

The Relationship between Binge-Watching Habits and Academic Procrastination among College Students

Steffanie Evelyn Yolie* and Rahmah Hastuti

Universitas Tarumanagara, Indonesia

*Corresponding author: steffanie.705190052@stu.untar.ac.id

Received: 10th January 2023; Revised: 15th July 2023; Accepted: 15th September 2023

ABSTRACT

This study aims to examine the link between binge-watching behaviors and academic procrastination among college students. The research involved 116 students from various universities in Jakarta. Data was collected quantitatively through a Google Forms questionnaire, utilizing purposive sampling. The survey was conducted in November 2022. The Binge-Watching Addiction Questionnaire (BWAQ) and the Tuckman Procrastination Scale (TPS) short version were the instruments employed. Results indicated a significant positive relationship between binge-watching habits and academic procrastination. Students who frequently engage in binge-watching are more likely to procrastinate on academic tasks, particularly when deadlines are distant. Additionally, some students reported watching while working on assignments. Consequently, a higher frequency of binge-watching correlates with an increased tendency for academic procrastination among college students.

Keywords: Binge-watching, academic procrastination, Tuckman Procrastination Scale (TPS) Binge-Watching Addiction Questionnaire (BWAQ), college students

1. INTRODUCTION

Academic Academic tasks assigned by lecturers, such as papers, presentations, and various other assignments, are integral responsibilities for college students. Due to the multitude of academic demands and additional activities, college students often tend to delay their academic assignments, a behavior known as academic procrastination (Deci & Ryan, 1995). Academic procrastination refers to the intentional postponement of academic tasks by engaging in more enjoyable activities until the deadline approaches (Ferrari et al., 1995). This deliberate behavior prevents the completion of primary tasks in a timely manner (Solomon & Rothblum, 1984). College students exhibit the highest rates of academic procrastination (Atalayin et al., 2018), making this behavior a common phenomenon among them (Senecal et al., 1995).

Students often spend their time on activities they find more enjoyable as a form of entertainment and relaxation. Among these activities, watching TV shows and movies—referred to as binge-watching—is prevalent (Steel, 2007; Pratiwi, 2020; Talitha, 2021). Binge-watching is characterized by viewing multiple episodes, typically between two and six, in one sitting, with each session lasting from 30 minutes to an hour or more (Spangler, 2013; Wheeler, 2015; Pittman & Sheehan, 2015). This habit emerged around ten years ago when individuals primarily used televisions and DVD players (Wintarto, 2016). With the advent of digital streaming services, access to TV shows has become easier, significantly altering viewing habits (Wintarto, 2016; Aurelia, 2019).

These habits can lead individuals to use watching activities as a reason to procrastinate (Rubenking et al., 2018). Those who are engaged in binge-watching may find it difficult to complete their tasks as initially planned (Reinecke & Hofmann, 2016). Studies by Rubenking et al. (2018) and Petersen (2016) indicate that binge-watching is often a form of diversion that contributes to academic procrastination. About 90% of millennials, aged 20 to 33, engage in binge-watching (Statista, 2016), with college students being the most prominent group among them (Devasagayam, 2014).

2. LITERATURE REVIEW

2.1 Academic Procrastination

Academic procrastination is defined as the behaviour of delaying tasks by doing other activities that are more enjoyable than academic tasks that are owned (Ferrari et al., 1995). Academic procrastination is the tendency to delay or waste time that is done intentionally by the individual by delaying academic tasks that can be completed (Tuckman, 1991). Academic procrastination is a common problem among adolescents to adults and is commonly found in college students (Atalayin et al., 2018). This results in individuals who carry out academic procrastination or academic procrastinators completing their tasks in a hurry so that the results are not optimal (Solomon & Rothblum, 1984) and most students do it originally (Beswick et al., 1988). In addition, academic procrastination can also result in individuals being unable to complete tasks according to deadlines (Solomon & Rothblum, 1984). Individuals choose to postpone tasks because they find them unpleasant (Milgram et al., 1988).

The main factors that can trigger individuals to perform academic procrastination include fear of failure and dislike the task (Solomon & Rothblum, 1984). Both of these factors originate within the individual or are internal and can encourage the individual to postpone the academic task. Other internal factors come from a sense of insecurity in the abilities possessed (Bandura, 1986 in Tuckman, 1990), inability to understand the materials, laziness, stress, lack of self-motivation, and lack of time management (Duru & Balkis, 2017 in Ocansey et al., 2020; He, 2017). In addition, there are several factors that are thought to be external factors for individuals to carry out academic procrastination such as the influence of association with peers (Chen et al., 2016) and negative assessments from others (Saddler & Buley, 1999 in Ocansey et al., 2020). Academic procrastinators have four distinctive characteristics including procrastinating to start and complete tasks, being late in completing tasks, difficulty completing tasks as planned, and choosing to do more enjoyable activities (Ferrari et al., 1995). All four behaviors are carried out intentionally.

2.2 Binge-Watching

Binge-watching is an over-viewing activity by watching two until six episodes in one sitting (Spangler, 2013; Pittman & Sheehan, 2015) with time spans ranging from 30 minutes to an hour or more (Wheeler, 2015). This behavior represents a pattern of excessive media consumption in today's society. Binge watching habits are commonly shared by teenagers to young adults (Devasagayam, 2014). Younger individuals are more likely to engage in binge-watching activities than older individuals (Shannon-Missal, 2013). Specifically, the group of people who generally have this habit are students (Devasagayam, 2014).

In general, the type of TV show that makes viewers binge-watching is a TV show that has a certain number of episodes or seasons. The thing that encourages binge-watchers to binge-watch is the appearance of idols on the TV show or when the storyline is interesting and make them curious. This causes the individual to watch until it becomes forgotten the time. Engagement can be said to be a motivator for the audience to binge-watch and is interpreted as a viewing

experience in a more interesting and entertaining way (Pittman & Sheehan, 2015). Engagement relates to the frequency with which binge watching is performed. In addition, viewers can get involved in watching their favourite shows (Merikivi et al., 2020) and it is found that those viewers get carried away in character, emotions, and feelings while binge-watching. This has resulted in the viewers increasing the frequency of watching it. The phenomenon of binge-watching can be said to be similar to addictive behaviors such as addiction to online games and social media (Chaudhary, 2014). This very profound behavior provides immediate satisfaction that it can lead to a loss of self-control and cause the individual to spend time watching TV shows.

Binge-watching activities that are carried out excessively can result in a decrease in individual function in carrying out daily activities, disturbances in socializing, and messy sleep hours (de Feijter et al., 2016). In addition, binge-watching can also result in various health problems such as changes in brain function, and addiction (Puji, 2021). Addiction to binge-watching can result in the individual becoming insomniac, having a sleep disorder, and arising the desire to continue watching from within the individual (de Feijter et al., 2016). Usually, individuals who have a fairly high binge-watching frequency will feel physically tired because the individual cannot rest adequately due to spending time binge-watching and feel anxious when stopping watching (Afifah, 2019). The anxiety will increase if the individual stops watching it before he feels satisfied with the activity.

There are three interesting characteristics that make binge-watching relatively unique when compared to other forms of watching. The first characteristic is that when compared to appointment viewing (setting aside time to watch), individuals spend time watching in one sitting while doing binge-watching activities (Pittman & Sheehan, 2015). Then, the second feature is that binge-watching generally focuses on content driven by narrative (Di Placido, 2017) and only certain genres of TV shows are over-watched because individuals have their own fascination with those genres. The third characteristic is that the individual is carried away in the binge-watching atmosphere that is carried out. This feeling of drifting away in the atmosphere makes it difficult for individuals to end binge-watching activities. These three traits can cause individuals to forget the time while watching (Petersen, 2016).

3. RESEARCH METHODOLOGY

3.1 Participants

A total of 116 participants, consisting of both male and female college students from various universities in Jakarta and residing in Jakarta, took part in this study. The participants were within the age range of 18 to 25 years and were regular viewers of TV shows, such as dramas or series with multiple episodes and seasons.

3.2 Research Design & Instruments

This study was conducted using quantitative research methods. Data collection was performed using a purposive sampling technique. An online questionnaire, created via Google Forms, was employed to facilitate data gathering and to expand the reach of the survey through social media platforms. The measurements in this study included the Binge-Watching Addiction Questionnaire (BWAQ) developed by Forte et al. (2021) and the Tuckman Procrastination Scale (TPS) short version designed by B. W. Tuckman (1991). The BWAQ comprises four dimensions and consists of 20 questions rated on a 5-point Likert scale ranging from 0 (never) to 4 (always). The TPS short version includes 16 unidimensional statements rated on a 4-point Likert scale from 1 (strongly disagree) to 4 (strongly agree).

4. ANALYSIS AND RESULTS

4.1 Analysis

In the analysis phase, the Pearson Correlation coefficient was utilized to evaluate the relationship between binge-watching and academic procrastination. The findings revealed a statistically significant positive correlation, with a correlation coefficient (r) of 0.450. This result indicates a moderate to strong positive relationship, suggesting that higher levels of binge-watching are associated with increased academic procrastination.

Further investigation into the individual dimensions of binge-watching provided additional insights. The researcher examined the correlation between each specific dimension of binge-watching and academic procrastination. Out of the four dimensions assessed, two dimensions demonstrated a significant positive relationship with academic procrastination. This means that in these two dimensions, as binge-watching behavior increased, so did the tendency for academic procrastination. The remaining dimensions did not show a significant correlation with academic procrastination.

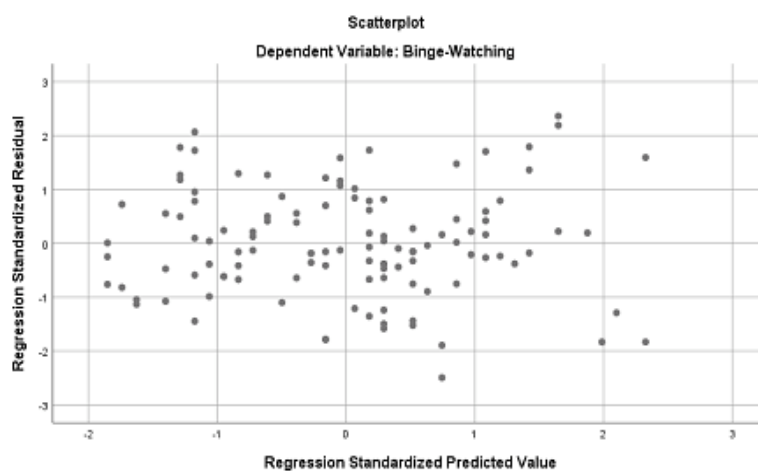


Figure 1. Homoskedasticity Test Scatterplot.

Table 1 Summary of Normality Test Result between Binge-Watching and Academic Procrastination

Variable	Kolmogorov – Smirnov	P	Description
Binge-Watching	0.059	0.200	Normally Distributed
Academic Procrastination	0.071	0.200	Normally Distributed

Table 2 Summary of Linearity Test Result between Binge-Watching and Academic Procrastination

Dependent Variable	Dependent Variable	Deviation from Linearity	Description
Binge-Watching	Academic Procrastination	0.099	Linear

For a detailed breakdown of these correlations, including specific values and significance levels, refer to Table 3. This table provides comprehensive data on how each dimension of binge-watching correlates with academic procrastination, highlighting which aspects of binge-watching are more strongly linked to procrastinatory behaviors.

Table 3 Binge-Watching Dimension Correlation Table with Academic Procrastination

Dimension	r	p	Description
Dependency	0.645**	0.000	Significant positive
Anticipation	0.110	0.242	Insignificant positive
Avoidance	0.205*	0.027	Insignificant positive
Craving	0.434**	0.000	Significant positive

In addition, In addition to examining the overall relationship between binge-watching and academic procrastination, the researcher conducted further analyses to explore potential differences based on participant demographics, specifically focusing on gender and age. When examining the data from a gender perspective, significant differences were observed between male and female participants concerning their binge-watching habits. This suggests that binge-watching behaviors vary between genders, with males and females exhibiting distinct patterns or frequencies of binge-watching. However, when considering academic procrastination behaviors, no significant differences were found between male and female participants. This implies that while binge-watching habits may differ by gender, these differences do not extend to variations in the levels of academic procrastination. The analysis of data segmented by age revealed that there were no significant differences in binge-watching habits or academic procrastination behaviors among participants aged 18 to 25. This indicates that within this age range, binge-watching behaviors and academic procrastination levels are relatively consistent, regardless of the participant's exact age. This lack of significant variation suggests that factors other than age might be influencing binge-watching and procrastination tendencies within this demographic group.

4.2 Findings

The findings of this study, which employed Pearson Correlation analysis, reveal a significant positive relationship between binge-watching and academic procrastination among college students. The analysis indicated a correlation coefficient of $r=0.450$, signifying a moderate to strong positive association between these variables. This result implies that as the frequency or extent of binge-watching increases, there is a corresponding increase in academic procrastination behavior. Conversely, a decrease in binge-watching tends to be associated with lower levels of academic procrastination. In other words, students who engage more extensively in binge-watching are more likely to exhibit higher levels of procrastination in their academic tasks, while those who binge-watch less tend to procrastinate less. These findings highlight the significant impact that binge-watching can have on academic behavior, highlighting the need for strategies to manage binge-watching habits to potentially reduce procrastination and improve academic performance.

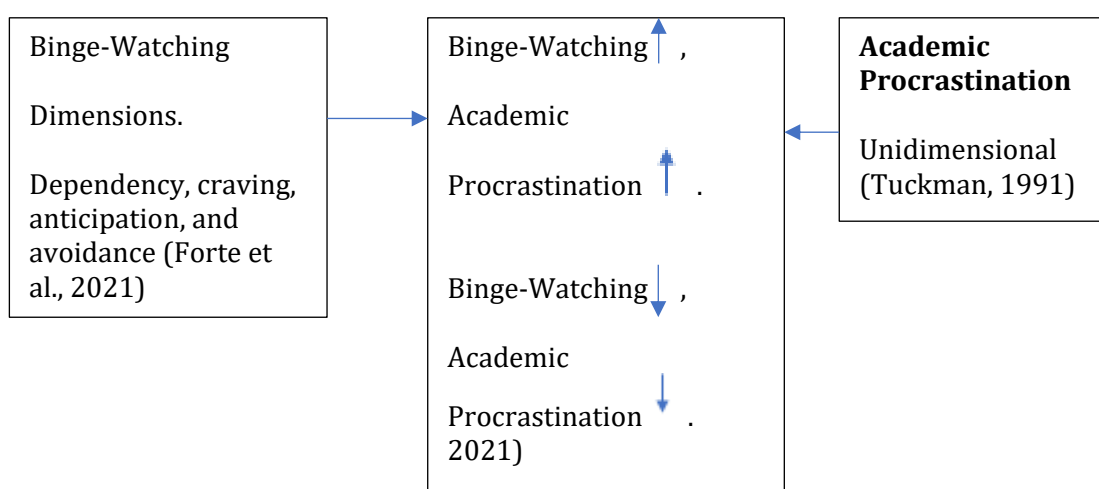


Figure 2. Illustration of Correlation between Binge-Watching and Academic Procrastination.

In addition to the overall correlation analysis, this study also explored how binge-watching and academic procrastination among college students might differ based on demographic factors such as gender and age. The analysis of binge-watching and academic procrastination by gender revealed notable findings. The results indicated significant differences in binge-watching behaviors between male and female participants. This suggests that the extent or pattern of binge-watching varies between genders, with males and females engaging in binge-watching activities differently. In contrast, when examining academic procrastination, no significant gender-based differences were found. This implies that despite the differences in binge-watching habits, both male and female students exhibit similar levels of procrastination in their academic tasks.

The study also investigated the impact of age on binge-watching and academic procrastination, focusing on participants aged 18 to 25. The differential tests conducted revealed no significant differences in binge-watching habits or academic procrastination across this age range. This indicates that within this specific age group, binge-watching behaviors and procrastination tendencies are relatively consistent, and age does not play a significant role in differentiating these behaviors.

These findings highlight the complex interplay between demographic factors and behavioral patterns. While gender differences impact binge-watching habits, academic procrastination appears to be consistent across genders. Furthermore, age does not significantly influence binge-watching or procrastination within the 18 to 25 age bracket, suggesting that factors other than age and gender may be more relevant in shaping these behaviors.

Table 4 Summary of Different Tests Results

Variable	Gender	Age (18 to 25)
Binge-Watching	Significant differences	Insignificant differences
Academic Procrastination	Insignificant differences	Insignificant differences

Note: female participants had higher binge-watching habit than male participants.

5. DISCUSSIONS, LIMITATIONS, AND FUTURE DIRECTION

5.1 Discussions

Based on research investigating the relationship between binge-watching habits and academic procrastination among college students, it was found that there is a significant positive correlation between these two variables. Specifically, an increase in binge-watching habits is associated with an increase in academic procrastination, and vice versa. These findings are consistent with the study by Merrill and Rubenking (2019), which also observed that college students tend to procrastinate academically by engaging in more enjoyable activities, such as binge-watching, as a means of avoiding their assignments. Consequently, students often neglect their academic responsibilities and spend excessive time binge-watching.

The study further analyzed the data by age and gender of the participants. The results indicated no significant differences in binge-watching habits and academic procrastination based on the age of the participants. However, significant gender differences were observed, with female participants exhibiting higher binge-watching habits. This outcome aligns with the findings of Light Speed Research (2016), which Merrill and Rubenking (2019) also referenced. Nonetheless, no significant gender differences were found in terms of academic procrastination behavior.

Overall, when considering previous research as outlined earlier, it can be concluded that binge-watching habits are indeed related to academic procrastination among college students. Higher levels of binge-watching correspond to increased academic procrastination. As a result, universities and lecturers should offer guidance and support to students facing challenges in managing their academic tasks, particularly those who struggle with procrastination. It is essential for students to learn effective time management strategies to balance their academic responsibilities and leisure activities.

5.2 Limitations and Future Direction

This research has limitations in its process. Researchers realize that in research there must be obstacles to the continuity of the research process. The obstacle factor in this study is the time it takes to carry out the data collection process. The limited time that is owned makes researcher unable to expand the scope of research to deepen the research results. Then, the method used in this study is a quantitative method. If the next researcher wants to conduct research with a similar discussion, they can use qualitative or mixed methods.

REFERENCES

- Afifah, M. N. (2019, Desember 26). *Penggemar "binge watching" bisa tetap hidup sehat, asal...* Kompas. <https://health.kompas.com/read/2019/12/26/203000568/penggemar-binge-watching-bisa-tetap-hidup-sehat-asal?page=all>.
- Atalayin, C., Balkis, M., Tezel, H., & Kayrak, G. (2018). Procrastination and predictor variables among a group of dental students in Turkey. *Psychology, Health & Medicine*, 23(6), 726–732. <https://doi.org/10.1080/13548506.2017.1418014>.
- Aurelia, J. (2019, September 5). *Kenikmatan 'binge watching' yang bikin pening*. Tirto. <https://tirto.id/kenikmatan-binge-watching-yang-bikin-pening-ehvu>.
- Beswick, G., Rothblum, E. D., & Mann, L. (1988). Psychological antecedents of student procrastination. *Australian Psychologist*, 23(2), 207–217. <https://doi.org/10.1080/00050068808255605>.
- Chaudhary, N. (2014). *The TV binge: A sickness*. Stanford Daily. <https://stanforddaily.com/2014/11/06/the-tv-binge-a-sickness/>.

- Chen, B. B., Shi, Z., & Wang, Y. (2016). Do peers matter? Resistance to peer influence as a mediator between self-esteem and procrastination among undergraduates. *Frontiers in Psychology*, 7(1), 1–6. <https://doi.org/10.3389/fpsyg.2016.01529>.
- de Feijter, D., Khan, V-J., & van Gisbergen, M. (2016). Confessions of a 'guilty' couch potato understanding and using context to optimize binge-watching behavior. *TVX'16: Proceedings of the ACM International Conference on Interactive Experiences for TV and Online Video*, 55–67. <https://doi.org/10.1145/2932206.2932216>.
- Devasagayam, R. (2014). Media bingeing: A qualitative study of psychological influences. *Once Retro Now Novel Again: 2014 Annual Spring Conference Proceedings of the Marketing Management Association*, 40–44. <http://www.mmaglobal.org/publications/Proceedings/2014-MMA-Spring-Conference-Proceedings.pdf>.
- Di Placido, D. (2017, September 7). *Binge-watching is changing the way we view stories*. Forbes. <https://www.forbes.com/sites/danidiplacido/2017/09/07/binge-watching-is-changing-the-way-we-view-stories/>.
- Ferrari, J. R., Johnson, J. L., & McCown, W. G. (1995). *Procrastination and task avoidance: Theory, research, and treatment*. Plenum Press.
- Forte, G., Favieri, F., Tedeschi, D., & Casagrande, M. (2021). Binge-watching: Development and validation of the binge-watching addiction questionnaire. *Behavioral Sciences*, 11(2). <https://doi.org/10.3390/bs11020027>.
- He, S. (2017). A multivariate investigation into academic procrastination of university students. *Open Journal of Social Sciences*, 5, 12–24. <https://doi.org/10.4236/jss.2017.510002>.
- Merikivi, J., Bragge, J., Scornavacca, E., & Verhagen, T. (2020). Binge-watching serialized video content: A transdisciplinary review. *Television and New Media*, 1–15. <https://doi.org/10.1177/1527476419848578>.
- Merrill, K., & Rubenking, B. (2019). Go long or go often: Influences on binge watching frequency and duration among college students. *Social Sciences*, 8(1). <https://doi.org/10.3390/socsci8010010>.
- Milgram, N. A., Srolof, B., & Rosenbaum, M. (1988). The procrastination of everyday life. *Journal of Research in Personality*, 22, 197–212. [https://doi.org/10.1016/0092-6566\(88\)90015-3](https://doi.org/10.1016/0092-6566(88)90015-3).
- Milgram, N., Marshevsky, S., & Sadeh, C. (1995). Correlates of academic procrastination: Discomfort, task aversiveness, and task capability. *Journal of Psychology: Interdisciplinary and Applied*, 129(2), 145–155. <https://doi.org/10.1080/00223980.1995.9914954>.
- Ocansey, G., Addo, C., Onyeaka, H. K., Andoh-Arthur, J., & Asante, K. O. (2020). The influence of personality types on academic procrastination among undergraduate students. *International Journal of School and Educational Psychology*. <https://doi.org/10.1080/21683603.2020.1841051>.
- Özer, B. U., Saçkes, M., & Tuckman, B. W. (2013). Psychometric properties of the tuckman procrastination scale in a Turkish sample. *Psychological Reports*, 113(3), 874–884. <https://doi.org/10.2466/03.20.PR0.113x28z7>.
- Panda, S., & Pandey, S. C. (2017). Binge watching and college students: Motivations and outcomes. *Young Consumers*, 18(4), 425–438. <https://doi.org/10.1108/YC-07-2017-00707>.
- Pittman, M., & Sheehan, K. (2015). Sprinting a media marathon: Uses and gratification of binge-watching television through Netflix. *First Monday*, 20(10). <https://doi.org/10.5210/fm.v20i10.6138>.
- PR Newswire. (2013, Desember 13). *Netflix declares binge watching is the new normal*. PR Newswire. <https://www.prnewswire.com/news-releases/netflix-declares-binge-watching-is-the-new-normal-235713431.html>.
- Pratiwi, S. R. (2020, Desember 4). *Pahami, dampak dari cara remaja habiskan waktu di masa pandemi*. Kompas. <https://lifestyle.kompas.com/read/2020/12/04/203841020/pahami-dampak-dari-cara-remaja-habiskan-waktu-di-masa-pandemi?page=all>.
- Puji, A. (2021, Februari 11). *Waspada! binge watching, kecanduan nonton yang berdampak buruk bagi kesehatan*. Hellosehat. <https://hellosehat.com/mental/kecanduan/binge-watching/>.

- Senecal, C., Koestner, R., & Vallerand, R. J. (1995). Self-regulation and academic procrastination. *The Journal of Social Psychology, 135*(5), 607 – 619. <https://doi.org/10.1080/00224545.1995.9712234>.
- Shannon-Missal, L. (2013, April 8). *Americans taking advantage of ability to watch TV on their schedules*. PR Newswire. <https://www.prnewswire.com/news-releases/americans-taking-advantage-of-ability-to-watch-tv-on-their-own-schedules-201924871.html>.
- Solomon, L. J., Rothblum, E. D., Kelly, J. A., & Ellen Portini, M. (1984). Academic procrastination: frequency and cognitive behavioral correlates. *Journal of Counseling Psychology, 31*(4), 503–509. <https://psycnet.apa.org/doi/10.1037/0022-0167.31.4.503>.
- Spangler, T. (2013, Desember 13). *Netflix survey: Binge-watching is not weird or unusual*. Variety. <https://variety.com/2013/digital/news/netflix-survey-binge-watching-is-not-weird-or-unusual-1200952292/>.
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin, 133*(1), 65–94. <https://psycnet.apa.org/doi/10.1037/0033-2909.133.1.65>.
- Talitha, T. (2021). *Pengertian prokrastinasi: Sebuah kebiasaan menunda-nunda pekerjaan*. Gramedia. <https://www.gramedia.com/best-seller/prokrastinasi/>.
- Tuckman, B. W. (1990, April 17). *Measuring procrastination attitudinally and behaviourally*. Education Resources Information Center. <https://eric.ed.gov/?q=measuring+procrastination&id=ED319792>.
- Tuckman, B. W. (1991). The development and concurrent validity of the procrastination scale. *Educational and Psychological Measurement, 51*(2), 473–480. <https://doi.org/10.1177/0013164491512022>.
- Wheeler, K. S. (2015). *The relationships between television viewing, behaviors, attachment, loneliness, depression, and psychological well-being*. Tesis magister tidak dipublikasikan. Georgia Southern University.
- Wintarto, W. (2016, Desember 9). *Berkenalan dengan “binge-watching”*. Kompasiana. <https://www.kompasiana.com/wiwienwintarto/584ad4682b7a616839963571/berkenalan-dengan-binge-watching>.