

University of Twente

Faculty of Behavioural, Management, & Social Sciences

Department of Psychology, Health & Technology

BSc. Psychology

1<sup>st</sup> supervisor: Britt Bente, MSc

2<sup>nd</sup> supervisor: Dr. Nadine Köhle

**The Association between Binge-Watching and Social Relationships, such as Romantic Relationships, Family Relationships, and Friendships**

Name: Marie Sophie Duwendag

Total number of pages: 52

Date of submission: 29.06.2020

## Abstract

**Introduction.** The offer of today's streaming services grows and outclasses traditional television programs. Simultaneously with the rapid growth of online streaming services develops the phenomenon of binge-watching, which can affect social relationships.

**Aim.** The present study aimed to investigate whether there is a relationship between binge-watching and different types of social relationships, specifically romantic relationships, family relationships, and friendships.

**Methods.** The study had a quantitative research design and contained an online questionnaire that was completed by a convenient sample including 209 participants ( $M_{age} = 23.88$ ,  $SD = 6.6$ ). To evaluate watching behaviour, participants were asked to indicate the number of episodes they normally watch in a row. To assess the quality of romantic relationships, the "couples satisfaction scale" was used. The "family relationships scale" was used to estimate familial qualities concerning expressiveness, cohesion, and conflict. Lastly, to determine the quality of friendships, the "friendship assessment scale" was applied. To test whether there are relationships between binge-watching and the three different types of social relationships the correlational analysis, namely Spearman's Rho was conducted.

**Results.** Results showed no significant correlation between binge-watching and romantic relationships ( $r_s = -.09$ ,  $p > .05$ ). Additional findings displayed a significant, positive, and weak correlation between binge-watching and family quality ( $r_s = .17$ ) and a significant, positive, and weak correlation between binge-watching and the quality of friendships ( $r_s = .26$ ). Concerning family quality, there were no significant relationships detected between binge-watching and family cohesion or expressiveness, but a significant, positive, and weak relationship between binge-watching and family conflicts ( $r_s = .18$ ).

**Conclusion.** These findings illustrate that there are existing relationships between binge-watching and the quality of family relationships and friendships. More specifically, a higher number of episodes watched in a row is associated with lower qualities of family relationships and friendships. Consequently, today's users should be aware of these relationships and be cautious and sceptical concerning the combination of binge-watching and family relationships or friendships. Based on these findings, future research should explore whether binge-watching can be used as a tool to increase or decrease the quality of social relationships.

*Keywords:* binge-watching, romantic relationships, family relationships, friendships

## Table of Contents

<b>Introduction</b> .....	4
Methods .....	7
Design .....	7
Participants.....	7
Procedure .....	7
Materials .....	8
Data Analysis .....	10
<b>Results</b> .....	12
Participants.....	12
Binge-watching .....	13
Romantic relationships.....	13
Family relationships.....	13
Friendships.....	15
<b>Discussion</b> .....	16
Binge-watching and romantic relationships.....	16
Binge-watching and family relationships .....	16
Binge-watching and friendships .....	17
Strengths and Limitations .....	18
Conclusion .....	18
Reference list .....	20
Appendix.....	24

### Introduction

“You”- Another series produced by Netflix, will publish its third season in 2021 and more than a million households are waiting for it (You, n.d.). Within the last years, society showed a change regarding the use of television and alternative video streaming options. Pittman and Sheehan (2015) reported that the audience of traditional television programs dropped down. Instead, people started to consume on-demand streaming services as an alternative option to watch movies, series, or documentaries (Pittman & Sheehan, 2015). The most important advantage of online streaming services over cable television is that streaming services provide their audience the chance to follow many episodes right after each other (Pittman & Sheehan, 2015). To watch movies and series without the usage of traditional television, the internet offers many different providers, such as Netflix or Amazon Prime (Statista Research Department, 2020). All in all, the audience of streaming services grows and outclasses traditional television more and more.

Streaming services take an important place in people’s daily lives by offering alternative options to activities with friends, family, or romantic partners. First of all, one important type of social relationships that can be affected by the use of streaming services is romantic relationships. For instance, a positive effect of online streaming services on romantic relationships was discovered by Gomillion, Gabriel, Kawakami, and Young (2017). More specifically, a shared social world can be replaced by a shared streaming account, which can have similar positive effects on romantic relationships in regard to intimacy and the emotional connection (Gomillion, et al., 2017). To show the importance of streaming services in today’s relationships, couples share their passwords on Netflix and other streaming services as a way to increase their relationship quality by showing trust (Park, et al., 2018). On the contrary, research detected that the communicated image of social relationships in movies and series is not always comparable with reality (Len-Ríos, Streit, Killoren, Deutsch, Cooper, & Carlo, 2016). For example, there might be a little chance of finding “prince charming” the way he is described in the Disney movie “Cinderella”. Next to some exceptions, the majority of watchers develops an unrealistic picture of relationships that hinders them to get to know a dating partner (Len-Ríos, et al., 2016). Overall, there are positive and negative influences of streaming services on romantic relationships.

In addition to romantic relationships, online streaming services can also affect family lives. On one hand, one famous type of watching behaviour that positively influences familial relationships is called “co-viewing“ and can be described as watching the same movie

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

together without talking to each other (Padilla-Walker, et al., 2012). Particularly, this action can have positive effects on the quality and connection of familial relationships (Padilla-Walker, et al., 2012). Nevertheless, watching movies or series together improves connections between family members even better when interacting through debates or discussions with each other while watching content (Padilla-Walker, et al., 2012). Despite the positive effects, streaming services can also negatively influence families. Similar to the pictures transmitted of romantic relationships, movies, and series can also convey rules and norms that are not matching with one's ideas of a family (Len-Ríos, et al., 2016). All in all, even though streaming services negatively affect familial relationships, some positive effects on family relationships were discovered as well.

Besides romantic relationships and familial relationships, streaming services can also influence friendships. On one hand, a study conducted by Matrix (2014) investigated the positive effect that people can find new interest groups and friendships on social media through Netflix series such as "House of Cards". Another positive consequence is that Netflix offers today's youth opportunities to take part in conversations with friends and classmates (Matrix, 2014). On the other hand, the influence of Netflix shows some negative side effects. Using Netflix as a tool to participate in groups, can provoke a feeling that is called "fear of missing out" (Matrix, 2014). This feeling is defined as being afraid to be the only one that did not watch a specific series or movie and as a consequence will not be able to take part in daily conversations (Matrix, 2014). Altogether, online streaming services affect friendships positively as well as negatively.

Consequently, the existence of the relation between streaming services and social relationships is already explored. However, another term that is less studied in relation to social relationships and could change the current association between streaming services and social relationships is called "binge-watching". To define, a watching behaviour can be called binge-watching when a person watches three or more episodes in one sitting (Pittman & Steiner, 2019). In general, the association between binge-watching and social relationships is important to study because binge-watching is becoming a trend monitored by many people (Wheeler, 2015). Despite lacking research on the relationship between binge-watching and social relationships, a study by Vaterlaus, Spruance, Frantz, and Kruger (2019) about social isolation discovered distinct effects of binge-watching. To specify, on one side, participants described binge-watching as a chance to find new friends, however on the other side, people had concerns that binge-watching can lead to social isolation (Vaterlaus, et al., 2019).

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

Despite the contrasting effects of binge-watching on concepts linked to social relationships of former research, the specific focus on the association with different types of social relationships is not yet precisely explored. As a consequence, the importance of this research is to elaborate whether there are relationships between binge-watching and the satisfaction and quality of social relationships to inform today's increasing number of subscribers. Consequently, this research aims to discover whether there is a relationship between binge-watching and social relationships, in particular romantic relationships, family relationships, and friendships. As a result, this study will answer the following research questions:

- (1) To what extent is there a relationship between binge-watching and satisfaction with romantic relationships?
- (2) To what extent is there a relationship between binge-watching and the quality of family relationships
- (3) To what extent is there a relationship between binge-watching and the quality of friendships?

## **Methods**

### **Design**

The study had a quantitative research design, that included an online questionnaire to research the effects of online streaming services. The questionnaire investigated sleeping behaviour, media escapism, and its relation to self-regulation, procrastination, eating behaviour, and social relationships (see Appendix A). This study will only focus on the relation between binge-watching and social relationships, namely romantic relationships, family relationships, and friendships. The ethics committee of the University of Twente approved the research with the request number 200352 on the 17.03.2020.

### **Participants**

Participants had to fulfill the following inclusion criteria to be included in the study. First, the participants had to be above the age of 18. Second, access to any online streaming service was presumed. Third, a sufficient level of English was required. Furthermore, media channels of the researchers such as Facebook were used to recruit the participants. The participants of this study included friends, family, and other contacts of the researchers. Lastly, participants were asked to fill in the online questionnaire within the determined time slot of 13 days, starting on the 8<sup>th</sup> of April and ending on the 20<sup>th</sup> of April.

### **Procedure**

Every participant received a link to the online questionnaire. Participants could access the questionnaire via every device with a working internet connection. The survey started with an informed consent that shortly summarised the research questions, topics, and the confidential and anonymous usage of data. Added to that, the consent form also referred to the current situation with Covid-19 and stressed that participants should try to answer the questions based on their experiences before this unusual situation. Following the agreement to the consent form, participants had to indicate if they have access to online streaming services. Participants that did not have access were automatically led to the end of the survey. Participants that had access to streaming services had to answer questions regarding demographics as well as different sub-questionnaires. The last page of the online questionnaire contained a conclusive sentence to thank all participants for their participation. Furthermore, contact information of the researchers was provided in case of questions. Participating in this study took about 20 minutes.

## Materials

The constructs measured in this research were binge-watching and social relationships, in particular romantic relationships, family relationships, and friendships. To explain, only the scales related to these constructs were used. Questions related to demographics were first asked, following, questionnaires regarding the four constructs were presented. Concerning the pilot test, the researchers themselves answered the online questionnaire to examine whether the questionnaire was suitable for participants.

**Demographics.** To receive demographic information about the participants, five questions regarding their gender, age, nationality, occupation, and education were asked (see Appendix A).

**Binge-watching.** The concept binge-watching was measured with one question, namely “*On average, how many episodes in a row do you normally watch per day?*”. This question could be answered on a scale from “0” to “*more than 7*”. To clarify, participants who answered that they normally watch 0, 1, or 2 episodes in a row were identified as non-binge-watchers, while participants who normally watch 3, 4, 5, 6, or more than 7 episodes were identified as performing binge-watching (Pittman & Steiner, 2019).

**Romantic relationships.** To distinguish participants in a romantic relationship from participants that were not in a romantic relationship, the question “*Are you currently in a relationship?*” was asked. People that answered with “no” automatically skipped the questions related to romantic relationships. Participants currently in a romantic relationship were evaluated regarding their relationship satisfaction. The “*Couples satisfaction scale*” (CSS) measured the satisfaction of romantic relationships and contained 16 questions in total (Funk & Rogge, 2007). For example, participants had to answer questions like “*Please indicate the degree of happiness, all things considered, of your relationship?*” on a 6-point Likert scale that ranged from 1 (*extremely unhappy*) to 6 (*perfect*) (Funk & Rogge, 2007). Furthermore, statements such as “*our relationship is strong*” or “*my relationship with my partner makes me happy*” could be confirmed or rejected on a six-point Likert-scale that ranged from 1 (*not at all true*) to 6 (*completely true*) (Funk & Rogge, 2007). The CSS was evaluated by calculating the sum scores of the items after reversing the negatively worded questions. The sum score ranged from 0 to 81, with a cut-off score of 51.5. Accordingly, participants that scored higher than 51.5 were satisfied with their romantic relationship, and participants that scored lower than 51.5 were dissatisfied with their romantic relationship (Funk & Rogge, 2007). In this study, the CSS displayed an excellent internal consistency ( $\alpha =$



## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

0.92). In comparison, the Cronbach's alpha of the original author was "excellent" as well ( $\alpha = 0.98$ ) (Funk & Rogge, 2007).

**Familial relationships.** The 15-item "*Family relationship scale*" (FRS) measured the quality of familial relationships (Fok, Allen, Henry, & Team, 2014). The questions were sorted into three different categories (cohesion, expressiveness, and conflict) to assess the quality of familial relationships. Every item could be answered on a 4-point Likert scale. The answer options ranged from 0 (*strongly disagree*) to 3 (*strongly agree*). Different examples of the FRS were: "*In our family, we really help and support each other*" (cohesion), "*In our family, we can talk openly in our home*" (expressiveness), "*In our family, we argue a lot*" (conflict). The FRS was analysed by calculating the sum score of the whole questionnaire and every category separately after reversing the negatively worded questions. Concerning the scores of the whole FRS, higher scores indicated lower qualities of family relationships, while lower scores indicated higher qualities of family relationships. With regard to the first category "family cohesion", scores between 0 and 7 indicated most cohesive, scores between 8 and 14 indicated moderate cohesive, and scores between 15 and 21 indicated least cohesive. Referring to the category "family expressiveness", scores between 0 and 3 showed most expressiveness, scores between 4 and 6 showed moderate expressiveness, and scores between 7 and 9 showed least expressiveness. Lastly, concerning the category "family conflict", scores between 0 and 6 determined most conflict, scores between 7 and 12 determined moderate conflict, and scores between 13 and 18 determined least conflict. Furthermore, reliability tests of this study showed that the FRS exhibited excellent internal consistency ( $\alpha = 0.9$ ). Similarly, the original internal consistency of the scale was calculated by Fok, Allen, Henry, and Team (2014) using Cronbach's alpha and showed "good" psychometric properties ( $\alpha = 0.88$ )

**Friendships.** The 5-item "*Friendship assessment scale*" (FAS) measured the quality of friendships (Hawthorne & Griffith, 2000). All the questions were assessed with a 5-point Likert scale that ranged from 1 (*almost always*) to 5 (*not at all*). Examples of the FAS were "*I found it easy to get on with other people*" or "*I found it easy to make contact with people*" (Hawthorne & Griffith, 2000). The FAS was elaborated by calculating the mean and sum scores of the items after reversing the negatively worded questions. To clarify, lower mean and sum scores indicated higher friendship qualities, and higher mean and sum scores indicated lower relationship qualities. Added to that, reliability measures of this study illustrated that the FAS displayed good internal consistency ( $\alpha = 0.81$ ). In comparison, the

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

existing reliability measures indicated acceptable reliability ( $\alpha = 0.76$ ) (Hawthorne & Griffith, 2000).

### Data Analysis

To prepare and analyse the data of the study, the statistics program IBM SPSS Statistics, version 24, was used.

**Preparing the data set.** To start, participants that displayed missing values in any of the scales in the whole questionnaire were excluded from the analysis. The initial data set included 263 participants in total.  $n = 50$  Participants had to be removed due to missing values. Furthermore,  $n = 2$  participants were excluded as a result of their age, which was lower than 18. Added to that,  $n = 2$  more participants had to be excluded because they did not have access to streaming services. Consequently, the final data set included 209 participants.

**Participants.** First of all, frequencies and percentages were calculated to investigate the demographic data of the participants.

**Binge-watching.** To assess binge-watching, frequencies and percentages were calculated to identify the number of people binge-watching. In addition, means, standard deviations, and minimum and maximum values were calculated to determine their consumption of streaming services.

**Social relationships.** Means and standard deviations were separately calculated for the three types of social relationships, namely romantic relationships, family relationships, and friendships. Furthermore, percentages, and minimum and maximum values were individually calculated for every type of social relationship. In addition, frequencies were calculated to show the proportion of participants that scored higher or lower than the cut-off scores determined by the CSS and FRS.

To assess whether parametric or non-parametric tests were appropriate to check the relationship between binge-watching and the quality or satisfaction of social relationships, assumptions had to be tested. Because assumptions concerning normality and outliers were not fulfilled, the non-parametric test, Spearman's Rho was used. Hauke and Kossowski (2011) provided further support for the usage of the Spearman's Rho correlation.

Regarding the interpretation of the Spearman's Rho correlation, the relationship between two variables is significant when the p-value is lower than .01 or .05, depending on the SPSS recommendations. The strength of a relationship depended on how close the calculated value is to plus or minus one. More specifically, a value of 0 indicated no relationship, values between +/- .1 and +/- .3 indicated a "weak" relationship, a value between

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

+/- .4 and +/- .6 indicated a “moderate” relationship, a value between +/- .7 and +/- .9 indicated a “strong” relationship, and lastly a value of +/- 1 indicated a “perfect” relationship (Akoglu, 2018).

## Results

### Participants

209 people participated in this research. The mean age was 23.88 ( $SD = 6.6$ ) years with the youngest participant being 18 years old and the oldest participant being 54 years old. Other demographics can be found in Table 1. Especially interesting was that next to German and Dutch participants,  $n = 46$  (22 %) participants were from other countries inside and outside Europe like India ( $n = 8$ ), America ( $n = 6$ ), or Spain ( $n = 2$ ). Added to that, the majority of the participants were university students (59.3%).

**Table 1**

*Demographic statistics of participants (N = 209)*

Baseline Characteristics		
	<i>n</i>	%
<b>Gender</b>		
Female	147	70.3
Male	62	29.7
<b>Nationality</b>		
German	124	59.3
Dutch	39	18.7
Others	46	22
<b>Occupation</b>		
Pupils	5	2.4
Students	124	59.3
Employed	69	32.8
Unemployed	5	2.4
Other	6	35.6
<b>Education</b>		
Primary school	4	1.9
High school	130	62.2
Bachelor's degree	43	20.6
Master's degree	20	9.6
Doctorate	2	1.0
Other	10	4.8

### Binge-watching

96 (45.9%) participants performed binge-watching and  $n = 113$  (54.1%) did not perform binge-watching. Furthermore, on average participants watched  $M = 3.56$ ,  $SD = .09$  episodes in a row with a minimum of “1” episode and a maximum of “more than 7” episodes in a row.

### Romantic relationships

The statistical analysis showed that  $n = 95$  (45.5%) participants were in a romantic relationship. 74 (77.9%) participants scored higher than 51.1 which indicates that they were satisfied with their relationship. On average the participants scored higher than 51.5 ( $M = 56.84$ ,  $SD = 0.96$ ), which illustrates that on average participants were satisfied with their romantic relationship. Lastly, the minimum score on the CSS was 14 while the maximum score was 68.

Spearman’s correlation showed a non-significant, negative, and weak correlation between the two variables  $r_s = -.09$ ,  $p > .05$ ,  $N = (95)$ . Figure 1 shows that a higher number of episodes watched in a row is associated with a lower total score in the CSS, which indicates relationship dissatisfaction.

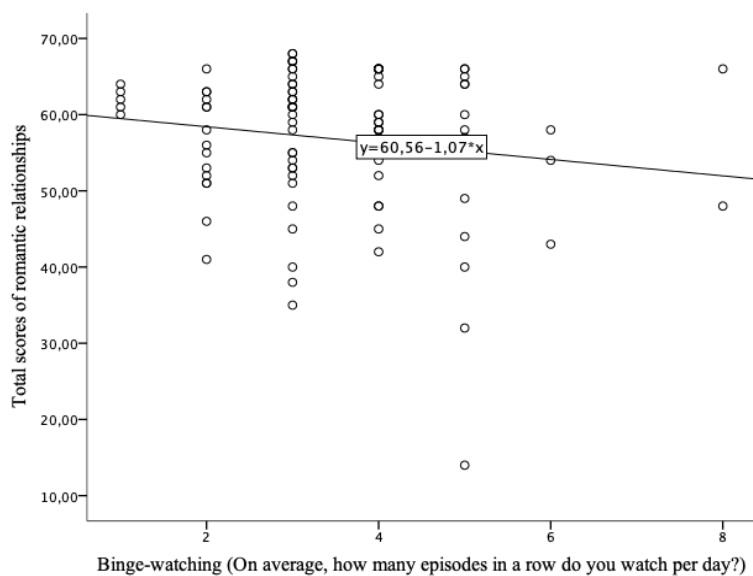


Figure 1. Scatterplot showing a non-significant, negative and weak correlation between the number of episodes watched in a row and the total scores of the satisfaction with romantic relationships. The x-axis (binge-watching) ranges from 1 to 8. The y-axis (total scores of romantic relationships) ranges from 0 to 70.

### Family relationships

The average score of family cohesion was  $M = 6.39$ ,  $SD = 4.60$ , which indicates “most” family cohesion. Furthermore, the average score of expressiveness was  $M = 3.26$ ,  $SD = 2.00$ , which indicates “most” family expressiveness. Lastly, the average score of conflict was  $M = 11.50$ ,  $SD = 3.80$ , which indicates a “moderate” level of conflict.

Spearman’s Rho correlation showed a significant, positive, and weak correlation between binge-watching and the whole FRS  $r_s = .17$ ,  $p < .05$ ,  $N = (209)$ . Figure 2 illustrates that a higher number of episodes watched in a row is associated with a higher total score, which indicates lower qualities of family relationships. Additional results showed a non-significant, positive, and weak correlation between binge-watching and family cohesion  $r_s = .12$ ,  $p > .05$ ,  $N = (209)$ . Added to that, a non-significant positive, and weak correlation was found between binge-watching and family expressiveness  $r_s = .1$ ,  $p > .05$ ,  $N = (209)$ . Lastly, results identified a significant, positive, and weak correlation between binge-watching and family conflicts  $r_s = .18$ ,  $p < .001$ ,  $N = (209)$ .

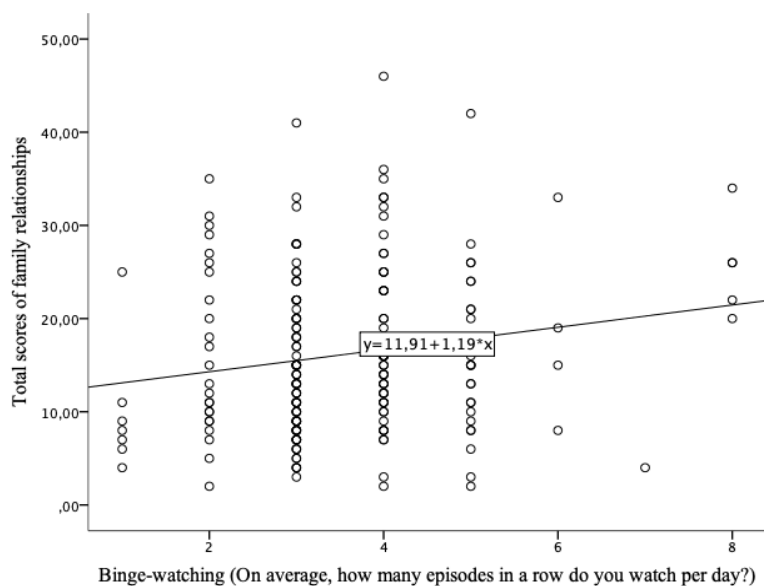
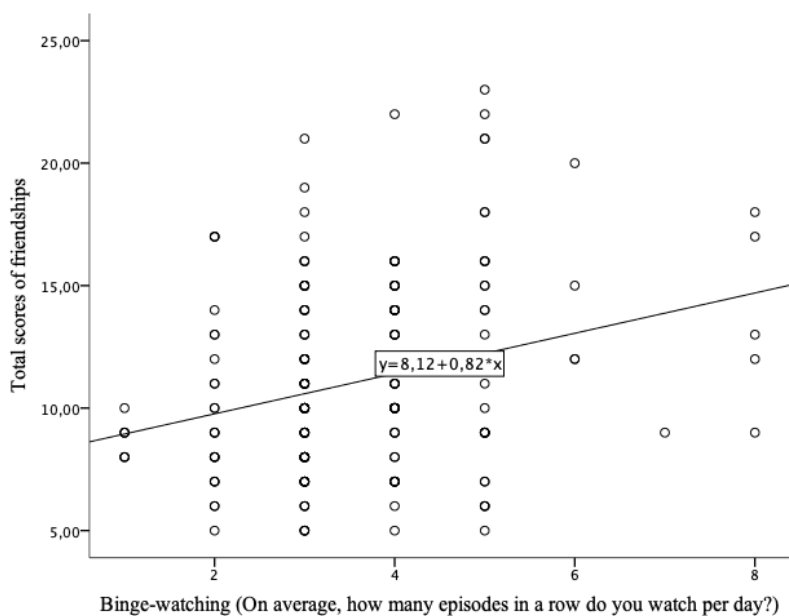


Figure 2. Scatterplot showing a significant, positive, and weak correlation between the number of episodes watched in a row and the total scores of the quality of family relationships. The  $x$ -axis (binge-watching) ranges from 1 to 8. The  $y$ -axis (total scores of family relationships) ranges from 0 to 50.

## Friendships

Regarding the FAS, the mean was situated lower than the mid-point  $M = 2.21$ ,  $SD = 0.76$ . A lower value indicates higher qualities of the relationships of friends.

Spearman's Rho correlation showed a significant, positive, and weak correlation between binge-watching and friendships  $r_s = .26$ ,  $p < .001$ ,  $N = (209)$ . Figure 3 illustrates that a higher number of episodes watched in a row is associated with a higher total score, which indicates lower qualities of friendships.



*Figure 3.* Scatterplot showing a significant, positive, and weak correlation between the number of episodes watched in a row and the total scores of the quality of friendships. The x-axis (binge-watching) ranges from 1 to 8. The y-axis (total score of friendships) ranges from 0 to 25.

## **Discussion**

This research aimed to examine whether there are relationships between binge-watching and different types of social relationships. No relationship was found between binge-watching and the satisfaction within romantic relationships, but existing relationships were found between binge-watching and the qualities of family relationships and friendships. More specifically, a higher number of episodes watched in a row is associated with lower qualities of family relationships and friendships.

### **Binge-watching and romantic relationships**

Concerning the first research question, it was expected, on the bases of previous studies, that there is a relationship between binge-watching and satisfaction of romantic relationships (Gomillion, et al., 2017). However, this study could not confirm this relationship. Contrasting, research by Gomillion et al (2017) detected a relationship in which people using streaming services more often reported more satisfaction of intimacy and a better emotional connection with their partner. In addition, research by Len-Ríos, et al. (2016) identified an existing relationship between streaming services and romantic relationships as well. Reasons for the contradicting results of this research with previous studies could be that Gomillion et al (2017) and Len-Ríos, et al. (2016) did not specify their researches merely to online streaming services but also included other shared social media websites, such as Facebook. Based on the contrasting results with previous research, future research should study again whether there is a relationship between binge-watching and the satisfaction of romantic relationships. This can be done by a similar correlational study. However, based on the research of Gomillion et al (2017) and Len-Ríos, et al. (2016), future research should not solely focus on online streaming services, but also include social media websites, such as Facebook or Instagram.

### **Binge-watching and family relationships**

Regarding the second research question, it was expected, depending on former research, that a relationship between binge-watching and the quality of family relationships exists. This research could confirm the relationship and detected that a higher number of episodes watched in a row is associated with lower qualities of family relationships. This is in line with previous research, such as the study by Len-Ríos, et al. (2016) who demonstrated that families who watch online streaming services have lower qualities of family relationships



## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

through contradicting values between movies and real life. Similarly, the present study found an existing relationship between binge-watching and family conflict, where binge-watching is associated with a higher amount of family conflicts. In comparison, these findings are in line with other studies, like the research by Dixit, Marthoenis, Arafat, Sharma, and Kar, (2020) who stressed that binge-watchers have more family conflicts. Besides, this study could not confirm relationships between binge-watching and family cohesion or expressiveness. This is in contrast with studies, like the research by Padilla-Walker, et al. (2012) who stressed the enhancement of debates and familial connection through streaming services. Reasons for this could be that the sample of Padilla-Walker, et al. (2012) only included American people, who are identified as watching more content on online streaming services (Watson, 2019). In conclusion, these findings suggest that people should be aware that binge-watching is related to the quality of family relationships. Consequently, families should treat the new trend of binge-watching with caution. In practice, these discoveries can also be supplementary for health care centres with a specification for family therapy. For instance, the gained knowledge about the existence of a relationship between binge-watching and the quality of family relationships can guide therapists to discuss appropriate coping skills concerning the management of the new trend, namely binge-watching (Da Costa, 2019). Based on these findings, future research should further investigate the causal relationship between binge-watching and the quality of family relationships to identify cause and effect. This could be done by an experimental study that explores the differences in quality of family relationships between binge-watchers and non-binge-watchers. Results would supplement whether binge-watching can be used as a tool to increase or decrease the quality of family relationships in the future.

### **Binge-watching and friendships**

Referring to the third research question, it was expected, on the basis of previous research, to find a relationship between binge-watching and the quality of friendships. This study could confirm this relationship and found that a higher number of episodes watched in a row is associated with lower qualities of friendships. These findings are in line with former findings of Matrix (2014) who discovered that users of streaming services have lower-quality friendships through the phenomenon of “the fear of missing out”. Contrasting, Matrix (2014) also discovered that people using streaming services have new and high-quality friendships. This finding is contradictory to the results of this research. A reason for these partially diverging outcomes is that Matrix (2014) investigated the causal relationship with online

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

streaming services. Consequently, even though this research examined binge-watching and not online streaming services in general, the research by Matrix (2014) is a supplement to this research because it defines the positive and negative consequences of online streaming services. Nevertheless, the findings of the present study suggest that society should be aware of the relationship between binge-watching and the quality of friendships. Additionally, subscribers should be sceptical and cautious when it comes to combining binge-watching and friendships. Furthermore, the existence of the relationship, detected in this research, can help health care centres to appropriately prepare patients for potential risks (Dandamudi & Sathiyaseelan, 2018). Based on these results, future research should explore the causal relationship between binge-watching and the quality of friendships. This can be done by an experimental study that focuses on the consequences of binge-watching on the quality of friendships. As a result, this study would supplement whether binge-watching can be used to increase or decrease the quality of friendships. In addition, binge-watching is not only an issue regarding online streaming services but also for social media pages, such as Instagram (Chambliss et al., 2017). A study by Sheldon and Bryant (2016) detected a relationship between excessive social media usage and the quality of friendships. Consequently, future research in the area of friendships should not only focus on online streaming services, but also on social media websites.

### **Limitations and Strengths**

Even though the online questionnaire started with an announcement that stressed that participants should imagine a world without COVID-19 when answering the questions, especially questions regarding social relationships could still have been affected. To emphasise, Dixit, et al. (2020) recently discovered that people in the Corona lockdown started to have fewer social contacts and watched more content online. Consequently, it could have been difficult for the participants to answer the survey independently from their current situation. An additional limitation concerns the correlational analysis used in this research that cannot make predictions about causality. Consequently, this study can only say something about the existence of relationships, but not about causes and consequences.

Apart from the limitations, the outcomes of this study are unique and can be seen as guidance for future research. Due to the specific focus of the research on the three types of social relationships, specifically romantic relationships, family relationships, and friendships, the outcomes identified relationships between binge-watching and family relationships and friendships. Since previous research mostly investigated social relationships in general or also

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

included other types of social media, the outcomes of this particular research can guide future research related to the consequences of binge-watching or the specific types of relationships.

### **Conclusion**

To conclude, this study investigated the relationships between binge-watching and social relationships. Against expectations, no relationship was found between binge-watching and satisfaction with romantic relationships. Despite, this study detected relationships between binge-watching and the quality of family relationships and friendships. To specify, a higher number of episodes watched in a row is associated with lower qualities of family relationships and friendships. These findings are important for society because people should be aware of the relationships between binge-watching and the qualities of family relationships and friendships. Furthermore, subscribers should be sceptical and treat the new trend of binge-watching with caution. Also, this newly gained knowledge about the existing relation between binge-watching and the quality of family relationships and friendships can guide counsellors to appropriately prepare their patients for possible risks.

### Reference list

- Akoglu, H. (2018). User's guide to correlation coefficients. *Turkish journal of emergency medicine, 18*(3), 91-93. <https://doi.org/10.1016/j.tjem.2018.08.001>
- Aron, A., Norman, C. C., Aron, E. N., McKenna, C., & Heyman, R. E. (2000). Couples' shared participation in novel and arousing activities and experienced relationship quality. *Journal of personality and social psychology, 78*(2), 273. <https://psycnet.apa.org/doi/10.1037/0022-3514.78.2.273>
- Best, R. de. (2019). Netherlands: most used streaming services 2017-2018. Retrieved from <https://www.statista.com/statistics/672759/ranking-of-vod-platforms-in-the-netherlands-by-platforms/>
- Chambliss, C. et al. (2017). Distracted by Binge-watching: Sources of Academic and Social Disruption in Students. *ARC Journal of Pediatrics, 3*, 14-17. <http://dx.doi.org/10.20431/2455-5711.0301004>
- Da Costa, J. C. R. (2019). Binge-Watching. *Journal for Social Thought, 3*(1). Retrieved from <https://ojs.lib.uwo.ca/index.php/jst/article/view/4812>
- Dandamudi, V. A., & Sathiyaseelan, A. (2018). BINGE WATCHING: WHY ARE COLLEGE STUDENTS GLUED TO THEIR SCREENS. Retrieved from <http://globalvisionpub.com/globaljournalmanager/pdf/1527067799.pdf>
- Derrick, J. L., Gabriel, S., & Hugenberg, K. (2009). Social surrogacy: How favored television programs provide the experience of belonging. *Journal of Experimental Social Psychology, 45*(2), 352-362. <https://doi.org/10.1016/j.jesp.2008.12.003>
- de Feijter, D., Khan, V. J., & van Gisbergen, M. (2016, June). Confessions of a guilty couch potato understanding and using context to optimize binge-watching behavior. In *Proceedings of the ACM International conference on interactive experiences for TV and online video* (pp. 59- 67). <https://doi.org/10.1145/2932206.2932216>
- Dixit, A., Marthoenis, M., Arafat, S. Y., Sharma, P., & Kar, S. K. (2020). Binge watching behavior during COVID 19 pandemic: A cross-sectional, cross-national online survey. *Psychiatry Research*. doi: 10.1016/j.psychres.2020.113089
- Flayelle, M., Canale, N., Vögele, C., Karila, L., Maurage, P., & Billieux, J. (2019). Assessing binge-watching behaviors: Development and validation of the “Watching TV Series Motives” and “Binge-Watching Engagement and Symptoms” questionnaires. *Computers in Human Behavior, 90*, 26-36. <https://doi.org/10.1016/j.chb.2018.08.022>

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

- Fok, C. C. T., Allen, J., Henry, D., & Team, P. A. (2014). The Brief Family Relationship Scale: A brief measure of the relationship dimension in family functioning. *Assessment, 21*(1), 67-72. Retrieved from [https://journals.sagepub.com/doi/pdf/10.1177/1073191111425856?casa\\_token=0E9LPjPTChsAAAAA:VYIoWqDDoVygauBSt0Tb0rbwXfJu9Z4POAMAPXfuQUEjDo2XZBrTharonFLKU-xLRllyrEBiU4oiz5Y](https://journals.sagepub.com/doi/pdf/10.1177/1073191111425856?casa_token=0E9LPjPTChsAAAAA:VYIoWqDDoVygauBSt0Tb0rbwXfJu9Z4POAMAPXfuQUEjDo2XZBrTharonFLKU-xLRllyrEBiU4oiz5Y)
- Funk, J.L., & Rogge, R.D. (2007). Testing the Ruler with Item Response Theory: Increasing Precision of Measurement for Relationship Satisfaction with the Couples Satisfaction Index. *Journal of Family Psychology, 21*, 572-583. doi: 10.1037/0893-3200.21.4.572
- Gomillion, S., Gabriel, S., Kawakami, K., & Young, A. F. (2017). Let's stay home and watch TV: The benefits of shared media use for close relationships. *Journal of Social and Personal Relationships, 34*(6), 855-874. <https://doi.org/10.1177/0265407516660388>
- Groshek, J., Krongard, S., & Zhang, Y. (2018, July). Netflix and Ill? Emotional and Health Implications of Binge Watching Streaming TV. In *Proceedings of the 9th International Conference on Social Media and Society* (pp. 296-300). <https://doi.org/10.1145/3217804.3217932>
- Hauke, J., & Kossowski, T. (2011). Comparison of values of Pearson's and Spearman's correlation coefficient on the same sets of data. *Quaestiones Geographicae, 30*(2), (pp. 87-93). doi: 10.2478/v10117-011-0021-1
- Hawthorne, G., & Griffith, P. (2000). *The Friendship Scale: development and properties*. Melbourne: Centre for Health Program Evaluation. Retrieved from: <https://pdfs.semanticscholar.org/e86b/cf64f3d8b75eccc14fbbc47d0587fdfa62cf.pdf>
- Jenner, M. (2017). Binge-watching: Video-on-demand, quality TV and mainstreaming fandom. *International Journal of Cultural Studies, 20*(3), 304-320. <https://doi.org/10.1177/1367877915606485>
- Len-Ríos, M. E., Streit, C., Killoren, S., Deutsch, A., Cooper, M. L., & Carlo, G. (2016). US Latino adolescents' use of mass media and mediated communication in romantic relationships. *Journal of Children and Media, 10*(4), 395-410. <https://doi.org/10.1080/17482798.2016.1144214>
- Matrix, S. (2014). The Netflix effect: Teens, binge watching, and on-demand digital media trends. *Jeunesse: Young People, Texts, Cultures, 6*(1), 119-138. doi:10.1353/jeu.2014.0002.

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

- Padilla-Walker, L. M., Coyne, S. M., & Fraser, A. M. (2012). Getting a high-speed family connection: associations between family media use and family connection. *Family Relations*, *61*(3), 426-440. <https://doi.org/10.1111/j.1741-3729.2012.00710.x>
- Park, C. Y., Faklaris, C., Zhao, S., Sciuto, A., Dabbish, L., & Hong, J. (2018). Share and share alike? an exploration of secure behaviors in romantic relationships. In *Fourteenth Symposium on Usable Privacy and Security (SOUPS) 2018* (pp. 83-102). Retrieved from:  
<https://www.usenix.org/system/files/conference/soups2018/soups2018-park.pdf>
- Pittman, M., & Sheehan, K. (2015). Sprinting a media marathon: Uses and gratifications of binge-watching television through Netflix. *First Monday*, *20*(10).  
DOI: <http://dx.doi.org/10.5210/fm.v20i10.6138>
- Pittman, M., & Steiner, E. (2019). Transportation or narrative completion? Attentiveness during binge-watching moderates regret. *Social Sciences*, *8*(3), 99.
- Rubenking, B., Bracken, C. C., Sandoval, J., & Rister, A. (2018). Defining new viewing behaviours: What makes and motivates TV binge-watching?. *International Journal of Digital Television*, *9*(1), 69-85. [https://doi.org/10.1386/jdtv.9.1.69\\_1](https://doi.org/10.1386/jdtv.9.1.69_1)
- Sheldon, P., & Bryant, K. (2016). Instagram: Motives for its use and relationship to narcissism and contextual age. *Computers in human Behavior*, *58*, 89-97.
- Statista Research Department. (2020). SVOD services: market share in Europe. Retrieved from <https://www.statista.com/statistics/832067/svod-services-market-share-in-the-eu/>
- Spearman's correlation . (n.d.). Retrieved from  
<http://www.statstutor.ac.uk/resources/uploaded/spearmans.pdf>
- Vaterlaus, J. M., Spruance, L. A., Frantz, K., & Kruger, J. S. (2019). College student television binge watching: Conceptualization, gratifications, and perceived consequences. *The Social Science Journal*, *56*(4), 470-479.
- Video Streaming (SVoD) - Germany: Statista Market Forecast. (n.d.). Retrieved from <https://www.statista.com/outlook/206/137/video-streaming--svod-/germany>
- Walton-Pattison, E., Dombrowski, S. U., & Presseau, J. (2018). 'Just one more episode': Frequency and theoretical correlates of television binge watching. *Journal of health psychology*, *23*(1), 17-24.
- Watson, A. (2019). Global Netflix usage by region 2017. Retrieved from <https://www.statista.com/statistics/758369/netflix-video-usage-region/>

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

Wheeler, K. S. (2015). The relationships between television viewing behaviors, attachment, loneliness, depression, and psychological well-being. Retrieved from <https://digitalcommons.georgiasouthern.edu/honors-theses/98/>

You. (n.d.). Retrieved from <https://media.netflix.com/en/only-on-netflix/80211991>

## Appendix

### A. Online questionnaire

#### How Good or bad is Netflix For us

---

##### Start of Block: Default Question Block

*Dear Participant,* You are being invited to participate in a joint research study of five individual Bachelor theses, approved by the ethics committee of the University of Twente. This research is centered on the question "How good or bad is Netflix for us?". The study is carried out by bachelor Psychology students from the Faculty of Behavioural, Management and Social Sciences at the University of Twente.

The purpose of this study is to reveal the relationship between your watching behaviour on streaming services and variables such as sleeping behaviour, (media-) **escapism and its association with self-regulation**, procrastination behavior, self-regulation skills on eating behaviour and social relationships.

The questionnaire is divided into 7 different parts. It will take you approximately 20 minutes to complete the whole questionnaire.

Your participation in this study is entirely voluntary and you can withdraw at any time. When answering the questions, please consider that we are in a special situation with Covid-19. Try to take into account your behavior before this time and try to answer the questions by considering your behavior in general and not only in the past weeks.

We believe there are no known risks associated with this research study; however, as with any online related activity the risk of a breach is always possible. To the best of our ability, your answers in this study will remain confidential. We will minimize any risks by anonymizing all your data and storing it without any chance to identify you.

---

For further questions, please contact us: Hannah R. Ciroth ([h.r.ciroth@student-utwente.nl](mailto:h.r.ciroth@student-utwente.nl))  
 Katja V. Da Cunha Goncalves ([k.v.dacunhagoncalves@student.utwente.nl](mailto:k.v.dacunhagoncalves@student.utwente.nl)) Mark R.  
 Roesthuis ([m.r.roesthuis@student.utwente.nl](mailto:m.r.roesthuis@student.utwente.nl)) Marie S. Duwendag  
 ([m.s.duwendag@student.utwente.nl](mailto:m.s.duwendag@student.utwente.nl)) Anouk Kuhn ([a.kuhn-2@student.utwente.nl](mailto:a.kuhn-2@student.utwente.nl)) 1st  
 Supervisor: B. Bente 2nd Supervisor: Dr. N. Köhle

---

I have read and understood the study information

Yes (1)

---



## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions and I can withdraw from the study at any time without having to give a reason.

Yes (1)

---

Page Break

---

**Background information**

Before the questionnaire starts, first answer please the demographic questions.

---

What is your gender?

Male (1)

Female (2)

Other (3)

I do not want to say that. (4)

---

What is your age?

\_\_\_\_\_

---

What is your nationality?

German (1)

Dutch (2)

Other, namely (3) \_\_\_\_\_

---

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

Please indicate your occupation.

- Pupil (1)
  - Student (2)
  - Employed full-time (3)
  - Employed part-time (4)
  - Unemployed (5)
  - Other, namely (6) \_\_\_\_\_
- 

Please indicate your highest level of education you have finished.

- Primary school (1)
  - High school (2)
  - Bachelor's degree (3)
  - Master's degree (4)
  - Doctorate (5)
  - Other, namely (6) \_\_\_\_\_
- 

The first part of the questionnaire starts at the next page

---

Page Break \_\_\_\_\_

**Part 1 - Streaming behaviour**

First, we will ask you some questions about your streaming behaviour. Please consider that we are in a special situation with Covid-19 and remember for the entire survey that there are no right or wrong answers. Try to also take into account your behavior before this time and to answer the questions by considering your behaviour in general and not only in the past weeks.

Which video-streaming service do you use the most on a weekly basis?

- Netflix (1)
- Amazon Prime (2)
- Hulu (3)
- Disney Plus (4)
- Youtube (5)
- Videoland (6)
- Others (7)
- I do not use online-streaming services (8)

How many days per week do you make use of online-streaming services?

0 1 2 3 4 5 6 7

Days ()	
---------	--

On average, how many hours do you use online-streaming services on a daily basis?

0 1 2 3 4 5 6 7 8 9 10 11 12

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS




Hours ()	
----------	--

On average, how many episodes in a row do you watch per day?

- 0 (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 7 (7)
- More than 7 (8)

On a weekly basis, how many hours do you spend watching following content:

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

Series (1)	
Documentaries (2)	
Movies (3)	

Page Break

---

### **Part 2 - Sleep quality**

Following, you will be asked questions about **your bedtime and sleeping behaviour**. Please reflect on your behaviour in the **past months**. For each of the following statements, please decide whether it applies to you on a **scale from 1 (never) to 5 (always)**.

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
I go to bed later than I had intended. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I go to bed early if I have to get up early in the morning. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If it is time to turn off the lights at night I do it immediately. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Often, I am still doing other things when it is time to go to bed. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I easily get distracted by things when I actually would like to go to bed. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not go to bed on time. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a regular bedtime which I keep to. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to go to bed on time but I just do not. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can easily stop with my activities when it is time to go to bed. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Page Break

**Part 3 - Watching behaviour motives** Next, you will be given statement options regarding your online viewing motives. These motives are divided into 4 categories and you will be guided through each of them.

The first motive is called "**Coping/Escaping**" and focuses on how streaming platforms may serve as a coping strategy.

**For each of the following statements, please decide whether it applies to, on a scale from 1 (strongly disagree) to 4 (strongly agree).**

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I watch TV series to pass the time and escape from boredom (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series to relieve stress, anxiety or negative emotions (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series to get away from the daily hassles (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series to overcome loneliness (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series to escape a number of responsibilities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series in order to feel like I am floating in a secondary state for a while (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series to escape the routine (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series to escape reality and seek shelter in fictionary worlds (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

The second motive is called "**Enrichment**" and focuses on certain abilities individuals may want to acquire through watching content on online streaming platforms. **For each of the following statements, please decide whether it applies to you on a scale from 1 (strongly disagree) to 4 (strongly agree).**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I watch TV series to discover whole new worlds and to increase my knowledge on a number of subjects (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series to learn or familiarise myself with a new language (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series because they give me food for thought on a number of subjects Item (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series to extend my audiovisual knowledge (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series to develop my personality and broaden my views (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

The third motive, "**Emotional Enhancement**", focuses on certain emotions individuals would like to experience while watching content on online streaming platforms.

**For each of the following statements, please decide whether it applies to you on a scale from 1 (strongly disagree) to 4 (strongly agree).**

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I watch TV series to feel strong emotions like the excitement or the thrill they give me (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series because I know I'll have a good time if I get carried away by the story (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series to get attached to characters and feel joy watching them in each episode (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series in the hopes of feeling again the elation I felt watching another TV series previously (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series to be captivated and experience extraordinary adventures by proxy (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

The fourth motive is called "**Social**" and includes statements about social motivations behind an individuals online watching behavior.

**For each of the following statements, please decide whether it applies to you on a scale from 1 (strongly disagree) to 4 (strongly agree).**

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I watch TV series not to be out of touch, because most of my friends do it (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series to relate to others more easily, because TV series give me something to discuss (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series because I bow to my close circle's pressure when they advise me to watch a given series (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I watch TV series to feel valued in others' eyes thanks of the extent of my knowledge (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

 Page Break
 

---

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

**Part 4 - Self-regulation** In the following, you will see statements about **self-regulation**. For each of the following statements, please decide honestly whether they apply to you, using a scale from 1 (strongly disagree) to 7 (to strongly agree).



## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

When it comes to deciding about a change, I feel overwhelmed by the choices. (9)

I have trouble following through with things once I've made up my mind to do something. (10)

I don't seem to learn from my mistakes. (11)

I can stick to a plan that's working well. (12)

I usually only have to make a mistake one time in order to learn from it. (13)

I have personal standards, and try to live up to them. (14)

As soon as I see a problem or challenge, I start looking for all possible solutions. (15)



## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

I can usually find several different possibilities when I want to change something. (24)

Once I have a goal, I can usually plan how to reach it. (25)

If I make a resolution to change something, I pay a lot of attention to how I'm doing. (26)

Often I don't notice what I'm doing until someone calls it to my attention. (27)

I usually think before I act. (28)

I learn from my mistakes. (29)

I know how I want to be. (30)

I give up quickly. (31)



**Part 5 - Procrastination behaviour**

In this part, you will see twelve statements regarding your **procrastination behaviour**. For each of the following statements, please decide which answer option applies for you

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

themost on a **scale from 1 (very seldom or not true of me) to 5 (very often true, or true of me)**.

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

	Very Seldom or Not True of Me (1)	Seldom True of Me (2)	Sometimes True of Me (3)	Often True of Me (4)	Very Often True, or True of Me (5)
I delay making decisions until it's too late. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even after I make a decision I delay acting upon it. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I waste a lot of time on trivial matters before getting to the final decision. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In preparation for some deadlines, I often waste time by doing other things. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even with tasks that require little else except sitting down and doing them, I find they seldom get done for days. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often find myself performing tasks that I had intended to do days before. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

I am continually saying "I'll do it tomorrow". (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I generally delay before starting on work I have to do. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find myself running out of time. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't get things done on time. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not very good at meeting deadlines. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Putting things off till the last minute has cost me money in the past. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Page Break

**Part 6 - Self-Regulation of Eating Behaviour** In the following, you will see statements about your self-regulation regarding your eating behaviour. For the first question, please swipe the scale to the percentage that is most applicable to you.

0 10 20 30 40 50 60 70 80 90 100

On a scale from 0 to 100% how healthy do you consider your diet? ()




---

Q28 Please read the following statements and tick the boxes that most fit you. For the next few questions, please, understand that: “Tempting foods” are any food you want to eat more of than you think you should. “Eating intentions” refers to the way you are aiming to eat, for example you may intend to avoid tempting foods or eat healthy foods.

For each of the following statements, please decide honestly whether they apply to, using a

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

scale from  
1 (never) to 5 (always).

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
I give up too easily on my eating behaviours. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at resisting tempting food. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I easily get distracted from the way I intend to eat. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am not eating in the way I intended to, I make changes. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it hard to remember what I have eaten throughout the day. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Page Break

---





## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

For each of the following questions, please decide whether it applies to you on a scale from **1 (not at all)** to **6 (completely)**.

	Not at all (1)	A little (2)	Somewhat (3)	Mostly (4)	Almost completely (5)	Completely (6)
How rewarding is your relationship with your partner? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well does your partner meet your needs? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent has your relationship met your original expectations? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, how satisfied are you with your relationship? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---



## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

For each of the following items, select the answer that best describes **how you feel about your relationship**. Base your responses on your first impressions and immediate feelings about the item.

	1 (1)	2 (2)	3 (3)	
Interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Boring
Bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Good
Full	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Empty
Sturdy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fragile
Discouraging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hopeful
Enjoyable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Miserable

---

Page Break

---

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

**Family relationship scale**

The following questionnaire is about the relationships within your family. Please answer the upcoming statements on the provided scale as honestly as possible. Please indicate for every statement whether you "strongly agree", "agree", "disagree", or "strongly disagree" based on what is in your opinion most appropriate for your family.

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
In our family we really help and support each other. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our family we spend a lot of time doing things together at home. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our family we work hard at what we do in our home. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our family there is a feeling of togetherness. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family members really support each other. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to be a part of our family. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our family we really get along well with each other. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our family we can talk openly in our home. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

Please indicate for every statement whether you "strongly agree", "agree", "disagree", or "strongly disagree" based on what is in your opinion most appropriate for your family.

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
In our family we sometimes tell each other about our personal problems. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our family we begin discussions easily. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our family we argue a lot. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our family we are really mad at each other a lot. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our family we lose our tempers a lot. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our family we often put down each other. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family members sometimes are violent. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our family we raise our voice when we are mad. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## THE ASSOCIATION BETWEEN BINGE-WATCHING AND SOCIAL RELATIONSHIPS

**Friendship assessment scale**

This scale is about your friendships. Please think of the last 4 weeks before **Covid-19** that were still "normal" and try to answer the following 5 statements based on these 4 weeks.

	Almost always (1)	Most of the time (2)	About half the time (3)	Occasionally (4)	Not at all (5)
I found it easy to get on with other people (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt lonely (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had someone to share my feelings with (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found it easy to make contact with people (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt I was a burden to people (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Page Break

Thank you for your participation. You helped us a lot in gaining data about how good or bad Netflix is for us. If you have any questions or concerns, feel free to contact us:

h.r.ciroth@student.utwente.nl  
a.kuhn-2@student.utwente.nl  
m.s.duwendag@student.utwente.nl  
k.v.dacunhagoncalves@student.utwente.nl  
m.r.roesthuis@student.utwente.nl

---

End of Block: Default Question Block