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Social responsibility of university student and institutional educational policies. Recognizing the commitments to society

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Abstract

Social responsibility is an issue that is addressed by various institutions of higher education, which seek to respond to the needs and requirements of each of the stakeholders. That is why this research aims to explore the social responsibilities recognized by students of higher education institutions through a quantitative instrument of self-delivery. Among the results, there are differences in the level of assessment between subgroups. Women recognize that they have greater social responsibilities, and urban residents likewise recognize them more than those in rural areas do. It is important that future

research may consider a greater number of sociodemographic variables.

Keywords: Social responsibility; Higher education; Student; Commitment; University, Society.

Responsabilidad social de estudiantes universitarios y políticas educacionales institucionales. Reconociendo los compromisos con la sociedad

Resumen

La responsabilidad social es un tema que es abordado por diversas instituciones de educación superior, las cuales buscan responder a las necesidades y requerimientos de cada uno de los grupos de interés. Es por ello que esta investigación tiene como propósito explorar las responsabilidades sociales que reconocen poseer los estudiantes de instituciones educación superior a través de un instrumento cuantitativo de autosuministración. Entre los resultados, se encuentran diferencias en el nivel de valoración entre subgrupos. Las mujeres reconocen poseer mayores responsabilidades sociales y, los residentes de zonas urbanas de igual manera su reconocimiento es mayor que los locatarios de zonas rurales. Es importante que futuras investigaciones puedan considerar una mayor cantidad de variables sociodemográficas.

Palabras claves: Responsabilidad social; Educación superior; Estudiante; Compromiso; Universidad, Sociedad.

I. INTRODUCTION

Social responsibility is a subject of analysis at different latitudes of the planet due to the stakeholders (MATTEN & MOON, 2008; AGUINIS & GLAVAS, 2012; TOURIÑÁN, 2010; GLERUP & HORST, 2014; JAMALI & KARAM, 2018; ACUÑA-MORAGA ET AL., 2019; SEVERINO-GONZÁLEZ Y GAETE-QUEZADA, 2019),

leading to the research development of corporate social responsibility (FRIEDMAN, 1970; CARROLL, 1991; FLAMMER, 2015; LINS ET AL., 2017), social responsibility in educational contexts (GAETE-QUEZADA, 2014; GOMEZ, 2017; TOURIÑÁN, 2010; TARRÉS ET AL., 2016), social and ethical responsibility (MEJÍA Y NEWMAN, 2011; VITELL, 2015; KOLK, 2016), social responsibility and health (URDANETA GONZÁLEZ Y VILLALOBOS ANTÚNEZ, 2016; TERÁN ROSERO ET AL., 2017; SEVERINO-GONZÁLEZ ET AL., 2019; VÉLEZ ÁLVAREZ ET AL., 2018), among others.

Particularly this research, considers the implications that relate social responsibility to higher education institutions, such an approach leads to the development of socially responsible models, policies, tools and strategies (DENEGRÍ ET AL., 2010; THOMAS, 2012; GANGA-CONTRERAS Y NAVARRETE ANDRADE, 2012; GAETE-QUEZADA, 2011; VAZQUEZ, 2010), which seek the attention of stakeholders, as agents of greater relevance in decision making, contributing to the generation of learning environments that allow the identification and recognition of responsibilities with the approach to professional practice from social commitment and society in general.

However, the aforementioned stakeholders, also known as strategic groups, stakeholders are natural and/or legal persons, who contribute to the development of the institutions (WEISS, 2006; LICHA, 2012; FREEMAN, 1984; AGUILERA Y PUERTO, 2012; AGUINIS & GLAVAS, 2019), which influence or are influenced by the exercise of an organization. In the same way, according to what

was stated by DÍAZ MOHEDO Y VICENTE BÚJEZ (2011), MEDINA-GIACOMOZZI Y SEVERINO-GONZÁLEZ (2014), SOENGAS ET AL. (2015), strategic groups that have taken the greatest strengthen are consumers, due to their empowerment, leading organizations to adopt more rigorous in each of their procedures and organizational activities (MAIGNAN, 2001; BHATTACHARYA Y SEN, 2004; ALDÁS ET AL., 2012; PARASTOO ET AL., 2015).

On the other hand, the general discontent among interest groups is enhanced by the discovery of the practices that are considered by the approach of professional practices from the social commitment as inadequate, incorrect and dishonest (SWAEN Y VANHAMME, 2005; BERTOT ET AL., 2010; WAINSTEIN, 2012; BANFI, 2014), evidenced in inquiries developed by CASTRILLÓN & ALZATE (2012), GASCA-PLIEGO Y OLVERA-GARCÍA (2011), CANO-CORREA ET AL. (2017), among others. Proceeded by organizations has caused widespread mistrust in society (BRONN & VRIONI, 2001; SPRINKLE & MAINES, 2010). In the same sense, particularly in Chile, few have explored these aspects, because there is no systematic review of research linked to consumers in general, especially, that address the perceptions of students, who are the users of the links that are part of the education system.

That is why students of higher education institutions relate to the preeminence of this article to the revelation of the social responsibilities through a quantitative instrument. Each trainee house apart of higher education located in a province in the south central

zone of Chile. Finally, it is relevant that future jobs could consider various disciplines that allows the for social responsibility approach in an integral manner, such as behavioral theory, consumer theory and, such as anthropology, psychology, philosophy, among others. Which would allow to develop scientific productions border, bringing new issues and new lines of research.

II. DEVELOPMENT

II. 1. SOCIAL RESPONSIBILITY IN EDUCATION

The social responsibility is considered a guiding policy that is interested into the strategies of an organization (SEVERINO-GONZÁLEZ, ET AL, 2018; MORALES Y LÓPEZ, 2019; GAETEQUEZADA Y ÁLVAREZ-RODRÍGUEZ, 2019), which must be implemented transversely at each of the strategic levels and at each of the decision-making (FORERO-JIMÉNEZ, 2019). In particular, in higher education institutions, it motivates the rethinking of the particularities that make up a training model (MORÁN, 2011; MARTÍ-VILAR ET AL., 2014; SEVERINO-GONZÁLEZ ET AL., 2019), which is strengthened with the participation of managers, teachers, assistants, administrative staff, among others, who commit themselves through their actions to the delivery of appropriate responses to the needs and requirements of the students and their environment; which should be based on principles, values and ethical behaviors (AVENDAÑO, 2013; MARTÍ NOGUERA, & GRIMALDO-DURÁN, 2017; RIEGO, 2018).

However, the importance of social responsibility in educational contexts has been evidenced in various inquiries (PACENZA Y SILVA, 2013; MARTÍ-NOGUERA ET AL., 2014; NEVADO-GIL Y GALLARDO-VÁZQUEZ, 2016; SEVERINO-GONZALEZ, Y GAETE-QUEZADA, 2019), revealing that institutions must seek a moral, voluntary, economic and integral support (MARTÍNEZ ET AL., 2008; CARROLL, 2016), leading to strengthening the implementation of programs that promote and develop social commitment; in and out of higher education centers (URDANETA ET AL., 2016; MEDINA ET AL., 2017; ESPINOZA-FREIRE Y CAMPOVERDE-MACÍAS, 2017; MARTÍ-NOGUERA ET AL., 2018; OSEDA GAGO ET AL., 2019). Where the moral and ethical behavior of people are a consequence of their interaction with the organizational and environmental surroundings (MARTINS ET AL., 2013; LARRÁN-JORGE Y ANDRADES-PEÑA, 2015; SEVERINO-GONZÁLEZ ET AL., 2018), which flows in an affective and non-cosmetic felt way (CORTINA, 2009; RINCÓN Y ORTEGA, 2013; Martín-Friorino, 2017), efforts that are conducive in a society – unfortunately – more liquid, the product of the rapid changes of humanity (LAPARRA, 2010; RAMALLO, 2015).

On the other hand, social responsibility as an educational policy through its program can develop a leading role, especially in the area of impact called university management (RENDUELES, 2010; GAETE-QUEZADA, 2011; NÚÑEZ ET AL., 2012; CORBELLA-RUIZ Y BAUTISTA-CERRO RUIZ, 2016 MARTÍ-NOGUERA & GAETE-QUEZADA, 2019), where it is necessary for training institutions to commit themselves to being a socially responsible organization with their

students, the approach to professional practice from social commitment and officials in general.

The above is not enough, encouraging the incorporation of ethics and social responsibility in the curriculum of future professionals (VILLALOBOS, 2013; PLAZA & CARO, 2016; OLARTE-MEJÍA Y RÍOS-OSORIO, 2015; VÁSQUEZ IBÁÑEZ, 2019), product of countless scandals from the lack of ethics (DUQUE ET AL., 2013; SEVERINO-GONZÁLEZ Y MEDINA-GIACOMOZZI, 2019), which seeks the formation of an integral professional, which adapts to the needs demanded by a society that is in deep crisis of values (CASTRILLÓN & ALZATE, 2012; OLIVO, 2017; SEVERINO-GONZALEZ & ACUÑA MORAGA, 2019). This investigation considers students from various higher education houses located in a province of the south central zone of Chile, for which a quantitative instrument has been used. Thus, to give way to the description of their perceptions about the implementation of social responsibility policies and strategies through the application of statistical tests and group analysis according to dimension.

III. METHODOLOGY

III. 1. DESIGN

The present work is an investigation that gives preliminary results, which seeks to reveal the social responsibilities that students of higher education institutions recognize possessing through a

quantitative self-application instrument, supported by a quantitative methodology (HERNÁNDEZ, FERNÁNDEZ y BAPTISTA, 2010), through the primary source type (PARDINAS, 2012), to finally develop an exploration of the results; allowing visitors to explore social responsibilities that university students recognized as their own.

III. 2. PARTICIPANTS

Participants are higher education students of a province located in the south central zone of Chile, with a total of 66 subjects. Among which 49% are women, meanwhile 51% corresponds to the men subgroup, showing the participation age average of 24 years and 9 months. 58.33% of the participates belong to the urban area, while 41.67% belongs to the rural area. In regards to socioeconomic level, 44.44% declare to be from the middle class, among them 56.94% only study, while 37.50% study and work.

III. 3. INSTRUMENT

The instrument used in this investigation is divided into two parts. The first one is a questionnaire designed by researchers GARCÍA RAMOS ET AL. (2016.), which allows the application of the questionnaire to various interest groups, to give way to a comparison of perceptions. The questionnaire consists of 20 reagents,

grouped in four dimensions (see table 1). However, the second stop of the instrument considers sociodemographic aspects, such as gender, age, university career, educational college, level (year), occupation, urbanization level and socioeconomic level.

Table 1. Conceptualizing dimensions

Dimension	Concept
1. Commitment to other and the environment.	The university student cannot live on the back of society; he/she cannot and should not remain oblivious to the problems that demand urgent solutions. They are called to lead the social change of knowledge and research. And for this, he/she must know learn firsthand realities that different from his/hers own, get involved in them and exercise his/her capacity to serve, today as a university study who dedicates part of his/her time and tomorrow as a professional who contributes his/her career to the common good.
2. Personal Discovery of values.	Through University Social Responsibility, students acquire training in values such as generosity, faithfulness, perseverance, tolerance, dedication, empathy, patience... Discover the ultimate reason for solidarity is the recognition and respect for human dignity of every human being, whatever their situation, their origin, their past, their race, their physical or intellectual capacity... and this is experienced in the encounter with the other, especially with the most needy, who in turn confronts faces his/her own vulnerability and makes him/her recognize in need, because we are social beings, interdependent: we need each other to achieve personal development in which we are called for.
3. Formation of social responsibility.	The university students must be aware of the privilege and responsibility involve in accessing higher education. To this extent this opportunity, one can then revert to society everything learned and thus contribute to social justice. It is not just

	about learning a science or technique, academic excellence is about putting that knowledge at the service to the common good, without individualistic or egocentric interests.
4. Professional practice approach from the social commitment.	Social responsibility is not improvised, one learns by exercising it. When the university gives the opportunity to get involved in this competition, it is giving them resources to then be socially responsible professional, which makes it possible for a company to become socially responsible. It is the people who embody the CSR (Corporate Social Responsibility) values, professionals committed their time and environment, who always work by putting the individuals at the center of their work, respecting their rights and fulfilling their obligations in accordance with their code of ethics.

Source: GARCÍA RAMOS et al. (2016)

However, it is a criterion item- not associated with a dimension-, states the following: “To summarize, to value the degree to which one feel committed and socially responsible at the moment.” Finally, the response form of each the questionnaire’s reagents considers a Likert scale of 1 to 5 points where 1 = the minimum value and 5 = maximum value, which is different from the initial questionnaire, which is the result of the recommendations of the expert group.

III. 4. PROCEDURES AND STRATEGIES ANALYSIS

For primary information, contact was made with each participants in the area with the highest circulation and concentration of people in the capital province of southern Chile. It should be noted

that the aforementioned instrument is already validating content and the appropriate reliability indicators. The application of the instrument itself was thanks to the collaboration of students who were trained both technically and methodologically for the correct collection of information. In each of the meetings, it is noted that the participation of this inquiry is voluntary, free and anonymous.

On the other hand, for the data analysis, however, the data reliability was estimated in order to analyze the data consistency. Subsequently, analyze of significant differences were developed considering the following parameters: sex, level (study level), occupation, level urbanization, socioeconomic level, participates in groups; considering the presentation in this paper only in those cases that actually show statistically significant differences.

IV. RESULTS

This section presents the results according to the descriptive statistics and the development of tests associated with significant differences according to subgroups. The means, standard deviations and reliability level are presented in Table 2, considering each of the questionnaire dimensions. In the table mentioned, it can be clearly identified that each of the dimensions have levels that are considered satisfactory since each of the coefficients are equal to or greater than the critical value of 0.70, in relation to the indications by NUNNALLY

& BERNSTEIN (1994). On the other hand, considering the given value (see Table 2), it can be identified that the highest perception is focused on the value of the personal discovery dimension (mean = 4.38; SD = 0.49) and the lowest values are found in the Social responsibility formation dimension (mean = 4.03; SD = 0.60).

Table 2. Descriptive statistics and reliability by dimension

Dimension	Mean	Standard Deviation	Cronbach's alpha
1. Commitment to others and the social environment	4.17	0.57	0.71
2. Values of Personal discovery	4.38	0.49	0.70
3. Social responsibility formation	4.03	0.60	0.70
4. Approach professional practice from the social commitment	4.31	0.52	0.77

Source: Self-made. Note. n = 66. Level of significance 0.05.

On the other hand, in Table 3, an analysis is presented, considering the participants assessments according to women and men subgroups. Meanwhile, women declare higher valuation in the Personal Discovery of the values dimension (mean = 4.48; SD = 0.39) and the lowest valuation is found in Social Responsibility Formation dimension (mean = 4.04; SD = 0.69). On the other hand, when considering mean, the highest valuation was identified in the Personal Discovery dimension (mean = 4.25; SD = 0.55) and the lowest valuations was in the Social Responsibility Formation dimension (mean = 4.02; SD = 0.59).

Table 3. Descriptive statistics and correlation dimension in women and men.

Dimension	Women		Men	
	Mean	S.D.	Mean	S.D.
1. Commitment to others and the social environment	4.36	0.39	3.94	0.67
2. Values of Personal discovery	4.48	0.39	4.25	0.55
3. Social responsibility formation	4.04	0.69	4.02	0.59
4. Approach professional practice from the social commitment	4.42	0.41	4.17	0.59

Source: Self-made

However, in order to identify and statistically significant differences in valuation. The parametric test Test-T (Normality and Homoscedasticity) and the non-parametric U test by Mann Withney are applied in the case of the article below only those cases that at least on differences is presented in the mean according to predefined criteria.

Considering the above, by dividing the sample into student subgroups by sex, Women (n = 35) and Men (n = 31). The results revealed that there are only statistically significant differences for the Commitment to others and the Social environment (p = 0.003), women have an average of 4.36 points, which is associated with the assumed social responsibilities in relation to global vision and its commitment to actions linked to sustainable development (see Table 4).

Table 4. Differences in the perception between Women and Men

Dimension	Women		Men		P Value
	Mean	S.D.	Mean	S.D.	
1. Commitment to others and the social environment	4.36	0.39	3.94	0.67	0.003
2. Values of Personal discovery	4.48	0.39	4.25	0.55	0.056
3. Social responsibility formation	4.04	0.69	4.02	0.59	0.894
4. Approach professional practice from the social commitment	4.42	0.41	4.17	0.59	0.052

Source: Self-made

On the one hand, when considering the urbanization level, it is divided into Urban (n = 33) and Rural (n = 33). The results revealed that there are only statistically significant differences for the Professional approach from the social commitment dimension (p = 0.028), the highest assessment is identified in dimension 4, reaching 4.44 points, which is related to the social responsibilities that underline the consideration of appropriate professionalism of their exercise, which implies considering values such as empathy, tolerance, respect, among others (see Table 5).

Table 5. Differences in perception according to urbanization level

Dimension	Urban		Rural		P Value
	Mean	S.D.	Mean	S.D.	
1. Commitment to others and the social environment	4.21	0.59	4.12	0.57	0.585
2. Values of Personal discovery	4.47	0.41	4.27	0.53	0.107
3. Social responsibility formation	4.17	0.57	3.90	0.60	0.071
4. Approach professional practice from the social commitment	4.44	0.41	4.17	0.57	0.028

Source: Self-Made

On the other hand, when considering the criterion item, not associated with a dimension, students were divided according to subgroups: Women (n = 35) and Men (n = 31). The results showed statistically significant differences (p = 0.038). The women subgroup had a higher rating, reaching an average of 4.31 points (see Table 6). Which is in line with the results reflected in the previous tables.

Table 6. Differences in perception according to Participation in a group

Dimension	Women		Men		P Value
	Mean	S.D.	Mean	S.D.	
Assess the degree to which you feel committed and socially responsible right now.	4.31	0.11	3.87	0.18	0.038

Source: Self-made

V. CONCLUSIONS

This present investigation sought to explore social responsibilities recognized by student of higher education institutions, for which a self-delivery instrument was used for the collection of primary information. Regarding the above, it can be mentioned that women are oriented more towards social responsible actions in their capacity as people and students, while men do so from their professional practice (VILLALOBOS, 2008).

The results revealed that there are no statistically significant differences in any of the considered perception according to education

level, occupation, socioeconomic level or participation in a group. However, in those cases where there are significant differences according to sex, particularly, there is a greater assessment of the associated responsibilities in the Commitment to other and the social environment dimension, which is associated to the practices related to the recognition of debts to society, as the processes of change faces problems that could be present in a community. On the other hand, when considering the urbanization level, residents in urban sectors have higher results in the approach of professional practice from the social commitment dimension, due to the recognition of their own responsibilities in their effort once they graduate, which is in line with the development of curricular activities linked to the values of social responsibility.

However, the evolution experienced by public and private organizations around the world has led to the need to incorporate new strategies, tools, models and indicators, which allows more rigorously to comply with the norms and laws established by nations and international organizations, gradually encouraging the implementation of socially responsible practices in educational institutions. Based on this, the consideration of the parties involved, within the decision-making process has been decisive, since the recognition and involvement of stakeholders has led to the creation of shared values.

On the other hand, the relevance of this article is associated with the concerns of higher education institutions on the training quality of future professionals, motivating the investigation of underlying issues,

which can be used as inputs for the incorporating new pedagogical practices that sensitize the student in terms of the role he/she will play in society; developing in them ethical principles and values, as well as a social commitment to the approach of professional practice from the social commitment.

Finally, it is important that the investigations allow for the consolidation of evidence that stimulates the development of strategies conducive to a personal revolution; associated with an affective installation of re-humanization of values. Which is in accordance with the will of the past – and present – ethos researchers, solicitors, among many things, of the socially responsible training of people illuminating optimism, faith and hope.

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