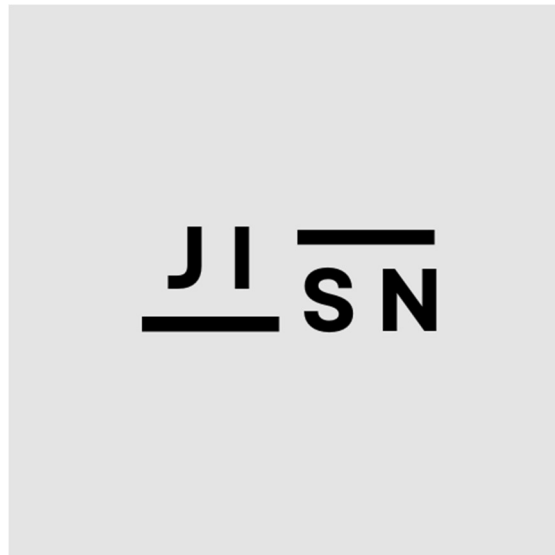


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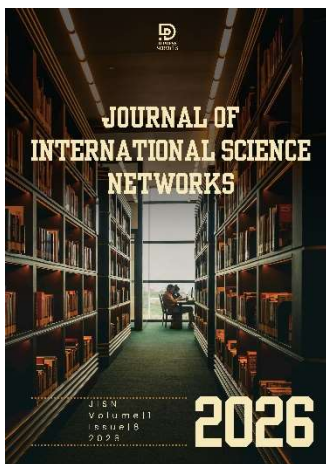


SOCIOLOGICAL ANALYSIS OF STUDENT SOCIAL ACTIVITY IN HIGHER EDUCATION INSTITUTIONS

¹ *Pavlik Elena Anatolyevna*, ² *Khakimov Orzikul Melievich*

¹ Kryvyi Rih State Pedagogical University, Head of the Department of Primary Education, Ukraine

² Jizzakh branch of the National university of Uzbekistan, Candidate of Sociological Sciences, Associate Professor
e-mail: pavlikelena540@gmail.com, hakimovorziqul333@gmail.com



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ANNOTATION:

Student social activity represents a crucial indicator of civic engagement and social participation in modern societies. Universities play a central role in shaping students' social behavior, values, and engagement in community life. In recent years, increasing attention has been paid to understanding the factors influencing students' participation in social initiatives, volunteer programs, and civic organizations. The purpose of this study is to examine the sociological determinants of student social activity in higher education institutions. The research applies a mixed-method approach combining survey analysis, statistical modeling, and regression analysis. Data were collected from 200 university students through structured questionnaires measuring motivation level, digital engagement, and campus environment factors. The results indicate that student motivation and institutional support significantly influence the level of social activity. Regression analysis demonstrates that motivation ($\beta = 0.47$) and campus environment ($\beta = 0.45$) are the strongest predictors of student social participation. The findings suggest that universities can significantly enhance social engagement by creating supportive institutional environments and encouraging student-led initiatives. The study contributes to contemporary youth sociology by proposing an empirical framework for analyzing student social participation in higher education contexts.

KEYWORDS:

student social activity, youth sociology, civic engagement, higher education, social participation, digital engagement, regression analysis.

Introduction

Student social activity is an important component of social development and civic participation in contemporary societies. Universities serve not only as institutions for academic learning but also as environments where students develop social responsibility, civic awareness, and participation in community life. Social activity among students reflects their engagement in volunteer initiatives, student organizations, community service programs, and civic actions. These activities contribute to the development of democratic values and social cohesion.

In recent decades, scholars have increasingly focused on the sociological dimensions of youth engagement. Rapid technological development and digital communication have significantly transformed the ways in which young people participate in social life. Online communities, digital activism, and social media platforms have become essential channels through which students express opinions and participate in social movements.

However, despite the increasing availability of digital communication channels, researchers have observed a paradoxical trend: while online engagement among students is increasing, offline civic participation sometimes remains limited. This raises important sociological questions regarding the determinants of student social activity and the institutional mechanisms that encourage or inhibit student participation.

Higher education institutions play a significant role in shaping students' social participation. Universities provide opportunities for students to participate in clubs, associations, volunteer programs, and academic communities. These institutional structures facilitate social interaction and

encourage students to become active members of society.

The main objective of this study is to analyze the sociological factors influencing student social activity in higher education institutions. The research specifically focuses on the role of individual motivation, digital engagement, and institutional support in shaping student participation in social activities.

Literature Review

The concept of social activity has been widely studied in sociological literature. Social activity refers to individuals' participation in collective actions, civic initiatives, and social interactions that contribute to societal development. In the context of youth sociology, student social activity represents a key indicator of civic engagement and democratic participation.

Putnam (2000) emphasizes the role of social capital in shaping civic participation. According to his theory, individuals who are integrated into social networks and institutional structures are more likely to participate in social activities. Universities therefore function as important environments for developing social capital among students.

Another theoretical perspective is provided by Bourdieu's theory of social practice. Bourdieu argues that participation in social activities is influenced by individuals' cultural capital, social background, and institutional opportunities. In the context of higher education, students' engagement in extracurricular activities can be seen as a form of social capital accumulation.

Recent studies have also highlighted the influence of digital communication technologies on youth participation. Social media platforms provide new opportunities for students to engage in civic discussions,

mobilize social initiatives, and coordinate collective actions. However, some researchers argue that digital engagement may sometimes replace traditional forms of civic participation rather than strengthen them.

Empirical studies have shown that student participation in social activities is influenced by several factors, including institutional support, peer networks, motivation, and access to social resources. Universities that actively promote student organizations and volunteer programs tend to demonstrate higher levels of student engagement.

Despite these findings, there is still limited empirical research examining the combined impact of motivational, institutional, and digital factors on student social activity. This study attempts to fill this gap by applying a quantitative sociological model.

Methodology

This research adopts a mixed-method approach combining quantitative statistical analysis with sociological interpretation. The study was conducted among university students in order to examine the determinants of social participation.

Sample

The research sample consisted of **200 undergraduate students** from different academic disciplines. Participants were selected using stratified sampling to ensure representation across faculties and academic years.

Data Collection

Data were collected through structured questionnaires designed to measure three main independent variables:

- **Student motivation level**
- **Digital engagement (social media and online communities)**
- **Campus institutional environment**

The dependent variable was defined as the **Student Social Activity Index**, which measured participation in:

- volunteer activities
- student organizations
- social initiatives
- community service programs

Statistical Model

A **multiple regression model** was used to analyze the relationship between the independent variables and student social activity.

The regression equation was defined as:

$$\text{SocialActivity} = \beta_0 + \beta_1 \text{Motivation} + \beta_2 \text{DigitalEngagement} + \beta_3 \text{CampusEnvironment} + \epsilon$$

Statistical analysis was performed using quantitative modeling techniques commonly applied in sociological research.

Results

The regression analysis revealed significant relationships between the independent variables and the level of student social activity.

Table 1

Regression Results

Variable	Coefficient
Motivation	0.47
Digital Engagement	0.23
Campus Environment	0.45

The results indicate that **motivation and campus institutional support are the strongest predictors of student social participation**. Students who reported higher levels of personal motivation and perceived institutional support demonstrated significantly higher levels of social engagement.

The statistical model explains a substantial portion of variation in student social activity, suggesting that both individual and institutional factors play important roles in shaping social participation.

The diagram above illustrates the positive relationship between student motivation and social activity levels.

Discussion

The findings of this study confirm the importance of motivational and institutional factors in shaping student social activity. Students who feel supported by their universities are more likely to participate in social initiatives and community activities.

The results also indicate that digital engagement plays a moderate role in promoting student participation. While social media platforms facilitate communication and information exchange, they do not fully replace traditional forms of social engagement.

These findings align with sociological theories emphasizing the importance of institutional structures in shaping social behavior. Universities that actively promote student participation through clubs, volunteer programs, and social initiatives contribute significantly to the development of civic engagement.

The study also highlights the importance of developing supportive educational environments that encourage student leadership and initiative.

Conclusion

This research provides an empirical sociological analysis of student social activity in higher education institutions. The results demonstrate that student motivation and institutional support are key determinants of social participation.

Universities can enhance student social engagement by developing supportive institutional environments, promoting volunteer initiatives, and encouraging student organizations.

Future research should explore the role of digital communities and global social networks in shaping youth civic participation.

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