

INFLUENCE OF TIKTOK USAGE ON CLASS ATTENDANCE AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN EDO CENTRAL SENATORIAL DISTRICT

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ABSTRACT

This study investigated how TikTok usage influences class attendance among students in public secondary schools in Edo Central Senatorial District of Edo State, Nigeria. Specifically, it focused on assessing the level of TikTok usage, the level of class attendance among students, and the relationship between TikTok usage and class attendance in the study area. The study was guided by two research questions and one hypothesis. The following instruments; TikTok Usage Questionnaire (TIUQ) and Student Class Attendance Questionnaire (SCATQ), which were content validated, were used to gather data for the study. Data collected to answer research questions 1 and 2 were analyzed using mean and standard deviation, while the Pearson Product Moment Correlation Coefficient was used to test the hypothesis raised for the study at 0.05 level of significance. The findings revealed that the level of TikTok usage among students in public secondary schools in Edo Central Senatorial District is high, whereas the level of class attendance among them is low. The study equally found that a significant relationship exists between TikTok usage and class attendance among students in the study area. Based on these findings, it was however recommended that school authorities should strengthen their attendance monitoring systems to curb absenteeism among students, while measures like regular attendance checks, proper maintenance of attendance registers, and consistent follow-ups on absent students were suggested as effective strategies to improve students' classroom participation and punctuality.

Keywords: Tiktok Usage, Class Attendance, Public Secondary School Students, Edo Central Senatorial District.

1. INTRODUCTION

Secondary school education is a very important stage in the educational system because it bridges the gap between basic education and higher education. It is the level of education that prepares students for advanced studies, future careers, and responsible citizenship. At this stage, students are expected to develop not only academic knowledge but also life skills, discipline, and a sense of social responsibility. Secondary school education helps to shape students into productive members of society by equipping them with the intellectual, emotional, and moral capacities

needed to contribute meaningfully to national development. According to Adebayo and Oladipo (2023), secondary education serves as the foundation for producing individuals who can think critically, communicate effectively and make informed decisions that promote personal and societal growth. However, the success of secondary school education in achieving these goals depends on several key factors such as quality of teachers, motivation and working conditions, conduciveness of the school environment, parental involvement, peer influence, and most importantly, students' consistent presence and participation in class activities. Among all these factors, **class attendance** plays a central role due to the fact that teaching and learning can only be effective when students are physically and mentally present to receive instruction. No matter how qualified or dedicated teachers are, learning cannot take place if students are not regularly attending classes and actively participating in the learning process.

Class attendance refers to the consistent and regular presence of students during officially scheduled school lessons and academic activities. It implies being present either physically in the classroom or virtually in online learning platforms whenever teaching and learning sessions are taking place. According to Attakumah (2022), class attendance reflects how regularly students participate in teaching and learning activities, demonstrating their commitment to academic work. It does not only involve being physically present in class but also being mentally alert, attentive, and ready to learn. Students who consistently attend classes tend to understand lessons better, complete assignments on time, and perform better in examinations. Maintaining good class attendance is very essential in the sense that it allows students to follow lessons sequentially, understand concepts more deeply and stay up to date with class discussions. Regular attendance helps students to build a strong relationship with their teachers and classmates, which encourages cooperation and teamwork in the learning process. Through consistent participation, students gain more exposure to the curriculum content and develop good study habits. They are also more likely to ask questions, seek clarifications, and actively engage in class exercises, all of which contribute to better academic achievement.

In contrast, irregular attendance or absenteeism can have serious negative effects on students' academic progress. When students miss classes frequently, they lose touch with the flow of lessons and struggle to catch up with missed topics. This often leads to poor understanding of subjects, incomplete assignments, lower test scores and declining interest in school activities. Over time, continuous absenteeism could result in academic failure and even school dropout. Teachers may find it difficult to maintain consistent progress when some students miss lessons, as it affects classroom management and overall teaching effectiveness. Therefore, maintaining regular attendance is not only important for students' individual success but also for the overall performance and reputation of the school. In recent years, however, one major challenge affecting students' class attendance is the growing influence of **social media platforms**, particularly **TikTok**. TikTok is a short-form video-sharing platform that allows users to create, edit, and share short videos often set to music, sound effects, or voice-overs. It became globally popular after its launch in 2016 and has since attracted millions of users, especially teenagers and young adults. The app allows users to express creativity through dancing, acting, comedy, fashion, and educational content. Its easy-to-use interface, instant feedback system, and opportunity for social recognition has made it one of the most addictive social media platforms in the world.

For many secondary school students, TikTok serves as a source of entertainment, relaxation, and social connection. It provides a platform where they can express themselves, share experiences, and connect with peers from different backgrounds. Some students even use TikTok for educational purposes by watching short lessons, motivational videos, or tutorials that help them understand difficult topics in school. According to Yusuf and Aina (2023), social media platforms like TikTok can serve as tools for informal learning when used appropriately. They can promote creativity, digital literacy, and collaboration among learners. However, despite these potential benefits, excessive or uncontrolled use of TikTok has been linked to several negative academic outcomes, particularly **poor class attendance**. From observation, students spend long hours watching or creating TikTok videos, often at the expense of their studies. Some stay awake late at night scrolling through endless video feeds, participating in online challenges, or chatting with friends, which could result in tiredness, lack of concentration, and lateness to school the following morning. Supporting this assumption, Zabur et al. (2025) noted that excessive engagement with social media, especially TikTok, leads to poor sleep patterns, fatigue, and lack of focus, which in turn affect students' punctuality and class participation. Observation further reveals that some students go as far as skipping classes during school hours to browse TikTok or create new video content. This habit shows that their attention has shifted from academic goals to online popularity and social validation. The desire for likes, comments, and followers often drives them to spend more time online, neglecting their educational responsibilities. This behaviour could have been the rationale behind **chronic absenteeism**, poor academic performance, and low achievement because when students begin to value online engagement more than classroom learning, they are at risk of academic decline and may eventually drop out of school if the situation is not checked.

Another worrying aspect is the **psychological effect** of TikTok addiction. The app's algorithm is designed to continuously show users new and entertaining content, which makes it difficult to stop watching. This creates a habit of constant checking and scrolling, even during class time or study hours. As students get more absorbed in this virtual world, they lose interest in real-life academic activities. Okonkwo and Ajayi (2024) noted that, social media addiction reduces students' motivation for learning and decreases their commitment to academic responsibilities. This means that even when such students attend classes, their minds are often distracted, and they are unable to concentrate on the lessons being taught.

TikTok's influence often extends beyond just class attendance. It affects students' **time management, mental health, and social interaction**. The pressure to stay updated with trends or maintain online popularity can lead to anxiety and stress. Some students may feel left out if they do not participate in trending challenges or create viral content, leading them to spend more time online to gain social acceptance. As a result, they spend less time reading, revising, or preparing for examinations. This misuse of time ultimately affects their overall academic performance and personal development. In addition, excessive TikTok usage can alter students' perception of priorities. Instead of focusing on their academic goals, they may begin to view online fame as a measure of success. This misplaced priority can lead to long-term consequences, as students who do not develop strong academic discipline early in life may find it difficult to cope with the demands of higher education or professional life. Therefore, it is crucial for schools, parents, and teachers to guide students on the proper use of social media and encourage them to balance online activities with their educational responsibilities hence this study.

Nja et al. (2018) examined the influence of age and gender on class attendance and academic performance among Chemistry Education students at the University of Calabar. The study found that female and younger students attended classes more regularly than males and older students. Class attendance had a significant effect on students' academic performance. The researchers recommended that class attendance should be made compulsory to enhance learning outcomes. **Lewis and Onyefulu (2020)** studied psychology students at the University of Technology, Jamaica, to determine the relationship between class attendance and academic performance. The study found that attendance levels were generally low and that there was only a weak positive relationship between attendance and test performance. The researchers concluded that attendance plays an important but limited role in academic success. **Attakumah (2022)** investigated the effect of class attendance on the academic performance of senior high school students in Ghana. The study found a positive and significant relationship between attendance and academic achievement. Students who attended classes regularly performed better than those with poor attendance. The study recommended that schools encourage continuous assessments to promote regular class attendance. **Ruel et al. (2021)** also explored the link between class attendance and academic achievement among Omani undergraduate students. The findings showed that most students had poor attendance, and as absences increased, grades decreased. The study concluded that class attendance strongly affects students' learning and should be encouraged through active engagement.

While these studies focused on class attendance, recent research has turned attention to how **TikTok usage** influences students' behavior and learning. **Zabur et al. (2025)** studied secondary school students in Ogun State, Nigeria, and found that many students were addicted to TikTok, which affected their behavior and lifestyle. The study suggested that government and teachers should regulate content and promote educational videos on the platform. **Sofiatun et al. (2025)** examined TikTok usage and social interaction among junior secondary students in Indonesia. The study found that high TikTok use had a small but significant effect on students' social interaction. It recommended that parents and teachers monitor students' online activities. **Marino and Bernieke (2025)** found that TikTok can help students learn English vocabulary and listening skills but may also distract them from their studies. They emphasized the need for guidance and digital literacy to make TikTok more educational.

Gulhan et al. (2025) discovered a negative relationship between TikTok usage and academic performance among United State university students. Many students were aware of its harmful effects but still struggled to manage their time. The study suggested promoting responsible TikTok use. **Nasir et al (2024)** found that Nigerian university students use TikTok mainly for entertainment and self-expression. The researchers warned that overreliance on social media could harm students' real-life learning and relationships. **Onwukwalonye et al (2024)** studied university students in Enugu, Nigeria, and found that TikTok was mostly used for entertainment rather than academic purposes. Excessive use led to distraction and poor academic focus. The study recommended regular counselling and awareness programs to help students manage social media use responsibly. Most previous studies have focused on how class attendance affects academic performance or how TikTok usage influences students' behavior and academic engagement.

Statement of the Problem

In recent years, the use of social media platforms has become an important part of students' daily lives. Among these platforms, TikTok has gained remarkable popularity among secondary school students because of its entertaining and interactive features. Many students spend a significant amount of time watching, creating, and sharing short videos on TikTok, often at the expense of their academic responsibilities. While social media can be a useful tool for communication, creativity, and learning, its excessive use may have negative effects on students' behaviour, concentration, and commitment to school activities such as class attendance.

Class attendance is an important factor that influences students' academic performance and overall learning outcomes. Regular attendance allows students to participate actively in lessons, understand topics better, complete assignments on time, and perform well in examinations. However, in many secondary schools today, teachers and school administrators have observed a growing problem of irregular attendance among students. Some students skip classes or arrive late because they spend long hours on TikTok and other social media platforms, often during or after school hours. This pattern of behaviour raises concerns about whether the use of TikTok is contributing to poor class attendance and, by extension, declining academic performance. Despite the popularity of TikTok among young people, there is limited empirical evidence on how its usage influences class attendance among public secondary school students in Edo Central Senatorial District. Most available studies have focused on the general impact of social media on students' academic performance, leaving a gap in knowledge about the specific relationship between TikTok usage and class attendance. This gap makes it necessary to examine the extent of TikTok usage among students, determine their level of class attendance, and investigate whether a relationship exists between TikTok usage and class attendance in this context. Therefore, this study seeks to fill this gap by investigating the relationship between TikTok usage and class attendance among public secondary school students in Edo Central Senatorial District.

Research Questions

- a). What is the level of TikTok usage among public secondary school students in Edo Central Senatorial District?
- b). What is the level of class attendance among public secondary school students in Edo Central Senatorial District?

Hypothesis

There is no significant relationship between tiktok usage and class attendance among public secondary school students in Edo Central Senatorial District.

2. METHODOLOGY

Design

The correlational research design was adopted for this study. This design was considered suitable because the study aimed to determine the relationship or connection that exists or does not exist between the identified variables. Correlational research focuses on examining how two or more

variables relate to each other without manipulating them, which aligns perfectly with the purpose and scope of this study. Hence, the correlational research design was the most appropriate choice.

Participants

The population of the study consisted of two hundred and fifty-four (254) teachers and fifty one thousand and seventy (51,070) students in all the public secondary schools in Edo Central Senatorial District. A total of 10,214 students, which represents 20% of the entire population, were selected as the sample for this study. Since the population of teachers was relatively small, all the teachers were included as the sample and served as the respondents of the study.

Instrumentation

Two research instruments were used for data collection: the TikTok Usage Questionnaire (TIUQ) and the Student Class Attendance Questionnaire (SCATQ). The students responded to the TIUQ while the teachers responded to SCATQ. The construct and content validity of both instruments were ensured through expert review and guidance. The researcher sought input from two specialists in Educational Administration and Measurement, whose suggestions helped refine and validate the instruments. The reliability of the instruments was determined using the Cronbach Alpha method. The analysis yielded overall reliability coefficients of 0.74 for the TikTok Usage Questionnaire and 0.76 for the Student Class Attendance Questionnaire. These reliability values indicated that both instruments were internally consistent and dependable for use in the study. The administration of the instruments and data collection lasted eight weeks. Prior to administering the validated instruments, the researchers followed all necessary procedures for gaining access to schools and respondents. Official permission was obtained from relevant school authorities, and ethical protocols were strictly observed. All ethical considerations related to the study were carefully addressed. The researchers ensured confidentiality of respondents' information and explained the purpose and scope of the study to all participants. Respondents were informed of their rights to voluntary participation, including the freedom to withdraw at any time without any penalty. This assurance of confidentiality and voluntary participation was clearly communicated to encourage honesty and trust among respondents. In addition, the researchers provided clear instructions to guide respondents in accurately completing the questionnaires. Although only a few instances of incomplete responses were recorded, the researchers remained available to offer clarification where necessary. Furthermore, the administration and retrieval of each questionnaire were completed within the same day to ensure a high return rate and to minimize the risk of participants dropping out midway through the process. For data analysis, Research Questions 1 and 2 were analyzed using mean and standard deviation to determine the average responses and the degree of variation among them. The hypothesis was tested at a 0.05 level of significance using the Pearson Product Moment Correlation Coefficient (PPMCC) to examine the strength and direction of the relationship between TikTok usage and class attendance among secondary school students.

3. PRESENTATION OF RESULTS

Research Question 1: What is the level of TikTok usage among public secondary school students in Edo Central Senatorial District?

Table 1: Level of Tiktok Usage Among Students

S/N	ITEMS	N	$\bar{X}$	SD	Remarks
1	TikTok makes learning more interesting and enjoyable for me.	10124	3.06	0.867	High
2	I use TikTok almost every day to watch or create videos.	10124	3.42	0.789	High
3	I spend a lot of my free time browsing TikTok.	10124	3.28	0.781	High
4	I find it difficult to stay away from TikTok for a whole day.	10124	3.17	0.872	High
5	I use TikTok more than any other social media app.	10124	3.47	0.684	High
6	I often stay up late at night watching TikTok videos.	10124	3.18	0.984	High
7	I use TikTok to follow trends, challenges, or popular songs.	10124	3.18	0.792	High
8	I use TikTok almost every day to watch or create videos.	10124	3.43	0.629	High
9	I spend a lot of my free time browsing TikTok.	10124	3.35	0.658	High
10	I find it difficult to stay away from TikTok for a whole day.	10124	3.10	0.981	High
			3.26	0.80	High

Significant mean ($\bar{X} > 2.50$)

Table 1 above presented data on the level of TikTok usage among public secondary school students in Edo Central Senatorial District. It shows the mean (M) and standard deviation (SD) scores for each of the ten statements, as well as the general remark for the overall mean and deviation. . From the table, all the items have high mean scores ranging from **3.06 to 3.47**, which indicated that the respondents generally agreed with the statements about their use of TikTok. The **overall mean score of 3.26 and a standard deviation of 0.80** shows that the level of TikTok usage among the students is **high**. This means that most of the students actively use TikTok in their daily lives. The highest mean score (**3.47**) showed that TikTok is the most preferred and frequently used social media platform among the students compared to others like Facebook, Instagram, or WhatsApp. The next highest mean (**3.43**) suggested that TikTok has become a regular part of the students' daily routine, either for entertainment or content creation. Mean score of **3.35** indicated that many students dedicate a significant portion of their leisure time to using TikTok. Similarly, means of **3.17** and **3.10** indicate that some students may have developed strong attachment or dependence on the app, possibly reflecting addictive tendencies. A mean score of **3.18** suggested that TikTok usage interfere with students' sleep patterns, as many of them stay awake at night using the app. Finally, a mean of **3.06** implied that some students find educational value in TikTok, possibly by following learning-related content or creative educational videos. The grand mean value was 3.26, which indicated that the level of TikTok usage among public secondary school students in Edo Central Senatorial District is high.

Research Question 2: What is the level of class attendance among public secondary school students in Edo Central Senatorial District?

Table 2 : Level of Class Attendance Among Students

S/N	ITEMS	N	$\bar{X}$	SD	Remarks
1	Most students in my class attend lessons regularly.	254	2.03	0.994	Low
2	Many students are often absent from school without a genuine reason.	254	1.93	1.032	Low
3	Students usually come to class on time for their lessons.	254	2.79	0.924	High
4	Irregular attendance affects many students' academic performance in my school.	254	2.06	0.931	Low
5	Some students only attend classes when examinations are near.	254	1.99	1.023	Low
6	Students who attend classes regularly perform better than those who skip lessons.	254	1.87	0.956	Low
7	Late coming and absenteeism are common among students in my school.	254	2.73	0.876	High
8	Many students give excuses to avoid attending certain subjects.	254	1.89	0.803	Low
9	Students' interest in class activities has reduced their rate of absenteeism.	254	2.12	1.051	Low
10	The majority of students understand the importance of regular class attendance.	254	1.87	0.956	Low
			2.13	0.95	Low

Significant mean ($\bar{X} > 2.50$)

The table 2 above, presents data on the level of class attendance among secondary school students. It shows the mean (M) and standard deviation (SD) for each of the ten statements relating to students' attendance habits. The overall mean score of **2.13** indicated a **low level of class attendance** among the students. This means that many students do not attend classes regularly, and absenteeism is a common issue in the schools surveyed. The highest mean score (**2.79**) corresponds to the statement "*Students usually come to class on time for their lessons.*" This suggests that some students who attend school do make an effort to arrive on time, although this group may not represent the majority. Another relatively high mean (**2.73**) is recorded for "*Late coming and absenteeism are common among students in my school.*" This confirmed that lateness and absenteeism are widespread problems, which aligned with the overall low attendance level indicated by the total mean score. Several items, such as "*Most students in my class attend lessons regularly*" had mean of **2.03** and "*Irregular attendance affects many students' academic performance*" had mean of **2.06**, which indicated that regular attendance is not common and that poor attendance negatively impacts students' academic achievement. Similarly, items like "*Many*"

students are often absent from school without a genuine reason” had mean of **1.93** and *“Some students only attend classes when examinations are near”* had mean of **1.99**, which indicated that many students lack consistent commitment to attending classes. The low mean scores 1.87 for *“Students who attend classes regularly perform better than those who skip lessons”* and 1.87 for *“The majority of students understand the importance of regular class attendance”* indicated that many students may not recognize or value the benefits of consistent class attendance. The statement *“Many students give excuses to avoid attending certain subjects”* with a mean of **1.89** also highlights a lack of motivation or interest in some subjects, which may contribute to irregular attendance patterns. Only a few students seem to have improved their attendance due to increased interest in class activities, as reflected in the low mean score of **2.12** for that item. The overall finding revealed that **class attendance among students in Edo Central Senatorial District is generally poor**. Many students skip lessons, come late, or only attend classes when examinations are close. This poor attendance pattern could negatively affect academic performance and reduce overall learning outcomes. The low overall mean of **2.13** confirmed that **the level of class attendance among the students in public secondary schools in Edo Central Senatorial District was low**.

Hypothesis 1: There is no significant relationship between tiktok usage and class attendance among public secondary school students in Edo Central Senatorial District?

Table 3: Relationship Between Tiktok Usage and Class Attendance Among Students

Variables	N	$\bar{X}$	S.D	Pearson r-coefficient	p-value	Remarks
Tiktok Usage		3.28	.80			
	1037 8			0.418*	0.003	Null hypothesis rejected ($p < 0.05$)
Class Attendance		2.13	.95			

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

Note: Nwana (1979) recommended that, when Pearson r- coefficient $\pm 0.00 - 0.19$ (Very weak relationship), Pearson r- coefficient $\pm 0.20 - 0.39$ (Weak relationship), Pearson r- coefficient $\pm 0.40 - .59$ (Moderate relationship), Pearson r $\pm .6 - .79$ (High relationship), Pearson r $\pm .8 - 1$ (Very high relationship)

The data presented in Table 3 showed the relationship between TikTok usage and class attendance among secondary school students in Edo Central Senatorial District. The table presents the mean (M), standard deviation (SD), correlation coefficient (r), and p-value to determine the nature and significance of the relationship between the two variables. The mean score for **TikTok usage** is **3.28** with a standard deviation of **0.80**, indicated a **high level of TikTok usage** among students. On the other hand, **class attendance** has a mean score of **2.13** and a standard deviation of **0.95**,

showed a **low level of class attendance**. This already suggests a contrast between students' high use of TikTok and their low rate of attending classes. The Pearson correlation coefficient ($r = 0.418$) indicated a **moderate positive relationship** between TikTok usage and class attendance. However, since the **p-value (0.003) is less than 0.05**, the relationship is **statistically significant**. This means that there is a meaningful connection between how often students use TikTok and how regularly they attend classes. Because the **p-value is below 0.05**, the **null hypothesis** (which stated that there is no significant relationship between TikTok usage and class attendance among students) was however **rejected**. This confirmed that TikTok usage significantly influences students' class attendance patterns. Although the correlation is positive, the moderate strength ($r = 0.418$) suggests that while TikTok usage and class attendance are related, the relationship is not very strong. In practical terms, this could mean that increased TikTok usage may be associated with changes in students' class attendance; possibly reducing their focus on school activities or altering how much time they dedicate to studies. In summary, the results reveal that **there is a moderate and significant relationship between TikTok usage and class attendance among secondary school students**. Students who spend more time on TikTok tend to show changes in their attendance patterns, which invariably affect their learning commitment. Therefore, while TikTok provides entertainment and social engagement, excessive usage negatively influences students' classroom participation and attendance consistency in public secondary schools in **Edo Central Senatorial District**.

4. DISCUSSION OF FINDINGS

Result from table 1 showed that the level of TikTok usage among public secondary school students in Edo Central Senatorial District is high. This can be justified by the fact that TikTok has become one of the most popular social media platforms among young people. Many students use TikTok daily to watch entertaining videos, follow trends, and connect with friends. The platform's short and engaging video format makes it very attractive to teenagers, who often spend a lot of their free time browsing or creating contents. In addition, the easy access to smartphones and affordable internet data has made it possible for more students to stay active on TikTok. Some students also find TikTok useful for educational purposes, such as learning new ideas, listening to motivational talks, or watching academic-related videos. However, the high level of TikTok usage could also be linked to peer influence, as students tend to follow what is trending among their friends. This result is aligned with **Zabur et al (2025)** who found that many students were addicted to TikTok, which affected their behavior and lifestyle. Result equally supported that of **Sofiatun et al (2025)** **which** found that high TikTok use had a small but significant effect on students' social interaction. The result also agreed with that of **Marino and Bernieke (2025)** **which** found that TikTok can help students learn English vocabulary and listening skills but may also distract them from their studies.

Result in Table 2 above showed that the level of class attendance among students in public secondary schools in Edo Central Senatorial District is low. This is justifiable by several factors that point to the fact that many students today face distractions from social media platforms such as TikTok, Facebook, and Instagram, which may cause them to skip classes or come late to school. Some students also lack interest in classroom activities, while others attend school only when examinations are near. In addition, poor parental supervision, lack of motivation from teachers, and unfavorable school environments may contribute to irregular attendance of students at school.

Economic challenges can also make some students stay away from school, especially when they have to help their parents with trading or farm work. Furthermore, absenteeism and lateness have become common habits among students who do not fully understand the importance of regular class attendance. This result is in agreement with that of **Lewis and Onyefulu (2020)** which found that students' school attendance levels were generally low. The result equally agreed with **Attakumah (2022)** who noted that few students who attended classes regularly performed better than those with poor attendance. The result also aligned with the finding of **Ruel et al (2021)** which showed that most students had poor attendance, and as absences increased, grades decreased. This result did not however confirm the finding of the study carried out by **Nja et al (2018)** which found that female and younger students attended classes more regularly than males and older students.

Result from Table 3 showed that TikTok usage negatively influences students' classroom participation and attendance consistency in public secondary schools in Edo Central Senatorial District. This is justifiable by the fact that many students spend too much time on the app. Because TikTok is highly entertaining and addictive, students often stay up late watching videos or creating content, which makes them tired or less motivated to attend classes the next day. Some students also get distracted during lessons, thinking about trending videos or trying to check updates on TikTok instead of paying attention in class. In addition, the constant use of TikTok can reduce students' interest in academic activities since they begin to prefer online entertainment to schoolwork. This distraction may lead to lateness, absenteeism, and poor class participation. Over time, their focus on studies reduces, and this affects their overall academic performance. Therefore, it is clear that while TikTok offers fun and social interaction, too much usage can disturb students' learning routines, reduce their classroom participation, and make their class attendance irregular. This finding is in line with **Gulhan et al (2025)** who discovered a negative relationship between TikTok usage and academic performance among United States university students. The result also confirmed the finding of **Nasir et al (2024)** in which he found that Nigerian university students use TikTok mainly for entertainment and self-expression. Equally confirmed by this result is the finding of **Onwukwalonye et al (2024)** who studied university students in Enugu, Nigeria, and found that TikTok was mostly used for entertainment rather than academic purposes.

5. CONCLUSION

Based on the findings of this study, it could be concluded that the level of TikTok usage is high and also, the level of class attendance among students is low among secondary school students in Edo Central Senatorial District. It can equally be concluded that excessive TikTok usage negatively influences students' classroom participation and attendance consistency in public secondary schools in Edo Central Senatorial District.

6. RECOMMENDATIONS

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

- a) Schools, parents, and educational stakeholders should organize regular awareness programmes to educate students on the responsible use of TikTok and other social media platforms. Such programmes should emphasize how excessive social media usage can negatively affect academic performance and class attendance.

- b) Teachers and school administrators should also act as mentors, helping students to maintain discipline and prioritize their academic responsibilities.
- c) School authorities should strengthen attendance monitoring systems to discourage absenteeism. Regular checks, attendance registers, and follow-ups on absentee students will help improve classroom participation and punctuality.
- d) Further studies should be conducted to continually assess the impact of social media on students' academic life. Continuous monitoring will help identify new trends and guide effective policy responses.

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