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Scientific articles

Dinámicas de convivencia y esparcimiento adoptadas por estudiantes universitarios en el contexto pospandemia

***Dynamics of coexistence and leisure adopted by university students in the
post-pandemic context***

***Dinâmicas de convivência e recreação adotadas por estudantes
universitários no contexto pós-pandemia***

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Resumen

El presente estudio se enfoca en analizar las dinámicas de convivencia y esparcimiento propuestas por estudiantes universitarios en el contexto pospandemia con el objetivo principal de identificar las estrategias y actividades implementadas para mantener una convivencia saludable y segura, así como para su adaptación y permanencia. Para este fin, se llevó a cabo una investigación cuantitativa mediante la aplicación de dos cuestionarios con escala Likert. Los resultados revelan que los estudiantes han implementado diversas estrategias para asegurar una convivencia saludable y segura, entre los que se destacan la organización de actividades al aire libre, la adopción de medidas de higiene y distanciamiento



social, y la promoción de la comunicación y el diálogo entre ellos. Además, se observa un cambio en la disposición de modificar las prácticas sociales aprendidas y una mayor percepción de seguridad en las reuniones en espacios públicos. Sin embargo, se evidencia una división de opiniones entre los universitarios respecto al distanciamiento social, pues algunos expresaron su desacuerdo. Estos resultados pueden ser de gran utilidad para las autoridades universitarias, ya que proporcionan información valiosa sobre las dinámicas de convivencia y esparcimiento adoptadas por los estudiantes universitarios.

Palabras clave: dinámicas de convivencia, esparcimiento, estudiantes universitarios, pospandemia.

Abstract

The present study focuses on analyzing the coexistence and leisure dynamics proposed by university students in the post-pandemic context. The main objective is to identify the strategies and activities that students have implemented to maintain a healthy and safe coexistence, as well as the adaptation process and permanence of such strategies. To achieve this, a quantitative investigation was conducted through the administration of two Likert-scale questionnaires. The results indicate that students have implemented various strategies to maintain a healthy and safe coexistence, revolving around the organization of outdoor activities, the implementation of hygiene and social distancing measures, and the promotion of communication and dialogue among themselves. Furthermore, it was found that there is currently a shift in the willingness to modify learned social practices as well as regarding the safety of gatherings in public spaces. However, there is a division of opinions among university students who do not agree with social distancing. These results can be of great utility for university authorities as they provide valuable information on the coexistence and leisure dynamics adopted by university students.

Keywords: Coexistence dynamics, leisure, university students, post-pandemic.

Resumo

O presente estudo centra-se na análise das dinâmicas de convivência e recreação propostas pelos estudantes universitários no contexto pós-pandemia com o objetivo principal de identificar as estratégias e atividades implementadas para manter uma convivência saudável e segura, bem como para a sua adaptação e permanência. Para tanto, foi realizada uma pesquisa quantitativa por meio da aplicação de dois questionários com escala Likert. entre eles. Além disso, observa-se uma mudança na disposição para modificar as práticas sociais aprendidas e uma maior percepção de segurança nas reuniões em espaços públicos. No entanto, existe uma divisão de opiniões entre os estudantes universitários em relação ao distanciamento social, pois alguns manifestaram a sua discordância. Estes resultados podem ser muito úteis para as autoridades universitárias, pois fornecem informações valiosas sobre as dinâmicas de convivência e recreação adotadas pelos estudantes universitários.

Palavras-chave: dinâmicas de convivência, lazer, universitários, pós-pandemia.

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Introduction

Culture is a very broad concept as it encompasses a variety of components including beliefs, values, symbols, social norms, social habits, and sanctions. Therefore, UNESCO (2012) defines it as the “distinctive set of a society or social group on the spiritual, material, intellectual and emotional level, including art and literature, lifestyles, common ways of life, social systems. of values, traditions, and beliefs” (p. 10). In the 2025 Agenda for Public Space and Public Life in Mexico (World Resources Institute, 2018), it is highlighted that Mexico has an exceptional historical and cultural legacy in terms of public space and community life, which is recognized internationally. In fact, Mexican society has maintained a historical tendency towards extroversion that shapes its social, cultural, economic, and political life in public spaces such as squares, parks, streets, markets, boardwalks and cemeteries present in its towns and cities. These places reflect the idiosyncrasy and customs rooted in Mexican society, which contributes significantly to the construction of a solid cultural identity and the preservation of valuable public heritage.

Now, regarding leisure, Kelly (2000) explains that it can no longer be considered simply as a philosophical ideal, but rather as a set of behaviors, meanings, structures, and ideologies that are socially constructed. Therefore, this author points out that the traditional

definition of leisure – associated with concepts such as freedom, choice, and mental disposition – is no longer sustainable.

Watkins and Bond (2007) maintain that the concept of leisure is based on personal experience and sensation. For this reason, exploring new forms of leisure and understanding their meanings implies being open to learning and experiencing different forms of external participation and internal perception of leisure.

Both culture and recreation are acquired over time and are the result of social interactions, which—according to Goffman (cited by Del Villar, 2008)— “are subject to cultural variations” (p. 55). This cultural order, however, was affected by the pandemic, during which terms such as quarantine, confinement, isolation, social distance, or healthy distance emerged that, when incorporated into daily life, impacted, and modified habits and beliefs.

In fact, given the impact of the pandemic and the measures implemented by government authorities to contain the spread of the virus, the need arose to rethink the interaction between people and the ways of carrying out leisure, recreational, cultural and/or religious activities. This forced us to modify the practices that had been carried out until now in common or public spaces, such as family gatherings and friends, attending the movies, parks, shopping malls, sporting events, as well as the community's own cultural and religious representations.

This resulting confinement led to observing manifestations of adaptation in various areas: artists performing from balconies, athletes preparing spaces at home to maintain their training, and changes in religious practice to adjust to the circumstances. In addition, the burial ceremonies were altered, limited in attendees and duration, and with mandatory safety measures such as the use of masks and maintaining social distancing.

All these situations, however, have also represented an opportunity to learn and adapt to this new way of living and carrying out activities. As Martínez (2008) mentions, “learning culture implies constant preparation and disposition, seen as a necessity, to resolve individual life situations” (p. 4).

Having explained the above, it can be indicated that this study offers a part of the results of a broader investigation entitled *Post-covid-19 participatory diagnosis in Tabasco*, which has been developed by a team of researchers from the Juárez Autonomous University of Tabasco (UJAT) with the support of the Science and Technology Council of the State of Tabasco (CCyTET). The objective is to identify the perception that students have about leisure activities, social and family coexistence during the recovery stage after the health



emergency. To do this, the question asked is the following: to what extent are we willing to modify the learned social practices that have been a product of living with the family, at school or in society itself?

As for background on this topic, a study conducted by Daks *et al.* (2022) used a contextual behavioral science perspective applied to family systems theory to examine how Covid-19-related stressors impacted both individual and family functioning. The findings supported a downward pattern in which a lack of parental psychological flexibility was closely linked to an increase in Covid-19-related stress and parental depressive symptoms.

Now, living as a family, at school or in another collective environment implies a process of collective construction in which both the individual and the collective converge. In this regard, Martínez (2008) thinks the following:

It is a communicative process, where it is usual for people to exchange opinions and certainties about certain aspects of the world, to live accordingly and show evidence of them. The possibility of accessing the culture of the group or society is given by the same opportunity with which interactions occur, sometimes completely intentional, and other times mediated by the chance and immediacy of the environments (p. 290).

In the case of Mexican culture, according to Domínguez (October 14, 2020), the family constitutes a very significant part in which bonds, deep-rooted values and interdependence that characterize it are reflected. In addition, Mexicans are usually recognized in many countries around the world for their friendliness, openness, nobility, communicativeness, and extroversion, which makes them prone to establishing friendships easily (Espinoza, September 21, 2020).

Regarding school coexistence, various authors such as Chaparro *et al.* (2015), Fierro-Evans and Carbajal-Padilla (2019) and Ochoa and Salinas (2019), conceptualize it as a process aimed at cultivating skills for harmonious coexistence. This involves promoting the construction of educational environments that favor the academic development and training of individuals capable of exercising their citizenship from a perspective based on values such as respect, tolerance, and equality. In this way, we seek to provide individuals with the necessary skills to address and resolve conflicts in a constructive manner.

Concerning coexistence, Bayón and Saraví (2019) define it as the act of “living in the company of others” (p. 9), which raises the question of how people interact in their daily lives, how they treat their peers and establish relationships with them. From this perspective, the presence or absence of shared social experiences and their intensity in a variety of

contexts —such as educational institutions, health centers, public transportation, places of consumption, parks and entertainment areas—is considered an important factor that influences the nature of social coexistence.

However, social distancing and confinement caused a sudden change in habits and routines that altered coexistence in society. This resulted in dispersal and disintegration that affected the social structure and generated a disruption in the social connection, interaction and cohesion that normally provide a sense of coherence and unity. This statement can be supported by the research of Askarizad and He (2022), who found that the application of confinement measures during the covid-19 pandemic as a preventive strategy had a negative impact on people's psychological health attributed to the lack of flexibility in urban design prior to the pandemic. Therefore, and with the aim of balancing social distancing and interactions, the authors propose an innovative framework for the design of post-pandemic urban furniture, with potential application in other urban areas in the future.

In the educational field, the change caused by the pandemic caused the suspension of educational activities and the transition to distance education, which represented a significant challenge in terms of school coexistence. It was necessary to establish new virtual spaces and forms of interaction to redefine school coexistence in the “new normal.” On this topic, Di Napoli (2020) maintains that, due to the physical absence of the school space, coexistence experienced a significant spatial-temporal reconfiguration, which led to a profound change in the dynamics of social interactions.

Due to all these restrictions, a significant increase in participation in cultural activities was observed through online platforms with Internet access, as social distancing forced people to look for new ways to communicate and maintain virtual connections with the world, as well as finding alternatives to carry out their activities in a completely transformed daily routine (Morales and Portilla, 2020).

Consequently, people had to adapt their ways of recreation and coexistence, moving them to online interaction from their homes. An overview of the activities related to coexistence and social recreation during confinement is shown in the National Survey on Cultural Habits and Consumption 2020. According to Nivón (2020), the three least attractive activities, or those to which respondents dedicated the least time, were watching theater online, visiting museums online, and attending dance and line dancing performances. On the other hand, the activities to which they dedicated the most time were consulting social networks, watching movies or series, and taking online courses or workshops. Other predominant activities were listening to music or watching music videos, reading printed

books, and using social networks to publish content on platforms such as TikTok, Instagram, Facebook, among others.

For all the above, the development of research focused on the influence of culture on the dynamics of coexistence and recreation after covid-19 can be justified, since this is crucial to understanding how the pandemic has altered the way in which people They interact and experience these environments. Therefore, in the specific case of this work, we have sought to investigate how university students perceive these changes and how they propose strategies for healthy coexistence and recreation in these environments.

Materials and method

This is a quantitative study, with a descriptive non-experimental design, in which students from various higher education institutions in the state of Tabasco participated. The population was considered based on the criteria of accessibility and heterogeneity. The first time the instrument was applied, students enrolled in the school period from February to July 2020, from all semesters who were enrolled in the Academic Division of Education and Arts of the Juárez Autonomous University of Tabasco, were invited to participate. The second time was applied in the school period from August 2023 to January 2024, also in the same academic division.

a) Analysis unit

The analysis population was made up of 539 undergraduate students enrolled in the Academic Division of Education and Arts, where four educational programs are offered: bachelor's degree in Educational Sciences, in Communication, in Management and Promotion of Culture, and in Languages. Of these students, 36% were male, while 64% were female. Regarding age, the average was 22 years.

With the intention of measuring the degree of adaptation and/or modification of the practices after a time, it was decided to replicate the instrument with adjustments in the questionnaire statements, so that a sample of 102 students from the same academic division was considered.

b) Collection techniques

The instrument used consisted of a questionnaire composed of five closed questions to determine the students' perception of their willingness to modify or adapt to new situations related to cultural and leisure practices that have arisen as a result of the pandemic. The questionnaire was organized into two dimensions: the first addressed general information

(gender, age and semester), while the second dimensioned leisure activities, social and family coexistence, with emphasis on actions, practices, adaptations and/or modifications in cultural aspects in the social, family and school environment. For the first application of the questionnaire, five items were designed:

1. I am willing to have meetings with friends and family with a maximum of 15 people.
2. I am willing to modify my practices of shaking hands, hugging, and kissing people.
3. I am willing to carry out leisure activities (attend gatherings in my community, the cinema, parks, shopping malls, cultural and sporting events) respecting the rules indicated by the authorities.
4. I am concerned that the cultural, religious and sports representations of the community or the environment (fairs, patron saint festivals, cultural activities, tournaments, marathons) will be modified or eliminated.
5. I am worried that social distancing will continue further and that I will not be able to see my family indefinitely.

For the second questionnaire, three additional items were designed:

1. I continue to have gatherings with friends and family with a maximum of 15 people.
2. I modified my greeting practices and no longer shake hands, hug, or kiss people.
3. I try to attend leisure activities (social gatherings in my community, cinema, park, shopping malls, cultural and sporting events) that continue to respect the Covid-19 coexistence rules.

The application process of the first questionnaire was carried out during the 2020-01 school year, while the second application was carried out in the 2023-02 school year. The administration of the questionnaires was carried out electronically through Google Forms. These questionnaires were composed of five questions that used a Likert-type scale with ratings ranging from 1 to 5, where 1 corresponded to “totally disagree”, 2 to “disagree”, 3 to “neither agree nor disagree”, 4 to “agree”, and 5 to “totally agree”. It took participants an average of 20 minutes to complete the online questionnaire.

c) Analysis process

Before answering the questionnaire, each student provided informed consent. Once the questionnaire was administered, it was ensured that the participants understood the questions and the response scale. The data were then entered into the Excel spreadsheet program. On this platform, the percentages of the responses were analyzed in relation to the general information and the percentages of the corresponding scale components or factors. The same procedure was carried out for the second questionnaire.



Results

Below is a detailed analysis of the results collected in the survey, which are shown in statistics that illustrate the responses given by participants to specific questions. Additionally, a reflection on the implications that arise from these results and how they affect society is included.

a) General data

According to the data collected from the students participating in the sample, it is observed that 36% belong to the male gender, while 64% correspond to the female gender. Regarding the distribution by semesters, it was found that 23% are in the 4th semester, 14% are in the 2nd semester, 12% are in the 1st^{and} 6th semester, 11 % are in the 3rd^{and} 7th semester, 6% are in the 5th semester, 3% are in the 9th and 10th semester, and 1% are distributed over 11 semesters. ° to 14.°. In addition, it was determined that the average age of the participants is 22 years.

b) Leisure activities, social and family coexistence

Table 1 shows the results of leisure, social and family coexistence activities comparing the application periods.

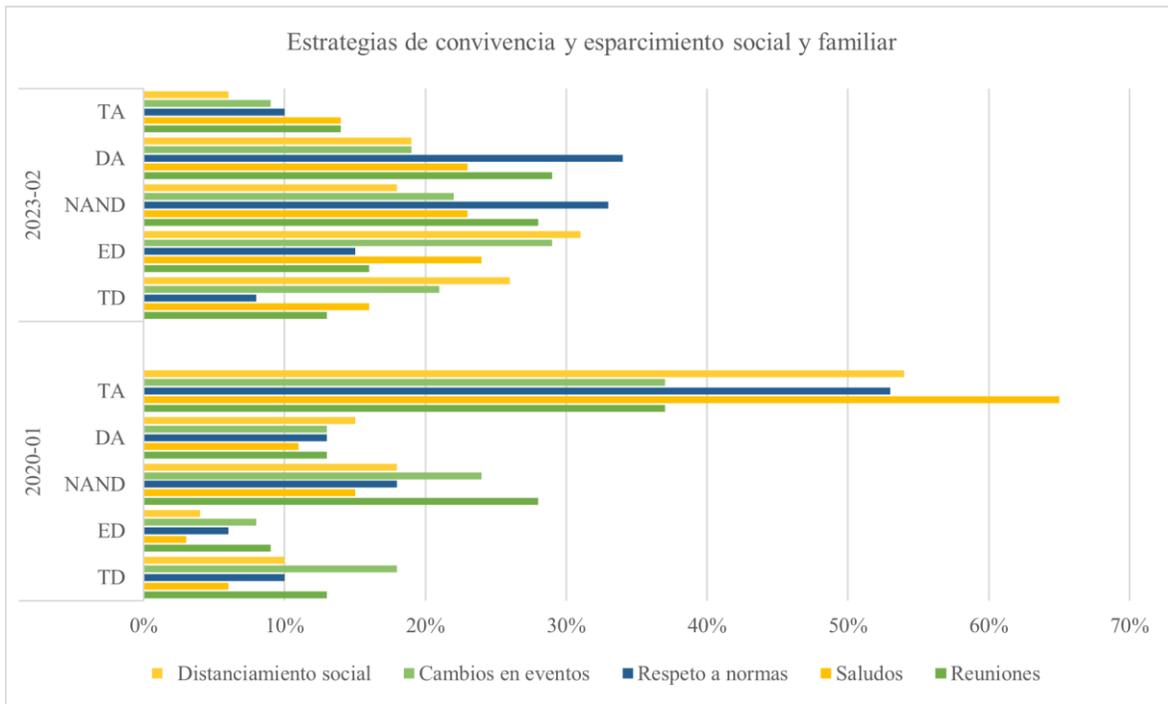
Table 1. Results of leisure activities, social and family coexistence

Strategies for coexistence and social and family recreation in public spaces proposed by university students											
	2020-01					2023-02					
	T.D	E	NAN	GIVE	T.A	T.D.	ED	NAN	GIVE	T.A	
	.	D	D	S	.			D	S	.	
Meetings	13 %	9 %	28%	13%	37 %	13%	16%	28%	29%	14 %	
Greeting s	6%	3 %	fifteen %	eleven %	65 %	16%	24%	23 %	23 %	14 %	
Respect for norms	10 %	6 %	18%	13%	53 %	8%	fiftee n %	33%	3. 4 %	10 %	
Changes in events	18 %	8 %	24%	13%	37 %	twenty -one %	29%	22%	19%	9%	
Social distancin g	10 %	4 %	18%	fifteen %	54 %	26%	31%	18%	19%	6%	

Note: (TD)= Strongly disagree, (ED)= Disagree, (NAND)= Neither agree nor disagree,
(DA)= Agree, (TA)= Strongly agree

To better visualize the information in Figure 1, a comparison of the results of both applications is shown.

Figure 1. Comparison of results



Source: self-made

The comparison of the results obtained in 2020 with the current results of 2023 regarding social and family coexistence and recreation strategies in public spaces reveals some interesting trends and changes in the opinions of university students. Below is an analysis and discussion of these changes:

- I am willing to have gatherings with friends and family with a maximum of 15 people after covid-19. In the application of the questionnaire in 2020, a notable number of responses were recorded in the “totally agree” (TA) category (37%), which indicates broad support for social and family coexistence and recreation strategies, specifically in relation to the willingness to have gatherings with friends and family with a maximum of 15 people after covid-19. However, 28% of responses were observed in the “neither agree nor disagree” (NAND) category.

In contrast, the 2023 results indicate a greater diversity of opinions on meetings in public spaces. Approximately 43% of respondents (DA + TA) are in favor of these meetings, while 28% still remain in the “neither agree nor disagree” (NAND) category. Additionally, there is a decrease in the percentage of responses in the “strongly agree” (TA) category compared to 2020. This change could be indicative of the influence of recent events or changes in the perception of meeting security . in public spaces, as a direct consequence of the covid-19 pandemic.

During and after the pandemic, various leisure activities associated with family coexistence emerged. For example, Junco (July 13, 2020) suggested including tasks such as organizing family photo albums or reconstructing family history through interactive dialogues. In addition, he proposed the option of watching movies or television shows in the company of family or friends virtually. Likewise, he emphasized the importance of group activities that promote collaboration, creativity and communication, such as the repair, construction and assembly of objects in the home, participation in board games, knowledge activities and shared card games. in the family environment. These activities may have contributed to the evolution of university students' perceptions and attitudes toward gatherings in public spaces, demonstrating greater consideration for safety and collective well-being.

- Regarding the second question —I am willing to modify my practices of shaking hands, hugging and kissing people—, in 2020, the majority of students showed willingness to modify their traditional greeting practices, with 65 % of responses in the “totally agree” (TA) category in favor of adopting changes in greetings. However, with data from 2023, approximately 40% of respondents are still reluctant to greet in public spaces, while 37% consider that changing these practices is important. A decrease is observed in the proportion of “totally agree” (TA) responses compared to 2020, suggesting a stabilization in opinions on greeting in public spaces and a lower willingness to modify traditional practices.

Given this situation, the Government of Mexico (2020) proposed the adoption of alternative and courteous ways of greeting, with the aim of reducing physical contact and preventing the spread of contagious diseases. Among these alternatives are the heart greeting, proposed by the current president of Mexico, which involves bringing one or both hands to the chest or at the level of the heart. Likewise, the Wuhan greeting, originated in China and popularized on social networks, which consists of putting the palms of the hands together or making contact with the tip of one foot with the opposite foot of the other person; and Namaste, a greeting from India that has been adopted by many countries during the pandemic, which involves joining hands and performing a slight bow. These alternatives offer respectful ways to greet that reduce the risk of spreading disease without compromising courtesy and interpersonal respect.

In Spain, during the pandemic, new forms of greeting emerged such as air kisses, elbow bumps, and foot to foot, which implied a change in some of the traditional

greeting customs. According to Díaz (April 18, 2020), in this country people usually greet each other frequently, which can be interpreted as an expression of affection and closeness that reflects the sociable and happy culture of the region.

It is important to note that each country has its own ways of greeting, and although some may seem similar, their differences lie in the cultural influences that make them different. Even if the gesture is identical, some greetings may be more expressive, while others focus on showing respect. Additionally, the greeting can vary depending on the person who performs it. However, in the end, it is possible to identify common patterns and traditions embedded in different greeting methods around the world.

For example, in the case of the Mexican population, before the pandemic the most common greeting was a handshake, followed by a kiss on the cheek between trusted people. However, with the arrival of the pandemic, these practices changed when the National Institute of Public Health (2020) announced the prohibition of hand and arm greetings. In response, new forms of greeting emerged, such as raising your hand, putting your palms together, bowing, tapping your feet, or simply saying “Hello!” These changes in the forms of greeting evidenced the adaptability and commitment of Mexican society to face the challenges of the pandemic and protect public health. Later, some of these new forms of greeting continued to be part of everyday life in Mexican culture.

- Regarding the third question, which asked about the willingness to participate in leisure activities while respecting the rules established by the authorities, it is observed that the majority of students (34% in total between the categories “agree” and “totally agree” agreement”) still supports compliance with those standards. However, a decrease is evident in the proportion of “totally agree” (TA) responses compared to 2020, when 53% of students expressed “totally agree” (TA) with the proposed strategies to respect the rules in public spaces. Despite this reduction in the percentage of “strongly agree” (TA) responses in 2023, overall support for regulatory compliance remains significant. This change could reflect a greater awareness and appreciation of the importance of these rules in public spaces.

During the confinement period, society was affected by the impacts of the pandemic, as social distancing caused changes in daily routines, separation from friends and the postponement of recreational activities, as well as social, personal and academic commitments.

According to Contreras (2022), the prolonged period of confinement led to various consequences, including boredom due to constant stay at home, repetitive routine, limited space, and inability to socialize with schoolmates. , the anxiety caused by infections among acquaintances or loved ones, and the difficulty in facing losses, which have sometimes occurred at a distance due to health restrictions. Excess free time in a small space, idleness and forced coexistence imposed by confinement measures influenced, in several cases, the generation of a paradoxical feeling of loneliness in one's own home.

- Regarding the fourth question about concern about the modification or elimination of cultural, religious and sports representations typical of the community or the environment (fairs, patron saint festivals, cultural activities, tournaments, marathons), in 2020 a diversity of responses was observed, with a medium proportion in both the “totally agree” (TA) and “totally disagree” (TD) categories. However, in 2023, half of students (50% total between TD and ED) are not in favor of making changes to events in public spaces, demonstrating greater resistance to change over time and suggesting that attitudes towards modification of events in public spaces have become less favorable.

Social distancing was a crucial measure during the pandemic years, marked by unprecedented challenges. During this time, various celebrations of great importance were affected and canceled, such as the Holy Week festivities, Mother's Day, the celebration of independence, the Day of the Dead and the commemorations related to the Day of the Virgin of Guadalupe. . At the international level, sports events and competitions such as the Tokyo 2020 Olympic Games were also suspended due to the pandemic and the prevention measures implemented.

During the pandemic, the World Health Organization [WHO] (2020) issued a call to the population urging people to avoid gatherings with friends and family during the Christmas holidays because such gatherings posed significant risks to public health. .

- Regarding the last question “I am worried about social distancing becoming longer and not being able to see my family indefinitely”, the results of the questionnaire in 2020 showed that most respondents were worried, with 69% in total between those who “agreed” and “strongly agreed.” At present, there remains a clear division of opinion, with 57% in total between those who “strongly disagree” and “disagree”

with social distancing. Furthermore, the proportion of “strongly agree” responses has decreased significantly by 6%. This data indicates that although concern about social distancing has decreased compared to 2020, there is still a division in opinions about this strategy in public spaces.

Finally, it can be indicated that during the pandemic the Survey to Monitor the Effects of covid-19 on the Well-being of Mexican Households (ENCOVID-19), carried out by the Research Institute for Development with Equity (EQUIDE) of the University Iberoamericana (2020) highlighted that symptoms of anxiety and depression were more prominent in the population with fewer economic resources. According to the findings, 34% of people in the lowest socioeconomic stratum reported severe anxiety symptoms, compared to 23% of those in the highest socioeconomic stratum.

Discussion

This study examined the perception of university students regarding changes in coexistence and recreation in the post-pandemic context, as well as the strategies implemented to maintain a healthy and safe coexistence on the university campus. The results obtained reveal the willingness of students to adapt their social practices to the new circumstances generated by the pandemic. In addition, they show that they have taken measures to guarantee a safe and healthy coexistence in the university environment, such as the organization of outdoor activities, the implementation of hygiene and social distancing protocols, and the promotion of communication and dialogue between students. .

Regarding the adoption of strategies, research carried out in Italy by Nizzolino and Canals (2023) highlights the changes in the perceptions and behaviors of Italian university students during the pandemic. This saw a decrease in social expectations and an increase in self-management, especially in a remote learning environment.

Now, it is worth mentioning that this study only focused on students from higher education institutions in the state of Tabasco, so it would be enriching to carry out similar research at other educational levels and in different geographic areas or contexts. Even so, it should also be noted that the results obtained in this work coincide with findings from other research on the adaptation of university students to the covid-19 pandemic. For example, the study carried out by Rendón *et al.* (2023) shows that students have implemented hygiene and social distancing measures to ensure safety on the university campus.

Other similar results were analyzed by Da Rosa *et al.* (2023) in the Brazilian university context. In their research, a significant impact on the mental health of students is evident due to the changes caused by the strategies to confront the pandemic, exacerbating pre-existing difficulties. Although there is optimism regarding the resumption of in-person activities, students also expressed concern about the future, which is why higher education institutions must provide resources to prevent psychological suffering and enhance academic success. In addition, work must be done to promote communication and dialogue among students as fundamental elements to maintain a healthy coexistence in the post-pandemic context (Velasco, 2020).

Conclusion

In response to the research question of this study, it can be indicated that although there has been a certain adaptation and stabilization of opinions regarding coexistence strategies in public spaces, a diversity of perspectives still persists. The Covid-19 pandemic has had a significant impact on the way people perceive and practice social interactions and coexistence strategies. In fact, a change has been observed in the willingness to modify learned social practices, although this reality is not uniform and varies depending on the strategy in question, since the influence of culture and the perception of security are important factors in these attitudes.

Furthermore, not only the recommendations issued by health organizations and government entities must be recognized, but also the adaptability of people and their willingness to modify social practices to prevent the spread of contagious diseases.

In summary, students demonstrate a significant willingness to change social practices learned during the pandemic and in the post-pandemic recovery period. This disposition is characterized by a greater emphasis on family, valuing interpersonal relationships, active participation in leisure activities, and adaptation to changing circumstances. These findings can be very useful for university authorities and for new lines of research, as well as for other authors interested in the topic, since they provide valuable information about the dynamics of coexistence and recreation adopted by university students in the post-pandemic context.

Future lines of research

Based on the results and limitations of this study, several lines of future research can be proposed to delve deeper into the issue of university students' adaptation to the Covid-19 pandemic. Some of these lines may be the following:

1. Investigate the experiences of university students in relation to coexistence and recreation in the post-pandemic context. For this, qualitative methods can be used to better understand students' perceptions, emotions and attitudes towards social distancing measures, communication and dialogue, as well as towards outdoor activities.
2. Explore regional and contextual differences in university students' adaptation to the covid-19 pandemic. To do this, the results of this study can be compared with those of other regions or contexts to identify similarities and differences in the coexistence and leisure strategies adopted by students.

These lines of research would serve to offer a more complete understanding of the adaptation of university students to the covid-19 pandemic and the identification of effective strategies to maintain healthy coexistence and recreation on the university campus.

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