The Relationship Between Self-Control and Binge-Watching Behavior among Guidance and Counseling Students at Universitas Negeri Medan

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ABSTRACT

This study examined the relationship between self-control and binge-watching behavior among students in the Guidance and Counseling Study Program at Universitas Negeri Medan. A quantitative approach with a correlational design was employed. The population comprised 949 students, and 177 students were selected using purposive sampling. Data were collected using the Self-Control Scale (SCS), originally developed by Tangney et al. (2004) and adapted into Indonesian, and the Binge-Watching Engagement and Symptoms Questionnaire (BWESQ), developed by Flayelle et al. (2019) and adapted into Indonesian. Descriptive statistics and Pearson's correlation were conducted using SPSS. Most participants had moderate self-control (57.1%), while binge-watching was classified as moderate (50.3%) or high (48.0%). Pearson's correlation revealed a strong and statistically significant negative association between self-control and binge-watching behavior ($r = -.745$, $p < .001$, $N = 177$). The finding indicates that students with higher self-control tend to report lower levels of binge-watching. Theoretically, this association can be understood through the role of self-control in inhibiting impulses, managing time, delaying gratification, and maintaining long-term goals. Practically, the findings support the development of guidance and counseling services focused on self-regulation, time management, digital literacy, and adaptive media-use management. Because the study used a correlational design, the findings should not be interpreted as evidence of causality.

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Introduction

Digital technology has transformed how university students obtain information, communicate, study, and consume entertainment. Video-on-demand services make audiovisual content continuously available, flexible, and sequential, so the decision to stop watching is no longer determined by a broadcast schedule. This transformation has produced a media-consumption pattern commonly described as binge-watching, or watching multiple episodes consecutively in a single sitting. Starosta and Izydorczyk (2020) showed that binge-watching has become a popular leisure activity, particularly among younger people. At the same time, the literature presents two sides of the phenomenon: binge-watching may be an enjoyable form of entertainment, whereas excessive patterns may be associated with loss of control, neglect of obligations, sleep disruption, and poorer psychological well-being (Starosta & Izydorczyk, 2020; Alimoradi et al., 2022).

For university students, this issue is particularly relevant because media use occurs alongside academic demands that require time management, concentration, and the ability to delay immediate gratification. Students may use binge-watching for entertainment, relaxation, or escape from boredom and academic pressure. Steiner and Xu (2018) and Shim and Kim (2018) indicate that motivations such as enjoyment, efficiency, fandom, perceived control, and psychological needs can encourage binge-watching. Thus, viewing behavior is not determined solely by platform characteristics; it is also shaped by psychological processes and individual differences.

The potential consequences of binge-watching also warrant attention. Exelmans and Van den

Bulck (2017) found that binge-viewing frequency was associated with poorer sleep quality, greater fatigue, and more insomnia symptoms, with cognitive pre-sleep arousal serving as an explanatory mechanism. A meta-analysis by Alimoradi et al. (2022) also found positive associations between binge-watching and several mental health concerns, with comparatively stronger associations for stress and anxiety. These findings do not mean that every instance of binge-watching is pathological; rather, they indicate that excessive and goal-interfering patterns deserve attention in educational and health contexts.

One psychological factor that is theoretically relevant is self-control. Tangney et al. (2004) conceptualized self-control as an individual capacity to regulate responses, inhibit impulses, and behave in accordance with long-term goals. Self-control enables individuals to select actions that are consistent with important priorities even when immediate gratification is available. In digital media use, this capacity becomes particularly important because streaming platforms provide rapid access, continuous content, and easy opportunities to start the next episode. Individuals with stronger self-control should, in principle, be better able to set viewing limits, stop when other goals need to be prioritized, and avoid impulsive decisions.

This conceptual relationship is supported by research directly examining self-control and binge-watching. Lades et al. (2022) found that self-control was associated with the experience of binge-watching and that lower self-control was related to greater interference between binge-watching and higher-order goals. When binge-watching interfered with other goals, individuals also reported more tiredness, boredom, guilt, and sadness. This finding is important because it suggests that self-control is not simply the capacity to stop watching; it also involves organizing behavior so that leisure activities do not interfere with more important goals.

The current state of the art can be described through three main strands of binge-watching research. First, media research has examined motivations and patterns of binge consumption. Second, psychological research has examined consequences for sleep, mental health, and daily functioning. Third, research on individual differences has begun to examine self-control, impulsivity, and personality characteristics. Flayelle et al. (2019) also developed and validated the BWESQ to distinguish binge-watching engagement from more problematic symptoms. This body of work supports the view that binge-watching is multidimensional and should not be understood solely in terms of viewing duration or episode count.

In Indonesia, research on self-control and binge-watching is emerging. Andrya et al. (2024) examined self-control and continual binge-watching among young adults. Yasmin Mulia Abwa Fitri (2025) also reported a significant relationship between self-control and binge-watching among adolescent K-Drama fans. Zein et al. (2025) positioned self-control as a relevant variable in the relationship between binge-watching and sleep quality. However, these studies have focused on broader young-adult populations or adolescents with specific media characteristics. Research among Guidance and Counseling students remains relevant because these students are future counselors who also need adaptive self-regulation and media-use skills.

The research gap addressed by this study concerns the limited empirical evidence linking self-control and binge-watching specifically among Guidance and Counseling students in an Indonesian higher-education context while also examining the distribution of both constructs. Previous studies have established that self-control is associated with binge-watching, but Guidance and Counseling students represent a meaningful context because the self-regulation of future counselors is relevant to both academic functioning and professional preparation. In addition, the present study uses the BWESQ, which conceptualizes binge-watching as a multidimensional construct rather than simply a frequency-based behavior.

The novel contribution of this study is therefore contextual rather than the creation of a new construct: it provides empirical evidence on the relationship between self-control and binge-watching among 177 Guidance and Counseling students at Universitas Negeri Medan using adapted measures of both constructs and Pearson correlation analysis. The contribution lies in testing the relationship in an Indonesian counselor-education context and translating the findings into implications for university guidance and counseling services. Based on the macro background, state of the art, and research gap, this study aimed to examine the relationship between self-control and binge-watching behavior among students in the Guidance and Counseling Study Program at Universitas Negeri Medan.

Method

This study employed a quantitative approach with a correlational design. The correlational design was selected because the purpose was to examine the direction and strength of the relationship between self-control as variable X and binge-watching behavior as variable Y, rather than to administer an intervention or establish causal effects. Data were collected from students in the Guidance and Counseling Study Program at Universitas Negeri Medan.

The population comprised 949 students in the Guidance and Counseling Study Program at Universitas Negeri Medan. The sample consisted of 177 students. Purposive sampling was used based on criteria relevant to the research objectives. The source manuscript states that specific criteria were applied but does not document the full inclusion and exclusion criteria. Therefore, undocumented criteria have not been reconstructed. For reproducibility, the authors should add those criteria to the final submission if they are available in the research records.

Two instruments were used. Self-control was measured using the Self-Control Scale (SCS) developed by Tangney, Baumeister, and Boone (2004) and adapted into Indonesian by Arifin and Milla (2020). Binge-watching was measured using the Binge-Watching Engagement and Symptoms Questionnaire (BWESQ), developed by Flayelle et al. (2019) and adapted into Indonesian as cited by Utami and Arfensia (2024). Both instruments were reported to have undergone adaptation and to be valid and reliable. However, the source manuscript does not report the validity and reliability coefficients obtained from the present sample; therefore, no unsupported coefficients have been added.

Data were collected through questionnaires administered to the 177 students who met the sampling criteria. Respondents completed the self-control and BWESQ instruments, after which the data were coded and prepared for analysis. The procedure included population and sample identification, questionnaire administration, data completeness checking, scoring of each instrument, categorization, and analysis of the association between variables. The source manuscript does not specify the exact data-collection dates, completion duration, questionnaire distribution medium, or ethics approval. These details should be added by the authors if they are available in the study records.

Categorization was used to describe the distribution of self-control and binge-watching levels. The source manuscript reported the following self-control categories: low ($X < 84$), moderate (84–132), and high ($X > 132$). Binge-watching was categorized as low ($X < 80$), moderate (80–120), and high ($X > 120$). Because the reported cut-points may create ambiguity at boundary scores, the reported ranges are retained as the source basis while the authors are advised to verify the categorization formula against the raw scoring rules before final submission.

Data were analyzed using SPSS. Descriptive statistics were used to summarize the distribution of both variables. Pearson product-moment correlation was then used to test the direction and strength of the relationship between self-control and binge-watching. The source manuscript states that normality and linearity assumptions were met. Statistical decisions used $\alpha = .05$, with $p < .05$ interpreted as statistically significant. A negative correlation coefficient indicates that higher self-control scores are associated with lower binge-watching scores. The squared correlation coefficient was also calculated to describe shared variance statistically, without interpreting it as a causal effect.

Results

Table 1. Self-control categorization.

Category	*Score range*	*n*	*Percentage*
Low	X < 84	64	36.2%
Moderate	84–132	101	57.1%
High	X > 132	12	6.8%
Total		177	100%

The self-control distribution shows that the moderate category was dominant, followed by the low category, while only a small proportion reached the high category.

Table 2. Binge-watching categorization.

Category	*Score range*	*n*	*Percentage*
Low	X < 80	3	1.7%
Moderate	80–120	89	50.3%
High	X > 120	85	48.0%
Total		177	100%

Binge-watching was concentrated in the moderate and high categories, with only three respondents in the low category.

Table 3. Pearson correlation between self-control and binge-watching.

N	*r*	*p-value*	r^2
177	−0.745	< .001	0.555

The results showed that self-control was most commonly classified as moderate. Among 177 respondents, 101 students (57.1%) were in the moderate category, 64 (36.2%) were in the low category, and 12 (6.8%) were in the high category. This distribution suggests that most students had a reasonable but not optimal capacity for self-regulation. The proportion of students in the low category, more than one-third of the sample, also indicates that strengthening self-regulation remains relevant.

For binge-watching, 89 students (50.3%) were classified as moderate, 85 (48.0%) as high, and only 3 (1.7%) as low. Thus, nearly half of the respondents fell into the high category. This pattern indicates that binge-watching was relatively prominent in the study population and warrants consideration as part of students' digital-media management.

Pearson's correlation yielded $r = -.745$, $p < .001$, with $N = 177$. The negative coefficient indicates an inverse relationship: higher self-control was associated with lower binge-watching. The magnitude of the coefficient indicates a strong association. Statistically, $r^2 = .555$, meaning that approximately 55.5% of the variance is shared between the two scores in this sample. This value should not be interpreted as 55.5% of the causal influence of self-control on binge-watching because the study used a correlational design.

The source manuscript also included additional analyses within combinations of self-control and binge-watching categories. However, the reported subgroup tables use different respondent counts for the two variables, so the paired observations underlying those subgroup correlations are not clearly documented. Therefore, those subgroup analyses were not used as a basis for the main conclusions. This decision was made to preserve statistical interpretability and avoid presenting category-level associations as if they were valid individual-level correlations.

Discussion

The principal finding was a strong and statistically significant negative association between self-control and binge-watching among 177 Guidance and Counseling students at Universitas Negeri Medan. The result provides empirical support for the proposition that the capacity to regulate impulses and direct behavior toward long-term goals is associated with how students manage digital media consumption. Students with higher self-control tended to report lower binge-watching, whereas students with lower self-control tended to report higher binge-watching. Because the study was correlational, however, this pattern must be interpreted as a statistical association rather than evidence that self-control directly causes lower binge-watching.

The distribution of self-control provides important context for interpreting the association. More than half of the respondents (57.1%) were in the moderate category, 36.2% were in the low category, and only 6.8% were in the high category. This pattern suggests that self-regulatory capacity was not optimal for many participants. In self-control theory, regulation is not limited to suppressing an immediate impulse; it also involves sustaining behavior that is consistent with more important goals. Tangney et al. (2004) found that higher self-control was associated with better adjustment and academic outcomes. Self-control can therefore be viewed as a psychological resource that becomes relevant when students must balance entertainment with academic obligations.

The binge-watching distribution provides a complementary picture. Nearly half of the participants (48.0%) were in the high category and another 50.3% were in the moderate category, while only 1.7% were in the low category. This indicates that binge-watching was relatively prominent in the study population. High scores should not automatically be equated with addiction, however. Flayelle et al. (2019) emphasized that binge-watching is multidimensional and includes both engagement and more problematic symptoms. An individual may binge-watch as a planned leisure activity without necessarily exhibiting pathological behavior. The more appropriate interpretation is that respondents demonstrated relatively high involvement in binge-watching according to the instrument used.

The finding is consistent with Lades et al. (2022), who showed that self-control is associated with the experience of binge-watching and that lower self-control is linked to greater interference

between binge-watching and higher-order goals. A relevant mechanism is goal interference. When students have academic goals, sleep needs, or social obligations, choosing to continue another episode may create a conflict between immediate gratification and long-term priorities. Self-control helps individuals maintain higher-order goals when immediate rewards are attractive.

The result is also consistent with Andrya et al. (2024), who examined self-control and continual binge-watching among young adults and reported a relevant relationship between the two variables, along with consequences such as procrastination and sleep disruption. The present study extends that evidence to a more specific population: Guidance and Counseling students. Yasmin Mulia Abwa Fitri (2025) similarly reported a significant association between self-control and binge-watching among adolescent K-Drama fans. Consistency across age groups supports the relevance of self-regulation in understanding excessive media consumption, although the populations and research designs differ.

The present findings should also be interpreted within research emphasizing motivation and context. Shim and Kim (2018) found that enjoyment, efficiency, perceived control, and fandom were among the motivations for binge-watching. This reminds us that binge-watching is not always a self-control failure. People may deliberately choose it as recreation. Self-control becomes especially relevant when viewing begins to compete with other goals, such as coursework or sleep. The central issue is therefore not simply how long students watch, but whether they can integrate media use with their broader priorities.

The consequences of binge-watching further clarify why this relationship matters. Exelmans and Van den Bulck (2017) found that binge viewing was associated with poorer sleep quality, greater fatigue, and insomnia symptoms, with pre-sleep arousal providing a mechanism. For university students, sleep is directly relevant to readiness for academic activities. If lower self-control makes it harder to stop watching at a planned time, bedtime may be displaced. However, the present study did not measure sleep quality, so this mechanism is theoretical rather than a direct empirical finding of the current study.

Alimoradi et al. (2022) found through a systematic review and meta-analysis that binge-watching was significantly associated with stress, anxiety, depression, loneliness, and sleep problems. This evidence indicates that problematic binge-watching can overlap with several aspects of mental health. Nevertheless, the present association between self-control and binge-watching should not be interpreted as evidence that self-control is the only determinant of psychological well-being. Binge-watching is shaped by multiple factors, including motivation, impulsivity, content characteristics, emotional states, social context, and platform design. The present findings should therefore be viewed as one component of a broader psychological model.

Mechanistically, the negative association can be understood through three interconnected processes. First, self-control supports impulse inhibition, allowing students to resist the immediate urge to start another episode. Second, it supports time management, helping students keep entertainment within boundaries that do not disrupt obligations. Third, it supports delayed gratification, allowing individuals to prioritize long-term benefits over immediate pleasure. These processes are consistent with conceptualizations of self-control as the capacity to alter or restrain responses in line with higher-order goals. Lades et al. (2022) provide additional support by identifying interference with higher-order goals as an important pathway connecting self-control with binge-watching experiences.

From a theoretical perspective, the findings strengthen the position of self-control as an individual-difference factor relevant to digital media consumption. They also suggest that psychological explanations of binge-watching should move beyond technology alone. Streaming platforms create opportunities for continuous viewing, but individuals do not respond to those opportunities in the same way. Self-control may differentiate recreational binge-watching from patterns that begin to interfere with other goals. This interpretation is consistent with the systematic review by Starosta and Izydorczyk (2020), which highlighted individual characteristics, motivations, and risks as important components in understanding binge-watching.

Practically, the findings have implications for university guidance and counseling services. Because 36.2% of participants had low self-control and 48.0% had high binge-watching scores, digital-media use may be considered in needs assessment. Intervention should not be framed as banning entertainment, but as helping students develop media-use patterns that are compatible with academic goals and well-being. Guidance programs may incorporate self-regulation, time

management, delayed gratification, digital literacy, and strategies for setting streaming boundaries. Individual or group counseling can be considered when binge-watching is associated with procrastination, sleep disruption, or difficulty fulfilling obligations.

The findings are particularly relevant because the participants were Guidance and Counseling students preparing for a counseling profession. Self-regulation is an important component of readiness for academic and professional roles. Future counselors who can recognize behavioral triggers, manage time, and evaluate the consequences of media use may also model adaptive behavior for future clients. The findings can therefore inform student-development programs such as self-regulation workshops, digital well-being education, digital-distraction management, and goal-oriented counseling.

Several limitations should be considered. First, the correlational design does not permit causal inference. Self-control may be associated with binge-watching, but intensive binge-watching could also relate to perceived control, or both variables could be influenced by unmeasured factors. Second, the purposive sample came from one study program, limiting generalizability. Third, the sampling criteria were not fully documented in the source manuscript. Fourth, validity and reliability coefficients for the present sample were not reported. Fifth, potentially important variables such as academic stress, impulsivity, sleep quality, loneliness, viewing motivation, and platform characteristics were not measured.

Future research should develop a more comprehensive model. Longitudinal studies could examine whether changes in self-control over time are accompanied by changes in binge-watching. Experimental studies could test interventions targeting self-regulation, time management, or digital well-being. Future work could also use structural equation modeling to examine mediators such as goal interference, procrastination, or sleep quality. Cross-program and cross-university studies would further clarify whether the observed association is consistent across broader student populations. The present study can therefore be considered preliminary contextual evidence that can inform the development of self-regulation-based counseling interventions for healthier digital-media use.

Conclusion

This study found a strong and statistically significant negative association between self-control and binge-watching among 177 students in the Guidance and Counseling Study Program at Universitas Negeri Medan ($r = -.745$, $p < .001$). Most students had moderate self-control, while nearly half had high binge-watching scores. The findings indicate that students with stronger self-control tend to report lower binge-watching. The association can theoretically be explained through impulse inhibition, time management, delayed gratification, and maintenance of long-term goals. Practically, the findings support guidance and counseling services focused on self-regulation and digital well-being. However, the correlational design, purposive sample from a single study program, and limited psychometric and confounding-variable information prevent causal conclusions. Future studies should use longitudinal or experimental designs, more diverse samples, and models that examine mediators and contextual factors explaining the relationship between self-control and binge-watching.

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