Exploring the Potential Influence of English Entertainment Consumption on University Students Major Selection in Morocco

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Abstract

This paper explores whether there is a relationship between English entertainment consumption and majoring in English studies; additionally, it explores the nature of entertainment preferences among English studies University students in Morocco and the amount of time they dedicate to such consumption. The research involved a survey of 106 English Studies students, including those pursuing Bachelor's, Master's, and Ph.D. degrees across various institutions in Morocco. 48 of the participants were male, and 58 were female. The study yielded the following findings through a combination of descriptive analysis, cross tabulation techniques, and multiple response graphs: 1. many respondents cited exposure to English content as a significant factor influencing their decision to major in English Studies. 2. Most respondents indicated their use of the English language to access English-language entertainment content. 3. The study revealed heavy consumption of English entertainment content, with preferences varying based on gender. Male participants favored genres like Comedy, Action/Adventure, and Documentary, while female participants favored Drama/Documentary, Talk shows/musicals, Action/Adventure, and other entertainment programs. 4. Most respondents preferred searching the Internet when making important decisions. 5. Most participants have access to WiFi and smartphones, enabling easy access to both online content and decision-making sources. In conclusion, the study sheds light on the relationship between English-language entertainment content and Moroccan university students' academic and life decisions, and therefore, the potential influence of English-language entertainment content on Moroccan university students' academic and life decisions.

Keywords: Entertainment, English Studies Students, University Students in Morocco, Major Selection, Students' Decision-making.

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أثر إستهلاك الترفيه باللغة الإنجليزية على اختيار طلاب الجامعات المغربية لتخصصاتهم

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ملخص

تستكشف هذه الورقة البحثية العلاقة بين استهلاك الترفيه باللغة الإنجليزية وتخصصات دراسات اللغة الإنجليزية. كما تستكشف طبيعة تفضيلات طلاب دراسات اللغة الإنجليزية في الترفيه والوقت الذي يخصصونه لهذا الاستهلاك. استطلعت الدراسة آراء ١٠٦ طلاب في دراسات اللغة الإنجليزية، بمن فيهم طلاب بكالوريوس ودراسات عليا ودكتوراه، من مختلف المؤسسات التعليمية في المغرب. كان ٤٨ من المشاركين من الذكور و٥٨ من الإناث. وبدمج التحليل الوصفي وتقنيات الجدولة المتقاطعة والرسوم البيانية متعددة الاستجابات، توصلت الدراسة إلى النتائج التالية: أشار العديد من المشاركين إلى أن التعرض للمحتوى الإنجليزي كان عاملاً مهمًا يؤثر على قرارهم بالتخصص في دراسات اللغة الإنجليزية. - أشار معظم المشاركين إلى أنهم استخدموا اللغة الإنجليزية للوصول إلى المحتوى الترفيهي باللغة الإنجليزية. - كشفت الدراسة عن استهلاك واسع للمحتوى الترفيهي باللغة الإنجليزية، مع تباين التفضيلات بناءً على الجنس. فضّل المشاركون الذكور أنواعًا أدبية مثل الكوميديا، والأكشن والمغامرة، والأفلام الوثائقية، بينما فضّلت المشاركات الدراما والأفلام الوثائقية، والبرامج الحوارية/الموسيقية، والأكشن والمغامرة، وغيرها من البرامج الترفيهية. - فضّل معظم المشاركين البحث على الإنترنت عند اتخاذ قرارات مهمة. - علاوة على ذلك، يتمتع معظم المشاركين بإمكانية الوصول إلى شبكة واي فاي وهواتف ذكية، مما يُسهّل الوصول إلى كل من المحتوى الإلكتروني وموارد اتخاذ القرار. في الختام، تُسلّط الدراسة الضوء على العلاقة بين المحتوى الترفيهي باللغة الإنجليزية والقرارات الأكاديمية والحياتية لطلاب الجامعات المغربية.

الكلمات الدالة: الترفيه، طلبة الدراسات الإنجليزية، طلبة الجامعات في المغرب، اختيار التخصص، اتخاذ القرار لدى الطلبة.

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Introduction

This paper explores the relationship between two main variables: Moroccan English Studies students' entertainment preferences and their potential impact on their academic trajectories. It also examines the nature of students' English entertainment preferences and the amount of time they dedicate to this consumption.

Our research includes a comprehensive survey of 106 English Studies students across Bachelor's, Master's, and Ph.D. programs in diverse Moroccan institutions with 48 male and 58 female participants to add depth to our findings. Uncovering patterns using descriptive analysis, crosstabulation techniques, and multiple response graphs to ensure the thoroughness of our research.

Our study yields several key findings: Most participants attributed their decision to major in English Studies to exposure to English content. Many respondents use English to access entertainment content. Moreover, it reveals a pronounced appetite for gender-based English entertainment preferences. Male participants favor genres such as Comedy, Action/Adventure, and Documentary, while their female counterparts exhibit preferences for Drama/Documentary, Talk shows/musicals, Action/Adventure, and other entertainment programs. Moreover, most respondents preferred searching the Internet when making important decisions. The latter was facilitated by participants' easy access to WiFi and smartphones, which might have influenced their decision-making processes.

Overall, our findings shed light on exploring the potential impact of English-language entertainment content on Moroccan university students' academic and life decisions by offering a perspective on the intersection of entertainment and education in Moroccan higher education. A topic of significant importance in education and media studies.

Review of Literature

Entertainment through Uses & Gratifications Lense

According to uses and gratifications approach, there are three major classes of predictors of audience needs: Demographic, psychological, environmental/contextual variables. However, the most common set of variables offered as predicting the origin of needs has been the demographic characteristics of media audiences and users because demographics reflect the social categories and roles society uses to categorize people. The later commonly include measures such as age, level of education, gender, and ethnicity.

According to uses and gratifications approach, entertainment fulfills a number of audience needs. For instance, escaping or being diverted from problems & relaxing. Getting intrinsic cultural or aesthetic enjoyment & emotional release. Social needs like gaining social empathy, identifying with others and gaining a sense of belonging, helping carry out social roles, enabling one to connect with family, friends, and society, and simply filling time.
While information serves various purposes. Including finding out about relevant events and conditions in immediate surroundings, society, and the world. Seeking advice on practical matters or opinions, decisions and choices. Satisfying curiosity and general interest, engaging in learning and self-education. Finally, gaining a sense of security through knowledge.

A large number of studies have shown that in general, younger adults have been more likely to name entertainment as media gratifications, whereas higher educated adults have been more likely to name information as media gratifications. While women were more likely to name integration and social interaction as media gratifications.

Emotions & Decision-making

The brain's preference for control is linked to the rewarding nature of making choices, but the question is how to make the right decisions. Various aspects are related to belief formation, emotional influence, and decision-making. Emotions play a crucial role in decision-making. The contagious nature of emotions, indicating that sharing feelings can rapidly influence others. For instance, the impact of emotion on online platforms like Twitter, where positive or negative posts affect users' subsequent messages. As well as any emotion-evoking content, suspenseful moments in films, for instance, unify people's brain responses to stimuli.

However, other studies found that it is still challenging to change established beliefs, because the mind tends to adopt opinions convenient to existing views. According to studies, four factors influence belief formation: old beliefs, confidence in them, new evidence, and confidence in that evidence. Social influence is powerful but may fail in the

face of prior decisions and beliefs. Brain activity recordings reveal that when presented with conflicting evidence, participants' brains metaphorically "shut off," ignoring information that challenges their prior decisions. The study suggests that pre-established opinions are challenging to change.

In conclusion, the complexity of belief formation, the influence of emotions, and the interplay between control, choices, and influence in human behavior. Understanding these dynamics is deemed essential for effective communication and persuasion.

The pursuit of Goals Operates outside of Conscious Awareness

The study discusses the concept of unconscious goal pursuit and how individuals often act to achieve desired outcomes or goals. While traditional behavior science posits conscious will as the starting point for goal pursuit, recent studies challenge this notion, demonstrating that actions can be initiated unconsciously, even when individuals are unaware of the goals driving their behavior.

The idea of unconscious goal pursuit returns to Sigmund Freud and the behaviorist tradition. Human beings can mentally represent and store goal representations, which function as beacons for our behavior. Despite the resistance and skepticism faced by the concept of unconscious goal pursuit, it has far-reaching implications for understanding consciousness and human nature.

The pursuit of consciously set goals is shown to be prepared unconsciously, with goals themselves arising and operating outside of conscious awareness. Social situations and environmental stimuli are identified as activating or priming goals in individuals' minds, influencing and guiding behavior without conscious intention. This unconscious influence on goals extends to various aspects of social life, including customer and health behavior, moral behavior, and social discrimination.

Unconscious Goal Pursuit Influence through priming setups

The studies reveal that exposure to achievement-related words unconsciously enhances performance and cognitive flexibility. Subliminal stimulation, where stimuli are presented below the threshold of conscious awareness, is discussed as a method to provide compelling evidence for unconscious goal pursuit.

The studies suggest that people can unconsciously detect the reward value of a primed goal and prepare feasible actions to attain it, moving and programming the body without a conscious decision to act. The mechanism for unconscious goal pursuit is explored by examining the basic features shared by most models of goal pursuit. These features include taking a possible outcome or goal in mind, considering the availability of actions and resources, and assessing the value of the outcome.

Neuroimaging research supports the idea that positive reward signals associated with outcomes play a crucial role in unconscious goal pursuit. The limbic structures, such as the nucleus accumbens and ventral striatum, respond to reward cues, influencing goal-directed behavior. Subliminal primes related to rewards are shown to motivate increased effort and flexible cognitive processing.

Entertainment & Major Selection

Another study focused on the impact of media exposure, particularly television shows, on the beliefs and perceptions of students majoring in Criminal Justice. These students, often influenced by media depictions rather than educational or experiential knowledge, were surveyed from two universities. The research compared their television viewing habits with their perceptions of the justice system, knowledge of justice system policies, procedures, and occupational aspirations.

The findings revealed that self-reported media exposure significantly affected both the students' perceptions of the justice system and their choice of major. Watching law enforcement-related television positively influenced major selection, while exposure to forensic and court-related shows had a negative impact on perceptual accuracy.

A central problem highlighted was the lack of accuracy in these shows, which often romanticize forensic practices, leading to a phenomenon called the CSI effect. According to the historical context of television portrayals of the criminal justice system, a shift from crime-solving shows in the past to more 'realistic' depictions in the 1990s explains the potential alteration of public expectations regarding scientific evidence due to the portrayal of forensics in entertainment media.

The study discussed media effects' incremental and cumulative nature, suggesting that repeated exposure to certain portrayals could influence college major selection. It emphasized the importance of media interactions' frequency, duration, and power in shaping beliefs. It stated that exposure to sensationalized and fictionalized representations could encourage students to major in fields they only know through such media.

The study raised concerns about the impact of these media representations on the expectations of the general public and potential jurors. Several sources suggested that exposure to such shows could indeed influence jurors' expectations and beliefs. The question was posed whether a similar effect might be occurring with high school students, shaping their beliefs about the criminal justice system and influencing their career aspirations based on inaccurately portrayed scenarios.

Overall, the study highlighted the potential impact of media, particularly television shows, on students' beliefs, perceptions, and major selection within the field of Criminal Justice. The influence of inaccurate portrayals in shaping public expectations and professional aspirations was a central concern throughout the study.

In conclusion, the review underscores that the basic processes necessary for goal pursuit can operate outside conscious awareness. Unconscious goal pursuit can originate from the brain and mind's design, allowing behavior to be controlled by the social situation without conscious awareness. The studies acknowledge the need for future research to understand how unconscious goals flexibly control behavior and explore the distinct roles of conscious and unconscious activation of goals.

Methodology

The following concepts and terms are fundamental to the design and execution of effective descriptive research: research objectives, research questions, constructs, measures, samples, and methods of synthesis and analysis. These elements are crucial for ensuring thorough research yields meaningful insights.

Research Objectives

The objectives of this study are to investigate the factors that could potentially influence students' choice of English Studies as a major in Moroccan Universities, identify the sources through which students make their important decisions, examine English students' English entertainment diets, and help factors like Internet accessibility and time spent on entertainment.

Research Questions

A strong research question tackles a persistent problem or intellectual conflict, especially when competing theories propose different solutions. The researcher plays a crucial role in selecting and refining the study question, with the process being iterative. While the researcher may have a general interest in a topic, preliminary observations or data analysis can guide the refinement of the specific research question.

To achieve this, the following research questions were employed to guide the study:

RQ1: What kind of English entertainment do Moroccan University students consume?

RQ2: How much entertainment do they consume?

RQ3: Is there a relationship between English entertainment consumption and choosing an English Studies Major?

Research Design

The study uses a Descriptive research design to investigate the factors that influence students' decisions when selecting English Studies as a major. Descriptive research, which is a non-experimental research design, is mainly used to describe the variables of the study and find out the natural relationship between and among them using the research analysis technique, Cross tabulation.

Constructs

The factors that influence students' decisions when selecting English Studies as a major.

Sample

Sampling Technique

Random sampling technique was employed to ensure a representative sample of participants from the entire population of English Students in Morocco. This method is often used when the goal is to obtain an unbiased representation and the generalizability of the findings.
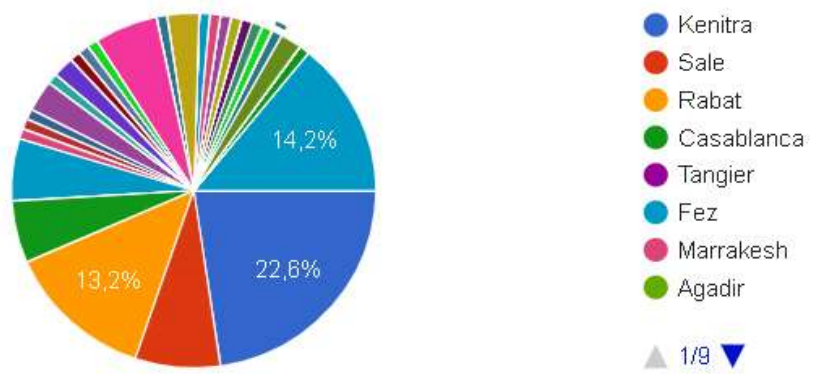
Chart 1: City Of Birth (Source: Google Forms)
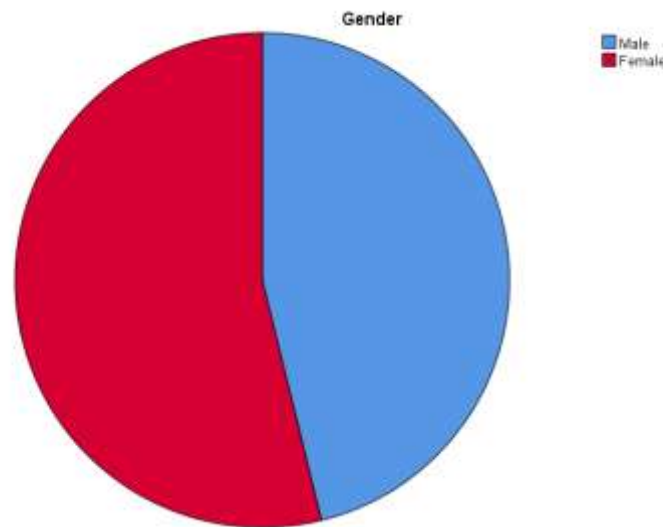
Chart 2: Participants' Gender (Source: Google Forms)

The sample consisted of 91 respondents from formal and former 106 English Students (BA, MA, PhD) around Morocco (48 were male students and 58 were female students). The higher number of female students in the sample was due to the higher female population in English studies in the Moroccan Universities compared to the male population (Benzehaf, 2018)**.**

Table 1: Descriptive Statistics / Gender Frequencies (Source: SPSS)

Gender		Frequency	Percentage	Valid Percentage	Accumulated Percentage
Valid	Male	42	46,2	46,2	46,2
	Female	49	53,8	53,8	100,0
	Total	91	100,0	100,0	

The Survey Instrument

Questionnaire Development

A structured questionnaire was developed using Google Forms as the main data collection instrument, based on a comprehensive literature review. The questionnaire consisted of nine multiple-response questions (see the appendix), 107 items, and 7 sections **Demographics** with two questions, **Gender** & **City of birth** and seventy items. **Students' Decisions** with three multiple response items. **Reasons for Choosing English Studies** as a Major with six Multiple Response items. **English Content Preferences** with 15 Multiple Response elements. **Entertainment Usage** with 9 Multiple Response items. **Internet Access** with Two Multiple Response items & a Null deleted item. **Entertainment Time a day** with a short answer item.

Pretesting

Before the main survey, the questionnaire was pretested with five individuals to identify and rectify any ambiguities or issues with question wording.

Data Collection

Administration

Data were collected through an online survey platform called Google Forms. Participants were contacted via social media and other platforms (WhatsApp, Facebook, Google Classroom) and invited to complete the survey. The survey was open for a period of four weeks to ensure a diverse sample.

Ethical Considerations

All data collected were anonymized to ensure participant confidentiality and privacy. Participants were provided with informed consent information at the beginning of the survey.

Data Analysis

In this section, we present the results of our descriptive analysis, which aimed to investigate the factors that could potentially influence students' choice of English Studies as a major in Moroccan Universities, to identify the sources

through which students make their important decisions, to examine English students' English entertainment diets and helping factors like Internet accessibility and time spent on entertainment. We used a multiple-response survey distributed to 106 English studies students across Morocco to identify and examine these factors.

Descriptive Analysis

Descriptive analysis is central to almost every research project and is necessary component of high-quality causal analysis. Descriptive analysis can help researchers understand a phenomenon of interest and use that knowledge to prioritize possible causal mechanisms, generate hypotheses and intervention strategies, interpret the findings of causal research, diagnose problems for practitioners and policymakers to address, and identify new issues to study (Susanna Loeb, 2017).

The emphasis on causal analysis has not been accompanied by a similar improvement in descriptive analysis. Descriptive research is often seen as a mere formality in research papers, used to support causal analysis. This perspective is limited because good descriptive analysis can be challenging and valuable, especially given the availability of large and complex datasets relevant to education issues (Susanna Loeb, 2017).

Descriptive analysis can be part of a broader study that involves causal analysis; however, it can stand on its own as a research product, such as when it identifies phenomena or patterns in data that have not previously been recognized (Susanna Loeb, 2017).

Appropriately presented descriptive analysis can help a readers; 1. View the data in the correct context (real-world and research settings), 2. Identify relevant information in the data, 3. Assess the quality of the data, such as bias in data source(s), and 4. Recognize the assumptions, limitations, and generalizability of the findings (Susanna Loeb, 2017).

Why Descriptive Analysis?

The simplicity maxim often ascribed to Albert Einstein is relevant to anyone conducting and presenting descriptive research: "Everything should be made as simple as possible, but not simpler."

When descriptive research is conducted or presented, complexity is not better or more robust than simplicity, and it certainly is not more useful as a tool for communicating findings to a reader.

Descriptive analysis is data simplification; it can be particularly valuable in today's age of large datasets in which the volume of information may otherwise obscure recognition of basic relationships. Descriptive research can be used to distill these datasets into meaningful dimensions to uncover patterns and inform and improve decision-making (Susanna Loeb, 2017).

Descriptive analysis is central to almost every research project and is a necessary component of high-quality causal analysis. We use descriptive analysis to understand needs and opportunities, to know what types of interventions might be useful what problems need to be solved (Susanna Loeb, 2017).

Descriptive analysis is used to clarify basic understanding of the key aspects of a new phenomenon; to answer questions like Whom, When, and How. Descriptive analysis can also be used to diagnose issues that warrant the immediate attention of policymakers, practitioners, and researchers (Susanna Loeb, 2017).

Descriptive analysis helps us to observe the world or a phenomenon and identifying research questions and generating hypotheses based on what has been observed (Susanna Loeb, 2017).

Descriptive Analysis as Stand-Alone Research

Descriptive analysis can stand alone as a complete research project when findings focus on identifying undocumented phenomena, identifying hidden patterns in large datasets, or diagnosing real-world needs that warrant policy or intervention,

While descriptive work cannot assert causal effect, it can contribute to our understanding of causal mechanisms, largely by ruling out some potential causes and subsequently influencing the generation and prioritization of other plausible hypotheses.

Quality description of the context and conditions of a study influences the interpretation of study findings and advances the scientific method and ongoing discovery.

Descriptive Analysis Steps

Six steps were followed to conduct this descriptive analysis. 1.Examine the phenomenon independently of the data and methods employed. 2. Determine the most applicable types of data collection for the study. 3. Formulate clear research questions outlining the components of the phenomenon. 4. Identify relevant and feasible ideas, attributes, or concepts for measurement. 5. Define a suitable data presentation type to communicate the phenomenon effectively. 6. Identify patterns

in the data and condense the dataset into a format that captures the phenomenon's essence to facilitate productive thinking about the topic. Finally, descriptive analysis is an iterative process, which means each step necessitates reconsideration and modification as the researcher's understanding advances.

    * Observable patterns in the data, not necessarily constrained by pre-existing hypotheses, are then identified, as these patterns may emerge from a more general exploration of the data.

Results

    In this section, we present the tables and the graphs of our descriptive analysis.

Table 1: Major Choice Reasons Frequencies				
		Reponses		Observations Percentage
		N	Percentage	
English Major Choice Reasons	Easier than other majors	6	3,9%	6,7%
	Degree increases Job opportunities	39	25,3%	43,3%
	It encompasses Interesting Subjects	25	16,2%	27,8%
	It is practical	30	19,5%	33,3%
	Influenced by somebody in your surroundings	24	15,6%	26,7%
	Influenced by English Content	30	19,5%	33,3%
	Total	154	100,0%	171,1%
a. Groupe de dichotomies mis en tableau à la valeur 1.				

Table 1: Summarizes the frequencies and percentages of respondents' reasons for choosing English as a Major.*

    ***Note:** The following data are self-reported; meaning they only reflects participants' perceptions of the factors that influenced their decisions rather than objective determinants.

    As shown in **Table 1**, the majority (25,3%) selected that the degree increases job opportunities, followed by Practical & Influenced by English content (19.5%), It encompasses interesting subjects (16,2%), Influenced by Somebody in your Surroundings (15,6%), and Easier than other Majors (3,9%).These frequencies provide an overview of respondents' reasons for choosing English as a Major.

Table 2: English Usage Frequencies				
		Reponses		Observations Percentage
		N	Percentage	
English Usage	Understand English Content	70	38,0%	76,9%
	Socialize on Social Networks	58	31,5%	63,7%
	Read Books (Novels, etc.)	56	30,4%	61,5%
	Total	184	100,0%	202,2%
a. Groupe de dichotomies mis en tableau à la valeur 1.				

Table 2: Summarizes the frequencies and percentages of respondents' preferences for English Usage.

    As shown in **Table 2**, the majority of respondents (38%) use their English to understand English Content, followed by to Socialize on Social Networks (31,5%), and Read books (30,4%). These frequencies provide an overview of the English Usage preferences among the survey participants.

Table 3: Internet Usage Frequencies				
		Reponses		Observations Percentage
		N	Percentage	
Internet Usage	Play games	17	7,1%	19,5%
	Play music	36	15,0%	41,4%
	Watch Lives	13	5,4%	14,9%
	Watch Movies, Series etc.	53	22,1%	60,9%
	Use social networking websites	52	21,7%	59,8%
	Watch videos.	69	28,7%	79,3%
	Total	240	100,0%	275,9%
a. Groupe de dichotomies mis en tableau à la valeur 1.				

Table 3: Summarizes the frequencies and percentages of respondents' preferences for Internet Usage.

    As shown in **Table 3**, the majority (28,7%) selected watch movies, followed by Watch Movies & Series (22,1%), Use social networking websites (21,7%), Play Music (15%), Play Games (7,1%), and Watch Lives (5,4%). These frequencies provide an overview of respondents' preferences for Internet Usage.

Table 4: Favorite English Show Frequencies				
		Reponses		Observations Percentage
		N	Percentage	
Favorite English Show[a]	Action/Adventure	35	10,9%	38,5%
	Comedy	35	10,9%	38,5%
	Documentary	36	11,3%	39,6%

	Drama	28	8,8%	30,8%	
	Horror	19	5,9%	20,9%	
	Musical	26	8,1%	28,6%	
	Romance	18	5,6%	19,8%	
	Science-Fiction	17	5,3%	18,7%	
	Thriller	13	4,1%	14,3%	
	News	11	3,4%	12,1%	
	Reality shows	21	6,6%	23,1%	
	Game shows	7	2,2%	7,7%	
	Sports	14	4,4%	15,4%	
	Talk shows	27	8,4%	29,7%	
	Cooking/Food	13	4,1%	14,3%	
Total		320	100,0%	351,6%	
a. Groupe de dichotomies mis en tableau à la valeur 1.					

Table 4: Summarizes the frequencies and percentages of respondents' preferences for English Shows.

As shown in **Table 4**, the majority of respondents (11.3%) chose Documentary, followed by Action & Comedy (10,9%), Drama (8,8%), Talk Shows (8,4%), Musical (8,1%), Reality Shows (6,6%), Horror (5,9 %), Romance (5,6%), , Science Fiction (5,3%), Sports (4,4%), Cooking/Food & Thriller (4,1%), News (3,4%), and Game Shows (2,2%). These frequencies provide an overview of the English Shows preferences among the survey participants.

Table 5: Decisions Frequencies				
		Responses		Observations Percentage
		N	Percentage	
Important Decisions	Ask parents	44	31,9%	50,6%
	Ask friends	33	23,9%	37,9%
	Search on the Internet	61	44,2%	70,1%
Total		138	100,0%	158,6%
a. Groupe de dichotomies mis en tableau à la valeur 1.				

Table 5: Summarizes the frequencies and percentages of respondents' preferences for sources of Important Decisions.

As shown in **Table 5**, The majority (44,2%) selected to search on the Internet, while (31,9%) selected Ask parents, and (23,9%) selected Ask friends. These frequencies provide an overview of respondents' preferences for sources of Important Decisions.

Table 6: Internet Access Frequencies				
		Reponses		Observations Percentage
		N	Percentage	
Internet Access[a]	WIFI	33	36,3%	36,3%
	Only Smartphone Internet Access	12	13,2%	13,2%
	I have both WIFI & Smartphone Internet Access	46	50,5%	50,5%
Total		91	100,0%	100,0%
a. Groupe de dichotomies mis en tableau à la valeur 1.				

Table 6: Summarizes the frequencies and percentages of respondents' Internet Access.

As shown in **Table 6**, the majority (50,5%) selected that they have both WIFI & Smartphone Internet Access, followed by WIFI Internet Access (36,3%), and only Smartphone Internet Access (13,2%).These frequencies provide an overview of respondents' Internet Access.

Cross tabulation:

In this section, we present five cross tabulation analysis to examine the relationship between two categorical variables for each set of cross tabulation in our study sample: 1. Gender & Choosing English as a Major Reasons, 2. Gender & English Usage, 3) Gender & English Shows Preferences 4) Gender & Important Decisions Sources, & 5) Gender & Internet Access.

Cross tabulation analysis, also known as contingency table analysis, is a valuable technique in quantitative research used to explore the relationship between two or more categorical variables. It provides a structured way to summarize and analyze the distribution of data across different categories or groups (IBM, 2021).

Table 1: Cross tabulation of Gender & Choosing English as a Major Reasons:

Gender * Choosing English Major Reasons					
			Gender		Total
			Male	Female	
Choosing English Reasons[a]	Easier than other majors	Count	3	3	6
		% in Gender	7,1%	6,3%	
	Degree increases Job	Count	19	20	39

			Male	Female	
	opportunities	% in Gender	45,2%	41,7%	
	It encompasses Interesting Subjects	Count	14	11	25
		% in Gender	333%	22,9%	
	It is practical	Count	22	8	30
		% in Gender	52,4%	16,7%	
	Influenced by somebody in your surroundings	Count	13	11	24
		% in Gender	31,0%	22,9%	
	Influenced by English Content	Count	16	14	30
		% in Gender	38,1%	29,2%	
Total		Count	42	48	90
The percentages and totals are established based on the respondents.					
Group of dichotomies put in a table with the value 1.					

As shown in Cross tabulation Table 1, male participants reported that the first reason why they choose English as a Major is because it is practical, the second reason was that it increases job opportunities and the third reason was that they were influenced by English content. Female participants reported that the first reason why they choose English as a Major is because it increases job opportunities, the second reason was that they were influenced by English content, and the third reason was that they were influenced by somebody in their surroundings & because it encompasses interesting subjects.

Table 2: Cross tabulation of Gender & English Usage:

Gender * English Usage					
			Gender		Total
			Male	Female	
English Usage[a]	Understand English Content	Count	34	36	70
		% in Gender	81,0%	73,5%	
	Socialize on Social Networks	Count	28	30	58
		% in Gender	66,7%	61,2%	
	Read Books (Novels, etc.)	Count	31	25	56
		% in Gender	73,8%	51,0%	
	Play games	Count	10	7	17
		% in Gender	23,8%	14,3%	
	Play music	Count	16	20	36
		% in Gender	38,1%	40,8%	
	Watch Lives	Count	8	5	13
		% in Gender	19,0%	10,2%	
	Watch Movies, Series etc.	Count	23	30	53
		% in Gender	54,8%	61,2%	
	Use social networking websites	Count	29	23	52
		% in Gender	69,0%	46,9%	
	Watch videos.	Count	31	38	69
		% in Gender	73,8%	77,6%	
Total		Count	42	49	91
The percentages and totals are established based on the respondents.					
Group of dichotomies put in a table with the value 1.					

As shown in cross tabulation **Table 2**, the majority of male respondents (81,0%) use their English to understand English Content, followed by Read books & Watch videos (73,8%), Use social networking websites (69,0%), Socializing on Social Networks (66,7%), Watch Movies & Series (54,8%), Play Music (38.1%), Play Games (23,8%), and Watch lives (19,0%). These frequencies provide an overview of the English Usage preferences among the survey male participants.

As shown in cross tabulation **Table 2**, the majority of female respondents (77,6%) use their English to Watch videos, followed by Understand English content (73,5%), Socializing on Social Networks & Watch Movies & Series (61,2%), Read books (51,0%), Use social networking websites (46,9%), Play Music (40.8%), Play Games (14,3%), and Watch lives (10,2%). These frequencies provide an overview of the English Usage preferences among the survey female participants.

Table 3: Cross tabulation of Gender & English Shows Preferences:

Gender * English Shows Preferences					
			Gender		Total
			Male	Female	
English Shows Preferences[a]	Action/Adventure	Count	20	15	35
		% in Gender	47,6%	30,6%	
	Comedy	Count	22	13	35
		% in Gender	52,4%	26,5%	
	Documentary	Count	19	17	36

		% in Gender	45,2%	34,7%	
	Drama	Count	11	17	28
		% in Gender	26,2%	34,7%	
	Horror	Count	8	11	19
		% in Gender	19,0%	22,4%	
	Musical	Count	10	16	26
		% in Gender	23,8%	32,7%	
	Romance	Count	7	11	18
		% in Gender	16,7%	22,4%	
	Science-Fiction	Count	8	9	17
		% in Gender	19,0%	18,4%	
	Thriller	Count	6	7	13
		% in Gender	14,3%	14,3%	
	News	Count	8	3	11
		% in Gender	19,0%	6,1%	
	Reality shows	Count	9	12	21
		% in Gender	21,4%	24,5%	
	Game shows	Count	5	2	7
		% in Gender	11,9%	4,1%	
	Sports	Count	10	4	14
		% in Gender	23,8%	8,2%	
	Talk shows	Count	11	16	27
		% in Gender	26,2%	32,7%	
	Cooking/Food	Count	1	12	13
		% in Gender	2,4%	24,5%	
Total		Count	42	49	91
The percentages and totals are established based on the respondents.					
Group of dichotomies put in a table with the value 1.					

As shown in Cross tabulation **Table 3**, the majority of male respondents (52.4%) chose Comedy, followed by Action/Adventure (47,6%), Documentary (45,2%), Drama & Talk Shows (26.2%), Musical & Sports (23,8%), Reality Shows (21,4%), Horror, Science Fiction, & News (19,0 %), Romance (16,7%), Thriller (14,3%), Game Shows (11,9%), and Cooking/Food (2,4%). These frequencies provide an overview of the English Shows preferences among the survey male participants.

As shown in Cross tabulation **Table 3**, the majority of female respondents (34.7%) chose Documentary & Drama, followed by Musical & Talk shows (32,7%), Action/Adventure (30,6%), Comedy (26.5%), Reality shows & Cooking/Food (24,5%), Horror & Romance (22,4 %), Science Fiction (18,4%), Thriller (14,3%), Sports (8.2 %), News (6.1 %), and Game Shows (4,1 %). These frequencies provide an overview of the English Shows preferences among the survey female participants.

Table 4: Cross tabulation of Gender & Important Decisions Sources:

Gender * Important Decisions Source					
			Gender		Total
			Male	Female	
Important Decisions Source	Ask parents	Count	23	21	44
		% in Gender	54,8%	46,7%	
	Ask friends	Count	17	16	33
		% in Gender	40,5%	35,6%	
	Search on the Internet	Count	33	28	61
		% in Gender	78,6%	62,2%	
Total		Count	42	45	87
The percentages and totals are established based on the respondents.					
Group of dichotomies put in a table with the value 1.					

As shown in cross tabulation **Table 4**, The majority of male respondents (78,6%) selected to search on the Internet, while (54,8%) selected Ask parents, and (40,5%) selected Ask friends. The frequencies provide an overview of male respondents' preferences for sources of Important Decisions.

As shown in cross tabulation **Table 4**, The majority of female respondents (62,2%) selected to search on the Internet, while (46,7%) selected Ask parents, and (35,6%) selected Ask friends. The frequencies provide an overview of female respondents' preferences for sources of Important Decisions.

Table 5: Cross tabulation of Gender & Internet Access:

Gender * Internet Access			Gender		Total
			Male	Female	
Internet Access[a]	WIFI	Count	13	20	33
		% in Gender	31,0%	40,8%	
	Only Smartphone Internet Access	Count	5	7	12
		% in Gender	11,9%	14,3%	
	I have both WIFI & Smartphone Internet Access	Count	24	22	46
		% in Gender	57,1%	44,9%	
Total		Count	42	49	91
The percentages and totals are established based on the respondents.					
Group of dichotomies put in a table with the value 1.					

As shown in cross tabulation **Table 5**, the majority of male participants (57,1%) selected that they have both WIFI & Smartphone Internet Access, followed by WIFI Internet Access (31,0%), and only Smartphone Internet Access (11,9%).These frequencies provide an overview of male respondents' Internet Access.

As shown in cross tabulation **Table 5**, the majority of female participants (44,9%) selected that they have both WIFI & Smartphone Internet Access, followed by WIFI Internet Access (40,8%), and only Smartphone Internet Access (14,3%).These frequencies provide an overview of female respondents' Internet Access.

Graphical representations corresponding to these tables are provided in the appendices for reference (see Appendix A-E).

Discussion

The presented findings in Tables 1 to 6 and the associated cross tabulation tables offer a comprehensive perspective of the participants' behaviors, preferences, and characteristics related to motivations for choosing English as a major, English language usage, entertainment choices, decision-making sources, and internet usage. These results also allow for insightful comparisons between male and female respondents.

- Motivations for Choosing English as a Major (Table 1): Table 1 provides insights into why participants choose English as a major. The majority (25.3%) see it as a pathway to increased job opportunities, highlighting the pragmatic aspect of language choice. Other motivations, such as the influence of English content and the interesting nature of the subject, contribute to a nuanced understanding of participants' academic decisions.
- English Usage Preferences (Table 2): The data in Table 2 reveals that most participants use their English skills primarily to understand English content (38%). The high percentage signifies the central role of the English language in media consumption.
- Substantial proportions of the survey participants use English to socialize on social networks (31.5%) and read books (30.4%), indicating the importance of English language applications among the participants.
- Internet Usage Preferences (Table 3): Table 3 reveals respondents' internet usage preferences. Watching English movies is the predominant choice (28.7%), emphasizing the significance of visual content in online activities.
- The preferences for watching movies and series, using social networking websites, and engaging in various online activities showcase the diverse ways participants utilize the Internet.
- English Shows Preferences (Table 4): Table 4 outlines the diverse preferences of respondents regarding English shows.
- Varied preferences across genres such as Action and comedy, Drama, Talk Shows, and others highlight the participants' diverse entertainment tastes.
- Documentary emerges as the top choice (11.3%), suggesting an interest in informative content among male and female participants.
- Sources of Important Decisions (Table 5): In Table 5, the majority of respondents (44.2%) prefer to search the Internet when making important decisions. This underscores the growing reliance on digital platforms for accessing information, especially with Internet accessibility both at home and on smartphones.
- Many participants opt for traditional sources such as asking parents (31.9%) and friends (23.9%).
- Internet Access (Table 6): Table 6 presents the distribution of respondents based on their Internet access.

Most (50.5%) have WiFi and smartphone internet access, underlining the prevalence of dual access methods. The variations in access options provide context to participants' connectivity, potential online activities, and the number of hours spent online.*

***Note:** This study's average self-reported entertainment consumption was approximately 3.99 hours per day, with a maximum of 12.5 hours a day. Based on digital behavior studies, this average falls within the moderate to heavy range. Classified as heavy users at 4 hours or more per day on entertainment platforms. (See Appendix 6)

Gender-Based Analysis: The cross tabulation tables offer a gender-specific perspective on several aspects. Notable differences emerge in motivations for choosing English as a major, English usage patterns, show preferences, sources of important decisions, and internet access between male and female participants. These distinctions provide valuable insights into the diverse factors influencing language-related behaviors and preferences based on gender.

In conclusion, the results provide a detailed and nuanced overview of the participants' attitudes and behaviors regarding academic motivations, the English language usage, entertainment choices, and decision-making processes. These findings offer a foundation for further exploration and understanding the complex interplay between language, entertainment, decision-making, and educational choices among Moroccan university students.

Comparison with Previous Research:

It has been argued that audience members who turn more to particular media to meet their gratifications needs whether these choices be conscious or unconscious will be more likely to be affected, either negatively or positively, by the content and characteristics of that media. In previous works, it was found that audience members were filling needs by audio and visual content. The latter provided more than mere entertainment; for instance, media provided education and emotional release. Internet Usage Preferences table, for instance, shed light on the preferences for internet usage among participants, and emphasized the significance of visual content in Moroccan university students' online activities. Generally speaking audience members use media for specific functions in ways that defy researcher attempts to identify media impacts (Dervin, 2009).

The uses and gratifications approach is based on the connection between need and anticipated gratification, which is also the source of its name. It is considered an important contributor once other factors such as access to media are taken into account, for instance in this study all participants had access to Internet and classified as enertainments moderate-to-heavy consumers (See Appendix 6). According to the uses and gratifications approach, audience members have some degree of independence control over what they get out of media and how they use what they get. Particpants are active in their selections and uses of different media from the possibilities available in society.

Another essential proposition that is foundational to the uses and gratifications approach is that audiences can gratify their needs in a variety of ways using both media and nonmedia sources such as family and friends. As we exist in a world where there are a number of ways in which our needs for things such as companionship and information can be fulfilled. For instance, in this study participants reported that before making important decisions they turned to Internet, parents, and then friends. (See Table 5: Decision Frequencies and Appendix 4: Important Decisions Sources). Media is simply a portion of the possible sources we turn to for gratifications.

Overall, Moroccan university students who turn more to particular media to meet their gratification needs, whether these choices are conscious or unconscious, and with repetitive exposure, will be affected, either negatively or positively, by the content and characteristics of the media they consume.

Limitations:

Since this research is a descriptive research, as mentioned before, is valuable in providing a detailed account of a phenomenon, however, it has several limitations, for instance, lack of causation, limited generalizability, limited control over variables, temporal ambiguity and limited predictive value.

- Descriptive research is primarily concerned with describing and summarizing data, but it does not establish causation. It can show relationships between variables, but it cannot determine the cause-and-effect nature of these relationships.
- Descriptive research typically lacks the experimental control seen in other research designs. This lack of control makes it challenging to establish causal relationships and rule out alternative explanations for observed phenomena.
- Descriptive research captures a particular point in time, making it challenging to determine the sequence of events or changes over time. Longitudinal studies, which involve data collection at multiple points, are better suited for studying temporal relationships.
- Descriptive research's findings are often specific to the sample studied. The results may not be easily generalized to a broader population, as the sample may not be representative enough.
- Descriptive research is not designed to predict future outcomes. It provides a static picture of a situation without necessarily offering insights into how variables might change or behave in the future.

Despite these limitations, descriptive research is essential for providing a foundational understanding of a topic, generating hypotheses, and informing more advanced research designs.

Implications and Further Research:

Since the current paper is a descriptive study, which is designed to only describe the distribution of one or more variables, we cannot draw any causal or other hypothesis ((Rakesh Aggarwal, 2019). However, the paper provides a foundational understanding of the population and the phenomenon under study. It serves as an initial step in research investigations; it paves the way for further or more advanced analytical research.

In our case, this descriptive research will provide the foundation for correlational research studying the relationship between English entertainment consumption and choosing English Studies as a major.

Although this article has explored the Potential Influence of English Entertainment Consumption on University Students Major Selection in Morocco, further research is needed to examine the causal effects or/ and the long term effects. Future studies could investigate how English entertainment materials could influence studens' mental health. Additionally, examining the role of technology, such as AI as students' personal assistant in enhancing or crippling students' decision making skills.
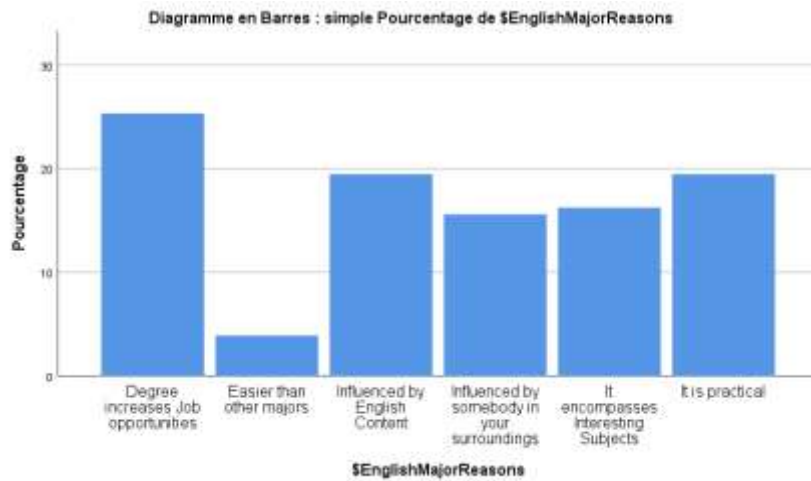
Concluding Remarks

The paper presents findings on Moroccan students' motivations for choosing English as a major, as well as their preferences related to English language usage, entertainment choices, decision-making sources, and internet usage. The study yeilded the following findings through a combination of descriptive analysis, cross tabulation techniques, and multiple response graphs. Key insights include motivations for studying English driven by job opportunities, practicality and English content. A strong preference for using English primarily for media consumption and diverse entertainment tastes. Gender differences in these areas are highlighted, emphasizing varying preferences and behaviors among male and female respondents. Reliance on the Internet for important decisions, and Internet access, which explains participants high connectivity and growing reliance on Internet. Overall, these papers' findings shed light on the potential impact of English-language entertainment content on Moroccan students' academic and life decisions, offering a comprehensive overview of language-related attitudes and choices among Moroccan university students. A nuanced perspective on the intersection of entertainment and education in the Moroccan higher education landscape.
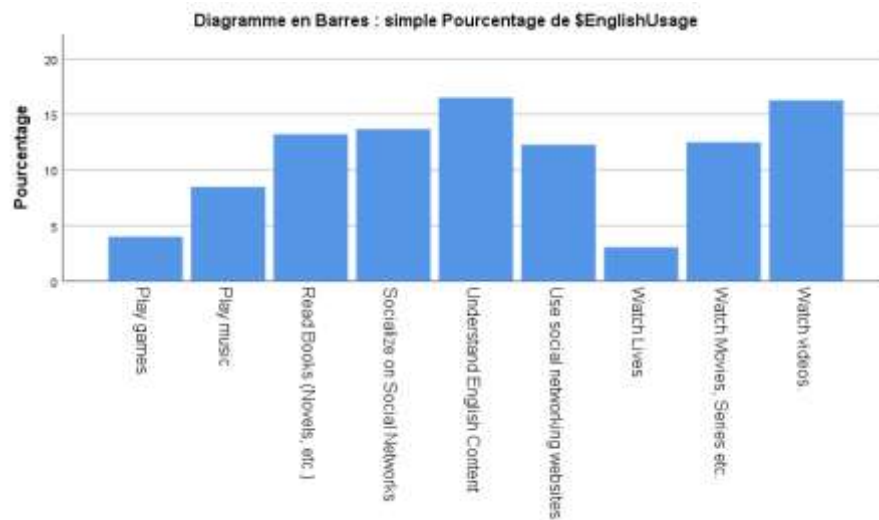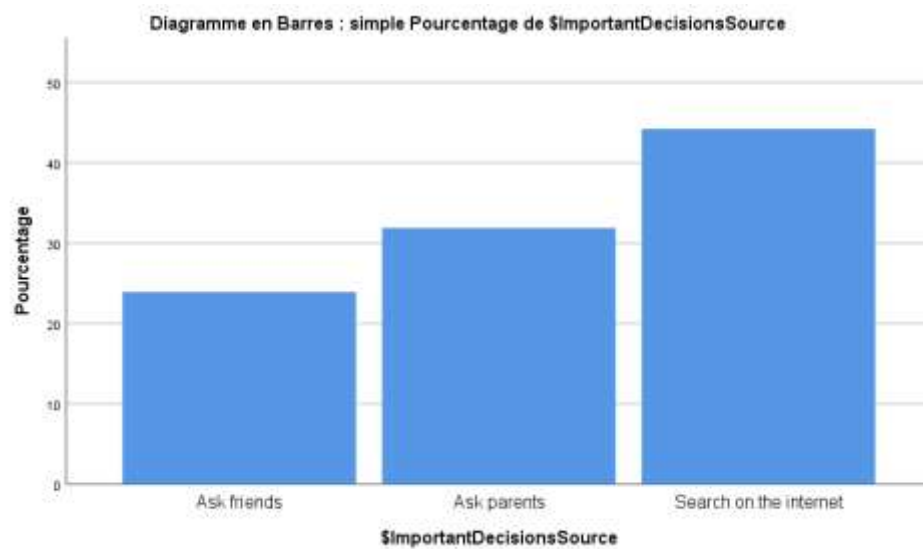
Appendices

Multiple Responses Sets Graphs:
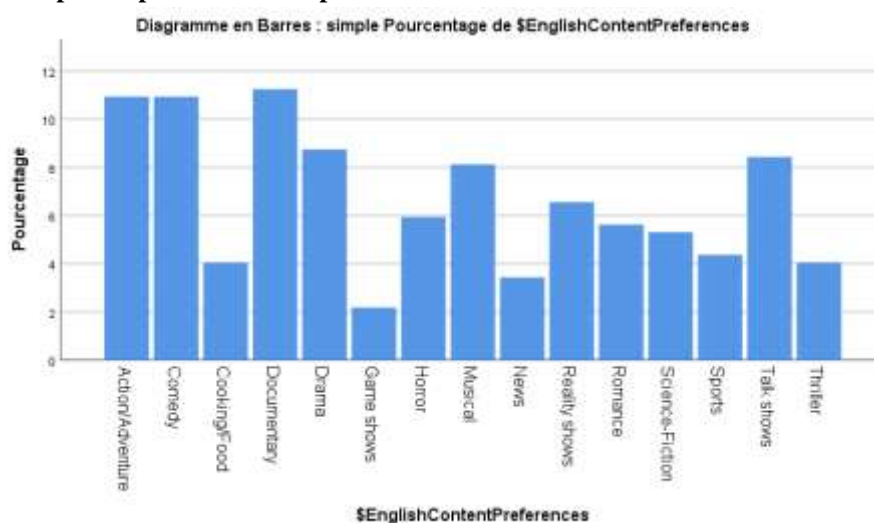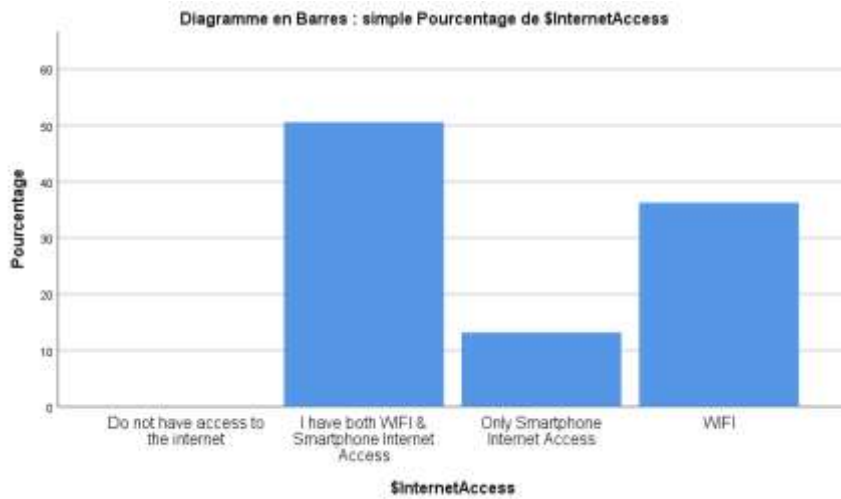

Multiple Response Set A : English Content Preferences

Diagramme en Barres : simple Pourcentage de $EnglishMajorReasons

Multiple Response Set B: English Major Reasons

Diagramme en Barres : simple Pourcentage de $EnglishUsage

Multiple Response Set C : English Usage

Diagramme en Barres : simple Pourcentage de $ImportantDecisionsSource

Multiple Response Set D : Important Decisions Sources

Diagramme en Barres : simple Pourcentage de $InternetAccess

Multiple Response Set E: Internet Access

Statistiques descriptive					
	N	Minimum	Maximum	Moyenne	Ecart type
Entertainment Consumption Time (In hours a Day)	90	,3	12,5	3,986	2,6766
N valide (liste)	90				

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