



International Journal of Innovative Technologies in Social Science

e-ISSN: 2544-9435

Scholarly Publisher
RS Global Sp. z O.O.
ISNI: 0000 0004 8495 2390

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ARTICLE TITLE

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DOI

[https://doi.org/10.31435/ijitss.4\(48\).2025.5232](https://doi.org/10.31435/ijitss.4(48).2025.5232)

RECEIVED

16 October 2025

ACCEPTED

16 December 2025

PUBLISHED

30 December 2025

LICENSE



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SOCIAL PARTNERSHIP INTERACTION AS A FACTOR IN SUPPORTING STUDENTS' PHYSICAL SELF-EDUCATION

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ABSTRACT

In conditions of rapid social transformations and increasing demands on the physical and mental health of youth, student physical self-education becomes particularly relevant. This study examines the role of social-partnership interaction as an integrative mechanism for supporting students' physical self-education at higher education institutions. We analyze existing initiatives and identify systemic limitations: fragmented efforts, lack of coordinated strategies, inadequate resource support, and insufficient motivational and organizational accompaniment. Based on the literature review and theoretical analysis, the authors propose a comprehensive model of social-partnership interaction that includes key stakeholders (higher education institutions, educators/trainers, student communities, sports organizations, local authorities, medical and psychological services, and digital platforms), interaction channels (onsite and online), forms of cooperation (projects, clubs, events), and support mechanisms (mentoring, feedback, motivation, monitoring). Implementation of this model aims to foster regular physical activity, healthy habits, self-discipline, and social engagement among students. The study concludes that only a systemic, resource-supported, and well-coordinated partnership framework can ensure sustainable physical self-education and contribute to improved health and social well-being of student youth.

KEYWORDS

Physical Self-Education, Student Youth, Social-Partnership Interaction, Higher Education, Motivation, Physical Activity, Health-Preserving Model, Educational Environment

CITATION

Steshyts Andrii. (2025) Social Partnership Interaction as a Factor in Supporting Students' Physical Self-Education. *International Journal of Innovative Technologies in Social Science*. 4(48). doi: 10.31435/ijitss.4(48).2025.5232

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Introduction

In the context of contemporary societal transformations and the increasing emphasis on youth health and well-being, the issue of developing students' physical self-education has gained significant relevance. Higher education institutions today operate under conditions of intensified academic pressure, digitalization of learning environments, reduced levels of spontaneous physical activity, and rising psychosocial load among students. Despite the presence of formal physical education programs, many students demonstrate insufficient engagement in independent physical activity, limited self-regulation skills, and a low level of motivation to incorporate health-preserving behaviours into their daily routines. These challenges indicate the need for new support mechanisms that extend beyond the traditional framework of physical education curricula.

One promising direction for strengthening students' physical self-education is the development of effective social partnership interaction. Such interaction represents an integrative system of cooperation between higher education institutions, educators and trainers, student communities, sports organizations, local authorities, medical and psychological services, and digital platforms. In modern educational practice, social partnership is increasingly viewed not merely as supplementary collaboration, but as a strategic resource capable of expanding the influence of educational institutions, mobilizing community assets, and creating sustainable conditions for students' personal development and health maintenance.

The relevance of social partnership in supporting physical self-education lies in its potential to combine organizational, motivational, informational, and social resources into a unified environment. Unlike fragmented initiatives or isolated health-promotion activities, partnership-based cooperation offers a coordinated model that integrates mentoring, collective engagement, professional guidance, accessible infrastructure, and digital technologies for monitoring and motivation. Such a multidimensional approach allows addressing both external and internal determinants of physical self-education—ranging from availability of sports facilities and expert support to students’ psychological readiness, sense of belonging, and personal responsibility for health.

However, current partnership practices within higher education remain uneven. Many existing initiatives lack continuity, rely on limited resources, or do not fully involve key social actors. Additionally, insufficient communication, weak coordination between institutions, and the absence of unified models for partnership-based interaction restrain the long-term impact of such initiatives. This highlights the need to develop a systemically organized, resource-supported, and conceptually grounded model that would optimize social partnership interaction and strengthen its influence on students’ physical self-education.

Considering these challenges, this article aims to examine theoretical foundations and practical approaches to social partnership in the field of physical education, identify factors determining the effectiveness of partnership interaction, and propose an author’s model for its optimization. The proposed model integrates various institutional and community actors, channels of cooperation, and mechanisms of motivational, organizational, and technological support that collectively create favourable conditions for fostering students’ sustainable physical activity, healthy habits, and self-discipline.

By emphasizing the interconnectedness of educational, social, and digital environments, this study contributes to the ongoing discourse on modern strategies for supporting youth well-being and highlights the strategic role of partnership-oriented approaches in promoting students’ physical self-education within higher education systems.

Background

The growing complexity of modern educational environments and the intensification of social, psychological, and academic pressures on students have created new challenges for sustaining their physical and mental well-being. Although higher education institutions formally integrate physical education into their curricula, these frameworks often fail to ensure students’ long-term engagement in independent physical activity. Research shows that academic overload, sedentary learning formats, insufficient motivation, and fragmented institutional support significantly reduce students’ readiness to develop stable health-preserving behaviours. As a result, the formation of physical self-education—understood as a conscious, self-regulated, and value-based commitment to personal physical development—often remains underdeveloped.

A growing body of scholarship highlights that physical self-education cannot be perceived solely as an individual responsibility. Instead, it is shaped by a complex interplay of environmental, social, organizational, and psychological factors. In this context, social-partnership interaction has emerged as a critical mechanism capable of integrating resources, expertise, and motivational influences across multiple stakeholders. This approach shifts the focus from isolated institutional efforts to a collaborative model that brings together higher education institutions, educators and trainers, student communities, sports organizations, municipal bodies, digital platforms, and medical-psychological services.

Despite its potential, current partnership practices remain inconsistent and often lack strategic coordination. Studies indicate that many initiatives are limited to short-term projects, one-off events, or narrowly targeted collaborations that do not provide sustainable support for students’ physical development. Moreover, the absence of unified monitoring tools, insufficient communication among stakeholders, and varied levels of resource availability undermine the effectiveness of such interactions. These constraints highlight the need for a systematic, methodologically grounded framework capable of structuring partnership-based cooperation into a coherent and continuous support system.

Another key challenge lies in students’ motivation. External incentives, when not paired with social belonging, mentorship, and meaningful engagement, tend to produce short-lived behavioural changes. Conversely, findings from contemporary research on student support systems demonstrate that multi-level interaction - combining informational, organizational, social, and emotional domains - significantly strengthens internal motivation and facilitates adherence to regular physical activity. Such integration is difficult to achieve within the boundaries of a single institution, which further accentuates the importance of cross-sector partnership.

Digitalization adds an additional dimension to the problem. While digital tools offer opportunities for monitoring, feedback, and community-building, many institutions lack coherent strategies for integrating online platforms into physical activity programs. As a result, digital environments—despite their potential—often remain peripheral rather than becoming active components of students’ physical self-education.

Taken together, these factors demonstrate that the support of students’ physical self-education requires more than traditional physical education classes or sporadic wellness initiatives. It calls for a comprehensive partnership model, one capable of uniting diverse actors and channels of interaction into a structured, resource-backed system of continuous support. The present study positions social-partnership interaction as a foundational element of such a system and argues for its strategic importance in fostering sustainable physical activity, self-discipline, and health-oriented values among student youth.

Methodology.

Our study is devoted to analyzing and systematizing contemporary scientific approaches to the issue of social-partnership interaction within the educational environment and its influence on the process of students’ physical self-education. This section examines various aspects of partnership between higher education institutions and community organizations, sports clubs, digital platforms, and mentors, which serve as key actors in supporting students’ physical activity and promoting a healthy lifestyle. The presentation of the material includes a synthesis of different authors’ perspectives on social partnership, an exploration of its role in shaping students’ motivation for independent physical activity, and an analysis of successful practices of cooperation between higher education institutions and social institutions.

Particular attention is given to identifying shortcomings of existing approaches, such as the fragmentation of programs, insufficient communication among partnership actors, and the absence of an integrated model. These limitations highlight the need to develop an authorial framework of social-partnership interaction aimed at effectively supporting students’ physical self-education. Thus, this section forms the theoretical and methodological foundation for the subsequent justification and implementation of an integrated partnership model in the field of physical education and youth self-development.

Therefore, after defining the significance of social-partnership interaction and its role in supporting students’ physical self-education, it is appropriate to examine how different researchers interpret this concept and which forms of its implementation are proposed in the scientific literature. It is the analysis of scholarly approaches that makes it possible to identify the key components of partnership, its functional capacities, and the prospects for its application in the educational process.

The views of various authors on social partnership in education reveal its multidimensional nature and its role in the development of the educational environment. For example, in the work *“Social Partnership in Education: Advantages and Opportunities,”* the author, a researcher from the Institute of Education, emphasizes that social partnership represents “the unification of the resource potential of all interested partners”—educational institutions, public organizations, and social institutions that together create conditions for a more effective and holistic educational process. According to her observations, such cooperation serves as an important factor in enriching and enhancing the effectiveness of the educational resource, as it allows for the integration of diverse competencies, material and intellectual resources, thereby ensuring a comprehensive approach to solving educational tasks [8].

In the article *“Social Partnership of an Educational Institution as a Resource for Development,”* the authors note that partnership is implemented through concrete practical forms of interaction: joint projects, scientific-practical conferences, internships, and exchange of experience. They emphasize that such forms of partnership act as a mechanism for integrating educational institutions with the community and social structures, creating conditions for mutual enrichment with knowledge, experience, and practical skills. At the same time, social partnership is not limited to the one-time involvement of individual structures but is viewed as a systematic and holistic model of cooperation aimed at achieving common goals and optimal use of available resources [2].

Both works offer a broad, systemic approach to understanding social partnership, where the key element is not merely formal cooperation but an organized, strategically planned, and resource-supported interaction among the participating actors. Such interaction enables a higher level of effectiveness in educational and upbringing processes, including the formation of a healthy lifestyle, the development of social activity, and the competencies of students. In this sense, social partnership becomes the foundation for building integrated models that ensure sustainable interaction between educational, social, and community institutions for the benefit of student development.

Therefore, after defining social partnership as a systemic, resource-supported, and strategically planned phenomenon that enhances the effectiveness of educational and upbringing processes, it is appropriate to consider its practical significance specifically in the field of students' physical self-education. Indeed, the integrated interaction of partnership actors becomes especially valuable when it is not merely formal but genuinely creates the conditions, motivation, and support necessary for young people to engage in active physical activity.

In the modern educational environment, the concept of social-partnership interaction should be perceived not merely as a declaration of cooperation but as an effective tool capable of providing substantial support for students' physical self-education. Partnership creates structures and conditions that enhance motivation, provide resource support, facilitate the organization of systematic activities, and engage students in active physical practices beyond standard classes. Therefore, social-partnership interaction can serve as a key factor that ensures the sustainability of physical self-education and the formation of a healthy lifestyle among students [5].

In the context of physical self-education, social-partnership interaction is an organized, strategically planned consolidation of efforts from various actors (educational, community-based, sports, administrative, medical, and others) aimed at creating favorable conditions for regular physical activity, fostering a culture of health, self-discipline, self-organization, and responsible attitudes toward one's physical condition. Such interaction involves not isolated initiatives but comprehensive, multilayered cooperation encompassing resource, organizational, methodological, and motivational support for students' physical self-education [9].

This means that social partnership should become an integral part of both the educational and extracurricular environment, where a student not only acquires theoretical knowledge but also has access to infrastructure, support groups, mentorship, motivational programs, and informational resources — all of which create the conditions for developing physical activity as a habit, a lifestyle, and a sociocultural practice.

To implement such a model of social partnership, it is important to identify the key actors who can participate in supporting physical self-education and to determine their roles:

- **Higher education institution (HEI)** — acts as the central coordinator, organizer, and initiator of physical education and self-education programs; provides basic infrastructure (gyms, sports grounds), coordinates educational activities, and develops internal health-support policies.
- **Teachers/trainers** — specialists who can conduct training sessions, master classes, consult students on physical activity, foster motivation, and provide mentorship.
- **Student communities** — peer groups, student clubs, and activists who can create joint initiatives, organize group training sessions, sports competitions, health-preserving events, and support one another.
- **Parents (or students' families, where relevant)** — may be involved as a source of social support, motivational stimulus, and value-based attitudes toward health and an active lifestyle (especially for younger students or in institutions where families participate in the educational process).
- **Local government authorities** — act as partners by providing access to public sports facilities, financial or organizational support, developing urban sports infrastructure, and supporting youth programs.
- **Sports organizations** (fitness centers, federations, clubs, community sports groups) — key partners that can provide professional resources: coaching staff, equipment, training programs, club communities, regular activities, competitions, and health support.
- **Digital services and applications** — tools for planning workouts, motivation, self-monitoring, tracking physical activity, and building online communities (online workouts, challenges, group chats, informational resources).
- **Medical and psychological services** — support physical and mental health, supervise physical workload, provide consultations on prevention, rehabilitation, and emotional well-being; essential for a comprehensive approach to student health.

The involvement of all these stakeholders in partnership makes it possible to create a support network that encompasses not only the educational, but also the social, community, medical, and digital components — a network that can ensure a sustainable effect on physical self-education.

For social partnership to genuinely stimulate physical self-education, it must include a number of mechanisms:

- **Creating conditions** — ensuring access to sports infrastructure, equipment, safe training environments, adapted programs, groups, and training schedules; organizing regular sports and wellness activities; providing space and time for physical activity.

– *Motivation and support* — through encouragement, peer and mentor support, informational campaigns, educational activities on the benefits of physical health; creation of support groups; formation of collective health values; providing feedback and recognition of active students. [3]

– *Mentorship and tutoring* — the role of coaches, instructors, more experienced students, or representatives of sports clubs as mentors; individual or group guidance, planning of physical activity programs, advice, psychological support, and assistance in adapting to physical loads [1].

– *Social norms and group dynamics* — forming a culture of physical activity within the student community, creating groups, teams, clubs; supporting the social pressure of a healthy lifestyle; group training, sports competitions, joint initiatives — all these create social responsibility and stimulate regular participation.

– *Information and communication technologies (ICT)* — using digital platforms and applications for training planning, progress tracking, experience sharing, organizing online events, communication among participants, forming communities, motivational challenges, and providing informational support (articles, lectures, webinars on health) [7].

Interaction through these mechanisms establishes comprehensive conditions that transform physical activity from sporadic or incidental engagement into intentional, systematic practice—namely, physical self-education. Crucially, such interaction should not be isolated or one-off; rather, it must be stable, systematic, and fully integrated into both student life and the educational environment.

A review of theoretical approaches to social partnership indicates that this type of interaction constitutes a defining feature of contemporary educational policy and social development. As highlighted by the research of the Institute of Education Problems of the National Academy of Educational Sciences of Ukraine, social partnership within educational institutions represents a key attribute of a democratic civil society, enabling social institutions to actively contribute to the educational process and thereby generate new resources and opportunities [8].

Translating this approach to the domain of student physical education offers substantial potential: through the consolidation of resources, coordinated actions, and systematic support, it becomes possible not only to enhance students' physical activity levels but also to foster a culture of health, personal responsibility for one's body, self-discipline, and social engagement. This approach is particularly pertinent in contemporary contexts, where students frequently encounter significant academic workloads, stress, sedentary behavior, and other adverse factors.

The social-partnership model enables substantial personalization of the educational process through mentorship, group support, differentiated programs, and consideration of each student's individual capacities and resources [6]. The application of this approach allows for the engagement of learners who previously demonstrated low activity levels, as well as the effective support of students with special needs or temporary limitations. Moreover, this model fosters self-organization, a responsible attitude toward one's own physical condition, and autonomous motivation for systematic physical activity, which, in turn, enhances the likelihood of developing professional competencies among future physical education specialists. With comprehensive resource, methodological, and psychological support, social-partnership interaction becomes an effective mechanism for involving various social actors in the process of self-education and the promotion of a healthy lifestyle [4].

The synthesis of these considerations underscores the necessity of systematically presenting the mechanisms of social-partnership interaction in the context of physical education. In this regard, it is appropriate to provide a structured-logical diagram illustrating the key components, interconnections, and directions for optimizing such interaction. This model is presented in Figure 1.

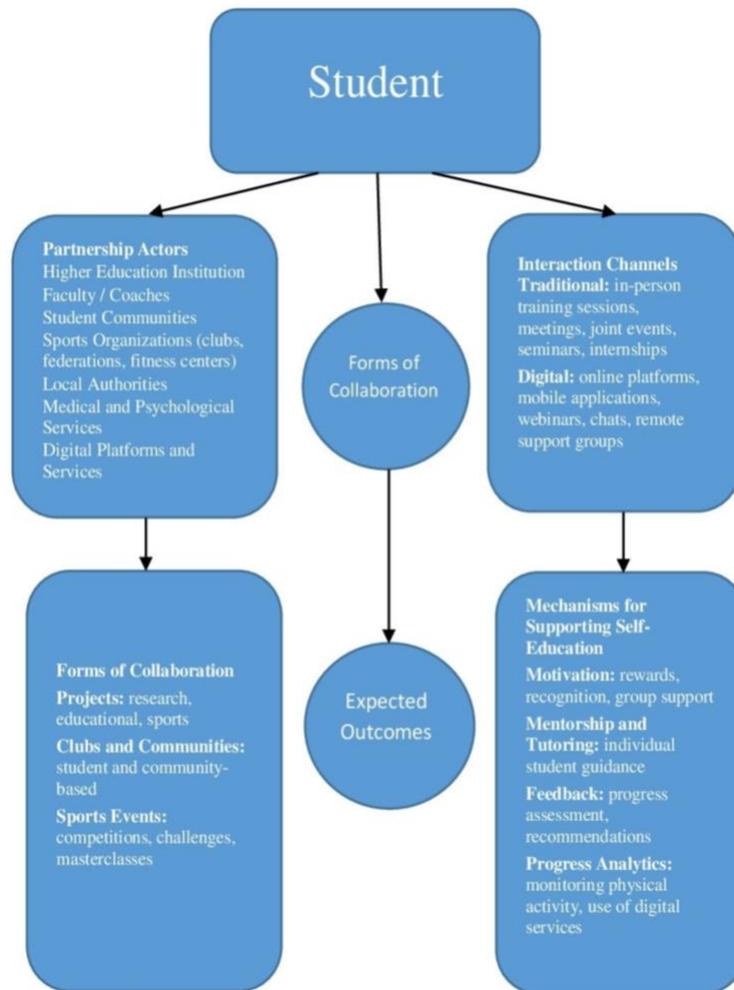


Fig. 1. Conceptual Framework for Optimizing Social-Partnership Interaction

The presented authorial diagram for optimizing social-partnership interaction illustrates a holistic system of actors, channels, and collaboration mechanisms aimed at supporting students' physical self-education. At the center of the model is logically placed the student as the primary beneficiary of the partnership interaction, around whom a network of key actors is structured: the higher education institution, faculty and coaches, student communities, sports organizations, local authorities, medical and psychological services, as well as digital platforms and services.

Interaction among these actors is facilitated through both traditional channels (in-person training sessions, seminars, joint events) and digital tools (online platforms, mobile applications, webinars, remote support groups), enabling the creation of a flexible, blended system for supporting students' physical activity. Forms of collaboration reflect the diversity of partnership practices—from implementing educational, research, and sports projects to organizing clubs, masterclasses, competitions, and challenges.

Based on these interactions, key mechanisms for supporting physical self-education are established: motivational instruments (recognition of achievements, group support), mentorship and tutoring, regular feedback, and analytics of individual progress using digital services. The integration of these elements ensures the achievement of expected outcomes—enhanced intrinsic motivation, the development of stable healthy habits, self-discipline, self-organization, and increased social engagement.

Thus, the diagram highlights a strategically structured, multi-level partnership system aimed at optimizing the process of students' physical self-education.

Conclusions

A synthesis of theoretical approaches and analysis of scholarly research indicates that social-partnership interaction constitutes a key factor in supporting students' physical self-education within contemporary educational environments. This interaction functions not merely as a coordination tool among various actors but as a comprehensive system integrating organizational, motivational, informational, resource-based, and socio-psychological mechanisms that promote youth physical activity. The proposed authorial model for optimizing social-partnership interaction—which encompasses partnership actors, channels and forms of collaboration, support mechanisms, and expected outcomes—presents this process as an integrated network system, with the student positioned at its center as an active participant and primary beneficiary of such partnership.

It has been established that the effectiveness of physical self-education significantly increases when traditional forms of interaction are combined with digital services, which provide accessibility to activities, regular progress monitoring, and continuous social support. At the same time, partnerships among higher education institutions, sports organizations, student communities, local authorities, and medical and psychological services generate multidimensional support encompassing physical, psycho-emotional, informational, and social aspects of health preservation.

The analysis demonstrates that social-partnership interaction fosters the development of healthy habits, enhances self-discipline, increases motivation for regular physical activity, and strengthens students' sense of community belonging. It ensures the sustainability of physical self-education, transforming it into a socially supported, value-oriented, and educationally integrated practice. The proposed model for optimizing partnership confirms that organized, resource-supported, and structured interaction among actors creates favorable conditions for the development of students' physical self-education and represents a promising direction for further research in the fields of physical education pedagogy and health promotion.

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