by the statement that students demonstrate respect for diverse opinions and personal background among their peers with its mean of 4.14. While on the other hand, actively promoting positive mental health and provide emotional support during challenging time got the lowest mean of 4.00. It suggests that during challenging time, their peers somehow do not fully affect to their mental well-being, however, peers have the highest overall contribution on the level of students' values formation. This result validates Rodkin & Ryan (2012) claimed that peers have a strong influence to the values formation when they seek greater autonomy and validation. By observing the behaviors and attitudes of their peers, individual's values may align with those of the group (Grussec, 2002).

To further prove the legitimacy and truthfulness of the data presented. The following responses are highlighted from the Interview Questions # 1c "Who do you think highly contributes to the values formation and behavior of the students – family, peers or teachers?", a key informant explained that:

... ("Peers talaga. kasi, ang mga teachers at parents kasama lang nila ng ilang segundo o minuto . Mas matagal silang nananatili sa paaralan. Kaya, kung palagi nilang kasama ang kaklase, posibleng ang ugali ng kanilang nakakasama, lagi nakikita, nakakahalubilo, 'yun ang nakakaimpluwensiya sa buhay nila. Katulad ng mga gawi nila ng pagsasalita ng bad words na P.I – P.I.(Putang-Ina). Kung sa bahay, nai-eliminate nila kasi takot sa parents, pero pagdating dito sa paaralan, konting kibot lang ng kaklase nila, 'yun kaagad ang nasasabi nila").

"Peers, really. Because teachers and parents are only with them for few seconds and minutes. They stay longer in school. So, if they always hang out with their classmates, it's possible that the behavior of the people they hang out with, seen and observed, influenced them. Just like their habit of speaking bad words (Motherfucker). At home, they easily eliminate it because they are afraid of their parents, however, when it comes to school, when their classmates twitched a little, they say it immediately" ... KI10IQ1C

This response is also consistent with the statements of another key informant who stated:

... ("wala silay kahadlok sa ilang family bisan isumbong pa sa mama, murag wala lang sa ilaha. I think kung unsa ang ilang makita sa ilang mga friends, nga akung friends kay in ani, murag ma pressure silg, Palit pud kung in ani, dapat makisabay ko or basi kung dili ko makasabay ani, ma-left out ko. In ana akong mafeel sa ilaha").

"they are not afraid of their family even if you threaten them to be reported to their mother, they ignore it. I think that what they see in their friends puts pressure on them. They feel the need to keep up with their friends so as not to be left out" ... KI9IQ1C

**Table 4b.** Students Values Formation Responses in terms of Peers

#	Statements	Mean	Description
1	Demonstrating respect for diverse opinions and personal backgrounds to their friends.	4.14	Influential
2	Encouraging each other's personal and moral growth with their companions.	4.15	Influential
3	Taking responsibility and accountability for one's actions.	4.06	Influential
4	Actively promoting positive mental health and providing emotional support during challenging times.	4.00	Influential
5	Reliable and trustworthy in upholding shared values.	4.04	Influential
Weighted Mean		4.08	Influential

### Teachers

Table 4c. indicates the values formation responses of students in terms of teachers. Students apparently responded as influential by the value of 3.85. The results revealed that when teachers demonstrate positive and respectful behavior to students it creates an impact on students' values formation with its highest mean of 3.97. Imposing a good teacher-and-student relationship, encourages students to show acts of kindness, responsibility, honesty, empathy, compassion, self-discipline, open-mindedness, and patience, allowing them to express a deep respect for the value of each student and models students through words and actions. However, when teachers demonstrate empathy by understanding and considering students' circumstances receive the lowest mean of 3.77. It means that there are still other factors that could influence students' behavior when problems come into their life aside from their teacher's presence.

Mugabo (2020), teachers as one of the role models influence students' values and behaviors. It is highly important to appreciate student's abilities and perspectives, show respect, model positive choice-making and admit mistakes to encourage positive impact to students.

**Table 4c.** Students Values Formation Responses in terms of Peers

#	Statements	Mean	Description
1	Demonstrating positive and respectful behavior among students.	3.97	Influential
2	Encouraging students to show acts of kindness, responsibility, honesty, empathy, compassion, self-discipline, open-mindedness, and patience.	3.85	Influential
3	Acknowledging viewpoints and expressing a deep respect for the value of each student.	3.82	Influential
4	Positively shows modelling and influencing students' values through words and actions.	3.82	Influential
5	Demonstrating empathy by understanding and considering students' individual circumstances.	3.77	Influential
Weighted Mean		3.85	Influential

**Table 4d.** Consolidated data on Students Values Formation Responses in terms of Family, Peers, and Teachers

#	Statements	Mean	Description
	Family	4.04	Influential
	Peers	4.08	Influential
	Teachers	3.85	Influential
Grand Mean		3.99	Influential

### Level of Students' Behavior

#### Acceptability

Table 5a, it shows the level of students' behaviors in terms of acceptability. With a weighted mean of 4.01, students tend to consider often acceptable behaviors. There are two statements with the same mean of 4.10. Students accept that they are encouraged to always have good behavior e.g. "mano, "po & opo", and to demonstrate cooperation and teamwork among others. It means that students are well-grounded on how good attitude, cooperation and teamwork contribute to their total well-being behavior. As Kirkpatrick (1998) presented the challenging unacceptable behaviors of the students such as consistently avoiding assigned tasks, engaging in disruptive antics, hindering teaching activities, bullying peers, using verbal insults, displaying rudeness towards teachers, and showing defiance, nowadays, students show the value of camaraderie in doing school-related activities. While consistently engaging in behaviors that are deemed appropriate and commendable as well as obeying the rules and guidelines set by parents and teachers got the lowest mean of 3.92 and 3.91 respectively.

**Table 5a.** Level of Students' Behavior in terms of Acceptability

#	Statements	Mean	Description
1	Encouraging to have always good behavior e.g. "mano, "po & opo"	4.10	Often
2	Demonstrating cooperation and teamwork among others.	4.10	Often
3	Engaging in respectful behavior towards others, particularly in having conversations.	4.00	Often
4	Obeying the rules and guidelines set by parents and teachers.	3.91	Often

5	Consistently engaging in behaviors that are deemed appropriate and commendable.	3.92	Often
Weighted Mean		4.01	Often

### Influences

Table 5b, revealed that the level of students' behaviors in terms of influences has its highest mean of 4.05. Moreover, students are always influenced by the belief that equal treatment is important, and everyone should receive equal opportunities with a mean of 4.26. It means that students believe that behavior is greatly influenced by how the other people in the community will give fair opportunities to everyone. While choosing to independently make decisions and following what feels right for them got the lowest mean of 3.85. Overall, the result shows that the level of students' behaviors is influenced by their decision on how other's good deeds will such being humble and modest could give significant effect to the total behavior as an individual.

As it is supported by Kumar (2020), every aspect of life shapes behavior. Children are influenced by the people they form social relationships with and the quality of those relationships, whether within their family or community. Building and nurturing positive social relationships founded on trust, mutual satisfaction, respect, love, and happiness is essential for a high quality of life and healthy behavioral development. The ability to form positive relationships can be actively taught through parents and teachers who reinforce and promote good behaviors by encouraging children to apply social skills learned in one setting, such as the classroom, to other environments like home or the playground.

**Table 5b.** Level of Students' Behavior in terms of Influence

#	Statements	Mean	Description
1	Choosing to independently make decisions and follow what feels right for me.	3.85	Often
2	Believing that equal treatment is important, and everyone should receive equal opportunities.	4.26	Always
3	Choosing to always remain humble and modest.	4.14	Often
4	Listening to people who are different from me and understanding them.	3.95	Often
5	Prioritizing maintaining proper behavior consistently and avoiding actions that others would consider wrong.	4.07	Often
Weighted Mean		4.05	Often

### Environment

In Table 5c, results revealed that the level of students' behaviors in terms of the environment has its lowest mean of 3.82. Furthermore, students believe that aspiring to embark on new adventures and live a life filled with excitement does not influence their behavior with its lowest mean of 3.61. However, students believe that a positive teacher-student relationship develops their attitude, trust and skills which they highly need to learn and engage in the world with its highest mean of 3.94. As such, good and positive teacher-student relationships contribute to the development of the students' behavior. It makes sense, how teachers will interact and show good attitudes to students can give them a guide on how they will engage and interact in the real world. The result simply proved what Williams (2023) defined environment as an arena where people gather, learn, and grow. Environment significantly influences a child's long-term development, particularly during the first three years of life. Therefore, offering a positive environment can foster traits such as self-reliance and adaptability. Conversely, exposure to a negative environment has been associated with issues such as behavioral challenges, and the manifestation of aggression, anxiety, and depression (Asian Parent, 2020).

**Table 5c.** Level of Students' Behavior in terms of Environment

#	Statements	Mean	Description
1	Getting involved in fun and regular activities with the family to make the bond stronger and overcome challenges together.	3.80	Often
2	Actively abiding by the set rules and family routines around the house such as proper mealtimes and bedtime.	3.87	Often
3	Allowing us to overcome obstacles on our own and to face fears like crossing a long bridge.	3.61	Often
4	Aspiring to embark on new adventures and live a life filled with excitement.	3.88	Often
5	Trying to adhere to positive teacher-student relationships to develop the attitude, trust and skills that are highly needed to learn and engage in the world.	3.94	Often
Weighted Mean		3.82	Often



**Table 5d.** Consolidated Data on the Level of Students' Behavior in terms of Acceptability, Influence and Environment

Statements	Mean	Description
Acceptability	4.01	Often
Influence	4.05	Often
Environment	3.82	Often
Grand Mean	3.96	Often

### *Relationship of Social Media Exposure and Students' Behavior*

#### **Social Media Exposure and the Students' Behavior**

Table 6 presents the relationship between social media exposure and the level of students' behavior. The correlation matrix shows that there is a significant relationship with the parameters used to measure the social media exposure and students' behavior in terms of its environment with a correlation coefficient value of **0.136\*** or **13.6%** at 0.05 level of significance. Hence, the hypothesis of the study was rejected.

Moreover, 13.6% of the variation of students' behavior in terms of environment was accounted by the students' social media exposure in terms of number of hours. The remaining 86.4% was accounted by some factors not included in the variables of the study. Since the correlation coefficient is positive, this means that when the level of students' behaviors in terms of environment increases, it will then follow that there will be an increase of their number of hours social media exposure.

The rest of other factors mentioned such number of hours versus acceptability and influences, as well as the social media platform versus the acceptability, and influences, and environment show no significant relationship with its probability value of more than the required level of significance. This suggests that student's environment highly contributed to the increase of their engagement on social media. When students' environment is surrounded by people who constantly go online, join group chats and hop on the latest trends they are more likely have the increase of social media exposure. Unlike those who live in rural areas where internet access is a challenge and fewer people ruled by technology, social media would be less common, and exposure would possibly be low.

In fact, a child's environment is not limited to the home environment but also includes other settings the child interacts within (Kamp Dush, Schmeer & Taylor, 2013). Technically, human behaviors are shaped based on what they have notice, observe, and possibly imitate in the surrounding environment. Additionally, good, and unproblematic behaviors are the outcomes of a positive environment and vice versa (Lukeman, 2023).

**Table 6** Correlation matrix showing the relationship of the social media exposure and students' behavior

Spearman Rho				
Social Media Exposure		Acceptability	Influence	Environment
Number of Hours	Corr. coef.	-0.031	0.051	0.136*
	Probability	0.575	0.351	0.013
Social Media Platform	Corr. coef.	0.008	0.014	-0.020
	Probability	0.888	0.799	0.719

\*.Correlation is Significant at 0.05 level.

\*\*.Correlation is significant at 0.01 level

### *Influence of the Social Media Exposure on the Level Students' Behavior*

#### **Social Media Exposure on Acceptability**

In Table 7, the result revealed that there is no significant factor in the social media exposure of the students that could significantly influence their behavior in terms of acceptability with an (F – value = 0.661, Probability = 0.517<sup>ns</sup>). The hypothesis of the study will not be rejected because the probability value is significantly greater than 0.050. It indicates that social media exposure could not influence on individual behavior in terms of acceptability.

Based on the study of King University (2019) online on “*The Psychology of Social Media*”, people react to social media content according to their individual backgrounds, life experiences, and psychological characteristics. Research indicates that while social media can affect mood and behavior, the degree of influence varies significantly among users, often depending on their existing mental health status and social skills. The psychological mechanisms governing social media interactions—such as the need for validation through likes and comments— can establish a feedback loop that shapes

behavior but does not necessarily dictate acceptability or moral standards. Indeed, many individuals maintain their offline values despite their online activities (Jain,2018).

Table 7 Influence of social media exposure on the student's behavior in terms of acceptability

Social Media Exposure	Coef. $\beta$	Std. Error	t – value	Probability
(Constants)	4.149	0.252	16.493	0.000
Number of hours	-0.069	0.061	-1.119	0.264
Social media platform	0.027	0.056	0.488	0.626

$R^2 = 0.004$        $F - \text{Value} = 0.661$   
 Probability = 0.517<sup>ns</sup>      <sup>ns</sup> = Not Significant.

### Social Media Exposure on Influences

In Table 8, the result revealed that there is no significant factor in the social media exposure of the students that could significantly influence their behavior in terms of influences with an ( $F - \text{value} = 0.0491$ , Probability = 0.952<sup>ns</sup>). The hypothesis of the study was accepted because the probability value is significantly greater than 0.050. It indicates that social media exposure cannot influence individual behavior in terms of influence.

It was revealed by Parry (2021) that during teenage years, students undergo a series of processes towards their self-identity as they are trying to find out who they are and who they want to be. This process allows students to take inspiration from social media influences since the majority of their time is allotted to scrolling the internet. There is a possibility that students who enter social media often have pre-existing behavioral patterns that are influenced by their upbringing, peer groups, and school values. When foundational values and behaviors are strong, social media exposure may not be enough to significantly change these established patterns (Adegboyega, 2020).

Table 8 Influence of social media exposure on the student's behavior in terms of influence

Social Media Exposure	Coef. $\beta$	Std. Error	t – value	Probability
(Constants)	3.985	0.217	18.327	0.000
Number of hours	0.010	0.053	0.190	0.849
Social media platform	0.010	0.049	0.205	0.837

$R^2 = 0.000$        $F - \text{Value} = 0.049$   
 Probability = 0.952<sup>ns</sup>      <sup>ns</sup> = Not Significant.

### Social Media Exposure to the Environment

Table 9 shows that there is a significant influence between the respondents' social media exposure and the level of students' behavior in terms of the environment with a  $F - \text{value} = 2.737$  and Prob = 0.049\*. Hence, the hypothesis of the study was rejected because the probability values are less than the set 1% level of significance.

Among the identified social media exposure, the number of hours was found to be a significant predictor that could influence the student's behavior in terms of the environment. It indicates that a 1 unit increase in social media exposure in terms of several hours is equal to a 1.6% or 0.016 increase in students' behavior in terms of the environment.

Moreover, 1.6% of the variation of students' behavior in terms of environment was accounted by the students' social media exposure. The remaining 98.40% was accounted by some factors not included in the variables of the study. It implies that the number of hours in social media exposure is a contributing factor that can affect the student's behavior in terms of the environment.

To further prove the legitimacy and truthfulness of the data presented. The following responses are highlighted during the interview, Questions # 1b How social media influenced behavior? A key informant explained that:

... Kasi ang mga bata ngayon mas mataas ang kanilang oras na ginugugol sa cellphone or social media kaysa doon sa aralin na dapat nilang pag-aralan. Isa sa mga nakaapekto sa mga bata sa kanila na pamatasan kay environment talaga kasali na rin doon ang social media. Kung ano ang nakikita nila doon sa tv or sa social media, facebook, youtube, ginagaya kasi ng mga bata "

"Nowadays, students spend more time in cellphone or on social media compared to their studies. One of the factors that affect on students' behavior is the environment which involves social media. Students imititate what they had seen on t.v or in social media such as facebook and youtube ". **KI3IQ1B**

The same remarked was added by a key informant that:

(“most likely if we are going to observed during recess time these students are supposed to have their eating time but tend to open their gadgets and watch any vlogs and whatsoever being viewed in the cellphone. Ignoring anymore the food that they about to intake or, or even any breaktime that they have”) **KI4IQ1B**

It was added by a key informant that:

... “Kung unsa man ang nakapalibot nila karon, maka-influence kaayo sa ilaha. Example, pangit na panimalay. Kay kanya-kanya naman ug selpon ang tanan. Wala nay relationship kay sigeg nag selpon”.

“What surrounds them influences them. Example, if they are not having a good family connection because everyone is busy facing their phones”. **KI13IQ1B**

Moreover, another key informant added that:

... “sa akung ma-observed kanang naa silay gina-idolized nga vlogger, kung unsa ang ilaha makita na acting or makita sa video, or expression, paspas kaayo ma-adpot sa mga bata”

“as what I’ve observed, they easily adopt the actions and expressions they have seen from their idolized vlogger seen on social media”. **KI2IQ1B**

Further, one of the key informants added that:

“Today’s Generation called Gen Z, they are the most misunderstood generation because of how they perceived and react to society’s issues and concerns. As a Generation X wherein I grew up without social media, I can attest that the roles of social media made them what they are today. And I will not be stunned anymore if it will be more devastating in the future” **KI11IQ1B**

Lastly, it was added by another key informant that:

“They tend to imitate anything that they see n social media and eventually forget their original values. Students may fail in respecting others due to their environment, what’s right for him may be wrong for others and vice versa” **KI7IQ1B**

The home environment plays a major role in shaping students' behaviors. Factors like parental supervision, access to devices, and family attitudes toward technology can either limit or promote social media use. For instance, a supportive home where open discussions about online safety and responsible use are encouraged can lead to healthier social media engagement, whereas a more restrictive setting may drive students to seek online interaction more discreetly (Chen, 2020). As well as students' mental health is often influenced by their environments, including stressors from school or home life. Increased anxiety or depression can lead students to spend more time on social media as a coping mechanism or escape from reality (Baskale and Sert, 2022).

**Table 9** Influence of social media exposure on the student’s behavior in terms of **environment**

Social Media Exposure	Coef. $\beta$	Std. Error	t – value	Probability
(Constants)	3.602	0.226	15.969	0.000
Number of hours	0.122	0.055	2.221	0.027*
Social media platform	-0.059	0.050	-1.175	0.241
$R^2 = 0.016$ $F - Value = 2.737$ $Probability = 0.049^*$ $= Significant at 5\% level.$				

**Table 10** Consolidated data on the Influence of the social media exposure on the students’ behavior in terms of **Acceptability, Influence and Environment**

Spearman Rho			
Students’ Values Formation Responses	Acceptability	Influence	Environment
Number of Hours	0.264	0.849	0.027*
Social Media Influence	0.626	0.837	0.241
$R^2$	0.004	0.000	0.016
F	0.661	0.049	2.737
Probability	0.517 <sup>ns</sup>	0.952 <sup>ns</sup>	0.049

### ***Relationship of the Students' Values Formation and the Level of Students' Behavior***

#### **Family and the Level of Students' Behavior**

It can be gleaned on Table 11, that there exists a significant relationship between the students' values formation responses in terms of the family when correlated to the level of students' behaviors in terms of acceptability, influences, and environment with an r-value of 0.402\*\*, 0.341\*\*, and 0.317\*\* respectively at 0.01 level of significance.

Hence, the hypothesis of the study was rejected due to the probability value is lesser than the 1% level of significance. Since the r-value is positive, this means that the higher the level of values formation in terms of their family would lead to greater increase in the level of student's behavior.

The effectiveness of a family unit directly impacts a child's behavior. Studies show that children who grow up in well-functioning families tend to exhibit better social and emotional outcomes. For instance, a survey conducted by Mahalihali (2021) at The Master's College revealed that students' values and standards were significantly shaped during their formative years when they relied heavily on their parents for support and guidance. It served as the primary setting for socialization, where children acquire fundamental life skills and values. The dynamics within the family—such as expressions of affection, methods of discipline, and patterns of communication—significantly influence children's emotional well-being and cognitive growth. Consistent love and care foster trust and autonomy in children, essential traits for navigating relationships beyond the family.

When it comes to the values formation and behavior of the students, one of the participants stated that:

... (*"there was a family whom I learned to know the background that discipline really starts at home. If the parents will say no more gadgets inside the bedroom, all our cellphone will be on the table or at the sala of our home. Therefore, that one thing should be given attention by the parents because if the children at home don't have any more discipline, the behavior of the students will be a big problem of our country"*) **KI4IQ1C**

The same thing is also stated by another key informant:

... (*"family is the foundation of everything. Discipline must start there. If there is a loophole in their homes in terms of discipline, there will be bigger holes outside. There are parents who are blinded by the misbehavior of their children. I believe, parents must not be deaf and mute by the values and behavior of their children. Love them, the way God loves us."*) **KIIIQ1C**

Moreover, positive family environments contribute to healthier behavioral tendencies among students. Families that engage in mutual activities, maintain open communication and show respect foster an atmosphere where children feel valued. This sense of belonging encourages positive behaviors and reduces the likelihood of behavioral issues in school settings (Rose, 2023).

#### **Teachers and the Level of Students' Behavior**

Moreover, it also shows that there exists a significant relationship between the students' values formation responses in terms of teachers when correlated to the level of students' behaviors in terms of acceptability, influences, and environment with an r-value of 0.496\*\*, 0.466\*\*, and 0.332\*\* respectively at 0.01 level of significance.

Therefore, the hypothesis of the study is rejected since the presented probability values are less than the set 1% of the level of significance. This means that the higher the level of values formation in terms of their teachers it would lead to greater increase in the level of student behavior.

Teachers often provide emotional support, creating an environment where students feel safe to express themselves. This nurturing atmosphere fosters trust and encourages open communication, allowing students to explore their values and beliefs without fear of judgment. The values instilled by teachers have long-lasting effects on students' lives. As they carry these values into adulthood, they influence their relationships, career choices, and contributions to society. A teacher's positive impact can lead to a generation of individuals who prioritize compassion, integrity, and community involvement (Moore, 2023).

One of the key informants shared that:

(*"teachers are the second parents of our students and somehow parents relay on us. Therefore, if teachers are united to whatever being impose is to be implemented properly, most likely we can help our students how to become industrious, helpful and more respectful at all times"*s) **KI4IQ1C**

#### **Peers and the Students' Behavior**

Lastly, it shows that there exists a significant relationship between the students' values formation responses in terms of peers when correlated to the level of students' behaviors in terms of acceptability, influences, and environment with an r-value of 0.521\*\*, 0.424\*\*, and 0.281\*\* respectively at 0.01 level of significance. This means that the hypothesis of the study was rejected.

During adolescence, peer relationships become crucial for self-identity development. Students often look to their peers for validation and acceptance, which can significantly shape their values. A supportive peer group can enhance self-esteem and promote positive values like empathy and cooperation. In contrast, rejection or negative interactions can lead to feelings of inadequacy and the adoption of maladaptive behaviors (Zhao, 2022).

A key informant shared a statement that:

.. (“dako jud kaayog influence ang peers. Example unsang uso o trend karon. Usahay pud, kanang ilang the way nga i-utter nila. Kanang murag normal na lang gani ang kanang mga expression, pamalikas. One time before, akong anak muingon ug “hayup ka”. Ana ko, nak asa mana nimu na kuha ng hayup ka, wala man ta ana diri sa balay? Ana siya sa iyahang mga friends kay mao daw expression nila, kana bitaw murag joke joke lang”)

.. “peers were great influence as an example to whats the trend as well as the the words they uttered. It seemed to normal to say “mother\*cker. One time before, I heard my child saying “hayup ka”. Then, I asked him where he got it and he said, to his friends because they used it as an expression” *KIISIQIC*

**Table 11** Correlation matrix showing the relationship of the students' values formation and students' behavior

<b>Spearman Rho</b>				
<b>Students' Values Formation Responses</b>		<b>Acceptability</b>	<b>Influence</b>	<b>Environment</b>
<b>Family</b>	<b>Corr. coef.</b>	<b>0.402**</b>	<b>0.341**</b>	<b>0.317**</b>
	<b>Probability</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>
<b>Teachers</b>	<b>Corr. coef.</b>	<b>0.496**</b>	<b>0.466**</b>	<b>0.332**</b>
	<b>Probability</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>
<b>Peers</b>	<b>Corr. coef.</b>	<b>0.521**</b>	<b>0.424**</b>	<b>0.281**</b>
	<b>Probability</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>

\*.Correlation is Significant at 0.05 level.

\*\*.Correlation is significant at 0.01 level

### ***Influence of the Students' Values Formation on the Students' Behavior***

#### **Students' Values Formation on Acceptability**

Table 12 shows that there is a significant influence between the students' values formation and the student's behavior in terms of acceptability with a F=value 75.443 and Prob= 0.000\*\*. Hence, the hypothesis of the study was rejected due to the probability value is lesser than the 1% level of significance.

It signifies that 40.40% of the variation of student behavior in terms of acceptability was accounted for by the student's values formation responses in terms of family, teachers, and peers.

The remaining 59.60% was accounted for by some factors not included in the variables of the study. It implies that the student's values formation responses in terms of family, teachers, and peers are a contributing factor that can affect shaping the student's behavior in terms of acceptability.

The formation of a student's values through family, teachers, and peers is a critical factor influencing their behavior regarding acceptability. Studies shows that each element contributes uniquely: families provide foundational values; teachers reinforce these values through support and modelling; and peers shape social norms that dictate acceptable behavior. Together, it creates a comprehensive framework that guides students' actions and decisions in various contexts, ultimately affecting their engagement in school and in a larger society (Huang, Li, Zhao et al, 2023).

**Table 12** Influence of the students' values formation responses on the students' behavior in terms of acceptability

<b>Students' Values Formation</b>	<b>Coef. <math>\beta</math></b>	<b>Std. Error</b>	<b>t – value</b>	<b>Probability</b>
<b>(Constants)</b>	<b>0.831</b>	<b>0.218</b>	<b>3.818</b>	<b>0.000</b>
<b>Family</b>	<b>0.176</b>	<b>0.052</b>	<b>3.425</b>	<b>0.001**</b>
<b>Teachers</b>	<b>0.256</b>	<b>0.054</b>	<b>4.782</b>	<b>0.000**</b>
<b>Peers</b>	<b>0.362</b>	<b>0.050</b>	<b>7.239</b>	<b>0.000**</b>

$R^2 = 0.404$   
Probability = 0.000\*\*

F – Value = 75.443  
\*\* = Significant at 1% level

#### **Students' Values Formation on Influences**

Table 13 shows that there is a significant influence between the respondents' level of values formation and the student's behavior in terms of influence with a F=value 54.124 and Prob= 0.000\*\*. The presented probability values which are less than the set 1% level of significance means that the stated hypothesis is rejected.

Among the identified students' values formation responses in terms of family, teachers, and peers, it was found to be all significant predictors that could influence the student's behavior in terms of influence. It indicates that a 1 unit increase in students' values formation responses in terms of family, teachers, and peers is equal to 32.7% or 0.327 increase in students' behavior in terms of influence.

Moreover, 32.7% of the variation of students' behavior in terms of influence was accounted for by the student's values formation responses in terms of family, teachers, and peers.

The remaining 67.30% was accounted for by some factors not included in the variables of the study. It implies that the student's values formation responses in terms of family, teachers, and peers is a contributing factor that can affect the student's behavior in terms of influence.

This means that the interaction between family, teachers, and peers highlights the importance of a collaborative approach that significantly influences effective values formation. Schools and families should partner to reinforce positive values and behaviors, providing students with a consistent and unified message (Francisco, Estorninos, Gacillos, Bautista and Abanilla, 2024).

Table 13 Influence of the students' values formation responses on the student's behavior in terms of influence

Students' Values Formation	Coef. $\beta$	Std. Error	t – value	Probability
(Constants)	1.583	0.200	7.931	0.000
Family	0.138	0.047	2.925	0.004**
Teachers	0.247	0.049	5.030	0.000**
Peers	0.236	0.046	5.140	0.000**

$R^2 = 0.327$

$F - Value = 54.124$

Probability = 0.000\*\*

\*\* = Significant at 1% level

#### Students' Values Formation on Environment

Table 14 shows that there is a significant influence between the respondents' level of values formation and the student's behavior in terms of the environment with a  $F$ -value 23.819 and  $Prob = 0.000^{**}$ . Hence, the hypothesis of the study was rejected due to the probability value is lesser than the 1% level of significance.

It signifies that 17.6 % of the variation of student behavior in terms of environment was accounted for by the student's values formation responses in terms of family, teachers, and peers.

The remaining 82.4% was accounted for by some factors not included in the variables of the study. It implies that the student's values formation responses in terms of family, teachers, and peers are contributing factor that can affect the student's behavior in terms of the environment.

Children are shaped by the physical aspects of their environment, as they spend much of their time engaging and interacting there. They learn from their surroundings by observing and imitating the social behaviors of those around them, with their daily experiences significantly influencing their behavior. The behaviors developed during childhood will always define their character and the environment they belong in and will consistently influence their actions throughout their lives. As the environment shapes their behavior, they are equipped with values that will help them to navigate life's challenges and adapt to a competitive world (Kumar, 2020).

As for the interview question number #1d. Do you think the environment has something to do in the values formation and behavior of the students?" One of the key informants mentioned that the environment can affect the student's values and behavior.

.... "kay sa akung mapansin mam, bukid man jud tung amua. Ang mga bata didto kung mangasaba ang teacher, mahadlok ang mga bata. Diri sa City, bisan unsaon nimu ug syagit syagit dili sila mahadlk. Tungod siguro kay naa sila sa City, ang uban diri bata kay lahi sila ug influence kaysa sa naa sa bukid. Unya ang mga parents diri kay more on side sila sa bata. Didto man gud sa bukid, kapag ang teacher naay reklamo sa bata, ang parent muadto kung ipatawag unya muingon kung unsa ilaha matabang pagdisiplina sa ilang anak". KI10IQ1D

"As what I've observed in rural, when students are being scolded by the teacher, they eventually be afraid. However, students here no matter how much you scold at them, are not afraid. Maybe because they have a different influence compared to those in the rural areas. When the teacher has complained to the parents regarding the students, parents are always on the side of the students unlike the parents in the province, they ask you what they can do to help in disciplining their child". KI10IQ1D

This response is also consistent with the statements of another key informant who stated:

"Yes, environment plays also a vital role in shaping the values formation and behavior of the students, all actions and words heard or observed can affect students' behavior"

Table 14 Influence of the students' values formation responses on the students' behavior in terms of the environment

Students' Values Formation	Coef. $\beta$	Std. Error	t – value	Probability
(Constants)	1.904	0.231	8.246	0.000
Family	0.175	0.055	3.207	0.001**
Teachers	0.196	0.057	3.445	0.001**
Peers	0.112	0.053	2.110	0.036*

$R^2 = 0.176$        $F - \text{Value} = 23.819$   
 Probability = 0.000\*\*      \*\* = Significant at 1% level.  
    \* = Significant at 5% level.

Table 15 Consolidated data on the Influence of the students' values formation on the students' behavior in terms of Acceptability, Influence and Environment

Spearman Rho			
Students' Values Formation Responses	Acceptability	Influence	Environment
Family	0.001**	0.004**	0.001**
Teachers	0.000**	0.000**	0.001**
Peers	0.000**	0.000**	0.036**

$R^2$       0.404      0.327      0.176  
 $F$       75.443      54.124      23.819  
 Probability      0.000\*\*      0.000\*\*      0.000\*\*

#### Problems Encountered on the Values Formation And Behavior of the Students

Table 16 Problems encountered in the values formation and behavior of the students

Themes	Frequency	Core Ideas
Disrespectful	General	Inability to use "po and opo" signifies the diminishing formal expression of respect
		The normality of using unpleasant or inappropriate words
		Devaluing the solemnity of worship
		Making use of the existing child protection laws to limit disciplinary actions
Irresponsible	General	The improper use of cellphones or gadgets as a primary issue of students' laziness at home
Lack of Persistence	Typical	Students often prioritize the end results over understanding the process of achieving it.
		A well-provided students are not putting a lot of effort in achieving a task
Peer Pressure	General	Prolonged interaction with peers increases the likelihood of being influenced
		consistent contact, makes it easier for an individual to adopt the behaviors or attitudes of peers
Uncontrolled Actions	Typical	Students who often exhibit unpredictable behaviors are significantly shaped by what they have seen online
		Students' behavior is in the transition period of the maturity process.
Lack of Fear in God	Variant	The goal is to guide students in spiritual path to develop a sense of being God-fearing individuals

**Legend:** General – 50% and above of the responses  
 Typical – 25% - 49% of the responses  
 Variant – 24% and below of the responses

### Interventions Applied to Develop Good Values and Behaviors on the Students

**Table 17** Interventions Applied to Develop Good Values and Behaviors on the Students

Themes	Frequency	Core Ideas
Phone Confiscation	General	Consistently reminding students of the classroom policies to foster understanding and cooperation
		Minimizes distractions and maintains student's focus during class discussion
		Reinforces the importance of discipline that ensures student's engagement during the lesson
Calling of Parent's Attention	Typical	Engaging parents in a discussion helps to prevent potential problems Inquiring about parents' perspectives and challenges on students' behavior may understand the underlying factors of the problem
Involvement of Students' Behavior in a Meeting	Variant	A shared intervention between parents and teachers allows a deeper understanding of the issue and provides suggestions to address concerns effectively
Implementation of Non-Using of Cellphones	Variant	Limiting cellphone use encourages students to cultivate respect for teachers Prevents students from relying on using AI tools during class discussion and upholds integrity to all outputs and assessment

**Legend:** General – 50% and above of the responses

Typical – 25% - 49% of the responses

Variant – 24% and below of the responses

### Policies to Minimize Student's Behavior

**Table 18** Policy to Minimize Students' Behavior

Themes	Frequency	Core Ideas
School Policy	General	Teachers emphasized the established rules and guidelines of the school
		Consistently reminding students of the school policy aimed to prevent confusion or misinterpretation
		Students are expected to follow the agreement from the school
		The importance of student's interaction towards others must be an integral part of the policy

**Legend:** General – 50% and above of the responses

Typical – 25% - 49% of the responses

Variant – 24% and below of the responses

## 4.0 Conclusion

Social media plays a significant role in students' routines and its influence is exerted on their daily lives. There is a need for a balanced use of social media to prevent the potential effects on social interaction and overall well-being.

Also, Family, Peers and Teachers contribute to the values formation of the students. The guidance, support and reinforcement of moral and ethical principles are important in fostering a positive relationship and environment which will nurture good values and behaviors.

Therefore, when students are engaged in a more positive environment, they will likely develop healthy interactions towards other people, build stronger relationships, and overcome life challenges with proper mindset and behavior.



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