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Research article

## The Role of Civic Identity, Religiosity, Sex, and Education in Young People's Commitment to Various Forms of Social Activity

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**Abstract.** The problem of social activity of young people is in the field of research attention of psychology, sociology, law, pedagogy and other sciences. The social activity of young people is an important basis for the dynamic and innovative development of society. Studying the factor structure and the role of socio-psychological characteristics in integral (combined) forms of social activity is an important task of modern social psychology. The aim of the study is to investigate the structure of social activity of young people and, based on a path analysis, to determine the role of civic identity, religiosity, sex, and education in commitment to various (combined) forms of social activity. The study involved 305 people aged  $M = 21.2$ ;  $SD = 2.95$  (men – 35.4%), 17.4% of the participants were married. A questionnaire aimed at fixing socio-demographic characteristics, civic identity, religiosity, attitudes of social activity, and developed scales aimed at measuring commitment to various types of social activity were used. To assess this commitment, previously developed scales were used. Civil identity was determined using A.N. Tatarko's scale. Descriptive statistics methods, factorial, correlation, regression and path analyses were also applied. It has been shown that the four-component (civil-political, protest-subcultural, spiritual-educational, leisure) factor model of forms of social activity is acceptable for all the analyzed dimensions. As a result of modeling, a direct relationship between gender and education is established with the manifestations of educational-developing, civil-political and leisure, educational-developing activity respectively. Civil identity is a positive factor in civil-political activity and a negative factor in protest-subcultural activity. At the center of the model is the commitment to spiritual and educational activity, which contributes to the prediction of all the other forms of activity, i.e., civil-political and leisure (directly), and protest-subcultural (indirectly). The facilitating or hindering and mediating role of civic identity, religiosity, gender, and education in commitment to various forms of social activity can be used in organizing social activity of young people as well as in developing “guided” socialization programs.

**Key words:** personality, civic identity, education, types of activity, factors of activity, path model, structure, empirical model

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## Introduction

Social activity is understood as part of a busy lifestyle, manifested in various forms of social activity, including volunteer, creative, communicative, civic, and communal ones (McFarland, Thomas, 2006; Brown et al., 2012; Oosterhoff et al., 2017), and as behavior that is social in its origin and goals, proactive and transforming social reality, including an individual or a whole group, as a result of which a new quality appears in both of them (Shamionov, 2018).

Social activity is a widespread phenomenon that characterizes all age groups (Shelepova, 2009; Omelchenko, Polyakov, 2017). However, it acquires the greatest significance in young years. One of the most important grounds and motives for young people to be socially active is the possibility of their self-actualization, self-presentation and self-assertion, i.e., those socio-psychological and age characteristics that are the most important (particular) effects of the socialization of the individual at a young age. Meanwhile, it is these motives that become the basis for extremely diverse applications of social activity in this age period.

The fundamental issue in relation to social activity is its structure. Integrating various approaches to the analysis of social activity, one can proceed from the concept of its structure as linking the structure of the personality and the structure of its activity, i.e., serving as an ‘intermediary’ between the individual and its activities and the requirements of society (Kharlanova, 2011). However, the structure of social activity remains unrevealed. It is especially necessary to reveal it for its analysis as multidirectional activity, i.e., as one that involves inclusion in its various forms, as well as the relationships between them. Studies of its internal and species structure have shown that social activity can involve not only a different energetics but also a different level of ‘sociality’ and content. In addition, it should be noted that social activity is carried out by the whole personality, which is actually formed in it. The inclusion of the individual in specific forms of activity, i.e., the objectification of social activity (Shamionov et al., 2019) is associated, among other things, with its focus and attitudes. Therefore, the socio-psychological analysis of social activity implies studying not activity in general but objectified activity and its factors, the mechanisms of involvement of the individual in its certain forms and the nature of differentiation of its various forms and their structuring.

The forms of social activity among young people are very different. Some of them are key in the organization of student life and are universal for different countries. They include leisure, sports, educational, communicative, volunteer and partly civic activity (Kumykov et al., 2017; Balabanova, 2018). Various studies have noted preferences among young people for certain forms of activity. Recently, in psychology and sociology, special attention has been paid to specific forms of activity, in which young people are involved. In particular, studies cover the following types of activity: leisure (Sedova, 2009); innovative (Terekhova, 2017); protest (Klenova, 2019), civic (Maximova et al., 2017; Chan, Guo, 2013), volunteer (Lavrentyev, 2014; Badaeva, Osipova, 2018), social networking (Seigfried-

Spellar, Lankford, 2018; Sherman et al., 2018), educational-developing (Shche-meleva, 2016), economic (Vasileva, Poltavskaya, 2015), political (Sokhadze, 2017; Grant et al., 2017), religious (Hardy et al., 2015), etc. These studies indicate that in the implementation of one or another form of social activity, other forms are certainly involved, or the former determine the actualization of the latter. However, the compatibility, consistency or combination of preferences for individual forms of activity have not been practically studied. This is due to the difficulties of the empirical study of social activity, with an attempt to separate, isolate and study ‘as they are’ the characteristics of individual forms of activity, their socio-psychological determination.

However, in a real situation, the social activity of young people has its own direction(s). An important circumstance here is that these directions are in a certain way interconnected; involvement in some forms of social activity can somehow influence interest, and sometimes even involvement in other forms. Since in reality social activity is multidirectional, it is necessary to find out which its forms and how are grouped (based on specific joint changes), how they are related to one another and, finally, whether they form a single structure. In accordance with the system-diachronic approach, the system of social activity of the individual and its forms can be distributed over a number of levels, and these levels can be in subordinate positions, characterized by both direct and hidden relationships, regulating the implementation of social behavior (Shamionov, 2019). Therefore, it is necessary to study how various types of activity of young people are grouped into single complexes, how they are interconnected and what is the role of the most important characteristics of identity, education, and religiosity for young people in their commitment to its individual forms. Such scientific knowledge will make it possible to organize the social activity of young people, taking into account their gender, education, religiosity and civic identity, involving them in social normative forms and blocking asocial ones. ***The purpose of the study*** is to identify the structure of social activity, in which young people are involved, and using path analysis to determine the role of civic identity, religiosity, gender and education in their commitment to its various forms.

The following ***hypotheses*** are put forward in this study.

1. Different forms of social activity make up interconnected combinations according to the principle of joint variability, indicating their combinability.
2. Civic identity, religiosity, gender, and education play a significant role in the preference for various forms of social activity, individually and together with other factors.

The fact that young people prefer integrated forms of social activity can be explained by the combined effect of a number of factors: the preference for leisure activity by the negative effect of religiosity and age, and the positive effect of educational-developmental activity; the preference for educational-developmental activity by the effect of gender, age (negative) and religiosity; the preference for civic-political activity by the effect of civic identity and educational-developmental activity; the preference for protest-subcultural activity by the negative effect of civic identity and the positive effect of civic-political activity.

## Methods

**Participants.** The study involved 305 people (age:  $M = 21.2$ ,  $SD = 2.95$ ), including males – 35.4%, married – 17.4%, urban dwellers – 88.9% (including city-dwellers – 44.6% and smalltown-dwellers – 44.3%), secondary school graduates – 56%, vocational school graduates – 14%, bachelor’ degree graduates (specialists) – 26.9%, and master’s degree graduates (or higher) – 2.6%.

**Techniques.** The study used a questionnaire aimed at fixing socio-demographic characteristics (gender, designated as: 1 – female, 2 – male), age, place of residence, education), attitudes of social activity and religiosity. The degree of personal involvement in certain types of social activity was studied using the method of direct numerical scaling developed by a team of authors (Shamionov et al., 2020), aimed at measuring commitment to a particular type of social activity (scale dimension – 5 points). Based on the provision on the multidirectionality of social activity (Oosterhoff et al., 2017; Shamionov et al., 2020), it was proposed to assess the degree of commitment to each form of social activity. Accordingly, the assessments included commitment to altruistic activity (AA), leisure activity (LA), social-political activity (SPA), Internet network activity (IA), civic activity (CA); social-economic activity (SEA), educational-developmental activity (EDA), spiritual activity (SpA), religious activity (RA), protest activity (PA), radical protest activity (RPA), and subcultural activity (ScA). The scales are developed on the basis of research on the concepts of social activity. To assess civic identity, the Civic Identity Scale (Tatarko, 2011) was used. The scale contains 4 items, each of which is estimated from 1 to 5 points. Checking the scale for internal consistency gave a good result (Cronbach’s  $\alpha = 0.85$ ).

In addition, questions were included regarding the direct assessment of the degree of commitment to religion (religiosity), feelings insecurity or willingness to participate in public protests (the dimension of the scale was 5 points according to the degree of manifestation: 1 – not manifested, 5 – maximally manifested). All the scales were checked for normal distribution using the Kolmogorov – Smirnov test.

**Procedure.** At the beginning, an analysis of arithmetic mean indicators and correlation analysis were carried out. Then a factor analysis was conducted to group the initial variables and calculate new variables that reflect the degree to which generalized forms of activity are manifested. Finally, modeling was performed to determine the direction of the relationship between the indicators of civic identity, religiosity and education with generalized forms of social activity.

**Statistical analysis.** Primary data were processed on the statistical software packages IBM SPSS Statistics and IBM SPSS AMOS, which can be used for structural equation modeling.

All the scales in the study were checked for internal consistency using Cronbach’s  $\alpha$ , and the data were checked for normal distribution using the Kolmogorov – Smirnov test. Socio-demographic data were analyzed using descriptive statistics (reflected in mean values, standard deviations and percentages).

The factor analysis was carried out using the maximum likelihood method with Varimax rotation, then new integral variables corresponding to the obtained factors were calculated.

Using the structural equation modeling procedure, a path model was developed that helped us to establish the validity of the model and the criteria for accepting the model (chi-square (CMIN), degrees of freedom (df) (CMIN/df < 2), comparative fit index (CFI > 0.90), adjusted goodness of fit index (AGFI > 0.90), goodness of fit index (GFI > 0.90), root mean square error of approximation (RMSEA < 0.08)). In accordance with the model requirements (Hair et al., 2009), the statistical significance of all the regression coefficients as well as the covariance between variables and variances were tested.

### Results

As Table 1 shows, leisure activity is manifested more than all the others. It is followed by a block that includes Internet networking, socio-economic, educational-developmental, spiritual and altruistic activities. Finally, the least preferred are radical protest, subcultural and protest normative and religious activities.

The results of the correlation analysis show that there are multiple relationships between different forms of activity in terms of their manifestations from weak to moderate ones (Table 1). In quantitative terms, leisure and subcultural activities are least of all connected with the other forms of activity. The results of the correlation analysis also point to the prospectivity of conducting a regression analysis and building models based on structural equations.

Table 1

Mean values and correlations of indicators of commitment to types of activity

Activity types	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
1. AA	2.40	1.18	1.00	0.08	0.21**	0.09	0.30**	0.15**	0.29**	0.22**	.26**	0.02	0.02	0.05
2. LA	3.94	1.04	0.08	1.00	-0.08	0.24**	0.00	0.20**	0.27**	0.19**	-0.06	-0.04	-0.05	-0.07
3. SPA	1.73	0.94	0.21**	-0.08	1.00	0.17**	0.54**	0.27**	0.29**	0.19**	0.25**	0.27**	0.24**	0.07
4. IA	2.95	1.32	0.09	0.24**	0.17**	1.00	0.13*	0.09	0.25**	0.19**	0.11	0.22**	0.18**	0.19**
5. CA	1.84	1.08	0.30**	0.00	0.55**	0.13*	1.00	0.35**	0.38**	0.27**	0.25**	0.20**	0.18**	0.04
6. CEA	2.69	1.37	0.15**	0.20**	0.27**	0.09	0.35**	1.00	0.42**	0.24**	0.23**	0.23**	0.06	0.02
7. EdA	2.68	1.27	0.29**	0.27**	0.29**	0.59**	0.38**	0.42**	1.00	0.46**	0.32**	0.14*	0.08	-0.01
8. SpA	2.54	1.28	0.22**	0.19**	0.19**	0.19**	0.27**	0.24**	0.46**	1.00	0.37**	0.19**	0.13*	0.11
9. RA	1.55	0.95	0.26**	-0.06	0.25**	0.11	0.25**	0.23**	0.32**	0.37**	1.00	0.22**	0.19**	0.02
10. PrA	1.46	0.88	0.02	-0.04	0.27**	0.22**	0.20**	0.23**	0.14*	0.19**	0.22**	1.00	0.39**	0.32**
11. RPA	1.32	0.76	0.02	-0.05	0.24**	0.18**	0.18**	0.06	0.08	0.13*	0.19**	0.39**	1.00	0.43**
12. ScA	1.43	0.95	0.05	-0.07	0.07	0.19**	0.04	0.02	-0.01	0.11	0.02	0.32**	0.43**	1.00

Note. \* $p < 0.05$ ; \*\* $p < 0.01$ ; AA – altruistic activity; LA – leisure activity; SPA – socio-political activity; IA – Internet network activity; CA – civic activity; SEA – socio-economic activity; EdA – educational and developmental activity; SpA – spiritual activity; RA – religious activity; PrA – protest activity; RPA – radical protest activity; ScA – subcultural activity.

To group the types of social activity on the basis of joint variability and to determine new variables, we carried out a factor analysis. Based on its results (Table 2), four factors ( $p(\text{Sig.}) > 0.05$ ) were identified after Varimax rotation ( $p(\text{Sig.}) > 0.05$ ), explaining 59.9% of the total variance. The measure of adequacy is 0.75. All the factors are evenly distributed according to the degree of dispersion.

The factor distribution of forms of activity is as follows: the first factor (*civic-political activity*): civic, socio-economic and socio-political activity; the second factor (*protest-subcultural activity*): protest, radical-protest and subcultural activity; the third factor (*spiritual-educational activity*): altruistic activity, educational and developmental, spiritual and religious activity; and the fourth factor (*leisure activity*): leisure and Internet network activity.

Table 2

Results of factor analysis: matrix of factors

Activity types	1	2	3	4
CA	<b>.776</b>	.076	.253	-.020
SPA	<b>.775</b>	.204	.141	-.116
SEA	<b>.630</b>	-.013	.110	.351
RPA	.125	<b>.775</b>	.071	-.043
ScA	-.118	<b>.772</b>	.034	.019
PrA	.301	<b>.664</b>	.039	.063
RA	.155	.156	<b>.748</b>	-.111
SpA	.089	.153	<b>.676</b>	.325
AD	.154	-.077	<b>.649</b>	-.006
EdA	.415	-.028	<b>.505</b>	.463
LA	-.028	-.140	.002	<b>.845</b>
ISA	.063	.395	.071	<b>.571</b>
Variance, total: 59.9 %	16.3	15.9	15.0	12.6

Next, the indicators of new (integral) variables obtained by the method of factor analysis were calculated (Shamionov et al., 2020). They were tested for internal consistency (Cronbach’s  $\alpha = 0.82-0.86$ ) and normal distribution using the Kolmogorov – Smirnov test for subsequent use in the path model.

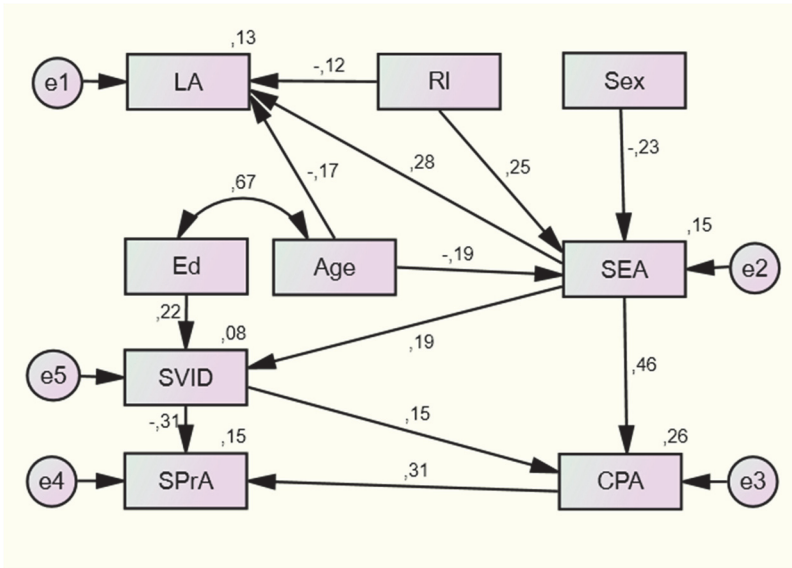
At the next stage, we built a social activity path model (Figure). Its dimensions (Table 3) show an acceptable result, all the covariances and dispersions of exogenous variables are statistically significant. The sample size in the analyzed case is sufficient, but the requirement of multivariate normality is not met; therefore, we applied the asymptotically distribution-free method that is acceptable in such cases (Nasledov, 2013).

Table 3

Model of paths: psychometric characteristics and their indices

Path model/consent criteria	$\chi^2$	df	$\chi^2/\text{df}$	$p$	CFI	AGFI	GFI	RMSEA
<b>Indices</b>	34.93	23	1.52	0.053	0.968	0.973	0.986	0.041

Note:  $\chi^2$  – consent criterion; df – degrees of freedom; CFI – comparative fit index; AGFI – Adjusted Goodness-of-Fit Index; GFI – Goodness-of-Fit Index; RMSEA – root mean square error of approximation.



**Figure 1.** Model of paths for forms of social activity

*Note.* Standardized values are presented in the model: Ed – education; RI – religiosity; SVID – civic identity; SEA – spiritual and educational activity; CPA – civil-political activity; SPRA – protest-subcultural activity; LA – leisure and Internet network activity.

The exogenous variables in this model (Figure) are the variables of gender, age, education, and religiosity. The variables of gender, religiosity and age unambiguously determine 15% of the variations in commitment to spiritual-educational forms of activity. Moreover, religiosity and age, together with spiritual-educational forms of activity, are involved in the determination of leisure activity, explaining 13% of its variations. It also follows from the model that the commitment to spiritual-educational forms of activity is a mediator of the relationship between religiosity and age, on the one hand, and leisure activity, on the other hand, weakening the direct causal relationship. Finally, there is an indirect influence of education (through civic identity) on variations in the commitment to sub-cultural-protest forms of activity.

The total contribution of gender, age and religiosity in the variations of combined spiritual and educational forms of activity is 15% of the total variance. Special testing of the moderation of the variables made it possible to establish the presence of a negative moderation effect of civic identity on civic-political forms of activity [ $Ed * SVID \rightarrow SEA = -0.136; t = 2.69; p < 0.01$ ].

## Discussion

The analysis of commitment to certain types of social activity (Table 1) showed that young people prefer those of them that are associated with their main employment (educational activity) or everyday affairs. As can be seen from the data obtained, the spread of the indicators is large in the case of commitment to Internet network activity (from minimal to maximum participation), as well as socio-economic, educational-developmental and spiritual activity. This indicates

that there is a strong differentiation among young people in their commitment to these types of activity. These data are consistent with the results of studies that indicate that most young people have little interest in politics and religion, and even less in civic participation and radical forms of activity (Sokhadze, 2017; Trotsuk, Sokhadze, 2014).

The data of the correlation analysis show that the commitment of young people to certain types of activity is associated with other types of activity in a very biased way. The most and least manifested leisure and subcultural activities are least of all connected with the other forms of activity. Obviously, the structure of the social activity of young people is very complex and involves more intensive participation in some and less intensive participation in other groups of activity. At the center of this structure is spiritual activity (10 connections), which includes devotion to literature, painting and art in general, or spiritual development, which is associated with all the forms except subcultural activity. A whole galaxy of other types of activity is built around this activity, including educational-developmental (9 connections), protest (9 connections), socio-political (9 connections), etc. This means that, despite its mild manifestation, spiritual activity accompanies almost any form of activity; not far behind it are the other forms, i.e., educational-developmental, socio-political, protest, etc. Despite the significant differences (and even the opposite directions) between the goals of some types of activity, their connecting link is spiritual activity. This confirms the idea of a connection between the activity and traditional values of Russians expressed in the works of a number of researchers (Berdyaev, 1918; Gumilev, 1989; Lebedeva, 2009; Shamionov, Arenkov, 2016).

It follows from the results of the factor analysis that civic and political participation is inseparable from the economic activity of young people, which may indicate that fairly early economic activity, which implies independence, can also contribute to civic-political participation. Combining protest, radical protest and subcultural activity into one factor obviously brings them to the level of separation from the main part of the youth, for whom leisure activity is the leading one. At the same time, combining educational and volunteer activity into one factor is not surprising, since volunteer organizations are closely associated with educational institutions in Russia. However, including spiritual and religious activities in it may indicate that all these forms of activity are associated with the search for opportunities for personal development. Finally, it is not surprising that Internet network and leisure activities are combined into a single factor, which may indicate common grounds (pastime as their main goal) in the commitment of young people to these forms of activity. The data obtained indicate the commonality of various forms of activity and their association into separate sets of symptoms: civic-political, spiritual-educational, leisure and protest-subcultural forms.

As a result of modeling by structural equations, an empirically confirmed model was obtained. The independent variables: gender, age, education and religiosity are predictors of different forms of activity. It follows from the model that girls are more willing to prefer spiritual and educational types of social activity.



These data are consistent with recent psychological and sociological studies (Arendachuk et al., 2022; Ushkin, 2018). General religiosity contributes to the promotion of spiritual-educational activities and, on the contrary, is a negative predictor of leisure forms, which corresponds to the religious canons of the main confessions in Russia, and is confirmed by the results of other studies (Arendachuk, 2018). At the same time, the promotion of leisure and spiritual-educational activities is typical for the younger part of the sample, which is confirmed by the results of other studies (Arendachuk, 2018).

This model shows that spiritual-educational forms of activity are decisive for other forms. In particular, there is a straight-directed connection between spiritual-educational and civic-political activity, and through it, with protest-subcultural and leisure forms of activity. At the same time, the contribution to the function of civic-political activity is at a higher level than to the subcultural-protest and leisure forms of activity. In other words, the spiritual-educational activity of young people is a predictor of civic-political and leisure forms of activity, explaining, respectively, 26 and 13% of their total variance. This largely explains the fact that among civic activists, as well as those who take part in political demonstrations in Russia, the majority are people with higher education (Pecherikina, 2017). Civic-political forms of activity and civic identity act as a mediator of a straight-directed link between spiritual-educational and subcultural-protest forms of activity, explaining up to 15% of the total variance. From this it follows that civic-political forms of activity and civic identity reduce the direct causal relationship between spiritual-educational and subcultural protest activities. These results indicate that civic identity ‘damps out’ the protest moods of young people and reduces the likelihood of their involvement in subcultural groups. On the other hand, the model shows that the joint contribution of civic-political activity (positively) and civic identity (negatively) is about 15% of the variations in subcultural protest activity. From this it follows that the joint variability of civic, political and economic activity determines protest behavior in its various manifestations, i.e., from a simple declaration and withdrawal into subcultures to a sharp opposition, radical activity, while civic identity ‘undermines’ it.

If the connection with civic-political participation is fairly understandable here, then the connection with economic activity requires more attention. Obviously, a certain (rather very insignificant) economic freedom of young people contributes to their protest moods. This assumption is also confirmed by the results of special studies (Petukhov, 2016), which show that protest moods (in various forms) of economically active youth do persist. At the same time, the forms of protest themselves can vary greatly depending on where young people live. For example, in a metropolis, this may be limited to a change of job; however, in a small city, this may be due to migration, decreased activity, etc. In previous studies, for example, it was found that in a small town there was a direct relationship between the income and willingness of young people to take part in public protests in order to defend their rights and freedoms ( $r = 0.13$ ,  $p < 0.05$ ) (Shamionov et al., 2020).

After checking the moderation effect of civic identity, we managed to find out that civic identity weakens the connection between education and the civic-political participation of young people. This means that education and civic identity together reduce the likelihood of such participation.

### Conclusion

The most preferred among young people is leisure activity. Their commitment to Internet network, educational-developmental and socio-economic activities is also quite strong. These forms of activity are involved in the ongoing education of young people (full-time or part-time), all of them are interconnected at a high level of significance, forming a rigid and stable structure. Civic-political forms of activity are manifested least of all.

Despite the general multidirectionality of the social activity of young people, its various forms are grouped according to the nature of joint variability. As a result of factor analysis, four such groups (generalized factors) of combined forms of social activity of young people were identified: (1) spiritual-educational activity (the indicators of which are religious, spiritual, educational and altruistic activities); (2) leisure activity (its indicators are leisure and Internet network activities); (3) civic-political activity (the indicators of which are civic, socio-economic and socio-political activity); and (4) subcultural protest activity (its indicators are subcultural, protest and radical protest activities).

The significant role of identity, education, age and religiosity in the commitment of young people to social activity was confirmed. Civic identity is a mediator of the direct causal relationship between spiritual-educational and civic-political activity; civic-political activity is a mediator of the direct causal relationship between civic identity and subcultural protest activity. Finally, spiritual-educational activity is a mediator of the connection of religiosity, gender and age with socio-political activity, and civic identity is a mediator of the connection of education and spiritual-educational activity with subcultural protest activity.

Therefore, when organizing the social activity of young people, it is necessary to take into account the significant role of gender, education, identity and religiosity in their commitment to its various forms, as well as the fact that some forms of activity can be the effects of other forms. One of the important conclusions of this study is not only the weighty significance of these variables for certain types of social activity but also the choice in favor of the radicalization of activity, or the rejection of it.

**Limitations.** This study is aimed only at determining the structural composition of the social activity of young people. The factors of age, gender and education (as independent variables) serve to determine the direction of the relationships. Further research is needed to determine the nature of the socio-psychological regulation of the social activity of young people (both individually and as generalized factors).

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Исследовательская статья

## Роль гражданской идентичности, религиозности, пола и образования в приверженности молодежи к различным формам социальной активности

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**Аннотация.** Проблема социальной активности молодежи, которая является важной основой для динамичного и инновационного развития общества, находится в поле исследовательского внимания психологии, социологии, юриспруденции, педагогики и других

наук. Вопрос факторной структуры и роли социально-психологических характеристик в интегральных (сочетанных) формах социальной активности относится к важным задачам современной социальной психологии. Цель исследования – изучить структуру социальной активности молодежи и на основе путевого анализа определить роль гражданской идентичности, религиозности, пола и образования в приверженности к различным ее формам. Выборку составили 305 человек в возрасте  $M = 21,2$ ;  $SD = 2,95$  (мужчины – 35,4 %), в семейных отношениях состоят 17,4 %. Для оценки приверженности к различным формам социальной активности применялись специальные моношкалы. Гражданская идентичность определялась посредством шкалы А.Н. Татарко. Использованы методы описательной статистики, факторный, корреляционный, регрессионный, путьевой анализ. Показано, что четырехкомпонентная (гражданско-политическая, протестно-субкультурная, духовно-образовательная, досуговая) факторная модель форм социальной активности является приемлемой. В результате моделирования установлена прямая связь пола и образования с выраженностью образовательно-развивающей, гражданско-политической и досуговой активности. Гражданская идентичность является положительным фактором гражданско-политической и отрицательным – протестно-субкультурной активности. В центре модели находится приверженность к духовно-образовательной активности, вносящая вклад в предикцию всех остальных форм – гражданско-политической, досуговой (прямо), протестно-субкультурной (опосредованно). Споспобствующая или препятствующая и посредническая роли гражданской идентичности, религиозности, пола и образования в приверженности к различным формам социальной активности могут использоваться в организации социальной активности молодежи и в разработке программ «направляемой» социализации.

**Ключевые слова:** личность, социальная активность, гражданская идентичность, образование, виды активности, факторы активности, модель путей

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