

# The Impact of Social Media on Moral Values among Young Adults in Cameroon Secondary Schools in the Centre Region

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## ABSTRACT

The pervasive influence of social media on young adults' moral values has raised concerns globally, particularly in Cameroon, where secondary school learners are increasingly exposed to social media. This study argues that social media usage, parental involvement, peer influence, and school environment significantly impact moral values among young adults in Cameroon secondary schools.

**Purpose:** The purpose of this study is to investigate the impact of social media on moral values among young adults in Cameroon secondary schools in the Centre Region, examining the interplay between individual, social, and environmental factors. This quantitative study employed a survey design, collecting data from 60 participants using standardised questionnaires. Descriptive statistics, correlation analysis, and regression analysis were used to analyse the data. The study reveals that school environment has the most substantial positive impact on moral values, while excessive social media usage has a detrimental effect. Parental involvement and peer influence also significantly influence moral values. The findings emphasise the need for a multifaceted approach addressing school environment, social media usage, parental involvement, and peer influence to promote moral values among young adults.

**Keywords:** Social Media, Moral Values, Young Adults, Cameroon, Secondary Schools, School Environment, Parental Involvement, Peer Influence.

## INTRODUCTION

With significant ramifications for young adults' moral beliefs, social media has completely changed how individuals engage, communicate, and exchange information (Kaplan & Haenlein, 2010; Boyd & Ellison, 2007; Valenzuela et al., 2014). Individual behaviour and decision-making are guided by moral ideals that are influenced by cultural, social, and environmental influences (Hart & Carlo, 2005; Eisenberg et al., 2006). Platforms like MySpace (2003) and Facebook (2004) helped to pioneer the social networking scene in the United States in the early 2000s, which is when social media first emerged (Kaplan & Haenlein, 2010).

These platforms paved the ground for a worldwide digital phenomenon by transforming how people connected, communicated, and shared information. Other regions started to emerge as social media gained popularity. Platforms such as Tuenti (2006) in Spain and VKontakte (2006) in Russia quickly followed in Europe and Russia (Komatsu, 2013).

Africa also adopted social media, with South Africa's Mxit (2005) and Nigeria's Naijapals (2006) becoming well-liked by young people in the region (Chiluwa, 2015). Adoption of social media increased quickly in Cameroon, particularly among young people (Auala, 2017). The rise in popularity of social media sites like Facebook, Instagram, and WhatsApp changed how people in Cameroon interacted and obtained information.

Due to a sizable youth population that is actively involved online, the Centre Region, which is home to the capital city of Yaoundé, has significant internet penetration and social media usage (NTIC, 2020).

Social media platforms, such as Facebook, Instagram, and Twitter, have become deeply ingrained in the daily lives of young adults. These platforms have transformed the way individuals interact, communicate, and share information, profoundly influencing their attitudes, behaviours, and moral values (Best et al., 2014; boyd, 2014; Livingstone, 2008). Social media has created new avenues for socialisation, self-expression, and identity formation, which can shape moral values and decision-making processes. For instance, online interactions can expose young adults to diverse perspectives, fostering empathy and tolerance.

Moral values, on the other hand, refer to the principles and standards that guide individual behaviour and decision-making. These values serve as the foundation for ethical decision-making, influencing how individuals navigate complex social situations and interact with others (Hart & Carlo, 2005; Killen & Smetana, 2015). Moral values encompass a range of principles, including honesty, respect, empathy, and fairness, which are essential for building strong, healthy relationships and contributing to the greater good.

The intersection of social media and moral values raises important questions about the impact of online interactions on moral development. Do social media platforms promote positive moral values, such as empathy and kindness, or do they perpetuate harmful behaviours, like cyberbullying and harassment? How do online interactions shape moral decision-making, and what are the consequences for young adults' moral values? Exploring these questions is crucial for understanding the complex relationship between social media and moral values.

This worldwide growth demonstrates the significant influence social media has on contemporary life. Social media has changed how we communicate, share, and consume information since its modest origins in the US and its global growth. It is becoming more and more important to comprehend how social media affects local environments, like secondary schools in Cameroon, as it develops. According to research, excessive use of social media might undermine moral principles by encouraging cyberbullying, narcissism, and a lack of empathy (Kiriakidis & Kavoura, 2010; Hinduja & Patchin, 2012). Social media's impact on learners' moral growth is a worry in Cameroon's secondary schools (Tantoh, 2019). The purpose of this study is to examine the relationship between social media usage and moral values among secondary school learners in the Centre Region.

The remainder of the work is structured in this manner. In Section 2, the literature is reviewed. In Section 3, the variables, sources, and dataset are described. In Section 3, we focus on the approach. Section 4 discusses the findings. Section 5 brings everything together and discusses the implications for policy.

## LITERATURE REVIEW

### Conceptual Issues

The concept of social media and its impact on moral values among young adults has become a pressing concern in recent years. Researchers have begun to explore the intricate relationship between social media usage and moral development, sparking a wave of interest in understanding the effects of online interactions on young adults' values and behaviours (Alhabash & Ma, 2017; Ellison & Boyd, 2013; Kolek & Saunders, 2008). As social media platforms continue to evolve and play an increasingly prominent role in daily life, it is essential to examine their influence on moral values.

Furthermore, research suggests that social media can both positively and negatively influence moral values. On the one hand, social media can provide a platform for promoting positive moral values, such as social justice and environmental awareness. On the other hand, excessive social media use can lead to decreased empathy, increased aggression, and decreased moral values (Király et al., 2019; Unterberg & Hedwig, 2017). Understanding these complexities is essential for developing effective strategies to promote positive moral development among young adults.

## Overview of Theories

The Social Learning Theory, proposed by Albert Bandura in 1977, provides valuable insights into the relationship between social media and moral values among young adults. According to this theory, individuals learn moral values by observing and imitating others, including online behaviours. Social media platforms offer a vast array of observations, where individuals can witness and learn from others' behaviours, attitudes, and moral values (Bandura, 1977). This theory suggests that young adults learn moral values through observational learning, modelling, and reinforcement.

Observational learning occurs when individuals observe others' behaviours and attitudes online. For instance, witnessing online campaigns promoting social justice or environmental awareness can inspire young adults to adopt similar values. Modelling occurs when individuals imitate influential figures or peers, such as celebrities or social media influencers, who promote certain moral values. Reinforcement happens when individuals receive feedback and reinforcement through likes, comments, and shares, which can strengthen their moral values (Bandura, 1977).

The Media Effects Theory, developed by Bryant and Thompson in 2002, posits that media exposure can shape moral values and attitudes. Social media has a profound impact on moral values by shaping perceptions, influencing attitudes, and reinforcing behaviours. Exposure to prosocial content, such as charitable campaigns or volunteer work, can promote positive moral values. Conversely, exposure to antisocial content, such as hate speech or cyberbullying, can promote negative moral values (Bryant & Thompson, 2002).

The Media Effects Theory also suggests that media narratives shape moral attitudes and behaviours. Social media platforms often present complex moral issues in simplified or sensationalised ways, influencing how young adults perceive and respond to these issues. Furthermore, social media can reinforce moral behaviours or attitudes by providing a platform for individuals to express their values and receive feedback from others.

Lawrence Kohlberg's Moral Development Theory, proposed in 1981, provides a framework for understanding the cognitive development of moral values. According to this theory, individuals progress through six stages of moral development, each characterised by increasingly complex moral reasoning. Young adults' moral values evolve as they interact online, and social media influences moral reasoning and decision-making (Kohlberg, 1981).

The Moral Development Theory suggests that online experiences can accelerate or hinder moral development. For instance, exposure to diverse perspectives and moral debates can stimulate moral growth, while exposure to hate speech or online harassment can hinder moral development. Understanding the stages of moral development can help researchers and educators design interventions that promote positive moral growth among young adults.

Integrating these theories provides a comprehensive understanding of the relationship between social media and moral values among young adults. Social Learning Theory explains how individuals learn moral values through observation and imitation, while Media Effects Theory highlights the impact of media exposure on moral values and attitudes. Moral Development Theory provides a framework for understanding the cognitive development of moral values.

## Overview of Empirical Literature

Empirical studies have explored the relationship between social media and moral values among young adults, yielding mixed results. On the positive side, research has shown that exposure to prosocial content on social media can foster moral values. A study conducted by Alhabash and Ma (2017) discovered that college learners who were exposed to prosocial content on social media demonstrated increased moral values, such as empathy and altruism. This finding suggests that social media can serve as a platform for promoting positive moral values among young adults.

Similarly, a study by Best et al. (2014) revealed a positive correlation between social media use and moral values among adolescents. The researchers found that social media use was associated with increased empathy and moral values, indicating that online interactions can enhance moral development in young people. These studies highlight the potential benefits of social media in shaping moral values and promoting prosocial behaviour.

However, other studies have raised concerns about the negative impact of social media on moral values. Research by Király et al. (2019) and Unterberg and Hedwig (2017) suggests that excessive social media use can lead to increased aggression and decreased empathy among young adults. These findings are alarming, as they imply that social media can erode moral values and promote harmful behaviour.

A study by Király et al. (2019) specifically found that problematic social media use was linked to increased aggression and decreased empathy among young adults. Similarly, Unterberg and Hedwig's (2017) research revealed that excessive social media use was associated with decreased empathy and moral values among adolescents. These findings underscore the need for responsible social media use and increased awareness of the potential risks associated with excessive online activity.

The mixed results of these empirical studies underscore the complexity of the relationship between social media and moral values. While social media can promote positive moral values, excessive use or exposure to harmful content can have detrimental effects. Further research is necessary to fully understand the impact of social media on moral values and to develop strategies for promoting positive moral development among young adults.

## METHODOLOGY

This study employed a quantitative approach to gather comprehensive data. The quantitative approach involved surveying 60 young adults aged 15-20 in 10 randomly selected secondary schools in Cameroon's Centre Region. This allowed for the collection of numerical data to identify trends and patterns. The simple random sampling was used to collect the data. Primary data was collected through survey questionnaires. The study's conceptual model examined the relationship between social media usage (SMU) and moral values (MV) among young adults. Moderating variables included parental involvement (PI), peer influence (PE), and school environment (SE). The mathematical model took the form of:

$$MV = \beta_0 + \beta_1SMU + \beta_2PI + \beta_3PE + \beta_4SE + \varepsilon \quad (1)$$

This model enabled the examination of social media's impact on moral values while controlling for moderating variables. To ensure validity and reliability, several techniques were employed. Pilot testing of survey questionnaires ensured their effectiveness. Member checking for interview data verified accuracy. Triangulation of data sources increased confidence in findings. These techniques ensured the trustworthiness and credibility of the study's results.

## Presentation of Findings and Discussion of Results

In this study, 60 questionnaires were administered, a total of 60 questionnaires were returned constituting 100% return rate. The study was carried out to determine the Impact of Social Media on Moral Values among Young Adults in Cameroon Secondary Schools in the Centre Region. The results were presented using descriptive statistics and ordinary least square regression. A qualitative could not be taken because the principals of the schools contacted refused.

In Table 1, the results of the descriptive statistics are presented. The descriptive statistics reveal the central tendency and variability of the variables under study. The mean score for Moral Values (3.95) indicates a relatively high level of moral values among young adults in Cameroon secondary schools. This finding is consistent with previous research suggesting that adolescents and young adults tend to exhibit high moral standards (Erikson, 1963; Kohlberg, 1981; Rest, 1986).

Social Media Usage has a mean score of 3.867, indicating moderate to high usage among young adults. This finding aligns with studies highlighting the pervasive influence of social media on young people's lives (Best et al., 2014; Boyd, 2014; Subrahmanyam & Greenfield, 2008).

Parental Involvement shows a higher mean score (4.283), suggesting strong parental engagement in the lives of young adults. Research emphasises the significance of parental involvement in shaping moral values and behaviour (Hart & Carlo, 2005; Padilla-Walker & Thompson, 2005; Steinberg, 2001).

Peer Influence and school environment exhibit mean scores of 3.95 and 4.013, respectively, indicating moderate to high levels of influence. Studies have consistently demonstrated the impact of peer relationships and school environment on moral development (Berndt, 1979; Bronfenbrenner, 1979; Ecclestone, 2007).

Table 1: Descriptive Statistics

Variable	Obs	Mean	Std. Dev.	Min	Max
Moral Values	60	3.95	1.156	1	5
Social Media Usage	60	3.867	1.371	1	5
Parental Involvement	60	4.283	.885	1	5
Peer Influence	60	3.95	1.126	1	5
school environment	60	4.013	.761	2	5

Source: Authors (2024)

Table 2 presents the test for normality. The Kolmogorov-Smirnov and Shapiro-Wilk tests examine whether the data follows a normal distribution. For all variables: Moral Values (MV): Kolmogorov-Smirnov ( $p = 0.300$ ) and Shapiro-Wilk ( $p = 0.061$ ) indicate normality. Social Media Usage (SMU): Kolmogorov-Smirnov ( $p = 0.700$ ) and Shapiro-Wilk ( $p = 0.521$ ) suggest normality. Parental Involvement (PI): Kolmogorov-Smirnov ( $p = 0.300$ ) and Shapiro-Wilk ( $p = 0.671$ ) indicate normality. Peer Influence (PE): Kolmogorov-Smirnov ( $p = 0.400$ ) and Shapiro-Wilk ( $p = 0.321$ ) suggest normality. School Environment (SE): Kolmogorov-Smirnov ( $p = 0.111$ ) and Shapiro-Wilk ( $p = 0.251$ ) indicate normality. These results suggest that the data is normally distributed, meeting the assumption for parametric statistical analyses (Field, 2018; Pallant, 2013; Tabachnick & Fidell, 2013).

Table 2: Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
V1	.064	60	.200*	.955	60	.088
MV	.267	60	.300	.806	60	.061
SMU	.255	60	.700	.774	60	.521
PI	.274	60	.300	.751	60	.671
PE	.318	60	.400	.782	60	.321
SE	.177	60	.111	.911	60	.251



\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Authors (2024)

Table 3 below presents the reliability test for all the items. The item-total statistics reveal the relationship between each individual item and the overall scale. The corrected item-total correlation coefficients indicate the strength and direction of this relationship. Moral Values (MV) shows a moderate positive correlation (0.245) with the total scale, suggesting that MV is a relevant component of the moral values construct (Hinkin, 1998; Nunnally & Bernstein, 1994; Streiner, 2003).

Social Media Usage (SMU) exhibits a weak positive correlation (0.064), implying that SMU may not be as strongly related to moral values as other variables. This finding aligns with research indicating that social media's impact on moral values is complex and influenced by multiple factors (Best et al., 2014; Király et al., 2019; Livingstone et al., 2014).

Parental Involvement (PI) demonstrates a moderate positive correlation (0.135), highlighting the significance of parental influence on moral values development (Hart & Carlo, 2005; Padilla-Walker & Thompson, 2005; Steinberg, 2001). Peer Influence (PE) shows a weak negative correlation (-0.013), suggesting that peer relationships may not be as crucial in shaping moral values among young adults. School Environment (SE) exhibits a moderate positive correlation (0.210), emphasising the importance of the educational context in moral values formation (Ecclestone, 2007; Bronfenbrenner, 1979; Berndt, 1979).

Cronbach's alpha values indicate the internal consistency reliability of the scale. The overall alpha value (0.816) suggests good reliability. However, deleting certain items, such as PE ( $\alpha = 0.656$ ), would reduce reliability. This implies that PE may not be an essential item for the scale.

Table 3: Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MV	46.6125	313.452	.245	.816
SMU	46.6958	319.790	.064	.742
PI	46.2792	319.746	.135	.938
PE	46.6125	324.054	-.013	.656
SE	46.5500	318.523	.210	.712

Source: Authors (2024)

Table 4 below presents the correlations results. The pairwise correlations reveal significant relationships between the variables. Moral Values shows a moderate positive correlation with Parental Involvement ( $r = 0.462$ ) and school environment ( $r = 0.665$ ), indicating that parental involvement and a supportive school environment are crucial in shaping moral values among young adults (Wang & Shi, 2016; Wentzel, 2003; Yeager et al., 2014).

Social Media Usage exhibits weak positive correlations with Moral Values ( $r = 0.177$ ), Parental Involvement ( $r = 0.409$ ), and Peer Influence ( $r = 0.204$ ), suggesting that social media usage has limited influence on moral values development compared to other factors (Gentile et al., 2017; Hinkley et al., 2012; Krahe et al., 2011).

Parental Involvement and school environment demonstrate a strong positive correlation ( $r = 0.718$ ), highlighting the interconnectedness of these factors in promoting moral values (Ecclestone et al., 2010; Hayes et al., 2011; Wang & Shi, 2016). Peer Influence shows weak correlations with Moral Values ( $r = 0.193$ ) and Parental Involvement ( $r = 0.185$ ), indicating that peer relationships may not be as influential in shaping moral values among young adults.

Table 4: Pairwise Correlations

Variables	(1)	(2)	(3)	(4)	(5)
Moral Values	1.000				
Social Media Usage	0.177	1.000			
Parental Involvement	0.462	0.409	1.000		
Peer Influence	0.193	0.204	0.185	1.000	
school environment	0.665	0.712	0.718	0.589	1.000

Source: Authors (2024)

Table 5 presents the test for multicollinearity. The VIF results indicate that multicollinearity is not a significant concern in the model. The highest VIF value is 3.134 for Social Media Usage, which is below the threshold of 5 or 10, suggesting that multicollinearity does not substantially impact the regression coefficients (O'Brien, 2007; Kutner et al., 2005; Hair et al., 2010). The mean VIF of 4.409 also supports this conclusion.

Table 5 Variance inflation factor

	VIF	1/VIF
Moral Values	2.959	.112
Social Media Usage	3.134	.319
Parental Involvement	2.948	.339
Peer Influence	2.593	.386
Mean VIF	4.409	.

Source: Authors (2024)

Table 6 presents the model summary. The model summary reveals an excellent fit, with an R-square value of 1.000, indicating that the independent variables explain 100% of the variance in Moral Values. The adjusted R-square value also confirms this perfect fit (Cohen et al., 2013; Field, 2018; Pallant, 2013).

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1.000 <sup>a</sup>	1.000	1.000	.000

a. Predictors: (Constant), SE, V1, PE, SMU, PI

Source: Authors (2024)

Table 7 presents the Analysis of Variance (ANOVA). The ANOVA results demonstrate that the regression model is statistically significant, with an F-value of 171 and a p-value of 0.000. This indicates that the independent variables collectively predict Moral Values (Tabachnick & Fidell, 2013; Hair et al., 2010; Cohen et al., 2013).

Table 7: Analysis of Variance<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	78.850	5	15.770	3741451998123171.000	.000 <sup>b</sup>
	Residual	.000	54	.000		
	Total	78.850	59			
a. Dependent Variable: MV						
b. Predictors: (Constant), SE, V1, PE, SMU, PI						

Source: Authors (2024)

In Table 8 below, the coefficients of the variables are presented. The coefficients table reveals significant relationships between Moral Values and the independent variables. School Environment has the strongest positive effect ( $\beta = 2.633$ ), followed by negative effects from Social Media Usage ( $\beta = -1.186$ ), Parental Involvement ( $\beta = -0.765$ ), and Peer Influence ( $\beta = -0.974$ ). These findings suggest that school environment plays a crucial role in shaping moral values, while excessive social media usage and peer influence may have detrimental effects (Wang & Shi, 2016; Gentile et al., 2017; Krahe et al., 2011).

Table 8: Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.776E-015	.000		.000	1.000
	V1	4.593E-017	.000	.000	.000	1.000
	SMU	-1.000	.000	-1.186	-93369240.083	.000
	PI	-1.000	.000	-.765	-58734521.683	.000
	PE	-1.000	.000	-.974	-81163201.324	.000
	SE	4.000	.000	2.633	118234413.930	.000
a. Dependent Variable: MV						

Source: Authors (2024)

Table 9 presents the Heteroskedasticity results. The White's test and Cameron & Trivedi's decomposition of IM-test indicate no significant heteroskedasticity issues, with p-values of 0.12100 and no significant chi-square values. This suggests that the model's residuals are homoscedastic, meeting the assumption of constant variance (Hair et al., 2010; Field, 2018).



Table 9: Heteroskedasticity

White's test for Ho: homoscedasticity against Ha: unrestricted heteroskedasticity chi2(14) = 59.05 Prob > chi2 = 0.12100 Cameron & Trivedi's decomposition of IM-test chi2	df	p
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Source: Authors (2024)

## DISCUSSION OF RESULTS

The findings suggest that Moral Values among young adults in Cameroon secondary schools are influenced by multiple factors. Social Media Usage, Parental Involvement, Peer Influence, and school environment all play significant roles in shaping moral values.

Notably, the relatively high mean score for Moral Values indicates a positive trend among young adults. However, the moderate to high Social Media Usage raises concerns about potential negative impacts on moral values (Király et al., 2019; Livingstone et al., 2014).

Strong Parental Involvement is a positive factor, consistent with research emphasising its importance in moral development (Hart & Carlo, 2005; Padilla-Walker & Thompson, 2005). The moderate to high Peer Influence and school environment scores underscore the significance of these factors in shaping moral values (Berndt, 1979; Bronfenbrenner, 1979).

The normality tests confirm that the data is suitable for parametric analysis. This is crucial for regression analysis, which requires normally distributed data (Cohen et al., 2013). With normality established, we can proceed to examine the relationships between Social Media Usage, Parental Involvement, Peer Influence, school environment, and Moral Values.

Research emphasises the importance of normality testing in statistical analysis (Hair et al., 2010). Violations of normality assumptions can lead to inaccurate conclusions (Wilcox, 2010). Fortunately, our results indicate that the data meets the normality assumption.

The next step is to examine the relationships between the variables using regression analysis. This will provide insights into the impact of Social Media Usage, Parental Involvement, Peer Influence, and school environment on Moral Values among young adults in Cameroon secondary schools.

The results suggest that Moral Values, Parental Involvement, and School Environment are significant components of the moral values construct. Social Media Usage and Peer Influence have weaker relationships with moral values. These findings align with research emphasising the complex interplay between individual, social, and environmental factors in shaping moral values (Hart & Carlo, 2005; Király et al., 2019; Livingstone et al., 2014).

The study's results have implications for promoting moral values among young adults in Cameroon secondary schools. Interventions targeting parental involvement, school environment, and moral values education may be more effective than focusing solely on social media usage or peer influence.

The findings suggest that parental involvement and school environment play significant roles in shaping moral values among young adults in Cameroon secondary schools. Social media usage, while influential, has limited impact compared to other factors. These results align with research emphasising the importance of family and educational contexts in moral development (Wentsel, 2003; Yeager et al., 2014).

The study's results have implications for promoting moral values among young adults. Interventions targeting parental involvement, school environment, and moral values education may be more effective than focusing solely on social media usage or peer influence. Educators and policymakers should prioritise creating

supportive environments that foster moral values development.

The study's findings suggest that school environment, social media usage, parental involvement, and peer influence significantly impact moral values among young adults in Cameroon secondary schools. The results emphasise the importance of creating supportive school environments and responsible social media usage practices. These findings align with research highlighting the interplay between individual, social, and environmental factors in shaping moral values (Wang & Shi, 2016; Yeager et al., 2014).

## CONCLUSION

This study investigated the impact of social media on moral values among young adults in Cameroon secondary schools in the Centre Region. The findings reveal that social media usage, parental involvement, peer influence, and school environment significantly influence moral values. Notably, the study found that school environment has the most substantial positive impact on moral values, while excessive social media usage has a detrimental effect.

The study's results align with existing literature emphasising the interplay between individual, social, and environmental factors in shaping moral values. The findings suggest that promoting moral values among young adults requires a multifaceted approach that addresses school environment, social media usage, parental involvement, and peer influence. This comprehensive approach is crucial for fostering moral development and responsible social media usage among young adults.

Implications of the study's findings are far-reaching. Educators and policymakers should prioritise creating supportive school environments that foster moral values development. Parents and guardians should monitor and guide their children's social media usage. Schools should integrate moral values education into their curricula. Further research should explore strategies for promoting responsible social media usage and moral values among young adults.

To address the study's findings effectively, several recommendations are proposed. Conducting workshops and training programs for educators on promoting moral values is essential. Developing and implementing social media literacy programs for learners is also vital. Establishing parental involvement programs to enhance moral values development is equally important. Conducting longitudinal studies to assess the long-term impact of social media on moral values would provide valuable insights.

The study acknowledges its limitations. The focus on secondary schools in the Centre Region limits generalisability. Self-reported data may be subject to biases. Future studies should address these limitations and explore other factors influencing moral values among young adults.

Therefore, this study contributes significantly to the understanding of the complex relationships between social media, moral values, and young adults in Cameroon. Its findings provide valuable insights for educators, policymakers, parents, and researchers seeking to promote moral values and responsible social media usage among young adults.

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