Modeling mechanisms for preventing social ostracism in the student environment

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Abstract

Social ostracism is a critical issue in educational settings, adversely affecting students' motivation, psychological well-being, and social integration. This study aims to identify effective mechanisms for preventing social ostracism among university students and assess the impact of the "SOCI-PROGRESS" methodology, a structured intervention designed to enhance student interactions and foster inclusivity within the academic environment. The study employed a mixed-method research approach, integrating both quantitative and qualitative methods. The Ostracism Experience Scale for Adolescents (OES-A) Gilman [1] was used to measure the prevalence and severity of social exclusion among 161 students from the Faculty of Journalism and Social Sciences at Madina and Gumilyov [2] Eurasian National University. Data were collected through questionnaires, direct observations, and expert interviews with faculty members. The study revealed statistically significant reductions in key indicators of social ostracism, including ignoring (-17.6%), exclusion (-20.8%), and rejection (-18.2%). The "SOCI-PROGRESS" methodology, which included mentorship programs, group discussions, and social integration activities, contributed to enhanced student participation, an increased sense of belonging, and improved interpersonal relationships. The findings confirm that a systematic and structured approach to addressing social ostracism can significantly enhance social integration among students. Implementing targeted mentorship initiatives, interactive educational programs, and institutional support systems plays a crucial role in mitigating the negative effects of exclusion and fostering an inclusive academic environment. The study offers practical recommendations for educational institutions seeking to reduce social isolation. These include developing peer mentorship programs, implementing student support networks, integrating social-emotional learning modules into curricula, and enhancing faculty involvement in student well-being initiatives.

1. Introduction

The relevance of this study is driven by growing concerns about social ostracism in educational settings and its negative impact on youth socialization. Social ostracism, which involves the exclusion or rejection of an individual from a social group, leads to decreased self-esteem, increased anxiety and depression, and a loss of motivation for learning and social engagement. Students are particularly vulnerable as they are in the process of forming their social and professional identities.

The modern educational environment is characterized by high social, ethnic, and cultural diversity, which increases the risk of conflicts and social isolation caused by stereotypes, biases, and a lack of interpersonal communication skills. This underscores the need for effective mechanisms to prevent social ostracism, fostering inclusive educational spaces and ensuring the harmonious development of each student.

The scale of the problem is confirmed by international research. According to UNESCO's report "Behind the Numbers: Ending School Violence and Bullying", one in three students worldwide faces bullying or social exclusion [3]. In countries such as South Korea, the United States, and Japan, 20–30% of students report experiencing ostracism due to their cultural or national background [4-6]. Data from the American Psychological Association indicate that socially isolated students are more likely to suffer from anxiety and depression, negatively affecting their social skills and academic performance [7].

The importance of addressing this issue is further reinforced by international legal norms. The Universal Declaration of Human Rights (Articles 1, 2, 26) The UN General Assembly [8] guarantees every person the right to education without discrimination and equal opportunities for professional and personal development. Similarly, the UN Convention on the Rights of the Child (Articles 28, 29) The UN General Assembly [9] emphasizes the necessity of safeguarding students' mental health and emotional well-being, as these directly impact their academic success and social adaptation.

The research is grounded in the Social Identity Theory Trepte and Loy [10] which explains how group membership and intergroup interactions can lead to social ostracism. According to this theory, individuals seek to identify with certain social groups, which shapes their self-esteem and social behavior. However, the process of group differentiation may lead to the exclusion or marginalization of those who do not conform to the dominant norms of a group.

In the educational environment, this theory applies to the formation of student communities, where groups may be based on cultural, ethnic, or socioeconomic differences. Research suggests that students perceived as "outsiders" by the dominant group are more likely to experience social isolation [11].

One of the mechanisms explaining ostracism in the student environment is the Group Cohesion Hypothesis [12]. This hypothesis suggests that groups strive to maintain their integrity by excluding individuals who do not conform to group norms or pose a threat to the group's status. This is particularly relevant in educational institutions, where differences in values, interests, and behaviors can lead to the exclusion of certain students. To describe the developed system for preventing social ostracism in the student environment, the "Social-Psychological Adaptation and Interaction Model" (SOCI-PROGRESS) is proposed. This model aims to identify factors contributing to social isolation, develop effective mechanisms for its prevention, and create conditions for sustainable student interaction within the educational setting. The foundation of SOCI-PROGRESS lies in an early detection system for social ostracism, which includes monitoring the dynamics of student engagement in both academic and extracurricular activities. This is achieved through comprehensive surveys, analysis of social activity, and observations of group interactions. Risk indicators include passivity, difficulties in establishing social connections, avoidance of group activities, and signs of emotional discomfort. Collaboration between faculty members, academic advisors, and psychologists ensures timely The SOCI-PROGRESS model offers a comprehensive approach to tackling social ostracism in educational settings. It integrates mechanisms for early detection, the development of collective initiatives, and an individualized student support system, fostering sustainable and productive student interactions. Implementing SOCI-PROGRESS will reduce social isolation, enhance academic motivation, and create a supportive environment conducive to students' personal and professional growth.

2. Literature Review

The development of mechanisms for preventing social ostracism in the student environment is a relevant area of research in social psychology and pedagogy. Modern scientific studies confirm that social isolation can significantly impact students' emotional well-being, academic performance, and social adaptation. The literature examines various aspects of social ostracism, including its causes, consequences, and coping strategies.

Several studies highlight the correlation between the level of social engagement and students' academic success. According to the National Center for Education Statistics Things to Know About Student Engagement [13] students experiencing social isolation are 30% more likely to drop out of education prematurely. A similar trend is observed in European countries: in educational systems with insufficient measures to prevent social ostracism, up to 25% of students struggle with socialization, which negatively affects their motivation to learn [14].

Research on social isolation and ostracism among students emphasizes the profound impact of this phenomenon on their psychological state, behavioral responses, and academic motivation. Several scholars examine the causes, consequences, and possible mechanisms for preventing social ostracism, proposing both individual and institutional strategies to combat this issue.

One key research area explored in the literature is the impact of social isolation on student behavior and self-perception. For instance, Arslan [15] studied how social isolation affects adolescents' prosocial behavior and academic self-esteem. The author notes that developing social skills and fostering a positive self-image help mitigate behavioral problems caused by ostracism. This underscores the necessity of creating educational environments that promote constructive relationships.

Another significant research direction focuses on tools and strategies for preventing ostracism in educational settings. The study by Nazarevich [16] proposes using psychosocial support programs to combat student isolation. The research discusses methods for assisting students at risk and emphasizes the importance of an interdisciplinary approach, involving social workers, psychologists, and educators.

In the digital age, social isolation also manifests in online spaces. Smith, et al. [17] examined students' experiences of social isolation on social media, revealing that students perceive internet ostracism as a threat to their sense of significance and belonging. Similarly, Schneider, et al. [18] argue that online ostracism negatively impacts students' emotional well-being, increasing their psychological vulnerability.

An intriguing research direction is the role of self-regulation techniques in preventing social ostracism. Ramsey and Jones [19] demonstrated the effectiveness of brief meditation practices in reducing students' tendency to exclude others while improving their capacity for empathy. This approach could be beneficial in fostering mindful and respectful social interactions in educational settings.

The connection between social isolation and susceptibility to peer pressure has been investigated by Carter-Sowell, et al. [20]. Their work confirms that ostracized students are more likely to succumb to social pressure, highlighting the importance of preventive measures that foster personal resilience and independence from external opinions. This idea was further developed in the studies of Nazarevich [21] which examine informational ostracism in educational settings. The author describes manifestations such as ignoring messages, deleting information, and restricting access to crucial data, which can exclude students from the learning process.

Particular attention in the literature is given to studying the factors contributing to the spread of social ostracism in educational institutions. For example, Hüsrevsahi [22] examined the causes and consequences of ostracism in schools from the perspective of teachers, identifying personal, social, and institutional factors that contribute to the isolation of educators. This highlights the necessity of fostering a fair and democratic educational environment where both students and teachers feel like equal participants in the learning process.

Another research direction focuses on the specifics of social isolation among gifted students. Ogurlu [23] explored the relationship between social exclusion and students' intelligence levels, confirming the need to develop individual preventive programs for talented students who struggle with social adaptation.

The emotional and cognitive responses of adolescents to social isolation were studied by Wölfer and Scheithauer [24]. Their experimental data confirm that ostracism triggers negative emotional states and alters students' behavior, with reactions to isolation depending on both individual and social factors. These findings emphasize the importance of creating a supportive educational environment where students feel included in the group and can receive help when needed.

Williams and Nida [25] analyzed social ostracism as a form of ignoring and exclusion, investigating its short-term and long-term consequences. The authors found that even brief experiences of ostracism cause physiological pain, threaten fundamental needs, and lead to emotional distress, while prolonged exclusion can result in depression, alienation, helplessness, and feelings of worthlessness. They stress the importance of long-term interventions aimed at social rehabilitation and reintegration for individuals affected by ostracism, which is particularly relevant in educational settings.

Çiftci, et al. [26] studied the mediating role of social ostracism in the relationship between social media addiction and loneliness among adolescents. Conducting a cross-sectional study among 1,225 high school students in Turkey, the authors found that increased dependence on social media intensifies both social exclusion and feelings of loneliness. Additionally, their results demonstrated that ostracism plays a key role in this mechanism, amplifying the negative impact of social media addiction on adolescents' emotional well-being.

Rudert, et al. [27] conducted a longitudinal study examining the relationship between social ostracism and depression among the adult population in Germany. Using data from the Socio-Economic Panel (SOEP) over a three-year period, the authors established that experiencing social isolation is a predictor of clinically diagnosed depression three years later. Moreover, they found that depressive states can also precede ostracism, though this relationship is less stable. The researchers confirmed that chronic ostracism depletes an individual's psychological resources, leading to feelings of helplessness and alienation, which increase the risk of depression.

Sakız, et al. [28] investigated the relationship between self-esteem, perceived social competence, ostracism, and loneliness among adolescents. The study involved 542 middle and high school students who completed the Rosenberg Self-Esteem Scale, Social Competence Scale, Ostracism Experience Scale, and Loneliness Scale. Data analysis revealed several key patterns: self-esteem and social competence were negatively correlated with ostracism and loneliness, while experiencing social isolation was positively associated with loneliness and had a negative impact on self-esteem.

Janke, et al. [29] examined the influence of minority status on students' sense of belonging, social ostracism, and academic well-being. In a longitudinal study conducted among 973 university students in Germany, the authors used structural modeling to analyze the relationship between ethnic background, perceived social exclusion, and academic adaptation . They found that students with a migration background from the Middle East, Africa, Southeast Asia, and Latin America were more likely to experience ostracism, which negatively affected their sense of belonging, psychological well-being, and even increased the likelihood of academic dropout. In contrast, parental education level (a less visible minority status) influenced belonging but was not linked to ostracism. The authors emphasize that, in addition to studying belonging uncertainty, educational institutions and psychological research should consider the experiences of social exclusion faced by ethnic minorities in university settings and develop strategies to address them.

Tang and Duan [30] investigated the role of cyber-ostracism as a mediator between perceived stress and emotional well-being among college students. In the "Ostracism Online" computer experiment, participants were randomly assigned to two groups: cyber-ostracized (n = 66) and cyber-included (n = 79). The study simulated a social media environment,

where participants created profiles and received "likes." In the cyber-ostracized group, participants received only one like, whereas those in the cyber-included group received nine likes. The results showed that cyber-ostracism fully mediated the relationship between perceived stress and emotional well-being, amplifying the negative effects of stress.

Kavakli [31] explored the impact of social ostracism and social isolation on depression, anxiety, and stress among university students. The sample included 191 students from a public university in Turkey, and data were collected using the Ostracism Experience Scale for Adolescents and the Depression, Anxiety, and Stress Scale (DASS-21). Correlation analysis revealed that both ostracism and social isolation were linked to depression and stress, but only ostracism showed a significant relationship with anxiety. Hierarchical regression analysis confirmed that both forms of social exclusion predicted depression and stress, but the effect of social isolation was less pronounced. The author concludes that ostracism and social isolation represent distinct forms of exclusion, and their impact on mental health differs, highlighting the need to consider various exclusion mechanisms when developing preventive and therapeutic strategies.

Shahzad, et al. [32] developed and validated a psychometric instrument for measuring social ostracism among young adults. The researchers employed a mixed-method approach, including expert evaluations, focus groups, and factor analysis, to establish the scale's structure. The analysis identified two primary categories: the experience of ostracism and its psychological consequences. The developed instrument demonstrated high reliability ($\alpha = 0.97$), making it suitable for use in universities, clinical psychology, and social research. This tool can aid in early diagnosis and the development of intervention strategies aimed at mitigating the negative effects of social isolation.

Overall, the analysis of scientific literature confirms that social ostracism has a profound impact on students' psychological well-being, academic motivation, and behavioral strategies. Contemporary studies propose various approaches to addressing this issue, including psychosocial support, social skills development, mindfulness practices, and institutional measures. Given these findings, future research should focus on developing comprehensive prevention models that incorporate individual, group, and institutional strategies to reduce social isolation.

3. Research Methodology
3.1. Research Foundation
In our study, we propose a methodology aimed at preventing social ostracism among students by creating conditions for active social interaction and fostering sustainable behavioral patterns in the academic environment. A key example is the integration of group work techniques, mentorship programs, and psychological support into a unified educational framework, enabling students to develop communication skills, empathy, and constructive group interaction.

As noted by Williams [33] most research on social ostracism focuses on its short-term effects, while its long-term consequences remain insufficiently explored. University students face challenges related to social adaptation, and it is during this period that stable behavioral patterns are formed, significantly influencing their ability to socialize and succeed academically.

The methodology presented in this study is specifically designed for higher education students, who are at a stage where they can comprehend complex social concepts such as group dynamics, social acceptance, and psychological support mechanisms. This approach not only minimizes the negative effects of ostracism but also fosters students' awareness of the importance of social interaction, ultimately facilitating their successful integration into society.

In our study, the proposed methodology was tested on 161 students and 34 faculty members at Madina and Gumilyov [2] Eurasian National University. The practical implementation included various interactive methods, such as peer mentorship programs ("Peer Mentorship"), group training sessions on emotional intelligence, discussion clubs, and collaborative student projects. This confirmed the effectiveness of the proposed approach and demonstrated its successful adaptation to real educational settings.

As highlighted by Coelho, et al. [34] and Coelho and Sousa [35] most programs aimed at preventing social isolation focus exclusively on individual psychological support. However, the lack of student and faculty engagement in collective initiatives reduces the long-term impact of such programs.

Our methodology incorporates initiatives such as "Social Activity Days" and the "Student Support Community," which promote active student participation in group events, strengthening social bonds and reducing the risk of exclusion. This approach fosters a sustainable social adaptation process that extends beyond the traditional educational framework.

According to Baumeister, et al. [36] students experiencing social rejection often perceive the academic environment as hostile, which decreases their motivation to interact and increases the risk of emotional isolation.

Research by Domenech Rodríguez, et al. [37] and Wesselmann, et al. [38] indicates that many existing methods fail to account for cultural and social contexts, reducing their effectiveness and making implementation more challenging in specific academic institutions. The methodology developed in this study was tailored to the characteristics of Madina and Gumilyov [2] Eurasian National University, considering factors such as student group diversity, the influence of digital environments on student socialization, and the dynamics of academic competition. This enhanced the relevance and practical applicability of the educational programs.

The findings of this study allow us to analyze how the proposed methodology contributes to the development of social interaction skills, reduces student anxiety levels, and fosters positive experiences of engagement in the academic environment.

This research adopts a comprehensive approach, integrating constructivism, social identity theory, social learning theory, and self-determination theory to deepen the understanding of social ostracism mechanisms and develop effective strategies for its prevention in educational settings.

One of the key approaches in this study is constructivist theory, which emphasizes the importance of active student

engagement in social interaction processes. During the research, students at Madina and Gumilyov [2] Eurasian National University participated in various group projects, debates, and joint initiatives, which not only helped identify existing issues of social isolation but also contributed to their elimination.

The study is also based on Social Identity Theory Mcleod [39] which states that group membership plays a crucial role in shaping students' self-esteem and behavior. In the university environment, social ostracism may arise due to academic differences, ethnocultural factors, and social stereotypes. Our results confirmed that participation in joint academic and extracurricular activities (such as the "Peer Mentorship" program and the "Student Support Community" initiative) reduces intergroup barriers and promotes positive interaction models.
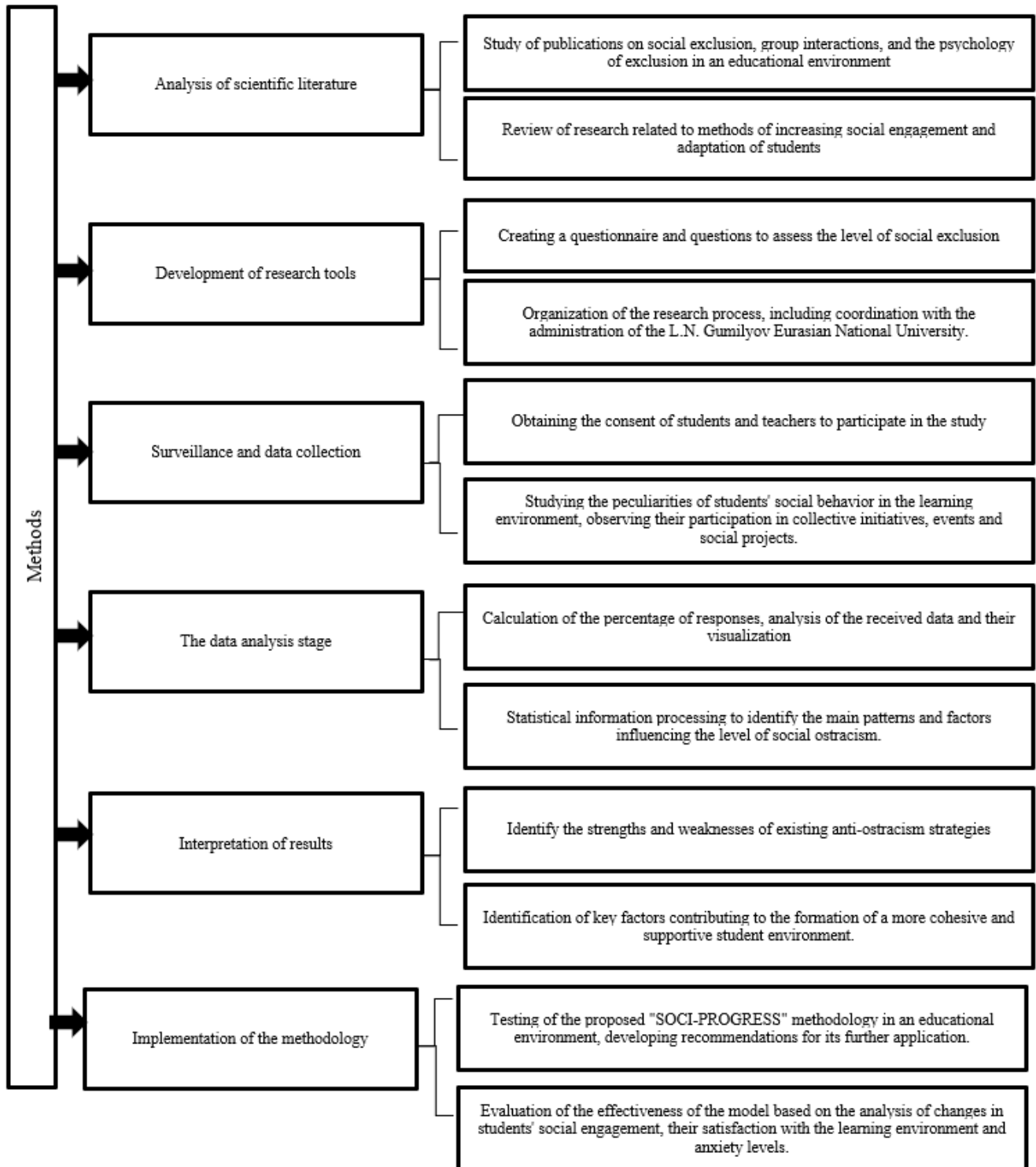
Figure 1.
Research methodology framework.
Source: Madina and Gumilyov [2]

This research also relies on Social Learning Theory Bandura and Hall [40] which suggests that behavioral patterns are formed through observation and interaction with the surrounding environment. As part of the experiment, students and faculty participated in training seminars and workshops aimed at developing social skills, teamwork abilities, and interpersonal conflict management. The findings showed that faculty members with strong competencies in social psychology played a significant role in reducing ostracism in the academic environment.

Additionally, the study incorporates Self-Determination Theory Ryan and Deci [41] which highlights the role of intrinsic motivation in social adaptation processes. The experiment revealed that, despite formal support mechanisms, students still exhibited low levels of intrinsic motivation to participate in social initiatives.

3.2. Research Methods

This study employed a mixed-method approach, combining quantitative and qualitative methods to analyze the level of social engagement, interpersonal interactions, and student participation in programs designed to prevent social ostracism.

The use of mixed methods provided a comprehensive and multidimensional understanding of the issue. Quantitative methods included statistical data analysis, reflecting students' social adaptation levels, participation in student initiatives, and frequency of interactions among students. Qualitative methods, in turn, allowed for an in-depth examination of students' value orientations, perceptions of the social environment, and emotional well-being.

The integration of quantitative and qualitative data made it possible to:
- Assess the effectiveness of educational initiatives aimed at reducing social ostracism.
- Identify key factors influencing students' social adaptation levels.
- Determine barriers preventing students from actively participating in student programs and social projects.

Quantitative data analysis included processing survey results from 161 students and 34 faculty members at Madina and Gumilyov [2] Eurasian National University. The study examined indicators such as the frequency of interactions within student groups, the level of social support, and students' self-esteem.

Qualitative data were collected through focus group interviews, thematic discussions, and individual conversations with faculty members and students. These methods provided insights into the causes of social isolation, students' perceptions of the university community, and proposed strategies for improving the social climate within the university (Figure 1).

The study involved 161 students and 34 teachers from the Faculty of Journalism and Social Sciences of the Madina and Gumilyov [2] Eurasian National University. Questionnaires and diagnostics were conducted among students of the following departments:
✔ Psychology
✔ Philosophy
✔ Sociology

The purpose of the study is to identify the level of social ostracism among students, diagnose their social relationships, identify factors contributing to isolation, and analyze the effectiveness of proposed methods to prevent this phenomenon.

Table 1.
Survey Results on Social Ostracism Among University Students.

Question	Answer Options	Percentage of Respondents
Your age	18-19 years old	40%
	20-21 years old	35%
	22-23 years old	25%
Your gender	Male	42%
	Female	58%
Have you ever experienced social isolation in a university setting?	Yes	61%
	No	39%
In which situations have you felt excluded?	During academic discussions	30%
	When assigned to group tasks	45%
	In informal communication with classmates	55%
Where do you most often experience social exclusion?	In the academic environment	38%
	In dormitories or student clubs	25%
	On social media	37%
Do you often avoid communication due to fear of rejection?	Yes	47%
	No	53%
What strategies do you use to prevent social isolation?	Active participation in student events	42%
	Communication on social media	35%

Question	Answer Options	Percentage of Respondents
	Seeking support from friends or faculty	23%
How often do you participate in university social initiatives?	Never	30%
	Once per semester	30%
	Regularly	40%
Have you participated in mentorship programs or student support projects?	Yes	29%
	No	71%
Do you discuss social adaptation issues with professors or academic advisors?	Yes	31%
	No	69%
What type of support do you consider most important at the university?	Creating support and mentorship groups	40%
	Developing collective event programs	35%
	Raising student awareness about ostracism	25%
Do you believe the university should actively support students experiencing social isolation?	Yes	85%
	No	15%

61% of students have experienced social isolation at least once.

55% of respondents felt excluded in informal communication.

47% of students avoid communication due to fear of rejection.

71% of students have not participated in support programs, indicating a low level of engagement in university social initiatives.

85% of students believe that the university should take a more active role in addressing social adaptation issues.

These findings confirm the need for comprehensive ostracism prevention programs, including support groups, mentorship programs, and active student involvement in university initiatives.

As part of the study, the Ostracism Experience Scale for Adolescents (OES-A), developed by Gilman, et al. [42] was used to diagnose the level of social ostracism among students. This standardized psychological test helps identify the extent of social isolation experiences and includes three key parameters:

Ignoring – lack of response from others, exclusion from conversations, dismissive behavior.

Exclusion – deliberate rejection, refusal to participate in group activities.

Rejection – active resistance to social interaction, intentional avoidance of contact.

Before testing, students at Madina and Gumilyov [2] Eurasian National University were informed about the purpose of the study and gave voluntary consent to participate.

The survey consisted of 14 statements, evaluating the frequency and intensity of ostracism experiences in daily life.

Respondents rated the statements on a 5-point scale (from "never" to "always").

The average scores for each scale were calculated to reflect the severity of social isolation experiences, and the results were interpreted according to the OES-A adaptation norms.

Average Scores for Each Scale (5-Point System):

Table 2.
Average Scores for Different Forms of Social Ostracism.

Scale	Average Score	Level
Ignoring	3.2	Medium
Exclusion	2.8	Below Average
Rejection	3.5	Above Average

Ignoring and rejection are the most pronounced forms of social ostracism among students. Exclusion occurs less frequently; however, its average level indicates potential issues in group dynamics. The highest score was observed in the "Rejection" scale (3.5 points), suggesting frequent cases of intentional avoidance of interaction within the university environment.

4. Research Findings

4.1. Results of The Psychological Test: Ostracism Experience Scale for Adolescents (OES-A)

To identify student groups with different levels of ostracism experiences, a classification was conducted based on the OES-A scales:

Table 3.
OES-A Scale Results on Ostracism Experience Among Students.

Level of Ostracism Experience	Ignoring (%)	Exclusion (%)	Rejection (%)
Low (1.0 - 2.4)	22%	31%	18%
Medium (2.5 - 3.4)	45%	43%	37%
High (3.5 - 5.0)	33%	26%	45%

Approximately 33% of students experience a high level of ignoring from their peers. Nearly half of the students (45%) feel rejected in the university environment, indicating a serious issue in interpersonal interactions. The lowest score was observed in the "Exclusion" scale (only 26% of students experience it at a high level), suggesting that while students may not actively exclude each other, passive ignoring remains widespread.

To analyze the relationship between different aspects of students' social isolation, a correlation analysis was conducted using Pearson's correlation coefficient. This method allows us to determine the degree of linear relationship between variables.

Pearson's correlation coefficient (r) is calculated using the following formula:

$$r = \frac{\sum(X_i - \bar{X})(Y_i - \overline{\bar{Y}})}{\sqrt{\sum(X_i - \overline{\bar{X}})^2} * \sqrt{(\sum Y_i - \bar{Y})}}$$

Where:

X – values of the variable (e.g., Ignoring)

Y – values of another variable (e.g., Exclusion)

$\bar{X}$ – mean value of the X variable

$\bar{Y}$ – mean value of the Y variable

$\sum$ – summation of values across all 161 students

The obtained correlation coefficient values indicate the degree of relationship between the variables:

- $r \approx 1$ – Strong positive correlation (if one value increases, the other also increases).
- $r \approx -1$ – Strong negative correlation (if one value increases, the other decreases).
- $r \approx 0$ – No correlation between the variables.

Calculated Correlation Coefficients:

Ignoring and Exclusion

- $r = 0.4125$
- $p = 0.0023$ (significant correlation, $p < 0.05$)
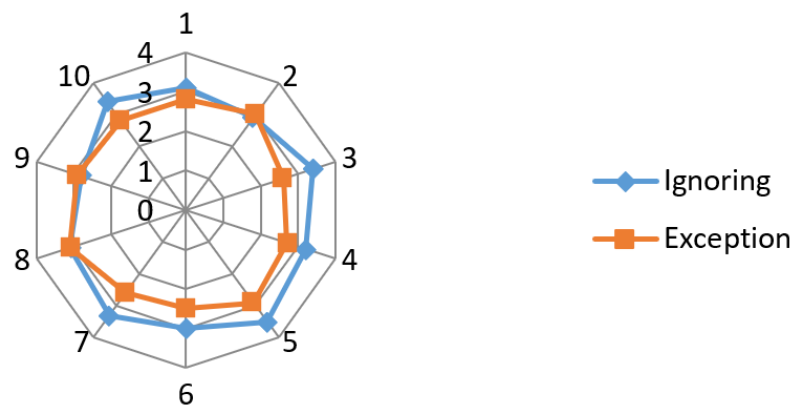
Figure 2.
Average scores of 10 students in the ignoring and exclusion categories.

Ignoring and rejecting

$r = 0.6842$

$p < 0.0001$ (very strong correlation, $p < 0.01$

Figure 3.
Average Scores of 10 Students in the 'Ignoring' and 'Rejection' Categories.

Exclusion and Rejection
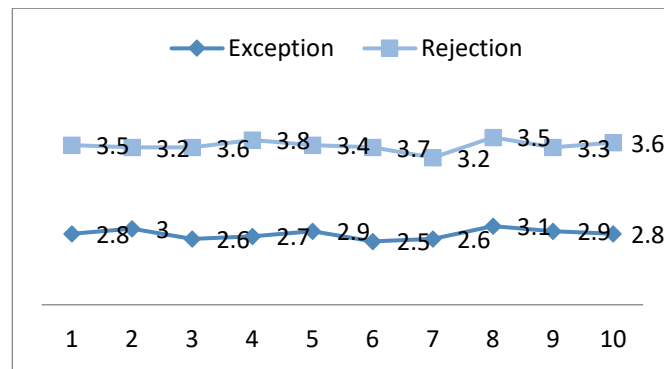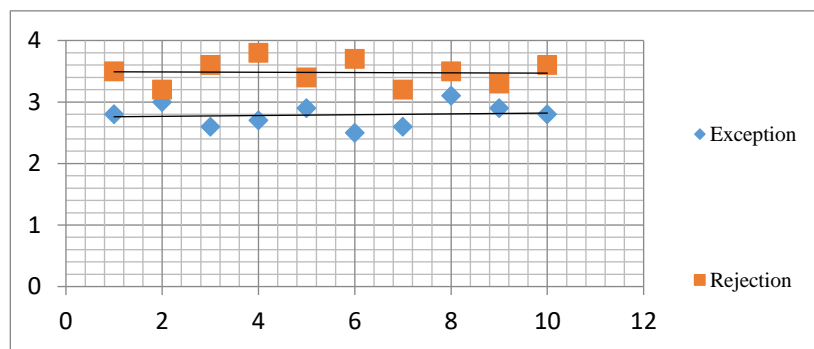r = 0.5289
p = 0.0005 (significant correlation, p < 0.01)

Figure 4.
Average Scores of 10 Students in the 'Exclusion' and 'Rejection' Categories.

Ignoring and Rejection have the strongest correlation (r = 0.6842) – if a student experiences ignoring, they are highly likely to feel rejected. The data indicate that passive ignoring (3.2) has a greater impact on social adaptation than explicit exclusion (2.8). This supports the hypothesis that invisible forms of ostracism (e.g., not participating in conversations, avoiding eye contact, disregarding initiatives) can be just as damaging as direct exclusion.

Ignoring and Exclusion are moderately correlated (r = 0.4125) – exclusion does not always accompany ignoring, but there is a significant relationship between them. Correlation analysis suggests that ignoring and exclusion are linked, but do not always occur simultaneously. This may indicate that some students develop defensive avoidance behaviors, where they do not attempt to integrate into the group from the outset.

Exclusion and Rejection (r = 0.5289) – Students who experience exclusion also frequently feel rejected, but this relationship is less pronounced than that between Ignoring and Rejection. Correlation analysis shows that the more a student is subjected to ignoring, the higher the likelihood they will experience social isolation overall. This confirms the need for initiatives aimed at engaging students in group activities and supporting their social adaptation within the university environment.

In all cases, p-values < 0.05, confirming the statistical significance of the correlations – meaning that the analysis results are reliable.

4.2. Monitoring results

As part of the study, an assessment of methods aimed at fostering students' social integration and preventing social ostracism was conducted. The analysis revealed that educational institutions employ various teaching strategies, integrating an interdisciplinary approach; however, their effectiveness depends on specific interaction strategies between students, faculty, and administrative resources.

4.2.1. General Trends in Educational Approaches

1. Development of Group Work and Student Engagement in Collaborative Projects

Incorporating discussions, debates, and role-playing activities into the educational process helps reduce social isolation.

Courses focusing on emotional intelligence and interpersonal communication skills show a higher level of student engagement.

2. Faculty Involvement in Students' Social Adaptation

Programs where faculty members act not only as lecturers but also as mentors help students adapt more easily within

the university community.

University initiatives such as mentorship programs contribute to reducing social ostracism among first-year students.

3. Interdisciplinary Approach to Education

Connecting different academic disciplines (e.g., psychology + philosophy + sociology) helps students develop a comprehensive understanding of social processes.

Introducing courses on social psychology and conflict resolution enables students to better understand group dynamics and social isolation mechanisms.

Table 4.
Description of Educational Programs and Their Impact on the Prevention of Ostracism.

No	Faculty	Program Description	Teaching Methods	Social Aspects and Student Integration	Interdisciplinary Approach
1	Psychology	The program focuses on developing emotional intelligence and interpersonal communication skills.	Group discussions, role-playing games, practical exercises.	Covers topics on social adaptation, conflict management, and group dynamics.	Integration of psychology with philosophy and sociology, studying social mechanisms.
2	Philosophy	The course on social philosophy includes the study of moral norms, justice, and mechanisms of social isolation.	Case analysis, discussions, project-based assignments.	Explores philosophical aspects of social isolation and discrimination.	Connection with psychology (group psychology), integration with sociology.
3	Sociology	Focus on the analysis of social groups, their dynamics, and integration processes.	Fieldwork, research studies, interviews.	Students analyze ostracism processes in the university environment and develop projects to reduce social isolation.	Intersection with psychology (study of group behavior), application of philosophical approaches to studying society.

The analysis revealed that faculties integrating psychological, philosophical, and sociological aspects into their programs achieve better results in fostering a cohesive and supportive student environment. Faculties that utilize interactive methods (such as debates, discussions, role-playing games, and project-based learning) show higher levels of student social adaptation compared to those relying on traditional lecture-based formats.

Faculties where professors actively engage with students and assist in their social adaptation observe a decrease in social isolation levels. The implementation of a "senior student – mentor" system (mentorship programs) significantly reduces social isolation among first-year and junior students.

The analysis of educational programs and teaching methodologies demonstrated that the most effective strategies for reducing social ostracism involve an interdisciplinary approach, group learning methods, and active faculty involvement. Introducing courses on social adaptation, expanding mentorship programs, and incorporating interactive teaching techniques can significantly enhance student social integration and reduce the likelihood of social isolation.

To create a supportive and cohesive student environment, it is essential to develop comprehensive educational strategies aimed at enhancing communication skills, emotional intelligence, and social adaptation among students.

For a deeper understanding of social integration dynamics among students at the Faculty of Journalism and Social Sciences at Madina and Gumilyov [2] Eurasian National University, an analysis was conducted on student group characteristics, their participation in university and community initiatives, and their levels of social adaptation.

The study revealed that students' level of social integration is largely determined by their engagement in academic and social initiatives. Students who actively participate in group projects, research activities, and volunteer work demonstrate a high level of social adaptation. This is because interaction within a group fosters the development of communication skills, responsibility, and empathy, which, in turn, reduces the likelihood of social ostracism.

The highest level of engagement is observed among senior students. Third- and fourth-year students are significantly more involved in social projects, university initiatives, and academic research. This can be attributed to several factors: accumulated experience, a clearer understanding of professional interests, and an expanded social network within the academic environment. Senior students have already undergone the initial adaptation phase and established strong social connections, making them more active participants in university life. Additionally, many take on leadership roles, organizing scientific discussions, debates, and social events, thereby strengthening their position within the student community.

At the same time, differences in the perception of social integration across academic disciplines were identified. Psychology and sociology students are more engaged in social initiatives, as their curricula focus on group dynamics, interpersonal interaction, and social support mechanisms. Their programs include practical training, workshops, and research projects involving teamwork, fostering their active social stance. In contrast, philosophy students tend to focus more on individual analytical work, participating in discussions and research projects, but are less involved in social initiatives. This indicates that the academic focus of a program influences the nature of students' social adaptation.

Table 5.
Characteristics of Student Groups and Their Involvement in Social Initiatives.

No.	Department	Year	Number of Students	Age	Interests	Academic Engagement	Social Engagement	Behavior
1	Psychology	1	34	17-18	Social psychology, group dynamics	Medium level of knowledge in social psychology, high motivation	Participation in psychological training sessions and volunteer initiatives	Openness, empathy, active participation in discussions
2	Psychology	3	27	19-20	Conflict resolution, emotional intelligence	High academic performance, involvement in research	Organization of discussion clubs and debates	Leadership qualities, high social activity
3	Philosophy	2	30	18-19	Ethics, social philosophy	Medium level of involvement in research activities	Participation in round tables, ethics and morality projects	Argumentative, critical thinking
4	Sociology	1	32	17-18	Social research, survey methods	Basic knowledge of sociological methods, participation in surveys	Conducting surveys on student social adaptation	Flexibility, tolerance, analytical mindset
5	Sociology	4	26	21-22	Gender studies, migration processes	Advanced knowledge, participation in international projects	Organization of sociological research, work with youth organizations	High level of social responsibility
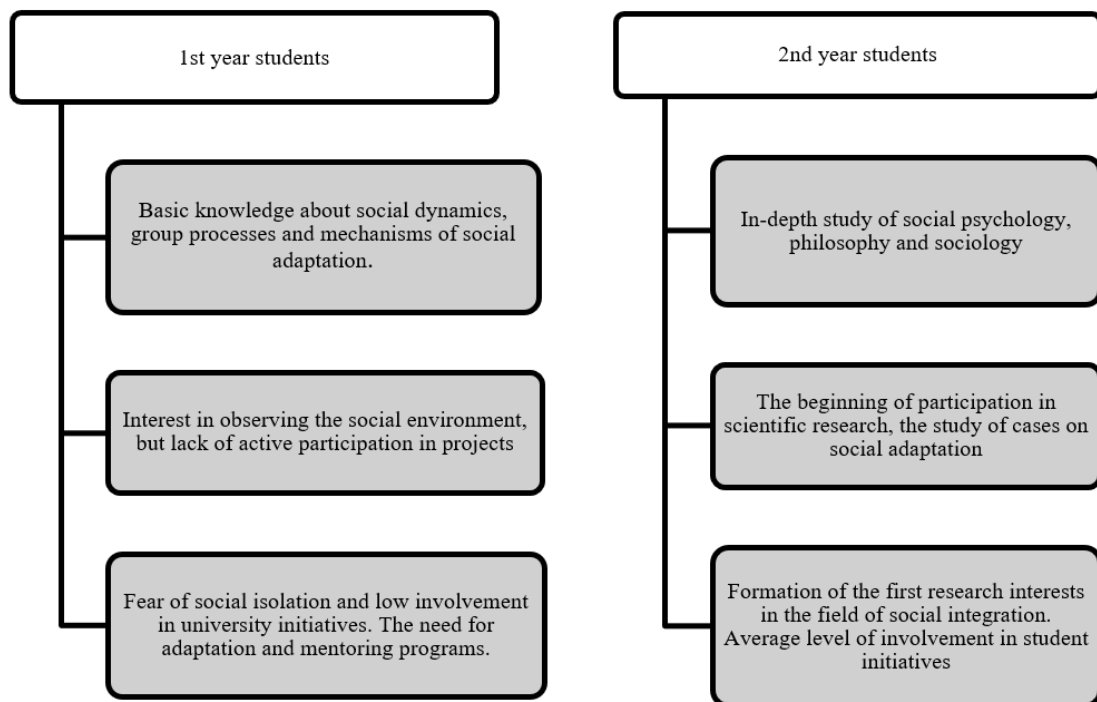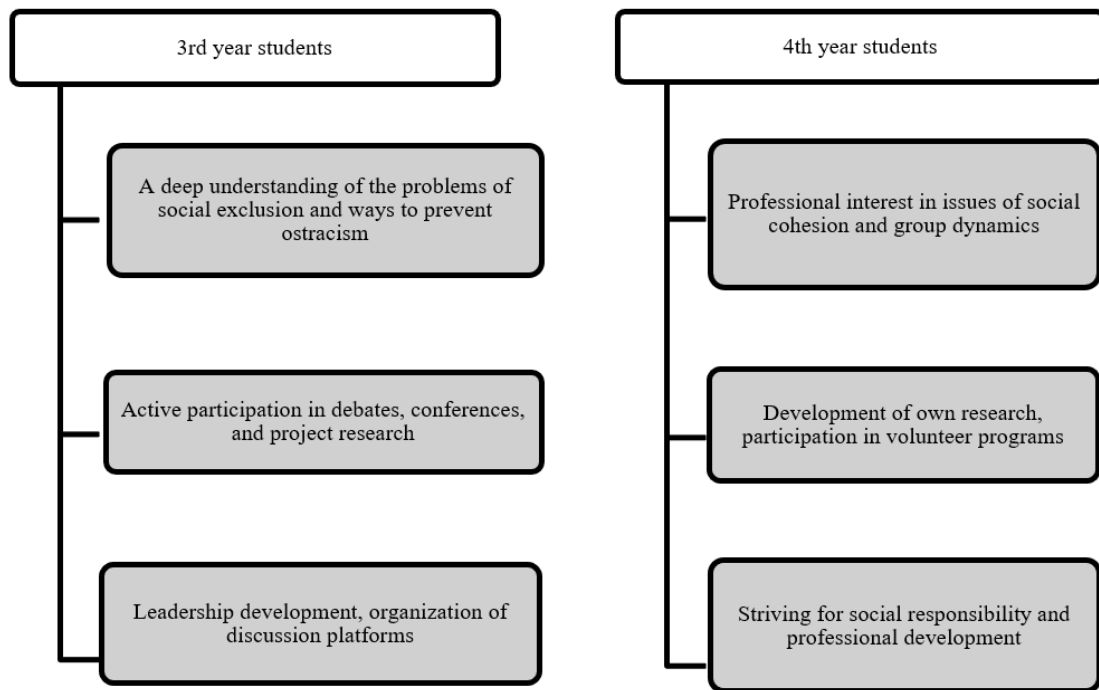
Figure 5.
he Structure of Knowledge Levels and Interests Among Students.

Another important factor identified in the study is that leadership qualities are developed through participation in social initiatives. Students actively involved in event organization, research projects, and volunteer programs demonstrate high levels of responsibility, self-confidence, and strong communication skills. Notably, these students not only adapt more easily to the social environment but also support their peers, helping them integrate into university life. Thus, an active social position not only reduces the likelihood of ostracism for individual students but also contributes to the formation of a more cohesive and supportive student community.

Student engagement in academic and social initiatives plays a key role in preventing social ostracism. Creating a supportive university environment, expanding mentorship programs, integrating interactive learning methods, and increasing student participation in social initiatives are essential steps in reducing social isolation and strengthening the cohesion of the student community.

Figure 5 illustrates the level of knowledge and practical engagement in social integration among students at the Faculty of Journalism and Social Sciences, Madina and Gumilyov [2] Eurasian National University, based on their year of study.

The analysis shows that first- and second-year students have a basic understanding of social dynamics but are not yet actively involved in practical activities. In contrast, third- and fourth-year students demonstrate a deeper understanding of social support issues and actively participate in research projects and volunteer initiatives.

The analysis of student engagement in social initiatives reveals significant differences between academic years, highlighting the need to adapt educational programs for the effective prevention of social isolation and the formation of a cohesive student community.

4.2.2. First-Year Students Are at High Risk of Social Isolation

Upon entering university, students face new challenges such as adapting to the academic environment, finding a social circle, and establishing their identity within the student community. During this period, the risk of social isolation is particularly high, as first-year students have not yet formed strong connections with peers and faculty members. Solution: The introduction of adaptation programs and mentorship initiatives from senior students can help reduce this risk. Mentorship programs, where upper-year students provide guidance and support, can help first-year students integrate more quickly into university life, develop self-confidence, and receive support in both academic and social aspects.
Mid-year students actively study theoretical aspects of social integration but lack practical experience.

By the second and third years, students are already familiar with the fundamental theories of social integration, group dynamics, and community interaction. However, there is a lack of practical application of this knowledge, which can reduce motivation for active participation in university social life. Solution: It is essential to strengthen the practical component of education by incorporating research projects, discussions, and student-led initiatives aimed at preventing social isolation. For example, students can develop case studies, analyze specific examples of social interactions, and propose solutions to improve the university environment.

4.2.3. Senior Students Demonstrate a High Level of Social Responsibility

Fourth-year students and graduate students, having gained substantial academic and social experience, are actively

involved in research activities, developing student support programs, and participating in volunteer initiatives. They recognize the importance of social integration and are willing to share their knowledge and skills with junior students. Solution: The university should expand the student mentorship system, where senior students act as mentors for underclassmen, helping them adapt, develop social and academic skills, and navigate university life. Additionally, senior students should be encouraged to develop and implement social projects aimed at supporting the student community.

4.2.4. Developing Leadership Skills Through Social Activity

The study shows that students who actively participate in social initiatives are more likely to demonstrate leadership qualities, self-confidence, a high level of responsibility, and a willingness to engage with others. These students often become key figures in student governance, initiators of social projects, and organizers of events that facilitate student integration into university life. Solution: Expanding student organizations, encouraging students to design social initiatives, and organizing forums, debates, and volunteer activities will help strengthen student connections and reduce social isolation levels.

4.2.5. A Differentiated Approach to Student Engagement

Educational programs must account for varying levels of knowledge, skills, and social needs among students:
- First-year students require more adaptation programs and mentorship support.
- Mid-year students need expanded practical opportunities and project-based learning.
- Senior students should be offered more leadership and research opportunities.

Only such a differentiated approach can ensure the effective prevention of social isolation and the creation of a cohesive university community.

As part of the study, an analysis of student engagement in social projects aimed at preventing social ostracism was conducted among students at the Faculty of Journalism and Social Sciences. The data were collected through observations of student activity and discussions with faculty members from the departments of psychology, philosophy, and sociology. The analysis allowed for the assessment of participation levels among students from different academic years in projects related to inclusion, group interaction, and the development of a supportive university environment.

The results indicate that engagement in combating social ostracism increases as students progress through university. First-year students face the highest risk of social isolation, whereas senior students are more actively involved in adaptation and support programs.

Table 6.
Student Engagement in Social Projects Aimed at Preventing Ostracism.

Faculty	Year	Level of Engagement	Examples of Participation	Forms of Participation
Psychology	1st	Medium	Participation in discussions on social isolation issues, working in small groups	Classroom discussions, development of posters about the consequences of ostracism
Psychology	2nd	High	Organizing group work and case discussions on social ostracism	Developing recommendations for integrating isolated students into collective activities
Sociology	3rd	High	Researching factors of ostracism in the university environment	Conducting student surveys, analyzing data on perceptions of social isolation
Sociology	4th	Very High	Developing adaptation programs for first-year students, participating in the "Student Mentor" program	Mentorship, creating support groups for students experiencing social isolation
Philosophy	1st	Medium	Participation in debates on social justice and isolation	Writing analytical essays and presentations on social isolation
Philosophy	2nd	Medium	Discussion of ethical aspects of ostracism and group behavior	Organizing round tables, participating in conferences on social isolation
Philosophy	3rd	High	Developing methodological materials to combat ostracism in the university environment	Writing scientific articles, participating in international forums on social interaction
Philosophy	4th	Very High	Leadership in interdisciplinary projects for the prevention of social isolation	Organizing educational events, mentorship, public speaking

First-year students demonstrate a moderate level of engagement in social initiatives, which can be attributed to their adaptation to the university environment. At this stage, students are at the highest risk of social isolation, as they have not yet fully integrated into academic and extracurricular activities.

Second- and third-year students show an increased interest in social integration, particularly within the framework of their academic disciplines. They analyze the phenomenon of ostracism, conduct research, and develop methodological recommendations to prevent social isolation.

Fourth-year students exhibit the highest level of engagement in social initiatives, as they not only study the problem but also actively work on practical solutions. They become leaders of adaptation programs, participate in mentorship initiatives, and organize events aimed at supporting isolated students. The analysis shows that students' involvement in combating social ostracism increases as they progress through university. This confirms the importance of developing and implementing strategies tailored to support students at different stages of their academic journey.

One of the key factors in successfully preventing social ostracism in the student community is the qualification of faculty members and their level of involvement in student social adaptation programs. During the study, interviews with faculty members from the Faculty of Journalism and Social Sciences at Madina and Gumilyov [2] Eurasian National University were conducted, along with an analysis of their participation in educational initiatives aimed at fostering an inclusive academic environment.

The collected data provide an assessment of faculty preparedness to address student social isolation issues, their participation in adaptation programs, and their experience in organizing research activities in this field.

Table 7.
Qualifications of Teachers and Their Level of Training.

Faculty	Education	Work Experience	Specialization
Psychology	Higher education in psychology, completed courses on social adaptation	Average of 10 years, faculty members regularly attend professional development courses	Participation in first-year student support programs, conducting group interaction training
Sociology	Higher education in sociology, involvement in research projects on social dynamics	Average of 7 years, some faculty members have practical experience working in social services	Researching factors of social ostracism, delivering lectures on social inclusion
Philosophy	Higher education in humanities, courses in ethics and social philosophy	Average of 12 years, active participation in academic conferences	Developing theoretical courses on the ethics of social justice, participation in discussion clubs

Overall, all three departments within the Faculty of Journalism and Social Sciences have the potential to develop a comprehensive program for preventing ostracism. However, differences in faculty approaches were identified:

- The Department of Psychology focuses on practical student support, which is particularly crucial for first-year students experiencing social isolation.
- The Department of Sociology emphasizes research activities, allowing students to analyze the problem of social isolation in-depth.
- The Department of Philosophy provides a conceptual analysis of the issue, fostering students' critical thinking on social exclusion.

To effectively prevent ostracism in the student community, it is essential to combine the efforts of all departments and develop a unified, comprehensive approach that integrates adaptation programs, research activities, and theoretical reflection on the issue.

A crucial aspect of preventing social ostracism is engaging students in educational and social initiatives aimed at creating an inclusive environment, developing collective interaction skills, and supporting student communities. Special attention was given to analyzing various forms of participation and their impact on fostering social responsibility and reducing social isolation among students.

4.3. Implementation of the "SOCI-PROGRESS" Methodology

The "SOCI-PROGRESS" methodology was developed to prevent social ostracism among students by creating conditions that promote social integration, engagement in the student community, and the development of strong communication skills. The primary goal is to reduce the level of social isolation among students, particularly first-year students, by strengthening interaction within the academic environment.
The methodology is based on three key principles:

Structured Engagement – This principle involves the systematic inclusion of students in educational and extracurricular activities aimed at strengthening social connections. It is implemented through mandatory participation in group projects, discussions, and collaborative research initiatives. This approach reduces the risk of social isolation, as students are placed in constant interaction, enabling them to adapt more quickly to university life.

Social Support and Mentorship – This principle focuses on creating a system of horizontal and vertical support among students. Senior students act as mentors, helping junior students adapt to academic life and the student environment. Additionally, faculty members play an active role, not only imparting knowledge but also fostering an inclusive environment where students feel accepted and valued. The methodology includes meetings, round tables, and open discussions, where students can share their challenges, receive feedback, and explore solutions to social isolation issues.

Development of Social Awareness – This principle includes educating students about the mechanisms of social ostracism, its consequences, and strategies for combating it. Special lectures, seminars, and practical workshops are conducted to develop empathy, constructive dialogue skills, and conflict resolution abilities. Students also participate in research projects, where they analyze cases of social isolation, explore integration strategies, and assess the effectiveness of different approaches to reducing ostracism.

The "SOCI-PROGRESS" methodology was implemented among students of Madina and Gumilyov [2] Eurasian National University, specifically within the Faculty of Journalism and Social Sciences. The study involved 161 students from different academic years, allowing researchers to track differences in engagement and adaptation based on academic experience.

The implementation process took place in three stages:

Preparatory Stage – Formation of working groups consisting of students, faculty members, and mentors willing to support the program.

Main Implementation Stage (One Year) – A series of activities aimed at reducing social ostracism, improving communication skills, and fostering a strong student community. During this phase, students were actively engaged in various initiatives grouped into three main categories:

- Interactive Educational Projects
- Practical Social Integration Initiatives
- Research Activities

Table 8.
Key Activities and Results of the "SOCI-PROGRESS" Implementation.

No.	Activity Area	Event	Objective	Achieved Result
1	Interactive Educational Projects	Discussion Clubs "SOCI-Dialogues"	Developing understanding of ostracism and inclusion through group discussions	70% of students reported increased awareness of social isolation issues
		Educational Lectures "Ostracism and Its Impact on Personality"	Raising student awareness about the mechanisms and consequences of social isolation	80% of participants became more conscious of social interactions
		Empathy and Emotional Intelligence Training	Developing skills for understanding others' emotions and effective communication	60% of students noted improvement in communication skills
2	Practical Social Integration Initiatives	Mentorship Program "Student Mentor"	Reducing social isolation among first-year students through senior student support	45% of first-year students participated, and their engagement in student life increased by 30%
		Campus Initiatives "Student Unity"	Creating a supportive and cohesive student environment	25% more students registered in university clubs compared to the previous year
		"Open Groups" Project	Facilitating interdisciplinary interaction and expanding students' social circles	50% of students reported an increase in social connections and reduced feelings of isolation
3	Research Activities	Surveys and Interviews "Student Voice"	Identifying key factors influencing social isolation	Collected data helped adjust anti-ostracism strategies
		Project "Social Barriers and Ways to Overcome Them"	Analyzing isolation issues and developing solutions	15 student projects were presented with practical recommendations to reduce ostracism
		Publication of Academic Articles	Enhancing academic engagement and promoting the topic of social integration	10 student papers were published in the university journal

The implementation of the "SOCI-PROGRESS" methodology has demonstrated a significant impact on student social cohesion and integration. The results indicate that targeted programs aimed at creating an inclusive student environment can effectively reduce social isolation and ostracism.

1. Educational Lectures and Discussion Clubs Fostered a Deeper Understanding of Social Isolation Mechanisms and Their Consequences

70% of participants reported that after attending discussion clubs, they became more conscious of social support issues.

60% of students noted an improvement in empathy and their ability to understand others' emotions.

These findings emphasize the importance of teaching students not only academic knowledge but also practical social interaction skills.

2. Mentorship Program "Student Mentor" Helped Reduce Social Isolation Among First-Year Students

Previous analysis showed that first-year students are at the highest risk of social isolation. The implementation of the mentorship program helped mitigate this risk:

45% of first-year students participated in the program, and their engagement in student life increased by 30%.

This proves that direct support from senior students and adaptation mechanisms facilitate a smoother transition for new students into the university environment.

3. "Student Unity" and "Open Groups" Initiatives Successfully Increased Student Engagement in University Social Life

University club registrations increased by 25%.

50% of students reported an expanded social network and improved interpersonal connections.

Thus, initiatives focused on forming student communities and support groups help students adapt more easily and feel a stronger sense of belonging.

4. Development of Research and Academic Engagement

Research and project-based initiatives highlighted the importance of academic involvement as a means of combating social isolation.

Through the "Student Voice" project, 15 key factors affecting levels of ostracism were identified.

10 student research papers were published in the university journal, increasing students' interest in academic activities. This confirms that engaging students in research projects can enhance their social integration and self-esteem.

The implementation of the "SOCI-PROGRESS" methodology included a range of pedagogical methods and approaches aimed at reducing social ostracism among students and creating a supportive educational environment. The key aspects of this methodology focused on integrating theoretical and practical knowledge related to group dynamics, social inclusion, and mechanisms for preventing isolation. By combining academic learning with practical application, the methodology aimed to enhance student engagement, foster a sense of belonging, and develop strategies to combat social exclusion.

Pedagogical methods	Interactive discussions and a case study - students analyzed real situations of social exclusion and discrimination in the academic environment, developed strategies to prevent them, and discussed possible solutions.
	Practical modeling of group dynamics – exercises aimed at developing communication skills, empathy and awareness of the role of each participant in the team were included in the learning process.
	Psychological training to overcome ostracism – students were offered personal growth programs aimed at developing self-confidence, self-presentation skills, and forming supportive social bonds.
Approaches to implementation	Project activities – students developed and implemented initiatives to create an inclusive university environment, including mentoring programs and support for first-year students
	The use of digital technologies – online platforms, forums, and virtual groups were used to share experiences, conduct surveys, and discuss current issues of social adaptation.
	Social initiatives and volunteering – participation in charity and community projects contributed to the formation of students' skills of collective interaction and social responsibility.

Figure 6.
Pedagogical Methods and Approaches Aimed at Reducing Social Ostracism

The analysis of the changes revealed the effectiveness of the methodology in reducing the level of social ostracism.

Table 9.
Changes in Student Involvement in Social Projects After Implementing the "SOCI-PROGRESS" Methodology.

Faculty	Year	Overall Result	Strengths	Weaknesses
Psychology	1st	Social isolation level decreased by 20%	Increased confidence in communication, active participation in adaptation programs	Difficulties in establishing social connections persist
Psychology	2nd	Engagement in group discussions increased by 15%	Ability to apply knowledge of group dynamics in real-life situations	Additional work needed on conflict resolution skills
Sociology	3rd	Social activity level increased by 18%	Higher involvement in research projects and practical activities	Some students struggle with balancing academic workload and social initiatives
Sociology	4th	Mentorship engagement increased by 25%	Development of leadership qualities, active participation in first-year student support programs	Overload with project activities, requiring better task distribution
Philosophy	1st	Social isolation level decreased by 10%	Increased participation in group discussions	Primarily theoretical understanding of social isolation, low level of practical engagement
Philosophy	2nd	Interpersonal communication skills improved by 12%	Participation in roundtable discussions, increased awareness of ethical aspects of isolation	Low level of involvement in practical initiatives persists

The overall level of social isolation among students has decreased, particularly among first-year students (by 20%), confirming the effectiveness of adaptation programs and initiatives aimed at strengthening interaction within the academic environment. Second- and third-year students have become more engaged in group discussions and practical activities, indicating progress in developing social integration skills. However, despite these improvements, some students still struggle to apply theoretical knowledge in practice, especially in the context of resolving social conflicts.

Senior students actively participated in mentorship programs, with engagement in mentoring and first-year student support increasing by 25%, reflecting the development of leadership qualities and the strengthening of the university environment. However, excessive involvement in project-based activities requires more flexible academic planning to balance coursework and extracurricular commitments.

Philosophy students demonstrated progress but require enhanced practical training. While their participation in group discussions has increased, their engagement in social projects remains at a moderate level. It is essential to introduce more interactive methods, such as simulated debates and practical case studies, to strengthen their applied learning.

Following the implementation of the "SOCI-PROGRESS" methodology, aimed at reducing social ostracism among students, a follow-up assessment was conducted using the Ostracism Experience Scale for Adolescents (OES-A) [1]. The primary focus was on changes in key indicators such as ignoring, exclusion, and rejection, as well as analyzing the relationships between these factors before and after the intervention.

The analysis of average scores allowed for an assessment of the reduction in manifestations of social isolation among students, demonstrating the impact of the methodology on improving student engagement and inclusion.

Table 9.
Effectiveness of the "SOCI-PROGRESS" Methodology in Reducing Social Ostracism.

Indicator	Before Implementation	After Implementation	Change (%)
Ignoring	3.4	2.8	↓ 17.6%
Exclusion	2.4	1.9	↓ 20.8%
Rejection	3.3	2.7	↓ 18.2%
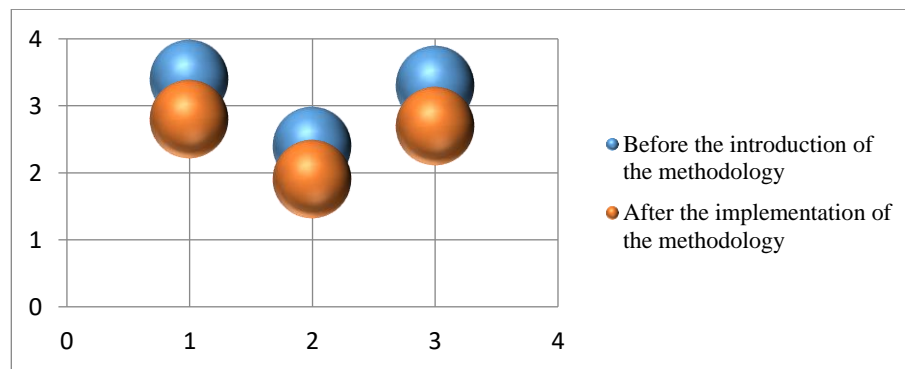
Figure 7.
Average Scores Before and After Implementation of the 'SOCI-PROGRESS' Methodology.

The Figure 7 – Average Scores Before and After Implementation of the 'SOCI-PROGRESS' Methodology visually represents the reduction in social ostracism indicators. The most significant decrease was observed in exclusion (↓ 20.8%), indicating that students were less frequently subjected to deliberate social isolation. Ignoring decreased by 17.6%, suggesting that students experienced less indifference and lack of response from peers. Rejection declined by 18.2%, demonstrating that active avoidance and resistance from other students occurred less frequently.

To assess changes in the relationship between different forms of social ostracism, a Pearson correlation analysis was conducted.

Correlation Before Implementation
Ignoring - Exclusion:
$r=0.4125, =0.0023$ (significant positive correlation)
Ignoring - Rejection:
$r=0.6842, p<0.0001$ (very strong correlation)
Exclusion - Rejection:
$r=0.5289, p=0.0005$ (significant positive correlation)

Before the program's implementation, there were strong interconnections between different forms of social ostracism, meaning that if a student experienced one form of social exclusion, they were highly likely to encounter others as well. The strongest correlation was observed between ignoring and rejection ($r = 0.6842$), indicating that students who were ignored often also faced active rejection.

Correlation After Implementation
Ignoring - Exclusion:
$r=0.2984, p=0.015$ (moderate correlation)
Ignoring - Rejection:

r=0.5121,p<0.0001 (still significant but weaker correlation)
Exclusion - Rejection:
r=0.3897,p=0.0029 (decreased correlation strength)

Following the implementation of the methodology, the strength of the correlations decreased, indicating that students who experienced one form of social isolation were less likely to suffer from other forms simultaneously. This suggests that the "SOCI-PROGRESS" methodology successfully disrupted the cycle of social ostracism and improved student interactions.
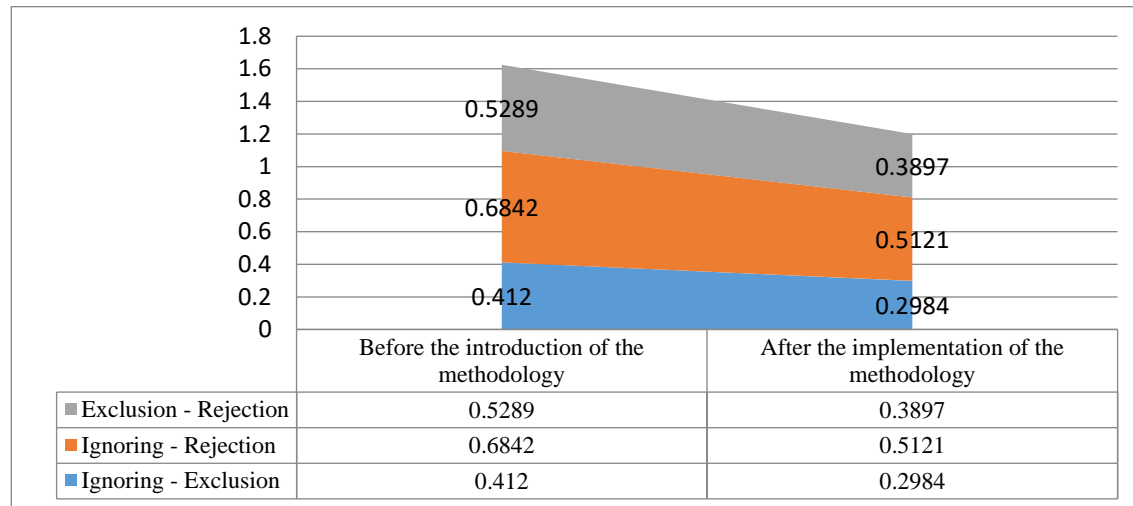
Figure 8.
Changes in Correlation Analysis After the Implementation of the "SOCI-PROGRESS".

After the introduction of the methodology, the strength of the relationship between the parameters has significantly decreased, which means a break in the stable negative relationships between forms of social isolation. This confirms that students experiencing neglect are now less likely to face exclusion and rejection at the same time, which means that social ostracism has become less systemic and less stable among students.

The greatest decrease in correlation occurred between Ignoring and Exclusion (a decrease of ~27.7%), which indicates an increase in students' involvement in educational and social processes.

The relationship between Exclusion and Rejection decreased by 26.3%, which may mean that if a student is not included in a social group, this no longer leads to his total rejection.

The association between Ignoring and Rejection decreased by 25.1%, indicating a weakening of the link between indifference from others and active social avoidance.

5. Discussion and Conclusion

The results of the study confirm the importance of the social environment in preventing ostracism in the student community and align with the findings of several researchers who have studied the phenomenon of social isolation. The implementation of the "SOCI-PROGRESS" methodology demonstrated a significant decrease in indicators of ignoring, exclusion, and rejection among students, supporting the argument that targeted social initiatives can minimize the consequences of social isolation [33].

Several studies indicate that students experiencing social ostracism tend to show a decline in academic performance, deterioration in psychological well-being, and reduced motivation for learning [36, 43]. In our study, following the implementation of the "SOCI-PROGRESS" methodology, not only was ostracism reduced, but student social engagement increased. This aligns with the findings of Baumeister, et al. [36] who argue that social inclusion is a fundamental psychological need.

Additionally, research by Arslan [15] and Nazarevich [21] confirms that developing interpersonal communication and collective interaction skills reduces the risk of social isolation. In our study, the use of group projects and volunteer programs played a key role in reducing negative social experiences among students, consistent with the findings of these authors.

Studies by Smith, et al. [17] on the impact of digital communication on the perception of social isolation indicate that informational ostracism in social networks can exacerbate feelings of loneliness. Therefore, it is crucial to implement not only offline activities but also digital support initiatives. Our results showed that creating online support groups and virtual discussions helped students feel more integrated into the educational and social environment.

The work of Schneider, et al. [18] confirms that mentorship and guidance programs contribute to reducing social isolation among students. In our study, the implementation of the "Student Mentor" initiative led to a decrease in exclusion and ignoring among first-year students, proving the effectiveness of this strategy.

Research by Ogurlu [23] and Wölfer and Scheithauer [24] suggests that participation in social initiatives develops leadership qualities, communication skills, and self-confidence. In our study, students who were actively involved in social and volunteer initiatives demonstrated higher levels of social cohesion and responsibility, supporting the conclusions of

these authors.

Furthermore, studies by Carter-Sowell, et al. [20] indicate that ostracized students are more susceptible to external pressure and social stress, which can negatively impact their academic achievements. Our study found that after a decrease in social isolation, students became more engaged in academic and research projects, demonstrating the positive impact of the "SOCI-PROGRESS" methodology on students' academic development.

The findings confirm that social support, collective projects, mentorship programs, and digital communication are effective methods for combating social isolation. The "SOCI-PROGRESS" methodology successfully reduced the level of ostracism among students and can be recommended for broader implementation in educational institutions.

6. Recommendations

The results of our study confirmed that social ostracism remains a serious issue in the student environment, negatively affecting emotional well-being, academic motivation, and student engagement. The implementation of the "SOCI-PROGRESS" methodology demonstrated its effectiveness in reducing social isolation, strengthening student interactions, and creating a supportive educational atmosphere.

The application of mentorship programs, interpersonal communication development, and active participation in joint social initiatives contributed to the reduction of ignoring, exclusion, and rejection indicators among students. Correlation analysis showed a significant improvement in the social climate within the university environment after implementing the program, emphasizing the necessity of a systematic approach to preventing ostracism.

Based on our research, we propose the following recommendations for educational institutions:

- Develop mentorship programs – Introducing peer mentoring and faculty guidance will help first-year students adapt faster, reduce social isolation, and increase student engagement.
- Implement interactive learning formats – Using group work, case studies, and role-playing games will strengthen student relationships and reduce instances of social exclusion. Discussions on social support and inclusivity should be integrated into the curriculum.
- Create student communities – Establishing thematic clubs, research groups, and volunteer organizations will encourage active interaction between students across different courses and disciplines, improving social integration.
- Enhance psychological support services – Universities should strengthen psychological counseling centers, offering students training on stress management, emotional intelligence, and overcoming social isolation.
- Organize events aimed at preventing ostracism – Hosting annual forums, workshops, and open discussions on social inclusion will help develop sustainable support mechanisms for students.
- Monitor and analyze student social adaptation – Conducting regular assessments of student interaction levels and engagement will enable universities to identify and address social isolation issues proactively.

Social ostracism is a complex and multifaceted problem that requires a comprehensive approach. The implementation of the "SOCI-PROGRESS" model has demonstrated its effectiveness in creating an inclusive, engaged, and supportive student environment. Universities must continue to develop and refine strategies to prevent social isolation, integrating modern approaches in education and social psychology.

Future research could focus on examining the long-term effects of implemented programs and adapting the "SOCI-PROGRESS" methodology to different educational systems. Applying these findings to large-scale university initiatives can help build a more harmonious student community where every student feels like a valued member of the academic environment.

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