

THE TIKTOK PHENOMENON: ITS IMPACTS AND CONSEQUENCES ON THE ACADEMIC PERFORMANCE OF STUDENTS AT NASARAWA STATE UNIVERSITY, KEFFI

Andrew Ubong BASSEY

Postgraduate studies
Department of Mass Communication,
Faculty of Social Science,
Nasarawa State University, Keffi.
ubongresearch@gmail.com

Abstract

TikTok has emerged as one of the most popular social media platforms among university students, sparking debate over its potential effects on academic performance. This study aims to evaluate the TikTok phenomenon and its impacts and consequences on the academic performance of students at Nasarawa State University. Employing a survey research design, the study sampled 200 students across all four academic levels. The investigation was guided by the Media System Dependency Theory and the Uses and Gratifications Theory. The findings revealed that the majority of respondents spent between 6 to 10 hours daily on TikTok. The study established that TikTok usage did not positively influence the academic performance of the respondents. It further highlighted that TikTok usage led to constant distractions, including notifications, endless scrolling, and watching short videos, which significantly disrupted students' concentration and hindered their ability to engage in deep and meaningful learning. The study recommends encouraging students to leverage TikTok's creative potential to enhance their academic performance. In addition, it advocates for university authorities in Nigeria to incorporate media literacy education into the curriculum. This would equip students with critical thinking skills, enabling them to analyse and evaluate the content they consume on TikTok and distinguish between misinformation, harmful trends, valuable educational and creative content.

Keywords: TikTok, Academic Performance, Students, Impacts, Consequences.

Introduction

In contemporary society, social media has become deeply embedded in daily life; it is rare to find individuals who do not subscribe to at least one social media platform. Social media is now a fundamental aspect of everyday social interactions and garners significant attention from the majority of people. Among the various groups engrossed in social media, students are notably prominent, using these platforms in diverse ways. Husain & Sani (2022), observe that the proliferation of social media has led to people habitually sharing and revealing their daily experiences. As technology increasingly dominates global activities, its integration into communication has become essential, particularly in the realm of education (Ezenwafor, 2012). Olubiya (2012), as cited by Okpongpong&Bassey (2023), argues that the rapid advancement of technology has revolutionised the world, making it an optimal means for accessing vast amounts of information. Stenger (2013) concurs, noting that social media was designed to facilitate communication between individuals, regardless of geographical location.

TikTok, according to Husain & Sani (2022), is currently one of the most widely used social media platforms. Since its launch in 2017, TikTok has rapidly gained global popularity (Li, Guan, Hammond & Berney, 2021). Ngilangil (2022) describes TikTok as a technology application that enables users to create and share 15-second videos. Geyser (2021), notes the platform's rapid growth, highlighting its use for sharing a variety of video content, including challenges, dance routines, magic tricks, and comedic skits. Regassa&Ettisa (2023), point out that TikTok is a music-centric social media platform that has garnered immense popularity worldwide, boasting over 800 million active users across 155 countries and territories. It has become the preferred app for music enthusiasts. Initiated by the Chinese company Byte Dance, TikTok quickly rose to prominence as the leading short video platform globally; achieving over 2 billion downloads on the App Store and Google Play. A distinctive feature of TikTok is its ability to create 60-second videos with background soundtracks from its extensive music library, which can be shared with millions (Regassa&Ettisa, 2023).

Ngilangil (2022) emphasises TikTok's significant popularity and its emergence as a platform for free and innovative self-expression. Dewanta (2020), suggests that TikTok can be transformed into an engaging and interactive knowledge-seeking platform for students. Ramdani&Hadiapurwa (2021) posit that students can harness their creativity through TikTok's diverse features, making it a valuable tool for interactive online education. Excessive use of social media among students is on the rise. There are arguments that addiction to platforms like TikTok causes students to become distracted in class, which in turn lowers their academic performance. Conversely, another perspective posits that social media can aid in students' academic learning. Fatima, Doe& Smith(2022) argue that students primarily use TikTok for socialising and conversation, which they believe leads to wasted time and difficulty in completing academic work. The authors further claim that students often discuss extracurricular activities on social media, impacting their academic outcomes negatively. However, there is also a viewpoint that students can benefit academically from their use of social media.

Scholars have conducted numerous studies on the relationship between social media use and academic-related activities (Amin, Iftikhar& Meer, 2022; Makler, 2021; Rahmawati& Anwar, 2022; Okpongkpong & Bassey, 2023; Rajan& Ismail, 2022). For instance, Amin et al. (2022) explored the intervening effects of academic performance between TikTok obsession and psychological well-being challenges in university students. Makler (2021), examined the effects of TikTok use on college student learning, while Okpongkpong&Bassey (2023), focused on the impact of TikTok on academic performance, specifically among mass communication students at Ritman University. In addition, Rahmawati& Anwar (2022), studied the impact of TikTok on students' vocabulary and attitudes, and Rajan& Ismail (2022) looked into using TikTok as a strategy to improve knowledge acquisition and engagement in ESL literature classrooms.

Despite these studies, there remains a lack of comprehensive research on the specific effects of TikTok on students' academic performance. Therefore, this study aims to investigate the TikTok phenomenon and its impacts and consequences on the academic output of students at Nasarawa State University, Keffi.

Objectives of the Study

The broad objective of the study is to assess the TikTok phenomenon, its impacts and consequences on academic output of Nasarawa State University Students. The specific objectives are to:

1. Find out the amount of time the students spend on TikTok.
2. Examine whether the use of TikTok positively impact students' academic output.
3. Assess whether the students' use of TikTok negatively affect their academic performance.

Conceptual Clarifications

TikTok

TikTok is a social media application for Android and iOS, launched in 2017 by the Chinese company Byte Dance. It is designed for creating and sharing short music, comedy, lip-sync, and talent videos (Swathi&Devakumar, 2020). While TikTok is used by people of all ages, the majority of its users are teenagers.

Academic Output

Academic performance refers to the measurement of student achievement across various academic subjects (Ballotpedia, 2020, as cited in Kente& Lucas, 2020). Academic performance is assessed using classroom performance, graduation rates, and results from standardized tests. It comprises the ability to master a diverse set of skills, demonstrate intelligence, curiosity, and persistence-qualities that are attractive to universities and employers (Williams, 2018).

Lee (2010) defines academic performance as the knowledge and skills that students have mastered in a subject or course. It is essentially a measure of how well students perform in various assessment items, such as essays, tests, and examinations, based on educational criteria set by professional educators. Through their performance in these assessments, students are ranked according to educational standards-pass, credit, distinction, high distinction, and so on. These standards are recognized as meeting the requirements for admission to further studies at both domestic and international institutions (p. 1).

This paper focuses on academic performance as a measure used to avoid negative outcomes in academic grading at the university level. The study considers the impact of TikTok usage on academic performance, specifically whether students neglect or enhance their academic responsibilities as a result of using the platform.

A Review of Empirical Studies

The influence of social media on students' academic performance has been a subject of extensive research. Numerous studies have explored both the positive and negative impacts of social media platforms, including TikTok, on students' learning outcomes, engagement, and overall well-being. These studies provide valuable insights into how TikTok, as a popular social media application, affects students in various educational contexts.

Okpongkpong & Bassey (2023), assessed the impact of TikTok on academic performance in their study "TikTok Effect on Academic Performance: A Study of Ritman University Mass Communication Students." Using a survey research design, they included a population of 49 students. The Media System Dependency Theory was applied to elucidate the core of the research. Their findings indicated a significant negative impact of TikTok on the students' academic output. The study recommended that relevant authorities should educate students on how to use social media platforms like TikTok to enhance their academic activities.

Regassa & Ettisa (2023), conducted a literature review on the impact of TikTok on students. The study aimed to assess the influence of TikTok on various aspects of students' lives, including academic output, mental health, social engagements, and overall well-being. The findings revealed that TikTok had both negative and positive impacts on these areas. Therefore, the study advocated for raising awareness about the responsible use of digital communication platforms like TikTok among students. Earlier research by Wojdan, Wdowiak, Witas, Drogoń & Brakowiecki (2020), corroborated these findings, indicating that TikTok was causing a range of issues, including obsession in children and young people. The adverse effects of TikTok addiction included inferiority complexes, superiority complexes, and attractiveness complexes. Increased usage of social media platforms by students was associated with a notable shift in their study habits, leading to reduced attention to scholarly work, especially when there was an imbalance between excessive TikTok use and limited focus during study time.

Amadi, Deebom & Iyalla (2018) examined the use of information and communication technology (ICT) and its impact on the academic performance of business education students in Rivers State Universities. The study adopted a correlational research survey design, with a population of 738 business education students from the 2017/2018 academic session. A purposive sampling technique was used to select 456 final-year students for the study. Data analysis employed simple regression and Pearson Product Moment Correlation (PPMC) methods. The results showed a moderate positive relationship between the use of ICT facilities and students' academic performance.

Amin, Iftikhar & Meer (2022) explored the "Intervening Effects of Academic Performance between TikTok Obsession and Psychological Well-being Challenges in University Students." The researchers employed a cross-sectional descriptive-analytic design to collect data from respondents. The study's outcome indicated a significant connection between TikTok addiction and mental illness, which contributed to depression and anxiety, as well as poor academic results. The study recommended the introduction of digital literacy in schools across Pakistan to control excessive use of social media platforms and halt the deterioration of students' psychological well-being.

Rahmawati & Anwar (2022), conducted a study titled "The Use of TikTok Application: The Impact on Students' Vocabulary and Attitude," which employed both quantitative and qualitative research strategies. Using questionnaires and interviews, the researchers gathered data from sixth-grade students at Phanang-Phakerng School in Thailand. Their findings indicated that TikTok usage positively impacted students' learning outcomes, particularly in understanding and mastering vocabulary. The study also revealed that students were receptive to learning English through the TikTok platform. Consequently, the study advocates for the use of TikTok as an alternative method for teaching vocabulary in the classroom, given the students' positive attitudes. Similarly, Swathi & Devakumar (2020) established through their survey that social media platforms like Facebook, WhatsApp, Instagram, TikTok, and Messenger have both positive and negative impacts on students' academic performance.

Rajan& Ismail (2022), examined “TikTok Use as a Strategy to Improve Knowledge Acquisition and Build Engagement to Learn Literature in ESL Classrooms.” Employing a quasi-experimental quantitative study approach, they gathered information from 150 students selected through purposive sampling. The findings revealed a high level of student engagement with TikTok in learning literature and a positive impact on knowledge acquisition. The study highlighted how teachers can enhance students' knowledge and promote engagement in literature using TikTok. Both teaching and learning literature become enjoyable and foster creativity, as TikTok enables student-centred learning.

Makler (2021), focused on the effects of TikTok use on college student learning. Data was collected from 111 students at Bridgewater State University and UMass Amherst through online questionnaires. The study found that the more time students dedicated to TikTok daily, the more they were distracted from concentrating during lectures. Additionally, excessive time spent on TikTok caused students to lose track of time. The study concluded that TikTok could distract students from their studies, potentially leading to poor academic performance.

Liu (2023), assessed “The Impacts of TikTok on the Academic Performance of Chinese Secondary School Students” using a survey research method. The study identified four major areas influenced by TikTok: psychological, physical, behavioural, and positive influences. Liu suggested that instructors should guide students on the proper use of TikTok to mitigate its negative effects.

Theoretical Underpinning

The study is supported by the following theories:

Media System Dependency Theory

Sandra Ball-Rokeach and Melvin DeFleur developed the Media System Dependency Theory in 1976. This theory is predicated on the idea that there exist relationships of dependency between the media, specific audience members, and their personal environments. According to the theory, an individual's reliance on a specific medium to fulfil their needs increases that medium's significance in their life and, consequently, its impact and influence on them.

For Nigerian university students, the dependency on specific social media platforms, such as TikTok, arises when these platforms meet many of their information needs compared to other media that meet fewer needs. This phenomenon explains why young people are often perceived as being addicted to social media. The more students use TikTok to fulfil their communication needs, the more likely it is that they will achieve notable learning outcomes when they use the same platform for their academic pursuits.

The underlying presumptions of the Media System Dependency Theory suggest that undergraduate students at Nasarawa State University, Keffi who use social media platforms like TikTok are more likely to experience a positive or negative influence on their academic output. In other words, the theory indicates that social media platforms are likely to significantly influence undergraduate students if used for academic purposes, provided the students have developed a dependency on these platforms for meeting their information needs more than other media. The more TikTok meets students' information needs, the stronger the dependence, even in the context of academic activities.

Uses and Gratifications Theory

The Uses and Gratifications Theory (UGT) is a critical framework in media studies that examines how individuals actively seek out media to fulfil various personal and social needs. First proposed by Elihu Katz in 1959, the theory marked a significant shift from traditional media effects theories, which often viewed

audiences as passive recipients of media messages. Katz's pioneering work laid the foundation for understanding media consumption from the perspective of the audience's active engagement and intentional behaviour (Katz, 1959).

Building on Katz's initial insights, scholars such as Jay G. Blumler and Michael Gurevitch further developed UGT in the 1970s. They posited that media users are goal-oriented in their behaviour, and the gratification derived from media use depends on their specific motivations. Katz, Blumler, and Gurevitch (1974) identified several key categories of needs that media consumption fulfils, including cognitive needs (acquiring information and knowledge), affective needs (emotional and aesthetic experiences), personal integrative needs (credibility, stability, and status), social integrative needs (social interaction and integration), and escapist needs (diversion and escape from reality).

The foundational premise of UGT is that media consumption is driven by individuals' psychological and social needs, leading them to seek out media that best aligns with these needs. According to Katz et al. (1974), the audience's active participation in media consumption involves a selection process where individuals choose media channels and content that best satisfy their needs. This process is influenced by various factors, including personal preferences, social contexts, and the situational context in which media use occurs. Consequently, the impact of media is not uniform but varies based on the individual user's motivations and the context of use.

The Uses and Gratifications Theory serves as the theoretical foundation for this research. According to I fine do (2016), this theory is a viable framework for investigating social media and its effects on young students. Falgoust et al. (2022) suggest that a significant number of students use social media applications for escapism, communication, entertainment, social engagement, and social support. TikTok offers its users simple features, networking, and connectivity, which result in a higher level of user satisfaction compared to other social media applications (Scherr & Wang, 2021). Users of TikTok use the app to satisfy their needs, express themselves on social media, and escape from their everyday routines (Dias & Duarte, 2022). The Uses and Gratifications Theory posits that media choices are driven by individual psychological needs, making TikTok more appealing to some users (Smith & Short, 2022).

Vaterlaus & Winter (2021) further state that TikTok meets various needs such as realism, connectivity, public networking, bandwagon, surveillance, and escapism, in line with the propositions of the Uses and Gratifications Theory. The use of TikTok often aims at seeking delight through building and maintaining connections and relationships (Bucknell, Bossen, & Kottasz, 2020). Individuals use platforms like TikTok for amusement or to make purchasing decisions by acquiring information about different products (Yang & Ha, 2021). Many social media users seek gratification by enhancing their interpersonal relations through various networking applications (Eginli & Tas, 2018).

Methodology

This study surveyed undergraduate students from the Mass Communication Department at Nasarawa State University, Keffi. Given the large number of students, the researcher selected 50 students from each academic level, resulting in a total sample size of 200 students. The availability sampling technique was employed for the distribution of the questionnaire. To ensure the reliability of the questionnaire, the test-retest method was used. The questionnaire was administered to individuals with a good understanding of TikTok use, and this process was repeated in three different locations. The consistent results confirmed the reliability of the instrument for data collection. The validation of the questionnaire was achieved through submission to experts in the field of communication. Their suggestions and guidance were meticulously incorporated into the final draft of the questionnaire before its distribution.

Data presentation uses a Likert scale with options: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. Data computation was based on the criterion mean, where a mean score of 4 points and above was

accepted, while a score of 2 points was considered a rejected result. Additionally, frequency and percentage charts were used for data analysis and presentation.

Data Presentation

In the study, a total of 200 questionnaires were distributed. Of these, 193 were returned and deemed valid for analysis, resulting in an impressive response rate. The response rate is visually depicted in the chart below, providing a clear representation of participant engagement in the study.

Figure 1: Response Rate

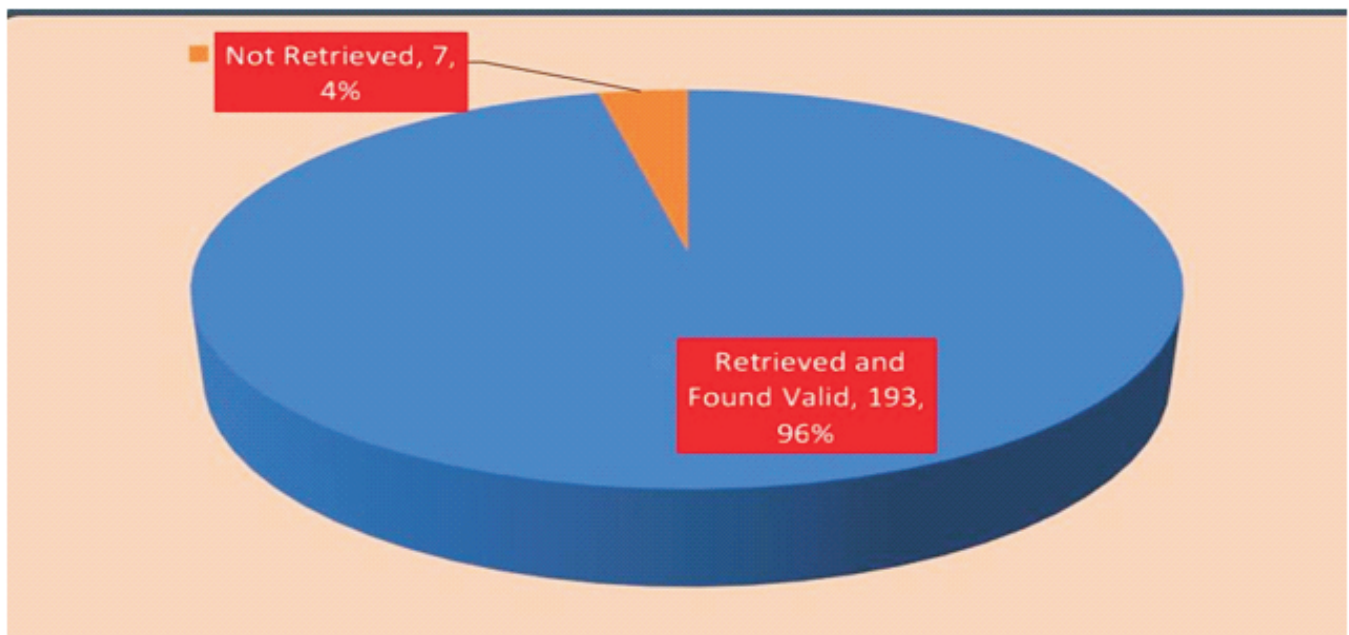
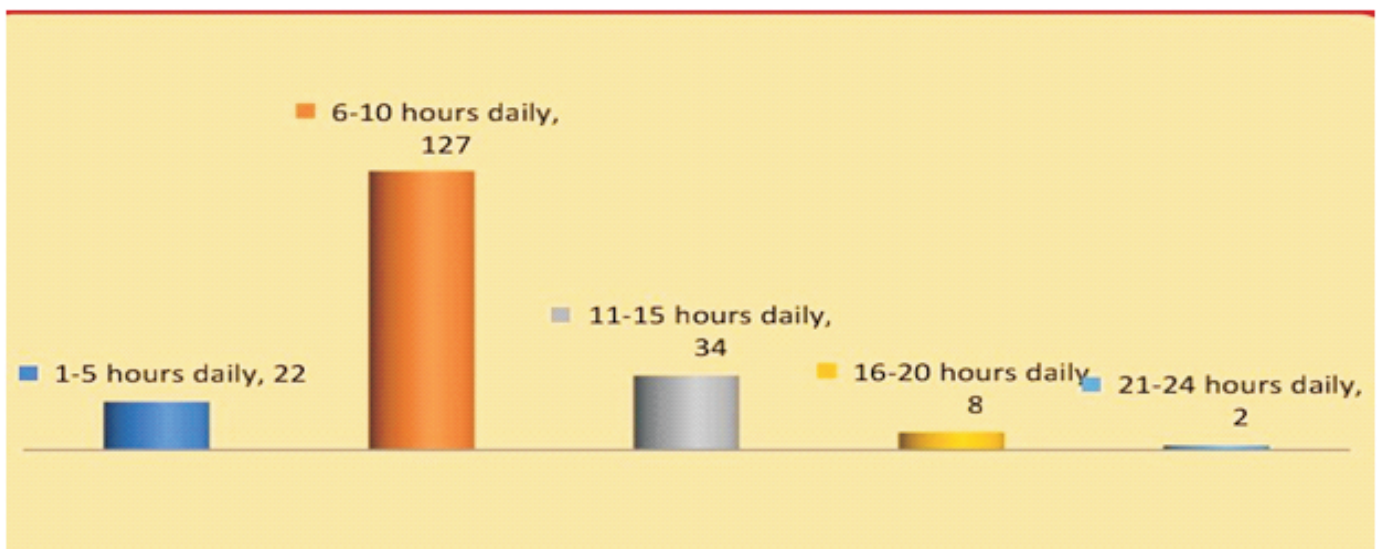


Figure 2: Amount of Time Spend on TikTo



The findings presented in the chart above suggest that the respondents are frequent users of TikTok.

Table 1: Positive Impact of TikTok on Academic Performance

Option	SA	A	U	D	SD	Mean Rating	Decision
Expanding learning resources including helping in storytelling and reporting of news	15	11	35	56	76	2.1	Rejected
Promoting better learning motivation and self-confidence due to its audio-visual content	11	23	19	42	98	2	Rejected
Help reduce procrastination because the short videos on TikTok help students to avoid procrastination as they appear to help you to manage your time better	18	14	22	38	101	2.0	Rejected
TikTok helps you to acquire 21st century skills, including communication, collaboration, creativity, and critical thinking	13	9	19	41	111	1.8	Rejected

From the data shown in Table 1, it can be inferred that the use of social media platforms, such as TikTok, does not inherently improve the academic performance of students at Nasarawa State University, Keffi.

Table 2: Negative Impact of TikTok on Academic Output

Option	SA	A	U	D	SD	Mean Rating	Decision
Constant distractions, such as receiving notifications, scrolling through endless feeds, and watching short videos, can break their concentration and hinder their ability to engage in deep and meaningful learning	113	56	11	5	8	4.3	Accepted
Excessive time on TikTok diminishes your focus on studies	120	49	7	12	5	4.3	Accepted

The implications of the results in Table 2 suggest that unchecked use of social media platforms like TikTok in Nigeria could significantly impact the nation's academic performance.

Discussion of Findings

The findings revealed that the majority of respondents spend between 6 to 10 hours daily on TikTok (see Figure 2 above). This extensive use is likely due to the fact that most respondents are young people who feel compelled to keep up with current social media trends. This observation is consistent with Regassa&Ettisa (2023), who noted that TikTok has over 800 million active users spread across 155 countries and territories worldwide.

The data further indicated that TikTok use does not positively impact the academic performance of the respondents. Participants dismissed the idea that TikTok expands learning resources, aids in storytelling, or enhances news reporting. They also disagreed that TikTok promotes better learning motivation and self-confidence, despite its audio-visual content. Furthermore, respondents did not believe that TikTok helps reduce procrastination (see Table 1 above). These findings are corroborated by Okpongkpong & Bassey (2023), who reported that TikTok significantly, negatively impacts students' academic performance. Regassa & Ettisa (2023) similarly found that TikTok has both negative and positive effects on students' academic performance, social interactions, mental health, and well-being.

The study also found that TikTok usage leads to constant distractions, such as receiving notifications, scrolling through endless feeds, and watching short videos. These activities disrupt students' concentration and hinder their ability to engage in deep and meaningful learning. In addition, excessive time spent on TikTok diminishes students' focus on their studies (see Table 2). This finding is supported by Makler (2021), who observed that the more time respondents dedicate to TikTok daily, the more they are distracted from concentrating during lectures, thereby losing track of what is being taught.

Conclusion

This study investigates the TikTok phenomenon and its impacts on the academic performance of students at Nasarawa State University, Keffi. Through a comprehensive analysis, the research illuminates various aspects of this social media platform and its influence on academic outcomes. The theoretical framework, rooted in the Media System Dependency Theory and the Uses and Gratifications Theory, was instrumental in understanding the complex dynamics between TikTok usage and academic performance.

The Media System Dependency Theory clarified how students' reliance on TikTok for communication and information significantly influences their academic behaviour. This dependency suggests that heavy TikTok users might experience notable disruptions in their study habits and academic focus, as their engagement with the platform often surpasses other media. Concurrently, the Uses and Gratifications Theory provided insights into the motivations behind students' TikTok usage, highlighting their active pursuit of entertainment, social connectivity, and escapism through the platform. This theoretical perspective allowed the research to explore how these gratifications could lead to both positive and negative academic outcomes.

By applying these theories, the study systematically analysed and interpreted the data, revealing that while TikTok offers some educational potential, its predominant impact on students' academic performance was negative. The theoretical framework not only guided the research methodology but also enriched the understanding of the intricate relationship between social media usage and academic achievement, ultimately aiding in the realisation of the study's objectives. The findings revealed that respondents are heavy users of TikTok, dedicating substantial amounts of time to the platform daily. It is concluded that such extensive use of social media, particularly TikTok, adversely affects the academic performance of students at Nasarawa State University. This underlines the need for increased awareness and potential interventions to mitigate the negative impacts of excessive TikTok usage on students' academic achievements.

Recommendations

1. Students should be encouraged to use the creative potential of TikTok to improve their academic performance. This can include producing educational content or engaging in collaborative learning activities on the platform.
2. University authorities in Nigeria should regularly organise seminars to educate students on the effective and productive use of social media platforms like TikTok. These seminars should provide strategies for integrating social media into academic activities.
3. Universities should implement digital literacy programmes that address the balanced use of social media. These programmes should help students manage their time, minimise distractions, and maximise the educational benefits of platforms such as TikTok.
4. Academic institutions should collaborate with social media influencers and content creators to serve as role models. These collaborators can demonstrate how to use TikTok and similar platforms to support and enhance learning and academic success.
5. Further research should be conducted to explore innovative ways in which TikTok can be used as a tool for academic development. This research should aim to identify best practices and develop guidelines for both students and educators.

References

- Amin, S., Iftikhar, A. and Meer, A. S. (2022). Intervening effects of academic performance between TikTok obsession and psychological well-being challenges in university students. *Online sedia&society*, 3, 244-255.
- BucknellBossen, C. and Kottasz, R. (2020). Uses and gratifications sought by pre-adolescent and adolescent TikTok consumers. *Young consumers*, 21(4), 463-478.
- Dewanta, A. (2020). PenmanfaatanaplikasiTikToksebagai media pembelajaran Bahasa Indonesia. *Journalpendidikanpembelajaranbahasa*, 9(2), 79-85.
- Dias, P. and Duarte, A. (2022). TikTok practices among teenagers in Portugal: A uses & gratifications approach. *Journalism and media*, 3(4), 615–632.
- Eginli, A. T. and Tas, N. O. (2018). Interpersonal communication in social networking sites: An investigation in the framework of uses and gratification theory. *Online journal of communication and media technologies*, 8(2), 81–104.
- Ezenwafor, J.I. (2012). Exposure to information communication technology in graduating business education students of tertiary institutions in Anambra State. *Business educationjournal*, 8(2), 45-50.
- Falgoust, et al.(2022). Applying the uses and gratifications theory to identify motivational factors behind young adults' participation in viral social media challenges on TikTok. *Human factors in healthcare*, 2, 100014. <https://doi.org/10.1016/j.hfh.2022.100014>
- Fatima, A., Doe, J. and Smith, R. (2022). The impact of TikTok on student productivity. *Journal of social media studies*, 10(2), 123-134. <https://doi.org/10.1234/jsms.2022.00234>
- Geyser, W. (2021). What is TikTok? – The fastest growing social media app uncovered. <https://influencermarketinghub.com/what-is-tiktok/>
- Husain, H., & Sani, M.K.J.A. (2022). TikTok in academic libraries: Applications and implications. *PTPM*, 1-7.
- Ifinedo, P. (2016). Applying Uses and Gratifications Theory and Social Influence Processes to Understand Students' Pervasive Adoption of Social Networking Sites: Perspectives from the Americas. *International journal of information management*, 36(2), 192–206.
- Katz, E. (1959). Mass communications research and the study of popular culture: An editorial note on a possible future for this journal. *Studies in public communication*, 2, 1-6.
- Katz, E., Blumler, J. G., & Gurevitch, M. (1974). Utilization of mass communication by the individual. In J. G. Blumler & E. Katz (Eds.), *The uses of mass communications: Current perspectives on gratifications research* (pp. 19-32). Beverly Hills, CA: Sage
- Kente, J. S. and Lucas, B. D. (2020). Assessment of television viewership of English football premiership league and academic performance of undergraduate students of Nasarawa State University, Keffi. *CRUTECH journal of communication*, 2(2), 15-28.
- Lee, Y. (2010). What is academic performance? [quora.com/what-is-academic-performance](https://www.quora.com/what-is-academic-performance).
- Li, Y., Guan, M., Hammond, P. and Berrey, I.E. (2021). Communicating COVID-19 information on TikTok: A content analysis of TikTok videos from official accounts featured in the COVID-19 information hub. *Health Education Research*, 36(3), 261-271.
- Makler, A. (2021). The Effects of TikTok use on college student learning. *Undergraduate review*, 16, 145-153.
- Makler, Q. (2023). The impacts of TikTok on the academic performance of Chinese secondary school students. *BCP business and business management*, 41, 160-163.
- Ngilangil, G. (2022). An overview of TikTok's influence on social behavior. *Journal of emerging trends in social media*, 4(3), 198-210.
- Okpongkpong, G. I. and Bassey, A. C. (2023). TikTok effect on academic performance: A study of Ritman University mass communication students. *IMSU journal of communication studies*, 7(1), 192-201.

- Rahmawati, Y. and Anwar, K. (2022). The use of TikTok Application: The Impact on Students' Vocabulary and Attitude. *Professional Journal of English Education*, 5(3), 610-621.
- Rajan, S. T. and Ismail, H. H. (2022). TikTok use as a strategy to improve knowledge acquisition and build engagement to learn literature in ESL classrooms. *International journal of learning, teaching and educational research*, 21(11), 33-53.
- Regassa, A. And Ettisa, D. L. (2023). The impact of TikTok on students: A literature review. *Qeios*. <https://doi.org/10.32388/EPFGO6>
- Scherr, S. and Wang, K. (2021). Explaining the success of social media with gratification niches: Motivations behind daytime, nighttime, and active use of TikTok in China. *Computers in human behavior*, 124, 106893.
- Smith, T. and Short, A. (2022). Needs affordance as a key factor in the likelihood of problematic social media use: Validation, latent profile analysis and comparison of TikTok and Facebook problematic use measures. *Addictive behaviors*, 129, 107259.
- Swathi, G. K. and Devakumar, C. (2020). A study to analyse the impact of TikTok app on students' academics and psychology. *Journal of emerging technologies and innovative research (jetir)*, 7(3), 1039-1043.
- Vaterlaus, J. M. and Winter, M. (2021). TikTok: An exploratory study of young adults' uses and gratifications. <https://doi.org/10.1080/03623319.2021.1969882>
- Williams, E. (2018). What is the meaning of academic performance? work.chron.com.
- Wojdan, W., Wdowiak, K., Witas, A., Drogoń, J. and Brakowiecki, W. (2020). The impact of social media on the lifestyle of young people. *Polish journal of public health*, 130(1), 8–13.
- Yang, Y. and Ha, L. (2021). Why People use TikTok (douyin) and how their purchase intentions are affected by social media influencers in China: A uses and gratifications and parasocial relationship perspective. <https://doi.org/10.1080/15252019.2021.1995544>