

Binge-Watching Behaviour among Students: Viewing Patterns and Psychological Effects

Syeda Salma Saleem¹

¹Media Officer at Special communications Organization (SCO), Email: salmasaleem1997@gmail.com

Abstract

Binge watching, defined as prolonged viewing of two or more episodes of a series or season, has become a common way for people to consume entertainment media. It can have both positive and negative effects: however, it may boost enjoyment, healing experiences, and vitality by enhancing autonomy, it can also lead to guilt, anxiety, and goal conflicts, thereby reducing well-being. The study examines the patterns of binge-watching phenomena and its psychological effect on students. Data was collected from 150 students enrolled in various educational institutions in Rawalpindi and Islamabad, utilizing snowball sampling technique. The findings indicate that the majority of students consume digital media for 1- 4 hours per day. Participants perceived binge watching as an unsatisfying activity contributing to feelings of anxiety, depression, and decreased productivity. However, participants also felt that binge watching served as a coping mechanism during the COVID-19 quarantine, helping them deal with pandemic-related stressors.

Keywords: Binge watching, Streaming services, video on demand, Digital media usage, viewing behaviour, psychological effects, students, Motivations

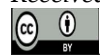
Introduction

The internet and screen culture are undeniably an integral part of modern life. One of the oldest forms of this modern age is television. With the increasing popularity of Internet TV in this generation, students now have a variety of TV viewing options that go beyond the traditional options (Damratoski, Field, Mizell, & Budden, 2011).

In today's technologically driven society, it's not surprising that people spend their free time engaging with technology. Young population today also known as "Generation Z" is being more digitally engaged than previous generations, as seen by their usage and consumption of various media. They use smart phones, social networking sites for regular communication and to watch movies and television shows (Jacobsen & Forste, 2011).

Digital media produces a wide variety of formats, comprising of web series, short films, news, series, gaming, and social media content. This has contributed to creating a new media consumption pattern in the place of scheduled viewing, which is known as "binge watching". It is considered as a behavioural pattern characterized as watching two to six episodes of a television show in one sitting (Netflix, Inc., 2018). Netflix, a leading provider of streaming media, has recognized and even encouraged this trend, with nearly 30 million subscribers (about the population of Texas) worldwide engaging in binge-watching. The phenomenon of binge-watching is

Received 12 April 2026; Revised 06 May 2026; Accepted 14 May 2026; Published (online) 18 May 2026



Attribution 4.0 International ([CC BY 4.0](https://creativecommons.org/licenses/by/4.0/))

Corresponding Author Email: salmasaleem1997@gmail.com

DOI: <https://doi.org/10.69671/socialprism.3.3.2026.220>

becoming a popular and accepted way of consuming entertainment content. (Pittman & Sheehan, 2015).

Binge-watching has become the most popular TV habit for people of all ages and backgrounds (Bury & Li, 2015). The availability of cheap and convenient access to a wide range of content, as well as the ability to watch television programs on smartphones not only at home but also when traveling, is likely to encourage or even trigger patterns of media excessive consumption. This phenomenon, commonly known as binge-watching, has attracted more attention from scholars in recent times (Ort et al., 2021).

Viewers now have more flexibility over their watching schedules thanks to streaming video on demand providers. On television, new episodes were to air on a set schedule, often once per week. However, viewers now have access to several episodes of shows that they may watch at their convenience due to these new platforms and time-shifting technology (Viens & Farrar, 2021).

A study carried out by Nielsen in 2013 showed that younger generation is the most active audience on platforms like Netflix. Among these young viewers, those aged 18-29 are the most inclined to engage in binge-watching (Nielsen, 2022).

On-demand Services like Netflix appear to have been created for binge watching since it needs more effort to quit watching a show than to let it proceed entirely by itself. For instance, Netflix will immediately start the following episode a few seconds after the credits have ended on a series (Pittman & Sheehan, 2015). Also, it is crucial to understand that binge watching may include varied degrees of involvement. An individual may plan to watch a full season of a television show in one day. In contrary, the initial plan of that individual may be to binge watch only five episodes (Viens & Farrar, 2021).

According to a survey conducted at the University of Chichester, out of the various streaming platforms available, Netflix, Amazon Prime Video, BBC iPlayer, Disney+, and All4 emerged as the top five choices. Among these, Netflix stood out as the most favored service, particularly among students who dedicated significantly more time to Netflix than any other platform (Student, 2021).

Literature Review

The introduction of DVDs, which gave consumers more control over how they consumed digital media, is responsible for the rise of binge-watching. Nowadays, audiences have option to participate in prolonged sessions of watching their favorite TV shows and movies consecutively thanks to the popularity of streaming services (Merikivi et al., 2020). Due to the lack of control people have over it and the negative effects it can have, including the neglect of significant responsibilities, sleep disturbances, fatigue, social isolation, and various psychological effects, the continued use of digital media has become a topic of scientific discourse (Steins-Loeber et al., 2019).

Binge-watching is perceived by some as a notable change in the way people consume entertainment content through streaming video on demand (SVOD) services. The conventional practice of weekly episodes released for TV shows has been replaced by the availability of entire seasons

online, which has become a widespread trend in watching television programs globally. This leisure activity has evolved into a new normal for people's TV viewing habits (Raza et al., 2021).

SVOD platforms have undergone swift growth and have become an integral part of the daily lives of many users. This progress in digital media has led to a change in the way TV shows are released, moving from a weekly basis to making entire series available at once. As a result, binge-watching has become increasingly popular, especially among younger generations, and is now the typical way of watching TV shows (Flayelle et al., 2020).

Digital content consumption has seen a significant surge in Pakistan in recent years, driven by the increasing availability of high-speed internet and the proliferation of smartphones. According to a report by Hootsuite, Pakistan has witnessed a 20% growth in social media users, reaching a total of 37 million users in 2022 (Hootsuite, 2022). This growth has led to an increase in digital content consumption, with users spending an average of 3 hours and 35 minutes per day on the internet (Kemp, 2022).

According to a report by the Pakistan Telecommunication Authority (PTA), the country's mobile broadband subscriptions reached 113 million in 2022, with a penetration rate of 54% (Pakistan Telecommunication Authority, 2022).

Motivation behind binge watching

Extensive research has focused on understanding the psychological phenomenon of binge-watching TV series, which primarily revolves around the motivation behind it. Numerous factors contribute to why individuals engage in binge-watching. The fundamental explanation lies in the desire for immediate satisfaction and the fulfillment of hedonistic desires associated with entertainment, engagement, and relaxation (Castro et al., 2021).

FOMO (fear of missing out) serves as an important motivation behind the phenomenon of binge watching. Conlin, Billings, and Averset highlight a significant correlation between the FOMO and binge-watching phenomenon. The researchers emphasize that individuals engage in immediate binge-watching to avoid feeling excluded from future conversations. Also, they note that prominent levels of FOMO drive people to binge-watch TV shows to prevent spoilers that could diminish their enjoyment of the series (Conlin et al., 2016). Individuals engage in binge-watching to forge social bonds, integrate themselves into a community or fanbase, and experience a sense of acceptance among their peers. Additionally, research conducted by Shim and Kim (2018) indicates that people are more inclined to binge-watch a TV series when it comes highly recommended by others.

Binge-watching is strongly associated with compensatory motivations, serving as an escape from reality and a means to avoid problems and negative emotions (Castro et al., 2021). According to Panda and Pandey (2017) individuals often engage in binge-watching as a form of escapism, leading to a decline in healthier coping mechanisms. Additionally, loneliness is significantly linked to binge-watching, as TV series and fictional characters become companions during solitary moments (Starosta et al., 2021). It is worth noting that compensatory motivations are commonly seen in individuals displaying problematic binge-watching behaviours (Flayelle et al., 2020).

Sung, Kang, and Lee (2015) discovered that individuals with low binge-watching severity are primarily driven by entertainment value. However, regression analysis suggests that frequent binge-watchers often use it as a time-passing activity.

Panda and Pandey (2017) research show that social engagement, escapism, advertising influence, and accessibility are the primary motivations for increased binge-watching. Surprisingly, they found that individuals who experience negative emotions like anxiety or nervousness after binge-watching are more likely to spend more time engaging in this behaviour, leading to increasing addiction.

Pittman and Steiner (2019) found two motivations related to binge-watching: narrative transportation and narration completion. Their research revealed that individuals who are highly motivated to complete the story are less likely to regret the time spent binge-watching. This is because those with a strong motivation to finish the narrative tend to be self-aware and attentive, leading to better self-control and less regret. Furthermore, according to Erickson et al. (2019) binge-watchers develop stronger parasocial connections with their favorite characters compared to those who don't binge-watch.

It is important to understand that Binge-watching Behaviour is believed to have common elements, including characteristics related to the content, viewing environment, and narrative preferences of the shows being binge-watched. Regarding the content aspects of binge-watched programs, TV series designed for binge-watching often incorporate intricate and captivating storylines that pique viewers' curiosity and engage them in deep contemplation about the plot and narrative (Shim et al., 2018). These shows often employ storytelling techniques such as cliffhanger endings, placing characters in suspenseful situations, or revealing shocking twists at the end of each episode (Michlin, 2010). Studies have indicated that binge-watching can be a highly captivating activity, both on an emotional and cognitive level, potentially causing individuals to lose control over the number of episodes they watch, as the engagement that comes with it can make it challenging for viewers to stop watching (Granow et al., 2018).

Defining binge watching

Binge-watching, a term coined in the early 2000s, refers to the practice of watching multiple episodes of a television show in rapid succession, often for several hours or even days on end (Klinger, 2016). There are various interpretations of what constitutes binge-watching: for instance, some people consider watching two to six episodes of a TV series in a single session as binge-watching, while others believe that binge-watching involves watching several episodes of a show in one sitting. Additionally, some people rely on Netflix's definition of binge-watching, which involves watching between one and six episodes of a TV series in a single sitting (Starosta et al., 2021).

According to Rubenking and Bracken's (2021) definition, binge-watching refers to the act of intentionally watching TV programs that are sequentially ordered and possess dramatic, suspenseful, or narrative characteristics in a concentrated manner. This act typically involves watching three or more episodes of a show that are either at least 30 minutes or at least one hour, with an emphasis on each episode's duration.

It could be contended that McNamara (2019) provided the most fitting explanation of binge-watching. McNamara argued that binge-watching ought to be characterized by a specific number of episodes and a particular duration per viewing session, which can be considered as the minimum threshold. There are two perspectives in understanding binge-watching. The first perspective is related to entertainment, positive emotions, cognition, and spending free time. However, the second perspective emphasizes the negative outcomes of excessive binge-watching and symptoms of behavioral addiction (Starosta et al., 2020).

According to a Harris Interactive survey, 43% of U.S. adults regularly watch streaming TV, with 23% declaring it to be their main way to watch TV. The poll also found that binge-watching, defined as watching multiple episodes of the same show, has been used by 62% of viewers who use time-shifted or streaming platforms, including 78% of millennials, so there is still some confusion between binge-watching and regular viewing (Interactive, 2018). The Oxford Dictionary defines binge watching as the practice of watching multiple episodes of a television series in a single day, typically using DVDs or digital streaming, which deviates slightly from the definition given by Harris (Oxford Dictionary). While binge watching is defined by Collins Dictionary as the act of continuously watching many episodes or programs without a break (Collins English Dictionary, 2023).

Numerous academics have expressed their disapproval of the phrase "binge-watching," arguing that it is overly generic. They suggest that the word "binge" carries negative connotations as it is often linked to undesirable activities like excessive drinking or eating. To avoid any negative associations, some professionals prefer to use the term "marathon-viewing" (Pittman & Sheehan, 2015). However, studies conducted recently indicate that watching enormous amounts of on-demand streaming videos in a single sitting can have negative effects on the well-being of users, with addiction being a major concern. These findings support the use of the term "binge-watching."

COVID-19 and Binge watching

A lot has transformed over past few years, with notable changes being a significant surge in the availability of streaming services and a rise in number of people canceling their cable subscriptions. Moreover, the COVID-19 pandemic has had a notable impact on television consumption patterns. In the spring of 2020, Netflix experienced an unexpected boost in revenue, gained new subscribers, and saw an increase in the time people spent watching their content (Alexander, 2020).

The outbreak of COVID-19 and later implementation of lockdown measures have caused significant disruptions to our everyday routines and affected our behaviours relating to health. One change has been a rise in sedentary activities like watching television, which became more prevalent during the pandemic (Werneck et al., 2020).

A study by Sigré-Leirós et al. (2023) revealed the detrimental effects of COVID-19 lockdowns on mental and psychological well-being. The study explored the relationship between binge-watching TV shows and shifts in emotional impact during the lockdown. Through a 6-week online survey in Belgium, France, and Switzerland, researchers found that viewing behaviours significantly increased, including longer daily viewing time and more shared viewing.

Binge-watching might have seen a rise amid the COVID-19 pandemic due to the implementation of infection-prevention measures such as quarantines and lockdowns (Kuo et al., 2021). Studies indicate that the isolation experienced during the pandemic could be a significant factor driving people towards binge-watching. With limited opportunities for daily activities to fulfill their psychological needs during this time, binge-watching appeared as one of the available options for coping (Garbóczy et al., 2021). Moreover, the streaming platforms were viewed as encouraging excessive binge-watching by continuously releasing new web series during the COVID-19 pandemic (Umesh & Bose, 2019). As a result, individuals were compelled to spend long hours indulging in intense binge-watching. Thus, this period of isolation presented a golden chance for people to immerse themselves in streaming services such as Netflix, Hulu, Amazon Prime, Disney+ (Fernandes et al., 2020). Speculatively, policies during the pandemic limited social interactions, leading to increased binge-watching as a form of entertainment.

Psychological Effects of binge watching

According to some researchers binge-watching is a phenomenon that comes with both benefits and disadvantages for viewers. According to some studies, binge-watching is a form of entertainment that satisfies the consumer's desires and may lead to relaxation and an overall positive outlook on life (Rubin, 2002). According to research by Yoo, Lee, and Lee (2020), individuals classified as having a high addiction to binge-watching showed a positive correlation between seeking out information and experiencing enjoyment while binge-watching.

However, Most scholars argue that binge-watching can be harmful to a person's overall well-being, as it can lead to addiction and cause isolation, loneliness, depression, and obesity (Chaudhary, 2014). In a cross-sectional study conducted by Raza et al. (2021), 1089 adults participated in an online survey to explore the potential relationship between binge watching and psychological and mental health symptoms. The study's results showed binge watching was significantly associated with symptoms such as anxiety, stress, insomnia, loneliness, and depression. Da Rosa et al. (2018) investigated the negative impact of web series viewing on teenagers' mental health, especially suicide thoughts, mood, despair, and self-harm. The online series "13 Reasons Why" was the subject of the study. 7004 individuals completed an online questionnaire and distributed between 54 and 71 days following the web series' premiere. According to the findings, a considerable number of participants (23.7%) reported an adverse change in their mood after watching the series. Those who viewed the online series also reported stronger levels of grief and lack of motivation.

Sung, Kang, and Lee (2015) conducted a study that examined the connection between binge-watching TV and depression and loneliness. They analyzed data from 316 participants aged between 18 and 20 and discovered that there was a correlation between the two factors. Individuals who reported higher levels of loneliness and depression tended to watch more episodes of TV shows. According to Gautam et al. (2016) Depression and anxiety have a significant negative impact on a person's psychological well-being. The World Health Organization (WHO) has also identified depression as a major global issue affecting psychological well-being. Steins-Loeber et al. (2019) in their study described binge-watching depression as a widely recognized informal expression used to describe the feeling of sadness or low mood that can occur after completing a television series or movie and noted that it is a common phenomenon.

According to both psychological and medical literature, binge Behaviour is classified as an addiction (Gold et al., 2003). Experts in psychology specifically describe binge Behaviour as the consumption of an excessive amount of a substance within a brief period, such as overeating or consuming massive quantities of alcohol in one sitting (Leon et al., 2007). Starosta and Izydorczyk (2020) argued that Binge-watching can also result in a psychological phenomenon known as goal conflict, where multiple goals compete with one another and create conflict in an individual's mind. For example, the desire to obtain sufficient sleep is negated by the goal of watching an additional episode before bedtime. This may lead to negative consequences such as a decline in productivity, well-being, and general life satisfaction.

Several research studies propose that people view binge-watching as an efficient means of escaping reality. Young et al. (2017) defined escapism as a psychological tactic used by people to divert their attention from real-life problems. This technique has been associated with watching television for a long time and is often considered a significant driving force behind television viewing behaviour.

Panda and Pandey (2017) investigate the reasons behind college students' increased binge-watching habits. They identify social influence, the desire to escape reality, easy access to TV shows across various platforms, and effective advertising by content providers as key motivations. The findings also reveal that students are more likely to engage in binge-watching when looking to avoid negative emotions like anxiety or guilt after a prolonged viewing session.

Recent literature suggests a correlation between inadequate sleep patterns and the use of digital technology, specifically the usage of social media and prolonged screen time on the internet (Garmy et al., 2017). Numerous studies have emphasized the negative effects of binge-watching, including reduced sleep, daytime fatigue, and sacrificing sleep to watch an entire season of a web series in one sitting. These studies provide evidence of the harmful consequences that can result from consuming excessive amounts of digital media in a short amount of time (Walton-Pattison et al., 2017).

Excessive binge-watching can have a significant impact on an individual's ability to function effectively in various aspects of their life, including keeping relationships, fulfilling responsibilities, and taking care of their health. This loss of control over the amount of time spent on binge-watching is comparable to addiction to modern technologies. (Orosz et al., 2016; Riddle et al., 2018). While binge-watching can provide pleasure and relaxation, it is essential to be aware of its potential negative impacts on mental and physical health. Therefore, it is important to understand the impact of excessive screen time on mental well-being as it may be related to psychological issues. Binge-watching, a new trend, also needs thorough research as its effects remain unexplored (Dixit et al., 2020).

Binge-watching, a popular and enjoyable method of consuming media like TV series, has been widely embraced by today's audience since 2013. Research specifically focusing on binge-watching in the context of Pakistan is still relatively scarce. However, scholars have begun to explore related topics such as media consumption habits, digital media use, and the impact of television on Pakistani society. Study by Khan et al. (2021) explores the binge-watching behavior of Pakistani university students, examining factors such as motivations, preferred platforms, and the

impact on academic performance. However, these studies do not specifically address binge-watching behavior on psychological effects.

Binge-watching has become increasingly common Behaviour among students and Understanding the driving mechanisms, patterns and emotional gratifications associated with this Behaviour is essential. Furthermore, the COVID-19 pandemic has influenced students' binge-watching habits due to increased screen time and restricted social activities, yet research on this specific aspect is limited. Addressing these research gaps is vital to understand students' unique needs and vulnerabilities and to develop targeted interventions and support systems for their psychological well-being.

The present state of binge-watching study is vast and diverse, bringing together many distinct aspects of television studies. It helps to focus the area in discussions on current digital cultures and societies. To begin, it may be vital to understand the term (binge watching) accessibility as it is used in many areas of television research. (Jenner, 2020)

To better understand binge-watching behaviour, this study examines motivations, frequency, duration, and content preferences of binge-watching, as well as specific influence of the COVID-19 pandemic on students' binge-watching behaviour, which may have led to increased reliance on binge-watching as a coping mechanism or means of escapism. By examining these elements, the study seeks to provide in-depth insights into the possible psychological effects on students.

Theoretical Framework

1. Uses and Gratifications Theory

Initially the uses and gratification approach were focused on the gratification of the consumers that they seek from media. The focus was then expanded to the effects of media usage which satisfy the psychological and social needs of the viewers. Today, the theory is repeatedly attributed to Blumler and Katz's. With the development in the technology of media, the major research on uses and gratifications theory is focused on understanding and examining the purposes and motives of viewers for choosing media and the gratifying their needs.

While cultivation theory provides a framework for investigating the potential effects of binge-watching, uses and gratification suggest that media users are active in choosing media they want to consume. Individuals engage in binge-watching to fulfill various gratifications, such as entertainment, relaxation, escapism, social interaction, and emotional catharsis. Viewers actively choose specific television series or genres based on their preferences and needs, seeking content that aligns with their desired gratifications (Rubin, 2002). The study's research objectives eventually attempt to explain why individuals binge-watch, which connects to a distinct form of theoretical research on streaming sites and digital media uses and gratifications.

As uses and gratification research has moved into the digital era, studies on internet use and television viewing share broad categories and offer an intriguing starting point for research on binge-watching.

Media Dependency Theory

Media dependency theory (MDT) is a systematic study of mass media's effects on audiences and interactions between media, audiences, and social systems, introduced by Ball-Rokeach and DeFleur in 1976. MDT posits that individuals rely on media to fulfill their needs, and the degree of dependency is influenced by social and psychological factors (Ball-Rokeach and DeFleur, 1976). MDT suggests that viewers become dependent on streaming services to meet their needs for entertainment, relaxation, and social connection (Király et al., 2019). The dependence of society on mass media for information, entertainment, and social contact increases the susceptibility of media companies to its influence. Excessive viewing habits may arise when individuals depend on the continual access to media content as a means of coping with stress, anxiety, or other emotional states (Hinkley et al., 2012). It emphasizes the role of cultural and social aspects in developing this behaviour, peer influence and societal norms around binge-watching also contribute to its normalization and acceptability. As a result, knowing the relationship between media dependency theory and binge-watching behaviour is essential for media producers and regulators to address possible concerns associated with excessive media use.

The media dependence theory also describes the complicated link between media consumption patterns and binge-watching behaviour. It implies that people who rely significantly on media and have few other options for satisfying their entertainment needs are more likely to binge watch. The theory underlines how media impacts people's perspectives, attitudes, and behaviour, as binge-watching becomes more widespread and prevalent in society.

Objectives

The study was conducted to accomplish the following objectives;

1. To investigate the pattern of binge-watching Behaviour among students.
2. To explore the psychological effects of binge-watching on students.
3. To assess the role of binge-watching as a leisure activity among student.
4. To examine the impact of fear of missing out (FOMO) on students' binge-watching behaviour.
5. To analyze the significant role of COVID-19 in intensifying and amplifying binge-watching Behaviour in students.

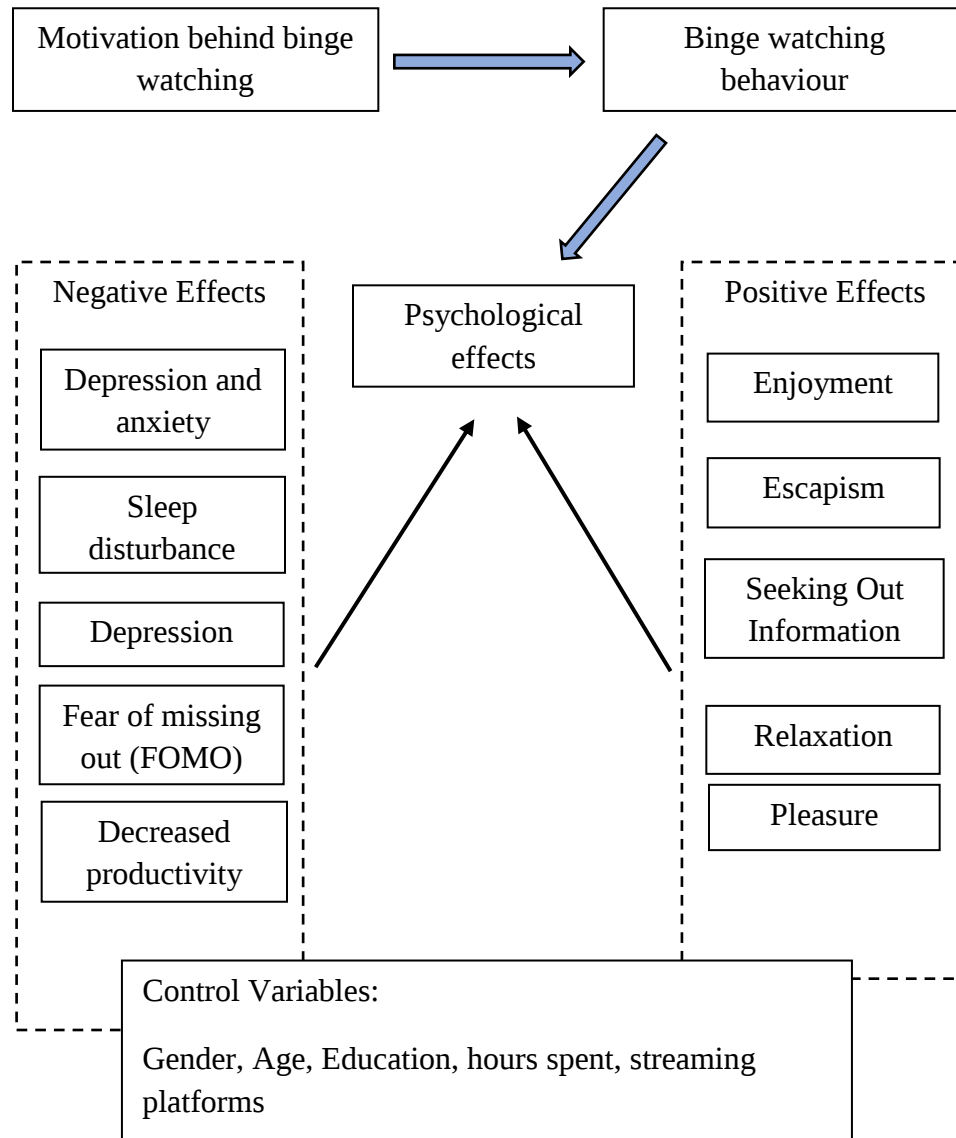
Research questions

The study was conducted to find the answers to following questions;

1. What are the patterns of media usage for binge watching among students?
2. What motivations drive students to engage in binge watching?
3. What effects does binge-watching have on students' psychological well-being?
4. Whether Binge watching acts as a coping mechanism and impact sleep patterns during COVID 19?

Research Model

Figure 1



Methodology

Sample and Data Collection

To examine the patterns and Psychological Effects of Binge-Watching Behaviour among Students, quantitative study is conducted and using a survey technique, a questionnaire is distributed to respondents. Respondents were asked about their streaming platform preferences and their behaviour toward watching content on these platforms. The Respondents (N=150) of the study was selected from male and female students enrolled in the universities of Rawalpindi/Islamabad. Snowball sampling technique of non-probability sampling is used for data collection.

A structured questionnaire has been developed and used to collect data. The questionnaire contains 3 demographic questions, 2 questions related to frequency of digital media usage and streaming platforms, 25 Likert statements covering all the variables or items from the research questions and objectives. A 5-point semantic scale has been used for the major items to record the responses of the participants.

Variables

The key construct of this study is binge-watching, which included all psychological effects associated with this behaviour, and its impact on students' daily life. Table 1 contains the conceptual and operational definitions of the variables and measuring scale of each variable.

Table 1: Conceptual and Operational Definitions, and Measuring Scale of variables

No	Variables	Conceptual Definition	Operational Definition	Measuring scale
1.	Binge-watching frequency	Regularity in usage	Measured in usage per day	Ordinal
2.	Digital media usage	Amount on time spend on Digital media	Measured in terms of hours per day	Ordinal
3.	Streaming platforms	Digital platforms that provide multimedia content	Online digital content service like Netflix, amazon prime and websites	Nominal
4.	BW Motivation	Initiative toward desired goal	Individual desire toward prolonged digital content consumption	Nominal
5.	BW behaviour	Excessive consumption of tv series	Watching three or more episode in one sitting	Nominal
6.	Relaxation	State of being free from tension	Prolonged viewing of series for relieving stress	5-point Likert scale
7.	Mental health	Individual emotional and psychological well being	Psychological wellbeing after binge watching	5-point Likert scale
8.	Fear of missing out (FOMO)	Apprehension of individual toward missing out	Individual fear of falling behind popular series in peer groups	5-point Likert scale
9.	Anxiety	Feeling of worry	Worries after excessive binge watching	5-point Likert scale
10.	Depressed	Feeling of sadness	Upset feelings following an extended period of binge watching	5-point Likert scale
11.	Productivity	Efficiency in using available resources	efficiency in completing tasks after binge watching	5-point Likert scale

12. Coping mechanism	Strategies employed for realizing stress	Alleviate stress induced by pandemic	5-point Likert scale
----------------------	--	--------------------------------------	----------------------

Measurement

The questionnaire was used in order to evaluate respondents' responses. for measurement of variables nominal and ordinal scales were used. Digital media consumption and binge-watching patterns have been evaluated in hours (per day). Psychological Effects of Binge-Watching Behaviour on Students was examined using a 5-point Likert scale to rate the degree of agreement, ranging from 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree.

Results

First three demographic questions about the gender age, and education of respondents were added in questionnaire. Of the total number of participants (150), 76 (50.7%) were males and 74 (49.3%) were females. Maximum students fall under the age group of 18-22 years and Above 32 years, i.e., 45 (30 %) respectively. Another fall in other categories like Under 18 having a frequency of 7 (4.7%), 23-27 years 32 (21.3 %), 28-32 years 21 (14 %). Regarding level of education, there was a significant number of participants (69, 46%) reported that they have bachelor's degree, 41 (27.3%) participants hold a master's degree. According to the data, students with bachelor's degrees use digital media more than students at other educational levels.

Frequency and patterns of Digital Media Consumption

Participants were asked about how much time they spent on media, 48.7% use digital media less than 1-4 hours per day. Also, a number of participants (31.3%) said they use digital media 5-8 hours daily. Some students (13.3%) use for 9-12 hours, data showed that a higher percentage of students use digital media for less than 1- 4 hours daily.

Additionally, when participants were asked about their favorite streaming platforms that they have binge watched through. Interestingly, the majority of participants (43.3%) indicated that they have used online websites to binge watch. Netflix came next with a total of 60 (40%) respondents who have used the platform to binge watch, and it was followed by torrenting sites (12%) participants, only 4.7% used Amazon prime to binge watch.

Table 2: Correlation of Education and Frequency of digital media usage per day

	Less than 1-4 hours	5-8 hours	9-12 hours	13-16 hours	Above	Total
12th Grade or less	18	3	1	2	0	24
Bachelors	24	28	13	3	2	70
Masters	22	10	5	2	1	40
MPhil	6	6	1	0	0	13
PhD	3	0	0	0	0	3
Total	73	47	20	7	3	150

Above table shows the relationship between daily digital media usage and educational level. If we look at educational level, the data indicates that all students, regardless of their educational background, use digital media for less than 1-4 hours daily. Out of 150 students, 47 said they use digital media for 5-8 hours a day. 20 students said they use digital media for 9-12 hours a day. Of the 150 students, 7 spend between 13-16 hours using digital media, and 3 use it for more than 16 hours.

A total of six statements were used to test the student's digital media consumption patterns. Results showed that, majority of participants (46%) agreed that they use digital media on a daily basis. 36.7% of the participants said they watch their favorite seasons or shows on streaming services. Furthermore, 31.3% of respondents disagreed that they watched the entire season in one sitting. A significant number of respondents (31.3%) agreed that they spend more time on digital media than engaging in other activities.

Motivations for binge watching

There was a total of 8 statements that assessed the binge-watching motivations. The results showed that, A high percentage of participants (43.3%) indicated that they binge-watched because they want to relax and escape from stress and problems. The Result are similar to the Kubey and Csikszentmihalyi (2002) findings who found that individuals experience relaxation and passivity during television viewing and to avoid shift to stress again, they prolong their viewing session. Similarly, Pittmann and Sheehan (2015) in their study revealed that relaxation is one of the key motivations for individuals who indulge in binge watching. However, a significant number of participants (27.3%) stated that they binge watched because of peer pressure. The study discovered that 38% of participants said they binge-watched to keep up with shows and trends that were popular. Furthermore, 38.7% of participants reported binge-watching as their primary leisure activity.

Binge watching and its psychological Effects

A total of nine Likert statements were employed to investigate Research Question 3. A significant number of psychological effects of binge-watching were analyzed. i.e., sleep disturbance, mental health, anxiety, depression, and daily productivity, as well as cognitive abilities (regret, guilt, and concentration). Findings revealed that the majority of the students (40%) agreed that binge- watching impacted their daily productivity. Additionally, a significant number of participants (34%) said they felt guilty after binge-watching, which similar to the research conducted by Reinecke et al. (2018) that engaging in constant media consumption instead of other important goals may leads toward guilty feeling. Moreover, the result of the above table indicated that students (36.7%) agreed that binge watching made them feel more anxious. Also, a significant number of students (39.3%) said it was difficult to stop binge watching once they got into it. Majority of students (36.7%) agreed that binge watching had an impact on their concentration ability. These findings are Partially similar to Sung et al. (2015), that binge watching may have negative effect on individual well being as it may cause depression, less self control and addictive media consumption habits.

Binge watching as a coping mechanism during COVID 19

Two Likert statements were used to address the fourth research question regarding binge watching behaviour during COVID 19. Findings showed that 39.3% participants agreed that they have noticed change in their sleep during Covid 19 quarantine, while 22.7% strongly agreed and 14% disagreed. Findings are supported by Steins-Loeber et al. (2020), who reported that uncontrolled media consumption may result in several negative consequences limited social interaction, fatigue, sleep disturbance and other. Furthermore, 42.7% participants agreed that binge watching served as a coping mechanism during COVID 19, 17.3% strongly agreed on the other hand 13.3% Disagreed.

Discussion and Conclusion

Binge watching (watching multiple episodes of one series in one sitting) is considered a phenomenon in terms of TV consumption behaviours. Therefore, research attempted to examine binge watching from four main perspectives; patterns of digital media usage for binge watching, its motivations, identification of psychological effects and its role in COVID 19. Demographic data of this study revealed that total respondents of this study was 150 out of which 76(50%) were male and 74(49%) were female. The average age of students who participated in this study was 18-22 years and above 32 years.

The study's sample comprised students from four distinct educational levels, like 46% of students who study at bachelors' level participated, 27.3% at master's level, 8.7% MPhil and 2% Ph.D university students participated in this study.

Uses and Gratification and Media dependency are regarded to be the suitable theories for exploring the digital media usage that drives people binge watch. Uses and gratification theory describes the notion of how habitual or behavioural uses fulfill consumer's needs or desires (Rubin, 2009). Similarly, media dependency theory conceives that the frequency of media consumption positively correlates with reliance on a range of traditional and modern media systems, enabling the viewer to look for additional media for their content need (Grant et al., 1991).

Study used an online survey approach to answer the four research questions that the study posed and 150 people responded to the survey after it was disseminated. The first research question was about the patterns of digital media usage for binge watching. The results showed the majority indicated their digital media usage is less than 1- 4 hours. This category kind of support the widely accepted definition of binge watching, which is defined by Rubenking and Bracken as watching three or more episodes of a show that last for at least thirty minutes or an hour. The correlation between daily digital media usage and educational level indicates that regardless of student's educational background, 73 students use digital media for less than 1-4 hours daily. Out of 150 students, 47 said they use digital media for 5-8 hours a day.

Technological advancements like TV shows being available on multiple media platforms (e.g. televisions, laptops, tablets, and smartphones) play an important role in intensifying binge-watching behaviour in students. Platforms that binge watchers have used or still find most appealing are a significant contributing factor to the binge-watching phenomenon. According to studies and statistical reports, people frequently use entertainment streaming services to binge watch their favorite series. (Pittman & Sheehan, 2015). The study findings indicate that the ma-

majority of the students prefer streaming from websites and Netflix as the second most preferred platform. However, in other related questions students were asked about their preferred platform for watching season or Tv series, Majority of the participants reported that they prefer streaming services (i.e., Netflix, Amazon prime).

The second research question was about the motivations behind binge watching. Findings of the study indicate that the majority of the students (43.3%) reported that they binge watch to relax and escape from problems. Research by Panda & Pandey's (2017) supported this statement that an individual watches season or shows to escape from their daily problems. In addition, participants agreed with the three Likert statements which, however, could be described as positive motivation toward binge watching. They agreed (36%) that they felt sense of accomplishment after binge watching, also number of participant (30.7%) agreed that even if they have other commitment, they still prefer binge watching.

Furthermore, 27.3% of students reported that peer groups' recommendations and feedback of series encourage them to binge watch more. A significant number of participants disagreed with two statements that could represent negative perceptions. They disagreed that they binge watch due to FOMO (fear of missing out), only 20% of participants agreed FOMO drives them toward binge watching. Second, participants disagreed with the statement that they binge watch to feel included in the social conversations.

However, the last statement under motivations indicated that binge watching has become the dominant leisure activity for the majority of students (39.3%). This finding supports the study of Jacobsen & Forste (2011) which indicated that the majority of college students spend an average of one to two hours a day engaging in this leisure activity.

The third research question was about the psychological effects of binge-watching. A total of 9 statements were used under this research question with 5- points Likert scale. Interestingly, the majority of the participants (31.3%) disagreed and 12.7% strongly disagreed with the statement that they compromise on their sleep to binge watch. Although a significant number of students (24.7%) agreed with this statement.

Research conducted by Anghelcev et al. (2021) indicated that heavy binge-watching is linked with lack of productivity which confirmed the findings of current study about binge watching negative impact on students' daily productivity. 40% of students agreed with the statement while only 20.7% disagree.

The next statement inquired if students feel guilty or regretful after binge watching. The majority of the participants (34%) of this study agreed that they feel guilty after prolonged binge watching, while a modest number of participants (18.7%) disagreed with the statement. Results of Granow et al. (2018) study showed that binge-watching raises the possibility of goal conflicts between entertainment consumption, and which could lead toward feeling of guilt or regret Therefore, it is reasonable to say that guilt or regret after binge-watching session have an effect on students' psychological well being. Research by Panda and Pandey (2017) revealed an intriguing finding: people are more likely to quickly re-engage in binge-watching behaviours in order to temporarily avoid negative feelings if they experience guilt or fear after a binge-watching session. Furthermore, Significant number of students (36.7%) reported that binge watching also affect their ability to concentrate while only minimum number of students (16.7%) disagree.

Gangadharbatla et al. (2019) investigated the emotional concerns of binge watching under the heading of psychological effects in their study. Their research findings showed that due to prolonged binge-watching youth had anxiety. Current study also showed that majority of participants (36.7%) agreed, and a significant number of students (13.3%) strongly agree that binge watching increases their anxiety.

Results of current study showed an interesting finding of two Likert statements (students feel depressed after binge watching and it has negative impact on their mode). Most students disagreed (30%) and strongly disagreed (8.7%) with the statement about whether binge watching makes them depressed. On the other hand, 28.7% of students agreed that binge watching makes them feel depressed. However, study conducted by Ahmed (2017) showed a different result which investigated the relationship of binge watching with depression and loneliness and showed a strong correlation between binge watching and depression. Findings of the current studies showed that 30% students disagreed with the statement that binge watching has negatively affected their mode, only 19.3% students agreed with the statement.

A significant number of participants (30%) believed that binge watching affects their mental wellbeing. While 20% disagreed with the statement. Moreover, Higher number of students (39.3%) indicated that it was challenging for them once they start binge watching their favorite season or series. Students rely more and more on binge watching as an escape and consider binge-watching as more flexible coping mechanisms instead of engaging in other activities.

Research question 4 was about the role of COVID 19 in intensifying binge-watching behaviour. The COVID-19 pandemic and the associated lockdown have affected health-related behaviours and caused disruptions in daily life. The pandemic has led to an increase in sedentary behaviours like watching TV (Werneck et al., 2021). According to Sigre-Leirós et al. (2023), COVID-19 lockdown have had a negative effect on people's mental and psychological health. People engaged heavy binge watching as a coping mechanism when they're by themselves at home. These findings suggest that during the initial COVID-19 lockdown, viewing habits of digital media users actually changed. The result of current study supported this when it is showed that 39.3% agreed that their sleep pattern changed during COVID 19 quarantine, while 22.7% students strongly agreed. Higher number of participants (42.7%) considered binge watching as a coping mechanism during pandemic quarantine while 17.3% strongly agreed.

The study's findings highlight the ways in which students use digital media to binge watch shows and seasons on a variety of streaming platforms, including Netflix, Amazon prime and different websites. To better understand the viewership phenomenon, different definitions of binge watching were analyzed in current study. Hence, binge watching is typically the solitary entertainment activity of watching two or more episodes of a particular series online in a single sitting. Overall, the results showed that although students are motivated to binge watch more in order to gratify their need of digital media content, to escape from stress and to relax, there is still a potential Psychological Effects of Binge-Watching Behaviour on Students.

The results of this study support the notion that binge watching, a phenomenon that is becoming more and more common, can have a variety of psychological effects on the wellbeing of digital media users. Current study findings showed that students binge watched in order to relax and forget about their everyday issues. Most of the time, they binge watch recommendations from

their friends so that they can discuss related topics with their peer groups. Moreover, they frequently chose to binge watch rather than engaging in other activities.

Nonetheless, through perceived autonomy, binge watching can have a positive impact on media enjoyment and well-being and create new opportunities for independent types of entertainment consumption. However, the increased freedom brought about by digital media comes with a price. Binge watching raises the possibility of goal conflicts between the consumption of entertainment and other commitments and objectives; this can cause guilt and lessen the potential positive effects of consuming entertaining media for wellbeing.

Limitations of the study

The current study is limited to students of Islamabad and Rawalpindi, Pakistan. Students usually have easy and quick access to the internet and digital media in cities. Therefore, the results of this study cannot be generalized to students living in rural areas. The Survey study was based on only 150 responses, So, sample size was a significant factor that limited the outcomes in which the sample was a convenient sample, so that the results cannot be generalized.

Current study used 5-points Likert scale, If the motivational statements were asked in different ways, like yes/no or agree/disagree, the response rate might be higher.

Another limitation of this study is that it only used the survey method. the study's participants were given a questionnaire, which served as the basis for the results, in-depth interviews can provide additional information that can be used to identify potential psychological effects of binge watching among students. Future studies can employ different research methodologies in order to gain a more thorough comprehension of the phenomenon of binge-watching. For instance, longitudinal research designs should be used to investigate the connection between students' psychological wellbeing and binge-watching behaviour. Detailed interviews could be taken from students and psychologists to make the study more effective.

Future studies should investigate and analyze the content of digital media that students are binge watching to have better understanding of effects of binge-watching phenomenon.

References

1. Ahmed, A. A. A. M. (2017). New era of TV-watching behaviour: binge watching and its psychological effects. *Media Watch*, 8(2), 192-207.
2. Alexander, J. (2020, April 21). Netflix adds 15 million subscribers (about twice the population of New Jersey) but warns about tough road ahead. *The Verge*. Retrieved from <https://www.theverge.com>
3. Anghelcev, G., Sar, S., Martin, J. D., & Moultrie, J. L. (2021). Binge-Watching Serial Video Content: Exploring the Subjective Phenomenology of the Binge-Watching Experience. *Mass Communication and Society*, 24(1), 130–154. <https://doi.org/10.1080/15205436.2020.1811346>
4. Ball-Rokeach, S. J., & DeFleur, M. L. (1976). A dependency model of mass media effects. *Communication Research*, 3(1), 3-21.

5. Bury, R., & Li, J. C. (2015). Is it live or is it time shifted, streamed or downloaded? Watching television in the era of multiple screens. *New Media & Society*, 17(4), 592–610. <https://doi.org/10.1177/1461444813508368>
6. Castro, D., Rigby, J. M., Cabral, D., & Nisi, V. (2021). The binge-watcher's journey: Investigating motivations, contexts, and affective states surrounding Netflix viewing. *Convergence*, 27(1), 3–20. <https://doi.org/10.1177/1354856519890856>
7. Chaudhary, N. (2014, November 10). The TV binge: A sickness. *The Stanford Daily*. <https://stanforddaily.com/2014/11/06/the-tv-binge-a-sickness/>
8. Conlin, L., Billings, A. C., & Auverset, L. A. (2016). Time-shifting vs. appointment viewing: the role of fear of missing out within TV consumption behaviours. *Comunicacion Y Sociedad*, 29(4), 151–164. <https://doi.org/10.15581/003.29.4.151-164>
9. Da Rosa, G. M., Andrades, G. S., Caye, A., Hidalgo, M. P. L., De Oliveira, M. a. B., & Pilz, L. K. (2018). Thirteen Reasons Why: The impact of suicide portrayal on adolescents' mental health. *Journal of Psychiatric Research*, 108, 2–6. <https://doi.org/10.1016/j.jpsychires.2018.10.018>
10. Damratoski, K. J., Field, A. R., Mizell, K. N., & Budden, M. C. (2011). An Investigation into Alternative Television Viewership Habits of College Students. *Journal of Applied Business Research (JABR)*, 27(1). <https://doi.org/10.19030/jabr.v27i1.911>
11. Dixit, A., Marthoenis, M., Arafat, S. Y., Sharma, P. K., & Kar, S. K. (2020). Binge watching behaviour during COVID 19 pandemic: A cross-sectional, cross-national online survey. *Psychiatry Research-neuroimaging*, 289, 113089. <https://doi.org/10.1016/j.psychres.2020.113089>
12. Erickson, S. J., Cin, S. D., & Byl, H. (2019). An Experimental Examination of Binge Watching and Narrative Engagement. *Social Sciences*, 8(1), 19. <https://doi.org/10.3390/socsci8010019>
13. Fernandes, B., Biswas, U. N., Tan-Mansukhani, R., Vallejo, A., & Essau, C. A. (2020). The impact of COVID-19 lockdown on internet use and escapism in adolescents. *Revista De Psicología Clínica Con Niños Y Adolescentes*, 7(no 3), 59–65. <https://doi.org/10.21134/rpcna.2020.mon.2056>
14. Flayelle, M., Maurage, P., Di Lorenzo, K. R., Vögele, C., Gainsbury, S. M., & Billieux, J. (2020). Binge-Watching: What Do we Know So Far? A First Systematic Review of the Evidence. *Current Addiction Reports*, 7(1), 44–60. <https://doi.org/10.1007/s40429-020-00299-8>
15. Gangadharbatla, H., Ackerman, C., & Bamford, A. (2019). Antecedents and consequences of binge-watching for college students. *First Monday*. <https://doi.org/10.5210/fm.v24i12.9667>
16. Garbóczy, S., Szemán-Nagy, A., Ahmad, M. T., Harsányi, S., Ocsenás, D., Rekenyi, V., . . . Kolozsvári, L. R. (2021). Health anxiety, perceived stress, and coping styles in the shadow of the COVID-19. *BMC Psychology*, 9(1). <https://doi.org/10.1186/s40359-021-00560-3>
17. Garmy, P., Clausson, E. K., Nyberg, P., & Jakobsson, U. (2017). Insufficient Sleep Is Associated with Obesity and Excessive Screen Time Amongst Ten-Year-Old Children in Sweden. *Journal of Pediatric Nursing*, 39, e1–e5. <https://doi.org/10.1016/j.pedn.2017.11.009>

18. Gautam, S., Jain, A., Gautam, M., Vahia, V. N., & Grover, S. (2016). Clinical Practice Guidelines for the management of Depression. *Indian Journal of Psychiatry*, 59(5), 34. <https://doi.org/10.4103/0019-5545.196973>
19. Gold, M.S., Frost-Pineda, K. and Jacobs, W.S. (2003), "Overeating, binge eating, and eating disorders as addictions", *Psychiatric Annual*, Vol. 33 No. 2, pp. 117-122.
20. Granow, V. C., Reinecke, L., & Ziegele, M. (2018). Binge-watching and psychological well-being: Media use between lack of control and perceived autonomy. *Communication Research Reports*, 35(5), 392-401.
21. Hinkley, T., & Taylor, M. (2012). The effects of television on the viewer's mental and physical health. *Journal of Applied Developmental Psychology*, 33(5), 273-278.
22. Hootsuite. (2022). Digital 2022: Pakistan. Retrieved from <https://www.hootsuite.com/resources/digital-2022-pakistan>
23. Interactive, H. (2018, June 29). Americans Taking Advantage of Ability to Watch TV on Their Own Schedules. *CISION PR Newswire*. Retrieved February 6, 2023, from <https://www.prnewswire.com>
24. Jacobsen, W. C., & Forste, R. (2011b). The Wired Generation: Academic and Social Outcomes of Electronic Media Use Among University Students. *Cyberpsychology, Behaviour, and Social Networking*, 14(5), 275–280. <https://doi.org/10.1089/cyber.2010.0135>
25. Jenner, M. (2020). Researching binge-watching. *Critical Studies in Television*, 15(3), 267-279.
26. Kemp, S. (2022). Digital 2022: Pakistan. Retrieved from <https://datareportal.com/reports/digital-2022-pakistan>
27. Khan, A., & Ahmad, M. (2021). Binge-watching behavior among Pakistani university students: An exploratory study. *Journal of Media and Communication Studies*, 6(1), 1-12.
28. Király, O., Potenza, M. N., Stein, D. J., King, D. L., Hodgins, D. C., Saunders, J. B., ... & Demetrovics, Z. (2019). Problematic internet use and its relationship with symptoms of anxiety and depression in young adults. *Cyberpsychology, Behavior, and Social Networking*, 22(10), 690-697.
29. Klinger, L. (2016). Binge-watching: A new form of television viewing. *Journal of Broadcasting & Electronic Media*, 60(1), 141-156.
30. Kubey, R. and Csikszentmihalyi, M. (2002), "Television addiction", *Scientific American*, Vol. 286 No. 2, pp. 74-81
31. Kuo, Y. J., Chen, Y. P., Wang, H., Liu, C., Strong, C., Saffari, M., . . . Griffiths, M. D. (2021). Community Outbreak Moderates the Association Between COVID-19-Related Behaviours and COVID-19 Fear Among Older People: A One-Year Longitudinal Study in Taiwan. *Frontiers in Medicine*, 8. <https://doi.org/10.3389/fmed.2021.756985>
32. Leon, D.A., Saburova, L., Tomkins, S., Andreev, E., Kiryanov, N., McKee, M. and Shkolnikov, V.M. (2007), "Hazardous alcohol drinking and premature mortality in Russia: a population-based case-control study", *The Lancet*, Vol. 369 No. 9578, pp. 2001-2009.
33. McNamara, M. (2019, March 15). Critic's Notebook: The side effects of binge television - Los Angeles Times. *Los Angeles Times*. Retrieved from <https://www.latimes.com>
34. Merikivi, J., Bragge, J., Scornavacca, E., & Verhagen, T. (2020). Binge-watching Serialized Video Content: A Transdisciplinary Review. *Television & New Media*, 21(7), 697–711. <https://doi.org/10.1177/1527476419848578>

35. Michlin, M. (2010). More, More, More. *Mise Au Point*, 3. <https://doi.org/10.4000/map.927>
36. Netflix, Inc. (2018, June 30). Netflix Declares Binge Watching is the New Normal. Retrieved from <https://www.prnewswire.com/news-releases/netflix-declares-binge-watching-is-the-new-normal-235713431.html>
37. Nielsen. (2022, July 21). “Binging” is the New Viewing for Over-The-Top Streamers | Nielsen. <https://www.nielsen.com/insights/2013/binging-is-the-new-viewing-for-over-the-top-streamers/>
38. Orosz, G., Tóth-Király, I., & Bőthe, B. (2016). Four facets of Facebook intensity — The development of the Multidimensional Facebook Intensity Scale. *Personality and Individual Differences*, 100, 95–104. <https://doi.org/10.1016/j.paid.2015.11.038>
39. Ort, A., Wirz, D. S., & Fahr, A. (2021). Is binge-watching addictive? Effects of motives for TV series use on the relationship between excessive media consumption and problematic viewing habits. *Addictive Behaviours Reports*, 13, 100325. <https://doi.org/10.1016/j.abrep.2020.100325>
40. Pakistan Telecommunication Authority (2022). Annual Report 2022, available at: <https://www.pta.gov.pk/en/media-center/single-media/pta-annual-report-2022-100123y>
41. Panda, S., & Pandey, S. K. (2017). Binge watching and college students: motivations and outcomes. *Young Consumers: Insight and Ideas for Responsible Marketers*, 18(4), 425–438. <https://doi.org/10.1108/yc-07-2017-00707>
42. Pittman, M., & Sheehan, K. (2015). Sprinting a media marathon: Uses and gratifications of binge-watching television through Netflix. *First Monday*. <https://doi.org/10.5210/fm.v20i10.6138>
43. Pittman, M., & Steiner, E. (2019). Transportation or Narrative Completion? Attentiveness during Binge-Watching Moderates Regret. *Social Sciences*, 8(3), 99. <https://doi.org/10.3390/socsci8030099>
44. Raza, S. H., Yousaf, M. H., Sohail, F., Munawar, R., Ogadimma, E. C., & Siang, J. M. L. D. (2021). Investigating Binge-Watching Adverse Mental Health Outcomes During Covid-19 Pandemic: Moderating Role of Screen Time for Web Series Using Online Streaming. *Psychology Research and Behaviour Management*, Volume 14, 1615–1629. <https://doi.org/10.2147/prbm.s328416>
45. Riddle, K., Peebles, A., Davis, C., Xu, F., & Schroeder, E. (2018). The addictive potential of television binge watching: Comparing intentional and unintentional binges. *Psychology of Popular Media Culture*, 7(4), 589.
46. Rubenking, B., & Bracken, C. C. (2021). Binge watching and serial viewing: Comparing new media viewing habits in 2015 and 2020. *Addictive Behaviours Reports*, 14, 100356. <https://doi.org/10.1016/j.abrep.2021.100356>
47. Rubin, A. M. (2002). The uses-and-gratifications perspective of media effects. In J. Bryant & D. Zillmann (Eds.), *Media effects: Advances in theory and research* (pp. 525–548). Lawrence Erlbaum Associates.
48. Shim, H., & Kim, K. (2018). An exploration of the motivations for binge-watching and the role of individual differences. *Computers in Human Behaviour*, 82, 94–100. <https://doi.org/10.1016/j.chb.2017.12.032>
49. Sigre-Leirós, V., Billieux, J., Mohr, C., Maurage, P., King, D. L., Schimmenti, A., & Flayelle, M. (2023). Binge-watching in times of COVID-19: A longitudinal examination

- of changes in affect and TV series consumption patterns during lockdown. *Psychology of Popular Media*, 12(2), 173–185. <https://doi.org/10.1037/ppm0000390>
50. Starosta, J. and Izydorczyk, B. (2020) 'Understanding the phenomenon of Binge-Watching—A Systematic Review,' *International Journal of Environmental Research and Public Health/International Journal of Environmental Research and Public Health*, 17(12), p. 4469. <https://doi.org/10.3390/ijerph17124469>
 51. Starosta, J., Izydorczyk, B., & Wontorczyk, A. (2021). Anxiety-Depressive Syndrome and Binge-Watching Among Young Adults. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.689944>
 52. Steins-Loeber, S., Reiter, T., Averbek, H., Harbarth, L. and Brand, M. (2020), “Binge-watching behaviour: the role of impulsivity and depressive symptoms”, *European Addiction Research*, Vol. 26, pp. 141-150. <https://doi.org/10.1159/000506307>
 53. Student, A. (2021). An assessment of the online streaming services available in the UK, their offerings and their appeal to students: A case study of streaming preferences of University of Chichester students. <http://eprints.chi.ac.uk/id/eprint/5907/>
 54. Sung, Y.H., Kang, E.Y., & Lee, W. (2015). A Bad Habit for Your Health? An Exploration of Psychological Factors for Binge Watching Behaviour.
 55. Umesh, S., & Bose, S. (2019). Binge-Watching: A Matter of Concern? *Indian Journal of Psychological Medicine*, 41(2), 182–184. https://doi.org/10.4103/ijpsym.ijpsym_279_18
 56. Viens, A., & Farrar, K. M. (2021). Conceptualizing and Measuring Binge Watching. *Communication Studies*, 72(3), 267–284. <https://doi.org/10.1080/10510974.2021.1876748>
 57. Walton-Pattison, E., Dombrowski, S. U., & Pesseau, J. (2017). ‘Just one more episode’: Frequency and theoretical correlates of television binge watching. *Journal of Health Psychology*, 23(1), 17–24. <https://doi.org/10.1177/1359105316643379>
 58. Werneck, A. O., Silva, D. R., Malta, D. C., De Souza Júnior, P. R. B., Azevedo, L. O., De Azevedo Barros, M. B., & Szwarcwald, C. L. (2021). Changes in the clustering of unhealthy movement behaviours during the COVID-19 quarantine and the association with mental health indicators among Brazilian adults. *Translational Behavioural Medicine*, 11(2), 323–331. <https://doi.org/10.1093/tbm/ibaa095>
 59. Yoo, J., Lee, J., & Lee, D. (2020). A verification of motivations for over-the-top binge and short viewing of audio-visual content. *New Review of Hypermedia and Multimedia*, 26(3-4), 93-122.
 60. Young, N. L., Kuss, D. J., Griffiths, M. D., & Howard, C. J. (2017). Passive Facebook use, Facebook addiction, and associations with escapism: An experimental vignette study. *Computers in Human Behaviour*, 71, 24–31. <https://doi.org/10.1016/j.chb.2017.01.039>

Appendix-1

Survey Questionnaire

Binge-watching is the act of watching multiple episodes or a whole season of a TV show or series in one sitting, often through streaming services, without significant breaks between episodes. I am conducting this research to explore the possible psychological effects of binge-watching behaviour on students. It is requested to read the questionnaire properly and answer each question

honestly. For each statement below, please indicate your level of agreement or disagreement using the Likert scale provided.

1.Age:

☐ Under 18

☐ 18-22

☐ 23-27

☐ 28-32

☐ Above 32

2. Gender:

☐ Male

☐ Female

1.Educational Level:

☐ 12th Grade or less

☐ Bachelors

☐ Masters

☐ MPhil

☐ PhD

2.Hours spent on digital media per day:

☐ Less than 1-4 hours

☐ 5-8 hours

☐ 9-12 hours

☐ 13-16 hours

☐ Above

3.Favorite streaming platform:

☐ Netflix

☐ Amazon prime

☐ Downloading from torrenting sites

☐ Streaming on online websites

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.	I use digital media (streaming services, social media, etc.) daily.					
5.	I use a streaming service (i.e., Netflix, Amazon prime) to watch tv series or seasons.					

6.	I use torrenting sites to watch tv series or seasons.					
7.	I explore new websites for watching seasons regularly.					
8.	I watch the whole season in one sitting.					
9.	I compromise on sleep to watch tv series in one sitting at night.					
10.	I spend more time using digital media than engaging in other activities.					
11.	I binge-watch to relax and escape from stress or problems.					
12.	I experience a sense of accomplishment after completing a season.					
13.	I binge-watch due to peer influence or recommendations.					
14.	FOMO (Fear of missing out) drives me to binge-watch more content.					
15.	I binge-watch to avoid feeling left out of social conversations.					
16.	Binge-watching negatively impacts my daily productivity.					
17.	I feel guilty or regretful after spending a long-time binge-watching.					
18.	Binge-watching affects my ability to concentrate.					
19.	Binge-watching contributes to increased anxiety levels.					
20.	I feel depressed after binge-watching.					
21.	My binge-watching habits have a negative impact on my mood.					
22.	Binge-watching affects my overall mental well-being.					
23.	I have noticed changes in my sleep pattern during COVID-19 quarantine.					
24.	Binge-watching serves as a coping mechanism in COVID-19 lockdowns.					
25.	I feel a compulsion to binge-watch even when I have other commitments.					
26.	I find it challenging to stop binge-watching once I start.					
27.	Binge-watching helps me stay connected with trends and popular shows.					
28.	Binge-watching has become a dominant leisure activity for me.					