

IMPACTS OF THE COVID-19 PANDEMIC ON LEISURE AND UNIVERSITY TEACHER'S WORK IN HOME OFFICE

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ABSTRACT: The COVID-19 pandemic brought new ways of being, impacting the leisure and the work of the university professor in home office. Analyzing the impacts of the COVID-19 pandemic in these dimensions was the aim of this study. The collection with 44 professor's via Google Forms was analyzed via content analysis and descriptive statistics. Data on socioeconomic profile, time and demand for work, time spent and satisfaction with leisure, leisure activities before and during the pandemic, missing leisure and new leisure and the importance and need for leisure during the pandemic reveal that, in the context of pandemic, reflecting on the professor's leisure, which has been limited, transformed and suppressed by the rapid adaptation to remote work and by the interweaving of leisure and work times in the domestic environment, is urgent and necessary.

KEYWORDS: Leisure Activities. University Professor. Coronavirus Infections.

IMPACTOS DA PANDEMIA DE COVID-19 NO LAZER E NO TRABALHO DO PROFESSOR UNIVERSITÁRIO EM HOME OFFICE

RESUMO: A pandemia de COVID-19 trouxe novas formas de ser e estar, impactando no lazer e no trabalho do professor universitário em home office. Analisar os impactos da pandemia de COVID-19 nessas dimensões foi o foco dessa pesquisa. A coleta com 44 professores via Google Forms foi analisada via análise de conteúdo e estatística descritiva. Dados sobre perfil socioeconômico, tempo e demanda de trabalho, tempo de e satisfação com o lazer, atividades de lazer antes e durante a pandemia, lazer que sente falta e lazer novo e importância e necessidade do lazer durante a pandemia revelam que, no contexto de pandemia, refletir sobre o lazer do professor, que foi limitado, transformado e suprimido pela rápida adaptação ao trabalho remoto e pelo entrelaçar dos tempos de lazer e trabalho no ambiente doméstico, é urgente e necessário.

PALAVRAS-CHAVE: Atividades de Lazer. Professor Universitário. COVID-19.

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Introduction

In medicine, pandemic expresses the broad and simultaneous geographic spread of a disease. Historically, the world population has already (survived) lived through some pandemics, which have driven strong social transformations and encouraged the development and appreciation of Science (COUTO; REZENDE; MEDINA, 2020), and which, due to the thousands of lives lost, they left marks that should not be forgotten.

Since March 2020, the Brazilian population has been exposed to a pandemic of an infectious disease caused by a new coronavirus (SARS-CoV-2) discovered by the World Health Organization (WHO) in December 2019, after several cases of viral pneumonia in the city from Wuhan, China (WHO, 2021). Currently and popularly known as COVID-19, this virus has crossed the Chinese borders and spread around the world, demonstrating its rapid contamination power. After affecting several people worldwide and causing exponential daily deaths, the WHO, on March 11, 2020, confirms that the world was experiencing a COVID-19 pandemic (PAHO, 2020), a fact that has forced the world population to reflect and reframe some social behaviors.

After a year of global alarm about the COVID-19 pandemic, they now add up², 2,656,822 deaths worldwide and 278,229 deaths in Brazil (WHO, 2021). To avoid this extreme and a possible collapse in health systems, the WHO (2021) recommends that some behaviors, based on hygiene habits and sanitary protocols, should be (re)inserted into the daily lives of the entire population.

Social distancing is a set of measures that aim to reduce the number of people circulating to avoid a possible infection by COVID-19 (WHO, 2021). The purpose is to contain agglomerations and, in some cases, it may be necessary to stop non-essential activities, school activities and the adoption of the remote work system (GOMES;

² Data extracted on 03/16/2021.

ARAÚJO, 2020). Social isolation, a stricter measure, aims at the deficit in the frequency of contact with friends, family and society as a whole, allowing only the displacement to consume essential services: food, medication, medical care, etc. (ESCALANTE; GOLDEN; MASON, 2021).

Adopting new behaviors through adjustment to the new daily routine, in addition to the dimensions of self-care, is a strategy that reverberates in socioeconomic, religious, educational, work, leisure, etc. contexts. Several work functions had to be adapted to the “new normal”, as well as experiences and leisure possibilities underwent a restructuring and resignification for that moment. (In) Directly, the entire population has been affected and forced to rethink and re-elaborate their behavior, attitudes and social functions.

In the work context, some functions and work activities, depending on the moment of the pandemic, suffered restrictions in their development, being paralyzed or adapted to this new context. One of the possible and recurrent adaptations at this time is the performance of functions via the home office, that the execution of work at home, using information and communication technologies (internet, computer, cell phone, etc.) (LOSEKANN; MOURÃO, 2020).

One of the professionals who have worked at home is the university professor, who, in the case of institutions that have not stopped their activities, has been working hard to carry out and maintain the teaching task. Regardless of the conditions of students and teachers to monitor this process, as there are complications, face-to-face teaching has been adapted to remote teaching. The lack of quality internet access, the impossibility of using a computer or cell phone to follow the broadcasts, personal conditions to follow or run a class in the remote style, uncertainties about the actual implementation of this teaching process, which was urgently transformed, often not

allowing for learning and mastering the quality of the tools used, these are examples of obstacles that can compromise teaching.

The teacher suffered some pressure (learning about the platforms used, adapting their in-person content to the remote system, restructuring their teaching for contact with students through a screen, etc.) so that their work could be performed, guaranteeing the student the access to content during class time. Teaching work, however, is not restricted to class time/moment, especially the university professor who, in addition to teaching, can work in research and extension.

For the production of a class, many hours are spent on research, reading, organizing and producing the material, and this is done outside working time, during class time. In this context, leisure time can be compromised, as leisure is experienced in the available time of non-obligations (MARCELLINO, 2010). During the pandemic, the ways of living and working were intertwined in the same space, which is also that of studying, exercising, resting, entertaining, etc. (FALCÃO; GOMES, 2020; MATOS; PINHEIRO; BAHIA, 2020; MAYOR; SILVA; LOPES, 2020), uniting public-private space, rest-work-entertainment and work time and leisure time (CASTILHO; RIBEIRO; UNGHERI, 2020; LOSEKANN; MOURÃO, 2020).

Leisure, a social right, is a conquest of the people and is effective, among its other characteristics, in the possibility of making choices among the various leisure practices, which are currently in a constant process of de-, re- and construction (CLEMENTE; STOPPA, 2020; FALCÃO; GOMES, 2020). The freedom of choice, which characterizes the protagonism in leisure, was affected, as in a context of social isolation, the options were reduced to open spaces, without crowds and at home (COUTO; REZENDE; MEDINA, 2020; SILVA et al., 2020), in a time that encompasses all daily activities.

This new organization compromises the leisure experience due to the emergence of new domestic and socio-family obligations (CASTILHO; RIBEIRO; UNGHERI, 2020). The presence of other people sharing the space at home, often with the same working hours and/or using the same equipment for both work and leisure, can compromise the subject's relationship with time. Castilho; Ribeiro and Ungheri (2020) emphasize that the presence of elderly people and children at home demand, at this time, a special organization, as the first entails a lot of care and attention, as it is considered a risk group, and the second, due to social and entertainment needs, which transform the dynamics of conviviality and space. Lins *et al.* (2020) reinforce special care for the elderly, as quarantine can represent negative feelings and emotions: anguish, loneliness, sadness, etc.

Dumazedier (1980) presents a non-secure classification for leisure activities, understanding the set of practices as cultural interests: physical-sports, artistic, manual, intellectual and social. With the dynamism and necessity of Science to organize and classify practices, two interests were added: tourism, by Camargo (1992); and virtual, by Schwartz (2003). These arrangements are not closed and leisure activities can permeate either one interest or another.

Some works on the impacts of the COVID-19 pandemic on leisure or on dimensions inherent to this dimension of life were recently published. Initial productions, as we are still in the pandemic process, have already addressed university students (MATOS; PINHEIRO; BAHIA, 2020; CASTILHO; RIBEIRO; UNGHERI, 2020; MONTENEGRO; QUEIROZ; DIAS, 2020), women (MAYOR; SILVA; LOPES, 2020), adults and elderly (LINS *et al.*, 2020; RIBEIRO *et al.*, 2020), the home office (LOSEKANN; MOURÃO, 2020), domestic space (CLEMENTE; STOPPA, 2020); smartphone applications (CAVALCANTE, 2020). Within the Brazilian context,

however, no publications were found that elucidated the impacts of the COVID-19 pandemic on the leisure of university teachers.

If before the pandemic, the work of university professors already had demands and reflections on the time available for obligations and on leisure, now, in a time of social distancing, it seems that the involvement in leisure activities, in addition to the damage caused by the pandemic, has also been affected by working conditions. The dialectical relationship between leisure and work (DUMAZEDIER, 1980; MARCELLINO, 2007), the center of several publications, in the current context deserves space to broaden the understanding of this approach, because with the home office, the connection with work is practically full-time, compromising and demanding a reorganization of life span (CLEMENTE; STOPPA, 2020; LOSEKANN; MOURÃO, 2020).

It is known that this complicating factor is not exclusive to university professors, but it is important to understand how this "new normal" of social isolation has reverberated and influenced the assimilation and experience of leisure, in particular, based on the understanding of this human need as a social right that is related to other dimensions of life and that can ease the current confinement. On this path, some questions arise: Has the pandemic influenced the leisure of university professors? How have leisure and work times been related during the pandemic? Were leisure activities, before and during the pandemic, impacted by social distancing? Based on these notes and reflections, the aim of this text is to analyze the impacts of the COVID-19 pandemic on leisure and home office work for university teachers.

Method

This is an exploratory research of a quali-quantitative nature (GONDIM, 2003). There were 44 university teachers part in this study, who completed an online questionnaire via the Google Forms platform, with 35 open and closed questions organized by: socioeconomic profile, work time and demand, leisure time and satisfaction, leisure activities before and during the pandemic, missing leisure and new leisure and the importance and need for leisure during the pandemic. The questions were organized to help understand the relationship between pandemic and leisure for university professors, as the leisure-work dialectic is currently more evident.

Participants agreed to participate in the research via the “Free and Informed Consent Term”, which was the first response item in the questionnaire. The inclusion criterion was that he/she was a university professor.

The questionnaire, built from the adaptation of the collection instruments by Ribeiro *et al.* (2020), by Conceição (2018) and by Stoppa and Isayama (2017), underwent a pilot test with three university professors to solve possible doubts related to the understanding of the issues. It was later shared via social networks (Facebook and Whats App) and via email, between May 9th and 27th, 2020, and could also be replicated to other university professors via “Virtual Snowball” (COSTA, 2018), which results in a convenience sample that is not representative of the population.

The collected data were organized via Microsoft Excel. The interpretation of the open questions occurred via Content Analysis (BARDIN, 2011), with preparation of categories based on thematic units similar in meaning. For closed questions, descriptive statistics with percentage analysis (CALLEGARI-JACQUES, 2004). For the interlocution of data with published science, scientific articles were selected from the BVS and SciELO databases reported using the keywords leisure activities, work,

COVID-19, quarantine, professor and university professor. After eliminating duplications, reading the title, abstract and full text, 17 texts were selected. The following categories are discussed below: socioeconomic profile, work time and demand, leisure time and satisfaction, leisure activities before and during the pandemic, missing leisure and new leisure, and the importance and need for leisure during the pandemic.

Results and Discussion

Socioeconomic Profile

As shown in Table 1, the questionnaire data revealed that, among teachers, 28 (63.6%) are female, 30 (68.2%) are between 25 and 44 years old and 32 (72.7%) have Master's Degree or Ph.D., 34 (77.3%) are white, 30 (68.2%) are married or in a stable relationship, 31 (70.4%) are from Minas Gerais and 41 (93.2%) live in urban areas.

Table 1: Frequency and Percentage of Socioeconomic Profile

Data	Items	No.	%
Gender	Female	28	63.6
	Male	16	36.4
Age range	Between 25 and 34 years old	15	34.1
	Between 35 and 44 years old	15	34.1
	Between 45 and 54 years old	11	25.0
	Between 55 and 64 years old	3	6.8
Education	Complete Graduation	2	4.5
	Complete specialization	7	15.9
	Incomplete or in progress Master's Degree	3	6.8
	Complete Master's Degree	11	25
	Incomplete or in progress Ph.D.	5	11.4
Skin Color	Complete Ph.D.	16	36.4
	White	34	77.3
Marital Status	Brown	10	22.7
	Single	11	25
	Married or under steady union	30	68.2
Federative Unit	Separated/Divorced	3	6.8
	Minas Gerais	31	70.5
	São Paulo	6	13.6
	Ceará	1	2.3
	Paraná	1	2.3
	Pernambuco	1	2.3
Municipal typology	Rio Grande do Sul	1	2.3
	Countryside	3	6.8
	Urban area	41	93.2

Source: Prepared by the author

Table 2 presents data on housing, monthly income and dependents. Among the teachers, 25 (56.8%) live at home, 27 (61.4%) share the residence with 2 or 3 people, 21 (47.7%) received above 5 minimum wages per month before the pandemic, during the pandemic, 23 (52.3%) respondents remained with the same monthly income, 9 (20.5%) participants have 1 dependent and 4 (9.1%) have 2 dependents under 18; and 3 (6.8%) participants have 1 dependent and 2 (4.5%) have 2 dependents aged 65 years or over.

Table 2: Frequency and Percentage of Housing, Income and Dependents

Data	Items	No.	%
Type of housing	Home	25	56.8
	Apartment	13	29.5
	House or apartment in condominium	3	6.8
	Country house/Farm/small farm	3	6.8
Shared housing	Lives alone	6	13.6
	Lives with 2 or 3 more people	27	61.4
	Lives with 4 or 5 more people	11	25.0
Income before the pandemic	Between 1 and 2 salaries	2	4.5
	Between 2 and 5 salaries	17	38.6
	Above 5 salaries	21	47.7
	Prefer not to say	4	9.1
Income during the pandemic	Remained the same	23	52.3
	It decreased	20	45.5
	Prefer not to say	1	2.3
Dependents < 18 years old	1 dependent	9	20.5
	2 dependents	4	9.1
	Does not have dependents in this age group	31	70.5
Dependents > 65 years old	1 dependent	3	6.8
	2 dependents	2	4.5
	Does not have dependents in this age group	39	88.6

Source: Prepared by the author

Reflecting on the profile data of the sample can bring evidence of how leisure is present in the lives of these subjects during the pandemic. Namely, the higher the level of education, the greater the possibilities for leisure options (PEDRÃO; UVINHA, 2017). Access to the university and to knowledge and training in this space stimulate and develop autonomy, both by expanding the understanding of the world and by providing qualifications for competition and entry into the labor market, which can lead to an improvement in financial conditions (CASTILHO; RIBEIRO; UNGHERI, 2020), tending to reduce economic barriers to leisure (STOPPA; ISAYAMA, 2017). Not all

leisure options depend on financial resources, such as access to parks, museums and public sports spaces, but this condition favors access to different practices and possibilities.

In dialogue with the context, leisure unveils the anxieties and social differences, and can contribute to the maintenance of conditions and possibilities, strengthening stereotypes and excluding, consumer and mass-oriented values or with the construction of a fairer, humane, inclusive and focused society. to democracy (COUTO; REZENDE; MEDINA, 2020). The pandemic tends to accentuate social inequalities (FALCÃO; GOMES, 2020; MAYOR; SILVA; LOPES, 2020) bringing consequences directly proportional to the level of education of the worker (FURCERI; LOUNGANI; OSTRY, 2020) which can negatively affect the leisure of the poorest, who either continued with their work activities to pay for the expenses or lost their jobs, which compromises their participation and satisfaction in leisure (CLEMENTE, STOPPA, 2020).

Approximately 23% of the sample declared themselves brown and the rest (77%) are white. When we think about social (dis)equalities, in particular, in a country where 43.1% of the population (IBGE, 2010) is brown, even with some advances regarding quota policies and racial discussions, a difference between the percentages of the sample and of the Brazilian population of browns. The sample of this work is not statistically representative, but it reveals one more of the inequalities present in our society: access to and education. On the other hand, women are the majority (68%) demonstrating that the desire and struggle for emancipation and occupation of spaces in higher education is effective as a means to overcome social problems (CASTILHO; RIBEIRO; UNGHERI, 2020).

In the researched group, 86.4% share the house with at least one other person, reaching up to five, which can influence the perceptions and experiences of leisure in

the space of the dwelling, due to the relationship of these subjects with each other and with the space (comfort and quality of housing) (BEZERRA *et al.*, 2020) and how to deal with time inside and outside the home before and during social isolation. The pandemic brought new organizations in domestic relations, forcing total isolation for those who live alone and coexistence between those who share the space at home (CLEMENTE; STOPPA, 2020). The houses and their inhabitants were not prepared for the daily, constant and mandatory joint presence, as this is one of the main strategies to avoid contagion. Namely, the habit of spending time outside the home, including commuting and the work itself, was one of the daily behaviors that was quickly and quickly restructured (CLEMENTE; STOPPA, 2020), as this time is now spent indoors and, in some cases, in the company of other people, bringing reflections and new ways of structuring relationships with oneself, with the other and with the dimensions of time and space.

Regarding housing and leisure, there are few subjects with favorable and satisfactory conditions to make this relationship positive (MARCELLINO, 2012). In the current context, it is a privilege to live in a farm/farm, spacious spaces that allow movement and contact with nature. On the other hand, 93.2% of teachers live in houses, apartments and those who live in condominiums in urban areas, had reduced space for leisure, as collective areas were closed to reduce the circulation of people (CASTILHO; RIBEIRO; UNGHERI, 2020; CLEMENTE; STOPPA, 2020).

Home Office Work Demand and Time of Dedication Increased

With regard to work situation before and during the pandemic, 31 (70.5%) teachers remained in the same job and developing the same activities, but remotely (home office), in relation to the daily working time in hours during the pandemic, 17

(38.6%) teachers indicated between 8 and 12 hours and 9 (20.5) above 12 hours of work per day. For 32 (72.3%) teachers, the demand for work increased during the pandemic (TABLE 3).

Table 3: Frequency and percentage of labor data

Data	Items	No.	%
Work before and during the pandemic	They stayed in the same job and developed the same activities, but remotely (home office).	31	70.5
	They remained in the same work and carrying out the same activities, in the same way as before the pandemic.	8	18.2
	They carried out activities other than those I did/performed at work.	2	4.5
	Different work situation during the pandemic.	3	6.8
Daily working time	Up to 6 hours	4	9.1
	Between 6 and 8 hours	14	31.8
	Between 8 and 12 hours	17	38.6
	More than 12 hours	9	20.5
Work demand before and during the pandemic	Demand declined in the pandemic.	6	13.6
	Demand is the same.	6	13.6
	Demand increased in the pandemic.	32	72.7

Source: Prepared by the author

Work is valued both by the social discourse about its importance, which considers the worker as a productive subject, and by the return achieved by this dimension, whether subjective or material (LOSEKANN; MOURÃO, 2020). During social isolation, via the home office, there was an increase in working hours due to the need for a quick and immediate adjustment to alleviate the impacts of the pandemic in several employment industries. One of the causes of this increase, the fear of losing a job, can further compromise life and the time that fills it during this atypical moment (CLEMENTE; STOPPA, 2020). In addition, there is a challenge that is to balance the relationship between time and effort at work, a subjective action that is indirectly triggered by the need to respond to your superior or deliver the products of your work (LOSEKANN; MOURÃO, 2020). However, at this moment when all times, functions and social spaces are merged in the home, it seems that all (over) loads are potentialized, demanding even more from the teacher.

It is noticed that, going to the home office, and with the increase in work demand, the dedication and production time at work followed the same path. For 59.1% of teachers, dedication to work is more than 8 hours a day, which is far from the reality of a worker, as generally this working time is 6 or 8 hours a day. The teacher does not only work during class time and devotes much of his time to preparing classes and activities. In a pandemic context, it seems to be expected, but not acceptable, an increase in this demand, especially at the time of data collection, the beginning of the “first wave”, which required teachers to (re)organize, carry out and deliver work activities.

Leisure Time Decreased and Brought Dissatisfaction

Regarding teachers' leisure before and during the pandemic, for 33 teachers (75%) leisure time decreased. Regarding the level of satisfaction with leisure time during the pandemic, on a scale of 1 to 5, where 1 is no satisfaction and 5 is total satisfaction, 60.9% of the answers are directed towards dissatisfaction.

Table 4: Frequency and Percentage on Time and Satisfaction with Leisure

Data	Items	No.	%
Leisure time	They didn't have time for leisure before and they still don't have time during the pandemic.	2	4.5
	Leisure time is the same as before the pandemic	7	15.9
	Leisure time increased	2	4.5
	Leisure time decreased	33	75.0
Level of satisfaction with leisure	1 – No satisfaction	10	22.7
	2	17	38.6
	3	9	20.5
	4	4	9.1
	5 – Total satisfaction	4	9.1

Source: Prepared by the author

There is a tendency for adults to prioritize obligations over leisure, shifting it to available time. Leisure is valued, but obligations, especially work, receive a greater focus from this stage of life, due to all the socioeconomic demands of responsibility of these subjects to maintain themselves and their dependents. The involvement with

leisure activities decreased during the pandemic and the daily time was filled, in addition to home office activities, with domestic activities and care for other people (MATOS; PINHEIRO; BAHIA, 2020).

The leisure spaces, meeting places for friends and family, had to be closed to contain the spread of the virus, compromising perceptions, sensations and positive emotions arising from the leisure experienced, not only in these spaces, but largely provided by the leisure experience outside the home. Silva *et al.* (2020) emphasizes that non-voluntary distancing and forced distancing to avoid contact and consequent possible contagion has generated negative emotions (anxiety, depression, indignation, etc.) and a decrease in positive emotions (happiness, satisfaction, pleasure, etc.).

The combination of lack of time and space, accumulation of tasks and increased demand arouses emotions that impact on the subjects' satisfaction regarding the experience, leisure or not. In addition, satisfaction with these practices is also compromised by limited exchanges and social contacts, but this fact should not be generalized, as satisfaction could still be achieved by some people in times of social isolation (SILVA *et al.*, 2020; CASTILHO; RIBEIRO; UNGHERI, 2020).

Leisure Practices Before and During the Pandemic

In terms of leisure experienced before the pandemic, social interests stand out, meeting friends and family outside the home (79.5%); artistic: watching TV, series, movies at home (59.1%); tourist: traveling on weekends or holidays (56.8%); and physical-sports: practicing physical and/or sports activities in private spaces (54.5%) (TABLE 6). Teachers could mark more than one option and/or insert the practice performed that was not among the answer options.

Table 6: Frequency and Percentage of Leisure Practices by Cultural Interest Before the COVID-19 Pandemic

Cultural Interest	Activities of leisure	N1	%	N2
Social	Meeting friends and/or family outside home	35	79.5	92
	Attended bars and restaurants	32	72.7	
	Attended parties	15	34.1	
	Dated	7	15.9	
	Other games and playful activities	2	4.5	
	Virtual meeting with friends	1	2.3	
Artistic	Watched TV, series, movies at home	26	59.1	68
	Watched movies at the cinema	24	54.5	
	Watched plays or dance in theaters or SESC or SESI units	9	20.5	
	Watched shows in concert halls, theaters or SESC or SESI units	7	15.9	
	Played some musical instrument	2	4.5	
Tourist	Traveling on weekends or holidays	25	56.8	68
	Used to go to malls	23	52.3	
	Took outdoor walks with pets	13	29.5	
	Made excursions in places or cities (day trips)	7	15.9	
Sports-physical	I practiced physical and/or sports activities in private spaces (gyms, clubs, SESC, SESI etc.)	24	54.5	42
	I practiced physical and/or sports activities in public spaces (parks, squares, streets, etc.)	15	34.1	
	Watched sports in stadiums, sports centers or clubs	3	6.8	
Manual	Cooking by pleasure	19	43.2	33
	Took care of the garden or vegetable garden for pleasure	11	25.0	
	Other hobbies related to manual services, crafts, tool assembly	3	6.8	
Intellectual	Read (books, newspapers, magazines, etc.)	16	36.4	31
	Visited museums, cultural centers or other cultural spaces	7	15.9	
	Took courses (languages or other topics of interest) in person	7	15.9	
	Played board games with friends or family (checker, chess etc.)	1	2.3	
Virtual	Surfed the internet (websites and social networks etc.)	22	50.0	25
	Videogames and similar	3	6.8	
Activities of idleness	Idleness (doing nothing, rest, contemplation) at home or in other spaces	14	31.8	15
	Fishing	1	2.3	
Total				374

Source: Prepared by the author. N1 = frequency of leisure activity; N2 = frequency due to cultural interest

During the pandemic, the most frequent leisure activity was “Watching TV, series, movies at home”, artistic interest, however, due to the diversity and quantity, manual interest was the most expressive (TABLE 7). Table 8 presents the categories for the same question, but that do not fit the cultural interests of leisure, which were the basis for the answer categories. Teachers could mark more than one option and/or insert the practice performed that was not among the answer options.

Table 7: Frequency and Percentage of Leisure Practices by Cultural Interest During the COVID-19 Pandemic

Cultural Interest	Activities of leisure	N1	%	N2
Manual	Taking care of pets indoors	12	27.3	35
	Cooking by pleasure	10	22.7	
	Taking care of the garden or vegetable garden for pleasure	10	22.7	
	Making crafts	1	2.3	
	Making decorative objects or repairing furniture	1	2.3	
	Practicing some kind of plastic arts (paintings on paintings, sculptures, etc.)	1	2.3	
Artistic	Watching TV, series, movies at home	27	61.4	29
	Playing some musical instrument	2	4.5	
Intellectual	Taking online courses (languages or other topics of interest)	15	34.1	26
	Reading (books, newspapers, magazines, etc.)	8	18.2	
	Playing board games, cards and the like (deck, checker, chess etc.)	3	6.8	
Sports-physical	Practice of physical and/or sports activities at home	15	34.1	20
	Watching sport on TV or internet	5	11.4	
Virtual	Surfing the internet (websites, subject lives and social networks, etc.)	14	31.8	17
	Playing videogames or similar	3	6.8	
Social	Find friends and/or family members virtually (using Skype, Google Meet, Zoom and similar platforms)	13	29.5	15
	Dating	2	4.5	
Total				142

Source: Prepared by the author. N1 = frequency of leisure activity; N2 = frequency due to cultural interest

Table 8: Frequency and Percentage of Answers About Leisure Practices During the COVID-19 Pandemic

Cultural Interest	Activities of leisure	N1	%	N2
I haven't had time for leisure	Increased distance work	13	29.5	20
	Increased housework or care for family members	7	15.9	
Activities of idleness	Idleness (doing nothing, rest, contemplation) at home	9	20.5	17
	"Leisure time that is left is just for rest and sleep."	8	18.2	
Political leisure	Pots-and-pans protest "Fora Bolsonaro!" [Out Bolsonaro!]	1	2.3	1
Total				38

Source: Prepared by the author. N1 = frequency of leisure activity; N2 = frequency due to cultural interest

Leisure is a time and space to experience pleasurable activities (MELO, 2006) and promoters of personal and social development (DUMAZEDIER, 1979). For Gomes (2014), it is not always valued as it should by subjects and public policies (MATOS; PINHEIRO; BAHIA, 2020). Against this (de)valuation, the pandemic has unveiled the importance of leisure in human life, bringing to light its need and approximation with reality (MATOS; PINHEIRO; BAHIA, 2020).

Social isolation compromises the experience of some leisure activities, especially those related to being in public or private places with other people, such as cinema, park, concerts, etc. (MATOS; PINHEIRO; BAHIA, 2020). For Gomes (2014), leisure takes place in a social time/space, with the space being the place for meeting and possible emotional bonds (MARCELLINO, 2012). For the participants of this research, the social interest of leisure was the most compromised due to the pandemic and its restrictive measures of distancing and social isolation.

As a way to meet the need for socialization, the use of smartphones and applications intensified in this pandemic, bringing people together, who currently need to be separated (CAVALCANTE, 2020). However, such usufruct can accentuate social and leisure inequalities, as not all people have the financial resources to purchase and use a good smartphone as a way to overcome the limitation or absence of public leisure spaces (COUTO; REZENDE; MEDINA, 2020). The data from this research do not allow us to affirm this approach to smartphones, as the main interests in the pandemic were the manual and artistic, but, if it did, it is inferred that the economic barrier would not be a limiting factor for the researched group.

Leisure of virtual interest becomes an option in several studies investigating leisure during the pandemic (CLEMENTE; STOPPA, 2020; SILVA et al., 2020; CASTILHO; RIBEIRO; UNGHERI, 2020), however, for the teachers of this study, these activities practically continue occupying the same position in the ranking of activities of interest, and during the pandemic there was a decrease in frequency compared to before the pandemic. Furthermore, the isolation and limitations of the pandemic elucidate the need for (re) creation and expansion of this medium as a form of mental health care and care (FALCÃO; GOMES, 2020).

Access to the internet diversifies and enables social interaction and entertainment and technological development have brought access to other cultural goods, and via the internet, information can be accessed in other ways (SCHWARTZ, 2003; RIBEIRO et al., 2020) and leisure time-space (SCHWARTZ, 2003; SILVA et al., 2020). Certainly, time and work demand factors influenced the responses of teachers in this research about virtual interest, as unlike other published works, there was no virtualization of leisure for the researched group.

Watching TV, series, movies at home, before and during the pandemic, was the most frequent leisure activity of artistic interest. In addition to this possibility, there is streaming that facilitates and popularizes the consumption of series, TV programs, etc. (MATOS; PINHEIRO; BAHIA, 2020). Cavalcante (2020) points out that among the most downloaded mobile applications during the pandemic are those for streaming services, which boosted the use of various digital platforms (Netflix, Globoplay, etc.) bringing virtual and artistic leisure to the center of life (CLEMENTE; STOPPA, 2020; FALCÃO; GOMES, 2020) and, possibly, the TV screen, since the teachers are at home and the most frequent leisure activity involved the use of this device.

Falcão and Gomes (2020) understand that the use of virtual platforms is a way to resist social isolation and that the consumption of audiovisual products (films, series, documentaries and animations) can and should, as a leisure experience, promote the cultural expansion of subjects, because in addition to the alienating occupation of time, it promotes learning. Personal development is one of the possibilities in leisure and the need for this understanding is highlighted so that leisure experiences are able to promote and stimulate new ways of being, being, analyzing and relating to society. (Trans)formation via audiovisual entertainment can stimulate reflections about leisure and

different dimensions of life, leading the subject to question their daily lives (FALCÃO; GOMES, 2020).

As a novelty in the pandemic, lives appeared, an encouraging practice for those who enjoyed the live shows. Brazilian and international artists, through different initiatives, made presentations via virtual platforms. The productions were improved and in the first three months of the pandemic “virtual shows” were held that people could watch from home, bringing a new way of being and consuming at leisure (MATOS; PINHEIRO; BAHIA, 2020). These shows allowed people who had no financial means to see and follow some artists, as they were mostly free (SILVA *et al.*, 2020)

It should be noted that not all people have quality internet access and/or skills and abilities to use the various tools of the virtual environment to monitor productions shared on digital platforms (CLEMENTE; STOPPA, 2020). Online activities did not replace what is inherent to human beings: exchange, contact, living together, but they eased the pain and anxieties arising from the limitation of social contact (MATOS; PINHEIRO; BAHIA, 2020). And, in this context of social interaction, Silva *et al.* (2020) warn that using some means of communication and virtual entertainment must be done with prudence and awareness, as frustration can be generated without care (FRAGA; SILVA, 2010).

The physical-sports interest, due to space and agglomeration restrictions, underwent adaptations. The pandemic brought a look turned towards itself, towards the people in the house and towards the home, stimulating creativity and enhancing the search for new leisure experiences.

Silva *et al.* (2020) report that the practice of exercise and its benefits is what people miss and not gyms, which are not essential services. The need for physical

activity led teachers to adapt physical exercise to the home environment, which becomes the only safe space for the experience of leisure (SILVA *et al.*, 2020), but which may have limitations – space, materials, orientation etc. – for physical and sports practice (COUTO; REZENDE; MEDINA, 2020). For the supervision and maintenance of physical exercise, the virtual professional emerges, who through technologies performs the task of maintaining physical activity (RIBEIRO *et al.*, 2020), unveiling a new way of relating time/space, engagement with physical activity and process of virtualization of daily activities.

In the researched group, the engagement with physical exercise goes from 88.7% to 31.8% - before and during the pandemic. The condition of social isolation associated with the home office tends to increase sedentary lifestyle and/or the consequences of physical inactivity among people, as many hours are spent in front of the computer (BRANCACCIO *et al.*, 2021), which is the case of the teacher university, because their work – the class – demands a lot of preparation time. For sedentary people before the pandemic, isolation measures can be even more aggravating (SILVA *et al.*, 2020), reaffirming the need to seek and engage in physical activities at home, or not.

The manual interests, which before the pandemic appeared as an option after the social, artistic, tourist and physical-sports interests, during the pandemic it becomes the most frequent option due to the quantity of practices. It should be noted, however, that the other practices considerably reduced their frequency and manual interests practically maintained their frequency. Mayor and Isayama (2017) clarify that the low frequency of these leisure practices may be related to a social context that values work and is little sensitive to other instances of human experiences.

The frequency of manual activities may have varied little and remained in relation to the interests that need space outside the home for their realization, as they are

usually activities carried out in the domestic space, associated with the female universe (MAYOR; SILVA; LOPES, 2020) that, in this research, in frequency, it is more expressive. In addition, the authors point out that manual interest is more frequent among working women, which may be the case for the teachers in this research.

Dumazedier (1980) and Marcellino (2012) present different understandings about leisure related to manual interests. For the first, they are semi-leisure for presenting a utilitarian purpose, but for the second, they are framed as leisure for generating pleasure, relieving tension, for not having an economic objective. According to Silva *et al.* (2020), after understanding the need to reinvent leisure practices, manual leisure gained space and meaning in people's lives, often being experienced in the family, strengthening the affective bond, gaining space among leisure options and bringing new ones learning for everyday life in the context of a pandemic.

In intellectual interests, there was an inversion of preference between reading (books, newspapers, magazines, etc.), which before the pandemic predominated in this interest, with taking courses (languages or other topics of interest) – before the pandemic, in person; during, online. As in Ribeiro *et al.* (2020), the type of reading and courses were not specified, which depending on the origin, could be understood as training, obligation, and in this case, it would not be leisure.

As for online courses, during the pandemic, there was a boom in offers and dissemination of courses and training activities, whether free or not. Carrying out a course of interest, which before could have had some obstacle (time logistics, displacement, presence and distance), now, via the virtual environment, could become feasible by minimizing and/or excluding these limiting factors. The conjunction boom, time at home and constant access to computer/internet is inferred as the enhancer of these practices for leisure time. Courses for professional qualification and training were

also offered, but they are not leisure, as in this case the focus is on professional performance.

The tourist interest, which before the pandemic was in second place with the artistic interest, during the pandemic, is absent from the teachers' choices. The leisure experiences that suffered the greatest impacts are those in non-domestic spaces (MAYOR. SILVA; LOPES, 2020). Due to the need for isolation, trips and tours were canceled and postponed, impacting both travelers and travel agencies (CLEMENTE; STOPPA, 2020).

This initiative is one of the main ones to prevent the virus from moving through space, a premise for saving lives. Face-to-face tourism had to be reinvented and online tourism options emerged with virtual visits to museums (CLEMENTE; STOPPA, 2020). However, from the point of view of experience, of knowing and experiencing the location and culture of the other, the losses are significant for all those whose travel is restricted to home and essential services (MAYOR. SILVA; LOPES, 2020). The change of space is essential for the experience of tourist leisure and the losses arising from isolation and social distancing compromise the assimilation of benefits related to rest, entertainment and personal development.

It should be emphasized the significant difference between the total quantity of leisure activities before (342) and during (160) the pandemic. Isolation measures certainly influenced this difference, but there was also an increase in domestic demands, attention and care for family members and remote work itself, which were intertwined with free time, making it difficult to distinguish when it is work or not. Losekann and Mourão (2020) state that intense work, which divides and overlaps with other spaces, can reduce time for leisure, rest, fun or development.

Most teachers are women, who have limitations and difficulties to have and/or enjoy leisure time due to historical, social and cultural – and sexist – gender inequality, which results in an accumulation of tasks (working, studying, taking care of children, home, emotional partner, etc.) (MARQUES *et al.*, 2020; MAYOR; SILVA; LOPES, 2020; RIBEIRO *et al.*, 2020). Even with advances and reduction of accumulated time, currently, women are still the main responsible for domestic activities (MAYOR; SILVA; LOPES, 2020). According to Falcão and Gomes (2020), this fact is a veiled social coercion, the result of a sexist patriarchy that still perpetuates gender inequalities, directly impacting leisure experiences.

Time for leisure activities was also impacted by demands for adjustment, learning, organization and immediate control of remote work (home office). This process takes time, consuming what could be the teachers' leisure time (LOSEKANN; MOURÃO, 2020; RIBEIRO *et al.*, 2020). In this logic, part of leisure time has been used for rest, relaxation, sleep, for leisure. Regarding free choice in the available time, the condition of leisure is extremely important and must be considered (RIBEIRO *et al.*, 2020).

The choice is only possible based on the possibilities and the process of education for and for leisure is essential, as it promotes reflection, develops autonomy and encourages criticality and creativity, going against the massification of practices (MARCELLINO, 2012). Furthermore, it also allows for the free experience of leisure, without the “guilt” for not working, producing or delivering something to society.

Leisure, which has freedom as one of its pillars, is also a time for political demands and expression of social anxieties, concerns and dissatisfaction, promoting and stimulating changes in search of a new sociocultural order (CLEMENTE; STOPPA, 2020). One teacher (P29), inserted in “Other activities”, as a leisure practice that was

not listed among the answer options, the “Pots-and-pans protest “Fora Bolsonaro!” [Out Bolsonaro!] This fact deserves to be highlighted, as leisure is a time for social (trans) formation, reflection and criticism.

Currently, Brazilian society is at the center of a crisis not only sanitary, but socio-political, which permeates and encompasses health and education and which is enhanced by the sharing of fake news and by actions that diminish and devalue public policies and social rights, evidencing the helplessness of the Bolsonaro government to the Brazilian people (GOMES; ARAÚJO, 2020; LINS *et al.*, 2020). This abandonment reverberates in the teacher's performance, as health, work and leisure conditions are impacted by all this inactivity.

The Brazilian head of state, at such a critical moment as the COVID-19 pandemic, has not acted as such. In opposition to the WHO recommendations and the attitudes of several world leaders, it has been used with an anti-science discourse and, against all the WHO recommendations, it crossed the country without a mask, causing agglomerations, stimulating the use of medicines without scientific evidence and acted too slow to acquire vaccines. In addition, it has issued disrespectful and unsympathetic statements with the families of more than 260³ thousand victims and with all the Brazilian people who believe in Science and urgently need action in favor of it, otherwise, everyone will be victims not only of the virus, but also of a denial, corrupt, genocidal and irresponsible government.

Clemente and Stoppa (2020) pointed out social networks as places of participation in leisure and expression of dissatisfaction with political representatives who have not been in favor of life. It is clear that beyond and in different ways, however, the “leisure manifestation” is present in motorcades, in the screams of the

³ Data extracted on 03/16/2021.

oppressed and indignant in the windows and in artistic manifestations, especially during the pandemic and with the Brazilian Education that has been hit by unjust (statements) actions.

Lazer: What Do You Miss the Most and Learning Something New

Regarding leisure activities during the pandemic, teachers reported that they felt the lack of practices related to social and physical-sporting interests the most. Less expressively, but no less importantly, activities related to tourist, intellectual and also leisure interests were reported. (TABLE 9). For this question, the participant could name more than one activity.

Table 9: Frequency and Percentage of Missing Leisure Activities During the COVID-19 Pandemic

Cultural Interest	Activities of leisure	N1	%	N2
Social	Meeting friends	11	25	31
	Visiting family	7	15.9	
	Going to bars and restaurants	6	13.6	
	Having friends at home	3	6.8	
	Parties	2	4.5	
	Barbecue	1	2.3	
	Going out with girlfriend/boyfriend	1	2.3	
Sports-physical	Going to the gym	9	20.5	17
	Swimming	3	6.8	
	Riding a bicycle	2	4.5	
	Exercise on the street	1	2.3	
	Playing volleyball	1	2.3	
	Hiking	1	2.3	
Tourist	Travelling	4	9.1	7
	Going out	1	2.3	
	Going to small farm	1	2.3	
	Park ride with my pets	1	2.3	
Intellectual	Singing class	1	2.3	2
	Tap class	1	2.3	
Idleness	Fishing	1	2.3	1

Source: Prepared by the author. N1 = frequency of leisure activity; N2 = frequency due to cultural interest

From the moment that leisure routines were transformed by the pandemic, the relationship between time and space for these practices was the most compromised and weakened (MAYOR; SILVA; LOPES, 2020). Barriers to leisure, in addition to distancing and social isolation, became evident, namely: economic limitation, level of

education, time and space for leisure and work intertwined and in constant reorganization (MARCELLINO, 2012), quality access and incapacity for the critical, creative and optimized use of the internet (CLEMENTE; STOPPA, 2020).

The limitation of meeting other people and access to some leisure spaces help to understand that the social interest of leisure is the most frequent. The limited leisure activities performed by teachers during the pandemic comprise the home and are mostly individual practices and/or that were experienced with entities that share the confinement during the pandemic. Teachers reported the desire to meet friends and relatives in environments that allow contact and social interaction (parties, bar, barbecue and restaurant).

Sociability can be enhanced from leisure experiences, just as the engagement and pleasure of these practices can be compromised by the lack of company (MATOS; PINHEIRO; BAHIA, 2020) and by the lack of time (MAYOR; ISAYAMA, 2017). In times of social isolation, the possible benefits of leisure experiences are jeopardized and far from, if compared to a reality that makes it possible to be with the other in diverse and unrestricted spaces. Such reflection helps to understand the social interest being the most missed among the professors of this research, by university students (RIBEIRO et al., 2020) and beyond, one of the most compromised during the COVID-19 pandemic.

Teachers also highlighted activities of physical and sporting interest as those that were also missed during the pandemic. Many of the spaces for such activities are potential for agglomeration and considered as non-essential services, which, after some municipal decrees and WHO guidelines, were momentarily closed and/or had to stop their activities.

This restriction stimulated creativity and caused some teachers to adapt physical exercises to the home environment, however, Bezerra *et al.* (2020) point out that there is

a correlation between housing quality, income and physical activity during the pandemic, which may be one of the explanations for the low frequency of engagement in physical exercise. The reduction of approximately 68% can compromise the benefits related to the population's health, especially mental health, and the fight against sedentary lifestyles, signaling the need for reflection on the importance of performing physical activities during the pandemic.

About learning a new leisure activity during the pandemic (TABLE 10), 17 (38.6%) teachers were involved in new leisure activities. Among the new practices, the following interests stood out: physical-sports (walking, physical exercise at home and beachtennis) (6 – 35.3%); and artistic (watch live/show online and videos on Youtube) (4 – 23.5%).

Table 10: Frequency and Percentage of New Leisure Activities Learned During the COVID-19 Pandemic

Cultural Interest	Activities of leisure	N1	%	N2
Sports-physical	Functional exercises at home	3	6.8	6
	Doing physical activity	1	2.3	
	Walk	1	2.3	
	Beach Tennis	1	2.3	
Artistic	Lives	2	4.5	4
	Watching shows online	1	2.3	
	Watching classical music groups and orchestras on Youtube	1	2.3	
Intellectual	Tarot	1	2.3	3
	Increased the reading level	1	2.3	
	Creating apps	1	2.3	
Manual	Cooking	1	2.3	2
	Craftsmanship	1	2.3	
Virtual	Dancing Tiktok with my daughter	1	2.3	1
Idleness	Silencing	1	2.3	1

Source: Prepared by the author. N1 = frequency of leisure activity; N2 = frequency due to cultural interest

The desire for physical activity, whether to start or maintain physical exercise, was the most frequent item in the responses. The art component, which helped to fill leisure time with quality, whether through lives or online/Youtube shows, and learning new skills were also relevant. Finally, the desire for something new proved to be diverse

in activities of pleasure, leisure and personal development, demonstrating the importance of these practices.

Importance and Need for Leisure

Only one teacher (2.3%) said that leisure is not important during the pandemic, justifying his answer with “Because I don't have time for it” (P8). On a scale from 1 to 5, where 1 is not very important and 5 is very important, teachers marked the following items: 3) 5 (11.6%); 4) 12 (27.9%); and 5) 26 (60.5%). On the importance of leisure, the teachers' justifications varied between: Leisure relaxes, rests and relieves stress (17 – 39.5%); Leisure distracts and entertains (8 – 18.6%); but also with arguments about pleasure, happiness, balance, motivation for life, health, among others. All teachers (100%) understand leisure as necessary during the pandemic and the understanding of the need for leisure either remained (25 – 56.8%) or changed to necessary (6 – 13.6%) or to more necessary (13 – 29.6%). No teacher marked the items that referred to leisure as not being necessary and/or being less necessary than before the pandemic (TABLE 11).

Table 11: Importance and Need for Leisure During the COVID-19 Pandemic

Data	Items	No.	%
Is leisure important?	Yes	43	97.7
	No.	1	2.3
Level of importance of leisure	1 – Not very important	0	0
	2	0	0
	3	5	11.6
	4	12	27.9
	5 – Very important	26	60.5
Justifications of importance: Leisure...	Relaxing, resting and relieving stress	17	39.5
	It distracts and entertains	8	18.6
	Generates pleasure and happiness	6	14
	It's balance and brings motivation to life	6	14
	It is health	6	14
	It's time to interact with other people	5	11.6
	It's an essential part of life	4	9.3
	Allowing freedom	2	5
	Enabling personal development	1	2.3
Is leisure necessary?	Yes	44	100.
	No.	0	0
Understanding the	It has not changed and remains the same as before the	25	56.8

need for leisure during the pandemic	pandemic.		
	It changed and now understands that leisure is necessary.	6	13.6
	It changed and now understands that leisure is more necessary than before the pandemic.	13	29.6

Source: Prepared by the author

Living through a process of quarantine and social distancing is not a pleasant experience, as it requires deprivation of freedom and separation from family and friends, generating insecurity in relation to work and potentially disrupting the dynamics and routine of life (BRANCACCIO et al., 2021). Social manifestations and life configurations were reinterpreted, making it relevant and challenging to understand the perception of the importance and need for leisure – a social right and (trans)formative human experience – in the context of a pandemic (MATOS; PINHEIRO; BAHIA, 2020).

For teachers, leisure is highly important, as it relaxes, rests, relieves stress, distracts and entertains and, during the pandemic, it became even more necessary. This understanding may be due to the conjunction between high work demand, reduced leisure time and some positive factors associated with this practice that can influence life as a whole.

During the pandemic, the intense demands – more time to work, quick adaptation to new technologies and demands from managers – concomitant with the uncertainties of the current moment – insufficient number of vaccines, dubious government action, lack of control of the pandemic, fear of death and the advance of the virus, etc. – can trigger symptoms of anxiety and increase stress levels, which can be a complicating factor for the experience of leisure time (MATOS; PINHEIRO; BAHIA, 2020; CLEMENTE; STOPPA, 2020; LOSEKANN; MOURÃO, 2020). Such complicating factors can compromise positive feelings, sensations and perceptions (pleasure, happiness, balance, motivation, etc.) in relation to possible relational dynamics of occupation of time and space.

Leisure experiences can provide several benefits, including the promotion and maintenance of health (BATISTA; RIBEIRO; JUNIOR, 2012; RIBEIRO et al., 2020).

Fiocruz (2020) suggests as a psychic care strategy:

Investing in exercises and actions contributing to reduce the level of acute stress (meditation, reading, breathing exercises, among other mechanisms helping to situate thought in the present moment, as well as encourage the resumption of experiences and skills used in difficult times of the past to manage emotions during the epidemic);

Keep the socio-affective network active, establishing contact, even if virtual, with family, friends and colleagues (FIOCRUZ, 2020, p.4-5).

Social isolation can negatively impact health as a whole, but mental health deserves to be highlighted, as all the uncertainties and anxieties of this moment can generate stress, anxiety, depression and other psychic disorders (RIBEIRO *et al.*, 2020), which can extrapolate and overcome in number the problems arising from COVID-19 (SHIGEMURA *et al.*, 2020). In the work context, Losekann and Mourão (2020) point out that working with respectful and achievable goals is one of the ways to preserve mental health and the consequent success of the home office. The fact is that all this adjustment to the new reality of the pandemic can generate discomfort and adverse reactions if there is not a balance between working and non-working times, including leisure time, which, among its possibilities, is an alleviator of for stress.

Leisure experiences are strongly recommended at this time of pandemic, as they are also associated with relaxation, fun and well-being, meeting stressful situations, providing a moment to disconnect from the anxieties and mandatory tasks, which have been taking up time. and demanded extra efforts to carry out the task of teaching. Mayor; Silva and Lopes (2020) report that activities involving sociability, which were limited in the pandemic and are nostalgic for the professors of this research, such as physical activity in an open environment, are indicated at this time when psychological instability is common. In the search for relaxation, Cavalcante (2020) points out that

apps related to meditation can help at this time and are in the ranking of the most downloaded during the pandemic.

Leisure brings pleasure and this is, for some authors, a characteristic feature of leisure activities. Other characteristics are important, such as fun/distraction, which allows us to defocus from the mandatory to what generates well-being and happiness. The sensations and emotions possible from leisure help to effect, via a playful element, personal and social development, the necessary understanding and desired result by all those who focus on Leisure Studies.

It is necessary to advance in the understanding and experiences of leisure, assimilating such activities as (trans)forming practices, promoters and enhancers of change and human learning that transports subjects from levels of passivity and conformity to states of reflection and real exercise of knowledge and of citizenship, which are instruments of entry, permanence, struggle and construction of new social and political ways of being and being (MARCELLINO, 2012). The understanding of leisure as personal development can be seen in the resignified practices and described by teachers as new leisure activities learned during the pandemic period, which brought new values and meanings to this moment and to leisure time, both in terms of space and relationships. which are and have been built on these experiences (SILVA *et al.*, 2020).

However, leisure is still understood as an escape valve, which helps the population to bear the ills and social injustices (MARCELLINO, 2010), which seem to have been united and strengthened in the current health crisis. Clemente and Stoppa (2020) point out that the development of an inclusive, fair and responsible society is necessary and, for that, public policies that promote critical, creative and responsible social participation are needed. In their dissertation on the democratization of leisure, Mayor, Silva and Lopes (2020) emphasize the importance of broad access to various

leisure activities, whether at home or on a trip, but that for this, during the pandemic, respect is necessary. social isolation measures, so that in the future, teachers and the entire population can have broad and universal access to leisure.

Final Considerations

Beforehand and like Mayor; Silva and Lopes (2020), this is a reflection still without conclusions, as at the time of completion of this work, the pandemic situation is still in process, by the way more devastating than in its beginning in March 2020, impacting the entire dynamic relational and professional aspects of the university professor and of society as a whole.

This study showed that the COVID-19 pandemic has restructured all possible ways of being and being, in particular, the leisure experiences of university professors, which, in addition to the space dimension, were compromised by the overlapping of expressions of time in a single environment: home. Work demands concomitant with domestic and family obligations compromised the teacher's leisure.

Leisure activities were changed and rebuilt for this new time, as leisure is a softener, a comfort to this situation. The encounter and contact with the other was redefined to look at oneself and the context inside the home, also demonstrating that art, in its various expressions, and the body in motion, items sometimes left out before the pandemic, they are now essential for maintaining health and quality of life.

The leisure experienced during the pandemic suffers from limitations and the barriers to these practices become more expressive and evident. When associated with gender and education, it is clear that some complicating factors are still present, such as the accumulation of tasks by women and the possibility of access to and information about leisure. On one hand, the decrease and absence of leisure brings dissatisfaction,

but on the other, the reconstruction of time, space and practices, demonstrating the importance of the need for leisure for university professors.

This survey, carried out during the pandemic, was facilitated by the online context of sharing the questionnaire, bringing, understanding and strengthening virtual platforms as important tools in data collection. Some items and questions, even with previous analysis, can be improved and detailed for future collection. The selection bias, by the convenience sample, is a limiting factor. Finally, as it is a collection of a particular social group and at a specific social moment, it is not possible to generalize the reflections carried out, but these perspectives can bring contributions to new and essential research in the field of Leisure Studies.

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