

A QUALITATIVE INVESTIGATION OF BINGE-WATCHING AMONG
UNIVERSITY STUDENTS: BEFORE AND AFTER THE COVID-19
PANDEMIC

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PANDEMIC**

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ABSTRACT

A QUALITATIVE INVESTIGATION OF BINGE-WATCHING AMONG UNIVERSITY STUDENTS: BEFORE AND AFTER THE COVID-19 PANDEMIC

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This qualitative study aimed to understand the binge-watching behavior among Turkish university students including contributing factors for the onset and continuity of the behavior, binge-watching patterns, how it impacts their life before and during the pandemic. For this reason, Consensual Qualitative Research (CQR) analysis was performed on the data collected from participants before (n=8) and during (n=7) the pandemic. The semi-structured interview protocol with open-ended questions was used. Results of the data analysis revealed four main domains as understanding the basics of the binge-watching behavior, motives lie behind binge-watching, effects of binge-watching, and what had changed during the pandemic in terms of binge-watching. Under all domains, a total of 33 categories and 25 subcategories were coded. The first domain, understanding the basics of binge-watching behavior covered participants' perspectives on behavior, their definitions, the contributing

factors, the onset of behavior, the behavior patterns, and how they perceive others' binge-watching behavior. The second domain, the motives of the participants in performing the binge-watching behavior. The third domain, effects of binge-watching contained how binge-watching behavior affects their physical, social, psychological, and academic performances. The last domain, what had changed during the pandemic in terms of binge-watching involved the differences and observations of the participants during the pandemic process. The findings were discussed in the light of current binge-watching literature, the pandemic conditions, and possible implications and suggestions for future studies were provided.

Keywords: Consensual Qualitative Research, Binge-Watching, COVID-19 Pandemic, University Students

ÖZ

ÜNİVERSİTE ÖĞRENCİLERİ ARASINDA TIKINIRCASINA İZLEME HAKKINDA BİR NİTEL ARAŞTIRMA: COVID-19 PANDEMİSİ ÖNCESİ VE SONRASI

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Yüksek Lisans, Eğitim Bilimleri, Rehberlik ve Psikolojik Danışmanlık Bölümü

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Bu nitel çalışma, Türk üniversite öğrencileri arasında, davranışın başlamasına ve sürekliliğine katkıda bulunan faktörler, tıkinircasına izleme örüntüleri, pandemi öncesi ve pandemi sırasında hayatlarını nasıl etkilediği dahil olmak üzere tıkinircasına izleme davranışını anlamayı amaçlamıştır. Bu nedenle, pandemi öncesi (n=8) ve pandemi sırasında (n=7) katılımcılardan toplanan veriler üzerinde Uzlaşmalı Nitel Araştırma (UNA) analizi yapılmıştır. Bu süreçte açık uçlu sorulardan oluşan yarı yapılandırılmış görüşme protokolü takip edilmiştir. Veri analizinin sonuçları, tıkinircasına izleme davranışının temellerini anlamak, tıkinircasına izlemenin ardında yatan motivasyonlar, tıkinircasına izlemenin etkileri ve pandemi sırasında tıkinircasına izleme açısından nelerin değiştiği olarak isimlendirilen dört ana alanı ortaya çıkarmıştır. Tüm alanlar altında toplam 33 kategori ve 25 alt kategori kodlanmıştır. Birinci alan, tıkinircasına izleme davranışının temellerini, katılımcıların davranışa bakış açılarını, tanımlarını, davranışa etki eden faktörleri,

davranışın başlangıcını, davranış örüntülerini ve başkalarının tıknırcasına izleme davranışını nasıl algıladıklarını kapsamaktadır. İkinci alan, katılımcıların tıknırcasına izleme davranışını gerçekleştirmedeki motivasyonlarını içermektedir. Üçüncü alan, tıknırcasına izlemenin etkilerini, tıknırcasına izleme davranışının katılımcıları fiziksel, sosyal, psikolojik ve akademik bağlamda nasıl etkilediğini göstermektedir. Son alan olan, pandemi sırasında tıknırcasına izleme davranışında nelerin değiştiğini, pandemi sürecinde katılımcılardaki değişimleri ve onların gözlemlerini içermektedir. Bulgular, güncel tıknırcasına izleme alan yazını ışığında tartışılmış, pandemi koşulları ve gelecekteki çalışmalar için olası çıkarımlar ve öneriler verilmiştir.

Anahtar Kelimeler: Uzlaşmalı Nitel Araştırma, Tıknırcasına İzleme, COVID-19 Pandemisi, Üniversite Öğrencileri

To my dear family and my only love

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CHAPTER 1

INTRODUCTION

1.1. Background to the Study

It is an undeniable fact that the internet and screens, where hundreds of pixels come together to create miraculous visuals, are inseparable a part of our modern life. It can be said that the habit of watching television, one of the oldest traditions of this modernism, is still an important part of many people's lives. In accordance with Rubin (1983), there are nine motives for watching TV include “companionship, relaxation, entertainment, habit, to pass time, arousal, escape, social interaction, and information-seeking” (p. 7). Watching TV is a very common activity to fill the time. According to Zenith (2019) in 2018 the average daily time for watching TV is 168 minutes worldwide. Statistical data in Turkey shows that the average daily time spent watching TV is 3 hours 30 minutes on weekdays whereas this average rises to 3 hours 45 minutes on weekends (RTÜK, 2018). Radio and Television Supreme Council indicated people between the ages fifteen and twenty-four watched TV for 171 minutes during weekdays whereas people between the ages of twenty-five and thirty-four watched TV for 209 minutes during weekdays (RTÜK, 2018).

With advancements in technology, watching devices like laptops, phones, tablets and platforms like Netflix, Hulu, Amazon Prime, Blu Tv became varied. Especially, people have started to watch whatever they want and whenever they want via the internet and TV streaming platforms. Among reasons why people prefer to watch by downloading or streaming are related to being cheap, easily available, without being required for a certain place and time like other hobbies, offering high variety, effortless to watch, being independent of age-and socio-economic status, and

including enjoyable and motivating content for continuing to watch (Orosz, Böthe, & Toth-Kiraly, 2016).

Binge-watching is defined as “to watch multiple episodes of a television program in rapid succession, typically using DVDs or digital streaming” (Oxford, 2017, Dictionary section). It is stated that streaming platforms make contributions to what extent people watch television such as binge-watching (Ferguson, Greer, & Mintle, 2018). A study that was conducted by Harris Interactive indicated that 61 percent of 1.500 Netflix subscribers make binge-watching regularly (Netflix, Inc, 2013). A minimum number of episodes that are required for assuming any watching behavior as binge-watching changes from more than two (Walton-Pattison, Dombrowski, & Presseau, 2018) to more than three (Merrill, 2018). Jenner (2017) highlighted that to consider a behavior as bingeing, various episodes of one series should be watched successively.

In light of the literature about binge-watching, it is seen that this behavior is more common among college students and young adults (Damratoski et al., 2011; Devasagayam, 2014; Exelmans & Van den Bulck, 2017). Moreover, it is mentioned that 90% of millennials who are between 18-34 ages are identified as binge-watchers (Deloitte, 2017). Another study showed that binge-watching with the ratio of 78 percent is the highest among participants who are between 18 and 29 ages (Shannon-Missal, 2013). Similar to the motives behind watching TV, some motives also feed binge-watching behavior among young groups. Devasagayam (2014) mentioned that being bored during free time in the summer can be seen as a major reason for binge-watching among college students. College life may bring loneliness and some adjusting problems to some students’ lives. Therefore, TV can be seen as a medium for compensating for this lack of social interactions (Greenwood & Long, 2009). According to Greenwood and Long (2009), students can reach a sense of belonging by replacing characters in TV shows with real-life friendships. Thus, they can feel like having a bond with these characters that may become an imaginary friend for them. This situation is called as parasocial relationship (Eyal & Cohen, 2006; Greenwood, 2008). Duration of watching is related to this parasocial friendship and

this friendship can be fed while binge-watching (Devasagayam, 2014; Greenwood, 2008). Panda and Pandey (2017) stated that students tend to binge-watch to escape from the stress in their lives, such as peer pressure, studying, or anxieties about their future. Social engagement is another contributing factor for binge-watching. For instance, people can have a conversation about the series that they are watching with their peers. Indeed, their viewing time may be increased because of the motivation of social engagement (Matrix, 2014; Panda & Pandey, 2017).

The reasons why binge-watching is important lay behind the effects of watching TV excessively on individuals' life in many areas. In terms of physical health, studies show that there is a negative relationship between watching TV and being physically inactive, especially among female students in college (Buckworth & Nigg, 2004). Moreover, Van den Bulck (2000) revealed that eating habits can be shaped by TV watching habits. It was discovered that when adults watch TV, they tend to eat unhealthy food more such as snacks, fast food, soft drinks, and alcohol whereas they ignore eating healthy food (Bowman, 2006; Sisson, Shay, Broyles, & Leyva, 2012; Van den Bulck, 2000). In addition to these physical health effects, it was found that sleep disorders and inadequate sleeping can be affected by excessive TV watching (Van den Bulck, 2000).

About the psychological effects of excessive TV watching, it was discovered that after watching for a long time, a decrease in the level of alertness and concentration problems are seen. It is also reported that people's mood changes in the negative direction or stays the same and the level of reveling decreases after being exposed excessively to TV (Kubey & Csikszentmihalyi, 2002). Frey, Benesch, and Stutzer (2007) stated that the level of life satisfaction diminishes due to watching TV excessively.

Feeling confident in academic life and the average grades that they take are related to watching TV negatively, especially among female students (Walsh, Fielder, Carey, & Carey, 2013). Moreover, as watching television is seen as an individual activity,

the time for spending in social activities that people can come together with their friends is replaced with TV watching (Van den Bulck, 2000).

Walton-Pattison et al. (2018) also indicated that people who are binge-watching have difficulties in the pursuit of their goals and feeling regret that comes after binge-watching is predicted by themselves. Panda and Pandey (2017) mentioned that similar disturbances inflow that is related to addiction, feeling alone/lonely, tension, anxiety, and emptiness are seen among students when binge-watching activity is completed. Their functional coping strategies diminish as well because they try to cope with their problems via binge-watching (Panda & Padney, 2017).

Yoo, Lee, and Lee (2020) revealed that binge-watching is associated with enjoyment, efficiency, and relaxation. Moderating effects of addiction and loneliness were examined in terms of watching types. In the high addiction group, information seeking, and enjoyment were found positively associated with binge-watching. Binge-watching in the low addiction group was affected significantly by the variables of enjoyment and social interaction. About information seeking and social interaction, there were significant differences between groups. In the high loneliness group, enjoyment and social interaction variables were found positively related to binge-watching whereas, in the low loneliness group, enjoyment was the only motivation for watching style (Yoo, Lee, & Lee, 2020). Song, Hu, and Mou (2021) investigated the positive and negative valence about people's inclination for binge-watching. In accordance with the data analysis, three negative valences which are depression, loneliness, and social problems, and four positive valences which are enjoyment, passing time, stress relief, and social interaction. It has been seen that these valences affect the attitudes of the audience.

With streaming platforms, people can watch episodes of TV series successively or an hour after hour. It is stated that streaming platforms make contributions to what extent people watch television such as binge-watching (Ferguson, Greer, & Mintle, 2018). Studies taking part in the literature show that the age group that is defined as millennials or between 18-34 is highly exposed to binge-watching (Deloitte, 2017).

Moreover, it is understood that extensive TV watching, or binge-watching can impact individuals/students physically (Buckworth & Nigg, 2004), psychologically (Kubey & Csikszentmihalyi, 2002), academically (Pino & Smith, 2003), or socially (Van den Bulck, 2000). In light of these findings, it is thought that binge-watching is very common among university students and has negative impacts on millennials. After the pandemic, there were new questions emerged. Alexander (2020) stated that the Covid-19 pandemic created an increase in the number of subscribers of Netflix and the amount of time in watching Netflix in the spring of 2020. It was discovered that 73.7 percentages of the participants from some Southeast Asian countries reported increases in the amount of time for binge-watching during the pandemic (Dixit et al., 2020).

Therefore, it is aimed to understand the key concept of binge-watching behavior of Turkish university students. These concepts included how binge-watching affects them, what are their motives for binge-watching, how the pandemic changed their binge-watching habits, and understanding the basics of binge-watching such as definition, frequency, increasing, and decreasing factors.

1.2. Purpose of the Study

Watching TV is a very common activity to fill the time (Stoll, 2021). As technology developed, the way people watch TV began to change. Under the influence of technological development, the widespread use of streaming services brings new concepts into our lives. The main aims are defining the binge-watching concept from the user's point of view, attitudes, and beliefs, examining and identifying the motivation behind the behavior, discussing the possible positive and negative effects of binge-watching behavior, and what had changed during the pandemic in terms of binge-watching among university students in Turkey.

1.3. Research Questions

The research questions of the current study line up as:

What are the foundations of binge-watching in Turkey among university students?

1. What are the motives that lay behind binge-watching?
2. What are the causes of binge-watching?
3. What are the negative and positive impacts of binge-watching?
4. What had changed during the pandemic in terms of binge-watching?

1.4. Significance of the Study

The Internet, streaming platforms, serials, and movies are some of the important parts of today's life. It will help us to understand the fundamentals of binge-watching, which are directly related to these concepts. This study also focuses on understanding the basics of binge-watching behavior and aims to make a contribution to the literature in this way.

The significance of the current study can be explained in several ways. Firstly, there is significance to choosing this age group. In the current study, the participation group included university students. Panda and Pandey (2017) believed that because technology and streaming service usage frequency is high among college students, it is important that binge-watching is examined with this age group. Moreover, Neilsen (2013) states that 63 percent of the population who watch Netflix is formed with the younger generation. Nine of ten college students have a Netflix subscription and use it regularly (as cited in Panda & Pandey, 2017). This explains the reason why college students have been selected for the current study.

The impact of the COVID-19 is seen as another significance in the current research. Dixit, Marthoenis, Arafat, Sharma, and Kar (2020) mentioned that pandemic with a global lockdown state and lack of leisure time events are related to each other. This relation can refer to increasing binge-watching. It was stated that during pandemic

usage of electronic and printed media was increased and the frequency of inoccupation with television and the internet was increased recently. Specifically, during the quarantine, inoccupation with watching TV or the internet increased by 73.7%. Dixit and his colleagues (2020) interpreted this result that binge-watching can be seen as a coping way. Umesh and Bose (2019) highlighted that during the pandemic, there are many streaming services created to make binge-watching more frequent. Fernandes, Biswas, and Tan-Mansukhani, Vallejo, and Essau (2020) isolation because of the pandemic made an opportunity to spend time with Netflix, Hulu, Amazon Prime. Considering these studies, it has become very important to investigate the impact of the pandemic on binge-watching.

The other significance is related to the research method. Studies on the concept of binge-watching, which is new in Turkish literature, have been emerging recently. In the current study, the longitudinal and consensual qualitative research method (CQR) is chosen to examine research questions. The importance of using CQR can be explained as follows: “ideal for studying in-depth the inner experiences, attitudes, and beliefs of individuals because it allows researchers to gain a rich, detailed understanding” (Hill, 2010, p. 15). In the light of this detailed analysis, it is hoped that this is an initial study for defining/understanding the concept of binge-watching motives lying behind, and effects of binge-watching will come out. In the current study, the longitudinal research design was specifically preferred. It is mentioned that longitudinal study helps to notice more details that are changed by going back and forth in time. To create qualitative information about this change, it is trying to comprehend what decreases and increases over time (Holland, 2007). Therefore, by using the mentioned methods effectively, steps can be taken to reveal the effect of the pandemic on binge watching and make an in-depth contribution to the literature.

The other one is about the impact of binge-watching on psychological health. Starosta and Izydorrczyk (2020) argued that binge-watching can be entertaining comorbid with obsessive and compensatory patterns. Although it has entertaining effects, binge-watching makes contributions to behavioral addiction. Moreover, problems related to depression, anxiety, and sleeping are seen (Flayelle et al., 2019; Riddle,

Peebles, Davis, Xu, & Schroeder, 2017; Starosta, Izydorczyk, & Lizinczyk, 2019; Wheeler, 2015). Taking into consideration these negative effects, binge-watching is thought of as an important issue to study. In addition, with these contributions, specialists such as psychological counselors, or therapists who work in psychological counseling centers at the universities can be more aware of the concept of binge-watching and increase the effectiveness of therapeutic care (Starosta & Izydorczyk, 2020).

To sum up, age group, the impact of pandemic, research method and design, the impact of binge-watching on psychological health aligned among the significance of this study.

1.5. Definition of Terms

Binge-Watching: “Watching between 2-6 episodes of the same TV show in one sitting” (Netflix Inc., 2013, para. 2)

Consensual Qualitative Research: The main points of CQR, which is a qualitative research method, are explained as follows, “the use of (a) open-ended questions in semi-structured data collection techniques (typically in interviews), which allow for the collection of consistent data across individuals as well as a more in-depth examination of individual experiences; (b) several judges throughout the data analysis process to foster multiple perspectives; (c) consensus to arrive at judgments about the meaning of the data; (d) at least one auditor to check the work of the primary team of judges and minimize the effects of groupthink in the primary team; and (e) domains, core ideas, and cross analyses in the data analysis” (Hill et al., 2005, p. 196)

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature regarding binge-watching. The chapter starts with the definition of binge behavior and the two types of binge behavior. Secondly, binge-watching is defined and historical information about binge-watching is explained. Thirdly, related theories about binge-watching that are attachment theory, emotion regulation and self-regulation, and self-determination theory are provided. Finally, related variables about binge-watching are given.

2.1. Binge Behavior

Binge behavior is defined as “an occasion when an activity is done extremely, especially eating, drinking or spending money” (Cambridge Dictionary, nd, Dictionary section). Jenner (2017) states that the word of binge is associated with self-harming behaviors that cause alcoholism and bulimia. Basically, the word of binge means behaving excessively in a specific condition. English (2017) mentioned in his online article that Dr. Michael Mantell claims that “all types of bingeing are ways of dealing with negative emotions that are not rational or healthy” (para. 2).

The literature about binge behaviors, to a large, extends the focus on binge eating and drinking. Binge-eating behavior is also included in Binge-eating disorder means that “the ingestion of a large amount of food, accompanied by a sense of loss of control” (Glasofer, Attia, & Pike, 2013, p. 201). It is claimed that experiencing significant emotional distress has a role in binge-eating that is related to binge-eating disorder. Binge-eating behavior is defined with at least three characteristic features. These are: “eating more rapidly than normal”, “eating until comfortably full”, “eating in the

absence of hunger”, “eating alone because of embarrassment over the amount of eating”, and “feeling of disgust, depression, or guilt after overeating” (American Psychiatric Association, 2013, p. 350). On the other hand, drinking behavior can be determined by how a person’s drinking experiences are comprehended by himself or herself in the past. For instance, if a person recalls that he or she experienced a positive effect which can be illustrated as increasing happiness after drinking, or if a person remembers that his or her negative state of mood was decreased after drinking, the value of drinking alcohol attributed by himself or herself will be increased (Cox, Klinger, & Fadardi, 2015). Binge drinking is defined as drinking an excessive amount of alcohol in one sitting (Norman, Bennett, & Lewis, 1998). In addition to these findings, it was mentioned that adolescents presumably perceive peer pressure to take part in the group and display risky behaviors so they may consume food and alcohol during social activities. To be more specific, it was revealed because of being subjected to pressure from their friendship group and to correspond to their group norms, adolescents tend to binge drink and eat (Tambelli et al., 2012; Lai et al., 2013).

2.1.2. Binge-Watching

It is thought that the concept of binge-watching is related to increases in sales of DVD that was serialized. Although saying that people binge-watch with DVD box sets automatically may be seen as speculation, it is suggested that in the definition of the binge, behaviors that are autonomously scheduled and excessive compared with a norm are emphasized. When examining binge-watching literature, the medium for binge-watching is seen as TV in some studies (e.g. Walton-Pattison, Dombrowski, & Presseau, 2018). However, it is claimed that watching TV hour after hour is not regarded as binge-watching (Jenner, 2017). It is indicated that although the terms “norm” and “excess” are difficult to determine, excessiveness in binge-watching is seen beyond the TV schedules. Moreover, it is suggested that in order to consider a behavior as bingeing, various episodes of one series should be watched successively. However, on the TV, this successive watching is interrupted by advertisements or

showing another program. Because of the reasons mentioned above, it is argued that binge-watching is dissimilar to watching television (Jenner, 2017).

Definitions of binge-watching or binge-viewing do vary. By Oxford Dictionary (2017), binge viewing is defined as “to watch multiple episodes of a television program in rapid succession, typically utilizing DVDs or digital streaming” (Dictionary Section). As a result of their study, Walton-Pattison, Dombrowski, and Presseau (2018) defined that binge-watching as watching more than two episodes of the same TV show successively at one sitting. On the other hand, a study which was conducted by Harris Interactive provided another definition for binge-watching (Netflix Inc, 2013). According to this study, binge-watching was defined as “watching between 2–6 episodes of the same TV show in one sitting” (para. 2). In another study, it is stated that a minimum number of the episode that is required for binge-watching is three. They also added that the medium for bingeing can be either TV or personal devices like computers, and phones, and digital platforms like Netflix, Hulu, Amazon Prime (Merrill, 2018). Even though there are some differences among definitions of binge-watching, it is highlighted that this watching behavior is very individualized so in terms of definitions, common features in binge-watching behaviors are hard to find (Jenner, 2017).

In the meta-analysis of binge-watching that was performed by Flayelle et al. (2020), different features in the operational definitions for binge-watching were determined. They created three subcomponents from these operational definitions. These are “a quantity based-index”, “the characterization of the content”, and “a time pattern” (Flayelle et al., 2020, p. 46). Corresponding with the first subcomponent that is “quantity-based index”, it is stated that although there are few studies that defined binge-watching in the light of hours of viewing (Hovath, Horton, Lodge, & Hattie, 2017; Panda & Pandey, 2017), binge-watching is mainly defined by taking into consideration the number of episodes and programs. In some studies quantity of watching is specified as more than 1 episode (Pittman & Sheehan, 2015; Abdel-Azim Mohammed Ahmed, 2017; Merikivi, Salovaara, Mäntymäki, & Zhang, 2018), in the other studies, this quantity is determined as more than 3 episodes (Riddle, Peebles,

Davis, Xu, & Schroeder, 2017; Rubenking & Bracken, 2018; Tukachinsky & Eyal, 2018; Erickson, Dal Cin, & Byl, 2019; Merrill & Rubenking, 2019; Pittman & Steiner, 2019). In terms of hours of viewing, in a study, watching more than one hour is seen as a key feature for defining binge-watching (Panda & Pandey, 2017), whereas in the other study watching more than 3 hours is remarked in the definition of binge-watching (Horvath, Horton, Lodge, & Hattie, 2017). On the other hand, Rubenking and Bracken (2018) added the detail of the standard length of the show to the definition of binge-watching. This length can be illustrated as 30 minutes or hour-long episodes. In addition to these definitions, watching entire season (Shim, Lim, Jung, & Shin, 2018; Tefertiller & Maxwell, 2018; Pittman & Steiner, 2019) or all seasons of the series (Tefertiller & Maxwell, 2018) at one sitting was seen a key feature for binge-watching. In respect of the second subcomponent of the definition that is named as “characterization of the content”, in some studies, most of the definitions mentioned watching the same series was important to feature for binge-watching (Pittman & Sheehan, 2015; Panda & Pandey, 2017; Shim, Lim, Jung, & Shin, 2018; Flayelle et al., 2019), whereas some of them focused on watching undifferentiated programs (Horvath, Horton, Lodge, & Hattie, 2017; Granow, Reinecke, & Ziegele, 2018). Which type of content is binge-watched was not signified in the other studies (Spruance, Karmakar, Kruger, & Vaterlaus, 2017; Shim & Kim, 2018). With the third subcomponent that is “time pattern”, it is mentioned that most of the studies indicated “in a single sitting” feature in the definition of binge-watching (Pittman & Sheehan, 2015; Tukachinsky & Eyal, 2018; Flayelle, Canale, Vögele, Karila, Maurage, & Billieux, 2019), whereas in the other studies, “in a small amount of time” (Tefertiller & Maxwell, 2018), “a day” (Starosta, Izydoreczyk, & Lizińczyk, 2019), “in several days” (Pittman & Sheehan, 2015) and “within a week” (Pittman & Steiner, 2019) phrases were used in the definitions of binge-watching. As a result of these explorations, it is easily seen that there is no universal consent in the definition of binge-watching.

Like in the definition of binge-watching, there is no coherence among measurements of binge-watching. Flayelle et al. (2020) state that because of the absence of the accepted measurement criteria, conducted studies focused on the quantity that is

estimated in media research. In a meta-analysis, study it was revealed that three sets of determinants have a part in the measurement of binge-watching (Flayelle et al., 2020). These determinants are “the frequency of binge-watching” (Merrill & Rubenking, 2019; Pittman & Sheehan, 2015; Riddle, Peebles, Davis, Xu, & Schroeder, 2017; Rubenking & Bracken, 2018), “the average duration of one viewing session” (Abdel-Azim Mohammed Ahmed, 2017; Exelmans & Van den Bulck, 2017; Sung, Kang, & Lee, 2018), and “the number of episodes usually watched” (Abdel-Azim Mohammed Ahmed, 2017; Exelmans & Van den Bulck, 2017; Sung, Kang, & Lee, 2018). These determinants can be either taken part alone (Riddle, Peebles, Davis, Xu, & Schroeder, 2017; Pittman & Steiner, 2019) or in different combinations (Abdel-Azim Mohammed Ahmed, 2017; Exelmans & Van den Bulck, 2017; Sung, Kang, & Lee, 2018) in the measurements of binge-watching. Moreover, it was found that sometimes individual questions such as asking the intention and severity of binge-watching could be added (Pittman & Sheehan, 2015). Conversely, in the rest of the other studies, the assessment of binge-watching is based on different questions. The duration of binge-watching that is perceived by participants themselves (Spruance, Karmakar, Kruger, & Vaterlaus, 2017) general disposition in binge-watching behavior (Shim, Lim, Jung, & Shin, 2018), and “the pace of watching a particular series” (Conlin, Billings, & Averset, 2016; Tefertiller & Maxwell, 2018) are given as an example for these different questions. As is the case with the definition of binge-watching, it is seen obvious that there is no consensus for the items that measure binge-watching in the literature.

In the literature, there is no consensus on the definition of binge-watching. Nevertheless, in the current study, binge-watching is defined as “watching between 2-6 episodes of the same TV show in one sitting” (Netflix, Inc., 2013, para. 2). Like other definition, another study defined binge-watching as watching more than two episodes of the same TV show successively at one sitting (Walton-Pattison, Dombrowski, & Presseau, 2018). It is important to note that “successive watching” and “watching multiple episodes of the same TV show” are seen as the two elements of binge-watching.

2.1.2.2. Binge-watching and Related Theories

Binge-watching is a relatively new topic in social sciences. For this reason, theoretical explanations are rarely found in the literature. In light of the existing literature, in this section, binge-watching behavior will be reviewed in terms of attachment theory, self-regulation and emotion regulation, and self-determination theory.

2.1.2.2.1. Attachment theory and binge-watching.

Attachment theory emphasizes that human behavior is regulated by an innate behavioral system. Some components of this behavioral system can be illustrated as attachment, exploration, caregiving, and sexual mating (Mikulincer & Shaver, 2007). Throughout infancy, primary caregivers who are considered as one or both parents, also grandparents, older siblings, and daycare workers are thought of as attachment figures. In later childhood, adolescence, and adulthood, these attachment figures undergo a change. Bowlby (1982) mentions the typical cycle of attachment systems as activation and deactivation (as cited in Mikulincer & Shaver, 2007). To be obvious, when a person is exposed to a threat, the attachment system is activated, and she tries to seek and reconstruct proximity that can be either actual or symbolic to an external or internalized attachment figure. When seeking proximity, the period ends up gaining security, the attachment system is deactivated. In infancy, actual proximity seeking occurs, whereas, in adulthood, mental representations that provide care and protection from symbolic attachment figures take a crucial role in seeking proximity. With the earlier exploration of Bowlby (1973), it is claimed that individual differences in attachment security and various forms of insecure attachment are seen due to the caregiving environment (as cited in Mikulincer & Shaver, 2007). Secure attachment develops when the attachment figure is available and responsive to the infant. On the other hand, lack of availability and responsibility in caregivers causes secondary attachment strategies (Mikulincer & Shaver, 2007). Attachment anxiety which is characterized as worrying about the possibility of unavailable attachment figures and avoidance which is characterized as independent and distant from

emotional partners are the major dimensions in these strategies. Furthermore, in terms of the role of attachment types in a romantic relationship, it was found that people who have secure attachment experience happy, pleasant, and trustworthy relationships whereas people who are avoidant draw away from close relationships and others who are anxious/ambivalent tend to be jealous, emotionally unstable, and seek for reciprocation (Hazan & Shaver, 1987).

Tukachinsky and Eyal (2018) also studied the relationship between attachment types and marathon viewing. It was found that participants who have secure attachments watch fewer episodes than the participants who have an anxious or avoidant attachment. To clarify this finding, it was expressed that people with secure attachment are better at handling weeklong separation from their favorite characters (Tukachinsky & Eyal, 2018).

2.1.2.2.2. Emotion regulation, self-regulation and binge-watching.

According to Siegel (2012), the self is formed within the regulation of a mental activity that occurs during interactions with the world. Emotion regulation is seen as the essence of the self because, to organize the self, the capacity of regulating appraisal and arousal processes of the mind is essential (Siegel, 2012). Self-regulation is seen as a part of emotion regulation. To be clearer, it is stated that the organization of the self is based on a way of regulating emotions (Siegel, 2012). Actually, emotion is defined as a complicated set of processes and is located at the center of internal and interpersonal processes. It is added that the subjective experience of the self is generated from these processes (Siegel, 2012).

It is shown that emotion is both regulated and participates in the regulator process. With regulating emotions, firstly, the mind can interact with its environment more flexibly. Secondly, a variety of emotions are experienced more intensely. Thirdly, behavior also continues to be flexible, adaptive, and organized. Emotion regulation has some fundamental components. These are named “intensity”, “sensitivity”,

“specificity”, “windows of tolerance”, “recovery processes”, “access to consciousness”, and “external expression” (Siegel, 2012, p. 305).

In the process of emotion regulation and dysregulation, physiology, individual experience, and alteration in behavior are assumed as the basic levels of emotion that can be involved in (Siegel, 2012). It is claimed that emotion dysregulation has a role in several psychiatric disturbances. For instance, mood disorders like depression and bipolar and the anxiety disorders that are named as panic disorder, phobias, obsessive-compulsive disorder, and post-traumatic stress disorder, somatoform disorders (Waller & Scheidt, 2006), and borderline personality disorder (Cole, Llera, & Pemberton, 2009) are disorders that are influenced by disturbances in emotion regulation.

In some studies, it was argued that the aim of exhibiting urgency-related behaviors is regulating emotions (Nock, Wedig, Holmberg, & Hooley, 2008; Selby, Anestis, & Joiner, 2008). Especially these maladaptive behaviors are performed to regulate or soothe negative emotional experiences (Cyders & Smith, 2008). Flayelle, Maurage, Vögele, Karila, and Billieux (2019) suggested that whether there is a role of emotional coping in terms of problematic binge-watching behavior should be examined. In other respects, Cyders and Smith (2008) mention that urgent-related behaviors are also exhibited with the existence of intense positive emotions. Since binge-watching is seen as a way of maximizing pleasure, it is also proposed that the role of enhancing and maintaining positive emotions on binge-watching that is accepted as an urgent-related behavior should be explored (Flayelle, Maurage, Vögele, Karila, & Billieux, 2019).

In a study, binge-watching behavior was examined in terms of self-regulation (Tukachinsky & Eyal, 2018) which is called a part of emotion regulation. According to the results of this study, it was revealed that there is a role of self-regulation in marathon viewing. Specifically, it was found that participants who are more depressed and lacking in self-regulation are interested in more intensive marathon viewing (Tukachinsky & Eyal, 2018).

2.1.2.2.3. Self-determination theory and binge-watching.

In self-determination theory (SDT), it is assumed that human beings have evolutions in some areas. Those are being intrinsically active, innately motivated, and having an orientation that is developed intrinsically toward integrative processes (Deci & Ryan, 2012). It is emphasized that these features are not acquired by learning. Indeed, human beings are born with these features. These inborn features are developed in time and influenced by the social environment. They also have an important role in the learning process (Deci & Ryan, 2012). The basic principle of SDT is based on experiences of “psychological needs of autonomy (personal agency)”, “relatedness (social connectedness)”, “competence (sense of efficacy)”, and improving “motivation and well-being” (Ryan & Deci, 2000, p. 68; 2017, p. 10).

When reviewing the literature on self-determination, it is seen that some media concepts in which individuals have actively participated were examined in terms of SDT (Adachi, Ryan, Frye, McClurg, & Rigby, 2018). One of these media concepts is exemplified as video games (Ryan, Rigby, & Przybylski, 2006). In their research, the motivation of video games and the effects of playing these games on well-being was examined by applying SDT. It was revealed that perceiving autonomy and competence that occur in-game are related to enjoying the game, making preferences during the game, and alterations in well-being before to after playing. Furthermore, perceived competence and autonomy are found associated with the intuitional nature of game controls and feelings of existence or immersion in subjects' experiences of playing video games. In relation to playing multiplayer games, it was investigated that feeling enjoyment and playing behavior in the future is predicted independently by needs for autonomy, competence, and relatedness (Ryan, Rigby, & Przybylski, 2006).

Although there are differences between playing a video game and watching TV in terms of participation processes, Self-determination theory was examined to understand whether this theory could explain the context of watching TV that occurs passively (Adachi, Ryan, Frye, McClurg, & Rigby, 2018). In order to examine this

theory, three studies were conducted. Since watching TV dramas is not an active context as playing video games, components of SDT models of need satisfaction were adopted to new context by applying small changes. Following their study, it was discovered that the eudaimonic themes which were provided by the TV show were strong and predicted constantly engaging in these dramatic TV shows. Actually, variables of relatedness with characters and sustained engagement were predicted by these themes. This prediction occurred only indirectly in Study 3, whereas this prediction happened directly in the first two studies. According to Adachi, Ryan, Frye, McClurg, and Rigby (2018), this result indicates that if storylines make sense, provoke thoughts, and are fluent, viewers connect characters in the show and their motivation for watching is improved. The sustained engagement was also predicted by novelty and surprise variables. In study 3, sustained engagement was predicted by identification with the character in the TV show. With this finding, it is suggested that to what extent viewers experienced the show indirectly via the character influences their connection to these characters (Adachi, Ryan, Frye, McClurg, & Rigby, 2018). Furthermore, it was found that sustained engagement was predicted by the variable of viewing competence. How efficiently viewers follow and understand the flow of the story in the TV show contributes to their desire to continue to watch the show (Adachi, Ryan, Frye, McClurg, & Rigby, 2018).

2.1.2.3. Binge-watching and Related Variables

When reviewing the literature, it is drawn attention quickly that binge-watching is a relatively new topic. It is seen that the first research that was published about binge-watching was conducted by Pittman and Sheehan in 2015. Thus far, it was stated that there are twenty-four published research (Flayelle et al., 2020). Since binge-watching is a newer topic in the literature, the historical development of binge-watching will be mentioned in this section.

With new advancements in technology, video streaming platforms such as Netflix, Hulu, and Amazon Prime have been grown over the last years. These video streaming programs provide rich content to their audiences. Moreover, they are very affordable

and easily accessible through any internet-connected device and serve their content whenever the audience is ready. Due to these reasons, these platforms are preferred by TV audiences in their daily routines (Flayelle et al., 2020). Moreover, thanks to the new advancements in technology, people are able to arrange their time watching TV autonomously (Jenner, 2016). It is said that this feature especially entered people's life with Video-on-demand (VOD) (Jenner, 2017). It is claimed that this autonomy in arranging time leads to watching episodes of series one after another (Vaterlaus, Spruance, Frantz, & Kruger, 2019). As a result, these advancements have brought into opening a new chapter that was called binge-watching (Jenner, 2016). To explain the contributions of advancements in technology for the concept of binge-watching, it is stated that having a chance to prevent interruptions that are caused by ads and select when to watch are seen as advantages that continue binge-watching. The relationship between where we do binge-watch and self-scheduling shows that autonomous viewership has a key role in binge-watching behavior. Therefore, it is highlighted that autonomous scheduling and technologies that provide us with arranging watching time are essential factors in the concept of binge-watching (Jenner, 2017).

It is stated that after the streaming platform that came into our lives with the new technology, there was no need to wait for another week for a new episode of the series as an entire season of the series is published at once. In this way, traditional watching behavior was changed to binge-watching which is very common among young adults (Flayelle et al., 2020). It is mentioned that the developing Video-on-demand (VOD) industry benefits from binge-watching. Especially, in order to publish content of series and connect customers to these contents, Netflix, Amazon, and Hulu that produce and televise original content have been working on the "binge model" (Jenner, 2017). Specifically, monthly subscriptions and individualized recommendations in Netflix are aimed to keep audiences watching (Jenner, 2017).

There are different names for indicating binge-watching because the meaning of binge-watching has been seen negatively by some. For instance, "marathon viewing" (Silverman & Ryalls, 2016), "marathon television viewing" (Tukachinsky & Eyal,

2018), or “Netflix Effect” (Matrix, 2014) are preferred to use instead of using the word binge-watching.

As it is mentioned above, binge-watching is a newer topic in the literature. Therefore, it is thought that binge-watching is generally studied in terms of what binge-watching is and its background motives. A quantitative study conducted by Steins-Loeber, Reiter, Averbeck, Harbarth, and Brand (2020), was aimed to investigate the role of depressive symptoms and impulsivity on the results of binge-watching behavior and the relationship between consequences of binge-watching and the Big Five Personality Traits. This study was conducted with 228 participants via different Facebook groups. The results of this study were revealed that being impulsive was related to losing one’s control and neglecting own responsibilities; meanwhile neglecting responsibilities and social problems were elicited by depressive symptoms. In this study, interaction effects of depressive symptoms and impulsivity were also examined but no significant results were found. In respect of the Big Five Personality Traits and consequences of binge-watching, findings indicated that consequences from binge-watching were only explained by conscientiousness (Steins-Loeber, Reiter, Averbeck, Harbarth, & Brand, 2020).

Vaterlaus, Spruance, Frantz, and Kruger (2019) clarified the conceptualization of binge-watching, motivations, and consequences of binge-watching via the participation of college students. In this quantitative study, there were 406 participants whose age range was between 18 and 25. Students defined binge-watching by mentioning how many hours they spent time in binge-watching, consecutive watching, and how many episodes they watch. Expressions of watching TV during successive hours and the number of episodes or movies that are watched at one sitting were commonly seen in the definitions. In terms of successive amounts of time, students spent 4.62 successive hours of TV watching. In terms of watching how many episodes at one sitting, watching at least three episodes or at least two movies were revealed as a common pattern (Vaterlaus, Spruance, Frantz, & Kruger, 2019). In accordance with this study, binge-watching was performed as a way of avoiding doing homework, duties, emotional problems like perceiving loneliness,

depression, or anxiety, and real-life conditions. Generally, participants in this study stated that when using binge-watching for avoidant purposes, some negative consequences like “procrastinating schoolwork,” “feelings of guilt or regret,” and “addiction” are often experienced (Vaterlaus, Spruance, Frantz, & Kruger, 2019). Moreover, it was commonly mentioned that lack of money, inadequate or no parental direction, and the existence of roommates were the facilitators for binge-watching in the college environment. In other words, students stated that they binge-watched to relax, have fun, prevent hearing voices when studying, or socialize.

In this study, perceived consequences of binge-watching were clustered into four main groups that were physical health, responsibilities, social experiences, and mental health. First of all, in terms of physical health cluster, eating unhealthy food, changes in the amount of food consumption, decrease in the motivation for exercising, sleep disruptions such as inadequate sleep were found as perceived consequences of binge-watching. Secondly, in relation to responsibilities, the fact that responsibilities might be generally influenced negatively by binge-watching was revealed. On the other hand, it was stated that binge-watching was seen as a break from stress due to school and daily responsibilities. In addition to these results, college students mentioned that binge-watching was an economic and easily accessible way for relaxing, and entertaining while they had inadequate resources. Thirdly, with regard to social experiences, it was discovered that although the perceived influences of binge-watching in social relationships were stated as negative, some students perceived that their social relationships were facilitated by binge-watching. Finally, in terms of mental health, it was found that college students perceived binge-watching as negative for their mental health. For instance, depressive symptoms, addictions, and feeling stress due to procrastination was believed to occur. Furthermore, it was claimed that some students binge-watched to cope with impairments in their mental health (Vaterlaus, Spruance, Frantz, & Kruger, 2019).

Tukachinsky and Eyal (2018) investigated the role of attachment styles, depression, and self-regulation on marathon viewing, psychological experiences of viewers about the narrative, and characteristic features of marathon viewers via 167 participants

who were students and whose age ranges were between 18 and 25. As a result of their study, participants who were more depressive and had more deficiency in their self-regulation did more intense marathon viewing. In this study, securely attached people watched significantly lesser episodes during the experience of marathon viewing. The relationship between gratification and marathon viewing was partially supported by the findings. On the other hand, the relationship between the level of marathon viewing and the transportation variable was not revealed. But “character involvement” was increased by the level of marathon viewing. This means that when people watch episodes of a series one after the other, their interaction with the characters in the series increases, and then they develop empathy towards these characters. Moreover, it was found that marathon viewing was associated with a greater amount of parasocial relationships. In addition, deficiency in self-regulation was discovered as associated with higher eudaimonic enjoyment (Tukachinsky & Eyal, 2018).

Walton-Pattison, Dombrowski, and Pesseau (2018) examined the frequency of binge-watching and the factors related to TV binge-watching. This study included 86 participants. Their mean age was 30 and the standard deviation was 12. At the end of their study, the frequency of binge-watching was found at least once a week. Following their findings, it was suggested that when defining binge-watching, watching multiple episodes of the same show successively should be taken a place. Specifically, the concept of binge-watching was largely explained by automaticity, anticipated regret, and goal conflict. It was mentioned that in binge-watching, both impulsive and reflective factors were seen (Walton-Pattison, Dombrowski, & Pesseau, 2018).

Flayelle, Maurage, and Billieux (2017) made qualitative research to understand deeply phenomenological features of binge-watching. In their study, 7 people who were older than 18, watched Tv series regularly and were selected by a pool of volunteers. In their study, content analysis was used. As a result of their research, three main themes were identified. These were named as “TV series watching

motivations”, “TV series watching engagement”, and “structural characteristics of TV shows”.

Firstly, in the “TV series watching motivations” theme, immersion, entertainment, and social sub-themes are involved. It was revealed that individuals immerse themselves in narratives that they watch. With this immersion, they can experience entertainment and relaxation. Emotional connection is seen as an important factor in the immersion sub-theme. About entertainment, it was stated that individuals have expectations about having a good time and gaining pleasure when they watch. Concerning the social sub-theme, it was mentioned that individuals can socialize after watching popular series. For instance, they can discuss episodes that they watched and share their feelings and opinions about these episodes with each other. Secondly, in the “TV series watching engagement”, viewing patterns, excess, and self-control take part. About viewing patterns, watching several episodes at one sitting, and mostly preferring to watch in the evenings were revealed. It was indicated that they prefer to watch during their time for breakfast or lunch. Moreover, to prevent extra noise in the environment and to fall asleep were found as a common pattern. In relation to excess, it was discovered that individuals are hard to limit themselves and they often watch a longer duration than they planned at first. With regards to the self-control sub-theme, it was discovered that individuals admitted that watching TV series can be dangerous and have addictive features. Thirdly, in the “structural characteristics of TV shows,” the theme, availability, type, and quality of the narrative and characters are involved. Availability sub-theme remarks on the fact that individuals access easily digital devices and content increase the amount of watching. In type and quality of narrative sub-theme, it was stated that complex narratives or novel themes are important facilitators to continue watching. In the characters’ sub-theme, it was claimed that establishing a strong attachment with some characters leads to continue watching that series (Flayelle, Maurage, & Billieux, 2017).

To sum up, binge behavior is seen as associated with self-harming behaviors (Jenner, 2017). In the literature, binge eating, and binge drinking have been focused mostly up to now. With technological advancements, video streaming platforms like Netflix,

Hulu, and Amazon Prime have become widespread and the Video-on-demand industry has grown. These advancements provide to watch without any interruptions like ads and watch TV programs successively (Jenner, 2017). It is highlighted that having autonomy in the schedule of watching and watching excessively compared with a norm are the two crucial factors for binge-watching. Although there are small differences in the number of episodes that are required for matching with binge-watching criteria, Walton-Pattison, Dombrowski, and Pesseau (2018) defined that binge-watching is watching more than two episodes of the same TV show successively at one sitting. There is no coherence among measurements of binge-watching. When examining the theoretical background of binge-watching, attachment theory, self-regulation and emotion regulation, and self-determination theory draws attention. Tukachinsky and Eyal (2018) revealed that secure attachments watch fewer episodes than other attachment types. In terms of the role of self-regulation on binge-watching, it was found that people who are more depressed and lacking in self-regulation tend to be more intensive in marathon viewing (Tukachinsky & Eyal, 2018). About the relationship between self-determination theory and binge-watching, it was found that the eudemonic themes which were provided by the TV show were strong and predicted constantly engaging in these dramatic TV shows and it was found that sustained engagement was predicted by the variable of viewing competence (Adachi, Ryan, Frye, McClurg, & Rigby, 2018).

CHAPTER 3

METHOD

In this chapter, detailed information about the method of the study was presented under the design of the study, participants, participants profiles, data collection instruments, data collection procedure, researchers' biases, data analysis and limitation of the study sections.

3.1. Design of the Study

In the current longitudinal qualitative study, the consensual qualitative research method (CQR) was used to examine binge-watching among university students, their motivation factors for binge-watching behavior, their perspective for the behavior, and the positive and negative impact of binge-watching on their lives, and how pandemic impacted binge-watching. Longitudinal designs make it possible to understand the extent to which life conditions change the studied phenomenon over time. By observing participants' data in time, developmental changes are seen progressively (Hermanowicz, 2016). With covid-19 there have been lots of changes such as quarantine, working, or studying at home. To observe these changes in binge-watching, a longitudinal qualitative study was chosen. There are several reasons why qualitative research was selected for the current study. Qualitative research was used for gaining a viewpoint and picturing how the binge-watching phenomenon happens and to understand this phenomenon by looking at the perspective of the participant (Bogdan & Biklen, 1992; Henwood & Pidgeon, 1992; Stiles, 1993). Specifically, the reason for choosing CQR is that "it is ideal for studying in-depth the inner experiences, attitudes, and beliefs of individuals because it allows researchers to gain a rich, detailed understanding" (Hill, 2010, p. 15).

The data was collected throughout semi-structured interviews. Interviews were conducted with participants twice over an 18-month period to examine the nature of binge-watching behavior and the impact of the COVID-19 pandemic on binge-watching. The first interviews were conducted and the second to be online as a follow-up with the same participants. Only one participant did not provide continuity in the process. The interview involved semi-structured questions. Because one of the aims of the current study was to investigate how binge-watching was defined by university students, how it affects them, what were the contributing factors, and what kind of changes happened during the pandemic on their binge-watching behavior. Participants were from one of the English medium state universities. During the interview sessions, voice recordings from each participant were taken after participants consent for the recording. For data analysis, voice records were transcribed. Each transcription was named with nicknames and in this form, transcripts have been preserved.

3.2. Participants

In order to draw participants for the current study, an announcement was published on the social media platform of a public university in Ankara. The text of the announcement was as follows.

Are you one of those who cannot stop watching the series?
Hello Everyone,
I am a Psychological Counseling and Guidance graduate program student. Within the scope of my thesis, I will conduct a study on binge-watching. For this reason, I plan to interview volunteer 15 participants who are university students over the age of 18 and who meet the definition of binge-watching, which is the criteria for participation. Binge-watching is defined as watching several episodes of a TV series or broadcast in one sitting. If you have binge-watching behavior and would like to contribute to this study, you can contact me. Interviews will be held at the campus of the XXX university Your identity information will not be requested in the study (you will be anonymous) and the collected information will only be used by the researcher in scientific studies.

In this announcement, three main requirements were highlighted as inclusion criteria for the study. Those were being a student at this state university, being a binge-

watcher, and voluntary participation. For the second interview, the same social media platform was used to contact participants.

In the current longitudinal qualitative study, there were 8 participants who studied at the English medium state university. Three participants were female whereas five of them were male. Their age range was between 20 and 33 with a mean of 27 ($SD = 3.9$). When the education level of the participants was examined, it was revealed that 2 were doctoral students, 4 were enrolled in the master's program, and 2 were undergraduate students. During the interviews both before and during the pandemic, all participants were still students. During the pandemic, there was a change in the number of participants because one of the participants did not respond to calls and messages. 7 participants were interviewed. Before the pandemic, the data were collected via face-to-face interviews. During the pandemic interviews conducted online with participants. Related information for the first interview and changes in the second interview which were obtained during the pandemic were shown in Table 3.1.

Table 3.1.

Demographic Information

Variables	<i>First Interview</i>	<i>Second Interview</i>
Total Number of Participants	8	7
Age (Mean)	27	26.7
Leisure Time (Mean)	34.9	20
Gender		
Male (n)	5	4
Female (n)	3	3
Education		
Undergraduate (n)	2	2
Master (n)	4	3
Doctorate (n)	2	2
Romantic Relationship Status		
Single (n)	5	3
In Relationship (n)	3	4

Note. n = number of participants.

3.2.1. Participant Profiles

Some information that was acquired via the interview about the participants was given separately for each in the next section. To preserve their anonymity, each participant was given a nickname by the researcher.

3.2.1.1. Participant ID #1

Participant 1 was a 33 years old male university student. He graduated in computer engineering. He was still enrolling in his second master's. His current GPA is between 3.30 and 3.40. He is planning to graduate next semester. He lives alone. His spare time activities take 15-30 hours a week. He has a romantic relationship. In his opinion, the definition of binge-watching is which long and continuous watching marathons until he is satisfied. Finishing all seasons of the Tv series is also crucial for him. When he was a 6-year-old child, he binge-watched all cartoon series. In comparison with the past, his duration of binge-watching activity has multiplied by five. He also mentioned that if he is not controlling himself, this duration could be multiplied by twenty or thirty. He expressed that binge-watching is a routine for himself and consuming the things he loves gives him pleasure. Getting carried away to experience this pleasure is an important criterion for him. During the pandemic, there were no big changes in terms of the frequency of his binge-watching behavior but the variety of streaming platforms he used had increased.

3.2.1.2. Participant ID #2

Participant 2 was a 25-year-old female student. She is a Ph.D. student in the Guidance and Psychological Counseling department. Her GPA in master's degree was 3.93. She spent approximately 16 hours a week on spare time activities before the pandemic but after the pandemic, her spare time increased by 16 to 36 hours. She did not have a romantic relationship. She lived in a house with a flatmate. She likened binge-watching to binge-eating. According to her, bingeing means cannot stop herself and consume more than she needs at a time. She emphasized that for binge-watching, it

is important to watch over three consecutive hours. When she was a child, she woke up earlier than her parents and she was watching TV without interruption. Before the pandemic, the duration of her binge-watching behavior decreased because of a lack of time for spare-time activities but after the pandemic, her duration of binge-watching behavior increased a lot. She explained the reasons behind her binge-watching behavior were procrastination and relaxing.

3.2.1.3. Participant ID #3

Participant 3 was a 20 years old male university student. He studied in the undergraduate program in the Department of Physics, in the second year. He has a 3.14 CGPA and the TUBİTAK scholarship. Before the pandemic he stayed at the dormitory but after he moved into his family's house. He spent 3-4 hours on leisure activities daily before but during the pandemic, after starting the new semester it dramatically decreased to 3-4 hours of leisure time in a week. He has no romantic relationship. He defined binge-watching as finishing all episodes of that season in one sitting as soon as possible. Even if he was interrupted, he resumed until finished that season. In his family, his brother is also a binge-watcher. When he returns to his hometown, they binge-watch together. After increasing accessibility of TV series' whole seasons and advancement in online media platforms such as Netflix, his binge-watching behavior started. He mentioned that he did not like waiting and the habit of finishing what he had started also motivated him to continue binge-watching behavior. Not only watching but also in other activities such as reading, he likes to conclude whatever he has begun. Lastly, his binge-watching frequency increases when he is gloomy.

3.2.1.4. Participant ID #4

Participant 4 was a 30 years old female university student. She lived with her mother before the pandemic but moved into her father's house during the pandemic. In her family, her father also demonstrates binge-watching behavior the same as with her. There is no active romantic relationship currently. She started to study in 2006. After

graduation with an undergraduate degree, she resumed the doctoral program in the departments of Economics. She takes the TÜBİTAK scholarship as financial support. For educational purposes, she had been in America and this change influenced her watching habits. Moreover, she held the most intensive binge-watching sessions during this period. In the past, before the pandemic, she binge-watched for about 6 hours, whereas her binge-watching duration is less than 2 hours nowadays. She said when waiting for her Ph.D. qualifying exam results, she just binge-watched for 2 days and nothing else. Besides, she added her anxiety, sadness, and binge-watching duration increased in the same direction. She mentioned that if she has more time for binge-watching, she can binge-watch for longer hours. She defined binge-watching as an antidepressant for herself. She thought that binge-watching was watching 3 or 4 episodes in one sitting.

3.2.1.5. Participant ID #5

Participant 5 was a 28-year-old male undergraduate student in the computer engineering department. His CGPA was 3.37. He had 15 hours of spare time weekly before the pandemic but now he can only spend 2 hours because of the academic workload. He lived in a university dormitory but with the pandemic, he moved into her family's house. He did not have a romantic relationship. He defined binge-watching as a series or video watching activity that lasts at least three hours, and sometimes up to eight hours. When he was in high school, he started to binge-watch *Lost* and *Prison Break*. In comparison with the past, even far before the pandemic, his binge-watching duration decreased because of the university workload. Now it has decreased more. His binge-watching motivation was based on curiosity and accessibility. Having spare time was also an important motivation factor.

3.2.1.6. Participant ID #6

Participant 6 was a 25 years old female university student. She had a master's degree in the Guidance and Psychological Counseling program. She does not take a scholarship and has a 3.68 CGPA. She stayed at home with her flat mate before but

during the pandemic, she moved into her family's house. Before the pandemic, she said that her leisure time activity was approximately 20 hours weekly. During the pandemic, her leisure time activity increased even more, especially at the beginning. She had an ongoing romantic relationship. She defined binge-watching as watching consecutively movies or 5 episodes of TV series in a short time. Moreover, she stated that finishing one season completely and spending more time than usual. In her family, her mother also had binge-watching behavior. She indicated that she started to binge-watch in order to improve their second language, English, during preparation school. Compared to the past, increasing her academic workload caused decreases in the frequency of her binge-watching behavior. When she is tense and busy, she tends to binge-watch more. Generally, her binge-watching behavior makes her feel guilty and anxious because she uses binge-watching as a means of procrastination.

3.2.1.7. Participant ID #7

Participant 7 was a 26 years old male university student. He is studying in a graduate program in Guidance and Psychological Counselling. He has no scholarship and has a 3.75 CGPA. He lived at his home alone before but now he is living with his partner. He spends 2 and a half days a week for his leisure time activity. He has a romantic relationship. He defined binge-watching as watching 4-5 episodes of 40 minutes tv shows in one sitting and following multiple tv series at the same time. He indicated that his childhood passed in front of the screen. Specifically, his binge-watching behavior showed up during his high school years via accessing an internet connection. In time, his binge-watching duration increased especially after subscribing to Netflix, it reached the top. During the pandemic, his frequency of binge-watching was not changed because he said that he already had high screen times before. The reasons why he binge-watches were stated lack of close friends and having lots of free time. Escaping from daily life stressors and negative emotions were lies behind his binge-watching behavior under his explanations.

3.2.1.8. Participant ID #8

Since participant 8 did not participate in the study conducted during the pandemic, all information was obtained from the first interview. He was a 29 years old male university student. He graduated in architecture. He is studying in Building Science Graduate Program. He does not have a CGPA yet but he had a 2.72 CGPA in the undergraduate program. He lives with his sibling at home. He spends 4 days a week on spare-time activities. He does not have a romantic relationship. He defined binge-watching as Netflix membership. Specifically, he defines binge-watching as watching 10 episodes that each one lasting 20 minutes, or 5-6 episodes that each one lasting 40 minutes. His binge-watching behavior started after the TV series was being published on the Internet in 2011. His binge-watching frequency increased that time because of the accessibility of TV series. He stated that in order to cope with a sense of loneliness he used binge-watching. Moreover, he sees binge-watching as a means for escaping his own emotions and a sense of wonder feeds his binge-watching behavior.

3.3. Data Collection

3.3.1. Data Collection Instrument

In the first part, the researcher collected information from the participants using face-to-face interviews and semi-structured interview questions. Questions were included to understand not only how much the binge-watching behavior took place in the daily routines of the participants but also how they gave meaning to this behavior and what kind of advantages and disadvantages this behavior had. Existing literature was used while developing the first interview questions. In addition, age group and environmental conditions were taken into consideration in this process. The Turkish language was used for the questions. After the interview questions were developed feedback were taken from three students who considered themselves as binge-watchers. According to the received feedback questions were revised such as the language of the two questions has been edited and made more understandable, one

question removed, and one added. The follow-up interview questions were similar to first interview questions except additional questions. To give detailed information, two questions were added in the demographic section and four questions that could not be changed in the meantime were removed. In the other section, three questions were added, three questions were changed and made related to the pandemic, and two questions were removed from this section. With these changes, it was aimed to reveal possible changes that may occur in the pandemic. These questions have also reached their final form after being reviewed and edited more than once like first interview questions.

In the first interview, interview schedule consists of two basic sections. In the first section, there were eleven questions that included demographic questions that were related to age, gender, education, romantic relationship, leisure time while the second section that contains thirteen questions part goes into the details of binge-watching behavior. Respectively, the definition of binge-watching, when and how this behavior started, the frequency and antecedents of the behavior, reasons and motivational factor behind this behavior, it's a physical, social and psychological effect, the thoughts and feelings during and after binge-watching, differences and similarities between other people's binge-watching behaviors and participants' behaviors, and definition of the binge-watchers were asked. The main purposes of asking these questions were to examine the subject from multiple angles, to make a conceptual in-depth examination, to understand the differences in perspectives, to understand the motivation behind the behavior, and to investigate its positive or negative effects. The first interview questionnaire was demonstrated in Appendix B.

For the second interview, the researcher collected the information from the same participants using online meetings and semi-structured interview questions. In the first section that includes demographic information, there were nine questions related to education, leisure time, and romantic relationships. In the second section, there were twelve questions. Some of the questions used in the first interview were kept the same. In addition, some of the questions aimed to measure the changes in the

pandemic without straying too far from the questions in the previous interview. The second interview questionnaire was demonstrated in Appendix C.

3.3.2. Data Collection Procedure

In this study, only the main researcher and the author at the same time made the interviews. The main goal in this research was to reach between 8 and 15 participants that were stated by Hill's suggestion and guidelines on CQR in 1997 and conduct a single interview with these participants. While the research was continuing, the pandemic process started and the data collection procedure was transformed into a follow-up study instead of finding new participants, due to the fact that the first 8 interviews were conducted before the pandemic and the interviews with new participants might differ with the effect of the pandemic. The first interviews before the pandemic were conducted face-to-face. Those interviews were held in November and December 2019. All interviews were conducted using the guidance and psychological counseling room at the public university in order to minimize external interventions. The interviews lasted between about 30 and 50 minutes without having a break. The interview room was arranged in such a way that the participant and the researcher could communicate face-to-face and easily make eye contact. The questions were asked to the participant in accordance with the semi-structured interview without breaking the order of the questions. Before the interviews, the consent form was given to the participants, and it was read and signed. The interviews were recorded using the mobile phone audio recording application. The second interviews during the pandemic were conducted online via the Zoom application on the computer. Online interviews were completed 18 months later in June 2021. Before the online interviews, the participants were informed about the audio recording and the need of providing suitable conditions for the interview, such as being alone in a quiet environment if possible and using headphones. Interviews were conducted by adhering to the semi-structured interview model and paying attention to the order of questions. The interviews similarly the first ones lasted between about 30 and 50 minutes without having a break. The interviews were recorded using Zoom's voice recording feature. For the first interviews, mobile records were

transferred to the personal computer. Voice recordings were transcribed in the following months. After the second interview, recordings were also transcribed like previously. All sound recordings and transcripts were given nicknames by the researcher. As required by the longitudinal research method, the individuals' data collected before and during the pandemic were paired. Finally, these files were encrypted and stored in a way that third parties cannot access due to confidentiality and ethical reasons.

For the trustworthiness of the study and ethical considerations related permissions obtained from the Middle East Technical University (METU) Human Subjects Ethics Committee (Appendix A). Without deception or any pressure, the informed consent form was given to the volunteer participants and signed. It was shared with the participants both verbally and in writing that they could quit the study at any time. Permission for voice recording was obtained via both forms and verbal before the interview. Ethical principles and participants' rights were always prioritized. Nicknames were given to the participants by confidentiality and the records were kept in this way. The study was conducted neutrally, away from the intervention of third parties. To increase trustworthiness, the CQR method was used, and the support of other researchers was received. To be more specific, two researchers worked cooperatively while determining the themes and analyzing transcripts, the other one constantly checked this consensus.

3.3.3. Researchers' Biases

First of all, after mentioning the detailed life history of the main researcher and writer, which may cause bias, the researchers who supported the research will be briefly mentioned. Afterward, the subjects that are thought to create bias in the process will be reported.

My enthusiasm for this study is based on my worldview and my early experiences. I am deeply connected with technology and computer sciences. To be more precise, I met with a computer and the Internet when I was 8 years old. Although this influence

led my education towards choosing the department of computer technology and programming for a while, I found out that my true passion was helping people and understanding human psychology and behavior better. This brought me to the field of counseling. During my graduate studies, I observed that even babies are affected by the influence of streaming platforms and video-sharing websites. Then I looked deeply, it got more complicated and nearly people of all ages were using those platforms for different amounts. I have observed that many people around me watch broadcasts and series on online platforms. I had observations about the individuals watching more broadcasts or series with the convenience that platforms such as Netflix, YouTube, and Amazon-Prime bring to the series. Especially when I read about Netflix's marketing strategies, I decided to delve deeper into this viewing behavior and research its psychological background.

In addition to this, I also watch TV series and movies using online platforms. When I had free time, I also watched 2-3 episodes in a row. Observing myself before starting the research, these behaviors made me even more excited to do the research. But I realized that my binge-watching occasionally might cause me to approach research bias. To prevent this, in this current study, semi-structured interviews and consensual qualitative research methods were used. On the other hand, the fact that everybody defines binge-watching in their way during the research and realizing that this behavior has not always had a negative effect on participants' lives helped me to develop a new perspective.

In this research, three researchers, including the researcher of this thesis, were involved in the data analysis part. Detailed information about the relevant researchers is given in the next section. For biases that may occur in the process, when starting to collect data, it was thought that almost all the participants would display dysfunctional and/or very intense binge-watching. One might think that this way of thinking might cause a bias. This perception of the writer and other assisting researchers that everything was unhealthy or negative was recognized during the data collection procedure and started to change gradually. Furthermore, working online with the other researchers might cause zoom fatigue due to the pandemic. If face-to-

face data analysis meetings could be held instead of working from a distance, such social activities could positively affect the working motivation and mood. Lastly, although the differences in the cultural background of the team contributed to enriching the perspective, it may have caused a compelling factor to meet on common ground. Similar education backgrounds of the author and others may have prevented different points from being seen while analyzing.

3.4. Data Analysis

In this study, in order to understand the impact of the pandemic, the longitudinal research design was preferred. It is stated that longitudinal study helps to notice more details that are changed by going back and forth in time. To create qualitative information about this change, it is trying to comprehend what decreases and increases over time (Holland, 2007). Moreover, to examine the experiences and opinions of the participants in detail, the CQR analysis method was preferred when analyzing the data. According to Hill (2010), CQR is suitable for investigating individuals' inner experiences, attitudes, and beliefs in-depth since it provides researchers with a comprehensive, nuanced insight. This section includes a detailed explanation of the CQR analysis, the introduction of the researchers supporting the research, the frequencies of the categories made according to the CQR guidelines, and how many cases they contain.

Beginning this section with the introduction of other researchers, who are a crucial part of the analysis, has an important place in understanding the analysis. Three researchers, including the researcher of this thesis, were involved in the data analysis part. One of the researchers who worked as an analyst in the analysis of data with the main researcher was an Educational Science doctoral student at Bilkent University. This researcher completed undergraduate and graduate education in the Psychological Counseling and Guidance Department of the Middle East Technical University. The other researcher who worked as an auditor in the analysis of data was a graduate student in the Psychological Counseling and Guidance Department of the Middle East Technical University. This researcher also has a bachelor's degree in

Psychological Counseling and Guidance at Middle East Technical University. Although they had so many experiences in the field of quantitative analysis, qualitative analysis and CQR methods were newer for them. Certain steps have been taken to address this inexperience. The primary responsibility of the main researcher was to find resources about CQR to examine the quality of the resources and make these resources available to other researchers. After the readings and research studies, the main researcher and other researchers held two online Zoom meetings in order to better understand the analysis and eliminate the lack of information or misinformation about the CQR process. This training process took about a month.

It is important to note that, Hill, Thompson, and Williams (1997) argued that CQR includes 3 steps. These are:

1. For each case, the qualitative data gathered through responses to open-ended interview questions is differentiated into domains.
2. Core ideas that compose abstract and brief summaries based on qualitative material are listed under these domains for each case.
3. To reveal consistency among core ideas, cross-analysis is performed.

Moreover, CQR depends on 9 components (Hill, 2012). These are:

1. Open-ended questions
2. Words rather than the number
3. A small number of samples
4. Understanding a specific part of the experience by using cases as a whole
5. Inductive
6. Judgments made by a research team
7. Consensus
8. Ethics, trustworthiness, and attention to the culture
9. The main team constantly check the accuracy of the results

CQR was based and analyzes were made in line with these principles and foundations. In the process, pre-pandemic and during the pandemic data were included in the CQR analysis separately. The main researcher and author of this study

acted as one of the analysts and coordinated the entire process. This main researcher and one of the researchers who was a doctoral student was tasked with analyzing data. Another researcher who was a graduate student was tasked with an auditor who was checking the coherence and consensus of researchers, themes, categories, and subcategories. In this way, the duties of the people were clarified in the analysis.

As a first step, the main researcher, who also conducted the interviews, shared the transcribed and pseudonymized data with other researchers while taking care of the confidentiality principle. The analysis process started with the determination of the domains, categories, and subcategories in the first analyses (CQR 1). An online Zoom meeting was held at the beginning of the process on how to determine domains, categories, and subcategories, and three cases were randomly selected. After this meeting, analysts worked on the domains, categories, and subcategories for two weeks by using those three cases and another meeting was held. At the meeting, the domains, categories, and subcategories created were discussed, rearranged and a common consensus was reached. After that, other cases were also coded within the framework of the identified common domains, categories, and subcategories. Afterward coding all the data for about a month, another meeting was held. At this meeting, the coding process was evaluated, and corrections were made. The application of the corrections took two weeks, then the final meeting for the first analysis was held. The consensus was reached at this meeting and the first analysis became final. The auditor contributed to the process by attending all the meetings and examining the domains, categories, and subcategories after the meetings. Significant contributions had been made to find a common ground. In the second analysis (CQR 2), the steps applied in the first analysis were applied exactly. The whole analysis process, including one month of training, lasted a total of five months and two weeks. Thus, it seems that one of the strengths of this method, and also the reason why it was chosen for analysis, is that it makes clear and systematic analyzes and increases the reliability and trustworthiness of data analysis. Upon the recommendation of the CQR, assistance was sought from other researchers to increase the reliability (Hill, 2012).

According to Hill et al. (2005), labels and categories used in research help in making sense of and showing observations and results. Particularly, the general label pointed out that all or all but one of the cases; the typical label pointed out that more than half of the cases, and variant label expressed the categories which contained two to half of the cases. Categories with the 7-8 cases were labeled as general in CQR 1; categories with the 6-7 cases were labeled as general in CQR 2. Moreover, categories including 4-6 cases were labeled as typical in CQR 1; categories including 3-5 cases were labeled as typical in CQR 2. Lastly, the categories that included 2-3 cases were labeled as a variant in CQR 1; categories that contained 2 cases were labeled as a variant in CQR 2 in this study.

3.5. Limitations of the Study

Due to the analysis method used and the topic being contemporary, it is thought that this research will make significant contributions to the literature. On the other hand, the research is examined in detail, it has been noticed that there are also limitations that can be developed.

The sample of this study consists of university students who are thought to be common in binge-watching. In addition, data was collected from only an English-medium state university. The sample size of 8 for first interview and 7 for follow-up interview could be seen as a limitation. It was thought that the size of the sample might have reduced the diversity of the results that could be obtained. On the other hand, the high academic achievement of the participants in the sample and the fact that the sample consists mostly of graduate students could be considered as a limitation.

This research is based on semi-structured qualitative interviews. For this reason, the answers given by the participants might be limited to the semi-structured interview questions in the research so there may be different aspects of binge-watching that have been overlooked. It is thought that it would be beneficial to base future research on more flexible structured models.

As mentioned in the method section, communicating with the participants again for the second interview, during the pandemic, was another limitation of the study. First of all, despite all efforts, one participant could not be reached. Secondly, internet connection problems and occasional sound problems in these online interviews also made the process difficult. Finally, although during this period, none of the participants graduated, five of the participants returned to their family homes for various reasons. Therefore, this situation might have affected their lifestyles and habits, which may have also had an unfavorable impact on the interviews and analysis.

Since the pandemic process has not yet ended, the effects of the pandemic on binge-watching may not be fully absorbed and understood by the participants. For this reason, there might be shortcomings in the results regarding the effects of the pandemic. It is thought that repeating this study when this continuous pandemic process is over will be beneficial in terms of contribution to the literature.

To conclude, issues related to sample semi-structured qualitative interviews, some life changes due to the pandemic, and continuing and pandemic conditions can be considered as limitations.

CHAPTER 4

RESULTS

In this chapter, the data from the first interviews collected before the pandemic and the second interviews that were collected during the pandemic were presented. Two different CQRs were performed with the same participants with one drop-out during the follow-up interviews.

Results of the first interview data CQR analysis (CQR 1) yielded three domains which were labeled as (a) understanding the basics of the binge-watching behavior; (b) motives lie behind binge-watching; (c) effects of binge-watching. In CQR 1, all domains contained a total of 16 categories and 14 subcategories with 13 general categories, 3 typical categories, 4 general subcategories, 5 typical subcategories, and 5 variant subcategories. The CQR applied to follow-up data (CQR 2) revealed four domains with the addition domain. Those four domains were named as (a) understanding the basics of the binge-watching behavior; (b) motives lie behind binge-watching; (c) effects of binge-watching; (d) what had changed during the pandemic in terms of binge-watching. In CQR 2, all domains included a total of 17 categories and 11 subcategories with the 14 general categories, 3 typical categories, 2 general subcategories, 4 typical subcategories, and 5 variant subcategories.

In the following sections, instead of explaining the number of responses in each category and subcategory one by one, it is stated how many people gave the responses through labels. The details of these labels are as follows. In the first analysis (CQR 1), categories that were named as “general” mean that category included 7 or 8 similar responses underneath, categories that were named as “typical” means that category included 4 to 6 people’s responses and categories that were named as “variant” mean

that category contained 2 or 3 similar responses inside. In the second analysis (CQR 2), categories that were named as “general” mean that category included 6 or 7 similar responses within, categories that were named as “typical” means that category included 3 to 5 people’s responses and categories that were named as “variant” mean that category contained 2 similar responses fall under. According to Hill (2012), categories and subcategories with fewer than 2 cases did not need to be specified.

The first domain, *understanding the basics of the binge-watching behavior* indicated the participants' perspectives on the basics of binge-watching which were perceived definitions of the behavior, the meaning they give to this behavior, the frequency of this behavior, and how the behavior started, factors of binge-watching, and their process of binge-watching behavior. The second domain, *motives lie behind binge-watching* indicated the main motivations that participants declared. The third domain, *effects of binge-watching*, referred to participants’ perception of how the behavior affects their lives. The last domain, which was specified for CQR 2, *what had changed during the pandemic in terms of binge-watching* pointed out the differences and reasons experienced by the participants after the pandemic. In the following section, the details of the related analyses are given in order.

4.1 Results of the CQR 1

The first consensual qualitative analysis results were conducted with participants (n = 8) before the pandemic started. Results of the categories and subcategories under each domain for the CQR 1 were given in Table 4.1.

Table 4.1

Domains and Categories/Subcategories from Collected Data Before Pandemic

Domain	Category/Subcategory	Frequency Label
Understanding the Basics of Binge-Watching Behavior	Definition of Binge-Watching	General
	Beginning of the Binge-Watching Behavior	General

Table 4.1 (cont'd)

	Frequency of the Binge-Watching Behavior	General
	Perception on Behavioral Differences and Similarities of Binge-Watchers	General
	Feeling Similar	Typical
	Feeling Different	Variant
	Factors to Increase in Binge-Watching Behavior	General
	Factors to Decrease in Binge-Watching Behavior	General
	The Process of Binge-watching	General
	Before	General
	During	General
	After	General
	How the Characteristics of Other Binge-Watchers are Perceived	General
Motives lie Behind Binge-Watching	Behavioral	General
	Emotional	General
	Accessibility	Typical
	Spare time	Typical
	Addictive patterns	Typical
Effects of the Binge-Watching	Social	General
	Effects on the Romantic Relationships	Variant
	Isolation	Variant
	Effect on Friendship Relationships	Typical
	Physical	General
	Unhealthy Eating Habits	Typical
	Inactiveness	Variant
	Distortion of Sleeping Routine	Variant
	Health Issues	General
	Academic Performance	General
	Increase in Performance	Typical
	Decrease in Performance	Typical

As seen in Table 4.1, in the first analyses, there were three domains which were named as (a) understanding the basics of the binge-watching behavior; (b) Motives lie behind binge-watching; (c) effects of binge-watching. The first domain *understanding the basics of the binge-watching behavior* involved eight general categories and three general subcategories, one typical subcategory, and one variant

subcategory. The next domain, *Motives lie behind binge-watching* contained, two general categories, and three typical categories. The last domain, *the effect of binge-watching* included three general categories, one general subcategory, four typical subcategories, and six variant subcategories.

4.1.1 Domain 1: Understanding the Basics of the Binge-Watching Behavior

The domain indicated eight general categories which were labeled as (a) the definition of the binge-watching behavior; (b) beginning of the binge-watching behavior; (c) frequency of the binge-watching behavior; (d) perception on behavioral differences and similarities of binge-watchers; (e) factors to increase in binge-watching behavior; (f) factors to decrease in binge-watching behavior; (g) the process of binge-watching; (h) how the characteristics of other binge-watchers are perceived. Within those categories, two of them had different subcategories underneath. The first one of them is *the perception of behavioral differences and similarities of binge-watchers* which included feeling similar that is labeled as typical and feeling different that is labeled as a variant. The other category is *the process of binge-watching* which contains three general subcategories. Those subcategories were named as (a) before; (b) during; (c) after.

4.1.1.1. Category 1: The Definition of Binge-Watching (General)

This category included that participants' perception towards the definition of binge-watching behavior, such as how many episodes should watch in one sitting, how many hours should spend, and what could be other necessary conditions for binge-watching. Seven of eight participants indicated that definition of the binge-watching means watching more than four episodes, at least three hours in one sitting without long breaks. To illustrate, one of the participants stated that,

I think it can be defined as being able to finish an entire series in a few days. I mean, I remember finishing two seasons in one day in some TV series. I was just watching it without doing anything else. Because of this, I can define it as watching 10-12 episodes in a 20-minute series or watching 5-6 episodes in a 40-minute series in one sitting. (Case 8)

4.1.1.2. Category 2: Beginning of the Binge-Watching Behavior (General)

This category defined the participants' story of the beginning of the binge-watching behavior. Within this category, participants highlighted about three common origin stories. Two participants argued it started within childhood with watching cartoons. Three of them stated it started during university. Three participants mentioned it started with Netflix membership. To make it concrete, a participant who acquired this habit in childhood stated that the participant got up before the family and watched television until they woke up and that participant continued this habit at every opportunity in the childhood. In addition, one of them stated that they acquired this behavior in order to support their English learning during the university preparatory year, and some of them stated that they started this behavior intensively after purchasing a Netflix membership. Specifically, one of the participants mentioned,

At the university. I started watching TV series to learn English. I can even describe it as the time I started watching foreign series. Because I didn't watch a lot of Turkish TV series anyway. I wasn't binge-watching on them either. Since it was less exciting, I watched one episode and satiated. I started binge-watching because foreign series were more exciting and immersive. When I started binge-watching, I can say it was a preparatory year at the university. (Case 6)

4.1.1.3. Category 3: Frequency of the Binge-Watching Behavior (General)

In this category, participants express the intensity of their binge-watching behavior. Participants' perception of binge-watching is varied on the frequency category. While five participants have made the behavior a part of their lives, others can devote certain times of the week to binge-watching. For example, one of the participants explains this phenomenon in that way,

I watch for about 6 hours a day. This binge-watching is an antidepressant for me. Whenever I got nervous, something I didn't expect, for example, I was waiting for my Ph.D. qualification results. I just watched the series for two days. I didn't do anything else. So, I often tend towards this behavior. (Case 4)

4.1.1.4. Category 4: Perception on Behavioral Differences and Similarities of Binge-Watchers (General)

This category contained two different subcategories: feeling similar and feeling different. Feeling similar (typical) referred that the participants see themselves like others in terms of binge-watching behavior styles. For instance, one of the participants explained that,

First of all, they are also couch potatoes. For example, when I say to a friend on a Saturday that I'm in this episode of this series, let's watch the rest together, or when I say let's sit down and watch the Harry Potter series, there are not many people who refuse. There are two sofas in my house. I lie down for one and they lie down the other. We connect the computer to the TV. We watch as much as we want. We don't need to be doing any activity. We do not do anything unless it is very important, and we do not think of leaving that house that day unless there are very important situations. (Case 8)

The other subcategory was labeled as feeling different (variant). Under that part, participants explain how their behavior might be different from others. For example, one of the explanations is that,

Now, when I am impressed by a TV show, that I see that show in my dreams. I think I am a character there, but I have not seen such a thing in my friends. For example, when I watched Spiderman when I was little, I acted like that character. When I watched cartoons with a flying bike, I was pretending my bike was flying. I have never seen anything like this in my friend or my brother. I mean, they just watch it, but it affects me so much that it directly enters my subconscious. (Case 3)

4.1.1.5. Category 5: Factors to Increase in Binge-Watching Behavior (General)

This category included factors to increase in binge-watching behavior for the participants. All the participants defined important factors increasing binge-watching and highlighted at least one of the factors such as having lots of spare time, feeling depressed mood, feeling intense stress, accessibility, the illusion of self-control, and loneliness. For example, one participant indicated that,

In fact, it increases under stress. It increases a lot, especially when there is a job that is expected of me to do or when I have too many things to complete on time. It also increases as my free time increases. For example, in the

summer. When I go home in the summers, I collect things to watch for a while and finish them all. (Case 5)

4.1.1.6. Category 6: Factors to Decrease in Binge-Watching Behavior (General)

This category contained factors to decrease binge-watching behavior for the participants. Participants expressed at least one of the factors such as having lots of responsibility, feeling happy, energetic, or guilty, and having a romantic relationship. To illustrate, one of the participants highlighted,

If I am very socially active in that week if I have plans, if events are set, I do not binge-watch. Or if I really have more workload academically, I can't do much. (Case 7)

4.1.1.7. Category 7: The Process of Binge-Watching (General)

This category represented the emotions, thoughts, and behaviors of the participants before, during, and after the behavior. In other words, it includes the behavioral rituals of the participants. This category had three general subcategories that were named (a) before; (b) during; (c) after.

Before (general) subcategory referred to the emotions, thoughts, and behaviors of the participants before the binge-watching behavior. Before the behavior, two of the participants were feeling excited or energetic. Five of them told that they were overthinking about the series or completing or starting without planning to do binge-watching. Lastly, four of them indicated that their moods had an effect on choices about series. To make it concrete, one of the participants mentioned that,

If someone told me before that you will sit down and watch this for 2 and a half hours, I would not approach him. Because when an episode is over, it ends in such a way that it becomes a chain as if I have to watch the other episode. Actually, I do not have the thought of sitting very consciously and spending 3 hours today. (Case 2)

During (general) subcategory remarked to the emotions, thoughts, and behaviors of the participants during the binge-watching behavior. Five of the participants

mentioned that they were fascinated by the series, and seven of them said that while watching they were overeating, especially, their junk food consumption increased. For example, one of them said that,

I'm eating too much. I don't notice it while eating it either. Then, when I turn off the TV or computer and look at the packets of chips on my right and left, I understand. Well, unlike normal, I pop the popcorn, grab chips or go and heat soup and eat many meals without realizing it. Since I am not aware of what I am eating at the time, I do not act consciously, and I tend to overeat. (Case 2)

After (general) subcategory represented the emotions, thoughts, and behaviors of the participants after the binge-watching behavior. Two participants were told they were criticizing the series, two of them feeling empty after the behavior, two of them making extra research about the series, three of them feeling regret or unhappy to consume time. Regarding those, one participant indicated that,

I feel anxious. Guilty. I feel down. I feel unhappy. Then I start grumbling to myself. I did this all day today, I did nothing. I mean, that's how I think about binge-watching, about it after it's over, it takes my time. Anyway, sometimes I don't stop binge-watching until the time I need to sleep. (Case 6)

4.1.1.8. Category 8: How the Characteristics of Other Binge-Watchers Are Perceived (General)

This category included participants' perspectives towards the characteristics of other binge-watchers. All the participants expressed at least one of the features that other binge-watchers might be perfectionists and critical thinkers, had poor time management skills, were introverts, or had depressed and anxious personality characteristics.

They may be obsessed, I mean they may be biased, I would say. If they do too many of the same activities, they may become closed-minded and develop harsh prejudices against other factors. For example, I tried something from category A in the past, but I always consume something from category B. I never gave the A category a chance. As I get older, my view of category A is getting harder and harder, my walls are getting thicker. (Case 1)

To sum up, the first domain, *understanding the basics of the binge-watching behavior* which had eight categories and five subcategories, the participants shared their

thoughts, experiences, impressions, and opinions in their own ways. In particular, this domain explained the participants' perspectives on the basics of binge-watching, its definitions, the meaning they give to this behavior, the frequency of this behavior, and how the behavior begins. Therefore, all of these categories were gathered under a single section.

4.1.2 Domain 2: Motives Lie Behind Binge-Watching

This domain consisted of five categories which were labeled as (a) behavioral; (b) emotional; (c) accessibility; (d) spare time; (e) addictive patterns. The frequency label of *behavioral* and *emotional* categories was general. On the other hand, the frequency label of *accessibility*, *spare time*, and *addictive patterns* was typical.

4.1.2.1. Category 1: Behavioral (General)

This category contained participants' behavioral motives for binge-watching behavior. All participants reported at least one of the following as behavioral motives such as procrastination, escape from responsibility, using binge-watching as accompaniment for eating. In addition, five of them mentioned that binge-watching became their part of daily life, three of them used this behavior to fall asleep and two participants also stated that they saw binge-watching as a necessity in terms of following the social agenda. For example, one participant told that,

The motivation behind it is procrastination. I am avoidant when I have an important responsibility to do and it intimidates me. That's why I'm deceiving myself like doing cleaning, watching videos. This is actually something I do consciously. (Case 2)

4.1.2.2. Category 2: Emotional (General)

This category consisted of participants' emotional motives for binge-watching behavior. Seven participants indicated that they were feeling curiosity and using binge-watching as an emotion regulation strategy. Moreover, five of the participants identified themselves with the characters or events, immersing themselves in the

series, and they had a strong desire to finish what has been started. To illustrate those emotional motives for binge-watching, one of the participants mentioned,

So it's like, actually, someone is telling a story or an event is happening and you're wondering about the continuation of it. It has already been written, it already exists. What will happen next? What will happen? Where will it connect? These types of thoughts and curiosity. These reasons make you wonder about the next episode already. When you are curious, you watch the sequel. (Case 5)

4.1.2.3. Category 3: Accessibility (Typical)

This category referred to the relationship between participants' motivation and accessibility issues. Five of the participants highlighted the close relationship between their motivation and accessibility. One participant explained that issue with those words,

You do this behavior when it's easy to watch or when it's easy to access. For example, the Harry Potter books came out years apart. People had to wait. If all of them are produced and ready, it is enjoyable to finish them in one sitting, so it is good from that point of view. (Case 5)

4.1.2.4. Category 4: Spare Time (Typical)

This category related to the relationship between participants' motivation and their spare time. Like accessibility, five participants mentioned having lots of spare time as one of the reasons why they are binge-watching. To make it concrete, one of the participants said that,

Although I do many of my hobbies, I still have a lot of free time left. You know, binge-watching in your spare time makes you happy. Because there is a sound from behind, there is a picture, there is an event. At least you don't feel alone. I think that having free time is one of the most important points for me to do this behavior. (Case 8)

4.1.2.5. Category 5: Addictive Patterns (Typical)

This category included addictive patterns as the motivation for binge-watching. Five participants expressed a losing sense of control while doing binge-watching. They stated that although some participants did not have binge-watching intentions, they

realized this behavior as a result of losing control without realizing it. Two of them also mentioned that they were dreaming or fantasizing about binge-watching and it leads them to actualize binge-watching behavior. For example, one participant explained that,

In other words, after a while, I think, no matter how enthusiastic you are, no matter how much you want it, no matter how responsible you are, after a while, I think it's become something addictive. (Case 8)

To sum up, the second domain, *motives lie behind binge-watching* contained five general categories that sought answers to the reasons why they perform binge-watching behavior. The participants stated that they tended to this behavior mainly for emotional and behavioral reasons, because they had plenty of free time, as a result of some of their daily habits and for reasons such as ease of access.

4.1.3 Domain 3: Effects of Binge-Watching

The third domain, *effects of binge-watching* included three general categories which were labeled as (a) social; (b) physical; (c) academic performance. The first category which is *social* had three subcategories that were named (a) effects on the romantic relationships (variant); (b) isolation (variant); (c) effect on friendship relationships (typical). Moreover, the *physical* category had four subcategories underneath. These subcategories were named (a) unhealthy eating habits; (b) inactiveness; (c) distortion of sleeping routine; (d) health issues. The frequency of those subcategories was the typical, variant, variant, and general respectively. The last category, *academic performance*, contained two typical subcategories labeled as (a) increasing in performance; (b) decreasing in performance.

4.1.3.1. Category 1: Social (General)

This category explained the effect of binge-watching on participants' social life from their point of view. Three subcategories were described under this category. The first one was *the effect on romantic relationships*. Three participants reported that binge-watching had both positive and negative effects on their relationships. Those

participants expressed a negative effect of this behavior as it prevents them from spending enough time on the relationship from time to time. On the other hand, they mentioned that this binge-watching activity done together strengthens their relationship. For example, one participant mentioned that,

After all, you have limited time. When you spend that time on binge-watching-style things, it goes away from other things. With this logic, it affects the relationship badly, yes, but I don't quit. (Case 1)

The second one was *isolation*. Three participants mentioned that binge-watching behavior led them to be more isolated from others. They also mentioned that they did not participate in some activities in order to carry out the behavior and that they could cancel their plans. For instance, one of the participants express that,

Yes, I can cancel. In fact, there is a well-known situation, for example, your friend asks you what you are doing this weekend and you say that you are incredibly busy. But when the weekend comes, you'll be in bed with soda and watching something on the computer. This is how I am too. Usually, I am more satisfied with the things I do alone than with social interaction. That's why I have a more introverted self. Because of this, I often find watching something that interests me and I like more advantageous and better than meeting my friend in a cafe I don't like. (Case 2)

The last subcategory was *the effects on friendship relationships*. Five of the participants defined that binge-watching behavior had an effect on their friendship relationships. Participants mentioned that their friendship relations progressed positively because they were able to do activities such as watching TV series with their friends or make conversations about TV series with them. For example, one participant identified this like that,

It's like meeting at a common point. Having the same tastes feels good and gives a closeness. Actually, enjoying the same series is a feeling of intimacy. (Case 6)

4.1.3.2. Category 2: Physical (General)

This category included expressions of participants on the physical effects of binge-watching behavior. There were four subcategories beneath in this category. The first subcategory was *unhealthy eating habits*. Six participants underlined that they could acquire unhealthy eating habits in order to facilitate the continuation of the watching

behavior or by decreasing the awareness of the eating acts while performing the behavior. For example, one participant mentioned that,

Another disadvantage is that when you watch something for eight hours, you naturally get hungry in between and continue to watch while you eat. At this point, actually watching something while eating has its downsides. Because our eyes do not see what we eat. At this point, people do not understand how full they are or do not understand what they eat. A sense of satisfaction is lacking. That's why it is said to cause weight problems or health problems. Therefore, I eat something I can eat without looking, like a wrap or like a pizza. (Case 5)

Inactiveness was one of the subcategories under this topic. Three participants mentioned that due to the nature of binge-watching behavior, spending a long time inactively has some physical effects such as fatigue. To make this concrete, one participant told that,

There is food at home. In the kitchen, healthy cabbage. I really like it, but it was so hard to even go to that kitchen and warm it up. I ordered home, hamburger. Because I don't need to get up anyway. I started with breakfast. When I say lunch and dinner, I spend the whole day in front of the same screen without moving. (Case 6)

Another subcategory was *the distortion of the sleep routine*. Two participants expressed that binge-watching behavior disrupts their normal sleep patterns and causes psychological and physical effects on them. For instance, one of the participants indicated that,

At some point, of course, I feel uncomfortable. In other words, the light given by the computer while I sleep at night disrupts my sleep pattern. Sound is not the only problem. What I am talking about appeals to both visual and auditory senses, so it is disturbing. (Case 8)

The last subcategory under this category was *health issues*. Seven participants explained that this type of long-term watching behavior might cause some eye problems, headaches, and back pain. One of the participants indicated that,

Of course, it has a physical effect. There are days when I get up in the morning and don't leave the couch all day. Then neck pain and headache. My back hurts but why because I lay there all day. (Case 8)

4.1.3.3. Category 3: Academic Performance (General)

This category included the effect of binge-watching behavior on participants' academic performance from their perspective. Two typical subcategories were defined under this category. The first subcategory was *increasing in performance*. Below this, five participants mentioned that some of the positive effects of binge-watching on academic performance such as recognizing unfamiliar cultures and learning some foreign languages especially English. For example, one of the participants explained that,

You also know that most of them won't actually happen in real life. But still, seeing the parts that can come true expands my horizons. Also, since I usually follow foreign series, it can be better in terms of English speaking. (Case 7)

Another subcategory was *decreasing in performance*. Six participants stated that they had difficulty in fulfilling their homework and responsibilities with the effect of binge-watching behavior, they often did procrastination and they had difficulty in controlling themselves. In that sense, one participant shared that,

It affects the academic the most. That day, for example, I made a plan for the next day so that I would read this and that. I think I will watch 1-2 episodes of the series if I have time, but I can't stop myself that day. I'm watching one episode, and then I watch another one because of curiosity. In this way, it gets in the way of the plans that I should actually make, it hinders it. This is what affects it the most. (Case 7)

To sum up, the third domain, *the effect of binge-watching* involved three general categories underneath. It was tried to reveal social, physical and academic effects of binge-watching behavior from the perspective of the participants by bringing together the subjective shares that affect the lives of the participants under a domain.

4.2 Results of the CQR 2

In this part, the second consensual qualitative analysis results were conducted with participants (n = 7) during the pandemic was presented. Results of the categories and subcategories under each domain for the CQR 2 were given in Table 4.2.

Table 4.2

Domains and Categories/Subcategories from Collected Data During Pandemic

Domain	Category/Subcategory	Frequency Label
Understanding the Basics of Binge-Watching Behavior	Definition of Binge-Watching	General
	Factors to Increase in Binge-Watching Behavior	General
	Factors to Decrease in Binge-Watching Behavior	General
	The process of Binge-watching	General
	Before	General
	During	General
	After	Variant
Motives lie Behind Binge-Watching	Behavioral	General
	Emotional	General
	Accessibility	Typical
	Spare time	General
Effects of the Binge-Watching	Social	General
	Effects on the Romantic Relationships	Variant
	Effect on Friendship Relationships	Typical
	Physical	General
	Unhealthy Eating Habits	Typical
	Inactiveness	Variant
	Distortion of Sleeping Routine	Variant
	Health Issues	Variant
	Psychological	General
	Academic Performance	General
	Increase in Performance	Typical
	Decrease in Performance	Typical
What had Changed During the Pandemic in Terms of Binge-Watching	Frequency of the binge-watching behavior	Typical
	The perspective of people towards binge-watching behavior	General
	Diversity of streaming platforms	Typical
	Observing others	General
	Academic workload and responsibility	General

As seen in Table 4.2, in the second analysis, there were four domains which were named as (a) understanding the basics of the binge-watching behavior; (b) motives lie behind binge-watching; (c) effects of binge-watching; (d) what had changed during the pandemic in terms of binge-watching. The first domain that is *understanding the basics of the binge-watching behavior* involved four general

categories, two general subcategories, and a variant subcategory. The next domain, *motives lie behind binge-watching* contained, three general categories, and one typical category. The third domain, *the effect of binge-watching* included four general categories, four typical subcategories, and four variant subcategories. The last domain, *what has changed during the pandemic in terms of binge-watching* comprehended three general categories and two typical categories.

4.2.1 Domain 1: Understanding the Basics of the Binge-Watching Behavior

As highlighted above, the domain indicated four general categories which were labeled as (a) the definition of binge-watching; (b) factors to increase in binge-watching behavior, (c) factors to decrease in binge-watching behavior; (d) the process of binge-watching. Within those categories, one of them had three subcategories underneath. This category is *the process of binge-watching* that contained two general subcategories and one variant subcategory. Those two general subcategories were named as (a) before; (b) during, and the variant subcategory was named as (c) after.

4.2.1.1. Category 1: The Definition of Binge-Watching (General)

This category included that participants' perception towards the definition of binge-watching behavior, such as how many episodes should watch in one sitting, how many hours should spend, and what could be other necessary conditions for binge-watching. All participants indicated that definition of the binge-watching means watching more than four episodes, at least three hours in one sitting without long breaks similar to the first analysis. They also liken binge-watching to the marathon. To illustrate, one of the participants stated that,

Binge-watching means watching something non-stop. It can be a YouTube video, series, or movie. It's like watching ten episodes in a row, rather than watching only one episode. I guess I would describe it as an activity where you spend all day in front of the computer. We are talking about marathons that last about 5-6 hours. (Case 7)

4.2.1.2. Category 2: Factors to Increase in Binge-Watching Behavior (General)

This category included factors to increase in binge-watching behavior for the participants. All the participants defined important factors increasing binge-watching and highlighted at least one of the factors such as, having spare time, feeling intense stress, accessibility, and lack of self-control. For example, one participant shared about accessibility that,

As a platform, we used to use such pirate sites a lot in the past, there were too many times when I couldn't find the strength to raise my hand in quarantine or something. That's why if there's something on Netflix, I watch it there, otherwise, I don't. I got used to some comfort. It's like fast food. Fast series. All of a sudden, ready-made content comes to you. This, of course, increases your consumption. (Case 1)

4.2.1.3. Category 3: Factors to Decrease in Binge-Watching Behavior (General)

This category contained factors to decrease binge-watching behavior for the participants. Participants explained at least one of the factors such as having lots of responsibility and academic workload or doing lots of binge-watching and getting bored. To illustrate, one of the participants mentioned that,

I can say that when there was no school, for example, during the February holiday, there was a transition to my old routine. When the holiday was over, binge-watching went down to 2-3 hours with the workload of the school. (Case 5)

4.2.1.4. Category 4: The Process of Binge-Watching (General)

This category represented the emotions, thoughts, and behaviors of the participants before, during, and after the behavior. In other words, it includes the behavioral rituals of the participants. This category had two general subcategories and one variant subcategory respectively that were named as (a) before; (b) during; (c) after.

Before (general) subcategory referred to the emotions, thoughts, and behaviors of the participants before the binge-watching behavior. Two participants mentioned that before the event they were feeling excited, but five of them told that they were starting to watch without doing any plan about binge-watching. In other words, it is spontaneous behavior for the participants. To make it concrete, one of the participants mentioned that,

I don't think I should ever sit down and finish this season before I start. Therefore, I do not have the awareness that I will binge-watching. That's why I don't have a bad feeling at the beginning. (Case 6)

During (general) subcategory showed the emotions, thoughts, and behaviors of the participants before the binge-watching behavior. Six of the participants mentioned that they were fascinated by the series and while watching they were overeating, or junk food consumption increased like before. For example, one of them said that,

I feel bad from time to time while watching, but if it is a very good series, especially if it is realistic, I am fascinated by it. It's like real life. I feel like I've got a life experience rather than watching a movie (Case 6).

After (variant) subcategory represented the emotions, thoughts, and behaviors of the participants after the binge-watching behavior. Two of the participants told they were feeling regret and useless after binge-watching. Regarding this, one participant indicated that,

So, after watching, the first thing that comes to my mind might be feeling useless. Yeah. There are other things to be done. I could look at the thesis. I could look at something else. But I didn't do it. (Case 6)

To conclude, the first domain, *understanding the basics of the binge-watching behavior* which had four categories and three subcategories, the participants shared their thoughts, experiences, impressions, and opinions in their own ways. This domain explained the participants' perspectives on the basics of binge-watching, its definitions, the meaning they give to this behavior, factors that might be increasing or decreasing the behavior, and their process for binge-watching behavior. Especially, all of the common ideas were gathered under a single section.

4.2.2 Domain 2: Motives Lie Behind Binge-Watching

This domain consisted of four categories which were labeled as (a) behavioral; (b) emotional; (c) accessibility; (d) spare time. The frequency label of *behavioral*, *emotional*, and *spare time* categories was general. On the other hand, the frequency label of *accessibility* was typical.

4.2.2.1. Category 1: Behavioral (General)

This category contained participants' behavioral motives for binge-watching behavior. All participants mentioned at least one of the following as behavioral motives such as procrastination, eating habits, and effortlessness to binge-watching were motivation for this behavior. In addition, four of them mentioned that binge-watching became their part of daily life or it was helping them fall asleep at night. For example, one participant told that,

I mean, I usually watch it at night before I go to sleep. I envy people who can sleep immediately after going to bed. Unfortunately, I'm not like that. That's why I spend at least an hour before I fall asleep. (Case 4)

4.2.2.2. Category 2: Emotional (General)

This category consisted of participants' emotional motives for binge-watching behavior. All participants indicated using binge-watching as an emotion regulation strategy. Especially, relaxing, escaping from the reality of the pandemic, and having fun were some of the common strategies. Moreover, immersing yourself in the series, and the desire to finish what has been started and curiosity were also other motives for binge-watching that five of the participants mentioned. To illustrate, one of the participants mentioned,

Yes, it helps, from all the hustle and bustle of life, from all the problems, from the news, from the outside world, from responsibilities. It is a behavior that we prefer to get carried away in order to get some air, to get rid of that bad trend, and to empty our minds at once. (Case 2)

4.2.2.3. Category 3: Accessibility (Typical)

This category referred to the relationship between participants' motivation and accessibility issues. Five of the participants emphasized the importance of accessibility on binge-watching. One participant explained that,

Yes, that's one of the things Netflix brings, and it's not just Netflix. When all episodes of the series are accessible and websites constantly directed you to the next episode, it becomes a task, as if I have to watch it. (Case 6)

4.2.2.4. Category 4: Spare Time (General)

This category related to the relationship between participants' motivation and their spare time. Six of the participants mentioned having lots of spare time as one of the reasons why they are binge-watching. To make it concrete, one of the participants said that,

I can binge-watch when I have nothing to do, or I do when I have a lot to do. Because of the stress, I can turn to this behavior. To tell the truth, I see the time I watch when I have nothing to do as a time to have fun, while the other makes me feel a little uneasy. (Case 2)

To conclude, the second domain, *motives lie behind binge-watching* this contained four general categories. These categories aimed to underline the motives and reasons of binge-watching behavior. In this analysis, besides the emotional and behavioral reasons, the effects of free time and accessibility were also revealed.

4.2.3 Domain 3: Effects of Binge-Watching

The third domain, *effects of binge-watching* included four general categories which were labeled as (a) social; (b) physical; (c) psychological; (d) academic performance. The first category which is *social* had two subcategories were named (a) effects on the romantic relationships (variant); (b) effect on friendship relationships (typical). Moreover, the *physical* category had four subcategories underneath. These subcategories were labeled (a) unhealthy eating habits; (b) inactiveness; (c) distortion of sleeping routine; (d) health issues. The frequency of those subcategories was the

typical, variant, variant, and variant respectively. The third general category was *psychological* which included participants' statements about binge-watching's psychological effects. The last category, *academic performance*, contained two typical subcategories labeled as (a) increasing in performance; (b) decreasing in performance.

4.2.3.1. Category 1: Social (General)

This category explained the effect of binge-watching on participants' social life from their perspective. Two subcategories were described under this category. The first one was *the effect on romantic relationships*. Two of the participants expressed that binge-watching had both positive effects on their relationships. Those participants mentioned that this binge-watching activity done together strengthens their relationship. For example, one participant mentioned that,

Let's start with a romantic relationship. Watching TV series is a common point for us. Our tastes in TV series and movies are the same. We comment and talk while watching. We can even associate our lives with the events there. Actually, watching TV series together has a positive effect on our relationship. (Case 7)

The other subcategory was the *effects on friendship relationships*. Five of the participants indicated that binge-watching behavior had an effect on their friendship relationships. Participants mentioned that their friendship relations progressed positively because they were able to do activities such as watching TV series with their friends or make conversations about TV series with them. For example, one participant identified this like that,

It has effect, but for example, in a good way, I can chat with my friends about the programs I follow, and I can understand the jokes on the internet that we're able to make it on that subject. How can I say, I can spend some time while having fun. (Case 2)

4.2.3.2. Category 2: Physical (General)

This category included expressions of participants on the physical effects of binge-watching behavior. There were four subcategories beneath in this category. The first

subcategory was *unhealthy eating habits* (typical). Five participants highlighted that they could acquire unhealthy eating habits in order to facilitate the continuation of the watching behavior or by decreasing the awareness of the eating acts while performing the behavior. For example, one participant mentioned that,

I think it has a negative effect on my health, you know, I gained too much weight. Because I'm always at the computer. I didn't get a chance to do much walking or anything. This is how I do. For example, I take a break for two or three minutes and in the meantime, I order the food from the internet. So it's fast food. Normally, since I am in Adana, there are meat dishes as well. Generally, I ordered things that can be asked from the Internet. (Case 3)

Inactiveness (variant) was one of the subcategories under this topic. Two participants underlined that due to the nature of binge-watching behavior, spending a long time inactively has some physical effects. To make this concrete, one participant told that,

I feel that I have gained experience, in fact, I am also benefiting, but I have the problem of being physically inactive. In the end, this brings unwieldiness. (Case 6)

Another subcategory was *the distortion of the sleep routine* (variant). Two participants explained that binge-watching behavior disrupts their normal sleep patterns. For instance, one of the participants indicated that,

I have to get up at nine in the morning. For example, I have to go to bed at three o'clock at the latest. I look at it, it's five or six o'clock. There I have to decide whether I'm going to watch until nine or sleep for three hours. There are many times when I fall into such a contradiction and therefore the perception of time goes away. (Case 1)

The last subcategory under this category was *health issues* (variant). Two participants expressed that this type of watching behavior especially from small screens might cause some eye problems. One of the participants indicated that,

It affects my life in a good or bad way. For example, although I can access Netflix from my computer, I mostly prefer to watch it on my phone. Long hours are harmful to my eye health because the screen is small. (Case 2)

4.2.3.3. Category 3: Psychological (General)

This category contained the psychological effect of binge-watching on participants' perspectives. Four participants mentioned that binge-watching behavior had a

calming effect on the participants. Five of them also mentioned that avoiding some negativity of the pandemic also had a positive effect on their psychology. One participant said that,

In other words, when my mental health is bad, I watch more TV series. There is something psychologically, of course, that has a relaxing effect. (Case 4)

4.2.3.4. Category 4: Academic Performance (General)

This category included the effect of binge-watching behavior on participants' academic performance from their perspective. Two typical subcategories were defined under this category. The first subcategory was *increasing in performance*. Below this, five participants mentioned that some of the positive effects of binge-watching on academic performance such as learning some foreign languages and helping to relax handling the heavy academic workload. For example, one of the participants explained that,

Sometimes, for example, you feel the need to watch something and get away and relax, but when you can't experience that, for example, I don't know, maybe you may feel more nervous and stressed. Relaxing the mind helps academically. (Case 5)

Another subcategory was *decreasing in performance*. Five participants stated that they had difficulty in fulfilling their responsibilities with the effect of binge-watching behavior, they often did procrastination and they had difficulty in controlling themselves. In that sense, one participant shared that,

A negative effect is that at some point it can become a procrastination tool. Especially for me in the last 2 months. I am on the eve of finishing my thesis. I've done too much now. I collected data, I did a lot of things, but I don't have the energy to write the thesis anymore. That's why when I start the thesis, I have the idea that I should watch one more episode and then move on. When I want to watch one more episode or something, for example, I don't write when I can write three or four pages more that day. This one has sprung up recently though. (Case 7)

In brief, the third domain, *the effect of binge-watching* brought together the social, physical, psychological, and academic effects experienced by the participants. Although the evaluation was made by considering that these effects were individual,

reflected by the perspective of the person and vary from person to person, the excess of common points was also striking.

4.2.4 Domain 4: What Had Changed During the Pandemic in Terms of Binge-Watching Behavior

The fourth domain was named *what had changed during the pandemic in terms of binge-watching behavior*. This domain contained five categories. The first category was (a) the frequency of the binge-watching behavior (typical). This category examined changes in the frequency of participants' watching behavior during the pandemic. The second category was named (b) the perspective of people towards binge-watching behavior (general); which investigated both participants' and other people's perspective changes towards the behavior. The third one was called (c) diversity of streaming platforms (typical). This one included changes in the diversity of streaming platforms and their effect on participants. The fourth category was labeled (d) observing others (general); which included participants' opinions about other people's binge-watching behavior in general. The last category was (e) academic workload and responsibility (general). This category explained that changes during academic workload and responsibility and their effect on participants in terms of binge-watching behavior.

4.2.4.1. Category 1: The Frequency of the Binge-Watching Behavior (Typical)

This category contained participants' frequency changes on the binge-watching behavior during the pandemic. Five of the participants expressed that binge-watching behavior increased at the beginning of the pandemic but after the new academic year began it dramatically decreased. On the other hand, two participants mentioned that there is no frequency change during the pandemic. For example, one participant said that,

It has increased incredibly during the pandemic period, especially at the beginning. I was just binge-watching in my life, nothing else. Especially at the very beginning. All of a sudden, the responsibilities disappeared. I sat

down and finished all the series for three months. Then I got bored. Things started slowly. I got used to it over time and now I do it from time to time. (Case 6)

4.2.4.2. Category 2: The Perspective of People Towards Binge-Watching Behavior (General)

This category included that participants' opinions about the perspective changes of people towards binge-watching behavior. In other words, according to six participants' opinions, other people no longer see binge-watching behavior as something negative. For instance, one participant indicated that,

In the pandemic, it just became a little bit more acceptable because now everyone is at home. The activities you can do are very limited. When people around me ask what you are doing at home, I can answer that I am watching TV series. In response to this, it is no longer said that you watch too much. There has been such a change. (Case 7)

4.2.4.3. Category 3: Diversity of Streaming Platforms (Typical)

This category involved that the streaming platforms that the participants have diversified during the pandemic process. Four participants highlighted that the number of streaming platforms used was increased. To illustrate, one of the participants declared that,

In other words, watching anime can be counted as well. We can also count the YouTube platform. Because when we start watching here, there are suggestions on the right. I see something from there and I want to watch this, I want to watch this too. Then I see that my three hours are gone. For example, TikTok can be counted as a platform. It is constantly suggesting something new. Suggest something based on what you like. It continues. You can spend hours without realizing it. So, these are a form of binge-watching that I just learned. (Case 5)

4.2.4.4. Category 4: Observing Others (General)

This category comprehended participants' observations and opinions about others' binge-watching behavior. All of the participants mentioned that others' binge-watching behavior was increased during pandemics. Some of the reasons for this

increase were quarantine and because of that having lots of spare time, lack of socialization opportunities, trying to escape from pandemic reality, and accessibility according to participants' point of view. To make this concrete, one of the participants stated that,

The number of viewers has increased tremendously. For example, my ex-roommate used to follow only one TV series, but she is aware of all the TV series currently broadcasting in Turkey. Apart from that, I observed similar things in my other friends. People are talking about television shows more and more. The reason behind this is that socialization opportunities have actually narrowed, our possibilities are narrowed and there is a great threat out there. It may be better to look at a different world, a better world, from another window, rather than dealing with that threat at home alone. (Case 2)

4.2.4.5. Category 5: Academic Workload and Responsibility (General)

This category comprised the opinion of the effect of academic workload and responsibility on participants' binge-watching behavior. Six of the participants point out that because of their academic workload their frequency of binge-watching behavior was dramatically decreased. For example, one participant expressed that,

I have more lessons. Because of this, my workload has increased much more. I no longer have time. Other than that, how can I say, I joined two research groups. I was accepted from abroad. Of course, I need to spend more time on them. Now the priority of work and entertainment has changed for me. (Case 3)

In conclusion, in this domain, the differences experienced by the participants after the pandemic were compiled in terms of binge-watching behavior. Apparently, changes have been seen in their frequency of binge-watching behavior, academic workload and responsibilities, and diversity of the streaming platforms. Moreover, participants observed their environment and saw the changes in the perspective of others toward binge-watching and an increase in binge-watching behavior among others.

4.3 Summary of the Results

Under this section of the result, summaries of the CQR1 and CQR2 analysis were given respectively.

4.3.1 Summary of the Results of CQR 1

CQR 1 referred to the study performed among university students before the pandemic ($n = 8$). Findings defined participants' (a) understanding of the basics of binge-watching behavior; their perceived (b) motives lie behind binge-watching; experienced (c) effects of binge-watching. In general, participants' specifications of *understanding of the basics of binge-watching behavior* contained (a) the definition of the binge-watching behavior; (b) beginning of the binge-watching behavior; (c) frequency of the binge-watching behavior; (d) perception on behavioral differences and similarities of binge-watchers; (e) factors to increase in binge-watching behavior; (f) factors to decrease in binge-watching behavior; (g) the process of binge-watching; (h) how the characteristics of other binge-watchers are perceived.

When *understanding the basics of binge-watching*, the first place to start was to define the concept. While the participants mentioned different points in their definitions, they stated that the indispensable part of binge-watching is to be watched continuously (to be done in one sitting) and that at least four 40-minutes episodes should be watched. Another significant finding was that some of the participants even compared it to reading a book and emphasized immersion. It was noteworthy that some of them when explaining the beginning of the behavior after its definition, stated that the origins of this behavior can be traced back to the cartoons they watched in their childhood. It has been learned that some of them started to help them learn English at the beginning of their university education, and some of them acquired this behavior after becoming a member of the Netflix platform. The frequency of the behavior varies widely among the participants. Besides the participants who made this behavior a part of their lives, there were also participants who used it as a tool of entertainment when the time was appropriate. While the majority of the participants

thought that binge-watching behaviors were not different from other people, that this behavior had a standard and will not differ, less than half of them thought that they gave different meanings to the binge-watching behavior, that they provided different gains from this behavior and that they performed it differently. Moreover, while the user-friendliness and accessibility of the platforms were at the forefront of the factors that increase binge-watching behavior, according to the opinion of the vast majority of the participants, having plenty of free time and moods were other increasing factors. Less commonly cited factors were experiencing intense stress, the quality of the show, loneliness, and loss of control. On the other hand, the most commonly stated factor in the decrease of the behavior was the excessive responsibilities and therefore not having enough time. It was mentioned that romantic relationships, feelings of guilt, and having a good mood may also be some of the reducing factors. Considering that binge-watching behavior was a process, it was tried to learn what the participants did, though, and felt before, during, and after the behavior. It was learned that while the participants could feel excited and energetic before the behavior, some of them started watching after completing all their tasks, and some of them thought and dreamed a lot about the series. In addition, some of the participants stated that even though they did not sit in front of the screen with the intention of binge-watching, they performed this behavior, and their moods affected their TV series choices. Furthermore, it was revealed that the participants were fascinated by the series during binge-watching and that almost all participants ate more than usual, and these foods were mostly unhealthy and fast food. After the behavior, some of the participants felt an emptiness inside, while others stated that they criticized the series intensely and continued to read and research about the series. In addition, some participants emphasized that they felt regret afterward. At the end of this section, the participants were asked what the personality characteristics of individuals who do binge-watching might be. The different answers given by the participants shared their thoughts that other binge-watchers may be perfectionists and individuals with critical thinking skills, having poor time management skills, being introverted and lonely, and finally, they may also be depressed and anxious.

Participants' descriptions of their *motives lie behind binge-watching* included behavioral and emotional motives, ease of accessibility, having spare time, situations arising from addictive habits. Among the behavioral motives, it was stated by the participants that this behavior was carried out in order to use the binge-watching behavior as a companion while eating and to procrastinate academic responsibilities a little more. In addition, some participants said that they do binge-watching in order to help them fall asleep because this behavior is already a part of their lives, or in order to follow the agenda and not stay behind the events around them. The participants shared very widely that their emotional motives were the high level of curiosity and the help of binge-watching to regulate their emotions. To elaborate on the emotion regulation section, it has been observed that emotions such as relaxation, enjoyment, coping with the feeling of loneliness, coping with stress, and relaxation by escaping from reality are frequently expressed. On the other hand, some participants stated that they do binge-watching because they identify themselves with events and characters, immerse themselves in TV series, and have an intense desire to finish a job they have started. Some of the other important motives were shared by the participants that the accessibility and user-friendliness of the streaming platforms encouraged the participants to do more binge-watching, and the fact that they had plenty of free time was an important motivation for binge-watching. Finally, it was seen that the participants shared some of the addiction patterns, such as thinking and dreaming about binge-watching during the day, producing fantasies about TV series, and losing control during behavior.

Overall, participants' expressions of *the effect of binge-watching* involved the effect of participants' social life, physical health, and academic performances. In the answers given by the participants about its effect on social life, it was seen that less than half of them thought that binge-watching behavior strengthened their romantic relationships and increased the sharing between their partners, and some of them thought that it isolated people from their environment, and it made them even more lonely. On the other hand, more than half of the participants stated that binge-watching affects their friendship positively, increases the sharing between them, and they had the chance to spend more time together. As for the physical effect of binge-

watching behavior, the participants stated that the unhealthy foods they ate during the behavior caused them to gain weight and might have a negative impact on their health in the future. Furthermore, most of the participants indicated that they had some health problems directly due to this behavior, and these health problems were eye problems, headaches, and back pain. In addition, some of the participants emphasized that long periods of inactivity while binge-watching negatively affected their health and caused fatigue. Others stated that their sleep routines were directly affected by binge-watching and experiencing sleep disruptions caused by screen light and sounds at night. When the participants were asked about the effect of binge-watching behavior on their academic performance, some of the participants said that it helped them learn English and experience different cultures and that it contributed positively to their academic performance as it widened their perspectives. On the other hand, some of the participants underlined that their academic performance was negatively affected because they wasted their time and lost control, because they had difficulty in fulfilling some of their homework and responsibilities, and because they frequently used procrastination.

4.3.2 Summary of the Results of CQR 2

CQR 2 pointed out the study performed among university students after the pandemic started ($n = 7$). In this study, similar questions were kept as much as possible, and changes were observed in order to ensure the continuity of the previous research. Only one participant in the study was a drop-out. Firstly, findings came under participants' (a) understanding of the basics of binge-watching behavior; their perceived (b) motives lie behind binge-watching; experienced (c) effects of binge-watching; (d) what had changed during the pandemic in terms of binge-watching.

To sum, participants' specifications of *understanding of the basics of binge-watching behavior* included (a) the definition of the binge-watching behavior; (b) factors to increase in binge-watching behavior; (c) factors to decrease in binge-watching behavior; (d) the process of binge-watching. Again, in order to understand the concept itself and to follow the changes, it started with the section themed on

understanding the basics of binge-watching. While the participants emphasized the importance of watching four episodes in a row when defining binge-watching, some participants also integrated the word marathon into their definitions. While explaining the factors causing the increase in binge-watching, all the participants emphasized that leisure time is an important factor. In addition, more than half of the participants mentioned that intense stress, ease of access, and loss of control are among the important factors. On the other hand, for the factors that directly affect the decrease in binge-watching, all of the participants underlined the responsibilities and academic workload. A few participants also stated that the boredom caused by binge-watching for a long time also affected the decrease meanwhile in quarantine. In the next step, the participants said the following about before, during, and after binge-watching. It was understood that before the behavior, more than half of the behavior started spontaneously without planning the behavior, and a small number of participants were excited to binge-watching. During the behavior, all of the participants declared that their food consumption increased, and their consumption of junk food also increased. After the behavior, some participants said that they felt useless and regretted their behavior.

Participants' definitions of their *motives lie behind binge-watching* involved behavioral and emotional motives, ease of accessibility, and having spare time. While the participants were talking about their behavioral motives, more than half of them stated that because binge-watching is done easily and effortlessly, they prefer this behavior to be a companion while eating or to procrastinating their responsibilities. Less than half of the participants said that they did this behavior because it was part of their daily routine or because it helped them fall asleep. When it comes to emotional motives, it has been underlined that emotion regulation was the most important source of motivation. Among the emotional regulations, it was mentioned that especially escaping from the reality of the pandemic, having fun, relaxing, coping with stress, and was a source of happiness as a reward at the end of the day. On the other hand, most of the participants emphasized that they do binge-watching because of their curiosity and their desire to finish the work they started. It was emphasized by the participants that one of the other motives was the ease of access provided by

the platforms and the user-friendly interface. The final motivation was the spare time mentioned by all the participants. It has been underlined that leisure time has a key role especially by all participants and whether they can do the behavior or not depends on this situation.

Generally, participants' perceptions of *the effect of binge-watching* included the effect of participants' social life, physical health, psychological effects, and academic performances. For social effects, more than half of the participants mentioned that it had a positive effect on their friendship and their sharing increased. A few of the participants emphasized that since the place of binge-watching behavior was important in their romantic relationships, they met on common ground, and it was an important tool in increasing their sharing. As for the physical effects, it was pointed out that more than half of the participants had an unhealthy diet and gained weight due to binge-watching. Moreover, some participants also mentioned the discomforts caused by being inactive for a long time due to the nature of the behavior, the disruption of sleep patterns caused by screen light and sounds, and especially their eye health being affected. Participants indicated the psychological effects of binge-watching behavior as another effect. More than half of the participants mentioned that binge-watching had a relaxing effect on them and helped them avoid the negative effects of the pandemic. Lastly, half of the participants thought it had a positive effect on academic performance as it helped them learn languages and clear their minds. On the other hand, many of them stated that their academic performance decreased because it triggered procrastination behavior and a few participants could not fulfill their homework and responsibilities and lost their control from time to time.

To conclude, participants' comments and narratives of *what had changed during the pandemic in terms of binge-watching* covered changes in the frequency of their binge-watching behavior, changes in the perspective of people towards binge-watching behavior, increasing in the diversity of streaming platforms, participants' observations about others, and lastly effect of their academic workload and responsibility on their binge-watching behavior. According to the statements of the participants, the first of the changes created by the pandemic was on the frequency of

participants' binge-watching behavior. Most of the participants stated that the frequency of binge-watching increased a lot, especially at the beginning of the pandemic, but this frequency decreased a lot with the start of the new academic year. A few participants also said that there was no change in the frequency of their behavior in this process. Another change according to the participants was that the other people around them were in the perspective of this behavior. They observed that this behavior was more accepted and not judged by other people than in the past. In addition to these changes, it has been declared by the participants that the diversity of streaming platforms has increased and that the participants adapted to this diversity and consumed more different content on different platforms. Moreover, it was revealed that when participants were asked about their observations around them, they observed that other people's binge-watching behaviors increased significantly. As the reason for this change, all participants thought that the restrictions caused by the quarantine and escape from the annoying reality of the pandemic were the main reasons for this increase. More than half of the participants stated that the lack of socialization opportunities and the increased accessibility of streaming platforms were among the important reasons. As a last change, they stated that the increase in the academic workload and responsibilities of the participants caused a significant decrease in their binge-watching behaviors. In particular, the fact that some participants approached their last year, some needed to focus on their thesis, and some wanted to increase their academic grade point averages indicated that this behavior decreased.

As a summary of the results, similarities and differences were also found between the two CQRs. To conclude, there was no change in the definitions of the participants in both results. In addition, leisure time, the effect of stress, accessibility, and self-control were also preserved in the factors that increased binge-watching, but the effects of loneliness and depressed mood were not declared by the participants in the second study. In reducing factors, the effect of responsibilities and the academic burden was emphasized more than in the first study, but the effects of a romantic relationship, mood, and guilt were not expressed by the participants in the second study.

In the binge-watching process, in the second interview, the participants emphasized more on the spontaneity of the behavior and less on the emotional effects. When we come to the motivation of the participants, the easy feasibility of the behavior was mentioned for the first time in the later interview. It is seen that the importance of emotion regulation has increased too much. Particularly, it has been said a lot by the participants that it is an important tool to escape from the negativities of the pandemic period and to reduce stress.

When the effects of binge-watching are examined, it is seen that the effect of social isolation is out of the focus of the participants, but the effects of the behavior on romantic and friendship relationships still remain. While there was no change in the physical effects, it was stated that most weight problems increased. In the second study, unlike the first, it was emphasized by the participants that the psychological effects differ, and the importance of relaxation and getting rid of the negative mood caused by the pandemic. The only significant difference in its effect on academic performance is the positive effect of relaxation after the pandemic.

As mentioned above, some of the changes experienced in the pandemic, which are completely different from the first analysis, are as follows. According to the answers of the participants, on more than half of the participants, although there was a huge increase in the frequency of binge-watching behavior in the beginning, surprisingly, after the start of the new academic year, an extreme decrease was observed, more than the binge-watching they normally did before the pandemic. In the participants' view, there had also been a significant change in the acceptance and normalization of other people's behavior. The increase in the diversity of platforms and the intensive use of these platforms by the participants were another noticeable change. Another difference was the observations of the participants. The change that participants noticed was that the number of people binge-watching among the people around them increased dramatically. Finally, it was stated that there was a decrease in the frequency of binge-watching as academic workloads and responsibilities increased compared to the first result.

Due to the time passed and the pandemic, as stated above, there were similarities and differences between the two data. In the next section, the results were discussed based on the existing literature.

CHAPTER 5

DISCUSSION

In this chapter of the thesis, results acquired by CQR analyses before and during the pandemic were discussed under the five subtitles. Firstly, results about (a) understanding the basics of binge-watching behavior; (b) motives behind binge-watching; (c) effects of binge-watching; (d) changes during the pandemic in terms of binge-watching were discussed respectively. Finally, the implications of this study were explained.

5.1. Discussion Regarding Understanding the Basics of Binge-Watching Behavior

Understanding the basics of binge-watching behavior was the first domain in accordance with the results of the CQR analysis. In this domain, there were eight categories. The first category was *the definition of binge-watching*. Before the pandemic, these results showed that all of the participants defined binge-watching as watching more than 4 episodes in one sitting. In the literature, binge-watching was defined as watching between two and six episodes of one television show without being interrupted (Conlin & Billings, 2015). During the pandemic, in *the definition of the binge-watching* category, more than half of participants defined binge-watching as watching more than 4 episodes in one sitting and marathon. Silverman and Ryalls (2016) referred to binge-watching as marathon watching. It can be seen that the first result that was about the number of episodes is quite parallel to the previous results that were acquired before the pandemic.

The second category was *the beginning of binge-watching behavior*. CQR results showed that less than half of the participants started binge-watching during their childhood by watching cartoons or less than half of them started binge-watching when they began university. Various participants started to binge-watch when they had subscribed to Netflix. As seen in our result, Flayelle, Maurage, Vögele, Karila, and Billeux (2019) argued that with technological advances, there have been changes in people's watching habits. With on-demand viewing and online streaming services like Netflix coming into our lives, people met with binge-watching.

The third category was about *the frequency of binge-watching behavior*. In the current study, there were participants who cannot control binge-watching and it is at the center of their lives whereas there were others who did binge-watching more controlled. There are studies examining frequency of the binge-watching (e.g Merrill & Rubenking, 2019) in the literature.

The fourth category was the *perception of behavioral differences and similarities of binge-watchers*. Several participants stated that they felt the same with other binge-watchers whereas less than half of them felt different during binge-watching. The majority of the participants expressed the opinion that everybody did binge-watching in the same way, whereas some of them remarked that they think binge-watching is more different than others. It can be thought that this situation is caused by motivational differences. In parallel with these results, it is stated that "individuals display different motivations for watching serials depending on their own needs." (Starosta, Izydorczyk, & Lizinczyk, 2019, p. 162)

The fifth category was *factors to increase in binge-watching*. Before the pandemic, most of the participants highlighted accessibility as an increasing factor for binge-watching. Panda and Padney (2017) stated that easy accessibility can be a possible factor for binge-watching. More than half of the participants explained their reasons for increasing this behavior because of having spare time. It was found that having free time can be the main reason for binge-watching among college students (Devasagayam, 2014). In addition, more than half of them clarified their reason as

feeling depressed. Less than half of them explained their reasons for increasing binge-watching were intense stress. In parallel with this finding, Flayelle, Muraige, Vögele, Karila, and Billeux (2019) also claimed that people may binge-watch to cope with their negative emotions. In parallel with this result, Panda and Padney (2017) claimed that students were inclined to binge-watch because of wanting to escape from stressful sources. Adachi, Ryan, Frye, McClurg, and Rigby (2018) found that being something novel can contribute to its watching frequency. Less than half of them stated they increased binge-watching because of an illusion of self-control. Jenner (2016) mentioned that self-control or planning for their own watching schedule was an important factor for binge-watching. Less than half of them explained the factors to increase binge-watching as feeling loneliness. One of the studies revealed that university students did binge-watching because of their loneliness (Vaterlaus, Spruance, Frantz, & Kruger, 2019). On the other hand, one of the studies found that there was no significant relationship between loneliness and binge-watching (Tucakhinsky & Eyal, 2018). During the pandemic, almost all participants stated that their spare time increased their binge-watching behavior. Several participants remarked that feeling intense stress, accessibility, and losing of self-control increased their binge-watching behavior. It can be seen that there has been a change in the frequency of themes. Examining the literature, it was clearly seen that studies supported having free time (Devasagayam, 2014), feeling intense stress (Flayelle, Muraige, Vögele, Karila, & Billeux, 2019), accessibility (Panda & Padney, 2017), and lack self-control (Flayelle, Muraige, & Billieux, 2017) increased binge-watching.

The sixth category was *factors to decrease in binge-watching behavior*. Before the pandemic, several participants explained factors why binge-watching behavior decreased in relation to responsibility. In accordance with prior research, there was a negative relationship between the feeling of responsibility and binge-watching (Vaterlaus, Spruance, Frantz, & Kruger, 2019). On the other hand, various participants cited feeling happy and energetic, feeling guilty, and having a romantic relationship as the reason for the decrease in their binge-watching behavior. During the pandemic, all of the participants indicated that having responsibility or academic

workload was a decreasing factor for binge-watching. Various participants mentioned that feeling bored decreased binge-watching. Looking at this result, it can be stated that there have been changes in the frequency and type of factors that will reduce watching during the pandemic. In the literature similar to the current finding, responsibility was seen as a decreasing factor for binge-watching (Vaterlaus, Spruance, Frantz, & Kruger, 2019). Although it has been found in current research that boredom has an aspect that reduces binge-watching, there are studies in the literature that binge-watching is used to prevent boredom (Panda & Padney, 2017; Vaterlaus, Spruance, Frantz, & Kruger, 2019).

The seventh category, *the process of binge-watching*, had three subcategories that were before, during, and after. Before the pandemic, several participants stated feeling excited before binge-watching. Less than half of them mentioned that they were feeling energetic and overthinking about the series before binge-watching. Various participants stated they completed tasks and started without planning to do before binge-watching. Moreover, various of them argued their mood could affect their choices before binge-watching. During binge-watching, several participants reported that they were fascinated by the series whereas all of them overrated or consumed junk food. It was argued that binge-watching has some effects on daily life habits (Flayelle, Maurage, Vögele, Karila, & Billeux, 2019). For example, people can eat unhealthy food due to binge-watch (Brookes & Ellithorpe, 2017). Various participants reported that after they binge-watched, they criticized what they watched and researched about the series. Moreover, they felt empty and regretted after binge-watching. Similarly, it was found that feeling regret about time wasted was seen among participants (Flayelle, Maurage, & Billeux, 2017). During the pandemic, *the process of binge-watching* has undergone some changes. Various participants indicated that they felt excited before binge-watching. In addition, many participants stated that they started to binge-watch without planning about it. During binge-watching, several participants stated that they were fascinated by the series and all of them overate or consumed unhealthy food. After binge-watching, various participants mentioned that they felt regret and uselessness. When comparing before and after pandemic results, it can be thought that the findings did not change much, and the

literature supports the findings. For instance, there were studies about feeling regret after binge-watching (Flayelle, Maurage, & Billeux, 2017) and eating unhealthy food during binge-watching (Brookes & Ellithorpe, 2017).

The final category was *perceptions towards characteristics of other binge-watchers*. Various participants described their perceptions about it as a perfectionist and critical thinker, poor time management skills, introvert and lonely, and depressed and anxious. When examining the literature, it can be seen that studies supported current findings. For instance, Starosta, Izydorczyk, and Dobrowolska (2020) discovered that low conscientiousness was found to be the strongest variable for binge-watching. This supported that poor time management skills were perceived as the characteristics of binge-watchers. In that study, it was found that low emotional stability was significantly related to problematic binge-watching. This finding can be considered parallel with the current findings which were the relationship between introvert, lonely, depressed, and anxious characteristics and binge-watching.

5.2. Discussion Regarding the Motives Lie Behind Binge-Watching

Motives lie behind binge-watching was the second domain. Under this domain, there were five main categories. The first category was *behavioral* motivation. Before the pandemic, it is highlighted that various participants identified their motivation as a daily routine/part of daily life. Various participants stated that binge-watching helps them to fall asleep. Nearly more than half claimed that they were watching while eating. In line with these findings, Flayelle, Maurage, and Billieux (2017) revealed that binge-watching became part of participants' lives. To illustrate, people may binge-watch during their lunch break, before sleeping. Thanks to binge-watch, they can make extra noise in their home or fall asleep easily (Flayelle, Maurage, & Billieux, 2017). Various of them follow a social agenda/being up to date thanks to binge-watching. In parallel with this result, it was revealed that people made binge-watching or continued to watch to be up to date (Flayelle, Maurage, & Billieux, 2017). Many participants defined their motivation as procrastination/escape from responsibility. Merrill and Rubenking (2019) mentioned that a higher frequency of

binge-watching was associated with procrastination. During the pandemic, many participants remarked that one of the behavioral motives for binge-watching was being effortless. Various participants clarified their behavioral motivation for binge-watching as part of daily life and helping to fall asleep. Several participants expressed their behavioral motivation as an accompanying meal. Many participants indicated that procrastination or escape from responsibility was their behavioral motivation for binge-watching. When examining these results in detail, the similarity of the findings of the behavioral motivation for binge-watching obtained before and after the pandemic draws attention except for easy to do or effortless subcategory. Lots of studies highlighted accessibility contributes to binge-watching behavior (Panda & Padney, 2017; Flayelle, Maurage, & Billieux, 2017). Thanks to easy accessibility, it can be stated that binge-watching became effortless. As mentioned previously, it can be understood that studies in the literature support these findings.

The second category was *emotional* motivation. Before the pandemic, participants, in general, explained their motives for binge-watching as curiosity and regulating emotions. The relationship between emotion regulation and binge-watching is supported by the literature (e.g. Rubenking & Bracken, 2018). Flayelle, Maurage, Vögele, Karilla, and Billieux (2019) stated that emotional coping should be taken into consideration for understanding the reasons behind problematic binge-watching. Several explained that identifying yourself with the characters or events and desiring to finish what has been started were their motives. In another study, it was found that people might find echoes of their real lives in what they watch (Flayelle, Maurage, & Billeux, 2017). Various participants thought that immersing themselves in the series was their motivation source for binge-watching. Similarly, it was argued that participants immersed themselves in binge-watching so they could feel entertained and relaxed (Flayelle, Maurage, & Billeux, 2017). In the current study, more than half of the participants argued that they binge-watched in order to escape from the reality of daily life struggles. Similarly, it was revealed that the escape category among other motives was the strongest category (Starosta, Izydorczyk, & Dobrowolska, 2020). During the pandemic, many participants stated that one of their emotional motives was curiosity and the desire to finish what has been started.

Various participants mentioned that they immersed themselves in the series. Almost all of them revealed that emotion regulation was their motivation source for binge-watching. This can be interpreted that emotion regulation was an important motivational source. In parallel with this result, it was revealed that people did more binge-watching in order to regulate their depressive and negative psychological experiences (Tukachinsky & Eyal, 2018). When the findings are compared in detail, changes in the frequency of themes were seen. Nevertheless, the content of findings remained similar therefore it can be thought that there is research that supported the current findings.

The third category was *accessibility*. Before the pandemic, more than half of the participants mentioned that their motivation for binge-watching was also related to easy access. Accordingly, easily accessing TV content impacts college participants' motivation for binge-watching (Panda & Pandey, 2017). Matrix (2014) highlighted that video-on-demand sources provided unlimited access. Similar to literature and previous findings, after the pandemic, more than half of them also stated easy accessibility for binge-watching was seen as a motivational factor.

The fourth category was *having spare time*. Before the pandemic, many participants mentioned that having free time was one of the motivation factors for binge-watching. Regarding this, it was remarked that binge-watching has gained popularity among young adults in a way for spending leisure time (MarketCast Study, 2020; Deloitte, 2019; Chang, 2020). During the pandemic, having spare time was seen as a motivation factor among nearly all of the participants. It can be interpreted that with the pandemic, the amount of spare time increased.

The last category, *addictive patterns* (typical) had two subcategories. Participants in this subcategory argued that they lost their sense of control when binge-watching. In addition, various participants expressed that they dreamt or fantasized about what they watched while awake. In accordance with a study that was conducted by Flayelle, Maurage, and Billeux (2017), it was found that watching TV in a serialized way became potentially addictive and problematic. Participants in that study

expressed that they tried to develop some control strategies to cope with a potential lack of self-control.

5.3. Discussion Regarding the Effects of Binge-Watching

The effects of binge-watching were the third domain. This domain was divided into four groups. The first category was named *social* effects. Before the pandemics, in terms of the social effects of binge-watching, various participants reported that it had a positive effect on romantic relationships. Several participants also argued its positive effect on friendship relationships. The positive effects of binge-watching on friendship and romantic relationships can be exemplified by sharing and spending quality time together. On the contrary to these findings, it was highlighted that TV viewing styles had negative effects on relationships (Sussman & Moran, 2013). On the other hand, various participants stated that binge-watching did lead to social isolation. Several participants stated that they cancel or change plans to binge-watch. In parallel with this finding, the literature showed that some participants remark on the social benefits of binge-watching, but some others have experienced social isolation and a decrease in social skills due to binge-watching (Vaterlaus, Spruance, Frantz, & Kruger, 2019). Contrary to this, it was indicated that there was no relationship between the amount of watching time and face-to-face communication (Jacobsen & Forste, 2011). During the pandemic, various participants indicated that binge-watching positively affected their romantic relationships. More than half of the participants mentioned that their friendship relationships were positively impacted by binge-watching. It can be explained that binge-watching enabled couples to share and spend quality time together. After comparing the first and second analyses, it was seen that the positive effects of binge-watching on different types of relationships remained similar.

The second category was *physical* effects. Before the pandemic, several participants noted that binge-watching had an effect on eating habits. One of the research studies claimed that TV viewing habits had negative influences on physical health like obesity (Sussman & Moran, 2013). Various participants reported that binge-watching

habits made them more inactive. Various participants experienced distorted sleep routines. In general, participants had some health problems. Similarly, it was found that binge-watching had some critical impacts on food habits, physical activity level, and sleep quality (Vaterlaus, Spruance, Frantz, & Kruger, 2019). For instance, a lot of participants mentioned that binge-watching made them less active. Several participants remarked that their eating habits became unhealthier. Fewer participants stated that their sleep quality decreased because of binge-watching (Vaterlaus, Spruance, Frantz, & Kruger, 2019). During the pandemic, the results of the study show that findings in terms of themes and frequencies remained the same except for issues. After the pandemic, various participants rather than the general revealed that they experienced health problems due to binge-watching.

The third category was *academic performance*. Before the pandemic, more than half of the participants stated that they took advantage of binge-watching for helping to recognize other cultures and languages. Regarding the positive effects of binge-watching, it was argued that students saw binge-watching as a tool for relaxation (Vaterlaus, Spruance, Frantz, & Kruger, 2019). Conversely, many participants observed decreases in their performance due to binge-watching. For example, various participants expressed they lost control. Less than half of them became inadequate to fulfill their responsibilities. Many of them procrastinated because of binge-watching. Likely, it was shown that binge-watching negatively impacted school assignments and responsibilities (Vaterlaus, Spruance, Frantz, & Kruger, 2019). Specifically, it was defined that binge-watching could lead to procrastination. Moreover, a sense of wasting time was perceived after binge-watching. During the pandemic, several participants also mentioned that binge-watching increased their academic performance. Only some changes in the frequency of themes were seen. Several participants explained that due to binge-watching their academic performance decreased. Various of them stated losing their control, not fulfilling their responsibilities, and several of them procrastinated because of binge-watching. Due to the similarity of the findings, it can be thought that the literature supports these results.

The fourth and final category was *psychological* effects. It is important to note that this category was acquired after a second analysis. In other words, these results in this category were related to the psychological effects during the pandemic. More than half of the participants mentioned that binge-watching had a calming effect. Many participants claimed that avoiding some negativities or escaping from negativities of the pandemic had the effect of binge-watching on their psychology. Similarly, it was revealed that binge-watching provided relaxation (Flayelle, Maurage, & Billeux, 2017). In addition, Beggs and Elkins (2010) stated that watching habits provided escapism from everyday problems.

5.4. Discussions Regarding What Had Changed During the Pandemic in Terms of Binge-Watching

What had changed during the pandemic in terms of binge-watching was the final domain. This domain was created after a second analysis. In this domain, there were five categories. The first category was *the frequency of binge-watching behavior*. Several participants indicated that their binge-watching behavior increased a lot at the beginning of the pandemic; however, there were some decreases in binge-watching after summer and the beginning of a new semester. Various participants stated that they did not observe any changes in their watching habits. In terms of increasing in binge-watching rate, there can be seen studies that supported the current findings. During the pandemic, the number of Netflix membership and the amount of time that people spent with Netflix increased in 2020 (Alexander, 2020). Moreover, it was revealed that because of pandemic restrictions, adults from the U.S. spent more time with streaming platforms during summer in 2020 rather than normal summer without restriction (Sadlier, 2020).

The second category was *the perspective of people towards binge-watching behavior*. All of the participants stated that they and others changed their perspectives about binge-watching. To illustrate, during the pandemic they and others began to see binge-watching as normal behavior. Apart from the effect of the pandemic on the proliferation of binge-watching, in one study, it was also mentioned that thanks to

technological advancements, binge-watching became more normal (Anghelcev, Sar, Martin, & Moultrie, 2021).

The third category was *the diversity of streaming platforms*. Many participants stated that there were increases in types of streaming platforms during the pandemic. Likely, Rubenking and Bracken (2021) mentioned that the number of different types of streaming options became increased in five years. It can be interpreted that increasing the diversity of streaming platforms may influence people's watching habits during the pandemic.

The fourth category was *observing others' binge-watching behavior*. Nearly all of the participants mentioned that they observed quarantine as a source of spare time for increasing binge-watching. Nearly all of them also observed binge-watching as escaping from reality for increasing binge-watching. Several participants stated that they observed others binge-watching due to restrictions in socialization. Moreover, several of them clarified that others made binge-watching thanks to accessibility. When these findings are examined, it can be stated that due to the nature of the pandemic, others' binge-watching behavior might be increased. Parallel to these findings, it was mentioned that binge-watching increased due to pandemic restrictions (Sadlier, 2020).

The final category was *academic workload and responsibility*. Several participants mentioned that during the pandemic, they decreased binge-watching due to academic workload and responsibilities. Previous studies have seen binge-watching as a way of spending free time activity (MarketCast Study, 2020; Deloitte, 2019; Chang, 2020). Moreover, it was also found that there was a negative relationship between workload and binge-watching (Vaterlaus, Spruance, Frantz, & Kruger, 2019). Considering these studies, it can be said that the current finding was supported by the literature.

5.5. Implications and Recommendations

With this research, many explanatory findings of binge-watching were brought to light. In light of this information, the implications and recommendations to the field will also be examined in this part.

First of all, examining and making sense of the concept of binge-watching from the perspective of Turkish university students can be stated as a contribution in itself. In addition, although the concept of binge-watching may seem singular at first glance, it has been understood that the forms of binge-watching are unique just as everyone is unique. It has been observed that this situation causes people to be affected by behavior at different levels, either positively or negatively, due to their different lifestyles, worldviews, and personalities. One of the interesting findings is that while people can use it to get alone and calm and get away from daily life stressors, it has been observed that the same person also performs this behavior to strengthen social relations and to socialize. These research findings also show that functional and dysfunctional binge-watching behavior should be more clearly differentiated from each other. It can be thought that this research contributes to the separation of these concepts.

It is recognized in the current study that behavior can be not only maladaptive but also functional. Particularly, binge-watching, could have some positive effects on relationships and areas may help to regulate emotions. On the other hand, it can negatively affect eating habits and physical health, boost procrastination behavior and disconnect people from daily life. Thus, findings suggests that counselors working with binge watcher clients could take both negative and some positive functions of binge watching into account in counseling process.

The findings of the current study could also be helpful for counseling practitioners who are working in university counseling centers with clients who are binge watchers in understanding factors contribute to binge watching behavior.

Additionally, the findings of the current study could be used in future studies for the development of scales to measure binge watching among university students.

Finally, in the future follow-up studies focusing on areas such as the control of binge-watching behavior, what makes binge-watching behavior functional or harmful, or the relationship between binge-watching and well-being could be conducted.

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APPENDICES

A. MIDDLE EAST TECHNICAL UNIVERSITY HUMAN SUBJECTS ETHICS COMMITTEE APPROVAL LETTER

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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21 AĞUSTOS 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Oya Yerin GÜNERİ

Danışmanlığını yaptığınız Anıl DEMİRKOL'un "Üniversite Öğrencilerinde Seri-İzleme Davranışı Üzerine bir Nitel Çalışma" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 308 ODTÜ 2019 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. TULİN GENÇOL

Başkan

Prof. Dr. Tolga CAN
Üye

Doç.Dr. Pınar KAYGAN
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Dr. Öğr. Üyesi Ali Emre TURGUT
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Dr. Öğr. Üyesi Müge GÜNDÜZ
Üye

Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL
Üye

B. BINGE-WATCHING INTERVIEW QUESTIONS (TURKISH)

Tıkınırcasına İzleme (Binge-watching) Mülakat Soruları

Tanım: Tıkınırcasına izleme (binge-watching), bir programın, dizinin ya da yayının birden fazla bölümünün bir oturuşta art arda izlenmesi olarak tanımlanmaktadır.

Bölüm I: Demografik Sorular

1. Yaş:
2. Cinsiyet:
3. Bölüm:
4. Sınıf
5. ODTÜ'ye giriş yılı:
6. ODTÜ de kaçınıcı akademik döneminizdesiniz?
7. Genel akademik ortalamanız?
8. Herhangi bir burs alıyor musunuz?
9. Barınma durumunuz?
10. Hobi-serbest zaman etkinlikleriniz ve bunlara haftada ayırdığınız ortalama zaman nedir?
11. İlişki durumunuz?

Bölüm II: Tıkınırcasına İzleme Mülakat Soruları

1. Tıkınırcasına izlemeyi nasıl tanımlarsınız?
 - a. Ailenizde tıkınırcasına izleme yapan başka bireyler var mı?
2. Tıkınırcasına izleme davranışınız ne zaman ve nasıl başladı?
3. Geçmişe kıyasla tıkınırcasına izleme davranışınızın sıklığında bir değişiklik artma-azalma oldu mu?

4. Neden tıknırcasına izleme yapıyorsunuz? Bunun arkasındaki motivasyonunuz nedir? (Ne gibi olumlu getirileri var?)
5. Tıknırcasına izleme hayatınızı nasıl etkiliyor? (Okul hayatı, dersler, sosyal ilişkiler, fiziksel sağlık, ruh sağlığı)
6. Tıknırcasına izleme yapmadan önce, tıknırcasına izleme sırasında ve sonrasında neler düşünürsünüz neler hissedersiniz, nasıl davranırsınız?
 - a. Olumlu-olumsuz düşünceleriniz duygularınız neler? Tıknırcasına izleme sırasında davranışlarınız neler? (Yeme-içme vb.)
 - b. Tıknırcasına izleme yaparken kendinizi durduramadığınız ve planladığınızdan fazla bölüm izlediğiniz zamanlar olur mu? Oluyorsa ne sıklıkla ve ne zamanlar?
7. Uzun süre tıknırcasına izleme yapamadığınız zaman kendinizi nasıl hissedersiniz?
8. Tıknırcasına izleme yapmak için başka programlarınızı yeniden düzenlediğiniz ya da planlarınızı iptal ettiğiniz olur mu?
9. Tıknırcasına izleme davranışınızın sıklığı hangi zamanlarda, durumlarda artar ya da azalır?
10. Çevrenizde tıknırcasına izleme yapan kişiler var mı? Eğer varsa onlarla izlediğiniz diziler-programlar hakkında konuşur musunuz? Bunu ne sıklıkla yaparsınız?
11. Diğer tıknırcasına izleme yapan kişilerin, tıknırcasına izleme davranışları ve sizin davranışlarınız arasında ne gibi benzerlikler ve farklılıklar var?
12. Tıknırcasına izleme yapan kişileri nasıl tanımlarsınız? Ne gibi özellikleri olduğunu düşünüyorsunuz? Siz kendi kişisel özelliklerinizi nasıl tanımlarsınız?
13. Tıknırcasına izleme konusunda önemli gördüğünüz ve paylaşmak istediğiniz başka konular neler?

C. BINGE-WATCHING FOLLOW-UP INTERVIEW QUESTIONS (TURKISH)

Tıkınırcasına İzleme (Binge-watching) Mülakat Soruları

Tanım: Tıkınırcasına izleme (binge-watching), bir programın, dizinin ya da yayının birden fazla bölümünün bir oturuşta art arda izlenmesi olarak tanımlanmaktadır.

Bölüm I: Demografik Sorular

1. Öğrencilik durumunuz hala devam ediyor mu?
2. Bölümünüz?
3. ODTÜ’de kaçınıcı akademik döneminizdesiniz?
4. Genel akademik ortalamanız?
5. Herhangi bir burs alıyor musunuz?
6. Barınma durumunuz? Nerede kalıyorsunuz?
7. Hobi-serbest zaman etkinlikleriniz ve bunlara haftada ayırdığınız ortalama zaman nedir?
8. İlişki durumunuz?
9. Mezun olduysanız, şu an ne yapıyorsunuz?

Bölüm II: Tıkınırcasına İzleme Mülakat Soruları

- 1) Tıkınırcasına izlemeyi (binge-watching) nasıl tanımlarsınız?
- 2) Sizinle en son görüştüğümüzden bu yana tıkınırcasına izlemeye devam ediyor musunuz?
- 3) Bu süreçte tıkınırcasına izleme davranışınızda bir değişiklik oldu mu?
- 4) Pandemi sürecinde tıkınırcasına izleme davranışınız nasıldı? Bir değişiklik gözlemlediniz mi?

- a) Pandemi öncesine göre artma ya da azalma oldu mu? Hangi durumlarda?
- 5) Tıkınırcasına izleme davranışınızın arkasındaki motivasyon ne? Görüşmediğimiz süre içerisinde neler değişti? Pandemi sürecinde özellikle tıkınırcasına izleme motivasyonunuzda ne gibi farklılıklar deneyimlediniz?
- 6) Tıkınırcasına izleme sizinle en son görüşmemizden bu yana hayatınızı nasıl etkiliyor? (Okul hayatı, dersler, iş yaşamı, sosyal ilişkiler, fiziksel sağlık, ruh sağlığı)
- 7) Tıkınırcasına izleme yapmadan önce, tıkınırcasına izleme sırasında ve sonrasında neler düşünürsünüz neler hissedersiniz, nasıl davranırsınız?
- a) Olumlu-olumsuz düşünceleriniz duygularınız neler? Tıkınırcasına izleme sırasında davranışlarınız neler? (Yeme-içme vb.)
- b) Tıkınırcasına izleme yaparken kendinizi durduramadığınız ve planladığınızdan fazla bölüm izlediğiniz zamanlar olur mu? Oluyorsa ne sıklıkla ve ne zamanlar?
- 8) Uzun süre tıkınırcasına izleme yapamadığınız zaman kendinizi nasıl hissedersiniz?
- 9) Tıkınırcasına izleme yapmak için başka programlarınızı yeniden düzenlediğiniz ya da planlarınızı iptal ettiğiniz olur mu?
- 10) Pandemi döneminde diğer insanların tıkınırcasına izleme davranışlarına ilişkin neler dikkatinizi çekti?
- a) Tıkınırcasına izleme yapan kişilerin sayısında bir değişiklik gözlemlediniz mi? Sizce ne gibi etkenler bu değişikliği etkiledi?
- 11) Diğer tıkınırcasına izleme yapan kişilerin, tıkınırcasına izleme davranışları ve sizin davranışlarınız arasında ne gibi benzerlikler ve farklılıklar gözlemlediniz?
- 12) Tıkınırcasına izleme konusunda önemli gördüğünüz ve paylaşmak istediğiniz başka konular neler?

D. PARTICIPANT CONSENT FORM

Gönüllü Katılım Formu

Değerli katılımcı,

Bu çalışma, Prof. Dr. Oya Yerin Güneri danışmanlığında Orta Doğu Teknik Üniversitesi Psikolojik Danışmanlık ve Rehberlik Yüksek Lisans programı öğrencisi Anıl Demirkol tarafından yürütülen bir tez çalışmasıdır. Çalışmanın amacı, üniversite öğrencilerinin tıknırcasına (binge-watching) davranışını nasıl tanımladıkları, bu davranışı etkileyen etkenlerin neler olduğu, bu davranışın nasıl başladığı, başlama ve devam nedenlerinin neler olduğu ve yaşamlarını nasıl etkilediği gibi sorulara cevap aramaktır. Çalışmaya katılım tamamıyla gönüllülük temelinde olmalıdır. Mülakatta, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Mülakat, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda mülakatı yapan kişiye tamamlayamayacağınızı söylemek yeterli olacaktır. Çalışma hakkında daha fazla bilgi almak için Anıl Demirkol (E-posta: demirkol.anil@metu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Anıl Demirkol

Orta Doğu Teknik Üniversitesi

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

Tarih

İmza

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E. TURKISH SUMMARY / TRKE ZET

NİVERSİTE RENCİLERİ ARASINDA TIKINIRCASINA İZLEME HAKKINDA BİR NİTEL ARAŞTIRMA: COVID-19 PANDEMİSİ NCESİ VE SONRASI

GİRİŞ

Yzlerce pikselin bir araya gelerek mucizevi grseller oluřturduėu ekranların ve internetin modern yařamın bir parası olduėu yadsınamaz bir gerektir. Bu modernleřmenin en eski geleneklerinden biri olan televizyon izleme alışkanlıėının da hala birok insanın hayatında nemli bir yer tuttuėu sylenebilir.

Tıkınırcasına İzleme Davranışı

Tıkınırcasına izleme davranışı, “DVD veya evrimii yayın platformlarını kullanarak bir televizyon programının birden fazla blmnn hızlı bir řekilde izlenmesi” olarak tanımlanmaktadır (Oxford, 2017). Herhangi bir izleme davranışını tıkınırcasına izleme olarak tanımlamak iin izlenmesi gereken minimum blm sayısının bazı arařtırmacılara gre ikiden fazla olması gerekirken (Walton-Pattison, Dombrowski, & Presseau, 2018) diėerlerine gre ise ten fazla olması gerekmektedir (Merrill, 2018). Jenner’a (2017) gre bir davranışın tıkınırcasına olarak deėerlendirilebilmesi iin ncelikle bir dizinin blmlerinin art arda ve ara vermeden izlenmesi gerekmektedir. Tıkınırcasına izlemenin yaygınlıėı konusunda ilgili olarak Harris Interactive, 1500 Netflix abonesinin %61’inin dzenli olarak bu davranışı yaptığını belirtmiřtir (Netflix Inc, 2013).

Araştırmanın Amacı

Teknolojik gelişimin etkisiyle çevrimiçi yayın servislerinin yaygınlaşması hayatımıza yeni kavramlar getirmektedir. Bu araştırmanın temel amacı, teknolojik gelişmelerin ışığında hayatımıza giren kavramlardan biri olan tıkınırcasına izleme kavramını katılımcıların bakış açısıyla incelemek ve temellerini anlamaya çalışmaktır. Buna ek olarak tıkınırcasına izleme davranışının arkasındaki motivasyonu, olası olumlu ve olumsuz etkilerini ve pandemi sürecinde tıkınırcasına izleme davranışı özelinde nelerin değiştiğinin gözlemlenmesi amaçlanmaktadır.

Araştırma Soruları

Mevcut çalışmanın araştırma soruları şu şekilde sıralanmaktadır:

Türkiye'deki üniversite öğrencileri arasında tıkınırcasına izlemenin temelleri nelerdir?

1. Tıkınırcasına izlemenin ardında yatan motivasyonlar nelerdir?
2. Tıkınırcasına izlemenin nedenleri nelerdir?
3. Tıkınırcasına izlemenin olumlu ve olumsuz etkileri nelerdir?
4. Salgın sırasında tıkınırcasına izleme açısından neler değişmiştir?

Araştırmanın Önemi

Bu araştırma tıkınırcasına izlemenin temellerini anlamamıza yardımcı olmak için tasarlanmıştır ve bu yolla da alan yazına katkı sağlamayı hedeflemiştir.

Mevcut çalışmanın önemi birkaç şekilde açıklanabilir. Öncelikle seçilen yaş grubu olan üniversite öğrencileri arasında tıkınırcasına izleme yaygındır. Panda ve Pandey (2017), üniversite öğrencilerindeki teknoloji ve çevrimiçi yayın hizmeti kullanım sıklığının yüksek olması nedeniyle, tıkınırcasına izlemenin bu yaş grubuyla incelenmesinin önemli olduğuna inanmaktadır. Neilsen (2013) Netflix izleyen nüfusun yüzde 63'ünün genç kuşaktan oluştuğunu belirtmektedir. Bu nedenle mevcut

alıřma iin niversite ğrencileri seilmiřtir ve bu yař grubunda davranıřın temelleri anlamlandırılmaya alıřılmıřtır.

Covid-19'un etkisi, arařtırmanın nemli paralarından birisi olarak grlmektedir. Dixit, Marthoenis, Arafat, Sharma ve Kar (2020), global karantina durumu ile boř zaman etkinliklerinin azalmasının iliřkisine deėinmiřtir. Bu iliřkinin, tıknırcasına izleme davranıřının artması anlamına gelebileceėi dřnlmektedir. Pandemi dneminde elektronik ve yazılı medya, televizyon ve internet kullanım sıklıėının arttıėı belirtilmiřtir. zellikle karantina sırasında TV veya internet yoluyla bir řeyler izleyerek meřgul olma oranı %73,7 artmıřtır. Dixit ve meslektařlarına (2020) gre, insanlar tıknırcasına izlemeyi bir bař etme mekanizması olarak gryor olabilir. Umesh ve Bose (2019) pandemi sırasında yayın platformlarının da tıknırcasına izleme davranıřını teřvik etmeye alıřtıklarını belirtmiřtir. Fernandes, Biswas ve Tan-Manskhani, Vallejo ve Essau (2020) pandeminin sebep olduėu izolasyonun Netflix, Hulu, Amazon Prime gibi platformlarda vakit geirme srelerine etki ettiėini belirtmiřtir. Bu alıřmalar gz nne alındıėında, pandeminin tıknırcasına izleme zerindeki etkisinin arařtırılması olduka nemli bir hale gelmiřtir.

Diėer bir nokta arařtırma yntemiyle ilgilidir. Trkiye'deki arařtırmalara bakıldıėında tıknırcasına izleme ile ilgili yayınlar yeni yeni ortaya ıkmaya bařlamıřtır. Mevcut alıřmada, arařtırma sorularını incelemek iin boylamsal ve uzlařmalı nitel arařtırma yntemi seilmiřtir. Uzlařmalı nitel arařtırma (UNA) yntemi ile "bireylerin deneyimlerini, tutumlarını ve inanlarını derinlemesine incelemek mmkndr ve arařtırmacılar bu řekilde zengin, ayrıntılı bir gr kazanmıř olur" (Hill, 2010, s. 15). Boylamsal arařtırma tasarımınnın tercih edilmesiyle pandemi sırasında oluřabilecek deėiřikliklerin daha kolay fark edilmesi amalanmıřtır. Bu tasarımda eski ve yeni veriler arasında karřılařtırma yapılır ve zaman iinde nelerin azaldıėı ve arttıėına odaklanılır (Holland, 2007). Bahsedilen yntemler etkin řekilde kullanılarak pandeminin tıknırcasına izleme zerindeki etkisini ortaya ıkarma konusunda adımlar atılabilir ve alan yazına derinlemesine bir katkıda bulunabilir.

Bir arařtırmada Starosta ve Izydorrczyk (2020), obsesif-kompulsif örüntünün tıknırcasına izlemeye eşlik edebileceğine değinmektedir. Bu davranıř eęlenceli olduęu kadar davranıřsal baęımlılıęa da katkıda bulunmaktadır. Ayrıca depresyon, kaygı ve uyku ile ilgili sorunlara da eşlik edebilmektedir (Wheeler, 2015; Riddle, Peebles, Davis, Xu ve Schroeder, 2017; Flayelle, Canale, Vögele, Karila, Maurage ve Billieux, 2019; Starosta, Izydorrczyk, & Lizinczyk, 2019). Bu etkiler göz önüne alındıęında, tıknırcasına izleme üzerinde çalıřılması gereken önemli bir olgudur. Bu katkılarla üniversitelerde psikolojik danıřma merkezlerinde çalıřan psikolojik danıřmanlar ve benzeri uzmanlar tıknırcasına izleme kavramı hakkında daha fazla bilgi sahibi olabilir ve yaklařımlarında terapötik etkinliklerini artırabilirler (Starosta ve Izydorrczyk, 2020). Böylece bu davranıřtan olumsuz etkilenen bireylere daha etkili müdahaleler gerçekleştirilebilir.

YÖNTEM

Arařtırma Deseni

Bu arařtırmada pandeminin etkilerini anlamak için boylamsal nitel arařtırma yöntemi kullanılmıřtır. Bu yönteme ek olarak Uzlařmalı Nitel Arařtırma (UNA) metodu kullanılmıřtır (Hill, Thompson, & Williams, 1997; Hill et. al., 1997).

Katılımcılar

Katılımcı bulmak için, bir sosyal medya platformunda üniversite öğrencilerinin bulunduęu bir sayfada arařtırma ilgili duyuru yayınlanmıřtır. Bu duyuruda, katılma kořulu olarak üç ana gereklilik vurgulanmıřtır. Bunlar, bir devlet üniversitesinde öğrenci olma, tıknırcasına izleme yaptığını düşünme ve gönüllü olma şeklinde sıralanmıřtır.

Bu nitel çalıřmada, İngilizce eğitim veren bir devlet üniversitesinde öğrenim gören 8 katılımcı yer almıřtır. Arařtırmayı yerleřtirmek için katılımcılar, Türk öğrenciler arasından seçilmiřtir. 3'ü kadın, 5'i erkek olan katılımcıların tamamı 18 yařının

üzerindedir. Yaş aralıkları 20 ile 33 arasındadır ($M = 27$, $SD = 3.9$). Eğitim düzeyleri incelendiğinde 2'sinin doktora, 4'ünün yüksek lisans ve 2'sinin lisans öğrencisi olduğu görülmüştür. Süreçte katılımcıların öğrencilik statüleri değişmemiştir.

Araçlar ve Veri Toplama Süreci

Araştırma sürecinde görüşmeler Türkçe, yarı yapılandırılmış sorular kullanılarak, yüz yüze ve çevrimiçi şekilde yapılmıştır. Tek bir araştırmacı görüşmeleri tamamını gerçekleştirmiştir. Görüşmeler 30 ile 50 dakika arasında sürmüştür. Görüşmelerden önce katılımcılara onam formu verilmiş ve okunup imzalatılmıştır. Görüşmelerin ses kaydı alınmış ve sonrasında bu ses kayıtları deşifre edilmiştir. Tüm ses kayıtlarına ve deşifrelere araştırmacı tarafından takma adlar verilmiştir. Bu dosyalar, gizlilik ve etik nedenlerle 3. şahısların erişemeyeceği şekilde şifrelenmiş ve saklanmıştır.

Verilerin Analizi

Bu çalışmada UNA ilke ve temelleri doğrultusunda analizler yapılmıştır. Pandemi öncesi ve pandemi sırasında elde edilen veriler ayrı ayrı analiz edilmiştir. İlk olarak, görüşmeleri de yapan asıl araştırmacı, tüm görüşmeleri deşifre etmiştir. Sonrasında UNA yöntemine göre analizlerde yardımcı olacak araştırmacılar belirlenmiştir. Veri setlerinin analizinde iki araştırmacı (asıl araştırmacı dahil) ve bir denetçi görev almıştır. Bu yöntemin güçlü yönlerinden biri açık, sistematik analizler yapması, veri analizinin geçerliliğini ve güvenilirliğini artırmasıdır. Analiz süreci temel alanların belirlenmesi ile başlamıştır. Temel alanlara göre kategoriler ve alt kategoriler belirlenmiştir. İlgili şekilde diğer kodlamalar yapılmıştır. Araştırmacılar, temel alanı, kategorileri ve alt kategorileri belirlerken, düzenlerken ve uzlaşmaya varırken defalarca toplantı yapmıştır. Süreçte denetçi her toplantıda bulunmuş, toplantılar sonrasında alınan karar ve analizleri gözden geçirerek düzenlenmesini sağlamıştır.

Sınırlılıklar

Araştırma konusunun oldukça yeni olması nedeniyle alan yazınına önemli katkıları olabileceği düşünülmesine rağmen araştırma detaylı incelendiğinde geliştirilebilecek bazı sınırlılıkların olduğu düşünülmektedir.

Araştırmanın örneklemini tıknırcasına izleme alışkanlığının yaygın olduğu düşünülen üniversite öğrencileri oluşturmaktadır. Sadece İngilizce eğitim veren bir devlet üniversitesinden veri toplanmıştır. Örneklem büyüklüğünün ilk görüşme için 8, takip görüşmesi için 7 olması bir sınırlılık olarak görülebilir. Örneklem büyüklüğünün elde edilebilecek sonuçların çeşitliliğini azaltmış olabileceği düşünülmektedir. Öte yandan örneklemdaki katılımcıların akademik başarılarının yüksek olması ve örneklemin büyük çoğunluğunun lisansüstü öğrencilerden oluşması bir sınırlılık olarak görülmektedir. Lisans ve lisansüstü öğrencilerinin sonuçları arasında anlamlı bir fark olmamasına rağmen, bu farkın sonuçları etkileme olasılığı göz önünde bulundurulmalıdır. Öğrencilerin akademik başarıları yüksek öğrencilerden oluşması da tıknırcasına izlemenin olumsuz sonuçlarının daha az gözlemlenmiş olabileceğini düşündürmektedir. Kısaca, örnekleme ilgili sorunlar bir sınırlılık olarak belirtilmiştir.

Araştırma yarı yapılandırılmış nitel görüşmelere dayanmaktadır. Katılımcıların verdikleri cevaplar araştırmadaki yarı yapılandırılmış görüşme soruları ile sınırlı olabileceğinden tıknırcasına izlemenin gözden kaçabileceği bazı yönleri olduğu düşünülmektedir. Gelecekteki araştırmaların daha esnek yapılandırılmış modellere dayandırılmasının faydalı olacağı düşünülmektedir.

Pandemi sırasında ikinci görüşme için katılımcılarla tekrar iletişim kurmak çalışmanın bir diğer sınırlılığıydı. Tüm çabalara rağmen bir katılımcıya ulaşamadı. Çevrimiçi görüşmelerde internet bağlantı sorunları ve zaman zaman oluşan ses sorunları da çevrimiçi mülakat sürecini zorlaştırdı. Bu süre zarfında mezuniyet değişkeninde bir farklılık olmamasına rağmen, beş katılımcının çeşitli nedenlerle aile evine geri dönmesiyle yaşam tarzlarının ve alışkanlıklarının etkilenmiş olabileceği

düşünülmektedir. Bu durumun analiz ve görüşme sürecini olumsuz etkileyerek sınırlılık oluşturduğu ifade edilebilir.

Pandemi sürecinin henüz bitmemesi sebebiyle pandeminin tıknırcasına izleme üzerindeki etkileri katılımcılar tarafından tam olarak özümselemeyebilir ve anlaşılamayabilir. Bu nedenle pandeminin etkilerine dair sonuçlarda eksiklikler olabileceği düşünülmektedir. Mevcut çalışmanın pandemi süreci sonlandığında tekrarlanmasının fayda sağlayabileceği düşünülmektedir.

SONUÇLAR

Bu bölümde, UNA sonuçları gösterilmiştir. Birinci UNA, bir devlet üniversitesinin öğrencilerinin pandemi öncesinde toplanan verileri (n=8), ikinci UNA ise aynı öğrencilerle pandemi sonrasında oluşturulan verilerin (n=7) incelenmesini göstermektedir. Hill ve arkadaşlarına göre (2005), araştırmalarda kullanılan etiketler ve kategoriler, gözlemleri ve sonuçları anlamlandırmaya yardımcı olmaktadır. “Genel” etiketi, vakalardan biri hariç tümünün veya tamamının benzer açıklamalarda bulunduğunu; “tipik” etiketi, vakaların yarısından fazlasının benzer ifadelerle sahip olduğunu ve “varyant” etiketi, vakaların iki ila yarısına kadar katılımcının benzer görüşler belirttiğini anlatmaktadır.

Pandemi öncesi ve pandemi sonrası aynı katılımcılarla iki farklı UNA gerçekleştirilmiştir. UNA 1'in sonuçları, tıknırcasına izleme davranışının temellerini anlama, tıknırcasına izlemenin arkasında yatan motivasyonlar ve tıknırcasına izlemenin etkileri olarak üç ana alanda toplanmıştır. UNA 2 sonuçlarında ise, diğer araştırmadaki üç alana ek olarak dördüncü alan oluşturulmuş ve bu alan “pandemi sırasında tıknırcasına izleme açısından neler değişti” olarak adlandırılmıştır.

UNA 1'de 13'ü genel, 3'ü tipik olmak üzere 16 kategori bulunmaktadır. UNA 2'de 14'ü genel, 3'ü tipik olmak üzere 17 kategori bulunmaktadır. Hill'e (2012) göre, 2'den az vaka içeren kategori ve alt kategorilerin belirtilmesine gerek yoktur ve çalışma bu doğrultuda gerçekleştirilmiştir.

UNA 1 Sonuçları

UNA 1, pandemiden önce üniversite öğrencileri ile yapılan araştırma sonuçlarını göstermektedir (n = 8). Belirlenen ana alanlar tıkınırcasına izleme davranışının temellerinin anlaşılması, tıkınırcasına izlemenin arkasında yatan motivasyonlar ve tıkınırcasına izlemenin katılımcılara etkileri şeklindedir.

İlk alan olan tıkınırcasına izleme davranışının temelleri hakkındaki farklı fikirler sırasıyla incelenmiştir. Katılımcıların yaptığı ortak tanım, “tek oturuşta 40'ar dakikalık dizilerin en az dört bölümünün izlenmesi” olmuştur. Davranışın kökenlerine inildiğinde ise katılımcıların çocukluklarında izledikleri çizgi filmlerin, üniversitenin hazırlık senesinin ve Netflix platformuyla tanışmalarının önemli etkenler olduğu görülmüştür. Davranışın sıklığı konusunda ise katılımcılar arasında büyük farklılıklar bulunmuştur. Katılımcıların çoğunluğu tıkınırcasına izleme davranışlarını diğer insanların da kendilerine benzer şekilde gerçekleştirdiğini düşünmektedir. Tıkınırcasına izleme davranışını arttıran etmenlerin ise önem sırasına göre platformların kullanım kolaylığı ve erişilebilirliği, boş zamanın fazlalığı, yoğun stres, yalnızlık, kontrol kaybı ve dizilerin kalitesi olduğu görülmüştür. Davranışın azalması konusunda en sık belirtilen faktörler sorumluluklar nedeniyle yeterli zamanın olmaması, romantik ilişkiler, suçluluk duygusu ve iyi oluştan sahip olmaktır. Tıkınırcasına izleme davranışının bir süreç olduğu düşünülerek, katılımcıların davranış öncesinde, sırasında ve sonrasında ne yaptıkları ve hissettikleri öğrenilmeye çalışılmıştır. Öncesinde heyecanlı ve enerjik hissedebilirken, bazılarının tüm görevlerini tamamladıktan sonra izlemeye başladığı öğrenilmiştir. Bir kısmının tıkınırcasına izlemek niyetiyle ekran başına oturmamasına rağmen bu davranışı sergilediklerini belirtmişlerdir. Tıkınırcasına izleme esnasında ise katılımcılar diziye kendini kaptırdıklarını vurgulamışlardır. Normalde yediklerinden daha fazla ve sağlıksız yemek tükettiklerini belirtmişlerdir. Davranıştan sonra pişmanlık ve boşluğa düşmek gibi hislere kapıldığı da görülmüştür. Son olarak tıkınırcasına izleme yapan bireylerin kişilik özelliklerini mükemmeliyetçi, eleştirel düşünme becerisine sahip, zaman yönetimi becerisi zayıf, içe kapanık, depresif veya endişeli bireyler olarak tanımlamışlardır.

Tıkınırcasına izlemenin arkasındaki motivasyonlardan ilki olan davranışsal motivasyonlar arasında öne çıkan söylemler “yemek yerken bir şeyler izleme alışkanlığı, erteleme davranışı, davranışın bir alışkanlık haline gelmesi, uykuya dalmaya yardımcı olması ve gündemi takip etmek için kullanılması” şeklindedir. Duygusal motivasyonlar konusunda yaygın olarak merak duygusu ve duygularını düzenlemek ihtiyacının ön planda olduğu ortaya çıkmıştır. Duygu düzenleme altında gevşeme, keyif alma, yalnızlık duygusuyla baş etme, stresle başa çıkma, gerçeklikten kaçarak rahatlama gibi duyguların sıklıkla ifade edildiği görülmüştür. Bazı katılımcılar kendilerini olaylarla ve karakterlerle özdeşleştirdikleri, kendilerini dizilere kaptırdıkları ve başladıkları dizileri bitirmek için yoğun bir istek duyduklarından ötürü tıkınırcasına izlediklerini belirtmişlerdir. Diğer önemli motivasyonlardan bazıları ise çevrimiçi yayın platformlarının erişilebilirliği, kullanıcı dostu olması, katılımcıların boş zamanlarının olması ve bazı bağımlılığa yakın alışkanlıklar olarak aktarılmıştır.

Son olarak, tıkınırcasına izlemenin etkileri sosyal, fiziksel ve akademik performans olarak üç bölümde incelenmiştir. Katılımcıların sosyal hayata etkisine ilişkin verdikleri cevaplarda, bu davranışının romantik ve arkadaşlık ilişkilerini güçlendirdiği belirtilmiştir. Bazı katılımcılar aksi şekilde bu davranışın kendilerini diğerlerinden izole ettiğini düşündüklerini söylemiştir. Tıkınırcasına izleme davranışının fiziksel etkisine gelince, katılımcılar davranış sırasında yedikleri sağlıksız gıdaların kilo almalarına neden olduğunu ve gelecekte sağlıklarını olumsuz etkileyebileceğini düşünmektedir. Halihazırda bazı katılımcılar bu davranış nedeniyle göz problemleri, baş ve sırt ağrısı yaşadıklarını aktarmışlardır. Tıkınırcasına izleme yaparken uzun süre hareketsiz kalmanın bu ağrılara ve yorgunluğa neden olduğu vurgulanmıştır. Bazı katılımcılar uyku rutinlerinin izleme davranışları nedeniyle bozulduğunu belirtmişlerdir. Son olarak, katılımcıların bazıları tıkınırcasına izleme davranışının akademik performanslarına olumlu etkisi olduğunu özellikle İngilizce öğrenmelerine ve farklı kültürleri tanımalarında yardımcı olmasının olumlu olduğunu belirtmiştir. Diğer taraftan boşa vakit harcadıkları ve kontrollerini kaybettikleri için akademik performanslarının olumsuz etkilendiğini belirtmişlerdir.

UNA 2 Sonuçları

UNA 2, pandemi boyunca aynı katılımcılarla gerçekleştirilmiş takip çalışmasının analizidir. (n = 7). Sadece bir katılımcı ile iletişim sağlanamamış ve çalışmaya dahil edilememiştir. Bu araştırmada da benzer şekilde tıkınırcasına izleme davranışının temellerini, tıkınırcasına izlemenin arkasında yatan motivasyonlarını, tıkınırcasına izlemenin etkilerini inceleyen alanlar oluşturulmuştur. Diğer çalışmaya ek olarak pandemi sırasında tıkınırcasına izleme açısından nelerin değiştiğini inceleyen ek bir alan belirlenmiştir.

Katılımcılar ilk çalışmaya benzer şekilde “arka arkaya dört bölüm izlemek” betimlemesini yaparken bazıları da maraton kelimesini tanımlarına dahil etmişlerdir. Diğer çalışmadan farklı olarak tıkınırcasına izleme davranışının artışındaki temel faktör olarak boş zaman vurgusu yapılmıştır. Yoğun stresin, erişim kolaylığının ve kontrol kaybının da önemli olduğu aktarılmıştır. Öte yandan, tıkınırcasına izleme davranışındaki azalışı etkileyen faktörler için tüm katılımcılar sorumluluklar ve akademik yükün altını çizmiştir. Tıkınırcasına izleme davranışından önce çoğunluğun davranışı planlamadan yaptığını ve az sayıda katılımcının da tıkınırcasına izleme yapacak olmaktan heyecan duyduğu bulgularına erişilmiştir. Davranış sırasında önceden olduğu gibi tümü yiyecek miktarlarının ve sağlıksız yiyecek tüketimlerinin arttığını beyan etmişlerdir. Davranışın sonrasında bazıları kendilerini işe yaramaz hissettiklerini ve davranışlarından pişmanlık duyduklarını aktarmışlardır.

Davranışsal motivasyonlar açısından tıkınırcasına izlemenin kolay ve zahmetsizce yapılması, yemek yerken izlemeye alıştıkları ve sorumlulukların ertelenmesi gibi nedenlerle bu davranışı tercih ettiklerini belirtmişlerdir. Bazıları bu davranışı günlük rutinlerinin bir parçası olduğu veya uykuya dalmalarına yardımcı olduğu için yaptıklarını aktarmışlardır. Duygusal motivasyonlar söz konusu olduğunda, duygu düzenlemenin en önemli motivasyon kaynağı olduğunun altı çizilmiştir. Duygu düzenleme özelinde pandemi gerçekliğinden kaçmanın, eğlenmenin, rahatlamamanın ve stresle başa çıkmanın önemine vurgu yapılmıştır. Önceki çalışmada olduğu gibi

merak duygusu ve başladıkları diziye bitirme istekleri nedeniyle bu davranışı sergilediklerini belirtmişlerdir. İzleme platformlarının sağladığı erişim kolaylığı ve kullanıcı dostu arayüzün de önemli olduğu söylenmiştir. Son olarak boş zamanın özellikle tümü tarafından anlamlı bir role sahip olduğu ve çoğu zaman davranışı yapıp yapamayacaklarının bu duruma bağlı olduğu vurgulanmıştır.

Tıkınırcasına izlemenin etkileri dört kategoriye ayrılmıştır. Önceki çalışmaya benzer olarak, sosyal kategoride romantik ve arkadaşlık ilişkilerinin olumlu etkilendiği aktarılmıştır. Fiziksel etkilere gelince, sağlıksız beslendikleri, uzun süre hareketsiz kaldıkları, uyku düzenlerinin bozulduğu ve özellikle göz sağlığının olumsuz etkilendiğinden bahsetmişlerdir. Psikolojik etkilerinden bahsederken tıkınırcasına izlemenin rahatlatıcı bir etkisi olduğunu ve pandeminin olumsuz etkilerinden korunmalarına yardımcı olduğunu vurgulamıştır. Katılımcılara göre bu davranış dil öğrenimine ve günün stresini atmalarına yardımcı olduğu için tıkınırcasına izlemenin akademik performans üzerinde olumlu bir etkisi olabilir. Öte yandan, erteleme davranışını tetiklediği ve kontrol kaybına neden olduğu için akademik performanslarının düştüğünü de dile getirmişlerdir.

İkinci çalışmada üzerinde durulan en önemli konulardan biri olan özellikle tıkınırcasına izleme davranışı açısından pandemi sırasında nelerin değiştiğine ilişkin yorumları ve anlatıları bu alanda yer almaktadır. Pandeminin yarattığı değişikliklerden ilki, davranışın sıklığında olmuştur. Katılımcıların çoğu, özellikle pandeminin başlangıcında tıkınırcasına izleme sıklıklarının çok arttığını ancak yeni eğitim-öğretim yılının başlamasıyla sıklığın çok azaldığını ifade etmişlerdir. Birkaçı ise bu süreçte davranışlarında hiçbir değişiklik olmadığını aktarmıştır. Bir diğer değişiklik etraflarındaki kişilerin bu davranışa bakış açısında olmuştur. Tıkınırcasına izleme davranışının geçmişte olduğundan daha fazla kabul gördüğünü ve başkaları tarafından yargılanmadığını anlatmışlardır. Çevrimiçi yayın platformlarının çeşitliliğinin artması bir diğer değişikliktir. Katılımcılar diğer insanların tıkınırcasına izleme davranışlarının önemli ölçüde arttığını gözlemlediklerini söylemişlerdir. Karantinanın getirdiği kısıtlamalar ve pandemi gerçekliğinden kaçmak istemek bu değişikliğin nedeni olarak gösterilmiştir. Katılımcılar diğer önemli nedenler arasında

sosyalleşme olanaklarının azalması ve yayın platformlarının erişilebilirliğinin artması olabileceğinin de altını çizmişlerdir. Son olarak, katılımcıların tıkınırcasına izleme davranışında azalmaya sebep olan önemli etkenlerin akademik iş yükünün ve sorumluluklarının artması olabileceği belirtilmiştir. Özellikle bazı katılımcıların mezuniyete yaklaşması, bazılarının tezine odaklanma ihtiyacı, bazılarının ise akademik not ortalamalarını yükseltmek istemesi bu davranışın azalmasının nedenleri arasında gösterilmektedir.

TARTIŞMA

Bu bölümde, pandemi öncesi ve boyunca UNA sonucundaki bulgular tartışılmış ve çıkarımlar açıklanmıştır.

Tıkınırcasına izleme davranışının temelleri bölümünde, alan yazınına paralel olarak pandemi boyunca yapılan analizlerde de tıkınırcasına izleme davranışı tanımlanırken katılımcıların çoğu dört ve daha fazla bölümün bir oturuşta ve adeta bir maraton şeklinde izlemek tanımını kullanmışlardır (Walton-Pattison, Dombrowski ve Presseau, 2018; Merrill, 2018; Jenner, 2017; Silverman ve Ryalls, 2016). Tıkınırcasına izleme serüveninin başlangıcı kategorisinde birçok katılımcı Netflix üyeliğini vurgulamıştır. Buna benzer olarak Flayelle, Maurage, Vögele, Karila ve Billeux (2019), teknolojinin gelişmesiyle beraber insanların izleme tarzında değişimler olduğunu aktarmıştır. Pandemiden önceki alan yazını, güncel araştırmada olduğu gibi tıkınırcasına izleme davranışını arttıran faktörler arasında boş zamanın (Devasagayam, 2014), negatif duyguların (Flayelle, Maurage, Vögele, Karila ve Billeux 2018), erişilebilirliğin (Panda ve Padney, 2017), özgünlüğün (Adachi, Ryan, Frye, McClurg ve Rigby, 2018), öz-kontrol illüzyonunun (Jenner, 2016), yalnızlığın (Vaterlaus, Spruance, Frantz ve Kruger, 2019) olduğu görülmüştür. Pandemi boyunca neredeyse tüm katılımcılar boş zamanlarının ve tıkınırcasına izleme davranışlarının arttığını belirtmiştir. Bazıları yoğun stres, erişilebilirlik ve kontrolü kaybetme hissinin bu davranışı artırdığını ifade etmiştir. İki analiz karşılaştırıldığında temaların sıklığında bir farklılık olduğu görülmektedir. Benzer şekilde, tıkınırcasına izleme davranışını azaltan faktörler arasında, pandemiden önce sorumlulukla

tıkınırcasına izleme davranışının ters orantılı ilişkisi olduğu ortaya çıkmıştır (Vaterlaus, Spruance, Frantz ve Kruger, 2019). Öte yandan, çeşitli katılımcılar tıkınırcasına izleme davranışlarının azalmasının nedeni olarak mutlu ve enerjik hissetme, suçluluk duyma ve romantik bir ilişki yaşamayı göstermişlerdir. Pandemi sürecinde tüm katılımcılar sorumluluk sahibi olmanın ya da akademik iş yükünün tıkınırcasına izlemeyi azaltan bir faktör olduğunu belirtti. Tıkınırcasına izleme süreci kategorisinde erişilen analiz bulguları, yeme alışkanlıkları, izlemeden önce çokça düşünme gibi alt başlıklar ortaya koymuştur. Araştırmalarda kişilerin yemek yeme tarzı (Brookes ve Ellithorpe, 2017) ve yaşam şekillerinin (Flayelle, Maurage, Vögele, Karila ve Billeux, 2019) tıkınırcasına izleme davranışı ile şekillendiği görülmektedir. Pandemi öncesi ve pandemi sırasına ait analizler karşılaştırıldığında bulguların pek değişmediği gözlenmiştir. Son kategori olan diğer tıkınırcasına izleyenlerin özelliklerine yönelik algılar, mükemmeliyetçi ve eleştirel düşünen, zayıf zaman yönetimi becerileri, içe dönük ve yalnız, depresif ve endişeli kelimeleri tanımlamaları ortaya çıkardı. Alan yazında da mevcut bulgulara paralel sonuçlar elde edilmiştir (Izydorczyk ve Dobrowolska, 2020).

Tıkınırcasına izlemenin arkasındaki motivasyon unsurlarından davranışsal motivasyon kategorisinde günlük yaşantının bir parçası olması, uykuya dalmada yardımcılık, yemek yemeye eşlikçilik, güncel kalmaya yardımcı ve erteleme/sorumluluktan kaçma gibi bulgular pandemiden önceki analizlerde elde edilmiştir. Araştırmalar bu bulgulara benzerdir (Flayelle, Maurage ve Billieux, 2017; Merrill ve Rubenking, 2019). Pandemi sürecindeki bulgular ise, zahmetsizlik dışında aynıdır. Araştırmalar tıkınırcasına izleme davranışına erişilebilirliğin katkılarından bahsetmektedir (Panda ve Padney, 2017; Flayelle, Maurage ve Billieux, 2017). Kolay erişilebilirlik sayesinde tıkınırcasına izlemenin zahmetsiz hale geldiği söylenebilir. Duygusal motivasyon konusunda pandemi öncesi analizlerde merak ve duygu regülasyonu, karakterle özdeşim kurmak, kendini kaptırmak ve gerçeklikten uzaklaşmak gibi alt kategorilere ulaşıldı. Araştırmalar duygu regülasyonu (Rubenking ve Bracken, 2018; Flayelle, Maurage, Vögele, Karilla ve Billieux, 2019), karakterle özdeşim kurmak (Flayelle, Maurage ve Billeux, 2017), kendini kaptırmak (Flayelle, Maurage ve Billeux, 2017) ve gerçeklikten uzaklaşmak (Starosta,

Izydorczyk ve Dobrowolska, 2020) gibi alt kategorilerin desteklendiğini göstermiştir. Pandemi öncesi ve sürecindeki bulgular karşılaştırıldığında temaların sıklığında değişimler görülmüştür. Motivasyon kaynağı olarak erişilebilirlik konusunda bulgular pandemi öncesi ve sürecindeki dönemlerde analizlerle benzerdir. Araştırmalar bulguları desteklenmektedir (Panda ve Pandey, 2017; Matrix, 2014). Pandemi öncesi ve boyunca elde edilen veriler incelendiğinde boş zamana sahip olmak bir motivasyon faktörü olarak görülmüştür. Çalışmalarda tıknırcasına izlemenin genç yetişkinler arasında boş zamanlarını değerlendirme noktasında popülerlik kazandığına dikkat çekilmiştir (MarketCast Study, 2020; Delloite's Digital Media Trends Survey 13th Edition, 2019; Chang, 2020). Son kategori olan bağımlılık yapıcı örüntüde davranışı kontrol etmede güçlük ve zihin meşguliyeti yer almaktadır. Flayelle, Maurage ve Billeux (2017) tarafından yapılan bir araştırmaya göre, tıknırcasına TV izlemenin potansiyel olarak bağımlılık yapıcı ve sorunlu olabileceği tespit edilmiştir. Katılımcılar olası bir öz kontrol eksikliği ile başa çıkmak için bazı kontrol stratejileri geliştirmeye çalıştıklarını ifade etmiştir.

Tıknırcasına izlemenin etkileri alanındaki sosyal etkiler açısından pandemi öncesi romantik ilişki üstünde olumlu etkiler, izolasyon ve arkadaşlık ilişkisi üzerinde olumlu etkiler olduğu ortaya çıkmıştır. Buna zıt olarak araştırmalarda tıknırcasına izleme davranışının ilişkiler üzerindeki olumsuz etkileri ele alınmıştır (Sussman ve Moran, 2013). İzolasyon başka bir araştırma ile desteklenmiştir (Vaterlaus, Spruance, Frantz ve Kruger, 2019). Pandemi sürecinde, çeşitli katılımcılar tıknırcasına izlemenin romantik ilişkilerini olumlu yönde etkilediğini belirtti. Analizler karşılaştırıldığında, tıknırcasına izlemenin farklı ilişki türleri üzerindeki olumlu etkilerinin benzer kaldığı görüldü. İlişkiler üzerindeki pozitif etki, tıknırcasına izlemenin çiftlerin birlikte kaliteli zaman geçirmeleri ve aralarındaki paylaşımları olanaklı kılması şeklinde açıklanabilir. Alan yazınında olduğu gibi fiziksel etkiler açısından pandemi öncesindeki analizlerde yeme alışkanlıkları üzerindeki etkisi, günlük hayattaki aktifliğin azalması, sağlık problemleri, uyku rutininde bozulmalar gibi bulgular elde edilmiştir (Sussman ve Moran, 2013; Vaterlaus, Spruance, Frantz ve Kruger, 2019). İkinci analizdeki sonuçlarda temalar açısından benzerlik görülmektedir. Akademik performans kategorisinde pandemi öncesi bulguları olarak

performans yükselmesi ve düşmesi bulunurken pandemi sürecindeki analizlerden benzer sonuçlar elde edilmiştir. Çalışmalarda tıkınırcasına izlemenin olumlu etkileriyle ilgili öğrencilerin tıkınırcasına izlemeyi bir rahatlama aracı olarak gördükleri öne sürülmüştür (Vaterlaus, Spruance, Frantz ve Kruger, 2019). Tıkınırcasına izlemenin ödevlerini ve sorumluluklarını da olumsuz etkilediği gösterilmiştir (Vaterlaus, Spruance, Frantz ve Kruger, 2019). Son kategori ise tıkınırcasına izleme davranışının psikolojik etkileridir. Bu kategori ikinci analizden sonra elde edilmiştir. Sakinleştirici etkisi ve gündelik hayatın olumsuzluklarından kaçma bu kategorideki önemli bulgulardır. Araştırmalar tıkınırcasına izlemenin rahatlama sağladığı ortaya çıkarmıştır (Flayelle, Maurage ve Billeux, 2017). Beggs ve Elkins (2010) izleme alışkanlıklarının günlük problemlerden kaçışı sağladığını belirtmiştir.

Pandemi sürecinde tıkınırcasına izleme davranışındaki değişimler analiz sonuçlarından elde edilen son alandır. Tıkınırcasına izleme davranışının sıklığı kategorisinde birçok katılımcı pandeminin başlangıcı ile tıkınırcasına izleme davranışının arttığını belirtmiştir. Bazı katılımcılarda herhangi bir değişim olmamıştır. Araştırma sonuçları bulgularımızla paraleldir. Örneğin, pandemi sonrası Netflix üyelik sayısı ve insanların Netflix ile geçirdikleri süre artmıştır (Alexander, 2020). İnsanların tıkınırcasına izleme davranışına yaklaşımı kategorisinde ise neredeyse tüm katılımcılar diğerlerinin başkalarının değiştiğini aktarmıştır. Pandeminin tıkınırcasına izlemenin yaygınlaşması üzerindeki etkisinin yanı sıra, bir çalışmada teknolojik gelişmeler sayesinde tıkınırcasına izlemenin daha normal hale geldiğine değinilmiştir (Anghelcev, Sar, Martin ve Moultrie, 2021). Çevrimiçi yayın platformlarının çeşitliliği üçüncü kategoridir. Birçoğu, pandemi sırasında yayın platformlarının çeşitliliğinde artış olduğunu belirtti. Rubenking ve Bracken (2021) da beş yıl içinde farklı yayın seçeneklerinin sayısının arttığını belirtmiştir. Yayın platformlarının çeşitliliğinin artmasının, pandemi sonrası kişilerin izleme alışkanlıklarını etkileyebileceği şeklinde yorumlanabilir. Dördüncü kategori, diğerlerinin tıkınırcasına izleme davranışlarını gözlemlemektir. Katılımcıların tamamına yakını, tıkınırcasına izlemeyi artırmak için karantinayı boş zaman kaynağı olarak gördüklerini belirtmişlerdir. Neredeyse hepsi tıkınırcasına izlemeyi gerçek

hayatın getirdiklerinden kaçmanın aracı olarak gördüğünü aktarmıştır. Bazıları kolay erişilebilirlik sayesinde diğerlerinin aşırı izleme yaptığını belirtmiştir. Bulgular incelendiğinde pandeminin doğası gereği başkalarının tıknırcasına izleme davranışlarının artırabileceği ifade edilebilir. Pandemi kısıtlamaları nedeniyle tıknırcasına izlemenin de arttığından bahsedilmiştir (Sadlier, 2020). Son kategori ise akademik iş yükü ve sorumluluktur. Birçoğu, pandemide akademik yük ve sorumluluklar nedeniyle tıknırcasına izlemeyi azalttığını belirtti. İş yükü ile tıknırcasına izleme arasında negatif bir ilişki olduğu alan yazınında belirtilmiştir (Vaterlaus, Spruance, Frantz ve Kruger, 2019).

Uygulamaya Yönelik Çıkarımlar

Tıknırcasına izleme kavramının Türk üniversite öğrencileri açısından incelenmesi ve anlamlandırılması önemli bir katkı olarak ifade edilebilir. Bu kavramı ilk bakışta tek bir yönden açıklanan bir deneyim gibi görünse de tıknırcasına izleme biçimlerinin bireysel farklılıklar sergilediği araştırma bulgularında görülmüştür. Farklı görüş açıları, yaşam tarzları ve kişilik özelliklerinden dolayı, tıknırcasına izlemenin her bir bireyin hayatına farklı seviyelerde ve farklı yönlerde etkilediği gözlemlenmiştir. Bu nedenle tıknırcasına izleme davranışının fonksiyonel veya fonksiyonel olmayan olarak nitelendirilmesi bağlama göre değişebilir. Bu araştırma bulguları aynı zamanda fonksiyonel ve fonksiyonel olmayan tıknırcasına izleme davranışının birbirinden daha net bir şekilde ayırt edilmesi gerektiğini göstermektedir. Bu araştırmanın bu kavramların ayrılmasına katkı sağladığı düşünülmektedir.

Mevcut çalışmada, tıknırcasına izleme davranışının sadece işlevsiz olmadığı öte yandan birçok durum için işlevsel olabileceği sonucuna varılmıştır. Özellikle araştırma sonuçlarında yer alan tıknırcasına izlemenin ilişkilere ve duygu düzenleme gibi alanlara yardımcı olduğu ve olumlu etkileri olduğu görülmüştür. Yeme alışkanlıklarını ve fiziksel sağlığı olumsuz yönde etkileyebileceği, erteleme davranışını artırabileceği ve insanları günlük hayattan koparabileceği de fark edilen sonuçlar arasındır. Bu araştırmanın yardımıyla, ruh sağlığı uzmanları bu davranışa

sadece hastalık odaklı bir bakış açısı ile eğilmek yerine daha işlevsel bir bakış açısı ile yaklaşabilirler.

Bu araştırmanın sonuçlarının katkılarıyla, danışanlar tarafından paylaşılan bazı problem öncülleri tıknırcasına izleme davranışıyla ilişkilendirilebilir. Örneğin, üniversitede çalışan psikolojik danışmanlar veya üniversitelerin danışma merkezlerinde çalışan diğer uzmanlar, uyku problemi olan, yeme problemi olan veya sıklıkla erteleme davranışı yapan bir danışanın davranışlarının kaynağını ararken tıknırcasına izleme davranışını da dikkate alabilirler. Bazı durumlarda tıknırcasına izleme davranışı, danışanın stresle başa çıkmasına, duygu durumunu düzenlemesine veya benzer sorunlarla başa çıkmasına yardımcı olacak ek kaynaklar ararken destekleyici bir alternatif olabilir.

Çalışmanın mevcut literatüre katkısı sayesinde gelecekte geliştirilebilecek anket veya anket gibi ölçme ve değerlendirme araçlarına destek olabileceği düşünülmektedir.

Son olarak bundan sonraki çalışmalar için ileride yapılacak takip çalışmalarının literatüre daha fazla katkı sağlayacağı düşünülmektedir. Örneğin tıknırcasına izleme davranışının kontrolü, tıknırcasına izleme davranışını neyin işlevsel veya zararlı yaptığı veya tıknırcasına izleme ile iyilik hali arasındaki ilişki gibi alanlara odaklanan çalışmalar literatüre ve uygulamalara katkı sağlayacaktır. Ayrıca karma yöntem çalışmaları ileride yapılacak araştırmalar için kullanılabilecek daha etkili yöntemlerden biri olabilir.

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