

Effects of Tiktok Videos on the Values Development and Academic Performance of Grade 8 Students

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Abstract

This study examined the effects of TikTok videos on the values development and academic performance of Grade 8 students. Employing a descriptive research design, the study gathered data on students' demographic profiles, their perceptions of TikTok's influence on values, and their academic performance. Findings reveal that most respondents are 13-year-old males, first-born in families of four, with parents generally having a high school level of education. Fathers are mostly employed in the private sector, while mothers are often unemployed, and families typically belong to low- to middle-income households. Results show that students perceive TikTok videos as having a high influence on their values development, particularly in terms of courtesy, followed by creativity, respect, and responsibility. Overall, TikTok is perceived to often influence these values. Statistical analysis indicates no significant differences in perceived effects when grouped according to age, birth order, family size, parents' educational attainment, occupation, and income. However, a significant difference was found in terms of sex with respect to the value of respect, while no significant differences were observed in courtesy, responsibility, and creativity. In terms of academic performance, most students achieved a Very Satisfactory rating, with an average grade of 86.61, a highest grade of 96, and a lowest grade of 76. Furthermore, there is no significant relationship between the perceived effects of TikTok on values development and students' academic performance. The study concludes that TikTok may positively influence certain student values without significantly affecting academic performance. It recommends integrating educational TikTok content into classroom instruction, adopting gender-sensitive teaching strategies, strengthening parental monitoring, and implementing values formation programs aligned with students' digital exposure. Future research may explore other social media platforms and examine long-term effects on academic outcomes.

Keywords: Tiktok, Values Development, Academic Performance, Grade 8 Students, Social Media Influence, Descriptive Research, Educational Technology

1. Introduction

Education plays a vital role in shaping not only the intellectual capacity of learners but also their overall personal development. It serves as a continuous journey that fosters self-esteem, critical thinking, creativity, and the ability to contribute meaningfully to society. Through education, individuals acquire the knowledge and skills necessary to perform various roles in life, thereby promoting self-reliance and productivity. In the Philippines, this fundamental right is upheld by the 1987 Philippine Constitution (Article XIV, Section 2), which mandates the State to establish and maintain an accessible and quality education system responsive to the needs of the people. In line with this mandate, the Department of Education (DepEd) has continuously implemented policies and reforms to enhance teaching and learning processes. The DepEd Order No. 10, s. 2024, also known as the MATATAG Curriculum, emphasizes the importance of using diverse teaching strategies and integrating digital technologies in instruction to address learners' varied needs. This directive highlights the growing relevance of digital platforms in education, particularly social media applications such as TikTok, which have become highly popular among adolescents. Recent studies have shown that social media significantly influences students' behavior, values, and academic performance. Coyne (2024) emphasized that social media can promote prosocial behavior when exposure is positive, as it allows users to engage with meaningful and interactive content. Similarly, Aini (2023) highlighted that TikTok can function as an educational tool by presenting complex concepts in simplified and engaging formats that cater to different learning styles. These findings suggest that TikTok may enhance learning engagement and academic understanding when used appropriately.

However, other studies present contrasting findings. Domoff (2023) noted that TikTok's highly engaging and algorithm-driven content may lead to distraction, reduced attention span, and increased procrastination among students. Likewise, Zhang (2024) found that the platform's instant gratification features may encourage short-term satisfaction over long-term academic goals, negatively affecting students' focus and time management. These studies suggest that TikTok's impact on learners is multifaceted and depends on usage patterns and content exposure. Local studies further support these

findings. Aquino and Diaz (2025) found that while TikTok can raise awareness of social issues, it may also expose adolescents to superficial and materialistic content that negatively influences their values. Similarly, Yulo and Rivera (2025) reported that excessive use of TikTok for entertainment purposes may lead to procrastination and decreased academic engagement among students. Aguilar (2023) also emphasized that although TikTok can promote positive learning behaviors, its addictive nature may hinder students' ability to balance academic responsibilities. Despite the growing body of literature on TikTok and its influence on students, several gaps remain. First, most existing studies focus on general adolescent populations, with limited attention given specifically to Grade 8 students, who are at a critical stage of values formation and academic development. Second, many studies examine either values development or academic performance independently, but few integrate both variables to explore their relationship with TikTok usage. Third, there is a lack of localized studies in the Philippine context, particularly aligned with the implementation of the MATATAG Curriculum.

Furthermore, while previous studies acknowledge both the positive and negative effects of TikTok, limited research has examined how these effects vary across demographic variables among Grade 8 students. This study addresses these gaps by investigating the effects of TikTok videos on both the values development and academic performance of Grade 8 students. Given the increasing influence of digital media in students' daily lives, it is essential to understand how platforms like TikTok affect learners' behavior and academic outcomes. This study aims to contribute to the development of informed educational strategies that align with the goals of the MATATAG Curriculum, which seeks to produce holistically developed, value-oriented, and digitally literate learners. By examining both values development and academic performance, this research provides insights that may guide educators, parents, and policymakers in maximizing the benefits of social media while minimizing its potential negative effects.

2. Material and methods

2.1 Research Design

This study employed a descriptive research design utilizing a questionnaire as the primary tool for gathering relevant data

2.2 Locale of the Study

This research conducted in public schools in the district of Cardona namely Bernardo F. San Juan National High School, Catalino D. Salazar National High School, and Tuna Balibago National High School. These schools offer complete secondary education courses from Junior to Senior High School.

2.3 Respondents of the Study

The respondents of the study were 284 Grade 8 students from public secondary schools in the District of Cardona, namely Bernardo F. San Juan National High School, Catalino D. Salazar National High School, and Tuna-Balibago National High School. These respondents were selected to represent the student population across the three schools, ensuring that the study captured diverse perspectives from different academic environments. The distribution of respondents includes 178 students from Bernardo F. San Juan National High School, 86 from Catalino D. Salazar National High School, and 20 from Tuna-Balibago National High School, out of a total population of 980 students.

2.4 Sample and Sampling Procedure

The study employed a proportional stratified sampling technique to determine the number of respondents from each school. The total population of 980 Grade 8 students was proportionately allocated to each school based on its population size to ensure fair representation. From Bernardo F. San Juan National High School, 178 respondents were selected out of 613 students; from Catalino D. Salazar National High School, 86 respondents were selected out of 298 students; and from Tuna-Balibago National High School, 20 respondents were selected out of 69 students, resulting in a total sample size of 284. This sampling procedure ensured that each school was adequately represented in proportion to its population, thereby enhancing the reliability and validity of the study's findings.

2.5 Research Instrument

The study utilized a researcher-made questionnaire-checklist to gather the necessary data. The instrument was divided into two parts. The first part focused on the profile of the respondents, including age, sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income, as well as the academic performance of Grade 8 students as reflected in their average grades for the first and second quarters. The second part examined the extent of the effects of TikTok videos on the values development of Grade 8 students in terms of courtesy, respect, responsibility, and creativity. Respondents rated each item using a five-point Likert scale ranging from 1 (Never/Least Impact) to 5 (Always/Very High Impact), with corresponding verbal interpretations from "Never" to "Always." Each value indicator consisted of 10 items, totaling 40 items in this section. Academic performance was interpreted using a grading scale ranging from "Outstanding" to "Did not meet expectations," based on students' average grades. To ensure validity, the instrument underwent content validation by the thesis adviser, statistician, professorial

lecturers, dean, ICT coordinator, master teachers, and the school principal. Their feedback, comments, and recommendations were carefully incorporated to improve the clarity, relevance, and comprehensiveness of the instrument, thereby ensuring its validity and reliability in collecting accurate and meaningful data.

2.6 Data Gathering Procedure

The study was conducted following the Gantt Chart of Activities, which outlined the step-by-step process from the formulation of the research problem to the submission of the final manuscript. The procedure began with the formulation of the research problem and the development of the research instrument. Once the questionnaire-checklist was drafted, it underwent content validation by the thesis adviser, statistician, professorial lecturers, dean, ICT coordinator, master teachers, and the principal. Their comments and suggestions were carefully considered in finalizing the instrument. After validation, permission to conduct the study was obtained from the Office of the School Division Superintendent. The questionnaire-checklist was then administered to the respondents through face-to-face distribution, ensuring compliance with Republic Act 10173 otherwise known as the Data Privacy Act of 2012, which guaranteed the confidentiality and protection of personal information. Following the collection of completed questionnaires, the data were encoded and processed using the Statistical Package for Social Sciences (SPSS). This allowed for systematic analysis and interpretation of the data, including the determination of patterns, relationships, and the extent of the effects of TikTok videos on values development and academic performance. Based on the analyzed data, a summary of findings, conclusions, and recommendations was formulated. The manuscript then underwent oral defense, during which the researcher presented the study and responded to feedback and suggestions from the Oral Examination Committee. Following the defense, the manuscript was revised accordingly and subjected to an anti-plagiarism to ensure originality and academic integrity. Finally, after the necessary revisions and verification, hardbound copies of the final manuscript were submitted to the Office of the Graduate Studies Program and other relevant offices as required, completing the study.

2.7 Data Analysis Techniques

To analyze and interpret the data gathered, several statistical tools were employed. Frequency, percentage, and rank distribution were used to describe the profile of the respondents. The weighted mean was utilized to determine the extent of the effects of TikTok videos on the values development of Grade 8 students in terms of courtesy, respect, responsibility, and creativity. To identify significant differences in the perceived effects of TikTok videos on values development based on the respondents' profile, One-way Analysis of Variance (ANOVA) was applied. Meanwhile, the level of academic performance of Grade 8 students, as reflected in their average grades for the first and second quarters, was analyzed using frequency, mean, and standard deviation. Lastly, correlation analysis was used to determine the significant relationship between the extent of the effects of TikTok videos on values development and the students' academic performance.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

3. Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

It can be viewed from the table that in terms of age, the majority of the respondents are 13 years old with 87 or 30.6%, followed by 15 years old with 73 or 25.7%, and 14 years old with 63 or 22.2%, while 12 years old comprise 40 or 14.1% and 16 years old represent the smallest group with 21 or 7.4%, indicating that most student leaders are in early adolescence. In terms of sex, there are 149 or 52.5% male respondents and 135 or 47.5% female respondents, showing a relatively balanced distribution with a slight predominance of males. Regarding sibling position, the largest group is first-born with 78 or 27.5%, followed by second-born with 72 or 25.4%, third-born with 59 or 20.8%, only child with 54 or 19.0%, fourth-born with 13 or 4.6%, and fifth-born and above with 8 or 2.8%, suggesting that earlier-born children are more represented in leadership roles. In terms of family size, most respondents come from families with four children with 87 or 30.6%, followed by two children with 72 or 25.4%, three children with 53 or 18.7%, five or more children with 42 or 14.8%, and one child with 30 or 10.6%, implying that many student leaders belong to medium-sized families. Concerning parents' educational attainment, among fathers, 76 or 26.8% are high school undergraduates, 65 or 22.9% are college graduates, 52 or 18.3% are high school graduates, 52 or 18.3% are elementary graduates, and 39 or 13.7% are college undergraduates, while among mothers, 80 or 28.2% are high school undergraduates, 61 or 21.5% are college graduates, 58

or 20.4% are high school graduates, 48 or 16.9% are elementary graduates, and 37 or 13.0% are college undergraduates, indicating that most parents attained secondary education with fewer completing tertiary education. In terms of occupation, among fathers, 85 or 30.0% are private employees, 72 or 25.4% belong to other occupations, 70 or 24.6% are unemployed, and 57 or 20.1% are government employees, while among mothers, 91 or 32.0% are unemployed, 74 or 26.1% are private employees, 70 or 24.6% belong to other occupations, 48 or 16.9% are government employees, and 1 or 0.4% is a farmer, suggesting that many mothers are not formally employed while fathers are mostly engaged in private work. Finally, regarding monthly family income, the largest group earns ₱40,001–₱50,000 with 82 or 28.9%, followed by ₱10,001–₱20,000 with 59 or 20.8%, ₱30,001–₱40,000 with 54 or 19.0%, ₱20,001–₱30,000 with 49 or 17.3%, below ₱10,000 with 34 or 12.0%, and ₱50,001 above with 6 or 2.1%, indicating that most respondents come from low- to middle-income households. Overall, the data reveal that most student leaders are young adolescents, slightly male-dominated but generally balanced in gender, primarily first-born from medium-sized families, and come from households with moderate educational and economic backgrounds.

Table 1
Profile of the Respondents in Terms of Selected Variables

Age	f	%	Rank			
16 years	21	7.4	5			
15 years	73	25.7	2			
14 years	63	22.2	3			
13 years	87	30.6	1			
12 years	40	14.1	4			
Total	284	100.0				
Sex						
Male	149	52.5	1			
Female	135	47.5	2			
Total	284	100.0				
Sibling Position						
Only Child	54	19.0	4			
First	78	27.5	1			
Second	72	25.4	2			
Third	59	20.8	3			
Fourth	13	4.6	5			
Fifth and Above	8	2.8	6			
Total	284	100.0				
No. of Children in the Family						
1	30	10.6	5			
2	72	25.4	2			
3	53	18.7	3			
4	87	30.6	1			
5 or more	42	14.8	4			
	284	100.0				
Educational Attainment	Father			Mother		
	f	%	R	f	%	R
College Graduate	65	22.9	2	61	21.5	2
College Undergraduate	39	13.7	5	37	13	5
High School Graduate	52	18.3	3.5	58	20.4	3
High School Undergraduate	76	26.8	1	80	28.2	1
Elementary Graduate	52	18.3	3.5	48	16.9	4
Total	284	100.0		284	100.0	
Parents' Occupation	Father			Mother		
	f	%	R	f	%	R
Government employee	57	20.1	4	48	16.9	4
Private employee	85	30.0	1	74	26.1	2
Farmer	-	-		1	0.4	5
Unemployed	70	24.6	3	91	32	1
Others (Please specify)	72	25.4	2	70	24.6	3
Total	284	100.0		284	100.0	
Monthly Family Income	f	%	R			
₱50,001 Above	6	2.1	6			
₱40,001 – ₱50,000	82	28.9	1			
₱30,001 – ₱40,000	54	19.0	3			

₱20,001 – ₱30,000	49	17.3	4
₱10,001 – ₱20,000	59	20.8	2
Below ₱10,000	34	12.0	5
Total	284	100.0	

3.2 Extent of Effects of TikTok Videos on the Values Development of Grade 8 Students as Perceived by Themselves with Respect to Courtesy, Respect, Responsibility, and Creativity

The results show that TikTok videos have an overall strong positive effect on the values development of Grade 8 students, with an overall mean of 4.11 interpreted as “Often (High Effect).” Among the four aspects, Courtesy ranked highest ($M = 4.22$), followed closely by Creativity ($M = 4.21$), indicating that TikTok strongly influences students’ polite behavior and creative expression. Respect ($M = 4.13$) ranked third, while Responsibility ($M = 3.89$) received the lowest mean, though still interpreted as a high effect. Overall, the findings suggest that TikTok serves as a useful platform for reinforcing students’ values, particularly in promoting courtesy and creativity. The results imply that students may internalize behaviors and lessons from TikTok content, leading to positive changes in their attitudes, social interactions, and decision-making. These findings are consistent with the study of Aguilar (2023), which highlights that digital media can significantly influence adolescents’ social, emotional, and moral development through exposure to positive and creative content.

Table 2

Extent of Effects of TikTok Videos on the Values Development of Grade 8 Students as Perceived by Themselves with Respect to Courtesy, Respect, Responsibility, and Creativity

Aspects	Weighted Mean	Verbal Interpretation	Rank
Courtesy	4.22	Often (High Effect)	1
Respect	4.13	Often (High Effect)	3
Responsibility	3.89	Often (High Effect)	4
Creativity	4.21	Often (High Effect)	2
Overall Mean	4.11	Often (High Effect)	

3.3 Significant Difference on the Extent of Effects of Tiktok Videos on the Values Development of Grade 8 Students as Perceived by Themselves with Respect to the Cited Aspects in Terms of Their Profile

It could be obtained from the table that the extent of effects of TikTok videos on the values development of Grade 8 students generally did not significantly differ across most profile variables. For age, all aspects—courtesy with p-value 0.869, respect with p-value 0.787, responsibility with p-value 0.348, and creativity with p-value 0.295—have p-values higher than the 0.05 level of significance. Therefore, the null hypothesis is accepted, indicating that students’ age did not influence their perception of TikTok’s impact. Similarly, sibling position, number of children in the family, parents’ educational attainment and occupation, and monthly family income all have p-values higher than 0.05, showing no significant difference in the perceived effects across these profile characteristics. The only exception is respect in relation to sex with a p-value of 0.034. Since the p-value is lower than the 0.05 level of significance, the null hypothesis is rejected, indicating a significant difference between male and female students in perceiving TikTok’s effect on respect. All other aspects under sex—courtesy with p-value 0.068, responsibility with p-value 0.381, and creativity with p-value 0.903—have p-values higher than 0.05, showing no significant difference. Results imply that TikTok videos generally influence values development uniformly regardless of students’ personal and family profiles, except for respect where gender plays a role. Results mean that students perceive TikTok as having a consistent impact on values formation, but male and female students may differ in how they internalize respect-related content. Results support the study of Domoff (2023), which found that social media influences adolescents’ social and moral development broadly, but aspects such as empathy and respect may differ according to gender, showing that males and females internalize digital content differently.

Table 3

Significant Difference on the Extent of Effects of Tiktok Videos on the Values Development of Grade 8 Students as Perceived by Themselves with Respect to the Cited Aspects in Terms of Their Profile

Aspect	F-value	p-value	Ho	Verbal Interpretation
Age				
Courtesy	0.313	0.869	Accepted	Not Significant
Respect	0.43	0.787	Accepted	Not Significant

Responsibility	1.118	0.348	Accepted	Not Significant
Creativity	1.239	0.295	Accepted	Not Significant
Sex				
Courtesy	3.348	0.068	Accepted	Not Significant
Respect	4.559	0.034	Rejected	Significant
Responsibility	0.769	0.381	Accepted	Not Significant
Creativity	0.015	0.903	Accepted	Not Significant
Sibling Position				
Courtesy	0.074	0.996	Accepted	Not Significant
Respect	0.254	0.938	Accepted	Not Significant
Responsibility	0.479	0.792	Accepted	Not Significant
Creativity	0.447	0.816	Accepted	Not Significant
Number of Children in the Family				
Courtesy	0.215	0.930	Accepted	Not Significant
Respect	0.653	0.625	Accepted	Not Significant
Responsibility	1.465	0.213	Accepted	Not Significant
Creativity	0.397	0.811	Accepted	Not Significant
Fathers' Educational Attainment				
Courtesy	0.412	0.800	Accepted	Not Significant
Respect	0.57	0.684	Accepted	Not Significant
Responsibility	0.679	0.607	Accepted	Not Significant
Creativity	0.601	0.663	Accepted	Not Significant
Mothers' Educational Attainment				
Courtesy	1.077	0.368	Accepted	Not Significant
Respect	0.188	0.944	Accepted	Not Significant
Responsibility	0.27	0.897	Accepted	Not Significant
Creativity	2.294	0.060	Accepted	Not Significant
Fathers' Occupation				
Courtesy	0.333	0.801	Accepted	Not Significant
Respect	0.54	0.656	Accepted	Not Significant
Responsibility	0.629	0.597	Accepted	Not Significant
Creativity	0.874	0.455	Accepted	Not Significant
Mothers' Occupation				
Courtesy	0.742	0.564	Accepted	Not Significant
Respect	0.894	0.468	Accepted	Not Significant
Responsibility	0.5	0.736	Accepted	Not Significant
Creativity	0.562	0.691	Accepted	Not Significant
Monthly Family Income				
Courtesy	1.067	0.379	Accepted	Not Significant
Respect	0.638	0.671	Accepted	Not Significant
Responsibility	1.405	0.223	Accepted	Not Significant
Creativity	0.248	0.941	Accepted	Not Significant

3.4 Level of Academic Performance of Grade 8 Students as Revealed by Their Average Grade in the First and Second Quarters

An analysis of results from the table that the level of academic performance of Grade 8 students, as revealed by their average grades in the first and second quarters, shows that 95 students (33%) achieved 90 and above, interpreted as Outstanding. This was followed by 82 students (29%) who scored 85–89, interpreted as Very Satisfactory, and 76 students (27%) who scored 80–84, interpreted as Satisfactory. Meanwhile, 31 students (11%) scored 75–79, interpreted as Fairly Satisfactory. No students scored below 75. The highest grade recorded was 96, the lowest was 76, and the overall mean was 86.61, interpreted as Very Satisfactory, with a standard deviation of 5.30, indicating moderate variability in students' performance. Results imply that the majority of Grade 8 students perform at a high academic level, with most achieving grades considered Very Satisfactory or Outstanding. This suggests that students are generally competent in meeting the learning expectations set by the curriculum. Results mean that despite variations in individual performance, the collective academic standing of the class reflects consistent achievement, providing a reliable context for examining potential influences on values development, such as exposure to TikTok videos, without being confounded by extremely low academic performance. Results support the study of Aini (2023), which found that adolescent students with generally high and consistent academic performance demonstrate a stable platform for integrating social and moral learning through digital media, indicating that values formation can be studied effectively alongside regular academic achievement.

Table 4

Level of Academic Performance of Grade 8 Students as Revealed by Their Average Grade in the First and Second Quarters

Grade	Verbal Interpretation	f	%	Rank
90 and above	Outstanding	95	33	1
85 - 89	Very Satisfactory	82	29	2
80 - 84	Satisfactory	76	27	3
75 - 79	Fairly Satisfactory	31	11	4
below 75	Did not meet expectations	-	-	
Total		284	100	
Highest Grade	96			
Lowest Grade	76			
Mean	86.61 – Very Satisfactory			
Standard Deviation	5.30			

3.5. Significant Relationship Between the Extent of Effects of TikTok Videos on the Values Development and the Level of Academic Performance of Grade 8 Students

It could be concluded from the table that the computed r-values indicate no significant relationship between the extent of effects of TikTok videos on the values development and the level of academic performance of Grade 8 students. For courtesy, the r-value is 0.004 with a p-value of 0.952, which is higher than the 0.05 level of significance. Respect has an r-value of -0.096 with a p-value of 0.105, Responsibility has an r-value of 0.038 with a p-value of 0.526, and creativity has an r-value of -0.028 with a p-value of 0.644. All p-values are higher than 0.05, leading to the acceptance of the null hypothesis in all aspects. This shows that the perceived effects of TikTok videos on values development are not significantly associated with students' academic performance. Results imply that although TikTok videos may influence students' values such as courtesy, respect, responsibility, and creativity, these effects do not translate into measurable differences in their academic achievement. Results mean that students' engagement with TikTok as a source of social or moral learning does not necessarily impact their grades or overall academic performance, suggesting that values development and academic achievement may operate independently in this context. Results support the study of Ahmad (2023), which found that social media exposure can influence adolescents' social and moral behaviors without significantly affecting their academic performance, highlighting that values formation through digital content is not always directly linked to school achievement.

Table 5

Significant Relationship Between the Extent of Effects of TikTok Videos on the Values Development and the Level of Academic Performance of Grade 8 Students

Aspects	r-values	p-values	H ₀	Verbal Interpretation
Courtesy	0.004	0.952	Accepted	Not Significant
Respect	-0.096	0.105	Accepted	Not Significant
Responsibility	0.038	0.526	Accepted	Not Significant
Creativity	-0.028	0.644	Accepted	Not Significant

4. Conclusion & Recommendations

The findings conclude that TikTok videos have a generally positive influence on the values development of students, particularly in fostering courtesy and creativity. This effect is consistent across most demographic and family profiles, although differences were noted in the aspect of respect based on sex. In terms of academic performance, students were found to perform at high levels, with most achieving Very Satisfactory or Outstanding ratings. However, the perceived influence of TikTok on values development does not show a significant relationship with students' academic performance, indicating that while TikTok may shape values, it does not directly affect academic outcomes.

Based on these conclusions, it is recommended that teachers and school administrators integrate educational and values-oriented TikTok content into lessons and activities to further strengthen students' values. Gender-sensitive approaches should be applied to ensure that both male and female students equally develop respect. Parents are also encouraged to guide and monitor students' social media use to promote exposure to positive content. Additionally, the implementation of values formation programs and the proposed action plan is advised, while future researchers are encouraged to explore other platforms and examine the long-term effects of social media on both values development and academic performance.

Compliance with ethical standards

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