



Linguistics

Student Satisfaction and Perception When Accessing Information on TikTok

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A B S T R A C T

This By 2024, TikTok has become one of Vietnam's most popular social media platforms, significantly used by Generation Z, predominantly students. This study investigates the current usage of TikTok among students, particularly those in social sciences and humanities. It aims to determine the correlation between student satisfaction and perception when accessing information on TikTok, evaluated using Bloom's taxonomy. The study utilizes a quantitative research design. Quantitative data were collected through surveys and analyzed using the specialized statistical software SPSS. Results indicate that students frequently access information from TikTok. Furthermore, students express satisfaction with various types of information available on TikTok, including news, entertainment, educational content, advertisements, PR information, and raw data. Additionally, the level of perception varies depending on the type of information, categorized by levels of Bloom's taxonomy: remembering, understanding, applying, analyzing, and evaluating. TikTok has become an essential online channel for students to access fast and diverse information. In the process of accessing and filtering information, students develop a corresponding level of satisfaction with their perception of various types of information. This study highlights the current state of student TikTok usage and demonstrates the correlation between access to information, satisfaction, and perception levels.

INTRODUCTION

TikTok, launched in 2017, quickly became a popular application, competing with Facebook and YouTube. In 2019, TikTok led in downloads on the Apple App Store. In the first quarter of 2020, TikTok reached 315 million new accounts, surpassing the milestone of 1.8 billion users. "According to Mr. Nguyen Lam Thanh, a representative of TikTok Vietnam, globally, TikTok's user base has maintained a rapid growth rate over the past five years. The number of users accessing TikTok reached more than one billion people per month, of which, a quarter are from Southeast Asia," (Industrial and Commercial News Team, 2023). This impressive development has attracted the attention of governments, businesses, and researchers. Research related to TikTok is synthesized in two main directions: firstly, assessing the impact and operational methods of TikTok from the perspective of businesses and managers to identify effective management and business strategies; secondly, exploring the influence of TikTok from the user's perspective, particularly among the youth (Gen Z, born from 1996-2012), to address issues related to life, education, culture, and mental health under the impact of TikTok.

Research on TikTok from a business and management perspective demonstrates significant impacts

on digital marketing. Teresa Guarda and colleagues (2020), Linqi Peng (2021), and Xin Luo with his team (2022) have highlighted elements such as user creativity, self-expression, and live-streamed sales as transformative factors in digital marketing strategies. These studies also explore strategies to optimize user experience, assess TikTok's influence on tourism development, and propose management policies (Christine Schmidt (2019); Yana Wengel and colleagues (2022); Luming Liu (2022); etc.). In Vietnam, research indicates that motivational factors and advertising influence the purchasing intentions and behaviors of Gen Z users, and how TikTok experiences affect users' advertising evaluations (Bich Huy Hai Bui and Quyen Thi Ho (2021); Nguyen Ngoc Thien Huong (2021); Ngo Thi Thuy An (2022); Tram Nguyen (2022); etc.). These studies provide a deep understanding of TikTok's characteristics and operational methods, forming a foundation for investigating the information reception habits of students from the University of Social Sciences and Humanities, Vietnam National University, and HCMC on this platform.

Through the process of gathering documentation, we have observed that researching TikTok users, especially Generation Z, is a prevalent direction of study. Authors such as Bahiyah Omar (2020) and Yuxin Yang (2020) focus on the behaviors and motivations for using TikTok, identifying driving factors and suggesting platform improvements. Sarah Cavill (2020), HMWM Herath (2020), Dahliana Dahliana, and Atin Supriatin (2022) examine the impact of TikTok on education and the daily lives of youth in various countries. Siti Mardhiyyah Binti Mohd Fauzi and colleagues (2022) analyze the psychological and social impacts of TikTok on teenagers in the UAE and Pakistan. Ruiqi Fan (2022) also studies how TikTok influences anxiety levels among teenagers in China. In Vietnam, studies by Dang Thu (2019), Quan Hoang Nguyen Chan (2022), Le Minh Anh (2022), and others have begun to explore the impact of TikTok on Gen Z, particularly in the context of the COVID-19 pandemic and its influence on student lifestyles.

Overall, research on TikTok users globally and in Vietnam has flourished over the past three years, spurred by the app's strong growth. This research climate has inspired and provided a foundation for us to investigate the current use of TikTok among students at the University of Social Sciences and Humanities, Vietnam National University, HCMC. Our goal is to identify the correlation between student satisfaction and perception when accessing information on TikTok, using Bloom's taxonomy.

Bloom's Taxonomy, also known as Bloom's Classification, is a renowned theoretical framework in the field of education proposed by Benjamin Bloom along with a group of educators in 1956. The primary aim of this classification is to provide a systematic structure for analyzing and designing educational objectives, with the goal of enhancing teaching and learning processes.

The original Bloom's Taxonomy is divided into three main domains: the cognitive domain, the affective domain, and the psychomotor domain. Among these, the cognitive domain is the most widely used and researched. This domain includes six levels, arranged from lower to higher-order thinking skills: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

In 2001, a group of educators and psychologists revised and updated Bloom's Taxonomy to better suit the modern educational context. This revised version changed the names of the levels to verb forms and restructured some levels, specifically: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. This modification emphasizes the dynamic nature of the learning process, aiding learners in developing their creative and critical thinking abilities.

Research has shown that applying Bloom's Taxonomy in teaching enhances learning effectiveness, encourages students to develop higher-order thinking skills, and assists teachers in designing lesson plans and assessments that align with educational objectives. Krathwohl (2002) demonstrated that using Bloom's Taxonomy helps improve students' cognition and self-learning abilities.

Anderson and Krathwohl (2001) also explored the use of Bloom's Taxonomy in online courses. Their findings indicate that employing this classification in course design enhances student engagement and learning performance.

Overall, Bloom's Taxonomy continues to be widely used in modern education as an effective tool for shaping and improving the teaching and learning process. In this study, Bloom's Taxonomy was applied

in a survey at the six levels according to the 2001 version. However, data analysis revealed that the creativity level did not occur among the group of students surveyed using TikTok, meaning they did not engage in creating content for uploading to the TikTok platform but rather acted as content consumers. Therefore, the data collected in the study were only analyzed up to the five levels of Bloom's Taxonomy according to the 2001 version.

METHOD

This study comprises two main research phases: the theoretical research phase and the practical research phase. The theoretical research phase aims to develop a theoretical foundation and framework for studying the status of information reception on the social media platform TikTok among students at the University of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh City, while also identifying the research site. The content of this phase focuses on searching for databases and synthesizing research from both domestic and international authors related to the topic, with the goal of identifying research gaps. From there, the research team constructs the theoretical base, and framework, and establishes the research content.

The practical research phase aims to determine the actual status of information reception on the social media platform TikTok among students. The content of this phase includes the collection of quantitative data to carry out statistical analyses and interpret the results of the practical research.

The official survey employs a simple random sample, consisting of approximately 400 students aged between 18 and 22. The research team has selected this age range for two reasons:

Firstly, individuals aged 22 and under, born from 2002 onwards, belong to Generation Z, a demographic that has been raised almost entirely in an era of advanced technology.

Secondly, the age group from 18 to 22 is targeted because they have a developed cognitive ability regarding technology use (adept at using various technological devices) and a more pronounced need for information consumption compared to younger age groups.

The sample size is calculated using the formula:
$$n = \frac{N}{(1+N \cdot e^2)}$$

In which:

n is the sample size to be calculated.

N is the population size (total population).

e is the desired margin of error, calculated as a percentage from the formula (1 - assumed confidence level)]. In this case, we choose a 95% confidence level, corresponding to a desired margin of error of 5%. Applying the formula, we have $e = 1 - 95\% = 0.05$.

According to the data from the 2021-2022 Three Public Reports of the University of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh City, the number of regular students is 11,974.

Applying the formula for calculating the sample size, we have:

$$n = 11,974 / (1 + 11,974 \cdot 0.05^2) = 399.97.$$

For the purpose of analysis, the sample size was rounded to 400.

After the survey period, we received 426 returned questionnaires. Of these, 411 were valid and could be included in the statistical analysis, while 15 were deemed invalid and excluded.

In this study, to clarify and analyze the research subjects, we primarily designed the research using a mixed-methods approach, combining quantitative and qualitative research. The methods used include:

Literature Research Methods

This method involves collecting, synthesizing, and analyzing theoretical viewpoints and practical research outcomes related to the topic. Sources include books, specialized journals, scientific reports, research projects, doctoral dissertations, etc., both domestically and internationally.

Questionnaire survey methods

The questionnaire is used to survey a selected sample of students to assess the current state of news reception on the social media platform TikTok.

The questionnaire will be designed based on previous studies and appropriate theoretical frameworks. In addition to demographic questions, the main questions will be structured in a matrix format to allow for a comprehensive evaluation of responses. This method will enable a nuanced analysis of the data, reflecting the complex interactions of variables studied.

Reliability testing (Cronbach's Alpha) and validity assessment of the scale through Exploratory Factor Analysis (EFA). The reliability and validity of the scale are tested using the Cronbach's Alpha reliability coefficient and Exploratory Factor Analysis (EFA) via the SPSS 25.0 software to filter out and remove observed variables that do not meet reliability standards. Specifically, Cronbach's Alpha is a statistical test that measures the internal consistency (or ability to explain a research concept) of a set of observed variables using the Cronbach's Alpha coefficient.

RESULTS AND DISCUSSION

The level of information reception on TikTok and student satisfaction with receiving information on TikTok.

The survey results from 411 students indicate that the level of information reception on the social media platform TikTok primarily ranges from occasionally viewing to frequently viewing, with an average score of 2.70 and a standard deviation of 0.88. The entertainment information group is viewed most frequently, achieving an average score of 3.21 and a standard deviation of 0.97. This is followed by the educational information group with an average score of 2.87 and a standard deviation of 0.76. The raw information group ranks third with an average score of 2.68 and a standard deviation of 0.96. The newsgroup has an average score of 2.67 and a standard deviation of 0.86, which is not significantly different from the raw information group. Finally, the advertising and PR information group has the lowest average score of 2.08 and a standard deviation of 0.88.

Table 1. The current status of information reception on TikTok among students and their level of satisfaction

No.	Content viewed on TikTok	Number of items	Level of evaluation	Level of information access on TikTok		Level of student satisfaction	
				Average score	Standard deviation	Average score	Standard deviation
1	News	5	1 -> 5	2.67	0.86	2.97	0.84
2	Entertainment Information	5	1 -> 5	3.21	0.97	3.11	0.84
3	Educational Information	7	1 -> 5	2.87	0.76	3.18	0.76
4	Advertising and PR Information	6	1 -> 5	2.08	0.88	2.28	0.90
5	Raw Information	3	1 -> 5	2.68	0.96	2.77	0.86
Total		26		2.70	0.88	2.86	0.84

Note: 1 = Completely dissatisfied; 2 = Slightly satisfied; 3 = Occasionally satisfied; 4 = Frequently satisfied; 5 = Completely satisfied.

Source: Compiled by the research team

Based on accessing information on TikTok, the majority of students occasionally feel satisfied with the information received from the social media platform, with an average score of 2.86 and a standard

deviation of 0.84. Specifically, the educational information group is rated highest among all categories by students, with an average score of 3.18 and a standard deviation of 0.76. The entertainment information group ranks second with an average score of 3.11 and a standard deviation of 0.84. The news group is third with an average score of 2.97 and a standard deviation of 0.84, followed by the raw information group with an average score of 2.77 and a standard deviation of 0.86. The advertising and PR information group is rated the lowest in terms of satisfaction, with an average score of just 2.28 and a standard deviation of 0.90. These figures reflect that students highly value educational and entertainment content on TikTok, while advertising and PR information attract less satisfaction from them.

Survey results indicate that students' information reception on TikTok primarily focuses on entertainment and educational content. Previous research has also shown that entertainment content on social media can positively impact the mental health of young people by providing amusement and helping to reduce stress (Burke & Kraut, 2016).

Although raw information and news are viewed fairly frequently, student satisfaction with these categories is not as high as with other groups. This may reflect that students find raw information and news on TikTok less convincing (Dodemaide et al., 2021). Additionally, the advertising and PR information group has the lowest average score, indicating students' dissatisfaction with advertising content on TikTok.

The survey results also indicate that students occasionally feel satisfied with the information they receive from TikTok. The educational information group is rated the highest by students, demonstrating the usefulness of TikTok in providing knowledge and supporting learning (Landa-Blanco et al., 2021). However, the satisfaction level for advertising and PR information remains very low, highlighting the need to improve the quality and relevance of advertising content on this platform.

The survey results also align with how TikTok positions itself as an entertainment platform, primarily featuring short videos, as evidenced by students frequently viewing entertainment videos. Educational information also garners significant attention, indicating that TikTok serves not only as a source of entertainment but also as a learning aid. However, it's notable that news reception is lower than that of raw information. This may be due to the freedom and richness of user-generated content on TikTok, making unofficial information more appealing. Additionally, traditional news agencies may not have quickly adapted to the information delivery format on this platform in its early stages, contributing to the lower reception of mainstream news among students. Lastly, advertising and PR information have the lowest reception levels, which could stem from user skepticism towards commercial content or the less engaging nature of these contents compared to other types of information on TikTok.

As a result, student satisfaction with advertising and PR information is almost at the level of infrequent satisfaction. The actual user experience on TikTok involves quickly scrolling through short videos, which allows students to swiftly skip over videos with unappealing, uninteresting, or boring content. Generally, based on our observations and personal experiences, people tend to quickly skip content once they identify it as advertising. Additionally, encountering advertising and PR content too frequently during their content browsing experience can also lead to dissatisfaction with this category of information among students.

Students' level of perception when receiving information from TikTok

The results show that the student's level of perception when receiving information on the social media platform TikTok is divided into five levels: remembering, understanding, applying, analyzing, and evaluating. Most students rated the levels of perception as occurring frequently, with an average score of 1.51 and a standard deviation of 0.77. The perception level of analyzing occurs most frequently among students, with an average score of 1.74 and a standard deviation of 0.86. The second most frequent perception level is remembering, with an average score of 1.66 and a standard deviation of 0.73. Understanding ranks third with an average score of 1.6 and a standard deviation of 0.89. Evaluating is fourth, with an average score of 1.48 and a standard deviation of 0.71. The lowest perception level is applying, with an average score of 1.07 and a standard deviation of 0.67.

Table 2. Students' Level of Perception When Receiving Information from TikTok

No.	Levels of Perception	Number of Items	Level of Evaluation	Average Score	Standard Deviation
1	Remembering	3	0 -> 3	1.66	0.73
2	Understanding	2	0 -> 3	1.60	0.89
3	Applying	5	0 -> 3	1.07	0.67
4	Analyzing	2	0 -> 3	1.74	0.86
5	Evaluating	4	0 -> 3	1.48	0.71
Total		16		1.51	0.77

Note: 0 = Never occurs; 1 = Occurs partially or occasionally; 2 = Occurs partially or occasionally; 3 = Occurs very often or almost always.

Source: Compiled by the research team

These results reflect an important trend in the reception of information from short videos like those on TikTok. Research has shown that videos can enhance memory retention and learner engagement compared to reading text, although this difference is not always statistically significant (Steve Nelson, 2018). Another study supports the view that using humorous or academically relevant videos can enhance students' ability to absorb and remember information (Philippe Duverger, 2012). However, it is also important to note that various factors such as psychological readiness, health status, and individual learning styles can influence the level of perception and memory retention of information (Steve Nelson, 2018). These factors need to be carefully considered when applying educational methods via social media platforms like TikTok in teaching and learning.

Thus, it can be tentatively concluded that the level of perception among students when receiving information from the social media platform TikTok is inconsistent and does not follow a hierarchical order from low to high according to Bloom's six-level taxonomy. The level of analysis occurs most frequently, followed by remembering, understanding, evaluating, and applying. This result indicates that students tend to differentiate and compare types of information as they receive it, and they only remember and need to understand issues that concern them. In a social media environment with a plethora of multidimensional information, evaluating any given information is quite challenging, which is why the evaluation level in this taxonomy is relatively low. Consequently, most students surveyed do not tend to use the information they receive in their daily activities.

Correlation Between Student Satisfaction and Perception When Accessing Information on TikTok

The research results from Table 3 show that the overall satisfaction level of students when accessing information on TikTok has a fairly strong positive correlation with their general perception of information on TikTok, with a correlation coefficient of $r=0.523^{**}$. This indicates that the more satisfied students are with the information on TikTok, the higher their perception of these types of information. The satisfaction levels of students with different types of information, such as news, entertainment, educational content, advertising, PR, and raw information, have a positive correlation with the following perception levels: **(1) Remembering:** Students have better memory retention when they are satisfied with the information on TikTok ($r=0.488^{**}$), especially with entertainment information (correlation coefficient $r=0.483^{**}$) and the least with educational information ($r=0.268^{**}$). **(2) Understanding:** Students' understanding increases as they become more satisfied with the information they access ($r=0.447^{**}$), particularly with entertainment information ($r=0.455^{**}$), and the least with educational information ($r=0.239^{**}$). **(3) Applying:** Students apply information better when their satisfaction with the information accessed on TikTok improves ($r=0.439^{**}$), specifically applying better with raw information ($r=0.450^{**}$) and less with educational information ($r=0.228^{**}$). **(4) Evaluating:** Students evaluate information better when they are satisfied with the information on TikTok ($r=0.360^{**}$), specifically with raw information ($r=0.327^{**}$) and less with educational information ($r=0.205^{**}$). **(5) Analyzing:** Students' ability to analyze increases when they are satisfied with the types of information accessed ($r=0.324^{**}$), specifically with raw information ($r=0.307^{**}$), and less so when satisfied with advertising and PR information ($r=0.122^{*}$).

Table 3. Correlation between Student Satisfaction and Perception When Accessing Information on TikTok

		Remembering	Understanding	Applying	Analyzing	Evaluating	General Perception
Satisfaction with News	Pearson Correlation	.390**	.328**	.313**	.307**	.273**	.404**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Satisfaction with Entertainment Information	Pearson Correlation	.483**	.455**	.347**	.301**	.312**	.472**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Satisfaction with Educational Information	Pearson Correlation	.268**	.239**	.228**	.254**	.205**	.298**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Satisfaction with Advertising and PR Information	Pearson Correlation	.300**	.278**	.353**	.122*	.255**	.348**
	Sig. (2-tailed)	.000	.000	.000	.014	.000	.000
Satisfaction with Raw Information	Pearson Correlation	.434**	.432**	.450**	.270**	.327**	.492**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Overall Satisfaction Level	Pearson Correlation	.488**	.447**	.439**	.324**	.360**	.523**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	411	411	411	411	411	411

Source: Compiled by the research team

The research results show that students' satisfaction when accessing information on TikTok is positively correlated with their perception of that information. This indicates that the more satisfied students are with the information on TikTok, the better their ability to perceive and process the information. Previous studies have demonstrated that entertainment has a powerful impact on memory and understanding. For example, one study found that entertainment content can enhance viewers' memory and comprehension by engaging emotions and creating empathy (Hamann, 2001; Fairfield et al., 2015).

Additionally, exposure to entertainment content can help learners apply information more effectively in real-life situations. Research indicates that students can better apply information when they are satisfied with the content they encounter, especially practical and raw information (Schraw et al., 2001). This aligns with the study's findings that students can apply information from TikTok more effectively if they are satisfied with the content.

A prominent commonality in these results is that students' satisfaction with different types of information, such as raw information and educational content, significantly impacts their perception. Specifically, raw information has a high correlation with students' ability to apply and evaluate, while educational information has a lower correlation with these abilities. This indicates that students tend to perceive and process raw information better when they are satisfied, whereas educational content, despite its importance, does not generate the same level of satisfaction and effectiveness.

CONCLUSION

The research results from 411 students show that satisfaction with information on TikTok has a positive relationship with students' perception levels. When students feel satisfied with the content they access, their ability to perceive that information is also enhanced. This clearly reflects that satisfaction is not just an emotional factor but also significantly impacts the quality and effectiveness of perception. Satisfaction can increase concentration and interest, thereby improving memory retention and understanding.

The study also shows that entertainment information is the most accessed and highly rated content by students in terms of satisfaction. Although educational information is less popular, it is rated higher in terms of satisfaction. This may reflect a paradox in students' social media usage behavior, where entertainment information is more accessible and engaging, while educational information, despite being less accessed, is perceived as more valuable by students.

Additionally, raw information still shows a relatively high level of satisfaction and accessibility. This indicates that this type of information can play an important role in providing basic and straightforward insights for students, helping them grasp fundamental information quickly. However, advertising and PR information do not achieve high satisfaction levels and have little impact on students' perceptions. This may be due to a lack of content value or a feeling of manipulation from the consumer's perspective.

Recommendation

For students: Students should take the initiative in searching for and selecting high-quality information on TikTok, especially content related to learning and practical knowledge. This requires students to develop analytical and evaluative skills to distinguish between valuable and non-valuable content. Additionally, students should combine educational resources from TikTok with other official materials to ensure a comprehensive and in-depth understanding of their study topics. This approach not only enhances knowledge but also improves critical thinking skills.

For educational institutions and lecturers: Schools can utilize TikTok as an effective teaching aid. By offering concise and engaging lessons on this platform, lecturers can capture students' attention and enhance their engagement with the learning material. Furthermore, providing clear guidance on how to use social media to search for and evaluate information will help students improve their information assessment skills. Schools and lecturers should consider delivering high-quality educational content on TikTok and other digital platforms, enabling students to access accurate and useful information, thereby enhancing their learning quality and personal development.

Author Contributions

Nguyễn Tấn Khang: Led and designed the research, developed data collection methods, and analyzed the data. Ensured the accuracy and reliability of research tools and data analysis. Wrote the main draft and made necessary revisions based on feedback from co-authors.

Nguyễn Hoàng Anh Thư: Supported data collection efforts, including conducting surveys and compiling statistics. Additionally, Anh Thư performed preliminary data analysis and contributed to writing sections of the manuscript. Provided valuable insights in interpreting results and refining the final draft.

Đặng Thị Mai Ly: Assisted in research design and validation of research methods. Participated in data analysis. Mai Ly contributed critical feedback in writing and revising the manuscript, ensuring that all parts of the research were clear and accurate.

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Conflicts of Interest

All authors of this study declare that there are no conflicts of interest related to the content of this paper. We confirm that the research did not receive any funding from organizations or individuals that could influence the objectivity and results of the study. The authors commit to conducting the research with transparency and adherence to ethical guidelines in scientific research.

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