The impact of TikTok addiction on the academic performance of undergraduate students in universities in Mogadishu, Somalia

Adanweli Abdullahi

Somali National University

*Corresponding Author: Adanweli Abdullahi

Article History	Abstract
  	Research Objectives: This study aims to explore the impact of TikTok addiction on the academic performance of undergraduate students in universities in Mogadishu, Somalia. Specific objectives include examining the reasons for TikTok usage among these students and investigating the relationship between TikTok addiction and student behavior. ***Background of the Study***: The rise of social media platforms has transformed the way people communicate and share information worldwide. TikTok, famous for its entertaining short clips, has gained immense popularity among the youth. Despite its educational advantages, worries have emerged regarding its possible detrimental effects on students' academic achievements. Research in the past has pointed out the positive and negative consequences of using TikTok on students' academic success. ***Methodology***: The study utilizes a mixed-methods strategy by integrating quantitative surveys with qualitative research utilizing a descriptive design. Random sampling was implemented and data was gathered via questionnaires. ***Findings***: The results suggest a strong link between frequent use of TikTok and lower academic achievement. Approximately 70% of undergraduate students in Mogadishu-Somalia who use TikTok frequently experienced lower grades and spent less time studying. In contrast, 30% of students who used TikTok for educational purposes reported improved learning outcomes and were more motivated. According to Table 7, 54% of users spend 1-2 hours daily on TikTok, and 4% spend over 5 hours. This significant time commitment takes away from academic responsibilities and suggests a possible addiction that impairs students' concentration on their studies. ***Conclusion***: The research shows how TikTok affects university students' academic performance in Mogadishu, Somalia. It is clear that students use TikTok for entertainment more than for educational purposes. However, excessive TikTok use negatively impacts students' academic performance as it distracts them during classes, interferes with homework, and lowers overall achievement. ***Recommendations***: The Somali Ministry of Education needs clear guidelines for using social media like TikTok, promoting balance between academic and recreational activities. Universities should run awareness campaigns to educate students about the negative effects of excessive TikTok use on academics. Rules should be enforced in Mogadishu universities to limit social media use during class and in certain campus areas. ***Keywords***: Tiktok Addiction University.

Introduction

Background of the Study

In today's digital era, the rapid expansion of social media platforms has transformed the method of communication, information sharing, and networking among individuals. Recent research indicates that the global social media user count has exceeded 4 billion, illustrating a significant societal change towards digital interconnectivity [38]. In recent years, short video platforms have undergone a period of rapid growth. A short video market study revealed that by June 2022, China had the highest number of short video users, with 962 million people, an increase of 28.05 million from December 2021. The number of individuals in this group make up a significant majority of the total online population, comprising a whopping 91.5% in China (Yu & Hongmei, 2023). Based on information provided by users who have downloaded TikTok on Google play store, the platform currently boasts a global user base exceeding 1 billion active users. Known for its engaging dance challenges, lip-sync videos, memes, and funny skits, TikTok has become a cultural phenomenon (Obasi, 2024). "Originally introduced in China in 2016 under the name Douyin and globally in 2017 as TikTok, it gained popularity rapidly. By 2018, TikTok became the most downloaded app on mobile devices in the US and various other nations. Currently, TikTok can be accessed in over 150 countries and has a user base of over 800 million active users per month [35]. TikTok is widely recognized as one of the most popular social platforms for music videos globally. It has gained immense popularity among the youth for its brief and captivating video content. The app is widely used around the world, particularly in Asia, the United States, and other regions, for creating short videos on mobile devices. TikTok is also called by the name Douyin in China, started in September 2016 and is maintained by Byte Dance (Hallanan, 2018). Today, the impact of TikTok on educational performance is being widely discussed around the world. TikTok may impact the focus and efficiency of university students, potentially resulting in decreased academic achievement among users [25]. In an American research conducted by Liu, Y. in (2023), it was revealed that most participants perceive learning from TikTok to be more beneficial than harmful.

The TikTok app is highly popular among teenagers, especially students, as it aligns well with their lifestyle. In order to improve learning outcomes, it is important to minimize distractions such as excessive use of Tiktok [7]. Tiktok can lead to unproductive habits, causing students to neglect their responsibilities [32]. Since the significance of academic success in determining one's future prospects, whether in educational institutions or job opportunities, Constantine, (2022). Many college students are looking for ways to improve their academic success while attending university. Nevertheless, TikTok is altering the lives of undergraduate students in multiple ways. Some researchers, on the other hand, believe that Tiktok has brought positive benefits to universities in some countries worldwide. For instance, it is believed that undergraduate students need to not only comprehend the words but also understand their meanings in order to master vocabulary, particularly when it comes to commonly used terms and sentences on social media platforms like TikTok, Rahman (2021). Numerous research studies have concurred that video is among the various forms of educational material that can enhance the learning process for students. This is due to its accessibility and the ability for students to pause and review the content as required. Videos have the potential to effectively convey information in an engaging audiovisual format [45]. In 2022, a study at Muhammadiyah Gresik University in Indonesia titled "The Influence of TikTok Application on Students' Vocabulary and Attitude." [33]. the research results revealed that utilizing TikTok had a beneficial impact on students' vocabulary proficiency, showing a 95% enhancement rate. Additionally, students responded positively to the use of TikTok, with 84% finding it helpful in comprehending course materials and 80% expressing increased motivation to study. It is suggested to utilize TikTok as an educational tool because it has the potential to enhance the academic performance of pharmacy students (Febrianti, Y., Herawati, M., & Hanifah, S., 2022). Respecting the researchers who assert that TikTok has a positive impact on students' academic achievements, this viewpoint is predominantly found in countries that have implemented restrictions on the app's usage. However, most countries around the globe express dissatisfaction with this social media platform. In Nigeria, the use of TikTok is becoming a concern as it is impacting the academic performance of students in Nigerian universities, according to Obasi, H. U, (2024). Research in Sri Lanka has shown that increased time spent on TikTok is associated with lower academic success, as noted by Herath, H. M. W. M. (2020).

Studies in Kenya have pointed out that excessive use of TikTok is linked to a decrease in academic productivity, including less study time, more procrastination, and lower grades. A negative connection between TikTok usage and academic performance among undergraduates in Kenya [27]. Similarly, a decrease in students' academic performance linked to frequent TikTok usage was reported [22]. In Ethiopia, a negative correlation between heightened TikTok usage and academic success among undergraduate students [2]. It revealed that students who devoted more time to TikTok showed poorer academic results compared to those who managed their time in other ways. In Somalia,

Ministry of Communications and Technology decided Sunday to ban the use of social media platforms TikTok and Telegram as well as the online betting platform 1XBET [17]. The Somali government has stated that the decision to ban TikTok, Telegram, and 1XBet was made due to concerns about the negative impact these platforms may have on the youth. TikTok provides a variety of entertaining content such as challenges, dances, and comedy sketches. In Mogadishu, where entertainment options are limited, TikTok could be an important source of leisure for college students. For instance , the Governor of Banadir region who is also the mayor of Mogadishu, the capital city of Somalia, blamed teenager's addictive use of TikTok for their mass failure of national examinations for the school year of 2019/2020 in remarks he made at a graduation ceremony on September 7, 2020, (*Bareedo Platform*, 2021). Therefore, this research is aimed to explore the impact of Tiktok on Academic performance of undergraduate in universities of Mogdishu-Somalia.

Background of the study

The rise of social media in the last twenty years has had a profound impact on multiple aspects of society, including the field of education. The emergence of platforms such as Facebook, Twitter, and Instagram signaled the beginning of a new era in digital communication. TikTok, introduced globally by ByteDance, a Chinese company, in 2018, quickly became popular, especially among teenagers and young people. Its unique concept of short, captivating videos, combined with a sophisticated algorithm that tailors content to individual users, has made it highly addictive. By 2020, TikTok had become one of the most downloaded apps worldwide, significantly shaping how people consume media (Montag et al., 2021).

Some studies have suggested that social media can improve learning outcomes by promoting collaboration and providing easy access to information [19]. However, students in higher education who frequently use TikTok may face challenges such as lower academic achievement and negative impacts on their social lives, Obasi, H. U. (2024). In Mogadishu, Somalia, TikTok is popular due to global trends and local factors. The city's young population uses smartphones for entertainment and creative expression through TikTok. However, it can also be a distraction for students. As TikTok became more popular, worries about how it affects academic achievement started to appear. Research from different places has indicated that spending a lot of time on social media, including TikTok, can result in less time for studying and more distractions, which can harm academic performance (Al-Menayes, 2015; Paul, Baker, & Cochran, 2012). Despite the increase in popularity of TikTok among college students, there is a noticeable lack of research focusing on how it affects the academic performance of undergraduates in Mogadishu, Somalia. Many studies have looked into the overall impact of social media on education, but there is limited information on how TikTok specifically influences study habits, concentration, and academic results in this particular cultural and educational setting. Thus, this study is designed to answer the impact of Tiktok on Academic performance of undergraduate students in universities of Mogdishu-Somalia.

Research objectives

General objective

➢ To explore the impact of Tiktok addiction on academic performance of Undergraduate Students in universities of Mogadishu-Somalia

Specific objectives

➢ To examine Reasons why undergraduate students are using Tiktok
➢ To discover the relationship between Tiktok addiction and Student' Behavior

Research questions

➢ Why are undergraduate students using Tiktok?
➢ What is relationship between Tiktok addiction and Student' Behavior?

Importance of study

The significance of this study is that it contributes to the understanding of the impact of TikTok on students. This study provides insight into whether the use of TikTok has a positive or negative impact on students' academic performance and social life. This study will be a valuable resource for educational institutions, policy makers, and parents as it informs decisions that optimize students' academic performance and social lives. The importance of this study lies in the fact that it can provide important information about the impact of TikTok on the academic performance and social life of students. The findings will inform decisions made by stakeholders such as parents, policy makers and educational institutions to improve students' academic performance and social life through appropriate use of TikTok. Therefore, this study will contribute to existing literature by examining how TikTok usage impacts the academic and social lives of undergraduates in Mogadishu, Somalia. It will provide important data and insights that are currently missing in Somali higher education.

Limitation of the study

- Data Collection Challenges: Conducting research in Mogadishu can pose logistical and security challenges. These issues might limit the ability to gather comprehensive data through surveys or interviews, potentially impacting the depth and accuracy of the findings.
- Language Barriers in Data Collection: In Somalia, the primary languages spoken are Somali and Arabic, with English also being used in higher education. However, language barriers can pose significant challenges during data collection.
- Financial Problems in Conducting Research: Conducting comprehensive research requires significant financial resources, which can be a major limitation in a context like Mogadishu, Somalia.

Literature review

Reasons why Undergraduate students are using Tiktok

Tiktok is currently one of the most popular applications among children, teenagers, and students, out of the numerous emerging applications [29]. TikTok is widely recognized as a platform for users to showcase their creativity. Researchers propose that college students use TikTok for specific purposes while studying at universities. An increasing number of students in higher education are turning to TikTok for enjoyment, showcasing their artistic talents, and building connections with fellow members of the digital community. College students enjoy having fun and this app allows them to do just that [35]. Furthermore, TikTok's short-form video style allows students to easily access a variety of content, connect with friends, stay informed about current trends, share educational material, and display their skills. The accessibility of TikTok to college students is a major factor in its popularity worldwide, as it is user-friendly and allows all users to create content based on their interests and abilities [31]. In term of addition, the addictive qualities of TikTok, combined with its never-ending scrolling function, have the potential to divert attention away from academic duties.

Research has shown that excessive usage of social media sites can have a detrimental impact on academic achievement as it leads to distraction and delays in completing tasks [23]. Students are experiencing stress and are struggling with it on their own, keeping it hidden. The rationale behind their decision to spend time on TikTok is to reduce their stress levels and escape from external pressures [13]. TikTok's appeal is derived in part from its essence as a social media platform, representing the principles and technology of Web 2.0, enabling users to create and share their own content on the Internet [21]. Thus, it has been suggested that the desire to escape reality can impact addiction tendencies, resulting in the overuse of social media platforms [26]. Research on TikTok has consistently shown that seeking escape is linked to increased usage of the app, and that demographics such as age and gender are connected to this behavior [10]. United Nations characterizes people aged 15 to 24 years old as 'youth', or young people [40]. This group significantly overlaps with nearly half of TikTok users aged 18 to 29 [6]. In European countries, especially Spain, it has been confirmed that utilizing TikTok as an educational tool can improve the growth of digital skills and independence that are essential for students in today's society [44]. A total of 57% of surveyed students said that the most difficult aspect to attain during the production of the TikTok was the edition process, thus showing that by using this tool student can improve their digital competence in an inter-disciplinary way [44]. In the United States, TikTok is a popular social media platform that is frequently used by college students in the U.S [24]. In addition, the excessive use of Tiktok has contributed to psychological issues among students, leading to poor academic performance. A research has indicated a link between excessive usage of TikTok and negative effects on mental well-being in the United States [30].

Additionally, due to the negative impact on society's well-being caused by TikTok, many countries have made the decision to block its usage. For instance, in 2018, TikTok faced a temporary ban in Indonesia due to the presence of 'morally wrong' or 'offensive' videos on the platform [42]. Similarly, in 2020, Pakistan also blocked TikTok for the same reasons. The incidents highlight the potential risks associated with the improper use of TikTok. The short-form nature of content on TikTok tends to promote passive viewing rather than active participation. This passive consumption can lead to reduced productivity among college students, impacting their academic performance and ability to effectively complete assignments and study. Contrary to this, utilizing TikTok for learning aligns with the goals of the Malaysian Education Blueprint for Higher Learning (2015-2025). The goal is to promote self-reliant and continuous learning in college students [34]. Due to the fact that a majority of students are already knowledgeable about TikTok, have utilized it as a learning tool, and hold a favorable view of its educational advantages [1]. MOGADISHU, Somalia: Somalia's Ministry of Communications and Technology decided Sunday to ban the use of social media platforms TikTok and Telegram as well as the online betting platform 1XBET [17]. The Somali government is considering banning TikTok,

Telegram, and 1XBet because of concerns about their potential negative effects on young people. TikTok offers a range of fun content such as challenges, dances, and comedy skits. In places like Mogadishu, where entertainment options are limited, TikTok could be a valuable source of leisure for university students.

Ticktock addiction and Student' Behavior

TikTok, a popular social media platform that is quickly gaining followers globally, has become a favorite among many users, particularly students. However, there are worries about its addictive qualities and how it could affect student conduct. The addictive nature of TikTok among students may be influenced by different factors. The platform's addictive design characteristics, such as never-ending scrolling, personalized content suggestions, and engaging challenges, all contribute to this addictive quality [14]. Furthermore, psychological elements such as fear of missing out, comparing oneself to others, and seeking approval play a role in keeping users engaged with TikTok. All these factors influence the mindset of students and subsequently impact their behavior [4]. According to certain scholars, an excessive use of TikTok can significantly impact student behavior. Additionally, TikTok's algorithm has the potential to expose students to inappropriate or age-inappropriate content, thus potentially resulting in disciplinary problems in educational environments. Exposure to content that promotes violence, substance abuse, or explicit behavior may hinder disciplinary measures and exacerbate behavioral issues. Students may find it challenging to effectively manage their time, which can result in procrastination and decreased productivity [20]. Based on the well-being of students, an excessive reliance on TikTok can adversely impact the mental health and overall wellness of students. Research has identified correlations between social media dependency, particularly on platforms like TikTok, and the manifestation of anxiety, depression, and diminished self-worth in students, (Ryan et al., 2014). Continuous exposure to carefully selected content and interactions with peers on TikTok have the potential to intensify sentiments of inadequacy and social isolation in susceptible individuals. This apprehension is rooted in numerous studies and assessments that emphasize the capability of detrimental content, such as endorsing suicidal tendencies and eating disorders, to swiftly impact vulnerable users on the platform [35]. Thus, the researchers mentioned above have emphasized that addiction to TikTok may lead to mental health issues and eventually lead to changes in behavior.

Theoretical framework

Social Cognitive theory

Social Cognitive Theory (SCT), proposed by Bandura (1986). This theory emphasizes the significance of observational learning, which is impacted by the environment and conduct of individuals in our vicinity, as well as the influence of external elements like the media in molding our behavior. As per Social Cognitive Theory, our actions are considerably shaped by the surroundings and by our perceptions of events in our environment. This encompasses platforms such as TikTok, which provides users with a vast array of content to engage with. Through observing the trends and content on TikTok, users belonging to Generation Z can acquire fresh abilities and behaviors, along with developing comprehension and awareness of the surrounding world, [11] . Behavioral habits are ingrained patterns of actions that are triggered automatically by specific cues, serving a practical purpose in achieving particular goals or outcomes [41]. The initial characteristic of habit, as defined, points to a pattern of repetition in behavior. The greater the frequency with which an individual engages in a particular behavior, the more probable it is that it will become habitual. As a result, subjective norm is influenced by normative beliefs regarding the expectations of others in relation to an individual's continued use of information technology, and their drive to align with these beliefs [15]. Subjective norm refers to the degree to which an individual perceives the demands of significant or referent other individuals on him to use social media [9]. Basically, the subjective norm is the perceived social pressure to act on a certain behavior and the motivation to comply with those pressures [16].

Uses and Gratification theory

The Uses and Gratifications Theory (UGT) provides a valuable framework for examining the reasons behind students' utilization of social media platforms. According to this theory, individuals proactively seek out media content in order to fulfill particular needs and wants. UGT, developed by Katz, Blumler, and Gurevitch (1974), suggests that media users are active participants who select media based on their psychological and social needs. The needs of individuals on social media encompass information seeking, personal identity exploration, social interaction, and entertainment. Among these needs, entertainment holds particular importance for students engaging with social platforms. Social media outlets like YouTube, TikTok, and Instagram present a wide array of entertaining content, ranging from humorous videos to music and memes, facilitating relaxation and pleasure, [3]. Although social media has the potential to serve as a beneficial educational resource, overindulgence in its use has been found to detract from academic focus and result in diminished scholastic outcomes. Research indicates an adverse relationship between excessive social media

engagement and academic success, attributed to time diversion and the practice of multitasking [19]. Social media particular can also lead to negative effects like comparisons between individuals, online harassment, and a reduction in personal interactions, all affecting the mental health and overall wellness of students, [8]. Furthermore, according to the UGT theory, students who turn to social media as a means of relieving stress and finding relaxation may end up procrastinating, leading to a decline in their academic performance.

Time Displacement Theory

Time Displacement Theory (Neuman, 1988) explores how time spent on one activity displaces time spent on another. Using TikTok too often may take away time that could have been spent on studying, completing homework, and other educational activities. University students who have less satisfaction tend to utilize new media in order to enhance their own happiness and well-being [12]. During times of personal crisis, individuals often seek emotional support from their close-knit network of family and friends. The platform's addictive qualities can lead to procrastination, which can lead to lower productivity and academic success [36]. Psychologists believe that escapism involves avoiding real-life issues.   For this reason, many users, including university students, use TikTok as a way to seek relief from daily stress, academic demands, or personal problems. Past studies have shown a link between escapism and excessive use of the internet [18]. Research also indicates that there is a connection between psychological distress, escapism, internet addiction, and negative impacts on real life [28]. Using platforms such as TikTok for escapism can have a negative effect on student's academic performance, particularly when it results in spending too much time on the platform and not focusing on their studies. Although TikTok can offer a break from stress, it is important for students to find healthier ways of coping and improve their time management to prevent their grades from being affected.

Cognitive Load Theory

Cognitive Load Theory (Sweller, 1988) suggests that the human cognitive system has limited capacity for processing information. The frequent and rapid consumption of TikTok videos can impose a high cognitive load, potentially impacting students' ability to focus on academic tasks. Learning is a behavioral, cognitive and social endeavor; however, humans have limited cognitive resources and learning necessitates maximal efficiency in their use [39]. Therefore, Cognitive Load Theory provides valuable insights into optimizing instructional design to enhance learning. Additionally, Cognitive Load Theory provides valuable insights into how learners process information and the factors that can facilitate or hinder learning. By applying CLT principles, educators can design instructional materials and teaching strategies that optimize cognitive load, enhancing educational outcomes. Thus, Effective implementation of these strategies can lead to more efficient learning, better retention, and improved student performance.

METHODOLOGY

The primary aim of this study was to explore the impact of TikTok on the academic performance of undergraduate students at universities in Mogadishu, Somalia. The research utilized both qualitative and quantitative methods with a descriptive research design. The target population consisted of 50 randomly selected undergraduate students from various departments in Mogadishu, Somalia. The minimum sample size required was 45 respondents, calculated using the Slovene's formula n= N/1+N (0.052), where n= sample size, N= study population, and 0.05= level of significance margin of error (Amin, 2005). Data collection was done through random sampling and primary data was gathered using a questionnaire. The collected data was then analyzed through Microsoft Excel.

Chapter four

Date analysis and Interpretation

4.0 Introduction

This chapter was designed to analyze and interpret the date from SPSS version 16.0. This chapter covered data analyzing, interpretation and discussion of the final result.

4.1 Demographic information

What is your Sex?

Sex	Frequency	Valid Percent
Male	23	51
Female	22	49
Total	**45**	**100**

Table 1. sex distribution

This table revealed sex distribution. 51% of respondent were male while 49% were female. Hence, majority of participant were considered as male dominate, though, their numbers very close each other.
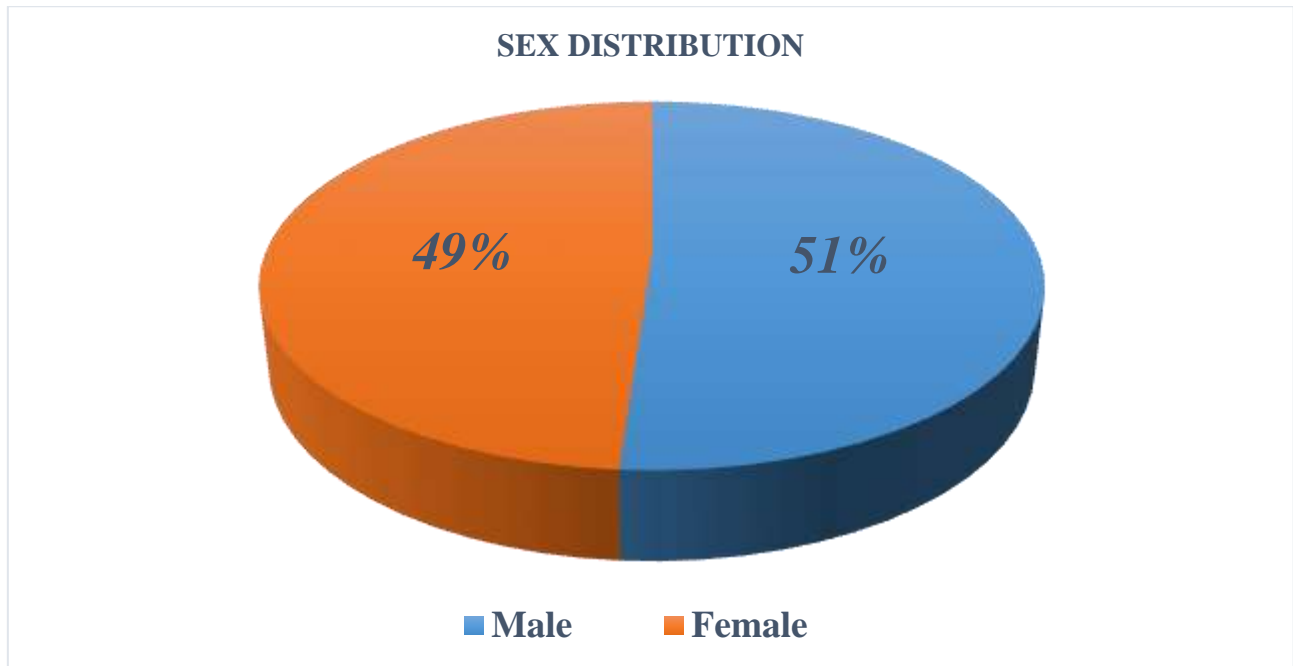

Figure 1. Sex distribution

Source: From primary data

What is your Age?

Age distribution	Frequency	Valid Percent
18-25	41	36.8
26-35	3	60.5
36-40	1	2.6
Above 40	0	100
Total	**45**	**100**

Table 2

Above table shows age distribution. 91% of the respondents aged 18 to 25 years, 7% between 26-35 year while 2% of the respondents aged 36 to 40 year. Thus, most of the respondents were between 18-25% years.
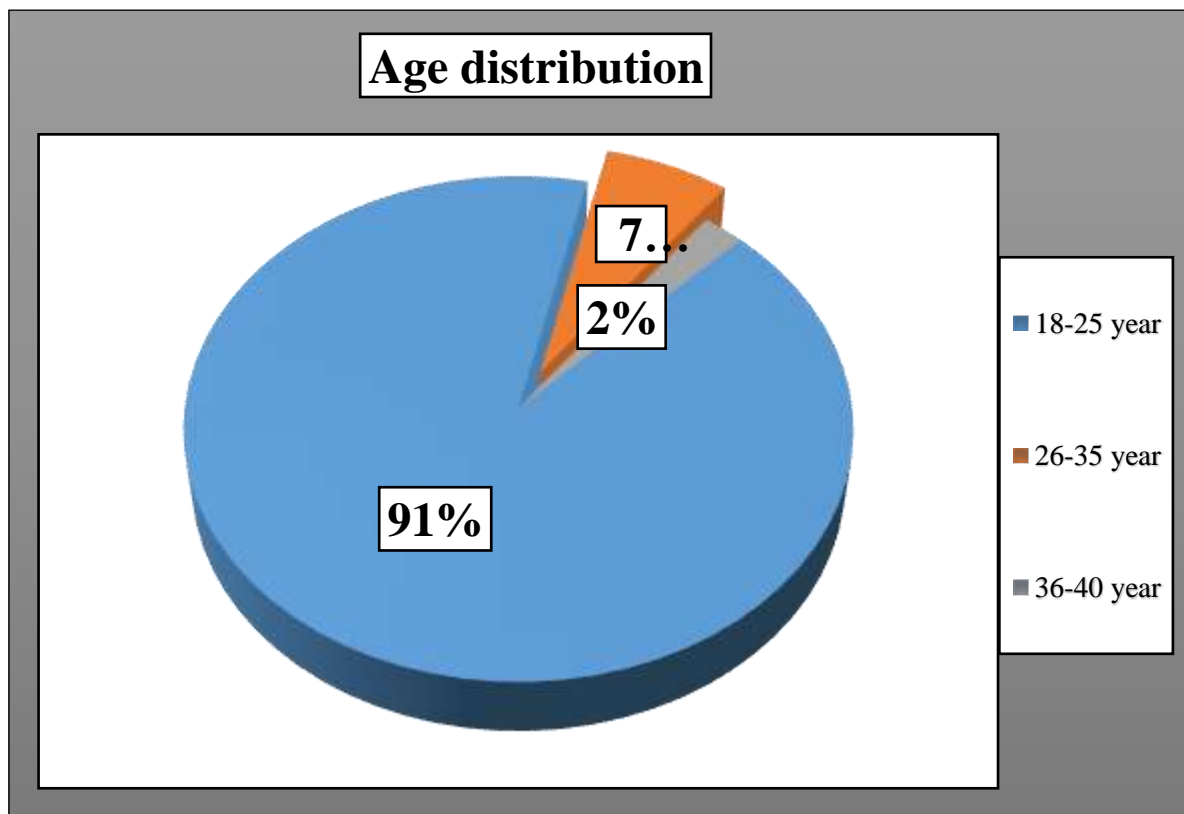
Figure 2. Age distribution

Source: from primary data

What is your Semester level?

Semester level	Frequency	Valid Percent
Semester 1-2	5	11
Semester 3-4	11	24
Semester 5-6	19	42
Semester 7-8	7	16
Semester 9-10	0	0
Semester 11-12	3	7
Total	**45**	**100**

Table 3. Semester level

The table presents Semester level of participants. 42% of respondents were Semester 5-6, 24% reported as they are semester 3 to 4, 6% of respondents were between semester 7-8, 11% of them attending semester 1 to 2 and 7% were semester 11 to 12.
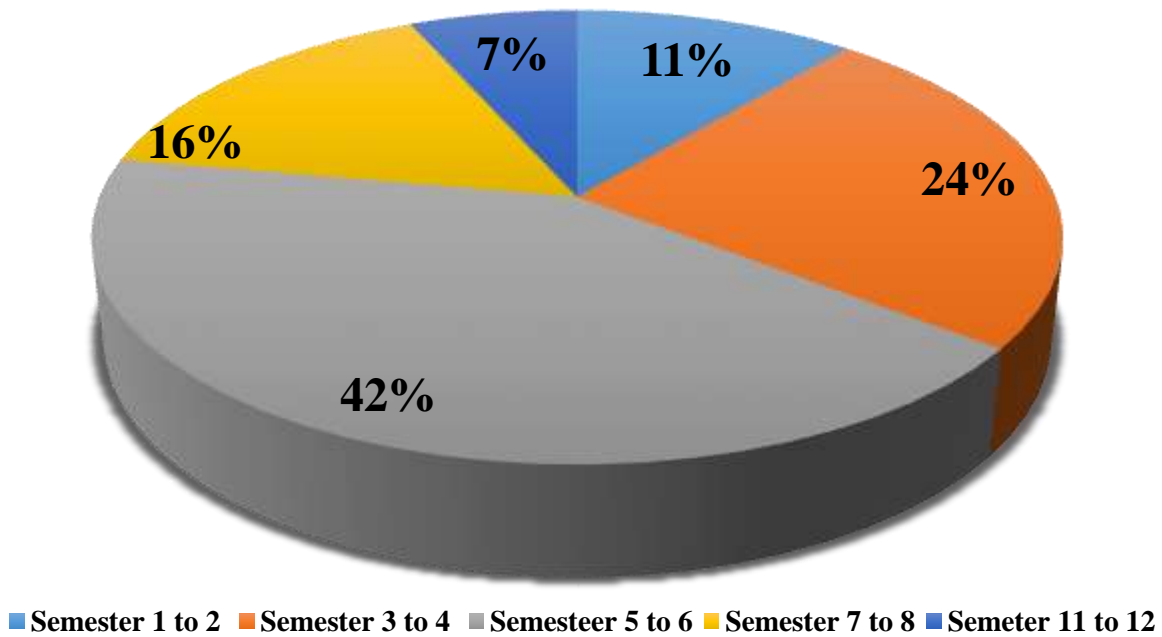
Semester level

■ Semester 1 to 2 ■ Semester 3 to 4 ■ Semesteer 5 to 6 ■ Semester 7 to 8 ■ Semeter 11 to 12

Figure 3. Age distribution

Tiktok usage among undergraduate students

Tiktok usage	Frequency	Valid Percent
Yes	35	78
No	10	22
Total	**45**	**100**

Table 4. **Tiktok usage among undergraduate students**

Table 4. explores Tiktok usage among undergraduate students. 78% of the respondents were using Tiktok while 22% of the were not using Tiktok. Consequently, majority of the participants were using Tiktok.
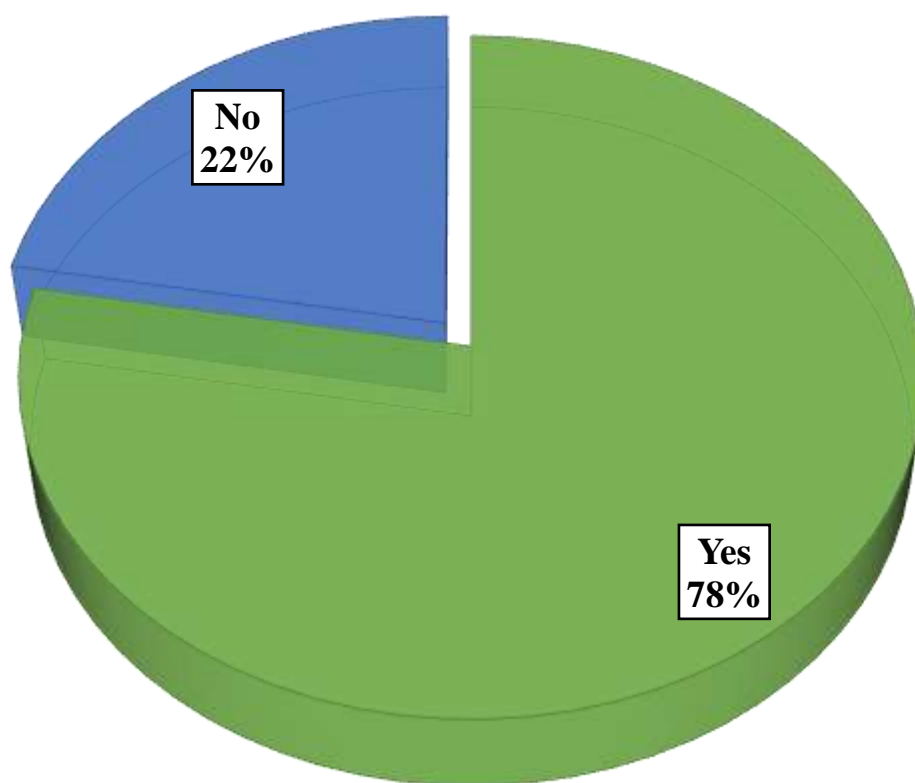
TIKTOK USAGE AMONG UNDERGRADUATES

Figure 4. Tiktok usage among undergraduate students

Source: from primary date

According to your university, who is more addicted to Tiktok?

Addiction of Tiktok usage	Frequency	Valid Percent
Female	38	83
Male	8	17
Total	**45**	**100.**

Table 5. Addiction of Tiktok among female and male

This table shows Addiction of Tiktok usage. More than 83% of respondents underlined that Female part are more addicted tiktok usage that Male counterpart. only 17% wee male

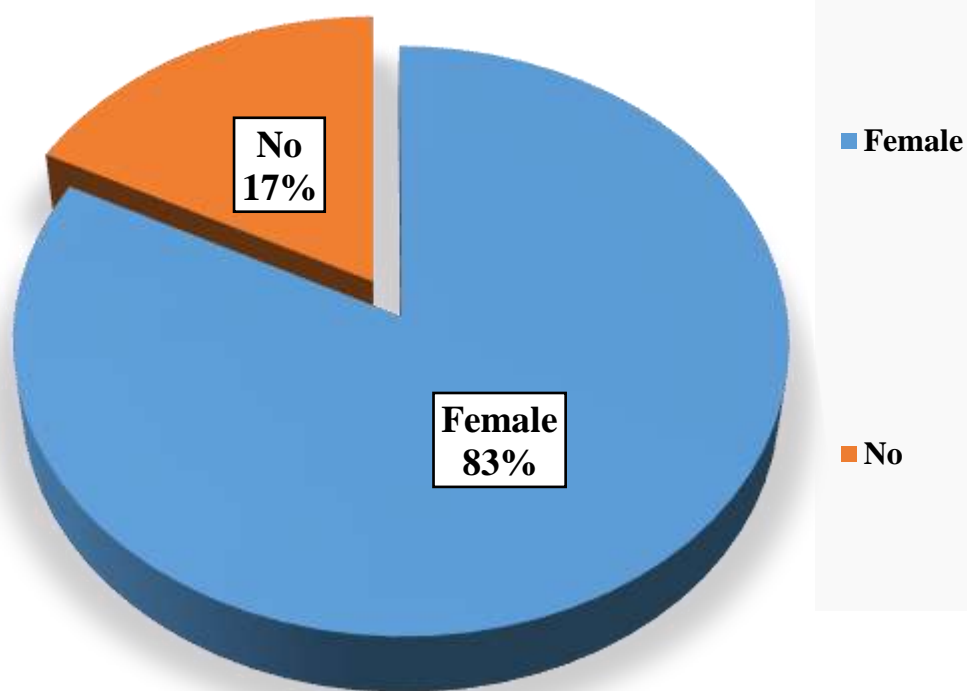**According to your university, who is more addicted to Tiktok?**

No 17%

Female 83%

- ■ Female
- ■ No

Figure 5. Addiction of Tiktok among female and male

Source: from primary date

If you are not using Tiktok, what's your main reason?

Reasons to Avoid Using TikTok	Frequency	Valid Percent
Lack of interest	7	16
Misinformation	1	2
Sleep disruption	2	4
Mental Health impact	4	9
Time loss	15	34
Educational distraction	16	35
Total	**45**	**100**

Table 6. **Reasons to Avoid Using TikTok**

The above table Reasons for not using tiktok. 35% of the respondents did use Tiktok because of its detraction to education, 34% of the participants refused to use tiktok because It losses time, 16% of the participants were nit interesting tiktok usage, 9% of respondents said that tiktok causes mental health impact, 4% of them were not using tiktok because tiktok causes disruption and 2% of the participant did no use tikok because of its misinformation.
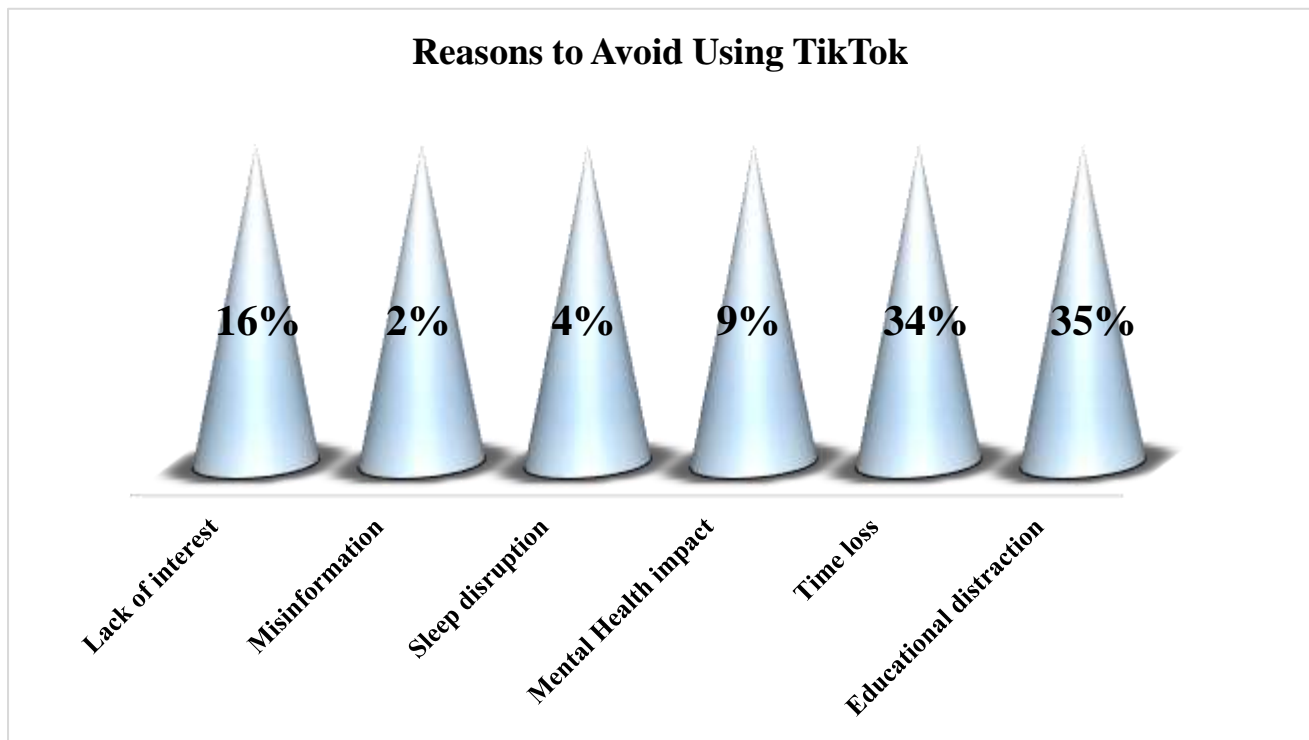
Reasons to Avoid Using TikTok

Lack of interest	Misinformation	Sleep disruption	Mental Health impact	Time loss	Educational distraction
16%	2%	4%	9%	34%	35%

Figure 6. Reasons to Avoid Using TikTok

Source: from primary resource

How money hours per day do you spend on tiktok?

Time spent on Tiktok	Frequency	Valid Percent
1-2 hours	24	54
3-4 hours	5	11
More than 5 hours	2	4
Not use	14	31
Total	**45**	**100**

Table 7. Time spent on Tiktok

The table provided above examines the amount of time individuals dedicate to using TikTok. According to the data, 54% of the participants reported spending 1-2 hours daily on the platform, while 31% indicated that they did not use TikTok at all. Additionally, 11% of respondents mentioned spending 3-4 hours on TikTok each day, and 4% stated that they used the app for more than 5 hours on a daily basis. Hence, the majority of participants in this research reported using Tiktok for approximately one to two hours daily.
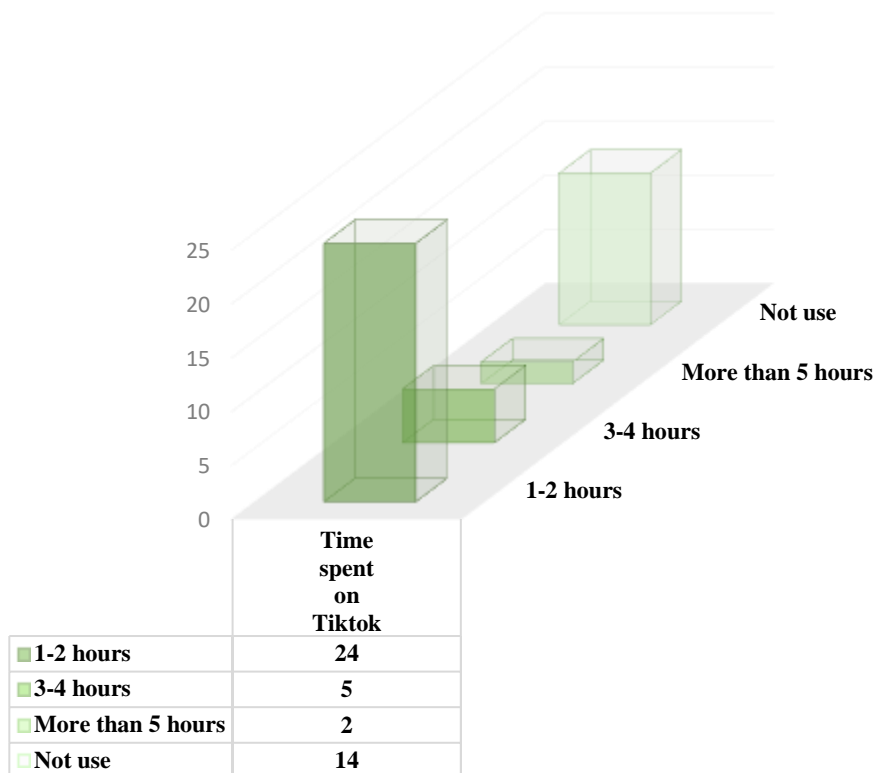
Time spent on Tiktok

Time spent on Tiktok	
■ 1-2 hours	24
■ 3-4 hours	5
■ More than 5 hours	2
□ Not use	14

Figure 7. Tine spent on Tiktok

Resource: from primary date

Excessive Tiktok usage may have negative effect on academic performance of undergraduate student

Tiktok's impact on undergraduate academic performance	Frequency	Valid Percent
Agree	26	58
Disagree	4	9
Strongly agree	8	18
Strongly disagree	1	2
Neutral	6	13
Total	**45**	**100**

Table 8. Tiktok's impact on undergraduate academic performance

The table above illustrates the impact of Tiktok usage on the academic performance of students. According to the data, 58% of the participants noted that Tiktok may have an effect on students' academic performance. Furthermore, 18% of the participants strongly agreed that Tiktok usage could distract students from their academic responsibilities, while 9% disagreed with this notion. Additionally, 13% of the participants remained neutral on the issue, and 2% strongly disagreed with the idea. It is worth noting that a majority of respondents agreed that Tiktok does have an impact on students' academic performance.
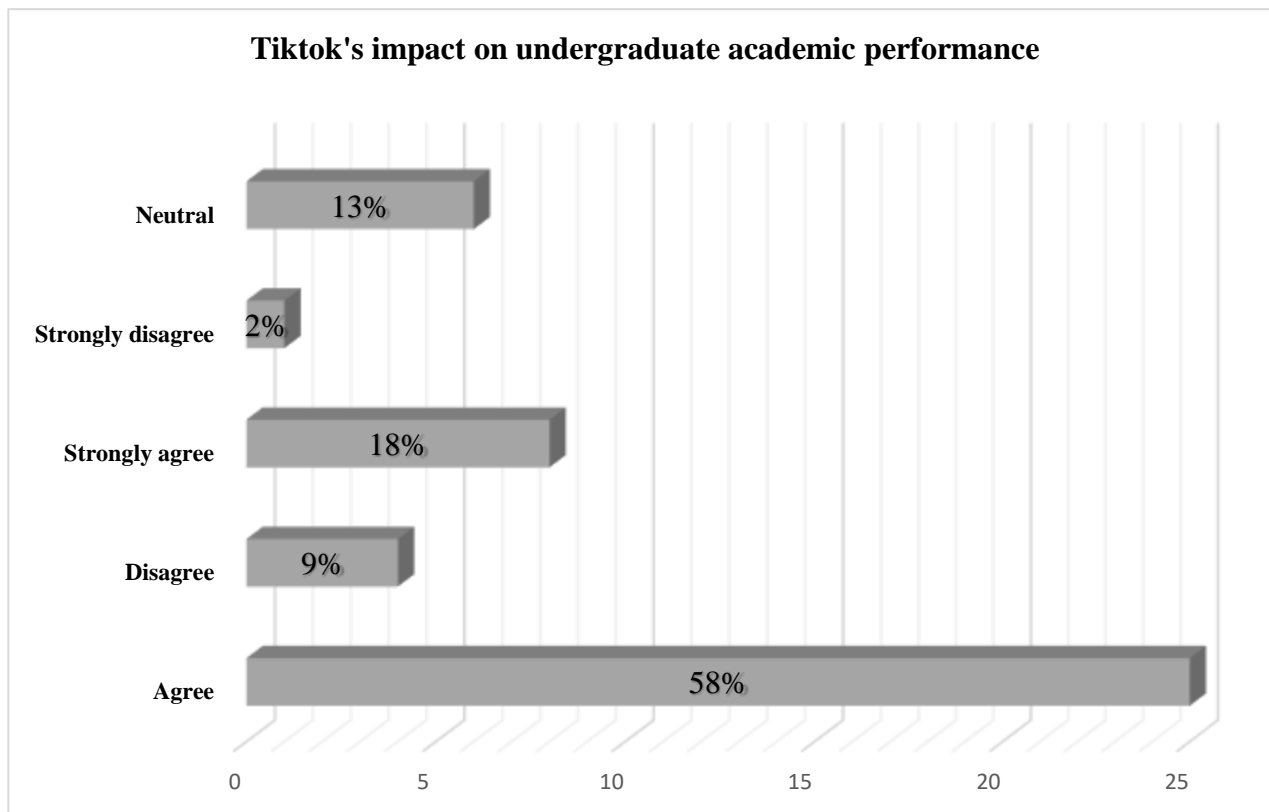
Tiktok's impact on undergraduate academic performance

Figure 8.Tiktok's impact on undergraduate academic performance

I produce and share my own contents because I want to be famous

I Produce my own contents because I want to be famous	Frequency	Valid Percent
Agree	21	47
Disagree	8	18
Strongly agree	3	7
Strongly disagree	5	11
Neutral	7	16
Total	**45**	**100**

Table 9. I produce and share my own contents because I want to be famous

Table 11 shows that students use TikTok to create and share content in order to gain popularity. In other words, 47% of the participants use TikTok for this reason. Among the participants, 18% were actively creating and sharing TikTok content, while 16% remained neutral, 11% strongly denied producing and sharing TikTok content, and 7% strongly agreed. Additionally, 6.22% of participants mentioned that community schools often face teacher turnover. As a result, many participants emphasized that they engage in TikTok to become famous.
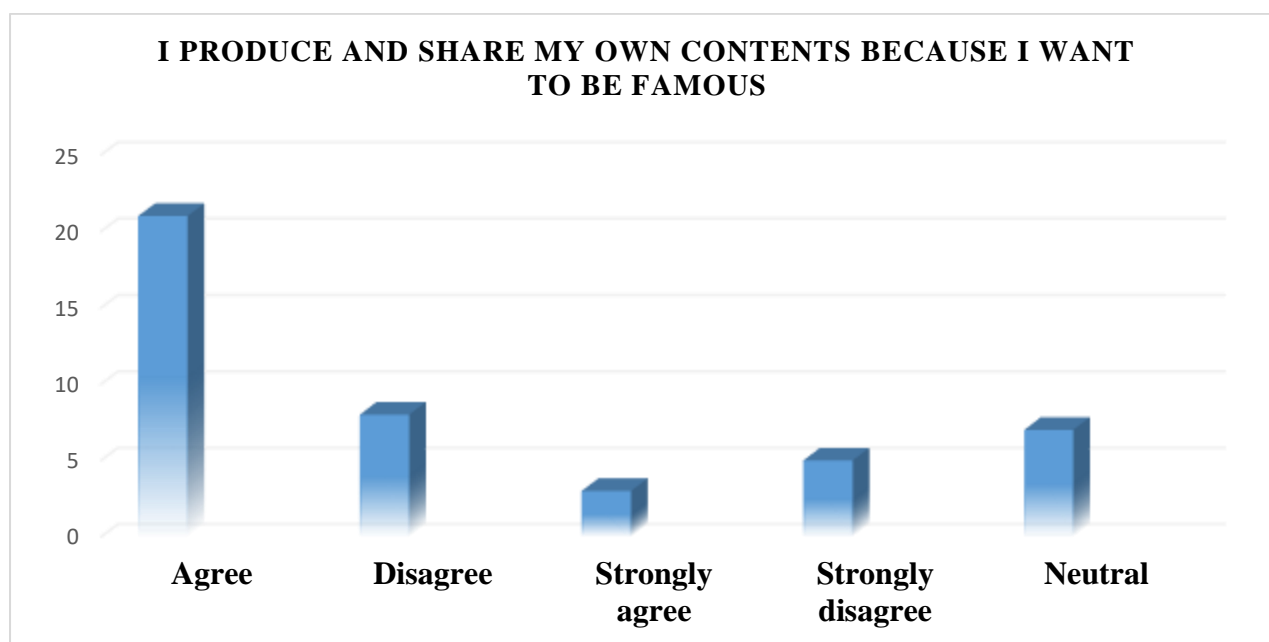
I PRODUCE AND SHARE MY OWN CONTENTS BECAUSE I WANT TO BE FAMOUS

Figure 9. I produce and share my own contents because I want to be famous

Source: from primary date

I find myself imitating behaviors seen on Tiktok

I find myself imitating behaviors seen on Tiktok	Frequency	Valid Percent
Agree	17	38
Disagree	11	24
Strongly agree	3	7
Neutral	9	20
Strongly disagree	5	11
Total	**45**	**100**

Table 10. Imitating behaviors and Tiktok addictions

Table 13 presents a summary of imitating behaviors and TikTok addictions among respondents. According to the table, 38% of participants agreed that undergraduate students often imitate behaviors they see on TikTok. On the other hand, 24% of them do not exhibit imitation behavior, while 20% remain neutral. 11% of participants strongly disagreed with the statement, while 7% strongly agreed.
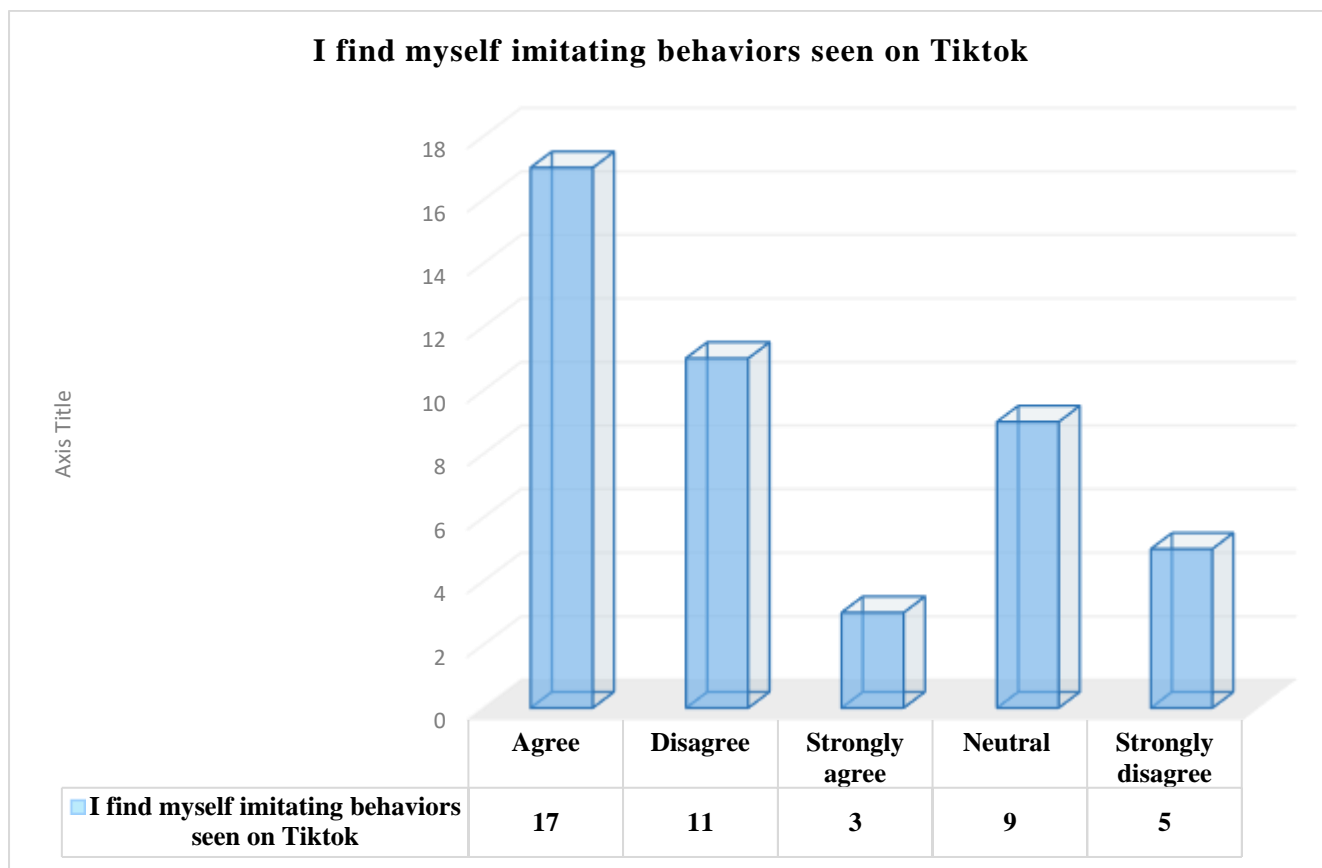
I find myself imitating behaviors seen on Tiktok

	Agree	Disagree	Strongly agree	Neutral	Strongly disagree
▪ I find myself imitating behaviors seen on Tiktok	17	11	3	9	5

Figure 10. Imitating behaviors and Tiktok addiction

Source: from resource primary

Tiktok distracts me during class or lecturer session

Distraction of Tiktok during the class or lecture session	Frequency	Valid Percent
Agree	11	24
Disagree	17	38
Strongly agree	4	9
Strongly disagree	7	16
Neutral	6	13
Total	45	100.

Table11. Distraction of Tiktok during the class or lecture session.

The data in the table indicates that Tiktok is a distraction during class or lecture sessions. 38% of the respondents acknowledged that Tiktok distracts students during these sessions, while 24% disagreed. 13% remained neutral, 9% strongly agreed, and 16% strongly disagreed. Therefore, the majority of participants confirmed that Tiktok does indeed distract students during class or lecture sessions.

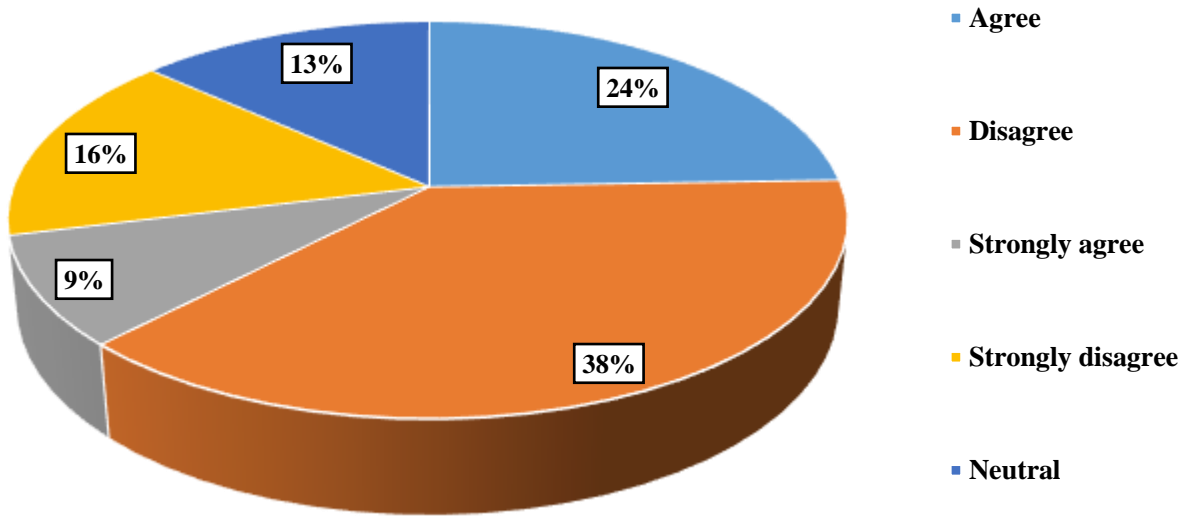**Tiktok distracts me during class or lecturer session**

Agree	24%
Disagree	38%
Strongly agree	9%
Strongly disagree	16%
Neutral	13%

Figure11. Tiktok distracts me during class or lecturer session

Source: from primary date

Reasons for using Tiktok

I use Tiktok because of	Frequency	Valid Percent
Watching funny videos	26	58
Getting new knowledge	6	13
Updated with the latest news	2	4
My lecturer recommended me it	0	0
I do not use	11	24
Total	**45**	**100.**

Table 12. Reasons for using Tiktok

The data presented in the chart illustrates the motivations behind using TikTok. According to the findings, 58% of those surveyed use TikTok primarily to watch funny videos. Additionally, 24% of the participants do not use TikTok at all, 13% of respondents use the platform to gain new knowledge, and 4% use it for news. However, the majority of respondents agreed that the main reason for using TikTok is to enjoy funny videos for entertainment.
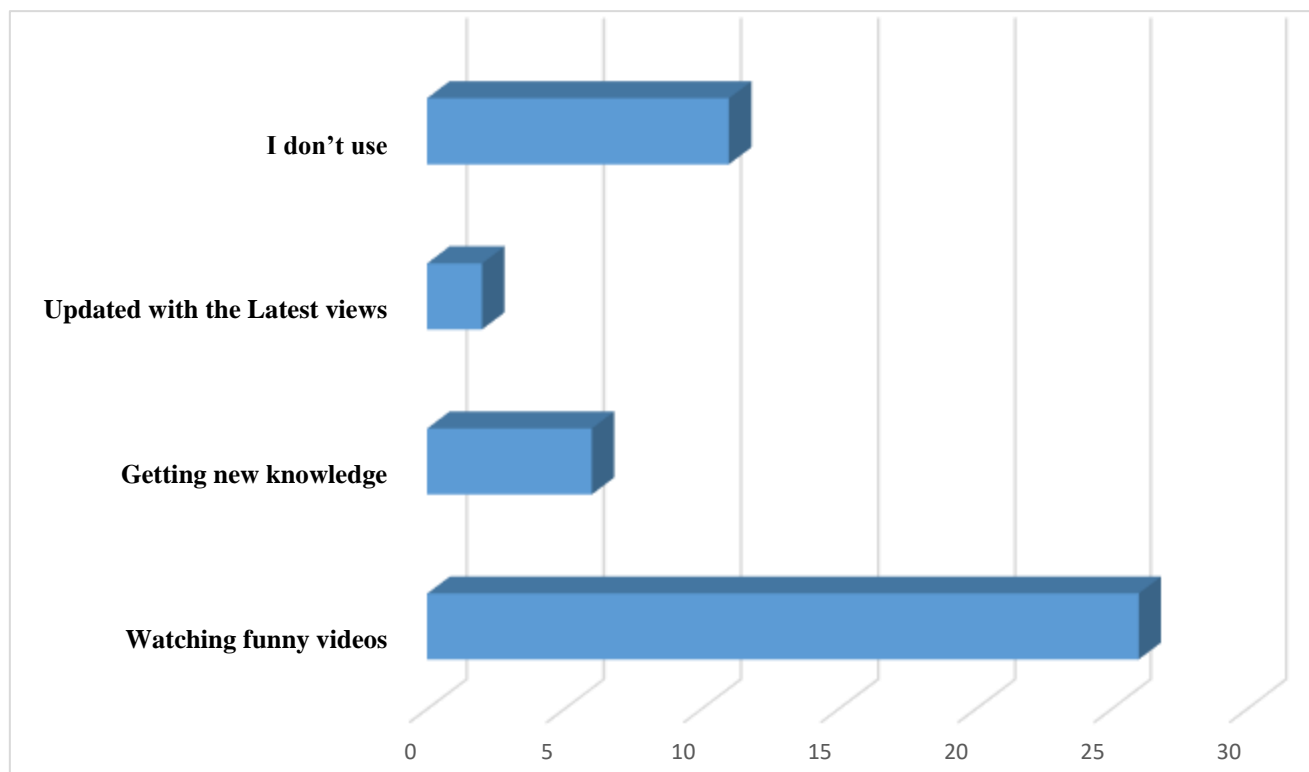
Figure12. Reasons for using Tiktok

Tiktok usage interferes with my ability to complete homework and assignments on time

Tiktok use affects my homework completion time.	Frequency	Valid Percent
Strongly disagree	6	13
Disagree	13	29
Neutral	7	16
Agree	14	31
Strongly agree	5	11
Total	**45**	**100.**

Table **13. Tiktok use affects my homework completion time.**

According to the data presented in the table, a significant portion of students find that their use of Tiktok hinders their ability to finish homework and assignments punctually. Specifically, 31% of the participants in the survey acknowledged that Tiktok usage negatively impacts their academic responsibilities, while 29% expressed disagreement with this sentiment. Additionally, 16% of respondents remained neutral on the issue, 13% strongly disagreed, and 11% strongly agreed that Tiktok use interferes with completing school work in a timely manner. Overall, the results indicate a prevailing consensus among the participants that Tiktok usage hampers their ability to complete homework and assignments within the designated time frame.
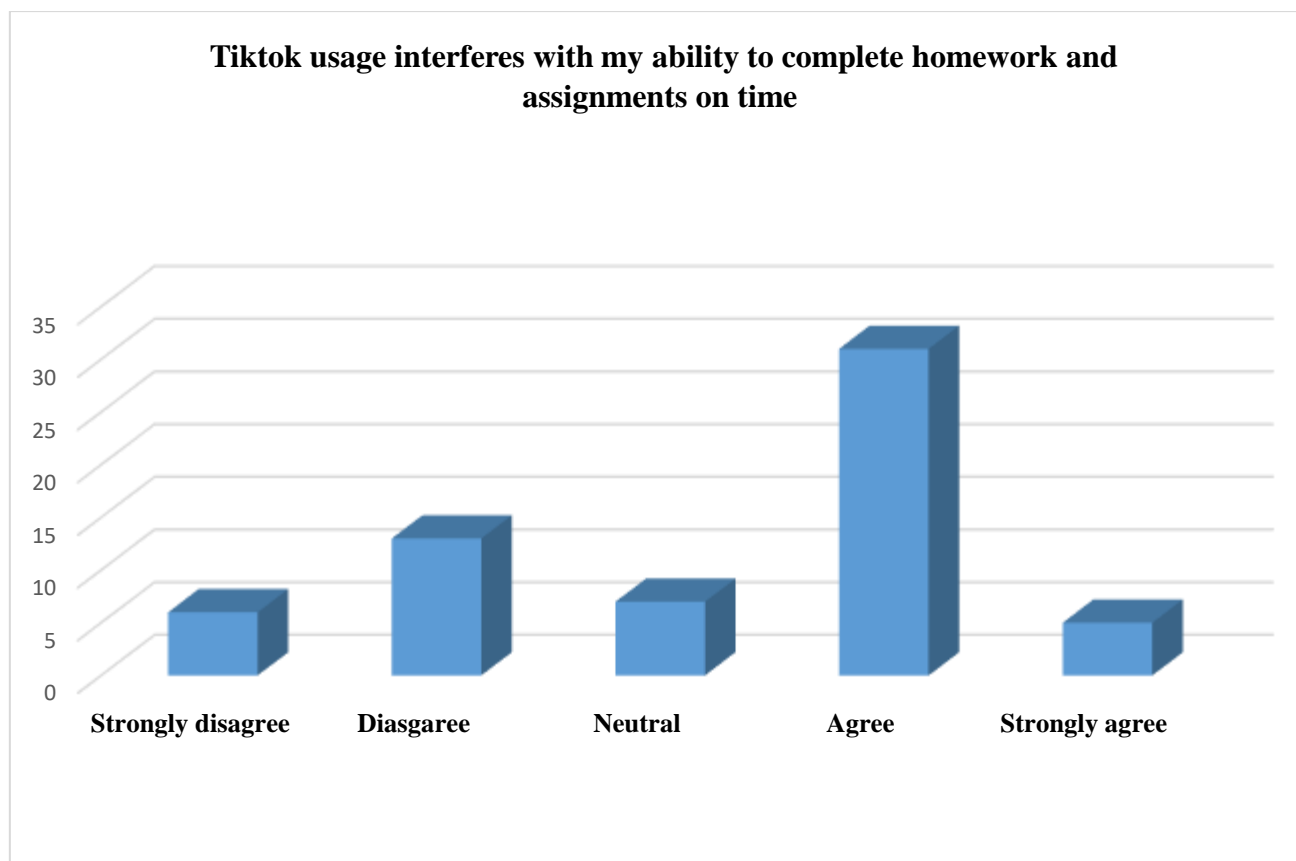
Tiktok usage interferes with my ability to complete homework and assignments on time

Figure 13. **Tiktok use affects my homework completion time.**

Source: from primary date

Discussion

Demographic information

The findings from the research provide valuable insights into the effects of TikTok addiction on the academic performance of undergraduate students at universities in Mogadishu, Somalia. The data shows that there is an almost equal distribution of male (51%) and female (49%) participants, with the majority falling within the 18-25 age bracket (91%). This demographic breakdown highlights the significance of TikTok among young adults who are in the crucial years of their education.

Reasons Why Undergraduate Students Are Using TikTok

The study conducted on undergraduate students attending universities in Mogadishu, Somalia, reveals that entertainment is the primary reason for using TikTok. Table 12 shows that 58% of the respondents use TikTok to watch funny videos, indicating that humor and light-hearted content are significant attractions. This aligns with global trends where young adults seek entertainment and stress relief through social media platforms. Additionally, 13% of students use TikTok to gain new knowledge, suggesting that the platform also serves as a supplementary educational

resource. A smaller portion, 4%, use TikTok to stay updated with the latest news, highlighting the platform's role in providing current events and informational content. This diversity in usage indicates that while TikTok is predominantly an entertainment tool, it also fulfills educational and informational needs to a lesser extent. According to the information provided, it was found that undergraduate students studying at universities in Mogadishu, Somalia frequently turned to TikTok for entertainment purposes. This reliance on TikTok not only affected their mindset but also had a noticeable impact on their academic performance, leading to a decrease in educational outcomes.

TikTok and Students' Behavior

TikTok has a significant impact on the behavior of students in Mogadishu, with a study showing that 47% of participants engage in creating and sharing content on the platform with the goal of achieving fame. This phenomenon is part of a larger cultural trend where social media is utilized for self-expression and seeking social approval. The pursuit of recognition and validation motivates students to dedicate a substantial amount of time and energy to developing and managing their content. The research also indicates that 38% of respondents agree and 7%

strongly agree that they mimic behaviors they see on TikTok. This tendency to imitate can have various consequences, as it may lead to the adoption of positive trends and behaviors, but it can also result in the replication of dangerous or undesirable actions. Influential TikTok content creators hold a significant role in influencing the attitudes and actions of these young individuals.

Furthermore, the data underscores the distracting nature of TikTok for students. A significant portion (38%) of the participants admit that TikTok serves as a distraction during their classes or lectures. This distraction can have adverse effects on students' ability to concentrate and engage in their academic responsibilities, ultimately impacting their academic performance.

Effect of TikTok Addiction on Academic Performance of Students

The research underscores a significant worry about how TikTok is affecting the academic performance of college students in Mogadishu. As per the data in Table 8, 58% of participants agree and 18% strongly agree that using TikTok has a negative impact on their academic performance. This viewpoint is reinforced by the information in Table 13, where 31% of respondents agree that TikTok hinders their completion of homework and assignments on time, with an additional 11% strongly agreeing. These results indicate that excessive use of TikTok can result in procrastination, less study time, and ultimately lower academic success. The time spent on TikTok is a key factor in these academic difficulties. According to Table 7, 54% of users spend 1-2 hours daily on the app, while 4% spend over 5 hours. This substantial time commitment takes away from academic work, suggesting a potential addiction that impairs students' focus on their studies.

Conclusion

The research offers valuable insights into how TikTok affects the academic performance of undergraduate students at universities in Mogadishu, Somalia. It is clear that TikTok is widely used by these students, mainly for entertainment and, to some extent, for educational reasons. However, the study also brings to light serious concerns about the adverse effects of excessive TikTok usage on students' academic success. The data reveals that many students feel that using TikTok during classes distracts them, hinders their ability to complete homework and assignments, and ultimately impacts their overall academic performance.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

The Somali government should restrict activities that go against Sharia Islam in order to preserve the moral and ethical values of society, including those within universities.

Awareness Campaigns: Universities should conduct awareness campaigns to educate students about the potential negative impacts of excessive TikTok usage on their academic performance. These campaigns can help students develop a more balanced approach to using social media.

The Ministry of Education in Somalia should develop a set of policies to regulate the use of social media within educational institutions.

Universities located in Mogadishu should Implement and enforce rules that limit the use of TikTok and other social media platforms in classrooms, libraries, and study areas on campus.

Time Management Workshops: Organizing workshops that concentrate on time management and productive study techniques can assist students in managing their time more effectively, diminishing the urge to waste excessive time on TikTok.

Parental and Community Engagement: Encouraging parents and the broader community to engage in conversations about promoting healthy social media habits can foster a supportive atmosphere for students. Through facilitating transparent communication and offering advice, parents and community stakeholders can assist students in addressing the difficulties presented by apps such as TikTok.

REFERENCES

1. Adnan, N. I., & Morat, B. N. (2022). University students' perceptions of using TikTok in education: a preliminary study. *International Journal of Practices in Teaching and Learning (IJPTL)*, *2*(2).
2. Alemu, E., Demisse, A. G., & Terefe, A. B. (2021). The Influence of TikTok Usage on Academic Performance Famong Undergraduate Students in Ethiopia. International Journal of Information and Education Technology, 11(11), 479-484.
3. Alhabash, S., & Ma, M. (2017). A tale of four platforms: Motivations and uses of Facebook, Twitter, Instagram, and Snapchat among college students? *Social Media+ Society*, *3*(1), 2056305117691544.

4. Andreassen, C. S., Pallesen, S., & Griffiths, M. D. (2017). The relationship between addictive use of social media, narcissism, and self-esteem: Findings from a large national survey. *Addictive Behaviors*, *64*, 287–293.

5. Astuti, E., & Andrini, S. (2021). Intensity of Use of the Tiktok Application on Adolescent Imitation Behavior. Communicology: Scientific Journal of Communication Sciences, 18(2), 134-142

6. Auxier, B., & Anderson, M. (2021). Social media use in 2021. *Pew Research Center*, *1*(1), 1–4.

7. Azizah, Z. N. (2022). To Stay Focused, there are 5 Ways to Maintain Concentration. Yoursay.Id. https://yoursay.suara.com/lifestyle/2022/04/18/15 1519/biarstay-focused-here-are-5-ways-to-keep-concentration

8. Chen, W., & Lee, K.-H. (2013). Sharing, liking, commenting, and distressed? The pathway between Facebook interaction and psychological distress. *Cyberpsychology, Behavior, and Social Networking*, *16*(10), 728–734.

9. Choi, G., & Chung, H. (2013). Applying the technology acceptance model to social networking sites (SNS): Impact of subjective norm and social capital on the acceptance of SNS. *International Journal of Human-Computer Interaction*, *29*(10), 619–628.

10. Deng, T., Vargas-Bianchi, L., & Mensa, M. (2023). Cross-Cultural comparison of TikTok uses and gratifications. *Behaviour & Information Technology*, 1–13.

11. Dijeno, M. J. D. (n.d.). *INFLUENCES OF VIRAL TIKTOK TRENDS ON THE SOCIAL COGNITIVE LEARNING OF GENERATION Z.*

12. Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. *Journal of Computer-mediated Communication*, *12*(4), 1143–1168.

13. Gajo, A. G. E., Gaisen, E. M. P., Franz Von King, R. L., Edaǹo, L. B., & Calixtro Jr, V. L. (2023). Sustaining students' mental health through the use of tiktok application. *Indonesian Journal of Community and Special Needs Education*, *3*(1), 11–20.

14. Hawi, N. S., & Samaha, M. (2017). The relations among social media addiction, self-esteem, and life satisfaction in university students. *Social Science Computer Review*, *35*(5), 576–586.

15. Hossain, M. A. (2019). Effects of uses and gratifications on social media use: The Facebook case with multiple mediator analysis. *PSU Research Review*, *3*(1), 16–28.

16. Hyde, M. K., & White, K. M. (2009). To be a donor or not to be? Applying an extended theory of planned behavior to predict posthumous organ donation intentions. *Journal of Applied Social Psychology*, *39*(4), 880–900.

17. Jama, T. M. (2023). *Somalia bans TikTok , Telegram*.

18. Jouhki, H., Savolainen, I., Sirola, A., & Oksanen, A. (2022). *Escapism and Excessive Online Behaviors: A Three-Wave Longitudinal Study in Finland*.

19. Junco, R. (2012). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. *Computers in Human Behavior*, *28*(1), 187–198.

20. Junco, R., & Cotten, S. R. (2012). No A 4 U: The relationship between multitasking and academic performance. *Computers & Education*, *59*(2), 505–514.

21. Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, *53*(1), 59–68.

22. Kimani, J., Njeru, A., & Maina, E. (2021). Social media use and academic performance: A case of Kenyan university students. Journal of Education and Practice, 12(1), 101-113.

23. Kuss, D. J., & Griffiths, M. D. (2017). Social networking sites and addiction: Ten lessons learned. *International Journal of Environmental Research and Public Health*, *14*(3), 311.

24. Martinez, R. J., Brammer, S. E., & Punyanunt-Carter, N. M. (2024). 'I Can Spend Forever on It Without Getting Bored': Analyzing What College Students Like and Dislike About TikTok. *Media Watch*, 09760911231211835.

25. Mekler, A. (2021). The effects of TikTok use on college student learning. Undergraduate Review, 16(1), 145-153

26. Meng, K. S., & Leung, L. (2021). Factors influencing TikTok engagement behaviors in China: An examination of gratifications sought, narcissism, and the Big Five personality traits. *Telecommunications Policy*, *45*(7), 102172.

27. Mutuku, P., & Mutua, E. (2020). Impact of Social Media Usage on Academic Performance among University Students in Kenya: A Case Study of South Eastern Kenya University. Journal of Education and Practice, 11(25), 152-165.

28. Ohno, S. (2016). Internet escapism and addiction among Japanese senior high school students. *International Journal of Culture and Mental Health*, *9*(4), 399–406.

29. Omar, B., & Dequan, W. (2020). *Watch, share or

create: The influence of personality traits and user motivation on TikTok mobile video usage.

30. Primack, B. A., Shensa, A., Sidani, J. E., Whaite, E. O., yi Lin, L., Rosen, D., Colditz, J. B., Radovic, A., & Miller, E. (2017). Social media use and perceived social isolation among young adults in the US. *American Journal of Preventive Medicine*, *53*(1), 1–8.

31. Putri, N. A., Kamaluddin, K., & Amrina, A. (2023). TikTok Application on Achievement and Learning Motivation at Influence Colleges. *Scientechno: Journal of Science and Technology*, *2*(1), 80–96.

32. Rahmawati, I. (2021). The Effect of Tik Tok Social Media on the Learning Achievement of Grade IV Students of SDN 1 Panjangrejo, Bantul Regency. STKIP Bima Education Journal, 3(2), 33-40. https://doi.org/10.33627/gg.v3i2.497

33. Rahmawati, Y. and Anwar, K. (2022). The Use of TikTok Application: The Impact on Students' Vocabulary and Attitude. Professional Journal of English Education, vol.5, No. 3. Pp. 610-621. Doi: http://dx.doi.org/10.22460/project.v5i3. (Accessed on 14/2/23, 02:46)

34. Razali, A. B., Xuan, L. Y., & Samad, A. A. (2018). Self-directed learning readiness (SDLR) among foundation students from high and low proficiency levels to learn English language. *Malaysian Journal of Learning and Instruction*, *15*(2), 55–81.

35. Regasa, A., & Ettisa, D. L. (2023). The Impact of TikTok on Students: A Literature Review. *Qeios*.

36. Ryan, T., Chester, A., Reece, J., & Xenos, S. (2014). The uses and abuses of Facebook: A review of Facebook addiction. *Journal of Behavioral Addictions*, *3*(3), 133–148.

37. Siraj, A. (2018). Impact of internet use on social capital: testing Putnam's Theory of time displacement in Urban Pakistan. *The Journal of Social Media in Society*, *7*(1), 456–468.

38. *Statista. (2022). Number of social media users worldwide from 2017 to 2027 (in billions). Retrieved from https://www.statista.com/statistics/278414/number-of-worldwide-social-network-users/.* (2022). *2027*, 278414.

39. THAMIZHMARAN, D. R. K., BHATTI, D., & ... (2022). *6Th International Congress on Life, Social, and Health Sciences in a Changing World Proceedings Book*. *July*. https://www.researchgate.net/profile/Vahit-Calisir/publication/362155622_The_Relationship _Between_Political_Discourses_and_Naive_Reali sm/links/62d921219dd86c7a09204e1d/The-Relationship-Between-Political-Discourses-and-Naive-Realism.pdf

40. United Nations. (n.d.). Youth. https://www.un.org/en/global-issues/youth#:~:text=There%20 is%20no%20universally%20agreed, of%2015%20and%2024%20years

41. Verplanken, B., & Aarts, H. (1999). Habit, attitude, and planned behaviour: is habit an empty construct or an interesting case of goal-directed automaticity? *European Review of Social Psychology*, *10*(1), 101–134.

42. Wang, J. (2020). From banning to regulating TikTok: Addressing concerns of national security, privacy, and online harms. *Policy Brief. The Foundation for Law, Justice and Society*.

43. *Why Parents in Somalia Are Worried About Their Teenage Children ' s Extended Use Of Internet ? By Bareedo Platform*. (2021). *February 2020*, 2021.

44. Yélamos-Guerra, M. S., García-Gámez, M., & Moreno-Ortiz, A. J. (2022). The use of Tik Tok in higher education as a motivating source for students. *Porta Linguarum Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras*, *38*, 83–98

45. Yükselir, C., & Kömür, S. (2017). Using Online Videos to Improve Speaking Abilities of EFL Learners. Online Submission, 3(5), 255-266.

46. Al-Menayes, J. J. (2015). Effects of social media usage on academic performance among university students in Kuwait. Journal of Social Sciences, 41(1), 13–26.

47. Febrianti, Y., Herawati, M., & Hanifah, S. (2022). The potential use of TikTok as an educational tool to enhance pharmacy students' academic performance. Pharmacy Education Journal, 18(2), 45-53.

48. Hallanan, L. (2018). TikTok: A new social media trend and its implications. Social Media Review Journal, 10(3), 125-132.

49. Herath, H. M. W. M. (2020). The influence of TikTok usage on academic success in Sri Lankan students. Sri Lanka Journal of Educational Research, 8(1), 22–37.

50. Katz, E., Blumler, J. G., & Gurevitch, M. (1974). Uses and gratifications research. Public Opinion Quarterly, 37(4), 509-523.

51. Liu, Y. (2023). Perceptions of TikTok as a learning platform in American research. Educational Technology Studies, 12(6), 88-101.

52. Montag, C., Lachmann, B., Herrlich, M., & Zweig, K. (2021). The rise of TikTok: How a short-video

platform shapes media consumption. Computers in Human Behavior, 123, 106878.

53. Neuman, W. R. (1988). Time Displacement Theory. In The Future of the Mass Audience. Cambridge University Press.

54. Obasi, H. U. (2024). The impact of TikTok on academic performance in Nigerian universities. African Journal of Educational Studies, 16(4), 34-47.

55. Paul, J. A., Baker, H. M., & Cochran, J. D. (2012). Effect of online social networking on student academic performance. Computers in Human Behavior, 28(6), 2117–2127.

56. Sweller, J. (1988). Cognitive Load Theory and its implications for instructional design. Cognitive Science, 12(4), 257–285.

57. Yu, W., & Hongmei, Z. (2023). The online population in China and its demographic characteristics. Chinese Journal of Internet Studies, 19(3), 55