

**THE COMPOSITION OF THE SOCIAL TIME OF FEMALE TEACHERS
DURING THE PANDEMIC**

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*Amanda Raquel Rodrigues Pessoa*¹

*Marla Maria Moraes Moura*²

Instituto Federal do Ceará (IFCE)

Juazeiro do Norte – Ceará – Brazil

*Isabel Maria Sabino de Farias*³

Universidade Estadual do Ceará (UECE)

Fortaleza – Ceará – Brazil

ABSTRACT: This research analyzes the composition of the social time of female teachers in the period of social isolation imposed by the pandemic of COVID-19, specifically the relationship of remote education with aspects of self-care, domestic and family obligations, work and leisure. Based on an approach with a qualitative and quantitative approach, 44 women answered a mixed questionnaire and the analysis was based on content analysis Bardin (2011). The results revealed that remote education compromised social time due to the expansion, intensity, and working conditions. Household and family chores still remained under the responsibility of women, compromising leisure. It is concluded that social time in the pandemic context intensified the feeling of overload and shows the unequal division of social roles.

KEYWORDS: Woman Teacher. Leisure Activities. COVID-19.

**A COMPOSIÇÃO DO TEMPO SOCIAL DE MULHERES PROFESSORAS
DURANTE A PANDEMIA**

RESUMO: Esta pesquisa analisa a composição do tempo social de mulheres professoras no período de isolamento social imposto pela pandemia da COVID-19, especificamente a relação do ensino remoto com aspectos do cuidado de si, das

¹ Ph.D. student in Education by Universidade Estadual do Ceará (UECE). Master's Degree in Education by Universidade Estadual do Ceará (UECE). Professor of Instituto Federal do Ceará (IFCE). Leader of the Study, Research and Extension Group in Education, Corporeity and Society (GEPEECOS). Collaborating researcher at the Education, School Culture and Society Research Group (EDUCAS).

² Master's Degree in Education by Universidade Federal do Pernambuco (UFPE). Professor of the Teaching Licensure Program in Physical Education of Instituto Federal do Ceará (IFCE). Researcher of the Study, Research and Extension Group in Education, Corporeity and Society (GEPEECOS).

³ She has a Post-Ph.D. Internship in Education by Universidade de Brasília (UNB); Ph.D. and Master's Degree in Brazilian Education by Universidade Federal do Ceará (UFC). Professor of Universidade Estadual do Ceará (UECE). Leader of the Education, School Culture and Society research group (EDUCAS) and member of the study and research group Teacher Education and Teaching Practices (FOPPE/UFSC).

obrigações domésticas e familiares, do trabalho e do lazer. Pautada numa abordagem com enfoque qualitativo e quantitativo, 44 mulheres responderam a um questionário misto, sendo a análise pautada na análise de conteúdo de Bardin (2011). Os resultados revelaram que o ensino remoto comprometeu o tempo social em virtude da ampliação, intensidade e das condições de trabalho. Os afazeres domésticos e familiares ainda permaneceram sob a responsabilidade das mulheres, comprometendo o lazer. Concluiu-se que o tempo social no contexto pandêmico intensificou a sensação de sobrecarga e evidenciou a divisão desigual dos papéis sociais.

PALAVRAS-CHAVE: Mulher Professora. Atividades de Lazer. COVID-19.

Introduction

This article aims to discuss the composition of the social time of women teachers considering the period of social distancing imposed by the COVID-19 pandemic⁴. The social isolation policies adopted to reduce the spread of the virus changed the teaching format, including emergency remote teaching as an alternative to protect education professionals and the school community.

Until then, Emergency Remote Teaching (ERE) was not disseminated among the majority of teachers, which initially generated a lot of insecurity and questions about its format and accessibility among teachers and students. Behar (2020) assigned the exceptional character of this teaching model and clarifies that its existence is justified by an impediment, by decree, to provide classes in face-to-face format.

In addition, Alves (2020) presents that, in the current configuration, the pedagogical practices of teachers were reconfigured to fit the digital platforms that would enable the access of students. Hodges *et al.* (2020) emphasize the differences between this model and distance education (EAD), stressing that EAD has resources and a team prepared to offer the modality, which does not happen in the ERE structure

⁴ Transmitted by the new coronavirus, COVID-19 is a respiratory disease that had an initial focus in Wuhan (China) in December 2019, having spread rapidly to several countries, having been declared, on March 11, 2020, by the World Organization Health – WHO, as a pandemic. The first case of the disease in Brazil was identified on February 26, 2020 in the city of São Paulo. Up to December 23, 2020, 7,365,517 cases of the disease and 189,220 deaths were confirmed. Health protocols are still being implemented aiming to contain the disease outbreak. Currently, the government established the COVID-19 vaccination plan.

as it is a temporary alternative driven by circumstances crisis and without prior preparation for its implementation.

Remote teaching resounded on several fronts many questions about its accessibility given the situation of social inequality experienced in the country. Furthermore, teachers found themselves facing a little explored model and, for some, unknown, prevailing the urgent need for training for the remote teaching, which did not happen as a national policy, placing the responsibility in the hands of the states, managers and, above all, teachers.

The fact is that the ERE came as a strategy to maintain pedagogical practices and the school calendar and entered the homes and daily lives of teachers. Social isolation policies changed the organization of teaching work, changing the daily practices of experiencing phenomena as work and leisure.

These changes were not choices, but a social imposition by the State to reduce the impacts of the virus on public health. Social obligations and leisure practices start to coexist in the same time and space. Home started to configure itself as an environment with multiple social dimensions and the only safe place to live socially.

With the infeasibility of the face-to-face model for the organization of teaching work, which before the pandemic already had the characteristic of overloading hours outside those performed in the school environment, the home environment completely takes over the workload. And, facing this situation, the composition of time to live forms of social organization that approximate the characteristics that make up leisure become the object of analysis in this study. If, for authors as Marcellino (2012) and Camargo (2003), free time is time spent outside of work obligations and leisure time is composed of a degree of personal choice and freedom aimed at well-being, pleasure in a

manner free, it is relevant to question how the composition of social time is, given the limits and unusual situations that the pandemic context has imposed.

The working woman becomes the focus of this discussion, as it is believed that gender differences affect the composition of leisure time (MARCELLINO, 2012), since they start from childhood with the construction of social roles and behaviors intensify with the socialization process.

Gurgel (2010) analyzes the marginalization of women in the social context and emphasizes that, in production relations, she does not have complete freedom of choice about the deliberations she would like to carry out, some attributions are strongly marked by social impositions that take away, through a control social, the power of choice over her body, her work and the organization of her time.

The trajectory of women's inclusion in work is a field endowed with struggles and achievements, their presence in these environments results from resistance to a patriarchal society driven by traditional precepts of conduct and beliefs, in which the responsibility for family and domestic obligations in women's daily life still prevails, with the insertion of women in the labor market marked by progress and delays (BRUSCHINI, 2007). There are moments of transformations regarding the inclusion of women in the labor market, however, as analyzed by Maruani (1993), these are not yet characterized as ruptures, but constitute "gaps", decisive and fundamental for the feminist movement, but still unfinished, incomplete and endowed with unequal and precarious meanings about women.

Based on this situation, questions are raised about the organization of women teachers' time to live moments of leisure, specifically about how she has been organizing her time in the social scenario of the pandemic and whether obligations are allowing her to live forms of leisure. With that in mind, it is necessary to consider that

the use of the term leisure has been used because this is the concept that best represents the idea of thinking about the use of time as a space for practice and enjoyment, aiming at well-being and pleasure. It is known that the limited composition of choices affects this relationship, but, in itself, it does not make it impossible to think, within the degree of freedom and choice that one has, in the composition of this time within the sphere of leisure.

To think about the concept of leisure, it was supported by the properties treated by classic authors, as Dumazedier (1994), and by Brazilian authors as Marcellino (2012) and Camargo (2003). These authors defend a concept of leisure in its relationship with work, with the experience of leisure being analyzed from categories as time, personal choice, attitude, freedom, gratuity, pleasure, which can be practiced or enjoyed.

It is also necessary to consider that the notion of time in a society driven by economic interests is based on a close, linear, mechanical and repetitive relationship that, at times, takes away the possibility of expanding choices and new ways of living this new time.

During the pandemic, for a few moments, there may have been the illusory feeling that staying at home would bring more time available to live other possibilities of self-organization. The economic industry, however, quickly tried to adjust to the demands of the moment and thus included work in the dynamics of the domestic environment, seeking to maintain a pace of productivity during a humanly difficult period of emotional frailties. With these adjustments, the productive force becomes evident as the dominant force in the social rhythm, time submits to financial orders and people increasingly distance themselves from the possibility of controlling their own time. As analyzed by Werneck; Stoppa and Isayama (2001), time is the instrument

regularizing market, it is the means of labor exploitation, it is treated as money and subtly commands the social fabric in which it is inserted. Time reigns as a regulatory body for behaviors, attitudes, social roles, it was fragmented to meet the interests of work and in its naturalized form recently to live life outside the logic of capital. In this regard, leisure time is structured from the free time provided by work (MARCELLINO, 2012).

The power of productive time transformed leisure time into a commodity and it also became consumption time, predictable, controlled and paid for by work. This situation is in line with the statement of Marcellino (2012), when he points out the economic factor as a determinant for the distribution of available time between social classes. Thus, working time was imposed on the home environment during the pandemic period, aiming to maintain productivity and this reality enters into the professions, particularly when one intends to analyze the context experienced in the teaching practice.

It should be noted that the teaching work has characteristics of organization and specific social relationships, it constitutes a profession driven by human interactions, with demands that go beyond the work environment, and it is common to find professionals with accumulations of work that enter into their personal routines. Authors as Nóvoa (2007), Formosinho (2009), Tardif and Lessard (2012) emphasize that subjective composition constitutes the teaching profession, with its teaching function driven, at the same time, by intellectual, pedagogical, craft, artistic, ethical, affective and social dimensions. Therefore, this study starts from the idea that the material and symbolic activities permeating the work of teachers intersect with everyday life and with the new scenarios being presented.

Teaching is configured as a professional sphere closely related to the inclusion of women in the work environment, among the professions, it is one that was quickly associated with the female context as a possibility of work. It should be noted that, however, initially, teaching was not thought of as a suitable career for women. It was the possibility of reconciling teaching activities with domestic activities and ensuring labor for primary education, a context little sought after by men, which ensured the opportunity for women to exercise a profession that would not interfere with the role of wife and mother (BRABO, 2005).

According to Chamon (2005), acceptance into teaching is linked to the demands in the profession of a professional body committed to disciplining and caring for children. In the social context, women's inclusion was driven by discourses that fueled the stereotype of women as having a "natural" vocation to care for children and superiority in affective relationships. In addition, "[...] it was necessary to have a stable body of professionals who did not look for the reason for their profession in their salary" (CHAMON, 2005, p. 80).

This close relationship between women and the teaching practice boosted the choice of the public to be analyzed, in addition to being a profession endowed with social interactions and, therefore, flexible to what happens in society. As stated by Tardif and Lessard (2011, p. 43), teaching "[...] is acting within a complex environment and, therefore, impossible to fully control, since, simultaneously, there are several things being produced at different levels of reality". And, considering this, in a context of pandemic, what is the relationship between women and teaching? How did her time, her routine, need to adjust to this new reality? How is leisure time when work enters the home environment?

These questions are intensified in relation to the characteristics that each profession assumes, what makes up their professionalism will impact this scenario. In this regard, the teaching profession has peculiarities that add to the problem under study, being a relevant aspect to consider in the relationship between work and leisure time.

It is believed that remote teaching modifies this structure of professional relationships. With the pandemic, teaching is carried out in a new format and the distribution and organization of time intersect in a peculiar way, intensifying the relationship between work and personal life. Amidst the routine of the home, which is not always possible to be silenced, the interaction between teachers and students occurs, modifying the ways of teaching and learning.

Thus, considering this problematic universe, this articles aims to analyze the composition of the social time of female teachers in the period of social isolation imposed by the pandemic of COVID-19, specifically the relationship of remote education with aspects of self-care, domestic and family obligations, work and leisure.

The interest in this subject stems from the authors' experiences in times of remote teaching and social isolation, circumstances that changed the ways of teaching and learning by establishing new demands and configurations. This research is also justified by the fact that it contributes to the expansion of reflections on the composition of the social time of women teachers through the challenges of remote teaching imposed by the COVID-19 pandemic in Brazil and its correlations with other activities performed.

Methodological Pathways

The methodological pathway of this study was based on an approach with a qualitative and quantitative approach, characterized as a mixed research method (SAMPIERI; COLLADO; LUCIO, 2013). A survey of information about the organization of the social time of women teachers is carried out and an attempt is made to analyze the perspectives and understandings they have about this current way of living work and leisure relationships. It is believed that the union of methodological perspectives in this research benefits the expansion and understanding of the phenomenon, enabling a better analysis and discussion of the results.

The research audience consisted of 44 female professors who work at an institution belonging to the Federal Teaching network in the State of Ceará. The state of Ceará, located in the Northeast region of Brazil, has stood out as one of the states with the highest level of contamination by COVID-19, with social isolation policies being followed by decrees since March 16, 2020. Distance learning in the researched institution was accepted on July 27, 2020 and continues to be the only means of carrying out teaching activities until the end of 2020.

The virtual questionnaire developed on the Google Forms Platform was adopted as a data collection procedure, the option is due to the fact that this virtual instrument is a safe possibility for health policies and rapid dissemination on social networks and communication platforms. As a step in the dissemination process, an access link was created and sent in groups from the WhatsApp application related to the Institution and via email to the active teachers.

The Google Forms platform allows to organize the questionnaire with closed and open questions, with the possibility of multiple choices, long and short answers, which allowed to think of a semi-structured questionnaire, consisting of 12 questions. The

instrument included questions aimed at the characterization of the investigated group with general data and then was directed to previously thought-out categories involving the characterization of women teachers: the composition of their social time in relation to aspects as self-care, domestic and family obligations, work and leisure and the implications for everyday life and, finally, the relationship of remote teaching work with the organization of their social time, specifically the relationship of social obligations with leisure.

Aiming to follow ethical aspects in the research, next to the dissemination link there was an introductory text explaining the research content, ensuring anonymity and the academic purposes of the study. In addition to the introductory text, the first aspect contained in the questionnaire was the TCLE, which can be accessed online through the Google Drive link, and then it was requested confirmation of acceptance to disclose the content provided for the purposes of the research. Thus, this investigation is supported by Resolution No. 510, of April 2016, which deals with the ethical behavior of the researcher, in view of the need to ensure the full exercise of the rights of the participants (BRASIL, 2016).

The questionnaire was applied in December 2020, this period was chosen because it is the end of the school year, configuring itself as a moment of greater insight into the scenario experienced during the year. Forty-four questionnaires were returned, which were analyzed based on the content analysis proposed by Bardin (2011), seeking to carry out the three steps called: 1) pre-analysis; 2) exploration of the material and 3) treatment of results, inference and interpretation.

According to Bardin (2011), the pre-analysis deals with the organization itself, which consists of the choice of documents, through the criteria of completeness, representativeness, homogeneity and relevance; in the rescue of hypotheses and

objectives; in the elaboration of the indexes and in the preparation of the material. The second phase, exploration of the material, refers to the analysis of the selected material, transforming it into nuclei of meanings through codification, decomposition or enumeration. In the last phase, the data is treated so that it becomes meaningful.

The purpose was to carry out an analysis in a committed way with the theoretical framework that feeds this discussion, crossing the data obtained with what is available in the literature, combining the researchers' positions and understandings about the object of the researchers, which will be presented below.

The results and discussions were organized with the following discursive composition: a) Presentation of teachers; b) The composition of the teachers' social time during the pandemic; c) The leisure of women teachers during the pandemic; d) Remote teaching work and its implications for the organization of social leisure time.

Results and Discussions

Initially, it is intended to present the women teachers from some social aspects that may, in the course of the analysis, represent a variant element in the discussion and trigger the necessary reflexive processes when analyzing the work and leisure relationships in women teachers. These refer to age, affective status, number of children, children's age and level of professional training.

a) Presentation of Teachers

Regarding the age of the teachers, twelve (12) are between 26 and 35 years old, twenty-four (24) between 36 and 45 years old; six (06) between 46 and 55 years and two (02) are 55 years old or more. Considering this aspect, most of the teachers in this investigation are at a stage of life considered to be of greater productivity. According to

Pronovost (2011), the age group between 25 and 44 years old often has the highest percentages of tension and lack of time. In the personal sphere, this phase stands out for being a period of consolidation of a new family group, with the occurrence of marriages and the birth of children being common.

Regarding the characteristics of family formation, the answer of the research teachers, when asked about the affective situation and the presence of children, is in line with the analysis by Pronovost (2011), with the majority (28) 63.7% being married, (03) 6.8% are in a steady union (04) 9.1% are dating and (09) 20.5% are single. With regard to the presence of children, (26) 59.1% declare that they have children and (18) 40.9% do not. Of the teachers who declared having children, thirteen (13) have one child, eleven (11) have two children, one (01) has three children and one (01) has more than 3 children. The age range of the children was quite varied, with the presence of children at different stages of development in each family. In the teachers' family there are ten (10) who have children aged from 0 to 5 years old, followed by eight (08) aged between 06 to 10 years old, four (04) aged from 11 to 15 years old, three (03) aged between 16 and 20 years old and seven (07) over 20 years old.

The teachers were also asked about the level of professional training: 38.6% (17) have a Ph.D., 52.2% (23) a master's degree, followed by 6.8% (03) with a specialization and 2.3% (01) with an undergraduate degree. The level of education of the teachers demonstrates how much women have sought to improve themselves in their work activities, representing a constant search for legitimacy in professional spaces and a growing professional qualification.

Having presented the social profile of the research teachers, the analysis of the results regarding the distribution of the teachers' social time is followed by an analysis of the time devoted to domestic and family activities, self-care, work and leisure. Faced

with this survey, the teachers were also asked about the implications of this distribution of time in their personal lives, particularly in their leisure experiences.

B) The Composition of Social Time of Teachers During the Pandemic

The teachers were asked how much time, distributed in daily hours, they dedicated to domestic activities. This questioning seeks to dialogue with what has been expressed in the literature in which the predominant presence of these obligations in the female universe is discussed (GARCIA, 2009). What was found as a result showed that 20.5% (09) spend 6 hours (daily) or more doing household activities, 11.4% (05) spend 5 hours (daily), 18.2% (08) spend 4 hours (daily), 13.6% (06) spend 3 hours (daily), 15.9% (07) 2 hours (daily), 4.5% (02) 1 hour (daily), 6.8% (03) less than 1 hour (daily), 4.6% (02) do not do it daily, 2.3% (01) do not perform domestic duties and 2.3% (01) do it all day, so it is not possible measure.

It is observed that there is a predominance of female teachers dedicated to domestic activities, demonstrating that women still have a considerably high amount of hours for dedicating themselves to household duties. Weekly, most teachers in the study devote an average of 35 hours or more of their day to household activities. Despite the study by Soares (2008) pointing out that women's household tasks reduce a little when they have higher education, it is observed that this aspect was not predominant in the results found. It is believed that other accentuated factors in the pandemic may influence these results, as the decreed social isolation and the economic changes generated by the social situation.

Teachers were also asked about the daily time devoted to family obligations in the context of a pandemic. As a result, we obtained: 18.2% (08) 6 hours or more, 13.6% (06) 4 hours, 18.2% (08) dedicate 3 hours, 22.7% (10) 2 hours, 13.6% (06) 1 hour, 9.1%

(04) less than one hour, 2.3% (01) cannot be measured, and 2.3% (01) has no family obligations.

The data show a high workload on women, family obligations, as well as domestic ones, generate a very intense weekly burden, despite this it is observed among teachers that in the distribution of time domestic activities stand out.

With social isolation, it is believed that family life has increased and this may have been a significant element in the research for the occurrence of a less expressive distribution of time spent on family obligations among female teachers. In addition, as emphasized by Pronovost (2011), men have been assuming more significant social roles, as fatherhood, which can also contribute to the distribution of hours.

Even so, it should be noted that men dedicate less time to performing household chores and family obligations when compared to women in a similar occupational situation (BRASIL, 2019). From this perspective, Oliveira (2020) analyzes, in a recent research, that women are the main responsible for carrying out household and family tasks, dedicating 73% more hours than men.

The amount of weekly hours dedicated to family care and domestic obligations remains strong, for a portion of these women teachers, it is enough to note that 31.8% (14) have an average of 25 hours a week, time higher than the national average of 18.5 hours, while men, in the same situation, dedicate only 10.3 hours (BRASIL, 2019). This data also shows that men invest their time primarily in paid work in the social and public sphere.

Furthermore, this longer time devoted to domestic and family activities verified in this research, considering the national average, may be related to the pandemic due to the isolation and its impacts on lifestyles and the expansion of time in the domestic

environment, the intensification of family life requiring a more intense pace and accumulating a greater number of attributions.

Considering the composition of the teachers' social time, it was asked whether there was a change in the distribution of time for self-care in the pandemic. On this regard, 93.2% (41) answered yes and 6.8% (03) said no. The results show that the pandemic caused significant changes in these women's relationship with self-care. Seeking to know in a more contextual way about these changes, the teachers were asked, who answered if there was a change (41), what the changes were and how they feel about these changes. Among the answers, it was observed that the changes gained positive and negative connotations, most of which were related to a reduction in time for self-care, with thirty-three (33) teachers highlighting this reduction, as is explicit in the answers:

P03: [...] As I don't have a nanny, I felt that I lost any freedom I once had and this leaves me completely devastated to the point of thinking that motherhood has worsened my way of being.

P29: I stopped attending a psychologist, beauty salon, drainage, time to read or listen to music or "doing nothing" no longer exists.

P16: I have less time for myself and my children! I feel guilty, but there are so many chores that are mixed up that it's very difficult to balance.

P31: I spend the day taking care of the house and the children, except teaching, any other work is done at dawn.

P32: I haven't been able to do physical activity very often. I have spent many hours sitting around meeting activities, planning and remote classes. My routine has changed a lot, so I've been feeling back pain, the degree of my myopia has increased, I realize that the psychological strain has increased at the expense of many errands.

P28: Initially, in social isolation there was a severe prohibition of social contact and now there is still caution and/or prohibition and this interfered/interferes with self-care. Self-care, which in my life concerns: social interaction with friends and family (parties/meetings/outings to bars/restaurants); not being able or having restrictions in performing collective and individual body practices (dancing, swimming and bodybuilding); and lack/limitation of aesthetic or well-being services (waxing/manicure/haircut-salon/massage). Associated with all of this is the widespread fear/panic of deaths in a massive way that makes all self-care seem somewhat selfish or superfluous in the face of the pandemic.

Three (03) teachers demonstrated that they were in a state of alert about changes in social time during the pandemic and sought to carry out self-care in order to maintain their health, although they also expressed difficulties in organizing their time.

P22: Time is still scarce, but I am trying to prioritize spaces in the agenda for rest and personal care, as I have noticed the increase in anxiety and depression in this isolation and overwork.

P15: Due to the increase in remote activities, my health had complications and I had to spend a lot more time on self-care and treatment, spending time from work and study, many times.

As positive aspects caused by the pandemic context in relation to self-care, five (05) teachers highlighted aspects such as: greater family contact, participating in courses and lectures and returning to customs or activities. The answer of teacher P12 expresses this relationship well: “P12: It got better. I went back to doing things I couldn't do, such as exercising, watching movies and series, taking interesting courses and lectures, getting closer to my daughters”.

The current scenario brought the possibility for teachers to reflect on their needs prior to the pandemic, emerging interests and needs that did not fit into the work routine and other demands. It is worth mentioning that only five teachers pointed out positive aspects, demonstrating to be a small number compared to the total number of responses, they seem to have managed to look at themselves and establish, in the midst of their routine, the time for self-care that implies from the practice of physical activity well. as personal development through formative and contemplative practices.

Greater family contact, the possibility of being with the children and sharing moments were also mentioned as positive factors by the women teachers. With social isolation, everyone is at home, including children who previously spent a significant part of their time at school, resulting in changes in domestic dynamics that imply new strategies to reconcile different activities (OLIVEIRA; QUEIROZ; DINIZ, 2020).

The teachers also seem to perceive family activities as an opportunity to

strengthen ties and strengthen bonds. These moments could be expanded, due to the increase in the time spent with them, even when they lead to conflict due to other demands, as exposed by Oliveira (2020, p. 163): “in the midst of a pandemic, and in the rush of being a mother and researcher, I can no longer postpone what really matters: playing with my son and learning to see the world with some poetry”.

Not all women teachers, however, were able to make the same move to take the time to look at themselves and meet their demands and needs. Thus, regarding the organization of time for self-care, it can be seen that this was severely affected by issues of an emotional nature, physical strain, workload, domestic and family obligations and social restrictions. Its maintenance, when it happened, was more related to an awareness of the need than to an extension of time. The changes brought about by the pandemic ended up overloading social time and making self-care impossible or reduced for most teachers. It is interesting to note how the universe of family, domestic and work obligations occupy a central place in the teachers’ social time, even in the face of serious public health conditions.

Oliveira (2020, p. 160) explains that women “[...] feel affected by the directions that domestic life has been taking in this space-time of the pandemic. Education (at home, at a distance) is added to this load of concern that ends up getting worse when mothers are also teachers”.

Given the pandemic scenario that has lasted for months, with more restrictive isolation phases and more flexible ones, time has taken on new shapes, there is hardly any difference between weekdays and weekends, holidays or even vacations, because the routine just repeats itself, contributing even more to the feeling of overload.

With the intensification of errands and care and the inequality in the division of labor, women add different roles (worker, mother, wife, housewife) that lead them to

conflict about what to prioritize and to exhaustion, considering care requested by family members and professional assignments, resulting in a reduction in time to take care of themselves, to rest, to experience leisure (PORTO, 2008).

The issues exposed so far contribute to perceive an overload on the teachers' social time, but, in order to find out if they feel this overload, the question was asked about this aspect and as a result 90.9% (40) were obtained who said they were feel overwhelmed, to the detriment of 9.1% (04) who do not feel this social burden.

This overload is something quite evident in researches that address the organization of the social time of working women, this research joins these surveys, such as those carried out by Brabo (2005); Porto (2008); Oliveira; Queiroz and Diniz (2020), demonstrating that the challenge is still to deconstruct the social postures naturalizing these working conditions, which were already present before the pandemic and seem to have been accentuated for the teachers participating in this research.

Corroborating the findings of this research, Brabo (2005) states that a reduced number of teachers share household and family activities with their husbands and children. Based on traditional standards, in an unequal division of work that directly affects the length of stay in private spaces, the working hours of women teachers are exhausting, due to the overlapping of working hours experienced in the domestic environment. Often, the woman internalizes the responsibility for these tasks, considering that socially and culturally she has been assigned the performance, almost exclusively, of these tasks just because she is a woman (PORTO, 2008).

Contributing to the discussion, Oliveira; Queiroz and Diniz (2020) explain that, predominantly, the responsibility for household and family tasks falls on women, constituting a free and unappreciated activity, in addition to the other demands of work. And they recognize that the unequal division of labor and social naturalization

constitute mechanisms for the maintenance and continuity of these processes of exploitation of female labor, as they establish the expropriation of time, energy and quality of life.

Based on the above, Porto (2008) explains the fact that the overload of domestic and family tasks is not considered socially as exploitation of women, since they are traditional activities and naturally intended for them, does not remove the weight of all the time. assigned by women to unpaid work.

Within the distribution of the teachers' time, questions were also established about ways of approaching leisure that the teachers were able to perform during a pandemic period. Let us see these aspects in the item below.

C) The Leisure of Female Teachers During the Pandemic

About the management of leisure time in the pandemic, the teachers responded that, for the most part, 68.2% (30) were not able to drive satisfactorily and 31.8% (14) considered that they managed it well. The main leisure practices carried out were organized in the Table below:

Table 01: Activities of Female Teachers during the Pandemic.

LEISURE ACTIVITIES CARRIED OUT IN THE PANDEMIC	No.
Watching (TV, Movies, Series, Stand-up, lives)	22
Exercising	15
Socializing with family and friends	10
Reading	09
Playing with children	08
Going to open spaces (squares, beaches)	04
Manual activities (drawing, playing instruments, growing plants)	05
Consumption of food and beverages	03
Listening to music	01
None	02

Source: Organized by the authors based on research data.

Among leisure activities, the ones standing out are those related to the use of the internet and electronic media as TV, cell phone, computers. It can be observed that the

pandemic has intensified the use of these equipment as a sphere of entertainment and leisure, within a perspective of passivity in the face of what is experienced, as analyzed by Marcellino (2012), leisure can be passive or active, with the creative process it is compromised when only the role of spectator is used, and it is necessary to maintain active forms of approximation with leisure equipment.

As in the Montenegro study; Queiroz and Dias (2020), when analyzing the leisure of a group of university students, the investigated teachers also demonstrated that they frequently use this equipment within a virtual dimension, pointing out that virtuality has become a channel of leisure experiences.

In turn, eight (08) teachers presented playing with children as a form of leisure, and this generated a reflection on the relationship of leisure with the sphere of pleasure and obligations. This association seems to be justified by the hedonistic dimension that the affective link of motherhood causes, even though, along with this, other tensions may coexist, such as attention, care, protection, fear. Furthermore, it is questioned whether playing with children as a form of leisure does not show the lack of time caused by motherhood to experience leisure individually, to what extent children's leisure and playing is in fact leisure and play for mother. Where is the woman, her tastes and desires in this relationship?

Added to the above is the fact that women are constantly concerned about the well-being of their children, generating more responsibilities and sacrifices, so that part of their leisure time ends up being absorbed by the demands and needs of others, especially their children. With this, women tend to detach attention from themselves and their needs, as a result, it becomes difficult to identify and prioritize their own preferences and leisure experiences.

The teachers were asked if any leisure practices were included in this period of

social isolation, what would they be and what changes. It was identified that some teachers said they did not include anything new (07), the others highlighted the contact with virtual leisure (11), physical activities (12), cooking (03), playing with children (04), growing plants (01), going to the square (01), reading (01) and some did not respond (04). It is observed in the answers that the relationship with the virtual environment has become more intense, being a space that gained prominence in everyday life, followed by a greater relationship with the body and with food. Moraes (2020) shows that the practice of hobbies, physical exercise and healthy eating are activities contributing to alleviating the damage to mental health caused by the pandemic and social isolation.

Some answers are presented below, trying to show their implications for the teachers' leisure:

P28: Yes. Dancing with YouTube (fitdance). It was different, but it required my self-regulation of time and determination to do it as often as I wanted to achieve the goals of learning the choreography, staying healthy and active, and losing fat. However, no contact and social interaction with teachers or classmates (since everything is individualized without feedback).

P27: Yes. Dancing classes with teachers from other states, I watched artwork from other states, among others. The pandemic has removed people from physical contact, which is extremely important for every human being, but it has reduced the geographic-virtual distance. During this period, I met many people virtually, I learned a lot through congresses, colloquiums, lives, study groups, among others.

P10: Yes, the pandemic made me organize my daily life in a different way and reinvent means of leisure at home, such as taking gym classes at home, watching more TV programs and cooking. In addition to playing games with my daughter. I see the changes as a way of questioning our customs, at first it was very difficult, but with time, adaptation comes.

The answers presented show that among the leisure content experienced, the virtual, manual and intellectual ones stand out, strengthening the findings of the studies of Montenegro; Queiroz and Dias (2020); Teodoro; Brito; Camargo; Silva and Bramante (2020) and Silva; Bergamo; Antunes and Patreze (2020). Through lockdown at home due to the pandemic, virtual leisure has become an alternative. Abruptly, a

significant portion of the population had to remain in their homes, considering the sanitary measures established for working, studying, entertaining, resting, having fun, creating, developing, etc. Leisure needed to be adjusted, adapted and reinvented in order to meet the new conditions imposed by the pandemic and social isolation.

Clemente and Stoppa (2020) state that as activities such as travel, parties, cinemas, clubs, parks, shopping malls were banned or even restricted, experiences using the virtual environment, technological resources and digital platforms, as *YouTube*, *Netflix*, *Globoplay*, social networks, television, online meetings or meetings, through Zoom, Google Meet, among others. Technological resources have been providing opportunities for virtual experiences, as concerts, shows, get-togethers, birthdays, meetings with friends, establishing a new form of socialization, now virtual. The study by Schwartz and Moreira (2007), however, shows that the use of virtual territories as a space and expression of leisure had been intensifying even before the pandemic.

However, the alert established by Silva; Bergamo; Antunes and Patreze (2020) with regard to using the virtual mean as an alternative of leisure within the pandemic context. These authors warn that virtual leisure should not be restricted to alienating entertainment. Therefore, virtual leisure experiences need to be linked to a reflected practice of freedom, which contributes to the development of a critical and creative sense and establishes an awareness of being and being in the world.

The intensification in the use of technologies also made personal development possible, as the teachers had the possibility of increased qualification throughout the pandemic, considering that it was possible to participate in events, study groups, lectures, courses, debates, etc.

D) Remote Teaching Work and Implications for the Organization of Social Time of Leisure

Trying to analyze the implications of remote teaching in the distribution of social time for teachers, it was questioned what perception they had about remote teaching work and the organization of social time and it was found that forty-one (41) teachers, almost all women investigated, showed in their answers that there was compromise in this relationship, making it difficult to separate or reconcile social demands with leisure. Below are some answers representing the context of the discussion:

P03: I just can't work with the slightest efficiency. Most of my work is at night, when the children sleep (and when they sleep) with live meetings being performed with the sound of crying, screaming and fighting in the background. I couldn't reconcile remote work with anything in my life, I did everything with a condition much smaller than the capacity I have.

P16: It affects a lot! It is an uneven, unbalanced process of organization... Working time overlaps with other activities, including social and leisure time. I feel very guilty! Feeling of "not fulfilling my duties", even dedicating so much time to remote work.

P28: Yes, it affects. Since this format is much more labor intensive, much more hours are needed to organize/construct classes/carry out classes and manage the evaluation/content fixation process (digital drafting and corrections of work/exercises/tests) - all of this without adequate training for students and teachers to use technology for teaching and, associated with the "coldness" that this medium generates, different from face-to-face classes, where you can interact with teacher-student and student-student. All new needs generate time to produce work and steal free/leisure time.

P34: Yes, it affects. It was difficult to separate and perceive each activity. The presence of a daughter at home and her requests overlapped with domestic and work activities as well. Sometimes, it was necessary to take breaks from classes to meet requests from the daughter and the house as well.

P36: The excess of meetings, and the time to reschedule compromised my free time that I would allocate to my studies. So I had to choose between sleeping or studying, which caused disorder, stress, stiff neck, worry, etc.

P44: It is a fact that time was even more affected. Remote work invaded the privacy of our lives and our family and does not respect schedules, work contacts are any day and any time.

The answers show how remote learning managed to compromise social time. Bureaucratic requirements, the need for a student/teacher relationship to achieve

learning, the demands of planning and organizing classes, intensified in this new work model, compromising family relationships and domestic obligations that are also naturalized to the female universe. Martins (2020, p. 251) analyzes that the debate on past and unresolved issues in the educational scenario has intensified, as aspects such as “[...] the working conditions of the teacher, the quality of the teaching-learning process, the relevance and meaning of the themes to be addressed, the development of pedagogical practices centered on the student [...]”, and in the pandemic these issues fell on the homes of teachers, changing and entering a social space previously destined, at least with greater priority, for personal life.

Remote teaching also had implications for the emotional state of teachers, increasing levels of stress, worry, guilt, which resonated with physical conditions, causing tension. In this regard, Oliveira (2020, p. 161) reinforces this understanding by establishing that “the change in the way of teaching was not enough, now new forms of stress have been added to the teaching work done at home, such as having to record virtual classes at dawn while the children sleep”.

At a time when remote learning is gaining prominence, new challenges are added to the teaching practice of teaching, such as managing professional activities, household chores and family care in the same space-time. As the home space was transformed into a work station for the development of remote learning – home office, new demands for rhythm, responsibilities and charges were established, resulting in a greater overload in the work routine, sometimes associated with feelings of incapacity, of incompetence, of guilt. These aspects are worrisome, considering that they can lead to illness in women.

Being a female teacher in a pandemic context also reduced privacy and interactions at the time of class, on the other hand, it expanded individual virtual

attention, going beyond the limits of time spent on remote teaching. These questions show how much teaching is driven by human relationships that cannot be supplied by the relationship established at the time of teaching, requiring individual attention to demands arising in this relationship, in which the teacher is at the same time a person and a professional, and cannot disregard any of these aspects (NÓVOA, 2007).

Teaching itself has demands requiring a commitment beyond the classroom, an aspect that intensified in the pandemic and impacted the organization of social time, reducing or removing leisure activities from everyday life. That said, it should be noted that the pandemic caused a restructuring both in the management and organization of the teaching practice and, consequently, increased the intensity and precariousness of the conditions of professional performance by increasing goals and extending the time of the working day (SOUZA *et al.*, 2020). What can be seen is a race to return to a productive life without thinking about the consequences that this would have for human life.

Emotional factors, working conditions and the quality with which teaching started to occur need to be central issues for the composition of this new model, as they generate consequences in the daily lives of teachers, in particular, attention is drawn herein to the female context, as this is endowed with a naturalization of social burdens, with little evidence of its impacts on the lives of working women. As stated by Coelho; Silva and Fortes (2012), gender issues, linked to the configurations of the world of work and other social conditions such as motherhood, stand as impediments to a better quality of life. Thus, it is urgent and necessary to show that these relationships are unequal, seeking to listen to women about their different contexts, in order to generate discussions and transformations in this scenario.

It is also necessary to consider that the three (03) teachers who responded that there was no compromise in the organization of their social time did not disregard the implications of remote teaching, they only emphasized that they manage to carry out a distribution that is humanly compatible with the lived context. Among the answers, it is clear that the positive aspects involve the possibility of living in contact with the home and family, as well as wasting less time commuting to work.

P27: Work and leisure were remotely. I was able to organize well, not depriving myself of scheduled activities as, for example, watching lives, participating in body workshops, doing pilates, having meetings with family and friends, among others.

P30: Yes! For the best! I stay at home longer! Spending more time with my children!

P35: [...] remote work is being very beneficial, since the time spent on commuting and personal tasks is suppressed. On the other hand, the demands of noise pollution and ergonomics on home furniture are negative points for comfort and concentration for remote work. With regard to social time, this was very scarce, due to the overwhelming spread of the virus.

The answers of teachers bring the indication that even in the face-to-face format there is overload, that family and home demands are compromised, which for some was alleviated by allowing more time with family members and greater contact with the home, which generates a positive perception about the remote teaching format.

Reaffirming this perception, the research by Batista (2020, p. 36) identified that the home office made it possible to save considerable time for commuting to the work environment, which ranged from 30 minutes to 2 hours, time that can be used in other ways, including helping parents to monitor and participate more than close to the children's routine. In addition to optimizing time, "the quality of life is impacted by saving commuting time, as the worker is not subject to the impacts of traffic, public transport, climate and pollution". In this regard, remote work would avoid the physical and mental strain caused by traffic while commuting from home to work.

Final Considerations

The article focused on the analysis of the composition of the social time of female teachers in the face of the period of social isolation imposed by the COVID-19 pandemic, with a view to reflecting on the implications for the organization of leisure, work and care for family members and self-care.

Remote teaching was applied as an emergency, aiming to establish the continuity of classes and as an alternative to the impacts on the calendar of educational institutions. In this format, teachers had to reformulate the entire planning and started to use different software and applications, tools unknown by many, which generated the need for training. That said, the remote teaching model required more hours of preparation and performance on the part of teachers.

The research results revealed that the teachers had their quality of life affected as the teaching format started to be carried out without leaving the house and mixed with household chores, family and self care, roles that were evidenced in the context of confinement in the home, causing a greater sense of burden for women.

In addition, household chores, even if shared with family members, remain a responsibility naturally assigned to women, expressing that an inequality persists in the division of labor guiding the pattern of social behavior. This statement is justified by the amount of weekly hours that the researched teachers dedicate to domestic activities and family care. It should be noted that the intensification of these activities, due to the pandemic context, resulted in a significant reduction in the time devoted to self-care.

Time invested for leisure was also impacted, most teachers were unable to do it satisfactorily, with limitations intensified by the pandemic that added to social demands. Among the possible conditions, activities approaching leisure involve virtual interests, manuals and intellectuals, with virtual leisure predominating among female teachers.

They highlighted that technology was a resource that enabled socialization and personal development, given the access provided to different contexts and events that would be unlikely or difficult to be present before the pandemic.

The teachers reported that they were able to include or resume some leisure practices that were not possible before the pandemic, among which physical exercise, cooking and virtual leisure stand out. Therefore, demonstrating that the pandemic contributed to an analysis and reflection on the ways of life, calling into question the “old” habits and establishing the need for greater attention and care with the body and food.

For most of the investigated teachers, remote teaching caused a scenario of disorder, of accumulation of tasks, greater than the daily presence of face-to-face work, which does not deny that this overload was already present. It is clear how the reality of working women is unequal, challenging, requiring constant clashes and struggles for the recognition of the different social roles exercised in the female context.

It is hoped that this research will contribute to the women’s perception that they are not alone, this feeling of overload and the conflict due to the different roles assumed is something shared by many other women. The lack of time to take better care of themselves and for their personal development still remains constant. The feeling is that the naturalization of overloads and the reduced time to spend leisure time remain unchanged over time, even with so many transformations and female achievements, configuring itself as inhumane and contradictory in face of the growing representation of women in society.

It is not intended to end the discussion, it is suggested that new studies addressing the theme of women’s leisure in different contexts of work, professions and

living conditions be developed in order to broaden the perception of the implications for social time in the pandemic period, in addition to contributing to the reflection on the unequal division of labor and its repercussions for women's social time.

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Authors' Address:

Amanda Raquel Rodrigues Pessoa
Avenida Valdemiro Paz de Souza, 65, Mirandão
Crato– CE – 63.125-210
Electronic Mail: amandaraquel@ifce.edu.br

Marla Maria Moraes Moura
Rua João Dídio de Oliveira, 77, São José
Juazeiro do Norte – CE – 63.024-122
Electronic Mail: marla.moura@ifce.edu.br

Isabel Maria Sabino de Farias
Rua Monsenhor Antero, 635, Cidade dos Funcionários
Fortaleza– CE – 60.822-475
Electronic Mail: isabelinhasabino@yahoo.com.br