

University Social Responsibility: A Commitment to the Iqueña Society and Sustainable Development

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Abstract

Objective: to determine how university social responsibility is managed within the framework of public management of a private university Ica - 2023. Methodology: research design is located within the non-experimental, mixed model. Results: according to the scale we obtain an adequate level represented by 39.13%, followed by a level neither adequate nor inadequate with 24.08%, an inadequate level with 18.39%, totally adequate with 16, 72% and finally with a very inadequate, represented by 1.67%. Conclusions: that the management of university social responsibility within the framework of public management is adequate, although it does not reach the full value expected in a private university in the south.

Keywords: university social responsibility, public management, university.

Introduction

Law No. 30220 in Peru was the first to establish the obligatory nature of university social responsibility in public and private universities, with a focus on impact management (Vallaes, 2018). The MSW shows advances that are still incisive, at least for the population; The University Law 30220, aims to promote the development of research to generate knowledge and the improvement of technologies as a response to the problems of society.

Within the reality of university training institutions in Peru identifies a deficit in the knowledge of the administrative processes of the people who work in the different offices all this is related to the deficient professional training that is handled for the operation of the organization, so the training of new professionals is a challenge in the modern world as part of globalization which It will allow you to fulfill the obligations of the organization (González Castro et al., 2019).

In recent years, a new debate has been established in the university community regarding what it means to be part of university social responsibility at the level of Peru and Latin America; As part of the new challenges addressed by universities in the training of new professionals, developing the sense of commitment and debt with society in improving

the development of the country, where they achieve the training of professionals with a participatory sense for the community (Ibarra Uribe et al., 2020).

Under these concepts the presence of the university community focuses on making decisions that address the awareness of being able to direct the basic objectives of society in relation to the social needs that are presented in relation to culture and forms of environmental protection, it is for this reason that the development of a culture in the university society seeks the achievement of clear foundations in the Increase in the quality of life of people with what is expected to move from theory to action (Paula & Reyes, 2019).

The ways in which the difficulties of society such as intolerance, poverty, violence, hunger, lack of education, alterations of the environment and the main diseases are eradicated, are the issues that are part of the strategies related to the approach of the university community in the reduction of each of these problems with the development of the contribution of human capital and economic social capital that seeks the integral improvement of the society in a complete way (Erazo-Coronado et al., 2020).

The management process in the search for social responsibility starts from the integration of the organization with society so that a direct benefit is obtained in the awareness of the actors of both dimensions in the search for innovation and the progress of direct patterns. (Tobón-Marulanda et al., 2019).

The differences that arise in all fields are related to the ideal concept of the balance of social responsibility against communication processes, especially in the administrative areas of the university community, since these processes are the reflection that the institution presents to the community, which will address the integral development of society for its improvement in participation with the elaboration of different strategies that allow Follow the process interactively (Céspedes Aguirre, 2019).

The Union of University Social Responsibility of Latin America- Ursula (2020) established that the largest number of universities that are attached to this organization come from Peru, evidencing the perseverance that exists to socially manage higher educational institutions, so that it contributes in a sustainable way to the development of the country.

Within the university community at the national level, the San Juan Bautista Private University has been innovating permanently in the development of different strategies that allow establishing a better relationship with society, since it has four campuses in its entirety two located in Lima, one located in Chincha and one located in Ica, It also has the endorsement of the SUNEDU to be an institution that has the

operating license with the fundamental quality standards for higher education, has different schools that are responsible within their activities for the promotion of strategies that allow the increase of the quality of life of the inhabitants such as the activities of the humanities careers, such as human medicine, nursing, psychology, nutrition that allow constant support to society.

This research is justified because the RSU plays a fundamental role in the training of professionals, generation of knowledge, solution of social problems and contribution to the sustainable development of the community especially in the sphere of influence of the private university San Juan Bautista de Ica, it should be noted that the work it develops in its different areas focuses on creating positive impacts on society through education, research, extension and knowledge transfer.

For all these reasons analyzed, it is established as an approach to the general objective of the research to determine how university social responsibility is managed within the framework of the public management of a private university Ica – 2023

Analysis framework

The analysis of university social responsibility was obtained by solving the questions answered by students and teachers when answering the standardized questionnaire based on the objectives set directly.

Table 1. How university social responsibility is managed

			Frequency	Percentage
University Responsibility	Social	Adequate	117	39,13%
		Neither adequate nor inadequate	72	24,08%
		Inadequate	55	18,39%
		Totally suitable	50	16,72%
		Very inadequate	5	1,67%
		Total	299	100%

Note: own elaboration of the surveys carried out

The results after the analysis of the data collected regarding the management of university social responsibility within the framework of the public management of a private university Ica – 2023 and according to the scale we obtain an adequate level represented by 39.13%, followed by a level neither adequate nor inadequate with 24.08%, an inadequate level with 18.39%, Totally adequate with 16.72% and finally with a very inadequate one, represented by 1.67%.

Table 2. Organizational management of university social responsibility

Totally agree			Adequate		Neither adequate nor inadequate		Inadequate		Very inadequate	
	f	%	f	%	f	%	f	%	f	%
Recruitment	67	22.4%	127	42.5%	90	30.1%	10	3.3%	5	1.7%
Pay equity	1	0.3%	56	18.7%	66	22.1%	98	32.8%	78	26.1%
Ethical principles	81	27.1%	92	30.8%	64	21.4%	56	18.7%	6	2.0%
Work environment	72	24.1%	94	31.4%	68	22.7%	53	17.7%	12	4.0%
Career Opportunities	79	26.4%	95	31.8%	72	24.1%	44	14.7%	9	3.0%
Training	78	26.1%	147	49.2%	69	23.1%	5	1.7%	0	0.0%
Internal communication	54	18.1%	91	30.4%	77	25.8%	43	14.4%	34	11.4%
Support Services	78	26.1%	92	30.8%	68	22.7%	52	17.4%	9	3.0%
Student welfare	79	26.4%	91	30.4%	67	22.4%	53	17.7%	9	3.0%
Suppliers	65	21.7%	95	31.8%	91	30.4%	43	14.4%	5	1.7%
Institutional adoption of MSW	78	26.1%	97	32.4%	66	22.1%	51	17.1%	7	2.3%
Responsible marketing	52	17.4%	96	32.1%	89	29.8%	33	11.0%	29	9.7%

Note: Own elaboration of the surveys carried out

After analyzing the information collected regarding the organizational management of university social responsibility of a private university Ica – 2023 and according to the scale, it is evident that the aspects with the most valued were: training, personal hiring, job opportunities and opportunities granted to students, essentially related to the basic functioning of the institution; On the contrary, the least valued aspects are reported in relation to remuneration equity and internal communication which are still difficulties that occur in many universities.

Table 3. Participation of teachers in university social responsibility

Structure Pedagogical			Skills in students		Teachers	
	f	%	f	%	f	%
Very inadequate	16	5.4%	11	3.7%	15	5.0%
Inadequate	50	16.7%	27	9.0%	34	11.4%
Neither adequate nor inadequate	79	26.4%	33	11.0%	78	26.1%
Adequate	118	39.5%	155	51.8%	134	44.8%
Totally suitable	36	12.0%	73	24.4%	38	12.7%
Subtotal	299	100.0%	299	100.0%	299	100.0%

Note: Own elaboration of the surveys carried out

The results obtained regarding the teaching dimension show adequate levels in terms of the pedagogical organization especially to the work of environmental teaching, contents of reuse, subjects offered to ethics, social responsibility and development who present an evaluation of adequate in 39.5%, very adequate for 12.0%, which means a significant appreciation of the subject.

Regarding student skills, 51.8% develop adequately and 24.4% are completely adequate, especially in relation to the promotion of freedom of critical thinking, as well as in relation to the capacity for entrepreneurship, initiative and development of students.

The teaching milestone obtains an evaluation of adequate in 44.8%, absolutely adequate 12.7%, representing more than half of the participants, which run that originates the discussion of issues that produce conflicts and are controversial, which is beneficial to the extent that it is treated through debate, respecting the controversies that arise when different points of view are shown.

Table 4. Linkage with the society of university social responsibility

University social accessibility											Agreements and relations with partners External	
		Internal partners		Volunteering & Programs		Educational Services		Beneficiary communities				
	f	%	f	%	f	%	f	%	f	%	f	%
Very inadequate	11	3.7%	13	4.3%	13	4.3%	10	3.3%	10	3.3%	18	6.0%

Inadequate	40	13.4%	34	11.4%	40	13.4%	29	9.7%	37	12.4%	61	20.4%
Neither adequate nor inadequate	75	25.1%	75	25.1%	78	26.1%	88	29.4%	117	39.1%	91	30.4%
Adequate	150	50.2%	145	48.5%	136	45.5%	134	44.8%	102	34.1%	105	35.1%
Totally suitable	23	7.7%	32	10.7%	32	10.7%	38	12.7%	33	11.0%	24	8.0%
Subtotal	299	100.0%	299	100.0%	299	100.0%	299	100.0%	299	100.0%	299	100.0%

Note: Own elaboration of the surveys carried out

After the analysis of the data collected regarding the linkage of the management of the USR of a university in the social field Ica – 2023. And according to the scale we obtain results regarding university social accessibility of 50.2% which represents an adequate assessment, regarding the study of proposals to resolve social conflicts there is a consideration of totally adequate which is strengthened with 7.7%, while an accumulated of 17.1% considers that it is not adequate.

Regarding the stimulus that the institution exerts on the students regarding the role of internal partners, there is an accumulated of 59.2%. As for the accumulated percentage, 56.2% consider that the institution encourages student volunteering, a significant aspect in the link of the university with society, only 4.3% perceive it as completely inadequate. Likewise, 57.5% think that educational services are adequate and absolutely adequate with respect to opportunities for exchange with society.

34.1% of the participants consider the service of the university towards the communities adequate and 11.0% consider it totally adequate, likewise it has to be that 39.1% considers it neither adequate nor inadequate. Finally, with regard to agreements and the relationship with external partners, it obtains a rating of adequate by 35.1%, compared to 26.4% who perceive it as inadequate and totally inadequate.

Table 5. Research and university social responsibility

Social production of the knowledge			Partners in the research		Dissemination of the research	
	f	%	f	%	f	%
Very inadequate	8	2.7%	13	4.3%	10	3.3%
Inadequate	14	4.7%	43	14.4%	48	16.1%

Neither adequate nor inadequate	61	20.4%	80	26.8%	72	24.1%
Adequate	160	53.5%	141	47.1%	141	47.2%
Totally suitable	56	18.7%	22	7.5%	28	9.4%
Subtotal	299	100.0%	299	100.0%	299	100.0%

Note: Own elaboration of the surveys carried out

After analyzing the data collected regarding research and university social responsibility within the framework of the public management of a private university Ica – 2023, we can evaluate that the social elaboration of knowledge obtained an adequate result in 53.5%, especially in relation to the participation of people with different characteristics in projects to support the community, the execution of interdisciplinary research and the ethical requirement for its execution, as opposed to 7.4% who perceive it as inadequate and totally inadequate respectively.

Regarding the partners in the research, it is considered that it is adequate in 47.1% and completely adequate in 7.5%, based on the production of alliances and associations with entities to implement lines of research, likewise 26.8% do not consider it adequate or inadequate, an important percentage that translates the little diffusion in this regard; 18.7% think that the work carried out by the institution in generating concordances for the development of research is inadequate and completely inadequate.

Regarding the transmission of the results, they reveal an adequate value in 47.2%, followed by 24.1% who do not consider it adequate or inadequate, compared to the accumulated 19.4% who disagree with the organization of academic events and the transmission of research in scientific journals.

Establishment of the qualitative results of the interview

This process was identified through the assessment of the traffic light interview where the control parameters were presented using colors for the representation of the graphic forms of the systems

Table 5. Organizational management according to the checklist

		Frequency	Percentage
Organizational Management	Fully complies with the item	25	43,86%
	Does not meet the item	18	31,58%
	Interesting initiatives	14	24,56%

are presented

Total	57	100,0
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Note: own elaboration of the checklist carried out

After the analysis we established that according to the dimension Organizational Management, It fully complies with the item represented by 46.86%, 31.58% do not comply with the item and interesting initiatives represented by 24.56% are presented.

Table 6. Teaching according to the checklist

		Frequency	Percentage
Teaching	Fully complies with the item	32	56,14%
	Does not meet the item	15	26,32%
	Interesting initiatives are presented	10	17,54%
	Total	57	100%

Note: own elaboration of the checklist carried out

After the analysis we establish that according to the dimension Teaching Fully complies with the item represented by 56.14%, they do not meet the item 26.32% and interesting initiatives are presented represented by 17.54%.

Table 7. Linking according to checklist

		Frequency	Percentage
Link	Fully complies with the item	35	61,40%
	Does not meet the item	15	26,32%
	Interesting initiatives are presented	7	12,28%
	Total	57	100%

Note: own elaboration of the checklist carried out

After the analysis we established that according to the dimension Linkage Complies in full the item represented by 61.40%, do not meet the item 26.32% and interesting initiatives are presented represented by 12.28%.

Table 8. Research according to the checklist

		Frequency	Percentage
Research	Fully complies with the item	45	78,95%

Interesting initiatives are presented	7	12,28%
Does not meet the item	5	8,77%
Total	57	100%

Note: own elaboration of the checklist carried out

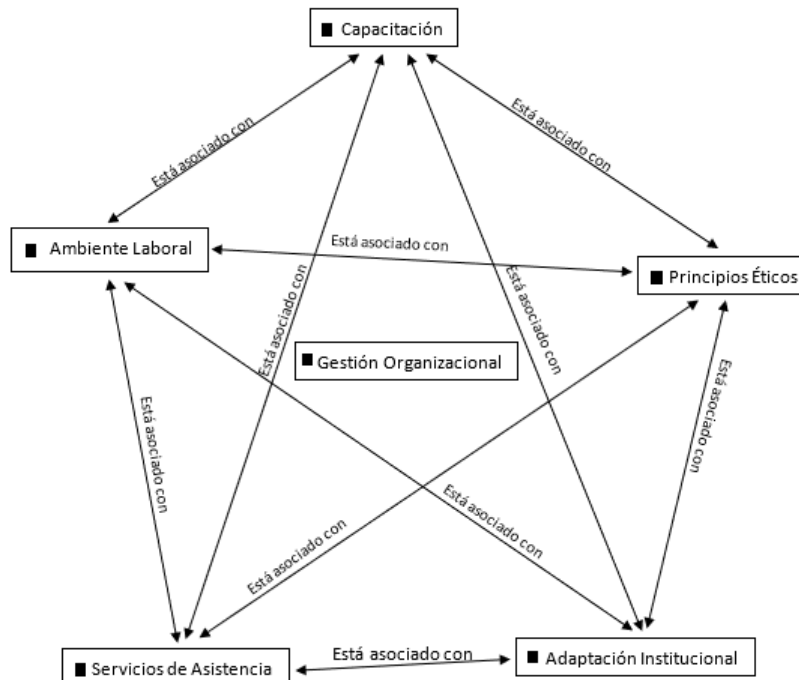
After the analysis we established that according to the dimension Research fully complies with the item represented by 78.95%, interesting initiatives represented by 12.28% and do not comply with the item 8.77%.

Establishment of the qualitative results of the interview

After having carried out the analysis of the most relevant data raised in the objectives, we proceed to detail the obtaining of the qualitative data that will be directed in relation to the interviews where the data will be established through categorization and registration models, in order to present an analysis and interpretation of each of the data and to be able to interpret the different phenomena that have been presented.

The management of the qualitative analysis in relation to the interviews carried out with the professors allows to identify the way of perception of the university social responsibility within a private university of Ica, taking this management from an individualized point of view by each of the interviewees, where the different opinions that are held will be taken into consideration, During this process the open type coding of each of the opinions was established in a first stage, in the second stage an axial type coding was established where the characteristics of organizational management, teaching, research and linkage with society were identified, the different components were congregated for analysis and the formation of the different relationship parameters to be able to locate each of the relationships in relation to the categories established and the forms of presentation both in text and in the presence of the graphs that allow to identify the lines of direction of each of these parameters:

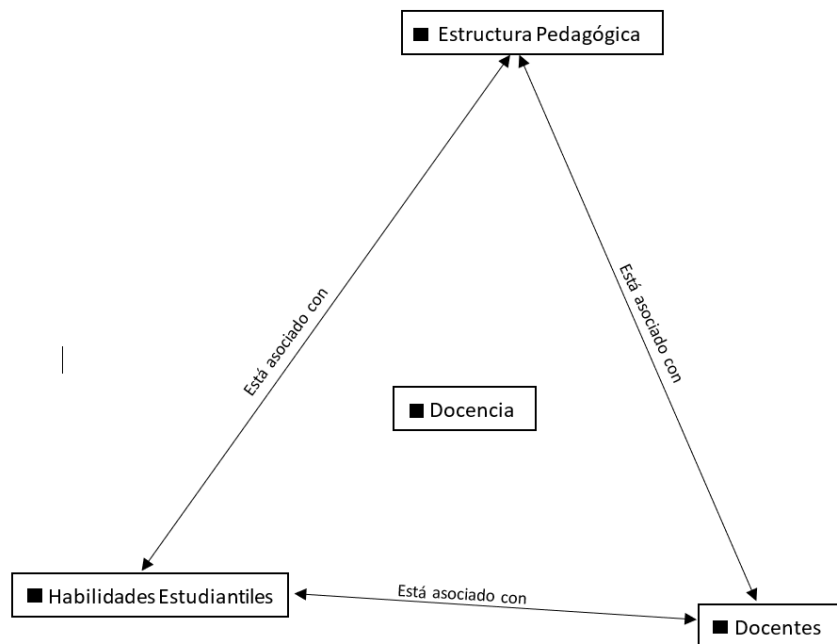
Figures 1. Establishment of the map of components of organizational management



Note: Own elaboration of systematic organizational management network

The organizational management process starts from the function of knowing how to organize and establish the functional activities of an institution in a coherent way, all this must be put into practice for the improvement of the activities and their relationship process. In the process established by our work, the derivations of the analysis of each of the interviews allowed us to determine that the different components established directly with organizational management start from the process of becoming aware of the importance of university social responsibility, search for agreements and operation with other institutions that with respect for ethical principles and seeking a good work environment allows the training of the Human resources from an ethical point of view and at the same time represents a sustainable development of the services offered by the institution to society, all these data represented in the following table:

Figures 2. Establishment of the map of teaching components

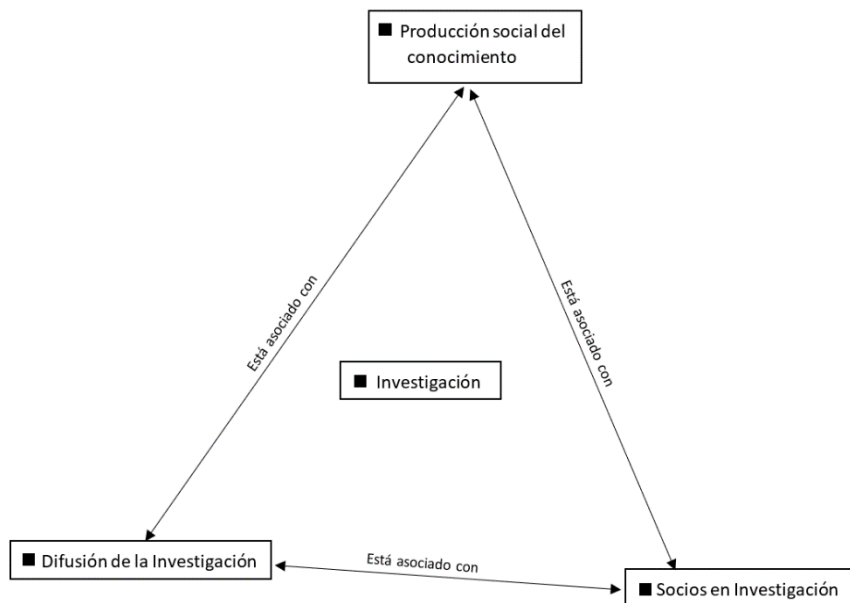


Note: Own elaboration of systematic organizational management network

The generation of teaching knowledge is fundamental within a sustainable and responsible development for pedagogical and academic management, this model is based on the needs of a society. At the same time, the university institution has an important influence on the ways in which it is generated and how it should be faced with the world in which we live all this with the corresponding professional ethical principles.

After all this analysis we have to take into consideration that the work of the teacher is the development of the adaptive capacities of his students, based on the constant development of the different pedagogical structures which must be evaluated and adapted in relation to the labor system and the society in which we find ourselves, the development of the student and the improvement of their potentialities and skills that allows to transform and strengthen the responsibility of the entrepreneurial vision as presented in the table below:

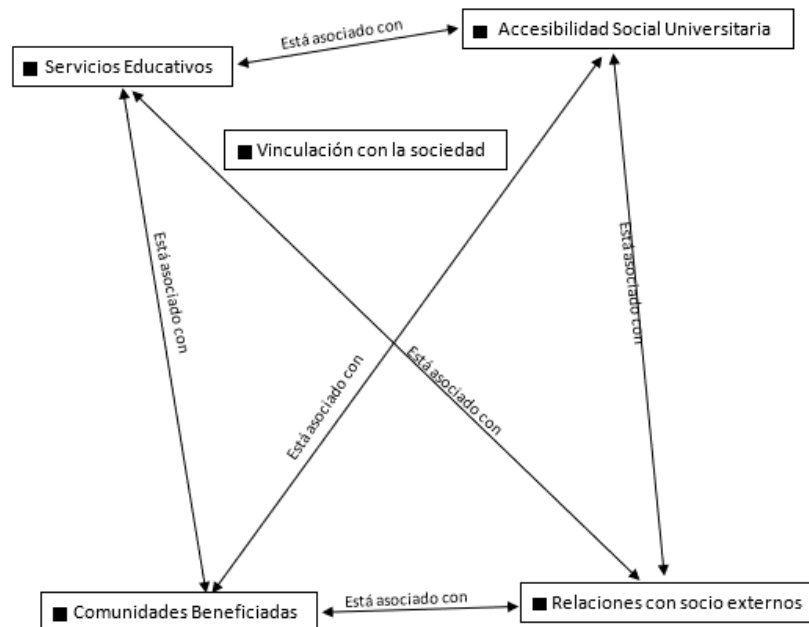
Figures 3. Establishment of the map of research components



Note: Selected components and categories based on analysis

Here the main foundation of the generation of new sources of research is directly related to knowledge and the ways how a diffusion is provided between the cooperation of the private university with society, involving the different authorities, teachers, students who are the ones who will allow the development of the different growth activities at the local level, regional and national, for all this it is necessary to generate the different activities that allow addressing the different problems found in today's society where the appropriate solutions are sought for each of these problems identified directly, the private university institution allows the development of these strategies so that it provides a special feature to determine a growth of research processes by solving the identified problems.

Figures 4. Establishment of the map of components of linkage with society



Note: Selected components and categories based on analysis

Here we have an identification of the direct association that exists between the different codes that have the link with society in the part of the management and the direct relationship that the university has with the different public and private institutions, at the same time with the generation of the new parameters of relationship with the entities providing knowledge and that allow a support to the institution.

The different strategies that are proposed are based on the development of communities through the financing of activities that allow the identification of weaknesses for the generation of new forms of knowledge that help to cope and generate parameters of greater sustainability in an interdisciplinary way all these data represented in the list of interviews with teachers as presented in the table below:

The results of the general objective obtained after the analysis of the collected data were adequate, coinciding with what was reported by Condori et al, (2022) who demonstrated that the management of MSW is positive; in the same way Morante (2022) in his study reveals positive results regarding the management of USR, on the contrary, what was reported by Condori et al, (2019) determined that the perception of students regarding the organizational management of a public institution in Huancayo is deficient.

The University Social Responsibility shows an average rating of 3.48, which qualifies as adequate to the dimensions of teaching, link with society and research, reflecting how teachers perceive the university social responsibility to the institution.

There is a lack of linkage of institutional policies in relation to university social responsibility in relation to the actions of university students in connection with the internal and external dimension; However, there are efforts not yet articulated in relation to initiatives and agreements with international organizations with which the normative and procedural bases have been working.

Condori et al, (2022) aimed in their research to analyze the perception of teachers and authorities of a university in central Peru, the results were positive demonstrating that the dimensions with the greatest management and impact were: Organizational management, training and social participation, on the other hand the research dimension was qualified as negative evidencing the urgency of fortifying the functions of public higher education institutions to through the institutionalization of social responsibility policies

However, with regard to the specific objectives Condori et al, (2019) determined that the perception of students regarding the organizational management of a public institution in Huancayo is deficient, this data does not coincide with the results of this research since in the case of the university investigated if there is a high influence of organizational management on university social responsibility coinciding with Rodríguez et al, (2018) those who find in their research regarding organizational management that students perceive it positively in relation to transparency in processes and sustainable management, in the same way Reyna (2019) in her research on USR carried out at the UNCP in its organizational management dimension, the indicators of ethics, transparency and social inclusion comply with 66%, being the most criticized diffusions of the MSW and work environment.

Regarding the results obtained in the university investigated in relation to the teaching dimension, we observe that there is a high influence especially in the pedagogical structure concerning the work of environmental education and recycling contents, coinciding with Condori et al, (2019) who report in the teaching dimension a positive impact especially in the indicators inclusion of citizen issues and SR; in the same way Reyna (2019), obtains positive results in the evaluation of the present dimension, in the same way Condori et al, (2022) demonstrated a positive result in this dimension. On the other hand, it differs from the study of Hjar, (2018) who identified a regular level represented by 66.2% of the perceptions of the university community in relation to the teaching dimension, as well as that found by Mendoza Avilés et al, (2019) who identified a deficit in the development and implementation of different environmental practices.

Regarding the link with society we have that Gaete Quezada (2020) determined that the problem in the university institutions responsible for providing knowledge and training professionals in the process of interaction with society is the role played by social responsibility that according to the author its relationship is low and fails in the educational processes of society directly; in the same way, Hajar (2018), showed that teachers perceive that social participation is at a regular level. These data do not coincide with the results of the present research given that in the case of the university investigated if there is a high influence of university social responsibility with communities within the university area, coinciding with what was found by López and Ahumada (2018) in their research regarding social participation where students are satisfied and has a positive impact on university-community interaction. In the same way, Condori et al, (2019) determine that social participation is positive especially in the integration of academic training with social projection and active participation in the local and national development agenda.

The findings of this study regarding the research dimension is positive especially in what corresponds to the participation and multidisciplinary realization in projects of support to the community and the ethical requirement for its execution, which coincides with Hajar (2018) who reports in his study a good level pointing out that there is development of research projects, dissemination of results in indexed scientific journals, and research is multidisciplinary. Otherwise, Condori et al, (2022) reported in their research who demonstrates a negative result in this dimension (52.4%). In the same way in its indicators, integration of external social actors in research, design of lines of research, transmission and transfer of useful knowledge for society aimed at the most disadvantaged and, the involvement of students in research also has negative results. Reyna (2019) found in the research dimension that does not meet the required standards, with inter and transdisciplinary research indicators being the most critical with 80% not complying.

Conclusions

According to the information obtained, the following conclusions are presented that respond to the general objective, to the specific objectives outlined in the research:

It is concluded that the management of university social responsibility within the framework of public management is adequate, although it does not reach the full value expected in a private university in the south.

It is concluded that the management of university social responsibility from the organizational management dimension is adequate, although it

does not reach the full value expected in a private university in the south.

It is concluded that the impact of research development is adequate, although it does not reach the full value expected in a private university in the south.

It is concluded that the teaching participation in the development of university social responsibility is adequate, although it does not reach the full value expected in a private university in the south.

It is concluded that the impact of research development is adequate, although it does not reach the full value expected in a private university in the south.

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