The Influence of TikTok on Academic Performance Among University Students at UiTM Alor Gajah, Melaka

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ABSTRACT
This study examines the impact of TikTok usage on academic performance and student distraction among university students at UiTM Alor Gajah, Melaka. The study employed a quantitative research approach, utilizing a survey distributed to 369 respondents. Data were analyzed using descriptive statistics and correlation analysis via SPSS software. The findings indicate that entertainment, information-seeking, and fashion trends are the primary reasons students engage with TikTok. While students recognize TikTok as a source of distraction and time consumption, its direct negative impact on academic performance remains moderate. The correlation analysis shows a significant relationship between TikTok usage and distraction ($r = .309$, $p < .01$), as well as between distraction and academic performance ($r = .449$, $p < .01$), indicating that distraction plays a more critical role in influencing students' academic outcomes than TikTok usage alone. Despite the moderate correlation between TikTok usage and academic performance ($r = .347$, $p < .01$), students generally perceive the platform as safe and manageable, suggesting that its effects depend largely on individual time management. The study highlights the need for self-regulation strategies to mitigate distractions and optimize TikTok's potential for educational purposes. Future research should explore digital literacy programs and intervention strategies to help students balance social media engagement and academic responsibilities effectively. These findings contribute to the broader discourse on the role of social media in higher education and underscore the importance of responsible digital consumption among university students.

Keywords: TikTok usage, academic performance, university student, distraction, social media impact

INTRODUCTION

Most Malaysian students using TikTok have shown an impact on their academic performance, as the application has become a part of daily life and affects the way of communication and exploration. Standard TikTok content related to learning may attract likes, views, comments, and followers, especially among students. According to Obasi (2024), TikTok impacts students' academic performance and social lives since it is highly used among young adults. This application allows users to create short videos that facilitate students' learning through graphics (Destia &Wiratno, 2022). It has been proven by Lau (2007) that pupils comprehend more knowledge whenever information is conveyed visually. TikTok can also help pupils improve their language skills by using graphics rather than just pictures, videos, or sounds.

On the other hand, some studies show negative results regarding TikTok's impact on university students. Young people who use TikTok may affect their lifestyle in study such as insomnia (bad sleeping habits) and addiction (Chen et, al., 2020). Studies also show TikTok's growing popularity among Malaysian students. If managed well, TikTok may positively affect academic performance. According to Okpongpong (2023) pointed out that students increasingly rely on TikTok for the information they need.

However, TikTok is also a source of distraction. Students may lose track of time while watching videos, which can divert their attention from academic tasks. A study of university students found that 70% agreed TikTok causes disruption and procrastination, leading to reduced performance and grades (Obasi, 2024). It also lowers a student's ability to engage with content, creating inattention and an inability to focus in class or complete assignments (Fatima et al., 2022). Distractions not only reduce knowledge retention but also result in anxiety and pressure when deadlines approach. TikTok, while entertaining, disrupts study routines and hinders academic progress.

Although TikTok and other social networking sites have the potential to foster students' connections and professional skills (Yi Lin, 2022), over-engagement can deter academic achievement. TikTok results in both positive and negative effects on students' learning experiences in Malaysia.

Problem Statement

TikTok has been growing in popularity all over the world, especially among university students. In Malaysia, it has raised concerns about how it may affect students' academic performance and overall productivity, including those at UiTM Alor Gajah, Melaka. As one of the most engaging and broadly used social media platforms, TikTok has many unique features that give opportunities to users for creativity and learning through its video-based content (Aziz & Dali, 2023). However, it is extremely addictive nature and time-consuming features to the content make it harder to maintain academic performance and decrease productivity (Saini & Mir, 2023). While TikTok provides educational advantages and benefits, such as facilitating creative learning and improving communication skills (Aziz & Dali, 2023), its uncontrolled usage often will lead to procrastination, and distraction and reduce academic performance achievements (Sivasankari, Hengudomsub et al., 2023). Existing research highlights that TikTok has both positive and negative effects on university students. TikTok can assist them in learning new things while also disrupting students' study schedules at the same time. Nonetheless, there is limited research focusing on the specific context of Malaysian university students, particularly at UiTM Alor Gajah, where social media use continues to grow.

The lack of local studies creates a gap in understanding the balance between TikTok's academic benefits and its negative effects. Consequently, educators find it difficult to formulate strategies to manage social media usage effectively while promoting academic success. Therefore, this study aims to:

1. To identify the level of TikTok usage among UiTM students in Alor Gajah, Melaka.
2. To identify the relationship between TikTok usage, Distraction and academic performance among UiTM students in Alor Gajah, Melaka.

The Relationship between TikTok Use on Lifestyle, Socio-demographics, and Academic Performance

The Uses and Gratification Theory (UGT) is used in the article as a lens to investigate why people use media, especially social media, and how this usage impacts their academic achievement. According to UGT, people purposefully utilize media to satisfy particular needs, such as those for amusement, information, or social interaction. Researchers have been studying the connection between academic accomplishment and social media use in recent years. According to some research, social media use can improve academic achievement since it enables students to collaborate and share resources (Bhat & Gupta, 2019; Thaariq, 2020). But according to other research, using social media sites like TikTok excessively might cause distractions, cut down on time spent on crucial academic tasks, and impair performance (Burak, 2012; Alahmar, 2016). Researchers have called for a more thorough investigation of these conflicting findings because there is evidence that some students may not even notice any discernible effects from their use of social media. This continuing discussion demonstrates the intricacy of media consumption's impact on education and emphasizes the need for more study to fully grasp the subtleties of how social media use may both help and hurt academic achievement.

The Relationship Between the Impact of TikTok and Academic Performance

The article highlights the impact of TikTok on students' academic performance, emphasizing its role as a source of distraction and its potential to hinder effective time management (Bassey, 2024). TikTok's engaging short video format captures users' attention for extended periods, leading to a reduction in time spent on academic tasks (Asif & Kazi, 2024). The study reveals that students who use TikTok excessively often experience decreased focus and productivity, which can negatively affect their academic achievements (Ain et al.,2022). Furthermore, it emphasizes the addictive nature of TikTok, noting that its constant updates and trends encourage prolonged usage, thereby reducing the time available for studies and other essential academic activities (Qin et al., 2022). These findings underscore the importance of promoting balanced social media use among students to mitigate its negative effects on their academic performance (Bassey, 2024).

The Use of TikTok for Learning Activities

It becomes hard for the students to study and learn with difficult subjects such as sciences and mathematics. TikTok hence has great possibilities of helping children attain an exceptional academic performance. Other scientific educations have developed a way how well a social media like TikTok can create an immense effectiveness in teaching as well as learning (Amyzee

& Roslinawati, 2022). This is because the visual elements of TikTok may help students understand information and facts better, which motivates them to study. Besides offering learning and assessment feedback that can be used for improving student learning, TikTok may serve as a knowledge-sharing platform as well (Rijal & Sukmayadi, 2020; Asamoah et al., 2022). Students' performance improved due to TikTok, which is considered interesting and easy to use. Just as it was revealed in the findings of the earlier study, they found the lesson interesting, fun, and interactive; meanwhile, they felt TikTok is not difficult to use either. Ivala & Gachago, 2012; Tess, 2013. Since they have a positive attitude towards the usage of TikTok, it can be said that TikTok can also contribute to students' better academic performance in practical education, such as science classes.

TikTok Impact on Student in Academic Balance
According to research from Obasi (2024), TikTok's dual impact on academic performance among students in higher education. The site has many drawbacks, but it also provides chances for creativity, stress alleviation, and instructional information. Obasi also highlight TikTok's function as a distraction, leading to procrastination, a reduction in study time, and a decline in academic success. This is consistent with research showing that heavy use is linked to ineffective time management and diminished focus. On the other hand, research by Wang (2020) shows that TikTok has the ability to improve comprehension and encourage learning through instructional content, with varying effects according on the aim of use. According to other research, TikTok's design encourages compulsive habits, which makes scholastic difficulties even worse for certain pupils. Overall, the research emphasizes the necessity of institutional interventions and balanced usage to minimize negative consequences while utilizing TikTok's advantages for educational objectives.

The Impact of TikTok as a Distraction on Students' Academic Performance
Social media plays a significant role in university students' lives, often negatively impacting academic performance by fostering addictions, academic procrastination, reduced sleep quality, and increased stress (Lau, 2017; Ndubuaku et al., 2020). While students who spent more time on social media also dedicated more time to schoolwork, this multitasking behaviour was linked to poorer academic outcomes. TikTok emerged as the most popular platform, particularly among women, due to its design promoting selt-expression and short-form content suited to limited attention spans (Lu, 2019). TikTok offers humour, authenticity, and pressure relief (Xiao & Kuipers, 2021). Despite TikTok users perceiving its negative impact on their GPA, their actual GPA did not differ significantly from other users, likely due to the platform's addictive algorithm and immersive content. Academic performance is also influenced by factors like self-efficacy and motivation, with gender differences contributing to GPA outcomes.

METHODOLOGY
his study employed a quantitative research design to examine the influence of TikTok usage on academic achievement among undergraduates at UiTM Alor Gajah, Melaka. The target population comprised students from various faculties, and the sample size was guided by the Krejcie and Morgan (1970) table, which recommended a minimum of 364 participants. In total,

369 students were included, ensuring a sufficiently robust sample to detect potential associations between TikTok usage and academic outcomes.

Recruitment followed convenience sampling techniques, wherein invitations were disseminated through social media platforms and online university forums. This approach facilitated voluntary participation and ease of access for respondents, who were presented with a Google Form survey after providing informed consent. The survey instrument incorporated items adapted from Zakaria Slimani's (2024) Problematic TikTok Use Scale, which assesses various dimensions of TikTok dependency and its possible implications for academic performance.

Data collection spanned three weeks, allowing for a flexible response window and adherence to ethical standards, such as maintaining respondent confidentiality and anonymity. Following the completion of data collection, the dataset was subjected to descriptive and inferential statistical analyses using the Statistical Package for the Social Sciences (SPSS) software. Descriptive statistics, including mean scores and standard deviations, provided an overview of participant demographics and response patterns, while inferential measures investigated relationships between TikTok usage and academic success indicators. Specifically, correlation and regression analyses were conducted to assess the predictive influence of TikTok use on academic achievement.

Throughout the research process, all participants were given the option to withdraw at any time, and their data were treated with strict confidentiality. Overall, this quantitative methodology provided a structured and reliable approach to capturing, analyzing, and interpreting data on the impact of TikTok use, thereby offering valuable insights into the ways in which social media consumption may affect university students' academic pursuits.

FINDINGS AND DISCUSSIONS

The demographic profile of the 369 respondents in table 1 reveals that the majority are female (59.9%), with male respondents accounting for 40.1%. In terms of age distribution, most participants fall within the 18-20 years old category (70.2%), followed by 21-23 years old (19.2%), while only a small percentage belong to the 24-25 years (6.0%) and 26-30 years (4.6%) groups. The study sample is predominantly composed of Diploma students (82.7%), with a smaller proportion of Degree students (17.3%). Faculty representation indicates that the Faculty of Communication and Media Studies has the highest participation (29.2%), followed by the Faculty of Business & Management (16.2%) and the Faculty of Accountancy (15.1%). Other faculties, including Language Studies (14.4%), Hotel & Tourism Management (9.2%), Computing, Informatics & Mathematics (8.1%), and the Academy of Contemporary Islamic Studies (7.8%), have lower representation. Overall, the findings suggest that the study sample is primarily composed of young diploma-level students, with a higher proportion of female respondents and strong representation from communication, business, and accountancy faculties.

Table 1: Age of Respondents (n=369

Demographic	Frequency	Percentage
Gender		
Male	148	40.1
Female	221	59.9
Age		
18-20	259	70.2
21-23	71	19.2
24-25	22	6.0
26-30	17	4.6
Program of Study		
Diploma	305	82.7
Degree	64	17.3
Faculty		
Faculty of Business & Management	60	16.2
Faculty of Accountancy	56	15.1
Faculty of Communication and Media Studies	108	29.2
Faculty of Hotel & Tourism Management	34	9.2
College of Computing, Informatics and Mathematics	30	8.1
Faculty of Language Studies	53	14.4
Academy of Contemporary Islamic Studies (ACIS	29	7.8

Table 2 shows how a five-point Likert scale is categorized into mean-level ranges. The scale spans from 1 (strongly disagree) to 5 (strongly agree). To divide the mean into three categories—low, medium, and high—the range (5 minus 1) is divided by 3, resulting in an interval of 1.33 for each category. Consequently, low mean levels fall between 1.00 and 2.33, moderate mean levels range from 2.34 to 3.67, and high mean levels are between 3.68 and 5.00.

Table 2: Mean score range

Mean Scale	Level
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

RO1: To identify the level of TikTok usage among UiTM students in Alor Gajah, Melaka.

Table 3 present the highest mean score (M = 4.24, SD = 1.041) indicates that the primary reason students use TikTok is for entertainment (TU3), highlighting its role as a dominant source of leisure. Other high-scoring motives include using TikTok to search for information (TU8, M = 3.99, SD = 1.000) and to look for fashion styles (TU2, M = 3.94, SD = 1.124), suggesting that students also perceive TikTok as a useful platform for discovering trends and accessing information. Conversely, the lowest mean scores were recorded for using TikTok because

lecturers utilize it for teaching (TU5, M = 2.15, SD = 1.286) and for making new friends (TU6, M = 2.15, SD = 1.300). These findings indicate that students do not heavily rely on TikTok for academic engagement initiated by lecturers, nor do they use it primarily for expanding their social circles.

Table 3: Tiktok usage

Code	Item	Mean	Std. Deviation	Level
TU1	I use TikTok because my friend uses it	3.32	1.543	Moderate
TU2	I use TikTok to look for fashion style	3.94	1.124	High
TU3	I use TikTok for entertainment	4.24	1.041	High
TU4	I use TikTok because I get benefits from it	3.84	1.315	High
TU5	I use TikTok because our lecturers use it to teach the students	2.15	1.286	Low
TU6	I use TikTok to get new friends	2.15	1.300	Low
TU7	I use TikTok for study	3.62	1.095	Moderate
TU8	I use TikTok to search for information	3.99	1.000	High
Total		**3.406**	**1.213**	**Moderate**

The findings in Table 4 indicate that students generally acknowledge the distracting nature of TikTok, with an overall mean score of 3.803 (SD = 1.16), categorized as high. The highest mean score (M = 4.18, SD = 1.013) corresponds to the belief that students are aware of TikTok's distracting nature (DS1), suggesting strong recognition of its potential interference with daily tasks. Similarly, students also acknowledge that TikTok is time-consuming but difficult to quit due to their enjoyment (DS2, M = 4.13, SD = 1.005), reinforcing the idea that its addictive nature contributes to excessive usage. On the other hand, the lowest mean (M = 3.10, SD = 1.462) is associated with the belief that excessive TikTok usage may have negative life effects (DS3), which, while still moderate, indicates that students may not fully perceive or prioritize the long-term consequences of prolonged usage. These findings suggest that while students recognize TikTok's distractive and time-consuming effects, they may not be as concerned about its broader negative life implications.

Table 4: Tiktok Distraction

Code	Item	Mean	Std. Deviation	Level
DS1	I believe that students are aware that TikTok is distracting.	4.18	1.013	High
DS2	I believe that students are aware that TikTok is time consuming, but they cannot quit because they like it.	4.13	1.005	High
DS3	I believe that excessive TikTok usage may have negative life effects.	3.10	1.462	Moderate
Total		**3.803**	**1.16**	**High**

The data in Table 5 indicates a moderate overall impact of TikTok on students' academic performance, with a total mean score of 3.27 (SD = 1.186). The highest mean score (M = 3.75, SD = 1.006) corresponds to the perception that TikTok is safe to use (AC9), suggesting that students generally do not associate TikTok with security risks. Another high-scoring item (M = 3.68, SD = 1.079) reflects the belief that students devote more attention to TikTok than their studies (AC2), highlighting concerns regarding excessive engagement with the platform over academic responsibilities. Conversely, the lowest mean score (M = 2.39, SD = 1.193) pertains to the perception that TikTok negatively affects academic performance (AC8), indicating that students do not strongly believe TikTok has a direct adverse impact on their studies. Another relatively low mean (M = 2.71, SD = 1.338) suggests that students struggle to control their TikTok usage even during exams (AC7), implying some level of difficulty in managing social media consumption. Overall, while students acknowledge the potential distractions posed by TikTok, they do not overwhelmingly perceive it as harmful to their academic performance. Instead, they view it as a platform that is safe and manageable, despite its tendency to divert attention away from studies.

Table 5: Academic Performance

Code	Item	Mean	Std. Deviation	Level
AC1	I use TikTok for academic purpose	3.31	1.166	Moderate
AC2	I believe that students devote more attention to TikTok than their studies.	3.68	1.079	High
AC3	I believe that students devote more time to TikTok than their studies.	3.63	1.179	Moderate
AC4	I believe that TikTok distracts students from completing their assignments.	3.25	1.193	Moderate
AC5	I believe that TikTok neglect students from their studies timetable.	3.25	1.150	Moderate
AC6	I believe that TikTok as source of distractions towards students' academic performance.	3.12	1.385	Moderate
AC7	I could not control the use of TikTok even during exams.	2.71	1.338	Moderate
AC8	I find that TikTok affects my academic performance negatively.	2.39	1.193	Moderate
AC9	TikTok is safe to use	3.75	1.006	High
AC10	I use TikTok because it protects my data	3.64	1.172	Moderate
Total		**3.27**	**1.186**	**Moderate**

RO2: To identify the relationship between TikTok usage, Distraction and academic performance among UiTM students in Alor Gajah, Melaka.

Table 6 shows that there are significant relationships between TikTok use, distraction, and academic performance. A moderate positive correlation (r = .309, p < .01) between TikTok use

and distraction suggests that increased TikTok usage is associated with higher distraction levels. Similarly, TikTok use is positively correlated with academic performance ($r = .347$, $p < .01$), indicating that while TikTok may serve as a distraction, it might also have some educational or engagement benefits. The strongest correlation ($r = .449$, $p < .01$) is between distraction and academic performance, highlighting that students who experience higher distraction levels tend to have changes in their academic outcomes. These findings suggest that while TikTok usage alone may not directly impact academic performance, the distraction it causes plays a significant role in influencing students' ability to focus and perform well academically.

Table 6: Correlations

		Tiktok Use	Distraction	Academic Performance
TU	Pearson Correlation	1	.309[**]	.347[**]
	Sig. (2-tailed)		.000	.000
	N	369	369	369
DS	Pearson Correlation	.309[**]	1	.449[**]
	Sig. (2-tailed)	.000		.000
	N	369	369	369
AC	Pearson Correlation	.347[**]	.449[**]	1
	Sig. (2-tailed)	.000	.000	
	N	369	369	369

[**]. Correlation is significant at the 0.01 level (2-tailed).

CONCLUSION

This study provides valuable insights into the impact of TikTok usage on academic performance, student distraction, and study behaviors among university students at UiTM Alor Gajah, Melaka. The findings indicate that while TikTok is primarily used for entertainment, information-seeking, and fashion trends, it also contributes to moderate levels of distraction. Students are aware of TikTok's time-consuming nature, yet many continue to engage with the platform due to its appeal and accessibility. The correlation analysis further suggests that distraction has a stronger influence on academic performance than TikTok usage itself, highlighting the importance of time management and self-regulation in balancing social media consumption with academic responsibilities. While TikTok does not directly harm students' academic performance, excessive usage may lead to reduced focus and productivity. Given these findings, it is recommended that students develop effective strategies to manage their TikTok engagement to ensure that their academic performance is not compromised. Future research should explore intervention strategies and digital literacy programs that can help students optimize their use of TikTok for educational purposes while minimizing its distractive effects.

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