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MASTER THESIS

The Effects of TikTok Use on EFL Learners' Behaviors and

Achievements:

The Case of Sheikh Naimi Middle School Pupils, Ouled Djellal

*Thesis submitted to the Department of Letters and Foreign languages in partial fulfilment of
the requirements for the Degree of Master in Sciences of Language*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Dedication

To those who believe dreams are out of reach. I reached, struggled, and persisted until I made it. The road was long, the path hard, but I earned it.

To the one who gave me strength, taught me the value of knowledge, and anchored me in faith “my father.” May Allah bless his soul, expand his grave, and raise him in Paradise. His prayers still guide me. His memory remains.

To the heart that held me before her hands did. To the one whose prayers softened every burden “my mother.” She is my light, my support, my pride. May Allah protect her always.

To my siblings, my peace, my joy, my clarity. You were always there.

To myself, for holding on when it was hard.

All praise is due to Allah, at the start, at the end. May He bless this journey, benefit me through it, and make this knowledge a witness for me, not against me.

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Thank you all.

Abstract

In the era of globalization, the tendency to use social media and social networking sites is constantly increasing. However, with a particular focus on the social network TikTok, this study explores how TikTok has affected human life, especially young pupils, in many aspects, mainly education. Students nowadays pass half their time surfing on TikTok, which may have serious effects on them. The present dissertation aims to investigate the impact of TikTok use on young pupils' behavior and academic achievement. With TikTok's short-form, high-speed content, the platform has become a daily companion for many pupils, but at a cost. This cost drives the investigation and the goal of this study. Using a mixed-method approach, the research gathers insights from 51 pupils through a structured questionnaire and from teachers via a focused group interview at Sheikh Naimi Middle School in Ouled Djellal. In addition, the research results were gathered to measure the extent to which students' behavior and academic performance are affected by TikTok. The results obtained were analyzed quantitatively and qualitatively and revealed that most pupils get distracted by TikTok; which weakens their attention span, also encourages imitation of online figures, and reduces classroom discipline. Although some pupils use it to explore languages or engage with school-related content, teachers observe the consequences in real time: tired faces, missed homework, and falling grades. This work calls for a shift in how schools, families, and learners engage with TikTok, not by banning it, but by understanding it. The goal is not to prohibit the platform, but to promote responsible and educational use.

Keywords: TikTok, Social Media, Young Learners, Behavior, Academic Achievement, Attention Span, Digital Distraction, Mixed-Method Research, Middle School Pupils, Educational Impact.

List of Abbreviations

1MS: 1st Year at Middle School

2MS: 2nd Year at Middle School

3MS: 3rd Year at Middle School

4MS: 4th Year at Middle School

ADHD: Attention Deficit Hyperactivity Disorder

AI: Artificial intelligence

GPA: Grade Point Average

ICT: Information and Communication Technology

n.d.: No Date (used in APA citation for undated sources)

OECD: Organization for Economic Co-operation and Development

Q&A: Question and Answer

SEL: Social and Emotional Learning

SM: Social Media

SNS: Social Networking Sites

UGC: User-Generated Content

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General introduction

Introduction

The growth of technology, particularly social media (SM), has made a substantial change among people and has become an important tool serving our routines. Many professionals and educational researchers have embraced its integration in the classroom via technology-related techniques such as blogging, YouTube channels, and Facebook groups to help engage and motivate pupils into active participants performing in a modern setting. Social media is a common means of interaction among members, allowing them to share ideas, strategies, and perspectives that lead to the achievement of meaningful content and to remain acquainted with information. Nevertheless, using social media excessively may negatively influence the pupils' behavior and academic achievement. One of the widely used social media platforms is the short-form video platforms, which has transformed how young people consume content. Among these, TikTok has emerged as a dominant force. Since its launch in 2016, the app has grown to over a billion users globally, with a significant portion being adolescents.

Recently, TikTok has become a daily habit among middle school pupils. Pupils spend many hours in front of their phone screens scrolling in the app watching and creating content. And what makes them more immersed is its algorithm, which provides an endless stream of entertaining videos and social interaction.

While TikTok offers opportunities for openness to other cultures and positive educational content, it also raises concerns among parents and teachers, who have observed changes in pupils' focus, behavior, and academic performance. Despite its popularity, its actual impact on pupils' academic achievement remains controversial, especially among Algerian middle school pupils.

1. Statement of the Problem

The use of social media and social networking sites has become a widespread practice among young pupils all over the world. Who spend increasing amounts of time exclusively on TikTok, often at the expense of studying, sleeping, or engaging in physical and social activities. Along with its popularity, many hypotheses were made about how these modern technologies can impact pupils' behavior and academic performance. Therefore, the problem highlighted in this study is how new developments on the internet, SM in particular, can influence pupils' academic achievement.

Teachers observe classroom distractions, incomplete homework, and reduced attention spans. At the same time, pupils claim that TikTok helps them to learn languages. This contradiction puts in minds a question: is TikTok harming or helping pupils' academic progress?

The problem lies in the lack of clear, data-driven understanding of TikTok's real influence on young pupils' behavior and academic achievement, especially among pupils from the Algerian middle school context.

2. Research Objectives

The objectives of this research are centered on examining the influence of TikTok use among the sample of middle school pupils at Sheikh Naimi Middle School. The study aims to investigate how TikTok affects their academic achievement, with a focus on identifying any patterns of decline or improvement in performance. It also seeks to explore the connection between behavioral changes and the use of TikTok among these young pupils, particularly in terms of discipline, attention, and social interactions. Additionally, the research intends to gather and analyze the perceptions of both pupils and teachers at Sheikh Naimi Middle School

regarding the platform's positive and negative effects. Finally, the study aims to propose practical educational and family-based solutions that can help regulate and optimize TikTok use among this specific group of pupils.

3. Research Questions

The current study was guided by the following research questions, which aimed to explore the academic and behavioral impact of TikTok use among young learners. These questions specifically focused on the context of Sheikh Naimi Middle School in Ouled Djellal:

1. What behavioral changes are associated with the use of TikTok among middle school pupils at Sheikh Naimi Middle School in Ouled Djellal ?
2. How does TikTok affect the academic performance of pupils at Sheikh Naimi Middle School in Ouled Djellal?
3. What do pupils and teachers believe are the benefits and drawbacks of TikTok at Sheikh Naimi Middle School in Ouled Djellal?

4. Research Hypotheses

The present study is based on the following hypotheses, which were developed to guide the investigation into the effects of TikTok on middle school pupils' behavior and academic achievement. These hypotheses focus on the specific context of Sheikh Naimi Middle School in Ouled Djellal:

1. **H1:** TikTok contributes to behavioral changes, such as decreased attention span, disobedience, and sleep disturbances among pupils at Sheikh Naimi Middle School in Ouled Djellal.

2. **H2:** Excessive use of TikTok negatively impacts the academic performance of pupils at Sheikh Naimi Middle School in Ouled Djellal.
3. **H3:** There is a lack of awareness and guidance among pupils and their parents at Sheikh Naimi Middle School in Ouled Djellal regarding the healthy use of TikTok.
4. **H4:** Structured school-based interventions can mitigate the negative effects of TikTok and promote its educational use among pupils at Sheikh Naimi Middle School in Ouled Djellal.

5. Significance of the Study

This study provides current data on a digital phenomenon affecting pupils at Sheikh Naimi Middle School. It helps educators and parents understand the extent and type of impact TikTok has on learners at the middle school level. The research suggests concrete, context-specific interventions to improve pupil focus and performance. Additionally, it contributes to the limited body of research on digital media's role in Algerian education, specifically during the middle school phase

6. Method of Research

This research aims to discover the effects of TikTok use on pupils' academic achievement and behavioral changes at Sheikh Naimi Middle School in Ouled Djellal. It focuses on revealing both learners' and teachers' perceptions, identifying negative and positive impacts, and suggesting appropriate educational and family-based interventions. The study contributed by addressing a current issue affecting middle school pupils in Algeria, providing data from their real-life environment, and involving both pupils and staff to build a full picture of the problem.

To achieve these aims, the study adopted a mixed-methods approach, combining both quantitative and qualitative data collection tools. This method is chosen to provide a deeper understanding of the topic by using numbers to show general trends and personal responses to explain the reasons behind these trends.

The quantitative part relied on a structured questionnaire distributed to pupils. It aims to collect measurable data on TikTok usage patterns, academic performance, and behavior. On the other hand, the qualitative part is based on a focus group interview with teachers and school staff. It aims to gather personal observations, opinions, and insights from those who interact with pupils daily. Combining both methods allows the research to balance statistical evidence with real-world experiences, resulting in a clearer and more reliable understanding of TikTok's role in middle school life.

6.1 Research Instruments

To discover the effects of TikTok on middle school pupils' academic performance and behavior, a questionnaire was distributed to 51 pupils at Sheikh Naimi Middle School in Ouled Djellal. The questionnaire targeted three main sections: general usage habits, perceived educational impact, and behavioral influence. The first section, "TikTok Usage Patterns," included 5 questions that examined how often and why pupils use the app. The second section, "Academic Impact," consisted of 5 questions focused on how TikTok affects their study habits, grades, and motivation. The third section, "Behavioral and Social Effects," included 5 questions about attention span, mood, discipline, and peer interaction. The questionnaire provided a structured overview of how pupils perceive and experience TikTok's influence in their academic and personal lives.

In addition, a focus group interview is conducted with 8 staff members at Sheikh Naimi Middle School, including 5 teachers from different subjects (Arabic, English, French, Islamic Studies, and Science) and three administrators (a headmaster, a supervisor, and a counselor). The purpose is to explore their professional observations regarding TikTok's impact on pupils' behavior and academic engagement. The session is guided by a set of open-ended questions grouped into three thematic sections: behavioral changes, academic performance, and proposed solutions. Each section included three to four guiding questions to stimulate discussion and collect rich, experience-based insights. The session lasted approximately 45 minutes and was recorded for thematic analysis.

6.2 Sampling

The study was conducted at Sheikh Naimi Middle School in Ouled Djellal and targeted pupils from the 1MS, 2MS, 3MS, and 4MS years of middle school, aged between 10 and 15. The sample included 51 pupils and 8 school staff members (5 teachers and 3 administrators). This selection aimed to capture a balanced and diverse set of perspectives from both learners and educators regarding the academic and behavioral impact of TikTok use.

7. Structure of the Study

The dissertation is structured into the following chapters:

7.1 Chapter One: Problem on Social Media and TikTok

This chapter introduces the research topic by exploring the rise of social media, with a focus on TikTok. It discusses how TikTok's design, content style, and algorithm influence young users. The chapter outlines the research problem, explains why TikTok deserves attention in the educational context, and identifies the gap this study addresses. It also provides

background on the platform's popularity among young learners and its potential effects on attention span, time management, and academic focus.

7.2 Chapter Two: Correlation Between Young Pupils' Behavior and Academic Achievement

This chapter reviews existing literature on how student behavior affects academic performance. It examines psychological, social, and educational theories that explain this relationship. The discussion highlights factors like discipline, concentration, motivation, and peer influence. It links these behavioral aspects to the use of TikTok and other digital platforms. The goal is to understand how behavior shaped by TikTok use might impact learners' academic outcomes.

7.3 Chapter Three: Research Methodology and Discussion of the Findings

This chapter outlines the research design, including the mixed-method approach used to collect and analyze data. It explains the selection of participants, the construction of the questionnaire, and the use of focus group interviews at Sheikh Naimi Middle School. It then presents the results of the study, organized around key themes such as screen time, content engagement, and academic performance. The chapter interprets the data in light of the research questions and provides a detailed discussion on the implications of the findings.

8. Definition of Key Terms

Academic Performance: A pupil's grades, focus, and overall achievement in school.

Behavioral Changes: Shifts in pupils' discipline, time management, and classroom conduct.

Digital Literacy: The ability to find, evaluate, and use digital content responsibly.

Screen Time: The amount of time spent using digital devices, including smartphones and tablets.

TikTok: A social media platform where users create and share short videos and live stream.

Chapter One

Probe on Social Media and Tiktok

Introduction

We are now, without any doubt, living in the digital era of artificial intelligence, virtual assistants, robotics, and social media platforms. Building on this digital transformation, it becomes important to explore the various possibly lasting impacts that new technologies are having on early education among young learners.

Young learners are now heavily influenced by social media platforms, which shapes their interactions, behaviors, and even their academic objectives. TikTok is one of the most well-known and significant platforms among all those which are currently available today. TikTok's algorithm-driven suggestions and short-form video material have completely changed how young people interact with one another, express themselves, and consume information.

The purpose of this chapter is to examine the wider social media phenomenon with a particular emphasis on TikTok's distinctive features and its influence on young learners. This chapter will lay the groundwork for comprehending TikTok's impact on social behavior and academic performance by looking at both its advantages and disadvantages.

1.1 Social Media and Its Impact on Youth

To better understand the influence of social media on youth, it is essential to explore what social media are, their historical development, and the broader effects they have on society.

1.1.1 What Are Social Media?

The term "social media" refers to the wide range of Internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities (Dewing, 2010).

The types of Internet services commonly associated with social media are included under the following six forms:

- Social Networks: it is used to create personal profiles, meet friends, or to share content such as Facebook, Instagram, and Snapchat.
- Blogs: blogs are considered as "an online journals", Mayfield considered them as the most known types of SM.
- Wikis: wikis allow people to add or to edit content. The best known one is Wikipedia.
- Podcast: audio and video files that are available by subscription such as Spotify, iTunes, and Deezer.
- Content communities: communities that share specific type of content such as YouTube for videos and Pinterest for photos.
- Microblogging: social networking where small amount of content is broadcasted Twitter is the most suitable example.

1.1.2 The Evolution of Social Media

1.1.2.1 Early Social Networks (1990s – early 2000s)

Forums and Bulletin Boards: It was the roots and the first wave of social interaction online.

Six Degrees: It Launched in 1997 by Andrew Weinreich, and it was often considered the first known social network; it allowed users to create friend lists and profiles.

1.1.2.2 Rise Of Classical Social Networks (2003-2010)

- Platforms like Friendster, MySpace, and LinkedIn enabled the development of user-generated content and social networking.
- Facebook (2004): With its real-name policy and global acceptance, Facebook revolutionized digital social interaction.
- YouTube (2005): The platform Added a new dimension to social engagement by introducing social interaction through video.
- Twitter (2006): It launched as a microblogging site that allowed messages of up to 280 characters and used a follower model rather than friendship like facebook. It also supported links, photos, and videos sharing.
- Instagram (2010): This app was launched as a photo-sharing app focused on visual content with filters and captions. It used a follower model and quickly grew due to its simplicity and mobile-first design.

1.1.2.3 The Short-Form Video Era (2016–present)

From 2016 onward, the social media shifted into a new layer which is the short videos form. It started with an app called Musical.ly, that allowed users to create and share short videos and it quickly gained popularity among teenagers. Until 2018 a Chinese tech company ByteDance bought this app and merged it into what is now known as TikTok (Iqbal, 2023). TikTok presented a new model of content creation based on shorts, engaging, music-backed

videos personalized through a powerful AI-driven recommendation algorithm (Huang, Hu, & Zhang, 2022).

Social media's evolution is a reflection of larger shifts in media use, technology evolution and digital communication. It also brings up significant issues considering how these platforms affect users' academic, emotional, and cognitive development particularly with regard to sites like TikTok, which are very well-liked by young learners.

1.1.3 How Does Social Media Affect Society?

Social media has many uses, including sharing personal updates with friends, brand marketing and publicizing professional work. Some pros include the following:

- Users can connect instantly with an audience, fostering relationships and building valuable communities.
- Brands can grow an audience and compete with larger rivals.
- Jobseekers can find new career opportunities.
- Local communities can organize around politics or social issues.
- Users can seek out like-minded people as well as connect with family and friends.

But there are also some cons to social media:

- Users can hide behind anonymous accounts and attack other members online.
- Users can spread disinformation.
- Users can exacerbate their insecurities by seeing unrealistic portrayals of their peers.
- The platforms are at risk of data breaches (Streets, M. 2023, July 11).



Figure 1.1 General Illustration Depicting The Impact of Social Media on Modern Society.

From Unveiling the influence: The impact of social media on modern society, 2024, Be Rationally.

<https://berationally.com/society/unveiling-the-influence-the-impact-of-social-media-on-modern-society/>. Copyright 2024 by Be Rationally. Reprinted with permission.

1.2 Introduction to TikTok and Evolution

Understanding TikTok's origins, development, and unique features helps to reveal how it has rapidly transformed the social media landscape and captivated millions of users worldwide.

1.2.1 TikTok History

The origins of TikTok can be traced back to China's ByteDance company. In 2016, the company launched a social media app called Douyin, which was designed to be an online space for sharing short-form videos with friends. While Douyin was initially only available in China, it quickly gained popularity in the country and elsewhere. The company expanded its reach by creating a second app called TikTok in September 2016. The app was initially made available outside China, in countries such as Germany, Japan, and the United States. (ByteDance Ltd., 2023).

TikTok is unique because it allows users to create and share 15-second videos set to music or other audio tracks. Users can then edit their videos using one of the app's many filters and effects. They can also explore the content created by other users, comment on it, and engage with their favorite creators. Videos on TikTok do not necessarily have to be of the highest quality, and the app has become a hub for creative expression, humor, and entertainment (James, 2023).

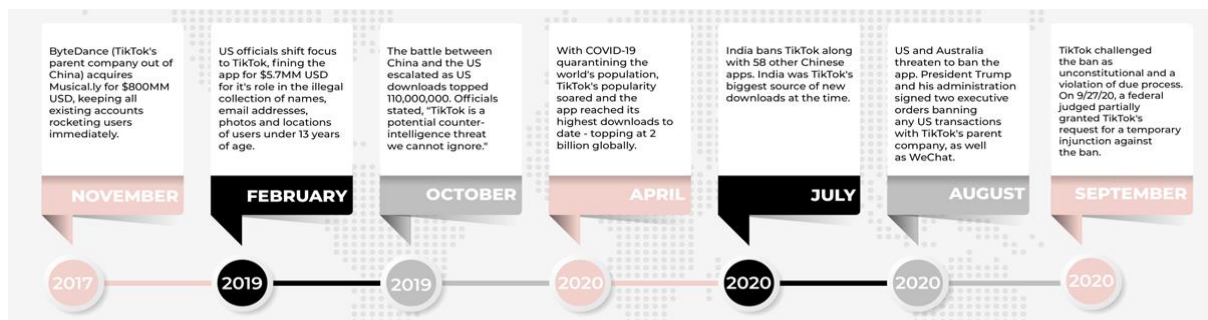


Figure 1.4 TikTok's Takeover Timeline.

From TikTok's takeover timeline: What you need to know, by Socialfly, 2020, <https://socialflyny.com/tiktoks-takeover-timeline-what-you-need-to-know/>. Copyright 2020 by Socialfly. Reprinted with permission.

1.2.2 The Rise Of TikTok

TikTok quickly gained global recognition and, by 2018, was the most downloaded free app in several countries. American celebrities like Jimmy Fallon and Tony Hawk also started using the app that same year. Many other celebrities, including Will Smith and Justin Bieber, later joined. TikTok saw this as an opportunity to use its platform as a marketing channel. In 2019, TikTok allowed its users to embed sponsored links in their videos.

After only four years in existence, TikTok had 800 million monthly active users as of July 2020. Chinese users of the local version of the app are not included in this figure, so the actual number is much higher (Influencer Marketing Hub, 2025, March 24).

1.2.3 Tiktok Features

In this heading, we will get look at TikTok's features and its functionalities, as well as how it sets it above and apart from other social media platforms.

1. Personalized Feeds

With TikTok's personalized feed feature, viewers can pick from a carefully selected set of material based on their interactions, likes, and viewing history. Users can find and interact with material they like more easily due to the app's algorithm, which displays videos based on their likes and preferences. The app's popularity may be attributed in large part to this feature, which maintains users' attention and engagement with the platform's content(James, 2023).

2. Editing Tools

Another critical feature that sets TikTok apart from other social media platforms is its powerful editing tools. The app includes a wide range of tools that allow users to create professional-looking content with ease. Users can add music, text, special effects, filters, and transitions to their videos, which helps them create more engaging and creative content. This feature encourages users to experiment with different types of content, pushing the boundaries of what is possible in a short-form video (James, 2023).

3. Music Integration

The key element of the TikTok experience has always been music. Because the app integrates with well-known music streaming services like Apple Music and Spotify, users may select the ideal soundtrack for their videos. Users may make their own original films by utilizing the vast library of pre-existing tracks and noises that the program offers. One of the main factors

contributing to TikTok's popularity among music enthusiasts is its music function (James, 2023).

4. Duets And Collaborations

TikTok also offers a duet feature, which allows users to collaborate with others on the platform. A duet is a video that shows two users on either side of the screen, performing a similar action or singing a song together. The feature has become hugely popular among users and has helped create a sense of community on the platform. It encourages users to engage with other creators on the platform and helps foster creative collaborations and partnerships (James, 2023).

5. Hashtag Difficulties

TikTok's hashtag challenges are a well-liked feature that allows artists to take part in a particular challenge and tag other users to keep the trend going. The app frequently offers new challenges that inspire users to produce original material that follows the latest fad. In addition to encouraging user interaction and building a feeling of community among users, hashtag challenges help the app reach a wider audience (James, 2023).

6. Live Streaming

Live streaming has become an increasingly popular feature of social media platforms. TikTok allows users to live stream their content, providing them with an opportunity to engage with their audience in real time. Live streaming is an excellent way to hone in on the audience and create a sense of intimacy. Creators can use the feature to hold Q&A sessions, interviews, or interact with their followers in real time (James, 2023).

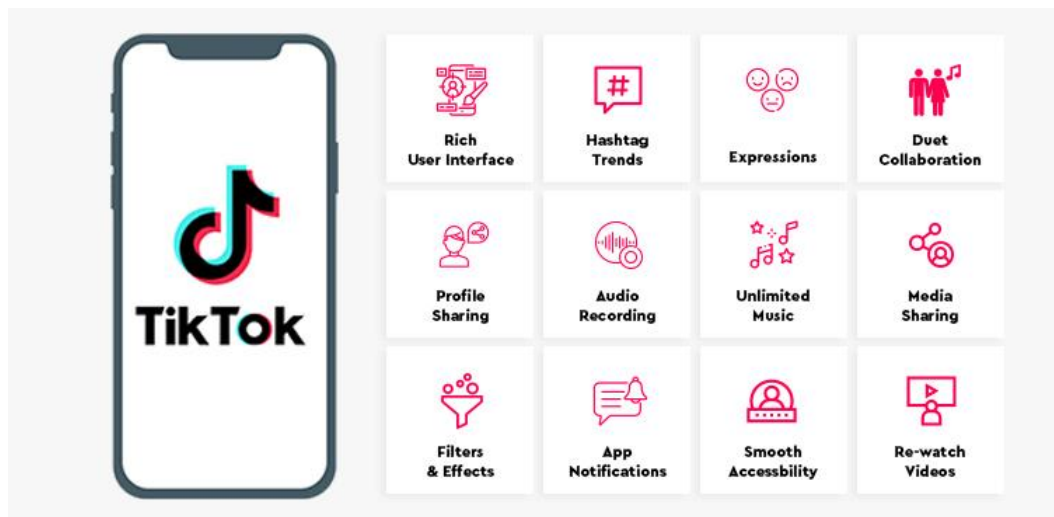


Figure 1.7 Screenshot showing TikTok's features.

From A. Aishwarya, Want to develop an app like TikTok? Here's all to know, 2020, iByte Infomatics. <https://ibyteinfomatics.com/blog/want-to-develop-an-app-like-tiktok-heres-all-to-know/>. Copyright 2020 by iByte Infomatics. Reprinted with permission.

1.2.4 Tiktok Algorithm And User Engagement

TikTok's recommendation algorithm studies the user's past activities and adapts to changes in user preferences and engagement patterns. It also tracks popular content to offer an endless supply of videos for each user. These videos appear sequentially on the 'For You' page. Each 'For You' page is individually tailored to a user's preferences, past engagement, location, language, device settings, and other characteristics (Newberry, 2022). Given the centrality of the 'For You' function, it is safe to say that the app's recommendation algorithm is a major force that shapes users' experiences, engagements, and interactions on the platform (Vázquez-Herrero et al., 2021).

However, five years after its inception, still in 2022, the exact mechanism of how the recommendation algorithm functions is unknown to the public. This detail may have major repercussions for all stages of a research project that focuses on TikTok. For instance, given that the recommendation algorithm tailors media content based on both device-related and

user-specific factors, researchers need to pay close attention to the ways they construct their sampling framework and need to address potential sampling biases that may arise from their own interaction with the app. Even if researchers do not create an account to collect data from TikTok, the recommendation algorithm may still track their device settings, which can affect how data are collected from the platform. For any TikTok researcher, this highlights the importance of learning about the functioning of the recommendation algorithm and how it affects users' experiences (Miltsov, Alex. 2022)

1.2.5 Shaping User Engagement

The algorithm encourages constant engagement by learning from every swipe. For instance, if a user lingers on a certain type of video or watches it more than once, the platform takes this as a sign of interest and starts showing similar content. Over time, the feed becomes increasingly personalized, which can make the app feel addictive (Montag et al., 2021).

This high level of customization keeps users hooked, often for hours. In fact, many users report using TikTok for long stretches without realizing how much time has passed. This "flow" experience is not accidental. TikTok's design and algorithm work together to maintain engagement and minimize boredom or distraction (Lu et al., 2022).

More importantly, this kind of interaction influences not just entertainment preferences but also methods of learning, concentration, and even emotional health, particularly in younger users or in other words young learners. Concerns have been raised by some academics that the algorithm's continual stimulation can lead to decreased academic motivation and shorter attention spans (Zhu et al., 2023).

1.3 The Influence of TikTok on Young Learners

TikTok's widespread use among young learners has raised important questions about its influence. This section explores its cognitive, behavioral, and educational effects.

1.3.1 Cognitive and Psychological Effects

Young people's cognitive abilities may be directly impacted by TikTok's short videos. The platform's algorithm consistently produces engaging content, which can lead to decreased attention spans and concentrating difficulties on tasks requiring prolonged mental effort. This phenomenon implies that the app's continuous stimulation could affect neural pathways, making it harder for users to engage in prolonged activities like studying or reading (Nicklaus Children's Hospital, n.d.; Holy Family University, n.d.).

Furthermore, TikTok's ability to trigger dopamine release in the brain, which feeds the desire to keep scrolling, is what makes it so addictive. This cycle of instant satisfaction can lead to continued use and can affect the control of emotions and make people even more susceptible to anxiety and sadness.

1.3.2 Social and Behavioral Effects

Beyond cognitive implications, TikTok also influences the social behaviors of young users. This phenomenon of TikTok has a significant impact on adolescent social behavior. Several studies have shown that TikTok can influence the way adolescents behave, think, and even how they form their self identity. Adolescents are generally in the phase of searching for their identity, so they tend to be easily influenced by what they consume on social media. TikTok as a highly visual and interactive media, offers various examples of behavior and lifestyles that can be imitated by adolescents. Several studies have shown that the use of social

media especially TikTok can affect adolescent social behavior both positively and negatively. For example, (V. Gelashvili et al 2022) found that interaction on social media can improve social skills, build self-confidence, and expand friendship networks. However, on the other hand, research from (W. Tafesse and A. Wien 2018.) revealed that social media can also have negative impacts such as addiction, social isolation, changes in social norms and isolation from real social interactions (Muslimin, M. 2025).

1.3.3 Educational Potential and Limitations

While TikTok's engaging format has the potential to make learning more accessible and entertaining, there are notable limitations. This paragraph addresses the issues that come up in the context of education . Although there is no doubt that this social network may, in fact, make learning more entertaining and interesting, which keeps students interested in the subjects they are studying. However, the drawback is that this social network was not specifically designed for educational purposes, which encourages students to be distracted by other people's content or by the advertising that appears on the platform (Flew, Martin, & Suzor, 2019).

The videos, which can be up to a minute long, represent another considerable challenge; By increasing the resolution of the visual content, you run the risk of facing the same repeated message, which can be tedious. In addition, the large amount of information that can be consumed in such a short period of time creates a cognitive overload that, instead of facilitating learning, could hinder the educational process. This phenomenon means that students, in their eagerness to absorb stimuli, can lose the ability to concentrate and critical analysis, skills that are fundamental in their comprehensive education. Therefore, it is imperative to reflect on the use of TikTok in the school context, evaluating not only its benefits, but also its repercussions on students' attention and cognitive development. The task of

educators will be to find a balance that allows them to take advantage of the advantages of this tool without sacrificing the quality of learning(Guerra , J. M et all 2024).

1.4 Risks and Ethical Concerns

While TikTok offers entertainment and connection, it also presents notable ethical and safety concerns. This section explores issues like data privacy, exposure to harmful content, and cyberbullying.

1.4.1 Data Privacy and Security Issues

TikTok's data privacy and security issues have become a growing topic of debate, especially given its large user base, which comprises the majority of teens and pre-teens. The platform's unique features, such as short videos and its algorithmic content recommendation system, create an environment where data collection is not only widespread but often opaque. Users often lack a clear understanding of how their personal information is being used, leading to growing concerns about data privacy. These types of behaviors put their privacy at risk. When internet users visit different websites, including TikTok, they may leave behind evidence of the pages they have visited. This record of an individual's activity is called a "digital footprint" (Barnes, S. 2006). One of the biggest threats to young people on social media is their digital footprint and future reputation. TikTok, like other social media platforms, collects massive amounts of user data from location information to behavioral patterns. Teens and preteens who lack awareness of privacy issues often post inappropriate messages, photos, and videos without realizing that “what goes online stays online.” As a result, their future job prospects and college admissions may be at risk by careless and reckless mouse clicks. Random online activity may also make children and teens more vulnerable to being targeted by criminals and scammers.(O'Keeffe, G. S., Clarke-Pearson, K., & Council 2011).

1.4.2 Exposure to Inappropriate Content

TikTok's vast repository has a range of content that may be considered inappropriate, explicit, or harmful. The app shows a lack of effective age verification protocols, allowing users of all ages including very young children, who can get access to a content that might be dangerous or promote harmful behaviors. A study focusing on the impact of TikTok on young people found considerable instances where videos promoting for example to smokeless tobacco and similar harmful materials received substantial views, including cases of minors engaging in such activities (Senevirathna et al., 2022). This weakness in restriction protocols raises significant ethical concerns about the exposure of young people to inappropriate content.

Consequently, it is crucial that action must to be taken to establish a stricter age restriction protocols on content related to inappropriate behaviors. Policymakers, parents, and educators. They all play an important role in creating an environment that protects young people from possibly harmful influences. By formulating regulations that limit access to inappropriate content on TikTok and similar platforms, Stakeholders ought to work to protect younger users' wellbeing by making sure they are not mistakenly exposed to harmful and improper behaviors when using digital platforms.

1.4.3 Cyberbullying and Digital Well-Being

The rise of TikTok as a social media platform has not only transformed how individuals interact but also raised significant concerns regarding cyberbullying and digital well-being, particularly among youth. The platform's structured environment promotes rapid content dissemination and interaction, enabling shared experiences that can frequently develop into negative behaviors, such as harassment and bullying. This tendency is emphasized by TikTok's distinctive features, which promote user engagement and imitation through viral content trends.

Researchers have shown how these interaction dynamics might lead to negative behavior in younger people, emphasizing the need for safe treatments and efficient content management.(McCashin & Murphy, 2022).

According to research, cyberbullying may have a significant emotional impact on young people, which often can lead to increased anxiety, sadness, low self-esteem, and a lack of character in those who are influenced (Kowalski et al., 2014; Patchin & Hinduja, 2018; McCashin & Murphy, 2022). Social media anonymity might also motivate bullies to continue while simultaneously isolating victims. Although TikTok has implemented several resources of support measures, such as for users in crisis and recommendations for healthy usage patterns, the very design of the app caters to instantaneous feedback and validation, which can exacerbate the psychological risks associated with prolonged use.

It is crucial to take into account the broader effects of social media interactions when investigating the connection between screen time and mental health. Stakeholders need to work to improve digital well-being and reduce the risks associated with cyberbullying on platforms such as TikTok by cultivating resilience, implementing educational programs that enable adolescents to navigate digital spaces responsibly, and promoting positive interactions.

Conclusion

The rapid development of social media platforms has had an important impact on society by reshaping a lot of standards like communication, entertainment, and learning methods. Among these platforms, TikTok is notable for its dynamic algorithm, interactive elements, and its ability to hold young users' interest for prolonged periods of time. While TikTok offers opportunities for social interaction, creativity, and even educational content, it raises significant cognitive, social, and ethical concerns for young learners.

In this chapter we have explored TikTok's evolution defining its features, and the system behind its user engagement strategies. We have also highlighted the cognitive, psychological, and behavioral effects of TikTok use on young learners, as well as the educational opportunities and limitations the platform presents. Furthermore, significant ethical issues that are exposure to harmful information, data privacy, and cyberbullying have been discussed. So It is crucial for academics, educators, parents, and policymakers to fully understand TikTok's dual function as a source of innovation and possible risk.

In the next chapter, the relationship between the academic achievement of young learners, their behavioral proclivities, and their TikTok usage will be examined in further detail, building on the findings presented in this chapter.

Chapter Two

Correlation Between Young Learners' Behavior and Academic Achievement

Introduction

The academic success of young learners is profoundly influenced by various behavioral factors, including social, emotional, and cognitive dimensions. Young children, especially in kindergarten and preschool, exhibit behaviors that can have a significant impact on their academic progress. The interaction between a child's behavior and their academic performance is evident in the need to understand basic learning concepts. emphasizes the importance of developing and adopting learning standards that accurately reflect the basic skills of young learners.

Given the increasing integration of digital technology into young learner's daily lives, it has become essential to study particularly how modern social media influences behavioral development and academic achievement. As one of the most widely used platforms among young people, TikTok presents unique behavioral challenges and opportunities that can shape learning habits, attention span, and motivation. This chapter provides a comprehensive correlation between behavior and academic achievement of young learners, identifies factors that influence academic achievement, and explores the complex relationship between them. It also explores the role of TikTok in influencing learner behavior and academic achievement.

2.1 Understanding Young Learners' Behavior

Young learners are in a critical stage of emotional and cognitive development. This section explores their behavior, its definition, and the key factors influencing it.

2.1.1 Definition of young learners

The term “ young learners” generally refers to children aged 3 to 8, but in our case of study, we are focusing on young learners between 10 and 15 years old, including primary school

and early secondary school. This age group is characterized by rapid cognitive, emotional, and social development. According to Piaget's (1952) stages of cognitive development, children in this age range are in the pre-operational and early concrete operational stages when they are beginning to acquire logical thinking skills. still relying mainly on concrete experiences .

These learners are very curious, learn best through play and exploration, and need environments that foster emotional security and intellectual stimulation. According to Vygotsky (1978), social interaction plays a fundamental role in cognitive development, especially with young learners, emphasizing the importance of learning guided by interactions between adults and peers.

2.1.2 Defining Behavior in Young Learners

Young learner behavior refers to a range of diverse observable actions, reactions, and emotional responses that occur in various social and academic contexts. These behaviors include compliance with instructions, attention span, cooperation with peers, , task persistence, and classroom participation. Furthermore, the early expression of behavioral difficulties, such as inattention, hyperactivity, and aggression, has been associated with difficulties in academic performance and peer relationships (Hinshaw, 1992). Teachers often assess behavioral readiness for school by observing children's abilities to follow routines, respond to authority, and engage in structured tasks.

2.1.3 Factors Affecting Behavioral Development

Behavioral development is shaped by both internal and external factors. Primarily, temperament, cognitive abilities, and emotional development play a major role. External factors include the family environment, parenting style, socioeconomic status, and media exposure.

According to Bronfenbrenner's (1979) ecological systems theory, a child's behavior is influenced by multiple layers of their environment, ranging from the immediate family environment to broader societal influences. For example, research shows that children who suffer from family disorder, neglect, and poor parenting become exposed to stress and may develop behavioral problems. In contrast, children who live in a supportive family environment and are subject to positive disciplinary strategies may show a positive and more adaptive behaviors.

Moreover, the digital development that we are witnessing and the rise of social media and its penetration among people, all this have become an external factor that affects the lives of children, as we see this clearly in their behavior, as studies conducted by Christakis and others (2004) showed that sitting in front of the screen and exposure to any content, especially when there is no parental supervision or oversight, can lead to behavioral changes, including increased impulsiveness and lack of attention.

Table 2.1 Common Behavioral Traits in Young Learners

Behavior Trait	Description
Attention Span	Ability to focus on tasks for age-appropriate durations
Social Interaction	Engagement with peers and adults
Emotional Regulation	Managing emotions in various situations
Compliance with Rules	Following instructions and classroom norms

Table 1.1 outlines key behavioral traits in young learners, highlighting aspects like attention span, social interaction, emotional regulation, and rule compliance. These traits reflect essential developmental indicators that influence learning and classroom behavior.

2.2 Academic Achievement: Key Factors

This section explores the concept of academic achievement and the various factors that influence students' success. It examines both internal and external elements impacting learning outcomes.

2.2.1 Definition and measures of academic achievement

Academic achievement refers to the extent to which learners achieve educational goals, which are often assessed by teachers using standardized grades and tests. According to the Organization for Economic Co-operation and Development (OECD, 2010), literacy and numeracy are not only measures of academic success, but also include problem-solving skills and social-emotional learning. Traditional measures of academic achievement have also included GPA, classroom assessments, and state test scores. However, more contemporary methods, such as portfolios and learner assessments, have begun to incorporate performance-based assessments to more accurately measure academic competencies (Brookhart, 2013).

2.2.2 External and Internal Factors Affecting Achievement

Academic performance is influenced by several external and internal factors. Internal factors include cognitive and defensive abilities, learning systems, and self-regulation. External factors, on the other hand, include parental influence, living environment, teacher competence, school infrastructure, and social background.

According to a meta-analysis conducted by Fan and Chen (2001), parental involvement has a positive impact on learners' academic achievement. When parents are involved in providing a supportive environment for their children, monitoring their homework, and

accompanying them throughout their studies, learners experience more positive academic performance.

Similarly, learners' self-efficacy and motivation have been identified as critical internal factors for academic success. Similarly, learners' self-efficacy and motivation have been identified as critical internal factors for academic success. Zimmerman (2002) found that learners who were confident in their ability to succeed were more likely to persevere in the face of challenges and adopt effective learning strategies.

Learning environments also play a crucial role. Hamre and Pianta (2005) conducted research showing that positive relationships between learners and teachers often lead to better academic outcomes, with the quality of instruction and the emotional support provided by teachers being key variables in this relationship.

Table 2.2 Influences on Academic Achievement.

Factor Type	Specific Factors
Internal	Motivation, self-efficacy, cognitive abilities
External	Parental involvement, teacher quality, socioeconomic status

Table 2.2 summarizes key internal and external influences on academic achievement. Internal factors include motivation and cognitive skills, while external ones highlight the role of parents, teachers, and socioeconomic conditions.

2.3 Relationship Between Behavior and Academic Achievement

This section covers how different behavioral patterns both positive and negative impact learners' academic performance and overall achievement.

2.3.1 Positive Behaviors and Academic Success

There is a well-documented link between positive behavior and academic achievement. Children who display positive social behaviors, such as attentiveness, cooperation, and perseverance, consistently perform better academically in school. A longitudinal study by McClelland et al. (2007) found that early learning skills such as attention, perseverance in tasks, and organization were strong predictors of academic achievement.

Another major study by Graziano, Reaves, and Keane-Kalkins (2007) indicated that children who demonstrated social competence and the ability to regulate emotions were more likely to participate and achieve higher academically in the classroom. Teachers rated these learners as more motivated and cooperative, which led to better academic achievements.

Moreover, positive behavior reinforces academic success by creating a classroom environment conducive to learning. Learners who are able to follow rules, take turns, and resolve conflicts constructively allow more time for instruction and peer collaboration, ultimately supporting the entire class's performance (Wentzel, 1993).

2.3.2 Negative Behaviors and Academic Decline

In contrast, negative behaviors such as inattention, aggression, defiance, and withdrawal are consistently associated with poor academic outcomes. According to Duncan et al. (2007),

early externalizing behaviors such as impulsivity and aggression are strong predictors of lower academic performance by age nine.

Furthermore, children with behavioral disorders, such as attention deficit hyperactivity disorder (ADHD), often have difficulty managing their time and completing tasks and homework, which hinders their academic progress (Arnold et al., 2020). Teacher effectiveness can also be affected by these behaviors.

Another factor is negative peer interactions, including social rejection and bullying, which can lead to anxiety, low self-esteem, and depression, which limits academic performance (Juvonen, Wang, & Espinosa, 2011).

In short, the behavioral habits of young learners greatly influence their academic performance and, consequently, their success. To encourage positive behavior and provide support networks for children with behavioral problems, teachers must be qualified for such responsibility.

2.4 The Role of TikTok in Behavior Changes

TikTok is a popular short-form video platform extremely popular among children and adolescents. Its algorithmically driven content and engaging features attract younger users and have become an influential force in shaping their online behavior. As more children consume TikTok content, researchers and educators have begun to examine the platform's impact on behavioral development.

2.4.1 Impact on Attention Span

Studies and research have arisen according to a report issued by Kuss and Griffiths (2017), about TikTok's fast-paced content and how it's contributing to reducing short attention spans. fast-paced and constantly changing content on platforms such as TikTok that may causes sustainable attention, especially for developing children, which leads to low control Cognitive and increased dispersion.

Children who use TikTok frequently often struggle with longer school assignments or struggle to concentrate in class. This is attributed to their brain's habit of consuming content quickly, making traditional educational content seem slow or uninteresting (Alter, 2017).

2.4.2 Time Management Challenges

Excessive use of TikTok has also been linked to poor time management among young users. According to a study by Montag, Lachman, Herlich, and Zweig (2019), compulsive social media use is associated with increased procrastination and difficulty maintaining schedules. Children who spend hours browsing TikTok often neglect their homework, bedtime routines, and other important responsibilities.

Furthermore, the platform's design which includes endless scrolling and algorithmic suggestions encourages constant consumption, potentially wasting valuable time for reading, physical activity, and social interaction. This habitual overuse can lead to behavioral problems, such as irritability with limited access and reduced motivation for offline activities (Uhls et al., 2014).

2.4.3 Effects on Academic Motivation

There are also increasing concerns about TikTok and its impact on the academic motivation. Whereas, even with the availability of educational content on TikTok, it is often overwhelmed by entertainment content and something that may distract the learners. A study conducted by Anderson and Jiang (2018) found that children's use of social media is escapism instead of academic enrichment, and for this they are buried behind entertainment content, which can negatively affect their fundamental motivation for academic success. Furthermore, the platform's reward system likes, views, and followers can shift children's focus toward online validation rather than personal academic achievement. This can lead to a shift in behavioral priorities, resulting in lower engagement in schoolwork and an increased desire for online recognition (Sherman et al., 2016).

In summary, while TikTok provides creative opportunities and access to a variety of content, but its wide use among young learners is a threat to their behavioral growth and academic success. It is important for teachers and parents to guide their children towards balanced media use, promoting digital culture, and encouraging healthy habits that give priority to personal learning and growth.

Table 2.3 Impacts of TikTok on Young Learner's Behavior.

Impact Area	Key Findings	Reference
Attention Span	Short-form video linked to shorter attention periods	Montag et al. (2021)
Time Management	60% report procrastination due to TikTok	Ko et al. (2022)
Academic Motivation	Lower school attendance among frequent users	Li & Yang (2021)

Table 2.3 highlights key behavioral impacts of TikTok on young learners, including reduced attention span, poor time management, and decreased academic motivation. These effects are supported by recent studies linking excessive use to lower school engagement.

2.5 Review of Empirical Studies

To provide a comprehensive perspective on the behavioral and academic effects of TikTok on young learners, this section brings together a series of empirical studies. These studies provide evidence-based information on the potential harms and educational benefits associated with using the platform. The dual nature of the findings highlights the complexity of TikTok's impact, making it necessary to study both its negative and constructive outcomes. The following tables categorize the key research according to whether the specific findings are predominantly negative or predominantly positive.

2.5.1 Studies Indicating Negative Effects

This section focuses on research that explores the adverse impacts of digital media use on young learners' academic performance and psychological well-being. Understanding these negative effects is crucial for developing strategies to mitigate the risks associated with excessive social media and screen time use.

Table 2.4 Empirical Studies Indicate The Negative Effects of Digital Media on Academic Achievement.

Focus Area	Key Findings	Study
Screen time vs. academic well-being	Using social media for more than 3h is associated with lower levels of happiness and academic achievement.	Twenge & Campbell (2018)

Longitudinal study on screen use	Excessive social media use predicts depression and academic decline.	Boers et al. (2019)
Mental health and concentration	Frequent use is associated with anxiety, sleep problems, and poor concentration.	Riehm et al. (2019)
Systematic review/meta-analysis	Anxiety and psychological distress are closely linked.	Keles et al. (2020)
Nighttime use and emotional impact	Poor sleep quality and stress impair learning.	Woods & Scott (2016)

The studies presented in this table consistently reveal that excessive use of digital media, particularly social media, is linked with a range of negative outcomes including decreased academic achievement, heightened anxiety, poor sleep quality, and lowered overall well-being. These findings emphasize the need for careful monitoring and balanced usage of digital technologies among young learners to safeguard their mental health and academic success.

2.5.2 Studies Highlighting Positive Uses

This section explores research that emphasizes the beneficial impacts of social media, particularly TikTok, on academic achievement. While concerns about digital media persist, several studies highlight how social platforms can serve as valuable educational tools, fostering engagement, collaboration, and language development among young learners. The following table summarizes key empirical findings supporting these positive effects.

Table 2.5 Empirical Studies Highlighting The Positive Uses of Social Media on Academic Achievement.

Focus Area	Key Findings	Study
Educational content	TikTok simplifies complex topics through visuals and storytelling.	Alino et all (2024)
Learner engagement	Cultural relevance enhances memory and engagement.	Rajan & Ismail (2022)
Collaborative learning	Encourages the evaluation of resources and knowledge sharing.	Greenhow & Lewin (2016)
Language learning	TikTok supports vocabulary and listening development.	Rahmat & Yusof (2021)

The table illustrates that social media can enhance learning by simplifying complex topics through visual storytelling and culturally relevant content, which improves engagement and memory. Additionally, platforms like TikTok encourage collaborative learning by promoting resource evaluation and knowledge sharing among peers. Language acquisition is also supported, particularly in vocabulary and listening skills development. These findings underscore the potential of social media as an effective complement to traditional educational methods.

Conclusion

Through this chapter we have explored the main relationship between young learners behavior and their academic achievement, highlighting how emotional, cognitive, and social behaviors have a significant impact on academic outcomes. We set the bridge to analyse and explore the relationship between behavior and achievement by identifying young learners behavior, its characteristics and the factors affecting behavioral development, and then understanding the academic achievement measures and the factors affecting success after that we explored how digital platforms, particularly TikTok, are reshaping the behavioral patterns of young learners. With its rapid content flow, TikTok has been associated with decreased attention spans, time management difficulties, and decreased academic motivation, raising concerns among educators and researchers.

The empirical studies reviewed in this chapter. For instance, Boers et al. (2019) who found that high screen time predicted academic decline and depression over time. Graziano et al. (2007) showed how poor emotion regulation impairs academic success. Ko et al. (2022) linked TikTok overuse to procrastination and diminished study habits. However, these studies in this chapter confirm the growing evidence that social media use, can affect the educational development of young learners, when not moderated. However, studies also reflect the potential for positive use of platforms like TikTok when deliberately integrated into educational settings.

Overall, this chapter sets up the foundation for our research study in the following chapter. Understanding young learners behavioral composition affected by TikTok use and its relationship with academic performance is essential for educators, parents, and policymakers. The following chapter will present the methodological framework of this study, aimed at

empirically investigating how TikTok engagement is linked to the behavior and academic achievement of young learners in the specific educational context.

Chapter Three

Field Work : Qualitative and Quantitative

Data Analyses

Introduction

After dealing with theoretical knowledge in the first two chapters, it is high time to deal with something more practical. This chapter outlines the methods used in gathering and analysing the collected data. The focus is on the research tools and the instruments which helped to investigate how TikTok affects middle school pupils' academic achievement and behaviour. This chapter will deal with both the research method, the sampling and the data collection procedure on one hand, and on the other with the analysis and the interpretation of the data collected.

3.1 Research Methods

In order to achieve the aim of our study, we opted for the mixed-method approach. We used the quantitative approach, as it provides the numerical representation of the data collected, and the qualitative approach to provide more emphasis and to equip us with a complete overview to observe the data in a deep way. To collect the needed data, we intended to use the questionnaire along with a focus group interview. A questionnaire was distributed to the middle school pupils (see Appendix A), and a focus group interview was conducted with teachers and school staff to obtain deeper insights. (see Appendix B)

By using both methods, the study answers not only what is happening but also why and how schools might respond.

3.1.1 Sampling and Population

The sample of our research are middle school pupils and educational staff, including teachers and administrative personnel at Sheikh Naimi Middle School Ouled Djellal. In total, 40 pupils chosen purposively, between the ages of 10 and 16, were handed the questionnaire.

This non-random method was appropriate for the study's objectives, as it allowed the researcher to focus on individuals who have direct and relevant experiences with the phenomenon under investigation. The sample consisted of pupils who were known to use TikTok actively and who voluntarily agreed to participate in the study by completing the questionnaire. This process was administered in a friendly environment, the questions were understandable with clear instruction, to help the pupils provide appropriate answers. We were present and we provided explanation and clarification for everything that seemed absurd for pupils.

In addition to the pupils, a focus group interview was conducted with eight school staff members, including teachers and senior administrative figures who had frequent interactions with pupils and a clear understanding of both their academic progress and behavioral patterns. These individuals were selected based on their professional experience and their ability to provide insight into the educational and social dynamics affected by pupils' use of TikTok.

3.1.2 Research Instruments and Data Collection

The results of this study, have been achieved through two main instruments.

3.1.2.1 The Questionnaire

The first instrument to conduct this study is the questionnaire, it has been administered the first week of March at Sheikh Naimi Middle School in Ouled Djellal. we have opted for an open ended questionnaire with 28 questions containing five sections, combining both closed-ended and open-ended items to gather both quantitative data and personal reflections. The first section deals with 4 questions about Personal information of the participants, such as age, gender, and grade level, to provide context for the participants' responses. The second section; 9 questions is about TikTok usage habits, where the processed idea are how frequently

pupils use TikTok, the types of consumed content and what motivate pupils for using the platform. The third section included 9 questions that examine the impact of TikTok on daily routine, including its influence on pupils' behavior, sleep, attention span, and social interact. The fourth section has 4 questions that explore the effect of TikTok on academic achievement, focusing on school performance, attention to school tasks, subject preference, and use of TikTok as an educational resource. The last section includes 2 open-ended questions that aim to detect pupils' expression in their own words the positive and negative effects of TikTok on their lives.

This structure has been chosen to ensure a better understanding of how pupils learn to behave and learn to use social media. This survey has provided a clear picture of pupils' feelings, behaviors, and opinions regarding the impact of TikTok on their school life.

3.1.2.2 Focus Group Interview

The second instrument has been a focus group interview. It has been conducted during the second week of March at Sheikh Naimi Middle School in Ouled Djellal. It has been managed to gather some qualitative data from educational staff, teachers and school administrators regarding their observations and views on the impact of TikTok use among pupils. This method allows for open discussion and the sharing of detailed ideas that cannot be obtained through a simple questionnaire.

The focus group has included 08 eight participants from Sheikh Naimi Middle School. These participants have been selected purposively based on their direct relationship with pupils, their knowledge of pupils' academic performance, and their familiarity with a common Discipline issues inside and outside the classroom. The group consists of both male and female participants across various subject areas and administrative positions.

The interview have been guided by a set of open-ended questions organized around three major themes: "pupils' behavior, academic performance and suggested solutions". It has lasted 45 minutes. It was conducted in Arabic to ensure clarity and ease of understanding for all participants. The Notes have been taken during the session, and the key points have been transcribed and coded for analysis.

3.2 Finding and Analysis

The data has been gathered from the pupils' questionnaire and the focus group interview, then analysed to reach the results of this study. The analysis has followed the methods described above to identify the main findings.

3.2.1 Analysis of Questionnaire for Pupils

As already explained, the questionnaire has been distributed to 40 middle school pupils at Sheikh Naimi Middle School. The sample has been chosen purposively and includes both male and female pupils aged 10 to 16. The questionnaire consists of a combination of closed and open-ended questions, with all answers written in both English and Arabic. The analysis of the retrieved questionnaires has provided the following answers.

3.2.1.1 Section One: Personal Information

This section comprised four questions.

Question one:

This question has been included to give participants the option to identify their names, though it has not been required. The results show that most pupils have chosen to leave the

name field blank. Those who have written their names are few and have not affected the neutrality of the analysis, since names have not been used to trace or link responses to individual pupils.

Question Two:

This question has asked pupils to indicate their age by choosing from three given options. Twenty out of 51 pupils have been between the ages of 10 and 12, representing 39.2% of the sample. A total of 45.1% have been between the ages of 13 and 14, equaling 23 pupils. Only 8 pupils have been older than 15, representing 15.7% of the sample.

Table 3. 1 *Pupils' Age*

<i>Age</i>	<i>10-12</i>	<i>13-14</i>	<i>More then 15</i>	<i>Total</i>
<i>the sample</i>	<i>20</i>	<i>23</i>	<i>8</i>	<i>51</i>
<i>Percentages</i>	<i>39.2%</i>	<i>45.1%</i>	<i>15.7%</i>	<i>100 %</i>

2. Age:

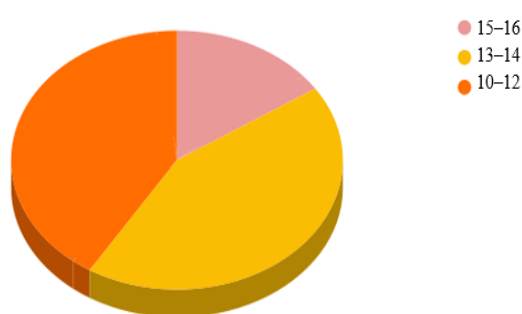


Figure 3. 1 *Pupils' Age*

The results show that most pupils fall into the 13–14 age range, followed by the 10–12 group, with fewer in the 15–17 range. This indicates that the sample is in the middle adolescent stage, a period often marked by increased sensitivity to social media influence.

Question Three:

This question has addressed gender. The questionnaire has been distributed randomly between male and female pupils. The results show that the sample includes 36 females and 15 males.

Table 3. 2 *Pupils' Gender*

<i>Gender</i>	<i>Number</i>	<i>Percentages</i>
<i>Females</i>	<i>36</i>	<i>70.6%</i>
<i>Males</i>	<i>15</i>	<i>29.4%</i>
<i>The sample</i>	<i>51</i>	<i>100%</i>

3. gender:

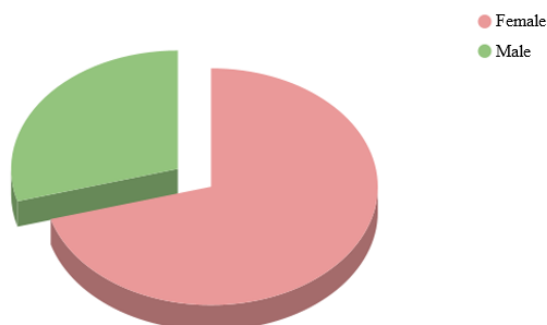


Figure 3. 2 *Pupils' Gender*

The graph shows that female pupils are more numerous than males. Females represent 70.6% of the sample, while males make up 29.4%. This result may suggest that female pupils are more interested in TikTok.

Question Four: Grade Level

Pupils have been asked to indicate their grade level by selecting one of four options. According to the table, 8 out of 51 pupils have identified as 1st-year middle school pupils, representing 15.7% of the sample. Twelve pupils have stated that they are in the 2nd year, which translates to 23.5%. Fifteen pupils, or 29.4% of the sample, have reported being in the 3rd year. Lastly, 16 pupils, representing 31.4%, have identified as 4th-year middle school pupils.

Table 3. 3 *Pupils' Grade level*

	<i>1 MS</i>	<i>2MS</i>	<i>3MS</i>	<i>4MS</i>	<i>Total</i>
<i>the sample</i>	<i>8</i>	<i>12</i>	<i>15</i>	<i>16</i>	<i>51</i>
<i>Percentages</i>	<i>15.7%</i>	<i>23.5%</i>	<i>29.4%</i>	<i>31.4%</i>	<i>100%</i>

4. grade level:

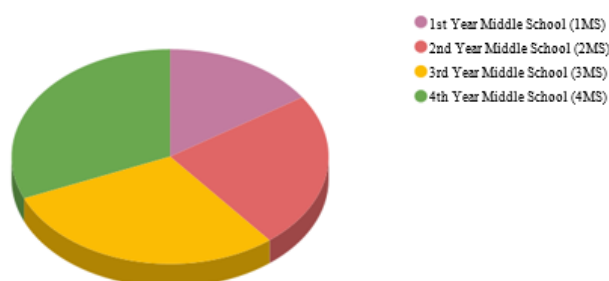


Figure 3. 3 *Pupils' Grade level*

The results show that the sample includes diverse grade levels. Most pupils are from the 3rd and 4th years of middle school, which suggests they have more experience with TikTok and digital tools compared to their younger peers.

3.2.1.2 Section Two: TikTok Usage

This section comprises nine questions.

Question One: What does TikTok mean to you?

Pupils have been asked this open-ended question, which has revealed a wide range of perceptions. Most pupils describe TikTok as “fun” and “a way to relax.” Others view it as a distraction. A few identify TikTok as “an educational and entertaining application at the same time” or “an app to enjoy in leisure time and rarely used to benefit from something like studying.” The answers reflect both emotional and practical connections to the platform.

Question Two: Do you use TikTok?

Pupils have been asked whether they use TikTok. They have been given a choice between "yes" and "no." A total of 43 out of 51 pupils, making up 84.3%, have responded "yes," indicating they use TikTok. In contrast, 8 pupils, representing 15.7% of the sample, have answered "no," meaning they do not use the platform.

Table 3. 4 Pupils' TikTok usage

	Yes	No	Total
The sample	43	8	51
Percentages	84.3%	15.7%	100%

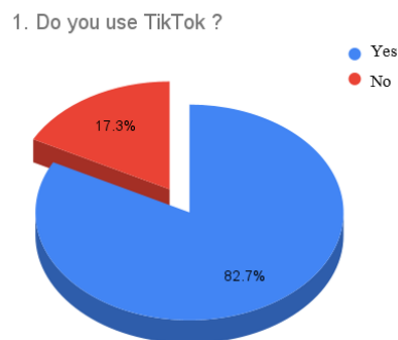


Figure 3. 4 Pupils' TikTok usage

When pupils have been asked if they use TikTok, 84.3% representing 43 out of 51, have said yes, while 8 pupils have said no, making up 15.7% of the sample.

This means most pupils in the sample do use TikTok. The minority who do not may be influenced by personal choice, parental control, or limited access to devices. The results also show that despite TikTok's popularity, not all young pupils are active on it.

Question Three: Where do you usually use TikTok?

Pupils have been asked where they usually use TikTok. They have been given three choices: at home, at school (inside or outside the classroom), or outside in the street. According to their answers, 38 out of 51 pupils (74.5% of the sample) have said they use the app at home. A smaller number, 8 pupils, have reported using TikTok in public spaces like the street. None have reported using it at school. The rest have mentioned using the app in other places such as the workplace or a relative’s home.

Table 3. 5 *Common Places Where Respondents Use TikTok*

	<i>At home</i>	<i>At school</i>	<i>In the street</i>	<i>Others</i>	<i>Total</i>
<i>the sample</i>	40	00	7	4	51
<i>Percentages</i>	78.4%	00%	13.7%	7.8%	100%

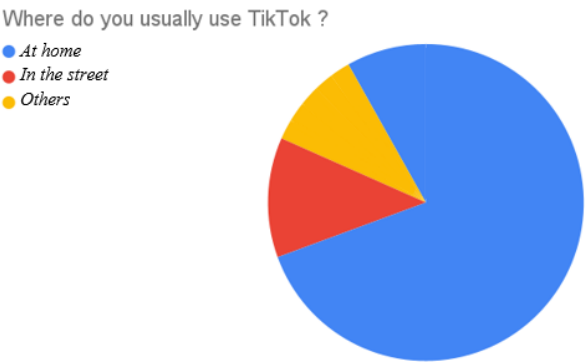


Figure 3. 5 *Common Places Where Respondents Use TikTok*

Based on the above findings, we can say that most pupils use TikTok at home, followed by those who use it in the street. While no one has been reported using it at school. This suggests that pupils prefer personal and private environments for social media interaction.

Question Four: How long have you been using TikTok?

Pupils have been asked how long they have been using TikTok, with four options: less than 6 months, 6 months to 1 year, 1 to 2 years, and more than 2 years. Based on the data, 17 out of 51 pupils (33.3% of the sample) have reported using TikTok for less than 6 months. 15 pupils (29.4%) have stated they have used it for 6 months to 1 year. Eleven pupils (21.6%) have indicated they have been using the platform for 1 to 2 years. Only 8 pupils (15.7%) have reported using TikTok for more than 2 years.

Table 3. 6 TikTok Usage Duration by Respondents

	less than 6 months	6 months to 1 year	1 to 2 years	More than 2 years	<i>Total</i>
<i>the sample</i>	<i>17</i>	<i>15</i>	<i>11</i>	<i>8</i>	<i>51</i>
<i>Percentages</i>	<i>33.3%</i>	<i>29.4%</i>	<i>21.6%</i>	<i>15.7%</i>	<i>100%</i>

How long have you been using TikTok ?

51 responses

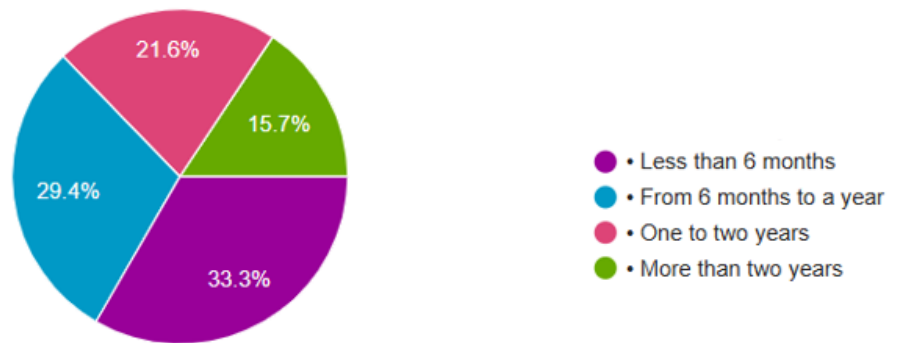


Figure 3. 6 *TikTok Usage Duration by Respondents*

This difference in the duration of TikTok use reflects the diversity of the sample. The results suggest that over half of the pupils are relatively new users who have joined within the last six months. Only a small percentage have been using TikTok for more than 2 years, which shows that TikTok's popularity among pupils is a relatively recent phenomenon.

Question Five: How much time do you spend on TikTok daily?

Pupils have been asked about the time they spend on TikTok daily. The responses vary. Three out of 51 pupils (5,9%) have reported using it for more than 2 hours a day. Fifteen pupils (29,4%) have said they use it for 1 to 2 hours daily. 24 pupils (47,1%) have indicated they use the platform for 30 minutes to 1 hour each day. The remaining 9 participants (17,6%) have stated they spend less than 30 minutes per day on TikTok.

Table 3. 7 TikTok Daily Usage Duration

	Less than 30 minutes	30 minutes to 1 hour	1 to 2 hours	More than 2 hours	Total
<i>the sample</i>	9	24	15	3	51
<i>Percentages</i>	17.6%	47.1%	29.4%	5.9%	100%

How much time de you spend on TikTok daily

51 responses

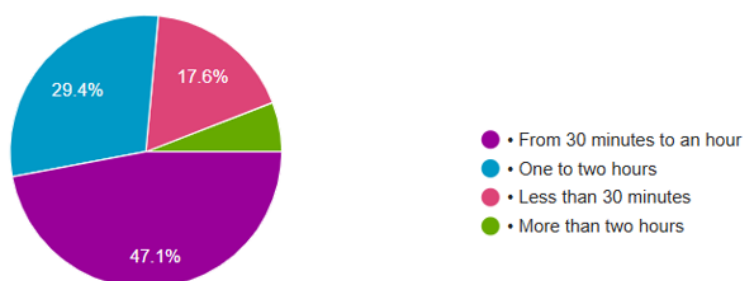


Figure 3. 7 TikTok Daily Usage Duration

The data indicates that the majority of pupils (81.4%) spend less than 30 minutes daily on TikTok. This suggests the presence of parental control as a moderating factor. Parental control appears to play a key role in managing usage. Research shows that active parental monitoring is linked to reduced screen time and better mental health among preadolescents (Johnson & Lee, 2022). TikTok’s “Family Pairing” feature allows parents to set screen time limits, restrict content, and monitor their children's activity on the platform (TikTok, 2021).

Question Six: What kind of content do you usually watch on TikTok?

Pupils have been asked to identify the kind of content they watch on TikTok the most. As we can see in the table below, 22 out of 51 pupils, making it 43.1% of the sample, have been

interested in watching entertainment (dance, comedy, challenges...) more than any other content. Pupils who follow educational content (science, history, languages...) are 12, which equals 23.5% of the sample. Lifestyle (cooking, sports, fashion...) ranks third, with only 9 pupils preferring this kind of content. The rest of the sample (15.7%) have responded that they see other content, such as news, religious content (Quran...).

Pupils have been asked to identify the type of content they watch most on TikTok. As shown in the table, 22 out of 51 pupils (43.1%) have reported watching entertainment content such as dance, comedy, and challenges more than any other type. Twelve pupils (23.5%) have stated they follow educational content, including science, history, and languages. Nine pupils have indicated a preference for lifestyle content like cooking, sports, and fashion. The remaining 8 pupils (15.7%) have reported watching other types of content, such as news and religious videos, including Quran recitations.

Table 3. 8 *Common TikTok Content Preferences*

	Entertainment	Educational	Lifestyle	<i>Others</i>	<i>Total</i>
<i>The sample</i>	22	12	9	8	51
<i>Percentages</i>	43.1%	23.5%	21.6%	15.7%	100%

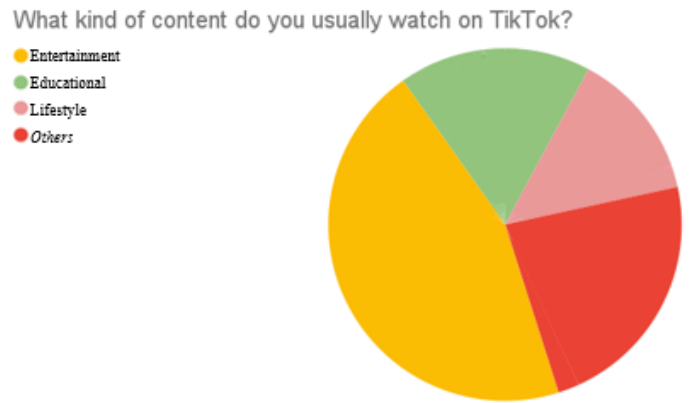


Figure 3. 8 *Common TikTok Content Preferences Among Pupils*

The results which are shown above are consistent with existing research and show that pupils usually use TikTok for entertainment. For instance, a study from the University of Taif claims that pupils predominantly use TikTok for entertainment, social interaction, and self-expression (Aljohani, Gad, & Alajlan, 2025; Fardouly et al., 2015).

The significant engagement with educational content suggests that TikTok also serves as a platform for learning. Many pupils who use TikTok to access educational material benefit from the platform's ability to present much of the information in an engaging and accessible way. (Lei, Cui, & Zhou, 2018).

The decline in preference for lifestyle and religious content may be due to the survey's target audience, middle school pupils. However, the presence of these content types indicates the diverse range of material accessible on TikTok, catering to various interests and cultural backgrounds.

Question Seven: Do you create content on TikTok?

In this question, pupils are asked if they create content when they use TikTok. 82.4% of the sample have been responded with "no," which translates to 42 out of 51 pupils. The rest of the sample have replied that they create content while using TikTok

Table 3. 9 *Pupils' Creating Content on TikTok*

	Yes	No	Total
The sample	9	42	51
Percentages	17.6%	82.4%	100%

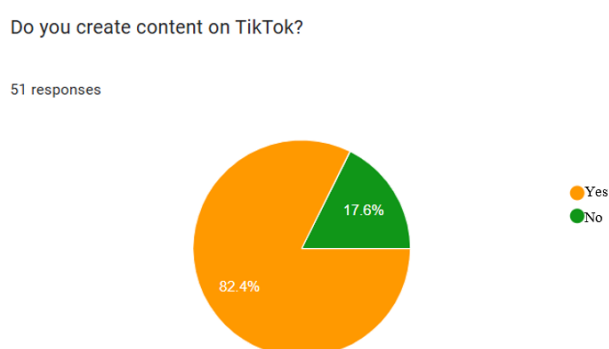


Figure 3. 9 *Pupils' Creating Content on TikTok*

From the results above, we can notice that a large number of pupils' do not create content while using TikTok.

Question Eight: What type of content do you create on TikTok? :

The data shows the statistics of what content pupils create on TikTok. As we can see in the table below, 5 out of 13 pupils, making it 38.5% of the sample post videos like dance,

challenges, or funny clips. Pupils who create educational and Quranic content follow at 46.2% each. While lifestyle content remains minimal, and no one engages with news or current events.

Table 3. 10 *Common TikTok Content Created by Participants*

	<i>Entertainment</i>	<i>Educational</i>	<i>Lifestyle</i>	<i>Others</i>	<i>Total</i>
<i>The sample</i>	5	3	2	3	13
<i>Percentages</i>	38.5%	23.1%	15,3%	23.1%	100%

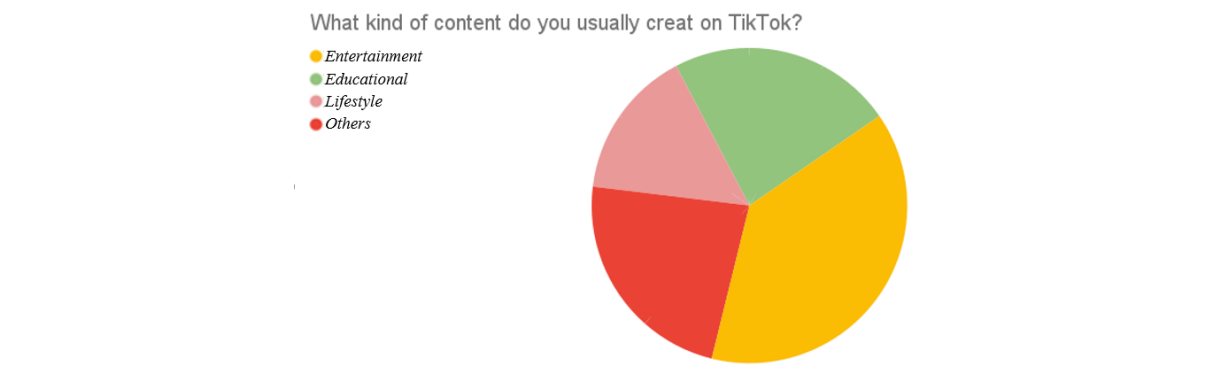


Figure 3. 10 *Common TikTok Content Created by Participants*

By discussing pupils' responses, we observe a tendency to create more entertainment content, which may reflect the influence of TikTok's algorithm on pupils. Furthermore, educational and religious content appears to be present, albeit limited, indicating that some pupils are using the platform intentionally. We attribute the lack of news content to pupils' lack of interest in the news due to their age. These patterns suggest that while TikTok offers creative freedom, its use among pupils tends to be more distracting than conducive to academic or civic engagement.

Question Nine: Do your parents allow you to use TikTok?

When the participants are asked whether their parents allow them use TikTok, or not. 74.5% of the sample respond with "yes, with control" (38 pupils out of 51). However, 10 pupils (19.6%) respond with "yes, always." when it comes to the fewest pupils who are not allowed to use TikTok by their parents were 5.9% which translates to 3 of 51 out of the sample.

Table 3. 11 *Parents' Control of Using Tiktok*

	Yes (always)	Yes(with control)	No	Total
The sample	10	38	3	51
Percentages	19.6%	74.5%	5.9%	100%

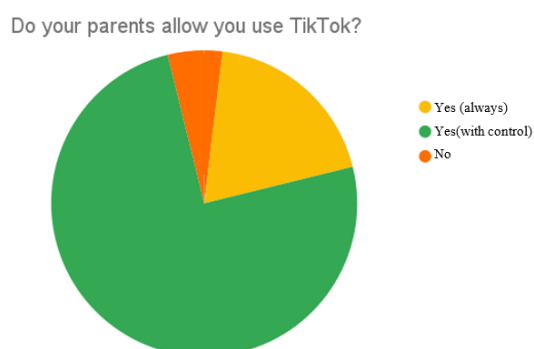


Figure 3. 11 *Parents' Control of Using TikTok*

These results indicate that the majority of parents actively monitor their children's use of TikTok. This does not exclude the presence of parents who do not monitor their children, which calls for the need for balanced parenting strategies, as adolescents do not usually respond to restrictive or overly permissive approaches.

3.2.1.3 Section Three: Effect of TikTok on Daily Behavior

This section compromises nine questions.

Question One : Does TikTok affect your daily routine ?

When the participants are asked whether TikTok affects their daily routine, or not. 22 answer with "No effect" which refers to 43.1% of the sample. However, 35.3% of the sample, meaning 18 out of 51 pupils, report that they have been affected negatively by TikTok. On the contrary, the remaining pupils are affected positively.

Table 3. 12 *Impact of TikTok on Respondents' Daily Routine*

	Yes, positively	Yes, negatively	No effect	Total
The sample	11	18	22	51
Percentages	21.6%	35.3%	43.1%	100%

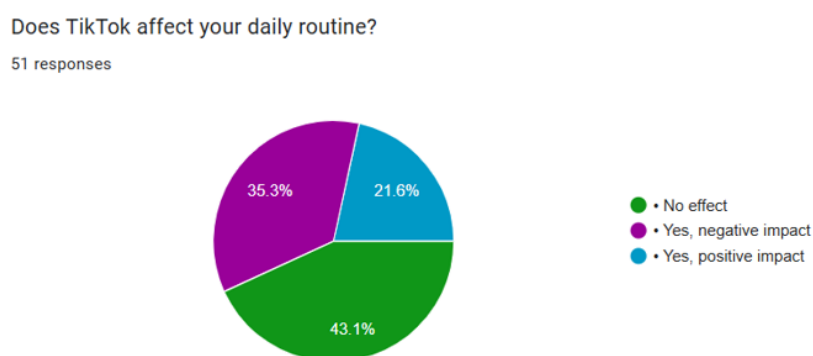


Figure 3. 12 *Impact of TikTok on Respondents' Daily Routine*

According to the data above, nearly half of the pupils report that their daily routine have not been affected by TikTok, indicating that they manage its use or do not find it disruptive. 35.3% report negative effects, likely due to time wasting or distraction. However, the rest report

a positive impact, perhaps because they use TikTok to learn, relax, or motivate. The effect depends on the usage habits of each individual.

Question Two: Does TikTok affect your focus when studying or doing homework?

When our sample are asked whether TikTok affects their focus when studying or doing homework. 22 out of 51 pupils replied with Yes, TikTok reduces their ability to concentrate, making it 43.1% of the sample. While 7 pupils think that TikTok is helpful in increasing their concentration. On the other hand, 43.1% of the sample, meaning 22 out of 51 pupils, report that TikTok does not affect them at all.

Table 3. 13 *Impact of TikTok on Respondents' Daily Routine*

	Yes, positively	Yes, negatively	No effect	Total
The sample	7	22	22	51
Percentages	13.7%	43.1%	43.1%	100%

Does TikTok affect your focus when studying or doing your home work ?

51 responses

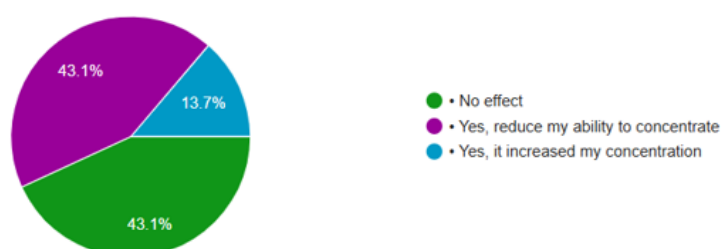


Figure 3. 13 *Impact of TikTok on Respondents' Daily Routine*

Results show that 43.1% of the sample report a negative effect of TikTok on their focus level. This indicates that the platform is a major distraction for many. Only 7 pupils find it

helpful for concentration, suggesting they have greater control over their habits. The rest notice no effect. This may suggest they do not use TikTok at all or use it very little

Question Three: Do you compare yourself to others on TikTok?

Participants are asked if they compare themselves to others on TikTok, with four options: often, sometimes, rarely, and never. 45.1% of the sample claim rarely, which translates to 23 pupils. 13 pupils, or 25.5%, state never. 14 pupils, or 27.5%, report sometimes. Only 1 pupil, or 2%, indicates often. These results suggest that most pupils experience low to moderate levels of social comparison on TikTok.

Table 3. 14 Respondents' Tendency to Compare Themselves to Others on TikTok

	Often	Sometimes	Rarely	Never	Total
The sample	1	14	23	13	51
Percentages	2%	27.5%	45.1%	25.5%	100%

Do you compare yourself to others on TikTok ?

51 responses

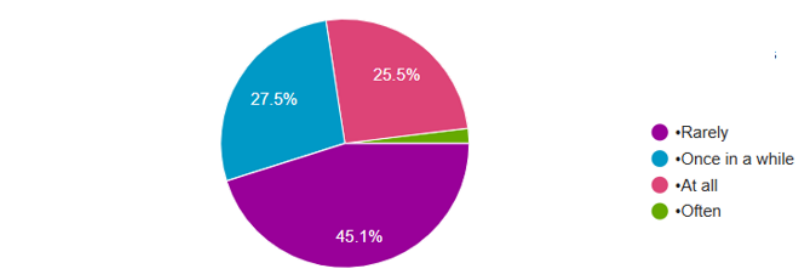


Figure 3. 14 Respondents' Tendency to Compare Themselves to Others on TikTok

Most young pupils in the sample report that they rarely compare themselves to others on TikTok. A smaller group, consisting of 13 pupils, say they never do, and the same number report doing so sometimes. Only 2% (1 pupil) admits that they often compare themselves to

others on TikTok. This shows that while comparison happens, it is not common among most users. The majority seem aware of or resistant to the comparison effect that social media has. However, many still experience it from time to time, which may influence self-image or motivation.

Question Four: Does TikTok affect your sleep? Do you stay up late watching it?

This question aims at detecting the influence of TikTok on pupils' sleep. 33.3% of the sample, the equivalence of 17 pupils, respond that their sleep is indeed affected by watching TikTok, while 34 of them (66.7%) argue that they do not.

Table 3. 15 *Effect of TikTok on Sleep and Bedtime Habits*

	Yes	No	Total
The sample	17	34	51
Percentages	33.3%	66.7%	100%

Does TikTok affect your sleep ?

51 responses

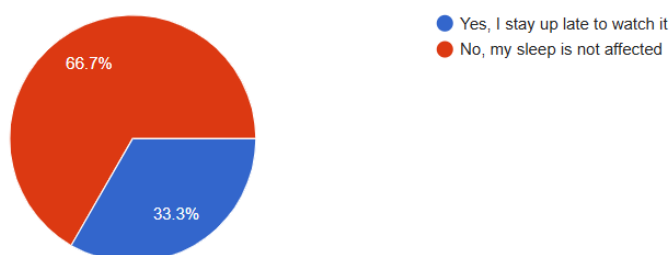


Figure 3. 15 *Effect of TikTok on Sleep and Bedtime Habits*

From the data shows above. 33.3% of the pupils making 17 out of 51 pupil, report that watching TikTok affects their sleep, while 66.7% of the sample, which translates to 34 pupils say it does not . This majority have not been affected simply because they do not use TikTok at night or do not use it regularly. Their limited usage could be due to parental control, given their young age. This suggests that external factors, such as parental monitoring, may play a role in limiting TikTok's negative impact on sleep

Question Five: Who do you follow on TikTok? Are they :

- Children
- Young
- Teenagers
- Adults

In this question, pupils are asked about who they follow on TikTok. Participants are given four choices. A large number of the participants (13 participants) claim that they follow older adults. Moreover, 45% of the sample, which translates to 23 participants, argue that they usually watch young adults. Only 11 participants, representing 21.6% of the sample, report that they follow teenagers, and 4 participants fit into the young category.

Table 3. 16 Age Groups Followed by Respondents on TikTok

	Young	Teenagers	Young adults	Older adults	Total
The sample	4	11	23	13	51
Percentages	7.8%	21.6%	45%	25.5%	100%

Are they?

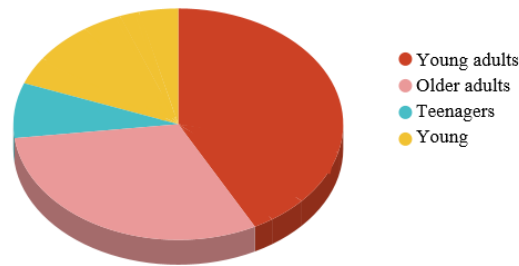


Figure 3. 16 Age Groups Followed by Respondents on TikTok

From the figure above, we have noticed that most pupils have shown a strong preference for adult content. This has suggested that young pupils have been more interested in older content creators, maybe because they have seen them as more influential or entertaining. It may have also reflected a desire to imitate or learn from adults rather than peers.

Question Six: Are they Arab Muslims, foreigners' non-muslims or both?

In this question, pupils have been asked about who they follow on TikTok, whether they are Arab Muslims, foreigners who are non-Muslims, or both. A large number of the participants (31 pupils) have commented that they follow Arab Muslims. Moreover, 39.2% of the sample, which translates to 20 participants, have claimed that they follow both Arabs and foreigners. On the other hand, no one has fit into the foreigners' non-Muslims category.

Table 3. 17 Respondents' TikTok Following Preferences by Identity Group

	Arab Muslims	foreigners	both	Total
The sample	31	0	20	51
Percentages	60.8%	0 %	39.2%	100%

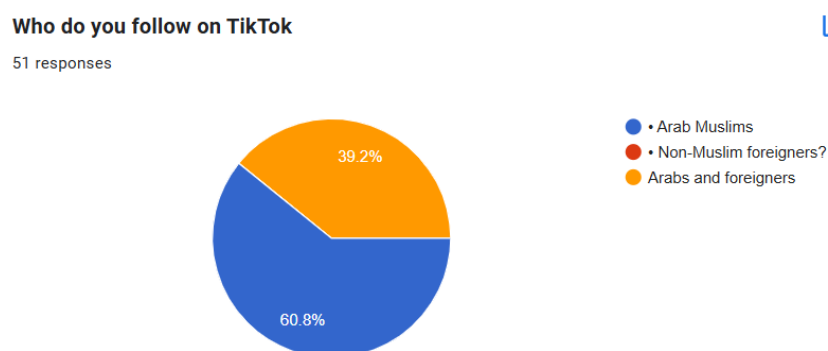


Figure 3. 17 Respondents' TikTok Following Preferences by Identity Group

Most pupils (31 participants) have said they follow Arab Muslims on TikTok, showing a clear cultural and religious preference. Another 39.2% (20 participants) **have followed** both Arab Muslims and foreign non-Muslims. No pupil has reported following only foreign non-Muslims. This suggests that young pupils are more interested in engaging with content that aligns with their cultural or religious background. Their choices may reflect their language familiarity or the influence of their parents.

Question Seven: What do they provide to you so that you are inspired by their content and character?

Pupils have been asked what inspires them in the TikTok users they follow. Most of them have reported that the content is funny and entertaining. Fewer have said that creators give life advice. The fewest have mentioned learning things, such as languages or the Quran.

This suggests that most pupils have used TikTok primarily for fun, while a small group have looked for educational content. This may mean they have used the platform more for entertainment than for learning. It also suggests that parents or teachers may need to guide them to follow accounts that offer more value.

Question Eight: Do you imitate them? How?

This question aimed at detecting if pupils imitate TikTokers and how. Most of them responded that they imitate things like clothing styles, dancing, singing, and playing games. However, only a few mentioned trying to speak English or French, or learning useful things, which shows that their imitation is mostly focused on entertainment rather than educational content.

Table 3. 18 Respondents’ Tendency to Imitate TikTok Creators

	Often	Sometimes	Rarely	Never	Total
The sample	2	12	17	20	51
Percentages	3.9%	23.5%	33.3%	39.3%	100%

Do you imitate them?

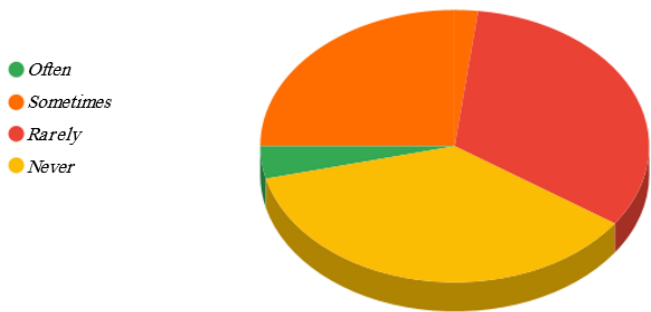


Figure 3. 18 Respondents’ Tendency to Imitate TikTok Creators

This shows that most pupils copy what looks fun or trendy, not what helps them learn. Their focus is more on appearance and fun than on skills or knowledge.

Question Nine: What do your parents, sisters, or brothers tell you regularly about TikTok use?

The aim of this question is to detect what family members tell their children about TikTok use. Most pupils have reported that they hear things like “don’t use it too much,” “don’t waste time,” “watch good content,” “don’t let it affect your studies,” and “be careful of addiction or bad content.” Only a few pupils have argued that their families say nothing or agree with their use

Regarding the results above, most families seem aware of TikTok’s risks and have tried to monitor their children. They focus on time limits, content quality, and balancing TikTok use with studying. It also shows that parents have recognized both the good and bad sides of the app.

3.2.1.4 Section Four: Impact on Academic Achievement

This section compromises four questions.

Question One: Do you think TikTok affects your academic performance and overall average?

Pupils have been asked whether TikTok affects their academic performance and overall average, and they have chosen from three options. According to the table, 24 pupils out of 51 have claimed that TikTok does not affect their academic performance, which represents 47.1% of the sample. Nonetheless, 13 out of 51 pupils, which translates to 33.3% of the sample, have stated that their academic performance has been affected negatively. While 10 out of 51 pupils, or 19.6% of the sample, have thought TikTok has had a positive impact on their studies.

Table 3. 19 Respondents' Views on TikTok's Effect on Grades and Achievement

	Yes, positively	Yes, negatively	No effect	Total
The sample	10	13	24	51
Percentages	19.6%	33.3%	47.1%	100%

Does TikTok affect your school performance? How? (you can write in Arabic)

51 responses

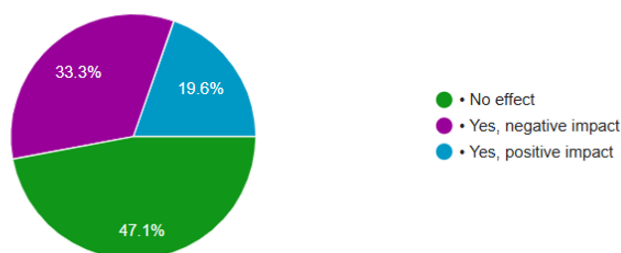


Figure 3. 19 Respondents' Views on TikTok's Effect on Grades and Achievement

When pupils were asked if TikTok affects their academic performance, 47.1% (24 out of 51) said it has no effect. About 33.3% (13 pupils) said it affects them negatively, while 19.6% (10 pupils) said it helps them.

This shows that most pupils believe TikTok does not affect their academic performance or average at school. However, nearly one-third feel it harms them, which raises concern. A smaller group sees some benefit. This difference likely depends on the type of content they watch and the amount of time they spend on TikTok each day.

Question Two: Do you benefit from TikTok as an educational learning tool?

When pupils were asked if TikTok affects their academic performance, 47.1% (24 out of 51) said it has no effect. About 33.3% (13 pupils) said it affects them negatively, while 19.6% (10 pupils) said it helps them.

This shows that most pupils believe TikTok does not affect their academic performance or average at school. However, nearly one-third feel it harms them, which raises concern. A smaller group sees some benefit. This difference likely depends on the type of content they watch and the amount of time they spend on TikTok each day.

Table 3. 20 Educational Benefits of TikTok According to Respondents

	Often	Sometimes	Rarely	Never	Total
The sample	10	12	12	17	51
Percentages	19.6%	23.5%	23.5%	33.3%	100%

Do you benefit from TikTok as an educational tool?

51 responses

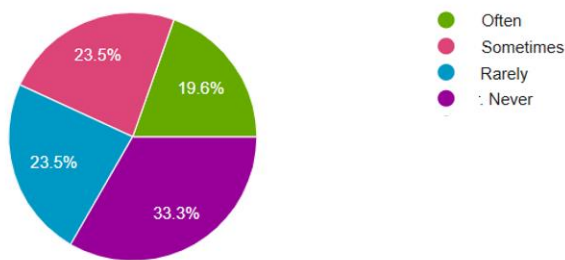


Figure 3. 20 Educational Benefits of TikTok According to Respondents

The data above shows that more than half of pupils do not see TikTok as a regular source of learning. Only a small group use it often for educational purposes. We can say that the majority use it more for entertainment than for educational content.

Question Three: Does TikTok distract you while studying or doing homework?

Pupils were asked if TikTok distracts them during study or homework time. The responses varied. 33.3% of the sample (17 out of 51) have said they have never been distracted. 23.5% (12 pupils) have reported they are rarely distracted. 21.6% (11 pupils) have stated they are sometimes distracted. The remaining 21.6% (11 pupils) have admitted they are often distracted by TikTok. These findings suggest that while a third of pupils remain unaffected, the majority have experienced some degree of distraction, which may affect their academic focus and productivity.

Table 3. 21 *Impact of TikTok on Study and Homework Focus*

	Often	Sometimes	Rarely	Never	Total
The sample	11	11	12	17	51
Percentages	21.6%	21,6%	23.5%	33.3%	100%

Does TikTok distract you while studying or doing homework?

51 responses

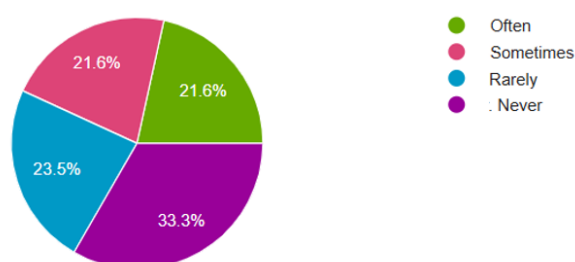


Figure 3. 21 *Impact of TikTok on Study and Homework Focus*

These mixed responses mean nearly half of the pupils (29 out of 51) have admitted to at least some level of distraction from TikTok while studying. Only about one-third have said it does not distract them at all. This suggests that TikTok can be a serious source of interruption for many pupils, affecting their focus and time management while studying.

Question Four: Has TikTok changed your interest in any school subject (like English, Science, Physics, Math, History...)?

The aim of this question is to target pupils' opinions about the impact of TikTok on their interest in any academic subject. 58.8% of the sample have thought this platform is beneficial, which represents 30 out of 51 participants. On the contrary, 21 participants have claimed that it is ineffective to change their interest of study, which equals 41.2% of the sample.

Table 3. 22 *Change in Subject Interest Due to TikTok Use*

	Yes	No	Total
The sample	30	21	51
Percentages	58.8%	41.2%	100%

Has TikTok changed your interest about any educational subject ?

51 responses

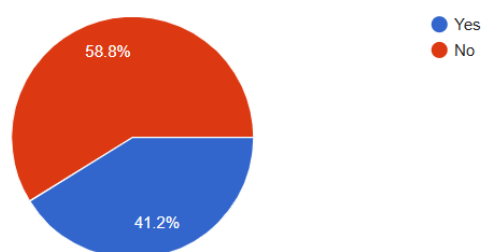


Figure 3. 22 *Change in Subject Interest Due to TikTok Use*

When asked if TikTok affects their interest in academic subjects, 58.8% (30 out of 50) of pupils state it does. The remaining 41.2% of the sample report it has no effect.

Regarding the results above, more than half believe TikTok can help increase interest in what they study. This may be due to their interest in educational videos, content related to academic subjects, or languages such as English and French. Still, a large number do not see any link between TikTok and their academic interest, showing that its impact varies.

3.2.1.5 Section Five: Open-Ended Questions

This section comprises two questions.

Question One: In your opinion, what are the positive effects of TikTok on you?

When pupils are asked about the positive effects of TikTok, most answers focus on cultural exposure. They state that the platform helps them learn about different lifestyles, clothing trends, cooking, sports, and global habits. Many also mention that they follow live streams from teachers who explain lessons, which helps them understand their lessons better. Others mention that TikTok helps them learn languages such as English, French, and Turkish. This shows that pupils define TikTok as a window to the world. Some also use it to support their learning. The platform, when used well, can mix entertainment with useful content.

Question Two: In your opinion, what are the negative effects of TikTok on you?

The aim of this question is to target pupils' attitudes towards the negative effects of TikTok. Most responses focus on time-wasting and distraction. Many say the app makes them lose focus, especially during study time. Others mention addiction, sleep disturbance, and

exposure to useless or inappropriate content. A few also note that TikTok can make them compare themselves to others, which affects their mood or self-image.

This shows that while pupils enjoy using the app, they are aware of its downsides. The main risks are losing time, falling behind in school, and being influenced by content that does not match their values or goals.

3.2.2. Part Two : Qualitative Data Analyses of The Focus-Group Interview Findings

To study the deeper impact of TikTok use on pupils' academic and behavioral performance, a focus group interview has been conducted with eight staff members at Sheikh Naimi Middle School. This group has included five teachers from different subjects (Arabic, English, French, Islamic Studies, and Science) and three administrators (a headmaster, a supervisor, and a counselor). The session has lasted 45 minutes and has been guided by a set of open-ended questions.

Participants have shared their direct experiences and observations. Their responses have been recorded and analyzed thematically based on three main themes: pupils' behavior, academic performance, and suggested solutions.

- 1. Students' behavior:** we mean by this, the effect of TikTok on young learners' discipline, classroom participation, time management, and behavioral interactions.
- 2. Academic performance** representing in the changes noticed on learners' focus, homework completion, grades, and general academic motivation.
- 3. Suggested solutions:** The participants are asked to answer a question about how to address the negative effects of TikTok and promote healthier usage, including potential school-based or family-based interventions.

3.2.2.1 Focus Group Interview Questions

The discussion have been guided by a set of open-ended questions, organized into four sections (see appendix D)

Section One: General Observations

1. Have you noticed that students at your school use TikTok regularly? How do you know?
2. What age group or grade level seems most involved with TikTok?
3. In your opinion, how often do students talk about TikTok or refer to it at school?

Section Two: Effects on Behavior

1. Has TikTok use affected students' discipline or behavior in class? How?
2. In your opinion, Has TikTok influenced students' personality, speech, clothing, or social attitudes? examples?
3. Do you notice any changes in students' interactions with peers or teachers that may be linked to TikTok?

Section Three: Effects on Academic Achievement

1. Have you noticed any decline in academic performance among students who are active TikTok users?
2. Does TikTok affect their concentration, homework completion, or classroom participation?
3. Do students show interest in using TikTok for educational content? Have you seen examples of that?

Section Four: Solutions and Prevention

1. What do you think schools and parents can do to reduce the negative impact of TikTok?
2. Do you think that TikTok should be used in education? Why or why not?
3. What are your suggestions to help students use TikTok responsibly?

3.2.2.2 Summary of Responses

3.2.2.2.1 Observations of TikTok Use in School

All participants concurred in summary that TikTok is frequently used among pupils, particularly those who are adolescents, aged between 12 to 15 (second and third year level). Teachers have reported that pupils typically discuss or imitate trends, dances, and viral content during breaks. One administrator has noted that some pupils have been discovered filming inside the school.

3.2.2.2.2 Behavioral Changes

Teachers have reported that pupils imitate online figures by using slang, copying clothing styles, and adopting inappropriate language. Several participants have noticed a decline in discipline and more frequent disobedience. One teacher has stated that pupils now care more about popularity and social media engagement than values or respectful behavior. Administrators have observed increased classroom distractions and a significant drop in attention span.

3.2.2.2.3 Academic Effects

All participants have agreed that TikTok negatively affects concentration. Homework submission rates have dropped, with some pupils staying up late watching TikTok, resulting in fatigue during school hours. One teacher has said pupils forget lessons quickly because their minds are filled with “useless videos.” While a few have acknowledged that some educational content exists on TikTok, they have stressed that such content is rarely consumed by pupils.

3.2.2.2.4 Family Role and Supervision

Participants have agreed that most parents are unaware of how much time their children spend on TikTok. One administrator has mentioned that parents themselves are often distracted by their phones and fail to supervise or set limits. Staff members have emphasized the need for digital awareness education for both pupils and their families.

3.2.2.2.5 Solutions and Suggestions

There has been strong consensus on raising awareness among pupils about the harmful effects of TikTok overuse. Suggestions have included holding school workshops, involving parents in awareness sessions, teaching digital literacy in classrooms, and encouraging the guided use of educational TikTok content. One teacher has suggested banning mobile phones during school hours to reduce distractions.

3.2.2.3 Discussion

The focus group interview reveals five major themes. First, TikTok is a dominant platform among middle school pupils. Its presence is clear in their speech, behavior, and daily conversations. Teachers and administrators consistently observe that pupils mimic trends and

personalities they see online, often during breaks and even inside classrooms. Second, TikTok use is linked to negative behavioral changes. Teachers notice that pupils imitate influencers in how they talk, dress, and interact. Many report reduced discipline, disrespect, and a growing focus on gaining attention rather than maintaining values. Third, participants identify a clear academic decline. Pupils who frequently use TikTok show reduced concentration, delayed or missed homework, and visible fatigue during lessons. The platform's addictive nature contributes to late-night usage and poor academic motivation. Fourth, the issue is worsened by weak parental supervision. Staff agree that many parents are unaware of their children's usage patterns or fail to set limits. This lack of guidance at home allows unrestricted screen time and exposure to unfiltered content. Fifth, all participants emphasize the importance of school-based solutions. They suggest that schools must lead efforts to build awareness, integrate digital literacy into the curriculum, and limit distractions, especially during school hours. The findings confirm the results of the pupils' questionnaire and give deeper insight into the daily realities facing both staff and learners.

The focus group provides valuable, firsthand insights into how TikTok use affects pupils' behavior and academic performance. It highlights an urgent need for both school and family interventions to manage screen time, promote healthy media habits, and reduce the negative impacts of the platform. The data supports the results of the pupils' questionnaire and enhances the study's understanding of the context.

3.3 Discussion of the Questionnaire and Focus-Group Interview Findings and Interpretations

The results of the questionnaire and the focus group interview reveal important insights about the impact of TikTok on young pupils' academic achievement and behavior. From the

retrieved results, we can notice that TikTok plays a significant role in shaping pupils' daily routines, attention span, self-image, and academic engagement.

3.3.1. Distraction and Concentration Loss

One of the most often mentioned topics in the pupils' responses and teachers' observations is the issue of distraction. Approximately 43.1% of pupils report that TikTok negatively affects their ability to concentrate while studying or doing homework. Similarly, teachers confirm that pupils often get distracted during lessons and even try to record or imitate directions during school hours. These behaviors confirm prior studies indicating that frequent engagement with fast-paced digital platforms like TikTok can lead to cognitive overload and diminished sustained attention (Kuss & Griffiths, 2017)

3.3.2. Entertainment Over Education

Another significant finding allowed us to collect pupils' opinions about integrating TikTok in education, especially for young pupils. The majority of pupils agree that TikTok is not helpful for enhancing their level and skills. This finding shows that most pupils use TikTok primarily for entertainment. While a minority report using it to learn languages or explore academic content, the dominant purpose remains fun and leisure. This suggests a gap between the potential of TikTok as an educational tool and its actual use among pupils. Despite the presence of educational creators on the platform, their content is either not discovered or not prioritized by young users.

This aligns with research stating that pupils often lack digital literacy skills to distinguish between beneficial content and purely entertaining content (Livingstone, Stoilova, & Nandagiri,

2019). Therefore, even though TikTok has the capacity to deliver micro-learning, its algorithm favors content that maximizes engagement, which often means entertainment-based videos.

3.3.3. Sleep Disruption and Time Mismanagement

The analysis of the retrieved data shows that 33.3% of pupils report that TikTok affects their sleep patterns. This highlights how screen time before bed leads to delayed sleep and tiredness during school hours. Teachers also observe that pupils often come to school fatigued, with low energy levels and reduced memory retention due to lack of sleep. This is a well-documented consequence of social media overuse and has been associated with academic underperformance and emotional instability in adolescents (Lemola, Perkinson-Gloor, Brand, Dewald-Kaufmann, & Grob, 2015).

3.3.4. Behavioral Imitation and Identity Issues

From the data obtained from the focus group interview, we can say that the focus group reveals strong concerns among teachers about pupils who imitate TikTokers in speech, dress, and attitudes. While some imitation can be harmless, the adoption of inappropriate language or disrespectful behaviors can undermine school discipline. In addition, 45.1% of pupils admit to comparing themselves to others on TikTok to varying degrees, indicating the presence of social comparison behavior. This may lead to issues of low self-esteem, body image anxiety, or reduced self-worth, as supported by prior studies on adolescent social media use (Fardouly et al., 2015)

3.3.5. Mixed Impact on Academic Performance

The data shows a divided perception regarding TikTok's impact on academic achievement. While 47.1% of pupils say TikTok has no effect on their grades, 33.3%

acknowledge a negative impact, and only 19.6% see it as a helpful tool. This may reflect individual differences in self-regulation and media literacy. Pupils who benefit from TikTok likely follow content creators who teach useful material. On the other hand, the majority either use it recreationally or do not see it as connected to their studies.

Interestingly, 58.8% of pupils say TikTok increases their interest in certain school subjects. This suggests that when content is presented in an interactive and engaging manner, it can spark curiosity or reinforce what is learned in school, especially in foreign languages. TikTok may help pupils improve their grades. This offers an opportunity for educators to curate and recommend educational TikTok accounts that align with curriculum goals.

3.3.6. Parental Monitoring and Responsibility

The analysis of the retrieved data from the focus group interview allows us to detect that pupils face many problems when using TikTok, mainly the lack of parental supervision. Some pupils have confirmed that their families advise them not to overuse TikTok or waste time. However, teachers observe that many parents are not fully aware of their children's screen-use habits. This highlights the need for media education at home, including setting usage limits, encouraging critical thinking, and engaging in conversations about content.

3.3.7. Potential Solutions and Recommendations

Based on both the pupils' responses and staff interviews, several recommendations have been emerged:

1. Schools should implement digital literacy programs that help pupils differentiate between valuable and harmful content.

2. Parents need to be involved through awareness sessions or school-parent collaboration.
3. Teachers can guide pupils toward educational creators or even create content themselves to connect with pupils.
4. School policies should consider regulating phone use during class hours or breaks to minimize distraction.

All in all, both the questionnaire and the focus group interview allow us to notice the negative effects of using TikTok on young pupils' behavior and academic achievement. Pupils are aware of these disadvantages, yet they cannot help but use it.

Conclusion

This chapter provides an overall look at the research methodology and the findings of the collected data. The interpretation of the results obtained aims directly at targeting the main features of the research questions. Initially, this chapter contains the discussion of the results and the findings that are established. What we obtain from the analysis of the data collected is that while TikTok serves as a tool for entertainment and cultural exposure, its overuse leads to distraction, behavioral shifts, sleep disturbances, and academic disengagement. Nonetheless, its educational potential remains untapped, largely due to lack of guidance and media awareness. The results point to a growing need for structured interventions by schools and families to help young pupils make informed, balanced, and productive use of the platform.

General Conclusion

General Conclusion

This study investigated the impact of TikTok use on young learners' behavior and academic achievement at Sheikh Naimi Middle School – Ouled Djellal. This research used a mixed-methods approach based on a questionnaire conducted with pupils and a focus group interview with teachers. It aimed to understand how TikTok shapes young learners' study habits, focus, social behavior, and school performance.

This study comprised three chapters. Chapter one dealt with the first theoretical framework entitled **Prob on Social Media and Tiktok** . This part tackled different aspects of social media and TikTok, focusing on its definition, rise, and the impact on young learners. It examined TikTok's algorithm and its engaging content. The chapter also explored both its educational potential and negative effects, such as distraction and overuse. In addition, we intended to explore TikTok in an educational setting, where we displayed how beneficial this platform can be.

In Chapter two, we explored the close relationship between young learners' behavior and their academic achievement. We discussed how behaviors such as emotional regulation, attention, and social interaction directly impact pupil performance. Positive behaviors improve learning outcomes, while negative behaviors such as inattention or aggression lead to decreased academic motivation and time management difficulties. The chapter also explores how platforms like TikTok can influence behavior and, consequently, academic achievement.

Chapter three was concerned with the methodology and the findings and the discussion of the results. To collect the data needed to complete our research, we opted for a questionnaire with a mixture of close and open-ended questions followed by a focus group interview. The

analysis of the data collected permitted us to detect pupils' opinions about the effects of TikTok use on their behavior and academic achievement, its administration as an educational tool.

From the results, we can say that learners widely use TikTok, especially in their free time. Not for educational purposes, but the majority use it for entertainment, such as music, humor, fashion, and trends. A small number reported using it to learn languages, but this was not the main reason for using the platform.

The study found that there is a strong link between the excessive use of TikTok and poor academic performance. Many pupils struggle with concentration, sleep problems, unfinished homework, and reduced participation in class. Teachers reported that pupils often imitate TikTokers or their behaviors. Teachers also claimed signs of distraction, lack of motivation, and low academic discipline in young learners. These patterns confirm that uncontrolled TikTok use negatively impacts both behavior and school achievement.

Despite these negative effects, the study also highlighted that TikTok could offer limited educational benefits. Some pupils and teachers declared that TikTok can help learners improve language skills, boost self-expression, and increase motivation.

Answering the research questions, the study concluded that the overuse of TikTok for entertainment affects academic achievement negatively. It causes noticeable behavioral changes such as distraction, loss of interest in studies, and discipline issues. Most learners do not use it for learning, although some are aware of its potential for education. Teachers confirm its impact on both behavior and academic performance and emphasised the need for clear rules and support to manage pupils' use of digital platforms.

To reduce the negative impact, several strategies can be applied. Schools should integrate digital literacy into the curriculum and educate pupils about responsible app use. Teachers can encourage learners to follow educational content creators. Parents should monitor screen time and talk with their children about the risks of overuse. Schools also need clear policies about phone and social media use during school hours.

TikTok is part of pupils' digital lives. The solution is not to ban it but to teach pupils how to use it wisely. When properly managed, it can support learning and creativity without harming academic success.

This study can help educators and policymakers better understand the challenges and opportunities of social media in schools. The results revealed that social media drastically affected pupils' behavior and academic achievement. It also sets the stage for more in-depth research and policy development to support balanced, responsible use of digital tools in education. These findings confirm the hypothesis of the research that social media can be both a deconstructive and a constructive learning environment for young learners, depending on its use.

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Appendices

Appendix A: Sample Questionnaire distributed to pupils

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of the English Language and Literature

*Questionnaire: The Impact of TikTok Use on Pupils' Behavior and Academic
Achievement*

Sheikh Naimi Middle School – Ouled Djellal – Algeria

Introduction

This questionnaire aims to understand how TikTok use affects your behavior, daily routine, and school performance. Please answer honestly. Your responses will help us better understand the role of TikTok in students' lives.

Please read the following questions and underline the answer that corresponds your choice.

Section 1: Personal Information

1. Name (Optional):

.....

2. Age:

a. 10–12

b. 13–14

c. 15–16

3. Gender:

a. Male

b. Female

4. Grade Level:

- a. *1st Year Middle School (1MS)*
- b. *2nd Year Middle School (2MS)*
- c. *3rd Year Middle School (3MS)*
- d. *4th Year Middle School (4MS)*

Section 2: TikTok Usage

1. What does TikTok mean to you?

.....

2. Do you use TikTok? a. Yes b. No → If "No", skip to Section 3

3. Where do you usually use TikTok?

- a. *At home*
- b. *At school (inside or outside the classroom)*
- c. *Outside in the street*

4. How long have you been using TikTok?

- a. *Less than 6 months*
- b. *6 months to 1 year*
- c. *1 to 2 years*
- d. *More than 2 years*

5. How much time do you spend on TikTok daily?

- a. *Less than 30 minutes*
- b. *30 minutes to 1 hour*
- c. *1 to 2 hours*
- d. *More than 2 hours*

6. What kind of content do you usually watch on TikTok?

- a. *Educational (science, history, languages...)*
- b. *Entertainment (dance, comedy, challenges...)*
- c. *Lifestyle (cooking, sports, fashion...)*
- d. *News and current events*
- e. *Others:*

7. Do you create content on TikTok?

.....

8. If yes, what type?

- *Educational (science, history, languages...)*
- *Entertainment (dance, comedy, challenges...)*
- *Lifestyle (cooking, sports, fashion...)*
- *News and current events*
- *Others*

9. Do your parents allow you to use TikTok? Why?

.....

Section 3: Effect of TikTok on Daily Behavior

1. Does TikTok affect your daily routine, such as:

doing your homework, preparing your lessons, sleeping early, waking up for school, reviewing, eating on time?

- a. *Yes, positively →*
- b. *Yes, negatively → How?*
- c. *No effect*

2. How Does TikTok affect your daily routine?

- a. *Yes, positively →*
- b. *Yes, negatively → How?*
- c. *No effect*

3. Does TikTok affect your focus when studying or doing homework?

- a. *Yes, it reduced my attention*
- b. *Yes, it improved my focus*
- c. *No effect*

How?.....

4. Do you compare yourself to others on TikTok? Do you try to act like them? Explain (you can write in Arabic):

- a. *Often*
- b. *Sometimes*
- c. *Rarely*
- d. *Never*

.....

e. Does TikTok affect your sleep? Do you stay up late watching it?

- a. *Yes, I stay up late (When do you usually sleep?):*
- b. *No, my sleep is not affected*

5. Who do you follow on TikTok? Are they:

- a. *Teenagers*
- b. *Young adults*
- c. *Adults*

.....

6. Are they:

- a. *Arab Muslims*
- b. *Foreign non-Muslims?*

Explain:

7. Do you imitate them?

- a. *Often*
- b. *Sometimes*
- c. *Rarely*
- d. *Never*

Why?.....

8. What do your parents or siblings say about your use of TikTok?

.....

Section 4: Impact on Academic Achievement

1. Does TikTok affect your school performance? How? (you can write in Arabic)

a. Yes, positively

b. Yes, negatively

c. No effect

.....

2. Does TikTok use affect your total average? Explain how:

.....

3. Does TikTok distract you while studying or doing homework?

a. Often

b. Sometimes

c. Rarely

d. Never

Why?

4. Has TikTok changed your interest in any school subject (like English, Science, Physics, Math, History...)?

a. Yes, positive. How?

b. Yes, negative. How?

c. No effect. How?

Section 5: Open-Ended Questions

1. *In your opinion, what are the positive effects of TikTok on you?*

.....

2. *In your opinion, what are the negative effects of TikTok on you?*

.....

Thank you for your time, thoughts, and participationPrepared by:

ATAOUA Ikram

Master 2 Sciences of Language student

Faculty of Arabic Language Arts & Foreign Languages Department of English Studies

Mohammed Kheidher University of Biskra

Appendix B : A Sample of the Questionnaire Paper 01

استبيان: تأثير استخدام تيك توك على سلوك التلاميذ وإنجازهم الدراسي

متوسطة الشيخ نعيمة - أولاد جلال

مقدمة

نهدف من خلال هذا الاستبيان إلى معرفة كيف يؤثر استخدام تيك توك على سلوكك، وقتك، ودراستك. نطلب منك أن تجيب بصدق، فإجاباتك ستساعدنا على فهم أفضل لهذه الظاهرة.

اقرأ الأسئلة التالية ثم سطر على الإجابة التي تناسبك

القسم الأول: المعلومات الشخصية

1. الاسم (اختياري) محمد بن عبد الله

2. العمر: 12

3. الجنس: ذكر

4. المستوى الدراسي: السنة الأولى متوسط (م1)

5. كم من الوقت تقضي يوميًا على تيك توك؟

أقل من 30 دقيقة

من 30 دقيقة إلى ساعة

من ساعة إلى ساعتين

أكثر من ساعتين

6. ما نوع المحتوى الذي تشاهده غالبًا على تيك توك؟

محتوى تعليمي (علوم، تاريخ، تعلم لغات...)

ترفيهي (رقص، تحديات، مقاطع مضحكة...)

أسلوب حياة (طبخ، رياضة، ملابس...)

أخبار وأحداث جارية

أخرى:

7. هل تنشئ محتوى على تيك توك؟

لا

8. إذا كانت الإجابة نعم، ما نوع المحتوى؟

محتوى تعليمي (علوم، تاريخ، تعلم لغات...)

ترفيهي (رقص، تحديات، مقاطع مضحكة...)

أسلوب حياة (طبخ، رياضة، ملابس...)

أخبار وأحداث جارية

أخرى:

9. هل يسمح لك والداك باستخدام تيك توك؟ ولماذا؟

نعم، لأنني أحتاجه لتطبيق تيك توك

لا، لأن والدي لا يسمحون لي باستخدامه

القسم الثاني: استخدام تيك توك

1. ماذا يعني لك تطبيق تيك توك؟

تطبيق تيك توك

2. هل تستخدم تيك توك؟

نعم

لا → إذا كانت الإجابة "لا"، انتقل مباشرة إلى القسم الثالث

3. أين تستخدم تيك توك غالبًا؟

في البيت

في المدرسة (داخل أو خارج القسم)

في الشارع

4. منذ متى وأنت تستخدم تيك توك؟

أقل من 6 أشهر

من 6 أشهر إلى سنة

من سنة إلى سنتين

أكثر من سنتين

5. كم من الوقت تقضي يوميًا على تيك توك؟

أقل من 30 دقيقة

من 30 دقيقة إلى ساعة

من ساعة إلى ساعتين

أكثر من ساعتين

6. ما نوع المحتوى الذي تشاهده غالبًا على تيك توك؟

محتوى تعليمي (علوم، تاريخ، تعلم لغات...)

ترفيهي (رقص، تحديات، مقاطع مضحكة...)

أسلوب حياة (طبخ، رياضة، ملابس...)

أخبار وأحداث جارية

أخرى:

7. هل تنشئ محتوى على تيك توك؟

لا

8. إذا كانت الإجابة نعم، ما نوع المحتوى؟

محتوى تعليمي (علوم، تاريخ، تعلم لغات...)

ترفيهي (رقص، تحديات، مقاطع مضحكة...)

أسلوب حياة (طبخ، رياضة، ملابس...)

أخبار وأحداث جارية

أخرى:

9. هل تشعر أن تيك توك يؤثر على روتينك اليومي مثل: تحضير دروسك، إنجاز واجباتك، النوم باكراً، الاستيقاظ لحضور الحصة الصباحية، مراجعة الدروس، تناول الوجبات؟

نعم، تأثير إيجابي كيف؟

نعم، تأثير سلبي: كيف؟

لا تأثير

2. هل يؤثر تيك توك على تركيزك أثناء الدراسة أو أداء الواجبات؟ كيف؟

- نعم، قلل من قدرتي على التركيز
- نعم، زاد من تركيزي
- لا تأثير

- نعم، تأثير إيجابي
- نعم، تأثير سلبي
- لا تأثير

2. هل يؤثر تيك توك على معدلك العام؟ وضح كيف؟

3. هل يشتت تيك توك انتباهك أثناء المراجعة أو أداء الواجبات؟ ولماذا؟

- غالبًا
- أحيانًا
- نادرًا
- أبدًا

3. هل تقارن نفسك بمن تشاهدهم على تيك توك؟

- غالبًا
- أحيانًا
- نادرًا
- أبدًا

4. وهل تقلد سلوكهم؟

- غالبًا
- أحيانًا
- نادرًا
- أبدًا

4. هل غير تيك توك اهتمامك ببعض المواد الدراسية (كالإنجليزية، الفيزياء، الرياضيات، التاريخ...؟)

- نعم، تأثير إيجابي
- نعم، تأثير سلبي
- لا تأثير

5. هل يؤثر تيك توك على نومك؟ (هل تسهر لمشاهدته؟)

- نعم، أسهر لمشاهدته (أذكر وقت نومك عادةً):
- لا، نومي لا يتأثر

القسم الخامس: أسئلة مفتوحة

1. في رأيك، ما هي الآثار الإيجابية لاستخدام تيك توك عليك؟

6. من تتابع على تيك توك؟ هل هم:

- أطفال
- مراهقون
- شباب
- كبار (بالغون)

7. هل هم:

- عرب مسلمون
 - أجانب غير مسلمين؟
- أشرح.....:

8. لماذا ينجيك محتوهم؟ ما الذي يلهمك في شخصيتهم؟

9. ما الذي يقوله لك والداك أو إخوتك وأخواتك عن استخدامك لتيك توك؟

القسم الرابع: التأثير على التحصيل الدراسي

1. هل تعتقد أن تيك توك يؤثر على نتائجك الدراسية؟ كيف؟ (يمكنك الكتابة بالعربية)

شكرًا على وقتك وتفكيرك ومشاركتك

إعداد:
عطاوة أكرام
سنة ثانية ماستر
قسم اللغة الإنجليزية
جامعة محمد خيضر بسكرة

Appendix C : A Sample of the Questionnaire Paper 02

استبيان: تأثير استخدام تيك توك على سلوك التلاميذ وإنجازهم الدراسي

متوسطة الشيخ نعيمى - أولاد جلال

مقدمة

نهدف من خلال هذا الاستبيان إلى معرفة كيف يؤثر استخدام تيك توك على سلوكك، وقتك، ودراستك. نطلب منك أن تجيب بصدق، فأجاباتك ستساعدنا على فهم أفضل لهذه الظاهرة.

اقرأ الأسئلة التالية ثم سطر على الإجابة التي تناسبك

القسم الأول: المعلومات الشخصية

1. الاسم (اختياري):
2. العمر:

3. الجنس:

• ذكر
• أنثى ☒

4. المستوى الدراسي:

• 10-12 سنة
• 13-14 سنة
• 15-16 سنة ☒

4. منذ متى وأنت تستخدم تيك توك؟

• أقل من 6 أشهر
• من 6 أشهر إلى سنة
• من سنة إلى سنتين ☒
• أكثر من سنتين

5. كم من الوقت تقضي يوميًا على تيك توك؟

• أقل من 30 دقيقة
• من 30 دقيقة إلى ساعة ☒
• من ساعة إلى ساعتين
• أكثر من ساعتين

6. ما نوع المحتوى الذي تشاهده غالبًا على تيك توك؟

• محتوى تعليمي (علوم، تاريخ، تعلم لغات...)
• ترفيهي (رقص، تحديات، مقاطع مضحكة...) ☒
• أسلوب حياة (طبخ، رياضة، ملابس...)
• أخبار وأحداث جارية
• أخرى:

7. هل تشغى محتوى على تيك توك؟

..... لا تشغى محتوى على تيك توك

8. إذا كانت الإجابة نعم، ما نوع المحتوى؟

محتوى تعليمي (علوم، تاريخ، تعلم لغات...)
• ترفيهي (رقص، تحديات، مقاطع مضحكة...)
• أسلوب حياة (طبخ، رياضة، ملابس...)
• أخبار وأحداث جارية
• أخرى:

9. هل يسمح لك والدك باستخدام تيك توك؟ ولماذا؟

..... نعم يسمح لي بذلك، لأنه مفيد

القسم الثالث: تأثير تيك توك على السلوك اليومي

1. هل تشعر أن تيك توك يؤثر على روتينك اليومي مثل: تحضير دروسك، إنجاز واجباتك، النوم باكراً، الاستيقاظ لحضور الحصص الصباحية، مراجعة الدروس، تناول الوجبات؟

• نعم، تأثير إيجابي كيف؟
• نعم، تأثير سلبي: كيف؟
• لا تأثير ☒

القسم الثاني: استخدام تيك توك

1. ماذا يعني لك تطبيق تيك توك؟

..... هو تطبيق يوتيوب

2. هل تستخدم تيك توك؟

• نعم ☒
• لا → إذا كانت الإجابة "لا"، انتقل مباشرة إلى القسم الثالث

3. أين تستخدم تيك توك غالبًا؟

• في البيت ☒
• في المدرسة (داخل أو خارج القسم)
• في الشارع

2. هل يؤثر تيك توك على تركيزك أثناء الدراسة أو أداء الواجبات؟ كيف؟

- نعم، قلل من قدرتي على التركيز
- نعم، زاد من تركيزي
- لا تأثير ☒

3. هل تقارن نفسك بمن تشاهدهم على تيك توك؟

- غالبًا
- أحيانًا ☒
- نادرًا
- أبدًا

4. وهل تقلد سلوكهم؟

- غالبًا
- أحيانًا
- نادرًا ☒
- أبدًا

5. هل يؤثر تيك توك على نومك؟ (هل تسهر لمشاهدته؟)

- نعم، أسهر لمشاهدته (اذكر وقت نومك عادةً): 2.30.00
- لا، نومي لا يتأثر

6. من تتابع على تيك توك؟ هل هم:

- أطفال
- مرافقون
- شباب ☒
- كبار (بالغون)

7. هل هم:

- عرب مسلمون ☒
- أجانب غير مسلمين؟

اشرح:

8. لماذا يعجبك محتواهم؟ ما الذي يلهمك في شخصيتهم؟

9. ما الذي يقوله لك والدك أو إخوانك وأخواتك عن استخدامك لتيك توك؟

.....

القسم الرابع: التأثير على التحصيل الدراسي

1. هل تعتقد أن تيك توك يؤثر على نتائجك الدراسية؟ كيف؟ (يمكنك الكتابة بالعربية)

- نعم، تأثير إيجابي ☒
- نعم، تأثير سلبي
- لا تأثير

أجبناها المستجيب تيك توك... اللسان...
حل الواجبات

2. هل يؤثر تيك توك على معدلك العام؟ وضح كيف؟

.....

3. هل يشتت تيك توك انتباهك أثناء المراجعة أو أداء الواجبات؟ ولماذا؟

- غالبًا
- أحيانًا ☒
- نادرًا
- أبدًا

4. هل غرّ تيك توك اهتمامك ببعض المواد الدراسية (كالإنجليزية، الفيزياء، الرياضيات، التاريخ...؟)

- نعم، تأثير إيجابي ☒
- نعم، تأثير سلبي
- لا تأثير

القسم الخامس: أسئلة مفتوحة

1. في رأيك، ما هي الآثار الإيجابية لاستخدام تيك توك عليك؟

أستعمله في الدراسة وحل الواجبات
والتعلم... قواعده... السبيل...
.....

2. في رأيك، ما هي الآثار السلبية لاستخدام تيك توك عليك؟

شكرًا على وقتك وتفكيرك ومشاركتك

إعداد:

عطاوة إكرام

سنة ثانية ماستر

قسم اللغة الإنجليزية

جامعة محمد خيضر بسكرة

Appendix D : The Focus Group Interview Questions

Focus Group Interview Questions

Topic: *The Impact of TikTok Use on Learners' Behavior and Academic Achievement*

Section 1: General Observations

1. *Do students at your school use TikTok regularly? How Have you noticed that?*
2. *What age group or grade level seems most involved with TikTok?*
3. *In your opinion, how often do students talk about TikTok or refer to it at school?*

Section 2: Effects on Behavior

1. *Has TikTok use affected students' discipline or behavior in class? How?*
2. *Do you think TikTok has influenced students' personality, speech, clothing, or social attitudes? Can you give examples?*
3. *Do you notice any changes in students' interactions with peers or teachers that may be linked to TikTok?*

Section 3: Effects on Academic Achievement

1. *Have you noticed any decline in academic performance among students who are active TikTok users?*
2. *Does TikTok affect their concentration, homework completion, or classroom participation? (Negatively or Positively)*
3. *Do students show interest in using TikTok for educational content? Have you seen examples of that?*

Section 4: Solutions and Prevention

1. *In your opinion, What can schools and parents do to reduce the negative impact of TikTok?*
2. *Do you think that TikTok should be used in education? Why or why not?*
3. *What are your suggestions to help students use TikTok responsibly?*

الموضوع: تأثير استخدام تيك توك على سلوك المتعلمين وإنجازهم الأكاديمي

القسم الأول: الملاحظات العامة

1. هل يستخدم التلاميذ في مدرستك تيك توك بانتظام؟ كيف لاحظت ذلك؟
2. ما هي الفئة العمرية أو المستوى الدراسي الأكثر استخدامًا لتطبيق تيك توك؟
3. في رأيك، كم مرة يتحدث التلاميذ عن تيك توك أو يشيرون إليه في المدرسة؟

القسم الثاني: التأثيرات على السلوك

1. هل أثر استخدام تيك توك على انضباط التلاميذ أو سلوكهم داخل القسم؟ كيف؟
2. هل تعتقد أن تيك توك أثر على شخصية التلاميذ أو طريقة كلامهم أو لباسهم أو مواقفهم الاجتماعية؟ هل يمكنك إعطاء أمثلة؟
3. هل لاحظت أي تغييرات في تفاعل التلاميذ مع زملائهم أو مع الأساتذة قد تكون مرتبطة باستخدام تيك توك؟

القسم الثالث: التأثيرات على الإنجاز الأكاديمي

1. هل لاحظت تراجعًا في الأداء الأكاديمي لدى التلاميذ الذين يستخدمون تيك توك بشكل نشط؟
2. هل يؤثر تيك توك على تركيزهم، إنجاز الواجبات المنزلية، أو مشاركتهم داخل القسم؟ (سلبيًا أو إيجابيًا)
3. هل يُظهر التلاميذ اهتمامًا باستخدام تيك توك في المحتوى التعليمي؟ هل رأيت أمثلة على ذلك؟

القسم الرابع: الحلول والوقاية

1. في رأيك، ماذا يمكن أن تفعل المدارس والأولياء للتقليل من الآثار السلبية لتطبيق تيك توك؟
2. هل تعتقد أنه ينبغي استخدام تيك توك في التعليم؟ لماذا أو لماذا لا؟
3. ما اقتراحاتك لمساعدة التلاميذ على استخدام تيك توك بطريقة مسؤولة؟

الملخص

في عصر العولمة، يتزايد باستمرار الاتجاه نحو استخدام وسائل التواصل الاجتماعي ومواقع التواصل الاجتماعي. ومع ذلك، فإن إدخال هذه الأجهزة التكنولوجية الجديدة قد أثر على حياة الإنسان في العديد من الجوانب، وخاصة التعليم. يقضي الطلاب اليوم نصف وقتهم في تصفح مواقع التواصل الاجتماعي، مما قد يكون له آثار خطيرة عليهم. من بين هذه الوسائل منصة تيك توك. تهدف الأطروحة الحالية إلى التحقق من تأثير استخدام تطبيق تيك توك على التحصيل الدراسي والأداء الأكاديمي للمتعلمين الصغار، مع التركيز على الجوانب المعرفية، السلوكية، والاجتماعية. واكتشاف ما إذا كانت هذه المنصة بيئة تعليمية فعالة أم غير بناء بالنسبة لتلاميذ مرحلة التعليم المتوسط في متوسطة الشيخ نعيم اولاد جلال. حيث تركز الدراسة على تحليل كيف يؤثر قضاء وقت طويل على تيك توك في مستوى الانتباه، التفاعل داخل القسم، وإنجاز الواجبات. للتحقق من صحة بحثنا، اخترنا منهج الطريقة المختلفة الذي يجمع بين أدوات البحث الكمي والنوعي، وقد تم توزيع 51 استبياناً على عينة من تلاميذ مرحلة التعليم المتوسط في متوسطة الشيخ نعيم اولاد جلال، بالإضافة إلى مقابلة جماعية تم تطبيقها على عينة من أساتذة و اداريون من متوسطة الشيخ نعيم في اولاد جلال. تم تحليل النتائج التي تم الحصول عليها كما ونوعاً، حيث كشفت أن معظم التلاميذ يستخدمون تيك توك لأغراض ترفيهية وليس لأهداف دراسية. كما بينت الدراسة أن الاستخدام غير العقلاني أو المفرط للتطبيق يؤثر سلباً على تركيزهم، سلوكهم داخل القسم، ومردودهم الأكاديمي. رغم ذلك، أكدت النتائج أن تيك توك يمكن أن يكون أداة تعليمية فعالة إذا تم توجيه التلاميذ لاستخدامه بشكل هادف، من خلال إشراكهم في أنشطة تربوية رقمية ورفع مستوى الوعي الرقمي لديهم.

توصي الدراسة بضرورة توعية التلاميذ وأولياءهم بالاستخدام الرشيد لوسائل التواصل الاجتماعي، وتحفيزهم على الاستفادة من محتوى تعليمي هادف داخل المنصات الرقمية، وتشجيع دمج المحتوى الرقمي الهادف في العملية التعليمية.

الكلمات المفتاحية

تيك توك، المتعلمون الصغار، التحصيل الدراسي، الأداء الأكاديمي، وسائل التواصل الاجتماعي، السلوك التعليمي

Résumé du mémoire

À l'ère de la mondialisation, l'utilisation des réseaux sociaux ne cesse d'augmenter. L'introduction de ces nouvelles technologies a impacté plusieurs aspects de la vie humaine, notamment le domaine éducatif. Aujourd'hui, les élèves passent la moitié de leur temps à naviguer sur les réseaux sociaux, ce qui peut avoir des effets néfastes sur eux. Parmi ces

plateformes figure TikTok. Ce mémoire vise à étudier l'impact de l'utilisation de l'application TikTok sur la performance scolaire et les résultats académiques des jeunes apprenants, en mettant l'accent sur les dimensions cognitives, comportementales et sociales. Il s'agit aussi de déterminer si cette plateforme peut représenter un environnement éducatif constructif ou non pour les élèves du cycle moyen à la CEM Sheikh Naimi d'Ouled Djellal. L'étude se concentre sur l'analyse de l'effet du temps passé sur TikTok sur l'attention, l'interaction en classe et la réalisation des devoirs. Pour vérifier notre hypothèse, nous avons adopté une approche mixte combinant des outils de recherche quantitatifs et qualitatifs. Un questionnaire a été distribué à 51 élèves du cycle moyen à la CEM Sheikh Naimi, et un entretien de groupe a été mené avec des enseignants et des administrateurs de la même école. L'analyse des résultats, tant quantitative que qualitative, a révélé que la majorité des élèves utilisent TikTok à des fins de divertissement, et non pour l'apprentissage. L'étude a montré que l'utilisation excessive ou irrationnelle de l'application a un impact négatif sur la concentration, le comportement en classe et la performance scolaire. Cependant, les résultats ont également indiqué que TikTok pourrait devenir un outil éducatif efficace si les élèves sont guidés vers une utilisation constructive, en les impliquant dans des activités pédagogiques numériques et en renforçant leur conscience numérique.

L'étude recommande de sensibiliser les élèves et leurs parents à l'utilisation raisonnable des réseaux sociaux, d'encourager l'exploitation de contenus éducatifs sur ces plateformes, et d'intégrer les ressources numériques utiles dans les pratiques pédagogiques.

Mots-clés

TikTok, jeunes apprenants, performance scolaire, résultats académiques, réseaux sociaux, comportement éducatif.

Abstract

In the era of globalization, the use of social media platforms is constantly increasing. The introduction of these new technologies has impacted various aspects of human life, especially education. Today, students spend half of their time browsing social media, which may have serious effects on them. Among these platforms is TikTok. This thesis aims to investigate the impact of TikTok use on the academic achievement and performance of young learners, focusing on cognitive, behavioral, and social aspects. It also seeks to determine whether TikTok can be considered an effective educational environment or not for middle school pupils at Sheikh Naimi Middle School in Ouled Djellal. The study focuses on analyzing how spending long hours on TikTok affects attention span, classroom interaction, and homework completion. To validate our research, we adopted a mixed-method approach that combines both quantitative and qualitative tools. A total of 51 questionnaires were distributed to middle school pupils at Sheikh Naimi Middle School, in addition to a focus group interview conducted with a group of teachers and administrators from the same school. The results, analyzed both quantitatively and qualitatively, revealed that most pupils use TikTok for entertainment rather than educational purposes. The study showed that excessive and unstructured use of the application negatively affects their concentration, behavior in class, and academic performance. However, the findings also indicated that TikTok could become an effective educational tool if students are guided to use it purposefully, through participation in digital learning activities and by raising their digital awareness.

The study recommends raising awareness among pupils and their parents about the responsible use of social media, encouraging the use of educational content on these platforms, and integrating purposeful digital media into the teaching process.

Keywords

TikTok, young learners, academic achievement, academic performance, social media, educational behavior.