

What do university students talk about in leisure time? Students' reflections on their personal and academic life

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Abstract

Leisure time is significantly essential in students' life. Most of the previous studies have focused on leisure time activities. The present study purports to examine the university students' leisure time talking and its implications for practice in higher education. The case study approach was employed to gain a holistic description of Pakistani students' leisure time talking in a public university of the province of Punjab, Pakistan. Thirteen undergraduate and MPhil students from different academic disciplines of the university participated in the study. They reflected on their talking experiences through the mode of conversational interviews. The interview transcripts were analyzed and organized through Citavi 6. The researchers explored themes and sub-themes that include: need to talk to others, spots to spend leisure time, reflections on personal life, and reflections on academic life (sub-themes; university environment, examination system and student-teacher interaction). The study has implications for theory and practice for higher education and for understanding students' leisure time talking in a university context.

Keywords: leisure time, university student, higher education, student talk, personal life, academic environment, case study.

Introduction

The leisure time is characterized as the period that an individual can have other than performing his professional tasks or working in the usual way (Metin, Kesici, & Kodaş, 2013). In other words, it refers to the specific time in which an individual can fulfil his desires by engaging himself in activities based on his imagination, concept of pleasure or happiness in real-life situation that can bring him joy and satisfaction and ultimately can lead him to a balanced and dynamic life (Demirel and Harmandar, 2009, Çakır, Şahin, Serdar, Parlaklıç, 2016). Recreation is usually taken as a substitute for leisure time, but it is not the same (Metin, Kesici, & Kodaş, 2013). Recreation is referred to all those activities that are performed in leisure time for releasing the pressures of routine working life for the sake of enjoyment, relaxation (Albayrak, 2012). So, leisure time is described as the period in which various activities are performed by an individual willingly without having any external responsibilities and help him bring a change to make his life refreshing. (Soyer, Yıldız, Harmandar, Demirel, Serdar, Demirel, & Demirhan, 2017).

Due to present scientific and technological advancements, individuals' life has become monotonous, overburdened and restless. These factors demand individuals to take out time for leisure activities which increases substantial relaxation in their daily life (Gumus, Honca, & Cetinkaya, 2019). Lu and Hu (2005) found that leisure time activities may produce different levels of satisfaction. The same study also explained that when individuals had performed serious and productive leisure time activities, they are more satisfied and happier. On the other hand, this study noted that nonserious leisure time activity like watching-TV had been found to generate minor satisfaction and less favourable effects. (Lu & Hu, 2005). The growing body of the present study has raised the worth of students' leisure time talking in the educational process. Students leisure time talking in this study encompass the verbal communications outside the educational settings in the university. Verbal discourse increases the engagement of the students in the learning process (Imbertson, 2017).

Leisure time talking improves the academic and social adjustment of university students. Students' talking in their leisure time, the rhetoric discourse between students about academics shows that university students are capable of interacting and collaborating with each other (McElhone, 2013). Students talk informally to enhance their social learning, and it is also helpful in active participation in education (Gillies, 2014). Piazza, Rao and Protacio (2015) showed in their study that students talk to enhance their language and verbal communication skills. Moreover, it increases understanding among students through sharing existing and new ideas to enhance their knowledge (Piazza et al., 2015). These leisure time conversations are vital to achieving particular educational objectives and intellectual growth (Gillies, 2014; Piazza, et al, 2015).

University student's leisure time talking depends on the goals that individuals want to achieve or the outcomes they want to attain. It rests on the interest of their desired group members, discussions with them and peers' talking that can be divided into two categories; convergent talk and divergent talk. Convergent talk depends on the single outcome, only one answer is required, but in a divergent talk, more than one answer is possible (Tin, 2003). Students can construct the knowledge through interaction with other students and they can also produce a more thoughtful and productive response about a certain topic (Lee, 2016).

The present study purports to promote the importance and beneficial effects of students' leisure time talking in a university for the stakeholders of higher education. A couple of research studies have discussed university students' leisure time activities (Gillies, 2014; Güllüoğlu-Işık & Koçak, 2014). In the context of a public sector university in Pakistan, the present qualitative enquiry aims to examine the university students' leisure time talking within the academic environment of the university to see what, where and how doctoral students talk about their personal and academic life in relation to other students, colleagues, and faculty and what are the educational implication of their talks for all the stakeholders of the university and higher education in general.

Purpose of the study

Students leisure time talking is significantly essential in directing and reviewing many educational decisions, including the aims and objectives of education, students' interest and development and policy matters. The purpose of this study was to explore university students' leisure time talking while being at different places in the university. The researchers attempted to grasp the reflections of the university students on what they talk about their personal and academic life and how it guides them in their everyday life.

Research Questions

The present study aims to explore the following research questions:

1. What do university students' talk about in their leisure time?
2. What do students reflect on their personal and academic life during their leisure time?
3. What are the implications of students' leisure time talking for higher education?

Significance of the Study

Students talking provides different views about their institution and their educational and personal background that may improve students' learning and educational process in the university. A study conducted at the National Cancer Institution in 2012 by a group of researchers revealed that a person can enhance the life span round about 4 years by healthy leisure time activities. Nevertheless, it would be interesting to find what the students talk about in their free time in the university and what does it imply for higher education?

Most of the previous studies are based on leisure time activities and did not focus on what the students talk about in perspective of their socio-academic activities and cultural background. The findings of this study will contribute to understanding students' interaction with each other. The study can lead to social interaction and social learning models in the university that can help improve students' information gathering and processing ability, communication skills and reflective thinking. The study has implications for higher education and can help improve academic competence, develop social interaction and social skills and may help students to participate in class discussions with more confidence as compared to the students who do not interact with others.

Methodology

A qualitative research approach was employed in the present study. This approach is used when the nature of the research problem demands an exploration through the inductive process (Howell, 2012). The researchers were interested to understand and analyze students' talking in a public sector university of Pakistan. Therefore, the case study was considered the most appropriate research approach to explore students' leisure time talking. This approach provides a well-narrated, comprehensive and holistic explanation about the university students' leisure time talking (Howell, 2012). A qualitative case study helps to describe narrative perspectives of the student's leisure time talking and used to enhance the understanding of students' talks and careful interpretation of data that is collected by interviewing (Arisa, 2019).

The participants consisted of 13 undergraduate and MPhil students of a public university, including 7 males and 6 females. The participants were selected through purposive sampling that allowed engaging the students from different departments such as department of botany

(2), management sciences (2), teacher education (2), research and assessment (1), information technology (2), mathematics (2), and department of English (2). This also demonstrated the diversity in students' talk.

The data were collected by one-to-one semi-structured interviews with the students who described their stories on what they talked about in free time with other fellow-students and it provided intensive and in-depth data (Merriam & Stake 2015). According to Hughes (2016), an interview is defined as face to face interaction between interviewee and interviewer involving an in-depth collection of data. Creswell (2018) added that in qualitative research inquiry, an open-ended question provides subjective answers, whereas closed-ended questions may force the interviewee to respond in a restricted way. The central question of the study that was addressed in the interviews was what students talk about during the leisure time in the university and what they reflected on their personal and academic life in the perspective of their studies?

The participants were interviewed in a conversational style during university hours because it was noticed that students have fresh experience in leisure time talking at that time. Interviews were tape-recorded, field notes were written, and the interviews were transcribed by the researchers at the earliest after the interview was ended. Each interview lasted between 40-60 minutes. Moreover, information on students' particular aspects and characteristics such as; age, gender, academic program and department was collected before the interview. This information helped the researchers to understand the background and meaning of the participants talking. The interview transcripts were read by the researchers several times and themes were identified after the identification of open and axial coding. The interview transcripts were analyzed and themes were organized with Citavi 6. The emergent themes were described with typical phrases and quotes from the participants' conversations.

Results

Talking in leisure time at university is a substantial component in a student's academic life. It is not only essential to reduce the pressure of academic activities but also to augment students' academic achievements and learning process. As a result of the analysis of the interview transcripts, the emergent themes include: need to talk to others, spots to spend leisure time, reflections on personal life, and reflections on academic life (sub-themes; university environment, examination system and student-teacher interaction). These themes are described in this section.

Need to Talk to Others

Talking to others is a basic need exhibited by human beings. It is an essential way to give vent to what people are having in their minds and hearts. At university, whenever students have leisure time, they spend most of that time talking to others. They discuss various topics like family, sports, relationships, and academic activities. Most of the participants of the study ascertained that after completing all the academic assignments, they prefer to spend free time in talking as, during the study period, they hardly get time for that. For example, a student described that *"We talk after a hectic academic routine. There is a need to talk in free time with others because we are not deaf and dumb, but such talks must have some purpose to fulfill, not merely talk for the sake of talking"*. They believe that talking in their free time releases the pressure caused by many academic assignments and helps them maintain their mental health. Another student from MSc Mathematics (4th semester) expressed that"

Me and my friends want a lot of leisure time to talk and talk. We want our lectures to come to an end as early as possible so that we can leave the classrooms and go outside to see our other fellows. We love to pass many comments on them as well as have little friendly fights as these little things make us happy.

Most of the participants also favoured to talk in their free time at university because students get irritated by sitting most of the time in the congested environment of classrooms. Especially in summer, the absence of air conditioners in the classrooms makes them sweat continuously. They feel like *"they are sitting in lockup"*. A student of MBA from 3rd semester voiced, *"We talk because it is needed to freshen ourselves up. We cannot learn much being a book worm and cannot be mature without social activities"*. Most of the students preferred to have beverages like coffee and tea during their conversation. They assume that talking with the cup of tea makes its taste better. On the other hand, some students want to escape their domestic tensions and problems by talking with their fellows and try to lessen their strains in this way.

On the contrary, some students only talk when it is most needed; otherwise, they preferred to keep silent even in their free time. They think that unnecessary talks turn them and other people humdrum. They also think that while talking, students mostly criticize other people. They want to see a change among the people by criticizing them, but they do not want to change themselves. Therefore, they find such talks useless. As a result, they avoid indulging in any talk in their free time.

Spots to Spend Leisure Time

The selection of an appropriate place within the university is a considerable part of leisure time- talking. It is solely an individual's choice depending upon where one feels comfortable and with whom one likes to talk at this time. These choices vary from person to person as most of the participants agreed that appropriate place makes such discourse meaningful, satisfactory and a source of relaxation.

Some of the participants spent their leisure time in the library where they read books, novels, different research in journals and read a horoscope from the newspapers. They also visited the library for preparing academic assignments and revisions for exams. The most interesting fact which came forward is that especially in summers, they used to visit the library in their free time due to its cooling and comfortable environment as air conditioners function throughout the day in the library. In addition to this, they kept on whispering with their fellows despite instruction inscribed there like *"keep silent,"* and they secretly captured the selfies as well. It helps them to diffuse their mental pressure and boost up their energies for further work. It was noticed that few students spent their leisure time in classrooms as they thought that the gap between the lecture and free time is not much to squander outside the classroom. In this way, they can avoid reaching late in class, evade irking teachers and punishment from them. Here they usually talk about the previous and forthcoming lectures and the teachers.

On the other hand, most of the university students spent their free time at the cafeteria where they wanted to extricate their academic stress through table talk while munching edibles and gulping drinks. At the cafeteria, they talked about the food preferences of people and their eating manners. As an example, a student of 3rd semester from BS in a language program stated, *"I spent my free time with my friends at café to observe other students' mannerism while eating or buying the various items and especially discuss the male students' appearances as most of them sound smokers to me"*. Moreover, one of the students pointed out, *"often male students ask their female class fellows, "oh sister, please*

bring me a plate of biryani (a rice dish)..... I'm starving". While spending their time in canteens, many students talk about the cleanliness and hygienic conditions of canteen area; as one of the students remarked, *"I used to notice how students use canteen space whether they throw wrappers in dustbins or let them be on the tables or ground"*.

However, in view of most of the participants, many students also liked to spend their free time at university roads. They do so to have more interaction with other students, which they cannot have while confining to the classrooms or library. One of those participants described, *"A few students walk and talk on the roads for getting cigarettes from other students for free. For this purpose, they even have to have five or six rounds of walk on the road"*. Also, they walked on the road to discuss other students' appearance, including their dressing style, choice of clothes and hair colour. They thought that their interaction with other students on roads led to a good relationship in most of the cases.

Another great spot to spend and talk in leisure time is university grounds. The study participants described that a large number of students used to sit there to interact with other students in an open, fresh and green environment. They discuss certain events that happen in the university, gossips about teachers, their teaching and assessment methods, movies, dramas, songs and their other fellows. In contrast, few students sit on the university grounds to spend time with themselves. They do not have any concern with others; instead, they want to *"focus more on themselves"*. A student who is in the 6th semester of BS Information Technology described, *"I spend my free time at university on playgrounds where I play football, cricket and online games. While playing, I talk to myself, how I can compete myself rather than others"*.

The interest in leisure time-talking has been a dominant building block in student's university life. At university, when they get time out of their academic activities, they utilize this time for reflecting on different aspects of their life. Information regarding what university students talk in their leisure time provides a picture of their interests and their nature. Student's interest in talking varies from person to person.

Reflections on Personal life

The students talked about personal matters, talking about fashion and choice of possible spouse under this theme. Personal matters are the ones that particularly relate to someone's life, whether good or bad. These are kind of secret matters which can only be shared with reliable and trustworthy people. They encompass family matters, love life, married life, decisions about important issues of life, including planning for the future. Most of the female participants of the study revealed that they discussed their choices about life partners or married life. Almost all of them have dreamt of having *"handsome, educated and financially stable life partners."* Those who are already in a relationship or engaged often had complaints of not receiving enough time from their fiancés. Single female students talk about their marriage prospects and wonder why they are still single.

As one of the participants from Social Science programs described, "We mostly talk when our marriage will take place and with whom and which friends to be invited to the ceremony? We even wonder despite thousands of male students in the university, why are we still single?"

While discussing their family members, female students mostly talk about their parents, especially their father, who gives them more confidence and raises their self-esteem. They seem to be concerned about the health of their parents. At the same time, the students who had a single parent or none of them; miss them as their life has become barren without them. Most of them keep on talking about the privacy problems they face by living in the extended family system. The same

situation was stated by one of the participants who stated that *"My privacy is very much devastated by the undue interference of my aunts, cousins and sisters-in-law and daily fights upon house chores. I hate family politics and do not want to live in a joint family"*. However, male participants in their leisure time talk about relationships with the girls and marriage opportunities that may occur consequently.

A student remarked that when boys have leisure time at university, they talk about personal matters like which is the best way to impress the female classmates. If someone from the group has a relationship with some opposite sex, he would be considered lucky enough, and boys seek guidance from him.

On the contrary, male participants revealed that they did not kick about family and issues related to that as the females do. Instead, they discuss the worth of their degree programs corresponding to the market trend, share their plans and argue over job opportunities. They are most anxious about their sound financial status after completing their degrees. As far as the choice of life partner is concerned, most of them prefer humble and well-educated girls instead of rich ones. The interesting fact that emerged out from their discussion regarding marriage was *"most of the male students are not in favor of cousin marriages, which is the most occurring phenomenon in Pakistani society"*.

Fashion plays a vital role in our lives because it illustrates the culture, beliefs and values of that particular society. According to most of the study participants, the word fashion means *"hairstyles"*, *"style of being dressed,"* and *"make-up"* to them. As fashion changes rapidly nowadays, university students *"blindly follow"* the new styles, whether they feel comfortable or not. A student from BBA 5th semester described that they talked about students' *"fashion sense"* and liked to mock the way they carried their outfits. Male and female students usually ridicule each other by giving them the title of having to have *"zero fashion sense"*. It plays a crucial role in liking or disliking another student. A couple of students remarked that *"We call the other students by different "titles" according to the choice of clothes, hair and make-up styles"*.

Reflections on Academic Life

At university, students not only gossip about their personal matters but also debate over various aspects of university. Students talk about flaws in the working mechanism of the university as well as the ways of improving them according to their perception. This discussion includes students' critical talks about the physical environment, departmental management, examination system and teacher-student relationship in the institution.

University environment: According to participants' observations, the environment encompasses everything that exists in our surroundings. An ideal educational environment prepares students for their future profession and works on building strong character. It must provide all the facilities for a healthy academic environment, which is responsible for a sound mind and sound body.

Most of the participants pinpointed the deficiency of classrooms in the university, which poses a hurdle to carry out teaching-learning activities on time. Teachers have to deliver their lectures on the grounds, which affect their teaching and students' learning due to commotion and other distractors. Similarly, many students are wary of being judged on the basis of their dressing or physical appearance by university teachers and students. According to them, it gives a *"negative picture of university environment"*. At the same time, they are hopeful that university environment is about to be improved after the *"new head of the university"* joined because he permits freedom of expressions, discourages the gender discrimination and exhibits fairness and

impartiality in creating better university environment and allows the dressing according to students' choice. Conversely, few students have other perspectives about such *"developments"*.

Examination system: The examination system in educational institutions aims to assess the knowledge and ability of the students in a particular subject. In view of most of the participants, since university examinations are centrally controlled; therefore, teachers have more authority to award grades of their own choice and to pass or fail any student. Most of the participants of the study mentioned that teachers did not take the initiative to curb the curse of cheating. They did not refrain from giving favors to their favorite students and ignore other competent students. For example, a student from an academic department shared, *"Most of the time, marks are not fairly awarded, and results are based on favoritism. During invigilation, only a few teachers punish students for cheating while many of them do not bother."*

Then, some teachers do not have an accurate assessment of the students as the other persons instead of them mark their examination papers. As a result, most of the students get deprived of what they deserve. They want their teachers to mark their paper themselves and stay neutral while assessing them. A couple of participants also revealed that they usually talked about high achievers who always get good grades. It sounds strange to them that how these students maintain their higher grades. She remarked that:

One participant who is doing an MBA said, "students who get CGPA more than 3.5 and above, they seem not 'human beings'. Don't they have other work to do except studies? Such students ruin other students too as their teachers and parents expect the same from them."

Most of the male participants opined that female students focused more on cramming than conceptualization and, as a result, get high CGPA as compared to male students. They maintained that no one would *"shoot"* them if they did not get high grades. They further added that skills are more relevant to them rather than high grades. If we remained all the time engrossed in studies, then who will perform other *"magical activities"* in the university.

Another issue talked by the students is the difficulty faced by them in the semester system as they come from the annual system. A student of the 8th semester from BS shared, *"Its hard for me to get good grades in initial semesters due to the unfamiliarity with this new system. I need guidance at the beginning to overcome this difficulty."* Most of the students think that transition from college to university is a hurdle in getting good marks because of the lack of orientation of examination in the semester system. They should be guided appropriately by examination cell to grab good grades even in the first semester.

Student-teacher interaction: Most of the participants were of the view that effective teachers are not only those who teach well but also the ones who put their heart and soul in teaching. In Pakistani culture, teachers are considered next to parents for the students. They are the beings who can explore the latent abilities of their pupils and can trigger them to the maximum. As teachers are one of the crucial pillars of the university; therefore, most of the participants also discussed their teachers' attitude, teaching styles and their teaching methodologies. Most of the students liked those teachers who provided a comfortable environment where students felt relaxed. Students were reluctant to attend the class of teachers who humiliate them. They instead preferred to miss the classes of such teachers. Teacher's positive behavior encourages students and enhances their performance. On the other hand, teachers rigid attitude discourages the students. One of the participants from BS, 4th semester shared:

Teacher's effective methods and positive behavior motivate students for learning. I do not like teachers who compare students with each other as this comparison demotivates the learner". He further added, *"Me and my classmates get irritated by those teachers who give the assignments without providing necessary guidance."*

Another participant who was on the way of completion of his BS degree shared, *"a few teachers teach honestly whereas most of the teachers remain busy in their activities. They consider themselves a source of all knowledge and make us feel as we know nothing. This spoils student-teacher relationships"*. While talking about visiting teachers, many students felt that they were negatively reported by other teachers and departmental heads about particular students. Resultantly, this visiting faculty starts making those students target without knowing them personally, which is very annoying for such students. These teachers usually spoil their grades too. Some of the students voiced against the induction of visiting teachers as they are more focused on getting teaching experience than teaching itself.

Another most debated issue regarding teachers was favoritism. According to most of the participants of the study, teachers used students to gather secret information about their colleagues and also spread this information through them. In this way, those particular students get undue favors from teachers and try to damage other students' prestige and grade. Regarding favoritism, students usually discussed gender discrimination issues too. One of the students remarked, *"female teachers always favor female students whereas male teachers give favors to both male and female students"*. Most of the students described that male teachers helped their favorite students in examinations and awarded more marks than they deserved and, in return, get many benefits from such students.

Findings

Most of the students believed that verbal interaction plays a crucial role in getting an insight into individuals' thinking and ideas. University students talk about their personal matters, sports, preference about a spouse, academic matters and pass comments onto others for the sake of fun in leisure time. Students consider talking is an integral part of their life to lighten academic pressure, suitable for a sound mind, particularly when students are annoyed at the lack of infrastructure in institution. Some students do not prefer leisure time talking except when they need it because they realized that unnecessary talks exhausted the energies of individuals.

In university, there are many spots to spend leisure time but it depends on an individual's choice where one feels more relaxed. They explored that the selection of an appropriate spot makes interaction more effective. Some students spent their leisure time in the library in completing scholarly assignments and some were in quest of air conditioners or comfortable climate there. However, most of the students used the cafeteria in leisure time where they enjoyed food, observed others etiquettes and assessed cleanliness of the area. In the same way, some of the other participants spent leisure time on university roads and grounds as both spots provided open environment to communicate with others. On roads, some of them wandered for getting cigarettes and passing comments on others. On the other hand, some students in the grounds played games only because they do not want to talk to others. The students spent leisure time in university at different spots and felt more amused and satisfied.

The students also talked about personal matters, which include parents, relationships and future planning. Most of the female students proactively demanded more time from their fiancés and also fretted over their parents' health. Such female students keep conversing on family politics. They considered the joint family system abolishes the

privacy of personal life. Likewise, male participants also discussed their personal matters but they did not talk like female students.

Nevertheless, they also talked about marriage but they did not like cousin marriage. They discussed how to impress girls and suggested strategies to each other for making relationships work. Male students preferably talked about the scope of academic degree, financial conditions and career opportunities. Moreover, both male and female students ridiculed the fashion sense of others. They named each other differently after their dressing sense, hairstyles and way of making over.

Most of the participants considered that ineffective university management affects the students' academic achievements. Such as lack of infrastructure and congested environment creates real annoyance among students. They also revealed that teachers extend favors to the opposite gender in awarding grades and also treat students in a derogatory way. Such issues tend to dispel their energies toward academics. The university students felt that the trend of visiting faculty should be banished because they are inexperienced. They found both their behavior and teaching methodologies as ineffective. Conversely, students stressed out the need for guidelines about the semester system at the beginning of classes as they are not familiar with it and encounter problems that may result in poor understanding of the academic system.

Implications for Education

The term "student's leisure time talking" was used to understand the diversity of ways in which students shared their perspectives on their storied experiences within the university setting (Imbertson, 2017). Student's leisure time talking in university is a continuous activity and it is based on the ongoing events, activities and developments in the university environment (Pronovost, 2015). Gilies (2014) argued in her study on students' leisure time talking networks that how students' talking is essential for learning when they listen to others and develop ideas on the bases of what they talk and think. These verbal interactions facilitate students in making meaning of their ideas (Wilhelm, 2013). It inspires them to think critically and provide them an opportunity to those students who want to speak and explain their notions (Michaels, 2010).

The results of the present study raised the worth of students' leisure time talking in educational. It encompasses verbal communication inside and outside the classrooms in the educational settings of the university in an informal way. It was revealed by Imbertson (2017) that verbal discourse increases student engagement in the learning process. It is argued in many other studies that individuals' leisure time talking has both educational and social advantages (Bourdage & Rehark, 2009; Boyd, 2015; Piazza, Rao, & Protacio, 2015; Michaels, O'Connor, & Resnick, 2007; Michaels, et al., 2010; Smart & Marshall, 2012). Also, McElhone (2013) found in her study that students' leisure time talking enhanced their learning and improved overall educational achievements in the form of comprehension when they talk about different topics with each other.

It was found that leisure time talking releases academic stress. Students felt relaxed and happy when they interacted and talked in free time. It is consistent with individuals' engagement in leisure time activities as Lu and Argyle (1994) found that when individuals spend leisure time in constructive activities, they had a satisfied and happy life. Also, talking with other students and knowing about the university's academic environment and culture helps in academic and social adjustment. They learn and become capable of collaborating (McElhone, 2013), and it enhances their social learning and active participation in education (Gillies, 2014). Piazza, Rao and Protacio (2015) added that students' talk enhances their ability to learn a language in a social and academic context and thus, new ideas are

generated (Piazza, et al., 2015). These leisure time conversations are necessary to achieve particular educational objectives and intellectual growth (Gillies, 2014; Piazza, et al., 2015).

The previous studies show that participation in leisure time activities differs from person to person (Gurbuz & Handerson, 2013; Roberts, 2010). In the present study, there was not much difference in leisure time talking due to gender, but a difference was noticed in talking about personal matters. Also, over time, the students were found to be engaged more in talking with other student-fellows, as revealed by Gillies (2014). Sometimes, there are limitations in leisure time talking that students mostly face in different ways. There is an absence of ground rules and these are necessary to promote students' talking (Imbertson, 2017). Bourdage and Rehark (2009) investigated exploratory talks explained by Mercer (2002). Mercer referred that exploratory talk among university students as a conversation in which "speakers follow ground rules which help them share knowledge, evaluate evidence, and consider options in a reasonable and equitable way" (Mercer, 2002, p. 150). These necessary regulations provide a direction to the students' verbal communications and they learn how to use evidence for their rationale. In the same way, students' as having rules they learn how they can fit themselves in a conversation and create semantic and understanding (Bourdage and Rehark, 2009).

Conclusion

Students' leisure time talking was considered mandatory to lessen the academic stress and hazards of the semester system. Students' reflected on leisure time talking in perspective of their personal and academic life. While talking on personal life, they talked about their family matters, spouse and fashion, which they thought provided them opportunities to socially interact and understand others matters for sharing sympathies and happiness. Regarding academic life, students talked about the working of various academic departments, the attitude of faculty members and the academic environment of the university and its effects on students' life. They openly debated on the examination system, working of university management and the physical learning environment of the university. They elaborated that leisure time talking enhanced their academic achievements and improved the learning process. They desired that grades of students should be awarded according to their abilities and faculty should treat them fairly. The results of the study have implications for higher education institutions to improve their academic, socio-cultural, and physical environment in the light of students' talking in leisure time to build their steadfast belief and confidence in the quality and service of higher education intuitions.

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