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Media as Multitasking: An Exploratory Study on Capturing Audiences Media Multitasking and Multiple Media Use Behaviours

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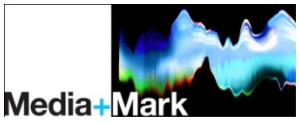
Preface

This study is conducted as a Master's thesis in Aalto University School of Economics Department of Marketing within MediaMark group and it is supported by NextMedia program's MOBIME initiative.

I would like to express my sincere gratitude to my thesis supervisor, Dr. Pekka Mattila, his guidance and counselling were crucial in completion of this research. I also would like to thank MediaMark group researchers and my colleagues for their valuable comments and suggestions received during seminars. Moreover, it should be mentioned that this study would not be completed without honourable participants and informants; therefore I am particularly grateful to all of them for delivering priceless information about their media consumption as a part of daily life routine. Most of all, I would like to thank my family and friends for their truthful support during my studies and achievement of this research.

Helsinki, October 2011

Fatih Tokan



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ABSTRACT
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MEDIA AS MULTITASKING: AN EXPLORATORY STUDY ON CAPTURING AUDIENCES' MEDIA MULTITASKING AND MULTIPLE MEDIA USE BEHAVIOURS

PURPOSE OF THE STUDY

The objective of this research is mainly exploring media multitasking and multiple media use practices among audiences with all included aspects and respective attention towards each aspect. Moreover, the research further aims at investigating rationale for conducting media multitasking and using multiple media, examining influencing factors as well as consequences of undertaking these practices on audiences. In order to achieve these objectives, media consumers' routine daily life activities were observed and analysed according to the thematic context that these practices occur. To say, the research and its objectives have mostly emerged from the lack of studies qualitatively studying media multitasking and multiple media use practices as a holistic process as well as these studies' deficiency in delivering insights, feelings and emotions of the audiences while conducting these practices.

METHODOLOGY

This study is an exploratory qualitative research aiming at capturing media multitasking and multiple media use experiences of audiences as a part of their everyday life routine. In order to identify these practices within audiences' daily life routine, grounded theory approach is utilized. During audiences' general media consumption is observed, media multitasking and multiple media use practices have been established and concepts and categories within these media practices have been generated. Field observations and in-depth interviews have been conducted as data collection methods using theoretical sampling to reach participants according to grounded theory methodology.

FINDINGS

Research findings indicate that thematic context directly influences media multitasking and multiple media use experience, affecting reasons for and results of conducting these media practices. A number of factors have been identified fostering or inhibiting occurrence of these practices depending on the circumstances, while these factors reciprocally interact with thematic context effects. It has been found that some reasons for conducting media multitasking or using multiple media originates internally according to requirements or desires of audiences. On the other hand, it is also possible that rationale for conducting these activities are initiated externally, mainly forced by media environment or work context. Furthermore, conducting these activities delivers some benefits to audience; improve their media usage experience in multiple media consumption as well as support non-media activities during media multitasking. However, it is also observed that media multitasking and multiple media use experiences might result in deprecating consequences, personal complications or deliver a drearier media consumption experience. To say, depending on the thematic context, rationale for conducting, influencing factors and media combination, the form of consequence is determined, either beneficial or detrimental. In order to cope with drawbacks, audiences deploy some strategies aiming at reducing or completely eliminating the damaging result such as restricting media channel and content availability and creating media hierarchies.

KEYWORDS

Media multitasking; multiple media use; daily life routine; media consumption; media audience and environment; consumer behaviour; attention and cognitive control; grounded theory

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1. Introduction

Recently increasing importance of media for consumers to conduct their daily life routines and synchronize with their surrounding environment has resulted in escalating attention from researchers, advertisers and managers. Commonness of media use and its importance for the audiences generated new, innovative means of consumption shaped according to the needs and requirements of media consumers. Among these emergent ways of consuming media, conducting non-media related activities while using a medium - *media multitasking* - and using more than one medium at the same time - *multiple media use* - have been highly valued and investigated. To say, the rationale for intense interest in these activities mainly originates from their importance for consumer behaviour and generality among audiences.

In this study, audiences' rationale for conducting media multitasking and multiple media use as well as results of conducting these media practices on audiences will be investigated. Acting as a core of reason-practice-result pattern, media multitasking and multiple media use experience will be observed with all its dimensions, while factors facilitating or inhibiting this conduction will be also explored. Therefore, in order to understand the *media multitasking and multiple media experience* of the audiences, background including recent changes in media consumption, status of today's media environment and importance of understanding these phenomena need to be explained.

After demonstrating changes in media consumption, guideline to fit in media environment and role of media multitasking and multiple media use today, lack of studies on comprehending new trends in media consumption will be striking. This study's duty of relieving starts by briefly stating research objectives, motivation for investigating, research methodology to understand the 'multi' experience and outline of this research, which serve as a guide in proceeding.

1.1 Recent changes in and current situation of media use

In today's personal and environmental setting including different dimensions such as working, spending time at home or commuting, media consumption or exposure is almost inevitable in order to fulfil the necessities generated by those environmental settings. Therefore, media use has become more like a part of daily life instead of being a leisure time activity or a tool for entertainment as it is in the past. Constituting a central part of daily life routines of consumers,

media consumption practices received a vast amount of attention possibly due to their critical position in advertising environment. Therefore, several media studies are conducted not only by academia, but also carefully considered and evaluated by advertisers and marketing managers.

Roberts and colleagues are among the first in researching multiple media use and media multitasking. In their first study conducted to comprehend the media use practices of American youth, they have realized that there is a certain difference in audiences' total media exposure time and total media use time. According to their study (1999), youth are using a total of 6 hours and 19 minutes of media although the total media exposure (7 hours 29 minutes) is found to be significantly (16 %) higher than their total media use. Then, the researchers have realized that this phenomenon is just possible enabling simultaneous media use.

In their subsequent studies published in 2005 and 2010, Roberts et al. have found that the total media exposure and total media use of American youth have increased significantly while total media exposure improved more than total media use. Main reason for this has been identified as increasing usage of multiple media simultaneously. In 1999 study, the multiple media use proportion was 16 % that has increased to 26 % and 29 % in 2004 and 2009 studies, respectively.

Although there has been an increase in media use among consumers, this increase may not be applied to all media channels. Roberts et al.'s study reveals that among all 8-to-18 year old youth change in average amount of time spent with different media in a typical day is highly differentiated while there has been a significant increase in time spent with music/audio, television content, computers and video games, whereas time spent with print media has decreased. Although the decrease in time spent with print media is relatively insignificant, it supports Pilotta & Schultz's arguments (2005) postulating that new communication technologies transform a reading culture into an audio-visual kinetic culture.

As being a fostering factor in generalizing multiple media use and media multitasking, mobile *media ownership* has increased notably. In their study, Roberts et al. (2010) have found that between 2004 and 2009, ownership of portable music players (iPod/mp3 players) have raised from 18 % to 76 % among 8-to-18 years old youth, while ownership of mobile phone and laptop computers have increased from 39% to 66% and 12% to 29% respectively. Another notable increase regarding media ownership has been experienced in *home Internet access*. Again, Roberts et al. found that

between 1999 and 2009, home Internet access ownership rate has been raised from 47 % to 84 % while Internet access in bedroom has increased from 10% to 33%.

Media ownership has been highly valued as being an important factor accelerating multiple media use and media multitasking among consumers. Fennah (2009) conducted some studies regarding common media multitasker attributes; found that laptop ownership is an important distinguishing factor between heavy and light media multitaskers while ownership of laptop is delivering a high degree of freedom and ability to conduct other activities. Furthermore, Meng & McDonald (2009) and Jeong & Fishbein (2007) have also focused on media ownership effects on media multitasking and multiple media use found that ownership of certain technologies (laptop computers and HDTV), internet access in bedroom, ability to see television while using computer have certain influences in these media activities.

1.2 Media environment: An emerging, complex field

In order to comprehend the current media landscape thoroughly, recent changes in consumers' media environment can be exemplified by grouping these changes according to its origin as following: *changes in general media environment, technological improvements in media industry, changes in audiences' media behaviour* and finally *socio-cultural changes in the society*.

Recently, media environment became a lot more complex in terms of participants and factors while diversity in content increasing. Media is converted into more active practice and became multisensory. In broader terms, escalated number of new media options and platforms accessible to consumers and rapid expansion of media use among audiences have also contributed to multiple media use and media multitasking growth among consumers with help of the today's information rich, diverse and fragmented environment integrated to audiences' daily lives. To add, new media landscape, which is becoming more complex empowered by the exploded diversity in media content resulted in new media evolution. Eventually, this evolution has rooted intensification of media multitasking and multiple media use as behavioural shifts in new media environment. (Bardhi et al. 2010; Collins 2008; Brown & Cantor 2000; Wilson 2008; Rohm et al. 2009; Wallis 2010; Pilotta & Schulz 2005; Pilotta et al. 2004; Rice & Hagen 2007; McDonald & Meng 2009; Srivastava 2010)

It is crucial to declare here that above mentioned media environment changes accelerating multiple media use and media multitasking activities among audiences could not take place without the recent technological changes. Latest technological improvements in media landscape and introduction of new technologies enabling widespread availability of media contributed vastly to the current environment eventually enabling consumers to use multiple media simultaneously and conduct multitasking. Moreover, availability of handheld items such as tablet computers and smart phones can be considered as an important landmark in prevalent use of multiple media and media multitasking. (Brasel & Gips 2011; Foehr 2006; Wilson 2010, 2008; Pilotta & Schulz 2005; Pilotta et al. 2004; McDonald & Meng 2009)

Although changes in media landscape fostered by recent technological improvements are important in understanding current media environment, there are also some changes which are more audience oriented: changes in audience preferences about media consumption and transformation of socio cultural norm, values and rules. Related to changes in audiences' preferences on media consumption, several researchers claim that audiences' behaviour on choosing and consuming media has changed and became much complicated than in the past. Moreover, audiences' valuation of time and importance of time constraints in daily life ended significant shifts audiences' media behaviour: they become more active media seekers and search for control over their media consumption. Finally, supported by recent technological improvements, there has been a spread in personally owned media that can also be affected by increasing of individualism in the society. (Brasel & Gips 2011; Jeong et al. 2006; Pilotta & Schulz 2005; Pilotta et al. 2004; Rice & Hagen 2007)

Apart from the shifts in current media environment and audience preferences regarding media selection and use fostered by the recent technological advancements in the society, various transformations in the cultural and social establishment has also reasoned revolution in audiences' media behaviour. First of all, in recent times, media has become an increasingly important force in the culture where it is embedded to audiences' daily life routines due to its' newly established interactive and co-productive nature. Second, linked to changing social environment, new media is progressively embedded in everyday practices transforming the audience participation from reading culture to audio-visual culture. Interestingly, although some scholars argue that media consumption has become more social due to its participatory nature, individualistic lifestyle changes of audiences make media consumption practice more discrete instead of social.

Multitasking and multiple media use, recent products of new media environment, are considered as a new way of survival, not surprisingly more dominant in younger generations' media consumption due to youth's acceptance ability and adaptability. (Brown & Cantor 2000; Pilotta & Schulz 2005; Foehr 2006; Rice & Hagen 2007; Bardhi et al. 2010; Carrier et al. 2009)

1.3 Importance of studying media multitasking and multiple media use

" If you mention multitasking people go insane – it is all they want to talk about".
Clifford Nass

As Nass (in Wallis 2010) illustrates the recent recognition of media multitasking and multiple media use subjects among marketers, advertisers and researchers, these highly popular media behaviours reflect crucial importance. This importance is mainly due to these practices' prevalence among media consumers, behavioural shifts in society related to the mentioned media practices and renowned magnitude of comprehending these media behaviours for advertising industry and e-commerce.

Pilotta & Schultz (2005) found out that most of the media consumption today is either conducted as media multitasking or simultaneous use of two or more media. Media multitasking and multiple media use have penetrated to audiences' daily life practices, and currently constituting a central role in overall media consumption, to say, they have become almost irreplaceable. Pilotta et al. (2004) observed in their study that only around 16 % of the respondents do not engage in simultaneous media usage. Thus, inarguably, media multitasking and multiple media use are how media are consumed these days. Several other studies have also highlighted the prevalence of media multitasking and multiple media use among media consumers. From 70 to 80 % of total media time is predicted to be consumed as media multitasking or multiple media use, as some studies reveal (BIGresearch 2003; Pendleton 2004; Jeong et al. 2005). Similar to previous research, Papper et al. (2004) found that around a quarter of the media day, media audiences consume at least two media simultaneously.

Aside from the prevalence among the media audiences, behavioural shifts in society regarding their media consumption practices is also another reason indicating the importance of studying multiple media use and media multitasking. Additional to causing an increase in total media use and total advertising exposure time, media multitasking and multiple media use have resulted in

development and convergence of many forms of new media and technologies. (Orsini 2004; Meng & McDonald 2009; Collins 2008; de Freitas & Griffiths 2008) Moreover, having an influence on media effects by impinging on attention to media messages, media multitasking and multiple media use have altered the comprehension of media – how it is used, selected and reacted - among media audiences (Jeong et al. 2005).

Alterations caused by media multitasking and multiple media use are not limited to direct influence on media consumption but also can be extended to daily life routines. Zigmond (2011) mentioned the practicality of having a second screen during TV viewing which enables audiences to take immediate action when something on television sparks their interest. For instance, during 2010 Vancouver Olympics opening ceremony, Google searches for 'How to Train Your Dragon' movie has been folded around 10-times than the usual number of searches reasoned by the screening of the movie trailer ad on TV. Thus, having an upmost interest on searching for more information about a product or service after seeing a TV ad, multiple media users are more likely to report having conversations about the brands, products or services they have seen advertised compared to single medium only users. As it can be seen from the example that multi screening enables media audiences to receive more information about a product, service or brand they have seen on television by searching about them online, which eventually generates more informed and engaged audiences about the certain product/service. Another remarkable notation about the changes in consumer behaviour resulted by media multitasking is that car companies report increasing demand for media content – music, Bluetooth and GPS – in cars due to the fact that consumers no longer describe driving as their primary task when they are driving their vehicles (Wallis 2010).

Due to the recently recognized mounting significance and role for advertising industry and e-commerce, multiple media use and media multitasking are considered to have crucial importance. An EIAA Mediascope Study (2010) found out that media multitaskers account for 47 % of European e-commerce, while their online purchases are higher in quantity and value when compared to non-media multitaskers. Roberts et al. (2005) support these findings in their study, claiming that young people who are heavy media multitaskers consumer nearly twice as much media as those who are light multitaskers.

Additional to recognized importance for commerce, multitaskers and multiple media users are also an important group for advertising industry. There is a common sense in the advertising industry

that traditional advertising methods might be insufficient to reach 'new generation' of media users, thus a different approach shall be applied during targeting these audiences. Voorveld (2011) highlight this issue by arguing that simultaneous consumption of media and media multitasking might have an influence on how consumers receive, transform and respond to the advertising messages therefore, a different approach to reach these audiences might be required. Furthermore, several researchers have focused on the challenges of drawing attention and engaging media multitaskers and multiple media users, admitting that these audiences process media messages differently than other audiences and they have crucial importance as being influencers and decision makers in the society (Rohm et al. 2009; Wallis 2006; Bardhi et al. 2010). Bardhi et al. (2010) and Meng & McDonald (2009) have also declared their interest in media multitasking and multiple media use, stating that consumers are not considered to be passive media receiver anymore, they have changed their media behaviour and preferences due to shifts in their media use. Therefore, they claim that during media allocation and planning processes, media audiences should be considered as active media spectators receiving, processing and transmitting messages differently than as in the past.

1.4 Research Gap

In previous section, various reasons for studying media multitasking and multiple media use environment have been revealed. Despite the critical importance of these practices in understanding the audiences' overall media behaviour, there is a certain lack of concentration in academia regarding these two important phenomena. In order to mention, there are several studies –mainly media industry products- focusing on media use behaviour and environment, however, these studies are not able to identify the position of or include media multitasking and multiple media use within audiences' overall media consumption.

The ignorance of media multitasking and multiple media use in measuring and evaluating audience's media consumption has also raised interest of some researchers. Foehr (2006) states in her study although media multitasking is not a new research phenomenon, until recently academic studies did not mention or track simultaneous or shared media time. Moreover, she mentions the incompliance of current research measures to include media multitasking and multiple media use by stating: "…often, studies of the use of media such as computers and television are surveys that do not naturally capture simultaneous media use"(Foehr 2006, p.3). Brasel & Gips (2011) and Meng &

McDonald (2009) have also highlighted the lack of research focus on media multitasking and multiple media use by putting the emphasis on these behaviours' popularity and importance for audiences' media behaviour.

In a report of Kaiser Family Foundation, Roberts et al. (1999) are the first among others in mentioning and measuring simultaneous consumption of media and conducting other activities while consuming media. In their study, they have mentioned that ignoring or omitting simultaneous media consumption or media multitasking will result in incorrect outcomes that will mislead marketers and scholars about consumers' media use time and effort. Apart from them, Jeong et al. (2005) have also claimed that by ignoring the multitasking and multiple media use practices, researchers are likely to overestimate the effects from a single media which may result in overvaluation of media interaction.

Pilotta et al. (2004) have also stressed the lack of focus in media multitasking and multiple media use. They discuss that although simultaneous use of media and media multitasking are considered to be natural consumer activities, during media planning, buying and evaluation, measures are declined to a single medium at a time mode, measuring media use and effects separately and independently. However, this is not the way that audiences consume media these days.

To summarize, there is a prominent research gap in the field of media multitasking and multiple media use. In order to elaborate, simultaneous consumption of multiple media and concurrent occurrence of media and non-media related activities are mainly ignored in media measurement. Moreover, reasons of media multitasking and multiple media use and results of these practices are not investigated as a holistic process. Finally, previous studies are insufficient in bringing insights and feelings of individuals while running media multitasking and multiple media use activities.

1.5 Research objectives

Previously mentioned, there is abundance of quantitative studies inspected prevalence of media multitasking and multiple media use, investigated most common combinations of different media channels in multiple media use and co-occurrences of media and non-media related activities in media multitasking. However, these studies fall short about delivering insights and feelings of individuals while these activities are undertaken as a part of daily life routine, and fail in reflecting the 'real' experience due to the lack of a contextual framework.

This study is a qualitative research aiming at delivering media multitasking and multiple media use experience of audiences as a reflection of real-life incidence. Constructing upon these media practices, rationale behind conducting these activities, factors affecting them and results delivered are evaluated as occurred as a part of daily life routine including several common 'themes' for most of the audiences. To say, prevalence of these activities among media audiences and most common affiliations are included to serve as a background supporting comprehension of these activities and utilized to provide basis for analysis, instead of being an aim or focus of the study.

To be brief, the objectives of this research are mainly *identifying media multitasking and multiple media use practices among audiences with all included aspects and respective attention towards each aspect*. Additionally, the study aims at comprehending *rationale for conduction, factors affecting the occurrence as well as consequences on audiences of undertaking these practices* through observing and analysing their daily life routines conceptualized as 'themes'. Finally, relationship between mentioned concepts will be investigated to check applicability of generating a model indicating *a certain pattern of reason – practice – result* constructed according to the 'theme' of occurrence.

1.6 Motivation

This study aims to reflect media multitasking and multiple media use practices of consumers in real life context including several internal and external factors and settings by capturing their media consumption processes. There has been a certain gap in terms of delivering reason – action – result patterns of multiple media use and media multitasking practices that this study is aiming at delivering. Importance of studying multiple media use and media multitasking practices of media audiences has also been recognized, mainly due to the fact it is a new and emerging field and assessing these practices is difficult due to its nature.

Media multitasking and multiple media use have recently received a lot of attention from several industries due to the fact that it is a new and promising field, there has been a lack of interest resulted from its importance. Foehr (2006) stated that media multitasking is a new and emerging area of interest and there is little information about this behaviour. Also, Brown & Cantor (2000) supported the idea that although they have crucial importance, media multitasking and multiple media use practices have been ignored until recently. Naik & Raman (2003) also mentioned that

despite previous studies have investigated the influence of media interactions and synergy across multiple forms of media; these studies have not involved simultaneous access and consumption.

Now, a question arises: if everyone agrees upon the importance of understanding multiple media use and media multitasking practices, why there has been a lack of studies in reflecting these behaviour as normal and common audience behaviour? The answer is relatively simple: inability to measure media use and exposure correctly and incompetent traditional media use measurements. Jeong & Fishbein (2007) declared multitasking with media poses a threat to media researchers and advertisers due to the fact that these behaviours make it much more difficult to assess media use and exposure. Furthermore, incompetent traditional media use measurements have also been stated to be a barrier in collecting accurate real life data of media multitasking and multiple media use. As Brasel & Gips (2011) stated collecting accurate data of media multitasking is hard since consumers are mostly underestimating their multiple media use, media multitasking and media use in general. Several other researchers have also supported the idea that traditional media use measurements may underestimate the time spent with media because consumers may be more likely to ignore the co-occurrence of media use and other activities when media use as a secondary activity (Meng & McDonald 2009; Papper et al. 2004).

1.7 Research methodology

This is an *exploratory qualitative study* utilizing *grounded theory* approach to comprehend audiences' media multitasking and multiple media use practices as a part of their daily life routines. The research starts with identifying research problem and objectives that have been illustrated earlier in this chapter. Then, literature on media multitasking and multiple media use has been conducted simultaneously with initial *exploratory observations* and *interviews* aiming at understanding audiences' media consumption as a part of their daily life routine. After the literature review and initial media consumption observations and literature have been completed, an initial framework was generated in order to serve as a guide for the later stages of the research.

Initial framework has been developed such that concepts regarding media consumption have been identified by exploiting data gathered from fieldwork including personal observation, face-to-face interviews and literature review. Then, these concepts were categorized according to their purpose or function. During later stages of interviews, additional participants have been observed and interviews as grounded theory approach requires, which have served to improve initial findings

with acquiring marginal data that built upon previous and created a larger scale of concepts and categories. Finally, selective sampling necessitates validation of data and justification of created concepts and categories that was accomplished by data gathered from validation sample.

To say, due to the fact that there has not been any studies illustrating audiences' media multitasking and multiple media use behaviours as a part of their life routine while indicating reasons practices and results as well as factors affecting this conduction. Therefore, this study was obliged to utilize grounded theory in order to establish concepts and categories in order to illustrate the relationship between each other. Grounded theory approach offers a unique methodology for data collection and analysis where they are conducted simultaneously with different stages to build upon findings. At the end of the study, the findings will be revealed and frameworks generated initially from literature review synthesis and ultimately from research findings will be compared to demonstrate similarities and differences. Therefore, the applicability of a pattern or relationship among the generated concepts and categories will be experimented.

1.8 Outline of the study

In this chapter, an overview of changes in audiences' media consumption and today's media environment was illustrated and rationale for studying the subject is revealed. In *Chapter 2*, literature on media multitasking and multiple media use will be demonstrated including its different aspects and their synthesis to generate an initial framework to guide data collection and analysis. Later on, in *Chapter 3*, research methodology and setting will be delivered in detail to indicate approach used during fieldwork to collect and analyse data as well as research validity, reliability and ethics will be enlightened.

During *Chapter 4*, research findings will be revealed that are gathered through utilization of initial theoretical framework concepts and categories. In this chapter, findings will be highlighted using excerpts from participant interviews and notes from field observations in order to improve the understanding and research validity and reliability. In *Chapter 5*, findings will be synthesized and assessed with initial findings from literature review. Additionally, applicability of a pattern indicating media multitasking and multiple media use experience, its rationale for conduction and consequences acquired considering the effect of theme and external factors will be revealed. Finally, in *Chapter 6*, the objectives, methodology and findings will be summarized and additionally, limitations and directions for future research, managerial implications and theoretical contribution will be demonstrated.

2. Review of media multitasking and multiple media use literature

In this chapter, the literature on media multitasking and multiple media use will be exemplified by mainly defining concepts, describing the dimensions of media multitasking and multiple media use experience and explaining rationale behind conducting these media activities. Moreover, review will be continued by demonstrating factors affecting media multitasking and multiple media use practices and indicating results of undertaking these activities as well as mentioning coping strategies to eliminate negative results. Then, from a psychological perspective, several aspects related to comprehending cognitive responses of messages from multiple sources will be delivered. Finally, the literature will be synthesized and an initial framework will be build where media multitasking and multiple media use experience is located in the centre and its relationship with other ingredients is illustrated. As research approach suggests, this framework will serve as a guide during data collection and analysis where information about audiences' media multitasking and multiple media use practices will be investigated during field observations and personal interviews. In *Discussion* chapter, findings that are collected with the initial framework's guidance will be assessed with previous literature delivered in this chapter and similarities and differences will be highlighted.

2.1 Definition of key concepts

Most of the scholars, advertisers and marketing managers in the field of media research agree upon that media multitasking and simultaneous consumption of various media is crucial and thus to be examined and studied carefully. However, there has been a lack of common understanding or conceptualization of those two audience practices. Similar in all definitions, there are two actions (can be either media or non-media related) and they are conducted simultaneously. In a broad term, two actions happening simultaneously brings up the term multitasking which is defined as "the ability to accomplish multiple task goals in the same general time period by engaging in frequent switches between individual tasks" (Konig et al. 2005) or simply the absorption of multiple messages simultaneously (Hamilton 2000).

The distinction between conceptualizations of multitasking occurs when media is added to the equation. To explain, some scholars argue that media multitasking describes the process of engaging in various forms of media while ignoring non-media related activities conducted simultaneously or considering them as additional tasks completed during multiple media use which can have some impact on the effectiveness of received message from media. Thus, *media multitasking* defined as the practice of participating in multiple exposures to two or more commercial media simultaneously including traditional, online, social and entertainment media (Rohm et al. 2009; Bardhi et al. 2010; Wang et al. 2010; Pilotta et al. 2004). Despite the fact that the described definition of media multitasking explains the practice of consuming two or more media substantively, as explained, it apparently fails in explaining addition of non-media related activities to the multiple media use. Therefore, a more precise conceptualization is required to make the distinction between simultaneous consumption of media and non-media related activities.

Meng & McDonald (2009) and Jeong et al. (2007, 2005) define *media multitasking* as an audience behaviour that combines media use with another non-media activity whereas multiple media use as combining a medium with another medium simultaneously. In these definitions, simultaneous use of media is considered as multiple media use whether an additional non-media activity involved or not. In a slightly different conceptualization based on the study conducted on American youth to understand their media practices, Foehr (2006) defines multitasking as using a single medium while engaging in other non-media activities whereas media multitasking as engaging in more than one media activity at a time.

After highlighting miscellaneous definitions of media multitasking and multiple media use, which are summarized in Table 2.1 below, it is now suitable to illustrate the conceptualizations that will be used in this study. In this study, media multitasking refers to the simultaneous combination of a media activity with one or more non-media related activity, whereas multiple media use describes the phenomenon of consuming two or more media at a single point of time while any number of non-media related activities can be added to the multiple media use practice. As it can be understood from the definition, in this study, main conceptualization of media multitasking and multiple media use are based on 'number of media' that does not imply the fact that non-media activity effects are ignored. However, non-media activity is required for media multitasking, making it a crucial component of the defined activity.

Concept	Definition	Reference
Multitasking	'The ability to accomplish multiple task goals in the same general time period by engaging in frequent switches between individual tasks'	*Konig et al. (2005)*
	'The absorption of multiple messages simultaneously'	*Hamilton (2000)*
	'Using a single medium while engaging in other non-media activity'	*Foehr (2006)*
Media Multitasking	'Engaging in more than one media activity at a time'	*Foehr (2006)*
	'The practice of participating in multiple exposures to two or more commercial media simultaneously including traditional, online, social and entertainment media'	*Rohm et al. (2009)* *Bardhi et al. (2010)* *Wang et al. (2010)* *Pilotta et al. (2004)*
	'An audience behaviour that combines media use with another non-media activity'	*Meng & McDonald (2009)* *Jeong et al. (2007, 2005)*
Multiple Media Use	'An audience activity combining a medium with another medium simultaneously'	*Meng & McDonald (2009)* *Jeong et al. (2007, 2005)*

Table 2.1 *Summary of definitions of multitasking, media multitasking and multiple media use*

2.2 Media multitasking and multiple media use experience

Understanding audiences' media multitasking and multiple media use practices is not easy due to the fact that these behaviours are experienced as normal daily life practices even some are conducted as ritualistic activities. Today, consumers are able to select among different choices and aiming at maximizing their utility that they receive through media consumption similar to any product/service purchase decision. In order to maximize their gain from media, consumers are now generating and using media portfolios combining television, computer and magazine. (Rohm et al. 2009) The generated portfolio of media facilitate audiences to save time with multitasking and multiple media use due to taken for granted nature of new media embedded to daily life practices (Rice & Hagen 2007). Although the described portfolio can be applied on multi-platform level, it is also possible to generate portfolios on a single-platform level such as instant messaging with friends and reading New York Times while listening to music (Rohm et al. 2009). As it can be seen from the example, computer technology including tablet computers and smart-phones has changed the rules of the game by being utilized as a 'hub' instead of being just media (Foehr 2006).

Apart from being integrated to consumers' daily life practices, media multitasking and multiple media use activities have also altered the way consumers select and use media. As Collins (2008) highlighted, consumers combine television viewing with socializing with friends and searching for information in the Internet about things they saw on television. Thus, watching television is not just watching television today, it has become a more social and interactive activity eventually re-shaping the television audiences' preferences and behaviour in the long run. Moreover, another alteration media multitasking and multiple media use has caused on consumers is that their media exposure duration has increased even though they have selected to combine media or conduct an activity while consuming a medium intentionally or unintentionally. (Meng & McDonald 2009)

As it is stated, computers have become a dominant hub in terms of media capabilities and opportunities that has been supported by a report by Yahoo & Carat Interactive (2003). According to this report, most of the media multitasking and multiple media use activities are built around online activities, while instant messaging (IM) plays a central role in shaping these behaviours. Grinter & Palen (2002) have also illustrated that instant messaging is among the most often-reported media multitasking behaviour while enabling the consumers to accomplish other tasks due to its nature including a short delay between a message and its response. So, during this delay, consumers are able to conduct other activities such as eating, watching television, checking e-mails to fill the time gap generated during the instant messaging process. To sum up, it can be stated that media multitasking and multiple media use have been integrated to audiences' daily life routines fostered by shifts in audiences' recent media behaviour and technological enhancements. Then, these phenomenal media behaviours have been adopted according to the needs and preferences of the audiences at the time of consumption.

2.2.1 Commonness of media multitasking and multiple media use among audiences

The commonness of media multitasking and multiple media use among audiences have also aroused interest in media researchers and resulted in a focus in these practices and re-investigation of general media use. In their study based on 102 high school and college students' media diaries, Jeong et al. (2005) have found that audiences consume around 37 hours of media weekly while around 65 % of this consumption occurs as media multitasking whereas more than 15 % of total media use is conducted as simultaneous use of multiple media. Similar to Jeong et al. (2005)'s findings, Papper et al. (2004) have found that audiences consume in total 11.7 hours of media daily, which is more than double of what consumers stated. Additionally, Papper et al. highlighted that

consuming two media simultaneously constitutes for 24 % of total media use that also increases the 11.7 hours of media consumption to 15.4 hours of media exposure. BIGresearch report (2003) indicate that 70 % of the consumers use multiple media simultaneously which is supported by the findings of Pendleton (2004) claiming that around 80 % of the teens regularly use more than one medium at a given time. Finally, according to study results, Foehr (2006) have found that 21 % of total media use occurs as use of multiple media at the same time while only 19 % of the consumers stated that they do not use a second media.

2.2.2 Media combinations of multiple media use practice

Considering the fact that using multiple media simultaneously is universally conducted among consumers, without understanding the type of media that are combined, it would be unattainable to comprehend the real experience. For that reason, it would be wise to illustrate previous research highlighting the most common media combinations and its prevalence among the media audiences. Meng & McDonald (2009) found in their research that around 50 % of the consumers use print media or Internet while watching television. Moreover, they also indicate that most common multiple media use activities combined with television viewing are reading newspaper, magazine or other print media and using Internet. In another study conducted by Harris Interactive (2003) 13-24 years old youth commonly combine audio with Internet while listening to music (80 %) and listening to radio (45 %) while conducting various activities online. Furthermore, Zigmond (2011) indicated that around 30 % of all media activities are conducted such that multiple media are consumed simultaneously.

In another study focusing on European consumers' online behaviour, it has been found that while consumers are using internet or reading e-mail, most frequent media combinations are listening to radio/music (49 %), having television on (35 %), talking on the phone (34 %), doing nothing else (29 %), playing computer games (16 %), having friends over (13 %) and finally, reading magazine or newspaper (6 %) (Forrester's European Consumer Survey 2005).

Supporting the previous reports' findings, Jeong et al. (2006, 2005) have also reported that combining television viewing (28 %) and listening to music (63 %) are the most common practices conducted by consumers while they are using internet. As it can be seen the findings, computer or the Internet are located in the middle of the multiple media use behaviour behaving as a hub that

enables simultaneous conduction of several media activities. Similar to what have been found, Srivastava (2010) has also indicated that using internet as one of the media during multiple media use is a frequent event while this activity is combined with watching television, talking on mobile phone and listening to recorded music through digital music players. In terms of least common combinations, it has been reported that combining radio and recorded music, television and radio and finally, television and recorded music are notable activities in this category. As it can be derived from these findings, it can be concluded that the most frequent combination of media occurs with supplementary content (audio and visual) whereas similar content obstructs multiple media use behaviour.

In a more in-depth study, Foehr (2006) have investigated the most common combination of media channels during simultaneous consumption of them as well as the prevalence of these combinations among the media audiences. According to the research results, it has been found that computer related media activities are among the most commonly combined media practices of audiences while television and audio-based media are frequently combined with computer-related activities. The findings are illustrated in Table 2.2 below:

Media	%*	... is combined with...			
Television	17				
Music	33	Television			
Reading	35	Television	Music		
Videogames	41	Television	Music		
Homework on PC	60	Music	Television		
PC games	67	Music	Television		
Instant Messaging	74	Music	Television		
Websites	74	Instant Messaging	Television	Music	PC related
E-mail	83	TV	Music	PC related	

*Of all primary and secondary time spent with ... proportion that is also spent with another of these media

Table 2.2 *Frequencies of different media in multiple media use and common 'added' media [Foehr (2006)]*

To elaborate more on the findings, e-mail (83 %), surfing on websites (74 %), instant messaging (74 %), computer games (67 %), homework on computer (60 %) are likely to be combined with other media while other media is mostly music, television or other computer related activities. Moreover, videogames (41 %), reading newspaper or magazine (35 %), listening to music (33 %) and watching television (17 %) are among the media whose allocated time is not likely to be spent with another media. Foehr has also raised the issue related to the role of computer today, highlighting the distinction between the computer as a medium and the computer as a gateway to individual computer activities due to the commonness of doing multiple things on the computer simultaneously. Furthermore, it was interesting to see that during television viewing, a consumer is unlikely to conduct multiple media use, however, when the consumer is using multiple media simultaneously, television is most likely to be involved.

In another study, Papper et al. (2004) have investigated the media behaviour of consumers by conducting telephone surveys, diary notes and field observations. According to the study results, they have found that while consumers are at home, they frequently combine reading and watching television/DVD or listening to radio/music. Different from Foehr (2006)'s findings, they argue that

at home, while audiences watch television, they regularly read something or use computer. Furthermore, it has been found that computer use at home repeatedly combined with television/DVD viewing, listening to radio or music. Apart from home use, researchers have also investigated media use at work and outside. As expected, television viewing is seldom at work, whereas consumers frequently listen something while they are working. While driving a car, consumers sometimes listen to music that is an interesting result to see. Finally, when audiences are at friends' place or go out, they watch television/DVD, use computer or listen to music/radio on a regular basis. It was an important result to reveal the role of media in today's daily practices, which are surrounded by different media activities and conducted in a ritualistic manner.

Although it is not related directly to multiple media use of behaviours, Papper et al. (2004) have also highlighted the differences in general media use regarding demographical determinants such as age group and gender. The researchers indicate that males use Internet, read newspapers and play console games whereas females talk on the phone, read magazine and postal mail more than their counter-group. Additionally, they have found that younger generations tend to consume computer related media and videogames more common than older generations, whereas the latter use traditional media such as television, print-media and radio more than younger generations.

Additionally, there are some other studies aiming at comprehending audiences' simultaneous multiple media use. Two studies conducted by Pilotta & Schultz (2005) and Pilotta et al. (2004) investigated multiple media use of consumers in order to understand the advertising synergy generated by simultaneous consumption of different media that is an emerging subject for media planning. In these studies, they have found that simultaneous consumption of media through different screens is prevalent among audiences. Table 2.3 below illustrate their findings of multiple media use prevalence among consumers while upper figure represents 2004 and lower figure represents 2005 study's findings, respectively.

***When you watch television, do you simultaneously listen to radio regularly?**

	Television	Radio	Online	Newspaper	Magazine	Mail
Television		7.3*	34.6	23.8	16.2	19.6
		8.2	37.7	23.6	18.9	21.3
Radio	3		18.3	13.6	11.4	11.7
	3.8		21	14.3	13.1	12.9
Online	26.5	16.8		7.1	5.2	9
	28.6	19.4		8.3	6.7	11.1
Newspaper	9.2	10.2	6			
	16.9	12.4	9.3			
Magazine	6.4	6.3	3.7			
	9.6	8.8	6.8			
Mail	11.2	8.9	13.4			
	14.6	11.2	19.9			

Table 2.3 *Frequency of media combinations in multiple media use [Pilotta & Schultz (2005); Pilotta et al. (2004)]*

As it can be seen from Table 2.3, television viewing, listening to radio and online usage are likely to be combined with other media whereas watching television while listening to radio is rarely conducted. While watching television or listening to radio, consumers commonly use Internet and read print media whereas while using Internet. They regularly watch television and listen to radio. In the table, print media have been evaluated such that it is not possibly combined with other print media due to their nature of attention. Thus, reading newspaper, magazine and mail are combined with other options such as watching television, listening to radio and using Internet. An attention-grabbing finding from above mentioned studies is that while watching television, it is common to add another media which is contradicting with Foehr (2006)'s findings claiming that if there is media multitasking, television is likely to be involved whereas while watching television it is unlikely to use another medium. Another finding to discuss is that although distribution of media channel prevalence in multiple media use activity is close to be even –especially in 2005 findings, combining television viewing and using internet are the most popular media combination despite some claims arguing that new media is taking dominant role of television. To say, television viewing still plays the central role in media portfolio of consumers.

Another important result that can be derived from the above studies is related to the differences in 2004 and 2005 results. Table 2.4 below is generated from Table 2.3 indicating the changes in multiple media use combinations prevalence. Two interesting findings emerge from the analysis. First, although all of the media combinations appear to be consumed more frequently when compared with previous findings, reading newspaper while watching television prevalence is reduced. An explanation for the occurrence might be the increase in television channels specializing in news delivery or television's ability to expand on an incident reporting by adding specialist comments and breaking news update about the incident enabled by its nature. Supporting these assessments, it can be seen from Table 2.4 that highest increase in simultaneous media combinations experienced while consumers are reading newspaper or magazine, they also watch television or use Internet. As stated, it might stem from the fact that consumers want to refresh what they read in the newspaper or magazine, by switching on television or logging into internet which can deliver more recent information about their interested news.

Change %

	Television	Radio	Online	Newspaper	Magazine	Mail
Television		12	9	-1	17	9
Radio	27		15	5	15	10
Online	8	15		17	29	23
Newspaper	84	22	55			
Magazine	50	40	84			
Mail	30	26	49			

Table 2.4 *Changes in frequencies of media combinations during multiple media use [Pilotta & Schultz (2005); Pilotta et al. (2004)]*

2.2.3 Media channel selection for conducting multitasking

After highlighting the previous study results on simultaneous use of media, it is possible to investigate media multitasking studies including prevalence of media multitasking among audiences and most frequent grouping of media and non-media related activities. To start, a study based on the data from the Cable & Telecommunications Association for Marketing (CTAM), Meng & McDonald (2009) have found that almost 90 % of the media consumers multitask with media while averaging 3.89 activities while watching television in the meanwhile. They have also found that

talking on the phone, socializing with friends or family and doing chores are the most common non-media related activities combined with television viewing.

Foehr (2006) has also studied the media multitasking practices of American youth audiences. According to study results, she has found that computer-based activities such as surfing on the web, instant messaging and reading e-mails are most likely to be combined with any other activity – media or non-media. On the other hand, playing videogames, watching television, DVD and videos are among the least combined activities. Interestingly, television is far more likely to be shared with non-media related activities than any other media activities. A potential explanation is given by Foehr as such perhaps when television is the primary medium it is more difficult to process additional content; however activities like eating and chores are well-practiced routines that require little cognitive focus.

Moreover, as she described, music appears to be a somewhat unique case in the failure of the response options to capture what it is youth are pairing with it. Since, music is considered as a social medium both for its use in social context and as fodder for conversation and identity creation and reveal (Christenson & Roberts, 1998). To sum up, Foehr has defined eating, doing homework not on the computer and practicing chores as the most common non-media related activity combined with media use generally independent from the type of media in use.

Probably, Jeong and colleagues complete the most detailed research on consumers' media multitasking activities. First, Jeong et al. (2005) have investigated the high school and college students' media behaviour and identified most frequent media multitasking practices. According to their study results, media multitasking practices are grouped into three categories including visual, online and audio. Television is centre of attention in visual group, while eating and doing homework are the most common non-media practices conducted during television viewing. Moreover, media multitasking in online category was relatively broad comparing to other categories while revealing that doing homework is most common activity practiced together with using Internet. Finally, audio multitasking delivered more detailed information about non-media activities combined with listening to music/radio, while doing homework, travelling, doing chores and hanging out with friends are described to be most popular non-media activities.

In addition to previous findings, an updated study conducted to improve the findings. In this study, Jeong et al. (2006) have additionally identified several non-media activities conducted together with media use. In visual media group, it has been found that interaction with friends and doing homework are also conducted while watching television although eating still remains to be the most popular activity. In audio group, doing exercise or sports and eating has been discovered to be completed while listening to music or radio, while interestingly doing homework's prevalence among American youth has reduced making travelling the most common non-media activity in this category. In this study, there was not any further or addition finding related to online group.

Finally, Jeong & Fishbein (2007) have collected the previous data and expended on it in order to revise media multitasking behaviour of youth by investigating the previous data deeper and adding new dimensions to the research measures. To say, they have advanced the previous findings by contributing to visual and online categories. As a result of their study, doing exercise / sports have been pointed out to be conducted while watching television coming after eating, interacting with friends and doing homework in terms of frequency. Furthermore, online media group is another focus category in this study and it has been found that interacting with friends and eating have also been experienced during being online while doing homework is still the most common activity in this group. As stated, there was not any additional research on audio group while 2006 study delivers extensive information about media multitasking in respective group. The summary of these studies is illustrated in Table 2.5 below where rank explains the position of the respective non-media activity among the belonged media group.

Media Group	Media	Non-media Activity	Rank		
			2005	2006	2007
Visual	Television	Eating	1	1	1
	Television	Interaction with friends		2	2
	Television	Homework	2	3	3
	Television	Exercise / Sports			4
Online	Internet	Homework	1	1	1
	Internet	Interaction with friends			2
	Internet	Eating			3
Audio	Music	Homework	1	5	5
	Music	Travelling	1	1	1
	Music	Chores	2	3	3
	Music	Hanging out with friends	2	2	2
	Music	Exercise / Sports		4	4
	Music	Eating		6	6

Table 2.5 *Frequent media and non-media activity combinations during multitasking [Jeong et al. (2006, 2005); Jeong & Fishbein (2007)]*

2.2.4 Allocating cognitive resources: *prioritizing* and *sequencing*

Although the prevalence of media multitasking and multiple media use among audiences and most frequent combinations for each responding groups have been revealed, the prioritization during the media multitasking and multiple media use also requires some attention. As Pilotta & Schultz (2005) claim such that when media messages are consumed simultaneously, one is generally dominant (foreground) whereas the other is considered to be secondary (background). Supporting this claim, Meng & McDonald (2009) have also mentioned simultaneous media use can either occur such that one medium becomes background and the user divides attention between two or use engages with one medium for a period of time and then switched to another medium.

In her study, Foehr (2006) has studied the prioritization of activities during multiple media use. Based on diary data, it has been found that listening to music and watching television are conducted mostly as being primary action, whereas reading, videogames, computer-related activities such as instant messaging, e-mail and surfing on the websites are more evenly prioritized. Although television viewing's dominance has been described as a major factor in being primary medium for most of the time, listening to music delivers interesting results in terms of prioritization by being foreground activity most of the time.

In another study, Jeong et al. (2005) have also studied the prioritization of multiple media use as well as media multitasking, According to their findings, during media multitasking; media is always consumed on the background as being secondary activity apart from watching television and eating combination. It is remarkable to see that watching television grabs most of the attention and consumed as primary event whereas eating has been allocated less attention resources. Regarding multiple media use, they have found that during using Internet and listening to music, Internet is considered to be the primary action whereas while using Internet and watching television, television receives most of the attention and described to be the foreground action. One possible reason for differences in prioritization of Internet while conducted together with watching television and listening to music is that television includes more content when compared to music, which might require allocation of more cognitive resources.

The practice of distributing attention to various media messages including television and computer has also raised some interest among scholars. Brasel & Gips (2011) have conducted a study to investigate how cognitive resources are divided during screening of Internet and television simultaneously. As a result, the researchers have found that computer dominates television in terms of visual attention (although switching between media occurred at an extremely high rate) while television captures shorter gazes than computer in general. A reason for the described action could be explained by the differences in television and computer content. While using computer, consumers have control over what to do whereas television considerably permitting consumers less control over selecting content. Thus, consumers pay attention to what they perceive as familiar or interesting due to the fact that they have higher control in selecting content with computer than television.

2.3 Reasons of media multitasking and multiple media use

After briefly illustrating several different conceptualizations on media multitasking and multiple media use and highlighting the definitions that will be utilized in this study, it is possible to explore potential drivers that previous research has find out for conducting these activities. It is important to point out that, drivers of media multitasking and multiple media use will be evaluated separately with fostering factors that enable or facilitate these activities. Main reason for such a distinction is mainly origin of these research dimensions and their possible results on the media multitasking

and multiple media use experience. To say, drivers of media multitasking and multiple media use are mostly audience driven (internal) whereas fostering factors are originated externally.

In the study investigating the media use practices of American college students, Baron (2008) has found out that there are several reasons for using multiple media simultaneously or adding a non-media activity while consuming a medium. The reasons can be ordered as follows: the nature of the task necessitating multiple activities for completion, time restrictions, ability to achieve more, boredom or impatience and finally, unintentional media multitasking or multiple media use. Although the first reason, the nature of the task necessitating multiple activities for completion, appears to be an external factor fostering media multitasking, the selection of multitasking required activity is a choice made by the performer, which implies the reason as being an internally originated factor.

Time constraint is an important reason for multitasking that has also drew attention from other researchers. Smith (2005) revealed that time is one of the important reasons for media multitasking while considering time as being the most precious resource which is continuously desired by audiences. Foehr (2006) also mentioned time limitations as being a critical reason for media multitasking and multiple media use. Moreover, Pew Internet Studies observed that younger generations conduct media multitasking frequently in order to handle abundance of accessible media within the limits of time and resources available to them (Srivastava, 2010).

Apart from the reasons mentioned above, some researchers brought up several other reasons for media multitasking and multiple media use. Bardhi et al. (2010, p.317) state *"…(media) multitasking is a normal activity in student's lives driven by ease of accessibility and the interactive nature of contemporary media and also the participatory culture they live in…"* From another perspective, it is possible to relate the mentioned reason to Baron (2008)'s unintentional reason, due to the fact that media multitasking and multiple media use are considered to be a normal part of daily life routine that might be explained with unintentional conduct.

Apart from the internally originated, i.e. audience related, factors facilitating media multitasking and multiple media use, there are also externally engendered fostering factors that facilitates those activities for the audiences. Introduction of new technologies and expanding use of these technologies such as tablet computers and smart phones, growing availability of media channels

consistent with the technological improvements and spread of 'hub' technologies that enables reach to several media channels are the most imperative fostering factors for multiple media use and media multitasking. (Rohm et al. 2009 & Foehr 2006)

Although substantial evidence has revealed that fostering factors for media multitasking and multiple media use are habitually technology-driven, there might be other factors assisting media multitasking and multiple media use behaviours of audiences. To say, these factors can be generated though changing life-styles or trends, altered social norm-value judgment behaviour and transformation of social construct. Therefore, a comprehensive study on the changes or effects in audiences' environment regarding the above mentioned fields would provide valuable information about other external or environmental factors expediting media multitasking and multiple media use among media audiences.

A summary of different reasoning to media multitasking and multiple media use is illustrated in Table 2.6 below:

	Reason	**Reference**
Reasons for conducting media multitasking or using multiple media simultaneously (internal)	'Nature of the task might necessitate multiple activities for completion'	*Baron (2008)*
	'Time restrictions'	*Baron (2008)* *Smith (2005)* *Foehr (2006)* *Srivastava (2010)*
	'Ability to achieve more'	*Baron (2008)*
	'Boredom or impatience'	*Baron (2008)*
	'Unintentional'	*Baron (2008)* *Bardhi et al. (2010)*
Enabling factors media multitasking and multiple media use (external)	'Introduction and expending use of new technologies that help consumers to multitask'	*Rohm et al. (2009)* *Foehr (2006)*
	'Increasing availability of different media channels'	*Rohm et al. (2009)* *Foehr (2006)*

Table 2.6 *Summary of reasons and enabling factors of conducting media multitasking and using multiple media simultaneously*

2.4 Factors affecting media multitasking and multiple media use

Profiling the media multitasking and multiple media using consumers and investigating the mediating factors that enable these audiences to conduct the specified practices are another important yet arduous task to undergo. Due to the fact that there are a plenty of forces or factors that have slight or major effect on media multitasking and multiple media use practices of media consumers, it is complicated to identify and categorize these factors.

Although it is not aimed to investigate mediating factors and influencers in media multitasking and multiple media use, Webster et al. (2006) has proposed a model to comprehend the factors affecting general media consumption. Figure 2.1 below illustrates the suggested model reflecting factors affecting media exposure. According to their model, media use and consumption is affected by audience factors and media factors while each has a substantial influence on patterns of media consumption.

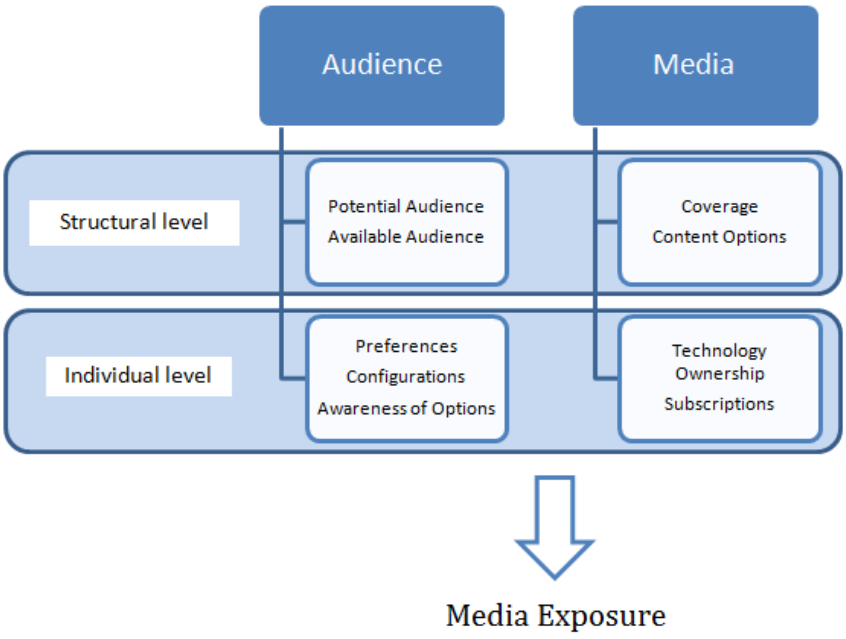

Figure 2.1 *Factors affecting media exposure*

[Webster et al. 2006]

Furthermore, within each category of factors, the researchers have also made additional distinction between individual and structural determinants considering the differences in the levels of analysis based on these factors. Structural features of the audience include categorizations for potential and available audiences focusing on demographic factors and seasonal/weekly/hourly variation. Individual level of audience factors affecting media use and consumption include preferences, solitary or group media usage and awareness of options. On the other hand, structural level media factors affecting media use include coverage and content options whereas individual level media factors are considered to be technologies owned; subscriptions and repertoires. As it is stated above, although this model is not generated solely for investigating media multitasking and multiple media use behaviours of audiences, it successfully highlights and categorizes factors affecting media use behaviour. Therefore, it can be utilized as a source of investigating media multitasking and simultaneous media use practices of audiences due to its generalization and effective coverage of actors in media consumption.

Jeong et al. (2007) are among the first researchers adopted Webster et al. (2006)'s media consumption model to media multitasking and multiple media use. As it is delivered, due to the model's coverage and flexibility, it is possible to apply this model to different media use and consumption practices. Considering the prevalence among the audiences as well as its potential effects on media consumers, Jeong et al. (2007) consider factors increasing or decreasing the likelihood of media multitasking and multiple media use as being crucial. Therefore, they have studied on media multitasking and multiple media use influencers and generated a model based on Webster et al. (2006)'s suggested model to describe the influencers in suggested media behaviours. Figure 2.2 illustrates their model, indicating factors that are affecting media multitasking (multiple media use in this study) behaviour.

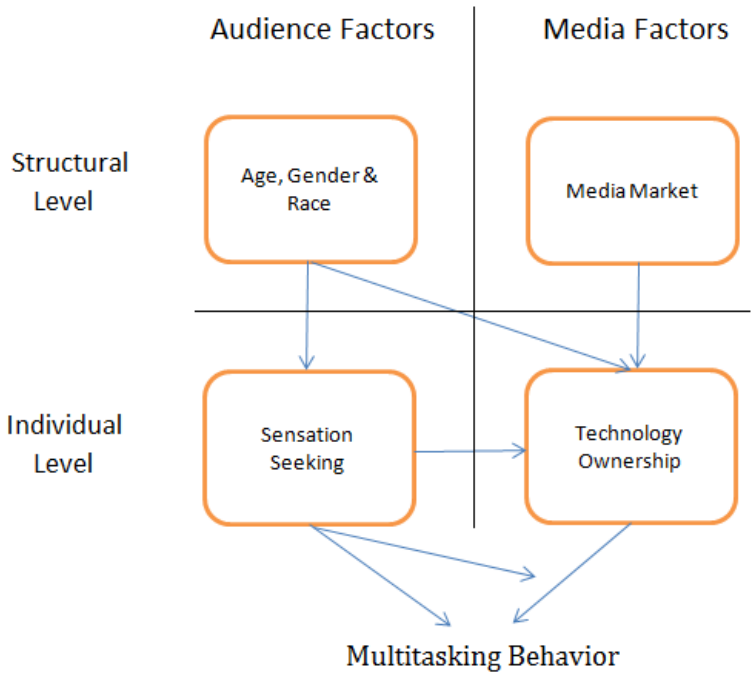

Figure 2.2 *Factors affecting media multitasking behaviour [Jeong et al. 2007]*

In this model, Jeong et al. (2007) argue that media multitasking and multiple media use behaviours of audiences are influenced by *individual level media factors* such as having access to television and/or computer with Internet access in ones' bedroom and *individual level audience factors* such as sensation seeking. Different from Webster et al. (2006)'s suggested model, Jeong et al. (2007) claim that structural level audience and media factors are not proximate determinants of media multitasking and multiple media use whereas they have indirect affect on these practices by influencing their correspondent individual level determinants. Additionally, they argue that structural level audience factors (socio-demographic factors such as age, gender, race, etc.) have influence on both individual level factors, i.e. media and audience factors. Another major difference in their model is that Jeong et al. (2007) consider individual level audience factors have a direct impact on individual level media factors and interaction between individual level media factors and media multitasking and multiple media use behaviours. As it can be seen from the model, Jeong et al. (2007) consider audience to be the centre of action by influencing other factors and generating the biggest influence on the mentioned practices.

Considering today's media environment where audiences have become more active in selecting and consuming media comparing to their passive receiver role in the past, Jeong et al. (2007)'s model appears to be relevant and attention grasping. As a result of their study, they have found that sensation seeking and technology ownership has as positive effect on media multitasking and multiple media use meaning that sensation seeking and technology ownership and availability increases the likelihood of media multitasking and multiple media use. Interestingly, they have found that females are more prone to multitasking and multiple media use when compared with males, although females had fewer media in their bedrooms. There is also credible evidence supporting the superior female multitasking ability (O'Connell 2002; Pilotta et al. 2004) reasoning that to having larger prefrontal cortexes (Fisher 1999) or women's evolutionary role in the society required to survive successfully (Ellison 2005). On the other hand, agreeing on the fact that females multitask more often, there is little evidence to support the idea that women are actually better multitaskers (Mahany 2005).

Similar to previous research, Meng and McDonald (2009) have also investigated the mediating factors regarding to media multitasking and multiple media use while grouping these factors in two groups: audience and media factors. Moreover, similar to Webster et al. (2006) and Jeong et al. (2007), Meng & McDonald also mention that the distinction between the individual and structural level of audience and media factors is hard to make, due to the fact that there is a strong correlation between these levels while they may affect each other reciprocally. As a result, these levels are not taken into consideration in the study. An illustration of their theoretical model in evaluating factors affecting media multitasking and multiple media use is given in Figure 2.3 below:

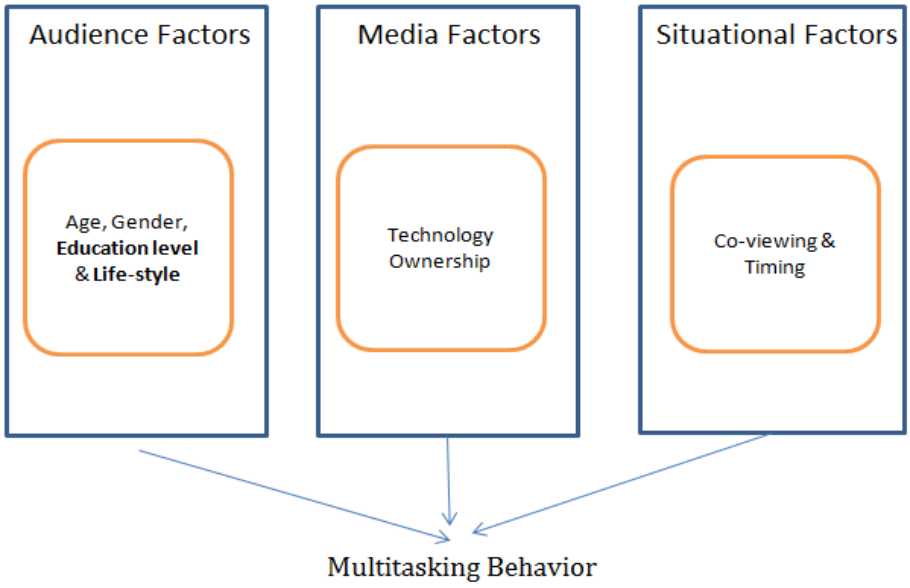

Figure 2.3 *Factors affecting media multitasking behaviour [Meng & McDonald (2009)]*

In terms of media factors, Meng & McDonald focused highly on media and technology ownership (VOD, DVR, HDTV, etc.) as well as availability/visibility of these media and technologies to the audiences (access to television or computer in bedroom, etc.). Regarding audience factors, they have considered demographic determinants such as age, gender, ethnicity and lifestyle factors such as student, being employed and being unemployed. Different from previous studies, Meng & McDonald have added another dimension to the model by considering situational factors that eventually delivered the term 'co-viewing'.

According to their research, they mention co-viewing as being one of the most common viewing styles in audience daily life routines thus; it is important and required to add this phenomenon to the model. Moreover, they have also considered timing of media multitasking and multiple media use as a determinant factor that might have an effect on prevalence of these audience behaviours. As a result of their study, Meng & McDonald found that prime time is the most frequent interval of media multitasking and multiple media use of audiences. Prime time interval is followed by weekend daytime and late night intervals, respectively.

Interestingly, although the most prevalent interval to conduct media multitasking is prime time, when average number of tasks is considered, weekend daytime is the 'busiest' interval while media

consumers conduct more activities compared to prime time and late night intervals. Furthermore, Meng & McDonald found that ownership of DVR and VOD technologies increases the likelihood of multiple media use while HDTV ownership reduces the likelihood of multiple media use. Regarding the situational factors, they have found that multitasking is significantly more frequent in the context of co-viewing. This result is linear with previous research indicating that media consumption is becoming more social while it has become a part of daily life routines and integrated to audience practices to become unintentional rituals (Pilotta et al. 2004; Pilotta & Schultz 2005; Foehr 2006).

Finally, in their study, Meng & McDonald concluded that demographics have little effect on media multitasking and multiple media use behaviour. More specifically, they found that college age students are not significantly different from other demographic groups in media multitasking or multiple media use. It is important to mention this result since despite the fact that similar to Meng & McDonald's; some other studies have also mentioned that media multitasking and multiple media use practices are not more prevalent among youth, young adults have been the centre of attention in research. A reason might be that youth has significant importance on these audience behaviours due to their higher ability to adapt in new technologies and increasing role as consumers.

Apart from Jeong et al. (2007) and Meng & McDonald (2009), several other researchers have also focused on factors affecting media multitasking and multiple media use behaviours of audiences. Although these studies are not based on a model that aims to define and categorize all potential factors, they are focusing on individual factors that are considered to have an effect on media audiences' behaviour. In these studies, socio-demographic audience determinants such as age group and gender have been focus of interest while bringing contradictory results regarding these focus areas.

Among the different age groups, youth and adolescents are highly appreciated due to the prevalence of media multitasking and multiple media use among these audiences, ability to adapt new technologies and technological changes easily and treating media multitasking and multiple media use as a ritualistic and normal daily life routine (Graham & Kingsley 2005; Roberts et al. 2005; Lenhart et al. 2005; Carrier et al. 2009; Pendleton 2004; Bardhi et al. 2010; Rohm et al. 2009; Yahoo & Carat Interactive 2003; Jeong et al. 2006, 2005; Jeong & Fishbein 2007; Brown & Cantor 2000; Brasel & Gips 2011; Rice & Hagen 2007; Collins 2008, Foehr 2006). Meng & McDonald (2009)

have also highlighted the important role of younger generations in media research due to the fact that media are a dominant and influential activity of childhood and adolescence as well as youths are active media consumers who choose interpret and apply media in a variety of ways. Furthermore, Pilotta & Schultz (2005) argue that 'TV Babies' generation would experience the world non-linearly, read a book, talk on the phone watch TV, read a magazine, go online not in a discrete sequence but all at the same time one experience would interpenetrate the other. Finally, Forrester's European Survey (2005) have revealed that younger online consumers have a higher tendency to conduct media multitasking and multiple media use.

On the other hand, there are some studies focusing on other age groups' media behaviour claiming that although every generation of adults sees new technology and the social changes as threats, media multitasking and multiple media use behaviour of audiences are close to evenly distributed among all age groups. Moreover, these studies argue that multitasking is not a specialty of new millennia; adults are catching up faster than expected. Although some studies found that adult audiences' media multitasking and multiple media use practices are generated through traditional media commonly, there is no evidence to support the difference between adults and youth in terms of prevalence of media multitasking and multiple media use activities as well as combination of tasks to multitask. (Papper et al. 2004; Wallis 2006; Forkan 2000; Forrester's Consumer Technographics Survey 2005; Carrier et al. 2009; Collins 2008)

In addition to the age group, gender has also received a lot of interest regarding its potential effect on predicting media multitasking and multiple media use behaviour. As it is previously mentioned, some research claim that women multitask more often and they have higher ability to do so, despite the fact that there is no evidence to support the fact that women are better multitaskers. Additional to the previous research, Collins (2008) argue that gender is not a predictor of media multitasking and multiple media use due to its insignificant effect on these behaviour. Furthermore, Brasel & Gips (2011) studied the effects of several demographic differences in simultaneous television and computer usage and found that gender has little effect on the amount of switching between these activities.

As mentioned, media researchers have attached high importance to socio-demographical determinants such as gender and age group and studied their effect on predicting media behaviour of audiences. Still, there has been other research focusing on more individual level media and

audience factors. For instance, Foehr (2006) have investigated the effects of media exposure, ability to reach various media at the same time, sensation seeking, highly television oriented family and found that these determinants are positively linked to media multitasking and multiple media use. In her study, she concluded that high media users are the ones most likely to multitask their media use whereas ability to see television while using computer is also important for audiences to conduct multiple activities at the same time. Additionally, audiences who are averse boredom and seek for exciting experiences are more prone to multitasking while coming from a highly television oriented family is an important factor in supporting media multitasking and multiple media use behaviours.

In order to conclude about the determinants of media multitasking and multiple media use, it is possible to illustrate some attributes of audiences heavily conducting the described behaviours. Fennah (2009) has illustrated the media multitasker attributes that enable us to have a general idea about these audiences' behavioural acts. First of all, media multitaskers are heavy communicators online, having a tendency to use the Internet for entertainment. Interestingly, these audiences use their mobile phone to communicate without talking and are considered to be more conscious consumers in terms of their online purchase behaviour. Adding to being more conscious, media multitaskers are important audiences for online purchases due to the fact that they pay higher average amounts and purchase more product/service in terms of quantity. Another important finding about the heavy media multitaskers is that more than half of the media multitaskers are below 35-years old while they are more visible on forums, product/service ratings as well as blogging. Finally to say, media multitasking audiences do not differ from other audiences in terms of technology ownership apart from laptop ownership, which contributes to the media multitasking behaviour due to its portability and versatility.

2.5 Results of media multitasking and multiple media use

Do multiple media use and media multitasking expand the ability of youth to concentrate and makes sense of information or do they reduce their tendencies toward reflection? Do they make them impatient with more traditional modes of communication? (Brown & Cantor 2000)

A long list of inquiries such as Brown and Cantor mentioned can be made in order to understand the results of using multiple media simultaneously and conducting media multitasking. As it can be anticipated, consuming multiple media at the same time and conducting multitasking may bring some results that might be similar or different from consuming single medium at a point of time without an additional medium or non-media related activity. Although there are some available studies reflecting the positive and negative consequences of multiple media use and media multitasking, we are still unable to make a distinct conclusion to say whether media multitasking and multiple media use are beneficial or detrimental. A reason for such a lack of ability mainly stems from the fact that media multitasking and multiple media use bring some benefits to one dimension whereas generating negative consequences for another dimension. Therefore, in order to dictate the advantageous and disadvantageous surroundings for multiple media use and media multitasking in terms of contributing results and damaging consequences, findings of the previous studies can be illustrated.

2.5.1 Positive results

Several researches reveal that media multitasking and multiple media use bring various benefits to the audience. New opportunities for efficiency as well as possibility of shared experience and creativity (Wallis 2010) and increased efficiency in the workplace (Rohm et al. 2009) are examples of contributions gained by multiple media use and media multitasking. In more detail, Bardhi et al. (2010) listed several benefits of media multitasking and multiple media use for audiences. These benefits are mainly *control* (effectively filtering and processing messages), *efficiency* (carrying out tasks and processing content faster), *engagement* (yielding a more hedonic experience) and finally, *assimilation* (connecting with friends and family as well as with cultural influences).

2.5.2 Negative results

On the other hand, numerous studies have revealed that multiple media use and media multitasking may also be detrimental for the task performance and comprehending. Diminished task performance (Rohm et al. 2009), divided or reduced attention to messages (Chowdhury et al. 2007), decrease in memory performance across all the memory measure and contribution to more errors for free recall and recognition performances (Srivastava 2010), potential threats to child development and learning, unreasonable expectations for workers and broader frying of social

fabric (Wallis 2010) are some of the negative consequences of media multitasking and multiple media use at school, work and social life.

Addition to the above-mentioned detrimental effects, some additional research also contributes to the list of detrimental effects generated with media multitasking and multiple media use. First, Ophir et al. (2009) have revealed the cognitive control effects of media multitasking. Their study revealed that media multitasking lead to inability to filter information, having a relatively worse short-term memory performance and reduced ability in switching from one task to another. Second, Bardhi et al. (2010) listed the unfavourable results of multiple media use and media multitasking as chaos (an experience of disorder and upheaval), inefficiency (distractions and procrastination), disengagement (reduced involvement with particular messages) and finally, enslavement (being an addictive experience).

Moreover, some studies deliver miscellaneous conclusions related to the media multitasking and multiple media use effects on audiences. As a result of their study aiming at understanding the results of simultaneous presentation of ad and TV program, Chowdhury et al. (2007) found that simultaneous presentation format such as dividing the screen with an advertising and a TV program) reduces ad-zapping intentions. However, the distraction effect of the simultaneous viewing of the program leads to a reduction of the cognitive response generated by the advertising message. Compared to sequential presentation, simultaneous presentation of advertising and programming reduces support arguments and brand evaluations for relatively strong messages but not for relatively weak messages where support and counter arguments are equally generated.

In another study based on understanding simultaneous media consumption and its effects on audiences, Pilotta & Schulz (2005) found that during the process of media consumption, audience is impacted from the synergy between media forms. This synergy occurs when the same message appears in multiple media forms whether they are presented sequentially or parallel. This synergy either enhances or detracts from the impact that any one of the individual media forms has on the media consumer. Although the previously mentioned study highlights the question whether the synergy generated through simultaneous media consumption benefits or disturbs the reception of the message, it fails to make a distinct conclusion regarding the question. However, the study directs researchers to the synergy dimension that is considered to be crucial, so it is valuable to consider those questions.

Voorveld (2011) investigated the responses to multiple media messages delivering the result that combining online and radio advertising resulted in more positive affective and behavioural responses than using only one medium. However, media multitasking seemed to have a negative influence on the recall and recognition of auditory information as combining media did not result in superior cognitive responses compared to using online ads alone. The summary of media multitasking and multiple media use results are illustrated on Table 2.7 below:

	Type	**Result Description**	**Reference**
Results of Media Multitasking and Multiple Media Use	Positive	'Efficiency'	*Wallis (2010)* *Bardhi et al. (2010)* *Rohm et al. (2009)*
		'Shared experience, creativity and engagement'	*Wallis (2010)* *Bardhi et al. (2010)* *Pilotta & Schultz (2005)*
		'Control'	*Bardhi et al. (2010)*
		'Assimilation and connectivity'	*Bardhi et al. (2010)*
		'Affective and behavioural advertising response'	*Voorveld (2011)*
	Negative	'Reduced task performance'	*Rohm et al. (2009)* *Bardhi et al. (2010)* *Ophir et al. (2008)*
		'Divided or reduced attention to messages'	*Chowdhury et al. (2007)* *Bardhi et al. (2010)* *Pilotta & Schultz (2005)*
		'Diminished memory performance'	*Ophir et al. (2008)* *Srivastava (2010)*
		'Errors for recall and recognition'	*Ophir et al. (2008)* *Srivastava (2010)*
		'Child development and learning'	*Wallis (2010)*
		'Unreasonable expectations'	*Wallis (2010)*
		'Frying of social fabric'	*Wallis (2010)*
		'Chaos'	*Bardhi et al. (2010)*
		'Enslavement'	*Bardhi et al. (2010)*

Table 2.7 *Summary of results of media multitasking and multiple media use*

2.5.3 Strategies to cope with negative consequences of media multitasking and multiple media use

Beforehand, the previous research on the positive and negative consequences of media multitasking and multiple media use over media audiences has been demonstrated. Although those practices may bring in various negative effects, audiences have adopted several coping strategies in order to eliminate the detrimental effects of media multitasking and multiple media use regarding their message processing, understanding and effectiveness.

Adopted from their research findings evaluating the positive and negative results of media multitasking and multiple media use, Bardhi et al. (2010) have clarified numerous coping strategies employed by audiences in order to eliminate or minimize negative effects brought by media multitasking and multiple media use behaviours. First of all, they argue that audiences have a tendency to restrict the number of platforms at a single point of time in case of inefficiency or chaos. Additionally, restricting the number of media topics across various media platforms is another coping strategy to fight with enslavement and other possible negative effects of media multitasking and multiple media use.

Third, audiences have adopted to create media hierarchies most commonly as setting new media as their primary activity whereas deploying a secondary role to traditional media. An interesting exception related to this coping strategy is that television achieves to be still the centre of attention despite it is muted and set to be the background activity. Final strategy that the media audiences employ in order to eradicate the negative effects of multiple media use and media multitasking is creating media synergies while pairing media combinations to reduce complexity of the messages received and complement these messages for a faster and more effective processing.

In addition to the mentioned coping strategies, there are some less intentional and socially constructed solutions to reduce or eliminate the detrimental effects of multiple media use and media multitasking. Sinan et al. (2007) argue that consumer socialization with media and technology may make media multitasking activities automated and ritualistic. Consumers may become more effective processors while multitasking when they use technology to complement or supplement other media. Moreover, media audiences have developed new skills for attending to and decoding media content and are able to compartmentalize this content. To add, media multitasking allows processing opportunities to be exposed within the same commercial message

repeatedly, across several screens, and research on interactive advertising finds that communications with interactive elements result in increased encoding and comprehension (Dresner & Barak 2006; Jenkins 2006). Table 2.8 below summarizes strategies audiences generate to cope with negative consequences of media multitasking and consuming multiple media simultaneously.

Strategies generated to cope with negative effects of media multitasking and multiple media use	'Restricting number of media platforms and topics'	*Bardhi et al. (2010)*
	'Generating media hierarchies, labelling activities as primary and secondary'	*Bardhi et al. (2010)*
	'Creating media synergies and socializing with media'	*Bardhi et al. (2010)* *Sinan et al. (2007)*
	'Developing new message receiving and processing skills with perpetual repetition and time'	*Dresner & Barak (2006)* *Jenkins (2006)*

Table 2.8 *Summary of strategies to cope with negative results of media multitasking and multiple media use*

2.6 Cognitive psychology: Are we able to multitask?

Human brain capacity to successfully conduct media multitasking and using multiple media simultaneously and cognitive psychology have been a focus of interest for the media researchers recently. Some researchers argue that due to limited cognitive resources, people do not have the ability to effectively multitasking; therefore multitasking behaviours may inhibit or diminish task performance. Additionally, they argue that there is a limit to what our brains can actually process simultaneously and while audiences can perceive two stimuli in parallel; they are unable to process them simultaneously which may eventually cause lack of quality in exposure and inefficiency in task performance. (Brasel & Gips 2011; Bardhi et al. 2010; Pashler 2000; Meyer & Kieras 1997; Drew & Weaver 1990)

Moreover, several studies claim that human brain has finite cognitive abilities to attend multiple tasks simultaneously. Coordination among tasks is diminished so as to delay action and create gaps on task completion. Furthermore, multitasking can be especially inefficient during complex or non-

familiar tasks where individuals required expanding significant attentional resources (Just et al. 2001; Rubenstein et al. 2001; DeShon et al. 1996; Kanfer & Ackerman 1989). Finally, some studies revealed the detrimental effects of having TV on in the background regardless the content, while performing other cognitively demanding tasks such as reading (Armstrong 2000).

On the other hand, some researchers are more optimistic about the cognitive results of media multitasking and multiple media use while indicating that human brain is able to develop some abilities to successfully receive, process and respond to the simultaneously collected messages. For instance, some psychology experts believe that if young people media multitask and consume multiple media at the same from an early age, genes and brain will adapt (Seligman 2006). Furthermore, supporting the sequential processing of messages received through different media, some studies reveal that young people are not attempting to process non-complementary messages simultaneously, but rather are switching back and forth between different activities (Wallis 2006; Wood & Grafman 2003).

In another study, it has been found that when two channels are semantically consistent (for instance, supplementary audio and visual track in a television program) media audiences can attend to, process and recall information with *perceptual grouping*. However, when two channels are semantically inconsistent, viewers can recall less information and often successfully focus on one channel only (Grimes 1991, 1990).

2.7 Synthesis of literature and generating theoretical model

As it is described previously, the literature on media multitasking and multiple media use has mainly focused on several aspects of these audience behaviours. These aspects can be categorized as conceptualization, prevalence and type of combinations enabling mentioned experiences, drivers and fostering factors, determinants and mediating factors and finally, positive and negative consequences and coping strategies with harmful results.

After stating different conceptualizations on media multitasking and multiple media use, assessing consumers' experience with mentioned media activities have received consideration from scholars. As it is mentioned in the literature review of the mentioned domain, the experience regarding the mentioned media activities have been evaluated in four categories: prevalence of media multitasking and multiple media use behaviours among audiences, evaluation of combinations

during media multitasking and multiple media use and also prioritization and sequencing of these behaviours. Papper et al. (2004) and Pendleton (2004) are among the researchers investigated prevalence of described media behaviours among audiences and their roles for general media use.

Continuing, several researchers - Foehr (2006), Pilotta and colleagues (2005, 2004) - as wells as industry studies such as Harris Interactive Study (2003) and Forrester's European Consumer Study (2005) have examined multiple media use behaviour of consumers to understand the media combinations utilized within the practice. Some researchers leaded by Jeong and colleagues (2007, 2006, 2005) have researched variations of media multitasking behaviour where a medium/media is/are combined with non-media related activity. Finally, prioritization and sequencing of media multitasking and multiple media activities have also received some attention from various scholars such as Foehr (2006) and Jeong et al. (2005). A combination of all the mentioned dimensions regarding media multitasking and multiple media use is illustrated in Figure 2.4 below:

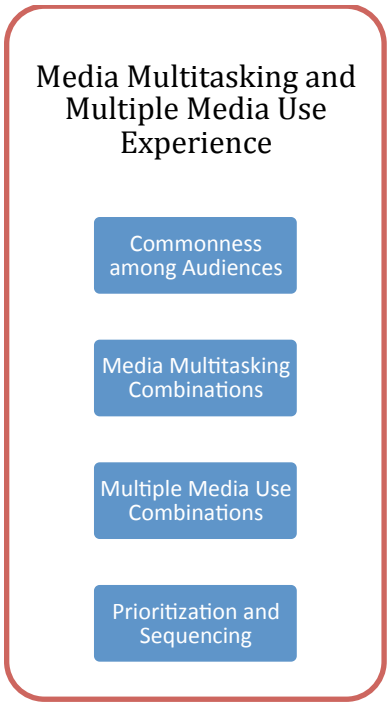

Figure 2.4 *Dimensions of media multitasking and multiple media use experience*

Furthermore, several researchers have focused on the grounds of conducting these behaviours. Baron (2008), Smith (2005) and several other researchers have concentrated on drivers of media multitasking and multiple media use while encouraging conducting these mentioned activities internally. Moreover, various researchers such as Rohm et al. (2009) and Foehr (2006) have investigated the externally generated factors that foster conduction of media multitasking and multiple media use activities. As a result, it is possible to categorize these findings as *reasons* for conducting media multitasking and using multiple media simultaneously (Figure 2.5).

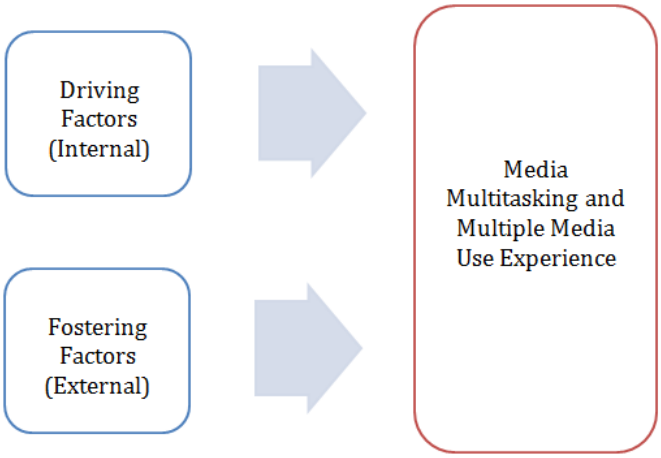

Figure 2.5 *Reasons of media multitasking and multiple media use*

Apart from general reasoning of media multitasking and multiple media use, researchers have also focused on mediating and moderating factors that can help to describe and evaluate audiences conducting these activities as well as to gain valuable information about the external setting. As a reference point, Webster et al. (2006) have studied the factors affecting the media use behaviour and considering both individual and structural level, they have categorized these factors under two distinct groups: audience factors and media factors. Based on the previous literature, Jeong et al. (2007) have applied the framework specifically to media multitasking and multiple media use behaviours evaluating demographic determinants (age, gender, race, etc.) and sensation seeking as individual, and media market and technology ownership as media factors.

Contributing to Jeong et al.'s framework, Meng & McDonald (2009) have added situational factors in addition to media and audience factors that can be used to evaluate media multitasking and multiple media use activities. Furthermore, Meng & McDonald have also included several additional demographical determinants such as education level and life-style that they considered to have an

effect on conducting mentioned audience behaviours. The syntheses of factors that are determining media multitasking and multiple media use behaviours are given in Figure 2.6 below:

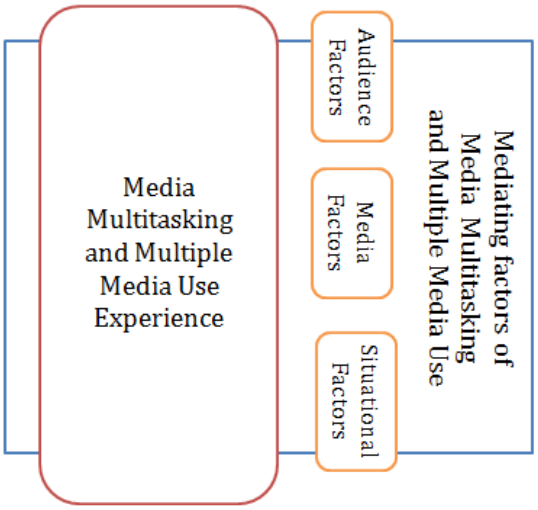

Figure 2.6 *Mediating factors of media multitasking and multiple media use*

Final category of media multitasking and multiple media use literature is related to results of these activities for audiences. Regarding positive results of conducting these activities have been researched (Wallis 2010; Bardhi et al. 2010; Ophir 2008, etc.) as well as negative consequences that are generated over audiences (Rohm et al. 2009; Chowdhury 2007). To add, strategies to cope with negative consequences have also been investigated (Sinan et al. 2007; Bardhi et al. 2010) and findings have been revealed. A model combining all these sub-dimensions related to media multitasking and multiple media use results is highlighted in Figure 2.7 below:

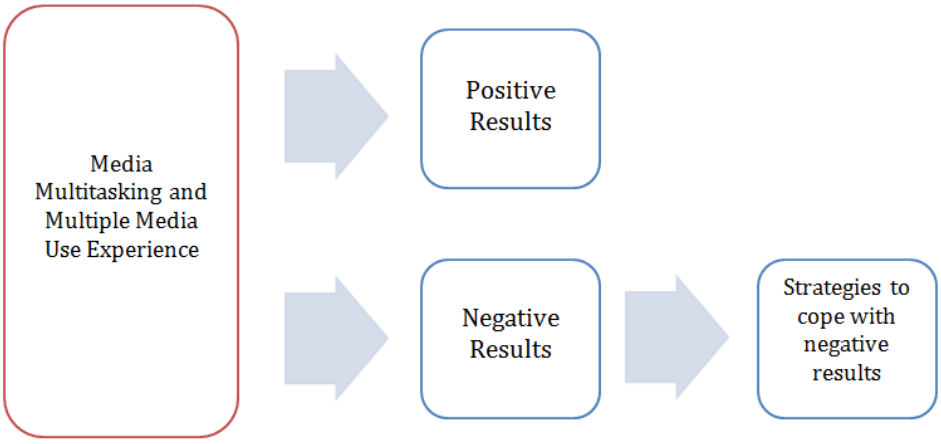

Figure 2.7 *Results of media multitasking and multiple media use and coping strategies with negative results*

To sum up, described dimensions of media multitasking and multiple media use including mentioned practice experience with prevalence, combinations and prioritization, internal and external reasons, descriptor factors and finally, positive and negative results of conducting these activities and coping strategies with negative consequences of these audience behaviours are synthesized. Then, initial theoretical framework to evaluate media multitasking and multiple media use behaviours of audiences is generated, which is illustrated in Figure 2.8 below:

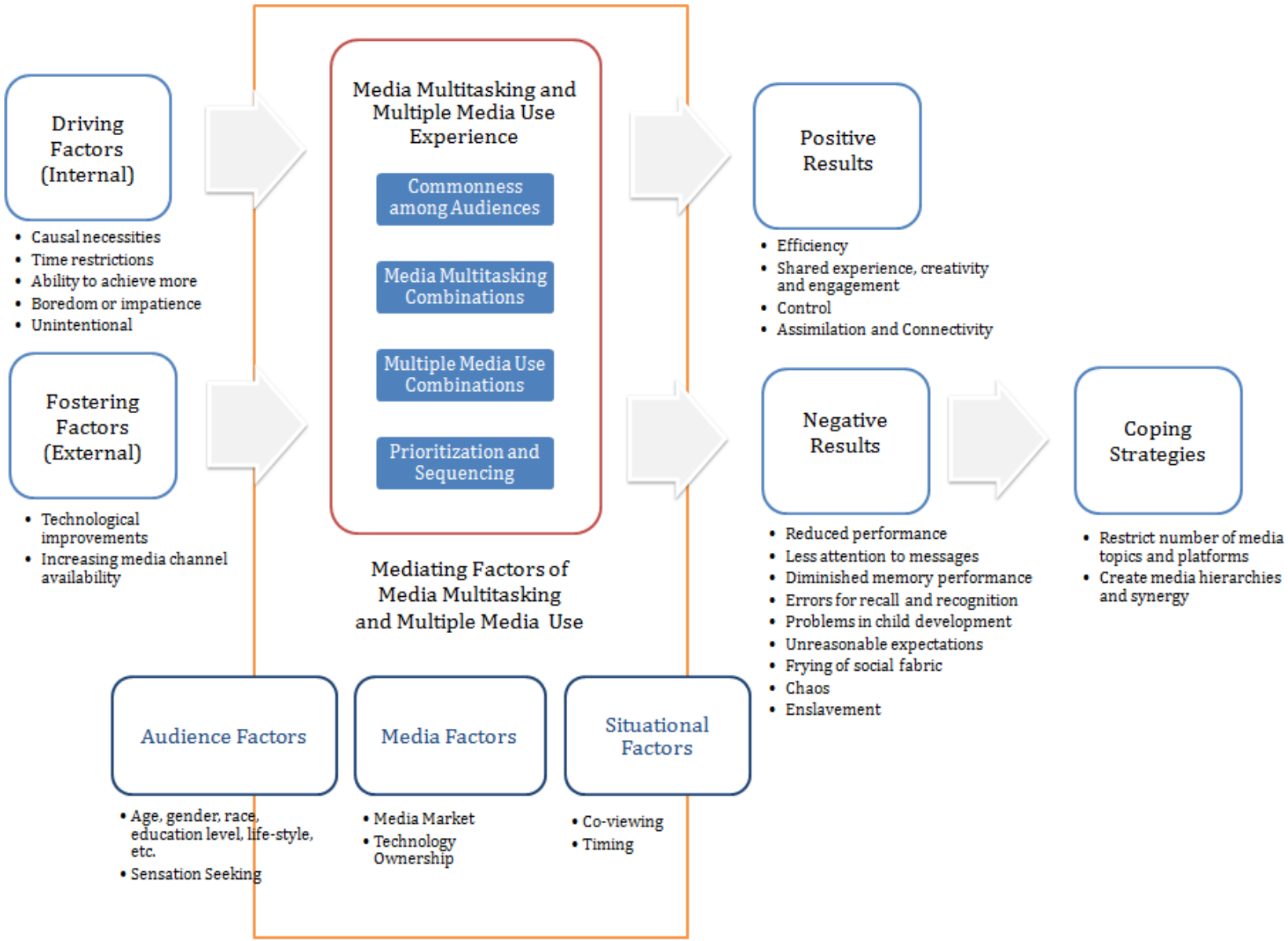

Figure 2.8 *Synthesizing literatures on media multitasking and multiple media use and generating initial theoretical framework*

3. Research objectives and setting

In previous chapters, today's media environment and recent changes in consumers' media use as well as literature on media multitasking and multiple media use are described in detail. The review of mentioned topics is significant because of two main reasons. First, the review of consumers' media environment and usage behaviour as well as their media multitasking and multiple media behaviour within their daily life routine generate a good background for delivering research problem. Second, and more importantly, they also reflect importance of studying media multitasking and multiple media use of consumers and lack of studies in the mentioned area. Therefore, literature review section helps this research to generate a background for research objectives and contributing to research design.

In this chapter, research objectives of this study will be revealed in detail addition to describing research design starting from defining research problem and objectives until reporting the findings derived from analysis. Figure 3.1 below illustrates the research phases which are defining research problem and objectives, selecting research approach, designing research, conducting fieldwork and collecting data and preparing data analysing and finally, reflecting findings and discussion. (Malhotra & Birks 2007) Apart from findings and discussion phase, all the other phases of research will be highlighted in detail with their specific dimensions and properties as sub-chapters in this part of the report. Findings and Discussion phases will be revealed in subsequent chapters.

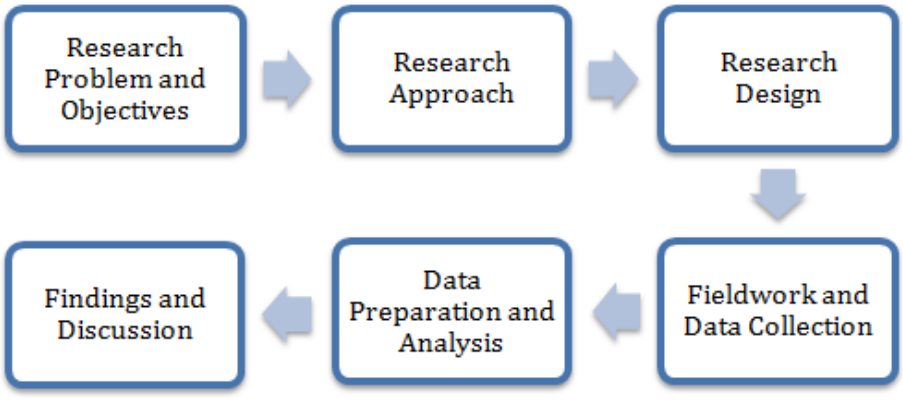

Figure 3.1 *Illustration of research phases [Malhotra & Birks (2007])*

3.1 Research problem and objectives

Considering the importance of understanding consumers' media multitasking and multiple media use behaviours, there is a certain lack of studies qualitatively describing audiences' mentioned media activities as a part of daily life routine. Although several researchers such as Jeong et al. (2006, 2005), Jeong and Fishbein (2007), Meng and McDonald (2009) and Foehr (2006) have studies consumers' media behaviour by revealing statistics about their media use, they are unable to explain the media multitasking and multiple media use behaviour as a part of their daily life routine while considering potential differences in conduction due to contextual considerations.

In the introduction chapter, the research objectives of this study are mentioned briefly to create an opening to research and familiarize reader to study context. In this part, the research objectives will be described in more detail due to the fact that study context has been revealed and theoretical framework is described comprehensively.

Previously in the introduction chapter, the main objective of this research is described as *to comprehend the media multitasking and multiple media use practices of audiences by investigating for a certain pattern including drivers, descriptive factors and results of media multitasking and multiple media use while evaluating these activities in a certain media environment (theme).* Therefore, as a result of this study, the aim is to generate a model delivering drivers and factors of conducting a media/media or media/non-media combination activity while considering its results according to a pre-defined context.

To expand on previously described, research objectives can be divided into sub-objectives of which generate and define main research objective. First of all, understanding the media multitasking and multiple media use practices of media audiences within a certain social context such as school, work, home or outside constitute initial sub-research field. To say, these 'themes' will constitute a framework for evaluating media consumption of audiences while several questions will emerge:

Which media used together during the multiple media use activity?

What are the actions (non-media related) conducted while consuming a medium?

Are media/media and media/non-media activities conducted at the same level or is one of them considered as primary while the other one is secondary (background)? Thus,

sRO1: to understand the media multitasking and multiple media use practices of audiences by considering these practices' prevalence among audiences, investigating combinations of media multitasking and multiple media use and finally, evaluating prioritizing and sequencing of these combinations

To continue, as in all behavioural actions, understanding internally originated drivers and externally generated fostering factors constitute upmost importance to thoroughly comprehend the action itself. Therefore, in this study, the first objective is to look for potential reasons and fostering factors that drive consumers to conduct multitasking and use multiple media simultaneously. Anticipated results will be compared to the previously conducted studies' results regarding reasons and fostering factors and possible differences and similarities will be investigated. So,

sRO2: To understand the drivers (internal) and fostering factors (external) of media multitasking and multiple media use behaviour among audiences

Apart from drivers and fostering factors of media multitasking and multiple media use, factors affecting these behaviours will also be investigated. Several researchers have classified these factors as media related and audience related. Media related factors are individual and structural level factors that might have an influence on media multitasking and multiple media use experience while they are out of audience context and completely related to media context. Audience factors also include individual and structural levels that might have an effect on media consumption. Demographical factors such as age, gender and education as well as psychological factors such as sensation seeking are among the most accepted audience factors that have received some research focus lately. Apart from the previous research findings, this study considers potential external factors such as co-viewing as a factor that might have an effect on media multitasking and multiple media use experience. To sum up,

sRO3: To comprehend the factors (audience, media and situational) affecting the media multitasking and multiple media behaviour that might foresee a certain pattern

As expected, each action delivers a certain result. Therefore, this study also focuses on results of media multitasking and multiple media use practices on audiences while considering positive and negative consequences as well as strategies to cope with negative results that are associated to media multitasking and multiple media use. Although there have been some studies reflecting efficiency and increased time management ability as positive and chaos and addictiveness as

negative consequences of these behaviours, these findings are unable to deliver reasoning with context and lack of intuition. So,

sRO4: To find out possible positive and negative consequences of media multitasking and multiple media use on audiences and to investigate strategies to cope with negative results

3.2 Research approach

After restating research problem and expanded on research questions, research approach utilized in this study will be revealed. In broader term, this study is an *exploratory study* utilizing *qualitative research* techniques and methods. Malhotra & Birks (2007) evaluated exploratory research to be used in instances where the subject of the study cannot be measured in quantitative manner as it is in this study. Moreover, they have defined the primary objective of exploratory research to be providing insights into and an understanding of a phenomenon which suits well to this study aiming to provide insights about media multitasking and multiple media use as well as to understand these activities within a contextual frame. Aiming to understand the media use behaviour of consumers within specified context, this research requires to be flexible, to be unstructured until some extend, evolve during process, to be more effective with smaller samples and to utilize a combination of data collection methods such as direct qualitative interviews and unstructured observations (Malhotra & Birks 2007).

As it is mentioned, this study is a qualitative research which is defined as an unstructured, primarily exploratory design based on small samples intended to provide insight and understanding to a phenomenon (Malhotra & Birks 2007). Apart from defining, the researchers have also mentioned about the rationale for using qualitative research as preferences and/or experience of the searcher and research user, sensitive information, subconscious feelings, complex phenomena, the holistic dimension, developing a new theory and interpretation. Among these reasons to conduct a qualitative research, subconscious feelings, complex phenomena, holistic dimension and interpretation reasons are more valid for this research. First, conducting media multitasking and multiple media use as a part of daily life may arise from unintentional causes as rituals and routines which can cause a consumer to subconsciously conduct these activities. Furthermore, due to the fact that media behaviour and use of consumers' are really complex in nature requires a holistic point of view to comprehend the rationale to conduct these activities as well as results of these activities on the consumer. Finally, comprehending and interpreting

audiences' media use as a part of their daily life routine is the aim of this study and thus, it utilized qualitative research as a research approach.

To add, Silverman (2006) has also mentioned about the strengths of conducting qualitative research stating that its ability to study phenomena which are not simply available elsewhere and putting the 'how' question in the middle. On the other hand, as he described, quantitative research are concerned to establish correlations between variables. Although it can tell a little about inputs and outputs to some phenomenon, it is satisfied with a purely operational definition of the phenomenon and does not have the resources to describe 'how' that phenomenon is constituted. Therefore, quantitative research's contribution to social problems is limited. Moreover, Silverman also argued that qualitative research can use naturally occurring data to find sequences (how) in which participants' meanings (what) are deployed and thereby, establish a character of some phenomenon.

Similar to Silverman (2006)'s description, this study utilizing a qualitative research is conducted to comprehend consumer's media multitasking and multiple media behaviour, rationale for doing these activities as well as their results on the consumer within a socially constructed environmental context which is not aimed by any researchers previously. Furthermore, as mentioned, how consumers conduct media multitasking and use multiple media simultaneously remains to be centre of the research focusing on the experience instead of investigating variables. Due to the fact that the variables are not known and little information about the media multitasking and multiple media use is available, conducting a qualitative research is logical to comprehend the phenomena and describing the variables. However, in the future, considering the variables generated and explanation of media multitasking and multiple media use delivered as a result of this research, a quantitative research can be conducted to improve the relationship between the described variable and improve the overall quality of this research.

3.3 Research design

In this part, research methodology designed to conduct this qualitative research, aiming to understand the media multitasking and multiple media use behaviour of consumers integrated to their daily life routine, will be illustrated. The research design comprises two sections: describing research methodology selected to utilize in this study which affects sampling, data collection and analysis procedures and then, sampling process that fits to the selected research methodology and

constitute the primary data for the research. To say, *grounded theory* will be utilized as a qualitative research method, which will help to generate an understanding through the systematic and simultaneous process of data collection and analysis (Malhotra & Birks 2007). In terms of sampling, *theoretical sampling* will be utilized that enable required data collection projection by first selecting participants to define and describe elements, then selecting participants to deliver maximum variation in defined concepts and elements, and finally, selecting participants to deliver marginal data that might challenge previous findings and behave as valuator of data validity.

3.3.1 Grounded theory

The grounded theory approach is a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon. That is, it is discovered, developed, and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon. Therefore, data collection, analysis and theory stand in reciprocal relationship with each other. (Strauss & Corbin 1990)

As Malhotra & Birks (2007) describe, grounded theory researchers collect data and analyse them simultaneously from the initial phases of research. During this process, they could be guided by existing theories, which may predict the process, but they would argue that such guidance may constrain their observations, forcing them to observe a particular setting from a narrow perspective. Despite the mentioned potential limitations, in this research data collection and reviewing existing theories and literature have been conducted simultaneously, in order to receive benefits that can be gained to utilize technical literature in the field of media multitasking and multiple media use. As Strauss & Corbin (1990) expressed, literature review can be used to stimulate theoretical sensitivity and used as secondary source of data. In this research, review of previous literature and theories will be used as secondary data enabling to make comparisons between previous findings and this study's findings. Moreover, literature review during data collection process can also help to stimulate questions that might be omitted as well as theoretical literature can help theoretical sampling process. To explain, in this study, previous literature of media multitasking and multiple media use behaviours utilized as a control mechanism preventing to ignore any important aspects related to these behaviour as well as helping the systematic disintegration of a holistic experience that contributes to generation of samples. Finally, the technical literature in consumers' media use behaviour can be used as supplementary validation of research findings that enable comparison between research results and previous findings.

Furthermore, according to Strauss & Corbin (1990) a grounded theory is one that inductively derived from the study it represents. Therefore, a well-constructed grounded theory approach is required to meet four central criteria for judging the applicability of theory to phenomenon: fit, understanding, generality and control. First, if theory is faithful to the everyday reality of the substantive area and carefully induced from diverse data then it should fit that substantive area. Then, due to the fact that it is a representation of a reality, it sit should also be comprehensible and makes sense both to the persons who were studied and to those practicing in that area. Regarding the generality dimension, if the data upon which it is based are comprehensive and the data interpretations conceptual and broad, then the theory should be abstract enough and include sufficient variation to make it applicable to a variety of contexts. Finally, the theory should provide control with regard to action toward the described phenomenon.

Applying the described criteria to evaluate the suitability of this research to adopt grounded theory approach, media multitasking and multiple media use behaviours of consumers are conducted within the general media use behaviour during daily life practices and these behaviours are considered to be a part of media use practices in a broader level. Furthermore, being a central part of daily life routines related to media use behaviour, media multitasking and multiple media use are realized and performed by audiences and can be observed and comprehended by researchers. In regard to generality dimension, observations and findings related to a certain media multitasking and multiple media use behaviour can be easily applied to similar contexts and practices fulfilling the requirements necessitated for generalization. Finally, considering the audiences' media multitasking and multiple media use behaviour as a holistic and integrated practice to their daily life practices while evaluating these behaviours in different dimensions and levels, there is a certain amount of control in observing and recording these practices.

Considering the applicability of the grounded theory approach, Malhotra & Birks (2007) have illustrated the rationale for utilizing it as generating new theory where little is already known, providing a fresh perspective on existing knowledge and finally, challenging existing theories. Considering this research, media multitasking and multiple media use behaviours of consumers have not been studied with a holistic perspective, studying on rationale and results as well as different dimensions of the practice, thus there is a lack of information about the practice. To add, this study is aiming to provide a holistic perspective on media multitasking and multiple media use behaviour of consumers instead of evaluating different phases of these behaviours. Therefore, this study aims at building on and supplementing existing theories on media multitasking and using

multiple media simultaneously by combining the previous theories' findings to deliver the mentioned practices as a whole.

Although grounded theory is considered to be a suitable approach for systematically collecting data and analysing simultaneously to deliver a holistic view on a defined phenomenon, it has been criticized for its failure to acknowledge implicit theories that guide qualitative researchers in the early stages of their work. Grounded theory researchers argue that such guidance may constrain their observations, forcing them to question and observe a particular setting from a narrow perspective. However, it can be extremely difficult to ignore theories that may be embedded into their way of thinking. It may also be counterproductive to ignore relevant theories that could be useful in creating focus in gathering and interpreting data (Silverman 2006). As it is explained previously, instead of ignoring previous studies on media multitasking and multiple media use behaviours and theories generated to describe consumers' practices regarding these behaviours, they have been utilized to generate background knowledge on media use, to support dimensions of mentioned behaviours and finally, to control and validate research findings.

This section mainly introduced grounded theory approach and illustrated its fit to utilize in this study. Furthermore, in forthcoming parts of the methodology section, more detailed information about grounded theory approach will be illustrated; that is, selection of and behaviour to participants, collection of data through field notes, observations and interviews and analysing collected data are conducted linear to grounded theory approach phases.

3.3.2 Thematic contexts

In order to understand audiences' media multitasking and multiple media use practices as a part of their daily life routine, content of the routine need to be identified. Although there might be some other content, spending time at home, commuting to school or work, working, attending lectures and studying at school and spending time in social life considered to be familiar to most of the audience, while the main aim is to understand an overview instead of studying extreme cases.

Therefore, in this study, media multitasking and multiple media use behaviour of audiences will be investigated according to the thematic context that the practice takes place. As being one of the research objectives, the effects of thematic context over audiences' mentioned media activities will be investigated considering that media multitasking and multiple media use experiences might

differ in terms of rationale and consequences as well as content of these activities and external factors might also be different for each theme.

The thematic contexts, school, commuting, school, work and social life, has been selected due to their universal fit to audiences as well as their routine nature and length in terms of duration. Thus, these themes constitute a large share of an individual's routine daily life, which is the subject of analysis in this study. The routine and cyclical conduction of these contextual themes is illustrated in Figure 3.2 below.

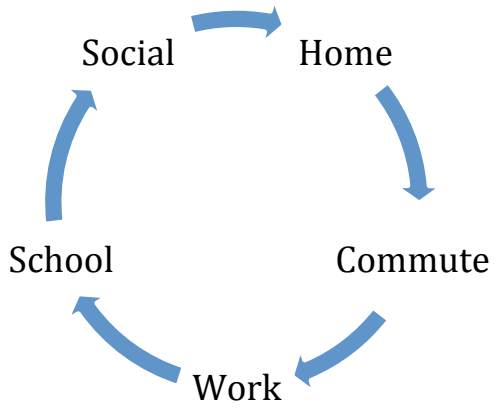

Figure 3.2 *Contextual themes of media consumption*

3.3.3 Sampling

In previous part, grounded theory is introduced as being the research methodology to guide sampling, data collection and analysis phases of the research. In this section, sampling methodology that is used in this research will be explained in detail that is theoretical sampling as a phase of grounded theory approach.

Strauss and Corbin (1990) define *theoretical sampling* as a type of selecting participants on the basis of concepts that have proven theoretical relevance to the evolving theory. As it can be understood from the definition, as a part of grounded theory approach, participants are selected according to their fit and suitability according to the terms of theory while considering their potential contribution to collected data. Furthermore, theoretical sampling also requires choosing deviant cases in order to guarantee a maximum variety among data and a complete coverage of

phenomenal dimensions. Thus, in order to achieve this, changing the size of the sample during the research and adding new participants until the collected data explaining the studied phenomenon reaches saturation.

As being a step in grounded theory approach, theoretical sampling also includes different phases required for successful completion of selecting participants and analysing data. According to Strauss and Corbin (1990) theoretical sampling as a phase of grounded theory starts with uncovering as many potentially relevant categories as possible along with their properties and dimensions. In other words, in the first sampling phase of grounded theory, aim is to provide greatest opportunity to gather the most relevant data about the phenomenon under investigation.

Therefore, in this research, first sampling aims at understanding the contents of media multitasking and multiple media use behaviour. Understanding the content of these consumer behaviours can be achieved by detailed investigation of all possible dimensions and elements included in these practices as well as with a thorough understanding of these elements' relationship with each other. Thus, first theoretical sampling includes selecting participants that can define and describe several elements of media multitasking and multiple media use behaviour with different levels and also stating the relationship with each other and investigating main effects of these elements to general media behaviour of consumers. As Lindlof and Taylor (2002) mention, in this phase of sampling, appropriate experience in media multitasking and multiple media use as well as potential for delivering valuable media use data is consider to be the key component in selecting respondents.

Secondly, additional sampling is conducted in order to uncover and validate mentioned relationships of elements in media multitasking and multiple media use behaviours, which can be achieved by searching for as many differences as possible. Thus, looking for participants that can contribute to description of elements, identification of relationships and validating their appropriateness are the aims of this additional sampling. In this study, after initial sampling defined concepts and their relationships in media multitasking and multiple media use practices of audiences, additional sampling will deliver marginal data that can support the initial sample to expand on findings and strengthen their relationship with other.

Final sampling in grounded theory approach is conducted in order to reach theoretical saturation in each category and it is utilized for testing and validation purposes. Additional to first sampling aiming at defining media multitasking and multiple media use concepts and identifying their relationship and second sampling intending to contribute concept generation and to build

relationships between the previously generated concepts; third and final sampling seeks for completing concept generation within media multitasking and multiple media use behaviours of consumers by adding data until no new concept or relationship is generated and existing ones are validated. After reaching saturation in terms of data received about audiences' media multitasking and multiple media use behaviour, sampling process is accomplished its mission and thus, finalized.

To sum up, as Malhotra & Birks (2007) and Silverman (2006) mention, theoretical sampling is systematic selection of participants according to research needs. During this process, first, gaps within and between categories are defined, then, variation within categories are discovered, more focused and rich data is gathered and finally strength of categories and their interconnections are developed. Applied to this study, first sampling will help to generate categories and concepts in media multitasking and multiple media use of audiences and the initial relationship between these categories and concepts will be generated. Second sampling contributes to category and concept generation as well as supporting relationship between these concepts and categories by targeting marginal data and final sampling concludes describing and defining concepts and relationship building, improving general quality and variety of data and validating previous findings.

In this study, 18 personal interviews have been conducted; additionally suitable participants' media behaviour is observed. The list of participants (observations and interviews) including their demographic data such as age, gender, occupation is illustrated in Table 3.1 below. Due to privacy concerns, interviewees' names are anonymous and will be represented as ID numbers.

					Thematic Fit				
ID	**Age**	**Gender**	**Household***	**Occupation**	**Home**	**Commute**	**School**	**Work**	**Social**
1	40	Male	4 (2)	*Restaurant Owner*	✓	✓		✓	
2	35	Male	2	*Restaurant worker*	✓	✓		✓	
3	34	Male	4 (2/6,12)	*Kiosk owner*	✓	✓		✓	
4	30	Male	3 (1/1)	*Software Engineer*	✓	✓		✓	
5	29	Female	3 (1/1)	*Language Teacher*	✓	✓			✓
6	29	Male	1	*IT Researcher*	✓	✓		✓	✓
7	28	Male	2	*Taxi Driver – Student*	✓	✓	✓	✓	✓
8	26	Male	1	*Student – Lecturer*	✓	✓	✓	✓	✓
9	26	Male	1	*Telecom. Advisor*	✓	✓		✓	✓
10	28	Female	2	*Student- SAP Consultant*	✓	✓	✓	✓	✓
11	29	Male	2	*Control Engineer*	✓	✓		✓	
12	28	Female	2	*Incentives Controller*	✓	✓		✓	
13	26	Male	1	*Student*	✓	✓	✓		✓
14	23	Female	1	*Student / Personal Assistant*	✓	✓	✓	✓	✓
15	21	Female	1	*Student / Sales Person*	✓	✓	✓	✓	✓
16	29	Male	2	*UX Designer*	✓	✓		✓	✓
17	42	Male	2	*Communication Officer*	✓	✓		✓	✓
18	30	Female	2	*Asset Valuator*	✓	✓		✓	✓

**Represents the number of households (number of child(ren) in the family / age of the child(ren))*

Table 3.1 *Demographic data of the participants and their fit to 'themes'*

3.4 Field work and data collection

After defining research methodology to data collection and analysis as grounded theory approach and describing the sampling process as the research approach necessitate, it is now possible to illustrate data collection process. As grounded theory approach delivers, first phase of sampling aims to define and describe concepts and categories regarding to media multitasking and multiple media use and to illustrate relationships between these concepts and categories. To achieve this aim, initial data collection process should be extensive enough to cover the holistic media behaviour of audiences. Additionally, subsequent samples endeavour expanding on initial findings by generating concepts and categories related to the mentioned media behaviour and also behaving as validation data for the initial findings. Therefore, exhaustive data collection is required to reflect on consumers' media behaviour, which is achieved in this research as a combination of different data collection techniques. The data collection techniques utilized in this study to comprehend the audiences' media multitasking and multiple media use behaviours are observations, in-depth interviews and field notes taken during observations and interviews.

Considering the role of researcher based on degree of participation, observation may involve both participant and non-participant observation, or a combination of both. As Arnould & Wallendorf (1994) describe, these forms are differentiated from each other by the membership role that the membership role that the researcher adopts. In participant observation the researcher is present in the setting and actively participates in its activities while doing observations. In non-participant observation, the researcher observes and records naturalistic behaviour but does not become a part of the unfolding events. In order to elaborate more on observation roles, Gold (1958) has described four options based on degree of participation:

1. *Complete participant: Participants are fully functioning members of the scene, but they are not known by others to be acting as researchers*
2. *Participant as observer: Researchers enter a field setting with an openly acknowledged investigative purpose; they are able to study a scene from the vantage point of one or more positions within its membership.*
3. *Observer as participant: Participation derives from a central position of observation, the agenda of observation is primary but this does not rule out the possibility that researchers will casually and non-directly interact with participants.*

4. *Complete observer: Complete observers take the role of observer-as-participant, they observe without being present to the participants.*

Regarding the role of the researcher during media multitasking and multiple media use behaviour based on degree of participation, *observer-as-participant* can be named as the role taken by the researcher. The rationale for the role is that during observing consumer's media multitasking and multiple media use behaviour as a part of the consumer's daily life routine, main focus in on the observation of the media practices, although depending on the context and if it does not affect the real media practice, researcher has directly or in-directly interacted with the participants.

Furthermore, Silverman (2006) states that observation deals with activities which seem to exist independently of the researcher so it is called naturally occurring, meaning that they drive from situations which exist independently of the researchers' intervention. However, during the observations of consumers' media behaviour, if applicable within the context, researcher did not prefer to take the complete observer role and instead interacted with the participant if required. Due to the fact that it is the nature of multitasking to undertake several actions simultaneously and also co-viewing is one of the methods to consume media these days, so the observer might contribute to research findings as being present to the participant.

Apart from the degree of participation, there are also other media behaviour observation characteristics experienced during collecting data about audiences' media multitasking and multiple media use behaviours. Regarding portrayal of the observer's role and purpose of the observation to participants, they are aware of the fact that observations are being made while knowing the identity of the observer (*overt observation*) and the real purpose of the research is fully explained to the participants due to ethical considerations as well as improving quality and validity of the study. Moreover, depending on the fit of the participant to the context, suitability of the participant and relationship between the participant and the observer, duration of the observation varied from single observation with limited duration to multiple observations with relative longer duration. Final characteristic of the consumers' media behaviour observation is related to the focus of the observations which is a holistic view of the entire media behaviour and all of its elements is sought while main focus is on understanding audiences' media multitasking and multiple media use behaviour as a part of their daily life routine shaped according to the context they appear. (Patton 1990)

Although field observations are conducted in order to get an understanding of consumers' media multitasking and multiple media use behaviours, in-depth interviews are the most significant data collection tool that are utilized in this research. Malhotra & Birks (2007) defined in-depth interviews as an unstructured, direct, personal interview in which a single participant is probed by an experienced interviewer to uncover underlying motivations, beliefs, attitudes, and feelings on a specific topic. In this study, the aim of conducting in-depth interviews is reflecting participant's media multitasking and simultaneous media use practices by thoroughly investigating their motivation, attitudes and feelings upon the described media behaviours.

Patton (1990) has described different variations of in-depth interviews based on their structures: informal conversational interview, interview guide approach, standardized open-ended interview and closed-fixed response interview. During informal conversational interview process, questions mainly emerge from the immediate context and they are asked in the natural course of things, that is there is no predetermination of question topics or wording. In interview guide approach, topics and issues to be covered are specified in advance in outline form, interviewer decides sequence and wording of questions in the course of the interview. In standardized open-ended interview, the exact wording and sequence of questions are determined in advance. All interviewees are asked the same questions in the same order while the questions are worded in a completely open-ended format. Finally, during closed-fixed response interview, questions and response categories are determined in advance and responses are fixed while respondent chooses from among these fixed responses.

The interviews conducted during this research have utilized a combination of explained variations of interviews depending on the aim and potential contribution of the participant. As explained in grounded theory approach, data collection is completed in phases that support the phenomenon, category description and building relationships within defined categories. Thus, in the first phase of the interviews informational conversational interview method is utilized in order to define initial concepts and categories in observed media behaviours and to increase the salience and relevance of the interview questions. Although in informational conversational interview method, received data is less systematic and comprehensive and analysis of the data is difficult, the described interview approach is required for initiating the generation of media multitasking and multiple media concepts and categories.

After the analysis of the data received thorough initial informal conversational interviews and reviewing literature on media multitasking and multiple media use behaviours of consumers,

concepts and categories regarding the mentioned media behaviours of audiences have been created. Thus, during the next interview phase the revised aim is to collect data to support and contribute to the initial findings by seeking out marginal data that can challenge generated concepts and categories. In order to achieve this, in this phase interview guide approach has been adopted to be used during in-depth interviews that will eventually increase the comprehensiveness of the data and make the data collection more systematic. This type of interviews is also useful in anticipating and closing logical gaps in data. Despite the fact that flexibility in sequencing and wording cause substantially different responses with different perspectives that slightly reduces the comparability of responses, this approach is suitable for this study due to the fact that habitually, media is not consumed systematically, therefore a standardized or closed approach is not able to comprehend the media behaviours of audiences. That is, in order to define concepts and categories and describe the relationship between these concepts and categories, thematic questions are asked instead of fixed sequence questions.

To summarize, in this study, first, in order to be flexible in generating media multitasking and multiple media behaviour concepts; open, conversational interviews are conducted. Then, after analysing the initial interviews and reviewing the existing literature about the mentioned fields, semi structured interviews are conducted, asking based on the 'themes' created during the analysis of the initial findings and literature. During this phase, the aim is to build on the concepts and relationships created during the initial phase as well as looking for marginal data that can support or challenge these initial findings. (Noaks & Wincup 2004)

During the interviews, several considerations have been made in order to improve the quality of the data received during the interview by supporting the interviewee. First of all, in order to receive all the relevant information from the participant regarding their media multitasking and multiple media use behaviours, empathy and rapport with the participant is developed by creating a relaxed and comfortable environment to the participant, encouraging, motivating and helping interviewee to clarify or explain their answers and finally, finding participant interests and building on them (Malhotra & Birks 2007). Furthermore, to make behavioural questions easier and more accurate to answer, questions are explained to make the specific, aided and bounded recall techniques are utilized to make the participant to remember their behaviour and build on them, familiar words are picked that can be easily understood by the participant and finally, self-examples or illustrating of other participants are used in case of lack of understanding (Sudman & Bradburn 1992). Utilization of these projective techniques help the interviewer to overcome self-censorship, encourage self-

expression, change perspective and encourage expression of personal emotions of the participants (Branthwaite & Lunn 1985). Apart from doing field observations and conducting in-depth interviews, field notes are taken during the mentioned data collection techniques in order to improve the richness, relevance, effect and finally availability of the data gathered during observations and interviews (Silverman 2006).

3.5 Data preparation and analysis

In previous parts of this methodology chapter, research problem and objectives are revisited and explained in detail, research approach and design are illustrated and data collection methods are illustrated. Following the research phases' illustration that is delivered in the beginning of this chapter, the next step is data preparation and analysis.

According to Malhotra & Birks (2007) in broader terms, data analysis phases of a qualitative research include data assembly, data reduction, data display and finally data verification, respectively. Data assembly is the phase of collecting and combining interviews, observation notes, personal reflections, visual images, audio and video recording and reviewed literature. Then, data reduction describes the process of organizing and structuring the qualitative data, which is followed by data display phase that is summarizing and presenting the structure that is seen in collective qualitative data with quotations and theoretical framework in flow chart form. Finally, data verification involves seeking alternative explanations of the interpretations of qualitative data thought other data sources.

Considering the design of this study, it would be more appropriate to evaluate data analysis phases in more detail. Malhotra & Birks (2007) mentioned about the grounded theory approach to analysing qualitative data, indicating four different dimensions of the research approach: *data coding, memo writing, theoretical sampling* and *analysis integration*. In grounded theory approach, coding is the process of bringing together participants' responses into categories that bring together similar ideas, concepts, themes or steps or stages in process. It starts with an initial or open coding process that forces the researcher to make abroad analytical decisions about the data being collected. It continues with more selective or focused coding in which the researcher uses the most frequently appearing initial codes to synthesize and conceptualize large amounts of data.

Considering the nature of grounded theory approach that evaluates data collection and analysis simultaneously in a systematic way, stopping and thinking about what is emerging from the data is

required in between processes. During memo writing, some ideas may emerge to explore thorough other means of collecting data and research is able to reflect upon gaps and misses opportunities during earlier observations and interviews as well as comprehend meanings and impact of personal field notes. Before starting to second round interviews, researcher can clarify categories through their definitions, properties, distinctive elements, consequences and interconnectivity with other categories and can also make explicit comparisons of data with data, category with category and concept with concept.

As it is explained in detail in the research design section, theoretical sampling is required after researcher defines gaps within and between categories and discovers variation within categories. During this phase, the researcher's aim is to seek out and gather more focused and rich data that can develop the strength of categories and their interconnections. To continue, Lincoln & Guba (1985) suggest that coding is over when the analysis itself appears to have run its course – when all of the incidents can be readily classified, categories are saturated and sufficient numbers of regularities emerge. Therefore, until the collected data is saturated and bringing no additional value to the findings, the coding process can be ended. After memos are sorted out according to their categories; clear links between categories are created, labelling and interconnection of categories are strengthened with additional data and the findings are validated with introduction of marginal data, then the findings are ready to be presented. Then, data analysis is finalized by integrating and organizing concepts and categories and by indicating the links between categories clearly and explicitly.

Coding constitutes the central part of data analysis in grounded theory approach and requires a certain attention due to the fact that it necessitates different tasks to be completed during its phases. Strauss and Corbin (1990) reflected the phases of coding as *open coding, axial coding* and *selective coding.* Open coding phase, that is the process of breaking down, examining, conceptualizing and categorizing data, the researcher labels the phenomena of interest, discovers its categories and names these categories. During axial coding, a set of procedures is conducted where data are put back together in new ways after open coding by making connections between them. In this phase of coding, focus is on specifying a category (*phenomenon*) in terms of the conditions that gave rise to it, the *context* (its specific set of properties) in which it is embedded, the action/interactional *strategies* by which it is handled, managed, carried out, and the *consequences* of those strategies. To continue, selective coding is the process of selecting the core category, systematically relating it to other categories, validating those relationships and filling in categories

that need further refinement and development. During selective coding, the patterns between the concepts and categories are uncovered and connections between them are systematized and solidified.

In this study, first consumers' media multitasking and multiple media use are observed by examining its components and dimensions and by describing these concepts. (Open coding). Then, with the help of additional data, relationships between and within the described concepts and categories are highlighted (axial coding). Finally, finally, generated concepts and categorizations and the relationships within and between them will be supported by filling in the missing links and validated (selective coding).

3.6 Validity and reliability of the research

In this part of the research, the terms validity and reliability will be defined and their correspondence with this research will be mentioned. Validity and reliability are important concepts for any qualitative inquiry due to the fact that they can be used as tools to enhance the quality and credibility of qualitative research.

Winter (2000) defines validity as the truth or accuracy of the representations and generalizations made by the researcher, how true the claims made in the study are or how accurate the interpretations are. Similarly, Kvale (1989) describes validity as a process of checking, questioning, and theorizing not as a strategy for establishing rule-based correspondence between our findings and the real world.

Cultural research often does rely on the use of multiple methods and materials for example interviews, focus groups, media texts and documentary material to understand the interplay between cultural discourses and everyday discursive practices in a particular setting. The aim however is not so much to get a more objective presentation of the cultural practice in the setting or to secure an in-depth understanding of it. Rather, the combination of multiple methods empirical materials, perspectives and observers in a single study is best understood as a strategy that adds rigor, breadth, complexity, richness and depth to the inquiry. (Denzin & Lincoln 2003; Moisander & Valtonen 2006)

The validity of participant observation derives from researchers' existence in the field (Lindlof & Taylor 2002). Therefore, the main validity criteria can be considered as the impact of the

researcher on the setting (Hammersley 1990). In this research, in order to improve the internal validity of the research, observations and interviews are conducted inside the thematic setting of the participant, in order to receive credible data from the participant and gather an authentic representation of the audiences' media behaviours. That is, in case of collecting data about consumers' media multitasking and multiple media use behaviour at work place, the observations and interview is conducted in the participants' workplace in order to improve the validity and credibility of the data. Furthermore, in terms of external validity considering the transferability and fittingness of the concepts, categories and findings to another contexts and research settings; the analysis of the data regarding audiences' media multitasking and multiple media use behaviour can be generalized until some extend. This generalization mainly depends on the transferred contexts' fit to the previous research settings and research approach and methodology utilized by the research (Lincoln & Guba 1985).

To continue, reliability refers to the degree that the findings of a study are independent of accidental circumstances of their production (Kirk & Miller 1986). That is, reliability aims at investigating whether the process of the study is consistent, reasonably stable over time and across researcher and methods (Miles & Huberman 1994). Similar to previous conceptualizations, Hammersley (1990) defined reliability as the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions.

In this research, in order to eliminate accidental circumstances that might occur during observations and interviews, the behaviour of the consumers in regard to media multitasking and multiple media use is generalized. Instead of focusing one-time happening occurrences, the research investigated ritualistic, repeating and routine behaviours of audiences related to the mentioned media behaviours. Therefore, in case of another researcher or different research approach, the information gathered about the participants' media behaviour will be similar what this research reveals.

Moreover, Silverman (1993) and Moisander & Valtonen (2006) have also investigated reliability of a research, describing it as the overall practice of conducting research in a systematic and rigorous manner. Related to this research, its' reliability is improved by carefully recording and transcribing the interviews in addition to using visual and audio tools to support the data collection process. Data collection, analysis and interpretation processes are conducted with a methodological

transparency while theoretical transparency is achieved by explicit theoretical stance during data interpretation.

Finally, the originality and contribution of the study stems from methodology and approach adopted to conduct the research. Instead of delivering quantitative results about prevalence of media multitasking or multiple media use practices of audiences or illustrating most frequent combinations of media or non-media related activities with their relative shares; this study brings an insight to mentioned behaviours of audiences by reflecting their occurrence rationale with feelings and consequences of conduction. Therefore, this study is aiming to comprehend media multitasking and multiple media use practices of audiences with reasons and results of conduction as well as considering the thematic and other external effects over these activities.

3.7 Ethical considerations

'Protect the anonymity of participants, not mislead or deceive them, conduct research in a way not to embarrass or harm the participants and use the research results in an ethical manner.'

(Market Research Society Code of Conduct)

As market research society code of conduct emphasizes considering codes of ethics during conducting a research is crucial due to the fact that they set foundations of credibility and validity of a study and enables receiving acclaim and respect of academic environments.

In this research several codes of ethics are considered:

1. *Informed consent*: Subjects agree voluntarily to participate without physical or psychological coercion. The agreement is based on full and open information (Denzin & Lincoln 2005; Silverman 2006). Participants of this research are informed about the role of the researcher, what the research is about and how and where the results are published.

2. *Accuracy:* In this study, fabrications, fraudulent materials, omissions and contrivances are accepted to be non-scientific and unethical (Denzin & Lincoln 2005).

3. *Privacy and Confidentiality*: In order to protect undesirable exposure of participants' identity, names of the participants are highlighted anonymously, recording is indicated and

pictures and videos are not included in the thesis but just utilized for the analysis purposes (Denzin & Lincoln 2005; Patton 1990; Silverman 2006).

4. *Deception:* In the research, deliberate misrepresentation is forbidden. That is, participants are not misinformed about the research objectives or any counterfeit study is conducted (Denzin & Lincoln 2005).

Although informed consent is considered to be an important ethical code, some researcher argue that depending on the circumstances, one interview can be very different from the other, thus it is impossible to know what will be received at the end of an in-depth open ended interview. As a result, they claim that it is impossible to inform the participant about the focus of the study. (Marvasti 2004; Silverman 2006)

3.8 *'Grounded theory'* in practice

In this part, the fit and application of grounded theory as a research approach to this study will be demonstrated. Grounded theory considered being the ideal approach to be applied in this study due to its suitability about evaluating phenomenon not studied before, thus its concepts, categories and dimensions have not been generated. Media multitasking and multiple media use activities of audiences have not been evaluated as a part of whole media consumption, thus their occurrence environment was unclear. Although these concepts have been studied before, these activities distinctly assessed without considering them as a part of a full-story. Grounded theory approach provided an excellent basis for studying these media activities of audiences as a part of their life routine.

Understanding the process of applying grounded theory as a methodological approach is also crucial. The application of research has started with reviewing existing literature and conducting initial interviews to support data for *open coding*. Reviewing existing literature provided alternative ways of approaching and interpreting data and also important for stimulating theoretical sensitivity of the researcher. Although some scholars argue that review of existing literature might limit researchers' point of view about a phenomenon, in this study, it has delivered valuable basis to generate research problem and questions, identify the phenomenon, generating concepts and categories, as well as served as a secondary source of data for supplementary validation of findings (Strauss & Corbin 1990).

During first phase of study, literature on media multitasking and multiple media use has been reviewed simultaneously with conducting initial interviews in order to identify phenomena and label concepts and categories, which is called *open coding*. During this stage, participants are asked about more general questions regarding their media consumption as a part of daily life routine in order to comprehend the contextual background for media multitasking and multiple media behaviours. Aided by existing literature review, concepts have been labelled and categories have been developed according to their properties and dimensions related to the phenomena. (Strauss & Corbin 1990)

In second phase, *axial coding*, causal and effectual conditions related to media multitasking and multiple media use dimensions have been generated. Labelled concepts and generated categories have been bonded according to their role on these media activities while contextual considerations and intervening conditions have been added to the frame. As a result, the initial framework for analysing media multitasking and multiple media use of audiences was generated to authenticate for its applicability. (Strauss & Corbin 1990)

During the third phase of grounded theory approach, *selective coding*, a storyline was aimed to be generated while generated concepts and categories are related in order to develop a 'story' explaining the role of media multitasking and multiple media use as a part of general media consumption of audiences. Also, in this phase, the collected and analysed data have been verified with recently collected and analysed data in order to provide a reliable judgment about how media multitasking and multiple media use are being conducted and what are their relative roles for the audiences. (Strauss & Corbin 1990)

It is also crucial to mention about the sampling, selecting participants to be observed and interviewed. As a suitable method for grounded theory approach, *theoretical sampling* has been adopted in order to collect data about audiences' media multitasking and multiple media use practices. Purposeful and systematic application of theoretical sampling provided a guideline for selecting participants according to their projected delivery. To say, in the first and second phases, participants are selected in order to deliver a brief overview of media multitasking and multiple media use behaviours and how they are evaluated as part total media consumption and their potential for delivering marginal data to expand on initial findings respectively. During third phase participants are selected according to their ability to validate findings. (Strauss & Corbin 1990)

To sum up, grounded theory approach is served to be an ideal fit to the phenomenon where concepts and categories are not established. With its guidance, concepts and categories have been labelled; their relationship according to their role within the phenomena is illustrated and a 'story' indicating the position of media multitasking and multiple media use of audiences as a part of their life routine is delivered. Also, theoretical sampling has served a lot to provide overview of media consumption and mentioned activities' role within the consumption as well as to provide reliable and valid ground for presenting findings.

3.9 Methodological summary

This chapter illustrates the research objectives and settings that are utilized to design the research, collect data and analyse collected data and reveal findings. To elaborate, first, research problem is identified and research objectives are highlighted:

"There is lack of studies qualitatively focusing on audiences' media multitasking and multiple media use behaviours depending on the thematic context, thus, this research aims at investigating consumers' media multitasking and multiple media use behaviours as a part of their daily life routines with respect to the theme and looking for relationships between reasons, mediating factors and results of media multitasking and multiple media behaviour with the contextual theme that these practices conducted."

Furthermore, research approach and methodology are indicated. This is an exploratory qualitative research using grounded theory approach for collecting and analysing data. Utilizing grounded theory approach necessitates systematic integration of data collection and analysis, thus concepts and categories related to consumers' media multitasking and multiple media use are described through simultaneous review of literature and data collection including field observations, in-depth interviews and field notes. During next phases, by receiving additional data about the mentioned media behaviours of consumers, initial results are challenged, therefore, new concepts and categories are generated and existing ones are supported. Final phase of data collection and analysis utilized to validate the generated concepts and categories and contribute to describe the relationship with each other. The collection of data through theoretical sampling continued until data is saturated and delivered no additional value. Figure 3.3 illustrates the summary of research settings utilized in this study. As it can be seen from the figure, in the next chapters, the findings

gathered during the analysis will be revealed and their results will be discussed by comparing them with each other and also with previous study results.

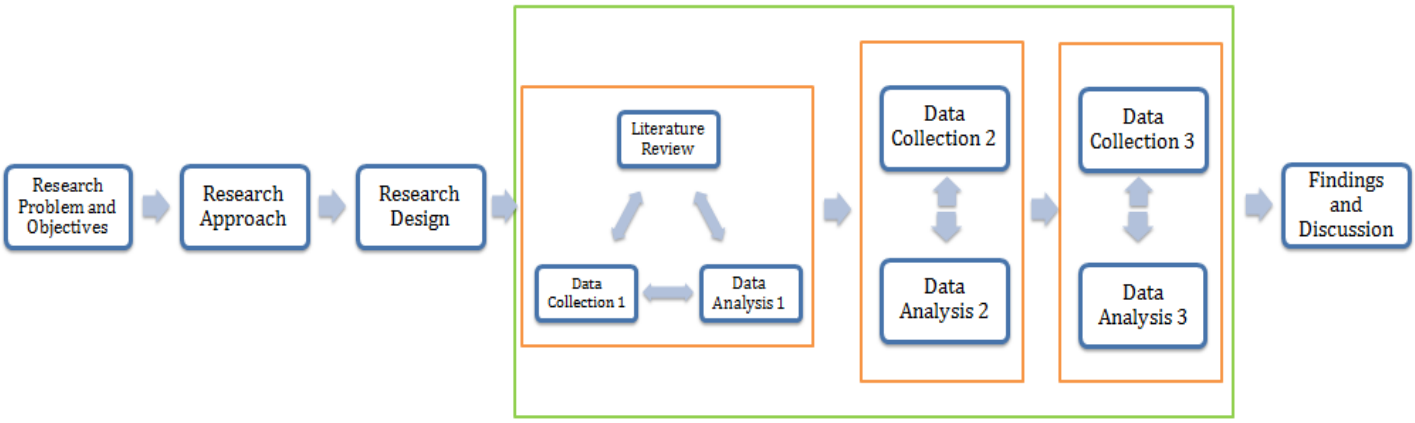

Figure 3.3 *Overview of research methodology [Malhotra & Birks (2007)]*

4. Findings

In this chapter, the findings will be illustrated mostly as excerpts from interviews and reflections from observations, while number in parenthesis indicates the participant ID who delivered the illustrated excerpt. By utilizing the model - which is generated according to the initial interview results and literature review - as a starting point, concepts and categories created will be validated, expanded or removed. The suggested model indicates that multiple media use and media multitasking experience can be evaluated as assessing their commonness within general media use, highlighting media combinations (multiple media use) and media / non-media activity combinations (media multitasking) and understanding the prioritization of included activities. Moreover, reasons (internal and external), fostering and inhibiting factors and results (positive and negative) as well as coping strategies are included in the model due to their affect on or relationship with these media practices.

Furthermore, the findings also indicate that reasons (internal and external) for conducting multiple media use and media multitasking differ according to the theme that individual is situated. Similarly, different fostering/inhibiting factors, results (positive and negative) as well as coping strategies have been featured depending on the theme. It is important to mentioned again that in terms of comprehending multiple media use and media multitasking practices, the aim is on examining reasons, results, effecting factors and feelings instead of investigating obvious and already-known aspects such as indicating commonness, reflecting most common combinations of media multitasking and multiple media use or inspecting how attention is divided among different activities. The later will be illustrated briefly in order to support the comprehension of focus aspects and provide a background for analysis.

4.1 Media multitasking and multiple media use experience

During interviews, identifying the media multitasking and multiple media use of individuals was hard to achieve due to the fact that these practices are parts of holistic media consumption process and it is extremely interconnected with daily life practices and also with other media activities. For instance, when the participant is asked about his/her commuting practice, listening to music / CD answer isn't received instantly but after some guiding and explanation. As to say, some media and non-media combination practices such as listening to radio/CD while driving a car or talking on the

phone while shopping in a supermarket is so integrated with each other and it is hard to identify the media practice in the first place.

The integration is also visible in some multiple media use activities especially in the ones including talking on the phone. Although talking on the phone while watching television or browsing Internet exists in most of the informants' life, however, when they are asked about simultaneous consumption of different media, they were unable to identify these behaviours. Talking on the phone has become a routine even ritualistic behaviour; it is hardly recognized as media use by the individuals.

Apart from identifying the media practices as a part of daily life routine, naming different dimensions such as reasons, fostering/inhibiting factors or results are also vexatious for the individuals. Some of the media multitasking and multiple media use practices are results of unintentional or habitual behaviour that make the informants puzzled. Also, naming results of multiple media use or media multitasking practices set informants thinking deeply. However, they are unable to make clear descriptions of benefits or drawbacks due to the fact that they mostly don't have a reasoning to conduct such activities simultaneously, considering it to be the 'norm'.

As it is stated, the main objective of the thesis is to investigate the effect on context (theme) on multiple media use and media multitasking practices as well as looking for certain patterns including reasons, drivers/inhibitors, results and coping strategies generated according to the context. The findings reveal that context (theme) has a certain impact on media multitasking and multiple media use practices while affecting commonness of these practices, selection and combination of media and non-media activities and attention sharing between these activities. Figure 4.1 below illustrates the effect of 'theme' over media multitasking and consuming multiple media activities.

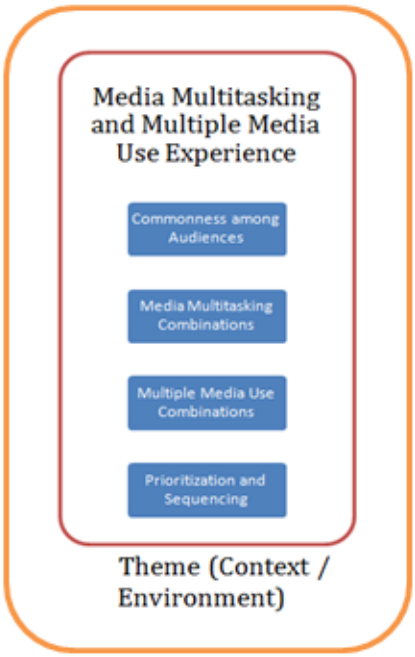

Figure 4.1 *Effect of 'theme' on media multitasking and multiple media use experience*

4.1.1 Commonness of media multitasking and multiple media use

Similar to previous research, it has been found that using multiple media at the same time and media multitasking is considerably widespread. All of the participants mentioned that somehow they consume a medium while conducting one or more non-media related activity. Multiple media use also pervasively practices among participants, while some participants consume multiple media more frequently than the others depending on media/technological availability (availability of television at home increases multiple media frequency considerably), diverse use of media technologies (using television as a screen for computer limits media multitasking frequency) and personal traits (negative attitude over media consumption or family values).

Investigating the reasons for commonness of media multitasking and multiple media use, it has been revealed that there are some key factors that enables or fosters commonness of these media behaviours. First, today's media environment, surrounded by different channels and options as well as social behaviour traits, reason media multitasking and consuming more than one medium at the same time. As one of the participants mentions:

> *"... This is how media is consumed today; I don't know any other way to do that, I just have never experienced..." [15]*

Secondly, in some cases, media consumption is continuous, meaning that as long as the individual situated in a theme (context), they use media non-stop, intentionally or unintentionally:

> *"… When I am at home, independent from what I do, television is on and running all the time…" [15]*

Finally, it has been found that possibility of consuming more than one medium simultaneously is higher among the participants who live alone or especially among participants who do not live alone but conditionally alone:

> *"… If I am alone at home, I usually have television on the background and do something on the computer, play games, chat or even watching something else from there. When my wife comes home, I usually abandon computer since it is taking a lot of attention and does not let me to communicate…" [7]*

Although some factors are illustrated above mentioning the fostering and inhibiting factors of media multitasking and multiple media use, the aim is to show the commonness of conducting these activities among participants. More information about the factors affecting these media practices will be illustrated later in this chapter.

4.1.2 Media combinations for multiple media use

As explained, thematic context that individuals present affects media multitasking and multiple media use practices. Thus, being a dimension of this experience, selecting the media to be combined with each other to conduct multiple media practice is also influenced by theme as well as media/technology availability and timing.

Considering the daily life context and media environment, the participants reveal that their multiple media use first shaped by theme they are situated. Then, according to theme, they realize the options for selection, meaning that they evaluate the available media in the theme. Finally, they generate a media portfolio and select the combination according to their personal preference and timing (Figure 4.2). Although there are other methodologies to generate multiple media consumption practice, this is the most frequent method that is utilized by the participants.

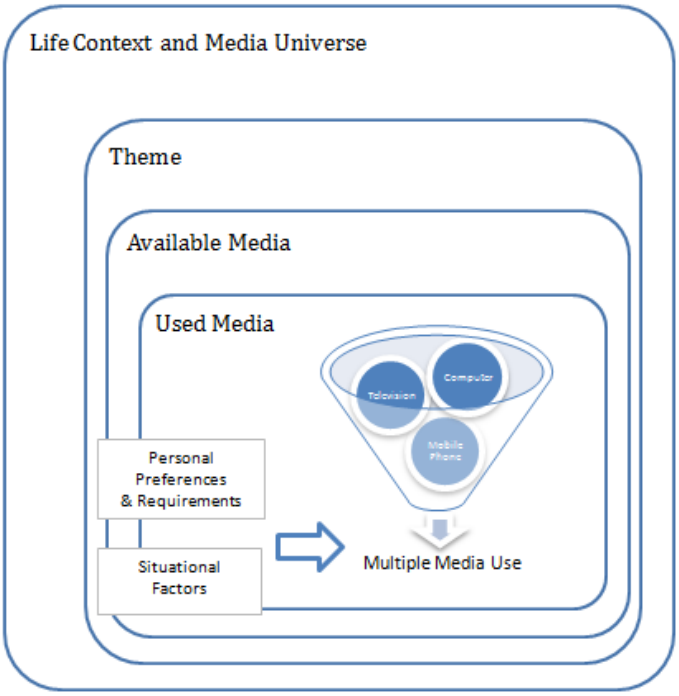

Figure 4.2 *Selection of different media activities for conducting multiple media use*

As Figure 4.2 illustrates, there is a difference between available media and used media independent from theme. For example,

> *"…Although I have a television at home, I don't watch it at all, I don't even have the cable to watch it, I just use it to have a bigger screen while watching movies from laptop or connecting the game console…" [6]*

Personal preferences and requirements as well as situational factors are other factors that effects selection of media in multiple media use behaviour:

> *"…Instead of watching something on television (broadcasting), we just use DVD player, it is better if I can select the movie I will watch …" [11]*

According to the results, participants mention multiple media use occurring mostly in home theme. Although some multiple media behaviour is mentioned in other themes (school, work, social life, commuting), they are not common enough to make generalizations. Main reasons for consuming multiple media simultaneously at home more than the other themes appear to be higher availability of different media channels, appropriateness and time related aspects.

Although availability of different media channels does not mean usage of different media channels, still, it makes media multitasking experience more possible:

> *"…What we can do with media is limited in the work place since we just do not have them available…" [16]*

Appropriateness is also another aspect that might have an effect on media multitasking frequency and commonness. As nature, conducting some multiple media use activities might be inappropriate to be conducted even though different media channel options are available. Also time limitations might also have an effect on higher commonness of consuming multiple media at home. Due to the fact that the time (duration) spent on media consumption in other themes is limited, it might increase the possibility of using multiple media at the same time at home.

Most common combinations of media in multiple media use vary according to the theme. Figure 4.3 below illustrates a summary of most frequent multiple media use in each theme. At home, watching television and doing something on the computer (browsing, instant messaging or doing some school/work related tasks, watching videos, playing computer games), talking on the phone and watching television and doing something on the computer (not audio based) and talking on the phone.

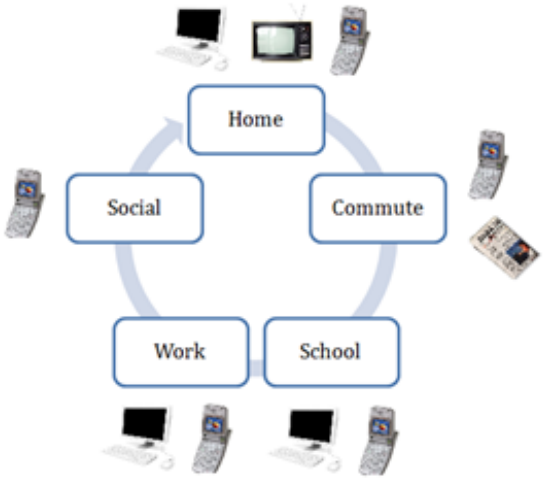

Figure 4.3 *Popular media combinations for multiple media use in each theme*

As it can be seen, combination of media is mostly shaped by attention to media and content of the media. While using computer and watching television, if the attention is on the computer, it is

common to read, listen and watch. However, if the attention is on TV, then computer is just used for text reading (with short duration). While talking on the phone (depending on who is calling and what is the topic about) the attention is mostly focused on phone, which does not allow any audio-based content on the computer or television.

While commuting, most common multiple media use behaviour is using phone (talking, playing games or listening to recorded music) and reading newspapers. Participants who commute work/school by car indicate that it is possible to listen to music (CD) from car audio and talking on the phone at the same time, especially when in the evening when coming back to home. At school, talking on the phone and conducting some school work on the computer (and browsing on the net) is most common combination of multiple media use that is similar to work theme. Although there are some findings that are 'breaking the routine' such as watching television and talking on the phone or reading newspapers and talking on the phone, they are rarely occurring among all participants. In social life theme, multiple media use is instantaneous which definitely includes talking on the phone with newspapers or television.

Using computer is an extraordinary case in media use since how it is used today makes it a 'hub' enabling simultaneous consumption of media through different channels, in other words computer usage can be defined as multiple media use stand alone. As it is described in the literature review section, multiple media use can occur in multiple platforms such as television viewing and internet browsing on a computer as well as on a single platform such as reading a newspaper online and listening to recorded music or video calling friends.

Therefore, considering the nature of computer (smart phones and tablet computers have the same ability today), its usage is a multiple media use activity which is also mentioned during some of the interviews:

> *"…I usually browse websites, spend some time on Facebook or chat on Skype while listening to music on Spotify or watching some TV series that I have definitely seen before…" [6]*
>
> *"…While I am using metro coming to work, I often listen to music and browse Internet thorough my phone, if I don't feel like reading, I usually play some games still on the phone…" [16]*

Including single platform, multiple media use can be considered as common as media multitasking in general media use environment, due to the fact that it is more compact than multiple platform multiple media use and also seems to be the 'accepted norm' these days:

> *"…When I am browsing a website, it is so widespread today that I will probably be reading some gossips about Hollywood stars, watching the latest trailer of a movie, after a while clicking on a new music video from Rihanna, discuss about the clip in the forum, all in the same page. So, how can I not use multiple media at the same time?…" [8]*

To say, usage of 'multiple media content' web sites and tools are considered to be the norm today, which combines communication (instant messaging and status posts), video and audio content, latest news through links as well as games. Instead of visiting diverse portals, consumers can reach required information and conduct desired activities utilizing a single '*super portal*' that combines all the diverse content.

4.1.3 Media channel selection for conducting multitasking

The observation and interview results indicate that media multitasking is widely conducted; common for all participants; independent from the theme they are situated in. Although the combination of media and non-media activities differs according to the theme, it does not play a particular role in frequency of media multitasking. As in multiple media use, individuals evaluate the available media according to the theme, generate a portfolio of possible media and select the most appropriate medium that might serve their preference and satisfy the need which to be combined with the preferred non-media activity:

> *"…While I am taking care of my son, there is a limit of what I can do, so I select among the options that I can do while I am with him and conduct these activities while I am with him…" [4]*

Table 4.1 below highlights the most common media multitasking practices of participants that are mentioned during the interviews and also some of them are identified during observations:

THEME	Medium	Non-Media Activity
Home	*Music (computer)* *TV series (DVD player or PC)* *Computer (internet browsing)* *TV broadcast*	*Chores, cooking* *Eating (alone/together), communicating* *Eating (alone)* *Communicate*
Commute	*Music (phone)* *Music (portable music player)* *Internet Browsing (phone)* *Newspaper* *Games (phone)* *Music (car audio)* *Talking on the phone*	*Commute (active)* *Commute (Passive)* *Drive, communicate*
School	*Browsing on the net* *Instant messaging* *Music (computer, phone, portable music player)*	*Doing school work on computer* *Listening to the lecture* *Doing school work on computer*
Work	*Music* *Talking on the phone* *Computer (internet browsing)*	*Conducting work related tasks* *Talking with colleagues*
Social	*Talking on the phone* *Music (Phone)* *Music (Portable music player)* *Internet browsing (phone)*	*Shopping* *Communicating with friends*

Table 4.1 *Common media multitasking practices in each theme*

As it can be seen, while at home participants listen to music mainly from computer while conducting some chores (washing the dishes, hovering, cleaning and doing laundry). The rationale for doing so is mostly originated from the boringness or undesirability of the mentioned non-media related tasks:

> *"…While I am in the kitchen, I usually bring IPad with me there, and I play some music from Spotify. During the time I spend in kitchen, I might be cooking, washing the dishes. Last week, I cooked a meal while watching its recipe from YouTube at the same time; it really helped a lot…" [16]*

Furthermore, watching TV series on DVD player or computer and simultaneously eating meals is also mentioned several times, interestingly by participants both living alone or together with someone. On the other hand, eating meals and browsing on the net is more commonly combined with participants who live alone due to the fact that internet usage is relatively active compared to

watching TV or listening to music and not really suitable to be combined with eating meals with someone else together:

> *"…Every time I am eating at home, I always do something else with computer or watching something. I can't remember a single day that I just prepare the food and eat it without doing something else…" [13]*

While commuting, non-media activities to be combined with media use are limited due to the limitations of the theme. Listening to music from mobile phone or portable music player is common while participants are actively commuting, that is having control over the transportation vehicle such as cycling or motorcycling:

> *"…I listen to music from the phone or portable music player all the time that I cycle, I even think that I cycle just because I want to listen to music at the same time…" [7]*

When the transport vehicle is a private car, music is listened through the car audio, as expected. On the other hand, while commuting on public transportation, media options include a variety of options including the ones that are conducted while commuting actively, as well as browsing on the net and playing games on the computer and reading (free) newspapers. An attention-grabbing finding related to the selection of medium while using public transportation is the timing of the day, participants select a medium that helps to energize, gather themselves together and prepare them for the work/school themes whereas they choose a medium to relax while coming back home, playing games or making phone calls that they were unable to achieve during the day:

> *"…I usually do not talk on the phone while I am coming to work, it is just too early to talk, however I usually make phone calls while I am going back home especially personal ones since (driving between home and work) is the only time that I am alone…" [3]*

Within school theme, participants mention that they usually browse on the web and chat online while they are attending a lecture or conducting some schoolwork around the school premises. If they are not in a lecture, it is common to listen to music while doing some schoolwork. In the interviews and observations, it is realized that boredom is one of the main reasons in media multitasking during lectures due to the fact that individual's actions are limited. Although browsing on the web during lectures sometimes utilized to reach more information about a concept

mentioned in the class, it was rare. Moreover, existence of a computer enables the students to practice more fruitful lecture (learning experience) while supporting their comprehension of the lecture, reach additional information about a concept and take notes faster and compile more structured reports:

> *"…In the lecture last week, a case company was the subject of analysis. I realized that I don't know anything about the company itself, instantly 'googled' it and get information about what they do. It was good that I didn't ask it to anyone since everyone seems to know about it (the company)…" [10]*

At the work place, media multitasking occurs regularly as doing something work related on and off the computer while computer is used for web browsing. Apart from that, listening to music and talking on the phone are other media practices that are combined with work related subjects and communicating with colleagues, as media multitasking practices are required to be added in order to achieve a work related subject or improve work performance. Also, appropriateness is another aspect that is related to the theme:

> *"…In order to conduct my responsibilities at work, I need to check and reply e-mails all the time and talk on the phone to coordinate people, these might include most of my routines at work…" [13]*

> *"… I might have Facebook window open all the time while doing some work related things, however, it would be inappropriate to be seen there all the time…" [11]*

In social context, media multitasking represents a different role from the other themes such that in work, school and commuting themes the individual need to be there for a period of time without their will. At home, the participants have a free choice of media multitasking practices without considering appropriateness, so making the theme as a result of personal choice but limited with appropriateness and availability of media channels:

> *"… While I am walking on a street or checking some shops, I listen to music all the time because it is the only activity that I can do meanwhile without disturbing it…" [10]*

As in commuting theme, media consumption within social context is also principally enabled by availability of portable devices and their ability to reach information easily:

"…Last week, while I was wandering around Akateeminen Kirjakauppa, I have run across a really interesting book about design; however price was not that interesting. Then, I logged into amazon.com and check for a reasonable price and eventually found it. I ordered the book online. Moreover, I was shopping at a grocery store last week and while doing so I craved for some kind of starters. I browse on the web from my phone and found the required staff to prepare it. I bought accordingly…" [16]

To summarize, in media multitasking activities audiences employ media consumption mainly to support their non-media related activities, make them more tolerable and improve non-media related activities' experience. Therefore, selection of media activities to be combined with non-media related activities is usually made such that these activities somehow complement each other and they are thematically convenient to be combined.

4.1.4 Allocating cognitive resources: *prioritizing* and *sequencing*

The last dimension that is included within the media multitasking and multiple media use experience is allocation of attention or cognitive resources to the media or non-media related activities within the experience. Results demonstrate analogous yet diverse indications. First of all, as pursuing the research objectives, contextual aspects of a theme impinge on allotment of attention. Participants indicate that their browsing or instant messaging practices are relatively stationed on the background during their time at school or work, whereas these activities might easily obstruct other media or non-media activities at home and occur as primary schedule of the moment. Similarly, listening to music is positioned to be the background activity while conducting a relatively active commuting, i.e. driving personal vehicle whereas audio-based activity frequently performed as the primary event during a relatively passive commuting as using public transportation. To put it briefly, prioritization of media and non-media activities is evaluated as a function of theme as well as content of the activity itself.

Furthermore, related to the sequencing of media and non-media activities within their related themes, there are dissimilar reflections mainly illustrating the difficulties in identifying the primary and secondary activities during multiple media use and media multitasking processes. Although some respondents consider their prioritization of activities sharply differentiated, some others reflect difficulties in identifying the primary and secondary activities due to the fact that these

behaviours' importance (participant's attention) is constantly changing according to the content of media or non-media activities:

> *"…I really cannot differentiate as primary and secondary while eating meals and watching something. While using multiple media, it might be easier to do, I guess Internet or computer is primary and music is secondary. If I need to put music on the foreground, I don't do anything else. If I am talking on Skype and browsing on the net, then it is complicated again…" [10]*

In terms of prioritizing and sequencing activities in multiple media use, most frequently received replies reflect the dominance of doing something computer (reading blogs, instant messaging or conducting school/work related tasks) over watching television broadcasting. Although common sense might reason that television dominate in terms of cognitive sources due to delivering both audio and visual content continually as well as audiences' lack of control over the selection of programs on TV (here, television broadcasting represents traditional methods, not recent technologies such as VOD, PPV and IPTV) whereas consumption timing of computer content can be controlled. Nonetheless, the results are contradictory. Participants mostly consider computer to be the primary activity in terms of attention due to the fact that they have control over content – enabling selecting subjects of individual interests and preferences as well as superiority in terms of content options such that it includes offerings of multiple media channels: television, DVD player, newspaper, radio, books, etc.:

> **"…***While using computer and having television on the background, computer is taking more attention of mine. However, it also depends on the content of the television. If there is a TV show that I like, I might remove computer to background and just take it back again during commercials…" [15]*

Observation and interview results indicate that during media multitasking, it is possible that media consumption can be primary or secondary depending on the content of the media and attention requirements of non-media related activity. Table 4.2 illustrates examples of media multitasking activities from each theme in which media activity is considered to be primary or secondary. It is noticeable that while non-media activity is considered to be the primary activity in a media multitasking situation, most common combination of media activity is listening to music on either computer, smart phone or car audio apart from the school theme (where listening to music almost not relevant). On the other hand, in media multitasking situations where media related task is the

primary activity, secondary activity varies according to the theme and consumed medium is frequently talking on the phone or browsing Internet from computer or smart phone.

	Non-media related task is primary		Media related task is primary	
THEME	**Primary Activity**	**Secondary Activity**	**Primary Activity**	**Secondary Activity**
Home	Chores and Cooking	Listening to music (PC)	Watching TV series (PC)	Eating meals
Commute	Driving	Listening to music (car audio)	Internet browsing	Commuting (public transportation)
School	Listening the lecture	Browsing internet (phone)	Browsing internet (PC)	Listening the lecture
Work	Conducting work tasks	Listening to music (PC)	Talking on the phone	Conducting work tasks
Social	Shopping	Listening to music (phone)	Talking on the phone	Shopping

Table 4.2 *Attention allocation during media multitasking according to theme*

Emphasizing the rationale about considering computer as the primary activity during multiple media use practices combined with television viewing, control over content is reflected several times and emphasized to be the decisive motive about prioritizing computer activities over television viewing:

> *"…On computer I am more active, I select things to do things but television is more passive, I even mostly do not bother to change channel although the program is boring. I do not browse channels to find something interesting but keep the same channel on most of the time. It is not meaningful to me to zap channels to find something interesting while all those are next to me (computer)…" [5]*

Another factor that effects the prioritization of television viewing and using computer is the type of computer: desktop or laptop. Regarding the attention sharing or allocation among these activities, there are certain differences according to their computer type availability. Participants using desktop computers at home consider their computer use as almost single reflecting their attention allocation on the computer:

> *"… I have a desktop computer at home and it is on only if I am actively doing something on it. Desktop computer is located such that when I use it, I cannot see television screen, although I can clearly hear it (television and computer is located in the same room, opposite walls). I might turn back to look at the television if*

only I see something really important such as catastrophic news or worldwide scandal. Apart from that, I always look at the computer and as soon as I am done, I turn it off and sit in front of the television…" [1]

As it is mentioned, using a desktop computer might necessitate longer duration of attention, however shorter duration of computer use in general. Laptop users indicate that their duration of computer use while watching television at the same time is short and attention allocated to these media are changing instantly according to interests or preferences:

"…Having a desktop computer instead of a laptop computer would result in a shorter duration of usage. Using a laptop gives portability as well as flexibility in use. However, it might be more focused since I will probably have a certain purpose to use. I might use laptop even I do not need to do anything [just habitually]…" [4]

Finally to mention, several participants argue that during a media multitasking activity including watching something and doing something else, their attention or prioritization such as primary and secondary changes according to the media channel although the media content is the same:

"…If I am watching a movie on television, I do not give a lot of attention and might keep it on the background and focus on something else. However, if I am watching a movie from the DVD player/computer, it is mostly primary activity; I do conduct other things (such as communicating or eating) on the background... [15]

Also it might be important to mention that how attention to different media channels are allocated might be affected by the content of the message, while some participants indicate that certain messages or content are more attention demanding in order to comprehend the delivery and therefore required to be conducted as primary activities:

"…If I think about message delivery channel and its content (audio, visual and textual messages), visual messages are more captivating, require more attention. If I have the same message on radio, television or newspaper, television message would probably receive the highest attention due to the fact that it combines visual and audio content inside…" [8]

To summarize, content of media and non-media activity, thematic context and influencing factors are mostly to determine which activity will be primary and secondary, although the assignment of activities are prone to change according to change in consumer attention.

4.2 Reasons for conducting media multitasking and using multiple media simultaneously

Comprehending the reasons for conducting media multitasking and multiple media use behaviours is an important aspect of these behaviours while delivering the rationale for achieving mentioned practices. Analysing the observations and interviews deliver that theme (context) directly influences the reasons individuals carry out the mentioned media practices. At home, media multitasking and multiple media use are generally undertaken in order to improve the media consumption in general or to make several non-media related activities such as washing the dishes and cleaning more bearable or entertaining. At school and work themes, the mentioned reasons are mostly related to the performance of the thematic activities (conducting work related or school related activities) while media consumption evidently improves task performance. Similar to home context, media multitasking and multiple media use in social life and commuting themes are accomplished to support non-media activities' delivery in terms of joy and contributing to the media consumption's assistance:

> *"…When I come home, I do not look for information (read blogs or browse internet pages) as I do at work but I prefer to do things that can relax me (watching television series or listening to music). At work, I use media mostly for reaching information…" [12]*

During media multitasking and multiple media use practices, the rationale for conducting the activities originates internally as a choice or decision of individual or externally as a forcing factor that compels the individuals. When the respondents are asked about the rationale for conducting media multitasking and multiple media use activities, they commonly mentioned the internal factors such as boredom or unintentional:

> *"…A reason for browsing on the web, checking Facebook or reading some newspapers sometimes might be due to habits or rituals. It is usually the way how I work, so I conduct these activities almost unintentionally…" [16]*

On the other hand, some participants were unable to mention a particular reason and unsure if it is originated as a rationale for something:

> *"…I do not need to watch television and use computer at the same time, I cannot say that there is a certain need to do so. For instance I watch (listen) television*

when I cook because the television is on and there is no need (for me) to turn it off..." [2]

As mentioned some reasons are originated from individual requirements, needs and desires, whereas some are externally generated involuntarily such as conducting media multitasking as a part of job description or as a requirement for surviving in the society:

"...I don't know, I guess people are more hyperactive these days. But, it has something to do with lifestyle. It is a global theme. Everybody needs to achieve so much at the same time to adapt and survive in this environment..." [13]

Figure 4.4 below summarizes the internal and external reasons of media multitasking and multiple media use as well as explaining the effect of the theme on generation of resources. In the next sections, the internal driven reasons and externally forced reasons will be illustrated in detail by reflecting excerpts from the interviews to support the understanding.

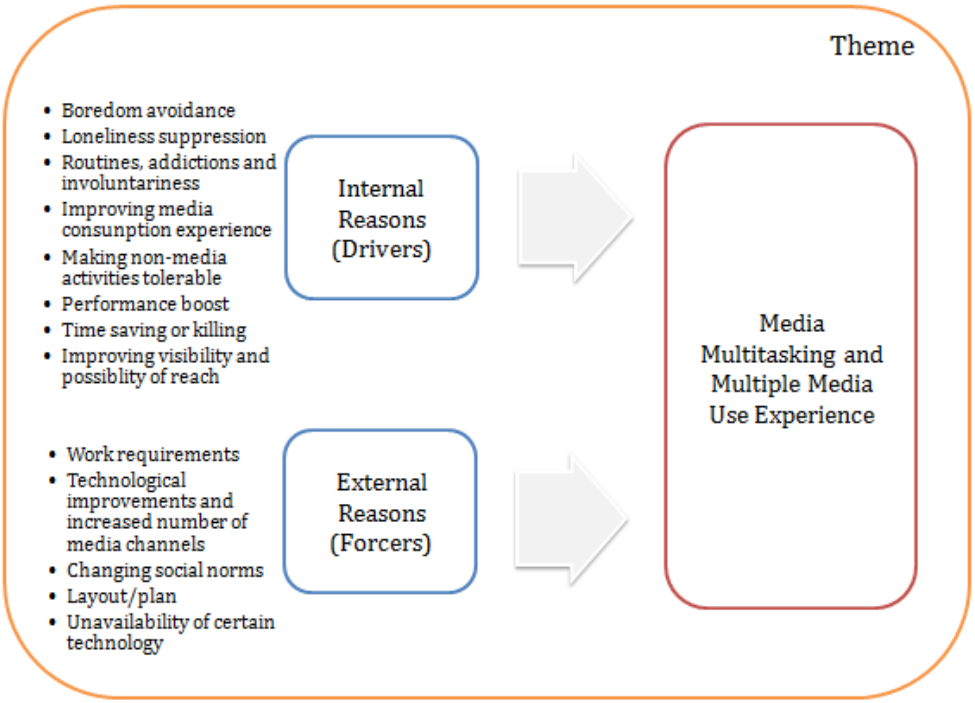

Figure 4.4 *Internal and external reasons for media multitasking and using multiple media simultaneously*

4.2.1 Internal reasons: *Drivers*

As previously explained, some of the reasons – in point of fact, a majority of participant responses – originate internally in order to serve a pre-determined purpose/desire designated by the individual or to suppress relatively passively generated feelings. These reasons are namely to avoid boredom, suppress the loneliness, to carry out routines and addictions (unintentionally), improve and support general media consumption, make certain non-media activities more tolerable, to boost performance, to save or spent time and finally, improve visibility and possibility of reach. As it can be realized some reasoning are universal for all themes whereas some of them are theme and context specific.

Boredom avoidance

Boredom is one of the strong individual feelings that almost compel audiences to conduct media multitasking or use multiple media simultaneously. Avoidance of boredom appear to be a general reason for almost all themes, while achieving it is easier within some themes due to higher number of media channels available or irrelevance of inappropriateness:

> *"…You don't want to get bored, everybody hates vacuum cleaning for example. Sometimes, while vacuum cleaning your home, if you are not listening anything, it gets really boring. Listening to music while cooking, vacuum cleaning and washing the dishes actually feels good. Same thing also applies to bringing a laptop to the classes. For example, today I was in a course (which is really boring), I tend to browse, chat with friends and even text messaging on my phone. The main reason is probably to avert boredom…" [13]*

As it can be seen, in order to avoid from boredom, participants add certain media to their current situation either media or non-media related. The excerpt clearly indicates a situation where participant is conducting a non-media activity (hovering) and considering it to be boring if conducted alone, therefore adds music or surfing on the net to the background in order to avoid it. Moreover, it could have been such that participant is already using a medium; however its consumption might be perceived as boring and unsatisfactory. Therefore, adding another screen increases number of options according to participant's choice and eventually provides a better media consumption experience.

Loneliness suppression

Somehow correlated to boredom, feeling of loneliness is another relatively passive, internally originated reasoning for undertaking media multitasking and consuming multiple media at the same time. Considering the nature of each theme as being a social member of community or allowance to interact with others such as in school, work, commute and social life themes, detection of loneliness in exclusively home theme may not be outrageous:

> *"…I sometimes think that feeling of loneliness makes me to do multiple things at the same time. For instance, last week when I was mostly alone at home, while I was watching movies that I have seen before, I read same news from different information channels (different websites) even though it would be enough to learn and understand everything about the event with just reading from one source…" [7]*

As mentioned, loneliness suppression is a common reason to conduct media multitasking or use multiple media simultaneously especially at home context. Introducing a medium to the environment is considered to provide company and thus eliminate loneliness feeling. Interestingly, in the excerpt, participant mentioned that feeling of loneliness changes his media consumption, extending the duration and increasing the number of channels.

Routines, addictions and involuntariness

Final passively originated internal reasoning is conducting media multitasking and using multiple media simultaneously as a routine, addictively or somehow unintentionally. Due to the fact that routines, addictions and unintentional behaviour are regular aspects of human life, unsurprisingly they are clearly identified within all themes:

> *"…I guess my media multitasking is habitual. I really cannot name any particular reason. I just got used to do things as I do, I cannot think otherwise. I do not believe that existence of television or computer brings any benefits to me when I am doing something else at home (for instance eating), it is all because of habits…" [2]*

The excerpt clearly indicates the importance of habits and addictions over media consumption behaviour of audiences. Although there are no projected benefits, in almost all cases, participants mention that they continue to consume multiple media or conduct media multitasking due to their habitual practices.

Improving media consumption experience

Apart from the passive reasoning of media multitasking and multiple media use, participants also mention more active reasons originated internally, mainly to support and develop their media consumption. Although it might occur in all appropriate themes, due to the fact that improving media consumption experience is a relatively hedonic rationale, it was more frequent in home theme. To say, improvement of media consumption mostly includes multiple platforms such as simultaneous television screening and computer use and also, single platform multiple media use such as browsing and listening to music from the computer:

> **"...***For me, computer is a saviour from negative aspects of television. If I want to know more about the program or check what other channels are broadcasting while watching television, I use computer to do that. Using Internet while watching television is filling what television leaves open..." [17]*
>
> *"...I remember that when we have been watching the movie Valkyrie on DVD, I instantly searched more about the operation from Internet (Wikipedia) if it is real and how it happened. That really helped me to make the most out of the movie and to enjoy the story..." [4]*

Being an important actively decided reason, improving media consumption experience commonly practiced by participants in order to build up on what they currently do. In the first excerpt, adding another medium fills the emptiness that watching television creates (lack of control- knowing or selecting what to watch) whereas in the second excerpt, looking for more information online improves movie screening experience.

Making out of favour-but-must do non-media activities more tolerable

Additional to the improvement of media consumption experience, it is also possible to make non-media related activities – especially 'I don't like it but need to do' practices- more joyful by adding media consumption to the process. By doing so, participants mention that undesirable non-media activities are more tolerable:

> *"...It is really boring to wash the dishes in a kitchen that is completely silent. For instance while I am ironing and washing the dishes, I need to have something on the background (music or video) because I find these tasks to be extremely boring. In order to make those boring activities a little more colourful, I listen to music or watch/listen video..." [10]*

As mentioned, adding a medium to an undesirable non-media activity is more frequently reported. However, improving the general non-media activity practice with media use is also visible in other activities such as commuting or cooking/eating that may not be considered as undesirable:

> *"…I like listening (watching) the recent festival recordings (videos) from my phone while I am commuting to school or work; it makes the journey ecstatic…" [8]*

> *"…While cooking, computer is definitely on the background playing some music (Spotify) or video (music video, TV series) I need something on the background while cooking or eating since silence makes these activities cheerless…" [6]*

Performance boost

Media multitasking and multiple media use practices can also be conducted in order to improve the performance especially at school or work themes, although they might contribute to general performance in any themes, such as

> *"…I watch television in the morning while having breakfast since it helps me to wake up and energize for the day…" [4]*

Still, the most frequent performance boost reasoning related to the work and school themes, which by nature requires a certain amount of input and output from the individual, thus eventually relates to performance. In other themes such as home, commute and social life, effectiveness and efficiency of tasks are less frequently reasoned to be the rationale for conducting mentioned media activities. According to the interview findings, participants mention that using a certain media simultaneously with their work content helps them to focus and improvement in delivery even if it is for a short period of time:

> *"…Availability of music on the background is helping to refresh and relax sometimes just as checking Facebook, reading a newspaper. I need to focus somewhere else since looking to same thing for a long time prevents me to see or understand things. So, I need to be reset or refresh my visual cache memory once in a while. Listening to music and browsing on the web for a while is ideal to achieve so…" [16]*

Furthermore, it is also stated that long-term simultaneous conduction of media and non-media activities also supports the comprehending and thus, performance at school:

"…I use Google or Wikipedia in order to learn something that I heard during the lectures. 'Instead of asking the teacher, I ask it to Google.' For example, when a concept is mentioned during lectures and everyone behaves like knowing the concept apart from me, it is then really useful. I can instantly learn about it and without disturbing the harmony in the lecture…" [10]

Time saving or killing

Another internally originated active reasoning for using more than one medium at the same time or adding a media activity to a non-media activity is defined as to save time in order to allocate in other activities. Interestingly, the examples given by the participants were mostly related to home theme although the concept of time might be more strongly correlated with commuting, school or work themes, which by nature include certain duration of activity:

"…While having breakfast, I usually check Facebook, visit a certain blog (a gossip blog to see if there are any gossips in Hollywood) and some other things mostly simultaneously since it helps me to save time in the mornings…" [8]

Aside from time saving, consuming multiple media at the same time might also originate from the rationale of 'time killing':

"…The reason for watching television and doing things on the computer at the same time could be that I am waiting something on TV that will show up soon and don't want to miss it. Until the program starts, I spend time on the computer…" [17]

Interestingly time killing appear to be a reason for multiple media use, which can also be considered as improving media consumption experience and boredom avoidance. In order to make the 'waiting' practice more fun, participant employs another medium to the environment eventually improves both activities.

Improving visibility and possibility of reach

Final internally originated rationale for conducting media multitasking and consuming multiple media at the same time can be defined as improving visibility and possibility to reach just to increase the prospect to communicate with others that is also strongly linked to loneliness and boredom rationale:

"…I guess that is what I am looking for when using multiple media, looking for hope. With hope I mean, I am visible in multiple channels that might increase the possibility to meeting new people, talking to someone, get together with friends and share something. I constantly am visible online, checking phone if there is a missed call or message on the phone, hoping that there is something. I use multiple instant messaging platforms such as Messenger, Skype and Facebook even though most of people in my friend lists are exactly the same; I keep both of them on just to be reached easier…" [7]

During an interview, one of the participants mentioned the rationale to conduct media multitasking at school as 'to be reached' or be visible also in virtual communities even though she clearly has no intentions to communicate – replying back to the message:

"…During lectures, I do not share something with others or post anything. The reason for them (Facebook and Gmail) to be open is that to see if something arrives…" [10]

The mentioned reasons were mainly originated internally, either active or passive, as a choice or behaviour of consumers. In the next part, the reasons that originate externally without the control or will of audiences will be illustrated.

4.2.2 External reasons: *Forcers*

In the previous section, internally originated reasons for conducting media multitasking and simultaneous consumption of multiple media are illustrated. In this part, rationale for conducting mentioned audience media behaviours will be delivered. As explained, some reasons are externally generated involuntarily, meaning that without extensive control of the individual.

As can be anticipated, internally generated reasons are more easily defined and portrayed by the informants and they were among the first ones to be replied as a reason. However, during personal interviews, participants rarely describe or conceptualize any external reason by themselves, while these reasons are generated as a result of expanding on the environment where media multitasking and multiple media use occur and specifically asking about what might be the external reasons that might have 'forced' them to conduct these media activities.

The external reasons emerged from the observations and interviews can be categorized as work requirements, technological improvements and increased number of different media channels, changing social norms, layout or plan of a theme and finally, unavailability of required technology.

Work requirements

In some of the interviews, participants mentioned that the reason for single platform multiple media use is externally originated due to the requirements of his/her job and related to the method about how the job is conducted:

> *"…During work, I need to have my email open all the time since I receive a lot of emails and I need to organize people though e-mail, also I often talk on the phone to do so. At the same time, I have a screen for intranet, to keep track of employee results and expenses…" [17]*

Also, in one of the interviews, the participant mentioned that media multitasking may occur as a requirement of his work and unavoidable aspect that might occur without control:

> "…*While I am driving the cab, customers might want to listen to music, so I turn it on while I am driving and listening to it even though I don't want or demand to do so..." [7]*

Although this rationale emerges only in work context, it is common for almost all participants who are employed. As a part of their work requirement or task, they indicate that involuntarily, they conduct these practices. They indicate that this is not a choice but in order to conduct their work tasks, they need to have multiple screens or media multitask.

Technological improvements and increased number of media channels

Technological improvements enable audiences to conduct media practices in the first place and more frequently. However, when the participants are asked about the reasons about their media multitasking and multiple media use, they mostly ignored about the technologies that enable their media practices (computers and smart phones, especially) and did not mention them. It clearly shows how media channels are integrated to consumers' daily life routines and accepting the technologically supported high number of available media channels as a norm or standard of living.

In particular technological improvements in computer and mobile communication technologies enable consumers to conduct multiple media practices on a single platform:

"…While I am reading the blogs, there are several video screens embedded within text, there are ads with flash animation, there are some posts and comments below, some links in between, how can you focus on one thing and conduct it alone? It is impossible…" [8]

As mentioned, availability of technologies that enables audiences to conduct multiple activities on a single platform almost compels them to do so, even though they are not actively requested. New technologies bring new media consumption practices, mostly more complicated, and also they force audiences to adapt new conditions without consumers' demand.

Changing social norms

Also, enabled and improved by the technological improvements in media industry, changing social norms and consumers' behaviour these days are external reasons of media multitasking and multiple media use, generally not mentioned as a reason but analysed through their perception of media consumption today:

"…Norms are changing due to the changing behaviour of media usage. In order to be social these days, you have to be visible in multiple channels (simultaneously) since this is how people are…" [18]

In order to fit in socially and to be an accepted member of the community, audiences need to practice common activities as well as they are required to optimize their practices by viewing all possible options and selecting most suitable ones. Most of the participants consider media multitasking and multiple media use practices as a 'must' in order to be visible and accepted by others, therefore, even they actually do not prefer, they are forced to be visible on multiple screens.

Layout or plan of a 'theme'

Although it can be controlled until some extend, layout or plan of a theme can be mentioned as an externally originated reason for media multitasking in particular:

"…Also, a factor that might reason my media multitasking behaviour is the layout of media. I am living in a studio flat with my girlfriend, so I need to be compact. Even if I do not want, I have no other option but watch television and eat at the same time. In my previous house, there was a dedicated kitchen and there was no television in the kitchen, so I was not watching TV when I am eating. Now I have to…" [2]

Although it can be considered as an internal reason, however, layout of work or home is actually an external force that might compel audiences to conduct media multitasking or consume multiple media involuntarily. In the delivered excerpt, it can be seen that audience factors (psychological factors and income) have a certain influence over conduction of these practices, still layout of home or work context externally forces consumers to conduct these activities involuntarily.

Unavailability of a certain technology

Finally, an out of the ordinary external reason for consuming multiple media at the same time emerged when participant was explaining the rationale for having two laptops at the work place and using them both simultaneously:

> *"…Reason for having two laptops on and running at work is that I do not have specific software (MatLab) on my work laptop. I use my personal laptop as primary and the other one is only used for receiving and replying to work related e-mails from Outlook. I recently got it so its role might change soon…" [11]*

Although it might be considered as a work requirement, the reason for screening both computers do not originally stem from the job itself, however, it starts off with the unavailability of certain software in one of the computers at work.

After illustrating the internal and external reasons of conducting media multitasking and consuming multiple media, in the next part, factors influencing occurrence of these behaviours will be explained thoroughly.

4.3 Fostering and inhibiting factors of media multitasking and multiple media use practices

Media multitasking and multiple media use practices are enabled or disabled, limited or supported due to the factors existing in the environment of conduction. According to the function of these factors, they might help or create obstacles to the individual who intentionally or unintentionally conducting/contemplating to conduct media multitasking or consume multiple media simultaneously. These factors can be categorized according their source or origin, audience, media or situational related. Furthermore, it is possible that there are some factors affecting media multitasking or multiple media use practice or intention, which is derived as a combination of above mentioned combinations, generating a different effect from their individual consequence.

To add, consistent with the theme, some factors vary according to applicability, suitability and projected benefits; that are some factors might not be applied each theme, or it might not bring same effect on the each theme. Figure 4.5 below illustrates a summary of factors fostering and inhibiting media multitasking and multiple media use practices, which are surrounded by 'theme' affecting their applicability and effectiveness. The effect of the theme is illustrated with a dashed line indicating that theme usually do not have a 'direct' effect on the factor but indirectly manipulating or in other words, its effect on determining the factors is relatively weak (detailed information about the effects of theme on the media multitasking and multiple media use dimensions will be given in *Discussion* chapter in detail) Also, different effects of factors according to the theme will be explained thoroughly under each factor's section.

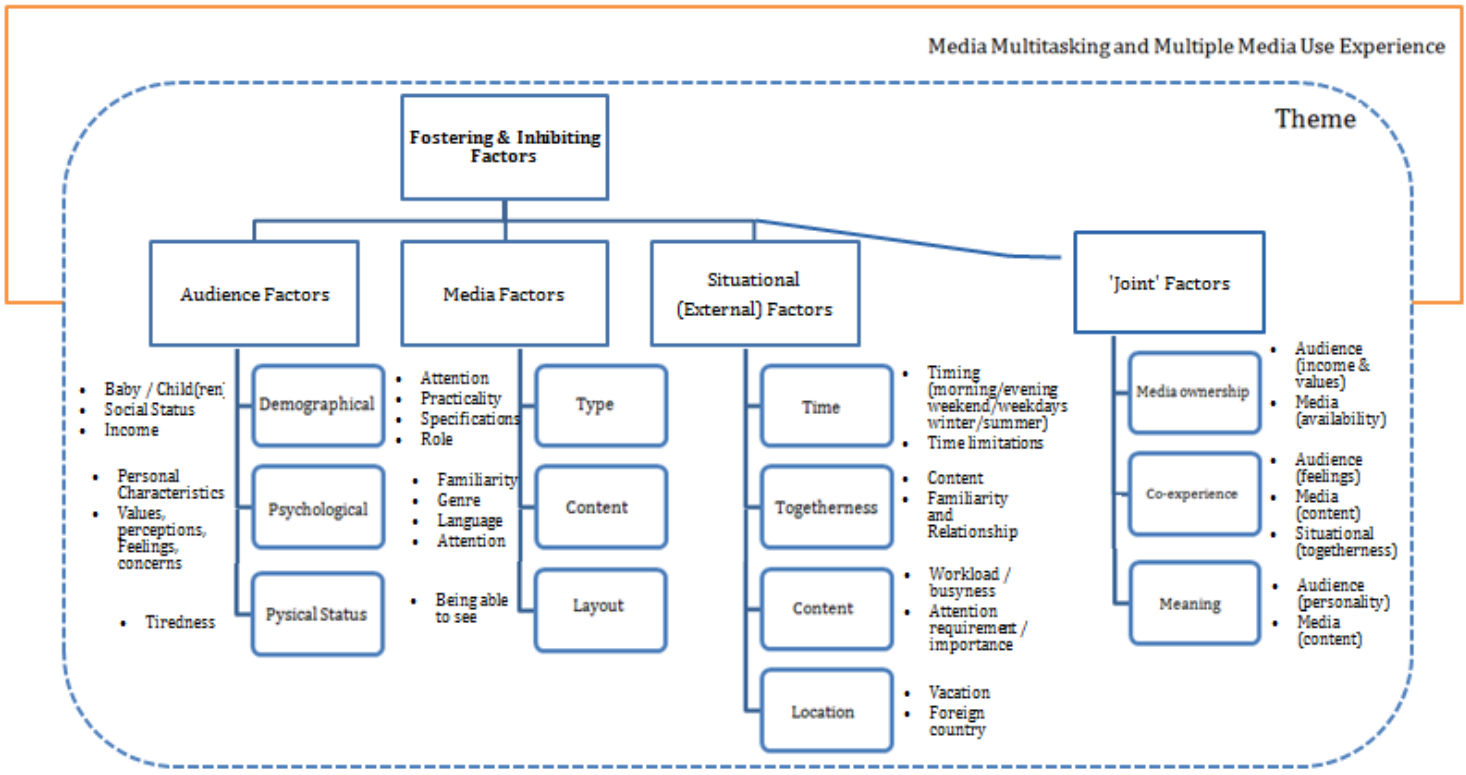

Figure 4.5 *Fostering and inhibiting factors of media multitasking and multiple media use practices*

4.3.1 Audience factors

As in general media use, audience factors also influence media multitasking and multiple media use behaviours of consumers such that they might render conducting a media multitasking or multiple media use activity, totally eliminate them or reduce their frequency of conduction. The interview results deliver three main groups of audience factors, demographical and psychological ingredients and physical status.

Demographical audience factors

Demographical audience factors that are detected during and also after analysing the interviews are mostly related to marital or social status, having a baby or child and interestingly one participant made an argument about gender effect.

Having a baby or child described to be the most important demographical factor that has predominantly improving effects on media multitasking and multiple media frequency. However, it might also include some inhibiting effects on media channel or content selection in media use:

> *"…Before our baby was born, I was not following any series regularly, but now, since I do the same things every day on the exact same time, I am able to follow TV programs regularly. While watching news, I do breakfast and while watching Young and the Restless, we play with him and sing together..." [5]*
>
> *"…After our son was born, duration of our media usage is shorter, attention is less and content is selected accordingly. We used to rent some movies or watch movies on TV frequently before which does not happen now…" [4]*

As mentioned having a baby definitely creates media usage routines and increase media multitasking frequency due to the fact that what parents can do is limited and media consumption especially television viewing appears to be the best option. On the other hand, due to having a more important focus of attention, media consumption becomes the background activity and mostly conducted to support the main activity, that is taking care of the baby.

Apart from babies, children also have an effect on media consumption in general while their availability around makes the media consumption media multitasking inevitably but reducing control over selection of media:

"…When kids are awake and watching television in the living room, this probably means that we all are watching a cartoon or animation movie. Although television is on, it is mostly not a TV series or movie that I want to see but it is what kids want to see. In order to watch a movie, I need to wait until they go to bed. Also, I rarely do something on the computer while kids are in the living room since it is a total chaos and I usually don't understand what I read…" [1]

Also, it is mentioned that existence of kids on the car while commuting is an inhibiting factor of media multitasking:

"…If kids are on the car, I keep the radio or music volume low or I might even do not listen at all. When they are watching cartoons, it is forbidden to make much noise…" [1]

Captivatingly, one of the participants deliver valuable information about how social status change might affect possibility or potential of media multitasking and multiple media use and mention her insights about gender effects on multitasking:

"… After I started to live with my boyfriend, I feel that I started to enjoy doing multiple things including media activities more … I also think that women are by nature conducting multiple things at the same time more than men, taking care of kids and doing something else is so common…" [12]

Additionally, income level has also emerged to be a factor affecting media ownership, which might be considered as a factor affecting media multitasking and simultaneous multiple media use.

Psychological ingredients

Furthermore, the interviews and observations reveal some psychological audience factors that might prevent or reduce conduction of media multitasking or multiple media use behaviours, or oppositely, support them. These factors are namely personal characteristics, values, perceptions, feelings and concerns.

"…Due to the fact that I am easily distracted, I cannot achieve two things at the same time. I can't read a book in a café, I tried many times but I could not focus. Similarly, when I am commuting, I cannot read a book or something with important content since I feel dizzy. So, I mostly look around…" [11]

As the participant mentioned, his personal characteristic of distraction and dizziness disables him to conduct media multitasking especially outer thematic contexts such as commuting or social life. In the following excerpt, the participant evaluates media consumption as an interruption from real life, considers it as being artificial. Therefore, perceptions and values about media consumption in general can also set a barrier over media multitasking and multiple media use.

> *"…I can read a newspaper while I am commuting but I don't. It feels really comfortable not to know what is going around. I also try not to carry my laptop when I am around work or school since it is too much addiction. I think that television is not for me, I might even feel annoyed if someone is watching it since it has no meaningful content inside…" [14]*

Privacy is a powerful aspect standing as a barrier on media multitasking and multiple media use. During interviews and observations, it has been monitored that especially for communication; media consumption practices are tending to be private. Therefore, fear or anxiety of publicity might prevent audiences to conduct media multitasking or consuming multiple media more often:

> *"…I almost never talk on the phone while I am using public transportation. I don't like the idea that they hear what I say…" [13]*

As mentioned, family values also appear to be a barrier at home, especially for kids, regarding media multitasking and multiple media use. It has been observed that elder audiences commonly perceive media consumption as a destructive practice about communication and child development; therefore, they are commonly precautious about the media consumption at home:

> *"…It is important to communicate at home with kids and my wife, especially, communicating with kids is critical. I want to spend some time with them but it is not possible if television or computer is available, therefore, we have some rules about them…" [3]*

Physical status

Final audience factor that has been derived from the analysis is physical status of the individual. It is found that when participants are feeling tired or not in a good shape, they have a tendency to use certain media more than the others, especially the ones requiring less cognitive attention and including less messages and information processing:

"…I cannot watch movies at nights of hard work, I usually watch TV series or some other programs on television which is shorter, does not force me to think or remember…" [3]

"…If I feel like tired or somehow not in a good shape, then I usually watch something not particular on television while laptop is turned off…" [15]

As it is delivered, tiredness is a barrier on media multitasking and multiple media consumption, meaning that these practices require more attention than their single versions. Addition to the limitations regarding number of media channels, tiredness might also influence content of media, as it is mentioned in the excerpts.

4.3.2 Media factors

Apart from the factors that stem from and strongly correlated to the audience, there are also various factors fostering or inhibiting media multitasking and multiple media use practices that principally derive from the nature of media or technology that individuals are practicing. These factors are briefly type of media, content and exigency of media and layout/position of media.

An important point to be mentioned, as it can be comprehended from the different dimensions of media factors, they are primarily originated from the fact that mentioned media is owned by the participant or somehow available. Therefore, availability or ability to reach a certain medium is not included as a media factor although it certainly has a relation. As a result of media/technology availability's relation with audience factors, in detail demographical (income level) as well as psychological (personality and values), it is positioned in the joint factors section and will be further investigated.

Type of media

Independent from their regarding content, type of media itself defined to be either a distraction for media multitasking due to dominancy and need for attention, or on the contrary, aiding participant to be free from attention:

"…If I am watching a movie from the DVD player, this means that I haven't seen that movie before so I might even make my phone silent. I do not want to miss anything about the movie. So, I do not multitask or use multiple media when I am watching a movie on DVD player. However, it is a lot different when I watch a

movie from television or computer, since I probably have seen them and surely will do something else if they are on the background…" [7]

Also there are some cases that specific type of media is the only applicable one to multitask whereas the other types prevent them to conduct the media multitasking activity:

"…I cannot consume any other media when I am driving; they are a lot attention demanding. While listening to music, I do not need to put any attention at all; I can comfortably listen to music, it might even help…" [2]

Similar to attention requirements, some sorts of media are also supporting the easiness of conducting media and non-media activities simultaneously due to their practical nature:

"…Watching television is really convenient and easy. Just one click and it is on, no need to think what I should do, watch. Definitely more practical than any other media, I can say…" [4]

Additionally, during the interviews some participants mention that media multitasking or multiple media use activities differs in terms of frequency and applicability due to the specification of media even if they are exactly in the same roles or including same content:

"…Having a desktop computer instead of a laptop computer would result in a shorter duration of usage. Using a laptop gives portability as well as flexibility in use. However, it might be more focused while having a certain purpose to use. I might use laptop even I do not need to do something, just habitually…" [4]

As it can be derived from the participants' excerpt, even though desktop computers include the same features and used for the same content, laptop computers enable media multitasking and multiple media use due to their portability and practicality. It makes watching television and chatting at the same time possible without a certain need to relocate. However, as mentioned, while using laptop computers somehow participants allocate less cognitive resources (less focus) due to the fact that it will be used for longer duration contrary to desktop computer which is used mostly based on purpose related.

"…There is a certain difference between using home computer and work computer or laptop. Although most of the things I do in my home computer, I don't them on others. I guess it is all about habits, I never used them for some

entertainment, and so I am not using them for that purpose. Also, I haven't used my home computer for any work related and I will not do anything as such. That's how I use them. I divide the necessities among the available computers and do accordingly then…" [6]

As illustrated, another interesting setting is detected with a participant who uses three different computers according to the theme while assigning different roles to each of them. These roles are basically fostering or inhibiting according to the definition of the role itself.

Content of media

In previous part, fostering and inhibiting factors were originated or correlated to the type of media independent from its content. In this section, how different contextual aspects support or obstruct media multitasking and multiple media use will be illustrated. Related to the contextual aspects; familiarity of content, features of content such as genre and program language and also required attention for and importance of the content are dimensions of analysis that make a difference in possibility or applicability of media multitasking and multiple media use activities.

First of all, some participants mention that independently from type of media, familiar content enables them to conduct media multitasking as well as consume multiple media at the same time:

"…Another important determinant about my multiple media use is that I watch movies or TV series that I have watched before, I know what happens. I guess this enables me to do something else like browse web, chat or play computer games. [7]

Second, features related to the content such as program category or its genre mentioned to have an effect on media multitasking frequency and multiple media use feasibility. To say, some participants (especially families with kids and customer-based workers) mentioned about how selecting program type enables them to do other things at the same time:

"…In general we prefer to watch television programs that I can start watching in the middle and I would still understand it. We have lots of distractions so we cannot watch any TV series or movie as a whole. Thus, we do not prefer to watch those contents. I need to some other thing all the time…" [4]

Also genre of the music being listened appear to be a factor such that more slow-tempo genre enables reading something while listening to music, that is a variation of multiple media use:

> *"…If I am reading something, I might have some music on the background such as Royksopp which is really peaceful, down-tempo and quiet that I don't need to focus on and it does not disturb me, on contrary encourages me to read something meanwhile…" [8]*

An attention-grabbing finding is realized while talking about how content of media can affect multiple media use, a participant highlighted language as an enabler while consuming more than one medium at the same time such that:

> *"…I realize that most of the time, the content of the media surrounding me is in my mother tongue. I cannot play computer games and watch a TV series or movie in any other language; it requires more attention and prevents me to focus on the game. However, I can play computer games and watch television easily if the content from the television is in my native language…" [7]*

It is also possible that language can behave as a barrier in general media use that eventually reduces duration, frequency and variety of media consumption. Inevitably, reduced duration, frequency and variety of media consumption sets a boundary on occurrence of media multitasking and multiple media use:

> *"…I guess being in a foreign country and experiencing a language barrier, I read less newspaper, rarely listen to radio and do not watch television at all. If I would be able to understand the language, I would definitely conduct these activities more often and longer…" [6]*

Volume level of the media, independently from its content, delivered to be a factor that affects multiple media use, while low volume does not hurt multiple media use but also does not support, high volume viewing of television probably result in concluding multiple media use practice whereas a reasonable level of volume declared to be the optimal for watching television and doing some tasks on the computer:

> *"…Volume level of television also might affect my multiple media use practice. If the television is too silent to be heard, then I might not look at it and stay with the computer but if TV volume is on reasonable level so I can hear, I look at it if I hear*

something interesting to me. If the volume level is high, depending on situation, I might turn volume down or shut the television off…" [9]

Final factor that is described to have a role in enabling or disabling media multitasking and multiple media use related to the media content is importance of the content or required attention for achieving multitasking. This dimension mainly originated from media multitasking conducted while talking on the phone, which is strongly dependent on who is calling, what the relationship with the caller is, what the possible topic might be and how long the call will take:

"…When I receive an official phone call or a call from someone that I have never talked before, I usually put more attention to it. However, if I receive a call from my family or friends, I can do something else. For example, I might do the dishes or any other house work if the call is from my mom since I know that it will take a long time and also she would not offended about me saying 'just a second' while doing something…" [18]

Layout of media

Layout of media is defined to be a factor certainly enabling or disabling media multitasking and multiple media use depending on the case. To say, it might be considered that layout of media is not originated from the media itself, but it can be evaluated as how it is located by the participant. However, that is not the case in here, which describes the situations that participants do not have a control about the positioning due to the content and use-cases of mentioned media:

"…Due to the fact that I live in a small studio apartment, I am able to view television easily while I can use my desktop computer. I guess this is one the main reasons for using computer/television at the same time…" [7]

As it can be remembered, layout of home or work is considered to be an external reason for conducting media multitasking or consuming multiple media. Similarly, it is also a factor affecting these practices, enabling or disabling them according to the location or layout of media.

4.3.3 Situational factors

Previously, the factors that might have a positive or negative effect on media multitasking and multiple media use behaviours of participants have been illustrated while the origin or source of those factors principally arises from the participant or media they are consuming. In this part, the

fostering and inhibiting factors of media multitasking and multiple media use practices of participants which are initiated from relatively external sources or ingredients will be delivered by conceptualizing the factors, categorizing and illustrating with excerpts from the interviews or notes from observations. Namely, the externally generated factors that might support or preclude participants to conduct media multitasking or multiple media use activities are timing and time limitations, togetherness – existence or addition of somebody else to the media consumption scene, content or importance of non-media related activities and lastly, geographical location.

Timing / Time limitations

According to field observations and personal interviews, timing and time limitations might have a certain effect on media multitasking or multiple media use practices of participants. Timing effect relates to media multitasking or multiple media use activities that might be conducted in different time frames such as mornings vs. evenings, weekends vs. weekdays as well as seasonal differences. Time limitations primarily focus on restraints related to the available time for media multitasking or multiple media use.

For instance, common for several participants, not conducting a media multitasking activity in the morning but in the afternoon or evening stems from the specifications of a media activity that disables the participant to conduct in the undesirable time frame or lack of reasoning such as:

> *"…I don't talk on the phone in the morning since there is no need mostly. I usually make my calls while I am coming back home, I talk people that I wanted to call during the day or they called me but we could not speak…" [8]*

As it can be seen from the excerpt, talking on the phone while commuting is conducted mostly while coming back home in the afternoon or evening instead of going to work, school or somewhere else in the morning. A reasonable explanation is that mornings are usually early to make phone calls due to lack of energy to talk, drowsy feelings and lack of subjects to talk about in the morning. It is common to discuss what happened during the day while commuting back in the evening. Not talking on the phone while commuting in the morning might also be originated from the need of the participants, since communication might not be the priority in the morning when compared with energizing (listening to music) or being informed about the agenda (reading newspapers)

Moreover, apart from the timing of the day, differences between weekends and weekdays might also affect the media multitasking or multiple media use of individuals due to availability of spare time to consume media:

> *"…During weekends, it is really hard to watch television, use computer or do anything else at work. We are mostly occupied with work routines, so barely allocate any time for media consumption. However, on weekdays, the possibility of doing media multitasking or using multiple media is higher due to the fact that we have more time allocated to media use…" [1]*

Clearly, availability of free time – clear from work, school or any other duties, have a positive effect on general media consumption which is considered to positively correlate to media multitasking and multiple media use.

During an interview, a participant mentions how season has an effect on her media multitasking and multiple media use. In winter, due to the fact that duration at home is higher, media consumption is clearly more frequent and its duration is longer, eventually generates media multitasking and multiple media use practices:

> *"…Especially in winter time, when I come home, I put TV on immediately, since I cannot spend long hours outside, I feel more depressed and less energetic so I look for options that can relieve my boredom and make time pass quickly. Meanwhile, I eat a lot in front of television; talk with my friends who are online on Facebook, zap channels over and over..." [5]*

Having a limited time is another factor that effects media multitasking and multiple media use practices, exclusively negatively. As it can be seen from the explanation, availability of extra time can provide the participant a possibility to conduct media multitasking or multiple media use activity:

> *"…While having breakfast if I have some time, I might check some news from the computer. I usually do not have that free time, so I usually don't read news in the morning, just eat as fast as I can and leave…" [11]*

Togetherness

Togetherness – existence or addition of somebody else to the media consumption scene is one of the dimensions that participants delivered a large amount of data for analysis. As a result, it can be argued that different settings deliver variable results in terms of support or prevention of media

multitasking and multiple media use practices of participants, despite the fact that a participant mentioned that togetherness may not be a factor affecting media multitasking and multiple media use practices:

> *"…Even though I have some friends over, television might be on and running (music channel or different content) and computer is most probably on…" [15]*

In general, most of the participants deliver a consequence positive or negative, almost independent from the theme. Interestingly, togetherness can be by nature considered a 'social' factor; it did not appear in social life, school or commuting themes. 'Home' is the most common theme that togetherness exists on the scene, while some participants mentioned about its effects on work theme. The lack of mentioning togetherness aspect in most of the themes can be explained by the participants' evaluation of these themes as already being together with someone else, meaning that when they are asked about the differences about their media multitasking and multiple media use practices as conducted alone or together with somebody else, they mostly consider the instances when they are alone which is probably more frequent in home theme. Another explanation can be derived from the fact that participants spend most of their time in home context, making it a 'master' theme when compared with the others since it has been observed that participants consider home as a 'natural' theme while the others are mostly 'cases'.

The effects of togetherness regarding the participants' media multitasking and multiple media use can be categorized as disabling or enabling (preventing or supporting) media multitasking and multiple media use, limiting general media use duration and finally changing content of consumed media. First, togetherness might disable (or prevent) media multitasking possibilities that participant might experience.

> *"…When my flat mate is around, I think I listen to music and watch something less. Availability of someone else that can prevent me to be alone makes me not search for adding something else to my usual activities..." [10]*

To say, when participants point out that they are alone, there is probably a search for media consumption to be added what is currently being conducted. Existence of somebody else mostly replaces the need for media consumption, or somehow restricts the individuals not to conduct that media multitasking practice as in work excerpt. On the other hand, there are some instances that

togetherness delivered an opportunity to the individual to conduct a specific media multitasking activity that would not be possible while being alone:

> *"…I have a game console (PlayStation) at home that I usually don't play when I am alone. I just play when my friends are at our place, or there are instances that I specifically call my friends to play…" [11]*

Existence of other people may result in a practice of playing with the game console and talking about the game, eating, etc. whereas being alone is a reason for not conducting the mentioned media multitasking practice. Likewise, participants' television viewing and talking/communicating with friend media multitasking activity is made possible by existence of a friend who requests to watch a certain television programme while visiting the participant, which would not conducted otherwise.

Similar to the negative effects on media multitasking, multiple media consumption practices are also hindered by existence of another person in the scene:

> *"…When I am alone, it is often happening that I have one of my favourite shows on the computer background and I might have some other browser windows open, however if there is someone around, he/she replaces the show…" [14]*

As mentioned, existence of another person in the media consumption scene mostly reduces the number of media channels available, exclusively audio-visual based ones. Inevitably, existence of somebody else delivers a need (or circumstance) of communication; which forces the participant to eliminate one of the media channels – commonly 'noisy' one. On the other hand, during interviews, there is an occurrence in which togetherness is not negatively affecting the multiple media use practice but increasing the number of platforms that the multiple media use experience ensues, in other words, increasing the complexity of the multiple media use while transporting it from being single platform to multiple platforms:

> *"…When I am at home, I am usually online, browsing web or editing photos and listening to (recorded) music; while television is always off. However, if my girlfriend is at home, television is on, although I do not pay much attention to it, I need to turn off the music from the computer…" [2]*

Although altering the multiple media use behaviour from being single platform to multiple platforms cannot be described as a positive effect or improvement in multiple media consumption experience, it also cannot be described as a negative consequence of togetherness effect.

Furthermore, togetherness factor may also indirectly or passively eliminate the possibility of multiple media consumption, just by limiting audiences general media use duration:

> *"…When I am alone at home, I conduct some media activities definitely differently, most commonly for longer durations. I play games on IPad for longer or spend more time on reading newspapers or any other thing knowing that there will not be any external intervention: question, request or any comments…." [16]*

As the participant mentioned, togetherness shortens the duration of general media consumption, which can be considered as a negative effect on media multitasking or multiple media use practices. Due to the fact that these practices require a 'media' aspect while shorter usage might reduce the duration of this aspect and therefore, the possibility of conducting media multitasking or using multiple media is less due to the enervation of media component.

Despite the fact that it is not directly related to the media multitasking and multiple media use practices, togetherness factor might result in alterations of media content:

> *"…When we are together and if we are looking for a movie to watch, it will definitely not be a horror/thriller or anything sports related. I might watch them when I am alone, or at least I used to do so..." [4]*

Although the change about the media content might not be closely correlated with media multitasking or multiple media use, it is important for revealing the fact that togetherness factor abridged individual's control over media content selection and might alleviate the individual's aspiration for conducting media multitasking or using multiple media simultaneously.

Final indication about the effects on togetherness factor on media multitasking and multiple media use behaviours is related to the familiarity of the person that involves in the 'togetherness' scheme. It has been signified that togetherness effect might deliver diverse results depending on the relationship of the person involved in the togetherness scheme, while it might restrain or utterly eradicate media multitasking and multiple media use practices or it might have little or no effect on these activities:

> *"…When there is someone around, I do not listen to music on the background while cooking, eating, etc.; I spend less time on Facebook [even not at all] and don't not watch movies or TV series. Actually, it might depend on the relationship with the visitor. If he/she is someone that often comes over, the change would be less radical…" [6]*

As illustrated, depending on the relationship and familiarity, existence of somebody else might limit the participants' media multitasking or multiple media use practices or might totally eliminate them, on the other hand, with a familiar face, the barriers on these media activities might be removed even it might support conduction of these activities. Moreover, an interesting occurrence is experienced during one of the interviews. While the interview was being conducted, a man approached and asked permission to take the newspaper located on the table. After handing over the paper, the participant stated:

> *"…When we start this interview, I really wanted to read the newspaper while talking to you at the same time, but I did not want to be rude to you. Although I could easily reply to your questions and deliver my practices about media use while reading the paper, I just did not do that, since it would be inappropriate and I find the questions interesting. If I would be sitting here with close friend and talking, I would be definitely reading that paper…" [13]*

This excerpt reveals the effect of familiarity of the person while togetherness factor is applicable. Due to being with relatively unfamiliar person, the participant eliminates his media multitasking practice, where he might easily conduct it while he is with someone more familiar.

Content/importance of non-media related activities

Another situational factor that has an effect on media multitasking or multiple media consumption practices is content of non-media activities that occurring simultaneously with or within these activities Although non-media activities are more frequent in media multitasking activities, there are certain instances where multiple media use activities include one or more non-media activities.

First of all, related to the 'work' theme, busyness and workload of the participant is an effect such that they have a tendency to conduct their multiple media use and media multitasking activities while they are relatively less occupied and their workload is moderate:

> *"…Actually to say, our job is not continual, therefore, our media use. Media consumption occurs mostly when we are free, not doing any work related stuff. We are consumer dependent…" [1]*

As mentioned, workload and busyness prevents participants to conduct media practices, which eventually averts their media multitasking due to the fact that any 'work' theme activity naturally becomes media multitasking practice if it is combined with a medium. Thus, it can be concluded that workload is an inhibiting factor on multiple media use and media multitasking that largely relevant for work theme.

Aside from workload, content of the non-media activity (which is mostly theme originated) including the required attention and importance is another situational factor that has an effect on media multitasking and multiple media use practices of audiences. To say, participants indicate that while conducting non-media related activity, if it requires attention heavily or is attached importance inherently, then, participants most likely to limit their media multitasking or multiple media use behaviour independently from theme they reside in.

> *"…When I am outside (walking on the street) I don't listen to my IPod usually since there are many other stimuli out there. In order to prevent not hearing a car's horn (traffic) or hearing someone shouting or talking to me, I prefer not to listen to music while I am outside…" [10]*

The above excerpt from one of the interviews effectively illustrates how outside content (traffic) can have an effect on media consumption. Due to the required attention while walking around the traffic, the participant is unwilling to listen to music or talk on the phone, which eliminates the media multitasking behaviour (walking on the street and listening to recorded music) of the individual.

Similar occasions are also delivered or detected within other themes such as school, commuting and work. At school, the content of the course plays a critical role in media consumption in the classroom during lecture in which a course with participatory nature disables individuals to use their mobile phones or computers to browse on the net or instant messaging, whereas a non-participatory lecture (such as presentations) enables the individuals to browse on the net while still listening to the lecture:

"…If the course requires attention or participation, I might not use my phone at all. However, if the course does not require participation, I might probably use it for browsing on the net, checking Facebook or messaging. This is also what I observe about other people's behaviour. After 10-15 minutes of the lecture, they start to use their laptops or mobile phones to do staff which are probably non-school related…" [7]

Although it can be considered related to the above excerpt that it is availability and portability of technology that enables the media multitasking during lecture, it should be realized that actually it is the content of the lecture which enables or disables the media activities, since a participatory lecture might totally cut off all media consumption despite the availability of portable internet technology.

Parallel examples of how non-media activities' content might enable or disable media multitasking and multiple media use can also be given for commuting and working themes. In the following excerpts, while traffic disables the participant to conduct media multitasking activity, in work theme, it can be seen that routine content definitely enables the participant to listen to music due to its lack of attention requirements:

"…When I am riding motorcycle, I cannot listen to music or radio since I feel that I lost control of the traffic due to not hearing it, although I would like to…" [7]

"…If I am conducting a routine thing at work that does not require much thinking such as writing a document with copy paste routine which does not require much brain power I need to have music on the back since then it becomes boring. However, if I need to find a solution to a problem, I cannot work while there is music, it distracts me…" [10]

Geographical location

In terms of media behaviour including media multitasking and multiple media use, being on a vacation or living in a foreign country appear to make an effect on audiences. In the interviews, when the participants are asked about their media behaviour while they are on vacation, they seem to be relieved, indicating how their media consumption is reduced or altered when compared to their daily life routine:

"…If I am at my parent's house, I visit Facebook less. I still visit it daily, but not as frequent as I am using at home. A reason for this might be that I have more things to do, I am out of my normal routine…" [5]

As it is described, being in another location limits participants' media options due to lack of availability of different media channels or plurality of non-media activities that prevents them to consume as much as media as they do in their regular daily life. Thus, limited availability of different media channels limit or reduce audiences' media consumption which also reduces or limits the probability of conducting media multitasking or multiple media use instances. It is also imperative to mention that most of the participants' feelings about media consumption were damaging, indicating bashfulness since regular and frequent media consumption is perceived to be an indicator of antisocial behaviour.

Furthermore, there have been some instances in which the participant is living in a foreign country that seems to make a positive effect on media multitasking and multiple media use. It is described that due to being in a foreign country there is a lack of communication or social sharing with the community, apparently filled in with using multiple media, conducting media multitasking more frequently; to say, consume media more frequently in general:

> *"…I also observe extreme media multitasking when I am at friends' place who are not from Finland. Then, I conclude that the reason might be to fill in some gaps or relive our longing. When I am back at home, my multiple media usage is less and less…" [7]*

As participant stated, frequent media multitasking and multiple media use appear to be more common within foreigners who might be experiencing some problems in harmonizing with the society and lacking social activity participation, which eventually filled with mentioned media practices. To sum up, it can be partially concluded that media multitasking and multiple media use tend to occur more frequently in 'regular' daily life, where the individuals practice similar activities every day, resulting in a lack of social merger with the society and increased consumption of different media channels simultaneously or combining with non-media practices.

4.3.4 Joint factors

In this section, factors affecting media multitasking and multiple media use practices are evaluated according to their source of formation: audience, media or situational – external. Additional to these factors, some factors have been detected which includes different aspects from different sources,

that is a factor that has generated from different sources. These joint factors are specifically media/technology ownership, co-experience ability and meaning of media consumption.

Media/technology ownership

Media/technology ownership is as described a joint factor that includes some aspects from audience factors such as demographics (income level) as well as psychological (media valuation) and media factors such as media coverage or availability. To explain, media ownership can be evaluated as a function of audience and media factors which includes some aspects from each of them:

> *"…I used to listen to music all the time, but not anymore. The reasons for the change might be that I do not have a phone that I can listen to music anymore, if I would have it, I would listen to it and also browse internet, Facebook while commuting to work and being outside…" [11]*
>
> *"…When I am using tram to commute, I can use the internet Facebook. I do not use internet other than that since I do not have any Internet subscription…" [5]*

Lack of ownership of a certain media channel (smart phone) results in a deficiency of a media multitasking practice to be conducted while commuting as it is mentioned in the first excerpt. Although the individual has intention to listen to music or browsing internet while commuting to work, not owning a smart phone that enables to conduct these activities results in hindering this media multitasking practice. In the other excerpt, the participant mentioned that she is able to browse on the net while she is outside or commuting only while she is commuting on a tram, due to the fact that wireless Internet technology is only available on that carrier. She is willing to browse on the net while being outside, which is not possible due to the lack of Internet connection available through the mobile device.

Ability to 'co-experience'

Apart from media and technology ownership, ability to co-experience a certain media practice is another joint factor that enables individuals to undertake media multitasking activities. Co-experience ability includes several aspects from different factors, harmonizing togetherness (situational), content of media (media) and personal feelings (audience):

> *"…If a friend of mine is at our place, watching television or not depends on the context, if there is a football game on television, we might watch it together. If we*

can share something and talk while we are watching then we watch, if it is something else, it is muted or turned off..." [3]

"...A main difference between computer and television is mostly about the ability or possibility to share the experience. I guess in our house, Internet usage is more privately done whereas television viewing is more social with talking and such..." [4]

As explained, while a friend is over, watching television or not while talking with him/her depends on the content of the media, familiarity or relationship with the visitor as well as personal preferences of the individual. Similarly, watching television instead of doing something on the computer enables sharing the media multitasking experience, enabling all the involving parties to be a part of the practice and therefore, eventually makes the media multitasking activity possible. If there is a certain feeling or demand to share something, watching television is done while talking, communicating or eating, instead of browsing on the web or instant messaging which are more personal or individual practices that does not enable to share the media practice. To expand the examples, participants delivered that listening to music, reading something or using computer to be the media practices that least enables to co-experience or share, whereas watching television or something else is more qualified about sharing, experiencing together. Also, playing with game console appears to be an even superior media platform that enables to share the experience, enabling the individuals to be the part of the media content, which inevitably makes them to interact with each other.

Meaning of media consumption

The last joint factor that combines different characteristics of various factors is meaning of media consumption for the individual. This factor includes content of media (media) and personality (audience) dimensions while the combination delivers a meaning to the media consumption that might enable or disable it to be conducted in a certain theme:

"...When watching Young and the Restless, I usually have Facebook, Gmail and HS on the background because the TV serial that is not important, it does not require to me to put all my concentration and attention, it is a stupid TV series, and I am not interested in it..." [5]

As the participant explained, due to the null meaning of the TV series she is watching, she is able to conduct other media activities simultaneously, meaning that consuming multiple media at the same

time. A different meaning for a different TV content might result in a reduction of media channels utilized which might limit multiple media use practices of the participant. In another example of how meaning of media consumption alters the ingredient of a media multitasking activity, the participant reads newspaper or listens to music instead of reading a book while going to work, although she is willing to do that. Due to the fact that reading a book carries her away from real world practices, she does not read a book while commuting to work, instead conducts media practices, which have a more realistic content that can prepare her to work environment:

> *"…I often listen to music or newspaper but I don't read books because while I am going to work I don't want to do something that might distract me, since when I am reading, I travel to a fantasy world, then it is hard to come back…" [10]*

In this part, fostering and inhibiting factors of media multitasking and multiple media use has been illustrated and their impacts have been revealed. In the next part, results of conducting these activities over audiences will be evaluated in detail.

4.4 Results of media multitasking and multiple media use

> "*…I do not believe that they can bring a lot advantage or disadvantage. For instance when cooking, it does not matter much if radio or television is there. I guess without them I will be and feel the same…" [1]*

Although in the opening it is possible to receive such a reaction after asking about what the possible benefits or drawbacks of media multitasking/multiple media use might be; as the conversation broadened, all of the participants realized some sort of benefit or drawback that they have experienced or may experience. Figure 4.6 below illustrates an overview of media multitasking and multiple media use results, as it can be seen, practically shaped according to the theme.

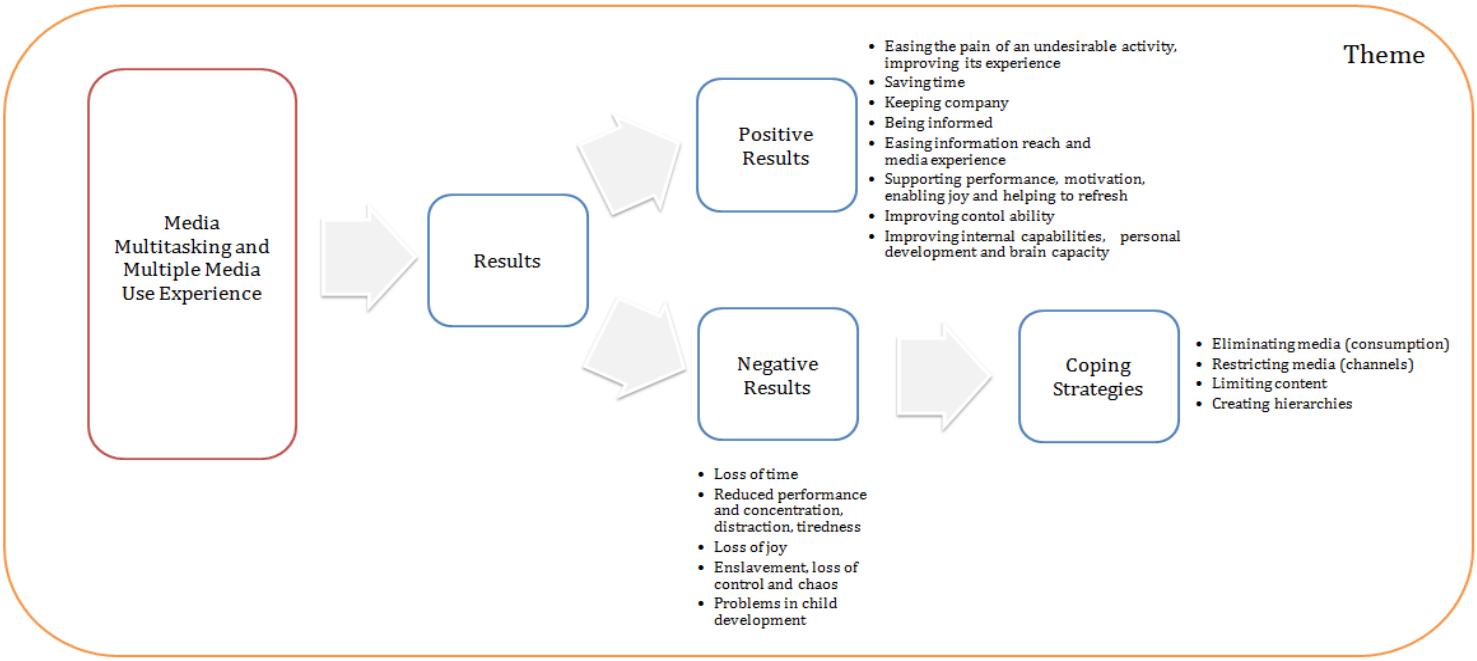

Figure 4.6 *Results of media multitasking and multiple media use and coping strategies generated to eliminate negative effects*

Even if these media activities are conducted as a result of habit or routine, inevitably, occurrence of these events brings some benefits or drawbacks depending on the content and even theme. Despite the fact that content of the media or non-media activity and rationale behind the practice are the main forces in deciding on the type and magnitude of the result, situated theme (context) also has a certain effect on the outcome of conducting media multitasking or multiple media use practices:

> *"... At home, having television on the background (or some music) while using computer keeps me company. Without having television or music, it is too silent and boring. When I am at school or work, availability of different media channels helps me to focus on what I am doing and supports my understanding..." [15]*

As delivered, the results of conducting media multitasking or consuming multiple media at the same time may fluctuate according to the theme even though same practice identical practice is conducted with exactly equivalent combinations.

During the interviews, when participants are asked about 'results' of media multitasking and multiple media use behaviours without specifying the result type, they were more inclined over

positive consequences of these media practices, whereas negative consequences were mostly ignored or tagged as insignificant:

> *"…Is there any (negative results)? May be that the attention is divided so you might not give 100 % to something. But why would you anyway, that is the reason to do multiple things simultaneously…" [8]*
>
> *"…I do not feel that there are any drawbacks related to my effectiveness or productivity at the work place, although media multitasking definitely brings some benefits…" [2]*

On the other hand, as soon as the interview is developed, questions are asked in depth and illustrations or some findings are mentioned, depending on the participant's valuation of media consumption, some results of media multitasking and multiple media use are defined as negative consequences:

> *"…When having a videoconference with my parents and sister, I might sometimes be carried away while reading something on a website…" [8]*

Nonetheless, while mentioning about the positive results of conducting media multitasking or multiple media use activities, participants were able to deliver more responses with a much quicker pace. Naming the results was easier, even in some cases they were delivered as a package in just one answer:

> *"…Relaxing, easing social communication (so I am able to contact my friends while I am at work), concentrate more on what I do (while listening to music), more connected and feeling more comfortable…" [12]*

Rationale behind swimmingly listing the positive consequences might originate from the fact that most of media multitasking and multiple media use practices are conducted intentionally that is contemplating a positive result that they can achieve. Therefore, originated from a mostly deliberate reason, positive results are probably easier to remember as an achievement. On the other hand, negative consequences arise commonly from anomalies, as a result of abrupt reactance and coping strategies are evolved and the anomaly – negative results of media multitasking or multiple media use – is ignored in the short term or eliminated in the long run.

4.4.1 Positive results

Easiness of describing and conceptualizing the positive consequences of media multitasking and multiple media use is previously mentioned. With the help of easiness to describe, participants mention several positive consequences which are namely, easing an unpleasant activity, saving time, keeping company, being informed easily, improving visibility, reach and experience, increasing performance, joy, motivation and refreshing, increasing personal capability and developing personality and improving brain capacity and finally, increasing ability to control. In each sub-section, these positive results will be explained in detail and illustrated with excerpts from interviews and notes from observations.

Easing the pain of an undesirable activity

Adding a medium while conducting a generally undesirable but need-to-be-done activity is reported to ease the pain of the unwanted activity and make it somehow more tolerable or bearable for the participant:

> *"…I guess listening to music or watching something at the same time makes some activities more bearable and tolerable such as cleaning, hovering or washing the dishes; especially the activities that I don't like to do but I have to do…" [10]*

Addition to easing the pain of the undesirable activity, adding a medium to a certain non-media related activity might improve the non-media experience by supporting it or making it somehow more tolerable:

> *"…When I am eating, without having anything else on the back, I get bored and might enjoy the food less. Even if there is nothing on the background (music or video) I might cook much shorter since it feels boring; however, if I have music on the background I spend more time with cooking and it becomes a more joyful experience…" [6]*

Furthermore, a participant mentioned that addition of a medium (media consumption practice) to a certain context certainly improves sharing, supports communication and enables building relationship with his wife:

> *"…For instance, there are some TV series that we watch regularly, and these shows are utilized as a tool to share something and a way of communication…" [3]*

As illustrated, while being at home together, watching television – especially a TV series that they regularly watch together – enables them to talk about the series, support communication through the occurrences in the series and relate them to their own relationship and thus, improve the connection between each other.

Saving time

Using time more effectively and efficiently is another positive result that is mentioned by the participants especially while doing multiple things on the computer that is not preventing each other from conduction or they are somehow consummating each other:

> *"…When I am reading a blog (let's say about coming soon movies), I start to watch a trailer, however if it starts with disclaimer or something, I just open another video while still having the previous one. I guess it might help me to be more effective and efficient in terms of media use time…" [8]*

Although the above mentioned examples are illustrating how time can be used more efficiently while conducting single platform multiple media use, the benefit is also described in some media multitasking practices, while adding a medium to taking care activity enables participant to save time. Due to the fact that the participant will conduct one or more of the mentioned media activities anyhow, combining the consumption with another activity spares some time for completing other necessities:

> *"…I guess watching television, listening to some music quietly or do some short things on computer while I am taking care of my baby enable me to save some time…" [5]*

Keeping company

Loneliness suppression was elucidated as being one of the foremost rationales to conduct media multitasking and multiple media use whereas disparities between being alone or with someone else while conducting these media practices are strongly emphasized. Thus, predictably, keeping company appears to be a positive result of conducting these activities, while participants mention their ability to simulate somebody else's existence by making noise or somehow keeping the participant occupied:

> *"…Actually most of the time I am not looking at television, I am not even necessarily listening to it but I feel like it is somehow it is filling a blank while I am*

doing some other things at the same time during the day. Television is some kind of company keeper to me. If I did not have it, I would feel like the house is empty…." [5]

Even if media consumption is passive as it is mentioned in the excerpt, more than its delivery or content, its existence is the relieving factor while participant knows that 'television is there whenever I need it, I can look at it'. In most cases, television is regarded as an acquaintance that does not ask you anything but always willing to tell about something. With this aspect, it is a good company who is telling different interesting stories all the time but can be muted or ignored whenever desired.

Informing about 'what is going on'

Being informed about breaking news or anything in particular is mentioned to be easier in case of using multiple media simultaneously, mostly enabling the individuals to know what is going on in the world and if anything significant happened that they might be interested in. Being informed about the recent updates of important events and the relief of being up to date, participants feel to be a part of the society they live in and do not miss anything important:

"…Using multiple media at the same time keeps me informed all the time, permits me to know if something important occurs. For example, watching television and doing something else gives me the feeling that I am informed and I did not miss anything important. I feel like I am connected and aware of issues..." [1]

Apart from the occurrences in the society or in the world on a larger scale, media multitasking and multiple media use also facilitate individuals to know about their family or friends' recent activities, important happenings or changes. Thus, being informed about the close and familiar environment, participants mention feelings such as containment of isolation from the folks and connectivity due to easiness to reach and to be reached:

"…Facebook enables me to have some company connects me with my friends which is a really great thing because I know what is going on about my friends. Also, I feel less isolated because I spent a lot of time at home..." [5]

Easing information reach and supporting media experience

One of the most palpable assistance of having multiple screens in the field or scene of media consumption is to improve opportunity-to-see of information that might not be possible to be

realized in case of single medium consumption. Including other screen(s) advances visibility of information out there, easing the participant about reaching the information that is needed:

> *"…Second advantage is the ability to reach information easier and learn about things that I might not learn while using a single medium…" [9]*

Already eased visibility of information to the participant, accessibility of a second screen facilitates participant to build upon existing knowledge by assisting to look for additional information about the focus of interest and learn more about the issue:

> *"…Once I have seen a program or advertising on television related to a product's event that is about cooking outside, I was interested about it, 'googled' it and learned more, found out that it is also on Facebook, I directly 'liked' it and now, I am subscribed to it and I kept informed about the event all the time, which is great…" [15]*

A remarkable illustration about how existence of a second screen improves visibility and information reach is experienced during one of the interviews. While conducting the interview, there was an athleticism event on the television and participant was looking at it passively while he was explaining how having the laptop close helping to reach out more information about an interesting advertisement that he might see on television. In a moment of silence, he looked at the television screen and replied:

> *"…For instance, when I see 'Karhu' ad there on TV, now, I have an inexorable urge to look for their newest product offerings, knowing that laptop is just here, I can easily look for the latest shoes…" [4]*

The interesting point about viewing the advertisement is how the participant decides to look at the television while talking, or similarly what makes him to look at the television while using computer in general. During the instance of interview, a race just ended while commentator was thrillingly delivering the results, which was attention grabbing that moment, especially intriguing auricular senses. It is mentioned by most of the participants that similar incidents are experienced while conducting some tasks on the computer and television is on and running on the background. Participants indicate that when they 'hear' something appealing, they turn their attention to television until the appeal vanishes, which highlights the key role of unoccupied senses (audio in this case) and how they steer the individuals' attention.

Mostly as a result of increased opportunity-to-see and ability to build upon some information received, availability or existence of a second screen (multiple media use practice) is stated to improve the media consumption experience in general. Participants mentioned that their media use became a more satisfactory experience as a result of adding a second screen to the context, increased their participation and eventually increased the joy:

> *"…Watching television and reading something on Wikipedia related to the TV content complement each other and definitely improves TV viewing experience. Also, I often use a website that enables me write and read comments about a football game that I log in during the game. It somehow makes the watching experience more fun…" [4]*

Supporting performance and motivation, increasing joy and helping to refresh

Including a medium to a certain non-media related activity claimed to increase performance of the activity while enabling to focus more, improving concentration and achieve better results:

> *"…When I am paddling, I get bored if there is nothing going around. If television is off or there is no music around, I pay more attention to rowing which makes is harder to conduct for a longer time. I feel tired quicker. Watching television while rowing enables me forget about rowing, put my concentration and attention to something else. Similarly, listening to music and cycling makes the distance between home and work shorter. It takes around 25 minutes but when listening to music, I feel the distance is shorter, like 15 minutes…" [4]*

As it is stated, listening to music or watching television helps the participant to transpose his attention to that activity, which makes the rowing experience easier to conduct, more durable and joyful. Also, cycling to work also appears to be shorter due to attention switch and allocating effort to the music, preventing the participant to feel tiredness or boredom. Comparable to the results over exercising, listening to music supports performance at work while improving employee creativity, concentration and enables to focus easier due to the reduced external noise:

> *"…Listening to music thorough headphones also eliminates external noise in the work place and also it supports my concentration and focus, makes me more motivated to work…." [12]*

Performance boost does not necessarily take place at work; it is observable also in other themes, such as work:

"…In general, instant messaging to ask something while reading or writing a school paper helps to solve a problem, improve understanding and helps to achieve better results…" [13]

Apart from increasing the performance and helping to focus and concentrate, media multitasking or multiple media use also enables individuals to refresh and to motivate in order to achieve better results at work, especially when needed:

"…It might also originate from that fact that it might help to refresh. Instead of staring at walls, it might be better to watch something while reading or writing something when I have lost focus or need a short rest…" [11]

A certain media multitasking practice - listening to music - might also support personality reflection to outer world, build up conscious and deliver more entertaining virtual experiences addition to providing actual or concrete benefits such as performance improvement and motivation boost:

"…Listening to music supports my image to the outer world by reflecting my mood and making it more visible from outside. While listening to music, even dreaming is more vivid since it makes the dream more real..." [8]

Improving ability to control

Mostly evaluated in conjunction with using more than one medium simultaneously, improvement on ability to control actions - selecting and conducting media activities accordingly to personal needs, wants and desires – is portrayed to be another positive result of media multitasking and multiple media use. These activities' contribution regarding selection of media and how to consume them is highly regarded by the participants while delivering their gratification:

"…Multiple media use is all about having control instead of losing it. Providing number of options to select among, you can have an extra thing - what you want to hear and exactly how much you want to hear…." [8]

Improving personal capabilities and brain capacity, supporting personality development

Final positive consequence about conducting media multitasking and consuming multiple media simultaneously is characterized as improved individual capabilities, aided personality development and expanded brain capacity. Some participants believe that by being exposed to multiple messages simultaneously, their personal capabilities can be improved, due to the fact that they get used to

process information from multiple sources and easily adapt to the pace of changing media environment:

> *"…It is good that you train yourself to process information coming through several sources simultaneously. I think, in order to survive in the complex media environment, you need to know how to process information simultaneously. I guess having a screen of a TV series and playing angry birds at the same time make me more capable in the long run..." [8]*

Actually, consistently receiving multiple messages from different sources and being able to process those with the allocated cognitive attention can support capability improvement in the long-basis due to the fact that already-adopted techniques to process messages will not be able to gratify reception of multiple messages, therefore they will be replaced by more proficient techniques specifically arranged for meeting the new, elevated requirements.

Furthermore, some participants mention about benefits of adopting multiple media consumption as a routine or habit, indicating that a media environment surrounded by different options and requirements will eventually lead into singular and communal advancements in order to survive:

> *"…Children who grow up in an environment surrounded by different media technologies will unquestionably be more open minded, have better knowledge of the world, other cultures and countries. Also, they will be more developed in a social manner…" [17]*

Finally to illustrate about the positive results, it is mentioned that media multitasking and multiple media use improving brain capacity due to changing norms of media consumption and increasing number of different media messages:

> *"…I think that human brain capacity is increasing; their ability of creating or thinking is improving. Availability of different technologies and their simultaneous use is really helping in this transition…" [17]*

After illustrating the positive results of conducting media multitasking and multiple media use, in the next part, negative results of conducting these practices will be delivered comprehensively.

4.4.2 Negative results

Conducting media multitasking and using multiple media at the same time deliver several positive or negative consequences to audiences according to the theme, combination of media/media or media/non-media activities, personal and media related factors. In the previous part, positive results of undertaking these media activities on audiences are conveyed and in this section, negative results of adding a medium to non-media or media related activities will be illustrated with excerpts from interviews and insights from observations and fieldwork. These negative consequences have been identified, conceptualized and then categorized according to their impact on or relationship with the individual. To name, negative results of conducting media multitasking or consuming multiple media simultaneously are mainly loss of time, cognitive performance reduction, loss of joy, enslavement & chaos and finally problems with regard to child development. Each negative result will be expanded more in their corresponding sub-section with field observations, participant excerpts and their analysis.

Loss of time

Although some participants mentioned that they are able to save time while multitasking or using multiple media at the same time, in some other cases, it is possible to lose time. Especially while undertaking some other activities, including a media activity such as talking on the phone or chatting on Facebook are described as major sources of losing time:

> *"…While reading an article, if I am required to ask something to someone through instant messaging or Facebook chat, it mostly ends as being a huge time loss, due to the fact that I usually talk more than required there…" [10]*

Additionally, there are some cases where participants mention that they need to stay until late at work due to losing time on talking on the phone or browsing on the net while doing their work, slowing them down and results as staying until late. Moreover, in some cases, they state that using multiple media at the same time can help to reach the information easier, however if they are not really sure about what they are looking for, then, multiple media use results problems in time manner.

> *"…If you are not exactly aware of what you are searching, if makes the search a lot harder and takes longer time than searching from a single source…" [9]*

Performance reduction, distraction, lack of concentration and tiredness

Apart from time loss, media multitasking or using multiple media at the same time might also cause reduction in performance, distraction, lack of concentration and focus. A majority of the participants mentioned that depending on the situation, a not carefully considered or planned media multitasking or multiple media usage might result in reducing performance mostly at work, school and home themes.

> *"…I might occasionally feel that it bothers me. I feel anxious that I cannot concentrate fully on either of them. So, watching television and doing something on the computer simultaneously reduces my performance in or what I receive from both of them..." [4]*

It is possible that using multiple media at the same time cause anxiety if they are somehow not complementing each other but on the other hand, stealing role from each other. Therefore, in order to avoid loss of concentration while consuming multiple media simultaneously, selecting coherent ingredients can be considered as a wise action. By doing so, an individual can easily relish the maximum benefit that can be achieved by combining more than one medium at a time. Moreover, in an interview, a participant mentioned that he is suffering from loss of performance when he is trying to cook while he is watching some episode of TV series 'Friends':

> *"…Actually, it might even slow you down depending on the situation. If I try to watch Friends while cooking – sometimes happens –unfavourable consequences might occur…" [11]*

Individuals might also suffer from distraction when they try to conduct media multitasking and it might prevent them to work effectively:

> *"…When talking to some customer or receiving phone orders, if the radio or television is on and loud, I might be disoriented from conversation and need to put volume down, it can be a real distraction…" [1]*

Availability of multiple information or communication channels and their constantly changing attention requirements might cause audiences feeling bewildered and out of focus about deciding on which message to receive in order to gratify their information seek and personal interests. A common occurrence among participants is lack of concentration, being carried away or distracted due to receiving multiple messages from different sources:

"…When I am talking to my sister on the phone, I can understand if she is watching television at the same time because she is really drifted and not really concentrated on the conversation. I don't like that is happening…" [18]

In some cases, participants mention that consuming multiple media results in tiredness, confusion and challenges in learning; especially when one or more of media channels are delivered 'loudly':

"…Using more than one medium at the same time causes tiredness and confusion mostly, especially if they are loud…" [1]

Loss of joy and entertainment

Improving media or non-media activity experience and adding joy and entertainment to the practice is delivered as one of the positive results of conducting media multitasking or using multiple media simultaneously. In contrast, there are some instances where conduction of these activities might result in a loss of joy. During an interview, a participant mentioned that rationale for using multiple media is changing and becoming more imperative. Thus, enforcements related to these activities remove the entertainment aspects and cause loss of joy eventually:

"…I feel like using multiple media is losing its entertaining side and becoming more like a duty. Constant comparison for choosing the better and looking for newer options reduce the pleasure that I get out of it. I guess watching television alone would be more relaxing since I do not feel like I am in a competition when just watching television…" [4]

While more than one medium is available simultaneously, the participant makes comparison about which one is better; selects and focuses on that one until the 'not-chosen' one offers a competitive option that can compete with the existing one and replacing the 'chosen'. Thus, this comparison – selection cycle continues as soon as both media options are available. The participant defines the process to be tiring and out-of-joy, while stating consuming a single medium as a more relaxing option.

There is another interesting finding that one of the participants made reflecting how adding a medium to a non-media practice might reduce or disturb the joy of the later:

"…Mostly my meals are cold due to the fact that I just get carried away doing something on computer. So, watching something and eating may not be a good combination if you want to enjoy your meal…" [6]

Enslavement, loss of control and chaos

Feeling having control over actions is mentioned as another positive result that can be achieved by conducting media multitasking or consuming multiple media simultaneously. However, there are some cases where these practices may cause addictiveness and enslave the audience:

> *"…I cannot concentrate on work without checking my personal mails or Facebook once in every hour. In order to concentrate on work, I need to check them and see if there is anything…" [10]*

Today, especially related to social media channels, it is possible to mention about addictiveness or enslavement although most of the participants mention their social media use as moderate or low. Interestingly, almost all of the participants mention their relationship with Facebook as being 'in case I need'; its usage is appear to be a lot more common as in their general media use. Thus, it is surely possible to mention enslavement as a negative result of media multitasking and multiple media use although audiences are not mostly aware of it, due to integration and harmonization of media and non-media practices and considering them as daily rituals or routines.

Furthermore, due to lack of control in some media multitasking and multiple media use cases, it is possible to have a relative chaotic media consumption experience:

> *"…Sometimes it is really disturbing when television is on if I am doing something on the computer, too much information flow at the same time, I feel that I am inside chaos…" [18]*

Problems in child development

Although most of the negative results that are delivered by the participants are on cognitive or performance based, there are a few deliveries related to psychological and sociological aspects. First, during some of the interviews, participants mention about the negative effects of media consumption on exposing to detrimental content of media, which considered playing a key role in child development. In particular, parents seem to be cognisant about the injurious effects of harmful media content, which is considered to be more probable in case of multiple screens. Thus, they were more alert about the increased opportunity-to-see some harmful content while children are conducting media multitasking or consuming multiple media at the same time.

> *"…Content of the television program is important. In order not to affect kids, we select programs that would be suitable for everyone in the house. There are lots of dangerous content in TV shows that should not be seen especially by kids..." [1]*

As stated, participants are aware of the fact that media multitasking and multiple media use increases opportunity-to-see of beneficial as well as detrimental content, some precautions were taken in order not to affect kids' development. Similarly,

> *"…Due to the fact that these are taking a lot of time of them, being exposed to multiple screens might increase possibility of adopting bad habits since they see it through TV and computer, especially if they are keen on playing computer games..." [17]*

Most of the parents were mournful about the abundance of detrimental content in media, especially in video games. Considering the glance over screen, video games are taking a lot of attention, constantly and for a long time – if play time is not limited, which might have negative effects on kids moral values while almost all type of extreme behaviour is available in the game content. Thus, perpetual recurrence of socially extreme behaviours during video game experience might let kids to accept those behaviours as norms and affect their family and social life negatively in the future.

Finally, several participants mention that media multitasking and multiple media use might have some negative effects on communication and communal development:

> *"…Availability of a second screen definitely kills communication…" [11]*

It is previously delivered as a positive result of media multitasking that it enables to share experience and supports communication between individuals. However, as participant also mentioned, addition or availability of second screen disables individuals to share the experience by focusing deeper on the dominant medium and weakens the communication. It might also considered that due to the fact that adding another screen to the media consumption scene is disabling communication, it might also result in inability to share emotions and feelings which might cause loss of instincts in the long run.

4.4.3 Strategies to cope with negative results

In order to alleviate or escape from the negative consequences of conducting media multitasking and multiple media use practices, audiences typically generate strategies that aim at successfully easing the pain. Coping strategies principally depend on the theme, type of activity (media multitasking or multiple media use), content/importance of media or non-media activity, individual's personality and finally, urgency or importance of applying the strategy. As it is received during the interviews and field observations, most common coping strategies employed by participants are restricting the number of media used/available, limiting or selecting media or non-media content, and finally, prioritizing media and non-media related activities.

Eliminating media consumption

This coping strategy is generated during media multitasking activities where a medium is combined with a non-media related activity. In order to get rid of negative effects of media consumption during this practice, participants commonly mentioned that due to the importance of conducting the non-media related activity where media consumption is mostly serving as a supporter or on the background, media consumption is eliminated in order to successful accomplish the non-media related activity.

> *"…While reading something and there is television or music on the background, and if I realize that I cannot concentrate on my reading (reading same thing over and over to understand), I turn TV or music off…" [12]*

As participants described, removing the media consumption from the equation during conducting a media multitasking practice is most common strategy to eliminate negative effects of simultaneous consumption. In this strategy, after the participant realizes that simultaneous consumption cannot continue, an assessment of activities in terms of importance and urgency is conducted. In this strategy where media consumption is principally located as secondary activity, being conducted to support the main event, it is simply eliminated to improve the performance of the main agenda.

Restricting media (channels) available

During media multitasking experience, it is common to eliminate the media content utterly in order to focus on what is perceived to be more important: non-media content. On the other hand, during

multiple media use, a slightly different strategy is commonly generated where audiences restrict the number of media surrounding them according to their instantaneous needs or requirements:

> *"…Sometimes I feel that I am not watching television although it is considered to be the main agenda when I am using computer, then I switch off the computer and focus on TV. I remember once I was watching a football game and reading something online simultaneously, after a while I realize that one of the teams has already scored a goal and I did not see it. I promptly turn off the computer and hope for a replay of the goal…" [4]*

In the example, the participant mentions that he misses the opportunity see the goal although watching the game is his primary activity. There are analogous examples where computer surmounts television in terms of attention, which eventually results in elimination of one of them, depending on the importance of them and needs of the individual. Although computer usage has started as a supplementary activity to improve television-viewing experience, due to its dominance about attention, it shortly replaces television to become the primary activity. Depending on the individual, it remains to be the primary if considered to be more important or interesting than television or immediately turned off to solely focus on television.

Deciding about the medium to be removed during simultaneous consumption of multiple media, participants highly regard the delivery of media, selecting relatively rewarding medium and eliminating less valuable according to their content. To say, instead of generating rankings of media according to their value delivery, participants mostly evaluate their offerings with regard to content, actual product:

> *"…If I have a fevered conversation on Skype with my girlfriend, I might ignore my phone even if someone is calling that I would pick up all the time apart from that, turn off television or stop reading something on the web. However, if I am talking with a friend on Skype that is not really important or routine and meanwhile, if I see that there is some news, someone is calling on the phone or I find something interesting to read on the web, I focus on the second option and leave Skype. For me instead of medium, content are more important criteria…" [9]*

As participant clearly illustrated, his valuation of media depends on the content, what is being delivered instead of the medium itself. It is explained in the factors affecting media multitasking and multiple media use chapter that evaluation of media especially including direct communication depends on the relationship or familiarity, even similar or same content might be valued differently depending on the opposite party.

Moreover, depending on the duration of suffering from negative effects on consuming multiple media, participants might make more radical decisions about generating coping strategies, such as revising media ownership decision. After bearing to predestined side effects of consuming multiple media simultaneously, participants mention revising their media ownership in the long run according to the severity of the negative effects:

> *"…If I feel that number of media channels around is more than I can handle, first I try to restrict their number by eliminating the disturbing or less useful ones. In the long term, if it does not solve the issues, I might adjust my media ownership status. For example, now I know that even though I would live in a bigger apartment, I decide not to have a television in my bedroom since they always quarrel with my laptop, which is always with me where I am…" [14]*

Limiting content

Addition to eliminating or restrict number of media channels available, it is also possible to limit media content in order to resolve media use crisis. In some cases, participants mention that in order to get away with least possible damages caused by negative effects of consuming multiple media simultaneously, they limit their media consumption with 'critical' contents:

> *"…I am aware that multiple media use or media multitasking might have some negative effects, so I have my own solution that I just watch 'Friends', it is the only thing that I allow myself while doing something else. If I do not limit, then, I will be sitting on the couch, checking Facebook and doing other things while watching hours of television…" [12]*

Setting constraints over media content is a really effective strategy to cope with one of the most common side effects of media multitasking and multiple media use: loss of time. However, this strategy is tough to accomplish due to the fact that it requires a certain amount of self-realization and control. In order to limit with 'need-to-do' practices requires a deep self-understanding and realization, therefore, the individual need to know what is really required for him/her that required to be coordinated linear with self-control.

Some content limitations are also emerged related to setting constraints over non-media related activities. One of the participants exclusively highlighted their 'rules' of watching a TV series or movie, stating that they try to set a boundary about subject or duration of their talking during watching, which resolves issues related to missing media content or disorientation:

"…When we are watching an episode of TV series or a movie, we both like to concentrate on it; we really watch it, so we don't talk much about anything, don't do anything apart from breathing..." [18]

Creating media hierarchies

Apart from the coping strategies that are generated in order to reduce or completely eliminate negative effects of media multitasking or multiple media use, participants also revealed another one which is prioritizing and sequencing media and non-media content according to their urgency, importance and value of potential delivery.

During an interview, one of the participants shared an interesting story about her effective strategy regarding prioritizing and sequencing activities, where instead of totally eliminating any of the media or non-media content, she generated hierarchies according to their relative importance which is helpful in completing both of the activities in an entertaining yet effective manner:

"…Once I was writing some school paper and there was one of my favourite TV shows on television. I could not concentrate any of them while having them both on and it would take forever to complete the assignment. Actually, I needed to do school work and I was yearning about watching the show. Then, I said 'I can do the paper later but I cannot watch this show later on.', I paused writing the schoolwork, and watched the TV show. After the show was over, I continued to write the assignment; being more focused and efficient knowing that I am not interested in any TV content anymore, I got what I needed..." [15]

Also related to how actions are prioritized according to their importance during media multitasking, a participant revealed the 'ignorance 'strategy that he adopted with a lot of practice and time that perfectly serves his needs at work:

"…As I mentioned radio is all the time on and meanwhile I take care of customers. It doesn't affect my work; I have learned how to ignore it. I might even ignore it without putting any effort…" [1]

To summarize, in this chapter, findings from in-depth interviews and field observations have been revealed in order to generate concepts and categories related to media multitasking and multiple media use practices. Several concepts and categories are generated in order to create a model that illustrates media multitasking and multiple media use experiences, their reasons and results as well as coping strategies with negative results. During next chapter, the findings from research will be assessed with previous literature and further analysed.

5. Discussion

In this chapter, first, findings related to the effect of thematic context on media multitasking and multiple media use will be summarized in order to get an overview of what is being known and also to update the framework that is illustrated in the literature review chapter. After the framework is revised, it will be compared with the initial one, which is mainly synthesized from the literature review, in order to see the differences and similarities between different dimensions of media multitasking and multiple media use experience. Furthermore, after the generation of ultimate framework and its comparison, a possible pattern for reason-practice-result process including thematic context and external factors will be investigated. Finally, at the end of the chapter, significant findings that emerged will be illustrated.

5.1 Framework revisited

In previous chapter, field observation and personal interview findings have been exemplified in detail. In this part, the effects of themes will be briefly summarized in order to generate the 'ultimate' framework, which will be delivering media multitasking and multiple media use experiences of audiences from reasons to results while effect of thematic situation and external factors will also be included.

Thematic context that the individual resides in the instance of media multitasking or multiple media use practice appear to be have a certain effect on deciding on conduction, combination of media and non-media related activities as well as the attention allocation. Additionally, situational factors also affect these dimensions while fostering or inhibiting according to the practice. Furthermore, it was also found that both internal and external reasons of conducting these activities are shaped by thematic context; for instance, reasons for listening to music and doing something non-media related might differ if the individual is at home or at work, it can be conducted for improving concentration and performance for the earlier and to cope with loneliness and boredom for the later.

Similarly, the results of media multitasking and multiple media use are also dependent on the context and effect of situational factors. While doing some chores, listening to music might help the

individual to ease the pain of an undesirable activity (*positive*) at home; whereas if the person is working, listening to music might cause lack of concentration (*negative*) at work.

To say, thematic context shapes the decision of media multitasking or multiple media use practice by deciding if it is conducted or not, combinations and attention allocation, as well as it effects the rationale for and results of conduction. On the other hand, thematic context is not the only force shaping these dimensions; there are also some factors, which also have a certain effect on occurrence of these activities. These factors can be originated from the individual or nature of media itself, as well as it can be instigated as a situational factor or joint factor, which includes combination of other factors. The relationship of these factors with the thematic context is both interesting and hard to comprehend; while factors are not a subset of thematic context as reasons, media multitasking and multiple media use experience and results (with coping strategies), but they externally foster or inhibit occurrence of these media activities. For example, loneliness suppression is one of the reasons that cause individuals to conduct media multitasking at home, but it does not appear in some other contexts such as work or social life. However, including 'togetherness' factors to the equation, the media multitasking and multiple media use experience changes such that loneliness suppression is not a reason to conduct media multitasking at home anymore, it is replaced with improving media experience as rationale. To conclude, factors are partially affected by the thematic context unlike the other dimensions, which are totally dependent on the theme.

After explaining the effect of thematic context over media multitasking and multiple media use dimensions, it is possible to demonstrate revised framework that is generated according to the findings. The revised framework is illustrated in Figure 5.1 below:

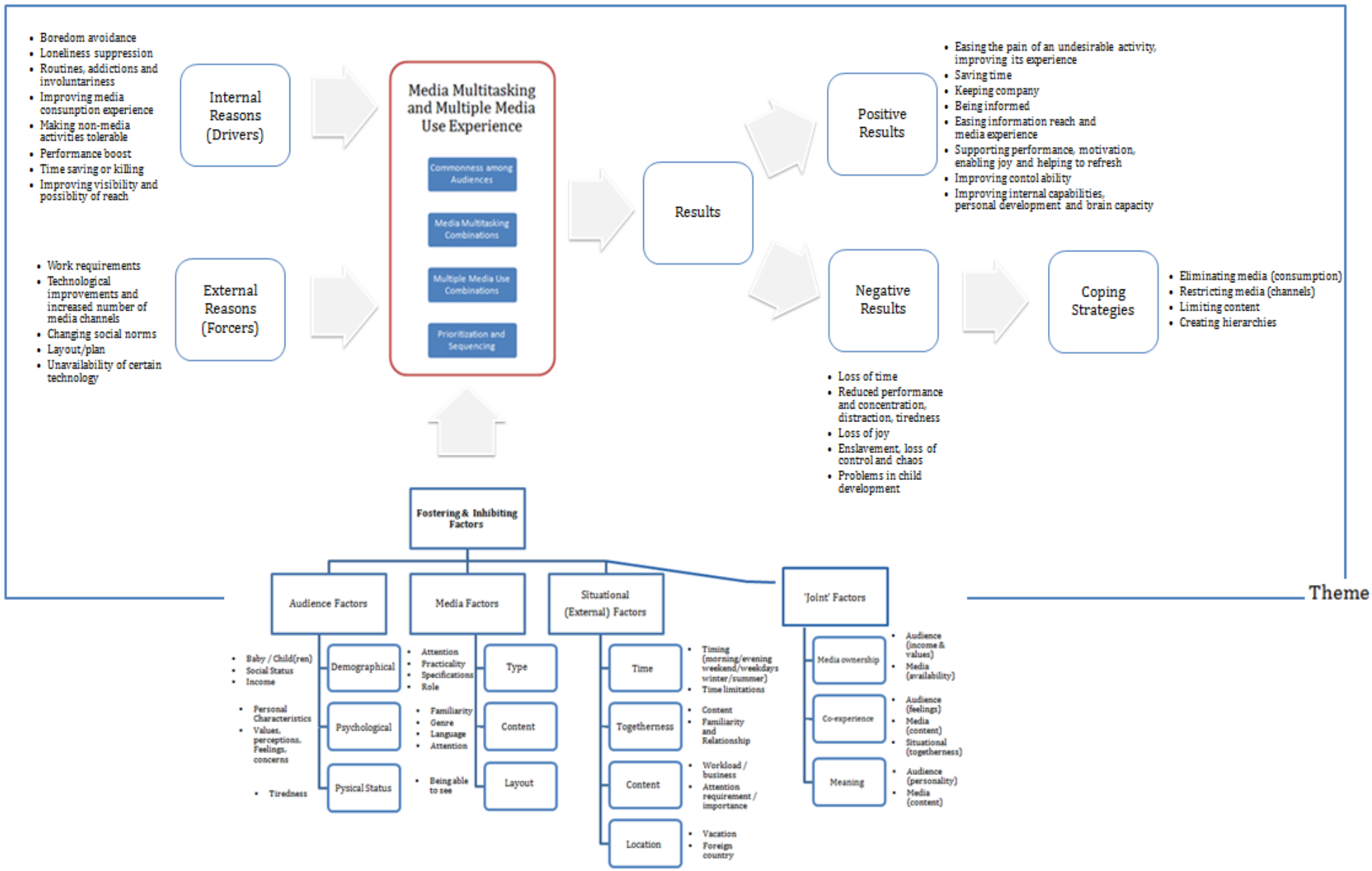

Figure 5.1 *The effect of the theme on media multitasking and multiple media use experience and revised framework to analyze these activities*

5.2 Evaluating findings: comparison of research findings and literature

In this part, research findings will be briefly summarized and differences and similarities with literature are illustrated; while the comparison will be conducted on a dimensional level, meaning that each dimension will be evaluated separately in order to be linear and systematic with the framework. Therefore, first, media multitasking and multiple media use experience of audiences will be evaluated which will be followed by reasons for, factors affecting and finally results of conducting these activities as well as strategies developed to cope with negative results will be delivered.

5.2.1 Media multitasking and multiple media use experience

Starting with media multitasking and multiple media use experience, findings related to commonness of conducting these activities among participants, most common media and non-media activity combinations and attention allocation for these activities will be indicated and compared to previous literature.

Similar to the finding of Jeong et al. (2005), Papper et al. (2004), Pendleton (2004) and Foehr (2006), it has been realized that conducting media multitasking and consuming multiple media simultaneously are considerably common among participants, while almost all of the participants indicate media multitasking practice in each theme. Linear to literature, however, multiple media use is slightly less common, while it is frequently conducted by only some of the participants depending mostly on psychological factors and technology ownership of the participant. The occurrence of multiple media use is largely affected by fostering and inhibiting factors, for instance, media valuation, existence of somebody else in the place of conduction, technology availability, layout, timing and togetherness are strong influencers related to the mentioned media practice.

In terms of ingredients in multiple media use, although it stalwartly depends on thematic context, most common combinations are watching television and doing something on the computer, listening to music and doing something on the computer and talking on the phone and watching television *at home*; listening to music and reading newspapers (either printed or digital version), listening to music and playing games thorough mobile device while *commuting*; doing something on the computer talking on the phone and listening to music and browsing internet *at work*.

Above mentioned multiple media use combinations occur on *multiple platforms*, whereas it is possible to occur on a *single platform*. Computers and mobile devices are capable and strongly enabling audiences to conduct multiple activities on a single platform, while listening to music, watching television/video, instant messaging, reading newspaper, talking on the phone and browsing on the web are possible to be conducted simultaneously on just a single platform.

As it can be seen, multiple media use is mostly relevant at home context, where participants are less constrained from external forces and appropriateness, acting more freely and during longer durations when compared to other thematic contexts. Therefore, home context is critical due to large number of options in terms of combinations as well as reasons and results that are connected to the mentioned practice.

Media multitasking, unlike multiple media use, is extremely frequent among participants in all of the investigated themes. On the other hand, combination of activities in this practice also depends on theme. For example doing something on the computer and eating, listening to music and eating/cooking/chores and talking on the phone and communicating *at home*; commuting/driving and listening to music/talking on the phone/reading newspapers *while commuting*; browsing on the web/listening to music/talking on the phone and doing something work related *at work*; listening to lecture and instant messaging/browsing on the web *at school* and finally, talking /listening to music/ using location service on the phone and listening to music from portable music player *at social life* are most common combinations of media multitasking in each theme.

As it can be easily derived from the findings, media multitasking is extremely frequent and almost all of the media activities are conducted as such if there is only one medium available. Thematic context just affects the selection of activities while it does not affect conduction of the practice. Finally, it might be concluded that today most of the media is consumed as media multitasking, in conjunction with a non-media related activity, indicating the end of regular media consumption era.

Supporting findings of Pilotta & Schultz (2005), Meng & McDonald (2009) and Foehr (2006); research results also indicate a prioritization and sequencing of activities included in media multitasking and multiple media use practices, individuals assign one activity as a primary activity that receives most of the attention, whereas other activity stays on the background as a secondary activity. Research findings indicate that secondary activity receives relatively low cognitive

attention when compared with the primary activity; however it plays a critical role as being a substitute to be involved according to the individual's attention and interest on the primary event. Individuals constantly compare their interest over the options, and in case of secondary activity to be perceived as being more attention grabbing; it replaces the primary activity and receives most of the attention until another secondary activity challenges it.

5.2.2 Reasons for conducting media multitasking and consuming multiple media simultaneously

After findings related to media multitasking and multiple media use experience has been revealed and comparisons with previous literature has been made, now reasons for conducting media multitasking and consuming multiple media simultaneously can be investigated. Table 5.1 below summarizes research findings related to reasons for conducting these activities as well as compares these findings with the previous literature illustrating similarities and differences.

Linear to what has been found, *time saving, boredom avoidance, improving performance* and *unintentional occurrence as routines or addictions* have also appeared in research findings related to the internal reasons (originated by the individual) for conducting media multitasking and multiple media use practices. On the other hand, there are some findings, which haven't appeared on previous literature or categorized under different concept. First, it has been found that *time killing* is also a reason for conducting media multitasking and multiple media use addition to *loneliness suppression, improving media consumption experience, making an unfavourable activity more tolerable* and finally, *improving visibility and reach.*

Interestingly, time killing also appeared to be a reason for conducting these media activities together with its exact opposite, time saving. Depending on the participants' busyness or mood, time killing can also be a rationale for adding a medium to a non-media related activity or to another medium to be consumed simultaneously. Furthermore, loneliness suppression was one of the most frequent replies regarding reasons, captivatingly, did not appear in previous literature. Findings reveal that a medium is added in order to suppress loneliness or to simulate a feeling of crowdedness with its ability to serve multiple senses with its content and some media channels' interactive nature. Improving media consumption experience is valid mostly for home theme where media is consumed mostly for entertainment purposes unlike in other themes.

	LITERATURE REVIEW			RESEARCH FINDINGS
	Reference	**Reason**		**Reason**
Reasons (internal)	*Baron (2008)*	'Nature of the task might necessitate multiple activities for completion'	**Internal reasons (Drivers)**	*
	Baron (2008) Smith (2005) Foehr (2006) Srivastava (2010)	'Time restrictions'		Time saving or ***'killing'***
	Baron (2008)	'Ability to achieve more'		Performance boost
	Baron (2008)	'Boredom or impatience'		Boredom avoidance
	Baron (2008) Bardhi et al. (2010)	'Unintentional'		Routines, addictions and involuntariness
				Loneliness suppression
				Improving media consumption experience
				Making an undesirable non-media activity more tolerable
				Improving visibility and possibility of reach
Enabling factors (external)	*Rohm et al. (2009) Foehr (2006)*	'Introduction and expending use of new technologies that help consumers to multitask'	**External reasons (Forcers)**	Technological improvements and ***'unavailability of a certain technology'***
	Rohm et al. (2009) Foehr (2006)	'Increasing availability of different media channels'		Increasing number of different media channels
				Work requirements*
				Changing social norms
				Layout /plan of thematic context

Table 5.1 *Assessment of previous literature and research findings in terms of reasons for conducting media multitasking and consuming multiple media*

Therefore, adding another medium can deliver a more favourable experience with its ability to expand on existing experience by including additional dimensions and sources of information. Similarly, adding a medium while conducting a non-media activity can ease the unwillingness of the participant towards the activity, while reducing its attention requirement or allocating some attention to the medium. Finally, participants mentioned that media multitasking or consuming more than one medium at the same time can support their visibility, making them easier to be reached as well as easing their reach to other individuals.

Additionally, findings reveal that there are some other reasons, which are not originated internally, but they are initiated externally. As Rohm et al. (2009) and Foehr (2006) mentioned, technological advancements and increasing number of available media channels are found to be some external *forcers* compelling individuals to conduct media multitasking and consume multiple media simultaneously. Furthermore, research findings revealed some other external reasons that are obliging individuals to conduct these media activities, which are namely unavailability of a certain technology, changing social norms and layout of theme. As delivered before, unavailability of a mathematical modelling software resulted in utilization of two computers at the workplace; 'this is how these activities are done today' obliged participant to fit in the society and finally, layout/existence of a medium at work resulted in media multitasking or multiple media use. To end, although it is mentioned as an internal reason in the literature, nature of the task/work requirement is considered as an external forcer due to the fact that individual is unable to choose and has no chance to do otherwise.

5.2.3 Factors affecting media multitasking and multiple media use behaviours

In literature review chapter, three categories of factors have identified that are considered to have an effect over media multitasking and multiple media use behaviours, affecting occurrence, combination of activities as well as attention allocation. These categories of factors are explicitly audience, media and situational factors.

Webster et al. (2006) have identified factors affecting media exposure as audience factors and media factors that are later adopted and applied to media multitasking and multiple media use behaviours by Jeong et al. (2007) and Meng & McDonald (2009). First, Jeong et al. (2007) have utilized the generated factors to apply on media multitasking and multiple media use content and

identified age, gender, race and sensation seeking as audience factors; media market and technology ownership as media factors that affect media multitasking and multiple media use practices. Later on, Meng & McDonald (2009) have expanded on previous factors by adding situational factors to the context. As a result, they have indicated age, gender, education level and life-style as audience factors, technology ownership as media factor and co-viewing and timing as situational factors that influence audiences' mentioned media practices. It should be also mentioned that age and gender have been investigated by several other scholars to observe the effect of these concepts on media multitasking and multiple media use that have been illustrated in literature review chapter in detail.

In this research, audience, media and situational factors have also emerged with enriched content and systematically generated sub-dimensions. First of all, *audience factors* appear to affect media multitasking and multiple media use experience on three sub-levels: demographical, psychological and physical level factors. Demographical level factors include having a baby/child, social status and indirectly, income level. Having a baby/child increase instances of media multitasking behaviour due to the fact that it generates routine and ritualistic necessities which eventually requires being supported complementary media practices whereas mostly reduces multiple media use occurrences. Changing social status of the individual also affects these behaviours, while moving in with someone appear to change media practices drastically due to increased number of participants in the consumption. Finally, income level appears to make an indirect impact on media ownership that ultimately influences possibility of media multitasking and multiple media use practices.

Psychological and physical levels of audience factors are also important in conduction of media multitasking and multiple media use practices. As being psychological features of the individual, personal characteristics, values, perceptions, feelings and concerns also affect occurrence of these media activities, such that they directly affect rationale for conduction as well as projected consequences which might result in elimination of these practices. Physical level audience factor, tiredness, plays a key role in decision to add a medium to a media or non-media related activity, certainly requiring more cognitive resources than usual.

Media factors have been evaluated in three levels including type, content and layout. Type of media has a direct impact on media multitasking and multiple media use decision considering required

attention, practicality, specifications and role of media practice. *Situational factors* are generated independently from audience or media itself, and impact directly mentioned media practices. Timing and time limitations, existence of somebody else in the media practice context, content of non-media related activity in media multitasking and finally, location of the individual are crucial concepts while explicitly affecting media multitasking and multiple media use decision and practice.

During analysing observations and personal interviews, some factors have emerged such that they include a content from previously mentioned factors yet cannot be included any of the above due to their dual impact. These *'joint' factors* include media ownership (audience and media), ability to co-experience (audience, media and situational) and meaning of media and their consumption (audience and media).

After all the factors affecting media multitasking and multiple media use behaviours have been illustrated, their role in conduction of these activities can be briefly explained. Although some of these factors depend on thematic context (togetherness at home or while commuting generate different experiences), some others might have an effect over the context (tiredness may force individual to skip social life theme and directly moves the individual towards home). Thus, these factors cannot be considered as a subset of theme as media multitasking and multiple media use experience, their reasons and results, but they reciprocally interact with each other. As a result, these factors have not been included in the thematic context but partially related to it as it is delivered in the revised framework in Figure 5.1.

5.2.4 Results of media multitasking and multiple media use

As expected, conducting media multitasking and consuming multiple media simultaneously deliver some consequences depending on the thematic context and affecting factors. Research findings reveal that results can be categorized as being positive and negative, similar to previous literature deliveries that have been summarized in Table 5.2 below. Furthermore, apart from categorization, several results of the findings are also similar to literature in terms of content. To name, in positive results*, time saving, media experience improvement, improved ability to control, being informed, ease of information reach* and *connectivity*. As literature mentioned, conducting media multitasking or using multiple media simultaneously can help the individuals to save time, especially if these activities will be conducted nonetheless.

	LITERATURE REVIEW			RESEARCH FINDINGS
	Type	**Reference**	**Result Description**	**Result Description**
Results of Media Multitasking and Multiple Media Use	Positive	*Wallis (2010)* *Bardhi et al. (2010)* *Rohm et al. (2009)*	'Efficiency'	Time saving
		Wallis (2010) *Bardhi et al. (2010)* *Pilotta & Schultz (2005)*	'Shared experience, creativity and engagement'	Media experience improvement
		Bardhi et al. (2010)	'Control'	Improved control ability
		Bardhi et al. (2010)	'Assimilation and connectivity'	Being informed and easing information reach
		Voorveld (2011)	'Affective and behavioural advertising response'	*
				Keeping company
				More entertaining chores
				Performance support, motivation, joy, refresh
				Capability improvement, personal development
	Negative	*Rohm et al. (2009)* *Bardhi et al. (2010)* *Ophir et al. (2008)*	'Reduced task performance'	Reduced performance
		Chowdhury et al. (2007) *Bardhi et al. (2010)* *Pilotta & Schultz (2005)*	'Divided or reduced attention to messages'	Lack of concentration, distraction, tiredness
		Ophir et al. (2008) *Srivastava (2010)*	'Diminished memory performance'	
		Ophir et al. (2008) *Srivastava (2010)*	'Errors for recall and recognition'	
		Wallis (2010)	'Child development and learning'	Problems in child development
		Wallis (2010)	'Unreasonable expectations'	-
		Wallis (2010)	'Frying of social fabric'	*
		Bardhi et al. (2010)	'Chaos'	Chaos, loss of control and enslavement
		Bardhi et al. (2010)	'Enslavement'	
				Time loss
				Loss of joy and entertainment

**Partially mentioned by the participant*

Table 5.2 *Assessment of literature review and research findings regarding media multitasking and multiple media use results*

Being able to get more information online about a content seen on television declared to improve the television viewing experience, whereas it can also help individuals to improve their control over media activities, and also to reach information easily and develop alternative means for reach and visibility. Although during one of the interviews a participant mentioned about how availability of multiple screens improved his ability to build upon advertising while generating a positive response about the ad; it was only one time information delivery as a positive result on advertising response, therefore it is not mentioned as a separate finding.

Apart from the similar concepts, some diverse results have also been gathered in terms of media multitasking and multiple media use's positive results. Participants claim that media multitasking and multiple media use practices are effective in keeping company and filling the emptiness by generating polyphonic environment. Furthermore, adding a medium to an undesirable-but-needed-to-be-done activity such as washing the dishes and hovering is argued to make the non-media activity more bearable or tolerable. Also, adding a medium to a non-media related activity or consuming multiple media simultaneously are declared to support performance, improve motivation, add joy and help individual to refresh. Finally, as a result of conducting multiple activities simultaneously, participants mention an increase in individual capability, and a potential for personal development and improving brain capacity.

Although these mentioned media practices deliver some positive results, it is also to receive some negative consequences depending on the theme and influencing factors. Similar to previous literature findings, participants mention that media multitasking and multiple media use can result in reduced performance, lack of concentration, distraction and tiredness especially if one of the activities demands full focus or is perceived to include upmost importance. Furthermore, potential problems in child development also appeared as a negative consequence of conducting these media practices particularly for kids' learning and understanding of social environment. Degradation of social norms and values is mentioned slightly by one of the participants while negative effects of multiple screens are being discussed; yet it was not clear or informative enough to make any generalizations.

Moreover, there are some aspects of literature that haven't emerged in the research findings and vice versa. First, Wallis (2010) mentioned unreasonable expectations as a negative consequence in work context, while it was not mentioned by any of the participants. On the other hand, loss of time

and joy was delivered as a research finding, while conducting media multitasking or consuming multiple media can result in inefficiency and loss of time for the individual. Also, conducting multiple activities is mentioned to reduce joy and entertainment gathered due to its almost 'obligatory' nature that is, conduction of multiple activities is required as to complete a task or accepted as a norm among the society.

5.2.5 Strategies to cope with negative consequences

In order to avoid or eliminate negative effects of media multitasking and multiple media use, audiences generate coping strategies. Previously Bardhi et al. (2010), Sinan et al. (2007), Dresner & Barak (2006) and Jenkins (2006) have highlighted some coping strategies that audiences generate to eliminate or reduce negative consequences gathered while conducting these activities. Similar to their findings, some strategies have also been identified by the participants that they employ to reduce the negative results in short term or eliminate them in the long run. Table 5.3 below illustrates the summary of comparing literature and research findings related to coping strategies generated to reduce or eliminate negative consequences of media multitasking and multiple media use activities.

Restricting media channels available and limiting their content have been identified especially when the participant is suffering from performance and concentration loss and employed mostly as a short-term strategy until the attention demanding activity is over. Similarly, participants mention that they generate hierarchies according to the content of the media and importance or urgency of non-media related activity as well as within media activities, while depending on the interest and urgency one activity is prioritized while the other one is conducted as a secondary activity on the background. Developing new techniques to receive and process information was mentioned as a coping strategy gained with repetition and time, which is mentioned by one of the participants as ability to ignore while he developed ignoring strategy to serve the customer while there is a television, music or phone on the background.

Moreover, there are some strategies that participants mention to reduce or eliminate negative consequences of media multitasking and multiple media use, which are relatively radical comparing to the previously mentioned strategies. Some participants mention that in terms of constant and long-term exposure to negative consequences of media multitasking and multiple media use, they declared to eliminate media consumption or ultimately, revise media ownership decision.

	LITERATURE REVIEW		RESEARCH FINDINGS
	Reference	**Strategy**	**Strategy**
Strategies generated to cope with negative effects of media multitasking and multiple media use	*Bardhi et al. (2010)*	'Restricting number of media platforms and topics'	Restricting media channels available and limiting media content
	Bardhi et al. (2010)	'Generating media hierarchies, labelling activities as primary and secondary'	Creating hierarchies
	Bardhi et al. (2010) *Sinan et al. (2007)*	'Creating media synergies and socializing with media'	-
	Dresner & Barak (2006) *Jenkins (2006)*	'Developing new message receiving and processing skills with perpetual repetition and time'	Ignoring
			Eliminating media consumption
			Revising media ownership

Table 5.3 *Assessment of literature review and research findings related to coping strategies generated to reduce or eliminate negative consequences*

5.2.6 Model to predict media multitasking and multiple media use of audiences

As being one of the objectives in this research, applicability of a model predicting or illustrating consumers' media multitasking and multiple media consumption behaviour is aimed. However, the findings unable to deliver such as model although some generalizations can be made regarding the combination of media and non-media activities, attention allocation, reasons and results of conducting these media activities according to the theme and affecting factors as previously illustrated in the findings chapter.

There are several reasons that mainly disabling generation of a pattern or predictive model:

1. This research is an exploratory qualitative research mainly aiming for comprehending partially known or not thoroughly studied phenomenon, which comes up short in collecting and analysing quantitative data and delivering predictive results.

2. The number of participants is not sufficient enough to provide data required to generate a certain patter predicting media multitasking and multiple media use behaviour.

5.3 Restatement and evaluation of key issues

In this part, some crucial and interesting issues that emerged as a result of this study will be revealed. It is important to highlight some main aspects of media multitasking and multiple media use behaviour that will also help to decide future research directions as well as to build strategies and tactics for advertisers and marketers in order to effectively approach today's media consumer.

Media multitasking and multiple media use are holistic processes and separate or individual evaluation of different categories related to these processes might diminish the understanding of the whole phenomenon.

Throughout this study, different aspects related to media multitasking and multiple media use practices have been identified which are rationale for and results of conducting these activities, strategies to cope with negative results of these activities and finally, thematic context and fostering/inhibiting factors. These aspects define a holistic process while indicating the reason-practice-result pattern as well as reflecting contextual and situational factors where thematic contexts have direct effect on the pattern and encompass its occurrence whereas fostering/inhibiting factors also directly affects the pattern yet its' several dimensions are independent from the theme. The relationship between the media multitasking and multiple media use practices and thematic context as well as fostering and inhibiting factors is illustrated in Figure 5.2 below.

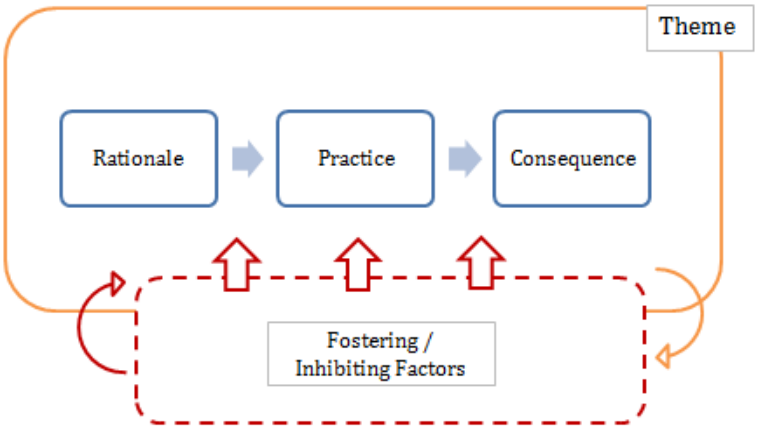

Figure 5.2 *Media multitasking and multiple media use pattern, theme and factors*

Informants are mostly unaware of their media multitasking and multiple media use behaviour due to the fact that they have integrated to other daily life routines and constitute a large part of total media consumption.

During data collection process that includes field observations and personal interviews, participants were mostly unable to identify and explain their media multitasking and multiple media use behaviour. Therefore, in order to get relevant information they are asked about general media consumption as being unit of analysis where these media practices emerged with time and increased consciousness of the participant about his/her media consumption. Additionally, in order to receive relevant data, they have been provided some guidelines and also some examples from other participants' excerpts have been provided.

Due to the fact that media consumption, especially media multitasking practices, has integrated with daily life activities thus, it is hard to identify the media use activities. For example, driving to work and listening to music is extremely integrated which makes identifying the media consumption practice (listening to recorded music or radio) hard to identify for the informants. Moreover, most of the media consumption today is based on routines, rituals or emergent decisions; thus, identifying the activity is problematic.

Media ownership and media usage are two different concepts.

As it is explained in findings chapter, media ownership and media availability are two different concepts where media ownership is a function of media availability affected by personal influences. Moreover, media ownership and media usage are also different concepts where media usage diverges from media ownership in terms of frequency and also actual owning. To explain, some participants own game consoles, music sets or DVD players that they haven't used for a while. Therefore, media ownership does not necessitate media usage. Moreover, it is also possible to use among available media channels that are not owned, but borrowed or used as a guest. The relationship between media availability, media ownership and media usage is illustrated in Figure 5.3 below.

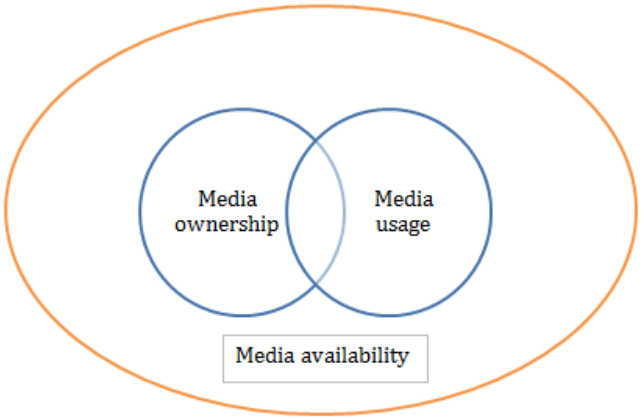

Figure 5.3 *Media availability, media ownership and media usage*

Today a majority of media channels are used to serve other purposes with a different role.

During observations and interviews, it has been realized that most of the media channels are used to serve a different purpose than its' original role. For example:

> *"…We never watch television channels. We watch movies or TV series from DVD player or through computer. We just use television to have a bigger screen…" [11]*

> *"…There is also a game console available at work, I think the television that console is connected is never used as television but just as a screen for playing. It might not even have an antenna or cable connection, I don't know, never seen someone is watching television…" [4]*

In the examples, television is just used for its screen, instead of its designated purpose: to view television broadcasts. Additionally, computer's role has expanded these days linear to their capabilities, while it enables individuals to conduct activities that are originally some other media channels purpose:

> *"…I might sometimes watch some TV series from my laptop if they are one of my favourite series. I do not watch them from television…" [14]*

> *"…Additional to communicating with friends and family, sometimes I also watch TV series or movies online, read newspapers and watch online news channels…" [3]*

Moreover, some media channels are bound to extinction due to their limited content, flexibility or cross-functioning ability of technologically improved media channels. For example, listening to radio is observed in a very limited context that is mostly replaced by other technologies or options.

> ***"...****Although we have a separate DVD player, we also watch DVDs from the game console..." [11]*

> *"...It might also happen that television is used as a radio, we sometimes 'listen' to television or listen to music channels or satellite radio..." [1]*

Single platform multiple media use is exceptionally common among audiences.

As a type of multiple media use, single platform consumption is exceptionally common among the participants, while it is mainly conducted over the computer. Especially, Facebook and some other social media tools are offering the audiences to consume multiple media simultaneously while combining communication, listening to music, watching videos, reading newspapers through links.

Also while using personal or tablet computer or smart phones, audiences often browse on the web by opening several tabs including different content enabling them to multitask:

> *"...I have several tabs open at the same time including some web pages including something interesting that I have been reading, and also more directly useful pages such as journey planner..." [14]*

Today, computer usage itself become a multiple media use experience, while offering audiences live stream television viewing experience, browsing on the web, reading recent newspapers and magazines, talking over VOIP applications or Skype and instant messaging possibility, even simultaneously. Therefore, computer may not be consider as a medium anymore, since it is a hub combining different media channels while delivering a crucial content that other media fails to deliver: control over content. Additionally, it seems to be a reciprocal relationship with computers and other digital media, where computers are equipped with other mediums features whereas all other media channels are being 'computerized', meaning that several features of computers such as web browsing, DVD watching, etc. are added to televisions and game consoles.

Consumers demand privacy in their media consumption.

During interviews, most of the participants have raised some issues regarding to privacy of their media consumption, especially with Facebook or other social media tools:

> *"…I don't like to post anymore since sharing everything is too much, becomes annoying, I need some privacy…" [11]*

> *"…I really never felt like joining there, it is even a stressing idea that I am updating all the time about my life…" [18]*

However, in the direction we are heading about media consumption, privacy issues will appear to continue growing where location tagging seems to be the social norm today. Therefore, extensiveness of tagging and sharing among the society appear to build new social norms among consumers, which will lead changes in privacy settings and rules of sceptics.

Sometimes, lack of control over content is good, even fun.

Source of media content is another interesting issue these days. Even watching movies from DVD or Blu-ray is old fashioned, while introduction of online technologies to home entertainment bring boundless options to the audiences. However, it might not be the case all the time. Sometimes lack of control or randomness can offer great value and a superior experience to audiences, which might be ignored or omitted among a large number of options:

> *"…Once we were watching television with my wife, we run into a movie (Vanilla Sky) seeing that Tom Cruise is acting, we started to watch it saying that 'let's watch it and have fun (assuming that it is a usual daft Tom Cruise movie). However, at the end, the experience was great, we really like the movie. If we did not run into that movie on TV, we would probably not buy it on DVD (assuming that all Tom Cruise movies are bad)..." [16]*

As indicated, although watching a movie of personal choice is bringing great value, watching a movie on a TV channel, especially if content of the movie is unknown and the movie is liked at the end, might be more entertaining when compared with VOD, IPTV or Blu-ray.

Loneliness is a powerful instinct for media multitasking and multiple media use activities.

The research findings revealed that there might be an inverse proportion between the average number of media channels used and number of household due to the fact that boredom and loneliness suppression appear to be one of the most important reasons for consuming multiple media simultaneously, as well as lower value of household results in an increase in the number of media channels during conducting some non-media related activity.

Additionally, togetherness factor appear to be a significant factor on go-or-kill decision for conducting media multitasking and multiple media use behaviours as well as combination selection and attention allocation, while it is also strongly correlated with theme, content of media and relationship/familiarity with the other individual.

6. Conclusion

In this concluding chapter, first, summary of research steps starting from problem definition and research objectives will be illustrated. Later on, in the light of the research findings the study's contribution to literature and academia will be briefly explained which will be followed by delivery of limitations that are mostly related to research methodology and scope. To say, limitations can serve as a guide for the future studies, while they can try to eliminate the limitations that this research faced as well as they can construct their scope to reach certain information that this study fails to reach and deliver. Finally, managerial implications of the findings related to media multitasking and multiple media use will be given, explaining how advertisers and marketing managers can utilize research findings in order to support their value delivery to the audiences.

6.1 Summary

First, *Introduction* chapter demonstrated recent changes in audiences' media consumption that accelerated the spread of media multitasking and multiple media use and explained briefly about today's media environment, how audiences consume and value media. Furthermore, it delivered an extensive background for mentioning importance of studying these subjects due to their increasing popularity among audiences and coverage of a large share of consumers' total media consumption. Considering the explained importance of the subjects, lack of studies in the field was surprising, where this research is aiming to fill in. During second part of the Introduction, research objectives are shortly illustrated in order to give an idea about what the research is aiming at instead of explicitly and in detail explaining them. This is mainly due to the fact that without understanding some concepts and seeing the void related to media multitasking and multiple media use, delivery of research objectives would be less useful. To continue, mentioning motivation about the research, explaining research methodology briefly and delivering an outline of the thesis concluded the initial chapter.

In the second chapter, *Literature Review*, different conceptualizations about the media multitasking and multiple media use concepts have been delivered from multiple sources and the definitions that will be utilized in this research is explained. Furthermore, including prevalence among audiences, demonstrating most common combinations of media and non-media activities to conduct mentioned media practices and allocation of attention during these occurrences, audiences' media multitasking and multiple media use experience is delivered. Together with the

experience, reasons, both *internal* and *external*, for and results of, *positive* and *negative*, conducting and factors affecting these practices were also investigated, which improved the understanding of these phenomena vastly. Still, without knowing coping strategies generated to reduce or totally eliminate the negative consequences of media multitasking and multiple media use, results would be jaded. Finally, from a psychological perspective, individuals' ability to conduct multiple activities while receiving, processing and also reacting to multiple messages and allocating cognitive response to these messages have been conveyed.

Introduction and Literature review chapters provided a deep background for seeing what is known and what is still unclear about audiences' media multitasking and multiple media use practices. Then, in *Research Objectives and Setting* chapter, research problem and objectives are delivered together with research approach and design including justifying grounded theory selection, explanation of themes and sampling. With fieldwork and data collection steps, the theoretical research setting have been brought into practice while audiences' media consumption as a part of their daily life have been observed and asked; media multitasking and multiple media use practices have been identified. Then, collected data was prepared and analysed in order to reflect findings while the research's validity and reliability have also been pointed up with ethical considerations.

Findings chapter explained comprehensively about audiences' media multitasking and multiple media use behaviours with excerpts from interviews and notes from observation involving several related dimensions. In this chapter, the experience including ingredient combinations and allocation of cognitive resources, internal drivers and external forces as rationale for conduction, factors affecting the practices' by fostering and inhibiting according to the situation as well as positive and negative results together with coping strategies are also elucidated comprehensively.

After the findings were revealed, in *Discussion* chapter, the effect of thematic context has been mentioned and an ultimate framework to comprehend audiences' media multitasking and multiple media use was generated. Moreover, reached findings have been evaluated and compared with previous literature about the field based on different levels and dimensions where it is applicable. Finally during the chapter, applicability of model or pattern predicting audiences' media multitasking and multiple media use behaviour was tested and key issues and subjects emerged from findings and discussion were restated and assessed.

6.2 Contribution of the study

This is an exploratory qualitative study conducted in order to comprehend audiences' media multitasking and multiple media use behaviours by identifying concepts and categories integrated to these activities. Instead of quantitatively approaching the phenomena and measuring prevalence or most frequent combinations; this research focuses on process ingredients, factors affecting the process and also thematic context's impact.

Media multitasking and multiple media consumption of audiences have raised some interest previously however, there are so few studies qualitatively evaluated the phenomenon and consider it with all its included aspects and dimensions. This study fills in the void related to the audiences' media behaviour as a part of their daily life routine, as a holistic process. Thus, the studies' originality and value delivery comes from its aim to deliver an insight to a partially known and studied subject, and success in reflecting audiences' feelings and emotions in terms of conducting these mentioned media activities. Additionally, this study has productively synthesized previously conducted individual research to identify two holistic processes, media multitasking and multiple media use including all the relevant aspects and dimensions of these processes.

The upmost importance and value of this study mainly stems from the selection of research approach, grounded theory, which is ideal for cases where a phenomenon is not known or it is a part of a holistic process that requires deeper understanding of concepts and categories involved. It has provided an effective strategy to comprehend audiences' media multitasking and multiple media use behaviour, which is a part of a holistic process, media consumption integrated to daily life routine, by suggesting from starting general and going specific. Moreover, grounded theories' application of collecting and analysing data simultaneously helped to focus on more and get more insights about subjects rose during interviews and consequently. Additionally, it enabled to evaluate concepts and categories on a more individual level instead of evaluating phenomena on a structural level, which lacks of delivering insight and feelings about conducting a certain activity.

To sum up, this research created a basis for future studies in the field of media multitasking and multiple media use practices by identifying practice ingredients, their relationship with each other as well as effects of thematic context and external forces. Therefore, it serves to media researchers

to be a guide in strengthening the correlation between identified concepts and categories related to the mentioned media practices.

6.3 Limitations

Although research methodology and approach deliver valuable insights and contribute to the study's originality vastly, they also bring several limitations related to data collection and analysis. First of all, due to the fact that this study is an exploratory qualitative research, the number of observations and participants are marginal. Main reason is that observations and interviews are mostly lengthy in order to comprehend participant's daily media consumption thoroughly and identify concepts related to media multitasking and multiple media use. Also, time limitations related to the study scope result in a concentration in focus that also contributed to the marginality in number of observations and interviews.

Still due to scope limitations, research focus and time constraint, number of concepts and topics emerged during the interview might be limited. With a larger scale and lengthy study, some additional concepts, issues and factors might be generated with the help of a larger data pool generated with higher number of participants. It should be also mentioned that although research findings have delivered a significant effect on gender over media multitasking and multiple media use frequency and nature; it might be stemmed from the limitations regarding having a relatively unbalanced male – female ratio (12 males and 6 females) in the participant pool. Therefore, a relatively balanced pool of participants might deliver different findings regarding demographical aspects' effect over media multitasking and multiple media use frequency and nature.

Furthermore, another limitation related to the findings might stem from the selection of 'themes' that are used as comparative contexts. Due to the fitting and suitability factors, only five themes (home, commuting, school, work and social life) have been utilized to provide a point of difference in media multitasking and multiple media use experience, which might be insufficient in delivering marginal data challenges deliveries from different participants. Thus, evaluating themes in a larger scale and possibly including some other ones might improve the comparability of the participant behaviours, eventually might deliver genuine behaviours regarding these practices since mainly common themes brought common practices from the participants.

6.4 Directions for future research

As it is mentioned, this study successfully contributed to the academia by delivering insights and feelings of audiences while they are conducting media multitasking and consuming multiple media simultaneously and also by identifying these practices as well as concepts, categories and factors that are attached to these practices. Furthermore, apart from conceptualizing dimensions and aspects of these media practices, the study also indicates their relationship within and with each other to complete the delivery of a holistic process.

However, there were some limitations originated from the research methodology and approach restraining variety of findings, thus research quality and validity. Additionally, there were some other constraints such as scope of the study and time limitations that also constrict delivery of the study. Therefore, considering the findings and accomplished level with the existence of constraints, some directions for future research can be suggested to bring the conscious about audiences' media multitasking and multiple media use forward.

First of all, a study including a larger number and more specific thematic contexts enable to receive maximum variety of results in terms of media multitasking and multiple media use activities including marginal data gathered as a result of more detailed theme. Furthermore, a study utilizing higher number of thematic contextual frames supports the validity and reliability of the relevant research due to increasing coverage of time use of audiences, leaving less space for errors that might be received as a result of marginality.

Second, a study including a more variable participant pool in terms of demographical descriptors and potential for media consumption would definitely support the literature brought forward. Also, a larger and more variable participant pool enable to expand on concepts and categories generated during media multitasking and multiple media use, which eventually improve findings by encouraging the existing and found dimensions as well as challenging them.

Third, a research combining qualitative findings gathered from this research including insights, feelings and opinions about media multitasking and multiple media use can be utilized as a basis for a quantitative research that can succeed in delivering a model of media multitasking and multiple

media use pattern of audiences. The pattern can aim at illustrating these experiences' as a function of reasons and factors and predicting results, outcomes and possible coping strategies; and support where this study fails to deliver due to lack of data and time limitations.

Moreover, as it can be seen from the research findings, some of the reasons and results are linear as expected. For example, if the participant is listening to music and doing some work related staff simultaneously to be *time effective* and *improve performance*, the delivery of mentioning *'I feel more effective in terms of time and performance'* may not be surprising. However, it has also been found that there are some cases where rationale and result of an activity is not linear, delivering outcomes, which are not anticipated such as '*I sometimes feel that I am distracted and cannot focus on work while working'.* Some similar outcomes also found such that participant is conducting media multitasking and multiple media use in order to save time where it ends up with time consuming. Therefore, studying the sources of adventitious outcomes and factors that affect on gathering unforeseen results would provide valuable contribution to media multitasking and multiple media use processes by reshaping their relationships with each other.

Finally to suggest, separating media multitasking and multiple media use practices and evaluating them would provide more detailed results and also easiness to the researcher due to the fact that several aspects are not common for these practices and they create problems in categorization and building relationships. Furthermore, it can also be suggested for the future research to examine the differences between 'informed' and 'uninformed' participants about the observation and interview context, which might have an effect on information delivery of the participant about his/her daily media practices, or even more specifically, media multitasking and multiple media use practices.

6.5 Managerial implications

In this part, managerial implications and suggestions for managers will be presented based on the emerged topics from research findings, literature review, observations and interviews due to the fact that theoretical knowledge might be seen speculative or fictional for managers working in the field.

Don't fear from simultaneity.

It should be mentioned that companies and managers most of the time fear from simultaneity because of the fact that it makes things complicated, hard to analyse and tricky to develop solutions. However, this time they should not, since they have the ability to control the simultaneously occurred media consumption process by developing media synergies that address multiple consumptions. This can be achieved by organizing media content such that they create synergy instead of competing for attention (Rohm et al. 2009; Pilotta & Schultz 2005). As research findings reveal, participants do not perceive multiple media consumption or media multitasking as undesirable activities, they are ready to conduct welcoming new practices.

Produce creative and relevant content to reach target customers.

As Gordon (2005) suggests, generating creative content in order to deliver a certain message would definitely contribute reaching target customers by receiving sufficient attention from the audience. Thus, messages should be creative and relevant to beat other messages in this competition. In order to generate relevant content, target customers should be carefully identified; their interests, values and feelings should be exhaustively analysed. Creative and relevant content is one of the most frequently emerged subjects in the analysis, while participants select, consume and react according to their interest, which can be easily satisfied by offering them creative and relevant to their interests solutions.

Understand audiences' advertising processing.

Having an insight about how consumers receive, process and react to media and advertising would be definitely a key, which can be used to open all the doors to potential customers. Therefore, companies should generate segments according to potential audience's media usage and about their interests in order to receive their attention – or survive the battle for attention. However, winning the battle is not everything, without receiving desired response from the customers, transmitting impacts would be to no avail. Also, not everyone processes advertising messages similarly, Rohm et al. (2009) argue that especially Gen Y processes messages nonlinearly, making their response hard to predict. As it is illustrated in findings, seeing an ad on TV while chatting on Facebook simultaneously can receive different attention from audiences. They also process and react to the message differently while audience factors are involved.

Follow new technologies and trends, closely.

As mentioned, message receiving, processing and reaction differs among customers. Therefore, learn more about the least known. It is critical for a company to follow new technologies, especially trends, which shape their target audiences thoughts and actions. During interviews, several participants mentioned about their media multitasking and multiple media consumption is solely for being trendy or the norm for the day, not exactly from their intention or attention. Also, especially recent social media technologies or tools appear to have a great impact over media consumption of Gen Y consumers, giving a perfect idea about where to start.

Enable consumers; don't imprison them.

Letting individuals control their media consumption, select and combine according to their interests might have a positive impact on advertising perception due to the fact that they haven't been forced to see but it was their own decision to receive the message. During interviews, one of the participants mentioned about how being able to see multiple screens support an advertising message and his perceptions about the product while he is able to build upon what is seen. On the other hand, if an ad is the only option to see such as an ad screened before and during watching a movie in a theatre, it might even reduce the perceptions about the product and affect the purchase decision negatively. Thus, let audiences have multiple screens; it will not harm but support the perception of the brand and the advertisement.

Think local; act local.

The research findings revealed that timing, location and language have a certain effect on media multitasking and multiple media use behaviours. Therefore, universal rules may not apply in terms of reaching media multitasking or multiple media using audience. To say, time is a critical factor that affects audiences' media consumption, for instance, it would be more suitable to deliver visual messages to receive interest or attention from the audiences during day time, instead of audio messages due to the fact that most of the working audience cannot process audio messages while they are working. Also, location and language are important considerations of attention and interest while location affects routines that eventually affect media practices. Likewise, language is important to receive and process a message; therefore locality should be carefully considered while targeting media multitasking and multiple media using audiences. (Cuneo 2002)

More is better than less.

In terms of effective reach to the target audience, especially multiple media users and media multitaskers, utilizing multiple channels might have a positive impact over their processing or attention due to repetition and synergy effects. To say, instead of focusing solely on one medium and utilizing it as a source of reaching audience is old fashioned. Research findings have indicated that most of the participants are able to receive and process multiple messages simultaneously; therefore in order to create a combined impact, messages should be delivered via multiple media channels. For example, an individual might see an advertisement while watching television but this might not start purchase decision process, although seeing an ad while listening its ad through radio might generate a combined effect, which is more powerful in reaction, and also might be a lot less expensive.

Tell your story through different media channels.

As Jenkins (2006) mentions, transmedia story telling can be conceptualized as using multiple media types to craft a single story where each new text makes a distinctive and valuable contribution to the whole. As a part of technological advancements, especially widespread availability of the Internet and advanced personal computers, cross-media production has emerged and rapidly spread, which has eventually increased the complexity that audiences expect from their entertainment (Dena 2009).

Considering the mentioned alteration in audience expectations regarding to their media consumption, generating and delivering product and service offerings as a part of larger scale 'narrative' can help companies to build more informed and loyal customer base. Eventually, increasing importance of being visible in multiple media screens can provide a lucrative opportunity for different media channels. Therefore, media agencies and advertisers should solemnly ponder possibilities to create a narrative approach, compelling consumers to practice a more satisfying product/service experience through being part of a larger narrative involvement. Furthermore, as it is mentioned in this study, due to constantly changing attention of consumers while simultaneously scanning various screens, transmediation can improve visibility of the offering to audiences and also increase possibility of gaining a potential customer for the companies through perpetual repetition of the narratives' fragments.

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