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The Relationship between Television Watching Habits and Leisure Time: A Research on Ugandan Students in Turkey

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Abstract

Media technologies have become actors in people's everyday life as they occupy a bigger portion of people's leisure time for purposes of self-development and entertainment. Despite the invention of new media technologies of the Internet, smartphones, and computers, society still spends time in front of the screen watching television at a considerable rate. According to the World Youth Report (2003), young people in the developed world spend an average of about two hours daily in front of the television and their engagement in active leisure such as sports and the arts is also greater during their leisure time. This study had hypothesis that "Watching Television impacts on students' leisure time activities". The objective was; to examine how TV watching influence students' leisure time activities. It also aimed at identifying students' leisure time activities. This study used a random sampling technique to select respondents of Ugandan nationality studying in Turkey. Selected respondents were invited to answer a designed online questionnaire. A total of N=107 respondents from 8 cities in Turkey took part in the study. This study' findings are summarized in frequencies and percentages. The study showed that on a daily basis the majority of the respondents 52.6% considered 3-4 hours as their leisure time for watching television. The results show that 74.5% of the respondents preferred watching Ugandan television channels during their leisure time whereas only 25.5%, watched Turkish television channels. It's worth noting that 48.6% of the majority respondents agreed that watching television stimulates their academic learning. Meanwhile 36.4% of the participants in this study watched television during their leisure time for entertainment and pleasure purposes and 32.7% watched television for information and news purposes. In the same line 43% of the respondents agreed that television watching influences their leisure time activities like book reading, shopping behavior, touring among others.

Keywords: Leisure Time, Television Viewership, Students, Uganda, Turkey



Serbest Zaman ve Televizyon İzleme Alışkanlıkları Arasındaki İlişki: Türkiye’deki Ugandalı Öğrenciler Üzerine Bir Araştırma

Öz

İnsanın özgürleşmesi ve kendini geliştirmesi için, yaşamın zorunluluklarının dışında kalan serbest zamanın yerini bugün, medya teknolojileri doldurmaktadır. İnternet, akıllı telefonlar, bilgisayarlar gibi giderek maliyeti düşen medya teknolojilerinin toplumun hemen hemen her kesimi tarafından erişilebilir hale gelecek kadar yaygınlaşması, kitle iletişim araçlarını insanların gündelik yaşamının birincil aktörleri haline getirmiştir. İnternet, akıllı telefonlar ve bilgisayarlar gibi yeni medya teknolojilerinin sayısal olarak çokluğuna rağmen insanlar hala serbest zamanlarında televizyon izlemektedir. Dünya Gençlik Raporu’na (2003) göre dünyadaki gençler, günde yaklaşık ortalama iki saat televizyon izlemek için vakit harcamaktadır. Bu araştırma televizyon izleme eğiliminin serbest zamanı olumlu bir şekilde etkilediği üzerine kurulmuştur. Çalışmada televizyon izleme eğiliminin öğrencilerin serbest zamanlarını nasıl etkilediğinin tespiti amaçlanmıştır. Ayrıca serbest zamanlarda öğrenciler tarafından yapılan faaliyetlerin belirlenmesi de önem arz etmektedir. Bu çalışma, Türkiye’de yaşayan Ugandalı öğrencilerle sınırlıdır. Bu tespitlerin sağlanabilmesi için nicel araştırma yöntemlerinden anket tekniğine başvurulmuştur. Çalışmada, çevrimiçi ortamda gerçekleştirilen anketle birlikte Türkiye’de 8 ilden 107 katılımcının rastgele seçilen bir örneklem üzerinden veri almak için kullanılan nicel bir yaklaşıma başvurulmuştur. Bulgular, frekans ve yüzdelerle sunulmuştur. Araştırma sonuçlarına göre katılımcıların büyük çoğunluğu (% 52.6) serbest zamanlarında televizyon izlemekte ve günde yaklaşık 3-4 saat vakit geçirmektedir. Araştırmaya göre katılımcıların (% 74.5)’i serbest zamanlarında Uganda televizyon kanallarını izlemeyi tercih etmiştir ve sadece (% 25.5)’lik kısım; Türk televizyon kanallarını seyretmiştir. Katılımcıların çoğunluğuna (% 48.6) göre serbest zamanlarda akademik öğrenme amacıyla televizyon izlenmektedir. Çalışmadan elde edilen sonuçlara göre serbest zamanlarda televizyon izleme amaçları ise (% 36.4) ile eğlence olmuş, ancak (% 32.7)’si bilgi ve haber amaçlı televizyon izlediğini ifade etmiştir. Araştırmanın sonuçlarına göre kitap okuma, gezi, alışveriş alışkanlıkları ve arkadaşlarla ilişkiler gibi serbest zaman etkinlikleri, televizyon izleme eğiliminden etkilenmektedir. Sonuç olarak öğrencilerin serbest zaman etkinliklerinde televizyon izlenilmesi, zihinlerini tazelerken, farklı etkinliklere aktif katılımlarını olumlu yönde teşvik etmiştir.

Anahtar Kelimeler: Serbest Zaman, Televizyon İzleme, Öğrenciler, Uganda, Türkiye



1. Introduction

Most scholars argue that leisure is that portion of time which remains when time for work and the basic requirements for existence have been satisfied. In some cases, leisure is viewed as nonworking behavior in which people engage during their free time (Veal, 1992). Aydoğan (2000) emphasized that leisure consists of relatively self-determined activity that falls into one's economically free-time. Sometimes it can be difficult and overwhelming to figure out what to do to bring some leisure into one's life, but it is best to take a step back and to remember that leisure is a subjective term. If we accept the notion of prepotency and the idea of different levels of need, then we can re-state the Aristotelian definition of leisure, as being the state or condition of being free from the urgent demands of lower level needs. For instance, some people find leisure in listening to music, watching television, reading magazines while others find leisure in fishing, shopping, sports but it is important to remember that leisure is open to everyone.

Cizmeci (2015) observed that media technologies occupy a bigger portion of people's free time beyond the necessities of life for purposes of self-development and entertainment that have become primary actors of people's everyday life. Despite the explosion of new media technologies, such as the Internet, smartphones, and computers, which are accessible to almost every segment of society, people still spend their free time in front of their screens watching television at a considerable rate. These observations further concede with the U.S Time Use Survey (2014) that revealed that on an average day in 2014, nearly everyone aged 15 and over engaged in some sort of leisure activity such as watching TV, socializing, or exercising. Among those who engaged in leisure activities, men spent more time in the aforementioned activities 6 hours more than women at 5.2 hours. Watching TV was the leisure activity that occupied the most time, accounting for more than half of leisure time, on average. Men spent 3 hours per day watching TV, while women spent 2.6 hours. Socializing, such as visiting friends, attending or hosting social events, was the next most common leisure activity, accounting for 0.7 hours per day for both men and women(US Bureau of Labor Statistics, 2014).

Nonetheless, building on an action theoretical perspective, it is assumed that most television viewing is a routine response to frequently occurring situations, which together make up everyday life. However, one cannot see television viewing as merely an alternative for other leisure time activities. For instance, participatory activities have two distinct effects: They tend to inhibit television viewing by the actor but stimulate television viewing by the actor's partner. Being at home, engagement in child care, household work, eating and drinking often enhance television viewing. But presence of non-family may inhibit television viewing. Education is seen to have consistently negative impact on television viewing and also some gender issues may affect television viewing. (Westerik, Renckstorf, Wester & Lammers, 2005).

The amount of time young people spend away from work and school varies significantly across populations and regions. Differences exist within the developing world. In a Kenyan sample, 10 per cent of children's waking hours were free, compared with 63 per cent for a sample of young men in urban India. In developing country populations, boys tend to have significantly more leisure time than do girls, as the latter spend more time in household labor than do their male counterparts (World Youth Report, 2003: 216).



This study is built on the hypothesis that ‘Watching Television impacts on students’ leisure time activities’. Therefore, basing on the above hypothesis;

- This study aims at investigating the impact of television watching on student’s leisure-time activities.
- Finding out how TV watching influences other students’ leisure time activities.
- Identifying the activities done by students during their leisure time.

2. Literature Review

The concept “leisure” is generally perceived in terms of what it is, thus focusing on dimensions of positive experience, such as intrinsic motivation, autonomy and enjoyment (Haworth and Veal, 2004). The word leisure comes from the Latin word “licere”, meaning “to be permitted”, and appeared in the early fourteenth century. The notions of leisure and leisure time are thought to have emerged in Victorian Britain in the late nineteenth century, late in the Industrial Revolution. Furthermore, the question of defining leisure at the time had been influenced by a normative, ‘classical’ view of the phenomenon promulgated by writers such as Josef Pieper (1999) and Sebastian De Grazia (1962). Both Pieper and Grazia consider leisure as a ‘condition of the soul’ or a ‘state of being’ which might or might not be achieved during ‘free time’. Today, the so-called ‘residual’ definition of leisure, that is time which is not occupied by paid work, unpaid work or personal chores and obligations, is widely accepted for its proven utility in research and is inclusive and non-normative (Roberts 1999). However, Aydoğan (2000: 15) considers leisure time as free time when one is not obliged to necessities of life such as eating, drinking, and sheltering. From a critical point of view, the individual defines himself as free when he is totally free from all obligations of life.

Veal (1992: 2) considers leisure as a block of unoccupied time, spare time, or free time when we are free to rest or do what we choose. Leisure is time beyond that which is required for existence, the things which we must do biologically to stay alive (that is, eat, sleep, eliminate, medicate, and so on) and subsistence the things we must do to make a living; as in work, or prepare to make a living as in school, or pay for what we want done if we do not do it ourselves. Leisure is time in which our feelings of compulsion should be minimal. It is discretionary time to be used according to our own judgment or choice.

Precisely, leisure can be perceived as a state of mind which is ordinarily characterized by unobligated time and willing optimism. It can involve extensive activity or no activity. The key ingredient is an attitude which fosters a peaceful and productive co-existence with the elements in one's environment (Aydoğan, 2002: 15). Meanwhile, World Youths Report (2003: 215), draw the picture differently, but all agree that leisure time, at a minimum, is the waking hours during which a young person is not in school and not at work. School-related activities such as homework, Saturday classes and summer school are often counted as extensions of school. Chores and required family responsibilities such as childcare are often counted as extensions of work.

Huegli (2008:12) asserts that if you hear someone talking about their “leisure time”, they probably mean the time when they are away from work. A hobby can be part of our leisure time. Leisure time is not spent on things that you have to do, like work, studying, errands, housework. A leisure activity can be a hobby: gardening, sewing, painting, knitting,



collecting, exercising, fishing, etc. are often hobbies. These are things that one does in their leisure time. Leisure activities may change according to what is going on in your life. For example, if you are experiencing a lot of stress your most important leisure need will be to relax. If you have a lot of extra energy, your leisure time may be active. Leisure time can also be used to relax. Sleeping, watching TV, lounging, etc. are all leisure activities.

Compatibly, leisure includes active and passive leisure activities. As for active leisure activities involves the exertion of physical or mental energy, with activities like walking and yoga, playing chess, painting plus kick-boxing and soccer that consumes much energy and are competitive. Whereas on the other hand Passive leisure activities those in which a person does not exert any significant physical or mental energy, such as going to the cinema, watching television, or gambling on slot machines among others (www.reference.com/browse/leisure; 2017). More so, most people like socializing with friends for dinner or a drink after a hard day at work. For many young people, having a regular night out a week is a normal part of their free time, whether it is joining friends for a drink in a pub, dining out in a restaurant, watching a film, playing video games or dancing the night away at a club.

Research indicates that men and women use media, especially television, differently in their leisure time. For instance Morley (1986) observed that women and men watched television differently; while men preferred to view attentively, women believed that they could not afford such indulgence while other family members might need attention (Whiteside & Hardin, 2011:6). Morley was careful to distinguish that his observations were not of the characteristics of men and women but were, instead, of the way masculine and feminine roles in the home played out with television. However, the World Youths Report (2003) confirms that media use is a dominant force of time among students in developed societies. For instance East Asian, European and North American young people appear to spend an average of about two hours daily in front of the television, with boys watching more than girls. Music plays a less substantial role in young people's leisure time than any other activity. Time spent "doing nothing" waiting, hanging out and thinking, takes more of Western young people's time than that of Asian youth, and perhaps more time of youth in developing than in developed countries. Young people's engagement in active, structured leisure such as sports, organizations and the arts is also greater in Europe and the United States than in Asia. Across regions, participation appears to increase as socio-economic status improves, with sharper rises in sports for boys than for girls, and a greater increase for younger than for older adolescents (World Youths Report, 2003:216). In developing societies, young people tend to spend most of their time at home, with boys generally venturing outside the family with peers somewhat more than girls.

In the same context, the US Time Survey (2014) showed that time spent reading for personal interest and playing games or using a computer for leisure varied greatly by age. Individuals age 75 and over averaged 1.0 hour of reading per weekend day and 24 minutes playing games or using a computer for leisure. Conversely, individuals ages 15 to 19 read for an average of 8 minutes per weekend day and spent 1.2 hours playing games or using a computer for leisure. Equally, Men were more likely than women to participate in sports, exercise, or recreation on a given day 22 percent compared with 17 percent. On days they participated, men also spent more time in these activities than did women 1.8 hours compared with 1.3 hours (US Time Survey, 2014).



Research further suggests that women's leisure time is spotted with constant interruptions and often associated with domestic care work. Mattingly and Bianchi (2003) also note that women report feeling less satisfaction from their leisure time compared to men, leading them to speculate that married women may worry about undone work during their free time, may also undertake leisure activities for the point of contributing to the family's well-being and not for their own enjoyment, or may feel guilt at taking time for themselves (Mattingly & Bianchi, 2003: 112).

Leisure is crucial to one's life because it allows the individual to de-stress, to calm down from the day, from work, studying and taking care of others. Leisure activities also allow people to bond with each other, over a meal at a restaurant or through a good conversation. Culture, creativity, and identity are central, defining features of the content of learning during leisure time.

According to World Youths Report (2003:222), research confirms that leisure time is important in helping young people achieve a broad range of positive outcomes, as follows:

- Social/emotional development and engagement: the ability to respond to and cope with both positive and adverse situations, reflect on one's emotions and surroundings, engage in leisure and fun, and sustain caring friendships and relationships with others.
- Vocational development and engagement: acquiring the functional and organizational skills necessary for employment, including an understanding of careers and options and the pathways to follow to reach these goals.
- Physical development and engagement: biological maturation and the evolving ability to act in ways that best ensure current and future physical health for oneself and others.
- Cognitive development and engagement: the ability to gain basic knowledge, to learn in school and other settings, to use critical thinking, problem-solving, and creative and expressive skills, and to conduct independent study.
- Civic development and engagement: the growing recognition of one's impact on one's surroundings and responsibility to others, as well as the ability and opportunity to work collaboratively towards a common goal.

3. Methodology

In this research, quantitative technique was applied as the researcher sought to extrapolate the results to the surveyed population as a whole. Additionally, a questionnaire was designed for data collection due to its ability to collect a large amount of information in a reasonably quick space of time. All the questions were Likert-type; five-point self-applied scales were employed for example scales of quantity, frequency or degree of accord, which provided averages and deviations. In addition to the television watching behaviors, the questionnaire obtained other socio-demographic data about the respondents. However, due to slow responses, data was collected from February 2018 to April 2018. The data obtained through the survey generated a database that was analyzed with the statistical packages. After reviewing and refining the data matrix, the classic resources of descriptive statistics were used, such as summary statistics, frequency tables and graphics.



The target population for this study comprised of all Ugandan students in Turkey. The population size was set at 300 students, according to the figures provided by the Ugandan Students Association in Turkey (USAT) report 2016. This study employed simple random sampling strategy to select the sample. In this regard, online questionnaires were delivered through several social media platforms namely, WhatsApp, individual and group e-mail, Messenger and Facebook groups for Ugandan students in Turkey. According to the response of the survey, 107 students studying in over 8 cities actively participated in the survey. Data collected was analyzed using Excel program and the results are reported in the consequent subsections.

4. Results and Interpretation

This study mainly investigated the impact of television watching on student's leisure-time activities. However, in exploring the subject, the researcher presents the demographic profiles for the participants in study as a way of exploring whether there is a connection between television watching, leisure and the respondents' demographic status.

Demographic Profile of the Respondents; The study findings indicate that 70.1% of the respondents were male and 27.1% as female whereas 2.8% of the respondents preferred anonymity thus by not mentioning their gender, as indicated in table (1) below. Similarly, respondents whose age was between 21-25 were the majority totaling to 44.9%, followed by age group 26-30 years of age who constituted 33.6%. The least represented age groups were those of 20 years or less and those of 36 and above who had an equal score of 4.7% respectively. Majority of the respondents 44.9% were Undergraduate students; Master students at 34.6% and Doctorate students' constituting 13.1% of the respondents. Respondents of other educational levels like high school and post doctorate were at 7.5% correspondingly. Students offering studies related to Social and Administrative Sciences constituted the majority at 38.3%, followed by arts and humanities at 28% and the least represented being Sciences at 8.4% and agriculture at 5.6%.

The findings further indicated that Ugandan students in Turkey were studying in different cities. For instance 26.2% of the majority respondents were from Ankara, followed by those from Istanbul with 24.3%, Izmir city with 16.8%. Whereas some other cities like Konya had 9.3%, Trabzon 5.3%, Sakarya 4.7%, Kayser 3.7% which were considered as minimal representation in this study. Basing on this demographic profile for the respondents, it worth mentioning that majority of the Ugandan students in Turkey are male with age ranging from 21 years and above. This could be attributed to the fact that many of the Ugandan students who come to Turkey they come for undergraduate studies when their early 20s age range. And doctorate studies it's rare to find one who is beyond 36 years of age. Remarkably, Ugandan students are not stationed in one city but they are spread all over Turkey in different cities at different study levels and offering different specializations.



Table 1. Showing Demographic Profile of the Respondents

Variables	Demographic Information	Frequency	Percentage
GENDER	Male	75	70.1
	Female	29	27.1
	Prefer not to say	3	2.8
	Other	0	0
AGE GROUP	20 years or less	5	4.7
	21-25	48	44.9
	26-30	36	33.6
	31-35	13	12.1
	36 and above	5	4.7
EDUCATION LEVEL	Undergraduate	48	44.9
	Masters	37	34.6
	Doctorate	14	13.1
	Others	8	7.5
FIELDS OF STUDY	Sciences	9	8.4
	Arts and Humanities	30	28
	Engineering & Technology	11	10.3
	Social & Administrative Scie	41	38.3
	Agriculture	6	5.6
	Others	10	9.3
CITY	Istanbul	26	24.3
	Ankara	28	26.2
	Konya	10	9.3
	Izmir	18	16.8
	Trabzon	6	5.3
	Sakarya	5	4.7
	Kayser	4	3.7
	Others	10	9.3

Source: Primary Data 2018



Students' Leisure Time Activities; In the context of Veal (1992) who considered leisure as a block of unoccupied time, spare time, or free time when we are free to rest or do what we choose. The study showed that on a daily basis the majority of the respondents 52.6% considered 3-4 hours as their leisure time. Meanwhile, 21.5% of the respondents had over 4 hours of leisure time on a daily basis. This study while identifying activities done by students during their leisure time, found that students spend their leisure time differently. For instance, as indicated in table (2), majority of the respondents represented by 35.5%, they asserted that while in Turkey they spent their leisure time reading books. The next leisure time activity was meeting and talking to friends with a sum of 15% of the response.

Meanwhile, watching television as a leisure time activity came in the third position with a score of 12.1%. Other leisure time activities had minimal preferences, for instance playing sports had 10.3%, shopping had 9.3% and the least preferred leisure activity was cooking with score of 1.9%. Markedly, book reading being a leading leisure activity for students while in Turkey could be attributed to their status of being students in Turkey, where by much of their time even outside classroom is spent on book reading. While cooking being the least leisure activity could be attributed to the residences of students since the majority stay in dormitories where they are not allowed to cook.

Although there was a difference in the representations, findings further indicated that book reading was a dominant leisure time activity for Ugandan students while on vacations in Uganda. This had a representation of 31.8%, less than that while in Turkey at (35.5%). This is believable that when they are in Turkey they are much concentrated on book reading than in Uganda. Additionally, meeting and talking to friends with 25.2% appeared as the second honored leisure activity among students while in Uganda. Meanwhile, other activities like engaging Sports activities had minimal consideration of only 13.1%, watching movies and outings had equal score of 8.4% respectively. Whereas the least notable leisure activities for students while in Uganda included sports betting with 1.9%, cooking and shopping at 0.9% accordingly.

However, these findings are inconsistent with the previous findings in the US Time Survey (2014) that time spent reading for personal interest and playing games or using a computer for leisure varied greatly by age. Because in this current study variances in the age group for the respondents seems not to be affecting the book reading behavior in leisure time due to their status of being students. Furthermore, book reading dominating the students' leisure time activity is supported by findings on the average hours they spend reading books daily. Findings showed that the majority represented by 43.9% spend 3-4 hours on a daily basis, reading books compared to their counter parts who reads for less than an hour represented by 8.4% only.



Table 2. Showing Students' Leisure Time Activities while in Turkey and Uganda

Variables	Item	Percentage (%)
Students' Leisure Time Activities While in Turkey	Book reading	35.5
	Meeting and talking to friends	15
	Watching Television	12.1
	Playing Sports activities	10.3
	Shopping	9.3
	Listening to music	8.4
	Touring and Outings	7.5
	Cooking	1.9
Students' Leisure Time Activities While in Uganda	Book reading	31.8
	Meeting and talking to friends	25.2
	Engaging Sports activities	13.1
	Touring and Outings	8.4
	Watching movies	8.4
	Listening to music	6.5
	Cooking	3.7
	Sports betting	1.9
	Shopping	0.9

Source: Primary Data 2018

Television Watching and Students' Leisure Time; As the World Youths Report (2003) noted that media use is a dominant force of time among students in developed societies, this study found that Ugandan students in Turkey spend part of their leisure time watching television. Findings indicated that 36.4% as the majority respondents confirmed that they spent 3-4 hours on a daily basis watching television whereas only 15.9% watched television for 1-2 hours. Therefore, their watching duration is inconsistent due to different leisure time activities that occupy their daily life. Remarkably, 40.2% of the respondents agreed that they often do watch television during their leisure time than other activities. This is in contrast to 10.3% who disagreed with the same assertion.

The study revealed that 74.5% of the respondents preferred watching Ugandan television channels during their leisure time whereas only 25.5%, preferred Turkish television channels. Furthermore it's worth noting watching television in leisure time stimulates students' academic learning. This is supported by the findings that 48.6% the majority respondents agreed that watching television stimulates their academic learning, likewise 18.7% of the respondents strongly agreed with the same notion, implying a positive influence of television watching on student's leisure time and academic life.

In the same context, 43% of the majority respondents agreed that television watching influences their leisure time activities like book reading whereas 16.8% strongly agreed with the same assumption. Moreover, 37.4% strongly agreed with the assumption that the more television they watched, the more they took part in various leisure activities. Also 23.4% agreed with the same assertion. Therefore, this implies that although television watch is a leisure time activity it also acts as a catalyst to other leisure time activities.

As indicated in pie chart (1) below, the study found that majority (36.4%) of the Ugandan students in Turkey who participated in this study watch television during their leisure time for entertainment and pleasure purposes. Additionally, 32.7% confirmed that they watch it for information and news purposes. However, few of them 5.6% watch it to enhance their learning or education purpose and last were 1.9% who watches it to pass their free time.

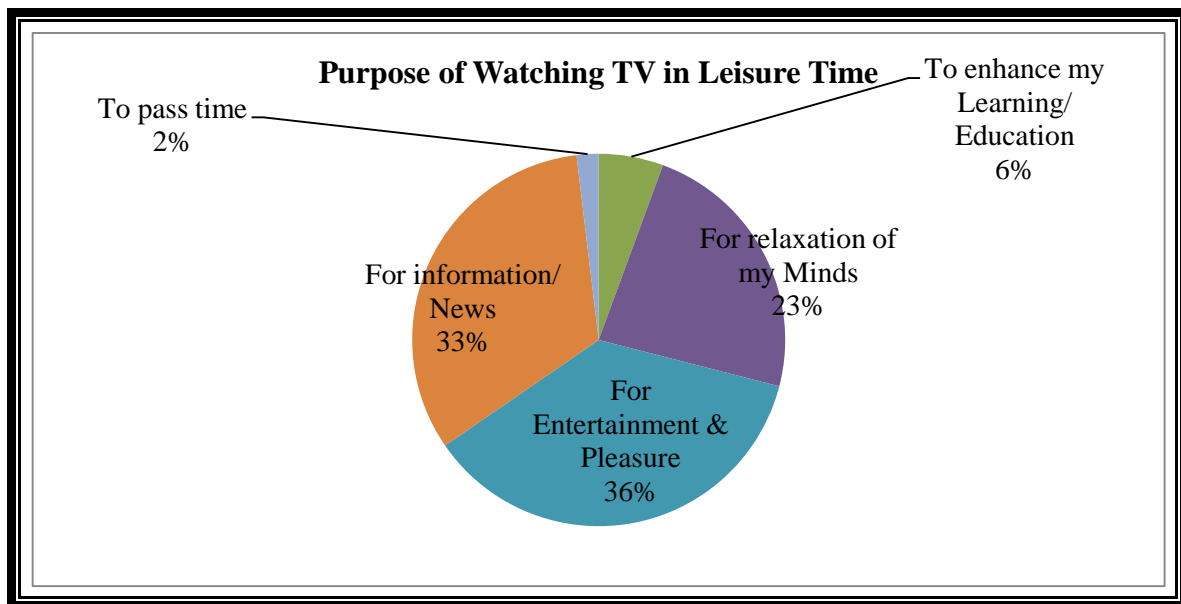
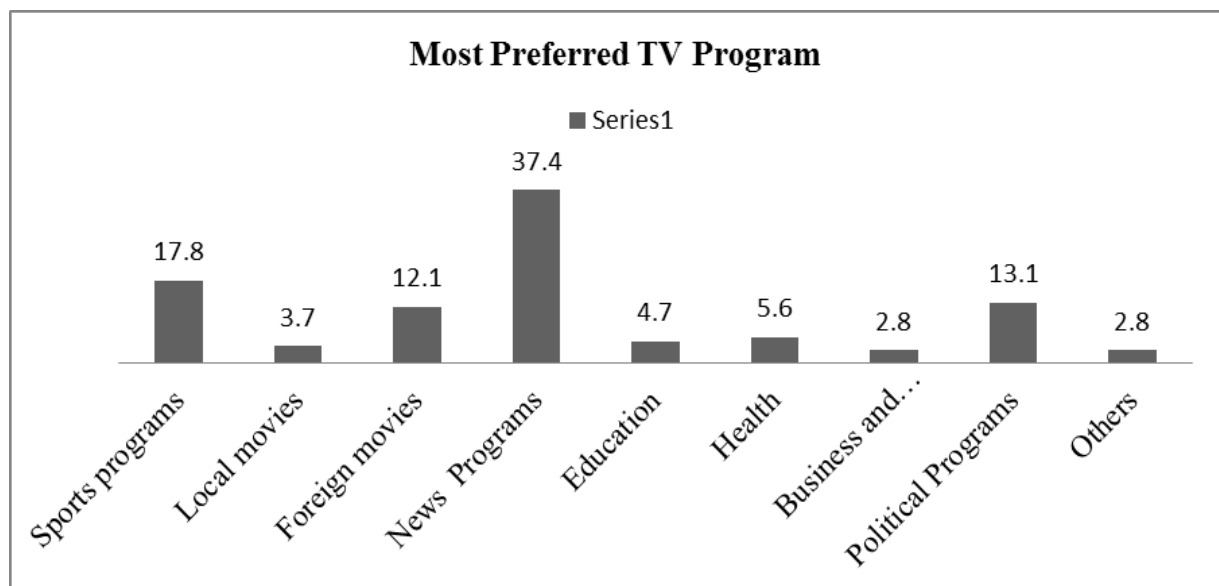


Chart 1. Showing Purpose of Watching Television during Students' Leisure Time

Source: Primary Data 2018

Despite the variances in the purposes for watching television during their leisure time, the study showed that 37.4% of the respondents prefer watching news programs. As specified in graph (1) below 17.8% of the respondent asserted that they preferred sports programs compared to others. Other programs with higher preferences were political programs with (13.1%) and foreign movies with (12.1%). But other television programs had insignificant preference for instance; health, business and economics plus local movies had lower scores respectively.



Graph 1. Showing Television Programs Preferences among Ugandan Students
Source: Primary Data 2018

5. Conclusion

As seen in the previous literature like (World Youth Report, 2003; Aydoğan, 2002) that the amount of time young people spend away from work and school work varies significantly across populations and regions, this study also agrees with previous researcher in the same perspective. For instance this study concurred that 36.4% as the majority respondents spent 3-4 hours on a daily basis watching television with few watching it for 1-2 hours. Likewise watching television stimulates highly the academic learning of students who engaged in this study.

Although in developing societies, young people tend to spend most of their time at home and some venturing outside the family with peers, scholarly findings (World Youths Report, 2003: 216) indicates that in the developed world, young people spends an average of about two hours daily in front of the television and their engagement in active, structured leisure such as sports, organizations and the arts is also greater during their leisure time. Time spent “doing nothing” waiting, hanging out and thinking, for example takes more of Western young people’s time than that of young people in the developing world. This study concluded as agreed by respondents that television watching influences their leisure time activities like book reading, shopping behavior, touring among others. Conclusively, the researcher presumes that if television is properly availed to students during their leisure time it can be a useful tool for their academic excellence as they can access vast information in the lightest manner.



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