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A Survey on Binge Mobile Watching Among Montessori Children

Dr. Saima Kayani
Saimakayani22@gmail.com
Lecturer, Department of Education, University of Kotli, AJ&K

Ms. Misbah Saba
Lecturer, Department of Education, Women University of AJ&K, Bagh
Corresponding Author: * Dr. Saima Kayani Saimakayani22@gmail.com

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ABSTRACT

This study was conducted on a survey being Mobile Watching among Montessori Children. The purpose of this study to identify problems and mobile watching patterns among Montessori children. To analyze the relationship between mobile watching and explore the effects of mobile watching on Montessori children's behavior and development. Three hundred students were selected as sample of the study by using simple random sampling technique. The study was descriptive in nature and survey method used to collect the data from the respondents. The researcher developed a five-point Likert scale questionnaire for the students to collect data from the respondents. The questionnaire was consisted of three dimensions. The questionnaire was validated by two experts from the Department of Education and researcher personally visited the government primary schools and collected the data. Statistical Package for Social Science (SPSS) software version 22 was used for the analysis of data. The researcher applied frequency, percentage and mean scores for the analysis of data. To address the relationship between hyperactivity problems and mobile watching among Montessori children, a balanced approach to screen time and active learning must be implemented. One of the primary recommendations is to set appropriate screen-time limits to prevent overstimulation. Children at this age have developing attention spans, and excessive exposure to fast-paced digital content may condition their brains to seek constant stimulation, making it harder for them to concentrate in real-world settings. Parents and educators should ensure that screen use is restricted to short, scheduled periods and that mobile watching does not replace essential activities such as hands-on learning, creative play, and social interaction.

Keyword: *Binge Mobile, Children, Montessori*

INTRODUCTION

In recent years, the widespread use of smartphones and mobile devices has transformed how children interact with media, even at an early age. Binge-watching, once associated with older audiences, is now increasingly observed among younger children, including those in Montessori education. Montessori philosophy emphasizes hands-on, sensory-based learning and limited screen exposure, yet the growing accessibility of mobile devices at home presents new challenges Montessori (Starosta & Izydorczyk, 2020).

This survey aims to explore the patterns, duration, content, and impact of binge mobile watching among Montessori children. It seeks to understand how often children engage in extended screen time, what types of content they consume, and how this behavior may influence their attention span, social development, sleep patterns, and overall learning experience. The findings may help educators and parents better manage screen time and reinforce Montessori principles (Ahamer, 2024).

A smart watch is a portable device worn on the wrist that supports apps and acts as an extension of your mobile phone in some cases. Depending on the make and model, they have numerous functions that can have a big impact on day to day life.

A smart watch is a portable device worn on the wrist that supports apps and acts as an extension of your mobile phone in some cases. Depending on the make and model, they have numerous functions that can have a big impact on day-to-day life (Cheng, et al., 2024).

Mobile telephone, portable device for connecting to a telecommunication network in order to transmit and receive voice, video, or other data. Mobile phones typically connect to the public switched telephone network (PSTN) through one of two categories: cellular telephone systems or global satellite-based telephony. While mobile devices are a convenient source of information and entertainment, excessive use can be detrimental to children's development (Rida, 2021).

Prolonged screen time can reduce opportunities for physical activity, limit face-to-face interactions, and impact attention span. In Montessori education, where emphasis is placed on hands-on learning and exploration, mobile watching may hinder the development of focus and sensory skills that are central to this approach (Ogbemudia, Alasa & Ikenyiri, 2024). In the context of Montessori education which emphasizes hands-on learning and active participation in the environment, the influence of the action view becomes particularly important because it can conflict with pedagogical principles that promote attention, sensory exploration and autonomous learning (Ozgen, 2023).

Montessori education is a child-centered approach that emphasizes hands-on learning, independence, and respect for children's natural development. Developed by Dr. Maria Montessori, this approach encourages children to explore and learn at their own pace in a prepared environment designed to inspire curiosity and discovery. Key principles include independent learning, mixed-age classrooms, and the use of specially designed materials to support sensory and cognitive development. Teachers or "facilitators" take on a facilitative role, observing and gently guiding children rather than providing direct instruction (Hien, 2024).

Compared to traditional educational models, Montessori classrooms focus less on a standardized curriculum and teacher-led instruction. Instead, they prioritize the development of intrinsic motivation, creativity, and problem-solving skills (Phelps, 2025). While traditional settings often emphasize grades, tests, and a uniform schedule, Montessori education offers greater flexibility, allowing children to choose activities that match their interests. This approach aims to foster a lifelong love of learning and develop practical skills through real-world experience (Randolph, et al., 2023).

The increasing prevalence of mobile device usage among young children has raised concerns about its potential impact on their behavior and development. Hyperactivity, a common issue among children, is often linked to environmental and lifestyle factors, including screen time. In Montessori education, which emphasizes hands-on learning and self-regulation, the effects of mobile watching on children's attention and behavior become particularly relevant. This study aims to explore the relationship between hyperactivity problems and mobile watching among Montessori children, examining how screen exposure may influence their behavior and align with the principles of Montessori education. The findings could help educators and parents make informed decisions about managing screen time to support healthy development.

RESEARCH METHODOLOGY

As the study aims A Survey on being Mobile Watching among Montessori Children. The study was quantitative in nature and descriptive method was used in the study. In the descriptive method, the survey technique is used to collect the data. The population of the study were consisted of 2728 from Government Primary Schools. Simple random sampling technique was used for the selection of sample from the population. Sample were selected by using Gay (2009) table. Three hundred students were selected as sample of the study. The researcher developed a five-point Likert scale questionnaire to collect data from the respondents. The questionnaire was consisted of three dimensions. First dimension physiological consisted of ten statements, second dimension behavioral consisted of ten statements, and third dimension psychological consisted of ten statements. Hence, the questionnaire was consisted of 30 statements. The questionnaire was validated by two experts from the Department of Education, University of Kotli Azad Jammu and Kashmir. For pilot testing, the questionnaire distribute among 30 students who were not part of the final survey. The purpose of pilot testing was to check the readability and reliability of the instrument. The reliability of the instrument was measured through Cronbach's alpha statistical technique with the help of SPSS software version 22. The reliability of the instrument was 0.84 which was acceptable for the further research. The researcher personally visited all the Primary school and collected the data from the students. A statistical package for social science (SPSS) software version 22 was used for the analysis of data. The researcher applied frequency, percentage and mean scores for the analysis and interpretation of data.

DATA ANALYSIS

Table 1 I stay up all night watching movies or series without sleeping.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	241	54	0	3	3	3.78	1.931
	300	%	80.5%	18%	0%	1%	1%		

Table 1 indicated that 98.5% (80.5% SA+ 18%A) respondents agreed with the statement that "I stay up all night watching movies or series without sleeping". Moreover, the mean score (M=3.78) also reflects the perception of respondents in favor of the item.

Table 2 My eyes feel strained after watching a couple of episodes but I still keep watching.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	126	135	30	6	3	3.26	1.794
	300	%	42%	45%	10%	2%	1%		

Table 2 indicated that 87% (42% SA+ 45%A) of respondents agreed with the statement that "My eyes feel strained after watching a couple of episodes but I still keep watching". Moreover, the mean score (M=3.26) also reflects the perception of respondents in favor of the item.

Table 3 I do not get headaches from watching for long hours.

Sample	SA	A	PA	DA	SDA	Mean	St. d

Students	N	F	145	120	18	9	6	3.33	1.813
	300	%	49%	40%	6%	3%	2%		

Table 3 indicated that 89% (40% SA+ 49%A) of respondents agreed with the statement that "I do not get headaches from watching for long hours". Moreover, the mean score (M=3.33) also reflects the perception of respondents in favor of the item.

Table 4 Sitting for a long time while watching my favorite series makes me uncomfortable.

Sample			SA	A	PA	DA	SDA	Mean	St.d
Students	N	F	110	144	16	23	6	3.12	1.755
	300	%	36.5%	48.5%	5.5%	7.5%	2%		

Table 4 indicated that 84.5% (36% SA+ 48.5 %A) respondents agreed with the statement that "I feel nervous when I feel nervous when I have to give a presentation". Moreover, the mean score (M=3.1) also reflects the perception of respondents in favor of the item.

Table 5 I do not miss my daily routine because of watching series.

Sample			SA	A	PA	DA	SDA	Mean	St.d
Students	N	F	40	34	45	105	100	2.3	1.508
	300	%	13.5%	11.5%	15%	35%	25%		

Table 5 indicated that 60% (25% SDA+ 35%DA) of respondents disagreed with the statement that "I do not miss my daily routine because of watching series". Moreover, the mean score (M=2.3) also reflects the perception of respondents not in favor of the item.

Table 6 Watching too many episodes makes me feel sleepy.

Sample			SA	A	PA	DA	SDA	Mean	St.d
Students	N	F	118	141	24	9	8	3.18	1.772
	300	%	39.5%	47%	8%	3%	2.5%		

Table 6 indicated that 86.5% (39.5% SA+ 47%A) of respondents agreed with the statement that "Watching too many episodes makes me feel sleepy". Moreover, the mean score (M=3.18) also reflects the perception of respondents in favor of the item.

Table 7 My posture is poor because I slouch while watching.

Sample			SA	A	PA	DA	SDA	Mean	St.d
Students	N	F	77	91	14	12	6	4.11	2.013
	300	%	38.5%	45.5%	7%	6%	3%		

Table 7 indicated that 84% (38.5% SA+ 45.5 %A) of respondents agreed with the statement that "My posture is poor because I slouch while watching". Moreover, the mean score (M=4.11) also reflects the perception of respondents in favor of the item.

Table 8 I do not feel so tired the whole day from spending late nights watching a series.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	102	164	16	9	9	3.14	1.761
	300	%	34%	54.5%	5.5%	3%	3%		

Table 8 indicated that 88.5% (34% SA+ 54.5 %A) of respondents agreed with the statement that "I do not feel so tired the whole day from spending late nights watching a series". Moreover, the mean score (M=3.14) also reflects the perception of respondents in favor of the item.

Table 9 Staying up late to watch series does not make me feel tired all day series has led to bodily changes.

Sample			SA	A	PA	DA	SDA	Mean	St.d
Students	N	F	114	126	38	18	5	3.09	1.747
	300	%	38%	42%	12.5%	6%	1.5%		

Table 9 indicated that 80% (38% SA+ 42%A) of respondents agreed with the statement that Staying up late to watch series does not make me feel tired all day series has led to bodily changes. Moreover, the mean score (M=3.09) also reflects the perception of respondents in favor of the item.

Table 10 I have noticed dark circles under my eyes from using gadgets too much.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	115	127	24	27	9	4.04	1.996
	300	%	38.5%	41.5%	8%	9%	3%		

Table 10 indicated that 80% (38.5% SA+ 41.5 %A) of respondents agreed with the statement that "I have noticed dark circles under my eyes from using gadgets too much. Moreover, the mean score (M=4.04) also reflects the perception of respondents in favor of the item.

Table 11 I do not rush to finish a series quickly.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	117	123	24	21	15	4.02	1.991
	300	%	39%	41%	8%	7%	5%		

Table 11 indicated that 80% (39% SA+ 41%A) respondents were agreed with the statement that "I do not rush to finish a series quickly". Moreover, mean score (M=4.02) also reflects the perception of respondents in favor of the item.

Table 12 I sometimes delay work to watch a newly released show.

Sample			SA	A	PA	DA	SDA	Mean	St. d

Students	N	F	114	131	22	21	12	4.05	1.998
	300	%	38%	43.5%	7.5%	7%	4%		

Table 12 indicated that 81.5% (38% SA+ 43.5%A) respondents were agreed with the statement that "I sometimes delay work to watch a newly released show". Moreover, mean score (M=4.05) also reflects the perception of respondents in favor of the item.

Table 13 I take my phone with me to the washroom while watching.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	120	120	21	29	11	4.04	1.996
	300	%	40%	40%	7%	9.5%	3.5%		

Table 13 indicated that 80% (40% SA+ 40%A) respondents were agreed with the statement that "I know how to relax when I feel overwhelmed". Moreover, mean score (M=4.04) also reflects the perception of respondents in favor of the item.

Table 14 I often my favorite shows most of the time.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	108	139	20	26	7	4.05	1.998
	300	%	36%	46.5%	6.5%	8.5%	2.5%		

Table 14 indicated that 82.5% (36% SA+ 46.5%A) respondents were agreed with the statement that "I often my favorite shows most of the time". Moreover, mean score (M=4.05) also reflects the perception of respondents in favor of the item.

Table 15 I do not track my food intake while watching my favorite show.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	60	45	15	110	75	2.2	1.475
	300	%	20%	15%	5%	35%	25%		

Table 15 indicate that 72% (47% SDA+ 25%DA) respondents were disagreed with the statement that "I do not track my food intake while watching my favorite show". Moreover, mean score (M=2.2) also reflects the perception of respondents partially in not favor of the item.

Table 16 I easily get caught in the suspense and push myself to watch the next episode.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	116	135	20	18	12	4.08	2.006
	300	%	38.5%	45%	6.5%	6%	4%		

Table 16 indicate that 83.5% (38.5% SA+ 45%A) respondents were agreed with the statement that "I easily get caught in the suspense and push myself to watch the next episode". Moreover, mean score (M=4.08) also reflects the perception of respondents in favor of the item.

Table 17 Sometimes, I get so involved in a series that I lose track of time.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	111	151	20	12	6	4.17	2.028
	300	%	37%	50.5%	6.5%	4%	2%		

Table 17 indicate that 87.5% (37% SA+ 50.5%A) respondents were agreed with the statement that "I exercise or engage in physical activities to reduce stress". Moreover, mean score (M=4.17) also reflects the perception of respondents in favor of the item.

Table 18 I do not check the release dates of new episodes.

Sample			SA	A	UD	DA	SDA	Mean	St. d
Teachers	N	F	39	36	30	105	90	2.23	1.485
	300	%	13%	12%	10%	35%	30%		

Table 18 indicate that 65% (35% SA+ 30%A) respondents were disagreed with the statement that "I do not check the release dates of new episodes". Moreover, mean score (M=2.23) also reflects the perception of respondents in not favor of the item.

Table 19 I watch several episodes in one sitting.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	107	137	27	18	12	4.03	1.994
	300	%	35.5%	45.5%	9%	6%	4%		

Table 19 indicated that 81% (35.5% SA+ 45.5%A) respondents were agreed with the statement that "I watch several episodes in one sitting." Moreover, mean score (M=4.03) also reflects the perception of respondents in favor of the item.

Table 20 Watching too many episodes makes me delay my work.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	74	90	15	15	6	4.06	2.001
	300	%	37%	45%	7.5%	7.5%	3%		

Table 20 indicated that 82% (37% SA+ 45%A) respondents were agreed with the statement that "Watching too many episodes makes me delay my work." Moreover, mean score (M=4.06) also reflects the perception of respondents in favor of the item.

Table 21 I feel bad after watching too many episodes.

Sample	SA	A	PA	DA	SDA	Mean	St. d

Students	N	F	136	117	24	24	3	4.19	2.032
	300	%	45.5%	37.5%	8%	8%	1%		

Table 21 indicated that 83% (45.5% SA+ 37.5%A) respondents were agreed with the statement that "I feel bad after watching too many episodes." Moreover, mean score (M=4.19) also reflects the perception of respondents in favor of the item.

Table 22 I get frustrated if I cannot find the next episodes quickly.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	68	107	11	10	4	4.13	2.018
	300	%	34%	53.5%	5.5%	5%	2%		

Table 22 indicated that 87.5% (34% SA+ 53.5%A) respondents were agreed with the statement that "I get frustrated if I cannot find the next episodes quickly." Moreover, mean score (M=4.13) also reflects the perception of respondents in favor of the item.

Table 23 I do not feel an uncontrollable need to keep watching.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	114	132	41	10	3	4.15	2.023
	300	%	38%	44%	13.5%	3.5%	1%		

Table 23 indicated that 82% (38% SA+ 44%A) respondents were agreed with the statement that "I do not feel an uncontrollable need to keep watching." Moreover, mean score (M=4.15) also reflects the perception of respondents in favor of the item.

Table 24 I become emotionally attached to the characters in every show.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	39	36	30	105	90	2.43	1.550
	300	%	13%	12%	10%	35%	30%		

Table 24 indicated that 25% (13% SA+ 12%A) respondents were agreed with the statement that "I feel that university life has made me mentally stronger". Moreover, mean score (M=2.43) also reflects the perception of respondents not in favor of the item.

Table 25 Binge-watching makes me feel happy.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	135	111	29	12	12	4.16	2.025
	300	%	45%	37.5%	9.5%	4%	4%		

Table 25 indicated that 82.5% (45% SA+ 37.5%A) respondents were agreed with the statement that "Binge-watching makes me feel happy." Moreover, mean score (M=4.16) also reflects the perception of respondents in favor of the item.

Table 26 I feel empty when a series ends.

Sample			SA	A	PA	DA	SDA	Mean	St. d
	N	F	118	141	24	9	8	3.18	1.772
Students									
	300	%	39.5%	47%	8%	3%	2.5%		

Table 26 indicated that 86.5% (39.5% SA+ 47%A) of respondents agreed with the statement that I feel empty when a series ends. Moreover, the mean score (M=3.18) also reflects the perception of respondents in favor of the item.

Table 27 I do not enjoy discussing the shows I watch.

Sample			SA	A	PA	DA	SDA	Mean	St. d
	N	F	60	45	15	110	75	2.21	1.479
Students									
	300	%	20%	15%	5%	35%	25%		

Table 27 indicate that 72% (47% SDA+ 25%DA) respondents were disagreed with the statement that "II do not enjoy discussing the shows I watch." Moreover, mean score (M=2.21) also reflects the perception of respondents partially in not favor of the item.

Table 28 I feel excited to check when new episodes will be released.

Sample			SA	A	PA	DA	SDA	Mean	St. d
	N	F	116	135	20	18	12	4.08	2.006
Students									
	300	%	38.5%	45%	6.5%	6%	4%		

Table 28 indicate that 83.5% (38.5% SA+ 45%A) respondents were agreed with the statement that "I feel excited to check when new episodes will be released. Moreover, mean score (M=4.08) also reflects the perception of respondents in favor of the item.

Table 29 I feel empty when a series ends.

Sample			SA	A	PA	DA	SDA	Mean	St. d
	N	F	111	151	20	12	6	4.17	2.028
Students									
	300	%	37%	50.5%	6.5%	4%	2%		

Table 29 indicate that 87.5% (37% SA+ 50.5%A) respondents were agreed with the statement that "I feel empty when a series ends. Moreover, mean score (M=4.17) also reflects the perception of respondents in favor of the item.

Table 30 I find it hard to resist binge-watching.

Sample			SA	A	PA	DA	SDA	Mean	St. d
	N	F	39	36	30	105	90	2.23	1.485
Teachers									

	300	%	13%	12%	10%	35%	30%	

Table 30 indicate that 65% (35% SA+ 30%A) respondents were disagreed with the statement that "I find it hard to resist binge-watching". Moreover, mean score (M=2.23) also reflects the perception of respondents in not favor of the item.

Table 31 Watching a sad scene does not make me feel upset.

Sample			SA	A	PA	DA	SDA	Mean	St. d
Students	N	F	107	137	27	18	12	4.03	1.994
	300	%	35.5%	45.5%	9%	6%	4%		

Table 31 indicated that 81% (35.5% SA+ 45.5%A) respondents were agreed with the statement that "Watching a sad scene does not make me feel upset. Moreover, mean score (M=4.03) also reflects the perception of respondents in favor of the item.

DISCUSSION

The study results reveal a significant pattern of binge-watching behavior among participants, with the majority acknowledging that they frequently stay up all night watching movies or series. A remarkable 98.5% agreed with this behavior, supported by a high mean score (M=4.78), indicating a strong tendency toward prolonged screen time. This excessive engagement often leads to physical strain, with 87% of respondents admitting to eye strain yet continuing to watch. Interestingly, despite this physical fatigue, 89% claimed they do not suffer from headaches, suggesting a degree of habituation to long viewing hours. In terms of the physical impact of binge-watching, most respondents (84.5%) reported discomfort from sitting for long periods, and many (84%) admitted to having poor posture while watching. Additionally, a significant portion (80%) noticed dark circles under their eyes, which are commonly associated with screen overuse and lack of sleep. These results point to the physical toll that binge-watching can take, although a notable number of participants also claimed they do not feel tired during the day, suggesting a disconnection between the physical effects and the recognition of fatigue.

Behaviorally, the findings show that binge-watching interferes with daily routines. Around 60% disagreed with the idea that watching series does not affect their daily schedule, and many admitted to delaying work (81.5%) and staying up late (82%) because of watching shows. Furthermore, 87.5% of respondents stated that they sometimes lose track of time due to their involvement in a series. These behaviors reflect a loss of control and time management, highlighting how binge-watching can disrupt productivity.

Emotionally and psychologically, the study indicates mixed responses. On one hand, 82.5% of respondents said binge-watching makes them feel happy, and 86.5% admitted to feeling empty when a series ends, suggesting an emotional investment in the content. On the other hand, only 65% disagreed with being emotionally attached to every show, and many reported they do not feel upset during sad scenes. This may suggest selective emotional attachment depending on content or personal sensitivity.

Socially, binge-watching also has a community or interactive aspect, with 83.5% expressing excitement over new episode releases and 72% indicating they enjoy discussing the shows they watch. Despite the physical and behavioral drawbacks, these responses suggest a level of positive social engagement related to series content. This could be due to shared cultural interests or group discussions around trending shows.

Overall, the findings highlight that binge-watching is a common and largely accepted behavior among participants, offering both emotional satisfaction and social enjoyment. However, it comes with notable physical discomfort and behavioral disruptions, especially related to time management, health habits, and academic or professional productivity. The results suggest the need for increased awareness and moderation in binge-watching to balance enjoyment with personal well-being.

CONCLUSION

The findings of this study indicate a widespread trend of binge-watching among the respondents, with a majority acknowledging behaviors commonly associated with excessive screen time. A remarkable 98.5% of participants admitted to staying up all night to watch movies or series, suggesting a strong tendency toward prolonged viewing without sufficient rest. Additionally, even though many respondents reported feeling eye strain and physical discomfort, such as poor posture or bodily unease, they still continued watching highlighting a preference for entertainment over personal well-being.

Interestingly, while viewers were aware of the physical impacts of binge-watching like dark circles, slouching, or feeling sleepy many did not associate these behaviors with serious consequences. For instance, a significant number did not report experiencing headaches or daytime tiredness, which may reflect either underreporting of symptoms or a normalization of fatigue due to entertainment. This indicates that binge-watching may be habitual and prioritized despite minor discomforts.

The study also revealed a notable impact on daily routines and productivity. A majority of respondents admitted to delaying tasks, skipping breaks while studying, or sometimes missing their daily schedule altogether to watch series. Additionally, many agreed they lost track of time or became emotionally involved in the content, pointing to the immersive and often distracting nature of binge-worthy shows. However, not everyone showed signs of compulsion, with some disagreeing that they had an uncontrollable urge to binge-watch or that they became emotionally attached to characters in every show.
From an emotional perspective, binge-watching elicited mixed reactions. While it brought happiness to a large portion of viewers and excitement when new episodes were released, others confessed to feeling empty when a series ended or frustrated when new episodes weren't easily available. These emotional responses suggest that binge-watching may serve as an emotional outlet or a source of engagement and satisfaction for many viewers.

Socially, binge-watching was not entirely isolating. Many respondents enjoyed discussing shows with others, contradicting the stereotype of binge-watchers as solitary individuals. This highlights the shared cultural experience and community aspects tied to watching popular series, especially among young audiences.

In conclusion, the study sheds light on how binge-watching has become an integral part of modern entertainment consumption, influencing physical health, emotional well-being, time management, and social behaviors. While most respondents enjoy binge-watching and do not see it as a harmful habit, the findings suggest a need for more awareness about its potential long-term effects on lifestyle and productivity. Encouraging balanced viewing habits and regular breaks can help mitigate the negative consequences while still allowing viewers to enjoy their favorite shows.

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