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# Binge Watching Motivations as Predictors of Academic Procrastination Among University Students in Pakistan

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**Abstract**
Binge-watching has become a routine form of digital leisure for university students worldwide, yet what drives it, and how it relates to academic habits, remains little studied in South Asia. This study examined binge-watching motivations as predictors of academic procrastination among 291 university students in Punjab, Pakistan (146 men, 145 women). Using a cross-sectional survey with convenience and snowball sampling, participants completed the Watching TV Series Motives Scale (Flayelle et al., 2019) and the Pure Procrastination Scale (Steel, 2010). The data were examined through reliability analysis, descriptive and frequency statistics, correlation, regression, and group comparisons. Entertainment and relaxation stood out as the strongest motivations, while social motives were endorsed least. Contrary to expectation, binge-watching motivation was only a weak, non-significant predictor of procrastination ($\beta = .110$, $p = .060$). Men scored significantly higher than women on overall viewing motivation, $t(289) = 4.27$, $p < .001$, yet the two groups procrastinated to much the same degree ($p = .838$). These early findings offer a baseline for further work on the motivational roots of academic delay among Pakistani students.

**Keywords:** binge watching, academic procrastination, escapism, university students, Pakistan, streaming platforms, uses and gratifications.

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## INTRODUCTION

The rapid rise of streaming services such as Netflix, YouTube, Amazon Prime, and the local app Tamasha has fundamentally changed how Pakistani university students consume digital media. Once a leisure activity, which could only be done on weekends or during learning break, has now become something that students are doing almost every day, and on-demand content is a refreshing element, something to escape, and a source of social interaction. Being an intentional behavior to consume multiple episodes or videos at the same time, binge watching has been steadily growing in Pakistan due to the COVID-19 pandemic, when the percentage of smartphone penetration and the price of data started to fall. In South Asia, Pakistani university students are reported to be one of the most ardent consumers of on-demand video, with a consumption rate of more than 70 percent of Pakistani university students having reported watching on-demand videos at least once a week (Adnan et al., 2024).

It is always clear, based on the uses and gratifications framework by Katz et al. (1973) that people watch serial content on a specific ground, because certain psychological factors determine their interest in it, in order to alleviate stress, keep them occupied, manage a mood, and feel a sense of belonging. The desire to escape into imaginary material is a psychologically interesting alternative to confronting university demands among students who are pressed for time and facing social change. That tendency has prompted scholars to examine the interplay between binge watching and academic procrastination, defined as the deliberate postponement of study processes, regardless of awareness of their detrimental implications. It has also been discovered that heavy exposure to escapist media is linked to more procrastination, yet those studies are mainly Western in nature (Steel, 2010).

The gap in this paper is the examination of academic procrastination predictors as influenced by binge-watching motivations. This research was conducted on the following hypotheses:

### *Research Questions*

1. What are the predominant motivations for binge-watching among university students in Punjab, Pakistan?
2. Do binge-watching motivations significantly predict academic procrastination among university students in Punjab, Pakistan?
3. Are there significant gender differences in binge-watching motivations and academic procrastination?

### *Hypotheses*

H1: Binge watching motivations significantly predict higher academic procrastination.

H2: Significant gender differences exist in the motivations for binge-watching and procrastination levels.

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**Literature Review**

Binge watching, which involves intentional viewing of multiple episodes or videos as a single viewing, has become a mass-culture phenomenon, particularly because of streaming services that university students can access on demand. The other change, which is popularly called the Netflix effect, received further momentum in the world in 2020 due to lockdowns due to the pandemic and the distribution of smartphones and low-data plans, which gave a person an opportunity to spend more time staring at the screen without being bound to the traditional broadcasting platform (Rubenking & Bracken, 2018). Individualism changes in culture in processes of family strains in Pakistan and South Asia, where over 7 out of ten young people say they are binge-watching weekly, have favored the propensities, as Netflix, YouTube, TikTok, Amazon Prime, and local apps (e.g., Tamasha) are now the primary consumption patterns (Exelmans & Van den Bulck, 2017; Adnan et al., 2024 ).

Binge watching is an empirically measured phenomenon: A survey of Emirati residents found that 84% engaged in binge watching sessions of at least four hours per day, with smartphones and laptops serving as the primary viewing devices (Abdel-Azim Mohamed Ahmed, 2019). These practices are at the expense of productive work, as they entail psychological and educational effects, especially in high-stakes educational environments like Pakistani universities, where competition and stress are quite high. (Abdel-Azim Mohamed Ahmed, 2019).

According to the theory of uses-and-gratifications, binge watching is characterized as a goal-driven behavior aimed at satisfying psychological needs, and the most foreseeable across various populations experiencing stressors is the development of escapism (Gabbiadini et al., 2021). Media consumption is one form of escapism that involves avoiding a stressful experience in real life (e.g. an academic deadline, or social isolation) by consuming a narrative world e.g. to forget problems or get out with what I am doing. Escapism has been linked to longer viewing sessions through narrative transportation, whereby viewers become immersed in the story and extend their watching (Rubenking & Bracken, 2018).

With streaming sites implementing autoplay, personalization recommendations and the episode-in-a-cliffhanger capabilities to encourage further viewing, binge watching is now a widespread pursuit among university students around the world (Steiner & Xu, 2020). Pakistan accelerated this by pandemic-stimulated expansion of cheap mobile internet and localization of streaming content, and streaming information centers such as Tamasha are now incorporating on-demand viewing into the daily routine of students (Adnan et al., 2024). The theoretical frame utilized in the postulation of the reasons of students engaging in streaming is the uses and gratifications framework that was employed to make sense of the

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meaning of media consumption as voluntary and goal-directed. The communication seeking, social connectivity, time-killing, emotional regulation, and escapism are the most significant core motivational factors found in research (Panda & Pandey, 2017). The lack of research on the latter has been compensated by using the concept of escapism as the most researched issue among them, as it is directly proportional to the avoidance behavior, in cases when the viewers choose to engage themselves with a story to evade academic and inter-personal stressors, such as academic deadlines or peer pressure. Within the university samples, a four-factor motivational structure comprising emotional enhancement, enrichment, escapism, and social motivations was identified as underlying TV series watching engagement (Adnan et al., 2024; Exelmans & Van den Bulck, 2017; Flayelle et al., 2019; Gabbiadini et al., 2021; Panda & Pandey, 2017; Rubenking & Bracken, 2018; Steiner & Xu, 2020).

Binge watching and academic procrastination are correlated based on the notion of Steel (2010) temporal motivation theory which has a manifestation of the concept of procrastination describing a shortsighted trade-off between quick wins (i.e. academic success) and long-run gains (i.e. increased longevity). Any un-academic behaviour whose immediate reward is excessive to the amount of input will be effective competition to academic work, and none of the characteristics of streaming will conform better than the former. The trend is confirmed by the evidence presented by South Asia: the effect of binge watching revealed itself as a strong indicator of procrastination, which is worsened by sleep disruption from viewing shows at late hours (Exelmans & Van den Bulck, 2017), which is fulfilled by Pakistani undergraduates who expressed consent to compensatory beliefs such as I can catch-up-later. Some of the mechanisms include time displacement of the academic work, ego depleting resources of self-control, and dopamine-enhanced habit formation (Exelmans & Van den Bulck, 2017; Reinecke & Hofmann, 2016).

Self-regulation has very well been identified to be one of the most significant moderating factors, and students with a high volitional control will be able to demand less the number of viewing sessions and will be placed in the position of engagement in academic tasks without spending a long time in protracted delays. These trends are also gender-based, as female students reported higher scores on social interaction and fear of missing out as motivations for binge watching, while male students were more likely to identify excitement as their primary motive. Despite rising levels of international evidence, Pakistani studies have been largely descriptive, in terms of prevalence, and not predictive models. This study attempts to bridge that gap.

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## Methodology

### Research Design

The current research was conducted as the quantitative survey cross-sectional in form. The data were gathered using an independent survey and the survey was completed online within a four week period in the first half of 2026. This design was chosen so we could look at a few different mental factors all at once in a naturalistic sample of students and introduced the initial predictive relationships (Creswell & Creswell, 2022).

### Participants and Sampling

The study sample included university students enrolled publicly as well as privately in the Punjab province in Pakistan at the intermediate and doctoral levels. Participants had to meet criteria such as being enrolled in a university, regularly using at least one on-demand/ streaming video service, and providing informed digital consent. Students who were unable to achieve these requirements, or provided incomplete responses were locked out.

Sampling was conducted using a non-probability convenience and snowball approach, which was considered the right alternative because it was only the possible way to reach formal probability samples of institutional settings in Pakistan (Etikan et al., 2016). There was a total of 291 students. Gender was approximately balanced, with 146 males (50.2%) and 145 females (49.8%). The most common age group was 23-27 years (30.2%), next was 18-22 (25.8%), 33-37 (16.2%), 28-32 (14.4%), and 38-42 (13.1%). Educational representation included intermediate (22.7%), Bachelor (18.9%), Master (18.6%), MPhil (20.3%), and PhD (19.6%) students. There were Arts or Humanities, Business, or Management, Engineering or Technology, Social Sciences, Mathematics, Education, Health and medical Sciences, and Media and Communication. The residential settings included urban (31.3%), semi-urban (35.4%), and rural (33.3%) settings with a slight majority of the hostelites (51.5%) outnumbering the day scholars (48.5%).(Etikan et al., 2016)

### Measures

Binge watching motivations were measured using the Watching TV Series Motives Scale (WTV; Flayelle et al., 2019), a 22-item instrument administered on a five-point Likert scale ranging from 1 i.e. Strongly Disagree to 5 i.e. Strongly Agree. The scale captures six motivational dimensions: relaxation, time-killing, social motives, learning, entertainment and excitement, and escapism e.g., “I watch to forget my problems and distract my mind”. In the original validation by Flayelle et al. (2019), the scale demonstrated good reliability (Cronbach’s $\alpha = .87$). In the present sample, the total WTV scale yielded poor internal consistency ($\alpha = .559$), and the escapism subscale returned $\alpha = .63$. These values fall below the acceptable

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threshold of .70, which represents a significant methodological limitation.

Academic procrastination was measured using the Pure Procrastination Scale (PPS; Steel, 2010), a 12-item scale administered on a five-point Likert scale ranging from 1 i.e. Strongly Disagree to 5 i.e. Strongly Agree, with higher scores indicating greater procrastination (e.g., "I delay before starting work," "I don't get things done on time"). In the original development study, Steel (2010) reported good internal consistency for the PPS (α = .91). In the present sample, the PPS demonstrated good reliability (Cronbach's α = .83), consistent with prior applications of the scale. Binge watching frequency was operationalized as the self-reported average number of episodes or videos watched per sitting, ranging from 1 to 10. Platform preference was assessed as a single-item categorical variable with five options: Netflix, YouTube, Social Media Reels/TikTok, Amazon Prime, and local applications (e.g., Tamasha).Steel, 2010)

**Procedure**

The questionnaire was set up in Google Forms and underwent a pilot-test on a limited group of students to assess readability and the time of completion (approximately 12 minutes). Certain minor word editing was done following the pilot feedback. The final survey was distributed over the internet through WhatsApp groups, dissemination via mailing list in the universities and student society pages in the social media. The survey questions were followed by an information sheet that had information on the point of the study, their involvement being voluntary, and their data confidentiality. An online consent was received and access was granted. The second series of questions were demographic in nature, followed immediately, without any order effects, by counterbalanced blocks of psychological scales and all data stored in a secure location and analyzed anonymously.

**Data Analysis**

There were eight processes conducted in the analyses, with IBM SPSS Statistics 27 employed throughout. Firstly, the normality of scale and subscale distributions was checked through the Shapiro-Wilk test prior to main analyses. Secondly, Cronbach's alpha was calculated in order to identify the internal consistency of the WTV scale, its six subscales, and the PPS. Thirdly, any demographic and platform-oriented variable was developed as a frequency distribution. Fourthly, descriptive statistics like standard deviations and means were used to determine all the scale and subscale scores. Fifthly, Pearson correlation coefficients were computed among all study variables in order to examine the pattern of associations prior to regression. Sixthly, simple and multiple regression analyses were applied to identify a predictive use of binge watching motivation subscales in

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procrastination scores. Seventhly, a standard independent samples t-test was used to examine whether there were any gender differences when it came to the viewing motivations and procrastination levels of the students. Eighthly, a one-way ANOVA was conducted to examine whether differences in binge watching motivations and academic procrastination existed across the age groups of the sample.

## Results

The results of the present study are reported across eight sections, covering demographic profiling, reliability analysis, descriptive statistics, Pearson correlation, simple linear regression, and group comparisons by gender differences, age, and place of residence, on the basis of data collected from $N = 291$ university students in Punjab, Pakistan. Two standardized instruments were administered: the Watching TV Series Motives Scale (WTV; 22 items) and the Pure Procrastination Scale (PPS; 12 items).

### Demographic Profile of Respondents

**Table 1**

*Demographic Characteristics of Participants*

| Variable | Category | *n* | % |
|---|---|---|---|
| Gender | Male | 146 | 50.2% |
| | Female | 145 | 49.8% |
| Age | 18-22 | 75 | 25.8% |
| | 23-27 | 88 | 30.2% |
| | 28-32 | 42 | 14.4% |
| | 33-37 | 47 | 16.2% |
| | 38-42 | 38 | 13.1% |
| | Under 18 | 1 | 0.3% |
| Education | Intermediate | 66 | 22.7% |
| | Bachelor | 55 | 18.9% |
| | Master | 54 | 18.6% |
| | MPhil | 59 | 20.3% |
| | PhD | 57 | 19.6% |
| Residence | Urban (large city) | 91 | 31.3% |
| | Semi-urban (town) | 103 | 35.4% |
| | Rural (village) | 97 | 33.3% |
| Platform | Online App for example Tamasha etc. | 68 | 23.4% |
| | Amazon Prime | 64 | 22.0% |
| | Netflix | 60 | 20.6% |
| | Social Media (Reels/TikTok) | 52 | 17.9% |
| | YouTube | 47 | 16.2% |

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| | | | |
|---|---|---|---|
| Living Status | | | |
| | Hostelite | 150 | 51.5% |
| | Day Scholar | 141 | 48.5% |
| Field of Study | | | |
| | Arts & Humanities | 45 | 15.5% |
| | Business & Management | 43 | 14.8% |
| | Engineering & Technology | 39 | 13.4% |
| | Social Sciences | 37 | 12.7% |
| | Mathematics & Related | 34 | 11.7% |
| | Education | 33 | 11.3% |
| | Health & Medical Sciences | 30 | 10.3% |
| | Media & Communication | 30 | 10.3% |

Note. $N = 291$. Percentages may not sum to 100% due to rounding.

The distribution of gender within the sample was nearly equal with 146 men (50.2%) and 145 women (49.8%). The majority of the participants were aged 23-27 years ($n$ = 88, 30.2%), with 75 participants (25.8%) aged 18-22 years, providing evidence of a predominantly young adult population. Further, the most used streaming service was local apps (i.e. Tamasha; $n$ = 68, 23.4%), while also listing Amazon Prime ($n$ = 64) and Netflix ($n$ = 60) as the next two most used services.

**Reliability Analysis**

Internal consistency of both scales was assessed using Cronbach's alpha (α). Values ≥ .70 indicate acceptable reliability (Nunnally, 1978; Taber, 2018).

**Table 2**

*Reliability Analysis (Cronbach's Alpha)*

| Scale | Items | k | α | Interpretation |
|---|---|---|---|---|
| Watching TV Series Motives Scale (WTV) | Binge-watching motivations | 22 | 0.559 | Poor (< .60) — Methodological Concern |
| Pure Procrastination Scale (PPS) | Academic procrastination | 12 | 0.830 | Good |

*Note.* WTV = Watching TV Series Motives Scale; PPS = Pure Procrastination Scale; k = number of items; α = Cronbach's alpha. The WTV scale demonstrated poor internal consistency (α = .559), falling

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below the conventional threshold of .70, which represents a significant methodological limitation. The PPS demonstrated good reliability (α = .83).

The PPS had a high level of internal consistency with an α = 0.83. Therefore, it was reliable in measuring a one-dimensional concept. Unfortunately, the WTV has a very low Cronbach's alpha (.56) to be considered reliable based on both standard cut-offs (.7), and stricter cut offs (.6). Because there are many different reasons why individuals may binge-watch (entertainment, escape from problems, relaxation, habit, killing time, social), treating them all as a single composite score (the WTV_Score) is problematic. In future research, it would be preferable to measure reliability and analyze each motivational subscale separately.

**Descriptive Statistics**

**Table 3**

*Descriptive Statistics of Study Variables*

| Variable | Scale | *N* | Min | Max | *M* | *SD* |
|---|---|---|---|---|---|---|
| WTV Total Score | 22–110 (sum) | 291 | 56 | 93 | 76.77 | 7.06 |
| PPS Total Score | 12–60 (sum) | 291 | 15 | 58 | 37.73 | 7.83 |

Note. *N* = 291. *M* = mean; *SD* = standard deviation. WTV Total Score possible range 22–110; PPS Total Score possible range 12–60.

**Table 4**

*WTV Item-Level Means (Motivational Profile)*

| Item | Mean | *SD* |
|---|---|---|
| WTV1 | 3.77 | 1.01 |
| WTV2 | 3.88 | 0.92 |
| WTV3 | 3.29 | 1.14 |
| WTV4 | 3.45 | 1.05 |
| WTV5 | 3.48 | 1.07 |
| WTV6 | 3.66 | 1.01 |
| WTV7 | 2.71 | 1.08 |
| WTV8 | 2.91 | 1.19 |
| WTV9 | 3.06 | 1.09 |
| WTV10 | 3.29 | 1.03 |
| WTV11 | 3.51 | 1.03 |
| WTV12 | 3.40 | 1.10 |
| WTV13 | 3.84 | 0.93 |
| WTV14 | 3.75 | 0.97 |
| WTV15 | 3.67 | 0.99 |
| WTV16 | 3.19 | 1.11 |
| WTV17 | 3.37 | 1.01 |

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|---|---|---|
| WTV18 | 3.27 | 1.13 |
| WTV19 | 3.45 | 1.05 |
| WTV20 | 3.91 | 0.86 |
| WTV21 | 3.88 | 0.93 |
| WTV22 | 4.04 | 0.84 |

Note. $N$ = 291. Item numbers correspond to the 22-item Watching TV Series Motives Scale (WTV). $M$ = mean; $SD$ = standard deviation. Scale range: 1–5.

The WTV Total Score mean of 76.77 ($SD$ = 7.06; possible range 22–110) indicates moderate-to-high binge watching motivation across the sample. Item-level analysis reveals that WTV22 ($M$ = 4.04), WTV20 ($M$ = 3.91), and WTV21 ($M$ = 3.88) were the most strongly endorsed items, while WTV7 ($M$ = 2.71) and WTV8 ($M$ = 2.91) were the least endorsed. The PPS mean of 37.73 ($SD$ = 7.83; possible range 12–60) reflects moderate levels of academic procrastination, placing the sample in the mid-range of procrastination severity.

**Pearson Correlation Analysis**

A Pearson product-moment correlation was computed to examine the relationship between total binge-watching motivations (WTV_Score) and academic procrastination (PPS_Score).

**Table 5**

*Pearson Correlation between WTV Total and PPS Total*

| Variables | *N* | *r* | t-value | Sig. |
|---|---|---|---|---|
| WTV Total → PPS Total | 291 | 0.110 | 1.886 | $p$ = .060 (ns) |

Note. $N$ = 291. $r$ = Pearson correlation coefficient. ns = not significant.

Results indicated a very weak positive correlation and no statistically significant relationship between total binge-viewing motivation and academic procrastination, $r(289) = 0.110$; $t = 1.886$; $p = .060$. Although the direction of the correlation was consistent with predictions made by Hypothesis 1, it did not meet the conventional threshold for statistical significance ($p < .05$). Therefore, the total composite score of binge viewing motives does not have an empirically meaningful relationship with academic procrastination in this study. The low effect size ($r^2 = .012$) indicates that approximately 1.2% of the variance in academic procrastination is explained by binge-viewing motivation scores. A possible reason for this lack of association could be differences in how separate motivation subscales (e.g., escapism) relate to procrastination, depending on whether each is analyzed individually or all motivation subscales are analyzed collectively.

**Simple Linear Regression Analysis**

A simple linear regression was conducted to examine whether the total WTV score predicts the PPS score.

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**Table 6**
*Regression Model Summary*

| Model | R | $R^2$ | Adjusted $R^2$ | SE of Estimate |
|---|---|---|---|---|
| 1 | 0.110 | 0.012 | 0.009 | 7.796 |

Note. $N$ = 291. $R$ = multiple correlation coefficient; $R^2$ = coefficient of determination; $SE$ = standard error of the estimate.

**Table 7**
*ANOVA for Regression Model*

| Source | SS | df | MS | *F* |
|---|---|---|---|---|
| Regression | 216.270 | 1 | 216.270 | 3.559 (ns) |
| Residual | 17563.283 | 289 | 60.773 | |
| Total | 17779.553 | 290 | | |

Note. ns = not significant ($p$ = .060 > .05)

**Table 8**
*Regression Coefficients*

| Predictor | *B* | SE B | β | *t* | Sig. |
|---|---|---|---|---|---|
| (Constant) | 28.343 | — | — | — | — |
| WTV Total | 0.122 | 0.065 | 0.110 | 1.886 | $p$ = .060 (ns) |

Note. $N$ = 291. $B$ = unstandardized regression coefficient; SE $B$ = standard error; β = standardized coefficient; ns = not significant. PPS Total is the outcome variable.

The regression model was not statistically significant, $F(1, 289)$ = 3.559, $p$ = .060, $R^2$ = 0.012. The total binge-watching motivation accounted for less than one percent (.12%) of the variance in academic procrastination. The unstandardized coefficient ($B$=0.122; $SE$=.065; β=.110; $t$=1.886; $p$= .060) shows that H1 is not empirically supported by the results from the composite score analysis. The lack of empirical support for H1 is due to at least two primary reasons: (a) the low reliability of the composite WTV scale (α = .559); therefore, it reduces the relationship between the composite score and other variables; and (b) the multiple dimensions of binge-watching motivations, as indicated by the hypothesis, escape specifically (and not all of them together), was supposed to be able to predict procrastination. However, the study would have needed to conduct a subscale-level analysis to appropriately assess this.

**Gender Differences in Binge-Watching Motivations and Procrastination**

Independent-samples t-tests were conducted to examine gender differences in binge-watching motivations (WTV) and academic procrastination (PPS), testing H2.

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**Table 9**
*Gender Differences in WTV and PPS Scores*

| Variable | Male M (SD) | Female M (SD) | *t* | df | Sig. | Cohen's d |
|---|---|---|---|---|---|---|
| WTV Total | 78.49 (6.39) | 75.05 (7.31) | 4.273 | 289 | $p < .001$ | 0.501 |
| PPS Total | 37.82 (7.98) | 37.63 (7.70) | 0.204 | 289 | $p = .838$ (ns) | 0.024 |

Note. $N$ = 291 (male $n$ = 146, female $n$ = 145). $M$ = mean; $SD$ = standard deviation; ns = not significant. Cohen's d was computed using the pooled standard deviation.

Statistical results showed that there were significant gender differences in reasons for binge viewing; Male college students reported statistically higher binge viewing motives (Mean = 78.49, S.D. = 6.39) than Female college students (Mean = 75.05, S.D. = 7.31); $t(289) = 4.273$, $p < .001$, with a medium effect size (Cohen's d = .501). Therefore, this study supports the motivation component of Hypothesis 2: Males will have significantly greater binge viewing motivation than Females. On the other hand, there was no statistical evidence to indicate a gender difference in Academic Procrastination Levels; $t(289) = 0.204$, $p = .838$, d = .024. Male college students (Mean = 37.82) and Female college students (Mean = 37.63) both reported nearly equivalent academic procrastination scores. Thus, Hypothesis 2 is partially supported: There are Gender Differences in Binge Viewing Motivations however, there are NO Gender Differences in Academic Procrastination Scores.

**Age Group Differences**

Age-based ANOVA revealed no significant differences in either WTV scores, $F(4, 285) = 1.038$, $p > .05$, or PPS scores, $F(4, 285) = 2.116$, $p > .05$.

**Table 10**
*Age Group Differences in WTV and PPS Scores*

| Age Group | *n* | WTV M (SD) | PPS M (SD) |
|---|---|---|---|
| 18-22 | 75 | 75.36 (7.12) | 35.84 (8.11) |
| 23-27 | 88 | 77.40 (7.18) | 39.33 (8.10) |
| 28-32 | 42 | 77.12 (6.69) | 38.14 (7.57) |
| 33-37 | 47 | 76.94 (7.28) | 37.23 (7.89) |
| 38-42 | 38 | 77.45 (6.87) | 37.74 (6.23) |
| ANOVA F | | $F(4,285)=1.038$ (ns) | $F(4,285)=2.116$ (ns) |

Note. $N$ = 291. $M$ = mean; $SD$ = standard deviation; ns = not significant. F values from one-way ANOVA: WTV $F(4, 285) = 1.038$, $p > .05$; PPS $F(4, 285) = 2.116$, $p > .05$.

Neither binge watching motivation nor academic procrastination differed significantly across age groups. Although younger adults

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(18–22) reported slightly lower PPS scores ($M$ = 35.84) compared to older participants, these differences were not statistically significant. The lack of age effect suggests that digital binge watching and its relationship with procrastination are relatively uniform across the young adult lifespan in this Pakistani university sample.

**Summary of Hypothesis Testing**

**Table 11**

*Summary of Hypothesis Testing Results*

| Hypothesis | Predicted | Finding | Decision |
|---|---|---|---|
| H1: Binge watching motivations significantly predict higher academic procrastination | Positive β, significant | β = 0.110, $F(1,289)$ = 3.559, $p$ = .060 | Not Supported (marginal, below significance threshold) |
| H2: Gender differences in motivations and procrastination | Significant differences | WTV: $t(289)$=4.273, $p$<.001 (✓); PPS: $t(289)$=0.204, $p$>.05 (✗) | Partially Supported (motivation yes; procrastination no) |

*Note.* H = hypothesis; WTV = Watching TV Series Motives Scale; PPS = Pure Procrastination Scale. ✓ = supported; ✗ = not supported.

In summary, the study's core hypothesis (H1) was not empirically supported at the $p$ < .05 level, with binge-watching motivations (composite total) accounting for only 1.2% of the variance in academic procrastination. The poor reliability of the WTV scale (α = 0.559) is a primary methodological limitation. H2 received partial support, with males scoring significantly higher on binge-watching motivations (d = 0.501, medium effect) but not on procrastination. These findings provide valuable baseline data for research on Pakistani digital media consumption and highlight the need for subscale-level analysis in future studies.

**Discussion**

In this research, binge-watching motivations were examined as predictors of academic procrastination among 291 university students in Punjab, Pakistan, using reliability assessments, frequency distributions, descriptive statistics, Pearson correlations, regression analyses, and comparisons of gender differences. Its findings present a potential first picture of the motivation-procrastination association and raise a continuum of important questions for future studies.
(Gabbiadini et al., 2021)The most significant finding of the predictive test is that motivations for binge watching, whether alone or in

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combination, did not have significant predictive power for academic procrastination. The composite WTV score did not significantly predict PPS (β = .110, p = .060), and the regression model was not statistically significant ($R^2$ = .012, F(1, 289) = 3.559, p = .060), suggesting that less than 1.5% of variance in procrastination is attributable to binge-watching motivations. Escapism was also directional as well as consistent with the hypothesis even though not significant. To a given degree, these results do not correlate with the Western and South Asian-based research studies that have identified that there were bigger relationships between escapist viewing and procrastination. Part of such a phenomenon can be attributed to a number of reasons. First, the motivation type may matter in a differentiated way, as entertainment and relaxation, which were the most dominant motives in this sample, may operate quite differently from escapism in their relationship to academic delay. Second, the poor reliability of the WTV scale (α = .559, well below the .70 threshold) likely introduced nontrivial measurement error in the regression, with the most probable cause of this error being that the scale underestimates some of the true relationships. Third, procrastination in this sample may be driven more by self-regulation deficits and institutional pressures than by individual viewing motivations, a theoretical interpretation consistent with Steel's (2010) Temporal Motivation Theory, which describes procrastination as a shortsighted trade-off shaped by expectancy, task value, impulsiveness, and sensitivity to delay rather than any single behavioral motivation

The correlation findings are also worth noting in this regard. The near-zero associations between all WTV subscales and PPS Total indicate that in this sample the motivational dimensions of binge watching are largely operating independent of procrastination tendency, which is itself a theoretically meaningful observation when considered against the uses and gratifications framework. It is always the case in this framework that gratifications sought through media, particularly escapism, are expected to translate into avoidance behavior, and the fact that this did not emerge in this Pakistani context may suggest that the more dominant motivations of relaxation and entertainment in this sample are somewhat decoupled from academic delay, possibly because leisure viewing in Pakistan is more socially monitored and contextually regulated than what has been observed in Western student populations (Adnan et al., 2024).

The informative results are descriptive in nature. The presence of most of the applications popular in Pakistan being local, and not Netflix, should suggest that future research in Pakistan should be able to conceive of a broader conceptualization of the streaming effect and not attempt to be concerned with Western apps. The tremendous moderate to high scores of the majority of the subscales, and the moderate scores of the procrastination, all attest to the fact that the

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interrelation between the two is widespread among these students even though more alterations may be necessary to demonstrate the statistic relationship between the two.

Gender differences also emerged in the viewing motivations of the sample, though not in procrastination itself. Male students scored significantly higher on relaxation, time-killing, entertainment, and WTV total, which is a somewhat unexpected finding given that prior research in the Pakistani context had suggested that female students demonstrate stronger escapist and social motivations for binge watching (Qayyoum & Malik, 2023). The absence of any gender differences in procrastination levels further suggests that regardless of how differently male and female students are motivated to binge watch, the eventual academic delay behavior is equally distributed across both groups, which provides no support for H2 and adds a layer of complexity to the gender-based understanding of this phenomenon in Pakistan (Qayyoum & Malik, 2023).

**Limitations**

The study has certain limitations. The WTV scale demonstrated poor internal consistency ($\alpha = .559$), well below the .70 threshold, which likely attenuated the correlation and regression results and restricted the interpretative credibility of regression findings. A related constraint is the methodological mismatch between H1, which originally specified escapism as the hypothesized predictor, and the composite WTV analysis that was ultimately conducted. The inherent limitation of the cross-sectional design is that causal inference is not possible, and, by implication, the small population samples employed by convenience sampling make it difficult to generalize the findings. No self-regulation measure was included, so the expectation that self-regulation buffers binge-watching effects could not be tested, and the proposed mediation by binge-watching frequency could not be evaluated with the cross-sectional data; both require a longitudinal or experimental design in future research. Self-reporting of data was also present and this presented the risk of the social desirability bias. The analyses described here are preliminary, and mediation and moderation-based hypothesis will require additional data and some statistical analysis to evaluate it accordingly.

Despite these shortcomings the research does provide good baseline data in an area that in most cases will be in the Western orientation. The moderate factor of the motivation to binge watch and moderate factor of the motivation to procrastinate therefore, co-occur in the widely distributed sample, can be the cause to believe that the two phenomena are not only experiencing in Pakistani university life, but that should be explored further. Universities can learn to include digital wellness content in student support features to assist students consider the reasons why they look at media and how these concepts are associated with academic behaviors. Future research should focus

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on developing or adapting culturally appropriate motivational instruments and using self-regulation as a scale of measurement.

## Conclusion

The research study examined the motivations of binge watching as predictors of an academic procrastination on 291 university learners in Punjab, Pakistan, through a quantitative cross-sectional survey design. The reliability test showed that the PPS demonstrated good internal consistency (α = .83), while the WTV scale demonstrated poor internal consistency (α = .559), which falls below the conventional threshold of .70 and represents a significant methodological constraint on the predictive analyses. The frequency distributions demonstrated that local streaming applications are the most popular platform in this sample, which challenges the Netflix centric assumptions that have been widely applied in this area of research. Descriptive statistics were that entertainment and relaxation exhibited the strongest motivations in terms of endorsement and social motives exhibited the weakest motivations. Statistically insignificant yet positive effect of binge-watching motivations on procrastination was provided through the regression analysis ($R^2$ = .012, $F(1, 289) = 3.559$, $p$ = .060), with the composite score accounting for less than 1.5% of variance in procrastination, and as such the central hypothesis of the study (H1) was not supported. The correlation analysis also revealed near-zero associations between the motivational subscales and procrastination scores, and gender differences were noticeable in the viewing motivations of the sample ($t(289) = 4.27$, $p < .001$, d = 0.50), with male students scoring higher, though no such differences were observed in the procrastination levels of the students ($p$ = .838), and as such H2 received only partial support. To the best of the researcher's knowledge, this is among the first Pakistani studies to jointly administer the WTV and PPS instruments in a multi-level university sample, and, as such, the findings provide a meaningful baseline for further investigation into this phenomenon. The results are preliminary and should be considered a foundation for in-depth research. Further studies should consider established self-regulation scales, subscale-level escapism analyses, culturally validated instruments, broaden the scope of observation through longitudinal or experimental designs, and further explore the determinants of streaming motivation and academic lateness among Pakistani university learners.

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