

# Feasibility and Challenges of Tik-Tok's Integration into Value Education

Rui Liu<sup>1\*</sup>, and Izaham Shah bin Ismail<sup>2</sup>

<sup>1</sup>Ningxia Polytechnic, Ningxia Vocational Education Park, Yinchuan City,  
Ningxia Province, China

<sup>1,2</sup>Education, Universiti Teknologi MARA, Bandar Puncak Alam, Malaysia

<sup>1</sup>794677911@qq.com; <sup>2</sup>izaha746@uitm.edu.my

\*Corresponding Author

Received: 3 March 2023

Accepted: 23 August 2023

Published: 30 September 2023

## ABSTRACT

*Tik-Tok has become an important tool in the life of Chinese college students with the characteristics of "video + music + social networking"; it has influence on their values. The main body and object of university value education work are college students. Paying attention to the new characteristics and changes in the ideological behavior of college students and using new media to innovate educational methods are new requirements for doing an important job in university value education. This paper analyzed the driving factors of Tik-Tok's popularity among college students in China, investigated the inner connection between Tik-Tok and Chinese college students' value education, analyzed the possibility and challenges of Tik-Tok's integration into the value education of Chinese college students, and put countermeasures. This paper has reference value for Chinese university values educators to use Tik-Tok to help students establish positive values, innovative and values in education courses. It also has reference significance for the network management department and Tik-Tok company*



This is an open access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0>).

*to optimize supervision measures, develop active dissemination content, improve the satisfaction of college student user groups, and promote the healthy and sustainable development of Tik-Tok platform.*

**Keywords:** *Tik-Tok; social-media; college students; value education*

## **INTRODUCTION**

The value of college students refers to the overall impression and evaluation formed by college students on various things and all aspects of things in the process of school social practice (Xue, 2018). Value education, on the other hand, strengthens a school's promotion of positive human values through the teaching and learning of values (Hawkes, 2001). The healthy development of college students' values is closely related to the various value education work in college.

Mobile Internet technology has spawned the rapid development of short video social media platforms such as TikTok. As a music-based social media short video software focusing on young people, TikTok has created a new form of "music + video + social" with its vertical positioning of "a 15-second music short video community focusing on young people" (Luo & Li, 2019). It is loved by most of young users and has attracted widespread attention and use from college students. The content of its media platform also profoundly affects the thoughts and values of college students and provides the possibility of its integration into the value education of college students.

However, in the context of networking and information openness, with the development of social media, negative thoughts on the Internet are also challenging the cultivation of talents in colleges and universities and impacting the foundation of value education for Chinese college students (Han, 2014). Therefore, integrating the Tik-Tok short video platform into the value education of college students in China, innovating the means and content of value education courses for college students, guiding college students to establish positive values, have become a new topic to promote the development of value education for Chinese college students in the new era.

This study summarized concepts, literature, and data related to TikTok and value education for college students. It also analyzed the driving factors of Tik-Tok's popularity among Chinese college students. Combined with the theory of communication and ideological and political education, this paper explored the internal relationship between the short video transmission of Tik-Tok and the value education of Chinese college students, analyzed the feasibility of integrating Tik-Tok into the value education of Chinese college students and studied the main problems faced by Tik-Tok's integration into college students' value education from the three levels of government, operators, and universities, and propose corresponding strategies.

## **LITERATURE REVIEW**

### **Reasons Why Tik-Tok is Popular Among College Students**

The academic circle mainly analyses the reason why Tik-Tok is popular among college students from the aspects of its communication mechanism, communication form, platform function and communication content. Chinese scholar Wu analyzed from the perspective of marketing promotion strategy and used the satisfaction theory that Tik-Tok meets the entertainment needs of young people with its precise positioning. These include social interaction, mood switching, and the psychological need to be respected. At the same time, TikTok combined effective online and offline promotion strategies, making it quickly popular in the short video market (Wu, 2017). Starting from the tipping point theory. Li pointed out that the reason why Tik-Tok attracts college students mainly depends on the following points: the diversion of celebrities and Internet celebrities, the variability of content and product diversification, and the creation of an immersive environment for users (Li, 2018). Wang and Li believed that TikTok quickly won the affection of college students with its innovative production concept, diverse video content, and superior interactive experience. They also pointed out that while TikTok is enriching the campus life of college students, some content that does not conform to contemporary mainstream values poses challenges to the education of college students' values. Thus, it is necessary to make efforts from both the college students themselves and the video creators, and organically combine short videos with university value education to play a positive role (Wang & Li, 2020).

## **Influence of Tik-Tok on the Value education of Students**

Academic research on the influence of Tik-Tok on the value education of college students mainly focuses on the positive and negative impact of Tik-Tok on the value education of college students. Among them, the research on the positive impact of Tik-Tok on college students mainly focuses on the psychological motivation of college students as Tik-Tok users, the use of motivation research, and the research on self-presentation behavior and interpersonal relationship using Tik-Tok. Some scholars have studied the positive impact of TikTok on the value of education for college students. The research content mainly focuses on the spread of positive energy, the guidance of public opinion, and the enrichment of the forms of value education for college students. Gong believed that vibrato can help college students realize their self-worth, cultivate creativity, broaden their horizons, and spread positive energy (Gong et al., 2018). Zhang believed that the Tik-Tok app has become a new frontier for government communication. While recording beautiful moments in life, it can spread positive energy and guide public opinion (Zhang & Mao, 2018). Zhang pointed out that mainstream media use TikTok to record beauty, spread warmth, adhere to positive guidance, innovate theme reports, develop various forms, and increase users' life skills (Zhang, 2019). For example, the Tik-Tok account of "People's Daily Online" has launched short videos such as Heimlich first aid, cardiopulmonary resuscitation, side parking, and stretching before going to bed, which have won wide acclaim and recognition from the audience. This not only performs the social education functions of the mainstream media but also expands the knowledge horizon of the audience, which is conducive to creating a good social environment and cultural atmosphere.

Nevertheless, some scholars have found through research that TikTok has a negative impact on the value education of college students. For example, it affects the cultivation of college students' values, makes college students addicted to the Internet, and leads to the decline of the thinking and learning ability of college students. Luo pointed out that college students enjoy the spiritual joy of being addicted to falsehood in TikTok, and the bad content brings spiritual pollution (Luo & Li, 2019). Qin discussed the behavior change of the object of value education under the environment of omni-media communication. He believes that whether it is the moral cultivation, value orientation, or subjective judgment of college

students, they are all affected by the media, and their subjectivity is constantly strengthening (Qin, 2018).

## **Countermeasures of Tik-Tok's Integration into Value education**

Scholars' research on the countermeasures of Tik-Tok's integration into college students' value education mainly starts with universities, countries, Tik-Tok itself, and college students. Wu believes that universities should make good use of TikTok to educate college students on values. He believed that value educators and college students have become the "dual subjects" of network value education because they actively exercise the function of value education. On this basis, universities should build a team of college students' network value education, improve the university's network public opinion processing mechanism, and build a three-dimensional network value education platform (Wu et al., 2020). Luo put more emphasis on building an official TikTok account. He believes that the key to the use of Tik-Tok is to spread positive energy, use anti-addiction technology to strengthen the value building of college students, build an official Tik-Tok brand, and promote the construction of Tik-Tok positions for value education (Luo & Li, 2019). Deng pointed out that in the new media environment, it is necessary to combine new media with traditional media, improve the network value education information resource base, and strengthen the interaction of value education with the help of new network interactive tools in order to innovate the way of value education for college students (Deng, 2015).

TikTok is a new-generation social media platform that has emerged in recent years. The related research on the integration of Tik-Tok into the value education of Chinese college students is a new field. After combing the relevant research literature, it is found that scholars generally believe that it is feasible to use TikTok to carry out value education for college students. Scholars are more concerned with analyzing the positive and negative impacts of TikTok on the values of college students, and in response to the negative impacts, they put forward countermeasures around what the main body of the university should do. However, there are few relevant studies exploring the internal relationship between Tik-Tok and Chinese college students' value education through systematic analysis of the driving factors of Tik-Tok's dissemination among college students. There also are few relevant studies on the management, application, and supervision of the government, enterprises, and universities to propose

solutions to improve Tik-Tok's value education function for college student user groups.

## **METHODOLOGY**

The documentary method is the main method used in this study. The research on the countermeasures of Tik-Tok's integration into Chinese college students' value education needs to cover a large amount of literature. On the one hand, researchers have collected and sorted out important discussions, articles, and data related to TikTok through network database platforms such as China National Knowledge Infrastructure, Wanfu, and I Research platforms. They contain relevant research on the transmission mechanism, function, content, and usage data of the Tik-Tok short video platform. On the other hand, they also sort out relevant research on the impact of vibrato on college students and on the value of education. In addition, research on the influence and countermeasures of social media and college students' value education, as well as the study of interdisciplinary theories such as communication and sociology, require reading relevant works and literature. The research on this selected topic actively absorbs and draws on the research results of other scholars, which are the knowledge base and source of information for further analysis and arrangement of this article.

## **RESULTS AND DISCUSSION**

### **The Possibility of Integrating Tik-Tok into the Value Education of College Students**

With the participation and promotion of capital, advanced technology and rich content, the Tik-Tok short video platform caters more and more to the cultural consumption wishes of Chinese college students, meets their self-realization needs, and provides a new cultural space for college students to express their thoughts and discourse (Zhu, 2019). Coupled with the increasing trend of younger Chinese netizens, college students have become one of the main user groups of the Tik-Tok short video platform. At the same time, although the Tik-Tok short video dissemination and the value education of college students belong to different disciplines and categories, the two are highly correlated and coupled in terms of the

process of action, the main goal and the function. All of the above are possible for Tik-Tok to integrate into the value education of Chinese college students, innovate the form and content of value education for college students, and explore new paths for value education of college students.

## **The Driving Factors of Tik-Tok's Popularity Among College Students in China**

### **The Trend of Younger Netizens is Further Strengthened**

On February 25, 2022, the China Internet Network Information Centre (CNNIC) released the 49th "Statistical Report on the Development of China's Internet" (hereinafter referred to as "Report") in Beijing. The "Report" shows that as of December 2021, the number of Chinese netizens reached 1.032 billion, and the Internet penetration rate reached 73.0%. Among them, the number of online short video users reached 975 million, accounting for 94.5% of the total netizens, of which the number of mobile phone short video users was 934 million, accounting for 90.5% of the total netizens. The student group accounts for the largest proportion of the occupational structure of netizens, accounting for 34.9%. Among them, high school, technical secondary school, technical school, and university students accounted for 30.6%, accounting for a considerable proportion in the overall education structure of netizens (CNNIC, 2022).

Among many short video apps, TikTok, a music social platform with a differentiated strategy launched in July 2016, has become the short video social media platform with the most users and the highest daily user activity. It took only 2 months for Tik-Tok's daily active users to go from 40 million to 100 million around the Spring Festival in 2018 (QuestMobile Mobile Big Data Research Institute, 2018). As of August 2020, Tik-Tok's global daily active users have exceeded 600 million, and the average number of daily video searches has exceeded 400 million (ByteDance, 2020). In June 2018, the "Tik-Tok Government Account Analysis Report" released by Onion Think Tank and Cass Data showed that young users under the age of 24 accounted for a large proportion of Tik-Tok short videos at about 77% (Onion Think Tank, 2018). The "Beijing News" which showed the educational structure of Tik-Tok users in the 1199th issue of "Figure It Out" produced by it, revealed users with a college degree or above accounted for 68%. Although there is no special data analysis of college students, it is not

difficult to see that Tik-Tok users have the characteristics of high education and younger age.

The reason why Tik-Tok's short videos quickly became popular among Chinese college students is because it just fits the main needs of Chinese college students and provides an opportunity and platform for university value education to further understand and influence college students (Chen, 2017). According to the 'Theory of Use and Gratification,' "audiences are regarded as individuals with specific 'needs,' and their media exposure activities are regarded as the process of 'using' media based on specific need motives so that these needs are 'satisfied' (Guo, 2011, p. 56)." This theory reveals that people always choose different media based on their own needs, including information needs, social needs and entertainment needs. All kinds of communication media in today's real life have the function of meeting the different needs of the audience, but the emphasis and content forms are different.

On the one hand, with the help of the Tik-Tok short video medium, the general and special needs of Chinese college students can be more accurately grasped. The focus communication mechanism of Tik-Tok short videos tells us that although participants with different attributes and characteristics have different media needs to some extent, there are certain similarities in general. In other words, the needs of college students for media communication are similar to those of the general public in many aspects. As a group of college students with different attributes, their needs have certain particularities compared with the general public. For example, they are more willing to dabble in information that is novel, trendy, and flamboyant. This requires value educators to grasp the relationship between general needs and special needs.

On the other hand, with the help of Tik-Tok short video media, the enthusiasm of college students to participate in value education can be mobilized to the greatest extent. Users are highly motivated about the content disseminated by the medium they choose (Liang, 2020), and the same is true for college students. Value educators arrange the content of value education in the form of Tik-Tok short video dissemination and disseminate it with the help of the platform. Doing so can give full play to the initiative of college students and stimulate their innovation and creativity based on enriching the carrier of value education.

## **Technology and Content Empower the Platform**

As a short video social software focusing on young people, Tik-Tok short video involves a wide variety of content, almost all aspects of people's life and work, such as food, fitness, reading, history, study, makeup, photography, dance, life, dance, fitness, travel and music. The Tik-Tok list also consists of Tik-Tok Hot List, Intra-City List, Live List, Brand List, Music List, Movie List, etc. covering social news, current affairs hot spots, entertainment gossip, and other topics. Various categories of content will produce opinion leaders, who attract users by continuing to focus on disseminating content in a certain field, thereby gaining traffic, which also attracts and consolidates a large user base for the Tik-Tok platform to a certain extent (Peng & Quan, 2018).

In addition, social functions such as the Tik-Tok comment area and private messages are also influential "selling points." Tik-Tok users can not only understand other people's different views and opinions on a certain topic by watching video comments but also interact with friends from all over the world through comments and private messages, sharing value recognition, thus forming a unique music group atmosphere. Tik-Tok also adopts personalized algorithm recommendation technology based on the user's basic information, user interaction, and past browsing and click records, uses big data to analyze users' interests, predicts user preferences and the influence between users, and pushes their video of interest according to a certain frequency, and to achieve accurate push of social content (Wang, 2018).

## **New Medium to Meet the Self-realization Needs of College Students**

"Self-actualization needs" is a creative need and the highest level of individual needs. In 1943, the American psychologist Maslow proposed the "Hierarchy of Needs Theory" for the first time in his paper "Theory of Human Motivation." He divided human needs into five levels from low to high, like a ladder, namely physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. Among them, the need for self-actualization is a derivative need generated on the basis of lack of sexual need satisfaction, mainly including the need for cognition, aesthetics, creation, and potential development. This is often what most people are missing as they grow and develop. The emergence of Tik-Tok short videos just meets or fills the needs of young college students at a specific level,

providing a new cultural space for their thought performance and discourse expression.

Tik-Tok's short videos have tapped and filled the gaps in the individual cognition and aesthetic needs of college students. Because of their quick thinking, avant-garde consciousness, and broad vision, college students are the most dynamic and creative group in the whole society. The emergence of a new thing is always popular among college students first. Tik-Tok short video, as a new thing that integrates information dissemination, individual social interaction, and emotional expression, is bound to attract the attention of young college students. This is fundamentally due to the fact that the content of Tik-Tok short videos is mostly trendy, novel, funny, etc. and is infused with elements that young people love. This not only meets the cognitive needs of college students but also reflects the aesthetic attitude of contemporary college students. The reason why Tik-Tok short videos are popular among college students is that they capture the aesthetic orientation of contemporary college students. Whether it is pursuing sensual pleasure or enjoying visual impact, whether it is supplementing chicken soup for the soul or feeling the energy of the times, behind different communication contents are different aesthetic standards. Whether it is correct or not, it satisfies the different levels of aesthetic needs of contemporary college students.

### **The Inner Link Between Tik-Tok and Value Education of Chinese College Students**

Although the Tik-Tok short video and the value education of college students belong to different disciplines and categories, the two are highly correlated and coupled. It is mainly manifested in three aspects: TikTok short video and college students' value education process elements are similar, requirements are consistent, and functions are similar. Specifically, the constituent elements of the two are similar, the subject is consistent, and the purpose is unified. Tik-Tok short videos put forward higher requirements for the value education of Chinese college students and promote the better development of value education for college students, and the role of value education in regulating and instructing can guide the sound development of Tik-Tok short videos. The unity of the two is embodied in three aspects:

## **The Elements of the Action Process are Similar**

From a theoretical perspective, TikTok short videos belong to the category of communication studies, and its functioning process is a pure communication activity. Value education, on the other hand, is a fundamental educational principle through which a school can strengthen the promotion of positive human values through the teaching and learning of values (Hawkes, 2001). In China, value education refers to ideological and political education; it is a society or a social group that uses certain ideas to improve people's ideological quality, political views, and moral norms. It exerts purposeful, planned, and organized influence on its members so that they can form social practice activities that meet the ideological and moral requirements of a certain society (Zhang, Zheng, Wu & Luo, 2006). The two belong to different disciplines. However, through further research, it is found that there is a certain correlation between the basic components of the two. That is to say, the process of both functions cannot be separated from the support of the subject, object, carrier, and other elements, which is also the most fundamental and direct connection between the two.

In 1948, American communication scientist Laswell proposed five elements that constitute the communication process, namely the "Five W" model, that is, "the Communicator (who)--Information (what was said) --Media (through what channel) --Audience (to whom) --Effect (what effect)". This mode of communication shows that the information dissemination process of the media is a purposeful behavior process with the goal of influencing the audience. From the perspective of Tik-Tok short video as a communication medium, its role and function realization is mainly composed of five links: communication subject, audience, communication media, communication content, communication environment, and audience feedback. In particular, "audience feedback," that is, the audience's comments, reposts, likes, and other behaviors are the key links to exert the influence of Tik-Tok's short video communication. This link is essentially a process of people influencing and acting on people. For value education, educators, the educated, educational content, educational carrier, and educational environment are the main elements of university value education. Obviously, whether it is TikTok short video dissemination or university value education, the functions of both cannot be played without the support of the subject, object, and mediator, and the basic elements of their function have certain similarities. For example, educators and communicators, educated and recipients, educational media and media,

educational content and dissemination content, and dissemination environment have certain correspondences. Therefore, from this perspective, the process of value education for college students is a special communication activity. It is also true that integrating Tik-Tok into the value education of Chinese college students can learn from and absorb related concepts and principles of communication to optimize its own development mechanism.

### **Alignment of Subjects and Goals**

With the advent of the new media era, the rapid development of communication media and the empowerment of the media have greatly expanded the subject's information choice and enhanced the subject's right to choose information (Zhao, 2020). For Tik-Tok, the reason why it has set off an upsurge of communication among college students is that it captures the information selection needs and ideological and behavioral characteristics of individual college students. It uses big data, intelligent distribution, and other technologies to accurately locate the interests, hobbies, and feedback of different individuals. The starting point and focus cannot be separated from the core element of "people." This is enough to show that behind Tik-Tok's "user-centric" product positioning, it also reflects its fundamental position of satisfying the needs of "people." China's ideological and political education work is essentially the work of being a human being. Adhering to people-oriented, student-centered, and paying attention to the growth and development of students is the root of it. The spread of Tik-Tok short videos and the main body of value education for Chinese college students are people-centered.

Both Tik-Tok short video dissemination and value education of college students are aimed at influencing the ideological attitudes and behavioral practices of the "audience" (Chen, 2017). Specifically, from the perspective of the dissemination process of Tik-Tok short videos, the fundamental purpose of both the form of dissemination and the multiple elements contained in it is to attract more people's attention and participation. On the basis of gaining the acceptance and approval of the audience, it subtly changes people's behavior habits, makes the audience rely on the media, and then produces changes. It is even hoped that the audience will influence and drive more individuals around them to participate in order to enhance their communication power and influence. For the value education work in colleges and universities, the purpose of education is to make the

educated change in the thought and behavior expected by society and reach the level expected by society through certain educational activities. That is to continuously improve the ideological understanding of college students and improve the ability of college students to understand the world and change the world. This is not only the basis and motivation for carrying out other value education activities but also the prerequisite for ensuring the healthy development of society.

Ye (1991) pointed out that from the point of view of form, education originated from human communication. Communication between people has the basic elements necessary for education (such as communication parties, content, media). When the two parties in the communication are relatively specialized and form an activity with the direct purpose of passing on experience and influencing the body and mind of others, communication is transformed into education. In this sense, education is a special form of human communication, and the relationship between "communication" and "education" is that of general and particular. Value education without communication activities cannot achieve the ultimate goal. Therefore, the Chinese value education as an educational activity is inherently communicative. That is to say, "value education can only realize the continuity and consistency of education for people when it permeates people's communication (Su, 2012)."TikTok is one of the forms and carriers of college students' daily social activities. The process of college students participating in Tik-Tok short video dissemination is actually a media communication process of receiving, exchanging, and transforming information. It can be seen that communicativeness is the fundamental attribute of the Tik-Tok short video social platform, which highlights the reality of optimizing value education activities with its communication advantages.

### **The Functions are Interlinked**

Regarding the functions of the mass media, the most representative in general is the "Theory of Social Functions Media" by Wilbur Schramm, the father of communication studies. He summarized the social functions of mass communication from the aspects of "political function, economic function, and social function: watch function, education function, entertainment function, and coordination function (Schramm, 1982, p. 124)."Among them, there is a relatively close relationship between the

educational function, the coordination function, and the individual function and social development function of value education.

With the development and popularization of mass media represented by TikTok short videos in China, mass media has become an important channel for people to transmit and obtain information. While disseminating information, it gradually exerts a subtle educational function. The educational function of the media, also known as the socialization function, mainly refers to its educational ability. For example, some official mainstream media have entered the short video communication platform and used it as an effective channel to promote ideological work. They stimulate the patriotic enthusiasm of the audience by publicizing the stories of national heroes and guide the audience to consciously inherit the spiritual heritage of the society so as to coordinate their positions and unify their thinking. Therefore, integrating the educational function of the communication media into the value education work will help to bond the society through some common value standards and collective experience, and at the same time help individuals understand the current common social standards (Budd & Ruben, 1988).

“Due to factors such as social members, that is, the structure of social organizations, opinions, values, and interests are increasingly complex, and differences and conflicts are inevitable. Social development requires the establishment of a relative consensus” (Zhang, 2012, p. 211). This requires the coordination function of the mass media. The so-called coordination function is to provide the public with multiple information and exert its own influence and credibility to guide the audience to participate in it so as to increase social participation and promote the negotiation of social and public affairs. This is not only conducive to the dissemination and penetration of the country's major policies but also conducive to promoting the public's understanding and recognition of the policy.

As a mass media, TikTok also has a social coordination function. With the intensification of the aging of Chinese society, the spiritual comfort of more and more "lonely left-behind elderly" has become a common social problem. In the face of this phenomenon, although the Tik-Tok short video media is fundamentally aimed at gathering more audiences, it also plays an important role in social coordination. Specifically, by setting up a large number of short video communities and themes for middle-aged and elderly

people, it has produced a very good aggregation effect on the era of national short videos. This coincides with the coordination function of value education. The process of value education for college students is actually a process of constantly coordinating, organizing, and guiding the ideological concepts of college students. The difference between the two lies in the way they work. Unlike the guidance of public opinion by mass media, university value education is mainly supported by educators and the educational environment centered on the classroom, and then guides college students to handle the relationship between personal interests and collective interests, personal ideals and social ideals.

### **The Main Problems Faced by Integrating Tik-Tok into the Value Education of College Students**

How to truly integrate Tik-Tok into the value education of Chinese university students is the most critical issue in promoting the innovation and development of value education for Chinese university students, but the realization of this key step faces multiple obstacles. TikTok's short video entry barriers are low, the content varies from good to bad, the background review mechanism is not perfect, supervision is not in place, and educators do not have the knowledge and skills in related fields, etc., all hinder the integration of Tik-Tok short video into the value education of Chinese college students.

### **The Questions of the Entry Threshold and Content**

When users publish content on Tik-Tok, they often do whatever they want, and the videos they publish do not have a fixed form or specific content. Although this means of expression gives college students a vivid and incisive sense of expression, it makes it easier to indulge in the Internet (Chen, 2017). In order to attract people's attention and attract traffic, some users have a phenomenon of "pan-entertainment" in the production of videos, and content that is nutritious, nonsensical, and even vulgar and kitsch has also been put on the Tik-Tok platform and entered the field of vision of young people. Some of the remarks of some college students may even touch the bottom line of social morality, and students mistakenly believe that their behavior is just an online language trend. Some college students are habitually guided by their own interests in the network information they pay attention to, thus confining their lives in a narrow field of vision, causing them to escape from various contradictions in the society and become isolated as well as isolated other people. These are far from the

expectations of society and schools that use social media to correct the wrong values of college students and thus help them establish scientific values.

### **The Background Review Mechanism and the Supervision**

In recent years, with the development of social media, many short video platforms have emerged to meet market demand, leading to the emergence of a large number of professional MCN (Multi-Channel Network) institutions providing comprehensive support services for short video content creators. In this context, the number of short video content production has grown exponentially. In 2021 alone, the total number of videos released on the Tik-Tok platform exceeded 790 million (Cucumber Media, 2022), the number of video content to be reviewed has increased sharply, which has made the workload of the reviewers in the background increase sharply, and they have no skills.

Although Internet short video platforms initially have some experience in content review, popular media platforms represented by Tik-Tok have insufficient awareness of the influence of bad information and video dissemination, and there are still many problems in video review and supervision. On the one hand, Tik-Tok's backend is based on algorithmic recommendation technology, and the review method of video content is first released and then reviewed. Unlike the strict control system of traditional media through editorial screening, algorithm review does not have the ability to judge how the true expression of the video deviates from the mainstream value; it is easy to cause narrowing and distortion of information driven by the logic of traffic value, resulting in the mass dissemination of vulgar information. On the other hand, the role of the manual review mechanism as a secondary supplementary review also fails to function well. Tik-Tok's video review department implements a three-shift rotation, 24-hour review of suspected illegal videos (Liang, 2020). However, due to the large user base of the platform, the number of short video works produced by users is huge, and the on-the-job reviewers have a high workload, low efficiency, and high error rate, resulting in frequent lack of objective evaluation.

## **Educators' Knowledge and Skills in the Relevant Field**

In the minds of many university educators, watching short videos and watching Tik-Tok live broadcasts is synonymous with wasting time and their studies (Wang, 2020). However, this is precisely the cognitive error and prejudice of new things caused by educators' lack of relevant skill knowledge. First, in the era of vigorous Internet development, it is unrealistic to blindly hinder the spread and development of short video APPs among young people, and it does not conform to the objective laws of the development of things. Second, many universities do not have enough awareness of Tik-Tok's communication value. Many universities unilaterally believe that Tik-Tok is a media platform for individuals to share their lives, but they ignore its powerful communication function and influence. Various social groups, government agencies at all levels, and many companies have opened their own official Tik-Tok accounts and used the Tik-Tok platform to promote their brand image, corporate culture and values. However, due to the lack of professional Tik-Tok operation managers and publicity personnel in colleges, the content of their Tik-Tok official accounts is dull and boring, and they fail to make better use of Tik-Tok's communication value to carry out value education for college students. Third, educators lack the relevant knowledge and skills of media professionals.

## **CONCLUSIONS AND RECOMMENDATIONS**

Research shows that Tik-Tok caters to the fast-paced cultural consumption characteristics of Chinese college students and meets the needs of contemporary college students for self-realization with its advanced technical means, diversified functions, rich content and unique marketing model. It is deeply loved by Chinese college students and has become an indispensable and important medium and carrier in the study and life of Chinese college students.

Although the Tik-Tok short video dissemination and the value education of college students belong to different disciplines and categories, the two are highly correlated and coupled. The constituent elements of the two are similar, the subject is consistent, and the purpose is unified. The spread of Tik-Tok short videos puts forward higher requirements for the value education of Chinese college students and promotes the better development of value education for college students. In addition, the

normative role of value education can guide the sound development of Tik-Tok short videos. Therefore, it is feasible to integrate TikTok into the value education of Chinese college students.

However, the development of social media is a "double-edged sword" (Chen, 2017). Tik-Tok short videos have low barriers to entry, and the content varies from good to bad. The background review mechanism is not perfect, and supervision is not in place. Educators do not possess the knowledge and skills in the relevant fields. The above problems have hindered the integration of TikTok into the value education of Chinese college students and brought challenges to the value education of Chinese college students. Therefore, Chinese universities should innovate value education courses and provide high-quality value education resources for college students. Network management departments and Tik-Tok operators should optimize supervision and management measures, develop active dissemination content, improve the satisfaction of college student user groups, and promote the healthy and sustainable development of the Tik-Tok platform.

### **Raise the Platform Access Threshold and Establish a Multi-Party Participation in Regulatory Review Mechanism**

At present, the short video industry has entered a stage of fierce competition. The short video industry starting from the content orientation still needs to return to the content itself in order to achieve leapfrog development and breakthroughs. Focusing on the overall situation of network governance, various parties should strengthen the review of Internet video platform content from the policy, platform, and user levels, curb the chaos of short video content production, and build a benign content ecosystem on the Internet.

First, at the policy level, a content rating system for TikTok short videos should be implemented. The content grading system needs to be led by the government to formulate a reasonable and clear grading rule system; Taking the platform as the specific implementer, when the video content is released, it will be graded according to the content, and pushed to the audience who can watch it through the classification of grades. With users as supervisors, the channels can be broadened for user complaints and

reports to improve the platform's co-governance mechanism and strengthen users' subject consciousness and responsibility in the platform.

The second is the social supervision level, which is to build a long-term mechanism for Tik-Tok short video supervision, which is formed by the joint efforts of users, platforms, parents of teenagers, and relevant rights and interests protection groups. At present, a large part of the content review of the Tik-Tok short video platform and the processing of illegal information originate from user reports, and the user supervision mechanism plays an important role. Therefore, in the functional design of the platform, it is necessary to improve the reporting function, set up a special reporting module, and broaden the channels for user complaints. The establishment of the illegal content reporting mechanism is the platform's empowerment to users, which can be absorbed into the work pressure of the content review department of the Tik-Tok short video platform, so that every Tik-Tok short video user becomes a supervisory force for the content review of the platform.

### **Create an Official Tik-Tok Brand and Promote the Construction of University Value education Network**

Values educators in colleges and universities should take the initiative to enter the Tik-Tok platform and promote the construction of Tik-Tok's value education position. University educators should actively create distinctive Tik-Tok official accounts, build a communication matrix of "Two Weibo and One Tik-Tok," and promote the construction of Tik-Tok accounts in all secondary colleges of the university, integrating different types of Tik-Tok subjects to form a linkage effect, promote the construction of a multi-level college Tik-Tok system, and effectively increase the activity and influence of the official Tik-Tok in colleges and universities. Colleges should actively explore a new pattern of online and offline co-construction and mutual integration and strive to make Tik-Tok products with mainstream values as the background to gain stronger communication power, use mainstream social values to lead the campus Tik-Tok culture, and master the dominance of campus Tik-Tok content. It is necessary to strengthen the construction of the new media creation and operation team of Tik-Tok in colleges and universities, and build a campus Tik-Tok operation team with firm belief, super business strategy, diligence and pragmatism, and the courage to innovate, allocate sufficient personnel and funds,

strengthen training and learning, use popular videos to spread positive values, and build a powerful Tik-Tok value education resource library, making the official Tik-Tok a new carrier of value education with strength, depth and warmth.

## **CONTRIBUTIONS OF AUTHORS**

The authors confirm equal contribution in each part of this work. All authors reviewed and approved the final version of this work.

## **FUNDING**

This work received no specific grant from any funding agency.

## **CONFLICT OF INTERESTS**

All authors have no conflicts of interest.

## **ACKNOWLEDGEMENT**

We would like to express our gratitude to all those who helped us during the writing of this paper. Thanks to all the teachers and staff of UiTM Global Study Centre for their help in all aspects.

## **REFERENCES**

- Budd, R. W., & Ruben, B. D. (1988). *Beyond media: New approaches to mass communication*. Transaction Publishers.
- ByteDance. (2020). *2020 Tik-Tok data report*.  
[https://lf3static.bytednsdoc.com/obj/edencn/uj\\_shjppmmv\\_ljuhklafi/ljhwZthlaukjlkulzlp/data\\_reports/2020\\_Tik-Tok\\_data\\_report.pdf](https://lf3static.bytednsdoc.com/obj/edencn/uj_shjppmmv_ljuhklafi/ljhwZthlaukjlkulzlp/data_reports/2020_Tik-Tok_data_report.pdf)
- Chen, J. H. (2017). *The influence of We-media on college students' values and the countermeasures* [Master's thesis, Xi'an University of Science

- and Technology]. CNKI. <https://cdmd.cnki.com.cn/Article/CDMD-10704-1017725185.htm>
- Deng, H. (2015). On the innovation of ideological and political education methods for college students under the new media environment. *Chinese Journal of Education*, (S1), 120-121.
- Gong, D. Y. (2017). *Research on the application of WeChat in the ideological and political education of college students* [Master's thesis, Tianjin Polytechnic University]. CNKI. <https://cdmd.cnki.com.cn/Article/CDMD-10058-1017198359.htm>
- Gong, X. M., Hang, X. L., & Shen, X. J. (2018). Talking about the impact of Tik-Tok short video on college students. *Daqing Social Sciences*, (5), 132-133.
- Guo, Q. G. (2011). *Communication course*. Renmin University of China Press.
- Hawkes, N. (2001). *Being a school of excellence, values-based education*. Oxfordshire County Council. <https://livingvalues.net/reference/being-a-school-of-excellence-values-based-education>
- Li, H. Y. (2018). Research on the communication dependence of Tik-Tok APP. *China Press*, (2), 45-46.
- Liang, Q. (2020). The influence and countermeasures of self-media on the ideological and political education of "post-00" college students. *School Party Building and Ideological Education*, (8), 94-96.
- Luo, Y. T., & Li, Y. T. (2019). Shaking out positive energy: The application of Tik-Tok in ideological and political education of college students. *Ideological and Theoretical Education*, (3), 84-89.
- Marx, K., & Engels, F. (1960). *The complete works of Marx and Engels*. People's Publishing House.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.
- Onion Think Tank. (2018, June 13). *Tik-Tok government account analysis report*. [https://www.sohu.com/a/235592185\\_100089499](https://www.sohu.com/a/235592185_100089499)
- Peng, Y. Q., & Quan, X. Y. (2018). The lack of value and management strategy of short video content dissemination——Taking "Tik-Tok" as an example. *Young Reporter*, (32), 17-18.
- Qin, S. C. (2018). *All-media environment and ideological and political education in colleges and universities*. Capital Normal University Press.
- QuestMobile Mobile Big Data Research Institute. (2018). *QuestMobile China mobile internet 2018 semi-annual report*. <https://www.questmobile.com.cn/research/report-new/33>

## REFERENCES

- Ablian, J. D., & Paranga, K. B. (2022). Mathematics Anxiety and Mathematics Self Efficacy among Senior High School Students in Public Secondary Schools. *International Journal of Computer Engineering in Research Trends*, 9(2), 21-33.
- Ahmad Fauzi M.A., Wong S.L. & Norhayati M. 2005. Students' attitudes towards Calculus: A preliminary study among Diploma Students at Universiti Putra Malaysia. *Jurnal Teknologi*, 42, 49-60.
- Amatobi, V. E., & Amatobi, D. A. (2020) The influences of gender and attitude differences to students' achievement in mathematics in Nigerian secondary schools: a case study of comprehensive secondary school Amurie-Omanze in South Eastern Nigeria. *American Journal of Research Communication*, 8(2), 1-8. <https://www.usa-journals.com>.
- Ampadu, E. (2020). Gender Differences in Attitudes and Achievement in Mathematics among Ghanaian JHS Students. *International Journal of Education*, 12(3), 84. <https://doi.org/10.5296/ije.v12i3.17136>
- Awang, N., Jamian, N. H., & Mohd Safari, M. A. (2021). Exploring pre-calculus final assessment marks between gender with principal component analysis. *Mathematical Sciences and Informatics Journal*, 2(2), 57-66. <https://doi.org/10.24191/mij.v2i2.15934>
- Ashcraft, M. H. (2002). Math anxiety: Personal, educational, and cognitive consequences. *Current Directions in Psychological Science*, 11(5), 181-185. <https://doi.org/10.1111/1467-8721.00196>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.
- Betz, N. E., & Hackett, G. (1983). The relationship of mathematics self-efficacy expectations to the selection of science-based college majors. *Journal of Vocational Behavior*, 23, 329-345.
- Burrus, J., & Moore, R. (2016). The incremental validity of beliefs and attitudes for predicting mathematics achievement. *Learning and Individual Differences*, 50, 246-251. <https://doi.org/10.1016/j.lindif.2016.08.019>
- Callaman, R. A., & Itaas, E. C. (2020). Students' mathematics achievement in Mindanao context: A meta-analysis. *Journal of Research and Advances in Mathematics Education*, 5(2), 148 - 159. <https://doi.org/10.23917/jramathedu.v5i2.10282>
- Carter, N. (2022). *Measuring precalculus self-efficacy, grit, and achievement in university precalculus courses taught with an online*