

The relationship between the use of VOD streaming services and general procrastination behaviour in the general public

Bachelor thesis

M. R. Roesthuis

s1729691

m.r.roesthuis@student.utwente.nl

1st supervisor: B. E. Bente MSc

2nd supervisor: dr. N. Köhle

Faculty of Behavioural Management and Social Sciences (BMS)

Psychology

University of Twente

30-6-2020

Abstract

Background: The establishment of VOD streaming services has caused a change in the way that series, documentaries, and movies are consumed. This change led to interferences in people's daily life as more and more people tend to prefer using VOD streaming services while delaying intended activities. This phenomenon can also be referred to as procrastination behaviour. Procrastination behaviour is already known to be a serious health factor and research concerning procrastination behaviour is increasing. However, the relationship between VOD streaming services and procrastination behaviour remains unknown.

Aim: The aim of this study was to see if there exists a relationship between the streaming behaviour on VOD streaming services and general procrastination behaviour in the general public. In the sub questions, streaming behaviour was divided into two ways of measurement, namely, daily hours spent on VOD streaming services and episodes watched in a row on VOD streaming services.

Method: This study was conducted as an online correlational survey study. To participate in the study, participants needed to be 18 years or older and should be using VOD streaming services. In total, 209 participants were recruited to fill in an online questionnaire which assessed their streaming behaviour and general procrastination behaviour. To examine general procrastination behaviour the Pure Procrastination Scale (PPS) was used, consisting of twelve statements accompanied with a 5-point Likert scale, with response options ranging from 1 (Very Seldom or Not True of Me) to 5 (Very Often True, or True of Me). After the data was gathered, for both sub questions a Spearman's rho correlation was used to examine if a relationship existed.

Results: Based on the results, it can be said that for both, daily hours spent on VOD streaming services ($r_s = .325$) and episodes watched in a row on VOD streaming services ($r_s = .292$), statistically significant positive relationships were found with general procrastination behaviour. However, both relationships were only weak.

Conclusion: This study provided insights into the relationship between the use of VOD streaming services and general procrastination behaviour. It can be concluded that, though relationships were weak, people who spend more time and/or watch more episodes in a row on VOD streaming services, tend to participate more in general procrastination behaviour. However, caution has to be taken with the generalizability of the results, as the study sample mainly consisted of students. For future research it would be recommended to increase the

diversity of the sample, to extend the research design to explanatory research and to involve the intended activity which is being procrastinated. This could create more in-depth understanding about the relationship between the use of VOD streaming services and general procrastination behaviour.

Introduction

“Whatever our televisual drug of choice – series, movies, documentaries – we’ve all put off errands ... to watch just one more...” (Matrix, 2014). A quote which might sound familiar to many people who make use of Netflix, Amazon Prime, Disney+, and/or other streaming services. This quote implicates that people tend to “watch just one more” to procrastinate certain activities or tasks, e.g., physical activity, study, work, they had planned to do. It seems to suggest that the use of streaming services could be related to the procrastination behaviour of people, but does this relationship really exist?

Since the introduction of video-on-demand (VOD) streaming services, a change has occurred in the way that series, movies, and documentaries are consumed under the general public (Pittman & Sheehan, 2015). With the emergence of VOD online streaming platforms, it was possible for the consumer to watch several series, movies, or documentaries at any possible moment. At first, it was standard for streaming services, or more appropriate at that time “catch-up services”, to publish single episodes in a particular time period (Jenner, 2015). In this case, consumers sometimes had to wait days or weeks to watch a new episode. Netflix was one of the first that introduced this format in a different way. Instead of publishing single episodes of a series, Netflix averted the waiting periods, and started to publish entire seasons of series where every episode was released simultaneously (Jenner, 2015). This new strategy of publishing entire seasons in one go is nowadays found across multiple VOD streaming services, e.g., Amazon Prime Video, HuluPlus, Disney+, Videoland.

With the establishment of VOD streaming services, a new type of watching behaviour was born (Pittman & Sheehan, 2015). Because of the accessibility to entire seasons of a particular series, consumers are now able to watch multiple episodes of a particular series in one sitting and/or to spend more time on streaming services (Flayelle, Maurage, & Billieux, 2017; Jenner, 2016; Pittman & Sheehan, 2015). Both types of behaviour descriptions are used inconsistently across existing literature. Besides entire series, a wide range of movies and documentaries became directly available for consumers, which also created the opportunity to watch multiple movies and documentaries in one sitting.

With the still growing usage of VOD streaming services, also research on the daily effects of the use of VOD streaming services is starting to grow (Flayelle et al., 2018). In the study of Flayelle et al. (2018), it was mentioned that an increased use of VOD streaming services was associated with a stimulation of sedentary behaviour. More and more people

prefer to sit on the couch watching streaming services, instead of participating in physical activity (Mansoubi, Pearson, Biddle, & Clemes, 2014).

The study of Mansoubi et al. (2014) implicates that the use of VOD streaming services might cause a lack of self-regulation to participate in certain planned activities, e.g., physical activity. In other words, users of VOD streaming services might participate in the voluntary delay of intended behaviour by diverting to a more preferable alternative course of action, which can also be defined as procrastination behaviour (Gustavson, Miyake, Hewitt, & Friedman, 2014; Rebetz, Rochat, Barsics, & Van der Linden, 2017; Steel, 2007).

Procrastination behaviour is seen as a self-regulation failure and is established when a person voluntarily decides to procrastinate a task or activity to a later moment in time.

Despite the fact that procrastination behaviour interferes with people's self-regulation of planned tasks on the short term, which might cause stress and fatigue, it was also found to have serious negative health-related consequences in the long term (Sirois, 2016). Sirois (2016) mentions that general participation in procrastination, without considering the underlying cause of this procrastination behaviour, might be related to various serious health-issues, e.g., diabetes, heart disease, cancer, and depression. Therefore, research on general procrastination behaviour is increasing, as it might contribute to the knowledge on the establishment and prevention of several serious health issues, as the ones just mentioned (Sirois, 2016).

Although the importance of research on procrastination behaviour has already been acknowledged and the amount of research is increasing rapidly, the exact relationship between the use of VOD streaming services and procrastination behaviour remains unknown. However, as can be implicated from the study of Mansoubi et al. (2014), people do prefer to spend time on VOD streaming services and therefore voluntarily delay other activities, e.g., physical activity. This notion can be supported by the study of Merrill Jr. & Rubenking (2019), who mentioned that the use of VOD streaming services was often indicated as a form of procrastination. Therefore, accordingly to the discussed literature, the following main research question was formulated:

Is there a relationship between the use of VOD streaming services and general procrastination behaviour in the general public?

Furthermore, to assess the use of VOD streaming services as accurate as possible and to support the main research question, the following sub questions were formulated:

To what extent are the average number of daily hours spent on VOD streaming services and general procrastination behaviour related?

To what extent are the average number of episodes watched in a row on VOD streaming services and general procrastination behaviour related?

Method

Design

This study was conducted as an online correlational survey study. The study was part of a larger study on the topic of the use of VOD streaming services, named “How Good or Bad is Netflix for Us?”. Data for this study was gathered through an online questionnaire (see Appendix A) together with four other researchers.

For the current study, the measured variables are quantitative variables, namely the number of daily hours spent on VOD streaming services, the number of episodes watched in a row on VOD streaming services, and the general procrastination scores of the questionnaire. This research was approved by the Ethics Committee of the Faculty of Behavioural Sciences at the University of Twente with request number 200352.

Participants

To participate in the study, participants needed to be 18 years or older and should be using VOD streaming services. Furthermore, participants should be able to understand English sufficiently, as the questionnaire was provided in English.

Participants were recruited through convenience sampling and snowball sampling. Close contacts of the cooperating researchers were approached to be part of the study through a link for the questionnaire which was shared on social media. Furthermore, study participants were also able to recruit possible future participants.

Procedure

If participants chose to participate in the study, participants could follow the link which brought them on the welcome page. Here, participants could read the informed consent including information about the purpose of the study, the duration of the questionnaire, and the confidentiality of the data. Also, participants were requested for the whole questionnaire to recall their behaviour from before the Corona crisis, as their behaviour during the Corona crisis could be strongly biased from their normal behaviour, because of the social isolation. Furthermore, participants were informed with the right to withdraw from the study at any time by closing the page. At the end of the welcome page, participants could either accept or decline the informed consent. If participants chose to decline the informed consent, the questionnaire was ended.

If participants accepted the informed consent, they were instructed to fill in the questionnaire on their laptop or mobile device in a quiet environment and subsequently were

proceeded to a new page which involved the demographic questions. After finishing the demographic questions, participants were guided to a page which assessed their streaming behaviour. If participants reported here that they did not use VOD streaming services, they were guided to the end of the questionnaire. Otherwise, they were progressed to the next questions about streaming behaviour. After finishing the questions about streaming behaviour, the participant was guided through five separate scales, including the Pure Procrastination Scale. After these scales, the participant was thanked for participation and provided with contact information of the involved researchers. To exit the questionnaire, the participant could close the page. To fill out the full questionnaire, it took the participants approximately 20 minutes.

Materials

The full online survey consisted of seven parts, namely the demographic questions, the questions concerning streaming behaviour, and the five separate scales all involved in the study of “How Good or Bad is Netflix for Us?”. The first part of the questionnaire consisted of the demographic questions, which assessed the gender, age, nationality, occupation, and finished level of education.

The second part of the questionnaire contained questions about the streaming behaviour of the participants. The first question in this part assessed the type of VOD streaming service that was most used. The participant could choose between the answer options Netflix, Amazon Prime, Hulu, Disney Plus, Youtube, Videoland, “Others”, and “I do not use online streaming services”. In the second question, assessing the number of days per week on which streaming services were used, participants could answer using options ranging from 0 days to 7 days. For the third question, about the number of daily hours spent on VOD streaming services, participants were able to choose an answer option ranging from 0 hours to 12 hours. For the fourth question, involving the number of episodes watched in a row per day, participants could choose an answer option on a range of 0 to 7, as also “more than 7”. For the last streaming behaviour question, involving the number of weekly hours spent on three different mediums (series, documentaries, movies), participants could indicate their answer for each medium separately on a range of 0 hours to 24 hours.

The next five parts of the questionnaire consisted of the five separate scales involved in the study of “How Good or Bad is Netflix for Us?”. However, for the scope of this study, the focus will only be on the fifth part of the questionnaire, which involved the Pure Procrastination Scale (PPS) (Steel, 2010a). This scale was used to assess the general

procrastination behaviour of the participants. In the study of Steel (2010b), the PPS has shown an improved convergent validity with the construct of procrastination in comparison with other procrastination-related scales. Furthermore, in the current study the reliability of the PPS was determined through Cronbach's alpha at 0.9, which means an excellent internal consistency. The PPS consists of a total of twelve items and makes use of a 5-point Likert scale, with response options ranging from 1 (Very Seldom or Not True of Me) to 5 (Very Often True, or True of Me). To determine the total score on the PPS for every participant, the sum of the twelve separate item scores was calculated. The higher the scores, the higher the agreement with general procrastination behaviour (Svartdal et al., 2016).

Data Analysis

After the data was gathered, it was exported from Qualtrics into SPSS 25.0, where the data was analysed. The total dataset was first checked on possible peculiarities, e.g., missing numbers, participants who were below the age of 18 years old, or participants who had indicated that they did not make use of any VOD streaming service. Cases with peculiarities (n=54) were deleted from the total dataset. After the deletion of these cases, the total dataset was determined on N=209.

Then, descriptive statistics were calculated for the frequencies and percentages, mean scores (M), minimum and maximum, and the standard deviations (SD) of the participants' demographics and their use of VOD streaming services. To use the scores on the PPS, the summed up total score of the twelve items was used. Therefore, a new variable was created which showed for every participant their total score on the PPS.

To examine both sub questions, the Spearman's rho correlation was used. The Spearman's rho correlation was chosen above a Pearson correlation, as the assumptions for the Pearson correlation were not met. One of these assumptions states that both variables must be normally distributed, which was not the case for both sub questions. A Spearman's rho correlation shows the strength of the correlation with r_s ranging from -1.00 to 1.00, where a coefficient score further away from .00, with a maximum of 1.00, indicates a strong correlation and a coefficient score closer to .00 indicates a weak correlation. Within the correlation of the first sub question, the item scores on the average number of daily hours spent on VOD streaming services and the total scores on the PPS were used. Within the correlation of the second sub question, the item scores on the average number of episodes watched in a row on VOD streaming services and total scores on the PPS were used. For all the conducted analyses, a significance level of .05 was used.

Results

Demographics

In total, 209 participants filled in the questionnaire. The majority of the participants was female (70.3%) with a mean age of 23.9 years ($SD = 6.6$). More than half of the respondents were German (59.3%) and indicated as students (59.3%). This is consistent with the rate of participants that indicated “High school” as their highest finished educational level (62.2%). Additional information on the demographic characteristics can be found in Table 1.

Table 1
Demographic characteristics of study sample (N=209)

	<i>Frequency</i>	<i>%</i>
Age (in years), Mean (sd)	23.9 (6.6)	
Minimum	18	
Maximum	54	
Sex		
Male	62	29.7
Female	147	70.3
Nationality		
German	124	59.3
Dutch	39	18.7
Other	46	22.0
Occupation		
Pupil	5	2.4
Student	124	59.3
Employed full-time	51	24.4
Employed part-time	18	8.6
Unemployed	5	2.4
Other	6	2.9
Education		
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

Streaming behaviour

When looking at the streaming behaviour characteristics, it stands out that the majority of the participants (66.0%) indicated Netflix as their most used streaming service and only 11.0% of the participants indicated another streaming service than Netflix or Youtube as their most used streaming service. Furthermore, the most weekly hours spent on VOD streaming services were spent on series ($M = 8.3$). Additional information about the frequencies and characteristics of the participants streaming behaviour can be found in Table 2 and 3.

Table 2
Frequencies per used VOD streaming service (N=209)

	<i>Frequency</i>	<i>%</i>
Streaming service		
Netflix	138	66.0
Amazon Prime	11	5.3
Disney Plus	5	2.4
Youtube	48	23.0
Videoland	4	1.9
Others	3	1.4

Table 3
Streaming behaviour characteristics of study sample

	Minimum	Maximum	Mean (sd)
Use of streaming services on daily basis (in hours)	1.0	10.0	2.8 (1.5)
Use of streaming services on weekly basis (in days)	0.0	7.0	5.4 (1.8)
Number of episodes watched in a row	1.0	8.0	3.6 (1.3)
Watching series on weekly basis (in hours)	0.0	24.0	8.3 (5.7)
Watching documentaries on weekly basis (in hours)	0.0	24.0	1.6 (2.6)
Watching movies on weekly basis (in hours)	0.0	24.0	4.1 (3.8)

Correlations between streaming behaviour and general procrastination behaviour

The results of the Spearman's rho correlation, illustrated in Table 4, have shown statistically significant positive correlations for both, daily hours spend on VOD streaming services ($r_s = .325, p < .001, N = 209$) and number of episodes watched in a row ($r_s = .292, p < .001, N = 209$), with general procrastination behaviour. This means that if participants spent more daily hours on VOD streaming services and/or watched more episodes in a row on VOD streaming services, their general procrastination behaviour increased. However, the relationships found can be indicated as weak.

Table 4

Spearman's rho test results between streaming service watching behaviour and PPS scores

	PPS scores		
	r_s	p -value	N
Use of streaming services on daily basis (in hours)	.325*	<.001	209
Number of episodes watched in a row	.292*	<.001	209

*. Correlation is significant at the 0.05 level (2-tailed).

Discussion

Conclusion of results

The main aim of this study was to see if there is a relationship between the usage of VOD streaming services and general procrastination behaviour in the general public. Based on the results, it can be concluded that there is a relationship between the use of VOD streaming services and general procrastination behaviour. This implicates that people who spend more time on VOD streaming services and/or watch more episodes in a row, may be more prone to participate in the voluntary delay of other intended activities. However, the relationships found were only weak.

Reflection of findings

These main findings are in line with the findings following from the study of Mansoubi et al. (2014), stating that more and more people tend to prefer spending time in front of the TV participating in streaming behaviour and therefore deliberately delay other activities, e.g., physical activity. Mansoubi et al. (2014) did not indicate this as procrastination behaviour, also because their study was merely focused on physical inactivity in relation to sedentary behaviour. However, the described deliberate delay of intended activities to spend time in more tempting and preferable activities, can be defined as procrastination behaviour.

A possible explanation why people tend to procrastinate certain activities to do other more preferable activities, could be the fact that choosing for a more preferable activity causes benefits in the short term (Svartdal, Granmo, & Færevaaag, 2018). And as rewards which are immediately available are dominant over distant rewards, people often choose for the short-term benefit of the preferable activity, which is, in the case of the current study, spending time on VOD streaming services.

Though the results of the current study are corresponding with the implications of Mansoubi et al. (2014), it has to be said that the relation found between VOD streaming services and procrastination behaviour in the current study could also be explained by the composition of the sample. Although the aim of the study was to involve the general public, most of the participants indicated themselves as a student. In a study of Svartdal (2017), general procrastination scores were tested across various occupational groups and it was found that students were more prone to procrastination behaviour than other non-student groups. This is supported by Svartdal et al. (2016), who found that across several countries participants with a university background showed higher scores on general procrastination in

comparison with other groups. According to Rozental & Carlbring (2014), often students still have to develop executive functions and life experiences, which develops over time. Therefore, Rozental & Carlbring (2014) also mention that procrastination behaviour tends to decrease with age.

Strengths and weaknesses

The current study does distinguish itself from existing literature as it measured streaming behaviour from two different perspectives. Where existing studies about streaming behaviour differs in using spend time (e.g., Jenner, 2016) or the amount of episodes watched in a row (e.g., Flayelle, Maurage, & Billieux, 2017), this study assessed both ways of measuring streaming behaviour, which was done to improve the validity of the measurement of streaming behaviour. As more ways of measurement were assessed, it is expected to improve the accuracy of the measurement.

An important weakness of this current study is the correlational design. Correlational research is not able to determine causal relations, which can be done by explanatory research. Explanatory research has more freedom in the use of qualitative tools, which could include research designs, e.g., focus groups, in-depth interviews. Thereby, a more detailed and in-depth look into the topic at hand is possible, in this case the use of VOD streaming services and procrastination behaviour. Which, in turn, could be beneficial to the knowledge about procrastination behaviour as a health risk factor. However, the execution of explanatory research was beyond the scope of this research.

What could have interfered with the results of this study is the way that both streaming behaviour and procrastination behaviour of the participants were assessed, namely, through a questionnaire, in which participants had to recall their behaviour. This is a method of measuring behaviour in which the results could be exposed to a lot of bias, known as recall bias. To improve the assessment of streaming behaviour, it could be recommended to measure watching behaviour in real-time. Measuring watching behaviour in real-time has shown to increase the ecological validity (Larson & Csikszentmihalyi, 2014). One way to accomplish this could be to make use of Ecological Momentary Assessment (EMA). This is a type of measurement which assesses the behaviour of participants in real-time in their natural environment.

Moreover, what could have increased the recall bias in this study, is the time span in which this study was conducted. Namely, due to the COVID-19 virus, social distancing became a new standard for society. Subsequently, as people spent more time at home, they

also got more chances to participate in streaming service usage behaviour, which led to an increase in the use of streaming services worldwide (Statista, 2020). Although participants of this study were requested to recall their behaviour from before the COVID-19 outbreak, because of recall bias, their self-reports of streaming behaviour could have been biased.

Furthermore, as was said before, the sample of this study consisted mostly of participants who indicated themselves as students. As students are already more prone to procrastination behaviour, it has to be said that the findings of the current study have to be generalized with caution. A more distributed sample including multiple occupations and age-groups would increase the generalizability of the study and would also create the opportunity to measure differences between groups.

Further recommendations for future research

The results from the study of Mansoubi et al. (2014) raises the question if procrastination behaviour is also depending on the intended activity, which is in the case of Mansoubi et al. (2014), physical activity. The current study was focused on the more tempting and preferable activity of watching a series, movie, or documentary on VOD streaming services, which has shown to be related with general procrastination behaviour. But it would also be interesting to see what the relation of the intended behaviour is within the deliberate delay of an intended activity. So, instead of only assessing the relation between VOD streaming services and procrastination behaviour, also taking into account the intended activity that is being delayed by the temptation of VOD streaming services.

This would also add to the knowledge about procrastination behaviour as a health risk factor for various health issues, e.g., diabetes, heart disease, cancer (Sirois, 2016). It could be expected that the procrastination of certain activities, e.g., physical activity, holds more risks to the human well-being than the delay of other activities. However, this topic should be explored more in depth to make such statements. Moreover, gaining knowledge about procrastination behaviour as a health risk factor is of big importance (Rozental & Carlbring, 2014), as it could help increasing knowledge about the establishment and prevention of certain health issues, as the ones mentioned before. However, Svartdal et al. (2016) already mentioned in their study that if procrastination is studied in the future in relation to negative health consequences, other procrastination scales will have to be used, as the PPS is not capable of taking into account negative consequences of procrastination behaviour.

Conclusion

All in all, based on the results of this study it can be said that the spent time and number of episodes watched in a row on VOD streaming services do have a positive, but weak relation with general procrastination behaviour. However, caution has to be taken with the generalizability of the results, as the study sample mainly consisted of students. Therefore, for future research it would be recommended to increase the diversity within the sample.

Furthermore, it would be interesting for future research to extend the research design to explanatory research and involve the intended activity which is being procrastinated, as this could create more depth and understanding about the construct of procrastination in relation to the use of VOD streaming services. In the long term, this could also contribute to the knowledge about procrastination as a health risk factor.

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Appendices

Appendix A

The full online questionnaire of “How Good or Bad is Netflix for Us?”

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)

Katja V. Da Cunha Goncalves (k.v.dacunhagoncalves@student.utwente.nl)

Mark R. Roesthuis (m.r.roesthuis@student.utwente.nl)

Marie S. Duwendag (m.s.duwendag@student.utwente.nl)

Anouk Kuhn (a.kuhn-2@student.utwente.nl)

1st Supervisor: B. Bente

2nd Supervisor: Dr. N. Köhle

I have read and understood the study information

☐ Yes

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

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Background information

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

What is your gender?

- ☐ Male
- ☐ Female
- ☐ Other
- ☐ I do not want to say that.

What is your age?

_____ years

What is your nationality?

- ☐ German
- ☐ Dutch
- ☐ Other, namely: _____

Please indicate your occupation.

- ☐ Pupil
- ☐ Student
- ☐ Employed full-time
- ☐ Employed part-time
- ☐ Unemployed
- ☐ Other, namely: _____

Please indicate your highest level of education you have finished.

- ☐ Primary school
- ☐ High school
- ☐ Bachelor's degree

- ☐ Master's degree
- ☐ Doctorate
- ☐ Other, namely: _____

The first part of the questionnaire starts at the next page.

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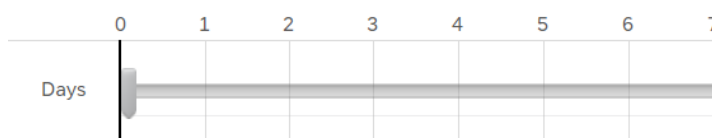
Part 1 – Streaming behaviour

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 behaviour 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
- ☐ Amazon Prime
- ☐ Hulu
- ☐ Disney Plus
- ☐ Youtube
- ☐ Videoland
- ☐ Others
- ☐ I did not use a streaming service

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



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



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

0	1	2	3	4	5	7	More than 7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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																									
Documentaries																									
Movies																									

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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)**.

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

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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).

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

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The second motive is called “**Enrichment**” and focuses on certain abilities individuals may want to acquire through watching contents 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	Disagree	Agree	Strongly Agree
I watch TV series to discover whole new worlds and to increase my knowledge on a number of subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I watch TV series to learn or familiarise myself with a new language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I watch TV series because they give me food for thought on a number of subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I watch TV series to extend my audiovisual knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I watch TV series to develop my personality and broaden my views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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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).

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

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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).

	Strongly Disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
I usually keep track of my progress towards my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have trouble making up my mind about things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get easily distracted from my plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don’t notice the effects of my actions until it is too late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to accomplish goals I set for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put off making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It’s hard for me to notice when I’ve “had enough” (alcohol, food, sweets).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
If I wanted to change, I am confident that I could do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When it comes to deciding about a change,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I feel overwhelmed by the choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have trouble following through with things once I've made up my mind to do something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't seem to learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can stick to a plan that's working well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually only have to make a mistake one time in order to learn from it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have personal standards, and try to live up to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
As soon as I see a problem or challenge, I start looking for all possible solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a hard time setting goals for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a lot of willpower.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I'm trying to change something, I pay a lot of attention to how I'm doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have trouble making plans to help me reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to resist temptation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set goals for myself and keep track of my progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
Most of the time I don't pay attention to what I'm doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tend to keep doing the same thing, even when it doesn't work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can usually find several different possibilities when I want to change something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Once I have a goal, I can usually plan how to reach it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I make a resolution to change something, I pay a lot of attention to how I'm doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often I don't notice what I'm doing until someone calls it to my attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I usually think before I act.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
I learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how I want to be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give up quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very Seldom or Not True of Me	Seldom True of Me	Sometimes True of Me	Often True of Me	Very Often True, or True of Me
I delay making decisions until it's too late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Even after I make a decision I delay acting upon it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I waste a lot of time on trivial matters before getting to the final decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In preparation for some deadlines, I often waste time by doing other things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very Seldom or Not True of Me	Seldom True of Me	Sometimes True of Me	Often True of Me	Very Often True, or True of Me
Even with tasks that require little else except sitting down and doing them, I find they seldom get done for days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often find myself performing tasks that I had intended to do days before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am continually saying "I'll do it tomorrow".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I generally delay before starting on work I have to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very Seldom or Not True of Me	Seldom True of Me	Sometimes True of Me	Often True of Me	Very Often True, or True of Me
I find myself running out of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't get things done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not very good at meeting deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Putting things off till the last minute has cost me money in the past.

☐

☐

☐

☐

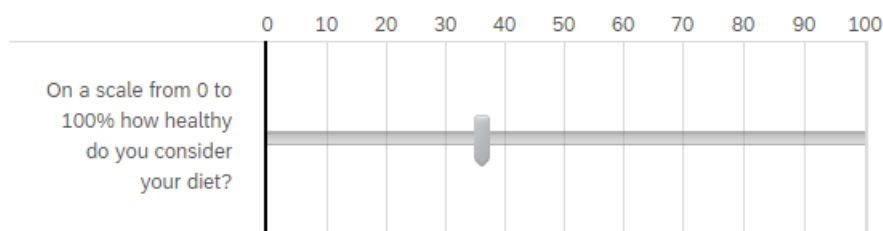
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Part 6 – Self-Regulation of Eating Behaviour

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.



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

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

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Part 7 – Social relationships

Now, you will see questions about **social relationships**.

You will be asked questions about your **romantic relationships (if you currently have one), familial relationships, and friendships**.

As already mentioned above, please consider that we are in a special situation with **Covid-19**, and try to answer the following questions related to social relationships based on your experiences before Covid-19.

Are you currently in a romantic relationship?

☐ Yes

☐ No

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Couples Satisfaction Scale

The following questionnaire is about your satisfaction with your current romantic relationship. Please try to answer the questions and statements as honest as possible.

Please indicate the degree of happiness, all things considered, of your relationship.

	Extremely unhappy	Fairly unhappy	A little unhappy	Happy	Very happy	Extremely happy	Perfect
Happiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In general, how often do you think that things between you and your partner are going well?

☐ All the time

☐ Most of the time

☐ More often than not

☐ Occasionally

☐ Rarely

☐ Never

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

	Not at all true	A little true	Somewhat true	Mostly true	Almost completely true	Completely true
Our relationship is strong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My relationship with my partner makes me happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a warm and comfortable relationship with my partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I really feel like part of a team with my partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 true	A little	Somewhat	Mostly	Almost completely	Completely
How rewarding is your relationship with your partner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well does your partner meet your needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To what extent has your relationship met your original expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general, how satisfied are you with your relationship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

Interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Boring
Bad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good
Full	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Empty
Sturdy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fragile
Discouraging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hopeful
Enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Miserable

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

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	Agree	Disagree	Strongly disagree
In our family we sometimes tell each other about our personal problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In our family we begin discussions easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In our family we argue a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In our family we are really mad at each other a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In our family we lose our tempers a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In our family we often put down each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family members sometimes are violent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In our family we raise our voice when we are mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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	Most of the time	About half the time	Occasionally	Not at all
I found it easy to get on with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt lonely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had someone to share my feelings with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found it easy to make contact with people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt I was a burden to people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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