



## THE EFFECT OF MINDLESS SCROLLING ON ACADEMIC PROCRASTINATION IN EFL LEARNING

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### abstract

The heavy use of social media among college students has become a factor that can impact their learning, particularly in terms of procrastination. Many Previous study have discussed social media use and procrastination in general, but few have specifically addressed mindless scrolling. Mindless scrolling refers to the habit of constantly scrolling through digital content without a clear purpose. In the context of EFL (English as a foreign Language) learning, this behavior remains rarely discussed, even though students spend significant time on social media. This study was conducted to determine how often EFL students engage in aimless scrolling and whether this habit is related to academic procrastination. This study used a quantitative correlation method. Data were collected using a Likert-scale questionnaire distributed online to 64 students from the English Language Education Department at an Indonesian university. The data were then analyzed using descriptive statistics and Pearson correlation analysis. The results showed that both Mindless scrolling and academic procrastination were at moderate levels, with average scores of 70.0 and 66.1, respectively. The findings also indicated a clear trend among students who spent more time Mindless scrolling. They tended to procrastinate more frequently on academic tasks, especially those related to English language learning. From these results, we can understand that Mindless scrolling may play a role in procrastination among EFL students.

## INTRODUCTION

In today's digital age, social media has become an essential part of students' daily lives. Many students use platforms like TikTok, Instagram, and YouTube not only for communication but also for entertainment and information. While social media can be beneficial, excessive use can impact students' learning styles. Several studies have shown that excessive social media use can lead to digital distractions and time management issues, which can interfere with students' learning (Mudarris et al., 2025). Previous research has also shown that students who spend a lot of time on social media are more likely to procrastinate when completing schoolwork (Anwar et al., 2022; Işıkgöz et al., 2025). In many cases, students often become too involved in browsing content and lose track of time, resulting in delayed or even incomplete assignments

(Romero Astocondor et al., 2025). Therefore, it is crucial to further investigate specific online habits, particularly aimless or unconscious scrolling, and how this may impact students' academic behavior.

Several previous studies have discussed the connection between social media use and procrastination. Students who are active on social media typically spend more time on online entertainment activities than on their schoolwork (Avci et al., 2024). Short-form video platforms, in particular, can contribute to procrastination because students often passively and endlessly watch content, without realizing how much time has passed (Romero Astocondor & Mudarris, 2025). This can disrupt focus and make it difficult for students to complete their work on time. In EFL (English as a Foreign Language) learning, social media is often used as a way to gain more relaxed exposure to English. Many students watch English-language videos on TikTok, Instagram Reels, or YouTube Shorts. However, in reality, students often endlessly scroll and watch various content without a clear learning goal. This behavior is commonly known as "*mindless scrolling*." For EFL students, this habit can be problematic because it can reduce study time, distract attention, and increase procrastination in completing academic tasks (Mudarris et al., 2025; Avci et al., 2024). Previous research also shows that excessive TikTok use is positively associated with procrastination in learning among students (Yoseva & Setiyani, 2024).

Aimless scrolling itself can be defined as the habit of continuously viewing digital content without any clear purpose or paying attention to what is being watched or read (Lupinacci, 2020; Baughan et al., 2022). Many social media platforms are designed to keep users engaged for extended periods, even when they initially open the app for no specific reason (Lupinacci, 2020). Features like infinite scrolling keep users scrolling automatically, which can lead to them not realizing how long they've spent online. Baughan and colleagues (2022) also describe this condition as a type of "*dissociation*," where users continue scrolling while gradually losing conscious control over their actions. Furthermore, recommendation algorithms also function to continually show content tailored to users' interests, making it increasingly difficult for them to stop scrolling (de Segovia Vicente et al., 2024). However, research on the effects of social media use still yields mixed results. Some researchers argue that adverse effects are more common with passive activities, such as scrolling, compared to more active social media uses, such as chatting, interacting with others, or creating content (Meier & Reinecke, 2021; Verduyn et al., 2021; Cheng et al., 2024). One common shortcoming of previous research is that many studies only look at overall screen time, without considering different types of online behaviors (Valkenburg, 2022). Therefore, studying specific habits, such as aimless scrolling, can help us better understand how social media affects students' learning and academic performance.

Academic procrastination, on the other hand, is typically defined as a student's tendency to delay starting or completing academic assignments, despite knowing the deadlines and responsibilities they must fulfill (Steel, 2007). In higher education, procrastination is not only caused by poor time management, but also by difficulties in self-control and maintaining focus on longer-term academic goals (Wiwatowska et al., 2023). A 2021 study by Khoirunnisa and colleagues showed that many students experience moderate to severe levels of procrastination in their studies. This behavior is influenced by several factors, such as low self-confidence, difficulty controlling themselves, and external distractions such as digital media and social networking sites. In recent years, academic procrastination has become increasingly common among students. This is partly due to the growing influence of digital technology and problematic social media use (Touloupis & Campbell, 2024). Easy access to online entertainment and constant digital distractions can leave students feeling mentally exhausted and less able to focus on their academic work (Kostić & Randelović (2022). As a result, students

may miss assignments, procrastinate, or lose motivation to complete their assignments on time. If these habits persist over time, they can negatively impact academic performance, increase stress, and decrease students' overall psychological well-being.

The relationship between these two behaviors has been noted in several previous studies, which show that passive social media use is strongly associated with procrastination in completing academic assignments. When students spend long periods of time scrolling aimlessly, their ability to control themselves and stay focused on schoolwork typically declines (Du & Wang, 2024; Izadpanah & Charmi, 2022). One possible reason is the concept of "*ego depletion*," which suggests that constant scrolling can slowly drain our mental energy. As a result, students may feel less motivated and have difficulty completing tasks that require focus, such as writing essays, reading academic materials, or completing English assignments (de Segovia Vicente et al., 2024). Furthermore, short-form video platforms are designed to provide quick entertainment and immediate gratification, which can make students more accustomed to quick, effortless activities (Baughan et al., 2022). This contrasts sharply with academic work, which typically requires patience, concentration, and sustained effort. Choudhury and colleagues (2024) found that problems with social media caused students to procrastinate, as they experienced distracting thoughts and mental fatigue after excessive online engagement. Similar findings were also reported by Caratiquit and Caratiquit (2023), who found a positive relationship between social media addiction and procrastination, with self-control serving as a key factor influencing this relationship.

While numerous studies have explored the relationship between social media use and academic engagement, most focus on screen time in general or overall social media use, and few have specifically examined specific behaviors such as aimless scrolling. In fact, this behavior may have different effects than intentional social media use, as students often simply scroll through content without a clear purpose or without realizing how much time has passed (Valkenburg, 2022). In the EFL context, previous research has also often highlighted the positive benefits of digital media for language learning, such as increased access to English-language content and increased motivation to learn. However, the detrimental effects of excessive social media use, particularly those related to students' mental health and academic performance, have not been thoroughly explored (Abusamra, 2024). Students' personal habits and perspectives on social media use are therefore crucial to research, as they can influence how they manage their study time and complete academic assignments (Anwar et al., 2022). Several studies have shown that social media dependence is one of the factors associated with increased rates of academic procrastination among students (Işıkgöz et al., 2025; Tang & He, 2025), yet the reasons behind social media use, whether students use it purposefully or simply scroll aimlessly have not received much attention in previous research. Based on this issue, this study specifically examines aimless scrolling as a stand-alone behavior and its relationship with academic procrastination among EFL students, aiming to add to the existing body of knowledge by delving deeper into this issue. To that end, this study is guided by the following research questions:

1. What is the level of mindless scrolling behavior among students in an English Language Education study program?
2. Is there a significant relationship between mindless scrolling behavior and academic procrastination among EFL students?

## METHOD

### This Research Design

This study employed a quantitative correlational survey design. The primary aim was to examine whether a significant relationship exists between students' mindless scrolling habits and academic procrastination among learners of English as a Foreign Language (EFL). A correlational design was deemed appropriate because it enables the investigation of the association between two variables as they naturally occur, without any manipulation of the participants or their behavior. This approach allowed the researchers to collect quantitative data and analyze them statistically in order to determine the strength and direction of the relationship between the two variables.

### Participants

The participants comprised 64 undergraduate students enrolled in the English Language Education program at Syekh Nurjati State Islamic University, Cirebon, Indonesia. They were drawn from the second, fourth, and sixth semesters and selected through convenience sampling. As shown in Table 1, the majority were fourth-semester students (56%), followed by sixth-semester students (36%), with second-semester students constituting the smallest group (8%). With regard to social media use, TikTok was the platform most frequently reported (78%), followed by Instagram (56%) and YouTube (33%). Because participants were permitted to indicate more than one platform, the percentages exceed 100%. These figures suggest that social media is deeply embedded in students' daily routines, which may, in turn, affect their study behavior, attention, and focus on academic tasks such as attending and preparing for English classes.

**Table 1.** Demographic Profile of Participants ( $N = 64$ )

| Characteristic                                 | Category     | n  | Percentage |
|------------------------------------------------|--------------|----|------------|
| <b>Semester</b>                                | 2nd semester | 5  | 8%         |
|                                                | 4th semester | 36 | 56%        |
|                                                | 6th semester | 23 | 36%        |
| <b>Social media platforms frequently used*</b> | TikTok       | 50 | 78%        |
|                                                | Instagram    | 36 | 56%        |
|                                                | YouTube      | 21 | 33%        |

### Instrument

Data were collected using a self-developed questionnaire consisting of 15 items. Fourteen of these were statement items divided into two dimensions: mindless scrolling behavior (7 items) and academic procrastination in English learning (7 items). The remaining item was a checklist in which respondents identified the social media platform(s) they most frequently used. The 14 statement items were rated on a four-point Likert scale: *Strongly Disagree* (1), *Disagree* (2), *Agree* (3), and *Strongly Agree* (4). Responses to the checklist item were analyzed descriptively to determine the most frequently used platforms. To ensure clarity and minimize misinterpretation, all items were written in Indonesian, the participants' first language.

The questionnaire was designed to capture two constructs. The first dimension addressed students' mindless scrolling behavior, including the frequency and duration of use, awareness of time, habitual engagement, and the tendency to access social media during designated study periods. The second dimension focused on academic procrastination in English learning,

encompassing the postponement of tasks, avoidance of difficult assignments, loss of concentration, and the preference for social media over academic work.

### **Data Collection**

Data were collected through an online questionnaire administered via Google Forms. The link was distributed to undergraduate students in the English Language Education Department through class group chats and other online communication channels commonly used by students. The online format enabled the researchers to reach participants across multiple semesters efficiently and allowed respondents to complete the questionnaire at their convenience. Prior to responding, all participants were presented with an informed-consent statement outlining the purpose of the study. They were informed that participation was entirely voluntary and that all responses would remain confidential and be used exclusively for research purposes.

### **Data Analysis**

Data were analyzed in two stages. First, descriptive statistics including mean scores, percentages, and index scores were computed to describe the extent to which students engaged in mindless scrolling and academic procrastination. The resulting scores were then classified into three categories: High, Medium, and Low, as presented in Table 3. Second, a Pearson product-moment correlation was conducted to examine the relationship between mindless scrolling and academic procrastination. This test was selected because both variables were treated as continuous data derived from Likert-scale responses.

**Table 3.** *Range and Category of the Index Score*

| No. | Category | Index Score Range |
|-----|----------|-------------------|
| 1   | High     | 74–100            |
| 2   | Medium   | 49–73             |
| 3   | Low      | ≤ 48              |

## **FINDINGS AND DISCUSSION**

This study examines how the habit of aimlessly scrolling social media and academic procrastination are linked among English Education students. The study focused on two main variables: (1) the habit of aimlessly scrolling social media and (2) academic procrastination. To collect data, both variables were measured using a Likert-type questionnaire with six statements for each variable. Response options ranged from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire was distributed online to 64 students in their second, fourth, and sixth semesters.

**Note:** The index score for each item was calculated using the formula:  $\text{Index Score} = (\text{Score} \times 100) / (4 \times N)$ , where  $N = 65$ . Items were categorised as High (index score  $\geq 75$ ), Moderate (50–74), or Low ( $< 50$ ).

### **Respondents' Social Media Platform Usage**

Before discussing the two main variables, respondents were first asked which social media platforms they used most frequently. They could select more than one answer to this question. Responses from 64 students are shown in Table 4.

**Table 4:** Social Media Platforms Frequently Used by Respondents (N=64)

| Platform  | Frequency<br>(f) | Percentage<br>(%) |
|-----------|------------------|-------------------|
| TikTok    | 53               | 77.9%             |
| Instagram | 38               | 55.9%             |
| YouTube   | 21               | 30.9%             |

*Note: Multiple answers were permitted; total percentage exceeds 100%.*

According to Table 4, TikTok was the platform most frequently used by respondents. Approximately 53 students (77.9%) stated that they frequently use TikTok in their daily activities. Instagram was the second most frequently used platform, with 38 respondents (55.9%), followed by YouTube with 21 respondents (30.9%). These results indicate that students typically spend more time on social media platforms that offer short videos and visual content. Platforms like TikTok and Instagram are built with features like endless scrolling and personalized content suggestions, which often lead users to continue viewing content for hours without realizing how much time has passed. This closely relates to the idea of unconscious scrolling behavior described by Lupinacci (2020).

### Students' Mindless Scrolling Behaviour on Social Media

The first variable in this study highlights students' habit of unconsciously accessing social media. This variable was measured using six questions in a questionnaire covering various aspects, such as losing awareness while using social media, the habit of repeatedly accessing social media, aimlessly accessing social media, and the tendency to spend study time on social media. The results for this variable are presented in Table 5.

**Table 5:** Students' Mindless Scrolling Behaviour on Social Media (N=64)

| Statement                                                                  | SD |      | D  |      | A  |      | SA |      | Score | Index<br>Score | Category |
|----------------------------------------------------------------------------|----|------|----|------|----|------|----|------|-------|----------------|----------|
|                                                                            | f  | %    | f  | %    | f  | %    | f  | %    |       |                |          |
| 1. I often scroll social media beyond the time I have set for myself.      | 6  | 9.4  | 13 | 20.3 | 28 | 43.8 | 17 | 26.6 | 184   | 71.9           | Moderate |
| 2. I am not aware of time passing when I scroll social media.              | 5  | 7.8  | 11 | 17.2 | 26 | 40.6 | 22 | 34.4 | 193   | 75.4           | High     |
| 3. I find it difficult to stop scrolling social media even when I want to. | 4  | 6.2  | 17 | 26.6 | 25 | 39.1 | 18 | 28.1 | 185   | 72.3           | Moderate |
| 4. I use social media without a clear purpose.                             | 7  | 10.9 | 23 | 35.9 | 22 | 34.4 | 12 | 18.8 | 167   | 65.2           | Moderate |
| 5. I open social media out of habit, not because of a specific need.       | 5  | 7.8  | 15 | 23.4 | 30 | 46.9 | 14 | 21.9 | 181   | 70.7           | Moderate |

|                                                                                     |   |      |    |      |    |      |    |      |     |      |          |
|-------------------------------------------------------------------------------------|---|------|----|------|----|------|----|------|-----|------|----------|
| 6. I use social media during time that should be for studying or doing assignments. | 9 | 14.1 | 20 | 31.2 | 24 | 37.5 | 11 | 17.2 | 165 | 64.5 | Moderate |
|-------------------------------------------------------------------------------------|---|------|----|------|----|------|----|------|-----|------|----------|

*Note: SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree; f = frequency.*

Table 5 reveals some interesting findings regarding students' habit of unconsciously spending time scrolling through social media. Among the six questions in the questionnaire, Question 2 received the highest score and was categorized as High, with an index score of 75.4. This item highlights the importance of students being aware of the time they spend using social media. Responses showed that 40.6% of students chose "Agree" and 34.4% chose "Strongly Agree." These results indicate that many students often lose track of time while using social media and end up scrolling longer than they intended.

Meanwhile, Items 1, 3, 4, 5, and 6 fell into the Moderate category, with index scores ranging from 64.5 to 72.3. Item 1, which addresses continuing an activity longer than the allotted time, received an index score of 71.9. Many respondents chose "Agree" (43.8%) and "Strongly Agree" (26.6%), indicating that spending more time on social media than they intended is common among students. Similar results were seen in Item 3, which examined the challenges students face when trying to stop scrolling once they have started. This item received an index score of 72.3, with 39.1% of respondents choosing "Agree" and 28.1% choosing "Strongly Agree." This finding suggests that many students find it difficult to control their scrolling habits after opening social media apps. This finding is also supported by previous research showing that persistent social media use can become an automatic habit that is difficult to consciously control, especially when users spend extended periods of time interacting with digital platforms (Rajeshwari & Meenakshi, 2023; Tang & He, 2025).

Items 4 and 5, which highlight aimless social media use and the habit of automatically opening social media apps, also showed moderate results, with index scores of 65.2 and 70.7, respectively. Many respondents still chose "Agree" or "Strongly Agree," indicating that many students access social media simply out of habit, rather than for a specific purpose. Meanwhile, Item 6, which discusses the use of social media in the learning process, received the lowest index score among the other variables, namely 64.5. Although 37.5% of students chose "Agree" and 17.2% chose "Strongly Agree," there were still quite high numbers of "Strongly Disagree" (14.1%) and "Disagree" (31.2%) responses. This indicates that some students are still able to manage their study time and separate learning activities from social media use. Overall, the variable "Aimless Scrolling" received an index score of 70.0, which means it falls into the Moderate category. In general, these results suggest that the habit of aimless screen scrolling is quite common among students, although the level of control and how often they do it can vary from one student to another.

### **Students' Academic Procrastination in English Language Learning**

The second variable in this study highlights the occurrence of students' academic work interruptions, particularly those related to English learning. This variable was measured using six questionnaire items covering various aspects, such as completing academic work, relying on deadlines to complete assignments, being easily distracted while working on English-related

assignments, and avoiding English learning activities. The results for this variable are presented in Table 6.

**Table 6:** Students' Academic Procrastination in English Language Learning (N=64)

| Statement                                                                                                | SD |      | D  |      | A  |      | SA |      | Score | Index Score |  | Category |
|----------------------------------------------------------------------------------------------------------|----|------|----|------|----|------|----|------|-------|-------------|--|----------|
|                                                                                                          | f  | %    | f  | %    | f  | %    | f  | %    |       |             |  |          |
| 7. Social media scrolling makes me delay doing my assignments.                                           | 7  | 10.9 | 13 | 20.3 | 31 | 48.4 | 13 | 20.3 | 178   | 69.5        |  | Moderate |
| 8. I delay doing assignments until close to the deadline because I am busy scrolling social media.       | 11 | 17.2 | 20 | 31.2 | 20 | 31.2 | 13 | 20.3 | 163   | 63.7        |  | Moderate |
| 9. When English assignments feel difficult, I tend to scroll social media instead of working on them.    | 8  | 12.5 | 31 | 48.4 | 18 | 28.1 | 7  | 10.9 | 152   | 59.4        |  | Moderate |
| 10. I often do other things (such as scrolling social media) before starting to study or do assignments. | 5  | 7.8  | 11 | 17.2 | 32 | 50.0 | 16 | 25.0 | 187   | 73.0        |  | Moderate |
| 11. I often delay studying English because I am busy scrolling social media.                             | 6  | 9.4  | 24 | 37.5 | 24 | 37.5 | 10 | 15.6 | 166   | 64.8        |  | Moderate |
| 12. When doing English assignments, I am often distracted by the urge to                                 | 7  | 10.9 | 16 | 25.0 | 33 | 51.6 | 8  | 12.5 | 170   | 66.4        |  | Moderate |

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scroll social  
media.

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*Note: SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree; f = frequency.*

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Table 6 shows that six academic-related items fell into the Moderate category, with index scores ranging from 59.4 to 73.0. The highest score was found in Item 10 (index = 73.0), which addresses students' habit of engaging in other activities, such as checking social media, before starting to study or complete assignments. Responses showed that 50.0% of students voted "Agree" and 25.0% voted "Strongly Agree." This finding indicates that using social media before starting academic assignments has become one of the most common forms of procrastination among respondents.

Item 7, which relates to the activity of checking social media and its associated procrastination behavior, received an index score of 69.5. Nearly half of respondents (48.4%) voted "Agree," indicating that social media often serves as a reason for procrastination. Furthermore, Item 12, which explores distractions during English assignments due to the urge to check social media, received an index score of 66.4. More than half of students (51.6%) agreed with the statement. In general, the results of this study indicate that the activity of using social media not only makes students delay starting their work, but also affects their concentration when working on English-related tasks.

Item 11, which highlights procrastination in learning English due to social media usage, received an index score of 64.8 and is still in the Moderate category. Meanwhile, Item 9, which examines whether students tend to access social media when they encounter difficulties with English assignments, received the lowest index score for this variable, at 59.4. This item also had the highest percentage of "Disagree" responses, at 48.4%. These findings suggest that difficulties with English assignments do not always lead students to immediately avoid their work by accessing social media. In other words, procrastination may not only be influenced by the difficulty of the task, but also by other factors such as self-motivation, study habits, emotional state, or the surrounding learning environment. Overall, the Academic Procrastination variable received an index score of 66.1, thus falling into the Moderate category. These results indicate that many students experience procrastination in learning English. However, the degree and reasons for this procrastination can vary from person to person.

The results of this study indicate that students tend to engage in moderate levels of aimless scrolling, with an average index score of 70.5. This indicates that they often use social media almost automatically, without really realizing how much time they spend there. In many situations, scrolling has become part of their daily routine.

These findings align with research explaining that people often use social media out of habit, boredom, or the influence of certain situations, leading them to open apps almost without thinking (Bayer et al., 2022). Consequently, users are more easily influenced by platform designs created to keep them scrolling longer. A study titled "Scrolling Mindless: Emerging Mental Health Implications" (2023) also supports this idea, showing that many people scroll primarily to pass the time when they feel bored. Since algorithms continuously display content aligned with users' preferences, this habit typically repeats and becomes a routine. Additionally, Baughan and colleagues in the study by Ruiz et al. (2024) note that endless scrolling can cause users to lose track of time and fail to realize how long they've been online.

In this study, academic procrastination yielded an average index score of 65.5, which falls into the moderate category. This suggests that social media use may contribute to students' delays in completing their academic assignments. Many students end up putting off assignments, studying, or other learning activities because they are distracted by social media. These findings are also supported by Tang and He (2025), who found that excessive social media use can reduce students' ability to exercise self-control, make them more impatient, and diminish their motivation to complete academic tasks. Liu and Li (2024) also reported that issues related to TikTok use may be linked to academic delays among students. Since TikTok is the platform most frequently used by respondents, these findings align well with this study. In addition to TikTok, students also frequently use Instagram and YouTube. Wilmer and colleagues (2017) explain that if someone is constantly exposed to rapidly changing online content, this can lead to a decline in their attention span.

As a result, students may struggle to concentrate on more complex academic tasks. In general, the results of this study indicate that there is a link between aimless social media browsing and delays in English language learning among students. People who spend more time on social media tend to procrastinate on their schoolwork. Choudhury and colleagues (2024) also found that social media use is associated with higher levels of procrastination, as students often struggle to focus and feel mentally fatigued. Similar findings were reported by Aljarrah and colleagues (2025), who showed that excessive use of platforms like Instagram and TikTok is linked to procrastination and lower academic performance, with TikTok users exhibiting the highest levels.

Kim (2024) also supports this conclusion in their review, stating that excessive use of short-form video platforms like TikTok and Instagram is linked to concentration issues, procrastination habits, and lower academic performance. Therefore, students need to improve their self-control and manage their time more effectively when using social media. Although these platforms can still be useful for learning, their use should be more focused so as not to interfere with academic responsibilities.

## CONCLUSION

This study examined the relationship between unconscious scrolling and procrastination among undergraduate English as a Foreign Language (EFL) students in Indonesia. The results showed that both variables were in the Moderate category. Unconscious scrolling scored 70.0, while academic procrastination scored 66.1. Many students reported frequently losing time while using social media. They accessed social media without a clear purpose and often procrastinated on academic assignments, especially those related to English, due to excessive scrolling. These findings suggest that excessive and unconscious social media use can affect students' self-regulation skills and decrease their academic productivity. In addition to explaining student habits, this study also emphasizes the importance of digital awareness in education, particularly in English Language Education programs. Here, students are expected to manage their independent learning activities well. Research suggests that improving students' digital literacy and self-management skills, such as managing screen time, using time-management apps, or implementing study techniques like the Pomodoro Technique, can help reduce preventative habits related to social media use. In addition, teachers are encouraged to create more engaging and interactive learning activities to prevent students from avoiding academic tasks due to digital distractions. However, this study still has several limitations. Data were obtained solely through self-administered questionnaires, which may not fully reflect actual student behavior. Furthermore, participants came from only one institution, thus limiting the possibility of generalizing the findings. Therefore, future research is recommended to involve more participants from diverse backgrounds, use a combination of methods, and

investigate other factors that may influence inhibiting habits and social media use, such as motivation, self-efficacy, learning environment, and digital skills.

## DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES

ChatGPT was utilized in the preparation of this manuscript to assist with language refinement, grammatical editing, and the enhancement of clarity and readability. All AI-assisted content was carefully reviewed, verified, and revised by the authors. The authors assume full responsibility for the accuracy, originality, academic integrity, and final content of the manuscript.

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