

Research Article

Adaptation of Problematic Series Watching Scale into Turkish Culture: The Validity and Reliability Study

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Abstract

The adaptation study of the Problematic Series Watching Scale (PSWS) developed by Orosz, Bóthe and Tóth-Király into Turkish was made with a sample composed of adults inhabiting in Turkey. The study group was composed of 334 adults inhabiting in various cities of Turkey and watching series in 2019. In the study, the criterion sampling method, one of the sub-branches of the purposeful sampling method, one of the non-random sampling methods, was used. The language equivalence of the scale was made via back translation by the researcher having done a double major (Psychology-English Language Teaching) and the other researcher continuing to study for doctorate in the field of guidance and psychological counseling. The confirmatory factor analysis yielded the following results: $\chi^2/df = 42.68$, RMSEA=.10, GFI= .95; AGFI=.90; NFI=.95; RFI=.92; IFI=.96; CFI=.96; SRMR= .037. Moreover, the item factor loads of the scale vary between .72 and .83. The Cronbach's Alpha internal consistency coefficient of the scale was found as .87 and the test-retest correlation was determined as .83. The findings indicate that the Problematic Series Watching Scale (PSWS) is a valid and reliable measurement tool for adults living in Turkey.

Keywords: Problematic series watching, Scale adaptation, Validity, Reliability

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Arařtırma Makalesi

Problemlili Dizi İzleme Ölçeęi'nin Türk Kültürüne Uyarlanması: Geçerlilik ve Güvenirlik Çalışması

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ÖZET

Orosz, Bóthe ve Tóth-Király tarafından geliştirilen Problematic Series Watching Scale'in (PSWS) Türkiye'de ikamet eden yetişkinlerden oluşan bir örneklem üzerinde Türkçe'ye uyarlama çalışması yapılmıştır. Araştırmanın çalışma grubunu 2019 yılı içerisinde Türkiye'nin çeşitli illerinde ikamet eden ve dizi izleyen 334 yetişkin oluşturmaktadır. Araştırmada örnekleme yöntemlerinden raslantısal olmayan örnekleme yöntemlerinden amaçsal örnekleme alt dalından oluşan ölçüt örnekleme yöntemi kullanılmıştır. Ölçeğin dil eşdeğerlilięi geri-çeviri yöntemi ile çift anadal mezunu (Psikoloji-İngilizce Öğretmenlięi) arařtırmacı ile rehberlik ve psikolojik danışmanlık alanında doktora eğitimine devam eden dięer arařtırmacı tarafından yapılmıştır. Doğrulayıcı faktör analizi sonuçlarına göre, $\chi^2/sd = 42.68$, RMSEA=.10, GFI=.95; AGFI=.90; NFI=.95; RFI=.92; IFI=.96; CFI=.96; SRMR=.037 olduęu görülmektedir. Ayrıca ölçeğin madde faktör yükleri .72 ile .83 arasında deęişmektedir. Ölçeğin Cronbach Alpha iç tutarlılık katsayısı .87 ve test-tekrar test korelasyonu .83 olarak hesaplanmıştır. Bu bulgular Problemlili Dizi İzleme Ölçeęi'nin (PDİÖ) Türkiye'de yaşıyan yetişkinler için geçerli ve güvenilir bir ölçme aracı olduęunu göstermektedir.

Anahtar Kelimeler: Problemlili dizi izleme, Ölçek uyarlama, Geçerlilik, Güvenirlik

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INTRODUCTION

It is stated that today together with technological developments we are included in a digital world and have difficulty keeping up with the changing digital world (Ertemel and Aydın, 2018). Although developing technology has made many contributions to human life and education (Akkoyunlu and Tuğrul, 2002; Aksoy, 2003; Ersoy, 2003), it has also brought along many technological addictions due to its non-functional use such as television addiction (Kubey and Csikszentmihalyi, 2002), online gaming addiction (Bekir, 2018; Bekir and Çelik, 2019; Bekir and Yıldırım, 2018), and smart phone addiction (Doğan and Tosun, 2016; Kuyucu, 2017; Şar, Ayas and Horzum, 2015). Television (TV) addiction, too, has started to be mentioned among frequently uttered addictions with each passing day (Park, 1998). However, as it is in other types of behavioral addictions (internet addiction, smart phone addiction, etc.), in TV addiction, too, the definition criteria have not been determined fully yet. Shortly, TV addiction is defined as an individual's spending too much time in front of the TV, watching the TV more frequently than planned, failing to reduce the TV using time again and again and hinder family, social and professional activities (Kubey and Csikszentmihalyi, 2002).

According to the 18627-numbered data of the Turkish Statistical Institute in 2014, 94,6% of the activities which individuals aged over ten years described as a social activity was TV watching. Besides this, when the daily average times of TV watching are compared according to years based on the data obtained from the Television Watching Tendencies Survey made by the Radio and Television Supreme Council, it is seen that while the daily average times of TV watching was 5 hours and 8 minutes in 2006 (RTSC, 2006), it decreased to 3 hours and 34 minutes in 2018 (RTSC, 2018). Moreover, it is observed that the program types which are most frequently watched on TV are news, domestic TV series and movies (RTSC, 2018). The data of another study indicates that the programs which university students watch on TV are, in order of frequency, TV series, news programs and quiz show (Kuyucu, 2016). The rate of those who watch series on television is around 57% in elementary and secondary school students and these students are affected by what they watch in series, use dialogues in series in their daily lives, take series characters as an example and make them their life styles (MEB, 2008). It was reported that positive or negative identification was higher in male students (Erdoğan, Uysal, Altın and Saki, 2015). In another study, according to the data of a study, 2/3 of high school students model series characters or main characters and more frequently take their physical and personal characteristics as an example (Erjem and Çağlayanderdi, 2006). 41% of university students spend their leisure watching TV and 82% of these watch series (Semerci and Kalçık, 2017). However, according to the data of another study, this rate is 89% (Özkan, 2013). In brief, it can be stated that watching series affects young people's habit of evaluating their free time negatively (Aladağ, 2012). When the findings of the study made by Pontes, Szabo and Griffiths (2015) are examined, it is observed that watched films/videos/series are highly related with internet addiction.

Among secondary and high school students, internet is used mostly for social media, chatting, watching series/films and video uploading and it was found that about 1/3 of students are at risk in terms of problematic internet use and this risk group covers mostly the ages of 13-15 (Taylan, 2018). According to Yengin (2019), while a person addicted to TV is expected to return to reality by waiting for a week between series episodes, it is possible that a person watching series on the Internet watches series nonstop in one or two days. This situation paves the way for the start of using internet platforms, a new way of watching types of series, films and documentary, more frequently (Çağıl and Kara, 2019; Özkan, 2013).

When it is considered that the number of internet users has increased and watchers have the right to choose a film, series and program which they like (Kalaman and Bat, 2016), it can be stated that the variable of TV addiction is required to decompose in itself. When the number of active users of the internationally broadcasting internet platform is examined, it is observed that while this number was 20 million in 2012, it increased to 150 million in 2019 (Statista, 2019). It is known that this platform charges a fee and this fee changes according to countries (5\$ to 9\$). Similar to this foreign platform, in Turkey, too, some companies only webcasting without any need for TV channels were established. When some striking data in the general world is looked into, it is seen that a series broadcast by a company at its own platform on the Internet is watched by 40 million people in a week (Bates, 2019). 85% of marathon series watchers prefer Netflix (Krstic, 2016; Pena, 2015). It is observed that 7,8 million could not go to work in the United States of America since they watched the final episode of a series on Sunday evening. Moreover, it was also found that 12,7 million employees talked about a series more than five hours on Monday (Habertürk, 2019). 50% of young people who are watching series stated having talked about a series with their friends and made predictions together about the incoming episode the next day (Coşgun, 2012). 64% of university students stated that they had difficulty getting over the effects of series after watching (Aytan, Devrez, Üstün, Yavaş, Yazıcı, Yüksel and Altındağ, 2015).

When statistical study is taken into consideration, it is possible to state that although TV watching time has decreased within years compared to the past, the interest in watching series and films on the internet has increased. Thus, this has led to the popularization of the concept of marathon watching. Considering this, it is possible to state that watching three episodes successively at one sitting is included within this scope (Pena, 2015). Although this concept, which can be taken in hand as marathon watching, brings along the possibility of turning into addiction cycle in the long run (Sakı and Aydın, 2019), it is emphasized that this concept is not the same as the concept of series watching (Flayelle, Maurage, Karila, Vögele and Billieux, 2019). According to research data, marathon watching increases guilt feelings and is negatively related with people's life goals (Granow, Reinecke and Ziegele, 2018). In addition to this, it was found that marathon watching was positively related with such factors as "an escape from life" or "getting rid of loneliness", which carries a risk for

behavioral addictions (Starosta, Izydorczyk and Lizinczyk, 2019). What's more, it was determined that marathon series watching for the purposes of relaxing and killing time was related with anxious attachment (Wheeler, 2015). Similarly, in the study by Orosz, Bóthe and Tóth-Király (2016), necessity of carrying out scientific studies on problematic series watching is emphasized.

In this study, it was aimed to adapt the PSWS developed by Orosz, Bóthe and Tóth-Király (2016) for measuring problematic series watching behaviors into Turkish. The adaptation of this scale is important in terms of determining the problematic series watching situations which affect the lives of individuals in our country in a bad way. For, in Turkey, it is considered that the negative consequences of problematic series watching behaviors have increased.

METHOD

The population of the present study group was composed of people living in Turkey watching series. Watching series was taken as the criterion. In the study, the criterion sampling method, one of the sub-branches of the purposeful sampling method (Büyüköztürk, 2012), one of the non-random sampling methods, was used.

Study Group

The sample of the study was composed of 334 adults inhabiting in various cities of Turkey and watching series in the years of 2018-2019. 237 of the individuals (71%) participating in the study were female and 97 (29%) of them were male (Age $X = 30.83$; $SD = 6.59$) and the average age of the participants was 30.83. The individuals composing the sample were selected via convenience sampling method. Prior to the administration of the scale, the participants were given information and informed consent forms were taken from them.

Data Collection Tools

The Original Measurement Tool (Problematic Series Watching Scale): The PSWS, the original of the scale adapted into Turkish within the scope of this study, was developed by Orosz, Bóthe and Tóth-Király (2016) and includes a total of 6 items and a single factor. This factor indicates problematic series watching level. The scale was developed in the form of 5-point Likert type and the items were graded between "Always (5)" and "Never (1)". The highest score, which can be taken from the scale, is 30 and the lowest score is 6. The scale does not include any reversely-scored items. High scores taken from the scale indicate high problematic series watching levels. It was seen that the confirmatory factor analysis yielded the following results: $CFI = .96$, $TLI = .93$, $RMSEA = .07$ [90% CI .05–.09], $CFit = .06$, $SRMR = .03$. Moreover, the factor load structures of the scale varied between .68 and .54.

Procedure

After getting the permission which was necessary for adapting the scale into Turkish, the draft Turkish form of the scale was prepared by the researchers. Later, with the aim of evaluating this draft form, a commission composed of field and language experts was established. The field experts commission was composed of a total of two experts. These experts were the teaching staff members of the Educational Sciences Department and the Guidance and Psychological Counseling Department. The language experts commission was composed of two experts. One of the language experts did a double major in the departments of Psychology and English Language Teaching and the other researcher is continuing to study for doctorate in the field of guidance and psychological counseling. This draft Turkish form was delivered to the field experts after necessary corrections were made by the language experts. Following this process, the grading alternatives were added to the draft scale statements and the demographic variables and instructions were added to the scale. After the draft scale was finally revised, it was administered via the Internet. Prior to the administration of the scale, the participants were given information about the study and the informed consent forms were taken from them. In the directions of the feedback taken from the field experts, the fitness of the items was verified.

Statistical analysis

In the analysis of the data, Confirmatory Factor Analysis (CFA) used in scale adaptation studies was used to test the construct validity, and Cronbach Alpha analysis was used in the reliability analysis to determine internal consistency. A previously obtained structure should be run with DFA (Çelik and Yılmaz, 2013). The main feature of CFA is that it can test a hypothesis. At the same time, the most appropriate analysis that can be used to question whether the previously obtained structure is the same in a different sample is CFA. Before starting the analysis, it was checked whether there were extreme values in the data set. For this purpose, the total score of each participant was calculated and these total scores were converted into z-scores. It is a statistical technique in which the arithmetic mean and standard deviation are used. The standard score is the difference between the participant's score and the group's mean score in standard shift units. Theoretically, scores other than -3 and +3 are considered as extreme data. For this reason, it was checked whether there were data with a z score other than -3 and +3, and it was seen that there was no data with this interval value. Jamovi (2019) program was used in all stages of data analysis. Jamovi uses Lavaan (Rosseel et al. 2018) package for DFA.

RESULTS

Descriptive Statistics

In this section, the findings of the study were given. In Table 1, the descriptive findings related to the items of the Turkish form of the scale were reported.

Table 1. Descriptive Findings

	<i>X</i>	<i>SS</i>	Item-rest correlation	Kurtosis	Skewness
Item 1	3,74	1,17	0.736	-0,98	0.18
Item 2	3,94	1,12	0.714	-1.26	0.86
Item 3	3,14	1,29	0.595	-0,27	-1.10
Item 4	3,27	1,35	0.705	-0,41	-1.08
Item 5	3,29	1,30	0.671	-0,62	-0.84
Item 6	3,14	1.26	0.641	-0.34	-1.03
Total Item	20.51	5.89	0.736	-.11	-.68

When Table 1 was examined, it was seen that the skewness values of the data obtained from the study varied between -.27 and -.1,26 and the kurtosis values varied between -1,08 and .18. In this context, that the skewness and the kurtosis values varied in the interval of ± 2 was interpreted as the absence of extreme deviances from normality (George and Mallery, 2010). When the averages of the scale items are examined, it is seen that the lowest average of the "Problematic Series Watching Scale" is 3.14 and the highest one varies between 3.94. In general, it is seen that the standard deviations of the scale items are not very large. After descriptive statistics, the relationship between the scale items was calculated. The heat map for the correlation analysis is given in figure 1.

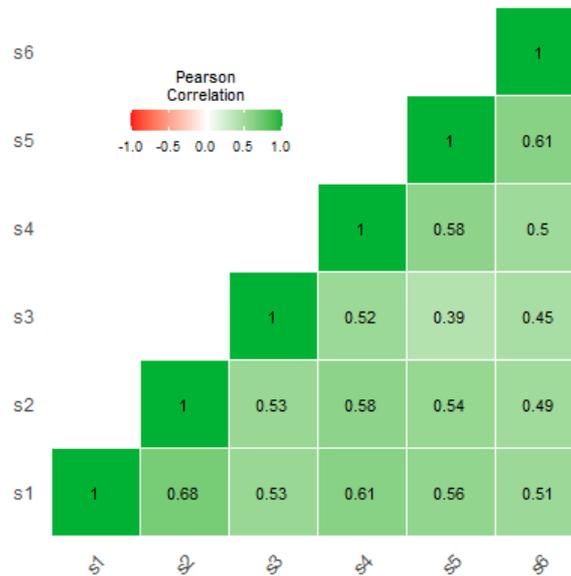


Figure 1. Correlation Heatmap of Items of Problematic Series Watching Scale

When Figure 1 is examined, the heat map turns green if there is a positive relationship between the items, and the heat map turns red if there is a negative relationship. If

there is no significant relationship between the items, it does not get any color. It is seen that the items of the problematic series watching scale are related to each other. We can say that all the relationships are dark green, in other words, all the items are in a positive relationship with each other, and all the items are related to problematic series watching.

Construct Validity

CFA was performed for the construct validity of the scale. As a result of CFA, it was confirmed that the measurement tool had a single factor structure. Descriptive statistics for the scale are given in Table 2.

Tablo 2. PWPS CFA Results

Factor	Indicator	Estimate	SE	95% Confidence Interval		Z	p	Stand. Estimate
				Lower	Upper			
PWPS	Item1	0.952	0.0555	0.843	1.061	17.1	< .001	0.811
	Item2	0.881	0.0538	0.776	0.987	16.4	< .001	0.786
	Item3	0.840	0.0667	0.709	0.970	12.6	< .001	0.647
	Item4	1.030	0.0658	0.902	1.159	15.7	< .001	0.762
	Item5	0.940	0.0653	0.812	1.068	14.4	< .001	0.719
	Item6	0.854	0.0645	0.728	0.980	13.2	< .001	0.676

The most frequently used statistics calculated via the confirmatory factor analysis in relation to the model-data fitness were Chi-square χ^2/df , RMSEA, RMR, GFI and AGFI. The findings that the calculated χ^2/df ratio was smaller than 5, the GFI and AGFI values were higher than 0.90 and the RMR and RMSEA values were smaller than 0.05 point to the model-data fitness (Jöreskog and Sorbom, 1993; Marsh and Hocevar, 1988). However, the findings that the GFI value was bigger than 0.85 and the AGFI value was bigger than 0.80, but the RMR and RMSEA values were smaller than 0.10 are evaluated as acceptable lower limits for the model-data fitness (Anderson and Gerbing, 1984; Marsh, Balla and McDonald, 1988). The confirmatory factor analysis results of this scale yielded the following results: $\chi^2/df= 4.743$, RMSEA=.10, GFI= .95; AGFI=.90; NFI=.95; RFI=.92; IFI=.96; CFI=.96; SRMR= .037. These fitness index values indicate the fitness of the model.

Reliability

Internal Consistency

The Cronbach Alpha internal consistency coefficient is the first analysis to reveal the reliability of the scale. As a result of the analysis, the internal consistency coefficient was found to be $\alpha=.87$ for the whole scale. According to Özdamara (2004), internal consistency values between .60 and .80 are “quite reliable”, and values of .81 and above are considered perfect.

Test-retest

The test-retest results of coefficient of the PWPS were calculated found as .83. When the fact that the reliability level projected for measurement tools to be used in studies is .60 (Büyükoztürk, 2010) is taken into consideration, it can be stated that the reliability level of the scale is sufficient.

Item Total Correlation

This method is based on calculating the correlation coefficient between each item and the scale score. If the sign of the correlation coefficient is negative and its value is zero or close to zero in any item, this indicates that the item is far from measuring the attitude that other items want to measure. Likewise, it is also important that each item forming the scale has a high correlation with the other. The fact that the items have high correlations with the scale scores and with each other indicates that they measure in the same dimension (Ghiselli, Campbell, & Zedeck, 1981; cited in Tezbaşaran, 1996).

CONCLUSION and DISCUSSION

According to the study results, the PSWS is a valid and reliable measurement tool for the determination of problematic series watching behaviors of adults. Hence, a scale of 6 items with a single factor was obtained by making a five-point grading with a lowest score of 6 and a highest score of 30. The problematic series watching ratio was found high in the sample and the results of this study show similarity to the related literature (Pena, 2015; Granow, Reinecke and Ziegele, 2018; Winland, 2014; Starosta, Izydorczyk and Lizinczyk, 2019; Toth-Kiraly, Böthe, Toth-Faber; Haga and Orosz, 2017; Orosz, Vallerand, Böthe, Tóth-Király and Paskuj, 2016).

Together with the increase in time spent on the daily internet use, social media, and online games, the problematic internet use increases along with it (Taylan, 2018). Digital platforms bring together a lot of contents with millions of watchers regularly every day (Sakı-Aydın, 2019). In the circumstances, although a great majority of university students in Turkey consider that series do not make any contributions to their daily, family, and social relationships, 65% of them follow series on digital platforms

(Özkan, 2013). Although, the ways how series affect individuals vary depending on such factors as social structure and media literacy (Erdoğan, Uysal, Altın and Saki, 2015), the studies made in this field have not reached a sufficient number (Semerci and Kalçık, 2017). When the fact that there is a parallelism between the change in the official census statistics between the years of 2000-2012 and the names used in actors and actresses acting in series becoming popular in a certain period is taken into consideration (Köse, 2014), it can be stated that series have a demonstration effect on society (Zavalsız and Soydaş Dağcı, 2019) and affect people's lifelong learning processes (Semerci and Kalçık, 2017).

In this sense, the determination of how much of series watching is a problematic behavior is gaining importance. Especially, it is necessary to separate marathon watching habits from the scope of "addiction" and avoid excessive pathologization (Flayelle, Maurage, Karila, Vögele and Billieux, 2019). For this reason, this scale should not be used to diagnose people as "series addict". However, it should be kept in mind that the lives of people getting a high score from the scale might be affected negatively and it might cause a tendency toward addiction.

In the future studies, besides the determination of the level of problematic series watching in different populations, it is suggested that studies should be made on the psychosocial and health effects of it (Orosz, Böthe and Toth-Kiraly, 2016). In addition to this, longitudinal studies to be made on how the frequency and the number of series watching affect people's general lives within the process might make great contributions to studies in this field. It seems vitally important to plan school-based psycho-educational works within the scope both educational system and social policies to be formed for the field of preventive and protective guidance and psychological counseling. Moreover, new interdisciplinary studies to keep the subject of media literacy on the agenda might make a contribution to the field. Findings demonstrated that this scale had high validity and reliability scores. For all that, that it may be used as a valid and reliable instrument in order to measure the individuals' problematic series watching.

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APPENDIX

TÜRKÇE VERSION

Aşağıda dizi izleme ilgili 6 soru bulacaksınız. Sizi en iyi tanımlayan bir cevabı seçerek tüm soruları cevaplayın.

1 – Asla.	2 – Nadiren.	3 – Bazen.	4 – Sıklıkla.		5 – Her Zaman.		
Geçen yıl boyunca, ne sıklıkta,			1	2	3	4	5
1. Dizi izlemek için daha fazla zaman ayırabileceğinizi düşündünüz?			0	0	0	0	0
2. Dizi izlemeye başlangıçta amaçlanandan çok daha fazla zaman harcadınız?			0	0	0	0	0
3. Suçluluk, endişe, çaresizlik ve depresyon gibi hisleri azaltmak için dizi izlediniz?			0	0	0	0	0
4. Başkaları size dizi izlemeyi azaltmanız gerektiğini söyledi?			0	0	0	0	0
5. Dizi izlemenin engellenmesi/yasaklanması durumunda huzursuz ve sıkıntılı durumda oldunuz?			0	0	0	0	0
6. Dizi izlemek için eşinizi, ailenizi ya da arkadaşlarınızı ihmal ettiniz?			0	0	0	0	0

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