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***Students' Dependence on TikTok and Associated Factors
Among Students' Academic Performance in Primary and
Secondary Schools in Mogadishu – Somalia***

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Abstract

Social media platform especially TikTok nowadays become more dependence among secondary students, this caused the situation to be uncontrolled among the students. The aim of this paper was to explore how much of TikTok influenced students' academic performance. The study also sought to identify to what extend do the well – being, passive consumptive, participatory and contributory played in the use of this particular social media. The study included 320 form four students (n= 310, 36.8% girls) between the ages of 16 and 20 in secondary schools in Mogadishu, Somalia (M=2.53, SD = 0.826). The data was analyzed using binary logistic regression with bivariate and odd ratios (AOR) were

calculated, with a P-value was considered statistically significant. The research suggests that female students are more likely privacy concerns compared male students; there were not significant difference in fame-seeking, passive consumptive, participatory and contributory with TikTok between male and female. The implication of these findings, as well as the limitations of the study, are discussed.

Keywords: TikTok, distraction, academic performance, privacy concern, fame-seeking, passive consumptive, participatory and contributory.

Introduction

People are enjoying the growing popularity of social networking sites (SNSs) and the communities that have sprung up around them. Social media has succeeded as a result of the new wave of information technology revolution, making it a sustainable activity in which anybody may engage (Hogan & Strasburger, 2018; Skoric et al., 2016).

TikTok is such an app. TikTok is a music video based social media app that allows users to record themselves lip syncing to popular songs, add effects, and share them with other users (think snapchat with music). Developed in China, TikTok is a free social media app that is designed so that users can create and share short music videos. When the app, Musical.ly, shut down in 2018, all 100 million of its users were transferred to TikTok. And from there, it took off (Safeguarding Essentials, 2019).

TikTok has become more popular among pre-adolescent and adolescent groups, where users may create, edit, and share 15-second films of themselves demonstrating talents such as dancing, singing, playing football, and so on. Users can share these movies through their own profiles, and they can also share, like, edit, or re-produce content created by others (Bucknell Bossen & Kottasz, 2020). According to the analytics site SensorTower, TikTok surpassed 2 billion downloads in 2020 and was the most downloaded non-gaming app in the world. According to Backlinko, the total number of TikTok downloads has reached 3 billion, making it the most downloaded app in 2021. According to SocialMediaToday, TikTok is set to surpass 1.5 billion active users in

2022, pulling way ahead of Facebook, Instagram, Snapchat, and YouTube. The issue of potential risks of social media use has been captivating so many pre-adolescent and adolescent groups consider themselves victims because their academic performance has been compromised.

Despite, the advantage of using this new Social Networking Sites (SNS) there is privacy concerns this platform like other social media, previously, all TikTok accounts defaulted to a “public” setting. With its new 2021 update, TikTok accounts for users aged 13-15 will now default too “private”. Also, videos created by users under 16 years of age are restricted by default for download unless the settings are changed or update. When someone signs up for TikTok, their user profile and account are public by default. Therefore, in order to protect your teen's privacy, you need to be sure they change the privacy settings on the app.

Doleck & Lajoie (2017) According to the findings, 61 % of the studies indicated negative significant effects of OSN use on students' academic performance, while just 4% of the studies found beneficial effects. There is a scarcity of study on the impact of TikTok use on students' academic achievement, particularly in Somalia, where the number of TikTok users is high. This study extends the current literature by providing new evidences on how TikTok platform changed student's behavior. In addition, the study provided new empirical findings on the difference privacy concern on TikTok user between female and male users. This paper is arranged as follows: section 2 offers detail the concept of TikTok, students' academic performance, distraction, fame-

seeking, passive consumptive, participatory, contributory and five hypotheses test. Section 3 demonstrates the details of the research method convey out this study. Section 4, presents the data analysis results and interpretation each result. Section 5 limitations and future study. Section 6 provides conclusion of the study.

Literature Review

Concepts of TikTok and students' academic performance.

TikTok is a social media platform for short video creation, sharing, and discovery. Young people use the app to express themselves through singing, dancing, comedy, and lip-syncing, and it allows them to make videos and share them with others. According to (Shao, 2009) individuals deal with user-generated mediums in three ways: by passively consuming, by participating and by contributing. Individuals who merely watch, read, or view but never participate are referred to as passive consumers. User-to-user and user-to-content interaction are both included in participating (such as ranking the content, adding to playlists, sharing with others, posting comments, etc.). It does not take into account one's actual output. Contributing entails, the creation or invention, production, and distribution of one's own original work.

Hogan & Strasburger (2018) investigated the potential risks of social media use. The study showed that displacement, sleep, obesity and privacy concern are the major risks of social media use.

Displacement means given the hours per day many youths spend with smartphones, tablets, and computers, a displacement effect already

exists. Five or more hours per day texting, searching, or posting is time away from reading, sports and active pursuits, and face-to-face interaction with family and friends.

Sleep, the impact of portable media devices on sleep alarms parents and health providers. According to (Carter et al., 2016; Czeisler & Shanahan, 2016) 50% of US school children and teens have a light-emitting electronic device in their bedrooms; and according to parent estimates, more than two-thirds of older teens do not turn the device off at night. Also, 43% receive and send text messages during the night. “Children frequently have a fear of missing out if they disconnect.”

Obesity, A positive association between hours of TV viewed and risk of obesity is a well-accepted health problem. Social media use, with similar sedentary and heavy use, most likely puts youthful consumers at similar risk. A 2016 study from Harvard’s School of Public Health analyzed the Centers for Disease Control and Prevention’s Youth Risk Behavior Surveillance Survey from 2013 and 2015 and found that teens with 5 or more hours of screen time were 2 times more likely to drink sugary beverages daily, 43% more likely to be obese, and got little daily exercise.

Academic performance is the degree to which a student, instructor, or institution has met their short and long-term educational objectives. Academic performance refers to a student's reported results from the previous academic year as well as the grade they are predicted to receive the current year (Busalim et al., 2019). Excessive internet use among students can lead to a reduction in study time, a major drop in grades, and

a lack of class motivation. The use of social media by students appears to be growing on a daily basis. Many of them rely on social media for day-to-day interactions and communication with pals. The impact of social media on academic performance, on the other hand, has an impact on students' writing abilities (Nizam, N. N. R., Azman, N. F. & Ibrahim, 2021).

Distraction is something that prevents you from thinking or paying attention. The distraction results in a lack of ability to pay attention, a lack of interest in the object of attention, or a strong attraction to anything other than the object of attention due to its intensity, novelty, or attractiveness. Distractions can come from both the outside and the inside (Nizam, N. N. R., Azman, N. F. & Ibrahim, 2021). Many students utilize social media to connect with one another and converse. This has an effect on their academic performance, decreasing their marks. While studying, students also check their social media accounts for new updates and notifications. This diverts their attention away from their studies and causes them to lose concentration, which can have a detrimental impact on their academic achievement (Giunchiglia et al., 2018; Tafesse, 2022). Most students are distraction and spend a lot of time using the TikTok site even they can't stop during exam time.

Fame – seeking

An Online celebrity (also known as a social media influencer, social media personality, internet personality, or simply influencer) is a celebrity who rose to prominence and notability through the use of the Internet. According to the findings, 54 percent of those who believe

celebrity is "extremely essential" for their future post images "nearly always" or "frequently." 46% of people change their status (van Ouysel et al., 2020). Therefore, it is hypothesized there is significance differences in fame-seeking with TikTok users between female and male students.

Privacy concerns

Privacy concern, Photos, videos, and messages posted by tweens and teens on social media sites raise concern about privacy; content posted becomes public in some way, and removal may be difficult or impossible. Adolescents also have a variety of beliefs and different levels of understanding about privacy online. Unlike adults, teens do not typically care about privacy from government or corporations, but rather, they "try to avoid surveillance from parents, teachers, and other immediate authority figures in their lives; they want the right to be ignored by people they see as being 'in their business'" (Hogan & Strasburger, 2018). Therefore, the research posits that female students are more privacy concerns than male students.

Passive consumptive of TikTok

Passive consumption occurs when a user reads the posts of another user without interacting with them in any way (Orben et al., 2018). Online habits that encourage "direct exchanges" between users are referred to as "active social media usage." Likes, comments, messages, and other forms of interaction with other users are examples of such behaviors. Passive use, on the other hand, is defined in the literature as the observation of others without active involvement. Other names have been given to these

patterns of usage by scholars in the field (Trifiro & Gerson, 2019). Therefore, the research posits that gender (Female and Male students) are difference for the passive consumptive of TikTok.

Participatory of TikTok

User-to-user and user-to-content interaction are both included in participating (such as ranking the content, adding to playlists, sharing with others, posting comments, etc.). Participatory social media users can be regarded, among others, as consumers, producers, distributors or products. As the several studies indicated most of social media users are not participatory (Bucknell Bossen & Kottasz, 2020; Trifiro & Gerson, 2019; Villi & Matikainen, 2016). Tik Tok includes features that allow consumers to like, comment, share, and save creator's videos. Therefore, the research posits that female students are more likely participators compared to male students.

Contributory

Contributing encompasses the invention, production, and distribution of one's own original work. Updates for our social media channels are being created. • Writing and posting interesting blogs to urge others to donate to the campaign. As a result, it is predicted that there is a considerable difference in contribution between male and female TikTok users.

Based on the above discussion, the researcher posted the following hypotheses:

- H1.** Female students who use TikTok are more **fame/recognition** compared to male students.
- H2.** Female students who use TikTok are more likely to fall **privacy concerns** compared to the male students.
- H3.** Female students who use TikTok are more **Passive consumptive** compared to the male students.
- H4.** Female students who use TikTok are more **Participatory** compared to the male students.
- H5.** Female students who use TikTok are more **contributory** compared to the male students.

Methods

To test the proposed theoretical relationships implied by the research model and hypotheses, the research methodology for this study was a survey method. There are around 133+ social media, rather than targeting members of multiple social networking sites (SNSs), the survey existing members of TikTok, because TikTok has become very popular with young people, around 1 billion monthly active users on TikTok(Lua, 2022). The survey was designed to capture of reasons to use TikTok, parental concerns, teachers' concern, self - expression, perceived autonomy, perceived learning, students' motivation to use TikTok.

Data collection strategy

Data were collected from secondary students at a large public school in the west Banadir region of Somalia. A total of 320 students shared a link of Kobocollect on their WhatsApp group the form filled 310 students and these were used to validate the proposed research model. The response rate is approximately 96.875%. Male respondents who use TikTok made up 51.9% while female made up 25.8%

Table1 Gender factor

		Gender		Total
		Male	Female	
Do you use TikTok?	No	11.3%	11.0%	22.3%
	Yes	51.9%	25.8%	77.7%

Most measurement items were taken from prior research and slightly changed to meet the study's context to ensure construct validity. Measurement items for parental concerns and teachers' concerns were adapted from (Gupta et al., 2021). Measures of passive consumptive, participatory and contributory adapted from (Bucknell Bossen & Kottasz, 2020). Measures of autonomy and perceived of learning were drawn from (Menard et al., 2017). All items were rated on a 5-point Likert scale, with 1 being strongly disagree and 5 being strongly agree. To strengthen the measurement's validity, the survey instruments were pretested with 100 TikTok users. Several changes were made in response to the comments in order to match the measurements to the study's environment.

The reliability test used Cronbach Alpha standards to confirm that the items were consistent. In the range of 0.7, the reliability was adequate (Hair et al., 2012; Taber, 2018). and above using Cronbach Alpha the questionnaire is considered reliable since the reliability test value is 0.79.

Data analysis

The data was analyzed using the Statistical Package for the Social Sciences (SPSS) and an Excel spreadsheet. The outcome was presented as a frequency chart. To measure the data descriptively, a simple statistical analysis is done. The hypothesis is tested using a regression test, specially, bivariate logistics analysis is done, the bivariate logistics analysis involves two variables one is the dependent variable that is to predicted, the other is independent variable that explains the variance in the dependent variable.

Results

Profile of the respondents

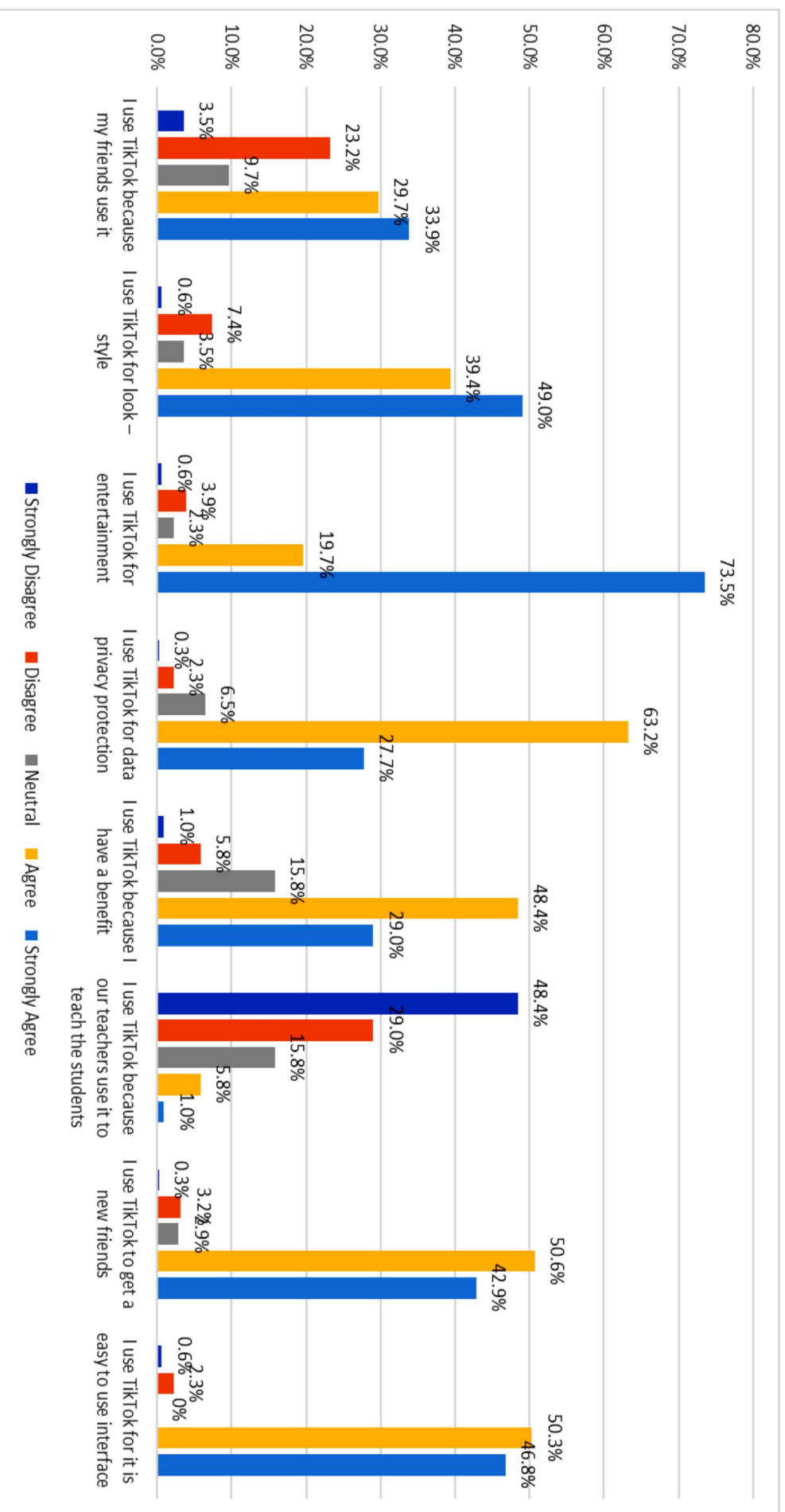
A total of 310 responses, almost 22% of the students reported not to use TikTok (non – users are more likely to be male), 78% were TikTok users this indicates higher school students are significant segment of TikTok users. 48.1% decided by them self to use TikTok. 91% of the parents are not aware their children using TikTok. The students were aged between 14 and 22, the majority falling into the 16 – 18 age (42.9%). The 2017 statistics found that worldwide men ages 18–24 make up the highest percentage of social media users by both age and gender at

18%, whereas women age 18–24 represent the highest percentage of female Facebook users worldwide (Gordon Donnelly, 2018). 49.4% use TikTok any time they have free time, 50.6% of the students use at night time. 68% of the respondents use since last three years and 58% spend a time between 6 – 9 hours. The students have experience using TikTok.

Reasons for the students use TikTok

In general, there are several reasons why people join on social media: attractiveness of these platform, recommendations from the friends or family, peer pressure, ease of use, the usefulness in meeting new people, keeping in touch, getting help in courses, finding old friends, and making new friends. The study revealed 73.5% of the students use the TikTok platform for the entertainment. 50.6% of the students use TikTok for in meeting new friends or people, 50.3% of the students identify that TikTok easy to use its interface, 48.8% of the students use TikTok the reason is they found benefits. 49.0% strongly agree that they TikTok has a good design when creating short videos also 39.4% agree the reason that they using for look – style. 33.9% of the students use TikTok for peer pressure because the majority of their friends.

Fig1. Reasons to use TIKTok



Descriptive analysis for distraction

Being distracted might lead one's focus to shift away from the work or goals they're attempting to achieve. The students nearly agreed that TikTok is a distraction that takes up the majority of their time ($M = 3.62, SD = 0.96$), as well nearly agreed that students devote more attention and time to TikTok than they do for their studies time ($M = 3.77, SD = 0.97$) and believe that excessive TikTok usage may have negative life effects ($M = 3.88, SD = 0.860$), in addition, the students believe that TikTok distracts students from completing their assignments and neglect their studies time table ($M = 3.51, SD = 1.029$). thus contradicting existing literature (Habes et al., 2020; Kassim, 2019; Mahdiuon et al., 2021; Masood et al., 2022; Nsizwana et al., 2017; Tayoleke, 2018; Zhao, 2021) showed students who spend the majority of their time on social media can have a negative impact on their academic performance, according to the study.

Table2. distraction analysis

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Mean	Standard deviation
I believe that students are aware that TikTok is distracting and time consuming but they cannot quit visiting it because they like it.	3 (1.0%)	46 (14.8%)	69 (22.3%)	139 (44.8%)	53 (17.1%)	3.622	0.966
I believe that students devote more attention and time to TikTok than they do for their studies.	3 (1.0%)	35 (11.3%)	66 (21.3%)	130 (41.9%)	76 (24.5%)	3.77	0.978

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Mean	Standard deviation
I believe that excessive TikTok usage may have negative life effects	2 (0.6%)	29 (9.4%)	35 (11.3%)	180 (58.1%)	64 (20.6%)	3.88	0.860
I believe that TikTok distracts students from completing their assignments and neglect their studies time table	7 (2.3%)	48 (15.5%)	88 (28.4%)	111 (35.8%)	56 (18.1%)	3.51	1.029

Descriptive analysis for students' academic performance

Academic achievement reflects how well students performed in their studies. The students agreed that the usage of TikTok reduced the opportunity of their friends to meet outside of the school and take advantage of lessons time ($M = 3.874, SD = 0.944$), students considered TikTok as source of distractions towards students' academic performance ($M = 3.77, SD = 0.88$), also the students could not control the use of TikTok during the exam time ($M = 3.76, SD = 0.934$), perhaps TikTok has a negatively impact to their academic performance/grades ($M = 3.87, SD = 0.8754$), thus contradicting prior studies (Alhaythami, 2021; Al-Rahmi et al., 2015; Azma et al., 2021; Boahene et al., 2019; Rasheed, 2021).

Table3. Students' academic performance

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Mean	Standard deviation
Tiktok has reduced the opportunity for my friends to take advantage of lessons	3 (1.0%)	32 (10.3%)	47 (15.2%)	149 (48.1%)	79 (25.5%)	3.874	0.9443
I believe that TikTok is considered as source of distractions towards students' academic performance	4 (1.3%)	17 (5.5%)	68 (21.9%)	146 (47.1%)	75 (24.2%)	3.77	0.8851
I can't control the use of TikTok even during exams	6 (1.9%)	27 (8.7%)	63 (20.3%)	152 (49.1%)	62 (20.0%)	3.76	0.9344
I find that TikTok affects my academic performance/grades negatively.	3 (1.0%)	21 (6.8%)	60 (19.4%)	155 (50.0%)	71 (22.9%)	3.87	0.8754

Descriptive statistics for students' behaviors in TikTok

According to usage behavior classified into three behaviors: (1) passive consumptive behaviors, (2) participatory behaviors (3) contributory behaviors. Passive consumptive behaviors were the most prominent forms of behaviors between students of TikTok users [73.7% passive consumptive behavior are opposed to 32% participatory 30.64% contributory]. Using TikTok most of the students are passive consumptive behavior (M = 3.80). By the contrast, Participatory behavior (M = 2.68) and similar to Contributory behavior (M =2.68). specific items that get higher scores deal with issues such as I get inspiration for my own life (M = 4.17), I learn new skills (M = 4.16), It is fun and

entertaining (M = 4.04), I obtain new information new knowledge and information (M = 4.12).

Table 4. Descriptive statistics for students' behaviors in TikTok

	N	Mean	Std. Deviation
I can compare myself to my friends	310	3.4065	1.05018
I can keep up to date on new trends	310	3.4000	1.67061
I can see what my friends are commenting on and what they like	310	3.6548	1.27214
I learn new skills (e.g. putting on make-up, play a game, dancing, making jewelry, football tricks)	310	4.1645	0.92888
I get inspiration for my own life	310	4.1742	0.89694
It is fun and entertaining	310	4.0452	0.98429
Passive Consumptive Behavior [Grand Mean & Standard Deviation]		3.8075	0.42743
I obtain new information new knowledge and information	310	4.1290	0.90457
I can communicate with my friends	310	2.4032	1.29049
I can build, meet and get new friends	310	2.5258	1.27116
I can communicate with family	310	2.6323	1.26194
I share other people's content to get more likes and followers on my own profile	310	2.7968	1.42583
I share the content of others because I think they are talented and or fun	310	2.7452	1.37107
I share my friends' content because I want to strengthen our friendship	310	2.9097	1.42728
I can communicate a common message to all friends and family	310	2.7806	1.40858

	N	Mean	Std. Deviation
Participatory behavior [Grand Mean & Standard Deviation]		2.6848	.88857
I produce and share my own content because it allows me to express who I am	310	3.1032	1.42413
I produce and share my own content so I can get more followers	310	2.8000	1.75304
I produce and share my own content to become more popular with my friends	310	2.5226	1.35262
I produce and share my own content because I want to be famous	310	2.4355	1.22568
I produce and edit my own content on TikTok	310	2.5806	1.37651
Contributory behavior [Grand Mean & Standard Deviation]		2.6884	.847934

Hypotheses testing

The study, bivariate logistic regression is used to test the hypotheses developed by the researcher (see table 5). Logistic regression is the statistical technique used to predict the relationship between predictors (our independent variables) and a predicted variable (the dependent variable) where the dependent variable is binary (e.g., sex, response, score, etc...). The study, the dependent variable is gender (Female and Male students), the independent variables are fame – seeking, passive consumptive, participatory, contributory and privacy violence.

Hypothesis 1 suggests there is no predicted change female students who use TikTok are more fame/recognition compared to male students ($\beta = 0.012, \rho > 0.05$). this indicates there is no

relationship between gender and fame – seeking which means both similarly seek to be famous.

Female students who use TikTok platform were equal to AOR: 1.0, 95%CI [(0.7, 1.6)] more likely equal for fame – seeking this means female and male who use TikTok site are equal interest in popularity. The main goal of the youth people using TikTok is to gain in popularity.

Hypothesis 2 proposes female students who use TikTok are more likely to fall privacy concerns compared to the male students, the hypotheses supported ($\beta = 0.425, \rho < 0.05$). Female students who use TikTok platform were two times AOR: 2.0, 95%CI [(2.0, 4.9)] more likely to fall or meet privacy concerns than male students this means that female are most vulnerable all the time to fall violence and the parents are more consider for daughters. Several studies found that privacy concerns are an issue that needs to be addressed (Chang et al., 2017; Choi & Sung, 2018; Lin et al., 2017; Shane-Simpson et al., 2018).

Hypothesis 3 suggests female students who use TikTok are more passive consumptive compared to the male students. No support was found for this association ($\beta = 0.123, p > 0.05$), thus contradicting past research (Bucknell Bossen & Kottasz, 2020). Female students who use TikTok were no predicated change to AOR: 0.9, 95%CI [(0.497, 1.6)] Passive consumptive compared to the male students.

Hypothesis 4 proposes female students who use TikTok are more participatory compared to the male students. No support was

found for this association ($\beta = 0.023, p > 0.05$), thus contradicting past research (Al-Marroof et al., 2021) Female students who use TikTok were no predicated change to AOR: 0.5, 95%CI [(0.4, 0.8)] participatory compared to the male students.

Hypothesis 5 proposes Female students who use TikTok are more contributory compared to the male students, also this hypothesis was not support ($\beta = 0.042, p > 0.05$). this indicates thus contradicting past research (Al-Marroof et al., 2021) Female students who use TikTok were no predicated change to AOR: 0.9, 95%CI [(0.6, 1.3)] contributory compared to the male students.

Table 5. Hypotheses testing

	Gender		B	P	Odds ratio	95% C.I.for EXP (B)		Hypotheses Supported
	Male (Mean)	Female (Mean)				Lower	Upper	
Fame – seeking	2.31	2.42	0.012	0.731	1.024	0.714	1.578	Not supported
Privacy concerns	3.41	4.89	0.425	0.005	2.12	2.132	4.921	Supported
Participatory	2.84	2.42	0.023	0.582	.560	.375	.836	Not supported
Contributory	2.79	2.52	0.042	0.771	.900	.618	1.311	Not supported
Passive	3.89	3.81	0.123	0.367	.914	.497	1.678	Not supported

Goodness – fit indices

Goodness – of – fit statistics helps the researchers to determine whether the model adequately describes the data. To confirm the model fit in the bivariate logistic regression there two statistical tests are used, Hosmer- Lemeshow test and Omnibus Tests. The Hosmer – Lemeshow statistics indicates a poor fit if the significance value is less than 0.05. Omnibus Tests of Model Coefficients is used to test the model fit if the model is significant improvement in fit as compared to the null model. Hence the model adequately fits the data. Hence, there is no difference between the observed and predicted model. The below table summarized the model fit. Overall, the findings suggest that the fit for the binary logistic regression was more than satisfactory.

Table 6 Model fit

		Fit measure	Recommended value	
Omnibus Tests	Step	20.242	<0.05	.005
	Block	20.242		.005
	Model	20.242		.005
Hosmer and Lemeshow Test	Step	1	>0.05	.437

Discussion and conclusion

Practical contribution

The current study contributes to past research by: Providing data and analysis based on convenience sampling processes, with the goal of

ensuring national representation and adherence to strong norms of ethics when working with minors. Investigating the difference fame – seeking, privacy concerns, passive consumptive, participatory and contributory with TikTok platform between female and male students. Discovering novel insight which suggests that the majority of the students are participatory function of TikTok rather than contributory.

Students Limitation and future study

This study, like other studies, has some limitations. The primary goal of this research is to put the model to the test in Somalia context. Furthermore, the survey data was gathered from only one school. Further research could broaden the survey to include students from various Somali schools. Furthermore, the current study used quantitative data to investigate the impact of TikTok on students' academic achievement. As this field of study is still in its early stages, a qualitative approach could reveal additional information about this distraction and its causes.

Conclusion and Recommendations

It is noteworthy that many schools today prohibited the use of mobile phones during study time, but the problem is when the students went their home, they simply start the use of cell phone and TikTok platform, and distraction their time to rest and work their home and also, they can't stop themselves using TikTok even during the exam time. This study investigated the correlation between fame – seeking, passive consumptive, participatory, contributory, privacy concern with TikTok between female and male students, the research also explored distraction and students' academic performance with TikTok users. In addition, the

study indicated a significant difference privacy concern between female and male with TikTok while fame – seeking, passive consumptive, participatory, contributory were not found to be significance. Based on the findings of the study the researcher suggests the recommendation to the parents and educators.

- Although parent can't stop using TikTok for their children, the researcher recommends the parents should create their own account on TikTok , in order to manage their children's behavior on TikTok or parents can use the device-level parental controls provided by Apple and Android.
- The teachers can post academic video to TikTok to be benefit for their students.

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