

## The Impact of Social Media Usage on Study Habits Among Moroccan High School Students

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### Abstract

With the rise of digital technology, social media has become one of the most widely used platforms worldwide. These websites offer diverse features and engaging content for users. Teenagers are among the main users of social media, mostly for entertainment, which raises concerns about its possible impact on their study habits. While previous studies have examined the effect of social media on students' performance, limited attention has been given to its influence on their study habits. Therefore, this study aims to examine the relationship between social media use and the study habits of Moroccan high school students. A quantitative research design was adopted to collect data through a self-reported questionnaire administered to 91 students. After collecting the data, SPSS was used for descriptive and inferential analyses, namely correlation and regression. To test the hypothesis, Pearson's correlation coefficient test and a multiple linear regression were conducted. The findings suggest that social media use has a significant impact on students' study habits. This study relied solely on a self-reported survey for data collection. It contributes to the existing literature, especially within the Moroccan context. It also aims to raise awareness among educational stakeholders about the effects of social media on students' study habits and, consequently, their academic performance.

**Keywords:** Moroccan high school students, social media usage, study habits.

تأثير استخدام وسائل التواصل الاجتماعي على عادات الدراسة لدى طلاب المدارس الثانوية بالمغرب  
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### ملخص

تهدف هذه الدراسة إلى استكشاف العلاقة بين استخدام وسائل التواصل الاجتماعي وعادات الدراسة لدى تلاميذ التعليم الثانوي بالمغرب. ويأتي هذا الاهتمام في ظل الانتشار الواسع لاستخدام وسائل التواصل الاجتماعي بين المراهقين والطلبة، وما يترتب على ذلك من مخاوف بشأن تأثيرها المحتمل على عادات الدراسة لديهم. واعتمدت الدراسة منهجاً كمياً، وجمعت البيانات من خلال استبيان ذاتي الإجابة وزع على عينة مكونة من 91 تلميذاً. وبعد جمع البيانات، استخدم الباحث برنامج IBM SPSS Statistics لإجراء التحليلات الوصفية والاستدلالية، بما في ذلك تحليل الارتباط (Pearson) وتحليل الانحدار الخطي المتعدد لاختبار الفرضية. أظهرت النتائج أن استخدام وسائل التواصل الاجتماعي يؤثر بشكل ملحوظ على عادات الدراسة لدى التلاميذ. كما بينت التحليلات وجود علاقة سلبية بين كثافة استخدام وسائل التواصل الاجتماعي ومستوى التنظيم الدراسي. وتسهم هذه الدراسة في إثراء الأدبيات التربوية، خصوصاً في السياق المغربي، من خلال تسليط الضوء على التأثيرات المحتملة لوسائل التواصل الاجتماعي على عادات الدراسة. كما تهدف إلى توعية الفاعلين التربويين وصناع القرار بأهمية توجيه استخدام التلاميذ لهذه الوسائل بما يخدم تحصيلهم الأكاديمي.

**الكلمات المفتاحية:** تلاميذ التعليم الثانوي بالمغرب، استخدام وسائل التواصل الاجتماعي، عادات الدراسة.

## **Introduction**

In recent times, social media has become popular among people of all ages, particularly among adolescents. These applications offer numerous engaging features that captivate users, making them an integral part of their daily lives. As social networking websites continue to expand, they keep influencing adolescents' thoughts and behaviours. However, their widespread use raised many concerns, particularly regarding the time students spend on these platforms at the expense of other meaningful and more relevant daily tasks, such as realizing their learning objectives. Instead of spending time revising lessons and completing learning activities, students may find themselves excessively obsessed with social media platforms such as Instagram, TikTok and Facebook. Building on this, it is necessary to examine the influence of social media use on students' study habits, especially in the Moroccan educational context, where research in this area is still in its infancy.

Social media also provides numerous merits for teenage students. These include connecting with peers and accessing a large amount of information via diverse applications. Several studies have explored the benefits as well as the drawbacks of using digital technology among adolescents. In this regard, Liccardi et al. (2007) reported that social media in education can provide personalized learning resources, build relationships, develop collaborative skills, and increase student enthusiasm. Markedly, social media may facilitate students' formation of social and academic networks. This argument is supported by Quadri (2013), who claims that students may enhance their learning by using the Internet to access information and resources that are available online, download them, print them, or read them straight from the source. However, social media has the potential to negatively impact students' study habits. This is reinforced by several insights. To illustrate, a study conducted by Ezeji and Ezeji (2018) found that students' use of social media at night prevented them from getting enough sleep. Consequently,

their capacity to complete study assignments and consistently review their notes was negatively affected.

While few studies have examined the effects of social media on students' study habits, none of the studies reviewed, to the best of our knowledge, has yet specifically and sufficiently investigated its impact on Moroccan students' study habits. Accordingly, this study attempts to contribute to the existing body of knowledge by examining this issue within the Moroccan educational context, given Moroccan students' excessive access to various social media platforms. Notably, understanding these effects is crucial for educators and parents to take the necessary precautions that will likely minimize their negative consequences while promoting good study habits among teenage students. This is all important considering that empowering students' involvement in understanding the learning objectives and success criteria, coupled with opportunities to take part in self-directed hands-on activities and use feedback for learning improvement, will foster students' autonomous learning, enhance their self-determination, and strengthen their sense of self-efficacy (El zerk, 2025).

## **Literature Review**

### **Study Habits: Definition and Concern**

To achieve the learning objectives adequately, students are required to adopt good study habits. These habits, according to Credé and Kuncel (2008), generally refer to the extent to which a student regularly engages in acts of study that are marked by proper study routines, such as material reviews, taking place in a setting that is favourable to learning. To elaborate, these habits encompass a group of skills and techniques adopted by students to study on their own, through autonomous learning. Students adopt these habits to organize their study work privately after or during class sessions. These practices intend to keep learning in progress and ensure the attainment of the learning objectives. This sense of responsibility is what distinguishes successful students who have developed a sense of self-determination and self-efficacy.

Study habits include several learning strategies and study skills. Ogbodo (2010) states that they encompass practices such as repetition, overlearning, summarizing, enumeration, using mnemonic devices, using the library, time management, application, and review. More than this, other types of study habits that are adopted by successful students include efficient note-taking and completing assignments. These practices help students in organizing and absorbing new material, remembering information, or handling assessments. Effective study habits are often learned on one's own, under the guidance of the teacher (Wood & Neal, 2007). Equipped with these skills, students demonstrate a set of behaviours indicating mental processing of learning knowledge, ideas, and competence. These habits can also include reading, focusing, planning their time, and consulting with teachers (Ugboduma, 2011, as cited in Onovo, Neboh, Agbo, & Onyebuchi, 2021). Notably, students who have adopted this mindset are more likely to adopt learning goals and self-regulate their learning.

### **Techniques for Effective Study Habits**

It is worth acknowledging that enhancing study habits among today's students as digital natives is challenging, yet it is still achievable. Aiming to realize this, several practices are suggested. First, students need to comprehend the learning objectives, along with being aware of good study habits. This remains insufficient without training opportunities to regularly exercise their skills until they are part of their daily routine. There are several techniques to facilitate this process. To illustrate, Osa-Udo and Alutu (2012) state that taking notes, remembering, understanding, and giving careful thought are some of the abilities and strategies that encourage productive study habits. In addition, according to Offor et al. (2017), the development of productive study habits requires careful preparation and efficient time management. This is particularly necessary in contexts marked by loaded syllabi and high-stakes exams. This also highlights the need for quality training among teachers to adequately serve this function. Relevant to this, an important skill to promote among teenage digital native students is the ability to

manage time efficiently while minimizing distractions caused by social media platforms during the performance of learning tasks.

While good study habits can promote students' academic performance while ensuring enhanced learning outcomes, certain habits can be detrimental. For this reason, in the age of technology, marked by overuse of mobile devices and access to social media platforms, today's teenage students, as digital natives, should recognize the pitfalls of their use as well as develop the necessary skills to avoid adopting negative habits that may hinder the development of effective study practices. Many studies have explored these types of negative habits. For instance, Anwar (2013, as cited in Ezeji & Ezeji, 2018) listed several examples of negative study habits. These include inefficient test-taking strategies, poor time management, a lack of preparation and attention when studying, poor reading abilities, and a failure to notify teachers of problems with schoolwork and request help.

### **The Significance of Positive Study Habits**

Within a positive learning environment conducive to effective teaching and learning processes, a positive study habit can be understood as any act or practice that is beneficial to a student's academic success. The significance of these practices lies in assisting students to complete their tasks efficiently and within the time frame set. Equally significance is the development of autonomous learning skills. According to Ogbodo (2010), for students to succeed in their academic pursuits, they need to develop productive study habits. She believed that effective study habits result in high-performance abilities. Similarly, Anwar (2013, as cited in Ezeji & Ezeji, 2018) argues that studying time is what helps students retain the information they have learned, which will eventually improve their academic achievement. He also believes that there is a high correlation between academic performance and study habits. Reasonably, positive study habits are more likely to sustain students' effort in progressing their achievements in both digital and real learning environments.

From an empirical perspective, Mendezabal (2013) found that students who do not dedicate sufficient time to their studies seldom demonstrate effective study habits. In simple terms, a student's performance in the learning process is significantly influenced by his or her study habits. Markedly, study skills have a greater impact on academic success than innate intelligence. Therefore, effective study habits are essential for academic achievement. On the contrary, students who possess poor study habits often obtain average marks or demonstrate exceptional study habits that lead to excellence (Ntui & Usang, 2014). It is the students who drive the educational process through their active participation in the classroom as well as their commitment to the learning process via their positive study habits. In this regard, Ayodele and Adebisi (2013) state that ineffective study practices result in academic failure, but effective study habits create favourable academic success. For this reason, they emphasized that poor study habits evidently explain why undergraduate students do poorly academically. This highlights, in turn, that good study habits play a significant role in improving academic outcomes, especially when taking advantage of the digital learning environments (e.g., social media).

### **The Impact of Social Media on Students' Study Habits**

Social media platforms serve multiple and diverse purposes, including education, entertainment, and fostering interpersonal communication. From an empirical standpoint, numerous studies have investigated the use of social media, especially among students. For example, Liccardi et al. (2007) highlight several benefits of social media use. To illustrate, they communicate individualized instructional materials; they foster connections with content and among users; they enhance students' cooperative skills, and they boost their motivation and promote their engagement. Importantly, social media enables students to build and maintain social connections with their peers over distance. The initiative of connected classrooms online is a better example of taking advantage of social media to create a positive and productive digital learning environment.

Social media is likely to assist students in developing their learning achievement. According to Quadri (2013), students can enhance their learning by using the Internet to access information and resources that are available online, download them, print them, or read them straight from the source. In the same vein, Onovo et al. (2021) highlight, among other things, that students use social networking sites to communicate with friends, connect with classmates for online coursework, discuss important national topics, and view movies. The study's conclusions showed that students utilize social media for discussion on national problems, education, and amusement. Similarly, Aragdon et al. (2023) conclude that social media does not always negatively affect learners' attention spans and their ability to take in and acquire information. In fact, students can even use social media to support their homework and academic tasks. However, the study also highlights that some kids struggle to strike a balance between their study habits and social media use. This indicates the importance of mentoring and training on the effective use of social media as a safe learning environment.

Proceeding with meta-research, several studies on the impact of social media on students' academic performance and study habits have concluded that these social media platforms have detrimental effects when they are not employed wisely. For instance, a study by Ntui et al. (2014) examined the impact of information and communication technology (ICT) use on study habits in Cross River State universities. The study concluded that computer, Internet, and smartphone use had a substantial effect on students' study habits. Similarly, Ezeji and Ezeji (2018) highlight that students' use of social media harmed their study-related time. This raises concerns that social media use can distract from school responsibilities and diminish young people's social skills. This reinforces the significance of learner training as a core aspect in the syllabus, not to mention the necessity of parents' supervision and guidance, especially in early school years.

As mentioned earlier, the impact of social media on students' study habits lies in the amount of time spent on these platforms by the students, which could

otherwise be dedicated to studying. More seriously, it is the content they consume daily. The overuse of social media for entertainment by teenage students is likely to distract them from studying, not to mention the negative impact of this on their critical and creative thinking. Aragdon et al. (2023) argue that students who spend more time on social networking sites than studying or engaging with others face-to-face disregard their academic obligations. For this reason, Assefa et al. (2023) attributed the decline of the educational standards and the quality of education outcomes to the excessive use of social media. By giving priority to social media rather than academic tasks, students may experience a decline in academic performance, which could hinder their future career prospects. Other dimensions of negative influence include their perceptions and beliefs, their mindset and priorities in life as future citizens and life-long learners.

Social media might not only reduce the time devoted to studying and accompanying academic tasks but also affect the well-being of students. Some teenage students nowadays attend classes with limited hours of sleep. This lack of rest affects their concentration during class and hinders their ability to complete and submit homework on time, not to mention their limited attention span. Relevant to this, a study conducted by Ezeji and Ezeji (2018) reported that students could not get sufficient sleep during the night due to the excessive use of social media. As a result, this negatively influences their daily revision of lecture notes and their ability to turn in and complete study assignments. Additionally, Aragdon et al. (2023) found that using social networking sites significantly affects students' behaviour, study habits, and academic achievement. Notably, most students use social media for pleasure more frequently than they do for real class study. Contradictory findings are observed among research findings in this area, highlighting the need for further investigation.

Shifting the focus to the relationship between social media use and the demographic variables, such as gender. There is no significant difference in the impact of social media on the study habits of male and female students. However,

notable variations exist in the areas of use and types of media most frequently accessed by each gender group. This finding is consistent with Onovo et al. (2021), who reported no significant difference between male and female students in the mean scores related to how social media influences their study habits. Markedly, the regions of application for male and female students vary. Female students use social media mostly for searching for the newest fashion and posting photos and videos, while male students use it primarily for playing games, watching and downloading movies, downloading educational books, participating in cybercrimes, and searching for political and sports news. There is a need for additional research in this area to better understand the impact of social media usage on students' study habits. To realize this objective, this study seeks to address the following research questions and hypothesis:

### **Research Questions and Hypothesis**

**RQ1:** To what extent do Moroccan high school students use social media for educational purposes?

**RQ2:** How do Moroccan high school students perceive the impact of social media usage on their study habits?

**H0:** Students' social media usage has no significant impact on their study habits.

### **Methodology**

#### **Research Design**

This study is framed within the positivist cross-sectional quantitative research design. The purpose behind opting for this philosophical worldview is the nature of this research paper, which mainly focuses on numerical data and the attempt to be objective during the data analysis. Positivism "is also reductionistic in that the intent is to reduce the ideas into a small, discrete set of ideas to test, such as the variables that comprise hypotheses and research questions" (Creswell, 2009, p. 7). The study also adopts the Technology Acceptance Model (TAM) to examine

the impact of social media on Moroccan EFL students' study habits.

## Participants

The participants in the self-reported questionnaire are 91 Moroccan EFL high school students. Specifically, they are 60.4% females and 39.6% males. The participant's age is between 13 to 18 years. 89% are from 16 to 18 years old, and 11% are from 13 to 15. Concerning educational level, approximately two-thirds (60%) of the participants are first-year baccalaureate students, 38% are common students, and only one participant is a second-year baccalaureate student. (see Table 1)

**Table 1. Participants' Demographic Information**

		Frequency	
		(n)	Percentage (%)
Age	13 to 15	10	11
	16 to 18	81	89
Gender	Males	36	39.6
	Females	55	60.4
Educational Level	Common Core	35	38.5
	First-Year Baccalaureate	55	60.4
	Second-Year Baccalaureate	1	1.1
Total		91	100

## Sampling Technique

This research adopts a convenience sampling procedure. This technique is also referred to as accidental sampling or haphazard sampling. In this sampling process, the researcher can include whoever happens to be available at the time of collecting data. (Mills & Gay, 2016). Accordingly, the participants completed the online self-report questionnaire based on their convenience and availability.

## **Ethical Consideration**

The nature of the current study does not impose any potential threat, be it physical or emotional, on the participants. However, the involvement of the participants was made voluntary. Moreover, the participants were informed that the current study is purely intended for academic purposes. Their identities were ensured to be kept anonymous.

## **Instrument**

This study employed a questionnaire, defined as a written collection of survey questions that a chosen sample of study participants must respond to (Mills & Gay, 2016). The rationale behind utilizing it lies in its practical concerns, such as the ease of its construction and administration (Dornyei, 2007). This questionnaire, adapted in this study, was first designed by Aragdon et al. (2023). It consists of closed-ended questions and encompasses three main sections. The first one addresses the participants' background information, while the second section addresses information related to the use of social media by the participants, and the last section targets students' study habits.

## **Instrument Reliability**

After piloting the instrument and checking its validity, the researcher tested its reliability on SPSS using Cronbach's Alpha. The questionnaire includes three scales: The first deals with the positive aspects of using social media on students' study habits, the second deals with the negative aspects of using social media, and the last one tackles students' study habits. After checking the internal consistency of the scales using Cronbach's Alpha, the values are as follows: The first Likert scale yields a value of 0.711, indicating a moderate level of internal consistency among the items. The second Likert scale's value was 0.779, indicating a good internal consistency among the items. Finally, the Cronbach's alpha value of the third Likert scale was 0.77, indicating satisfactory internal consistency among the items. (see Table 2)

**Table 2. Internal Consistency (Cronbach’s Alpha) for the Questionnaire’s Scales**

	Reliability Statistics		
	Cronbach’s Alpha	Cronbach’s Alpha Based on Standardized Items	N of Items
1. Positive aspects of social media on students’ study habits	0.71	0.71	8
2. Negative aspects of social media on students’ study habits	0.77	0.78	8
3. Students’ study habits	0.77	0.77	10

### **Data Collection Procedure**

To collect the data, a self-report questionnaire that included mostly closed-ended questions was used. The questionnaire was administered to the participants in person. To reach a large number of the participants, other EFL teachers were given the questionnaire to administer to their students. After collecting the data, it was coded manually on Microsoft Excel (2019) and imported into SPSS to run the necessary statistical tests.

### **Data Analysis Procedure**

The current study is a quantitative research design. The rationale behind using this design is that variables “can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures” (Creswell, 2008, p. 233). Two research questions and an alternative directional hypothesis govern the data analysis. After collecting the data, it was manually coded into Microsoft Excel 2019, then sorted and labelled. Next, these data were coded into numbers using Excel before being subjected to analysis on SPSS. After describing the data in the form of tables and statistics, correlation and regression analyses were used. After establishing a significant correlation between social media usage and

students' study habits using Pearson's correlation coefficient test, a multiple linear regression analysis was conducted to further test the hypothesis.

## Results

### Students' Access to Social Media

The study targeted 91 Moroccan High School students as participants. Before examining the impact of social media on students' study habits, the participants were asked whether they use social media or not. The result showed that all the participants (100%) use social media. (see Table 3)

**Table 3. Social Media Access**

	Zero hour	0 to 1 hour	1 to 2 hours	2 to 3 hours	Above 3 hours
1. How many hours do you spend on social media daily?	0%	1%	9%	22%	68%
2. How many hours do you spend on social media for study/Research daily?	1%	32%	50%	11%	6%

Table 3 shows the percentages of time the participant spent on social media. It shows that 99% of participants spend more than 1 hour on social media, and more than 68% spend more than 3 hours daily. This indicates that the majority of students are highly engaged in social media. However, the time spent on social media by the participants varies when it comes to studying and doing research using social media platforms. About half of students (50%) reported spending between one to two hours studying on social media. About 17% of them spend more than two hours studying on social media. Lastly, a substantial percentage of 33% spend less than 1 hour and less time studying on social media.

## Testing Normality

**Table 4. The Shapiro-Wilk Test of Normality**

	Shapiro-Wilk		
	Statistic	Df	Sig.
1. Positive aspects of social media on students' study habits	.97	91	.06
2. Negative aspects of social media on students' study habits	.97	91	.09
3. Students' study habits	.98	91	.51

a. Lilliefors Significance Correction

The Shapiro-Wilk tests were used due to their sensitivity to test the normality of the three scales. The tests did not reveal any departure from normality for any of the scales under investigation. For the positive aspects of the social media scale, the score did not deviate from normality ( $W(91) = 0.974$ ,  $p = 0.068$ ). Similarly, for the negative aspects of the social media scale, the score also did not deviate from normality ( $W(91) = 0.976$ ,  $p = 0.095$ ), and for the last scale dealing with students' study habits, the result of the Shapiro-Wilk test showed that the scores were normally distributed ( $W(91) = 0.987$ ,  $p = 0.514$ ). Based on these results, all three scales appear to be normally distributed. Drawing on these results, it is reasonable to opt for parametric tests to analyze the research variables under investigation. (See Table 4)

## The Positive Aspects of Using Social Media on Students' Study Habits

**Table 5. Descriptive Statistics for the Positive Aspects of Social Media Usage**

Item	N	Mean	Std. Deviation	Skewness	Std. Error of Skewness

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1. Social media helps me find resources for my homework.	91	4.33	.73	-1.65	.25
2. I learn new words and ideas through social media.	91	4.30	.76	-1.02	.25
3. Social media makes studying for school projects easier.	91	4.02	1.03	-1.28	.25
4. Social media provides me with tools to research and learn.	91	4.05	.80	-.87	.25
5. I use social media to practice what I've learned in school.	91	3.49	1.08	-.35	.25
6. Social media helps me review and strengthen my school lessons.	91	3.91	.96	-.96	.25
7. I connect with friends on social media to study together.	91	3.36	1.21	-.27	.25
8. Social media is a useful tool for preparing for tests with friends.	91	3.49	1.33	-.60	.25
Valid N (listwise)	91				

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All of the statements in Table 5, which deal with the positive aspects of social media use on students' study habits, are negatively skewed, indicating a general tendency to agree with the statements provided. To illustrate, the mean scores for statements such as *social media helps me find resources for my homework* ( $M = 4.33$ ,  $SD = 0.731$ ) and *I learn new words and ideas through social media* ( $M = 4.30$ ,  $SD = 0.767$ ) show that there is a high agreement that social media helps students with schoolwork. Similarly, the statement *social media provides me with tools to search and learn* got a high mean score ( $M = 4.05$ ,  $SD = 0.808$ ), indicating a positive perception towards social media enhancing students' learning experience. However, not all the responses follow the same direction, as is the case with statements such as *I connect with friends on social media to study together* ( $M = 3.36$ ,  $SD = 1.216$ ) and *Social media is a useful tool for preparing*

*for tests with friends* ( $M = 3.36$ ,  $SD = 1.336$ ) show that, although their mean scores suggest that there is some sort of agreement, their higher standard deviation scores implies that there is a huge scatter in the responses. Therefore, students' perception of using social media for collaborative purposes varies among Moroccan high school students.

### **The Negative Aspects of Using Social Media on Students' Study Habits**

**Table 6. Descriptive Statistics for Negative Aspects of Social Media Usage**

Item	N	Mean	Std. Deviation	Skewness	Std. Error of Skewness
1. Social media makes it hard for me to focus on my schoolwork.	91	3.32	1.11	-.41	.25
2. I often spend more time on social media than I should, which leaves less time for studying.	91	3.36	1.14	-.48	.25
3. Social media notifications interrupt me when I'm trying to study.	91	3.66	1.10	-.74	.25
4. I have trouble paying attention to my studies because I keep checking social media.	91	3.13	1.20	.01	.25
5. Using social media makes it harder for me to get my schoolwork done quickly.	91	2.98	1.22	-.10	.25
6. I've noticed my grades drop because I spend too much time on social media.	91	2.97	1.24	-.07	.25
7. Sometimes I delay doing my homework or studying because I get distracted by social media	91	3.04	1.26	-.11	.25

8. I feel bad after spending too much time on social media instead of studying.	91	3.54	1.26	-.70	.25
Valid N (listwise)	91				

Table 6 presents descriptive statistics of statements related to the negative impact of social media use on students' study habits. The negative skewness values indicate that the distribution of students' responses is skewed toward lower scores. This skewness indicates a tendency among students to agree with the fact that social media negatively influences their study habits. This is further evidenced by the mean scores of statements, such as *social media makes it hard for me to focus on my schoolwork* (M = 3.32, SD = 1.114) and *social media notifications interrupt me when I'm trying to study* (M = 3.66, SD = 1.108). These scores indicate a moderate level of agreement among students on the negative effects of social media on their ability to concentrate and study effectively. In the same vein, statements such as *I often spend more time on social media than I should, which leaves less time for studying* also have a high mean score (M = 3.36, SD = 1.140), suggesting that the participants admit that too much use of social media impacts their study time.

### Students' Study Habits

**Table 7. Descriptive Statistics of Students' Study Habits**

Item	N	Mean	Std. Deviation	Skewness	Std. Error of Skewness
1. I finish my homework on time.	91	3.26	1.05	-.02	.25
2. I write my lessons in class.	91	3.76	1.14	-.54	.25
3. I feel awake when I study.	91	2.76	1.19	.04	.25
4. I study every day.	91	3.01	1.11	-.07	.25
5. I spend enough time studying.	91	3.23	1.11	-.12	.25

6. I pay attention in class.	91	3.81	.953	-.63	.25
7. I check my lessons before class.	91	2.64	1.11	.51	.25
8. I study for each class.	91	2.98	1.09	-.06	.25
9. I actively participate in class discussions.	91	3.43	1.18	-.27	.25
10. I seek help from teachers or classmates when I don't understand something.	91	3.81	1.11	-.65	.25
Valid N (listwise)	90				

Table 7 shows descriptive statistics for statements related to students' study habits. These responses were collected from 91 Moroccan high school students. The mean, standard deviation, and skewness are used to describe this data. The table shows negative skewness of the majority of the statements, such as *I pay attention in class* (-.636), which suggests a skewed distribution towards higher agreement on the corresponding study habit. On the other hand, the results also show positive skewness values of different statements, such as *I check my lessons before class* (.515), which implies a lower agreement on such statements. The standard deviation values also demonstrate a variability in students' responses around the mean. For instance, the standard deviation is relatively high for the statement *I write my lessons in class* (SD = 1.148), which suggests that there is a higher level of variability when it comes to this study behavior. Moreover, the same thing can be observed about the mean scores of the responses. Relevant to this, students reported a lower mean score of 2.76 (SD = 1.196) for the statement *I feel awake when I study*, which indicates a tendency toward disagreement when it comes to feeling awake during the time of studying.

## **Examining the Relationship between Students' Use of Social Media and Their Study Habits**

### **Correlation Analysis**

In this study, correlation analysis was employed to examine the relationship between two variables representing different aspects of social media and a third variable reflecting students' study habits. The analysis aimed to determine how the positive and negative dimensions of social media relate to various study behaviors among Moroccan high school students. The results suggest that there is a significant correlation between social media usage and students' study habits. For example, as demonstrated in the table below, the first scale of positive aspects of social media usage correlates positively with students' study habits scale (Pearson  $r = .242$ ,  $sig = .021$ ); conversely, the relationship between the second scale addressing negative aspects of social media and the third scale of students' study habit showed a negative correlation as the Pearson Correlation demonstrates (Pearson  $r = -.363$ ,  $sig = .000$ ). (see Table 8)

**Table 8. Pearson correlations between social media and students' study habits**

		Social media's positive aspects	Social media's negative aspects
Pearson Correlation		.242*	-.363**
Students' Habits	Study Sig. (2-tailed)	.021	.000
N		91	91

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

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### Regression Analysis

After conducting the correlation analysis and identifying a relationship between social media and students' study habits, regression analysis was employed to further examine the extent and strength of this relationship among

the investigated variables. This analysis aims to find out whether students' use of social media impacts their study habits.

**Table 9. Model Summary**

Model	R	R Square	Adjusted R square	Std. Error of the Estimate
1	.422 <sup>a</sup>	.17	.16	.91666464

Predictors: (Constant), SocialMediaScale\_2, SocialMediaScale\_1,

Dependent Variable: StudyHabitsScale

The model summary above indicates that the independent variables account for approximately 17% of the variance in students' study habits ( $R^2 = .178$ ). Based on the adjusted  $R^2 = .160$ , we conclude that the model's explanatory power is robust, especially if we take the number of predictors included. Finally, the standard error of the estimate shows the model's precision in predicting study habits.

Table 10 presents the coefficients and significance levels of the predictor variables. Based on the analysis results, it can be concluded that social media usage, as reflected in the first and second scales, significantly predicts students' study habits. As previously mentioned, the first scale examines the positive aspects of social media usage, while the second scale focuses on its negative aspects. The results of the regression analysis indicate that social media can influence students' study habits in both positive and negative ways. The coefficient of the first scale examining the positive aspects of social media usage is significant, suggesting that there is a positive correlation between social media and students' study habits (Unstandardized Coefficient (B) = .216, Standardized Coefficient ( $\beta$ ) = .216,  $p = .028$ ). On the other hand, the coefficient of the second scale addressing the negative aspects of social media usage shows that social media can adversely affect students' study habits. This relationship is highly significant (Unstandardized Coefficient (B) = -.347, Standardized Coefficient ( $\beta$ ) = -.347,  $p = .001$ ).

**Table 10. Coefficients<sup>a</sup>**

Predictor	Unstandardized Coefficients	Standardized Coefficients	t-value	Sig.
Constant	3.739E-16		.000	1.000
Positive Aspects of social media on students' study habits	.216	.216	2.227	.028*
Negative aspects of social media on students' study habits	-.347	-.347	-3.580	.001**

a. Dependent Variable: Students' Study Habits

## Discussion

The primary objective of this study is to examine the impact of students' social media usage on their study habits. After running different statistical analyses, especially correlation analysis and linear regression analysis, we conclude that social media usage has a significant impact on students' study habits.

The study showed that the majority of the participants indicated that they use social media for educational purposes. The finding was expected as teenage students are generally digital natives, and numerous studies documented adolescents' extensive use of social media. Some studies went further, discussing the psychological impact of these websites on teenagers' well-being (Ezeji & Ezeji, 2018). Despite these concerns, the use of social media eventually has positive outcomes (Liccardi et al., 2007), particularly when employed for educational purposes, such as doing homework, conducting research, and revising with friends. It is, therefore, the responsibility of parents and teachers to educate students on how to effectively use social media for learning purposes, especially to learn a foreign language.

The findings of this study support the hypothesis that students' social media use has a significant impact on their study habits. The results show that there is little positive relation between social media use and students' study habits,

especially after running the correlation analysis between the scale examining positive aspects of social media and students' study habits. This relationship is not arbitrary, as confirmed by a regression analysis to check the causality between these variables. This could be explained by the fact that we live in a digital world where technology has transformed the educational field, making information accessible to everyone, anywhere, and at any time. Social media is no exception, as these platforms are rich in content, presented in diverse formats: texts, pictures, audios and videos.

Proceeding with accessing social media, there is a noticeable tendency among today's teenage students to spend considerable time on social media, as noted earlier. In this study, all participants reported their use of social media, and the majority use these platforms for educational purposes. Relevant to this, several previous studies have highlighted the positive effects of these platforms on students' academic performance. The opportunities granted by social media include easy access to diverse materials that suit their level, and reaching friends for support and collaboration (Onovo et al., 2021; Liccardi et al., 2007; Quadri, 2013). Finally, this study suggests that the relatively modest effect of social media may stem from students' predominantly negative perceptions of these platforms, as their disadvantages, such as causing distractions from studying, are perceived to outweigh their benefits.

Despite the benefits offered by diverse social media platforms, students should be aware of their risks. It is considered a double-edged sword. As discussed earlier, social media has a positive influence on students' study habits, yet the influence is very little. Another correlation analysis between negative aspects of the social media scale and students' study habits was run, and it confirmed that there is a fair negative relation between these two variables. To verify this negative relationship, a regression analysis was conducted, and the results indicated a moderate negative association.. Based on these findings, the use of these platforms should raise concerns despite their merits. Accordingly, students

should use these platforms moderately and rationally as their impact is tremendous on their learning. These findings corroborate the arguments of Ezeji and Ezeji (2018), which highlight that these platforms consume too much time that could be dedicated to studying and learning instead. Related to this, the findings of a study conducted by Assefa et al. (2023) revealed that social media can be blamed for the low educational standards and low quality of education outcomes. This highlights the importance of mentoring teenage students and equipping them with effective study skills to ensure their effective use of social media platforms for learning purposes.

## **Conclusion**

With the rise of digital technology, social media has gained increasing prominence and is often the first thing that comes to mind when people hear the terms “technology” or “internet.” Social media is heavily used across the world, especially among teenage students, and Moroccan high school students are no exception. Teachers and parents noted teenagers’ strong attachment to these social networking sites, which prompted the conduct of this study. The findings reveal a significant relationship between students’ social media use and their study habits, which can be either positive or negative depending on how the platforms are used.

Furthermore, a comparison of the positive and negative aspects of social media indicates that the negative aspects outweigh the positive ones. This may be because much of the time spent on these tools is not devoted to studying or learning, but to other entertainment-oriented content. Therefore, further research is necessary to explore why social media use may be particularly detrimental to students’ study habits and to identify strategies for mitigating its negative effects. Importantly, Future research involving high school students, using instruments designed for this group in English, should take into account the potential bias arising from differences in participants’ language proficiency (El zerk, 2025).

When it comes to limitations, like any research, this study has certain limitations despite the researcher's efforts to ensure its rigor. First, the sample size of 91 participants is relatively small, which limits the generalizability of the findings to the broader population. Second, the study employs a cross-sectional research approach, whereas a longitudinal approach could provide a more comprehensive understanding of the effect of social media over time. Third, the researcher relied solely on a self-reported survey questionnaire; incorporating interviews would offer deeper insights into participants' experiences and perceptions. Finally, given the complexity of the topic, it is challenging to control all the variables that may influence students' study habits. Factors such as socio-economic status, motivation, and other confounding variables may significantly impact these habits and should be considered in future research.

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