




© 2021 Serafimovska and Markovikj. This article follows the  Open Access policy of CC BY NC under Creative Commons attribution license v 4.0.



Submitted: 13/09/2024 - Accepted: 15/10/2024 - Published: 31/12/2024

Motive for Social Justice and Students Activism at University Level

Eleonora Serafimovska¹

Marijana Markovikj¹

¹Institute for Sociological, Political and Juridical research,
University Ss.Cyril and Methodius, North Macedonia

Email: eleonora@ispji.ukim.edu.mk

DOI: <https://doi.org/10.26417/mpetkk14>

Abstract

Student organizations exist to protect the rights and interests of their members. Therefore, if they are organized into representative student governments, students can be a very influential agent who shapes the policy of higher education, and build themselves as democratic force in the society. The purpose of this study conducted by Institute for Sociological, Political and Juridical Research (ISPJR), Skopje was to consider student activism at university level in light of social justice motive. The data show that components of social justice motive influence the activism in Student Organization but also certainly proved that educational system of the country has serious omissions and errors in developing responsible and active youth and the country has to invest in its students because good student organization, in addition to exercising rights, freedoms and needs, and engaging in improving students' standard and their well-being, means investing in an active, efficient, motivated and democratic youth.

Keywords: Student activism, Student organization, Motive for Social Justice, Social Responsibility

Introduction

There are many good reasons to explore student activism, and the crucial one is that student activism have a potential to make influence on reforms at university level but also to start wider changes in national politics (Altbach, 1989).

In the most general and broadest sense, student activism or movements is student's involvement in processes with the purpose, desire and need for specific or wider social change. Students, and youths in general have been involved in protests and movements for hundreds of years, organizing their peers and communities for progressive social change in a variety of areas around the world (Fletcher, 2005; Atlantic, 2015).

Student activism is so complex, multi-faceted phenomenon (Altbach 1991,p. 247), that modern student activist movements vary widely in subject, size, and success, with all kinds of students in all kinds of educational settings, and all races, socio-economic backgrounds, and political perspectives (Revolv, Atlantic International University, n.d). Student activists were 'conscience of their generation' (Altbach, 1992, p. 1444), they were leftist, democratic, environmentalist, young people who tend to respect equality (Altbach, 1991; 1992).

Student organizations represent only one kind, a segment of student activism and student organizing whose primary goal is to represent and defend the interests of the collective student body (Duke Law, n.d.).

It is not uncommon for student activism to associate with social justice. In the same broadest sense, 'social justice is distribution of advantages and disadvantages within a society' (Social Justice, n.d.), and can be 'broadly understood as the fair and compassionate distribution of the fruits of economic growth' (Social justice in an Open World, 2006). Other experts will sum the different approaches and say that social justice means not only "promotion the equal distribution of resources", but also "empowerment and advocacy" (Niegocki et all, 2012). In the literature the social justice can be seen as "an ideal condition in which all members of a society have the same basic rights, protections, opportunities, obligations, and social benefits" (Barker, 1995). These concept, no matter of scientific aspect always include relations between individual and society; always refers to the 'overall fairness of a society in its divisions and distributions of rewards and burdens' (Sociology Guide, n.d); always refers to the human rights, recognizes the dignity of every human being, and is based on the principles of equality and solidarity (Zajda et all, 2006); always 'encompasses economic justice' and 'imposes on each of us a personal responsibility to collaborate with others' (CESJ, n.d.).

Although the discussion about the concept of social justice is maybe no appropriate any more in the era of contemporary globalization (Gindin, 2002), and seek for interdisciplinary interests and expertise if we want to operate with it (Banai et all, 2011), this paper has intention to explore this concept as a motive which can be

understand as various obligations of the individual in her social environment, which include the tendencies to help others, to provide them with help and support in order to provide equal opportunities and conditions (Sheikh, 2014, p. 8).

Starting with the assumption that social justice motive as a personal resource exist and influence the human behavior, the assumption that student activists “tend to have a higher moral sense than their uninvolved peers” (Altbach 1991. p. 254), believing that students activism is antecedents of civic engagement and civic engagement is important for the individual and the communal well-being (Hope and Jagers, 2014), as well as believing in civic engagement maintains the viability of democratic society (Moore, Hope, Eisman, & Zimmerman, 2016) the focus of interest in this research is relation of social justice motive and student activism at University level.

Motive for social justice

In this paper the motive of social justice is considered as a segment of the model of moral motivation (Sheikh, 2014). In the base of this model are two distinctions in motivation: the first is distinction between tendency of approaching and tendency of avoiding. Tendency to approach is directed by a desirable outcome and simply means positive moral behavior - to do what is moral: what someone should do. Tendency to avoid is directed by a negative/undesirable outcome and simply means not to do what is immoral: what someone should not do. These two tendencies represent the concept of self-regulation and if individual has good self-regulation he/she will tend to behave in positive manner and to activate to do what is moral, and will tend to inhibit immoral behaviors (Janoff-Bulman and Sheikh, 2006); The second distinction in the model of moral motivation is the distinction between the self and the others, more precisely, personal and social responsibility. Individuals who have perceived the concept of responsibility will be able to understand which behavior include personal responsibility, and which social responsibility consequently. These concepts, “concept of self-regulation” and “concept of responsibility” constitute “Model of Moral Motivation” which can be understand as coordinate system with 4 cells: “Self-Restraint”, “Self-Reliance”, “Social Order”, and “Social Justice” (Sheikh, 2014, p. 6). The moral system of each person contains all these four motives to some degree. “Life experiences” and “unique socialization process” can “created a greater focus on one or more motives in each individual” (Sheikh, 2014, p. 6).

Considering that the student organization is a formal organization where students tend to organized themselves to protect the rights and interests of all their members, motivation for social justice is seen as possible motivator for student activism and participation in such an organization. The Social Justice motive as it was defined in this model of moral motivation means “motivation to provide for others and to help others in the community advance, and is associated with efforts to insure greater economic and material support, often involving matters of opportunity, income and equity” (Sheikh, 2014, p. 8-9).

Figure 1. 2 x 2 Model of moral motivation

MODEL OF MORAL MOTIVATION		Realm of Responsibility	
		Personal responsibility	Social responsibility
Self-Regulation	Tendency for avoidance	Self-Restraint	Social Order
	Tendency for approaching	Self-Reliance	Social Justice

(Source: Sheikh, 2014, p. 32 Figure 1)

Student activism at the university level

One of the dimensions of student activism is that at university level and this kind of activism is nearly as old as the university itself (Revolvy, Atlantic International University). The first breakthroughs in student organization can be perceived in the Middle Ages when the University of Bologna developed a model of “University of Students”, where students organized in the so-called guilds (Klemenčič, 2012) had control over their studies. There was a “rector student” who together with the pro-rectors decided on the level of fees, sanctions for professors who had not completed their duties on time such as disregarding the lectures timetable (Živkovič, Mirchevska, Galevski, Božovič, and Aleksoski, 2015).

This demonstrates that students have been fighting for student organization hundreds of years ago, participating in decision making and advocating for their rights. In XIX and XX century, student movements became more frequent and they were an expression of student autonomous critical thought, which meant interest in issues of political and social-economic character. Many of these student movements merged into formal student organizations later, including parliaments. Today some of them represent a symbol of student organization with the main goal of struggle for defending, protecting and expanding students’ rights and interests (Youth Educational Forum, 2016). The modern roots of the student presentation are reflected in the events that marked the process of democratization of universities in the 60th and 70th years of the 20th century when students are involved in decision-making processes at universities as well as in the emergence of managerialism in the academic sphere (Luascher-Mamashela, 2013; De Boer and Stensaker, 2007; Luescher-Mamashela, 2010)

As a member of the academic community, today the student has the opportunity to be active and participate in all governing bodies of the University and be responsible for making decisions on important matters in higher education, such as curriculums, financing, research projects, etc. Students should be relevant partners in the academic community and with their constructive ideas and solutions contribute to the promotion of the higher education institution and the University in accordance with the Bologna Declaration. With the help of student organization, the students

develops a critical and democratic thought; they are better aware of the democratic mechanisms and thus forms themselves as an active and responsible citizens of their own country (Youth Educational Forum, 2016).

There are many modalities of student participation and many arguments why the inclusion of students in management is justified (Luescher-Mamshela, 2011), but regardless of their versatility and number and systematization in different ways, nevertheless the ultimate goal of student participation in the decision-making processes through the student organization should be the influence in making decisions primarily on issues and topics of their interest, that is, influence in the process of creating University policies (Youth Educational Forum, 2014). Although student organizations exist in variety of forms, in the base they are specific "system of rules and norms", "they function as governments" and are quite effective (Klemenčič, 2014, p. 396). The student organizations can be also seen as "political institutions" in the sense that they are intermediaries of collective student interests to higher education bodies and/or in the wider political sense. Namely, in addition to the professional function, student governments around the world "provide a framework for student and political activity in the academic environment". (Klemenčič, 2014, p. 396).

There are several studies on student participation in decision-making processes in Macedonia and these are part of the research of more general youth participation in decision-making processes, youth activism in the Republic Macedonia, and more specifically, student organization (Youth Educational Forum, 2014). The data speak that the young people in Macedonia are not at all proactive and initiative; they are not at all involved in decision-making at both local and national level neither practically nor theoretically know their right to participate in decision-making processes; they are not believing in the student organization and almost do not see such organizations as advocates of their rights; the youth perceive the student organizations as deeply politicized working in the interests of the political parties that are in power and who support them (Youth needs and youth organization in the Republic of Macedonia, 2010). All these conclusions justify the research interest.

Method

The Institute for Sociological, Political and Juridical Research (ISPJR)-Skopje in May 2017 conducted research titled "UCM Students Perception of Their Organization and Representation". This paper is focused on only one aspect of the students perception of their organization and the research interest in this study moved around the three questions: *How many students are involved in the activities of the student organization (work of bodies/commissions, participation in elections)?; How developed is the motive of social justice of students? and How motive of social justice of students is related to the involvement, the inclusion of students in the student organization?* Moreover, the assumption in this article moves towards the motive for social justice as a predictor of the participation in the student organization.

Sample

The study was conducted on 669 students from the State University “Ss Cyril and Methodius” (UCM). Quota sample was designed in the first phase of the research and convenience sampling in the second (field) phase. Boys were 33.2% and girls were 61.8%. Students from all faculties were involved in the study: the biggest percentage (17,2) were from Faculty of Economic, 12% were from Low Faculty and 9,7% from Faculty of Philosophy. All students voluntary participate in the study and fulfill the research instruments in approximately 30 minutes.

Instruments

The measuring instrument for this study was consisted of two parts. One part contained *Questionnaire* on student activism (operationalized as participation in the Student Organization-the student representative body at the University “Ss Cyril and Methodius”). This questionnaire was consisted of 18 questions distributed in three areas, with the *first area* referring to the participation of students in the activities and bodies of the Student Organization, the *second area* referring to the reasons for participation, i.e. non-participation of students, and the *third* one concerning the students perception of the ways, possibilities and obstacles for student participation in the Student Organization. The first area covered several questions about participation (inclusion) of students in the activities organized by the Student Parliament of the Faculty (SPF) or the Student Parliament of UCM (SPUCM), participation in the work of some SPF or SPUCM body, participation in voting for representatives in SPF, participation in SPF and SPUCM presidential polls, addressing of students to SPF or SPUCM representatives regarding some problem or issue of interest to students, participation in other formal or informal domestic and international student associations.

The other part contained *Scale for Social Justice Motive* as part of the Moralism Scale¹ (Sheikh, 2014). Each item is actually a short scenario in which the actor/s decide/s whether to engage in a particular behavior. Respondents are asked to answer two questions about each scenario. First question is about extent to which respondents view the scenario to be a matter of personal preference. This rating is part of so called “Moralism Preference subscale” and is from 1 (“*not at all a matter of personal preference*”) to 9 (“*completely a matter of personal preference*”). Second question is about extent to which respondent believe the actor in the scenario should or should not perform the behavior. This rating is part of so called “Moralism Evaluation subscale” and is from 1 (“*feel very strongly he/she should not*”) to 9 (“*feel very strongly he/she should*”) (Sheikh, 2014, p.15).

¹ Scale is a 24-item scale that incorporates items representing each of the four cells of the proposed model of moral motivations: Self-Restraint, Self-Reliance, Social Order and Social Justice.

Since the assumption was that the motive for social justice is the one in relation with student's activism, only those 6 scenarios (from total 24) which examine what person should do in promotion a moral, just society were extracted.

Results

The reliability analysis for the two subscale of Social Justice Motive scale was performed first and showed that the Cronbach's Alpha coefficients for Moralism Preference was 0.85 and for Moralism Evaluation was 0.70. The obtained range (and theoretical) of the sum of the types of ratings (Moralism Preference and Moralism Evaluation) is from 6 to 54, with M=46,16 for the first type and M=38.58 for the second type of rating.

The next step was to place the participants in the coordinative system which represent ratings on Moralism Preference and Evaluation. In upper left side are the persons who have tendency to do what is good and socially desirable and they understanding the concept of social responsibility, and this is probably the most desirable place in this coordinative system and assumed motivator for student activism at university level. Percentages of the respondents according the two types of ratings are showed below.

Figure 2. Frequencies and percentages of respondents in the Social Justice coordinate system

Figure no.2: Frequencies and percentages of respondents in the Social Justice coordinate system

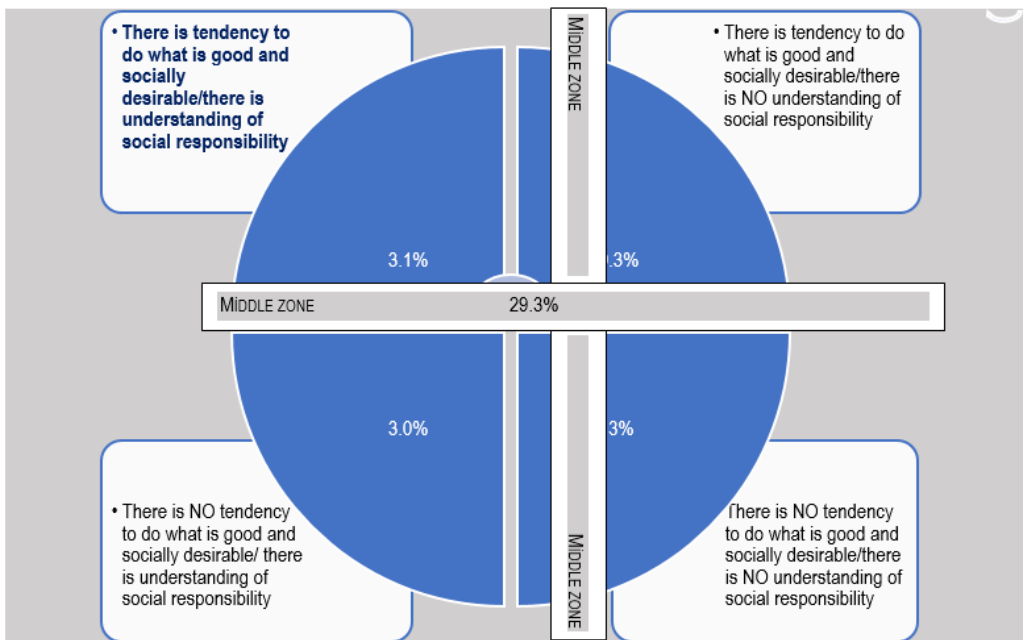


Figure 2 shows that majority of students (59.3) are in the right upper corner. These students do have a tendency to do what is good and socially desirable, but they still do not understand the concept of social responsibility; 5.3% of the students are in down right corner where is the place for those who neither have tendency to do what is good and socially desirable, neither understand the concept of social responsibility. In the desirable left upper corner are only 3.1%. The same percentage is in down left where is the place for those who do have tendency to do what is good and socially desirable but do understand the concept of social responsibility. The remaining 29.3% of the students are in the neutral zone¹, zone in the middle of the coordinate system with no extreme ratings of the subscales.

Student participation in the activities and bodies of the Student Organization

Regards the participation (inclusion) of students in the Student Organization, or, more specifically, the first area regarding the participation of students in the activities and bodies of the Student representative organization and how much this kind of participation is determined by the Moralism Preference and Moralism Evaluation², the following results were obtained.

Table 1. Percentage and predictors for participation of students in the Student Organization

Level of participation	Student's specific behaviors	Percent of respondents who said "Yes"	Moralism Preference as predictor	Moralism Evaluation as predictor
First level: Addressing to SPF/SPUCIM	Addressing of students to SPF or SPUCIM representatives about a problem or issue of students' interest	31.5	B=-0.036**	B=-0.023*
Second level: Inclusion activities	Inclusion in some activities organized by SPF and/or SPUCIM	10.3	Non significance	Non significance

¹ The scale is 9 point Likert scale and from >4 and <6 is considered as neutral zone by the authors. Retrospectively the neutral zone in sum on both scales is from >25 to <35.

² Starting from the data from Figure no.3, which clearly showed that the respondents are concentrated only in one corner of the coordinate system, and that is, they are grouped only in one of the four groups in relation to the motive for social justice, all further processing was done with the two individual scales (separately) which determine the motive: Moralism Preference and Moralism Evaluation (with one-predictor regression model).

Third level: Voting	Voting for representatives in SPF	9.1	Non significance	B=0.050**
	Voting for SPF president	6.7	Non significance	Non significance
	Voting for SPUCIM President	6.0	Non significance	Non significance
Forth level: Participation in the work of some of the bodies/organs of the SPF/SPUCIM	Participation in the work of some of the bodies/organs of the SPF	2.8	B=-0.090*	Non significance
	Participation in the work of one of the bodies/organs of SPUCIM	0.7	Non significance	Non significance
Special level: Membership in other formal/informal domestic/international\ Organization/association besides SPUCIM	Membership in other formal domestic student organizations	4.5	Non significance	B=-0.067*
	Membership in other formal international student organizations	6.3	Non significance	Non significance
	Membership in domestic informal associations of students	12.9	B=-0.038*	Non significance

*p<0.05, **p<0.01

Generally speaking, percentage of students who participate in activities and bodies of the Student Organization (SPF, SPUCIM and other formal and informal organization and association) are extremely low. Still, the highest participation is on the First level (level with a lowest degree of involvement) which means addressing of students to SPF or SPUCIM representatives about a problem or issue of students' interest, and the lowest participation is on the Fourth level (level with a highest degree of involvement): participation in the work of some of the bodies/organs of the SPF/SPUCIM. It means that students are somehow active only as a student which sick for answers from student organization, but not as member of that organization. Talking about the predictors of students participation in the activities and bodies of the Student Organization the data show that the Moralism Preference dimension is a

predictor of student participation in the work of some of the SPF bodies, addressing of students to SPF representatives about a problem or a matter of interest to students, as well as membership in informal associations of students in the foreseen direction. Namely, it was assumed that individuals who understand the concept of social responsibility are more likely to pursue and be involved in the Student Organization and thus contribute to the realization of the rights of all students. And, the data, although not in all levels, show exactly the same: individuals who have adopted the concept of social responsibility for certain procedures are more active and involved in the Student Organization.

As for the dimension Moralism Evaluation, it can be said that it is the predictor of voting for the SPF representatives, the students' addressing to SPF representatives regarding a problem or a matter of interest to students, and membership in other formal associations of students from UCM in this direction: the desire to do what is socially desirable is a predictor of the vote for representatives in the SPF, while the absence of such a tendency is a predictor of students' addressing to SPF representatives, as well as a predictor of membership in some other formal domestic student organizations, outside the formal representative organization at UCM.

Reasons for participation and non-participation

Apart from the participation or non-participation of the students, it was interesting to see the reasons students indicate for non-participation, as well as participation in the Student Organization, and what is their relation to the two dimensions of the motive for social justice separately. First table show the data about reasons for non-voting.

Table 2. **Beta** value of how strongly each predictor variable influences the student's reasons for non-participation

Reasons for non-voting	Percentage of students who say YES for voting for SPF representatives (1)	Percentage of students who say YES for voting for SPF President (2)	Percentage of students who say YES for voting for SPUCM President (3)	Moralism Preference as predictor for three voting (1,2,3)	Moralism Evaluation as predictor three voting (1,2,3)
I was not a student then, otherwise I would have voted	28.5	30.1	27.0	Non significance	Non significance
Even if I were a student when there	3.2	2.7	3.3	Non significance	Non significance

was voting, I would not have voted					
I did not want to vote since I won't change anything	6.8	5.4	6.5	B(1)=0.057** B(2)=0.039* B(3)=0.054*	B(1)=0.046* B(2)=0.060* B(3)=0.051*
I wanted to vote, but I know that I will not change anything	3.2	2.9	4.5	Non significance	Non significance
I did not know that there was a vote, but even if I knew I would not vote	13.5	11.6	13.9	Non significance	B(1)=0.059** B(2)=0.046* B(3)=0.049*
If I knew when the voting was, I would have voted	37.7	40.5	37.2	Non significance	B(1)= -0.029* B(2)= -0.025* B(3)= -0.028*
I did not vote for other reasons	7.1	6.9	7.5	Non significance	Non significance
Total	100.0	100.0	100.0		

*p<0.05, **p<0.01

If we disregard the percentage of students who didn't have a student status when elections were held, then it is clear that the main reason for not voting is the lack of information on the election date. Students simply did not have information on when specific elections took place. But it is interesting to see how the two dimensions of the social justice motive are separately related to certain reasons. Students who understand the concept of social responsibility will be those who do not want to go to the polls because they think they will change nothing. Students who do not have the tendency to do what is socially desirable and morally expected are the same people who would not vote even if they knew there would be voting. They are the same people who do not want to vote if they know that will not change anything. Lastly, it

is also expected that those students with a tendency to behave in a socially desirable manner are those who would vote if they knew about the voting.

The table below presents the main reasons for participating in the Student Organization. It shows clearly what reasons the students point to.

Table 3. **Beta** value of how strongly the predictor variable influences the student's perception of student's participation

Question: Students' participation in decision-making processes on issues important for student life mainly depends on which of the following?	Percent of respondents who say YES	Moralism Preference as predictor
On the personal motivation of the students	44.3	B=-0.059**
On the way they are organized	19.0	Non significance
On the party affiliation of the students	11.3	Non significance
On the unity of students when presenting something	8.5	Non significance
On the argumentation and clarity of students' demands	8.8	Non significance
On the level of communication with professors	7.1	Non significance
Other reasons	1.1	Non significance
Total	100.00	Non significance

*p<0.05, **p<0.01

The majority of students from UCM think that personal motivation is the main reason for their participation in the decision-making processes on issues important for student life, followed by the manner in which they are organized, as well as the party affiliation. Regarding whether the dimensions of the motive of social justice determine the perception of the reasons for participation in the Student Organization, it can be said that only the dimension of Moral Preference is related, and only when it comes to personal motivation as a reason for participation. Namely, as expected, those students who have not adopted the concept of social responsibility will more often emphasize personal motivation as the main reason for participation in the Student Organization.

Obstacles, ways and opportunities for participation

In this part concerning the perception of students about the ways, opportunities and obstacles for participation in the Student Organization, several questions were posed. The first concerned the students' perception of the degree in which they view their participation in the decision-making process at the faculty/university. The second question was about the perception of what constitutes an obstacle for students to enter the decision-making process at the faculty/university level. And, the third question was about the students' perception of the legal possibility of starting student initiatives, petitions and requests, regardless of the students' representatives in SPF or SPUCM.

The following table demonstrates how the perception of obstacles, ways and opportunities for participation is related to both the Moral Preference and the Moral Evaluation dimensions.

Table 4. Correlation coefficient for Moral Preference/Evaluation and student's perception

	Students' perception for	Percentage of students to answers				Moral Preference	Moral evaluation	N
		For all questions	For large number of questions	For small number of questions	For none of the questions			
1. Levels of participations	Degree to which students participate in the decision-making process of the faculty/university					r=-0.120**	Non significance	564
		4.1	14.7	51.8	29.4			
2. Obstacles	Obstacles	Yes		No				
	Revanchisme by the professors	56.0		44.0		Non significance	Non significance	386
	Disinterest by most students	83.1		16.9		r=-0.255**	r=-0.119*	550
	Lack of results	59.2		40.8		Non significance	Non significance	466
	Lack of time	61.8		38.2		Non significance	Non significance	521
	Not knowing of the possibilities and ways of acting	87.5		12.5		r=-0.222**	r=-0.096*	522
	Overwhelming involvement of political parties	83.6		16.4		Non significance	Non significance	457
3. Legal possibilities	Desire for legal opportunity for students to start students' initiative, petition, request independently of SPF or SPUCIM representatives	92.6		7.4		r=-0.131**	Non significance	517

*p<0.05, **p<0.01

The Moralism Preference dimension (which is an indicator of the acceptance of the social responsibility concept) is related to the perception of students about the legal possibility of starting student initiatives, petitions, requests independently from SPF or SPUCM representatives in direction that students more focused on themselves and not having adopted the concept of social responsibility are those who think they should have this legal possibility. The Moralism Preference dimension is also related to the perception of the degree in which students participate in the decision-making process at the faculty/university: socially responsible are those who consider that students do not participate at all in the decision-making process at the faculty/university. Furthermore, both dimensions that determine the motive for social justice are in relation to the perception of obstacles for students to enter the decision-making process at the University: non adoption of social responsibility concept, as well as the tendency to do what is socially desirable are related to the perception that 'internal' factors, such as the lack of interest by students and the not-knowing of the ways of acting, and not the 'external' ones (like revanchism of professors, lack of results, involvement of political parties) or 'technical' ones (like lack of time) being considered as obstacles for the participation in the decision-making processes at faculties/universities.

Discussion

The data show several important findings. The first general conclusion is that on the motivation scale for social justice, more precisely on two subscales Moralism Preference and Moralism Evaluation UCM students show tendency to behave in a socially desirable and moral manner, but they still do not have adopted the concept of social responsibility and do not realize that concrete socially desirable behavior does not concern only them. This can be discussed in terms of cognition and behavior, or cognitive and behavioral level. It can be assumed that Moralism Preference scale show how each person adopt the concept of social responsibility and mean knowing (on cognitive level) which behavior means social responsibility. Moralism Evaluation scale shows how, in what degree person think that should behave in social desirable manner, and it is more on behavioral level. For fully developed social justice motive probable would be necessary: adopted concept of social responsibility (on cognitive level) but also behavioral tendency for doing what is right and moral. The reasons for partially developed motive for social justice can be numerous, but they certainly need to be sought in the education system, the long-lasting and painful transition process, as well as the cultural patterns and codes.

Actually, each individual society represent a specific framework (in political, social and cultural terms) for perceiving mutual relations as just or unjust, and, each society has its own definition of what will be perceived, considers as just, how it will be measured, and how it will be discussed. (Social Justice in an Open Word, 2006). And, since the students, and we believe the youth in general in the Macedonian society have developed only one aspect of social justice motive - behavioral, and have not developed the conceptual aspect of social justice - understanding social responsibility,

and because this undoubtedly has a connection primary with the national context and circumstances, all the efforts have to be in line with facts that social justice and social responsibility can be develop, teach, promote, advocate. Useful facts from numerous research which can be helpful in this process are that social responsibility is related with voluntarism (Rodriguez and Gutierrez, 2010); awareness of social justice can be increased throughout: “the graduate training curriculum”, “reflective practice” (which means “critical examination of personal assumptions, values, and biases, and to challenge those that limit or impede our and others’ potential.”), critical analysis, integration of ‘multiculturalism in training program”, formal and informal opportunities to develop knowledge, awareness, and skills for social justice competency in the school settings (Brady-Amon et al, 2012); social responsibility can be developed “through reading and discussions” and “encouraging community service” (Zaleskiene et al, 2012), and more through “networking”, “social innovation didactics” (students engagement in a series of steps to locate, critique and raise awareness of good local case studies about sustainable living and stewardship of the social environment) and “active citizenship approaches” (Zaleskiene and Daly, 2014). We also have to be aware that social justice and social responsibility are not monolithic concepts and the main distinction between them is that social justice is anthropocentric (human-centered) and social responsibility is eco-centric (ecosystem-centered) (The Difference between Social Responsibility and Social Justice, 2014).

The second general conclusion was about student activism, participation on University level. In this research, several levels of participation were envisaged according to the degree of student involvement in their formal organization. The data showed that highest percentage of student participates on the first level, and the lowest percentage is on fourth level (level with a highest degree of involvement): participation in the work of some of the bodies/organs of the SPF/SPUCIM. It means that students if there are active they are so only as a student which sick for answers from student organization, but not as member of that organization: they are “out” of organization not “in” organization. Even these levels would not been constructed the general conclusion is the same: student activism at university level is very low- the majority of student very rarely engage in their representative bodies and Governments. This fact is proven wider actually (Klemenčić, 2014, p. 399). The reasons are sought in “heterogeneity of the student body” in terms of diversity in social background, age, and ethnicity. This contemporary trends and processes can lead to passivity of student organization and “inability to establish a single collective student identity” (Klemenčić, 2014, p. 399). “Students have only formal decision-making power but lack effective influence on the decision-making process important for them” (Klemenčić, 2014, p. 406).

Obviously, in Macedonia there must be "democratization of universities - reconstructing the decision making process in the universities by involving students as real constituent elements" (Luescher-Mamashela, 2013, p.1443). Students must be

active and participative member of educational community and Universities must grow in "sites of democratic citizenship" (Luescher-Mamashela, 2013, p.1446-1451), true temples of democracy because Universities are important institutions not only for the education but also as a institutions which prepare young people for participation in decision making processes so they can grow up in agent of positive social change who will fight for social justice (Ropers-Huilman, Carwile, Lee, Barnett, 2003; Jacoby, 2017).

And, although there are reasonable differences in student activism in developed and less developed countries (Altbach, 1984), the type of relationship between student leaders and political parties influences the type and manner of representing student interests in higher education (Luescher-Mamashela and Taabo Mugume, 2014, p. 510), and students in Macedonia as well as in all other Third World countries are expected to be the "conscience" of educated people in society (Altbach, 1992, p. 142), yet our obligation as professors is to "help students to see themselves not only as problem identifiers but also as problem solvers" (Jacoby, 2017, p. 4), not only to build Universities as "safe spaces" but Universities as "brave spaces for expression of conflicting views" (Jacoby, 2017, p. 5) and they should serve as "participative spaces where students learn, through example and practice, democratic principles and how these principles can be applied to different real-life situations" (Planas, Soler, Fullana, Pallisera, Vilà, 2011). "We should embrace student activism along with service-learning and other forms of civic engagement as means to develop our students' civic agency and to encourage their lifelong democratic engagement" (Jacoby, 2017, p. 7). Only in democratic societies educational institutions are the ones that help youth to learn the necessary knowledge, but also the values and skills for active participation in social processes (Macgillivray, 2005, p. 320).

The third conclusion considered the relation and the predictability of the motive for social justice in terms of student activism at university level: students who understand the concept of social responsibility at the cognitive level in comparison with those who do not understand the same concept will be more participative at all levels of involvement, whether it means involvement as "out-of-group", or involvement as part of the working bodies; they will not want to vote if they know that they will not change anything which probably mean that they understand and refuse "formal participation" (to vote just to vote); and they are aware that most students do not really participate in decision-making processes. Those who have the tendency to do socially desirable and moral acts will be active only in terms of "real" participation (high level of involvement), primarily at the "local level" - within their faculty; They will vote if they are informed about that; they will not reject "formal participation" and will see the "internal factors" as the main obstacles to non-participation.

And, above all not to forget the cyclicity of this process: we can develop social justice and social responsibility, developing social justice and social responsibility will increase student activism (data from this research) and developed universal values

together with sense of coherence and social responsibility will have impact on civic action and civic efficacy (Lewensohn, 2016). But engagement in civic and social action will enhance feelings of 'social justice' and responsibility respectively (Youniss et al., 1997 in Lewensohn, 2016). So, all our steps in this direction must be well prepared so University could become "a geographic and socio-cultural milieu that promotes the inclusion of diverse perspectives and social justice" (Brady-Amon et al., 2012, p. 92).

References

- [1] Altbach, P.G. (1984). "Student Politics in the Third World." *Higher Education* 13(6): 635-655.
- [2] Altbach, P.G. (1989). "Perspectives on Student Political Activism." *Comparative Education* 25(1): 97-110.
- [3] Altbach, P.G. (1991). "Student Political Activism." In Altbach, P.G. (ed.) *International Higher Education: An Encyclopedia*. New York and London: Garland, pp. 247-260.
- [4] Altbach, P.G. (1992). "Politics of Students and Faculty." In Clark, B.R. and Neave, G. (eds) *The Encyclopaedia of Higher Education*. New York: Pergamon.
- [5] Atlantic, 2015. Retrieved from <https://www.theatlantic.com/education/archive/2015/05/the-renaissance-of-student-activism/393749/>
- [6] Banai, A., Ronzoni, M., Schemmel, C. (2011). *Social Justice, Global Dynamics: Theoretical and Empirical Perspectives*. Florence: Taylor and Francis.
- [7] Barker, R. L. (1995). *The social work dictionary* (3rd ed.). Washington, DC: NASW.
- [8] Brady-Amoon, P., Makhija, N., Dixit, V., Dator, J. (2012). *Social Justice: Pushing Past Boundaries in Graduate Training*. *Journal for Social Action in Counseling and Psychology*, 4(2), 85-98.
- [9] Braun-Lewensohn, O. (2016). *Sense of Coherence, Values, Youth Involvement, Civic Efficacy and Hope: Adolescents During Social Protest*.
- [10] *Soc Indic Res*, 128, 661-673. DOI 10.1007/s11205-015-1049-8
- [11] CESJ. (n.d.). Retrieved from <http://www.cesj.org/learn/definitions/defining-economic-justice-and-social-justice>.
- [12] Chaiklin, H. (2011). *Attitudes, Behavior, and Social Practice*. *The Journal of Sociology and Social Welfare*, 38 (1), 31-54. Retrieved from
- [13] Cole, E. and Stewart, A.J. (1996). *Meanings of Political Participation among Black and White Women: Political Identity and Social Responsibility*. *Journal of personality and social psychology*, 71(1), 130-140.

- [14] Council of Europe, n.d. Retrieved from <http://www.osce.org/odihr/24995?download=true>
- [15] Darian-Smith, K., Waghorne, J., (2016). Australian-Asian Sociability, Student Activism, and the University Challenge to White Australia in the 1950s. *Australian Journal of Politics and History*, 62(2), 2013-218.
- [16] De Boer, H., and B. Stensaker. 2007. An internal representative system: The democratic vision. In *University dynamics and European integration*, ed. P. Maassen and J.P. Olsen, 99–117. Dordrecht: Springer
- [17] Department of Education, [us] n.d. Retrieved from <https://blog.ed.gov/2017/01/creating-educational-system-supports-democracy-student-activism/>
- [18] Duke Law, n.d. Retrieved from <https://www.law.duke.edu/students/orgs/>
- [19] Elliot, A. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist*, 34, 169-189.
- [20] Elliot, A. & Thrash, T. M. (2002). Approach-avoidance motivation in personality: Approach and avoidance temperaments and goals. *Journal of Personality and Social Psychology*, 82, 802-818.
- [21] Fletcher, A. (2005). *Guide to Social Change Led By and With Young People*. Olympia, WA: CommonAction. Retrieved from <https://adamfletcher.net/wp-content/uploads/2015/06/SocialChangeGuide.pdf>
- [22] Fletcher, A. (2006). *Washington Youth Voice Handbook*. Olympia, WA: CommonAction. Retrieved from https://studentsatthecenterhub.org/wp-content/uploads/2015/04/Resources-Youth-youth_voice_handbook.pdf
- [23] Gindin, S. (2002). Social Justice and Globalization: Are they Compatible?. *Monthly Review*, Volume 54, Issue 02. Retrieved from <https://monthlyreview.org/2002/06/01/social-justice-and-globalization-are-they-compatible/>.
- [24] Guerrero, A. et al. (2007). *Close Encounters: Communication in Relationships*, 2nd edition. Sage Publications, Inc.
- [25] Hope, E. C. and Jagers, R. J. (2014). The Role of Sociopolitical Attitudes and Civic Education in the Civic Engagement of Black Youth. *Journal of Research of Adolescence*, 24, 460–470. Retrieved from <https://onlinelibrary.wiley.com/doi/pdf/10.1111/jora.12117>
- [26] Impett, E.A., Gable, S. L., & Peplau, L. A. (2005). Giving up and giving in: The costs and benefits of daily sacrifice in intimate relationships. *Journal of Personality and Social Psychology*, 89, 327-344.

- [27] Social Justice in an Open Word, The International Forum for Social Development, 2006. Retrieved from <http://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>
- [28] Jacoby, B. (2017). The New Student Activism: Supporting Students as Agents of Social Change. *Journal of College and Character*, 18(1), 1-8, DOI: 10.1080/2194587X.2016.1260479
- [29] Janoff-Bulman, R., & Sheikh, S. (2006). From national trauma to moralizing nation. *Basic and Applied Social Psychology*, Special Issue: "In the Era of 9/11: Social Psychology and Security."
- [30] Janoff-Bulman, R. (2009). To Provide or Protect: Motivational Bases of Political Liberalism and Conservatism, 120-128. Retrieved from <https://doi.org/10.1080/10478400903028581>
- [31] Kitching, G. N. (2001). *Seeking Social Justice Through Globalization Escaping a Nationalist Perspective*. University Park, Pa: Pennsylvania State University Press. pp. 3–10.
- [32] Klemenčič Department of Sociology, Faculty of Arts and Sciences, Harvard University, United States, M. (2014). Student power in a global perspective and contemporary trends in student organizing. *Studies in Higher Education*, 39(3), 396-411. Retrieved from <http://www.tandfonline.com/doi/citedby/10.1080/03075079.2014.896177?sroll=top&needAccess=true>
- [33] Lerner, M.J. (2003). The Justice Motive: Where Social Psychologists Found It, How they Lost It, and Why They May Not Find It Again. *Personality and Social Psychology Review*, 7(4), 388–399.
- [34] Luescher-Mamashela, T.M. (2010). From university democratization to managerialism: The changing legitimation of university governance and the place of students. *Tertiary Education and Management*, 16(4), 259–283.
- [35] Luescher-Mamashela, T. M. (2013). "Student representation in university decision making: good reasons, a new lens?" *Studies in Higher Education*, 38(10), 1442–1456. Retrieved from <http://dx.doi.org/10.1080/03075079.2011.625496>
- [36] Luescher-Mamashela, T., and T. Mugume. (2014). Student Representation and Multiparty Politics in African Higher Education. *Studies in Higher Education*, 500-515.
- [37] Macgillivray, I. K. (2005). Shaping Democratic Identities and Building Citizenship Skills through Student Activism: Mexico's First Gay-Straight Alliance. *Equity & Excellence in Education*, 38 (4), 320–330. DOI: 10.1080/10665680500299783

- [38] Moore, S. S., Hope, E. C., Eisman, A. B. and Zimmerman, M. A. (2016), Predictors of civic engagement among highly involved young adults: exploring the relationship between agency and systems worldview. *Journal of Community Psychology*, 44, 888–903.
- [39] Moyo, T. (2018). Political alignment and student activism PROJECT 2. Retrieved from http://www.academia.edu/16403327/Political_alignment_and_student_activism_PROJECT_2 notes.
- [40] Niegocki, K., Mastrianni, E.M., Hurley, E.J., Green, M.M., Gerstein, L.H., Richardson, D.R., millwe, D.A. (2012). Making the Social Justice Connection: Development of a Community Resource Guide. *Journal for Social Action in Counseling and Psychology*, 4(2), 41-58.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.671.2783&rep=rep1&type=pdf>
- [41] Niemann, Y. F. (2016). The Social Ecology of Tokenism in Higher Education. *Peace Review: A Journal of Social Justice*, 28, 451–458. DOI: 10.1080/10402659.2016.1237098
- [42] Noguera, P. (2006). *Beyond Resistance! Youth Activism and Community Change: New Democratic Possibilities for Practice and Policy for America's Youth*. CRC Press.
- [43] Planas, A., Soler, P., Fullana, J., Pallisera, M., Vilà, M. (2011). Student participation in university governance: the opinions of professors and students. *Studies in Higher Education*, 38 (4), 571-583.
- [44] Revoly. Atlantic International University, n.d. Retrieved from https://www.revolvy.com/topic/Student%20activism&item_type=topic.
- [45] Rodriguez, K. J., Gutierrez, D. V. (2010). Voluntarism and Social Responsibility in Young Students of Higher Education in the Province of Concepción, Chile. *Trayectorias*, 12(31), julio-diciembre, 137-152, Retrieved from <http://www.redalyc.org/pdf/607/60717342008.pdf>
- [46] Ropers-Huilman, B., Carwile, L., Lee, C.I., Barnett, K. (2003). Student Activists in Higher Education: Exploring the Relationships between Perceptions of Culture and Change Strategies. Retrieved from <https://files.eric.ed.gov/fulltext/ED478296.pdf>
- [47] Saurugger, S. (2004). Representative versus participatory democracy? France, Europe and civil society. Retrieved from <https://ecpr.eu/Filestore/PaperProposal/069070d0-df9e-45a9-ae79-45cc0e106b46.pdf>

- [48] Sheikh, S. (2014). "Moral Motivations: The Relationship between Self-Regulation and Morality". Masters Theses 1911. \Retrieved from <http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1062&context=theses>).
- [49] Sherrod, L.R. (2006). Youth activism: an international encyclopedia. Volume 2. Greenwood Publishing Group.
- [50] Sociology Guide. (n.d). Retrieved from <https://study.com/academy/lesson/what-is-social-justice-definition-issues-examples.html>.
- [51] Social Justice. (n.d.). Dictionary.com's 21st Century Lexicon. Retrieved from Dictionary.com website <http://www.dictionary.com/browse/social-justice>
- [52] Stewart, A., Settles, I.H. and Winter, N.J.G. (1998). Women and the Social Movements of the 1960s: Activists, Engaged Observers, and Nonparticipants. *Political Psychology*, Vol. 19, No. 1
- [53] The Difference Between Social Responsibility and Social Justice. (2014) Retrieved from <https://vernontava.com/2014/10/03/the-difference-between-social-responsibility-and-social-justice/>
- [54] Youth Educational Forum. (2014). Analysis of student organization and participation in Macedonia. (original: Младински Образовен Форум. Анализа на студентското организирање и учество во Македонија.) https://issuu.com/youtheducationalforum/docs/broshura_finalna_verzija_zapечат
- [55] Youth Educational Forum. (2015). The student as the carrier of social change. (original: Младински Образовен Форум. Студентот како носител на општествените промени.) Retrieved from https://issuu.com/youtheducationalforum/docs/mof_studentot_kako_nositel_na_opste
- [56] Youth Educational Forum. (2016). The work and functionality of student parliaments at the Faculties of the University of St. Cyril and Methodius. (original: Младински Образовен Форум. Работата и функционирањето на студентските парламенти на Факултетите на Универзитетот Св.Кирил и Методиј). https://issuu.com/youtheducationalforum/docs/analiza_publicacija2_6_1_
- [57] Youth needs and youth organization in the Republic of Macedonia, 2010. Retrieved from <http://sega.org.mk/web/images/Istrazuvanja/MladinskiTrendovi/analiza%20final.pdf>
- [58] Wolff, R.P. 1969. The ideal of the university. Boston, MA: Beacon Press.

- [59] Zajda, J., Majhanovich, S., & Rust, V. (2006). *Education and Social Justice*. The Netherlands: Springer. Zions
- [60] Zaleskienė, I., Daly, J. K., (2014). Innovative Approaches Towards Methodologies of Learning/Teaching Social Responsibility. *Social Education/Strategies for Establishing Socio-educational Environment*, 38(2), 17-27.
- [61] Zaleskiene, I., Vamvakidou, I., Petrucijova, J. (2013). Social responsibility from the students perspective: the cases from Greece, Czech Republic and Lithuania. *Socialinis Ugdymas*, 1(33), 44-53. Retrieved from <http://media.search.lt/GetFile.php?OID=247465&FID=722855>
- [62] Živkovič, Mirchevska, Galevski, Vožovič, and Aleksoski, 2015. (original Живковиќ, Мирчевска, Галевски, Божовиќ, и Алексоски, 2015). Retrieved from https://issuu.com/youtheducationalforum/docs/publikacija_studenti_draft_1_6_1_