

Students' Behaviours and Perceptions of Using the TikTok Application as a Tool for Learning Business Administration

Chaiyaset Promsri^{1*}, and Suchira Chaigusin²

¹ Department of Management, Faculty of Business Administration, Rajamangala University of Technology Phra Nakhon, Bangkok, Thailand.

² Department of Information Technology, Faculty of Business Administration, Rajamangala University of Technology Phra Nakhon, Bangkok, Thailand.

*Corresponding author: chaiyaset.p@rmutp.ac.th

Paper Info:

Received: 22 May 2025 | Revised: 03 Jul 2025

| Accepted: 15 Jul 2025 | Available Online: 15 Jul 2025

DOI: <https://doi.org/10.64233/CYNO6506>

Citation:

Promsri, C., & Chaigusin, S. (2025). Students' behaviors and perception on using TikTok application as a tool for learning business administration. *ASEAN Journal of Open and Distance Learning*, 17(1), 30-42, <https://doi.org/10.64233/CYNO6506>

Abstract

This study investigates university students' behaviours and perceptions towards the use of TikTok as a learning tool in the context of business administration education. A quantitative research design was employed, using a self-administered questionnaire distributed to 203 students enrolled in a negotiation course. The findings indicate that the majority of respondents were experienced TikTok users, with over 75% using the platform for more than 12 months and 76.4% using it daily. Most students recognised TikTok as a beneficial educational resource, with 95.1% perceiving it as valuable for academic purposes and 90.1% acknowledging its contribution to enhancing knowledge in business administration. The study also revealed a high level of interest in incorporating TikTok into higher education, although current integration by instructors remains limited. These findings highlight the platform's potential as a supplementary instructional tool that fosters engagement and informal learning. Recommendations include institutional support for social media integration and professional development for educators to utilise TikTok effectively in business education.

Keywords: behaviours, business administration, learning tool, perception, social media, TikTok

1. Introduction

The TikTok application has increasingly become a popular platform for learning new content in daily life. In its early emergence, TikTok was perceived primarily as an entertaining social media platform. However, numerous educators have recognised the benefits of using TikTok as an educational tool (Liu, 2023; Adelhardt & Eberle, 2024). In recent years, TikTok has evolved beyond its origins as an entertainment platform into a dynamic space for both informal and formal learning. Its short-form, visually engaging content has captured the attention of educators and students alike, reshaping how knowledge is accessed and shared in digital contexts. According to Adelhardt and Eberle (2024), 25% of American users turned to TikTok for learning, with 69% of those engaging with educational content reporting that it helped them complete homework assignments. The platform's ease of use and accessibility have made it particularly attractive to younger generations seeking convenient and relatable learning resources.

Educators have begun to embrace TikTok as a pedagogical tool, particularly in disciplines such as business education, where communication, creativity, and current relevance are crucial. A growing trend has emerged in which educators incorporate TikTok into classroom instruction to enhance student engagement, correct common misconceptions, and foster critical thinking (Langreo, 2022; Malik, 2022). However, despite its popularity, scholars have highlighted concerns regarding its limited academic depth and the challenges it poses for digital literacy. Although TikTok can enhance rapid learning and information retention, its content format may limit opportunities for deep cognitive engagement, thereby reinforcing its position as a supplementary rather than a primary educational medium (Maheshwari & Holpuch, 2023).

Numerous research on TikTok's impact in higher education have shown the benefits of using this platform for learning new knowledge and encouraging learners' motivation and engagement. For instance, Liu (2023) found that 76% of university-level participants had learned new knowledge from TikTok, such as language skills and general academic facts. Similarly, Zulkifli et al. (2022) reported that TikTok improved student motivation and engagement across various subjects, including English, chemistry, and sports science. These findings suggested that when integrated thoughtfully, TikTok can serve as an effective tool to enhance student participation, promote microlearning, and support learner-centred instruction in business education environments.

While numerous studies have explored the use of TikTok for academic purposes across various disciplines, the present study specifically focuses on students' self-reported behaviours and perceptions regarding its use as a learning tool in business education. Rather than measuring learning outcomes or evaluating teaching effectiveness, this research investigates how students engage with the platform, the frequency and nature of their usage, and their perceived value of TikTok in relation to their academic experiences. Understanding these patterns provides a foundation for improving digital engagement strategies, supporting student-centred learning environments, and informing the future integration of social media platforms within business-related curricula.

Additionally, studies by Carpenter et al. (2024) and Adelhardt and Eberle (2024) have highlighted TikTok's value not only for students but also for educators. Teachers have used the platform for professional development and community building, engaging with content that balances pedagogical insight and entertainment. In business education, which often emphasises social media literacy and real-world application, TikTok's dual function as a creative outlet and a knowledge-sharing space makes it an especially relevant medium. As such, TikTok represents a model of accessible, socially embedded learning that aligns with the needs of 21st-century learners (Kahan, 2025).

Thus, it is essential to examine how TikTok can be strategically integrated into business education to support learning behaviours and perceptions. This study aims to explore students' behaviours and perceptions regarding the use of the TikTok application as an educational tool in business administration courses. Specifically, the objectives of this study are to investigate students' behaviours related to the frequency and purpose of their TikTok usage for academic learning, and to explore their perceptions of TikTok's effectiveness as a supplementary tool in business administration courses.

2. Literature Review

2.1. TikTok as a Learning Tool in Business Education

Social media platforms have increasingly been integrated into educational settings as tools for engagement, microlearning, and learner-centred strategies. Among them, TikTok has emerged as a prominent platform due to its short-form content, interactive interface, and algorithmically personalised feeds, which appeal to Generation Z learners (Liu, 2023; Carpenter et al., 2024). While much of the existing literature highlights the platform's educational potential in general contexts, its use in business administration education has only recently gained attention.

In business-related fields, educators have explored TikTok for its ability to deliver quick, real-world examples of marketing strategies, entrepreneurial trends, and business simulations that resonate with contemporary learners (Aziz & Dali, 2023). The platform's format supports active engagement with content that reflects real-time economic shifts, consumer behaviour, and brand communication – core competencies in business education. Studies such as those by Setiana and Rahayu (2025) and Xavierine and Shanthy (2024) also indicate that TikTok fosters constructive learning behaviours, such as content creation, peer interaction, and self-directed learning, making it a suitable fit for business programmes that emphasise problem-solving and application of knowledge.

Despite its growing adoption, limited research has specifically focused on students' behaviours and perceptions in using TikTok for business education. Most prior studies emphasise technological adoption, media engagement, or teaching innovation, but not how students personally interact with and value TikTok as part of their academic journey in a discipline that demands analytical thinking and market awareness. Gálvez-Ruiz et al. (2025) addressed this gap by proposing a scale to assess TikTok's utility in higher education. Although their focus was on sports management, their model can be adapted to assess business learning contexts, particularly the behavioural aspects such as how often students use the platform, how they search for course-relevant content, and what learning behaviours it stimulates (e.g., reflection, summarisation, peer discussion).

Jiajia and Jamaludin (2024) also emphasised behavioural intention and perceived usefulness in their study on TikTok's use in language learning, which parallels business courses that require high levels of applied learning and communication. These behavioural dimensions are important to understand whether TikTok is being used passively for consumption or actively for learning enhancement.

Furthermore, Xavierine and Shanthy (2024) found that university students perceived TikTok as more engaging and accessible than traditional lecture methods, especially when they could relate the content to their coursework. In business administration, where market case studies, negotiation tactics, and entrepreneurship storytelling are essential, TikTok's narrative and creative structure may support deep learner engagement and personalised content exploration. These perceptions, combined with behavioural data like usage

frequency and content creation, can inform strategies to integrate social media tools meaningfully into the curriculum.

2.2. Student Perceptions and Engagement

Student perception is a key factor in determining the success and sustainability of educational innovations, especially when integrating non-traditional platforms like TikTok. Perception influences how students interact with content, how motivated they are to learn, and whether they view tools like TikTok as academically legitimate (Xavierine & Shanthi, 2024). Numerous studies have reported high levels of student acceptance of TikTok in academic settings, particularly due to its accessibility, relevance to youth culture, and concise delivery of information. Liu (2023) found that students appreciate TikTok's simplicity and visual engagement, noting that it reduces the intimidation associated with complex academic topics.

In business education, where communication, real-world application, and digital literacy are crucial, students' engagement with learning tools often extends beyond traditional textbooks or lecture slides.

Aziz and Dali (2023) highlighted that students in business-related fields respond positively to media that allow for creative expression, application to current events, and peer interaction – elements that TikTok naturally facilitates. These perceptions can influence how effectively students absorb and apply business knowledge in real-world contexts. Moreover, TikTok allows students to actively participate in content creation, not just consumption. This interactive model aligns well with constructivist theories of learning, where knowledge is co-constructed through experience and reflection (Setiana & Rahayu, 2025). The opportunity to remix content, produce short videos, and comment on others' ideas encourages students to reflect on course content and communicate their understanding in multimodal formats.

Jiajia and Jamaludin (2024) demonstrated that behavioural intention, perceived usefulness, and social influence significantly predicted students' willingness to adopt TikTok for academic purposes. Although their study was situated in the context of language learning, the underlying behavioural constructs are relevant to business education, where peer comparison, networking, and performance orientation often shape student engagement.

Xavierine and Shanthi (2024) further found that students perceived TikTok-based academic content as more engaging than traditional instruction when it included examples tied to coursework. Business education, which often involves analysing trends, negotiating strategies, and interpreting dynamic markets, benefits from formats that are timely and visual – characteristics that TikTok inherently provides. These studies collectively suggest that perception is shaped not only by ease of use, but also by the platform's ability to connect academic content to real-life experiences and career relevance.

Although enthusiasm for TikTok in education is growing, student perceptions also reflect concerns. Some respondents in prior studies noted issues related to content accuracy, distraction risk, and limited academic depth (Alino et al., 2024; Maheshwari & Holpuch, 2023). These perceptions reinforce the need for clear educational framing and content moderation if platforms like TikTok are to be used responsibly in business programmes.

2.3. Discipline-Specific Application and Limitations

Although most studies focused on general education or STEM-related content, the principles discovered can be applied in business education. Nochumson (2024) explored TikTok's role in K-12 teacher professional development, highlighting its use for knowledge

sharing and maintaining student engagement. While targeted at educators, these findings underscore the platform's utility for professional skill-building – a critical component of business education.

In the context of language learning, Jiajia and Jamaludin (2024) studied the acceptance of TikTok among high school students in China learning English as a Foreign Language (EFL). Their findings emphasised motivation, social influence, and ease of use as key factors. While these variables are not discipline-specific, they are relevant to business education, where student motivation and digital literacy are foundational.

However, concerns remain regarding the entertainment-oriented design of TikTok. Several researchers have cautioned about the superficiality of short-form content, the potential for digital distraction, and the lack of quality control in educational videos (Alino et al., 2024; Xavierine & Shanthi, 2024). These drawbacks necessitate structured instructional strategies and content curation to maximise pedagogical effectiveness.

Based on the synthesis, the body of literature indicates a growing consensus on TikTok's educational value, particularly in fostering engagement, motivation, and creativity among students. Xavierine and Shanthi (2024) recommend the creation of official TikTok accounts per academic subject to centralise and enhance the quality of educational content. Additionally, Alino et al. (2024) suggest TikTok be used as a supplementary rather than primary instructional tool, integrated within a blended learning approach to counteract its limitations. While its strengths lie in accessibility and appeal, its limitations – such as shallow content and distraction risk – impose guided and purposeful implementation. For business education, TikTok represents a promising supplementary tool to deliver interactive, relevant, and visually enriched content. Future studies should explore how TikTok-based pedagogies affect critical thinking, analytical skills, and professional development in business contexts.

In summary, while existing literature highlighted TikTok's potential as an educational tool, particularly in fostering creativity, accessibility, and real-world relevance, there remained a lack of discipline-specific research that captures how students in business administration programmes perceive and use the platform for learning. Most prior studies emphasised general student use, language learning, or digital tool adoption, but did not fully address the behaviours and perceptions that were specific to business learners. This gap supported the purpose of the present study, which was to investigate students' actual behaviours and perceptions regarding the use of TikTok as a tool in business education.

3. Research Method

This study employed a quantitative research design using a structured questionnaire to investigate university students' behaviours and perceptions regarding the use of TikTok as a learning tool in business administration. The questionnaire was distributed online via Google Classroom to students enrolled in courses taught by one of the researchers.

Although participants were drawn from a negotiation course, the study did not focus specifically on the use of TikTok in that subject. Instead, respondents were asked to consider their overall use of TikTok for academic purposes within the broader context of business education. The intention was to capture general patterns of engagement with TikTok as a supplementary learning tool across various business-related subjects, not limited to negotiation.

Out of 233 students invited to participate, 203 students voluntarily responded to the questionnaire. The instrument consisted of two main sections: demographic information and

items designed to capture students' behaviours and perceptions of using TikTok for educational purposes.

To ensure the validity of the instrument, the Index of Item-Objective Congruence (IOC) was applied. Three academic experts reviewed the content of each question, and no item received an IOC score below 0.5. Reliability was further assessed through Cronbach's alpha, applied to the items measuring perceptions towards the integration of TikTok in higher education. All reliability coefficients exceeded 0.70, indicating satisfactory internal consistency.

Descriptive statistics were used to analyse the data, providing insights into how frequently students used TikTok, the purposes for which they used it, and how they perceived its value as a learning resource in the context of business education.

4. Findings and Discussion

4.1. Findings

The results section presents a detailed analysis of the data collected from 203 university students regarding their use of TikTok as a learning tool in business education. This section begins with the demographic profile of the respondents, followed by their behaviours, usage patterns, and perceptions towards the educational value of TikTok. The findings offered insights into how students engaged with the platform and its perceived relevance in academic contexts. Table 1 outlined the key demographic characteristics of the participants.

Table 1

Students' Demographic Profiles (n = 203)

Gender		Age		Income		Place of Origin	
Male	Female	18-20	Above 20	5,000-10,000	More than 10,000	Bangkok	Other Provinces
52 (25.6%)	151 (74.4%)	94 (46.3%)	109 (53.7%)	185 (91.1%)	18 (8.9%)	89 (43.8%)	114 (56.2%)

Table 1 presents the demographic profile of the respondents. This study found that most participants were female (74.4%), while 25.6% were male. In terms of age, more than a half of the respondents (53.7%) were above 20 years old, whereas 46.3% were between 18 and 20 years old. For monthly income, most respondents (91.1%) reported earning 5,000 to 10,000 baht, whereas only 8.9% earned more than 10,000 baht per month. As for place of origin, 56.2% were from other provinces, while 43.8% were from Bangkok.

Table 2

Duration of TikTok Use among Respondents (n = 203)

Duration of TikTok Use	Frequency (n)	Percentage (%)
Less than 3 months	20	9.9%
3-6 months	12	5.9%
More than 6-12 months	17	8.4%
More than 12 months	154	75.8%

As shown in Table 2, most respondents (75.8%) reported having used TikTok for more than 12 months. A smaller proportion indicated using the platform for less than 3 months

(9.9%), 3 to 6 months (5.9%), and more than 6 to 12 months (8.4%), respectively. These findings suggest that the majority of participants were experienced users who had been engaging with the TikTok application over an extended period.

Table 3

Frequency of TikTok Use among Respondents (n = 203)

Frequency of TikTok Use	Frequency (n)	Percentage (%)
Everyday	155	76.4%
2-3 days a week	17	8.3%
4-5 days a week	15	7.4%
Barely used	16	7.9%

Table 3 showed the frequency of TikTok use among the respondents. The majority reported using TikTok every day (76.4%), indicating a high level of daily engagement with this social media platform. A small group of respondents reported that use of TikTok for 2 to 3 days a week (8.3%), while 7.4% reported using this application 4 to 5 days a week. Additionally, 7.9% of respondents indicated that they barely used the platform, suggesting limited or infrequent interaction.

Table 4

Average Time Spent per TikTok Session (n = 203)

Duration per Session	Frequency (n)	Percentage (%)
Less than 30 minutes	70	34.5%
30-60 minutes	76	37.4%
1-2 hours	29	14.3%
More than 2 hours	28	13.8%

Table 4 presents the average duration of TikTok use per session among respondents. The largest group (37.4%, n = 76) reported spending approximately 30 to 60 minutes per session on TikTok. A similarly sized proportion of respondents (34.5%) indicated using TikTok for less than 30 minutes per session. Smaller groups reported longer usage durations, with 14.3% spending 1 to 2 hours per session, and 13.8% using TikTok for more than 2 hours each time. These results suggest that most users engaged with the platform in relatively short to moderate time intervals.

Figure 1

Proportion of Respondents Who Own a Personal TikTok Channel

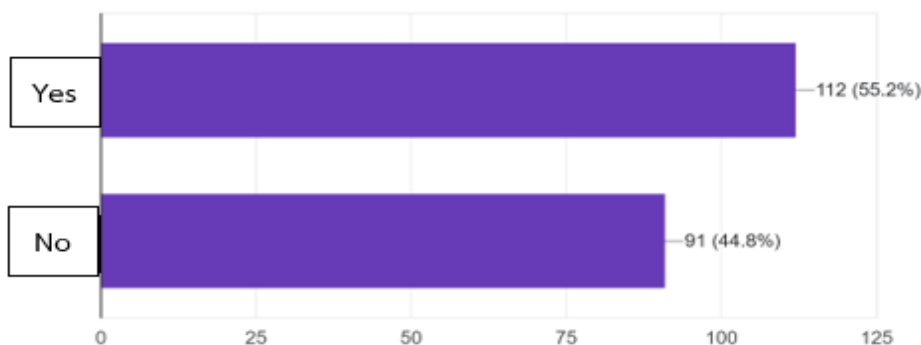


Figure 1 illustrates the ownership status of personal TikTok channels among the respondents. The findings reveal that more than half of the participants (55.2%) reported having their own TikTok channel, while 44.8% indicated that they had not yet created one. This suggests that a significant proportion of students are not only consumers but also content creators on the platform.

Figure 2

Use of TikTok in Relation to Academic Studies

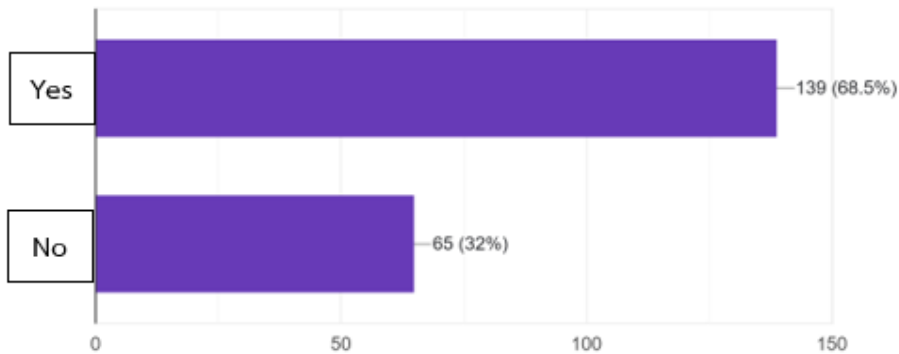


Figure 2 illustrates the extent to which participants integrated TikTok into their academic studies. The majority of respondents (68.5%) reported using TikTok in connection with their coursework or learning activities, although they referred to general subjects rather than specific courses. This suggests that the platform serves as a supplementary tool for academic engagement. In contrast, 31.5% of respondents indicated that they did not use TikTok for any academic purposes, highlighting a variation in how students perceive the platform's educational value.

Figure 3

TikTok in Relation to Benefits for Educational Purposes

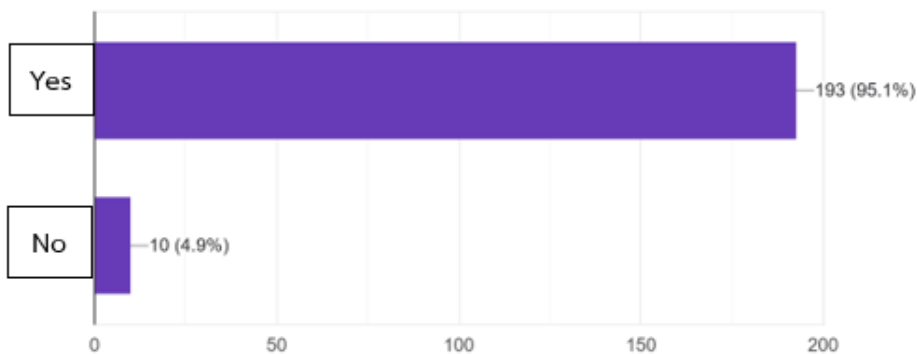


Figure 3 illustrates the use of TikTok in relation to its perceived educational benefits. The findings reveal that the vast majority of respondents view TikTok as beneficial for educational purposes. Specifically, 95.1% of participants agreed that TikTok is useful for education, while only 4.9% did not consider it a helpful tool for learning. These results highlight a generally positive perception among students regarding the use of TikTok as a learning tool.

Figure 4

TikTok in Relation to Benefits for Business Administration Knowledge Enhancement

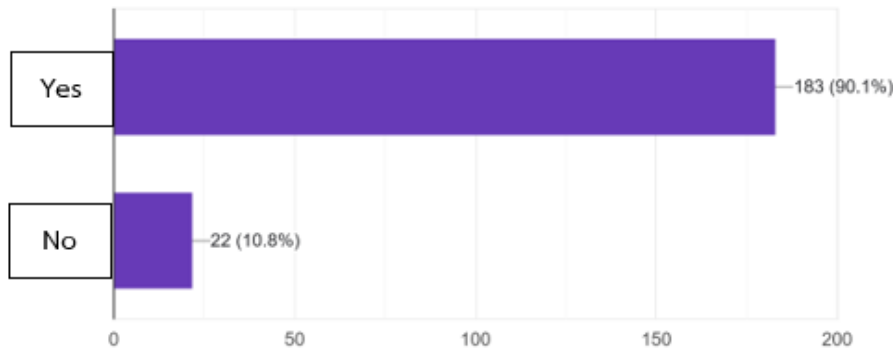


Figure 4 presents the respondents' perceptions of the educational benefits of using TikTok specifically for enhancing their knowledge in business administration and management. The results indicate that a large majority of participants (90.1%) believed they had gained increased knowledge in this field through using TikTok. In contrast, only 9.9% of respondents did not share this perception. These findings suggest a strong positive view of TikTok as a supplementary learning tool in the context of business education.

Table 5

Respondents' Perceptions Towards the Integration of TikTok in Higher Education

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
To what extent do your instructors currently use TikTok in their teaching?	37 (18.2%)	34 (16.7%)	87 (42.9%)	26 (12.8%)	19 (9.4%)
Do you think university instructors should incorporate TikTok more in their teaching?	15 (7.4%)	16 (7.9%)	88 (43.3%)	48 (23.6%)	36 (17.7%)
Do you think universities should offer training on how to use TikTok for educational purposes?	12 (5.9%)	16 (7.9%)	77 (37.9%)	53 (26.1%)	45 (22.2%)

Table 5 presents respondents' perceptions regarding the integration of TikTok in higher education. The results show that a large proportion of students perceived limited use of TikTok by their instructors, with 42.9% remaining neutral and 34.9% expressing some level of disagreement. However, when asked whether instructors should incorporate TikTok more in teaching, the majority (43.3%) remained neutral, while 41.3% either agreed or strongly agreed. Regarding institutional support, over 48% of respondents agreed or strongly agreed that universities should offer training on how to use TikTok in educational contexts. This reflects a general openness to integrating social media platforms into higher education pedagogy.

The findings presented in this study align closely with its research objectives, which focused on students' behaviours in using TikTok for academic purposes and their perceptions of its educational value in business-related courses. The survey items were designed to capture usage patterns such as frequency, duration, and academic intent, as well as students' views on usefulness and the potential for integration into university-level teaching. The results – highlighting frequent daily use, recognition of educational benefits, and support for institutional adoption – provide meaningful insights into how students engage with TikTok as a learning resource in the context of business education.

4.2. Discussion

This study explored the behaviours and perceptions of undergraduate students in using TikTok as a tool to support learning in business education. The research findings aligned with the stated objectives and survey items by examining students' usage patterns and their perceptions of TikTok's educational value. Descriptive statistics were used to identify key behavioural trends, including frequency of use, time spent per session, and the platform's relevance to academic purposes.

The first research objective was to examine how students used TikTok for academic purposes in the context of business education. Survey items captured behavioural aspects such as frequency of use, average time spent per session, and whether students primarily consumed or created content, as reflected by ownership of personal TikTok channels. The findings revealed that the majority of respondents used TikTok daily, with most spending 30 to 60 minutes per session. This aligns with previous studies (Xavierine & Shanthi, 2024; Aziz & Dali, 2023) that identified TikTok as a frequently accessed platform for microlearning. The results also indicated that students predominantly consumed educational content, while a smaller proportion engaged in content creation. This pattern suggests that although most students use the platform passively for academic purposes, there is still some level of active participation, supporting the platform's potential as a supplementary learning tool in business education.

The second research objective focused on exploring students' perceptions regarding the integration of TikTok into higher education. The findings revealed that many students perceived that their instructors had not actively adopted TikTok as part of their teaching practices. While a notable portion of respondents remained undecided, a substantial group expressed some level of agreement that instructors should consider incorporating TikTok more in their teaching. Additionally, many students showed support for the idea that universities should provide training to help educators effectively use TikTok for instructional purposes. These perceptions reflect a general openness among students towards the use of social media platforms in academic contexts, provided that proper guidance and institutional support are in place. This perspective is consistent with prior research emphasising that effective integration of digital tools into learning environments requires not only student readiness but also faculty engagement and institutional backing (Carpenter et al., 2024; Gálvez-Ruiz et al., 2025).

These findings provide further insight into how students perceive the use of TikTok in higher education, particularly in the context of business-related learning. Rather than evaluating teaching effectiveness or analysing specific content, this study focused on students' self-reported behaviours and perceptions, offering a relevant view of how learners used and perceived the platform for academic purposes. The results showed that while students had limited exposure to TikTok use in current classroom practices, many expressed a willingness to see it more formally integrated into higher education, particularly if supported by institutional training and guidance. This aligns with Adelhardt & Eberle (2024), who emphasised the ongoing need for discussion around the evolving role of social media in enhancing student engagement and providing access to supplementary learning resources.

Importantly, the discussion remains consistent with the scope of the questionnaire, which was designed to gather data on general TikTok use in business education, rather than on specific course content or instructional design. Although the data were collected from students enrolled in a negotiation course, the study did not aim to analyse TikTok content related to negotiation specifically. Instead, it sought broader insights applicable across various business subjects. This clarification ensures alignment between the research method, survey design, and interpretation of results.

The results underscore the importance of understanding student behaviours and perceptions as a basis for adopting educational technology. Institutions aiming to enhance student engagement should consider the platforms students already use, such as TikTok, and assess how these can be adapted to supplement traditional instruction. While challenges related to content accuracy and distraction remain, the positive perceptions identified in this study highlight an opportunity to integrate popular digital tools into higher education.

5. Conclusion

This study investigated students' behaviours and perceptions regarding the use of TikTok as a tool to support learning in business administration courses. The findings helped clarify how students interact with the platform and their perceptions towards its use in academic settings. In terms of usage behaviours, many students reported using TikTok for academic purposes, suggesting that they were active learners seeking to use this popular platform to enhance their knowledge in business education. Regarding perceptions, the results showed that students had limited experience with instructors incorporating TikTok into classroom activities. However, there was openness towards seeing more instructional applications of the platform. Many respondents also expressed interest in having institutions offer training for the academic use of TikTok, reflecting a positive disposition towards integrating familiar digital tools into formal education when appropriate support is available. Although this study provides valuable insights into how students use and perceive TikTok in the context of business education, some limitations should be noted. Data were collected from students enrolled in a single university programme, which may limit the applicability of the findings to other academic disciplines or institutions. Additionally, the study focused on general behaviours and perceptions rather than examining specific learning outcomes or instructional designs. Future research could expand the scope by including participants from various academic fields and institutions. It would also be useful to explore variables such as frequency of academic TikTok use, types of content accessed, and how students determine the credibility of educational materials. A mixed-methods approach could offer deeper insights into how students experience digital platforms in their learning process. Based on the findings, educational institutions may consider supporting the thoughtful use of platforms like TikTok as supplementary tools in teaching. Although few instructors were reported to have used TikTok in the classroom, students showed openness to its inclusion and interest in institutional support such as training or guidance. As such, universities could develop initiatives to help faculty gain confidence and skills in using digital tools that align with students' media habits and learning preferences. In conclusion, this study explored how undergraduate students in a business administration programme behaved and perceived the use of TikTok as a tool to support their learning, especially in business education. The findings indicated that while students are already familiar with TikTok and use it frequently in their daily lives, its application in formal education remains limited. Nonetheless, students expressed a positive perception towards the potential integration of TikTok into their learning environment, particularly when supported by institutional efforts such as training and structured guidance. These insights suggest that although TikTok is not widely used in classroom settings, it holds promise as a supplementary platform for delivering academic content that aligns with students' existing digital habits.

Acknowledgement: The authors would like to express their sincere gratitude to Rajamangala University of Technology Phra Nakhon for funding and supporting this research.

Conflict of Interest Statement: The authors declare no conflict of interest.

Ethics Statement: This study involved human participants; however, it did not collect identifying, sensitive, or clinical data and posed no physical, psychological, or social risk to participants. All respondents were adult university students who voluntarily provided informed consent, and participation was entirely anonymous. In accordance with institutional and national guidelines for minimal-risk educational research, formal ethics approval was not required.

References

- Adelhardt, Z., & Eberle, T. (2024). TikTok as an educational platform: Teenagers' experiences. *European Conference on Social Media*, 11(1), 1–8. <https://doi.org/10.34190/ecsm.11.1.2331>
- Alino, E. M., Malimata, C. A., Romasanta, J. K. N., Vicente, A. C., Tavu, L. E. J., & Sacdalan, J. U. (2024). Exploring TikTok as an educational tool: Student insights and perspectives. *2024 IEEE International Conference on Computing (ICOCO)*. IEEE.
- Aziz, H. A. A., & Dali, S. Z. M. (2023). More than just engaging? TikTok as an effective educational tool. *International Journal of Education, Psychology and Counselling*, 8(52), 133–142. <https://doi.org/10.35631/IJEPC.852011>
- Carpenter, J. P., Morrison, S. A., Shelton, C. C., Clark, N., Patel, S., & Toma-Harrold, D. (2024). How and why educators use TikTok: Come for the fun, stay for the learning? *Teaching and Teacher Education*, 142, 104530. <https://doi.org/10.1016/j.tate.2024.104530>
- Gálvez-Ruiz, P., López-Carril, S., Watanabe, N. M., & Lara-Bocanegra, A. (2025). TikTok as a learning tool in higher education: Validation of a scale. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 36, 100548. <https://doi.org/10.1016/j.jhlste.2025.100548>
- Jiajia, L., & Jamaludin, K. A. (2024). The acceptance of TikTok as a tool for EFL learning among high school students in China. *International Journal of Academic Research in Progressive Education and Development*, 13(4). <https://doi.org/10.6007/IJARPED/v13-i4/23739>
- Kahan, G. (2025). *Is TikTok education? How the popular app is supporting lifelong learning*. Mission to Learn. <https://www.missiontolearn.com/tiktok-education/>
- Langreo, L. (2022). *Students are turning to TikTok for homework help. Is that a bad thing?* Education Week. <https://www.edweek.org/technology/students-are-turning-to-tiktok-for-homework-help-is-that-a-bad-thing/2022/11>
- Liu, Y. (2023). TikTok's influence on education. *Journal of Education, Humanities and Social Sciences (EPHHR)*, 8, 277-280. <https://doi.org/10.54097/ehss.v8i.4261>
- Maheshwari, S., & Holpuch, A. (2023). Why countries are trying to ban TikTok. The New York Times. <https://www.nytimes.com/article/what-we-know-tiktok.html>
- Malik, A. (2022). *TikTok expands max video length to 10 minutes, up from 3 minutes*. Dot.LA. <https://dot.la/tiktok-expands-max-video-length-2656809666.html>
- Nochumson, T. (2024). Exploring TikTok's role in K–12 education: A mixed-methods study of teachers' professional use. *Contemporary Issues in Technology and Teacher Education*, 25(1). <https://citejournal.org/volume-25/issue-1-25/current-practice/exploring-tiktoks-role-in-k-12-education-a-mixed-methods-study-of-teachers-professional-use/>

- Setiana, S. M., & Rahayu, A. B. (2025). Utilization of social media as interactive learning media: TikTok. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 36, 100548.
- Xavierine, J., & Shanthi, A. (2024). Evaluating TikTok's educational impact: An analysis of student perspectives. *International Journal of Research and Innovation in Social Science*, 8(10). <https://dx.doi.org/10.47772/IJRIS.2024.8100166>
- Zulkifli, N. N., Letchumanan, M., Kamarudin, S., Abd Halim, N. D., & Hashim, S. (2022). A review: The effectiveness of using TikTok in teaching and learning. In S. Iyer et al. (Eds.), *Proceedings of the 30th International Conference on Computers in Education* (pp. 292–304). Asia-Pacific Society for Computers in Education.