

FACTORS ASSOCIATED WITH SATISFACTION WITH TIME FOR LEISURE ACTIVITIES OF NURSING STUDENTS

FATORES ASSOCIADOS À SATISFAÇÃO COM O TEMPO PARA ATIVIDADES DE LAZER DE ESTUDANTES DE ENFERMAGEM

FACTORES ASOCIADOS A LA SATISFACCIÓN CON EL TIEMPO PARA ACTIVIDADES DE OCIO DE ESTUDIANTES DE ENFERMERÍA

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Objective: to identify the association between sociodemographic, academic and leisure variables with satisfaction with leisure time of nursing students. **Method:** cross-sectional study conducted with 199 nursing students from the Federal University of Ceará. Data collection took place from June to September 2019, in which a printed questionnaire was used. Data were analyzed using descriptive statistics. **Results:** an average of 10 hours a week dedicated to personal leisure was found, in addition to high prevalence of dissatisfied students, and association between sociodemographic variables, activities performed in free time with the satisfaction with leisure time by nursing students. **Conclusion:** the data are important to give subsidy to future discussions about the dimensions of quality of life of nursing students, especially leisure activities carried out in order to provide a healthy and harmonious academic experience.

Descriptors: Quality of life indicators; Nursing students; Leisure activities; Student health.

Objetivo: identificar a associação entre variáveis sociodemográficas, acadêmicas e de lazer com a satisfação com o tempo de lazer de estudantes de Enfermagem. *Método:* estudo transversal realizado com 199 estudantes de Enfermagem da Universidade Federal do Ceará. A coleta de dados ocorreu no período de junho a setembro de

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2019, em que foi utilizado um questionário impresso. Os dados foram analisados por meio de estatística descritiva. Resultados: encontrou-se média de 10 horas semanais dedicadas ao lazer pessoal, alta prevalência de estudantes insatisfeitos, além de associação entre variáveis sociodemográficas, acadêmicas, clínicas e referentes às atividades realizadas no tempo livre com a satisfação junto ao tempo de lazer pelos acadêmicos de Enfermagem. Conclusão: os dados são importantes para dar subsídio à futuras discussões acerca das dimensões da qualidade de vida dos estudantes de Enfermagem, com destaque para as atividades de lazer realizadas com a finalidade de propiciar uma experiência acadêmica saudável e harmoniosa.

Descritores: Indicadores de qualidade de vida; Estudantes de enfermagem; Atividades de lazer; Saúde do estudante.

Objetivo: identificar la asociación entre variables sociodemográficas, académicas y de ocio con la satisfacción con el tiempo de ocio de estudiantes de Enfermería. Método: estudio transversal realizado con 199 estudiantes de Enfermería de la Universidad Federal de Ceará. La recopilación de datos tuvo lugar entre junio y septiembre de 2019, cuando se utilizó un cuestionario impreso. Los datos fueron analizados por medio de estadística descriptiva. Resultados: se encontró media de 10 horas semanales dedicadas al ocio personal, alta prevalencia de estudiantes insatisfechos, además de asociación entre variables sociodemográficas, académicas, clínicas y referentes a las actividades realizadas en el tiempo libre con la satisfacción junto al tiempo de ocio por los académicos de Enfermería. Conclusión: los datos son importantes para dar subsidio a futuras discusiones acerca de las dimensiones de la calidad de vida de los estudiantes de Enfermería, con destaque para las actividades de ocio realizadas con la finalidad de propiciar una experiencia académica saludable y armoniosa.

Descriptores: Indicadores de calidad de vida; Estudiantes de enfermería; Actividades de ocio; Salud del estudiante.

Introduction

The concept of leisure, due to its multidisciplinary character, permeates the areas of health, education, economy, among others. In this perspective, leisure can be defined as a set of occupations for the purpose of rest, fun, entertainment, sociability, among other activities to which the individual plays in free time of their professional obligations, family and social and that are able to generate satisfaction, which includes both moments of “serious leisure”, which consists of hobby or volunteer activities that include skill training in rewarding moments, as “casual leisure”, which are intrinsically satisfactory and short activities, which do not require dedication or special training⁽¹⁾⁽²⁾.

Moreover, satisfaction with leisure is related to perceived subjective and individual well-being, as well as to lifestyle and the dynamics with which people develop their tasks in order to ensure the balance between work, study and health activities in their routines⁽³⁾⁽⁵⁾. It is emphasized that these factors are intrinsically related to the concept of quality of life, which is understood as the product of evaluating the perception of health and the characteristics of individual life, which involve well-being (physical, material, social and emotional) conditions, economic factors, among

others⁽⁶⁾. Thus, satisfaction with leisure presents itself as a variable directly related to the quality of life of individuals and the state of mental health⁽⁷⁾, so that the lack of leisure activities in daily life can be a contributing factor for the emergence of acute and chronic health problems.

In this context, it has been observed that little or no time devoted to leisure activities can contribute to illness, especially in the case of university students⁽⁷⁾⁽⁸⁾. Studies point to these activities as a coping strategy against perceived tension and pressure in relation to the demands of academic life⁽⁹⁾⁽¹⁰⁾. This association is described in a study conducted with medical students from the *Universidade Regional de Blumenau*, in which the presence of Common Mental Disorders (CMD) was associated with low daily workload dedicated to personal leisure⁽¹¹⁾.

Given the above, university life can influence satisfaction with leisure time. A study conducted in China with 140 Psychology graduates showed that performing leisure activities during the day led to positive emotions in students, while on days when they faced academic stresses, negative emotions were predominant, demonstrating the

disharmonious duality between satisfaction with leisure time and academic activities⁽¹²⁾.

Thus, it is noteworthy that students in the health area are harmed, considering the specificities of degrees such as Nursing and Medicine⁽¹³⁾. A study conducted with 146 nursing students concluded that the greatest stressors of the students were the imbalances in the spheres of leisure and time, in short by the lack of these⁽⁹⁾. Another analysis shows that the characteristics of the Nursing course, such as the presence of both theoretical-practical and clinical activities, which intensify over the semesters, generate complications in the quality of life and health of students, with emphasis on the reduction of leisure time, evidenced as one of the factors of greater dissatisfaction⁽¹⁴⁾.

In this perspective, the knowledge of variables directly related to satisfaction with leisure will enable the structuring of strategies that seek to positively impact the undergraduate experience, in order to improve the health of future nursing professionals.

This study aims to identify the association between sociodemographic, academic and leisure variables with satisfaction with leisure time of nursing students.

Method

This is an analytical, cross-sectional study with an associative and descriptive approach guided by the STROBE tool (Strengthening the Reporting of Observational Studies in Epidemiology)⁽¹⁵⁾.

The research was conducted with nursing students from the *Universidade Federal do Ceará* (UFC). Data collection took place from June to September 2019. The study population was composed of nursing students enrolled in the research period. The sampling used was the simple random probability form, in which the formula for finite populations was used, with the resulting calculation of 199 students stratified in the 10 semesters of the course. Students aged 18 years or older, matriculated in any discipline of the course were included and those who were under some leave regime were excluded.

The printed questionnaire was composed of the instrument of sociodemographic, academic, health and leisure characterization, in addition to the Beck Anxiety Inventory (BAI), the Beck Depression Inventory (BDI) and the Antonovsky's Sense of Coherence Questionnaire (ASCQ).

The Beck Anxiety Inventory (BAI), validated in Brazil with Cronbach's alpha between 0.83 and 0.92⁽¹⁶⁾, consists of 21 items with descriptive statements of anxiety symptoms to be reported by the subjects with reference to themselves about the period from the last week until the application of the instrument. The total score is 63 points. Cutoff points were adopted for anxiety levels: minimum, ranging from zero to 10; mild, between 11 and 19; moderate, ranging between 20 and 30; and severe, between 31 and 63 points.

To evaluate the presence and severity of depressive symptoms, the Beck Depression Inventory validated with Cronbach's alpha of 0.82 was used⁽¹⁷⁾. The instrument consisted of 21 items with statements ranging in a scale from 0 to 3 points. The total sum of the scores of the items shows the degree of severity of depression. In relation to cutoff points, we considered: minimum depression or absence of depression, 0 to 13 points; mild depression, between 14 and 19; moderate depression, ranging between 20 and 38; and severe, between 29 and 63 points.

The Antonovsky's Sense of Coherence Questionnaire (ASCQ) was cross-culturally adapted in Brazil with different populations, and its Cronbach's alpha ranged from 0.77 to 0.87⁽¹⁸⁾. This is an instrument composed of 29 items, which are divided into three components, Understanding, Management and Meaning. The answers are obtained through a seven-point scale, with values ranging from 1 to 7. The possible range of scores varies from 29 to 203. High values mean strong SOC.

For the data collection procedure, the individuals invited to the survey were drawn from the list of all students enrolled per semester, provided by the course coordination. The questionnaires were passed on to students in the classroom and collected in envelopes closed by the researchers

at the end of the filling, which lasted on average 30 minutes, to avoid identification of the participants.

Data analysis was performed using IBM Statistical Package for the Social Sciences (SPSS), version 20.0. The outcome used was "Satisfaction with leisure time". Sociodemographic, academic, clinical and leisure time variables were used as predictors. For numerical variables, absolute and relative values, means, medians and standard deviation were assigned. As for the associations, they were made through the Pearson Chi-square Test and the Fisher's Exact Test, the significant p-value was adopted when less than 0.05 and a 95% confidence interval. At the end, a logistic regression was performed with all variables that had the p-value less than 0.2.

The project was approved by the Research Ethics Committee of the *Universidade Federal do Ceará*, through the *Plataforma Brasil*, under opinion n. 3.284.038.

Results

As for the profile of the participants, there is a sample of 199 nursing students, 40 (20.1%) were

adolescents up to 19 years, 70 (35.5%) from other municipalities than Fortaleza, with 35 (17.6%) male students. In the ethnic question, brown and black people prevailed, with 144 (72.4%) students. Among the students, 164 were heterosexual (82.4%), 167 (83.9%) had some religious belief and 112 (63.6%) had a family income greater than two minimum wages.

At the heart of the analysis of this study, 170 (85.4%) students reported having leisure time during the week. When asked about the approximate total of weekly hours dedicated to personal leisure, the median value was 10 hours per week, with a standard deviation of 14.7 among the answers, with 0 being the minimum value and 72 being the maximum hours dedicated to weekly leisure activities. Among the 182 students who answered the entire leisure activities analysis questionnaire, 120 (65.9%) said they were not satisfied with their leisure time and 137 (75.2%) reported needing more time for these activities.

Table 1 shows the association between sociodemographic factors and student satisfaction regarding leisure time:

Table 1. Association between sociodemographic factors and satisfaction with leisure time among nursing students. Fortaleza, CE, Brazil, 2019. (N=182) (continued)

Sociodemographic variables	Satisfaction with leisure				p value	PR	95% CI
	Satisfied N	Satisfied %	Dissatisfied N	Dissatisfied %			
Age					0.096*	0.548	(0.254-1.179)
Adolescent (up to 19 years)	06	17.1	29	82.9			
Young adult (from 20 years)	46	31.3	101	68.7			
City					0.476*	1.201	(0.721-2.001)
Capital	34	29.6	81	70.4			
Other cities	16	24.6	49	75.4			
Sex					0.622*	0.852	(0.445-1.632)
Feminine	44	29.3	106	70.7			
Masculine	08	25	24	75			
Sexual orientation					0.201*	1.698	(0.792-3.640)
Heterosexual	46	30.9	103	69.1			
Non-heterosexual	06	18.2	27	81.8			
Religion					0.363*	1.384	(0.659-2.949)
Yes	46	29.9	108	70.1			
No	06	21.4	22	78.6			
Living with parents					0.111*	1.465	(0.909-2.361)
Yes	32	33.7	63	66.3			

Table 1. Association between sociodemographic factors and satisfaction with leisure time among nursing students. Fortaleza, CE, Brazil, 2019. (N=182) (conclusion)

Sociodemographic variables	Satisfaction with leisure				p value	PR	95% CI
	Satisfied		Dissatisfied				
	N	%	N	%			
No	20	23.0	67	77.0			
Relationship with friends					0.021**	0.692	(0.626-0.766)
Satisfactory	52	30.8	117	69.2			
Unsatisfactory	00	00.0	13	100			
Using public transport					0.010*	0.541	(0.346-0.847)
Yes	32	23.5	104	76.5			
No	20	43.5	26	56.5			
Own motorized vehicle					0.001*	2.444	(1.552-3.849)
Yes	11	61.1	07	38.9			
No	41	25	123	75			

Source: Research data, 2019.

Note: *=Chi-Square Test; **= Fisher's Exact Test; ***= Likelihood Ratio

When the association with sociodemographic factors was verified, satisfaction with leisure time showed statistical significance with the report of good relationship with friends ($p=0.021$), commuting by public transport ($p=0.010$) and with the students' ownership of motor vehicles ($p=0.001$), as shown in Table 1.

In this context, owners of their own motor vehicles, such as automobiles and motorcycles, had a 2.4 times higher prevalence of satisfaction

with leisure time compared to those who did not have a motor vehicle. On the other hand, students who used public transportation as a means of transportation had a 45.9% lower prevalence of satisfaction with time for leisure activities. Still, students who had a satisfactory relationship with friends had a prevalence of 30.8% lower satisfaction with leisure time than the others did. Table 2 shows the statistical associations between academic variables and satisfaction with leisure time:

Table 2. Association between academic factors and satisfaction with nursing students' leisure time. Fortaleza, CE, Brazil, 2019. (N=182) (continued)

Academic variables	Satisfaction with leisure				p value	PR	95% CI
	Satisfied		Dissatisfied				
	N	%	N	%			
Semester					0.221*	0.745	(0.463-1.201)
Up to 4 th semester	20	24.1	63	75.9			
From 5 th semester	32	32.3	67	67.7			
Paid academic activity					0.607*	0.885	(0.556-1.411)
Participating	22	26.8	60	73.2			
Not participating	30	30.3	69	69.7			
Extraclass activities					0.450**	2.669	(0.415-17.179)
Participating	51	29.7	121	70.3			
Not participating	01	11.1	08	88.9			
Language course					0.298*	0.653	(0.323-1.323)
Attending	07	20	28	80			
Not attending	45	30.6	102	69.4			
Previous abandonment					0.122**	2.045	(1.086-3.852)
Yes	05	55.4	04	44.4			

Table 2. Association between academic factors and satisfaction with nursing students' leisure time. Fortaleza, CE, Brazil, 2019. (N=182) (conclusion)

Academic variables	Satisfaction with leisure				<i>p</i> value	PR	95% CI
	Satisfied		Dissatisfied				
	N	%	N	%			
No	47	27.2	126	72.8			
Previous failure					0.439***	-	-
Yes, once	02	15.4	11	84.6			
Yes, two or more times	07	35	13	65			
No	43	28.9	106	71.1			
Enough time to study					<0.001*	3.351	(2.174-5.164)
Yes	28	59.6	19	40.4			
No	24	17.8	111	82.2			

Source: Created by the authors, 2019.

Note: *=Chi-Square Test; **= Fisher's Exact Test; ***= Likelihood Ratio.

Students who considered having enough time for the studies had a prevalence 3.35 times higher of being satisfied with leisure when compared to those who did not have enough time to study.

Table 3 shows the associations between clinical aspects and leisure satisfaction:

Table 3. Association between clinical characteristics and satisfaction with leisure time among nursing students. Fortaleza, CE, Brazil, 2019. (N=182) (continued)

Clinical variables	Satisfaction with leisure				<i>p</i> value	PR	95% CI
	Satisfied		Dissatisfied				
	N	%	N	%			
Chronic disease					0.429*	0.749	(0.355-1.579)
Yes	06	22.2	21	77.8			
No	46	29.7	109	70.3			
Enough time for healthcare					<0.001*	2.912	(1.942-4.367)
Yes	18	64.3	10	35.7			
No	34	22.1	120	77.9			
Physical activity					0.04*	1.613	(1.022-2.546)
Yes	27	37	46	63			
No	25	22.9	84	77.1			
Hours of sleep by day					<0.001*	0.352	(0.234-0.530)
Up to 8 hours	39	24.1	123	75.9			
8 hours or more	13	68.4	08	31.6			
Enough time to sleep					<0.001*	3.861	(2.532-5.889)
Yes	28	66.7	14	33.3			
No	24	17.3	115	82.7			
Sense of Orientation and Coherence^a					0.008*	0.519	(0.314-0.856)
Below average	17	19.3	71	80.7			
Above average	35	37.2	59	62.8			
Classification of Anxiety^b					0.052*	1.575	(0.996-2.491)
Moderate	26	37.1	44	62.9			
Severe	25	23.6	81	76.4			

Table 3. Association between clinical characteristics and satisfaction with leisure time among nursing students. Fortaleza, CE, Brazil, 2019. (N=182) (conclusion)

Clinical variables	Satisfaction with leisure				p value	PR	95% CI
	Satisfied		Dissatisfied				
	N	%	N	%			
Classification of Depression^c					0.001*	2.250	(1.348-3.755)
Minimum or Mild	36	39.6	55	60.4			
Moderate or Severe	16	17.6	75	82.4			

Source: Research data, 2019.

Note: *=Chi-square Test; a= according to the ASCQ score; b= according to the BAI scale; c= according to the BDI scale

All clinical variables showed statistical significance for leisure time satisfaction, except for chronic disease and anxiety level according to the Beck Inventory. Having enough time for healthcare was a factor that influenced satisfaction with leisure time, students who claimed to have such time had 2.9 times higher prevalence than those who did not have time to take care of health. In the variables related to sleep quality, students who slept less than eight hours per day had a prevalence of 66.5% less than being satisfied with leisure time and for those who considered having sufficient sleep time, the prevalence becomes 2,8 times greater satisfaction with leisure time than those who wished to have more time to sleep.

As for the score of students in the ASCQ, which had a mean score of 123 points in the sample (standard deviation = 28.1), those who had the lowest SOC rates had a 48.1% lower prevalence for satisfaction with leisure time. When evaluating the depression symptoms score in the Beck inventory, 91 scored minimal or mild depressive symptoms and 91 scored moderate or severe symptoms, so students classified with minimal or mild depression had a prevalence of 2,2 times higher satisfaction with leisure time than students with moderate or severe depressive symptoms.

Table 4 contains the association of leisure time activities and student satisfaction with leisure time:

Table 4. Association between activities performed in free time and satisfaction with leisure time of nursing students. Fortaleza, CE, Brazil, 2019. (N=182)

Activities	Satisfaction with leisure				p value	PR	95% CI
	Satisfied		Dissatisfied				
	N	%	N	%			
Individual activities					0.575*	0.659	0.152-2.862
Yes	49	28.3	124	71.7			
No	52	37.5	05	62.5			
Social activities					0.012*	2.961	1.231-7.126
Yes	45	33.6	89	66.4			
No	07	14.6	41	85.4			
Cultural activities					0.564**	0.689	0.193-2.459
Yes	48	28.2	122	71.8			
No	04	36.4	07	63.6			

Source: Research data, 2019.

Note: *=Chi-square Test; **= Fisher's Exact Test.

Among the leisure activities developed in free time by students, social activities ($p=0.012$), such as going out with friends to bars, restaurants and concert halls, had a greater impact on satisfaction with leisure time, with 2.96 times higher prevalence

in relation to those who did not practice social activities.

Table 5 shows the results of logistic regression between the variables with significance value below 0.2 in the aforementioned tests and satisfaction with leisure:

Table 5. Logistic regression between variables and nursing students' satisfaction with leisure time. Fortaleza, CE, Brazil, 2019. (N=192)

Variables	<i>p</i> value	Brute OR	95% CI	<i>p</i> value	Adjusted OR	95% CI
Enough hours of sleep	0.000	3.861	2.532-5.889	0.025	3.611	1.176-11.091
Enough hours to study	0.000	3.351	2.174-5.164	0.003	5.576	1.824-17.046
Sleeps up to 8h	0.000	0.352	0.234-0.530	0.003	0.08	0.015-0.430
Living with parents	0.111	1.465	0.909-2.361	0.033	2.980	1.091-8.135
Social activities	0.012	2.961	1.231-7.126	0.047	3.640	1.02-12.996

Source: Research data, 2019.

From the logistic regression performed, certain variables remained in status of statistical significance, such as students who considered having enough hours of sleep, who showed 3.6 times more chances of being satisfied with leisure time. Those who considered having enough time to study, who had 5.6 times higher prevalence to be satisfied with leisure time, those who slept less than eight hours a day, who had 92% lower prevalence of being satisfied and those who performed social activities had 3.6 times higher prevalence of satisfaction with leisure time. In addition, one variable demonstrated, after regression, statistical significance, in which students who lived with their parents had a prevalence 3 times higher of being satisfied with leisure time.

Discussion

When observing the satisfaction with the leisure time of nursing students, outcome of the present study, it was found that students enjoyed, on average, 10 hours a week dedicated to performing leisure activities. The literature lacks information about the ideal amount or the average time dedicated to personal leisure,

however, studies emphasize the positive relationship between free time available for leisure activities and motivation, satisfaction and quality of life^(19, 20). In addition to the time directed to leisure activities, another important factor is the individual's perception of how rewarding, meaningful and rewarding each activity is, which can boost resilience in difficult times⁽²¹⁾.

The association between living with parents and being satisfied with the leisure time available was statistically significant after logistic regression analysis. In addition to the social nature of leisure, which includes the sense of belonging and welcoming, often associated with family life, a Turkish study also showed the relationship between household income and leisure satisfaction of university students, in which students who lived with their parents had both a higher social support network and a higher income, which increases the variety of leisure activities and, consequently, satisfaction⁽¹⁹⁾.

In addition, satisfaction with leisure demonstrated a statistically significant relationship with two important variables related to mental health and quality of life: Sense of Orientation and Coherence (SOC) and Depression. The study was similar to another American research, in which

satisfaction with leisure time was a predictor of lower levels of depression and higher SOC⁽²⁰⁾. This relationship is explained by the potential of leisure activities to redirect attention from negative emotions, while generating positive emotions and facilitating companionship.

Regarding academic variables, having enough time to study increases the prevalence of satisfaction with leisure time. It is inferred that students who conducted their study program satisfactorily also managed to have a greater ease to perform and be satisfied with leisure activities performed in free time. Similarly, results found in Brazil⁽⁸⁾ and in other countries⁽¹²⁾ reveal that the great load of content, classes and practical activities of nursing graduation are factors that generate stress in academic spaces, which requires of students a great quotient of time dedicated to studies, which are prioritized in front of other aspects relevant to the quality of life, as in this case, the performance of leisure activities. Still, a Turkish study revealed the existence of a relationship between satisfaction with leisure time and academic self-efficacy in university students, in which the two constructs are interdependent for academic experience with greater satisfaction and quality⁽¹⁹⁾.

Regarding sleeping time, it was observed that its insufficiency generates negative impacts on students' personal and leisure activities. Consistent with this, a survey conducted in Rio Grande do Norte identified a high prevalence of sleep disorders among university students, besides explaining the close relationship between sleep quality and mental, physical and social health, including leisure time activities⁽²²⁾. In line with the psychosocial aspects of the relationship between leisure and sleep, one study indicated that this relationship is also physiological, since the development of insomnia disorder can be influenced by brain circuits that regulate emotion and excitement⁽²³⁾. These findings show similarities with the present study, since the students of the sample who slept less than eight hours a day and considered their insufficient sleep were mostly dissatisfied with their leisure time.

Given the above, a joint relationship can be drawn between time dedicated to leisure, studies and sleep of students, evidenced in this sample as a disharmonious dynamic. In addition, a study conducted with health academics⁽²⁴⁾ showed that time management for daily leisure, study and health activities is a great personal challenge, which contributes to increased stress and mental health problems. In addition, research conducted with health professionals showed that the disharmonious relationship above mentioned tends to continue during professional life, with the worst levels of satisfaction with leisure time among nursing professionals, and emphasizes that the greater the satisfaction with leisure time, the greater the satisfaction with life and quality of life⁽²⁵⁾. Thus, it is necessary that physical exercise, adequate rest, time management and dedication to personal leisure are encouraged from graduation to professional life, in order to provide quality of life to individuals.

Based on the activities carried out in free time, a study conducted with nursing students from a Public University of Southern Brazil, which aimed to identify the factors perceived by academics as triggers of stress related to their training, highlighted the lack of time for social activities, especially with friends and family, as well as for the performance of leisure activities as the main causes of stress in this population⁽⁹⁾. This finding meets what was found in this study, which showed a significant association between carrying out social activities, such as going out with friends or family to bars, restaurants and concert halls and perceived satisfaction with leisure time. Thus, the importance of "casual leisure" activities as occupations capable of promoting sociability is emphasized, given that they commonly have components of social interaction, such as connections with other individuals, sense of belonging to a group and companionship, which is important for leisure and satisfaction with life⁽²⁾.

Regarding the limitations of the study, the data collection period occurred before the pandemic caused by the spread of the new coronavirus. In this context, social relations and

leisure activities were shaped to the new reality, not being different for the university population, who experienced a period of adaptation to a teaching model based on remote activities. This new situation demands studies that assess the impacts of the pandemic on the satisfaction with the leisure time of undergraduates. In addition, there was little consensus among studies regarding the concept of “leisure activities” and “free time”, which are often limited to physical activities, and do not measure the amount of time dedicated to these activities.

Conclusion

Given the above, there was a significant association and higher prevalence of satisfaction with leisure time among those who had the following factors: living with their parents, considering having enough sleep, sleeping eight hours or more per day, have sufficient time to study and perform social activities.

Thus, it was observed that the students in the sample were mostly dissatisfied with leisure time, and the associations discussed demonstrate that leisure is undervalued at the expense of other intrinsic factors of academic life, especially with undergraduate studies. From the above, the data may be important to give subsidy to future discussions about the dimensions of quality of life of nursing students, leisure activities in order to provide a healthy and harmonious academic experience.

Collaborations:

1 – conception and planning of the project: Davi Oliveira Teles, José Mateus Pires, Hillary Bastos Vasconcelos Rodrigues, Victória Suéllen Maciel Abreu, Samila Gomes Ribeiro, Paula Renata Amorim Lessa Soares;

2 – analysis and interpretation of data: Davi Oliveira Teles, José Mateus Pires, Hillary Bastos Vasconcelos Rodrigues, Victória Suéllen Maciel Abreu, Samila Gomes Ribeiro, Paula Renata Amorim Lessa Soares;

3 – writing and/or critical review: Davi Oliveira Teles, José Mateus Pires, Hillary Bastos Vasconcelos Rodrigues, Victória Suéllen Maciel Abreu, Samila Gomes Ribeiro, Paula Renata Amorim Lessa Soares;

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Conflicts of interest

There are not conflicts of interests

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