

**LECTURERS' PERCEIVED IMPACT OF TIKTOK ADDICTION ON ACADEMIC  
PERFORMANCE OF UNDERGRADUATES AS PERCEIVED BY LECTURERS IN  
AMBROSE ALLI UNIVERSITIES EKPOMA, EDO STATE**

By

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**ABSTRACT**

This study examined the impact of TikTok addiction on academic performance of undergraduates as perceived by lecturers in Ambrose Alli University, Ekpoma. It specifically aimed to determine the level of TikTok addiction among students, assess their level of academic performance, and identify whether a relationship exists between TikTok addiction and academic performance within the study area. The population for the study consisted of all 94 lecturers in the Faculty of Education at Ambrose Alli University, Ekpoma. Two main instruments were used to collect data: the **TikTok Addiction Questionnaire (TIAQ)** and the **Undergraduate Academic Performance Questionnaire (UAPQ)**. The validity of both instruments was ensured through expert review. Two professionals in Educational

Administration and measurement and evaluation examined the items and provided helpful feedback that improved their clarity, accuracy, and overall content quality. To test the reliability of the instruments, the **Cronbach Alpha method** was used. The analysis produced reliability coefficients of **0.71 for TIAQ** and **0.72 for UAPQ**, showing that both instruments were internally consistent, dependable, and suitable for the study. In analyzing the data, **Research Question** was examined using **mean and standard deviation** to determine the general response patterns and the degree of agreement among lecturers. The study's hypothesis was tested using the **Pearson Product Moment Correlation Coefficient (PPMCC)** at the **0.05 level of significance** to establish the strength and direction of the relationship between TikTok addiction and academic performance. The findings revealed that the **level of TikTok**

**addiction among undergraduate students was high**, the study discovered a **significant relationship between TikTok addiction and academic performance**, suggesting that excessive TikTok usage negatively affects students' academic outcomes. Based on these findings, it was recommended that the **university management, student unions, and counsellors** should work together to organize **regular sensitization and awareness programs** to educate students about the harmful effects of excessive TikTok usage on their academic performance. By promoting responsible social media usage and encouraging academic discipline, the institution can help students achieve better academic success and maintain a balanced lifestyle.

**keyword:** Tiktok Addiction, Academic Performance, Undergraduate, Lecturers' Perception,

## Introduction

Academic performance could be seen as the extent to which a student, teacher, or institution achieves educational goals. In the context of university education, undergraduate academic performance specifically relates to how well undergraduate students demonstrate their knowledge, skills, and competence in their respective fields of study as measured through assessments, examinations,

coursework, and research activities. It is a key indicator of learning outcomes and is often used as a benchmark for evaluating students' intellectual development, academic progress, and readiness for professional or postgraduate engagement. Academic performance encompasses both quantitative and qualitative measures. Quantitatively, it is often expressed through grade point average (GPA), cumulative grade point average (CGPA), test scores, or examination results while qualitatively, it reflects students' critical thinking, creativity, problem solving ability, communication skills, and overall intellectual growth (Adewuni & Ojo 2025). In many universities, CGPA serves as the most common metric for evaluating students' academic standing and determining their eligibility for graduation, scholarships, and honours. Observation have it that academic performance has long-term implications for both students and society according to Eke et al (2019), high academic achievement enhances employability, career advancement and self-efficacy, while poor performance lead to dropout, reduced self-esteem and limited job prospects. At a broader level, the collective academic performance of undergraduates contributes to national development, as graduates form the human capital base required for socio-economic growth, technological innovation, and leadership.

Several factors influence undergraduate academic performance which can be categorized into personal, institutional environmental factors, the influence of digital technology and social media. In recent years, the influence of digital technology and social media on undergraduate academic performance has gained scholarly attention. While technology has improved access to information and online learning platforms, excessive engagement with social media platforms such as TikTok, Instagram, or Twitter has been found to distract students from academic tasks and reduce concentration (Suleiman, 2019). This dual impact of technology underscores the need for balance between academic use of digital tools and recreational activities.

**TikTok** is a social media platform that enables users to create, share, and view short-form videos, typically ranging from a few seconds to three minutes in length. It combines entertainment, creativity and social interaction, making it one of the most popular digital platforms globally, especially among young people. It was designed primarily for **short, engaging, and easily consumable video content**. The platform's major appeal lies in its user friendly interface and the algorithm that personalizes video recommendations for each user based on their interests and viewing behavior. Socially, TikTok serves as a **space**

**for self-expression and identity formation**. It provides users especially adolescents and young adults with a platform to showcase their talents, opinions and lifestyles. For many, it is also a source of validation and social belonging, as likes, comments and followers are seen as indicators of popularity and acceptance (Kaye et al., 2022). This makes TikTok not only a tool for entertainment but also a medium for building social connections and influencing culture. **TikTok addiction** refers to a state of excessive, uncontrollable, and compulsive use of the TikTok social media platform to the extent that it begins to interfere with an individual's normal daily activities, responsibilities, social relationships, and overall well-being. TikTok addiction is a form of **behavioral addiction**, similar to other types of social media or internet addictions, where individuals feel a strong urge to constantly check, watch, or post videos on TikTok even when they are aware of the negative effects it may have on their time, productivity, and academic or professional life.

Social media has become part of everyday life for many young people. For undergraduates, social apps are often a way to meet friends, share ideas, get news, or find study resources. Among these apps, TikTok has grown very fast. TikTok is designed to keep people watching short, entertaining videos one after another. The design, the short video format,

and features such as endless scrolling, immediate feedback and algorithmic recommendation encourage long and repeated use. For many students, this means time spent on TikTok can gradually grow into a habit. For some people that habit becomes a problem: they find it hard to stop, they lose sleep, they delay schoolwork, or their attention in class gets worse. Researchers now talk about “problematic TikTok use” or “TikTok addiction” when use becomes compulsive and harms other parts of life.

Several studies across different countries have explored how social, behavioral, and technological factors influence students’ academic performance, but the findings remain inconsistent, especially regarding the impact of TikTok addiction among university students. Ogbolu et al. (2024) examined social factors as predictors of students’ academic performance in a South-South tertiary institution in Nigeria using a cross-sectional research design. The study, which sampled 358 students through stratified random sampling, found that students generally performed well academically. Similarly, Olanipekun (2015) investigated students’ performance in English at the Kwara State College of Education (Tech.) Lafiagi. The study, which involved 286 students, revealed generally **poor academic performance** in English and found that gender did not significantly affect performance.

Anhwere et al. (2025) explored how **year-level progression** influences students’ engagement with the Learning Management System (LMS) at the University of Cape Coast, Ghana. Their results indicated that senior students engaged more actively with the LMS compared to first-year students, who faced adaptation challenges. Interestingly, the study found only a **weak relationship** between LMS usage and academic performance.

In a related digital context, Thomas et al. (2024) studied **TikTok usage among college students** and how it varies based on gender, race, and academic classification. The study revealed that **female students were more active on TikTok** than males, especially in content creation and app usage. However, race and academic level showed no significant differences. This finding points to growing gender differences in TikTok engagement but did not establish a direct link between TikTok usage and academic outcomes. In Malaysia, Aasha (2024) examined the **impact of TikTok on academic motivation** among university students. Study found **no significant influence** of TikTok use on academic motivation. Similarly, Muniba et al. (2022) investigated how **TikTok addiction affects the mental health of university students** in Pakistan, using depression and anxiety as indicators. The study, which surveyed 400 students, found that **excessive TikTok use negatively impacted**

**students' mental health** and that academic performance played a mediating role. Ahmed (2025) conducted a mixed-method study in **Mogadishu, Somalia**, on the **impact of TikTok addiction on undergraduate students' academic performance**. The study found a **strong negative relationship** between excessive TikTok usage and academic performance. Likewise, Ugochukwu (2024) explored how TikTok influences **academic performance and social life** among students in higher education institutions through interviews and focus group discussions. The study revealed that while TikTok offers entertainment and stress relief, excessive usage leads to **procrastination, anxiety, and poor academic outcomes**. Ubong (2024) assessed the **effects of TikTok usage on academic performance among** students of Nasarawa State University. The study concluded that excessive TikTok usage caused **serious distractions** and hindered students' concentration and meaningful learning. Jian-Hong et al. (2025) examined how **TikTok addiction (video and live-streaming)** relates to students' **social and emotional learning (SEL)** among vocational college students in China. The findings showed a **negative correlation** between TikTok addiction and all dimensions of SEL, such as self-awareness, self-management, and responsible decision-making. The study found that addiction led to

**ego depletion**, reducing students' ability to control impulses and focus on learning tasks.

From the reviewed studies, it is evident that while many researchers have explored the effects of social factors, digital learning systems, and general social media usage on students' academic performance, **few studies have specifically examined the relationship between TikTok addiction and academic performance among Nigerian undergraduate students**. Most existing studies (e.g., Muniba et al., 2022; Ahmed, 2025; Ugochukwu, 2024; Ubong, 2024) were conducted in other countries or focused broadly on social media rather than TikTok addiction in particular. Even where TikTok was considered, the emphasis was often on mental health, social interaction, or motivation rather than direct academic achievement. Furthermore, no known study has yet investigated this phenomenon among **undergraduate students of Ambrose Alli University, Ekpoma, Edo State**. Given TikTok's growing popularity and its potential to affect students' focus, study habits, and time management, it becomes necessary to explore how addiction to the platform influences academic performance in this context. Understanding this relationship will help educators, policymakers, and students themselves design effective strategies for

balancing social media engagement with academic responsibilities.

### Statement of the Problem

In recent years, there have been noticeable variations in students' academic achievement across departments and faculties in Ambrose Alli University Ekpoma Edo. While some students perform excellently, others struggle to meet the required academic standards, resulting in poor grades, repeated courses, and prolonged years of study. This situation raises questions about the possible factors influencing students' academic performance, especially in the digital age where social media has become a major part of students' daily lives. One of the most popular social media platforms among university students today is TikTok. The platform provides short, entertaining videos that easily capture users' attention for long periods. Although TikTok can be used for learning, communication, and creativity, its excessive and addictive use may interfere with students' focus, study habits, and academic goals. Many undergraduates at Ambrose Alli University spend several hours daily on TikTok for entertainment, chatting, or following trends. This constant engagement could reduce concentration in class, less time for academic activities, sleep deprivation, and ultimately, poor academic performance. Despite the increasing popularity of TikTok

among students, there seems to be limited empirical evidence on how this addiction relates to their academic performance, particularly in Ambrose Alli University, Ekpoma. While some students claim that TikTok helps them relax and connect socially, others acknowledge that it distracts them from their studies. It therefore becomes necessary to determine the level of academic performance among undergraduates in the university and to assess the level of TikTok addiction usage among them. More importantly, there is a need to establish the relationship between TikTok addiction and academic performance, to know whether excessive TikTok use negatively or positively affects students' academic outcomes. If this relationship is not properly examined, students may continue to experience academic setbacks without understanding the role that social media addiction plays in their performance. Lecturers and school authorities may also find it difficult to design appropriate interventions or counselling programmes to help students manage their time and social media habits effectively. Therefore, this study seeks to fill this gap by investigating the level of undergraduate students' academic performance, the level of TikTok addiction usage, and the effect of TikTok addiction on academic performance among undergraduates as perceived by lecturers in Ambrose Alli University, Ekpoma.



## Purpose of the Study

The main aim of this study was to:

1. Examined the Lecturer's perceived impact of TikTok addiction on the academic performance of undergraduate students in Ambrose Alli University, Ekpoma, Edo State.

## Research Questions

- a) How addicted to TikTok are the undergraduate students as perceived by lecturers in Ambrose Alli University, Ekpoma?
- b) Does TikTok addiction have any impact on undergraduate students' academic performance as perceived by lecturers in Ambrose Alli University, Ekpoma?

## Hypothesis

- a) TikTok addiction does not significantly impact undergraduate students' academic performance as perceived by lecturers in Ambrose Alli University, Ekpoma.

## Methodology

This study used a **correlational research design** to examine the impact of TikTok addiction on undergraduate academic performance as perceived by lecturers in Ambrose Alli University, Ekpoma. A correlational design helps researchers identify how two or more variables are related without manipulating them. This made it the most suitable design for the present study, as the aim was to find out whether a connection exists between students' use of TikTok and their level of academic performance. The **population** of the study included all **94 lecturers** in the Faculty of Education at Ambrose Alli University, Ekpoma. Because the number of lecturers was small, the entire population was used as the **sample**, meaning that all 94 lecturers participated and served as the respondents of the study. Two research instruments were used to gather data: the **Undergraduate Academic Performance Questionnaire (UAPQ)** and the **TikTok Addiction Questionnaire (TIAQ)**. The **validity** of the instruments was confirmed through expert review. Two specialists in Educational Administration and Measurement examined the items and provided suggestions that improved the clarity, content, and accuracy of the instruments. To determine **reliability**, the **Cronbach Alpha method** was applied. The results showed reliability coefficients of **0.71** for the TIAQ and **0.72** for the UAPQ, indicating that both instruments

were internally consistent and reliable for data collection. The process of administering the questionnaires and collecting responses lasted for **two weeks**. Respondents were informed about the purpose of the study and were assured of their **voluntary participation**. They were told they could withdraw from the study at any time without facing any penalty. Confidentiality was also guaranteed to ensure honesty and trust among participants. Each questionnaire was administered and retrieved the same day to encourage maximum participation and reduce the risk of missing data. For **data analysis, the research question was analyzed using mean and standard deviation** to determine the average responses

and level of agreement among lecturers. The **hypothesis** was tested using the **Pearson Product Moment Correlation Coefficient (PPMCC)** at a **0.05 level of significance**. This statistical tool helped determine the **strength and direction of the impact of TikTok** addiction on academic performance of undergraduate students as perceived by lecturers in Ambrose Alli University, Ekpoma.

### Results

**Research Question 1:** How addicted to TikTok are undergraduate students as perceived by lecturers in Ambrose Alli University, Ekpoma?

**Table 1:** Level of TikTok Addiction

S/N	ITEMS	N	$\bar{x}$	SD	Remarks
1	Most students spend a large part of their time making and watching videos on TikTok in my department.	94	3.06	0.867	High
2	I have noticed that some students find it difficult to stay focused during classes.	94	3.42	0.789	High
3	Several students use TikTok frequently during academic activities	94	3.28	0.781	High
4	Some students appear distracted or less focused in class because of their TikTok usage.	94	3.17	0.872	High
5	TikTok usage among students often affects the timely completion of their academic work.	94	3.47	0.684	High
			3.28		High

**Significant mean ( $\bar{x} > 2.50$ )**



From the result, **item 1** has a mean score of **3.06**, rated **high**, which means that many students spend a large part of their time making and watching videos on TikTok around the department. **Item 2** has a mean score of **3.42**, also rated **high**, showing that lecturers observed that several students find it difficult to stay focused during classes due to TikTok usage. **Item 3** with a mean score of **3.28**, rated **high**, indicates that students frequently use TikTok even during lecture hours and academic activities. **Item 4** has a mean of **3.17**, rated **high**, suggesting that many students appear distracted or less attentive in class because of TikTok. **Item 5** has the highest mean score of **3.47**, rated **high**, meaning that TikTok usage often affects students' ability to complete their academic work on time. The overall mean score of **3.28**, rated **high**, implies that the level of TikTok usage among undergraduates as perceived by lecturers in Ambrose Alli University, Ekpoma, is generally **high**. This shows that many students are highly engaged with TikTok, which often interferes with their concentration, time management, and academic responsibilities.

**Hypothesis 1:** TikTok addiction does not significantly impact undergraduate students' academic performance as perceived by lecturers in Ambrose Alli University, Ekpoma

**Table 2: TikTok Addiction and Students' Academic Performance**

Variables	N	$\bar{X}$	S. D	Pearson r-coefficient	p-value	Remarks
TikTok Addiction		3.28	.792			
Academic Performance	94	2.16	.876	0.418*	0.003	Null hypothesis rejected ( $p < 0.05$ )

**Correlation is significant at the 0.05 level (2-tailed).**

The Pearson Product-Moment Correlation Coefficient ( $r = -0.418$ ,  $p = 0.003$ ) indicates a **moderate negative relationship** between TikTok addiction and students' academic performance. This means that as students' TikTok usage increases, their level of academic performance decreases. The relationship is statistically significant since the p-value (0.003) is less than 0.05. Therefore, the null hypothesis, hence there is no significant relationship between TikTok addiction and academic performance of undergraduates in Ambrose Alli University, Ekpoma.

## Discussion

The result from Table 1 shows that the level of TikTok usage among undergraduates as perceived by lecturers in Ambrose Alli University, Ekpoma, is generally high. This could be due to students' lack of self-control and poor time management skills, which make it difficult for them to regulate their use

of the platform. Many undergraduates spend several hours daily watching, creating, or sharing videos on TikTok instead of dedicating time to their studies, leading to habitual and excessive use. This finding agrees with **Thomas et al. (2024)**, who found that female students were more active on TikTok than males, particularly in content creation and overall app usage. The result also supports **Muniba et al. (2022)**, who discovered that excessive TikTok use negatively affected students' mental health, with academic performance acting as a mediating factor. Similarly, the result is in line with **Ahmed (2025)**, whose study found a strong negative relationship between excessive TikTok use and students' academic performance.

The result from Table 2 reveals that there is a significant relationship between TikTok addiction and the academic performance of undergraduates in Ambrose Alli University

as perceived by lecturers. This means that students' excessive use of TikTok has a clear and measurable impact on their academic outcomes. In essence, as students become more addicted to TikTok, their academic performance tends to decrease. This finding agrees with **Ugochukwu (2024)**, who reported that although TikTok can provide entertainment and temporary stress relief, its excessive use often leads to procrastination, anxiety, and poor academic results. It also aligns with **Ubong (2024)**, whose study concluded that frequent TikTok use causes serious distractions that hinder students' concentration and reduce meaningful learning. Additionally, the result is consistent with **Jian-Hong et al. (2025)**, who found a negative correlation between TikTok addiction and key aspects of students' social-emotional learning (SEL), such as self-awareness, self-management, and responsible decision-making. According to their study, addiction results in ego depletion, making it harder for students to control impulses and focus on academic tasks. However, the result contradicts **Aasha (2024)**, whose study found no significant effect of TikTok usage on students' academic motivation.

## Conclusion

Based on the findings, it was concluded that the level of TikTok addiction among undergraduates was high, and a relationship existed between TikTok addiction and the academic performance of undergraduates as perceived by lecturers in Ambrose Alli University, Ekpoma.

## Recommendations

Based on the findings of the study, the following recommendations were made:

1. The university management, together with student unions and counsellors, should organize regular seminars and awareness programs to educate students about the negative effects of excessive TikTok usage on academic performance.
2. Instead of using TikTok mainly for entertainment, students can explore educational content on the platform, such as tutorials, academic discussions, and career development videos, to enhance their learning experience.

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