



RELATIONSHIP BETWEEN BINGE-WATCHING, PERSONALITY TRAITS, AND PSYCHOLOGICAL WELL-BEING IN STUDENTS

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Abstract : As streaming platforms and digital media consumption have grown in popularity, students are more likely to engage in binge-watching, which is defined as watching several episodes of television shows or online content in one sitting. This study investigates the complex relationship among students' psychological well-being, personality traits, and binge-watching behavior. Data was gathered from a sample of undergraduate and graduate students using a cross-sectional research design using standardized questionnaires such as the Depression Anxiety Stress Scales- 10 (DASS-10), the Big Five Personality Test (BFPT), and the Binge-Watching Engagement and Symptoms Questionnaire (BWESQ). The results show a strong correlation between binge-watching tendencies and particular personality traits. Compulsive binge-watching was more common among students with high neuroticism, who frequently used it as a coping strategy for stress or emotional control. On the other hand, qualities like openness and conscientiousness were inversely linked to binge watching, indicating a more thoughtful and balanced approach to media consumption. Additionally, the study shows that regular binge-watching is associated with lower psychological well-being in terms of environmental mastery, autonomy, and life purpose. The significance of intent and context in media engagement is highlighted by the fact that moderate viewing for amusement and social connection had neutral or marginally positive effects on wellbeing. The study emphasizes the need for media literacy and awareness campaigns that encourage students to watch media in a healthier way while taking into account the psychological and personality aspects that affect their media consumption behaviour.

IndexTerms – Binge-watching, Personality traits, Psychological well-being, Students, Neuroticism, Conscientiousness, Digital media consumption, Emotional regulation, Big five personality test, Media literacy.

I.INTRODUCTION

Binge-watching is characterized by "the practice of watching multiple episodes of a television programme in rapid succession, typically using DVDs or digital streaming" (Oxford Dictionary, 2018). This is a relatively a phenomenon that is new that has been on the rise with the introduction of Over-the-Top platforms (OTT), and the onset of the unfortunate COVID-19 pandemic. The main target group of these platforms seems to be young adults like adolescents and college students (Flayelle et al., 2017, as cited in Steinbach, 2018). Riddle et al. (2017) revealed that University students were most susceptible to binge-watching, as only five out of the 171 students they studied reported never experiencing binge-watching. Furthermore, in a recent study (Chastin et al., 2018), most Netflix and Amazon viewers were under 25.

In the digital age, the emergence and widespread adoption of streaming platforms namely Netflix, Amazon Prime, and HotstarDisney+ have revolutionized the way people consume media content, particularly among younger demographics like students. One of the most notable shifts in viewing patterns is the rise of binge-watching, defined as watching multiple episodes of a television series in one go. While this trend may offer convenience and immediate gratification, it has raised growing concerns among researchers, educators, and mental health professionals regarding its psychological implications. Students, who often face academic pressure, social expectations, and transitional life phases, may be particularly vulnerable to forming compulsive media habits as a form of escapism or emotional regulation. At the same time, individual personality traits like those defined by the Big Five dimensions: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism—play a pivotal role in shaping one's behavioral responses and coping mechanisms, including engagement with digital content. For instance, individuals with high neuroticism may turn to binge-watching as a distraction from anxiety, while those high in conscientiousness may exhibit more controlled and purposeful media use. Additionally, psychological well-being, encompassing factors such as self-acceptance, life purpose, autonomy, and interpersonal relationships, may be influenced by these media consumption patterns. As binge-watching becomes a normative part of student culture, it becomes imperative to investigate the complex interplay between personality traits, viewing behavior, and mental health outcomes. This study fills the gap by aiming to examine how different personality profiles relate to binge-watching tendencies and how such behavior, in turn, affects students' overall psychological well-being.

Additionally, Riddle et al. (2017) also found that 19% of the participants engaged in unintentional binge-watching, which proved to be a sign of addiction. It was found that university students used on-demand streaming services regularly and binge-watched on 36% of the measured days. They also indicated watching online series for about 1.42 hours (Steinbach, 2018). According to a study on media consumption behaviours in India (Statista, 2022), binge-watching behaviour among the Indian population between 18-21 years was reported to increase by 62 per cent. Another survey by Moore suggested that there is no gender differences while engaging in binge-watching behaviour (Moore, 2015, as cited in Starosta & Izydorczyk, 2020).

Binge-watching behaviour is an escape-avoidance coping strategy that enables individuals to deal with stressful situations. According to Lazarus and Folkman (1984, as cited in Biggs, Brough & Drummond, 2017), an escape-avoidance coping mechanism is an emotion-focused strategy that focuses on avoiding stressful events to preserve one's emotions. By engaging in binge-watching behaviour, individuals redirect their attention away from the stress toward the media content they are viewing. This behaviour can be prolonged as they do not wish to tackle the stressful situation.

This phenomenon also follows the Gratification Theory, which suggests that individuals consume media and entertainment for immediate gratification (Rubenking & Bracken, 2018, as cited in Starosta & Izydorczyk, 2020). Individuals tend to feel unsatisfied if they leave a series or show incomplete. So, to replace this negative gratification, they continue watching more and more episodes at a stretch (Panda & Pandey, 2017). This also suggests that instant gratification is an important marker for individuals engaging in binge-watching, as suggested by Hongjim Shim and colleagues (2018). Personality is the overall thought patterns, emotional states and characteristic behaviours of an individual that stay stable over time and across situations. Traits are not presented as distinct personality types but rather as a continuous distribution (Diener et al., n.d). They lie on a spectrum, and people generally score relatively high at one end, and relatively low at the other or even in the middle. The "Five Factor Model" or "Big Five" or "OCEAN Personality traits" (McCrae & Costa, 1987, as cited in Goldberg, 1990) is one of the most widely used tests for personality traits. It categorizes personality into five major traits, namely – Openness to Experience (ability to appreciate new perspectives), Conscientiousness (the degree to which a person follows the rules and is careful while doing work), Extraversion (tendency to be outgoing and confident in social situations), Agreeableness (how much a person tends to cooperate with others) and Neuroticism (tendency to go through negative emotions often) (Diener et al., n.d.).

Andreassen et al. (2013, as cited in Rajesh & Rangaiah, 2022) states that personality traits are a prominent factor which affects the onset and growth of addiction. The findings of a study conducted by Andreassen et al. (2013) suggested that Neuroticism as a trait had a high vulnerability to developing addictions as they are used as a strategy to deal with anxiety or stress. People with high Extraversion scores also tend to build addictions as they seek stimulation. A study conducted by Tosun and Lajunen (2009) investigated the association between personality and passion for the internet. They conducted a survey among 427 Turkish students using Eysenck Personality Questionnaire, a survey about motives for using the internet and a scale measuring tendency to show one's real identity on the internet. Their results suggested that some people used the internet as a substitute for direct conversation and some used it as a method of social extension. People with high scores in Openness to Experience have relatively lesser addictions. However, there is less proof regarding the reasons for the same. High scores on Agreeableness, in fact, help against developing addictions as they often lead to interpersonal conflict, and such people try to avoid this. People with high Conscientiousness develop addictions which require organizing ability or lead to feelings of competence. They do not tend to have behavioural addictions like internet-related addictions.

A study conducted by Rachubinska et al. (2021) explored the association between Big Five personality traits and internet addictions. They found that high Conscientiousness had lesser chances of internet addictions as it was negatively correlated to internet addiction. People who score on Neuroticism had a higher chance of developing internet addiction along with Openness to Change. Meanwhile, it was found that there was no significant relationship in Extraversion and Agreeableness with internet addiction. Another study by Gomez et al. (2021) found that internet-related addictions were highest among people with low extraversion, conscientiousness, agreeableness and high neuroticism. A study by Dong et al. (2012) concluded that people who have internet-related addictions scored high in Neuroticism. Flayelle et al. (2019) conducted a study which found that binge-watching was most associated with individuals who displayed high levels of impulsivity and emotional reactivity. These characteristics fall under the trait of Neuroticism and hence support previous studies with similar findings. Starosta et al. (2019) found that binge-watchers tend to neglect duties and lose control, which falls under the trait of low Conscientiousness. Similarly, a study conducted by Starosta and Izydorczyk (2018) found that low conscientiousness, impulsivity, and lack of self-control are associated with binge-watching behaviour. Impulsivity was also seen as an important risk personality predictor in a study by Riddle et al. (2017).

Rationale

The rapid proliferation of streaming services and on-demand digital content has significantly altered traditional media consumption habits, particularly among students who are often early adopters of new technologies. Binge-watching, while popular and widely normalized, has sparked debate over its psychological consequences, especially when it becomes habitual or excessive. Despite growing interest in this area, limited research has investigated the behavioural and psychological underpinnings of binge-watching through the lens of individual personality traits and mental well-being. Students represent a unique demographic, balancing academic responsibilities, social relationships, and personal development—all of which can be influenced by their media consumption habits. Furthermore, personality traits are known to influence not only how individuals engage with their environment but also how they cope with stress and manage their time, making them a crucial variable in understanding binge-watching behaviour. Psychological well-being, a multifaceted construct that includes elements such as self-esteem, life satisfaction, and emotional health, may be negatively impacted by prolonged screen time and disrupted routines associated with binge-watching. Therefore, this study is grounded in the need to explore how individual differences in personality contribute to binge-watching tendencies and how these tendencies, in turn, affect students' mental health. By identifying these associations, the research seeks to provide valuable insights for educators, mental health practitioners, and policymakers to promote healthier digital habits and support the psychological well-being of students in an increasingly digital world.

Statement of the problem

The increasing prevalence of binge-watching among students has emerged as a pressing concern, particularly in light of its potential impact on overall well-being and their mental health. While the convenience and entertainment value of streaming platforms are undeniable, the tendency to engage in prolonged viewing sessions may lead to negative psychological consequences like sleep disturbances, academic hindrance, emotional exhaustion, and social withdrawal. Despite these concerns, there remains a significant void in understanding the underlying factors that drive such behavior. Specifically, the role of individual personality traits in influencing binge-watching habits has not been thoroughly explored. Furthermore, the extent to which binge-watching affects various dimensions of psychological well-being—such as self-acceptance, autonomy, and purpose in life—remains unclear. Without a comprehensive understanding of these relationships, it becomes difficult to develop effective strategies to mitigate the potential harms associated with excessive media consumption. This study, therefore, seeks to examine the relationship between binge-watching behavior, personality traits, and, psychological well-being among students, aiming to uncover the psychological patterns and personality-based predispositions that contribute to this growing phenomenon.

Research Questions

- How common is binge-watching among students, and what is the pattern of this behavior?
- What is the relationship between binge-watching tendencies and various personality traits (based on the Big Five model)?
- What connection exists between students' psychological health and binge-watching behavior?
- In the context of binge-watching, do particular personality traits predict higher or lower levels of psychological well-being?
- What effects does binge-watching frequency or intensity have on particular aspects of psychological well-being (autonomy, life purpose, emotional balance, etc.)?

Research Hypothesis

H1: Personality traits and students' binge-watching behavior are significantly correlated.

H2: Excessive binge-watching is more common among students who exhibit high levels of neuroticism.

H3: Compulsive binge-watching is less likely to occur among students who exhibit high levels of conscientiousness and openness.

H4: Binge-watching behavior and psychological health are negatively correlated.

H5: The association between binge-watching behavior and psychological well-being is significantly moderated by personality traits.

II. REVIEW OF LITERATURE

This study explored how personality traits, including the Big Five and need for cognition, influence the use of over-the-top (OTT) services and binge-watching behavior. Utilizing a large, diverse, population-representative sample from South Korea, the research found that openness to experience and need for cognition were positively related to OTT use. Conversely, openness to experience, emotional stability, conscientiousness, and need for cognition were negatively associated with binge-watching. Notably, these effects were significant only among daily OTT users, suggesting that personality traits play a more substantial role in binge-watching behaviors among frequent users (Kim & Lee, 2024).

This study evaluated the distinct roles that motivational systems and personality traits play in binge-watching behavior. Standardized questionnaires were used to analyze cross-sectional data from 790 respondents. The results showed that while conscientiousness acted as a protective factor, neuroticism and the behavioral inhibition system were predictive of higher binge-watching tendencies. These findings highlight how crucial it is to take into account both motivational and personality systems when analyzing binge-watching as a possible behavioral addiction (Starosta et al., 2023).

Investigating the relationship between psychological traits and binge-watching among young adults aged 18–30, this study established significant associations between binge-watching and anxiety. Utilizing standardized measures, the research revealed that higher levels of binge-watching were linked to enhanced feelings of loneliness and decreased interpersonal competence. These findings suggest that binge-watching may be both a symptom and a contributor to social and emotional challenges in young adults (Garg & Singh, 2022).

This study looked at the relationship between impulsivity and depressive symptoms and the effects of binge-watching. Impulsivity was linked to loss of control and neglect of responsibilities, whereas depressive symptoms were linked to social problems and neglect of responsibilities, according to a 228-person online survey. The only personality trait that was found to be a significant predictor of negative outcomes from binge-watching was conscientiousness. According to the study, impulsivity and depressive symptoms are separate factors that contribute to problematic binge-watching behaviors (Steins-Loeber et al., 2020).

Focusing on Indian college students, this particular study explored the relationship between perceived stress and binge-watching. Data from 99 students indicated a positive significant correlation between binge-watching behaviour and perceived stress. Additionally, gender differences were observed in perceived stress levels but not in binge-watching tendencies. The findings highlight the need for further research to understand the distinctive features of binge-watching among young adults in India (Gafoor, 2024).

This study investigated the factors influencing university students' attitudes toward binge-watching. Surveying 636 students, the research found that motivations such as ease of access, entertainment, and social interaction were strongly connected with binge-watching behavior. Female students exhibited higher levels of binge-watching compared to males, and the behavior decreased with increasing age and education level. These results suggest that demographic factors and viewing motivations significantly impact binge-watching attitudes among students (Aytas & Topatan, 2024).

Exploring the interplay between personality and loneliness, this study examined whether binge-watching mediates the relationship between loneliness and Type D personality. Analyzing data from 570 adults, the research confirmed that people with Type D personality

traits are more likely to indulge in binge-watching, which is connected with enhanced feelings of loneliness. These findings provide insights into how certain personality traits may predispose individuals to behaviors that exacerbate social isolation (Batik & Demir, 2021).

This investigation assessed the relationship between binge-watching, loneliness, and psychological well-being among 100 Indian university students aged 18–21. Utilizing standardized scales, the study found a significant positive association between loneliness and binge-watching, and a negative association with psychological well-being. The results suggest that excessive binge-watching may be both a cause and consequence of diminished psychological health in students (Narain & Sahi, 2021).

This particular study examined the effects of binge-watching on academic performance and sleep quality among university students. Surveying 300 students, the research found that increased levels of binge-watching were connected with poorer academic outcomes and reduced sleep quality. The findings highlight the potential negative consequences of excessive media consumption on students' academic and health-related behaviors (Lee & Kim, 2020).

Investigating how emotional regulation strategies relate to binge-watching behavior, this study observed 250 college students. The results indicated that individuals who frequently engaged in binge-watching were more inclined towards the use of maladaptive emotional regulation strategies, such as suppression and avoidance. These findings suggest that binge-watching may serve as a coping mechanism for emotional distress, potentially leading to a cycle of avoidance and increased media consumption (Chen & Zhao, 2019).

This research compared the psychological effects of binge-watching behaviour and social media usage among 400 college students. The study found that both behaviors were associated with increased levels of anxiety and depression, but binge-watching had a stronger correlation with feelings of loneliness. The findings underscore the importance of distinguishing between different forms of digital media consumption when assessing their impact on mental health (Smith & Johnson, 2021).

Surveying the role of personality in binge-watching behavior, this study surveyed 350 students using the Big Five Inventory. The results revealed that higher levels of neuroticism and lower levels of conscientiousness were significant indicators of increased binge-watching. These findings suggest that certain personality traits may predispose individuals to engage in excessive media consumption (Garcia & Martinez, 2022).

This study investigated the psychological factors contributing to problematic binge-watching among Polish university students. The research found that low conscientiousness was the strongest personality trait associated with binge-watching symptoms. Additionally, low agreeableness, low emotional stability, and low intellect were significantly related to problematic binge-watching behaviors. Escape motivation emerged as the most influential motivational factor, suggesting that individuals may engage in binge-watching to avoid daily life problems and cope with negative emotions (Starosta et al., 2020).

This study examined the relationship between binge-watching tendencies and psychological issues in Turkish adolescents. The findings revealed significant connection between binge-watching behavior and emotional, conduct, and cognitive problems, as well as inattention. The study highlights the potential psychological risks associated with excessive binge-watching in adolescents (Yilmaz et al., 2022).

This meta-analysis reviewed 16 studies involving 8,077 participants to assess the relationship between binge-watching and psychological issues. The analysis found that binge-watching is interconnected with increased levels of depression, loneliness, insomnia, anxiety, and stress. These findings underscore the potential mental health risks linked to excessive binge-watching (Raza et al., 2022).

This one study explored the definite value of anxiety-depressive syndrome in explaining symptoms of troublesome binge-watching among Polish young adults. The results indicated that anxiety-depressive syndrome and motivations such as escape and dealing with loneliness significantly contribute to troublesome binge-watching behaviors. The study suggests that binge-watching may serve as a coping mechanism for individuals experiencing anxiety and depression (Starosta et al., 2021).

This research examined whether binge-watching mediates the relationship between Type D personality and loneliness. The study found that people with Type D personality traits are more likely to be associated with binge-watching, which is connected with increased feelings of loneliness. These findings provide insights into how certain personality traits may predispose individuals to behaviors that exacerbate social isolation (Batik & Demir, 2021).

This study assessed how depressive symptoms and impulsivity relate to the consequences of binge-watching. The findings revealed that impulsivity was associated with loss of control and neglect of duties, while depressive symptoms led to negligence of duties and social problems. Conscientiousness emerged as the only personality trait significantly predicting negative outcomes from binge-watching, suggesting that depressive symptoms and impulsivity are independent pathways leading to problematic binge-watching behaviors (Steins-Loeber et al., 2020).

This research explored how personality traits, including the Big Five and need for cognition, influence the use of over-the-top (OTT) services and binge-watching behavior. The study found that openness to experience and need for cognition were positively related to OTT use. Conversely, openness to experience, emotional stability, conscientiousness, and need for cognition were negatively associated with binge-watching, particularly among daily OTT users, suggesting that personality traits play a significant role in binge-watching behaviors among frequent users (Kim & Lee, 2024).

This study assessed the unique contributions of personality traits and motivational systems to binge-watching tendency. The findings highlighted that neuroticism and the behavioral inhibition system were predictive of higher binge-watching tendencies, whereas

conscientiousness served as a protective factor. These results underscore the importance of considering both personality and motivational systems in understanding binge-watching as a potential behavioral addiction (Starosta et al., 2023).

III.METHODOLOGY

Research Design

The study collects and analyzes data using a quantitative approach. Self-report questionnaires, specifically the Depression Anxiety Stress Scales-10, the Neo-Big Five Personality Questionnaire, and the Binge-Watching Engagement and Symptoms Questionnaire, were used to collect the data. In order to determine the significant relationship between the independent variables—personality traits such as extraversion, agreeableness, openness to experience, conscientiousness, and neuroticism—and the dependent variables—binge-watching behavior, engagement, positive emotions, desire/savouring, pleasure preservation, binge-watching, dependency, and loss of control—the data was analyzed using a correlation matrix under an ex-post facto research design. The Independent Sample T-test was used to ascertain whether binge-watching behavior differed between men and women.

Sample

The study sample consisted of 155 Indian university students aged between 18 to 24 years of age.

Inclusion Criteria

The participant should be between the ages of 18 to 24 years of age of any gender and sexuality studying in an Indian university in an urban city and should be familiar with the concept of OTT platforms and should be indulging in the same to some extent.

Exclusion Criteria

Individuals below the age of 18 and individuals who fall within the 18-24 years of age category but is not a university student in an Indian city will not be approached for the study.

Procedure

Data Collection

The data collection was conducted using self-report questionnaires: The Neo-Big Five Personality Questionnaire, based on the "Big Five Theory" of Robert McCrae and Paul Costa, the Binge-Watching Engagement and Symptoms Questionnaire (BWESQ) by Maeve Flayelle, and The Depression Anxiety Stress Scales – 10 by W. Kim Halford and Aaron D.J. through the circulation of online Google form via the internet and social networking platforms.

The Big Five Personality Questionnaire assesses extraversion, neuroticism, openness to experience, agreeableness, and conscientiousness personality traits (McCrae & Costa, 2003), and the score indicates where the participant will fall on a scope for each trait. The average reliability coefficient was 0.88 across the five factors (Cronbach & Shavelson, 2004).

The Binge-watching Engagement and Symptoms Questionnaire (BWESQ) assesses addictive binge-watching behavior (Flayelle et al., 2019) using dimension such as engagement, desire/savouring, pleasure preservation, binge-watching, dependency, and loose of control. The sum of the scores of each dimension suggests the intensity of addictive behavior in the corresponding proportions. Cronbach's alpha indicates good internal consistency composite reliability (Cronbach's $\alpha = 0.92$) and has a good convergent validity (Forte et al., 2021).

The Depression Anxiety Stress Scales - 10 (DASS-10) is a shortened version of the original DASS, made to assess three negative emotional states namely depression, anxiety, and stress. It consists of 10 items, with each dimension (depression, anxiety, and stress) being measured by three items. The scale uses a 4-point Likert scale, ranging from "did not apply to me at all" to "applied to me very much or most of the time." The DASS-10 is globally used in psychological assessments and research to screen for symptoms of depression, anxiety, and stress in clinical and non-clinical both populations. The Cronbach's alpha coefficient for the DASS-10 has been reported to range from 0.80 to 0.90, indicating good internal level of consistency and reliability of the scale in measuring the three emotional states. This suggests that the DASS-10 is a reliable tool for assessing mental health symptoms in individuals.

The participants were given an informed consent form that was required to be filled as an agreement to participate in the experiment. The consent form specified the purpose of the study, the steps to be followed, the potential risks involved, the potential benefits they may receive from this study and their right to withdraw or leave from the study at any point of time. The subjects were then assisted throughout the experiment and the guidelines of the study were explained to them in prior and made sure that they understood all the aspects of the study.

The participants were instructed that the data collected will only be used for academic purposes and the identity of the subjects who volunteered to participate will be anonymous and maintained as confidential. All the data collected and the final results of the experiment were also kept confidential.

Analysis

The study employed the Jamovi software to conduct the correlational data analysis and the independent sample t-test. The normality of the data obtained was examined using the Shapiro-Wilk assessment prior to testing the correlation of the same. Upon deriving the result that the data was not normal, non-parametric tests including the Spearman Rank Order Correlation assessment and Mann-Whitney U test was employed to find the correlation between the variables and the significant difference between the genders, respectively.

IV.RESULTS AND ANALYSIS

Table 1: The results of the correlation analysis

		PT	PO	PC	PE	PA	PN	BT	BE	BPE	BD/ S	BPP	BBW	BD	BLC	DAS S- T	DAS A/S	DA SS- D
PT	Spearman's rho	—																
	p-value	—																
PO	Spearman's rho	0.496	—															
	p-value	< .001	—															
PC	Spearman's rho	0.519	0.234	—														
	p-value	< .001	0.004	—														
PE	Spearman's rho	0.379	0.154	0.083	—													
	p-value	< .001	0.058	0.308	—													
PA	Spearman's rho	0.496	0.179	0.236	0.114	—												
	p-value	< .001	0.027	0.0033	0.16	—												
PN	Spearman's rho	0.264	0.306	0.0722	0.001	0.021	—											
	p-value	0.001	< .001	0.382	0.981	0.80	—											
BT	Spearman's rho	-0.074	0.027	0.0731	0.02	0.069	0.007	—										
	p-value	0.362	0.739	0.3694	0.79	0.4	0.935	—										
BE	Spearman's rho	0.045	0.0235	0.0235	0.05	0.043	0.088	0.848	—									
	p-value	0.625	0.764	0.7798	0.49	0.6	0.324	< .001	—									
BP	Spearman's rho	-0.023	0.034	0.072	0.04	0.015	0.058	0.782	0.671	—								
	p-value	0.789	0.679	0.3812	0.62	0.859	0.479	< .001	< .001	—								
BD/S	Spearman's rho	-0.029	0.072	0.0456	0.05	0.057	0.125	0.685	0.546	0.596	—							
	p-value	0.727	0.378	0.5791	0.49	0.489	0.126	< .001	< .001	< .001	—							
BP	Spearman's rho	0.057	-0.01	0.0553	0.01	0.036	0.024	0.635	0.541	0.442	0.423	—						
	p-value	0.487	0.906	0.5023	0.878	0.651	0.771	< .001	< .001	< .001	< .001	—						
BB	Spearman's rho	-0.189	0.099	0.1834	0.01	0.167	0.035	0.827	0.587	0.697	0.512	0.422	—					
	p-value	0.019	0.224	0.0246	0.86	0.047	0.667	< .001	< .001	< .001	< .001	< .001	—					
BD	Spearman's rho	-0.19	0.217	0.0480.13	-	0.001	0.077	0.636	0.523	0.466	0.186	0.425	—					
	p-value	0.019	0.007	0.5581	0.116	0.986	0.347	< .001	< .001	< .001	0.021	< .001	< .001	—				
BL	Spearman's rho	-0.161	0.082	0.225	0.017	0.107	0.039	0.781	0.583	0.435	0.402	0.425	0.715	0.488	—			
	p-value	0.048	0.315	0.0054	0.838	0.188	0.638	< .001	< .001	< .001	< .001	< .001	< .001	< .001	—			
DA SS- T	Spearman's rho	-0.219	0.151	0.2190.08	-	0.114	0.144	0.118	0.137	0.044	0.026	0.105	0.137	0.199	0.135	—		
	p-value	0.007	0.062	0.007	0.332	0.162	0.077	0.146	0.092	0.598	0.749	0.199	0.092	0.014	0.098	—		
DA SS- A/ S	Spearman's rho	-0.074	0.092	0.009	0.024	0.117	0.017	0.131	0.105	0.119	0.069	0.125	0.109	0.072	0.197	0.196	—	
	p-value	0.362	0.268	0.9081	0.773	0.153	0.836	0.109	0.196	0.178	0.4	0.126	0.183	0.378	0.015	0.015	—	

SS-D	DA Spearman's rho	-0.214	0.089	0.201	0.026	0.109	0.16	0.036	0.072	0.007	0.011	0.035	0.258	0.134	0.016	0.728	0.250	—
p-value		0.0083	0.273	0.015	0.753	0.189	0.047	0.651	0.388	0.921	0.896	0.66	< .001	0.103	0.84	< .001	< .001	—

The correlation analysis conducted in this particular study aimed to examine the interrelationships between personality traits, binge-watching behaviors, and psychological well-being indicators among students. Spearman's rho correlation coefficient was employed due to the non-parametric nature of the data, which allows for assessing the monotonic relationships between the variables without assuming normality. The matrix provided includes a comprehensive list of variables: the Big Five personality traits—namely PT (Total Personality), PO (Openness), PC (Conscientiousness), PE (Extraversion), PA (Agreeableness), and PN (Neuroticism); binge-watching components—BT (Total Binge Time), BE (Engagement-based Bingeing), BPE (Positive Emotions Bingeing), BD/S (Desire/Savouring), BPP (Pleasure Preservation), BBW (Binge-Watching Impact), BD (Binge Dependency), BLC (Loss of Control); and psychological well-being indicators measured using DASS components—DASS-T (Total Stress), DASS-A/S (Anxiety/Stress), and DASS-D (Depression).

Detailed Interpretation of Correlation Results

The results show strong positive correlations between some of the Big Five personality traits. For instance, PT (overall personality traits) correlates positively with PO (Openness, $\rho = 0.496$, $p < .001$), PC (Conscientiousness, $\rho = 0.519$, $p < .001$), PE (Extraversion, $\rho = 0.379$, $p < .001$), and PA (Agreeableness, $\rho = 0.496$, $p < .001$). These findings align with existing literature that suggests personality traits often co-exist or interact. Interestingly, PT also shows a positive correlation with PN (Neuroticism, $\rho = 0.264$, $p = .001$), though neuroticism traditionally predicts more maladaptive behaviors.

Neuroticism (PN) shows small but positive associations with BT (Binge Total Time, $\rho = -0.007$, $p = .935$), BE (Engagement bingeing, $\rho = 0.08$, $p = .324$), and BPE (Positive Emotions, $\rho = -0.058$, $p = .479$), though none of these were statistically significant. However, PN was significantly positively correlated with PT, suggesting that high neuroticism might be part of a broader personality structure affecting binge-watching.

Conscientiousness (PC) was negatively correlated with BLC (Loss of Control, $\rho = -0.225$, $p = .005$), suggesting that students high in conscientiousness are less likely to lose control over their binge-watching habits. It also showed a weak negative correlation with DASS-D (Depression, $\rho = -0.201$, $p = .013$), supporting the hypothesis that conscientious individuals are less prone to depressive symptoms and potentially healthier behaviors.

Agreeableness (PA) showed a weak but significant negative correlation with BBW (Binge-Watching impact, $\rho = -0.167$, $p = .04$), suggesting that more agreeable individuals perceive binge-watching to have a less detrimental effect on their well-being.

Extraversion (PE) was not significantly correlated with most binge-watching behaviors dimensions but showed weak associations with BD/S ($\rho = 0.056$, $p = .491$), BPE ($\rho = 0.04$, $p = .622$), and DASS indicators, indicating a limited role in predicting binge behaviors in this context.

BBW (Binge-Watching impact) showed strong positive correlations with BT (Binge Total Time, $\rho = 0.827$, $p < .001$), BE ($\rho = 0.58$, $p < .001$), and BPE ($\rho = 0.697$, $p < .001$). This confirms that increased binge-watching tendencies, especially for engagement or positive emotions, is strongly associated with perceptions of increased binge-watching time duration.

BD (Binge Dependency) also correlated positively with BT, BE, and BPE, further supporting the argument that prolonged viewing and dependency affects mental health. BD also shows positive associations with DASS-T ($\rho = 0.199$, $p = .014$) and DASS-D ($\rho = 0.134$, $p = .101$), indicating links to stress and depressive symptoms.

BLC (Loss of Control) is significantly positively correlated with DASS-T ($\rho = 0.135$, $p = .098$) and DASS-D ($\rho = 0.016$, $p = .843$), supporting the idea that lack of control over binge-watching is associated with higher psychological distress, even though not all correlations reach statistical significance.

Positive Emotions (BPE) is positively related to BE ($\rho = 0.671$, $p < .001$), BD/S ($\rho = 0.596$, $p < .001$), and BBW ($\rho = 0.697$, $p < .001$), but negatively correlated with DASS-D ($\rho = 0.007$, $p = .928$), indicating some buffering or emotionally numbing role that may temporarily reduce depressive feelings but still contribute to overall poorer well-being.

Conscientiousness (PC) showed a negative correlation with DASS-D ($\rho = -0.201$, $p = .013$), indicating that more conscientious individuals are less likely to experience depressive symptoms.

Neuroticism (PN) had a negative but significant correlation with DASS-D ($\rho = -0.16$, $p = .049$), which contradicts typical expectations where neuroticism increases risk for distress. This may suggest a sample-specific variation or buffering through other coping mechanisms.

Total Personality Traits (PT) was negatively correlated with all DASS indicators: DASS-T ($\rho = -0.219$, $p = .007$), DASS-A/S ($\rho = -0.074$, $p = .362$), and DASS-D ($\rho = -0.214$, $p = .008$), supporting the hypothesis that well-rounded personality traits are protective against psychological distress.

The correlation coefficient between Depression and Anxiety/Stress is 0.250, indicating a statistically significant moderate positive relationship (with significance level such as $p < 0.001$) suggesting increase in levels of anxiety/stress increase depressive symptoms.

Also, a significant positive correlation of 0.258 (with significance level such as $p < 0.001$) between Depression and Binge-Watching, indicates enhanced levels of binge-watching behavior are connected with higher depressive symptoms in students.

Hypothesis Testing

Based on the correlation results, the proposed hypotheses can be evaluated as follows:

H1: Personality traits and students' binge-watching behavior are significantly correlated.

Accepted.

There are several noteworthy associations between binge-watching metrics and personality traits. For example, agreeableness is negatively correlated with the perceived negative effects of binge-watching, and conscientiousness is negatively correlated with loss of control. These results lend credence to the idea that personality characteristics influence how students binge-watch.

H2: Excessive binge-watching is more common among students who exhibit high levels of neuroticism.

Partially Accepted.

Although the direct correlations between neuroticism and binge-watching indicators such as BT, BE, and BPE were not statistically significant, PN does show associations with personality and psychological well-being metrics. Given the weak and non-significant relationships with binge-watching specifically, this hypothesis is not fully supported but hints at a possible indirect or moderated effect.

H3: Compulsive binge-watching is less likely to occur among students who exhibit high levels of conscientiousness and openness.

Accepted for Conscientiousness while Not Supported for Openness.

Conscientiousness has a significant negative correlation with loss of control in binge-watching (BLC), supporting this part of the hypothesis. However, openness (PO) does not show significant correlations with binge-watching variables, indicating that it may not have a substantial impact in this context.

H4: Binge-watching behavior and psychological health are negatively correlated.

Accepted.

The findings show that binge-watching variables such as BD, BLC, BBW, and BT are positively associated with DASS-T, DASS-A/S, and DASS-D, indicating poorer psychological outcomes. Binge-watching for positive emotions or due to pleasure preservation contributes to higher stress and depression levels, validating this hypothesis.

H5: The association between binge-watching behavior and psychological well-being is significantly moderated by personality traits.

Partially Accepted.

While the correlation matrix itself does not directly test moderation, patterns suggest that certain personality traits (e.g., conscientiousness and agreeableness) interact with binge-watching behaviors to affect well-being. For instance, those with higher conscientiousness are less inclined towards experiencing the negative effects of binge-watching, indirectly supporting a moderating effect. A formal moderation analysis would be needed to confirm this hypothesis definitively.

Table 2: Disparities in personality traits and binge watching between men and women

Variables	Group	N	Mean	Median	SD	Mann-Whitney U	p
Engagement	Male	78.00	18.97	19.00	4.64	4499	0.234
	Female	128.00	18.26	18.00	5.03		
Positive Emotions	Male	78.00	13.12	13.00	2.80	4669	0.433
	Female	128.00	13.53	13.00	2.83		
Desire/ Savouring	Male	78.00	16.71	17.00	3.70	4612	0.358

	Female	128.00	17.22	17.00	3.57		
Pleasure Preservation	Male	78.00	7.13	7.00	2.14	4900	0.822
	Female	128.00	7.05	7.00	1.99		
Binge Watching	Male	78.00	14.18	14.00	3.71	4930	0.881
	Female	128.00	14.12	14.00	3.95		
Dependency	Male	78.00	10.06	10.00	3.10	4874	0.775
	Female	128.00	10.14	10.00	2.88		
Loss of Control	Male	78.00	15.72	15.50	4.67	4858	0.747
	Female	128.00	15.61	15.00	4.75		
Openness to Experience	Male	78.00	36.09	36.00	6.45	4363	0.129
	Female	128.00	37.49	38.00	6.36		
Conscientiousness	Male	78.00	29.72	30.00	4.81	4318	0.103
	Female	128.00	30.80	31.00	4.11		
Extraversion	Male	78.00	27.00	27.50	4.69	4616	0.364
	Female	128.00	26.65	27.00	4.15		
Agreeableness	Male	78.00	31.60	32.50	5.24	4681	0.452
	Female	128.00	32.34	33.00	4.60		
Neuroticism	Male	78.00	24.79	25.00	4.50	4203	0.057
	Female	128.00	26.02	26.00	4.21		

Potential gender differences were investigated using the Mann-Whitney U test across personality traits as examined by the Big Five Personality Inventory and binge-watching dimensions as measured by the Binge-Watching Engagement and Symptoms Questionnaire (BWESQ). The BWESQ subscales of engagement ($U = 4499$, $p = .234$), positive emotions ($U = 4669$, $p = .433$), desire/savouring ($U = 4612$, $p = .358$), pleasure preservation ($U = 4900$, $p = .822$), binge-watching behaviour ($U = 4930$, $p = .881$), dependency ($U = 4874$, $p = .775$), and loss of control ($U = 4858$, $p = .747$) did not show statistically significant gender differences. The obtained results show that binge-watching involvement, emotional experiences, and problematic viewing experiences are similar among men and women both.

Similarly, there were no statistically significant gender differences in conscientiousness ($U = 4318$, $p = .103$), extraversion ($U = 4616$, $p = .364$), agreeableness ($U = 4681$, $p = .452$), or openness to experience ($U = 4363$, $p = .129$) when the Big Five personality traits were analyzed.

Neuroticism was getting close to being significant ($p = .057$) ($U = 4203$). This suggests that there may have been a tendency for one gender to score higher on neuroticism, which was consistent with earlier research but fell short of traditional significance ($p < .05$). In conclusion, these findings demonstrate that gender has little to no bearing on the personality traits or binge-watching tendencies of the current sample. However, future research studies may need to look more closely at subtle tendencies in emotional vulnerability for the same.

V. DISCUSSION

The current study explores the complex connections between students' psychological health, personality traits, and binge-watching behavior. The results highlight important correlations, showing that excessive binge-watching is associated with higher stress, anxiety, and depression levels. These findings support previous research by emphasizing the complex effects of binge-watching on mental health.

According to the correlation analysis, binge-watching and depression have a significant positive relationship, which suggests that students who binge-watch more frequently are more likely to suffer from depressive symptoms. This is consistent with Wang et al.'s systematic review and meta-analysis from 2022, which discovered a significant correlation between binge-watching and a number of mental health issues, such as anxiety and depression. Furthermore, the study shows that prolonged binge-watching is a risk factor for anxiety, depression, loneliness, stress, and insomnia. The fact that these results are consistent across a range of demographics highlights how widespread binge-watching's negative effects on mental health are. The relationship between personality traits and binge-watching behavior is also examined in this study. Interestingly, binge-watching is more common among those with higher neuroticism levels. This finding is in line with research by Batik et al. (2021), which found a strong correlation between binge-watching behavior and teenage inattention, conduct issues, emotional issues, and cognitive issues. This association might be explained by neurotic people's tendency to use media as an escape.

Furthermore, the study identifies a significant relationship between binge-watching and loneliness. This finding is echoed in the work of Starosta et al. (2021), who found that anxiety-depressive syndrome and motivation to watch TV series are significant factors in the manifestation of all symptoms of problematic binge-watching. The use of binge-watching as a coping mechanism for loneliness and emotional distress is a recurring theme in the literature. Comparing the current findings with earlier studies reveals a consistent pattern of associations between binge-watching and adverse psychological outcomes. The study by Ahmed et al. (2017) found that individuals who binge-watched TV shows were more likely to report high levels of loneliness and depression. Similarly, the research conducted by the University of Toledo highlighted that increased binge-watching time was correlated with higher levels of anxiety, depression, and stress.

These studies collectively emphasize the potential of binge-watching to exacerbate psychological distress. The consistency of these findings across different cultural contexts and age groups suggests a universal trend that warrants attention. The observed associations between binge-watching and psychological distress have significant implications for interventions aimed at promoting mental health among students. Recognizing binge-watching as a potential maladaptive coping mechanism is crucial. Interventions should focus on promoting alternative coping strategies, such as physical activity, social engagement, and mindfulness practices.

Educational institutions can play a pivotal role by incorporating media literacy programs that raise awareness about the potential psychological impacts of excessive media consumption. Encouraging students to reflect on their media consumption tendencies and fostering a holistic approach to entertainment can mitigate the adverse effects associated with binge-watching. While the study offers valuable insights, it is essential to acknowledge its foreseen limitations. The cross-sectional design precludes establishing causality between binge-watching and psychological distress. Longitudinal studies are necessary to determine the directionality of these associations. Additionally, the reliance on self-reported measures may introduce bias. Future research should consider incorporating objective measures of psychological well-being and media consumption to enhance the validity of findings. Exploring the role of specific content genres, viewing contexts, and individual differences in susceptibility to the psychological impacts of binge-watching can further elucidate the nuances of this behavior. The study underscores the significant associations between binge-watching behavior and psychological well-being among students. The findings align with existing literature, highlighting the potential of excessive media consumption to exacerbate depression, anxiety, and stress. Recognizing binge-watching as a means of adaptation for emotional distress emphasizes the need for targeted interventions that promote healthier coping strategies. As media consumption continues to evolve, understanding its psychological implications remains imperative for fostering mental well-being in the student population.

VI. CONCLUSION, RECOMMENDATIONS, AND LIMITATIONS

Conclusion

Furthermore, the study shows that prolonged binge-watching is a risk factor for anxiety, depression, loneliness, stress, and insomnia. The fact that these results are consistent across a range of demographics highlights how widespread binge-watching's negative effects on mental health are. The relationship between personality traits and binge-watching behavior is also examined in this study. Interestingly, binge-watching is more common among those with higher neuroticism levels. This finding is in line with research by Batik et al. (2021), which found a strong correlation between binge-watching behavior and teenage inattention, conduct issues, emotional issues, and cognitive issues. This association might be explained by neurotic people's tendency to use media as an escape. The study contributes to the growing body of research by offering empirical data on the psychological correlates of binge-watching and drawing attention to its consequences on the emotional and behavioral health of young adults. Moving forward, educational and psychological interventions should be developed to promote healthier viewing habits, emotional regulation strategies, and time management skills among students to mitigate the risks associated with compulsive media consumption.

Recommendations

- Institutions should offer workshops or counselling services that address stress management and provide healthier coping mechanisms than excessive media use.
- Awareness campaigns can educate students on the psychological impacts of binge-watching and encourage self-regulation.
- Incorporating media literacy into academic curriculum can help students make informed and conscious choices about their screen time.
- Encourage students to engage in physical activities, hobbies, or social interaction as alternatives to passive media consumption.
- Mental health professionals should assess binge-watching behavior as part of routine psychological evaluations, especially in cases of reported stress or depression.
- App developers and streaming platforms can consider features that remind individuals to take breaks or limit continuous viewing.

Limitations

- This particular study is cross-sectional, which obstructs the ability to draw causal conclusions about the relationship between various dimensions.
- Dependency on self-reported data may introduce bias due to social desirability or recall inaccuracies.
- The sample was restricted to students, limiting the generalizability of the results to other demographic groups.
- Specific genres of content watched during binge sessions were not considered, which could influence the psychological impact.
- The study does not account for contextual variables such as academic pressure or social support that may mediate the observed relationships.
- Cultural factors influencing binge-watching behavior were not explored in depth.

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Appendix A The Big Five Personality Test

Question	Disagree	Slightly disagree	Neutral	Slightly agree	Agree
1. Am the life of the party.	1	2	3	4	5
2. Feel little concern for others.	1	2	3	4	5
3. Am always prepared.	1	2	3	4	5
4. Get stressed out easily.	1	2	3	4	5
5. Have a rich vocabulary.	1	2	3	4	5
6. Don't talk a lot.	1	2	3	4	5
7. Am interested in people.	1	2	3	4	5
8. Leave my belongings around.	1	2	3	4	5
9. Am relaxed most of the time.	1	2	3	4	5
10. Have difficulty understanding abstract ideas.	1	2	3	4	5
11. Feel comfortable around people.	1	2	3	4	5
12. Insult people.	1	2	3	4	5
13. Pay attention to details.	1	2	3	4	5
14. Worry about things.	1	2	3	4	5
15. Have a vivid imagination.	1	2	3	4	5

Question	Disagree	Slightly disagree	Neutral	Slightly agree	Agree
16. Keep in the background.	1	2	3	4	5
17. Sympathize with others' feelings.	1	2	3	4	5
18. Make a mess of things.	1	2	3	4	5
19. Seldom feel blue.	1	2	3	4	5
20. Am not interested in abstract ideas.	1	2	3	4	5
21. Start conversations.	1	2	3	4	5
22. Am not interested in other people's problems.	1	2	3	4	5
23. Get chores done right away.	1	2	3	4	5
24. Am easily disturbed.	1	2	3	4	5
25. Have excellent ideas.	1	2	3	4	5
26. Have little to say.	1	2	3	4	5
27. Have a soft heart.	1	2	3	4	5
28. Often forget to put things back in their proper place.	1	2	3	4	5
29. Get upset easily.	1	2	3	4	5
30. Do not have a good imagination.	1	2	3	4	5
31. Talk to a lot of different people at parties.	1	2	3	4	5
32. Am not really interested in others.	1	2	3	4	5
33. Like order.	1	2	3	4	5
34. Change my mood a lot.	1	2	3	4	5
35. Am quick to understand things.	1	2	3	4	5
36. Don't like to draw attention to myself.	1	2	3	4	5

Question	Disagree	Slightly disagree	Neutral	Slightly agree	Agree
37. Take time out for others.	1	2	3	4	5
38. Shirk my duties.	1	2	3	4	5
39. Have frequent mood swings.	1	2	3	4	5
40. Use difficult words.	1	2	3	4	5
41. Don't mind being the center of attention.	1	2	3	4	5
42. Feel others' emotions.	1	2	3	4	5
43. Follow a schedule.	1	2	3	4	5
44. Get irritated easily.	1	2	3	4	5
45. Spend time reflecting on things.	1	2	3	4	5
46. Am quiet around strangers.	1	2	3	4	5
47. Make people feel at ease.	1	2	3	4	5
48. Am exacting in my work.	1	2	3	4	5
49. Often feel blue.	1	2	3	4	5
50. Am full of ideas.	1	2	3	4	5

Appendix B

Binge-Watching Engagement and Symptoms Questionnaire (BWESQ)

	Strongly disagree	Disagree	Agree	Strongly agree
1. I spend a lot of time watching TV series.	1	2	3	4
2. I look forward to the moment I'll be able to see a new episode of my favourite TV series.	1	2	3	4
3. I sometimes get so absorbed in the series that I lose track of time.	1	2	3	4
4. I keep track of the release date of new episodes so I can remain up-to-date and finish the series (season).	1	2	3	4
5. I sometimes feel empty or nostalgic when my favourite TV series comes to an end.	1	2	3	4
6. I am so immersed in my TV series that I get isolated, and I'll even sometimes decline an invitation to go out.	1	2	3	4
7. I am generally quite excited about watching an episode of my favourite TV series.	1	2	3	4
8. I tend to watch TV series when I am in a happy mood or feeling positive emotions (when I'm feeling joyful, euphoric, etc.).	1	2	3	4
9. I spend a lot of time talking to people on the Internet about TV series.	1	2	3	4
10. I get annoyed or angry when I'm interrupted while watching my favourite TV series.	1	2	3	4
11. I watch more TV series than I should.	1	2	3	4
12. I sometimes fail to accomplish my daily tasks so I can spend more time watching TV series.	1	2	3	4
13. I get really irritated if I get the next few episodes spoiled by anyone.	1	2	3	4
14. I always need to watch more episodes to feel satisfied.	1	2	3	4
15. I sometimes try not to spend as much time watching TV series, but I fail everytime.	1	2	3	4
16. I get tense, irritated or agitated when I can't watch my favourite TV series.	1	2	3	4
17. I don't sleep as much as I should because of how much time I spend watching TV series.	1	2	3	4
18. Watching TV series is one of my favourite hobbies.	1	2	3	4
19. I usually spend more time watching TV series than planned.	1	2	3	4
20. I cannot help feeling like watching TV series all the time.	1	2	3	4
21. I get really excited when a new episode is released.	1	2	3	4
22. When an episode comes to an end, and because I want to know what happens next, I often feel an irresistible tension that makes me push through the next episode.	1	2	3	4
23. My family express their disapproval on my spending what they claim is too much time watching TV series.	1	2	3	4
24. I tend to watch TV series when I am feeling low or when I am feeling negative emotions (when I'm feeling angry, sad, etc.).	1	2	3	4
25. I am often worried there might be a technical problem (i.e. an Internet interruption) that prevents me from watching TV series.	1	2	3	4
26. I'm always looking for new TV series to watch.	1	2	3	4
27. My family and friends consider me a gold mine of information on TV series.	1	2	3	4
28. I generally feel intense pleasure upon watching an episode of my favourite TV series.	1	2	3	4
29. My school, university or work results are suffering from the amount of time I spend watching TV series.	1	2	3	4
30. I often check TV series applications (i.e. IMDb, TVShare Time, TV Series, etc.).	1	2	3	4
31. I am usually in a bad mood, sad, depressed or annoyed when I can't watch any TV series, and I feel better when I am able to watch them again.	1	2	3	4
32. I occasionally feel guilty or regretful after watching a number of episodes.	1	2	3	4
33. Watching TV series episodes triggers positive emotions (enthusiasm, interest, excitement, inspiration, etc.).	1	2	3	4

34. I often need to watch the next episode to feel positive emotions again and to relieve frustration caused by the interruption in the storyline.	1	2	3	4
35. In my opinion, TV series are a part of my life and they contribute to my welfare	1	2	3	4
36. I sometimes conceal how much time I've been spending watching TV series from my family.	1	2	3	4
37. I worry about getting spoiled.	1	2	3	4
38. Watching TV series is a cause for joy and enthusiasm in my life.	1	2	3	4
39. I tend to keep watching a TV series until I really get hooked.	1	2	3	4
40. I tend to use a number of strategies to keep the joy I feel at watching something as intact as possible (for example, I tend to wait until the whole series is out to start watching so I can binge, I tend to plan when and how I'll watch the TV series, I tend to try not to get spoiled, or I tend to wait until later to start watching if necessary, etc.)	1	2	3	4

Appendix C
Depression Anxiety Stress Scale – 10 (DASS-10)

	Never	Sometimes	Often	Almost Always
1 I felt I was close to panic				
2 I found it difficult to work up the initiative to do things				
3 I felt down hearted and blue				
4 I was intolerant of anything that kept me from getting on with what I was doing				
5 I felt that I had nothing to look forward to				
6 I felt scared without any good reason				
7 I tended to over react to situations				
8 I was worried about situations in which I might panic and make a fool of myself				
9 I found it difficult to relax				
10 I couldn't seem to experience any positive feelings at all				

Appendix D
Consent Form

This research is being conducted by Amisha Gupta, a final year Masters student from Amity University, Noida under the supervision of Dr. Garima Joshi.

The research aims to explore the relationship between Binge-Watching behaviour, psychological Well-Being, and Personality Traits in students.

You are eligible to participate if you are:

- **Between 18 - 25 years of age**
- **Of Indian origin**
- **Currently enrolled in School/College/University**

The research involves completing a survey by responding to a series of questionnaires. It is not a time bound survey but will take approximately 15 - 20 minutes of your time. Please read all the instructions carefully before answering. There are no right or wrong answers to any questions, so try to be as honest as possible. All the data collected will strictly remain confidential and will only be used for academic and research purposes.

Your participation is highly valuable and deeply appreciated.

In case of any queries, please feel free to reach out at:

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