



Research Paper

Study of Relationship between Binge Watching and Motivation for Binge Watching During Covid-19

Dr. Sanjeev Kumar, Associate Professor

Government College of Education, Chandigarh

Sanya Goyal, Student

Ekamleen Kaur, Student.

Talin Bansal, Student.

ABSTRACT

The present research deals with studying the relationship between binge-watching and motivation for binge-watching. The study was based on the conditions created by the lockdown of COVID-19. Investigators tried to classify the sample into high, moderate, and low binge-watchers, study the factors of motivation for binge-watching, study the relationship between binge-watching and motivation for binge-watching, and comparing the dominance of various motivations factors of binge-watching. A sample of 123 adolescents studying in various schools of Tricity of Chandigarh was taken and data was collected online through google forms. Scales of Binge-watching and Motivation for binge watching, prepared by the investigators were used to collect the data. Descriptive statistics such as mean, standard deviation, percentages and inferential statistics, Pearson's correlation and t-test, were used to analyze the data. The results indicated that 13% of sample students are very high binge-watchers, 41% students are moderate and 46% students are low binge-watchers. Further, psychological, social, cognition and entertainment factors led to binge-watching during COVID. The adolescents who have high mean scores of binge-watching have higher motivation for binge-watching and vice versa. Although all the four factors contributed towards binge-watching by the adolescents, entertainment was the most dominating factor among the four. Since, the physical face-to-face interaction was missing among the children, so social factors may have played the least dominating role.

KEY WORDS: Binge-watching, Motivation factors for binge-watching, Psychological factors, Social factors, Cognitive factors, and Entertainment factors.

Received 26 April, 2021; Revised: 08 May, 2021; Accepted 10 May, 2021 © The author(s) 2021.

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I. INTRODUCTION

Covid-19 pandemic led to a worldwide lockdown. Schools, colleges, businesses, and the economy came to a sudden halt. Since schools were closed physically, children had to study through the online mode only. Entertainment options during the lockdown were highly limited and restricted to the comfort of our homes. Watching movies and TV series on online platforms was the most popular form of entertainment. Since everyone was at home, the access to watching shows was 24/7, which led to a sudden increase in screen time of adolescents and the subsequent development of binge-watching. Children started watching more and more shows on Netflix and on other Online Platforms for Entertainment (OPE) to pass their time. This led to binge-watching regularly- during, before, and after online classes, while eating, and during their free time.

Binge Watching

Netflix and Harris defined binge-watching as “watching between 2-6 episodes of the same TV show in one sitting” (Netflix, 2013). Nielsen’s (2013) study found that 88 percent of Netflix users and 70 percent of Hulu Plus users reported watching at least three episodes of the same program in one day. Schweidel and Moe (2016) offer a somewhat broad definition of binge-watching which states, ‘binge-watching as the consumption of multiple episodes of a television series in a short period of time. They propose that binge-watching is characterized by two common elements: first, there is a heavy rate of consumption, which may occur within a

single session or across multiple sessions within a short period of time. Second, viewers consume multiple episodes of the same series’.

Several theorists, media producers, and critics conceptualize binge-watching along different dimensions – in terms of the number of episodes watched, as a measure of time, in terms of genre preferences, and even as a practice that drives programming decisions (Conlin, Bissell, Bowman, Kim, & Leeper, 2015; Jenner, 2016; Jurgensen, 2012; Netflix Media Center, 2018; Pittman & Sheehan, 2015).

The rapid increase in the binge-watching phenomena especially among adolescents can be attributed to a multitude of factors that motivates them to watch episode after episode of a TV show. Social acceptance, Fear of Missing out (FOMO), escapism, psychological satisfaction, cognitive stimulation, boredom relief, coping with loneliness, etc. are just some of the reasons why people in particular adolescents binge-watch shows. Shim & Kim (2018) in their study found “binge-watching as a means to satisfy their desires for enjoyment, efficiency, control, and fandom”. Jolanta, Bernadetta, and Sebastian (2019) found a significant association between the high frequency of binge-watching and escape motivation and motivation to deal with loneliness. Today’s adolescents grew up with social media and an inherent need to keep up with the latest trends. This is the reason behind a dominant role of the ‘Social factor’ of motivation, especially for today’s youth. Vaterlaus, Spruance, Frantz & Kruger (2019) found that in the social realm, some participants indicated that binge-watching was a social activity and could lead to making new friends.

With these multitudes of motivations governing teenage binge-watching behavior, the investigators were curious to explore the factors which motivated adolescents to binge-watch during the COVID - 19 pandemic where access to Online Platforms of Entertainment (OPE) was virtually infinite. In addition to studying the motivations behind binge-watching, the investigators also studied the relationship between binge-watching and motivation for binge-watching.

II. REVIEW OF RELATED LITERATURE

Wheeler (2015) studied the relationships between television viewing behaviors, attachment, loneliness, depression, and psychological well-being and found that there are significant positive associations between binge-watching television and attachment, anxiety, and depression. Moreover, there is a positive association between binge-watching behaviors and television affinity, instrumental TV viewing motives, and ritualistic TV viewing motives. These results contribute to our understanding of the psychological correlates of television viewing behaviors and are relevant in today’s world with the increased use of television and movie streaming forums such as Netflix, Hulu, and Amazon Instant Video.

Wagner (2016) found that background noise for multitasking, avoiding spoilers, maximizing social currency, and escapism are some major motivating factors for binge-watching.

Panda and Pandey (2017) in their study found that the opportunities for social engagement, escape from reality, easy accessibility of TV content and advertising motivate college students to spend more time binge-watching. If students are negatively gratified after a session of binge-watching, they intend to spend more time doing it. A key factor that motivates students to binge watch is an opportunity to escape from reality – study and examination pressures, peer pressure, uncertainty associated with evaluations and future job prospects, etc. Students are motivated to spend more time binge-watching to engage in conversations with their social circles and avoid feeling “excluded” or “left out”.

Rubeking& Bracken (2018) in their study found that binge-watching is motivated in large part by the behavior already being an entrenched habit among viewers, while suspense and anticipation associated with content and motivation to use viewing to regulate one’s emotions are also significant antecedents.

Shim & Kim (2018) studied the motivations for binge-watching and found that individuals perceive binge-watching as a means to satisfy their desires for enjoyment, efficiency, control, and fandom. Also, individuals are especially drawn to binge-watching when the activity is recommended by others. Sensation seeking and the need for cognition not only have positive effects on binge-watching behavior but also boost the effects of certain binge-watching motivations.

Yoon, Eun& Wei-Na (2018) studied an expanded definition and motivations for binge-watching behavior. The number of episodes, amount of time, frequency, and engagement in binge-watched programs were the factors used to define binge-watching. The study found that only 50% of the viewers were light binge-watchers. Out of seven motivations identified in the literature, only entertainment motivation is a significant predictor of binge-watching for those with a low level of binge-watching, while both passing time and entertainment were found to be significant predictors for those with a high level of binge-watching.

Ayten, Bulat&Inceismail (2019) studied the Generation Z viewing habits in the context of uses and gratification theory: The Protector Netflix Series Case and found a positive correlation between information, integration and social interaction, personal identity, entertainment and production factors, and being a binge racer of the Protector in particular. On the other hand, no correlation has been found out between being a binge watcher and information, integration and social interaction, personal identity, entertainment, and production factor.

Castro, Rigby, Cabral, and Nisi (2019) conducted a focus group study to investigate a binge watcher's journey where the majority of subjects viewed Netflix for the first time. They found that relaxation, relief from boredom, and escapism were the primary reported motivation factors for binge-watching. Further, the binge-watching session lasts for an average of 2hrs and 10 min.

Susanno, Phedra&Murwani (2019) studied the determinant factors of the intention to spend more time binge-watching for Netflix Subscriber in Jakarta and found that Escape, Social engagement, and Attractive price are the three factors that motivate millennials to binge-watch.

Vaterlaus, Spruance, Frantz, & Kruger (2019) in their study perceived that binge-watching could have adverse physical and mental health consequences. In the social realm there is a diverse view about binge watching. Some indicated that binge-watching was a social activity and could lead to making new friends, but others cautioned that binge-watching could be socially isolating.

Jolanta&Bernadetta (2020) studied the phenomenon of binge-watching and found that there are two perspectives in understanding binge-watching. One of the perspectives is, entertainment, positive emotions, cognition, and spending free time and another is negative outcomes of excessive binge-watching and symptoms of behavioral addiction.

OBJECTIVES

The objectives of the present study are:

1. To study the binge-watching behavior of adolescents.
2. To study the relationship between mean scores of binge-watching and motivation for binge-watching.
3. To study the relationship between mean scores of various factors of motivation for binge watching.

III. METHODOLOGY

HYPOTHESES

The following hypotheses are based on the mean scores of adolescents of Chandigarh Tricity.

1. There is no significant correlation between the mean scores of the scale of binge watching and the scale of motivation for binge watching.
2. There is no significant difference between the mean scores of psychological factors and social factors of the scale of motivation for binge watching.
3. There is no significant difference between the mean scores of psychological factors and cognitive factors of the scale of motivation for binge watching.
4. There is no significant difference between the mean scores of psychological factors and entertainment factors of the scale of motivation for binge watching.
5. There is no significant difference between the mean scores of social factors and cognitive factors of the scale of motivation for binge watching.
6. There is no significant difference between the mean scores of social factors and entertainment factors of the scale of motivation for binge watching.
7. There is no significant difference between the mean scores of cognitive factors and entertainment factors of the scale of motivation for binge watching.

DELIMITATION OF THE STUDY

- The study was delimited to adolescent students studying in various public and private schools of Tricity of Chandigarh.

PRESENT STUDY

Binge Watching

Various researchers defined binge watching as the behavior in which adolescents watch multiple episodes of a show in a single sitting. In the present study, the investigators studied this behavior of adolescents during the lockdown period of COVID-19. Depending upon the number of episodes watched and time spent watching multiple episodes in one single sitting, the adolescents are divided into low, moderate, and high binge-watchers. Further, watching shows at night, sacrificing sleep, skipping meals for the sake of watching shows, etc. shows the compulsive behavior which developed during the lockdown period.

Motivation for Binge Watching

The number of researchers found that the binge-watching behavior of the viewers is due to the number of motivation factors, that is, relaxation, relief from boredom, escapism, the opportunities for social engagement, escape from reality, easy accessibility of TV content and advertising, background noise for multitasking, avoiding spoilers, maximizing social currency, and many more. In the present study factors like psychological, social, cognition and entertainment were considered. The reason for taking up these factors was the conditions

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created due to COVID-19. Children were forced to stay at home for a very long period of time, face-to-face interactions were minimum, physical activities and modes of entertainment were limited.

SAMPLE OF THE STUDY

All the secondary school level students studying in various schools of Chandigarh constituted the population for the study. Google forms were used to collect the data from the sample of 145 secondary level students. The data of 22 sample students were discarded as it showed experimental mortality. Hence, the result of the study was based on the data of 123 sample students.

TOOLS USED FOR THE STUDY

The investigators prepared the following scales to study the relationship among the said variables:

1. Scale of Binge-Watching prepared by investigators.
2. Scale of Motivation for Binge-Watching prepared by investigators.

DESIGN OF THE STUDY

The descriptive survey method was used to undertake the study. The responses of 123 adolescent students regarding Binge Watching and Motivation for Binge-Watching were recorded online through Google forms.

PROCEDURE

The purpose of the study was to see the relationship between Binge Watching and Motivation for Binge-Watching of adolescent students. Investigators constructed and validated the two scales. The two scales were employed on the said sample. The raw data was tabulated and scores were calculated. The obtained scores were subjected to analysis by calculating Pearson's correlation coefficient and t-values through SPSS. Finally, the results were obtained and discussed.

STATISTICAL TOOLS USED

Descriptive statistics, such as mean, median, standard deviation, and inferential statistics, such as correlation and t-test were used to analyze the data.

IV. ANALYSIS OF DATA

The analysis of data was done by testing the hypotheses framed for each objective.

Objective 1: To study the binge-watching behavior of adolescents.

Table 1: Classification of Binge -Watchers on the Scores of Binge-Watching Scale

Classification of Binge-Watchers	Low Binge- Watchers	Moderate Binge- Watchers	High Binge- Watchers
Scores	Less than 4	Between 5 &7	Greater than 8
No. of sample Participants	57(46%)	73 (41%)	16 (13%)

Table 1 shows the classification of binge-watchers. The responses of the sampled students were based on the time period of lockdown during COVID-19. The analysis shows that 13% of sample students are high binge-watchers, 41% are moderate and 46% are low binge-watchers. High binge-watchers watched more than 15 shows, moderate binge-watchers watched 6-15 shows and low binge-watchers watched less than 6 shows during the lockdown period of COVID-19. High binge-watchers watched more than 8 episodes and more than 4 hours in one single sitting, low binge-watchers watched less than 4 episodes and less than 2 hours in one single sitting.

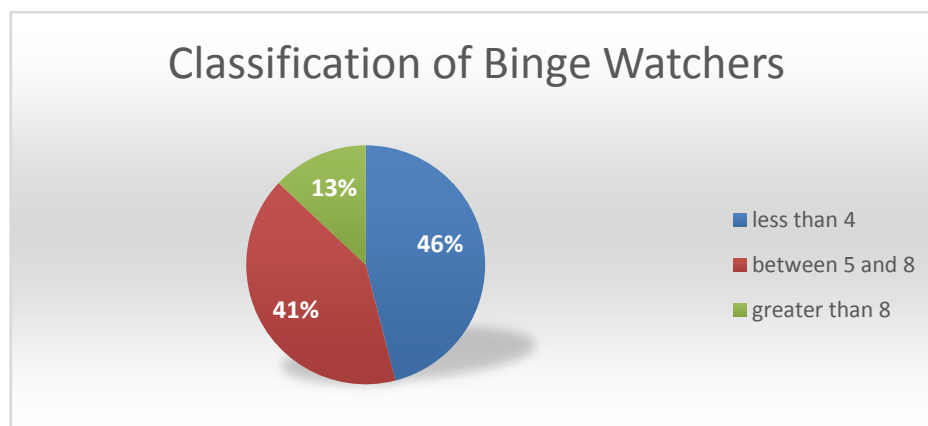


Figure 1: Classification of Binge -Watchers

Compulsive Binge -Watching Behaviour

While analyzing binge-watching of adolescents the investigators studied their inclination to binge watch. 22.76% of binge-watching adolescents always watch shows at night as nobody disturbs them while 47.15 % do it sometimes. 18.7 % of binge-watching adolescents always try not to watch episodes of a show continuously but they are unable to do so while 48.78 % do so occasionally. When an episode finishes 30.9 % of binge-watching adolescents always and 56.1 % sometimes start watching the next one without a gap because they had a compelling need to know what happened next. 36.59 % of binge-watching adolescents always and 6.5 % sometimes, find this irresistible need within them to watch shows all the time. 13 % of binge-watching adolescents always hide the time they spend binge-watching from their families. 8.13% of binge-watching adolescents always sacrifice their sleep to finish a show and 37.4% do it occasionally. The total score of compulsive binge-watching depicts the intensity of binge-watching.

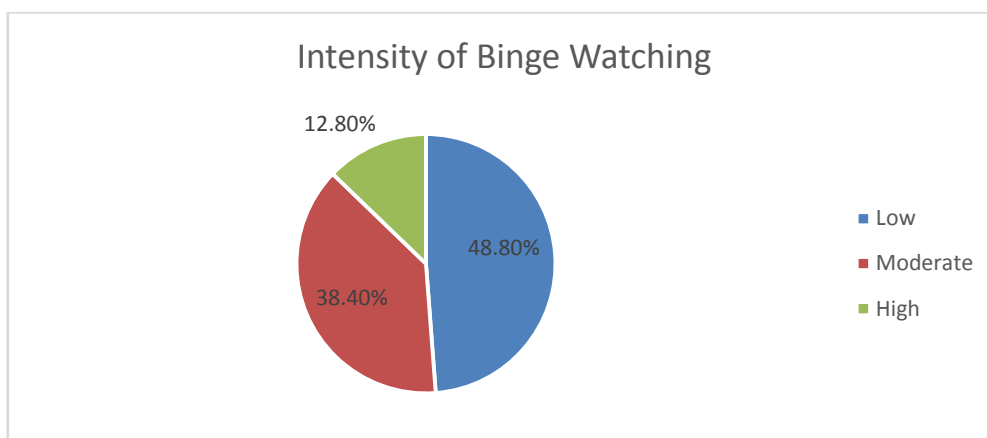


Figure 2: Intensity of Binge -Watching

Objective 2: To study the relationship between mean scores of the scales of binge-watching and motivation for binge-watching.

Hyp.1: There is no significant correlation between the mean scores of the scales of binge watching and the motivation for binge watching.

Table 2: Coefficient of Correlation between Mean Scores of Scale of Binge-Watching and Scale of Motivation for Binge-Watching

S.No.	Variable	N	Mean	SD	SEM	Coefficient of Correlation 'r'	Level of significance
1.	scale of binge watching	123	22.86	4.910	0.443	0.693	0.01
2.	scale of motivation for binge watching	123	78.94	25.220	2.274		

Table 2 shows the coefficient of correlation value between the mean scores of the scales of binge-watching and the motivation for binge-watching of the sample taken. The analysis was done on the sample of 123 students with mean scores of 22.86 and 78.94 for the scales of binge-watching and motivation for binge-watching respectively. The coefficient of the correlation value is 0.693, which is significant at 0.01 levels.

Hence, the hypothesis, “There is no significant correlation between the mean scores of the scales of binge-watching and the motivation for binge-watching”, may not be accepted. Instead, there is a significant positive correlation between the mean scores of the scales of binge watching and the motivation for binge watching of adolescent students. This means that students who have high mean scores of binge-watching have higher motivation for binge-watching and vice versa.

Objective 3: To study the relationship between mean scores of various factors of the scale of motivation for binge-watching.

Hyp.2: There is no significant difference between the mean scores of psychological factors and social factors of the scale of motivation for binge watching.

Table 3: t- value of the Psychological and Social factors for the Scale of Motivation for Binge-Watching

Variables	N	M	SD	SEm	DF	t-value	Level of Significance
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Psychological Factors	123	22.03	7.447	0.671	122	15.315	0.01
Social Factors	123	14.59	5.818	0.525			

Table 3 shows the mean value of psychological and social factors, that is, 22.03 and 14.59 respectively, for the scale of motivation for binge watching. t-value is 15.315 for 122 degrees of freedom. The value is significant at 0.01 levels of significance. Hence the null hypothesis, “there is no significant difference between the mean scores of psychological factors and social factors of the scale of motivation for binge watching”, may not be accepted. The mean value of psychological factors, that is, 22.03 is greater than the mean value of social factors that is 14.59. So, the alternative hypothesis is, “there is a significant difference between the mean scores of psychological factors and social factors of the scale of motivation for binge watching”.

Psychological factors dominate the social factors for motivating adolescents to binge watching.

Hyp.3: There is no significant difference between the mean scores of psychological factors and cognitive factors of scale of motivation for binge- watching.

Table 4: t- value for the Psychological and Cognitive factors for the Scale of Motivation for Binge Watching

Variables	N	M	SD	SEm	DF	t-value	Level of Significance
Psychological Factors	123	22.03	7.447	0.671	122	8.765	0.01
Cognitive Factors	123	17.41	5.941	0.536			

Table 4 shows the mean value of psychological and cognitive factors, that is, 22.03 and 17.41 respectively, for the scale of motivation for binge-watching. t-value is 8.765 for 122 degrees of freedom. The value is significant at 0.01 levels of significance. Hence the null hypothesis, “there is no significant difference between the mean scores of psychological factors and cognitive factors of the scale of motivation for binge watching”, may not be accepted. The mean value of psychological factors that are 22.03 is greater than the mean value of cognitive factors that is 17.41. The alternative hypothesis states that “there is a significant difference between the mean scores of psychological factors and cognitive factors of the scale of motivation for binge watching”.

Psychological factors dominate the cognitive factors for motivating adolescents to binge watching.

Hyp.4: There is no significant difference between the mean scores of psychological factors and entertainment factors of scale of motivation for binge-watching.

Table 5: t- value for the Psychological and Entertainment factors for the Scale of Motivation for Binge-Watching

Variables	N	M	SD	SEm	DF	t-value	Level of Significance
Psychological Factors	123	22.03	7.447	0.671	122	-5.715	0.01
Entertainment Factors	123	24.90	9.533	0.860			

Table 5 shows the mean value of psychological and entertainment factors, that is, 22.03 and 24.90 respectively, for the scale of motivation for binge-watching. t-value is -5.715 for 122 degrees of freedom. The value is significant at 0.01 levels of significance. Hence the null hypothesis, “there is no significant difference between the mean scores of psychological factors and entertainment factors of the scale of motivation for binge watching”, may not be accepted. The mean value of psychological factors that are 22.03 is lesser than the mean value of entertainment factors that is 24.90. The alternative hypothesis states that, “there is a significant difference between the mean scores of psychological factors and entertainment factors of the scale of motivation for binge watching”.

Entertainment factors dominate the Psychological factors for motivating adolescents to binge watching.

Hyp.5: There is no significant difference between the mean scores of social factors and cognitive factors of scale of motivation for binge-watching.

Table 6: t- value for the Social and Cognitive factors for the Scale of Motivation for Binge-Watching

Variables	N	M	SD	SEm	DF	t-value	Level of Significance
Social Factors	123	14.59	5.818	0.525	122	-6.062	0.01
cognitive factors	123	17.41	5.941	0.536			

Table 6 shows the mean value of social and cognitive factors, that is, 14.59 and 17.41 respectively, for the scale of motivation for binge watching. t-value is -6.062 for 122 degrees of freedom. The value is significant at 0.01

levels of significance. Hence the null hypothesis, “there is no significant difference between the mean scores of social and cognitive factors of the scale of motivation for binge watching”, may not be accepted. The mean value of social factors that is 14.59 is lesser than the mean value of cognitive factors that is 17.41. The alternative hypothesis states that, “there is a significant difference between the mean scores of social factors and cognitive factors of the scale of motivation for binge watching”.

Cognitive factors dominate the social factors for motivating adolescents to binge watching.

Hyp.6: There is no significant difference between the mean scores of social factor and entertainment factor of scale of motivation for binge-watching.

Table 7: t- value for the factors Social and Entertainment for the Scale of Motivation for Binge Watching

Variables	N	M	SD	SEm	DF	t-value	Level of Significance
Social Factors	123	14.59	5.818	0.525	122	-15.568	0.01
Entertainment Factors	123	24.90	9.533	0.860			

Table 7 shows the mean value of social and entertainment factors, that is, 14.59 and 24.90 respectively, for the scale of motivation for binge watching. t-value is -15.568 for 122 degrees of freedom. The value is significant at 0.01 levels of significance. Hence the null hypothesis, “there is no significant difference between the mean scores of social and entertainment factors of the scale of motivation for binge watching”, may not be accepted. The mean value of social factors that is 14.59 is lesser than the mean value of entertainment factors that is 24.90. The alternative hypothesis states that “there is a significant difference between the mean scores of social factors and entertainment factors of the scale of motivation for binge watching”.

Entertainment factors dominate the social factors for motivating adolescents to binge watching.

Hyp.7: There is no significant difference between the mean scores of cognitive factors and entertainment factors of scale of motivation for binge-watching.

Table 8: t- value for the Cognitive and Entertainment factors for the Scale of Motivation for Binge-Watching

Variables	N	M	SD	SEm	DF	t-value	Level of Significance
Cognitive factor	123	17.41	5.941	0.536	122	-11.618	0.01
Entertainment factor	123	24.90	9.533	0.860			

Table 8 shows the mean value of cognitive and entertainment factors, that is, 17.41 and 24.90 respectively, for the scale of motivation for binge-watching. t-value is -11.618 for 122 degrees of freedom. The value is significant at 0.01 levels of significance. Hence the null hypothesis, “there is no significant difference between the mean scores of cognitive and entertainment factors of the scale of motivation for binge watching”, may not be accepted. The mean scores of cognitive factors that are 17.41 are lesser than the mean scores of entertainment factors that are 24.90. The alternative hypothesis states that “there is a significant difference between the mean scores of cognitive factors and entertainment factors of the scale of motivation for binge watching”.

Entertainment factors dominate the cognitive factors for motivating adolescents to binge watching.

V. DISCUSSION

There is a significant positive correlation between binge watching and motivation for binge watching among adolescents. The four motivations considered for this study were psychological, social, cognitive, and entertainment. All four of these factors play a significant role in motivating adolescents to binge-watch content provided by various OPE platforms. Similar results were found by Panda and Pandey (2017) which showed that students are motivated to spend more time binge-watching to engage in conversations with their social circles and avoid feeling “excluded” or “left out”. Shim and Kim (2018) found that sensation seeking and the need for cognition not only have positive effects on binge-watching but also boost the effects of certain binge-watching motivations.

Table 9: Mean Scores of different Factors of Motivation for Binge-Watching

S.No.	Factors of Motivation for Binge-Watching	Mean Scores
1.	Psychological	22.03
2.	Social	14.59
3.	Cognitive	17.41

4.	Entertainment	24.90
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Out of the four factors in the present study, there was a difference in the level of dominance of each of the factors. As shown in table 9, the mean scores of the various factors of motivation for binge-watching reflect that entertainment (24.90) was the most dominant factor followed by Psychological (22.03), cognitive (17.41), and social (14.59) factors respectively. Yoon, Eun& Wei-Na (2018) found that only entertainment motivation is a significant predictor of binge-watching.

Due to the COVID – 19 pandemic, physical social interactions diminished significantly which may be the reason for the diminished role of social factors in motivating binge watching behavior in adolescents. The changing social dynamics may explain why the motivational factors for binge watching are centered on individual satisfaction and not social obligation. Entertainment, Psychological satisfaction, and cognitive growth are all for self. These factors concern the individual needs and want. Since there were numerous restrictions upon places like malls, movie theatres, restaurants, amusement parks, etc. the options for entertainment were extremely limited for adolescents. This may be the reason for entertainment being the most dominant motivational factor for binge-watching.

VI. RESULTS AND CONCLUSION

During the lockdown period of COVID-19, children were forced to stay at home for a very long period of time, and face-to-face interactions were minimum. Mode of entertainment was limited and online platforms for entertainment were the only mode. This resulted in a lot of binge-watching by adolescents. The study found that 13% of sample students are very high binge-watchers, 41% students are moderate and 46% students are low binge-watchers. Further, psychological, social, cognition and entertainment factors led to binge-watching during Covid. The adolescents who have high mean scores of binge-watching have higher motivation for binge-watching and vice versa. Although all the four factors contributed towards binge-watching by the adolescents, entertainment was the most dominating factor among the four. The result was supported by the study of Yoon, Eun& Wei-Na (2018). Due to changing social dynamics, social factors emerged as the least dominating factor for binge-watching among adolescent children.

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