Scientific articles

Percepción estudiantil de la responsabilidad social universitaria en la gestión organizacional: un estudio en una unidad académica del Instituto Politécnico Nacional

Student perception of university social responsibility in organizational management. A study in an academic unit of the Instituto Politécnico Nacional

Percepção dos estudantes sobre a responsabilidade social universitária na gestão organizacional: um estudo numa unidade académica do Instituto Politécnico Nacional

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Resumen

El presente estudio se centra en analizar la percepción estudiantil de la propuesta de responsabilidad social universitaria vinculada con la gestión organizacional ejercida por los líderes de una de las unidades académicas del Instituto Politécnico Nacional de México. Este estudio se enmarca en un enfoque cuantitativo, para lo cual se empleó un muestreo no probabilístico por conveniencia donde participaron 1410 estudiantes de licenciatura e ingeniería. Para recopilar la información, se utilizó la encuesta de responsabilidad social universitaria del modelo URSULA, propuesto por Vallaeys (2020), aunque se enfocó únicamente en la dimensión de gestión organizacional y los estudiantes. Los datos fueron

procesados y analizados mediante el *software* SPSS. Se realizó un análisis descriptivo detallado para cada una de las subdimensiones evaluadas en la encuesta. Los hallazgos muestran una alta aceptación y valoración positiva de la responsabilidad social universitaria en su dimensión *gestión organizacional*. Estos resultados refuerzan la importancia de la gestión organizacional en el contexto de la responsabilidad social universitaria y su impacto en la percepción estudiantil. En conclusión, este estudio ha contribuido a comprender la percepción estudiantil de la responsabilidad social universitaria en relación con la gestión organizacional ejercida por los líderes de la unidad académica del Instituto Politécnico Nacional y pueden servir como base para desarrollar políticas y acciones que fortalezcan aún más la URS en la institución.

Palabras claves: directivos universitarios, instituciones de educación superior, impacto social, gobierno universitario, modelo URSULA.

Abstract

This study focuses on analyzing the student perception of the proposal of University Social Responsibility linked to the organizational management carried out by the leaders of one of the academic units at the Instituto Politécnico Nacional of Mexico. The study adopts a quantitative approach, involving 1,410 undergraduate and engineering students through non-probabilistic convenience sampling. To collect the data, the University Social Responsibility survey from the URSULA Model, as proposed by Vallaeys (2020), was employed, with a specific focus on the organizational management dimension and students. The data were processed and analyzed using the SPSS software. A detailed descriptive analysis was conducted for each of the sub-dimensions assessed in the survey. The findings revealed a high level of acceptance and positive evaluation of University Social Responsibility in its organizational management dimension, with the majority of students perceiving and valuing this aspect highly. These results underscore the significance of organizational management within the context of University Social Responsibility and its influence on student perception. In conclusion, this study has contributed to comprehending the student perception of University Social Responsibility concerning the organizational management exercised by the leaders of the academic unit at the Instituto Politécnico Nacional, serving as a foundation for the development of policies and actions to further strengthen USR within the institution.

Keywords: University administrators, higher education institutions, social impact, university governance, URSULA Model.

Resumo

O presente estudo se concentra em analisar a percepção dos estudantes sobre a proposta de responsabilidade social universitária vinculada à gestão organizacional exercida pelos dirigentes de uma das unidades acadêmicas do Instituto Politécnico Nacional do México. Este estudo enquadra-se numa abordagem quantitativa, para a qual foi utilizada uma amostragem não probabilística por conveniência, onde participaram 1.410 estudantes de graduação e engenharia. Para coletar as informações, utilizou-se a pesquisa de responsabilidade social universitária do modelo URSULA, proposta por Vallaeys (2020), embora focada apenas na dimensão da gestão organizacional e dos estudantes. Os dados foram processados e analisados através do software SPSS. Foi realizada análise descritiva detalhada para cada uma das subdimensões avaliadas na pesquisa. Os resultados mostram uma elevada aceitação e avaliação positiva da responsabilidade social universitária na sua dimensão de gestão organizacional. Estes resultados reforçam a importância da gestão organizacional no contexto da responsabilidade social universitária e o seu impacto na percepção dos estudantes. Concluindo, este estudo contribuiu para a compreensão da percepção dos estudantes sobre a responsabilidade social universitária em relação à gestão organizacional exercida pelos dirigentes da unidade acadêmica do Instituto Politécnico Nacional e pode servir de base para o desenvolvimento de políticas e ações que fortaleçam ainda mais a RSU na instituição.

Introduction

Universities play a crucial role as agents of social transformation. For this reason, it is essential that all members of said community be involved in some way in creating environments that foster values such as respect, participation, dignity, equity and freedom, which contribute to social well-being and are fundamental in what is known as *university social responsibility* (hereinafter URS).

The URS—according to definitions by Vallaeys (2020), Ali *et al.* (2021), Olvera *et al.* (2022), Santana (2022), Severino *et al.* (2022), Azizi (2022), and Melo-Rojas and Hernández-Herrera (2022)—refers to an institutional policy and an ethical identity that involves the entire educational community. Its objective is to responsibly manage all

processes, evaluate their impacts and maintain relationships with the *stakeholders* of higher education institutions. In this way, we seek to create enriching environments that contribute to addressing and mitigating the challenges facing the world in terms of social, political, economic and social crises.

According to Vallaeys (2018, 2020), the lack of USR can have significant consequences, such as poor training of students, who could graduate without awareness of their social responsibility as future professionals, which could lead to the perpetuation of practices that do not contribute to society. This, in turn, would affect the reputation and leadership of universities with regard to the generation of scientific, humanistic and technological knowledge. Indeed, a lack of MSW in this area could lead to detrimental outcomes, from questionable scientific conduct to catastrophic consequences for society. Simply put, the absence of adequate USR practices could disconnect higher education institutions from their fundamental role as agents of social transformation and neglect the world's pressing needs.

Therefore, higher education institutions (hereinafter HEIs) must understand that it is not enough to train competent professionals from a work point of view. It is also essential that, within the framework of vocational training, they foster in students a sensitivity towards environmental and social issues, along with skills, behaviors and interest in being active participants who contribute to the construction of a better world. In this sense, it is essential that HEIs integrate socially responsible practices into their usual activities with the purpose of instilling these attitudes and values in students, who will be future professionals (Bolio and Pinzón, 2019; Griebeler *et al.*, 2021; Rubio *et al.*, 2020).

However, there are questions about whether HEIs are up to the task of facing or contributing to the various challenges of URS, derived from the different problems that exist in the world. Precisely in response to this, Bolio and Pinzón (2019) mention that the leaders who currently direct public and private HEIs are possibly being conscious or unconscious replicators of an environment that does not respond or is not in favor of a better world. According to Piñeros (2018) and Melo-Rojas and Hernadez-Herrera (2023), what is needed is for leaders to be precisely those in charge of fostering, promoting and disseminating responsible practices that truly address current dynamics to consolidate a URS that is effective for the benefit of HEIs. An indicator for this, specifically in education environments, could be precisely knowing how the URS exercise of HEIs is being perceived by their *stakeholders* .

In this sense, one of the most important interest groups are students, given that they are one of the great critical protagonists of the teaching-learning process, since they will be strongly encouraged to incorporate into their professional development competencies and behaviors that will influence them in the future. in the well-being of society (Severino *et al.*, 2022; Mendoza *et al.*, 2019). Furthermore, Pegalajar *et al.* (2021) point out that students attribute the adoption of new values or ways of acting to their university studies, hence the importance of knowing if they consider that the practices carried out on campus are responsible, are an example or contribute in some way to their professional development. This is why it si so important to know the perception that students have about the exercise of URS that HEIs develop in the educational community is reaffirmed.

Therefore, this document presents part of the results of a master's degree research carried out in an academic unit of one of the most important HEIs in Mexico: the Instituto Politécnico Nacional (IPN). The particular objective of this part of the results is to know the student perception of the URS proposal linked to the organizational management exercised by its leaders in one of the academic units of the Instituto Politécnico Nacional. This is done through a study based on a URS survey adapted from the URSULA model, built by Vallaeys (2020). Thus, initially some of the theoretical assumptions about URS in the most relevant HEIs of the research will be raised. Then, the methodological elements of the survey will be highlighted. Finally, the results and their respective discussion are presented.

University social responsibility in higher education institutions

The URS is a university management policy that comprehensively addresses the educational, cognitive, social and organizational impacts of HEIs (Cabanzo, 2022; Vallaeys and Álvarez, 2019). Therefore, URS must be managed appropriately, so that it truly contributes and significantly supports HEIs in promoting social and environmental development, as well as promoting a society that is more aware and sensitive to the challenges facing the world in general. the present.

Researchers such as Vallaeys (2018), Ali *et al.* (2021), Arias Valle *et al.* (2021), Olvera *et al.* (2022), and Salcedo *et al.* (2023) highlight that URS is extremely important for all HEIs worldwide, given that it is considered a central element with a highly significant role in the construction and restoration of values in society. In this sense, it is crucial to overcome misconceptions regarding URS. It is not just an isolated action limited to a small group or department within the HEIs, nor is it reduced to carrying out voluntary activities.

Rather, URS extends comprehensively to all facets of HEIs and has substantial value for society as a whole. Consequently, a serious and committed approach is required in its implementation (Vallaeys, 2020).

Due to the above, it is important to know or measure in some way the performance of URS within HEIs. However, in this regard, there are not many studies that address measurement models (Bonales *et al.*, 2021; Latif, 2018; Melo-Rojas and Hernández-Herrera, 2022). Despite this, Vallaeys (2020) proposes the URSULA model, which allows the daily actions of HEIs to be guided in a critical and responsible manner, and at the same time becomes a tool for measuring URS. This model incorporates four dimensions: (i) organizational management, (ii) training, (iii) cognition and (iv) social participation, where each one corresponds to three specific goals that must be addressed by said dimensions or processes. The incorporation of these goals somehow allows URS to materialize from specific objectives (Melo-Rojas and Hernández-Herrera, 2022). As a whole, the URSULA model by Vallaeys (2020) has 66 indicators derived from the 12 goals and processes or dimensions of the HEIs. From this, it is possible to measure the performance of the URS of any university or, failing that, know how the HEIs are performing in a particular process with respect to its URS.

One of the dimensions or central processes in the URSULA model is organizational management. This dimension, as described by Vallaeys (2020), plays a crucial role in leading and coordinating other essential aspects, such as social participation or outreach, training and cognition. Its purpose lies in establishing effective cohesion between these processes with the objective that HEIs can forge a solid URS in collaboration with their interest groups. Organizational management is closely related to the administrative activities of HEI managers and, consequently, to their leadership. Therefore, it is the responsibility of organizational management to ensure that URS is not hindered, but, on the contrary, that it contributes positively from each missional process of the university. In addition, it must promote optimal working conditions, equity, ethics, transparency, inclusion, and a sustainable campus (Melo-Rojas and Hernández-Herrera, 2022; Vallaeys, 2020).

In accordance with the above, the organizational management dimension is of vital importance for the URS, since it exerts a significant influence on the other processes that conform the URSULA model and, ultimately, on the daily activities of the HEIs. Therefore, it is imperative to understand how this dimension is perceived by its *stakeholders* . Among these, students play a fundamental role —as indicated by Martínez *et al.* (2017), Macías and

Bastidas (2019), Severino *et al.* (2022) and Severino *et al.* (2023)—, since they are not only key agents of change, but also constitute the central axis of the teaching-learning process in HEIs and in society as a whole. At the same time, URS practices support the management of HEIs so that their teaching-learning processes and other substantive functions promote the training of professionals who assume social responsibility in their interaction with the world (Macías and Bastidas, 2019).

Methodology

Materials and methods

This research is framed in a quantitative approach, specifically non-experimental and cross-sectional in nature. To carry out data collection, the URS perception survey instrument by Vallaeys (2020) on a five-point Likert scale. This survey was administered online using Google Forms during the month of March 2023. Regarding sampling, a non-probabilistic method was used for convenience. This choice was based on the ease of obtaining the data and the availability of the participants to take part in the research. Participation was achieved by 1,410 undergraduate students belonging to the selected academic unit of the Instituto Politécnico Nacional.

Instrument

The URS survey applied was the one constructed by Vallaeys (2020), which is based on the URSULA model, and seeks to integrate each of the substantive processes or functions of the HEIs: organizational management, training, social participation, and research. These are presented along with 12 goals, which aim to be a) a universal framework of reference, where it is understood that URS is transversal to all HEI processes; b) a self-diagnosis instrument for URS, which allows HEIs to know themselves and improve, and c) a means to bring the theory of URS into practice. The above can be seen in Table 1.

Table 1. Structure of the URS survey from the perception of students

Interest group	RSU axis to observe (dimension)	MSW goals (12) to be observed (subdimension)
Students	Organizational management	Good work environment and equity
		Sustainable campus
		Ethics, transparency and inclusion
	Training	Learning based on social challenges
		Curricular inclusion of the 17 SDGs
		Meshes designed with external actors
	Social participation	Integration of social projection with training and research
		Co-created, long-lasting impact projects
		Participation in the local, national and international development agenda

Source: Own elaboration based on Vallaeys (2020)

The URS surveys carried out by Vallaeys (2020) are aimed at students, teachers, researchers, those responsible for extension and social projection and non-teaching staff; furthermore, there is a URS dimension for each interest group. The present study has focused on the students' perception of URS, specifically in the *organizational management dimension* (and its subdimensions) due to its critical importance in the context of URS. Given that this addresses essential issues related to the efficiency of institutional management, equity in the work environment, environmental sustainability, and the ethical integrity of the institution, it is considered essential to further evaluate this dimension. Therefore, it is understood that, due to the diversity of IPN schools and the scope of the survey, evaluating all dimensions in all schools would be a logistically demanding project.

Specifically, this study focuses on the dimension of organizational management in a specific school to allow a detailed and comprehensive evaluation of this dimension and to deeply understand its impact on USR in a specific context. Although this study has been limited to one IPN school, it is hoped that the findings can provide valuable ideas that can be applied in future research and evaluations in other IPN schools and institutes, and in other higher education institutions in the region.

The survey administered to the students had a total of 21 items because, as mentioned, only the organizational management process was considered. In addition, a more specialized questionnaire with a more flexible application for respondents was achieved. It is relevant to highlight that the survey designed by the author Vallaeys was selected due to their outstanding commitment to the research and evaluation of URS in HEIs. Vallaeys has been a prominent figure in the field and has developed surveys widely used in this area. In 2020, they presented the most updated version of the URSULA model, which has been implemented, evaluated, and perfected in various HEIs.

Now, the URS survey for students in the *organizational management dimension* has the subdimensions good work environment and equity, sustainable campus, and, finally, ethics, transparency and inclusion. Below, each of the subdimensions is presented with the respective items to be evaluated:

Table 2. Subdimension *good work environment and equity*

Good work environment and equity
1. The treatment between people is respectful and cordial in the institution.
2. There is mutual respect between students and teachers.
3. I feel heard as a citizen, I can participate in institutional life.
4. Students care and actively participate in institutional life.
5. Students have adequate participation in government bodies.
6. In the institution there is freedom of expression and participation for all members.
7. There is gender equity in access to management positions.

Source: Vallaeys (2020)

Table 2 shows the elements that make up the *good work environment and equity subdimension*, which focuses on promoting a harmonious work culture, guaranteeing gender equity in work positions, and fostering creativity to address and resolve challenges (Vallaeys, 2020).

Table 3. *Sustainable campus* subdimension

Sustainable campus
8. The institution takes measures to protect the environment on campus.
9. I have acquired ecological habits since I have been at the institution.
10. I perceive that the institution's staff receives training and directives to care for the environment on campus.
11. I perceive that there is an institutional policy for healthy food on campus.
12. I perceive that there is an institutional policy to not buying products that generate a lot of waste such as disposable plastics.
13. There is a comprehensive environmental management system (transport, infrastructure, accessibility, risks, water, energy, purchasing, food, waste).

Source: Vallaeys (2020)

In table 3 you can see the subdimension related to the *sustainable campus*, as well as its corresponding components. This subdimension focuses on the supervision of the ecological footprint, the constant improvement of various aspects of the campus, and the provision of training in environmental management (Vallaeys, 2020).

Table 4. Ethical subdimension *, transparency and inclusion*

Ethics, transparency and inclusion
14. The institution is organized to receive students with special needs (visual, auditory, motor limitations, etc.).
15. I perceive that my institution fights against any type of discrimination (gender, race, socioeconomic level, sexual orientation, etc.).
16. The processes for electing authorities are transparent and democratic.
17. The authorities make major decisions in a democratic and consensual manner.
18. I perceive coherence between the principles declared by the institution and what is practiced on campus.
19. I am transparently informed about everything that concerns me and affects the institution.
20. The advertising messages disseminated by the institution are prepared with ethical and social responsibility criteria.
21. The institution promotes access to academic training for marginalized groups (indigenous population, racial minority, low-income students, etc.) through scholarships or other means.

Source: Vallaeys (2020)

To conclude, Table 4 shows the subdimension related to *ethics, transparency and inclusion*, along with its corresponding elements. This focuses on the effectiveness of institutional governance, participatory decision making, staff inclusion, resource management in an ethical and transparent manner, and the role of the institution as a model in the comprehensive and ethical training of students (Vallaeys, 2020).

Finally, the evaluation of the URS, focused on the *organizational management dimension* and carried out from the students' perspective, was carried out using a 5-point Likert scale ranging from "Totally disagree (1)" to " Totally agree." (5)". It is important to highlight that, once the instrument was applied, internal consistency was obtained with a value of 0.934 in Cronbach's alpha.

Data processing and analysis

Once the data from the Vallaeys (2020) URS survey for students was collected, specifically from the *organizational management dimension*, it was organized and uploaded into the IBM SPSS software to carry out the corresponding statistical processing and analysis. The internal consistency of the survey showed a value of 0.934, which suggests high reliability of the items and that they are consistently correlated with each other. Next, the data was segmented into five levels for each of the subdimensions: (1) good work environment and equity, (2) sustainable campus, and (3) ethics, transparency, and inclusion. The overall rating levels assigned to each subdimension were very low, low, medium, high, and very high. Finally, an individual and joint descriptive analysis of the subdimensions was carried out.

Results

As can be seen in the data presented in Table 5, which corresponds to the collection of a total of 1410 questionnaires, the participation of men prevailed with 57.3%, while women had 42.7% participation. The ages of the participants were mostly between 21 and 26 years old. Likewise, it is observed that there was a greater participation of students from semesters between first and sixth, who together represent 73.4% of the sample and that the industrial engineering programs with 28.7% and industrial administration with 26.5% were who participated the most.

Now, when asked if they considered themselves socially responsible people, 88.4% of the young people said "yes" and 11.6% said "no." At the same time, when asked if they knew the concept of URS, only 11.8% said "yes" and 88.2% said "no."

Table 5. Sociodemographic variables of the sample of students from the IPN academic unit

Sociodemographic variable	Description	F	%
Gender	Female	602	42.7
	Male	808	57.3
Age	Less than 20 years	444	31.5
	From 21 to 26 years	880	62.4
	From 27 to 32 years	76	5.4
	From 33 years and older	10	0.7
Academic program	Industrial Administration	374	26.5
	Computer Science	184	13.0
	Computer engineering	201	14.3
	Transportation Engineering	204	14.5
	Railway Engineering	32	23
	Industrial engineering	404	28.7
	Automotive systems engineering	eleven	0.8
Semester	First and second	393	27.9
	Third and fourth	312	22.1
	Fifth and sixth	330	23.4
	Seventh and eighth	220	15.6
	Ninth and tenth	127	9.0
	More than ten semesters	28	2.0
Do you consider yourself socially responsible?	Yes	1246	88.4
	No	164	11.6
Do you know the concept of URS?	Yes	166	11.8
	No	1244	88.2

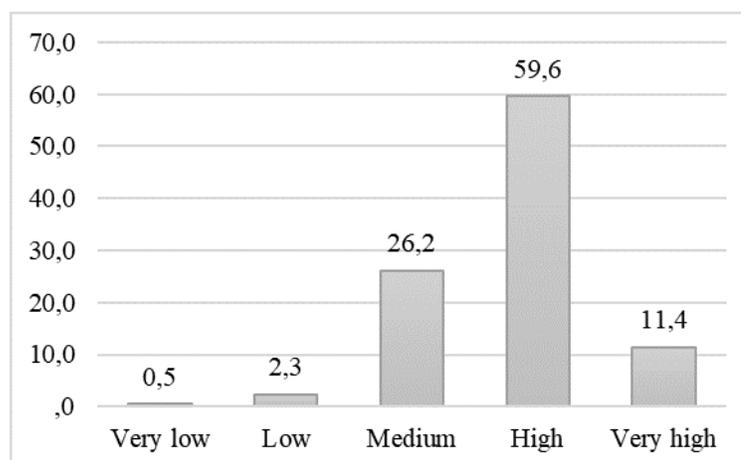Source: self made

Organizational management

The *organizational management dimension* integrates aspects related to a *good work environment and equity*, *sustainable campus* and *ethics*, *transparency and inclusion*. This refers to the HEIs process that is the responsibility of the administrative and management bodies, which is reflected in the rest of the interest groups and dimensions of the URS. As can be assumed, this dimension is the closest to reflecting whether the leadership of a HEI is socially responsible. The results obtained for each subdimension of the *organizational management* axis are described below .

Good work environment and equity

This subdimension refers to a harmonious work culture, gender equality in jobs, as well as creativity to face and solve different problems (Vallaeys, 2020). It was found that, in relation to the treatment between people in the institution, 61% of the students perceived that there is respect and cordiality, while 7.7% stated that they disagreed, and 31.3% of the students remained neutral in this regard. When inquiring about mutual respect between students and teachers, 52.4% of the students stated that they agreed that such respect exists, while 13.6% expressed that they disagreed, and 34% of the students did not show a clear trend in this regard. Regarding whether students feel heard and can participate in institutional life, 42% agreed, while 22% expressed disagreement, and 36% of students did not show a precise position on this question. They were also asked if students care for and actively participate in institutional life, to which 45% expressed that such participation does exist, while 16% stated the opposite; 39% took a neutral stance on this issue.

Continuing with the findings, in relation to the adequate participation of students in government bodies, 34% agreed, 19% stated that they disagreed, and 47% showed no clear trend in this regard. It was investigated whether there is freedom of expression and participation for all members in the school, and it was found that 51% of the participants expressed that such freedom does exist, while 18% stated the opposite, and 31% remained neutral in this question. Finally, we asked if the students consider that the school has gender equity in access to management positions: 49% agreed, 11% disagreed, and 40% did not show a clear trend in this regard.

Figure 1. Good work environment and equity

Source: self made

Figure 1 shows in a general way the results obtained for this subdimension. It is observed that good work environment and equity are perceived at a high level (59.6%). This is due to the perception that there is respect and cordiality, freedom of expression and participation, as well as gender equity in access to management positions. In addition, students expressed that they felt listened to and actively participated in institutional life.
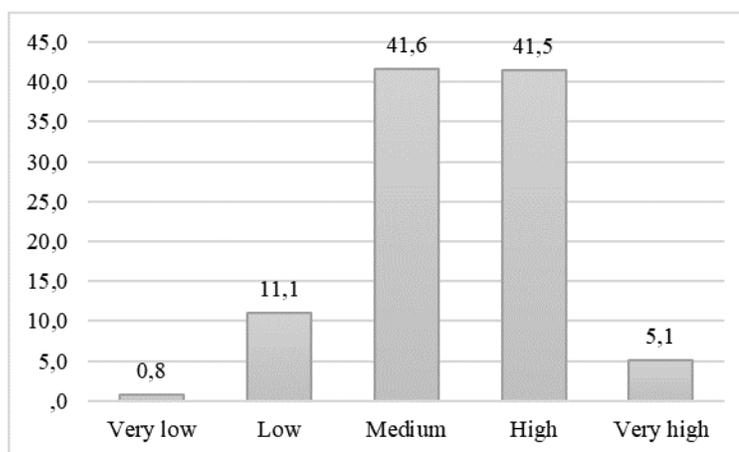
Sustainable campus

This subdimension focuses on monitoring the ecological footprint of the institution, as well as continuous improvement processes in various aspects of the campus and training in environmental management (Vallaeys, 2020). Participants were asked whether the school implements measures to protect the environment on campus. 64% expressed that such measures are taken, while 9% said no and 27% remained neutral on this issue. They were also asked if they have acquired ecological habits since they have been in school; in this regard, 34% stated that they had acquired these habits, while 27% expressed their disagreement, and 39% of the students did not show a clear trend. Likewise, they were questioned whether they perceive that school personnel receive training to care for the environment: 33 % expressed that they perceived such training, while 24% stated that they did not perceive it; 43% of students remained neutral on this question.

Subsequently, it was investigated whether students perceive the existence of an institutional policy for healthy food. 17% said they perceived this policy, while 46% said they did not perceive it, and 37% of the students remained neutral on the matter. They were also asked if they perceive an institutional policy to not to buy products that generate a lot of

waste: 20% stated that they perceived this policy, while 42% stated that they did not perceive it and 38% of the students did not show a clear trend in this regard. Finally, they were asked if they perceive the existence of a comprehensive environmental system in the school; in their responses, 30% of the students expressed that they did not perceive it, while another 30% stated that it does exist, and 40% of the students preferred to remain neutral regarding this question.

Figure 2. Sustainable Campus

Source: self made

As shown in Figure 2, for the *sustainable campus subdimension*, the medium level prevails with 41.6%. This is because, in most of the items, the students opted for a neutral position and, in some cases—such as the perception of the existence of institutional policies that encourage the purchase of healthy products or that do not generate a lot of waste—, negative perceptions predominated. On the other hand, the high level was also significant, representing 41.5%, which is mainly due to the students having a positive perception regarding the environmental protection measures implemented by the school. In summary, medium and high levels prevail in this subdimension, which indicates a relatively positive perception trend.

Ethics , transparency and inclusion

The subdimension of ethics, transparency and inclusion is one of the final goals of the organizational management dimension. This subdimension addresses aspects such as good institutional governance, participatory decision-making, inclusion of all staff, ethical

management, transparency, and comprehensive and ethical training of students (Vallaeys, 2020).

In this subdimension, students were asked about the school's preparation to receive students with special needs: 40% expressed that the school is not prepared, while 31% stated the opposite, and 29% showed a neutral position on the matter. They were also asked if they consider that the school fights against any type of discrimination. In response, 42% stated that the school does fight discrimination, while 23% expressed disagreement, and 35% of students remained neutral on this issue. Likewise, the students' perception of the transparency and democraticity of the processes for electing authorities was investigated—27% of students expressed that the processes are not transparent and democratic, while 27% stated the opposite, and 44% showed no clear trend in this regard. They were also asked if they perceive that the authorities make decisions democratically: 26% answered yes, 31% said the opposite, and 44% preferred to remain neutral.

Continuing with the findings, in relation to the coherence between the principles declared by the school and institutional practices, 32% of the students stated that there is coherence, while 27% expressed the opposite, and 42% did not show a clear trend. They were asked if they are informed about everything that concerns and affects them at school. In response, 32% stated that they are informed, 29% expressed the opposite, and 39% remained neutral. In addition, they were asked if they consider that the advertising messages disseminated at school are prepared with ethical and social responsibility criteria: 56% of students agreed, while 8% disagreed, and 36% preferred to remain neutral on this issue.

Finally, they were asked if they consider that the school promotes access to academic training for marginalized groups through scholarships or other means. 45% of the students expressed that this type of support is provided to marginalized groups, while 17 % stated that they disagreed; 38% took a neutral stance on this question.

Figure 3. Ethics, transparency and inclusion
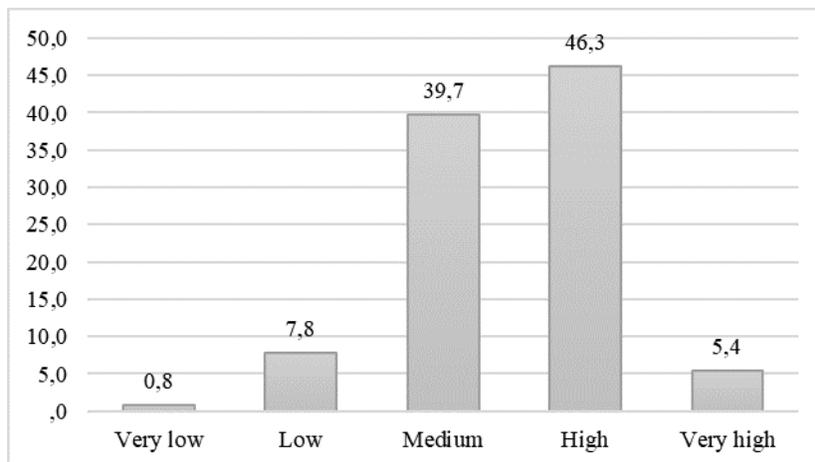
Source: self made

Figure 3 shows that for the *ethics, transparency and inclusion subdimension*, the high level predominates with 46.3%. This is mainly due to the fact that the students surveyed perceive that the school is committed to the fight against discrimination, the advertising messages disseminated are based on ethical and social responsibility criteria, and access to academic training is provided to marginalized groups through financial support. This trend is confirmed even considering the average level of the results, where a prevalence of a positive perception is evident.

Discussion

The results of this research provide an understanding of the perception of students regarding the implementation of URS in terms of the organizational management carried out by leaders in an academic unit of the Instituto Politécnico Nacional. According to Flores *et al.* (2022), it is of utmost importance to deepen the perception of students regarding the implementation of URS in HEIs, since these not only reflect their experiences, but can also offer valuable contributions that serve as a starting point for the development of more effective strategies, policies and practices. These strategies not only benefit the students themselves, but also contribute to the well-being of society as a whole.

However, it is important to keep in mind that the evaluation of URS in HEIs should not be limited solely to the dimension of organizational management, as previously noted. To obtain a complete and accurate picture of the implementation of URS in HEIs, it is important to consider all the dimensions that make up the URSULA model, including training, cognition and social participation, as suggested by Vallaeys (2020), given that each

one of these dimensions plays a critical role in the overall effectiveness of URS. Therefore, the results presented are a fragment of this image of the URS, which, even so, are still relevant. Figure 4 shows, in an integrated means, the results for the dimension in question by combining its corresponding subdimensions, such as good work environment and equity, sustainable campus and ethics, transparency and inclusion.

Figure 4. Organizational Management
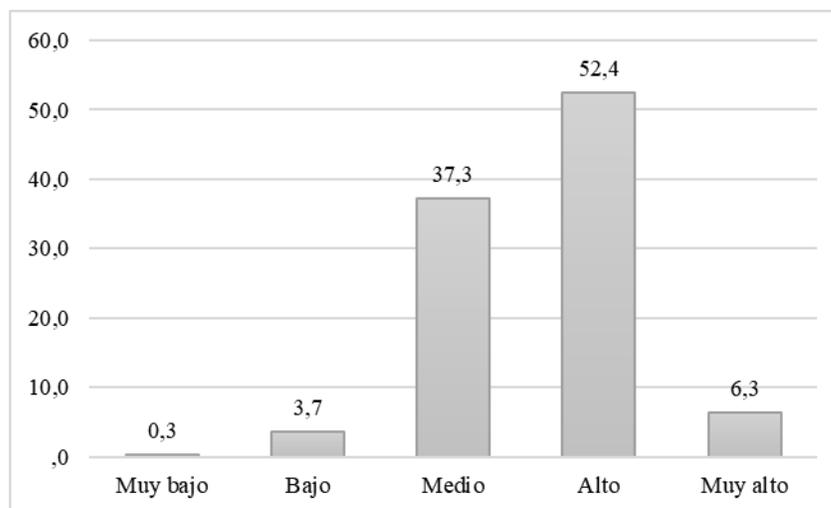
Source: self made

According to the observations made, a positive perception has been found among students regarding the organizational management dimension of URS, since 52.4% of those surveyed rate it as high. These results are similar to the findings obtained by Godiño (2021), who identified a positive perception (81%) of organizational management. Furthermore, in a previous study, López *et al.* (2016) found that the majority of students perceived, in general terms, the organizational management within the institution they evaluated in a partially positive way. These same authors highlight that this favorable perception suggests that the university is effectively promoting practices and strategies that strengthen this dimension of URS, which contributes to the promotion of an institutional environment committed to social responsibility.

In an additional study—carried out by Montalvo *et al.* (2022) and focused on URS and its relationship with academic satisfaction in university students—, it was found that the perception of organizational management was at a medium level, according to 42.4 % of the participants. In accordance with this finding, the author points out that the quality of organizational management is directly related to the academic satisfaction of students.

Furthermore, Agrazal and Ortega (2018) highlight this correlation, and argue that organizational management is closely linked to the belief in the existence of relationships based on mutual respect and understanding within the institution. This is corroborated in the present study, since, as can be seen in the results mentioned above (see Figures 1, 2 and 3), the *good work environment and equity subdimension* obtained the highest rating. This follows from the fact that 61% of the participants agree that relationships within the institution are based on respect and cordiality.

Likewise, a significant 52.4% of respondents positively perceived the relationship of mutual respect between students and teachers. These results support the notion that organizational management plays a central role in creating an environment that fosters relationships based on respect and collaboration, which, in turn, impacts on students' overall satisfaction with their academic experience. .

In the results section, it was highlighted that the students evaluated positively (with the highest scores) the subdimension of good work environment and equity, which reflects the importance that students give to an equitable and friendly work environment. The *ethical, transparency and inclusion dimension* also obtained positive ratings, which indicates students' appreciation of ethics and inclusion in educational institutions. In contrast, the *sustainable campus subdimension* received the lowest rating, suggesting that students identify areas for improvement in campus sustainability. These findings are similar to those found by Bacuilima *et al.* (2022), where students also perceived a good work environment and equity positively, while sustainable campus obtained the lowest rating.

According to Agrazal and Ortega (2018) and Montalvo *et al.* (2022), a positive perception of organizational management is mainly due to respectful relationships throughout the institution. This evaluation is especially reflected in the *good work environment and equity subdimension*. Therefore, the present study corroborates the findings of these authors. Furthermore, Severino *et al.* (2022) point out that HEIs are important agents for social transformation, and the academic unit in question is no exception. Therefore, it is relevant that all members of the institution contribute to the development of environments that foster respect, participation, equity and freedom, among other aspects that promote social well-being. The URS, from all its dimensions, supports the creation of these enriching environments. The above results demonstrate that the school has many positive aspects in its organizational management to strengthen its URS.

In this context, it is essential to consider the perspectives of authors such as Rubio *et al.* (2022), who highlight that the implementation of strategies aimed at improving the management of each dimension of URS not only positions HEIs as more competent in society, but as leaders compared to other universities as well. Given the importance of this approach, it is essential that HEIs carry out periodic evaluations to understand how they are perceived by their stakeholders in relation to the implementation of URS in all its dimensions. Likewise, it is crucial to remember that universities play a central role as key agents of social transformation and, therefore, must address contemporary problems at the local, national and global levels. This involves working in collaboration with the community and other relevant sectors to address fundamental issues in society (Olvera *et al.*, 2022; Ricardo and Basantes, 2022). In this sense, the evaluation and constant improvement of URS in all its dimensions not only contribute to the prestige of HEIs, but also strengthens their ability to create a positive impact on society and address current challenges effectively.

Finally, it should be noted that, from the findings of the sociodemographic component, it can be seen that although the majority of the students surveyed state that they perceive themselves as socially responsible, it is paradoxical that, at the same time, the majority of them state that they do not know the concept of URS. Indeed, not fully knowing a concept does not imply that one does not possess a certain trait, such as being socially responsible. However, it is true that there is a potentializing relationship between understanding and action, so an important suggestion for the academic unit studied at the Instituto Politécnico Nacional is that more training should be carried out on MSW issues for all its interest groups. including students. This would not only allow for greater conceptual understanding, but also for greater critical and self-critical perception of URS, which would enable more precise evaluations and allow for the revaluation of one's own actions as agents of change within HEIs.

Conclusions

The present research analyzed the student perception of the URS proposal linked to the organizational management exercised by its leaders in one of the academic units of the Instituto Politécnico Nacional. This objective was addressed from a study based on an MSW survey adapted from the URSULA model, built by Vallaeys (2020). This survey provided a clear vision of the perception of part of the URS proposal in the institution, focused above all on organizational management and applied to the student interest group. The results revealed a generalized acceptance, with a positive perception at a high level, of URS in its *organizational management dimension* in the interest group studied, which highlights its importance for the sustainable development and social contribution of the academic unit of the Instituto Politécnico Nacional.

According to the results, these reflect a mostly positive perception of the students towards the *organizational management dimension* of the URS in the institution. Specifically, the subdimensions *good work environment* and *equity, ethics, transparency and inclusion* received high scores, which indicates that students perceive an environment of respect, participation and equity in the institution. Regarding the *sustainable campus subdimension*, it can be concluded that, although the results show that students have an average perception in this subdimension, it is important to highlight that there is a positive awareness towards the environmental protection measures implemented by the institution. However, there is a need to strengthen the adoption of ecological habits by students, and to promote institutional policies that encourage the purchase of healthy products and the reduction of waste.

The data underline the relevance of URS as a strategy for social transformation in HEIs. Effective organizational management, and compliance with ethical principles, transparency and inclusion are essential to strengthen URS, and to improve student academic satisfaction. In this aspect, for an adequate execution of the URS by the managers of the HEIs, the leadership style exercised could play a central role, which should be appropriate to the URS proposal—that is, a style of socially responsible leadership.

Likewise, the study highlights that HEIs must continue to evaluate and improve the implementation of URS in all its dimensions. This involves fostering respectful, equitable, and participatory environments, as well as promoting sustainable practices, and strengthening the comprehensive training of students. Universities have a fundamental role as agents of change, and must address current challenges in collaboration with the community and other

relevant sectors. While our findings provide valuable insight into URS at a specific Instituto Politécnico Nacional unit, it is important to recognize that each higher education institution is unique, and may face diverse challenges and contexts that will influence its own approach and results. Therefore, although our results highlight the importance of URS, they cannot be directly generalized to all HEIs, and the uniqueness of each institution must be also considered when applying these conclusions.

Future lines of research

For future research, it is recommended to expand the focus beyond organizational management to understand student perception in other dimensions, such as *training and social participation*. Furthermore, it is of great importance to explore the perception of other interest groups—such as teachers, and administrative and non-administrative staff—, about the MSW practices implemented in their respective institutions. This will foster a broader vision of opportunities for improvement, given the of universities as agents of social transformation.

Also, among other topics to be investigated, it is highlighted the need to link URS with other related topics in HEIs, such as the study of leadership styles. In accordance with the general research from which this study is based on (Melo-Rojas and Hernández-Herrera, 2023), one of the current challenges is to research further about what enables better implementation and execution of URS in HEIs, for which it is required to adopt a socially responsible leadership style frommanagers.

Likewise, longitudinal studies are suggested to evaluate the long-term impact of MSW interventions, as well as to explore possible correlations with indicators of social and community development. These investigations will contribute to strengthen the commitment of educational institutions with their environment and promoting positive changes in society in general.

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