

## The Association between Social Engagement, Social Network, Social Embeddedness and Quality of Life among University Students

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**Abstract:** Quality of life (QoL) among university students is a critical concern that impacts not only their academic success but also their overall well-being and prospects. Social relationships are critical for university students' quality of life. Positive social interactions and a supportive network can enhance students' sense of belonging and emotional well-being. However, many students struggle with loneliness and social isolation on campus. This study aims to investigate the association between civic engagement (social engagement, social network, and social embeddedness) and the QoL among university students. We conducted this cross-sectional study among 179 university students on the UiTM Puncak Alam campus via an online survey. We adapted the questionnaire from previous studies and used SPSS version 29 to analyze the data. The Pearson correlation test revealed a link between all the independent variables and the dependent variable, demonstrating both convergent and concurrent validity. The regression analysis showed that social embeddedness was the best predictor of QoL, followed by attitude and behavior. A secure social environment can help one adapt more effectively and provide emotional support, which lowers the risk of depressive symptoms and improves the QoL. In addition, active involvement in social activities helps to increase the sense of belonging to the university community. Identifying oneself as a member of a group of peers, faculty, and staff contributes to the student's self-concept and higher self-esteem, which is vital in terms of psychological health and QoL.

**Keywords:** *Social Engagement, Social Network, Social Embeddedness, Quality of Life (QoL), University Students*

### 1. Introduction and Background

The term quality of life (QoL) refers to an intricate and multifaceted concept that is difficult to define, categorize, and analyze. The concept encompasses a range of factors, including social, cultural, economic, political, and environmental dimensions, which pose challenges in terms of identification and quantification (Shin & Jung, 2020). QoL, as defined by the World Health Organisation (WHO) in 2021, is the way an individual sees their living circumstances about their culture and society, taking into account their personal goals and standards. The concept encompasses several aspects of contentment in everyday existence, encompassing life satisfaction, overall well-being, and the experience of happiness (Shin & Jung, 2020). QoL is influenced by multiple factors, such as personal health encompassing physical, mental, and spiritual well-being, relationships, educational attainment, work environment, social standing, wealth, sense of security, freedom, autonomy in decision-making, social connections, and physical environment (Shin & Jung, 2020; Amanfu, 2022; Achangwa et al., 2022).

Civic engagement, which includes social engagement, social networks, and social embeddedness, is one of the elements that contribute to QoL (Sun et al., 2023). It involves how people actively participate in community life to improve the lives of others and create the community's future (Mellet, 2022). Civic involvement activities include community service, membership in environmental organizations, voting, and donating to civic causes (Remr, 2023; Sun et al., 2023). Individuals can make a major difference in their communities by completing these steps and influencing change at the local, regional, and national levels. Scholars such as Rewakowski (2021) and Cui (2022) have emphasized the intimate relationship between civic engagement and QoL.

Civic engagement among university students is crucial to their academic progress, mental health, overall university experience, and QoL. Recent research has emphasized a variety of factors and methods that promote

social engagement, indicating a more advanced understanding of its dynamics and consequences. College students require social involvement because it fosters a sense of belonging and community. BMC Public Health (Chen, Bian, & Zhu, 2023) released a study that found that social support had an indirect impact on academic engagement, with life happiness and academic motivation serving as mediators. Students with strong social networks report higher life satisfaction, which is associated with increased motivation and participation in academic pursuits. These are the anecdotal impacts that a strong social connection between students can have on their academic and overall well-being, suggesting a cause-and-effect relationship that improves resilience to future adversity. Another factor that contributes to boredom in the classroom and lowers academic achievement is social engagement, often known as peer interaction. Students also learn more effectively when they connect with their classmates through collaborative learning in class or group project work, as well as social activities outside of the classroom. Engagement between students and academic staff at an institution improves a variety of outcomes, including dropout rates and course completion. This interchange of ideas and mutual support among students encourages them to thrive in their academics and raises their motivation level (Alalwan, 2022).

Universities serve as centers where students not only gain knowledge but also cultivate vital proficiencies in diverse disciplines (Ahmad et al., 2022). During their time in university, students actively participate in civic engagement, expanding their knowledge of societal matters via both theoretical study and practical application. Nevertheless, it is imperative to study the elements that impact students' engagement in civic activities. In their study, Ahmad et al. (2022) surveyed undergraduate students from three colleges at Universiti Utara Malaysia (UUM) and discovered that a mere 41.2 percent of students actively participate in civic activities. Ahmad et al. (2022) found that students in Malaysia had limited exposure to political participation, which is a crucial national factor contributing to their modest participation in civic engagement. Hence, the objective of this study is to examine the correlation between social engagement, social network, social embeddedness, and quality of life (QoL) among university students.

## 2. Literature Review

### *Social Engagement*

Social engagement refers to a structured and voluntary activity that seeks to address and identify public concerns. The study by Sun et al. (2023) elucidates how individuals participate in communal endeavors to enhance the well-being of others and foster the future growth of their society. Social involvement encompasses both individual and collective efforts aimed at increasing public awareness of societal challenges, identifying and implementing solutions, and enhancing the overall well-being of society. Community service is a notable form of civic engagement that encompasses activities such as participating in charitable fundraisers. Community service aims to involve individuals in activities that benefit the broader community. However, those who participate in these activities may also derive personal benefits from their involvement (Fenn et al., 2022). Social engagement refers to the collective endeavor of individuals to tackle societal problems, exercise their rights, and contribute to the efficient functioning of their community. Social involvement encompasses several activities such as participating in elections, engaging in political campaigns, protesting or boycotting, volunteering or engaging in community service, practicing pro-environmental behavior, making charitable donations, and providing informal assistance (Wray-Lake et al., 2017).

Doolittle & Faul (2013) categorize social participation into two distinct dimensions: attitudes and behaviors. Attitude refers to an individual's subjective viewpoint and emotions on their involvement in their community and their perception of their capacity to influence that community. The attitudes of university students are influenced by a combination of psychological, social, and environmental elements, which affect their perceptions and behaviors in various situations, including their overall QoL (Chaudhry et al., 2024). As researchers and teachers delve into the complexities of how attitudes are formed and how they affect student learning and growth, there is an urgent requirement for interdisciplinary research and collaborative initiatives to tackle the various issues that modern university students encounter. Universities may foster a more conducive climate for active student engagement in civic activities and cultivate a favorable disposition towards community involvement by addressing these crucial aspects. Attitude is a complex concept that is closely connected to how humans think and behave. It acts as a perspective that shapes how individuals see and engage with the world. Starting from a young age, people start forming attitudes along with other cognitive

and emotional abilities, which shape their perspective on the world and impact how they react to different events and stimuli (Albarracin & Shavitt, 2018). Various elements, such as individual experiences, social interactions, cultural norms, and societal expectations, significantly impact the development of these attitudes (YanJu et al., 2022).

Behavior refers to the way individuals respond or act about external stimuli or within a particular setting. According to the New South Wales (NSW) Health (2020), an individual's behavior is reflected through their activities. Each action is driven by a certain motive and has a distinct underlying cause. Examples of these encompass the use of nonverbal cues such as body language, gestures, facial expressions, and silence to facilitate communication. Additionally, they serve many purposes such as fulfilling demands, capturing attention, eliciting internal or sensory sensations, obtaining access to goods or activities, or evading circumstances. Rahaded et al. (2020) define behavior as the collective accumulation of information, comprehension, mannerisms, values, attitudes, roles, life concepts, and belongings within a group of people. These elements are acquired over generations through collective effort and personal beliefs in the ability to achieve desired outcomes through actions. Moreover, human behavior refers to the capacity to participate in various physical, mental, and social activities during different life phases (Lerner et al., 2024). Like other organisms, humans undergo various stages in their life cycle, each characterized by distinct physical, physiological, and behavioral characteristics. The prevalence of behavioral features, such as mental health concerns, among Malaysian university students is a matter of great concern. According to the World Health Organisation (WHO) in 2021, approximately 14% of individuals between the ages of 10 and 19 experience mental health problems. However, these difficulties often receive inadequate attention and improper care. College students often face significant stress and encounter significant physical and mental challenges due to their demanding academic workload, difficulties in managing their classes, and peer pressure. In recent years, there has been a noticeable increase in mental health problems among students (Radzi et al., 2022; Wong et al., 2023).

### ***Social Network***

According to Del Castillo et al. (2020), social networks are digital platforms that allow users to create personal profiles and share information, fostering engagement with others and connecting with real-life friends, strangers, and relatives. Furthermore, it can offer emotional support, resources, and counsel to people who feel alone in their communities. Social networks also relate to an individual's interpersonal relationships with people in their lives (Kim et al., 2024). Social networks include a wide range of social ties, including personal friends, relatives, neighbors, and casual acquaintances. Individuals can use these connections to easily chat, post, and share information. Bakhshandeh-Bavarsad and Stephens (2024) defined social networks among older individuals as a web of social interactions that include family, friends, and acquaintances and are essential for life satisfaction, mental health, and overall well-being. It is significant because it can help people have happy and rewarding lives as they age.

Social networks influence how people connect, communicate, and share information. They enable people to interact and form relationships that would otherwise be impossible owing to time and distance barriers. Furthermore, social networks have been a prominent focus in computational social science for the majority of the twenty-first century. This branch of study investigates a variety of topics using quantitative approaches, such as machine learning, complexity analysis, major data mining, and simulation modeling (Arya, 2021). These techniques enable researchers to evaluate vast amounts of data created by social network interactions, identify patterns and trends, and create models that can predict future behaviors and results. The earlier study, conducted by Owunna et al. (2022), investigated the association between teens' use of social networking sites. The study's findings indicate a link between increased social network engagement and individuals' desire for social connections, particularly among those who suffer high degrees of loneliness and anxiety. Compared to persons who are less socially anxious, those who are more socially anxious are more likely to prioritize and seek social support online to improve their well-being and receive social acceptability that they would not expect in person (O'Day & Heimberg, 2021).

### ***Social Embeddedness***

Social embeddedness (SE) is the type, intensity, and scope of an entity's link to its social context, such as a community (Czernek-Marsza, 2020). This idea classifies relationships into strong, thoroughly integrated links (socially embedded) and weaker, more remote ones (Mikulionienė et al., 2022). Another definition of SE is a broad form of connection to a social unit. Researchers identified two types of embeddedness: relational embedding and structural embedding. Relational embeddedness refers to how well people communicate, depend on, and trust one another in networks, whereas structural embeddedness refers to how interconnected and central network interactions are (Albaram & Lim, 2023).

Schulz et al. (2023) explored how first-year university students may use their classmates as a social resource while seeking academic assistance. The study looks into how SE, specifically the availability of close peer ties, and group awareness, which refers to being aware of peers' knowledge, affect measures of academic performance such as accomplishment, contentment, and dropout intention. According to the study, SE and group awareness make it simpler for students to successfully request academic assistance, which improves their academic performance (Schulz et al., 2023). The findings indicate that SE has little to no impact on academic performance or motivation to drop out. However, SE has an impact on student satisfaction, particularly among engineering students. For engineering students, SE is a prerequisite for effective help-seeking (HS), but this relationship is not mediated by gratifying HS behavior. This means that, while SE promotes HS success and enhances student satisfaction, HS behavior may not be the direct cause of the causal association between SE and satisfaction. Bere's previous research (2019) looked at context-driven use and SE in student adoption of mobile technology in educational settings, with a focus on WhatsApp-mediated interactions. Geographical hurdles, connectivity difficulties, and knowledge gaps among students and educators all had an impact on WhatsApp use. SE evidence includes various perceptions of technology, varying human capacities triggered by its usage, and dissimilar uses compared to developed contexts. It also noted the challenges of successfully integrating mobile technologies into education, including knowledge gaps among peers, teachers, and students, as well as geographical dispersion.

### ***Quality of Life (QoL)***

The term QoL denotes the comprehensive condition of welfare encountered by either a populace or an individual at a specific moment in time (Wilzer et al., 2024). According to Gobbi et al. (2023), it refers to a person's assessment of their present situation, which includes their objectives, aspirations, standards, concerns, and dominant ways of life and value systems. This all-encompassing notion encompasses multiple components, including physical and mental well-being, personal convictions, social relationships, and their interplay with important parts of life. Chattu et al. (2020) define QoL as a complex concept that encompasses various aspects, including experiences, states, assessments, actions, capacities, and emotional responses to events. Shin and Jung (2019) suggest that QoL refers to the personal and societal satisfaction experienced in daily living. They argue that QoL includes factors such as life satisfaction, subjective well-being, and overall happiness. Wilzer et al. (2024) suggest that when discussing QoL, it is common to consider factors such as well-being, functioning, life satisfaction, functionality, and interference. These factors refer to the parts of life that contribute to a sense of fulfillment and make life meaningful. The investigation of QoL attracts worldwide attention as a result of growing apprehensions about physical and mental well-being (Pitil et al., 2020). Prior research examining QoL has considered specific variables that are unique to individuals, such as the physical surroundings, contentment with social connections, and encounters with social disputes (Shin & Jung, 2019).

In addition, Alkatheri et al. (2020) observed that students pursuing health sciences, such as medicine, nursing, or allied health professions, are especially prone to experiencing a lower QoL in comparison to the overall population. This observation aligns with prior research, notably, the study conducted by Ramón-Arbués et al. (2022), which similarly identified a decrease in QoL among university students pursuing health-related disciplines. Ghassab-Abdollahi et al. (2020) emphasized the distinct difficulties encountered by these students in their academic education, such as an excessive amount of tasks, rigorous clinical practice requirements during internships, and the expectation of good academic achievement, particularly at public institutions. These factors of stress contribute to a demanding academic setting that can have a substantial effect on students' mental health and general QoL. Research demonstrates the substantial influence of academic stress on students' general well-being, underscoring the importance of addressing stressors to reduce negative consequences and enhance students' QoL. Pitil et al. (2020), Chattu et al. (2020), and Wilzer et al. (2024)

assessed the QoL by employing the World Health Organization Quality of Life-BREF (WHOQOL-BREF) questionnaire. This instrument consists of 26 items that are categorized into four domains: physical health (seven items), psychological health (six items), social relationships (three items), and environmental health (eight items). Furthermore, it encompasses inquiries regarding the entire QoL and overall health. Participants evaluate each item using a five-point ordinal scale, ranging from 1 to 5. They assess a wide range of aspects, including daily activities, medical support, energy levels, mobility, pain levels, sleep patterns, work capacity, personal beliefs, emotions, self-esteem, body image, cognitive abilities, learning capacity, satisfaction with personal and social life, safety, living conditions, possessions, financial adequacy, access to essential services and information, and transportation.

### 3. Research Methodology

#### *Research Design*

The study employed a cross-sectional research design to investigate the relationship between social engagement, social networks, social embeddedness, and QoL among university students in Malaysia. We collected data randomly over 2 months, from May to June 2024, using an online survey (Google Form) from two distinct categories: social sciences students from the Faculty of Business and Management and science and technology students from the Faculty of Pharmacy at UiTM Puncak Alam Campus. The survey recorded a total of 179 respondents.

#### *Instrument*

We adapted the questionnaire from the established one, modifying the items to elicit the necessary responses to the research questions. The questionnaire consists of several sections, namely Section A, to request demographic information of respondents such as gender, course, year of study, faculty, and living arrangement. Section B includes items such as social engagement, which consists of 12 items (attitudes and behaviors) (Doolittle & Faul, 2013), social network, which consists of 6 items (Topaloglu et al., 2016), and social embeddedness, which consists of 6-items (Momtaz et al., 2014). Attitude is a personal opinion and feelings that people have about their participation in their community and their sense of ability to change that community, while behaviors have been defined as the steps one takes to actively participate in and improve their community (Doolittle & Faul, 2013). Social networks are a web of social relationships encompassing family, friends, and acquaintances, a fundamental aspect of life satisfaction and overall well-being (Bakhshandeh-Bavarsad & Stephens, 2024), while social embeddedness refers to the nature, intensity, and extent of an entity's connection to its social environment, such as a community. This concept categorizes relationships from strong, deeply integrated connections (socially embedded) to weaker, more distant ties (Mikulionienė et al., 2022). Section C focuses on measuring QoL which was measured using the Quality of Life Scale (QOLS). The QOLS was created originally by American psychologist John Flanagan in the 1970s and has been adapted for use in chronic illness groups (Flanagan, 1978). This form of the QOLS has 16 items rather than the 15 found in the original Flanagan version. Item #16, "Independence, doing for yourself," was added after a qualitative study indicated that the instrument had content validity in chronic illness groups but that it needed an item that reflected the importance to these people of remaining independent and able to care for themselves.

The questionnaire used closed-ended questions with a fixed range of possible answers, as well as a 5-point Likert scale with the following values: 1 = strongly disagree, 2 = disagree, 3 = uncertain, 4 = agree, and 5 = strongly agree to assess the independent variables (social engagement, social network, and social embeddedness) in Section B. The scale used for Section C (QoL) was the 7-point Likert scale (1 = terrible, 2 = unhappy, 3 = mostly dissatisfied, 4 = mixed feeling, 5 = mostly satisfied, 6 = pleased, and 7 = delighted).

#### *Data Analysis*

We used statistical software, specifically SPSS version 29, to analyze the collected data. The study uses both descriptive and inferential statistics. The descriptive statistics include the mean and standard deviation. Besides, a linear multiple regression was used to test the effect of social engagement, social network, and social embeddedness on QoL among university students.



#### 4. Results

##### *Profile of Respondents*

The data analysis revealed that 91 (50.8%) of the respondents were male and 88 (49.2%) were female and participated in this study. We collected the data from university students at UiTM Puncak Alam Campus, including social sciences students from the Faculty of Business and Management (49.7%) and science and technology students from the Faculty of Pharmacy (50.3%). In terms of living arrangements, or the type of residency, 91 (49.7%) of the respondents resided on campus, while 88 (49.2) were off-campus or non-residential students.

##### *Reliability, Correlation & Regression Analysis*

Table 1 presents the results of the reliability and correlation analysis for this study. We derive the reliability results from Cronbach's alphas and present them in parentheses along the diagonal. All variables have Cronbach's alpha values higher than the threshold value of 0.75 as suggested by Kaur and Paruthi (2019), indicating the items are reliable for measuring the intended variables. The Cronbach alpha value ranges from .774 to .962.

According to the study's mean results, the mean score for social attitude is 4.06. It means that most of the respondents agreed that "they felt responsible for the community," "felt confident in helping others who are in difficulty," "believed it is important to be involved in community programs," and "believed that all citizens have a responsibility to their community." The mean score for social behavior is 3.75. The results show that the respondents moderately agreed that "they were involved in volunteering activity in the community," "they helped members of the community," "they participated in discussions that raised issues of social responsibility," and "they contributed to charitable organizations within the community." The mean scores for social networks and social embeddedness are 3.76 and 3.78. The findings revealed that a majority of the participants expressed moderate agreement with the statements, "They perceive social networks/online networks as highly beneficial," "They experience greater comfort on these platforms than in social environments," and "They experience a sense of closeness with their parents, siblings, relatives, and friends, confident in their ability to reach them for assistance." them for help." Aside from that, the mean score for QoL is 5.51. The results showed that universities' QoL levels are moderately satisfactory. Generally, they were satisfied with their basic needs, such as accommodation, food, and financial support; satisfied with their current health condition; satisfied with their learning quality; and satisfied with their relationships with others.

All independent variables showed significant correlations with each other, according to the correlation analysis results. The highest correlation is between attitude and behavior ( $r = .57, p.01$ ), followed by the relationship between behavior and social embeddedness ( $r = .375, p.01$ ). The social network and social embeddedness have the lowest correlation ( $r = .257, p.01$ ). When assessing the relationship between independent variables and dependent variables, the results revealed that all independent variables show a relationship with QoL. The relationship between social embeddedness and QoL has the highest correlation ( $r = .464, p = .01$ ), followed by the relationship between attitude and QoL ( $r = .458, p = .01$ ), and the relationship between social network and social embeddedness has the lowest correlation ( $r = .21, p = .01$ ). In this study, the Pearson correlation analysis results show convergent and concurrent validity.

**Table 1: Result of Correlation and Reliability Analysis (n=179)**

No	Variables	Mean	SD	1	2	3	4	5
1	Attitude	4.06	.587	(.872)				
2	Behavior	3.75	.672	.570**	(.854)			
3	Social Network	3.76	.713	.321**	.360**	(.823)		
4	Social Embeddedness	3.78	.735	.348**	.375**	.257**	(.774)	
5	Quality of Life (QoL)	5.51	.958	.458**	.437**	.210**	.464**	(.962)

Notes: \*\*. Correlation is significant at the 0.01 level (1-tailed); \*. Correlation is significant at the 0.05 level (1-tailed); Cronbach's alphas along the diagonal in the parentheses; N=179.

We conducted a multiple regression analysis to identify the factors that influence students' QoL. With an  $R^2$  of .336, the regression model is good; it shows that attitude, behavior, social network, and social embeddedness,

which are the independent variables, explain 33.6% of the variation in QoL. The F value of 22.061 is significant, denoting that the data fits the model very well. The root MSE Durbin-Watson coefficient of .984 indicates that the regression model does not have an autocorrelation problem. Looking at the contribution of independent variables in explaining QoL, two independent variables are significant at 0.01 (attitude and social embeddedness), while behavior shows a significant value at 0.05. The strongest predictor that contributes to QoL among respondents is social embeddedness, followed by attitude, and the least factor that contributes to QoL is social behavior. Contrary to expectations, social networks show no significant association with QoL among university students.

**Table 2: Summary Results of Regression Analysis (n=179)**

Variables	Standardized Beta Values
	Quality of Life
Attitude	.250**
Behavior	.183*
Social Network	-.017
Social Embeddedness	.313**
R	.580
R <sup>2</sup>	.336
Adjusted R <sup>2</sup>	.321
F values	22.061
Sig. F values	.000
Root MSE	.984

\*\* Sig. At the 0.01 level, \* Sig. At the 0.05 level

### Discussion

Based on the findings, the respondents' QoL is moderately high. This suggests that the majority of university students are content with the overall standard of living they experience while on campus. In general, they expressed contentment with material comforts such as housing, nourishment, amenities, and financial stability. They were also content with their physical well-being, feeling physically strong and energetic. Additionally, they reported a moderate level of satisfaction in their relationships with their parents, siblings, and other relatives, specifically in terms of communication, visits, and assistance. They also indicated contentment with their learning experience, attending classes, deepening their comprehension, and gaining extra knowledge. They were also satisfied with their self-awareness, understanding their strengths and shortcomings, and comprehending the fundamental nature of life. The QoL among university students is crucial since it has a substantial impact on their academic achievement, psychological well-being, and general welfare. A favorable QoL, characterized by sufficient availability of resources, social assistance, and chances for individual growth, is linked to improved academic achievement and increased levels of student contentment. In a study conducted by Alharbi and Smith (2018), it was found that students who have a higher QoL exhibit greater resilience and are less prone to experiencing stress and burnout, which are prevalent issues in the university environment. In addition, creating supportive workplaces and ensuring balanced workloads can result in better mental health outcomes, more engagement, and higher retention rates (Nabavi, 2020). Thus, institutions should prioritize enhancing the students' QoL to create a favorable atmosphere for their academic and personal development.

The findings of this study also demonstrated that there is a correlation between social engagement (attitude and behavior) and QoL among the participants. University students greatly benefit from social involvement as it cultivates a feeling of inclusion, improves academic achievement, and positively impacts overall welfare. Participating in social activities and establishing relationships with classmates and professors can result in the formation of supportive networks, which are crucial for successfully navigating the difficulties of university life. Studies indicate that students who actively participate in social activities demonstrate increased levels of academic motivation, improved mental well-being, and a higher probability of completing their education (Astin, 1999). In addition, Tinto (2012) establishes a connection between social involvement and the acquisition of essential soft skills, such as communication, teamwork, and leadership, which are highly advantageous for achieving success in one's future job. Thus, colleges must give priority to the establishment

of opportunities for social involvement, acknowledging its substantial influence on students' academic and personal growth.

Social embeddedness refers to the extent to which an individual is integrated into social networks that provide support, information, and a feeling of belonging. Social embeddedness is of paramount importance for university students, as it significantly impacts their academic success, mental health, and overall well-being. The transition to university life frequently entails substantial alterations in students' social surroundings, rendering the examination of social embeddedness especially pertinent. The study findings demonstrated a significant correlation between social embeddedness and QoL in university students. Smith et al. (2022) conducted a study that found a positive correlation between strong social ties among students and the likelihood of receiving academic support from peers. This support has the potential to improve their learning experiences and outcomes. In a recent study conducted by Lee and Robbins (2023), it was discovered that students who had higher degrees of social embeddedness reported experiencing lower levels of stress and exhibited better mental health results.

## 5. Conclusion

Multiple variables, such as physical well-being, psychological well-being, interpersonal connections, academic stressors, and financial worries, impact the overall well-being of college students. To tackle these problems, a comprehensive strategy is needed, encompassing institutional backing, mental health provisions, and lifestyle changes. By employing these tactics, universities may optimize the well-being of their students, resulting in enhanced academic achievement, personal growth, and overall life contentment. Universities and students can utilize a range of tactics to improve social interaction. These tactics prioritize the creation of chances for social contacts and the facilitation of students in establishing and sustaining their social networks with other individuals, such as their classmates, lecturers, university personnel, and community members. Active participation in social activities is a crucial element of the university experience, exerting a substantial impact on academic achievement, psychological well-being, and individual growth. Gaining insight into the variables that influence social interaction and employing tactics to amplify it might result in a university experience that is more encouraging and fulfilling for students. As colleges evolve to accommodate shifting social dynamics and technological progress, cultivating robust social networks among students will continue to be a crucial objective.

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