Binge-Watching And Its Impact On The Academic Performance Of College Students

Runali Deb Roy and Patricia Michelle Mathias

Abstract:

The research was aimed at discovering the impact of Binge-watching on the academic performance of college students hailing from North-East India. The Paper is a Quantitative Research Study done by using both a Printed and an Online Structured Survey Questionnaire. The Snowball Sampling technique was employed in view of the then-rising cases of COVID-19. The data analysis was done using IBM SPSS software. As compared to many prior studies in other parts of the country or the world at large, this study found no major impact, neither positive nor negative on the academic performance of students. The study however did find that Binge-watching was causing sleep deprivation among the students.

Keywords: (important keywords)

- Binge-watching
- Binge-watching amidst North-East students of India
- OTT content addiction
- Academics and Binge-watching
- Sleep deprivation and Binge-watching

1   INTRODUCTION

The term 'binge-watching' has turned into a buzzword for many Over-the-top (OTT) content platforms today that encourage this activity to garner profits through its audience. The word 'binge' has been associated primarily with excessive consumption of food or drink. Etymologically, the word binge can be traced to 1848, when it was initially used as a dialect verb to indicate a wooden vessel that was soaked in water so that the wood would swell to prevent leakage (etymonline). By 1854, the same word was addressed in the case of excessive consumption of alcohol or food (etymonline). In today's context, 'binge behavior' is attributed to the consumption of any product excessively in short time frames as a means of escapism or to evoke psychological comfort (Shim and Kim, 2017). In the context of Over-The-Top (OTT) content consumption or Television consumption, any behavior wherein an individual consumes multiple episodes of a program in continuity within a single sitting is

called Binge watching (Jenner, 2016; Schweidel and Moe, 2016; Panda and Pandey, 2017; Shim and Kim, 2017).

Binge-watching is also defined by some research studies as an accelerated consumption of two or three episodes to six or more episodes of any given television or OTT series at a stretch without an interval (Deloitte, 2015; Troleau et al., 2016; Schweidel & Moe, 2016; Ramayan et al., 2018, Starosta & Izydorczyk, 2020; Anghelcev et al., 2021). Rubenking & Bracken (2018) defined Binge-watching as an individual's "focused, deliberate viewing" of all the televised episodes of a given program for long periods. Their study also highlighted that Binge-watching is prone to be influenced by the changing dimensions of content and platform (Rubenking & Bracken, 2018). Based on the varied descriptions, one can conclude that Binge-Watching is a term that defines a viewer's deliberate watching of serialized content for a duration of three or more hours in

one single sitting, at a conducive time and a place as intended by the viewer.

Technological advancement has further promulgated the use of OTT platforms, wherein, a series can be watched without a break, at any given time, according to one's convenience, on the gadget one has chosen, if one has a subscription. Hotstar, Jio TV, Netflix, Amazon Prime, YouTube, AltBalaji, etc, are gradually become household names in the Indian context. In the case of platforms like YouTube, one can even consume audio-visual content freely. Thus, with the dawn of an era where hand-held technological devices like smartphones and internet connectivity have become popular gadgets accessible to many, binge-watching behavior has received a boost (Shim & Kim, 2017).

Research conducted by Dentsu Marketing Cloud (2020) stated that the viewership of digital streaming platforms in India had received a 240% increase post-2016. These research findings highlighted that 65% of the new generation preferred an OTT platform as compared to a TV for watching videos, and around 49% of them binge-watched for about 2-3 hours per day (Dentsu Marketing cloud, 2020; ETBrandEquity, 2020).

Binge-watching behavior also addressed as 'marathon-viewing' (Perks, 2014) was declared by Netflix as the 'new normal in 2013 itself (Netflix Inc, 2013). However, a study conducted by Granow, Reinecke, & Ziegele (2018) indicated that this intensive successive watching of televised content, which might seem like a trending pattern in entertainment could significantly impact an influencer both negatively and positively. Winland (2014), also found that students' academia was affected by the consecutive hours spent on streaming content rather than studies.

The following study is based on a quantitative, printed, and online survey research amidst 300 students belonging to the North-East of India and studying in Assam and Delhi. This study aimed at exploring the impact of Binge-watching on the academic performance of the North-East students of India. Research by Kapur R., (2018) includes participation in class activities and assignments, examinations, and homework assignments, as determinants of the academic performance of students. The research uses the same determinants as variables in order to analyze the binge-watching impact on the academic performance of students.

2   RESEARCH OBJECTIVES

The primary objective of this study includes-

1. To identify the positive impact of Binge-Watching on the academic performance of students from North-East India.
2. To identify the negative impact of Binge-Watching on the academic performance of students from North-East India.

3.   HYPOTHESIS

1. Binge-watching creates a negative impact on the academic performance of college students
2. Binge-watching leads to procrastination of assignments by college students
3. Binge-watching leads to sleep-deprivation and hence lack of focus in college amongst college students.

4   LITERATURE REVIEW

The review of literature primarily highlights the historical journey of the binge-watching of media, followed by a review of research studies in the field and the impact of binge-watching in the current scenario.

4.1 The Binge-watching Phenomenon

The phenomenon of Binge-watching television initially saw its rise in the 1980s, when in USA, some TV stations started a replay of certain

popular TV shows at stretch. This gave way to video-on-demand (VOD)- a concept of watching a serial after it has been aired for particular Online sources for a fee. At a later stage, Netflix initiated a DVD-by-mail rental service for subscription fees (Reiber, 2016). This concept gained popularity and led to many individuals watching entire sessions of shows back-to-back, which led to the phenomenon of Binge' Watching. Netflix gradually permitted its customers to access a library of movies and streams instantly for a monthly subscription fee of around $8 to $12 (Reiber, 2016).

4.2 Binge-watching in the Current Scenario

Digitization, technological development, and large-scale access to the internet led to the dawn of Over-The-Top content. The smartphone revolution accelerated this phenomenon as video content consumption became an "anywhere, everywhere and anytime multi-screen and multi-device experience" (Rawal, 2019). However, this experience has led to both entertainment access as well as access to unwarranted content available to all ages, despite parental control software that is integrated on many OTT platforms.

B. Dhiman (2019) points out in his research that OTT platforms emphasize a 'binge-watching model' in view of generating revenue from its audience with more viewing hours. These platforms also advertise what could be binge-watched. Having to cater to the appetite of a large audience, OTT platforms resort to providing a massive amount of content inclusive of films, series, stand-up comedy, etc. While having good and enjoyable content related to entertainment, these platforms are not bereft of content that is not meant for youngsters and contains expletives, uncouth language, violence, crime, rebellion against values, and taboos in society (B. Dhiman, 2019). Thus, multiple research findings have pointed out to not just the pros but also the cons of Binge-watching over the years.

4.3 Binge-watching and its impact

Research organized by De Feijter et al., (2016) among Dutch participants led to the findings that binge-watching had led to planned activities by respondents getting postponed due to a lack of control over a time commitment to binging content. Binge-watching had further led to a solitary and sedentary lifestyle, as it was mostly consumed on personal gadgets (De Feijter et al., 2016). This indicates that Binge watching could lead to desk-bound, sedentary lifestyles among students.

A research study by Azza (2017) amongst Arab residents led to the findings that most students binge-watched while they were studying at universities. The study findings revealed a positive correlation between depression and binge-watching tendencies of students. This analysis could further highlight that excessive binge-watching could lead to depression that would further affect the academic performances of students.

Findings of Panda and Pandey (2017) during research among college students in the USA pointed out that the primary reason students binge watched included the need to feel socially inclusive amidst peer conversations, escape motivation, easy availability, and the viral nature of advertisements employed by the companies to influence the need to remain hooked on to a particular platform. Another finding of this research also pointed out that any experiences of anxiety or nervousness among students, post a binging experience only increased the binge-watching need leading to a gradual addiction to series watching (Panda and Pandey, 2017).

A study by Granow et al., 2018 led to the understanding that while binge-watching was an important source of entertainment and media enjoyment, it was also the cause of guilt feelings that arose from the procrastination of other goals which led to inner conflicts within an individual.

Findings by Merrill & Rubenking (2019) in research conducted amidst 651 southeastern

students from the USA found that as compared to males, females binge-watched for a longer duration. The study also highlighted that binge-watching for college students was primarily associated with leisure and sensation-seeking, as a result, most college students viewed binge-watching as a norm and not as risky behavior. The study also revealed that students binge-watched to procrastinate other activities (Merrill and Rubenking, 2019).

The research study by Ramayan et al., (2018) also highlighted that binge-watching was primarily an activity for entertainment and fun. This study also pointed out that students also binge-watched to understand celebrity culture and to initiate interpersonal discussions based on the content watched.

Study research conducted by Chambliss et al., (2017) among undergraduate student volunteers in the mid-Atlantic US region led to the findings that binge-watching had led to distraction from studies and a disruption in one's academic performance. The students affirmed that binge-watching had turned into an "academic obstacle". A similar outcome was also in the research findings of Gangadharbatla et al., 2019, where the findings pointed out to declining grades, absence at school and work, physiological problems of exhaustion, hunger-loss, sleep deprivation, and other psychological issues related to loneliness, depression, and mental fatigue.

Two other studies in the states of Bihar (Ahuja, 2020) and Haryana (Dhiman and Malik, 2022) had similar findings wherein students affirmed a dwindling in their academic performances and a lack of physical activities. Study findings in both these papers also showed that students massively binged on sexual content, abusive, undue booze, and violent series.

Another research conducted in the city of Pune by Wagh et al., (2022) pointed out that watching content that was both sexually implicit and violent had a psychological impact which had led to sleeplessness, anguish, and a feeling of insecurity amongst some youth. This study also confirmed the loss of academic ground and health issues amongst youth (Wagh et al., 2022). Similarly, research done on the same topic in Mumbai amongst 90 students by Dhanuka & Bohra (2019) highlighted that youngsters despite being aware that they were addicted to binge watching web-series were unable to self-regulate. This had led to an aftermath impact on their mental and physical health including insomnia, lack of productivity at work, development of anti-social behavioral traits, and emotional disturbance post their binge- watching of web series (Dhanuka & Bohra, 2019).

Binge-watching impact has a varied impact on people across the world. This research probed Binge-watching amongst students of North-East in India at a time when Covid-19 had just begun and lockdown had not yet been initiated.

5   METHODOLOGY

This research conducted a quantitative study using a structured- questionnaire that was distributed both in a printed format, manually, and on online platforms using Google forms. The participants of this survey were college students belonging to the North-East states of India residing in both Assam and Delhi between the ages of 18-30. Since all the students were above 18, no parental permission was deemed necessary.

The sample was taken from north-east students studying in six colleges among them three government colleges and three private colleges in the states of both Assam and Delhi. A snowball sampling technique was used due to the spread of Covid-19 which restricted movements. Around 300 respondents from Delhi and Assam voluntarily participated in this research.

The questionnaire contained questions related to demographics, binge-watching usage, and on the positive and negative impact of binge-watching. While the demographics had to be

answered individually, the responses related to binge-watching usage were sorted using the Likert scale for analytical purposes.

The literature review highlighted students' use of binge-watching as an escape motivation, hence, questions related to escape motivation such as a student's tendency to binge-watch when stressed, hurt or upset were included in the questionnaire in the section addressing the positive impact. Questions related to academical benefit, such as help related to watching educational videos on study related themes, or benefits to students from film-making field were ingrained in the questionnaire. The negative questions employed in this research were based on studies that showed procrastination and sleep deprivation in their findings. All the responses were mostly graded by the student's choice on the Likert Scale. The Microsoft Excel software was then used for data entry followed by IBM SPSS Statistics software for data analysis.

6 DATA ANALYSIS AND FINDINGS

The data was initially compiled for convenience in Microsoft Excel. It was then imported into the IBM SPSS Statistics software for data analysis. The following are the results and the findings of the analysis.

6.1 User Profile

The demographic details of students presented in Table 6.1.1 shows that the sample consisted of 32.5 % First year post-graduates, followed by 23.8% Third Year under-graduate degree students and 26.3 % Second Year under-graduate degree students. More than half (54.6%) the students were between the age 22-24, followed by 30.4 % students below 22 years and the rest (15.0 %) belonged to the age group of 24- 26 years (Table 6.1.2).

The male and female student proportion was found to be equal in the overall sample population (Table 6.1.3). As shown in Table 6.1, 37.1 % North-east students belonging to the Delhi University, 23.3 % from Jawaharlal Nehru University (JNU), 12.9 % from NEF Law College, 10.8 % from Maryam Ajmal Women's College of Arts, 8.8 % from Guwahati University and 7.1 % students from Hojai College were the sample for this survey (Table 6.1.4). The highest number of students were from New Delhi (60.4%) and the rest from Guwahati, Assam (39.6%) (Table 6.1.5). The data observation also showed that 76.3 % of the student sample were from government colleges and the rest 23.8 % were from private-run colleges (Table 6.1.6).

Table 6.1: User profile

Demographics of the students	Frequency	Percent
6.1.1 Class		
I Degree	20	8.3
II Degree	63	26.3
III Degree	22	9.2
I PG	78	32.5
II PG	57	23.8
6.1.2 Age		
18- 22	73	30.4
22 -24	131	54.6

Demographics of the students	Frequency	Percent
24 -26	36	15.0
6.1.3 Gender		
Male	120	50.0
Female	120	50.0
6.1.4 College		
Delhi University (D. U.)	89	37.1
Jawaharlal Nehru University (J.N.U.)	56	23.3
Guwahati University	21	8.8
Hojai College	17	7.1
NEF Law College	31	12.9
Maryam Ajmal Women's College of Arts	26	10.8
6.1.5 City of College		
Delhi	145	60.4
Guwahati	95	39.6
6.1.6 Type of Institution		
Private	57	23.8
Government	183	76.3
Total	**240**	**100**

6.2 Identifying the Usage of Various Binge-Watching Platforms

This section deals with identifying the usage of various Binge-watching Platforms among college students. Primarily, from Table 6.2.1, it is inferable that all the students (100 %) were binge-watching OTT platforms.

24.2% had never binge-watched, 32.5 % of students had 'Rarely' watched a web series for hours, while 25% of them had binge-watched 'Sometimes', 15.4% binge-watched 'Often' and 2.5% 'always' binge-watched programs (Table 6.2.2). About 92% of them watched a series for 3 to 5 hours, while about 8% have continuously watched web series for about 6-9 hours (Table 6.2.3). It was observed that 29.6% of the students binge-watched a series daily, followed by 28.8% of students who binge-watched once a week, 16.7% who watched twice a week, and 4.6% who binge-watched only on holidays (Table 6.2.4).

The analysis in Table 6.2.5 points out that 38.8% would binge-watch up to four episodes a day; 33.3% watched about three episodes at one go, and 1.2% of the students had watched nine or more episodes together in a row in a day. 46.3% of the students had binge-watched up to three movies at a stretch, followed by 28.8%

who watched two movies back-to-back (Table 6.2.6).

On being subjected to a question that probed the conducive time when students binge-watched, the findings showed that 28% of students watched movies at night when no one was watching them, 27% watched at no particular time, as they had smartphones at their disposal and they could binge-watch at any time. 21% binge-watched when they were alone at home and about 6% watched a series based on a convenient time, as they were hostel residents (Table 6.2.7).

Table 6.2: Usage of various Binge-Watching Platforms

Usage of binge-watching platforms	Frequency	Percent
6.2.1 Use OTT to binge watch		
Yes	240	100.0
6.2.2 Binge-watched a series for hours		
Never	58	24.2
Rarely	78	32.5
Sometimes	61	25.4
Often	37	15.4
Always	6	2.5
6.2.3 Time spent on binge-watching in a day (in hours)		
3 hours	92	38.3
4 hours	84	35.0
5 hours	44	18.3
6 hours	16	6.7
7 hours	3	1.3
9 hours	1	0.4
6.2.4 Frequency of binge-watching		
Daily	71	29.6
Once a Week	69	28.8
Twice a Week	40	16.7
Thrice a Week	24	10.0
Only Holidays	11	4.6
Weekends and Holidays only	25	10.4
6.2.5 Number of episodes of a particular serial of the web series binge - watched in a row on a day		

Usage of binge-watching platforms	Frequency	Percent
3 episodes	80	33.3
4 episodes	93	38.8
5 episodes	30	12.5
6-8 episodes	34	14.2
9-12 episodes	1	0.4
13-15 episodes	1	0.4
16 and more episodes	1	0.4
6.2.6 Number of movies binge-watched at a stretch		
2 movies	69	28.8
3 movies	111	46.3
4 movies	42	17.5
5 movies	17	7.1
6 movies	1	0.4
6.2.7 I binge-watch when		
Alone at home and parents at work	50	20.8
As and when I can as I have my smartphone or (device) at my disposal.	65	27.1
At night when no one is watching me	66	27.5
At night after all my errands are finished	44	18.3
As I am staying in a hostel and this is convenient for me.	15	6.3
Total	**240**	**100**

6.3 Access to OTT Platforms

Table 6.3.1 indicates the distribution of participants accessing the various OTT platforms. Among all the platforms, it was observed that 67.5% accessed YouTube, 66.7% watched Netflix and 52.1% watched Amazon Prime. These were the top three most accessed platforms compared to other platforms. In contrast, Zee5 was the least-watched platform by the college students (32.9%).

Table 6.3.1: OTT Platforms you have access

OTT platform	No n(%)	Yes n(%)
YouTube	78 (32.5)	162 (67.5)
Netflix	80 (33.3)	160 (66.7)
Amazon Prime	115 (47.9)	125 (52.1)
Hot Star	124 (51.7)	116 (48.3)

Voot	137 (57.1)	103 (42.9)
Jio Cinema	157 (65.4)	83 (34.6)
Alt Balaji	163 (67.9)	77 (32.1)
Zee5	161 (67.1)	79 (32.9)
Other	236 (98.3)	4 (1.7)

6.3.2 Gadgets used to access the OTT streaming platforms

Table 6.3.2 shows the distribution of students based on the gadgets they have used to view the streaming platforms they binge-watch. 65 % of students used their smartphones to watch OTT platforms, followed by 55 % who binge-watched on television and 38.3 % on their laptops. The least popular gadget for watching OTT was found to be the notepad, which was used by 20.4% of the students only.

Table 6.3.2: Gadgets used to access the OTT streaming platforms

Type of gadget	No n(%)	Yes n(%)
Television	108 (45.0)	132 (55.0)
Desktop Computer	175 (72.9)	65 (27.1)
Smart Phone	84 (35.0)	156 (65.0)
iPad	167 (69.6)	73 (30.4)
Laptop	148 (61.7)	92 (38.3)
Notepad	191 (79.6)	49 (20.4)
iPhone	168 (70.0)	72 30.0)

6.4 Positive impact on students and their academic performance

Research Objective 1: To identify the positive impact of binge-watching on the academic performance of students.

Table 6.4 was deliberately worded in a manner to understand a student's use of Binge-watching as well as to probe the use of binge-watching for passing time, as entertainment, or as escape motivation. Students were also asked if they gained knowledge or learned filmmaking knowledge by binge-watching.

The findings of this study show that a majority of students disagreed that they binge-watched because they were bored or tired of the work they were doing (Table 6.4.1: 2.14 ± 1.21), which highlights that binge-watching was not an activity of relaxation or a break in their hectic studies.

The students also had a neutral attitude towards binge-watching as a means of escaping their feelings of stress, hurt or anger which indicates that neutrality was shown in the case of binge-watching as an escape motivation (Table 6.4.2: 2.80 ± 1.39).

The students neither agreed nor disagreed that they were gaining knowledge about a particular topic through binge-watching (Table 6.4.3: 2.85 ±1.33). Nor were they interested in the field of films for study purposes (Table 6.4.4: 2.78±1.33). Students barely felt that binge-watching helped in socializing and building a rapport with their friends (Table 6.4.5: 2.87 ±1.32). They also have a neutral attitude towards the non-realization of binge-watching as a time-wasting habit (Table 6.4.5: 2.87 ± 1.32). There was no academically benefitting motive among the northeast students for binge-watching.

Table 6.4: Positive impact on students and their academic performance

	Reasons of Binge-Watching	Mean	Std. Deviation
6.4.1	I binge-watch when I am bored or tired of the work that I am doing.	2.138	1.207
6.4.2	I binge-watch when I am hurt, stressed or upset, in order to distract myself.	2.800	1.397
6.4.3	I binge-watch for gaining knowledge on particular topics.	2.846	1.328
6.4.4	I binge-watch as I am a student who is interested in the field of films or other animation, which requires me to watch series or movies.	2.796	1.330
6.4.5	I binge-watch in order to have a good rapport with my friends based on the same topic.	2.875	1.320

6.5 Negative impact on students and their academic performance

Research Objective 2: To identify the negative impact of binge-watching on the academic performance of students.

Table 6.5 depicts the negative impact of binge-watching based on four factors. The first factor points to sleep deprivation (Table 6.5.1). The students disagreed that they had lost sleep due to binge-watching and experienced difficulty getting up the next day (Table 6.5.1.1: 2.55 ±1.38) and a neutral attitude was observed when they were asked whether they were feeling drowsy and tired in classes the day thereafter (Table 6.5.1.2: 2.70 ± 1.21). Moreover, they did not feel that they lacked attention after binge-watching (Table 6.5.1.3: 2.72 ± 1.28). When testing for the aspects of lack of self-regulation among college students, the data analysis depicted that students had a neutral attitude about time spent binge-watching particular series without realizing that the time had gone (Table 6.5.2.1: 2.78 ±1.37). Similarly, they had a neutral opinion about whether they wanted to control binge-watching but were unable to self-regulate or control their habits (Table 6.5.2.2: 3.02 ± 1.29). Procrastination (Table 6.5.3) was another factor and in all of those statements, students had neutral attitudes and statements are they have delayed giving their assignments/class work. The last factor that was studied was the impact of binge-watching on academic performance (Table 6.5.4). Similar to the above factors, for this factor also the students had a neutral attitude upon being asked if their exams had been affected by Binge-watching.

Table 6.5: Binge-Watching and its negative effects

	Attitude of students against binge watching	Mean	Std. Deviation
6.5.1	**Sleep deprivation**		
6.5.1.1	Binge-Watching has often given me a loss of sleep and difficulty in rising the next day.	2.554	1.386
6.5.1.2	After binge-Watching, I have been very drowsy and tired in classes the next day.	2.700	1.211

	Attitude of students against binge watching	Mean	Std. Deviation
6.5.1.3	I have no attention in class after binge-watching as my mind often wanders to what I had watched.	2.725	1.277
6.5.2	**Lack of Self-regulation**		
6.5.2.1	I have spent way too many hours binge-watching a particular series without realizing that so many hours have passed.	2.779	1.374
6.5.2.2	I want to control my binge-watching, but I am unable to self-regulate or control my habit.	3.021	1.285
6.5.3	**Procrastination**		
6.5.3.1	I have delayed giving my assignments/ class work due to binge-watching.	2.963	1.397
6.5.3.2	I have forgotten to do my assignments/ class work as I got lost in Binge-Watching a movie or a series.	2.713	1.416
6.5.3.3	Delaying or non-submission of assignments has later led me to anxiety and stress of hurriedly doing my college assignments and submitting it to my teacher	2.833	1.243
6.5.4	**Academic performance**		
6.5.4.1	Binge-watching videos has affected my performance in academics and in my college exams	2.792	1.356

6.6 Hypothesis testing

6.6.1 Negative impact of Binge-watching on the academic performance of college students.

H1: Binge-watching creates a significant negative impact on the academic performance of college students.

The model summary from Table 6.6.1 shows that the regression model predicts academic performance significantly well with [$F_{(1, 238)}$ = 7.331, $p < 0.05$] with $R^2 = 0.03$ and an unstandardized B value of 0.277.

It can be implied that only 2.0 % of the variation in academic performance is due to the negative sides of binge-watching and H1: Binge-watching creates a significant negative impact on the academic performance of college students, is accepted.

Table 6.6.1: Negative Impact of binge-watching on the academic performance of students

Aspects of binge watching	Mean	Std. Deviation	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
			B	Std. Error			
(Constant)	2.833	0.989	2.196	0.272		8.086	0.000
Binge-watching-negative reasons	2.814	0.675	0.227	0.094	0.155	2.414	0.017
R= 0.155, R^2=0.024, Adj R^2= 0.020, F(1, 238)=5.829, p= 0.017							

6.6.2 Binge-watching leads to procrastination of assignments

> H2: Binge-watching leads to procrastination of assignments by college students.

The results of linear regression analysis are presented in Table 6.6.2. As per the model summary, the model was found to be significant F (1, 238) = 7.331, p <0.05) with the negative side of binge-watching significantly impacting procrastination with R^2 = 0.030 and an unstandardized value of 0.194. Since R^2 = 0.030, it implies that the negative side of binge-watching accounted for 3% of the total variation in procrastination. It can be concluded that H2, which states that Binge-watching leads to procrastination of assignments by college students, is accepted.

While the hypothesis may be acceptable that in case of a negative impact, the variation is only 2% in the life of these northeast students in matters related to Binge-watching. The same can also be said regarding the variable of procrastination and binge-watching which again is only 2%.

Table 6.6.2: Binge-watching leads to procrastination of assignments

Aspects of binge watching	Mean	Std. Deviation	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
(Constant)	2.836	0.756	2.291	0.207		11.070	0.000
Binge watching-negative reasons	2.814	0.675	0.194	0.072	0.173	2.708	0.007
R= 0.173, R^2=0.030, Adj R^2= 0.026, F (1, 238)=7.331, p= 0.007							

6.6.3 Binge-watching leads to sleep-deprivation and hence lack of focus in college.

H3: Binge-watching leads to sleep-deprivation and hence lack of focus in college amongst college students

The results of linear regression analysis are summarized in Table 6.6.3. From the model summary, it is evident that the regression model predicts the dependent variable significantly well as $p < 0.05$. R represents the correlation coefficient that lies between -1 and +1. Since the R-value was 0.28, it means that there is a positive correlation between negative reasons for binge-watching with sleep deprivation. R square represents the coefficient of determination and ranges between 0 and 1.

Since $R^2 = 0.082$, it implies that the negative side of binge-watching accounted for 8.2% of the total variation in sleep deprivation with an $F(1, 238)$ change value = 21.179.

Thus, H3: Binge-watching leads to sleep-deprivation, and hence lack of focus in college amongst college students is accepted. The extent of variation is denoted by the regression coefficient 'B', which is defined as the change in the response variable for every unit change in the predictor variable. The effect size of benefits was found to be positive with unstandardized B = 0.328. Sleep deprivation which could lead to a lack of focus in studies in college is the only variable that shows a variation of 8.2%.

Table 6.6.3: Binge-watching leads to sleep deprivation

Aspects of binge watching	Mean	Std. Deviation	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
(Constant)	2.660	0.774	1.737	0.206		8.428	0.000
Binge watching-negative reasons	2.814	0.675	0.328	0.071	0.286	4.602	0.000
R= 0.286, R²=0.082, Adj R²= 0.078, F (1, 238)=21.179, p= 0.000							

Most of the questions resulted in a neutral outlook from the students in the data analysis. Despite the fact that many of the students binge-watched 3, 4, or 5 episodes (Table 6.2.5) at a stretch, However, the neutrality of the results could lead to an analysis that this was occurring once in a while in the case of most students. The fact that 29.6% (Table 6.2.4) of students were binge-watching every day did not however show an impact on the other variables that could reveal a significant impact on academics. There was barely any positive outcome of binge-watching activity as observed in the data analysis.

The negative impact on studies, including impact on exams, delay in handing over assignments, drowsiness, and tiredness in class the next day did not fetch major outcomes. The responses showed neutrality. The only variable that showed an 8.2% variation was sleep deprivation. The variation depicted by the analysis for negative impact and procrastination was only 2% and could be considered a very weak impact.

7   RESEARCH LIMITATIONS AND IMPLICATIONS

The study faced many hassles due to the lockdown being implemented and was done as Covid-19 was peaking in the very first round.

Hence, further studies in this field, post-Covid-19 need to be done to analyze the binge-watching scenario better, given the fact that post-Covid-19, there was a huge surge in OTT platform users. The study could also focus on cultural differences in different states of India which can influence, behavioral patterns, and the choice of particular series in different states of the country.

8   CONCLUSION

The binge-watching trend has caught on with all students as this research showed that all the students accepted that they were binge-watching. Binge-watching is turning into a 'new normal' (Netflix Inc, 2013) for most youth. The analysis showed that Binge-watching did not have a significant impact on the academic performance of students. Neither did Northeast students of India use binge-watching as a means of a relaxing break nor escape motivation. Most variables only showed neutrality in the analysis of students. The negative impact was seen in an insignificant numerical percentage. The only impact that could be considered important was sleep deprivation in some of the students. Sleep - deprivation due to binge-watching could lead to further health issues. A similar result was also seen in (Wagh et al., 2020). The study suggests a post-Covid analysis on the same topic as there was a massive surge in OTT subscribership post the pandemic.

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