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THE IMPACT OF TIKTOK AMONG UNDERGRADUATE STUDENTS OF ZAMFARA STATE UNIVERSITY, TALATA MAFARA. AN XRAY OF SELF- PRESENTATION AND IMPRESSION

Nasir Usman Muhammad^{1*}, Usman Umar², A. A. Umar³

¹ Department of Arabic Studies, Zamfara State University Talata-Mafara.

^{2,3} Federal University Gusau.

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***Corresponding author:** Nasir Usman Muhammad

Department of Arabic Studies, Zamfara State University Talata-Mafara.

Abstract

The study investigates the use of TikTok among Zamfara State University undergraduate students. It focuses on usage frequency, content creation, presentation methods, motivating factors, and benefits. The research, involving 80 students through survey method, found that students use TikTok features like lip-synching, LIVE, green screen, voiceover, and TikTok sounds to present themselves. Factors enabling self-presentation include audience reach, likes, comments, diverse self-expression, information, educational purposes, entertainment, and relationships. This study recommends students to build themselves offline to improve their real selves and not solely rely on TikTok impressions.

Keywords: *Self presentation, Impression, TikTok, Social-Media, Undergraduate, Student*

INTRODUCTION

The emergence of social media has significantly impacted human lives, particularly among students, who rely on platforms for personal needs, academic pursuits, knowledge dissemination, and contemporary updates (Barnes, 2008). These platforms enable individuals to reach a vast audience and generate user-created content. Research by Azizi (2019) shows that university students spend more time on social media, with higher engagement rates compared to other age groups. Social media is a collection of internet-based apps based on collaboration principles.

The utilization of social media platforms plays a key role in the distribution of information. Indeed, through engagement with learning communities and other educational systems, students are presented with a multitude of chances to augment their academic achievement and acquire up-to-date knowledge (Greenhow & Robelia, 2009). According to Yu et al. (2010), students have the ability to establish connections with diverse individuals and engage in the sharing of information. Lusk (2010) delineates social media

as encompassing several platforms, including but not limited to Facebook, Blogs, Twitter, MySpace, Snapchat, TikTok, and LinkedIn. These platforms serve as means of communication and facilitate the exchange of visual content in the form of images and videos.

Social media has become a crucial tool for students to communicate and maintain their online identities, allowing them to share personal experiences and commentary on contemporary events. This open information environment provides opportunities for individuals to gain knowledge about

their identities, societal positions, and strategies for personal and collective improvement (Colliander&Dahlén, 2011). However, this contemporary media environment also presents a lack of foundational elements necessary for the development of a coherent self-identity, as individuals face a dearth of foundational elements.

TikTok is a popular social media platform that has significantly transformed youth involvement and self-presentation, especially among tertiary students. The platform's popularity is attributed to its user-friendly features, such as "like," "comment," and "share," which enable interactive engagement. The platform's immediate feedback from fellow users and analysis of visual characteristics has helped develop a reflective understanding of one's self, according to Phua, Jin, and Kim (2017).

Since its inception, TikTok has experienced a surge in popularity. According to recent data from TikTok Statistics (2021), the global downloads of the application have surpassed 2.6 billion as of February 2021. Notably, a significant portion of these downloads, around 315 million, took place during the first quarter of 2020. Furthermore, TikTok boasts an estimated one billion monthly active users. Initially launched as "Douyin" by the Chinese corporation ByteDance, TikTok gained global accessibility subsequent to its merger with another Chinese social media platform, Musically, in 2018. TikTok, has then become a popular social media platform, primarily focuses on the sharing of videos. Users have the ability to produce videos that revolve around music and lip-syncing, with durations ranging from 2 to 15 seconds.

TikTok allows users to create looping videos ranging from 2 to 60 seconds in length (Williams, 2020). It now allows users to produce videos with a maximum duration of three minutes. Users can engage in a "duet" function, where they can answer to an existing video and showcase both the response and the original video (Newsroom, 2021). They can also "stitch" videos by clipping and integrating content from other users. TikTok is known for its continuous evolution and dynamic nature, with new features being introduced and modified quickly. Despite being primarily known for music and dance-focused videos, the platform offers a wide range of diverse content.

TikTok stands out due to its unique "For You" algorithm, which significantly influences its user experience (Xu et al., 2019). This algorithm is a key component of the social encounter it fosters, determining the specific video content users are exposed to, making it a significant part of their experience on the platform. The prevalence of algorithms in social media is growing, making TikTok a standout among prominent platforms (Bhandari & Sara, 2022).

TikTok's Lip-syncing feature, a performance method used in acting, television shows, theatre, and drag, has become a popular communication tool on social media platforms (Cover, Prosser

&Dau, 2021). The trend began with Musical.ly in 2014, which encouraged people to create lip-synchronization videos featuring popular songs and audio memes. TikTok has continued this trend by emulating Musical.ly's approach (Rettberg, 2017).

TikTok is a popular messaging app that uses sound and music to create engaging films (Abidin, 2020). Users enact noises that correspond to popular audio memes, songs, or sound bites, with the creators having the ability to adjust volume or music (Abidin, 2020). They craft compelling narratives by drawing on song lyrics or audio meme dialogue to convey a specific storyline. The app also allows users to create 'duets', where the audience can respond to a video by reproducing, critiquing, or providing additional commentary (Abidin, 2020).

The Text-To-Speech feature on TikTok as described by Arik et al. (2017), is a tool that generates artificial human speech from written text, often used as an accessibility tool for individuals with visual impairments. The reason for using this feature is unclear, as the creators of the video content do not use their own vocalization to explain background information. Instead, they transcribe the context in written form, which is then vocalized by a Text-to-Speech system. Despite the importance of sound in the TikTok application, users do not produce any discernible auditory output. Some users may experience a lack of satisfaction with their voices, as they perceive their recorded voice as "thinner and high-pitched" compared to their expected auditory experience (Bhatt, 2021). Despite this, TikTok offers various functionalities for students to engage in self-presentation online.

Goffman (2010) highlighted the importance of students presenting themselves as respectable in society. He explained how people can control their appearance by tapping into their intrinsic desires. Many people create public personality that diverge from their emotions or desired image (STH, T.P. and Palupi, 2022). TikTok, a mobile-only video editing service, allows users to create personalized presentations based on their scripts. The virality of material is due to its alignment with individuals' self-perceptions, facilitating the construction of their identities (Ganda, 2014).

Individuals often experience anxiety when expressing their thoughts or emotions, as they worry about the perception others may have of them based on their behavior. They exercise agency in selecting the image they want to project to cultivate a positive perception and mitigate unfavorable evaluations (Pramiyanti, Putri, &Nureni, 2014). They utilize all the functionalities offered by the TikTok platform to create consistent content that aligns with their preferences. Users can modify and choose visual cues before broadcasting, allowing them to present their best work (Palupi, 2019). They can also publicly express themselves through the selection of video content, contributing to their desired self-presentation (Sheilla, 2017).

TikTok has emphasized self-presentation, requiring visually appealing presentations to gain audience acceptance (Barta&Andalibi, 2021). This has led to the emergence of the "algorithmized self" on the platform (Bhandari &Bimo, 2020). TikTok promotes extensive user engagement through a trending algorithm that presents videos tailored to individual preferences and users' own content and self-representations (Bhandari &Bimo, 2020). This research aims to investigate self-presentation and impression management on TikTok, specifically focusing on student users at Zamfara State University, Talata-Mafara. Previous studies have identified the platform's structure to promote

extensive user engagement with tailored videos and self-representations.

STATEMENT OF PROBLEM

Anxiety arises when expressing thoughts or emotions online, especially on social media platforms like TikTok. Users must curate their images to create a positive perception and avoid unfavorable evaluations. By using TikTok's features, individuals can create content aligned with their personal preferences, aiming for recognition and expressing their thoughts publicly.

This study aims to explore the use of TikTok's features, such as augmented reality filters, lip-synching effect, and text-to-speech effect, for self-presentation and image management among undergraduate students at Zamfara State University. Despite prior research on self-presentation on social media platforms like Instagram and Facebook, there is a lack of scholarly research on how content creators present themselves on TikTok. The research aims to provide insights into the impact of these features on self-presentation and image management.

OBJECTIVES

The research objectives are:

1. To ascertain how frequent students at ZAMSU use TikTok.
2. To examine the type of content students at ZAMSU create and share on TikTok.
3. To examine the ways students at ZAMSU present themselves through TikTok.
4. To identify the factors that motivates the students at ZAMSU to use TikTok for self-presentation.
5. To identify the benefits of using TikTok for self-presentation.

Conceptual Review

Social Media, Features, Effects and Students

Social media is an online platform which people use to build social relations with other people who share similar personal or career interests, activities, backgrounds or real-life connections. Social media is defined by Kaplan & Haenlein (2010) as Internet-based applications that function on "the ideological and technological foundations of Web 2.0" which enable user-generated content to be created and exchanged. One significant role of social media is that they allow individuals to share interests, information, and updates with other Internet users worldwide for social interactions and interpersonal relationships (Donath & Boyd, 2004). Social media primarily offer a forum for users to maintain preexisting connections as well as to develop new connections (Ellison, et. al., 2007). Due to this nature, more relationships and interactions are made possible on social media which result modern society to extensively integrate social media into their daily communication practices (Boyd & Ellison, 2007).

The impact of social media on young people is significant. It is becoming increasingly clear that social media have become part of people's lives. Many adolescent people are using their laptops, tablet computers and smart phones to check Tweets and status updates from their friends and family. Social media has different forms, together with blogs, micro-blogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, widgets, virtual worlds, and more. Billions of people around the world use social media to share information and make

connections (Hernández-Serrano, Jones, RenésArellano, and Campos Ortuño, 2022).

It is assumed that majority of university students across the world today spend too much time on social media searching for academic and non-academic information. Undoubtedly, social media technologies have completely transformed the communication landscape, making information available and accessible to all people without barriers. The number of time students spend on social media sites may vary significantly; it may also depend on the activity they carry out on these sites. Indeed, although some many argue that they use these platforms for academic activities, studies by Singh and Gill (2015) established that the amount of time spent on these sites had a negative effect on students' studies. Alameen, (2021) surveyed the impact of social media on college students. The findings established that 45% of the respondents indicated that they spent 6 to 8 hours per day checking social media sites, followed by 23% who spent more than 8 hours; 20% spent 2 to 4 hours, whereas 12% spent less than 2 hours on these platforms. This indicates that most students spend adequate hours on social media platforms. It is also a confirmation that too much use of social media platforms has a negative effect on students' academic performance.

The application of social media in every aspect of human lives has become part and parcel of our daily activities. The use of social media per se is not the bone of contention, but the amount of time students spends on these platforms, and even when lectures are ongoing, and students are on these platforms instead of concentrating. Leyrer-Jackson and Wilson (2018) carried out a study among biology students in Northern Colorado, USA. The findings indicated that most of the respondents spent one to two (1-2) hours per day, while others spent two and a half (2.5) to three (3) hours per day using social media websites, with the most commonly used social media websites being Facebook, Snapchat, and Instagram. Yeboah and Ewur (2014) studied the impact of social networks (WhatsApp messenger) on the performance of tertiary students in Ghana. The findings established that 48% of the respondents spent over 8 hours daily engaged in WhatsApp, while 4 % spent 1 to 2 hours.

Another 17% spent 3 to 5 hours per day, and 31% spent 6 to 7 hours. Stainbank and Gurr (2016) in India on social networking sites among college students established that most students spent between one to ten hours on social networking sites weekly.

The development and embracement of social media serve as a learning platform and emerging source of access to current information; however, these platforms are timeconsuming and need extra care, especially for students. Spending too much time on the various media and not on academic-related work will worsen individual academic performance; this statement is echoed by Agwi and Ogwueleka (2018) that spending too much time on social media has been identified as the critical root of addiction and distraction on the part of students.

It is not far from the fact that most students worldwide have social media accounts and are always glued to various social media platforms for different activities. Some use the platforms for educational purposes, and others for non-educational activities. Several studies have indicated that 60 per cent of students are using social media for only communication. In contrast, some dedicate adequate time to social media for non-academic activities such as chatting with their colleagues and loved ones when lectures are

ongoing (Kolhar, Kazi, and Alameen, 2021). Regardless of their activities on these platforms, students' academic performance is directly or indirectly affected since some time might be lost instead of being engaged in learning.

The negative influence of social media use on students' academic achievement may be more than the benefit they may derive from social media usage. Nowadays, students use words like "ur to stand for „your“, u to stand for „you“, thnx/tnx, tank to stand for thank(s). Others are; 4rm or frm to stand from, tot to stand for taught or thought, and bicos or bcos to stand for because. These words and many more are used mainly by some students when chatting with their peers and relatives, and they make the mistake of using the exact words during examinations. This assertion is supported by Zubairu (2021) who observed in their study that social media affects students' use of the English language. According to the authors, they tend to use short handwriting to chat with their friends and get used to it, subsequently imitating the same mistakes during examinations.

Studies on the effects of social media on students' academic performance revealed that students' use of social media sites had negatively affected their academic performance (Alam, and Aktar, 2021). It can be concluded from the literature that students use various social media platforms for non-academic activities like chatting and entertainment to the detriment of their studies. On the other hand, Boateng and Amankwa (2016) observed that social media incredibly improved students' educational exercises, such as group discussions on assignments and issues of courses.

TikTok and Features

TikTok is undoubtedly one of the popular applications at present. In TikTok, millions of teenagers aged 12-20 years old share their short videos. There is a high chance that people will go viral just because of one video, and that is exactly what this kind of system does. It stimulates more and more people into the composition of short videos, hence leading to the new trend of shooting TikTok. Although TikTok is a private company, due to its optimistic development, people see the commercial opportunity of it and begin to explore potential human resources on TikTok (Aslam, 2021).

The features of TikTok are numerous. It allows users to "duet" (a function where users can directly respond to an existing video and display the response and original side by side), "stitch" (clip and integrate other users' video into one's own), and live-stream content, in addition to many other features. TikTok is a constantly evolving and dynamic platform, with new features regularly being added and changed, often rapidly. While it is perhaps best known for its music and dance-oriented videos, the platform also features a diverse variety of content. On TikTok, unlike on other platforms, the user experience is obviously, unambiguously, and explicitly driven by what is commonly called the "For You" algorithm (Xu, 2019). Features of TikTok also include, Lip-Synching feature, which occur as a performance technique in acting, TV shows, theatre, and drag (Cover, 2016). Another feature of Tiktok is the Text-To-Speech feature, describe by Arik and colleagues (2017) as "synthesized artificial human speech from text," which is commonly used as an accessibility option on devices for the visually impaired. All of these features are features humans benefit from, including students.

Benefits of TikTok include that it stimulates individual talent in the creation of music. When the analysis focuses on the type of

videos that are popular on TikTok, it conveys to the audience that these videos are composed of people's movements with melodic music. This type of music video quickly becomes fashion. When individual film videos, they will certainly need to edit the fragment of video. In such circumstances, they can develop and enhance editing skills from TikTok (Dilon, 2020). TikTok's music library enables people to edit an audio clip, mix it or add filters and stickers. In this instance, TikTok can be easily used as a learning tool since it gives people the great opportunity to get close to music and apply the music into practical usage.

Furthermore, due to the fact that technology offers students an inspiring opportunity to use their time flexibly in terms of time, pace and place, TikTok can satisfy individuals mentality. The most popular trends on TikTok nowadays include dancing, scene play, covers of songs and people's fun observation in life. TikTok successfully attracts people in the whole world by sharing the same music under a trend, or simply inviting people's friends or family members to join TikTok and imitate the contents.

TikTok, like other social media is a place where individuals seek for a sense of identity and a sense of belonging. TikTok satisfies self-actualization. It is indeed TikTok gives individuals the chance to express themselves. As people observe some of the videos on TikTok, it will show that some individuals like to reveal their positive speech and spread motivating theory with TikTok users, and hence gain people's attention and share their beliefs. Others, on the other hand, use TikTok as a way to promote their talents or skills, and that is way there are a good deal of dancing and singing videos on the online platform. As a result, teenagers can realize their self-actualization in different aspects and to a different degree.

Self-representation and Impression

It is well accepted that people engage in selective self-presentation by highlighting certain aspects of themselves while downplaying others (Goffman, 1959). Self-presentation is goal-directed and is performed for an audience, and the success of ones self-presentation is measured by whether or not the audience accepts this performance (Schlenker, 1985). Self-presentation refers to practices used to convey an impression of the self by controlling personal information to represent a preferred self-image (Goffman, 1959). With the advent of the internet and social media platforms. TikTok is a video-sharing social network service, a user-generated content platform (UGC), where content is produced by users, which offers user the opportunity to create a presence online, present themselves online. In a way, it offers the opportunity for user self-presentation and impression. Self-presentation has taken a new dimension. Moreover, the idea of constructing and sustaining a way of being and belonging during adolescence may be associated with subjective feelings and the experience of social connections and interactions, caused by social factors (Ganda, 2014).

Besides the social factors, the preferences and the deployment of different self-presentation practices could also be influenced by situational or contextual conditions which invite adolescents to opt for a different identity performance (Yang, Holden, & Carter, 2018). The architectural configurations of digital platforms will most probably also be offering opportunities for identity construction, such as editable affordances to perfect a users identity profile (Ditchfield, 2020). Ideal and favorable presentations of themselves correspond to another main goal of self-presentation, described as image control (Omarzu, 2000) or management of the

impression caused (Herring & Kapidzic, 2015) from which projections of real or fake identities can be amplified on digital spaces. This control is operated through various online practices such as opportunities to present multiple and different identities on several platforms, or via different profiles on a single platform, as well as the possibilities to filter the audiences who can see those personal profiles or publications. Management and control possibilities for online image impression, together with anonymity, are recognized in some studies carried out over the last decades to be related to risks and fake identities.

Nowadays, authenticity values could prevail over multiplicity and fake self-presentations, since excessive or drastic changes and versions have started to be culturally rejected by peers (Vincent, & Jimenez, 2015). As a result, adolescents might begin to prefer non-elaborated versions of themselves, extending or connecting their offline identity to overlap in the context of their online spaces. Users are looking for consistency, based on a sustained standard in self-image, which entails an innovative commitment-making during the process of self-presentation (Crocetti, Rubini, Branje, Koot, & Meeus, 2016). More importantly, this commitment could be guided as an inner goal showing an authentic sense of identity (Ditchfield, 2020), peer-guided by dealing with others' reactions or encouraged by technologies, since some of them explicitly ask users to provide truthful personal information (Herring & Kapidzic, 2015).

TikTok, Self-representation and Impression

In recent years since the creation of TikTok, there has been a rapid increase in the use of the applications. TikTok, has 500 million monthly active users (D'Souza, 2021). However, among other things, the massification of the social media brought with it expanded and exciting avenues for self-presentation. Research exploring multi-user domains, chatrooms, and personal websites gave rise to new knowledge about expression and self-presentation on the Web (Turkle, 1997).

Despite the freedom associated with online communication in the late 20th century (Turkle, 1997) and the dawn of the 21st (Suler, 2004), the creation and proliferation of social media since that time has changed the metaphoric game of self-presentation in at least three ways through social media's features and use. Decreasing anonymity for users, contributions from audiences, and increased context collapse have shaped self-presentation in social media.

First of all, instead of using avatars to represent one's identity, social media platforms like TikTok have decreased online anonymity through encouraging users to frequently create contents and share them (TikTok, 2021). The prominence of offline friends and family members in social media users' friends list further remove opportunities for anonymity (Anderson & Jiang, 2018). The grounding of one's online identity in an offline identity and physical space limits the capacity for highly controlled, selective self-presentation online because of these changes in anonymity afforded by some social media sites.

Self-presentation has components of self-disclosure, especially online because in the largely text-based environment of social media, verbal disclosures are often highly controlled and audience-specific. Along with verbal self-disclosures, research has found that social media users share pictures and location check-ins (Schwartz & Halegoua, 2015) in hopes of influencing the impressions that others make of them. standards for self-regulation" during self-presentation (Schlenker, 1985). Also,

through psychological processes of self-identification, people develop private and public images of themselves (Schlenker, 1985). Images of the self, known as self-concept, are multidimensional. For example, the actual self includes characteristics that one possesses, while the ideal self includes characteristics one wishes to have (Higgins, 1987). Self-presentation involves "attempting to control images of self to others" (Schlenker, 1985). Many communication cues, verbal and nonverbal, are used by actors to try to influence audiences' perceptions of one's identity (Goffman, 1959), whether that is the actual self or ideal self.

Central to the topic of self-presentation is the notion of the audience. Without an audience, there is no self-presentation. Social media users heavily weigh the perceptions of their audiences when posting and liking self-presentation content online (Lowe-Calverley & Grieve, 2018). Selective self-presentation varies by audience, such that people may present some aspects of themselves in a certain way to one audience but different parts of their identity in a different way to another (Goffman, 1959). Schlenker (1985) identified three possible audiences who may bear witness to one's efforts at self-presentation. "Interactants" are the actual people who receive one's self-presentation messages. "Imagined audiences" are internalized audiences whom one considers when engaging in self-presentation (Schlenker, 1985). For example, one might consider what parents, teachers, or clergy members would think of a message prior to publishing it. Finally, the presenter is their own audience. Social actors bring their own "internalized knowledge and

Finally, when social media users prepare to present their actual or ideal selves, they must accept that certain features of the chosen medium can impact the messages that they ultimately craft to fulfill their identity goal. When many people show themselves to the world in a way that differs from how they actually feel or what they truly want others to think of them. When creating content, everyone does so with their own unique goals and interests in mind (D'Souza, 2021). TikTok is tailored toward the production of short movies shot and edited entirely on mobile devices. Using this service, its users can stage their own individual presentations in accordance with their own scripts (Escobar, 2020). TikTok's great content suggestion system is another factor that encourages its user base to consistently produce innovative and engaging videos. As a result of this technique, users are encouraged to employ their imaginations in new ways. When users' content becomes viral, it's because it perfectly reflects who they are in their own minds, and that helps them form their identities (Escobar,

2020).

Theoretical Framework

Uses and Gratification Theory

UGT is an audience-centered approach to understanding how people actively seek out specific media to satisfy their needs (Menon, 2022). It diverges from other media effect theories by focusing on what people do with media (Katz, 1959). UGT assumes that audiences are not passive consumers of media but have power over their consumption and play an active role in interpreting and integrating media into their lives (Menon, 2022). It suggests that media competes against other information sources for viewers' gratification, as audiences are responsible for choosing media to meet their desires and needs (Katz, Blumler, Jay,

&Gurevitch, 1973). This theory is essential for understanding mass communication and its impact on people's lives.

UGT was first proposed by Katz in 1959 and consecutive relevant studies were conducted by Katz, Blumler, and Gurevitch in 1974 (HuiFei and Chi-Hua, 2017). Uses and Gratification Theory (UGT) is a framework that focuses on the consumer or audience rather than the message itself (Leung and Wei, 2000). It states that the audience selects media based on personal needs and knows which media can satisfy their needs. Media behavior reflects previous interests and hobbies without being easily affected. UGT assumes that audience members are not passive but actively interpret and integrate media into their lives. This theory can be used to study self-presentation and impression by ZAMSU students on TikTok and other media platforms. UGT explains how and why people actively seek out specific types of media, satisfying their informational, social, and leisure needs (Phua, 2017). Studies applying UGT have found that individual differences, such as media self-efficacy, habitual behavior, prior attitudes, and self-regulation, moderate their media selections (LaRose and Eastin, 2004). These selections lead to enhanced knowledge, social interaction, diversion, escapism, and civic participation. Overall, UGT provides a valuable framework for understanding how people use media and how it influences their lives (Gil de Zuniga, 2012).

METHODOLOGY

The study utilized the survey method to gather information on population distribution, behavior, and attitude. It employed stratified random sampling to draw out sample from the entire population of Zamfara State University students. The non-probability sampling method ensured accurate representation of each faculty. Only one department or unit represented each faculty, ensuring fairness in choosing representatives. The survey method provides a broad and accurate view of respondents on certain issues.

Population and Sample of the Study

This study focuses on registered students at Zamfara State University, Talata-Mafara. A stratified random sampling method will be used to select 80 respondents from the total population, ensuring an accurate representation of the entire population, preventing an undue proportion of one department from appearing in the sample.

DATA PRESENTATION AND ANALYSIS

Table 1: Demography

Sex	Frequency	Percentage (%)
Male	45	56%
Female	35	44%
Total	80	100%

Source: Field Survey, 2024.

The table above indicates that 45(56%) respondents are male, and 35(44%) respondents are female.

Table 2: Academic Level

Level	Frequency	Percentage (%)
100	18	22%
200	12	15%

300	18	23%
400	32	40%
Total	80	100%

Source: Field Survey, 2024.

The table above indicates that 32(40%) respondents who form the majority are from 400L.

Others 18(23%) are from 300L, 18(22%) are from 100L, while the least 12(15%) are from

200L.

Table 3: Age

Age	Frequency	Percentage (%)
16-20	30	37%
21-30	37	47%
31-40	13	16%
40-above	-	-
Total	80	100%

Source: Field Survey, 2024.

The table above indicates that 37(47%) respondents who form the majority, are within the age of 21-30. Others 30(37%) are within the age of 16-20, while few 13(16%) are within the age of 31-40.

Table 4: Use of TikTok

Category	Frequency	Percentage (%)
Yes	62	77%
No	18	23%
Total	80	100%

Source: Field Survey, 2024.

The table above indicates that 62(77%) respondents who form the majority, make use of TikTok, while 18(23%) do not make use of TikTok. Amplifying depressive and suicidal content that risk worsening existing mental health challenges.

Table 5: Frequency of Use of TikTok

Category	Frequency	Percentage (%)
Daily	40	50%
Once in a week	15	19%
Twice in a week	7	8%
Not at all	18	23%
Total	80	100%

Source: Field Survey, 2024.

The table above indicates that 40(50%) respondents who form the majority, make use of TikTok daily. Others 18(23%) do not make use of TikTok at all, 15(19%) make use of TikTok once in a week, while the least 7(8%) use TikTok twice in a week. It revealed that majority respondents have used TikTok daily. The implication is that when students spend excessive time on TikTok or other social

media platforms, their focus on studying can diminish significantly.

Table 6: Creating and sharing contents on TikTok

Category	Frequency	Percentage (%)
Yes	38	61%
No	24	39%
Total	62	100%

Source: Field Survey, 2024.

Out of the 62 respondents that make use of TikTok, the table above indicates that 38(61%) respondents who form the majority create and share contents on TikTok, while 24(39%) do not create and share content on TikTok. It encourages them to participate in dangerous social media challenges, connecting them with bullies or predators, or encourages screen time addiction.

Table 7: Type of content created and shared on TikTok

Sex	Frequency	Percentage (%)
Duet Videos	15	31%
Stitch Contents	8	18%
TikTok Challenges	9	19%
Others	6	10%
Total	38	100%

Source: Field Survey, 2024.

Out of the 38 respondents who share and create contents on TikTok, the table above indicates that 15(31%) create and share duet videos. Others 9(19%) create and partake in TikTok challenges, 8(18%) create and share stitch contents, while few 6(10%) create and share other contents such as comedies, motivational and inspirational contents, music videos, and tutorials. TikTok Contains Inappropriate Content some content that is inappropriate, especially for people of that age range.

Table 8: Features of TikTok used the most

Sex	Frequency	Percentage (%)
Lip-synching	17	40%
Text-to-speech	14	32%
Others	7	12%
Total	38	100%

Source: Field Survey, 2024.

The table above indicates that 17(40%) respondents who form the majority make use of the lip-synching feature on TikTok. Others 14(32%) make use of the text-to-speech feature, while the least 7(12%) use other features, such as the duet features, LIVE videos, green screen, voice over, revealing a life hack, and use of TikTok sounds. The user pairs their content with another users existing video to respond or comment on their video.

Table 9: TikTok allowing one stage a presentation in accordance to their own script

Sex	Frequency	Percentage (%)
Yes	24	68%

No	14	32%
Total	38	100%

Source: Field Survey, 2024.

The table above indicates that 24(68%) respondents who form the majority, agree TikTok allows one to stage a presentation in accordance to their own script, while 14(32%) disagree that TikTok allows one to stage a presentation in accordance to their own script. The maximum video duration is 600sec for publishing on TikTok. It have character limit for caption in a post is and only videos can be added as a media attachment in a post.

Table 10: Influence of TikTok on forming a desired identity different from that of the real world

Sex	Frequency	Percentage (%)
Yes	19	51%
No	8	22%
Not always	11	27%
Total	38	100%

Source: Field Survey, 2023.

The table above indicates that 19(51%) respondents who form the majority, agree TikTok has an influence on forming a desired identity different from that of the real world. Others 11(27%) believe that the influence of TikTok on forming a desired identity different from that of the real world is not always, while few 8(22%) disagree that TikTok has an influence on forming a desired identity different from that of the real world. This implies that, it provides a platform for individuals to exhibit themselves and shape their identities, but inappropriate use of TikTok can lead to a self-identity crisis.

Table 11: Use of TikTok to feel less anxious about how people view someone

Sex	Frequency	Percentage (%)
Yes	25	65%
No	13	35%
Total	38	100%

Source: Field Survey, 2023.

The table above indicates that 25(65%) respondents who form the majority, use TikTok to feel less anxious about how people view them, while 13(35%) do not use TikTok to feel less anxious about how people view them. This implies that, self-disclosure on TikTok may also provide symptomatic relief to adolescents with anxiety.

Table 12: Positive impression from choice of what to create and present on TikTok

Sex	Frequency	Percentage (%)
Yes	28	73%
No	10	27%
Total	38	100%

Source: Field Survey, 2024.

The table above indicates that 28(73%) respondents who form the majority, receive positive impression from what they create and present on TikTok, while 10(27%) do not receive positive impression from what they create and present on TikTok. This implies that TikTok's

Impressions is term for "Total video views."

Table 13: Ways respondent present self on TikTok

Responses from the field interview indicates that respondents present themselves as sometimes happy and simple, normal, dissent, a comedian, a motivational speaker, an activist, an inspirational speaker, a dancer, and actor/actress, on TikTok

Source: Field Survey, 2024.

Table 14: Factors that motivate respondent use of TikTok for self-presentation

Sex	Frequency	Percentage (%)
Yes	24	62%
No	14	38%
Total	38	100%

Source: Field Survey, 2024.

The table above indicates that 24(62%) respondents who form the majority, agree that there are factors that motivate respondent use of TikTok for self-presentation, while 14(38%) disagree that there are factors that motivate respondent use of TikTok for self-presentation.

This implies that, the community's dominant motive for using the Tik Tok application is integration, social interaction, and entertainment.

Table 15: Factors that motivate users to use TikTok for self-presentation

The 24 respondents who agree that there are factors that motivate them to use TikTok for self-presentation, identify factors such as quality of TikTok, audience reach, it offers likes and ability to gain followers, the ability to express and present self in diverse ways, for information and educational purposes, entertainment, ability to receive comments, user friendly, to test creativity and talent, to improve on being bold, and its popularity, as motivating factors.

Source: Field Survey, 2023.

Table 16: Benefits of using TikTok for self-presentation

Sex	Frequency	Percentage (%)
Yes	25	67%
No	13	33%
Total	80	100%

Source: Field Survey, 2023.

The table above indicates that 25(67%) respondents who form the majority, agree that there are benefits of using TikTok for self-presentation, while 13(33%) disagree that there are benefits of using TikTok for self-presentation. The TikTok users could enhance relationships with friends and family and also make new friends.

Table 17: Benefits of using TikTok for self-presentation

The 25 respondents who agreed that there are benefits of using TikTok for self-presentation, identified benefits such as its diversity, the ability to gain knowledge of people's thoughts toward a person, provision of information, gaining confidence and ability to present and express oneself, entertainment, fame and money, audience reach, education, and making new relations and relationships.

Source: Field Survey, 2023.

Discussion

The research investigates the self-presentation and impression of TikTok among Zamfara State University undergraduates, collecting data and analyzing it in-depth to answer the research questions and achieve objectives.

RQ1: How frequent do students at ZAMSU use TikTok?

The majority(77%) of students at Zamfara State University, Talata-Maffara, use TikTok, with 50% using it daily. While some use it once or twice a week, 61% create and share content on the platform, with a small number not using it.

RQ2: What is the type of content students at ZAMSU create and share on TikTok?

TikTok's features include duets, live-streaming, and sound and audio integration. Zamfara State University students found 40% use lip-synching for content creation, participate in challenges, share stitch, comedy, music, dance, and tutorials, and 31% create and share duet videos.

RQ3: What are the ways students at ZAMSU present themselves through TikTok?

Students at Zamfara State University, Talata Marfa create and share content on TikTok, presenting themselves as various personalities such as happy, simple, normal, dissent, comedian, motivational speaker, activist, inspirational speaker, dancer, and actor/actress. Sheilla (2017) suggests that 73% of students express themselves openly through video content, as they receive a positive impression from their creations. This aligns with Pramiyanti, Putri, &Nureni (2014)'s argument that individuals choose images to avoid negative judgments.

RQ4: What are the factors that motivate the students at ZAMSU to use TikTok for self-presentation?

The study reveals that factors motivating mass communication students at ZAMFARA STATE UNIVERSITY, TALATA MAFARA to use TikTok for self-presentation include its quality, audience reach, ability to gain followers, diverse self-expression, information and educational purposes, entertainment, and user-friendliness. TikTok's popularity also contributes to its use. This aligns with Colliander&Dahlén's (2011) research, which suggests social media provides an open environment for learning about oneself and others, promoting self-improvement.

RQ5: What are the benefits of using TikTok for self-presentation?

The study reveals that students of Zamfara State University, Talata-Marafa, identify several benefits of using TikTok for self-presentation. These include diversity, understanding people's thoughts, providing information, gaining confidence, entertainment, fame, audience reach, education, and building new relationships. TikTok's tools like "like," "comment," and "share" help users share their thoughts and engage in two-way communication. Additionally, 68% of students believe TikTok allows them to stage presentations according to their own script,

and 65% use it to feel less anxious about how others view them. This aligns with previous research by Pramiyanti, Putri, & Nureni (2014).

CONCLUSION

The study on self-presentation and impression on TikTok among undergraduates at Zamfara State University, Talata-Mafara found that users use features like text-to-speech, LIVE videos, green screen, voice over, and TikTok sounds to present themselves on the platform. They choose to appear as various characters, such as happy, simple, descent, comedian, motivational speaker, activist, inspirational speaker, dancer, or actor/actress, to create a positive impression. Factors motivating users to use TikTok for self-presentation include the app's quality, audience reach, diverse self-expression, user-friendliness, creativity, and popularity. Users also benefit from TikTok's benefits, such as knowledge of people's thoughts, information provision, confidence, entertainment, fame, audience reach, education, and the ability to stage presentations according to their own scripts.

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RECOMMENDATIONS

The research recommends that students should not solely rely on their TikTok self-presentation, as positive impressions can boost morale and confidence, while negative impressions can demoralize and affect self-esteem but rather, they should also build themselves offline to improve their real selves. It also suggests future research on self-presentation and impression on other social media platforms, such as Instagram and Facebook, which have similar reels features to TikTok.

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