

STUDENTS' PERCEPTION OF TIKTOK AS AN EDUCATIONAL LEARNING TOOL

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Students' Perception of Tiktok as an Educational Learning Tool

**Marlon G. Serda¹, Kristan James D. Salomon², Mavricksharif C. Villena³,
Lhiane Shane D. Banaan⁴ Romulo L. Bais Jr.⁵, Hernani P. Esperat⁷, Jay-Al Rico⁷,
Joebelle N. Dela Merced⁸, Shaira Mae A. Maghanoy⁹**

¹⁻⁸ Department of Education, Buenavista Integrated School, Zamboanga City, Philippines

⁹ Department of Education, Zamboanga City High School-Main, Zamboanga City, Philippines

Corresponding Author email: marlonserda4@gmail.com

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Abstract. The rapid expansion of social media platforms has created new opportunities for integrating digital technologies into educational environments. Among these platforms, TikTok has gained significant popularity among adolescents due to its short-form video format and interactive features. This study examined junior high school students' perceptions of TikTok as an educational learning tool at Buenavista Integrated School in Zamboanga City, Philippines, during the academic year 2025–2026. Specifically, it investigated students' positive and negative perceptions and determined whether these perceptions differed according to demographic characteristics such as age, gender, and grade level. A descriptive–quantitative research design was employed. Data were collected from 120 junior high school students (Grades 7–10) using a structured questionnaire consisting of demographic items and perception scales measured through a four-point Likert scale. Descriptive statistics were used to determine perception levels, while independent samples t-tests and one-way analysis of variance (ANOVA) were applied to examine differences across demographic groups. The findings revealed that students held a moderate perception of TikTok as an educational tool ($M = 2.64$). Positive perceptions ($M = 2.51$) highlighted TikTok's capacity to enhance engagement, support visual learning, and improve accessibility to educational content. However, negative perceptions ($M = 2.77$) indicated concerns regarding distraction, excessive screen time, unreliable content, and difficulties related to internet connectivity. Inferential analyses demonstrated no statistically significant differences in students' perceptions when grouped according to age, gender, or grade level ($p > .05$), suggesting that attitudes toward TikTok as a learning tool are generally consistent across demographic categories. The study concludes that TikTok can serve as a supplementary educational resource that promotes engagement and informal learning when integrated strategically into instructional practices. Nevertheless, its effectiveness depends on guided use, digital literacy, and pedagogical alignment with curriculum objectives. The findings contribute to the growing body of research on social media–supported learning and highlight the need for responsible integration of emerging digital platforms in secondary education.

Keywords: TikTok in education, social media learning, digital learning tools, student perception, educational technology, secondary education.

Introduction

TikTok increasingly influences how students learn, communicate, and express creativity. Its short form videos and interactive features make it especially popular among junior high learners. Demographic factors such as age, gender, and grade level (Grades 7–10) may shape how students perceive TikTok as a learning tool, affecting study habits, digital skills, and engagement with educational content (Adelhardt & Eberle, 2024; Agustina & Dharmawan, 2025).

Previous studies highlighted TikTok's educational potential. Features such as short videos, duets, and stitching made lessons more interactive and accessible (Sarkila et al., 2024; Mei & Aziz, 2022). It was shown to support language learning and communication, making lessons more engaging. However, distractions from entertainment content and poor internet connectivity reduced its effectiveness (Agustina & Dharmawan, 2025; Sarkila et al., 2024).

The connection between demographic profiles and students' perceptions of TikTok suggests that age, gender, and grade level influence learning attitudes. Younger and more active users often found TikTok's creative and visual style appealing, while others expressed concerns about distraction or misinformation (Abdullah et al., 2023; Nasrudin et al., 2024).

Although several studies examined TikTok's educational role, most focused on senior high or college students. Few explored both the positive and negative sides of TikTok for junior high learners, particularly in the Philippine context (Aliño et al., 2024; Alvarez et al., 2024; Asio et al., 2023). This gap highlights the need to understand how younger students view TikTok as a learning platform.

This study was conducted at Buenavista Integrated School in Zamboanga City, Philippines, among junior high school students from Grades 7 to 10 during the school year 2025–2026. It aims to examine students' perceptions of TikTok as an educational tool by identifying its benefits, challenges, and the demographic factors that influence these perceptions.

Research Questions

This study aims to determine the perceptions of junior high school students toward TikTok as an educational learning tool at Buenavista Integrated School, Zamboanga City, during the academic year 2025–2026.

Specifically, the study seeks to answer the following research questions:

1. What is the demographic profile of the respondents in terms of;
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Grade Level
2. What is the level of students' perceptions of TikTok as an educational learning tool in terms of;
 - 2.1 Positive Perceptions
 - 2.2 Negative Perceptions
3. Is there a significant difference in students' perceptions of TikTok as an educational learning tool when grouped according to their demographic profile?

Scope and Delimitation of the Study

This study examined the perceptions of junior high school students toward TikTok as an educational learning tool at Buenavista Integrated School, Zamboanga City, during the academic year 2025–2026. The respondents included Grades 7 to 10, representing the four year levels of the Philippine K to 12 Basic Education Curriculum. The research focused on both positive and negative perceptions of TikTok and considered differences based on age, gender, and grade level. The scope was limited to junior high school students enrolled at Buenavista Integrated School and did not extend to senior high school or other schools. In addition, the study was confined to TikTok as the platform of interest, excluding other social media applications such as YouTube, Facebook, and Instagram.

Literature Review

Age

Age plays a significant role in shaping how students engage with TikTok as a learning tool. Foreign studies show that younger learners often use TikTok more excessively, which can affect routines, while older students focus on content quality and academic relevance (Tang & Zhang, 2025; Yang et al., 2025; Sulistianah et al., 2025). Empirical findings also highlight that adolescents respond positively to TikTok for language and motivation, though entertainment use sometimes overshadows learning (Mei & Aziz, 2022; Yulita & Hertiki, 2023; Xavierine & Shanthi, 2024; Rendón et al., 2023). Locally, Ngilangil (2022) and Diaz (2024) emphasized that Filipino Gen Z learners use TikTok for entertainment, self-expression, and study sharing, with its appeal strongest among late adolescents. Tagbo (2023) further noted that Grade 12 students, especially 17-year-olds, were the most active users, but skill gains were tied more to engagement than age itself. Collectively, these studies suggest that while TikTok is popular across age groups, its educational value depends less on age and more on how students engage with content.

Gender

Research on gender and TikTok as an educational tool shows mixed but generally consistent patterns. Foreign studies suggest that while male and female students may differ in communication styles and motivations—females often engaging more collaboratively and emotionally, and males preferring

concise, attention grabbing content—overall learning outcomes and attitudes toward TikTok remain similar (Feiyue & Ali, 2025; Nagasundram et al., 2024; Meirandani et al., 2025; Mei & Aziz, 2022; Abdullah et al., 2023; Lian & Jamaludin, 2024). Locally, Salasac et al. (2022) and Astaño (2025) found no significant differences in academic engagement or perceived skill development between genders, though Ndou et al. (2025) and Tagbo (2023) noted that female students tend to use TikTok more for self expression and social connection, while males focus on entertainment and informational content. Collectively, these findings indicate that gender does not strongly predict the degree of engagement or educational benefit, but it does influence the purposes and motivations behind TikTok use.

Grade Level

Students' grade level influences how they perceive TikTok as a learning tool. Foreign studies show that younger learners often find TikTok motivating and confidence building, while older students emphasize content credibility and curriculum alignment (Yang et al., 2025; Rininggayuh et al., 2025; Zulkifli & Zakari, 2022). Empirical findings also confirm positive outcomes across grade levels, from upper secondary students who reported gains in language learning and confidence (Mei & Aziz, 2022; Yulita & Hertiki, 2023) to undergraduates who valued engagement but warned of entertainment overshadowing learning (Xavierine & Shanthi, 2024), and even younger pupils who showed improved motivation (Rendón et al., 2023). Locally, Garcia et al. (2023) demonstrated that TikTok enhanced engagement and retention among secondary and tertiary students, while Aliño et al. (2024) noted frequent use among university learners but did not analyze grade specific effects. These findings suggest that TikTok can be effective across educational levels, yet highlight a gap in local research on junior high school students, underscoring the need to examine how younger adolescents uniquely engage with the platform in academic contexts.

Student Perception

Students generally perceive TikTok as both entertaining and educational, though their views vary depending on how they use the platform. Foreign studies highlight that while many learners appreciate TikTok's interactive features for improving language skills and engagement, concerns remain about its dual role as entertainment and education, which can affect how seriously it is regarded in academic contexts (Yang et al., 2025; Pratami, 2023; Evans & Hays, 2025; Xavierine & Shanthi, 2024; Adnan et al., 2021; Nurhadi et al., 2024). Locally, Filipino research shows similar patterns: students find TikTok effective for learning English and enhancing communication skills, with improvements noted in vocabulary, grammar, and oral performance (Aliño et al., 2024; Asio et al., 2023; Valmonte, 2024; Sarmiento, 2024; Valencia, 2021). However, studies also caution that its brevity and entertainment focus limit its impact, making it most effective as a supplementary tool when integrated thoughtfully into classroom instruction. Overall, both foreign and local findings suggest that students perceive TikTok positively as an accessible and engaging learning aid, but its educational value depends on careful alignment with academic goals.

Positive Perceptions

Both foreign and local research highlight students' favorable perceptions of TikTok as an educational tool. International studies show that TikTok enhances motivation, participation, and comprehension through its interactive short video format, supporting microlearning and language development, though concerns about distraction and content reliability remain (Mayasari et al., 2025; Conde Caballero et al., 2023; Zhu et al., 2024; Gálvez Ruiz, 2025; Benitez Correa & Gonzalez Torres, 2025; Khlaif & Salha, 2021; Mei & Aziz, 2022; Adnan et al., 2021). Locally, Filipino works emphasize TikTok's accessibility and engaging features, with studies reporting improvements in vocabulary, communication skills, and multimedia literacy, as well as its usefulness for teachers in motivating students and simplifying lessons (Quinto & Cho Oy, 2023; Jamisolamin et al., 2025; Jay jay et al., 2024; Arciag, 2022). Overall, these findings suggest that TikTok can make learning more dynamic and enjoyable, but its educational value depends on careful integration into classroom instruction.

Negative Perceptions

While TikTok offers educational benefits, research also highlights its drawbacks. Foreign studies warn that excessive use can harm mental health, reduce attention spans, and distract from deep learning, with concerns about content reliability and superficial knowledge retention (Jain et al., 2025; Chao et al., 2023; Opara et al., 2025; Zulkifli et al., 2022; Mei & Aziz, 2022; Benitez Correa & Gonzalez Torres, 2025; Nurhadi et al., 2024). Local studies echo these cautions, noting that prolonged social media use can cause cognitive overload, poor time management, and negative effects on productivity, relationships, and body image (Ermita et al., 2025; Canlas & Perez, 2024; Dique, 2023; Arroyo et al., 2023). Together, these findings suggest that while TikTok can be engaging and useful, its risks—such as distraction, misinformation, and psychosocial strain—must be carefully managed, underscoring the need to examine how junior high school students perceive both its positive and negative impacts.

Methodology

Research Design

This study employed a descriptive quantitative research design to examine junior high school students' demographic profiles and their perceptions of TikTok as an educational learning tool. Descriptive research is widely used in education to portray population characteristics and identify patterns in attitudes or behaviors using structured instruments (Loeb et al., 2017; Siedlecki, 2020). The design allowed the use of a Likert scale questionnaire to measure both positive and negative perceptions, and supported inferential tests such as the independent samples t test and one way ANOVA to determine differences across gender and grade levels. Similar studies have applied descriptive quantitative methods to explore student attitudes toward social media in education, demonstrating the relevance and reliability of this approach (Mei & Aziz, 2022; Butaslac et al., 2024).

Sampling Design

This study employed a two stage sampling design combining purposive and stratified random sampling. In the first stage, purposive sampling was used to identify junior high school students from Grades 7 to 10 at Buenavista Integrated School who had experience using TikTok for educational purposes, ensuring that only relevant participants were included (Nikolopoulou, 2023). In the second stage, stratified random sampling was applied to this group by dividing students into four strata based on grade level and randomly selecting approximately 20% from each stratum. This approach ensured proportional representation across grade levels and minimized sampling bias, thereby enhancing the validity and generalizability of the findings (Thomas, 2020).

Research Locale

This study was conducted at Buenavista Integrated School in Zamboanga City, a public secondary school under the Department of Education (DepEd) in the Philippines. The site was chosen because it provided direct access to junior high school students, the primary population of interest. Conducting the study in this setting ensured a contextually grounded understanding of how students perceive TikTok as an educational learning tool. The selection also aligns with DepEd's directive to promote contextualized and evidence based educational research responsive to the needs of Filipino learners (DepEd, 2017).

Research Participants

The study involved junior high school students from Buenavista Integrated School in Zamboanga City, enrolled in Grades 7 to 10 during the school year 2025–2026. From a total population of 601 students, a sample of 120 respondents was drawn using stratified random sampling. Approximately 20% of students from each grade level were proportionally included to ensure balanced representation and reliable insights across the junior high school levels.

Research Instrument

The study utilized an adapted researcher made questionnaire originally titled Secondary Teachers' and Students' Viewpoints on Employing TikTok as a Learning Tool (Jose, 2023). Researcher made instruments are widely used in education for their flexibility and contextual relevance (Holmes, 2023). The tool was modified to align with the study's objectives and consisted of three parts: demographic data (age, gender, grade level), positive perceptions, and negative perceptions. Both perception subscales employed a four point Likert scale (4 = Strongly Agree to 1 = Strongly Disagree). A pilot test was conducted with 15 junior high school students to assess clarity and reliability. Items with low item total correlations were revised or removed, and Cronbach's alpha was computed to ensure internal consistency, with a threshold of $\alpha \geq 0.70$ (Estremera & Mendoza Sarmiento, 2024; Du, 2024). Informed consent was obtained, and all responses were treated with confidentiality and anonymity.

Data Gathering Procedure

Data collection began with formal authorization from the research adviser and approval from the principal of Buenavista Integrated School. Once permission was secured, the researcher coordinated with class advisers to identify qualified junior high school students and scheduled the survey at times that did not disrupt classes. Informed consent was obtained from both students and their parents or guardians, emphasizing voluntary participation, confidentiality, and the right to withdraw at any time (Creswell & Creswell, 2017; DepEd, 2017; Fowler, 2013; Salkind, 2010). Clear instructions were provided before distribution, and the researcher remained present during administration to address questions and ensure accurate responses. Completed questionnaires were collected immediately to maintain data integrity.

Results and Discussions

Problem 1: What is the demographic profile of the respondents in terms of age, gender, grade level?

Table 1: The Students' Demographic Profile in terms of Age

Age	Frequency	Percentage
10-15 Years Old	108	90.0%
16-20 Years Old	11	9.2%
21 Years Old and Above	1	0.8%
Total	120	100%

Table 1 shows that most respondents (90.0%) were aged 10–15, which corresponds to the typical age range of junior high school students in the Philippines (DepEd, 2024; AUBSP, 2026). A smaller group (9.2%) were aged 16–20, likely representing late enrollees or students with academic delays, while only one respondent (0.8%) was aged 21 and above. Overall, the sample reflects the expected age bracket for junior high learners, making the data relevant for analyzing adolescent perceptions of educational technology such as TikTok.

Table 2: The Students' Demographic Profile in terms of Gender

Gender	Frequency	Percentage
Male	36	30.0%
Female	84	70.0%
Total	120	100%

Table 2 shows that most respondents were female (70.0%), while males comprised 30.0%. This reflects common enrollment trends in Philippine junior high schools, where female students often outnumber males (PSA, 2023; DepEd, 2025). Although female representation was higher, later analyses confirmed that gender did not significantly affect students' perceptions of TikTok's educational value or limitations.

Table 3: The Students' Demographic Profile in terms of Grade Level

Grade Level	Frequency	Percentage
Grade 7	45	37.0%
Grade 8	29	24.2%
Grade 9	24	20.0%
Grade 10	22	18.3%
Total	120	100%

Table 3 shows that all junior high school levels were represented, with the largest group from Grade 7 (37.5%), followed by Grade 8 (24.2%), Grade 9 (20.0%), and Grade 10 (18.3%). This pattern reflects national enrollment trends, where Grade 7 typically has the highest number of enrollees as the entry point into junior high (DepEd, 2025; Manila Bulletin, 2024). The inclusion of all grade levels ensures a broad perspective on student perceptions of TikTok, and later analyses confirmed that grade level did not significantly influence responses

Problem 2: What is the level of students' perceptions of TikTok as an educational learning tool in terms of positive and negative perceptions?

Table 4 Level of students' perceptions of TikTok as an educational learning tool in terms of Positive Perceptions

Statement	Mean	SD	Verbal Description	Interpretation
1. TikTok helps me understand lessons better.	2.50	0.79	Agree	Moderately Perceived
2. TikTok makes learning more interesting.	2.70	0.75	Agree	Moderately Perceived

3. TikTok helps me connect with classmates and teachers for learning.	2.48	0.77	Disagree	Fairly Perceived
4. TikTok allows me to access educational materials easily.	2.63	0.72	Agree	Moderately Perceived
5. TikTok motivates me to participate in class.	2.43	0.84	Disagree	Fairly Perceived
6. TikTok makes it easier to submit school outputs.	2.53	0.82	Agree	Moderately Perceived
7. TikTok supports my learning at home.	2.48	0.78	Disagree	Fairly Perceived
8. TikTok provides useful content for assignments.	2.56	0.86	Agree	Moderately Perceived
9. TikTok increase my motivation to study.	2.43	0.83	Agree	Fairly Perceived
10. Compared with other social media platforms, TikTok is more effective for learning.	2.40	0.88	Disagree	Fairly Perceived
Overall Mean	2.51	0.84	Agree	Moderately Perceived

Table 4 shows that students agreed most with the statements “TikTok makes learning more interesting” ($M = 2.70$) and “TikTok allows me to access educational materials easily” ($M = 2.63$), indicating recognition of its potential to enhance engagement and accessibility (Basbas & Garleben, 2024; Zulkifli et al., 2022). In contrast, the lowest mean ($M = 2.43$) was for “TikTok motivates me to participate in class” and “TikTok increases my motivation to study,” both rated as “disagree.” This suggests that while students value TikTok’s features, they do not strongly associate it with academic motivation or classroom participation (Khlaif & Salha, 2021). Overall, the findings highlight TikTok’s role as a supplementary tool that supports interest and access to content, but emphasize the need for intentional integration into formal learning to strengthen its impact on motivation and engagement.

Table 5: Level of students’ perceptions of TikTok as an educational learning tool in terms of Negative Perceptions

Statement	Mean	SD	Verbal Description	Interpretation
1. TikTok distracts me from school tasks.	2.78	0.92	Agree	Moderately Perceived
2. I mainly use TikTok for entertainment, rather than learning.	2.58	0.88	Agree	Moderately Perceived
3. I find it difficult to use TikTok when I lack gadgets or internet.	2.73	0.73	Agree	Fairly Perceived
4. I lose track of time when using TikTok.	2.88	0.74	Agree	Moderately Perceived
5. Using TikTok in school is difficult because of poor or unstable connection.	2.79	0.84	Agree	Fairly Perceived
6. Submitting school outputs through TikTok is challenging.	2.59	0.84	Agree	Moderately Perceived
7. TikTok sometimes shows irrelevant or inappropriate content.	2.91	0.74	Agree	Fairly Perceived
8. TikTok makes me spend too much time on my phone or device.	2.90	0.76	Agree	Moderately Perceived
9. I do not enjoy using TikTok for learning.	2.59	0.86	Agree	Fairly Perceived
10. TikTok does not help me focus on my studies.	2.81	0.87	Agree	Fairly Perceived
Overall Mean	2.77	0.81	Agree	Moderately Perceived

Table 5 shows that students most agreed with the statements “TikTok sometimes shows irrelevant or inappropriate content” ($M = 2.91$) and “TikTok makes me spend too much time on my phone or device” ($M = 2.90$). These results indicate awareness of TikTok’s potential to affect focus and time management (Basbas & Garleben, 2024; Khlaif & Salha, 2021). In contrast, the lowest mean ($M = 2.58$) was for “I mainly use TikTok for entertainment, rather than learning,” which, while still rated “agree,” suggests students do not view entertainment as the most serious drawback. This may reflect growing critical thinking or reliance on other

sources to verify information (Nakiranda, 2024). Overall, the findings highlight that while students recognize TikTok’s risks, they also show signs of media literacy, underscoring the need for responsible use and integration into learning contexts.

Table 6: Summary of the Levels of Students’ Perceptions of TikTok as an educational Learning Tool

Indicators	Mean	Interpretation
Positive Perceptions	2.51	Moderately Perceived
Negative Perceptions	2.77	Moderately Perceived
Over-All Mean	2.64	Moderately Perceived

Table 6 shows that Negative Perceptions received the highest mean score (M = 2.77), indicating that students are moderately aware of TikTok’s drawbacks, such as distraction, time consumption, and exposure to irrelevant content (Nakiranda, 2024; Basbas & Garleben, 2024). Positive Perceptions scored lower (M = 2.51), also moderately perceived, suggesting that while students recognize TikTok’s potential to make lessons engaging and accessible, they do not fully embrace it as a reliable educational platform. The overall mean of 2.64 reflects a balanced view, with students acknowledging both the strengths and limitations of TikTok in learning contexts.

Problem 3. Is there a significant difference in students’ perceptions of TikTok as an educational learning tool when grouped according to their demographic profile?

Table 7: Significance Difference Between Age and Students’ Perceptions of TikTok

Variable		F-value	P-value	Interpretation
X Demographic Profile (age)	Y			
	NPA by Age	.157	.855	Not Significant
	PPA by Age	.699	.499	Not Significant

Table 7 shows no significant difference between students’ age and their perceptions of TikTok as an educational tool. For negative perceptions, the F value (0.157) and p value (0.855) exceeded the 0.05 level, indicating that concerns about distraction, excessive use, and irrelevant content were similar across age groups. For positive perceptions, the F value (0.699) and p value (0.499) also exceeded the threshold, confirming that students of different ages shared comparable views on TikTok’s benefits, such as making learning more engaging and accessible. These results support the null hypothesis and align with previous studies showing that TikTok’s educational potential is recognized across age groups when integrated into formal learning environments (Xavierine & Shanthi, 2024; López Carril et al., 2026).

Table 8: Significance Difference Between Gender and Students’ Perceptions of TikTok

Variable		Mean	F-value	p-value	Interpretation
X Demographic profile (gender)	Y				
	NPA Male	2.67	-1.615	.268	Not Significant
	NPA Female	2.81	-1.564		
	PPA Male	2.51	.017	.098	Not Significant
	PPA Female	2.51	.016		

Table 8 shows no significant difference between male and female students’ perceptions of TikTok. For negative perceptions, females scored slightly higher (M = 2.81) than males (M = 2.67), but the p-value (0.268) exceeded the 0.05 level, indicating no statistical significance. For positive perceptions, both genders recorded identical mean scores (M = 2.51), with the p-value (0.098) also above the threshold. These results confirm that gender does not significantly influence how students view TikTok’s drawbacks or benefits, supporting the null hypothesis. This aligns with previous studies showing minimal gender-based differences in social media perceptions among youth (Aran-Ramspott et al., 2024; Ezimendi-Iraola et al., 2025).

Table 9: Significance Difference Between Grade Level and Students’ Perceptions of TikTok

Variable		F-value	P-value	Interpretation
X Demographic Profile (grade level)	Y			
	NPA by Grade Level	.167	.918	Not Significant
	PPA by Grade Level	.920	.433	Not Significant

Table 9 shows no significant difference between students’ grade level and their perceptions of TikTok as an educational tool. For negative perceptions, the F-value (0.167) and p-value (0.918) exceeded the 0.05 level, indicating that concerns about distraction and time consumption were similar across grade levels. For positive perceptions, the F-value (0.920) and p-value (0.433) also exceeded the threshold, confirming that students from different grades shared comparable views on TikTok’s benefits, such as engaging content and accessibility. These findings support the null hypothesis and align with earlier studies showing that TikTok’s educational potential is perceived similarly across academic levels (Xavierine & Shanthi, 2024; Rodas-Coloma et al., 2026).

Ethical Considerations

The study followed the ethical principle of beneficence, ensuring that participants contributed to meaningful educational insights while minimizing potential risks. Students were informed that the research aimed to explore how TikTok influences learning in relation to their academic experiences. Participation was voluntary, and students could skip any questions they found uncomfortable or withdraw at any time without consequences. Informed consent was obtained from both students and their parents or guardians after explaining the study’s purpose, procedures, and their rights. To protect privacy, the researchers used codes instead of names and securely stored all responses. No personal or academic records were accessed without proper authorization, in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). The survey was administered during students’ free time to avoid disrupting classes or creating pressure. The questionnaire was non-intrusive, and the researchers remained present to clarify instructions and encourage honest responses. Throughout the study, the principles of honesty, fairness, and academic integrity were upheld to ensure truthful and responsible reporting of results.

Conclusion

The study concludes that TikTok is viewed by students as a useful but limited educational tool. Its interactive and creative features make learning more engaging, yet concerns about distraction, overuse, and unreliable content remain. These findings suggest that TikTok cannot replace traditional teaching methods but can serve as a supplementary aid when guided by teachers and used responsibly. The results also confirm that demographic factors such as age, gender, and grade level do not significantly influence students’ perceptions, indicating shared attitudes toward TikTok’s educational value and limitations.

Reccomendations

Based on the findings, the following recommendations are offered. School administrators may consider TikTok as a supportive tool for digital learning, provided that clear guidelines are established to prevent misuse and ensure equal access. Teachers are encouraged to integrate TikTok selectively into lessons, using it to enhance engagement while balancing it with structured activities that promote deeper understanding. Students should be guided to use TikTok responsibly by focusing on educational content, managing screen time, and avoiding distractions. Parents can support this by setting healthy boundaries, encouraging study routines, and fostering open communication about balancing academics with entertainment. Future researchers are advised to expand the study by exploring TikTok’s role in other schools, comparing perceptions across different groups, and examining its long-term effects on education.

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