

<https://doi.org/10.23913/ride.v16i32.2921>

*Scientific articles*

## **Estrategias organizacionales en el servicio social de los programas educativos de la Universidad Politécnica de Tulancingo**

*Organizational strategies in the social service of the educational programs of the Universidad Politécnica de Tulancingo*

## **Estratégias organizacionais no serviço social dos programas educacionais da Universidad Politécnica de Tulancingo**

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### **Resumen**

La importancia de las estrategias organizacionales en el contexto del servicio social radica en su capacidad para estructurar, coordinar y optimizar recursos y actividades dentro de una institución. Estas estrategias no solo garantizan una gestión eficiente, sino que también facilitan el logro de objetivos, permiten una adaptación constante a los cambios y promueven una mejora continua en la calidad de los servicios brindados. En este marco, el presente estudio tuvo como objetivo formular estrategias organizacionales que contribuyan a la eficiencia y efectividad del servicio social en los programas educativos de la Universidad Politécnica de Tulancingo (UPT), enfocándose en las variables servicio social, aprendizaje



organizacional, desarrollo organizacional, liderazgo organizacional y estrategia organizacional.

La investigación adoptó un enfoque cuantitativo, con un diseño no experimental de tipo transversal. A su vez, se planteó un alcance descriptivo-correlacional. Se aplicó un cuestionario a 207 estudiantes de los diferentes programas educativos cursantes del octavo cuatrimestre y se complementó con un análisis FODA (fortalezas, oportunidades, debilidades y amenazas). Los resultados confirmaron la hipótesis correlacional al evidenciar correlaciones positivas y significativas entre las variables analizadas. Con base en los hallazgos, se formularon cinco estrategias centradas en cada variable de estudio. Estas estrategias ofrecen un marco integral de acción que permitirá optimizar el proceso del servicio social desde un enfoque organizacional, asimismo, mejorar la experiencia formativa del estudiante y fortalecer la capacidad institucional para cumplir sus fines educativos y sociales.

**Palabras clave:** servicio social, aprendizaje organizacional, desarrollo organizacional, liderazgo organizacional, estrategia organizacional.

### **Abstract**

The importance of organizational strategies in the context of social service lies in their ability to structure, coordinate, and optimize resources and activities within an institution. These strategies not only ensure efficient management but also facilitate the achievement of objectives, allow for constant adaptation to changes, and promote continuous improvement in the quality of the services provided. Within this framework, this study aimed to develop organizational strategies that contribute to the efficiency and effectiveness of social service in the educational programs of the Universidad Politécnica de Tulancingo (UPT), focusing on the variables social service, organizational learning, organizational development , organizational leadership and organizational strategy.

The research adopted a quantitative approach with a non-experimental, cross-sectional design. A descriptive-correlational scope was established. A questionnaire was administered to 207 students in their eighth semester across various academic programs and was supplemented with a SWOT analysis (strengths, weaknesses, opportunities, and threats). The results confirmed the correlational hypothesis by demonstrating positive and significant correlations among the analyzed variables. Based on these findings, five strategies were formulated, each focused on a specific study variable. These strategies provide a

comprehensive framework for action that will optimize the community service process from an organizational perspective, enhance the student's learning experience, and strengthen the institution's capacity to fulfill its educational and social objectives.

**Keywords:** social service, organizational learning, organizational development, organizational leadership, organizational strategy.

## Resumo

A importância das estratégias organizacionais no contexto do serviço social reside em sua capacidade de estruturar, coordenar e otimizar recursos e atividades dentro de uma instituição. Essas estratégias não apenas garantem uma gestão eficiente, mas também facilitam o alcance dos objetivos, permitem a adaptação constante às mudanças e promovem a melhoria contínua da qualidade dos serviços prestados. Nesse contexto, este estudo teve como objetivo desenvolver estratégias organizacionais que contribuam para a eficiência e eficácia do serviço social nos programas educacionais da Universidad Politécnica de Tulancingo (UPT), com foco nas variáveis serviço social, aprendizagem organizacional, desenvolvimento organizacional, liderança organizacional e estratégia organizacional.

A pesquisa adotou uma abordagem quantitativa com um delineamento transversal não experimental. Foi estabelecido um escopo descritivo-correlacional. Um questionário foi aplicado a 207 estudantes do oitavo semestre de diversos cursos acadêmicos e complementado por uma análise SWOT (forças, fraquezas, oportunidades e ameaças). Os resultados confirmaram a hipótese correlacional, demonstrando correlações positivas e significativas entre as variáveis analisadas. Com base nesses achados, foram formuladas cinco estratégias, cada uma focada em uma variável específica do estudo. Essas estratégias fornecem uma estrutura abrangente para ação que otimizará o processo de serviço comunitário sob uma perspectiva organizacional, aprimorará a experiência de aprendizagem dos estudantes e fortalecerá a capacidade da instituição de cumprir seus objetivos educacionais e sociais.

**Palavras-chave:** serviço social, aprendizagem organizacional, desenvolvimento organizacional, liderança organizacional, estratégia organizacional.

**Date Received:** September 2025

**Date Accepted:** April 2026



## Introduction

In higher education, organizational strategies are especially relevant in the context of community service, a practice that has become established as a bridge between academic training and social commitment. This modality allows students to apply their knowledge in real-world settings while contributing to the development of their community. Organizational strategy is defined as the creation, implementation, and evaluation of decisions within an organization, based on which objectives are achieved (Zea & Alonzo, 2020).

These strategies allow organizations to plan, coordinate, and execute their activities and processes efficiently, ensuring that strategic positions are aligned with long-term objectives, as well as with the organizational mission and vision (Baque et al., 2020). In other words, organizational strategy is a key element for achieving an organization's objectives. This implies the need to define a strategy based on an analysis of the environment in which the organization intends to operate, establishing clear and simple objectives that will allow for the successful implementation of the proposed strategy (Lizarazo, 2019).

In this context, its management cannot be separated from the organizational components that condition its effectiveness, such as organizational learning, organizational development, organizational leadership, and the definition of organizational strategies.

Several studies have concurred that organizational learning within Higher Education Institutions (HEIs) contributes to the design of organizational strategies. It also fosters the continuous improvement of university management and, consequently, the achievement of organizational objectives (Ávila & Pérez, 2019). Furthermore, organizational learning allows for the acquisition, sharing, and application of knowledge useful for improving strategic and operational processes within organizations (Lee Chin & Lee Chee, 2024).

On the other hand, organizational development It becomes an indispensable process for adapting university structures to the challenges of the environment. It is used by organizations to guide their human talent, along with their internal strategies and processes, towards achieving objectives, adapting them to the various changes that arise from technological advances, as well as in administrative techniques, which they must adapt to in order to achieve their goals (Viteri and Franco, 2022).

It is worth mentioning that organizational development is an administrative strategy, adapted to achieve a planned change of the organization, which focuses on values, attitudes, relationships, climate and organizational culture, and which takes people as its starting point, orienting itself towards the structure and technology of the organization (Hernández et al., 2019).

In turn, various studies have demonstrated that organizational leadership has a direct influence on the quality and effectiveness of university programs. This leadership is an essential component that helps public and private organizations gain a competitive edge in a dynamic and changing environment across diverse scenarios (Fuentes et al., 2021). It is necessary to strengthen leadership, personalize it to the characteristics of each individual, and promote motivation and problem-solving to achieve better results in organizations (Santander & Lara, 2023). In the context of social service, when institutional leaders adopt a participatory and results-oriented approach, greater collaboration is fostered among academic and administrative areas and the external entities involved.

The need for clear and well-defined organizational strategies has been highlighted in recent research, which agrees that these strategies should be geared toward achieving pre-established goals. Their dynamic nature makes them key tools for incorporating transformations into educational practice, allowing for the improvement of institutional processes and the attainment of desired results. (Marín et al., 2023). In this sense, strategies represent the plans and actions that an organization designs and executes based on its mission and objectives. These are usually the result of a strategic analysis, such as a SWOT analysis (Strengths, Opportunities, Weaknesses and Threats), which allows for the identification of needs, the establishment of priorities, and the definition of concrete goals (Arrieta et al., 2020). In the field of higher education, institutions that formalize their objectives, define evaluation indicators, and coordinate actions through management strategies tend to achieve better results in their engagement with the community, the efficiency of their processes, and

the comprehensive development of their students. In this context, university social service is no exception. Institutional strategies are key tools for optimizing their planning, coordination, and evaluation. Their proper design and implementation allow for the alignment of efforts between universities and host institutions, foster a culture of institutional learning, and strengthen the formative impact of social service on the student's academic and professional trajectory.

Given this situation, the present research aims to formulate organizational strategies that strengthen the efficiency and effectiveness of community service in UPT's educational programs. Through a quantitative approach and supported by the analysis of five fundamental variables—community service, organizational learning, organizational development, organizational leadership, and organizational strategy— this study provides empirical evidence that can serve as a basis for continuous improvement processes in Higher Education Institutions.

## **General objective**

Formulate organizational strategies in the social service process of the different educational programs of the UPT, through an organizational diagnosis with the purpose of improving operational efficiency and effectiveness.

## **Specific objectives**

1. To diagnose the current state of the social service process in the different educational programs of the UPT in order to identify needs and areas for improvement, through a SWOT analysis.
2. Identify the internal and external factors that influence the design of organizational strategies for social service at UPT, in order to understand their impact on the process through the application of an evaluation instrument.
3. Develop organizational strategies in the social service process at UPT to improve its efficiency and effectiveness, through the analysis of the results of the applied instrument.

## Research questions

1. What is the current status of the social service process in the different educational programs at UPT?
2. What internal and external factors influence the design of organizational strategies for the management of social service at UPT?
3. What are the organizational strategies for the social service process at UPT?

## Hypothesis

### Correlational hypothesis

According to Hernández and Mendoza (2023), the correlational research hypothesis establishes links between two or more variables and corresponds to correlational studies.

In this regard, the following hypothesis was proposed:

**H01** : Learning organizational , organizational development, organizational leadership and organizational strategy These are factors that positively influence social service.

## Materials and methods

A quantitative study was conducted using a non-experimental, cross-sectional design. A descriptive-correlational approach was adopted. The sample size was determined using probabilistic sampling, based on the formula for finite populations (fewer than 100,000 inhabitants), focusing on enrollment. The total number of students in the eighth semester of the institution's various educational programs who performed their social service during the period January-June 2025 was obtained, resulting in a sample of 207 students. Of this total, 128 were men and 79 were women, representing 62% and 38%, respectively.

The instrument used for data collection was designed based on a Likert -type scale , with the purpose of identifying the internal and external factors that influence the formulation of organizational strategies in the context of social service, based on the perceptions of the participating students.

The scale included five response levels: 1) Strongly disagree, 2) Disagree, 3) Neither agree nor disagree, 4) Agree, and 5) Strongly agree. The survey consisted of 25 items, distributed as follows: social service (items 1 to 5); organizational learning (items 6 to 10); organizational development (items 11 to 15); organizational leadership (items 16 to 20); and organizational strategy (items 21 to 25).

The test Cronbach's alpha was reported as 0.876, indicating that values above 0.70 are considered acceptable. Data collection was carried out using the Google Forms platform; the questionnaire was distributed via the institutional email of the students who comprised the sample, while the analysis was performed using SPSS v.27 statistical software. Correlation analysis was also conducted by calculating Pearson's coefficient.

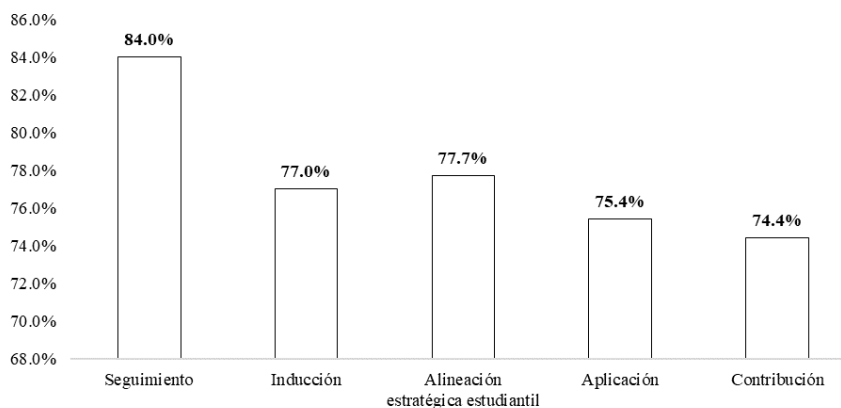
## **Results**

### **Social service**

The following indicators were analyzed in this variable: induction, monitoring, application, contribution, and strategic student alignment.

The data reveals that 84.0% of the students surveyed agreed or strongly agreed with the institutional support (item 1) provided throughout the process. More than 77.0% of the students positively valued the induction phase (item 2), suggesting adequate initial orientation. Similarly, 77.7% expressed a favorable perception of the strategic alignment between community service and the University's institutional mission (item 3). Regarding the practical application of knowledge (item 4), 75.4% considered that community service allowed them to put into practice the learning acquired during their academic training. This perception is supported by 74.4%, who stated that this experience significantly contributed to their academic and professional development (item 5) (Figure 1).

**Figure 1.** Social service: percentage of responses per indicator



Source: Prepared by the author based on data from the survey applied to students of the different educational programs of the UPT

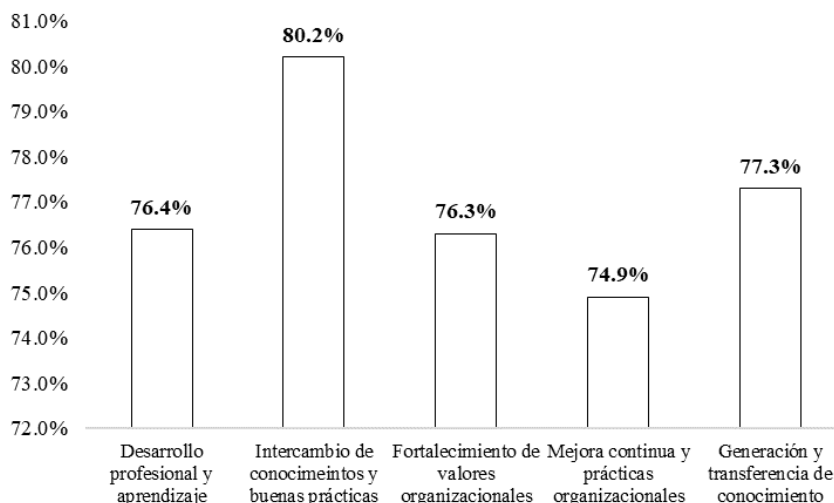
In contrast, 14.5% and 14.0% of respondents expressed “Disagreement.” Meanwhile, 10.1% and 11.6% adopted a “Neutral” stance, respectively, regarding these last two items (items 4 and 5).

## Organizational learning

Regarding this variable, the following indicators were measured: professional development and learning; exchange of knowledge and best practices; strengthening of organizational values; continuous improvement and organizational practices; and generation and transfer of knowledge.

The results show that 76.4% of the students surveyed believe that their community service allowed them to acquire new skills related to their professional profile (item 6). Additionally, 80.2% expressed a favorable perception regarding the promotion of knowledge exchange and best practices during their experience at the Host Institution (item 7). Furthermore, 76.3% agreed that the activities carried out contributed to strengthening the institutional values of both the University and the Host Institution (item 8). Regarding continuous improvement (item 9), 74.9% of the students indicated that their experiences during community service contributed to the optimization of processes and practices within the Host Institution. Finally, 77.3% stated that their participation significantly contributed to the generation and transfer of knowledge within the Host Institution (item 10) (Figure 2).

**Figure 2.** Organizational learning: percentage of responses per indicator



Source: Prepared by the author based on data from the survey applied to students of the different educational programs of the UPT

However, according to the items that registered a lower percentage, it was identified that 12.6% of the students adopted a “Neutral” stance, while another 12.6% expressed “Disagreement,” representing a minority who did not perceive a positive effect on the processes related to institutional improvement resulting from their participation (item 9). Regarding knowledge generation in the Host Unit, 12.1% adopted a neutral stance, while 10.6% expressed disagreement that their experience had favored these processes (item 10).

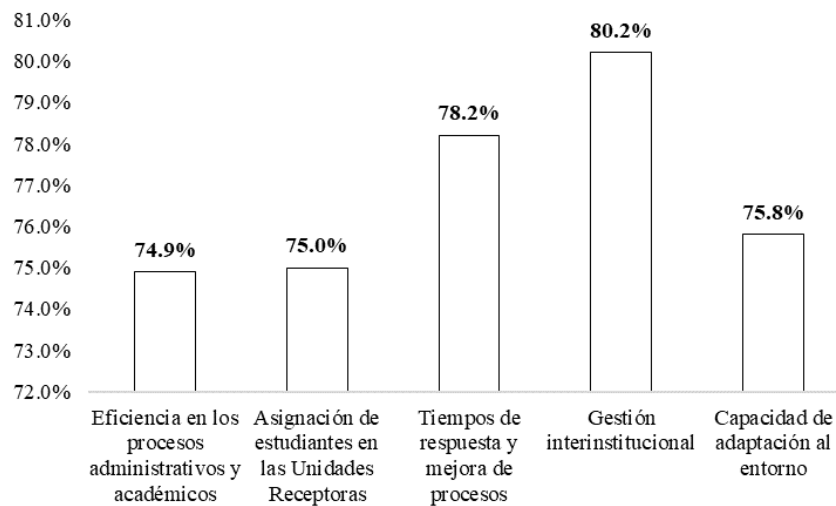
### **Development or organization to**

In relation to this variable, the following indicators were analyzed: efficiency of administrative and academic processes, student allocation in the Receiving Units, inter-institutional management, response times and process improvement, and capacity for adaptation to the environment.

The results show that 74.9% of students expressed a positive assessment of the effectiveness of the administrative and academic procedures for community service (item 11). Regarding the student placement process at the Host Institutions (item 12), 75.0% of respondents evaluated it favorably, highlighting its contribution to organizational development and institutional strengthening. Likewise, 78.2% of participants stated that they “Agree” or “Strongly Agree” that the management between the University and the Host

Institutions adequately complies with the established timelines for administrative procedures (item 13). Additionally, 80.2% perceive that community service contributes to the organizational development of both the University and the Host Institutions (item 14), while 75.8% consider that this experience fosters institutional adaptation to changes in the work and social environment (item 15) (Figure 3).

**Figure 3.** Organizational development: percentage of responses per indicator



Source: Prepared by the author based on data from the survey applied to students of the different educational programs of the UPT

In contrast, in item 11, which registered a lower percentage of favorable ratings, 15.0% of the students adopted a "Neutral" stance, while 10.1% expressed "Disagreement," reflecting the presence of critical perceptions or a certain level of dissatisfaction with the current administrative and academic mechanisms.

### Organizational leadership

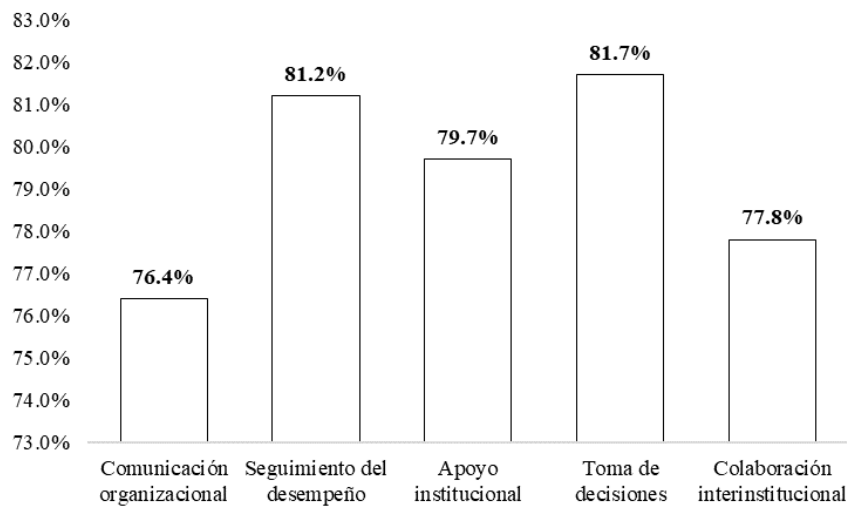
In this variable, the following indicators were evaluated: organizational communication, performance monitoring, institutional support, decision making, and inter-institutional collaboration.

According to the findings, 76.4% of participants indicated they were clear about the aims and objectives of the social service as communicated by the institution (item 16).

Likewise, 81.2% of students recognized the existence of an active monitoring system by the University (item 17), a percentage supported by 79.7% of respondents, who expressed high appreciation for the support and guidance received in situations that arose during the social service process (item 18).

Regarding decision-making, 81.7% perceive that the responsible bodies apply fair and equitable criteria, which reinforces trust in institutional leadership (item 19). Finally, 77.8% believe that this leadership promotes effective collaboration between the University, the Social Service Host Units, and other external organizations (item 20) (Figure 4).

**Figure 4.** Organizational leadership: percentage of responses per indicator



Source: Prepared by the author based on data from the survey applied to students of the different educational programs of the UPT

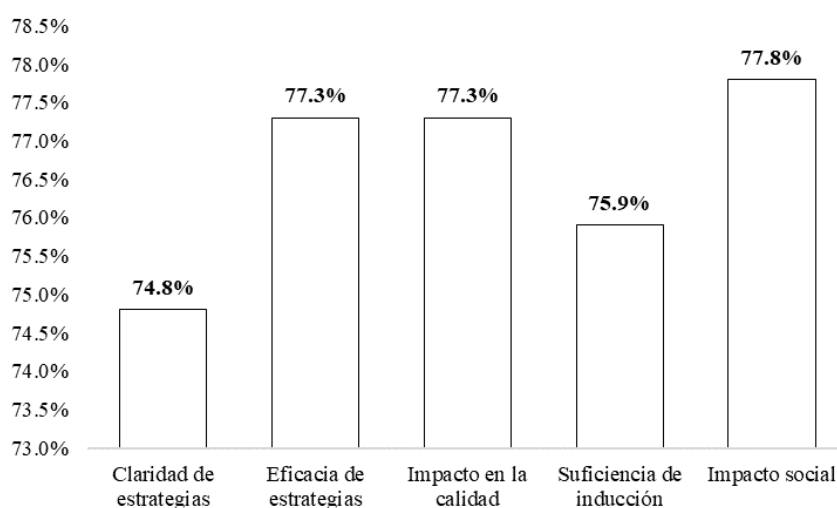
However, according to item 16, which registered a lower percentage, it was identified that 13.5% did not share this perception, adopting a "Neutral" stance, while 10.1% showed "Disagreement", indicating deficiencies in the way the goals of social service are made explicit.

## Organizational strategy

In this last variable, the following indicators were evaluated: perception of strategies, application of strategies, and impact and improvement of strategies.

The results show that 74.8% of respondents perceive clear planning by the University regarding organizational strategies for community service (item 21). Similarly, 77.3% consider these strategies effective in managing community service (item 22). Likewise, 77.3% positively value their implementation, considering that they contribute to improving the quality of community service offered by the University (item 23). Regarding the induction process, 75.9% expressed a favorable opinion, considering the guidance provided sufficient to develop effective community service (item 24). Finally, 77.8% of students believe that the appropriate design of these strategies has a positive impact on society (item 25) (Figure 5).

**Figure 5.** Organizational strategy: percentage of responses per indicator



Source: Prepared by the author based on data from the survey applied to students of the different educational programs of the UPT

In contrast, item 21, which registered a lower percentage of favorable ratings, showed that 25.2% of the students did not share this perception, adopting a "Neutral" (13.0%) or "Disagree" (12.2%) stance, indicating that a minority of the students perceive the initial information and guidance as insufficient or irrelevant to face the challenges of social service.

A very high and significant strong correlation was obtained ( $r = .864$ ) between items 12 and 23, which indicates that an adequate allocation of students in the Receiving Units is directly related to the strengthening of organizational development and the implementation of organizational strategies contributing to the improvement of the quality of social service .

This relates to the fact that both aspects reinforce each other and that proper allocation management, together with well-designed organizational strategies, constitutes a key element for the continuous improvement of university social service (Table 1).

**Table 1.** Very high Pearson correlation between variables

	Organizational Development (Item 12)	Organizational strategy (Item 23)
Organizational development (Item 12)	1	.864
Sign (bilateral)		p < .001
Organizational strategy (Item 23)	.864	1
Sign (bilateral)	p < .001	

\*\* r = .864, p < .001, N = 207

Source: Own elaboration

In Table 2 A Pearson correlation coefficient of r = .700 was found, indicating a high and statistically significant positive correlation . This correlation suggests that adequate preparation and induction at the beginning of community service is positively related to the experiences gained during the process and promotes the institution's continuous improvement . This finding is associated with a possible relationship between the quality of the process of incorporation into social service and its perceived impact on institutional development, reinforcing the importance of having well-structured initial processes .

**Table 2.** High Pearson correlation between variables

	Social service (Item 2)	Organizational learning (Item 9)
Social service (Item 2)	1	.700
Sign (bilateral)		p < .001
Organizational learning (Item 9)	.700	1
Sign (bilateral)	p < .001	

\*\* r = .700, p < .001, N = 207

Source: Own elaboration

**Table 3.** Moderate Pearson correlation between variables

	Organizational learning (Item 6)	Organizational development (Item 13)
Organizational learning (Item 6)	1	.617
Sign (bilateral)		p < .001
Organizational development (Item 13)	.617	1
Sign (bilateral)	p < .001	

\*\* r = .617, p < .001, N = 207

Source: Own elaboration

Table 3 shows a Pearson correlation coefficient of  $r = .617$ , indicating a statistically significant, moderate positive correlation. This relationship suggests that, to some extent, the development of new professional skills in students during their community service also tends to contribute to a more favorable view of the effectiveness of inter-institutional management between the University and the Host Institution.

## Discussion

The findings of this research allow us to answer the questions posed at the beginning of the study. Regarding the first question, about the current state of the community service process in the various educational programs at UPT, the results show that it is perceived as a relevant formative experience that contributes to students' professional development and strengthens the host institutions. As for the second question, several internal factors were identified, such as organizational learning, organizational leadership, and organizational development, as well as external factors, such as engagement with social actors, that significantly influence the design and implementation of organizational strategies related to community service. Finally, regarding the third question, the existence of defined organizational strategies that guide community service was evident; however, their implementation and communication to the student community present areas for improvement that require strengthening and systematization.

Regarding the community service component, most students perceived adequate institutional support, as well as an initial orientation that facilitated their understanding of the objectives and expectations. However, a significant proportion expressed uncertainty or disagreement, especially regarding items related to the clarity of the information and the orientation process, highlighting areas for improvement in its effectiveness.

This discrepancy could be associated with differences in the variability of the quality of assigned activities and the supervision received, although further evidence is needed to confirm this relationship. In this regard, Ramírez et al. (2023) point out the importance of implementing organizational strategies and policies that not only highlight the relevance of community service but also promote the creation of formal spaces for its strengthening, thus fostering the comprehensive development of students.

Regarding *organizational learning*, students recognize that community service fosters the acquisition of skills, the exchange of knowledge, and strengthening institutional values. However, the presence of neutral and negative opinions indicates that it is not always perceived as a systematic process of institutional learning, which limits its potential as a tool for continuous improvement. This result is consistent with the findings of Ávila and Pérez (2019), who indicate that the design of organizational strategies contributes to the continuous improvement of university management and, consequently, to the achievement of organizational objectives.

In terms of *organizational development*, the majority perception was positive regarding the efficiency of administrative processes, inter-institutional coordination, and adaptability. This suggests that strengthening key organizational processes, such as planning, allocation, and monitoring of social service, as well as organizational strategies, demonstrates the benefits associated with consolidating best practices and promoting continuous improvement (Herrera & Antúnez, 2021). However, challenges were identified in communication and coordination among the stakeholders, reflecting the need to strengthen collaborative management.

*Organizational leadership* was valued as a key factor in promoting effective collaboration and ensuring fair decision-making. However, a segment of students expressed a lack of clarity or dissatisfaction with its management, which can influence the quality of the experience and the results of their community service. This finding highlights the

importance of strengthening communication and participation channels. In this regard, Morles (2021) points out that the effectiveness of implementing organizational strategies in universities depends on clear and committed organizational leadership, guided by a strategic vision and appropriately defined short-, medium-, and long-term strategies.

Finally, the *organizational strategy* was perceived as an element that guides and structures social service, contributing to its quality and effectiveness. However, the need to optimize the dissemination and clarity of these strategies was evident to ensure greater understanding and commitment from students, as mentioned by Vázquez et al. (2022), who point out that to design these strategies, Higher Education Institutions must clearly define their characteristics and ensure that the organizational components facilitate their implementation, maximizing the use of knowledge and improving the institution's efficiency, output, and competitiveness.

One of the main limitations of this study is that it was conducted at a single point in time, thus failing to observe how students' perceptions change over time. Furthermore, although a representative sample was obtained, not all academic programs were equally represented, which could limit the general applicability of the results to the entire student body.

Taken together, the findings highlight the importance of having clear, well-communicated, and effectively implemented organizational strategies that guarantee a meaningful learning experience for students and a positive impact on the institutions involved. Based on this, the results contribute to achieving the study's objectives by guiding the formulation of organizational strategies more aligned with the identified areas for improvement.

## Contributions

A primary contribution of this research lies in its theoretical aspect, as it adds to the existing body of knowledge on the link between university community service and organizational strategies by offering an integrated view of how educational processes relate to institutional development. Furthermore, the research provides empirical evidence on

students' perceptions of community service as an organizational learning tool, thus broadening the perspective from which these programs are analyzed within higher education.

A second contribution of this research focuses on the practical aspect, identifying specific elements that can be strengthened in the planning, execution, and evaluation of community service. In particular, it highlights opportunities for improvement in induction processes, communication of objectives, and alignment of activities with the student's academic profile. These findings offer relevant input for those responsible for community service at universities who wish to optimize its educational and organizational impact.

A third contribution focuses on the institutional aspect, as the research provides a useful diagnosis for the UPT regarding the effectiveness of its organizational strategies in the context of community service. The data collected can be used to design clearer institutional policies and strengthen ties with host institutions. Based on the areas of opportunity identified in communication and the induction process, the research highlights the need to consolidate an organizational culture that values community service as a strategic process, beyond its mandatory function.

## Conclusions

The objective of this research was to formulate organizational strategies for the social service process within the various educational programs at UPT, through an organizational diagnosis aimed at improving their efficiency and operational effectiveness. Based on the three specific objectives set, the current state of the process was identified, the factors influencing it were determined, and priority areas for intervention were defined.

In general, it is perceived that social service partially fulfills its formative function; deficiencies persist in its planning, organizational leadership, communication, and strategic linkage with academic and organizational objectives.

Therefore, formulating specific organizational strategies is not only necessary but a priority for optimizing administrative processes and strengthening the university-host institution partnership. These strategies also allow for the consolidation of community service as a space for meaningful learning, professional development, and social commitment. Furthermore, this formulation is geared toward addressing the variables that

showed deficiencies in the results obtained—that is, those items with the least agreement. The five proposed strategies are presented below:

- **Strategy 1: Academic-administrative articulation of social service**

Strengthen coordination between the academic and administrative areas of UPT through an institutional articulation protocol that improves the planning, management, and monitoring of community service. This protocol establishes communication mechanisms among the stakeholders and defines clear and systematic processes in order to align community service with the student's educational experience and reduce the gap between theoretical training and practical experience in the host institutions.

- **Strategy 2: Incorporation of social service as an organizational learning process**

Promoting community service as an intentional source of organizational learning, feedback, and institutional improvement, transforming its management into a continuous cycle of evaluation and adaptation. This strategy seeks to systematize the experiences of students and host institutions, identify best practices, and use them to make institutional adjustments that strengthen both the academic quality and organizational efficiency of UPT.

- **: Strengthening the contribution of social services to organizational development**

To strengthen the impact of community service on the University's organizational structure, processes, and culture by implementing mechanisms that leverage experiences gained in the field as strategic inputs for institutional improvement. This strategy aims to ensure that community service not only fulfills an educational function but also contributes tangibly to the organizational development of UPT.

- **Strategy 4 : Organizational and communicative leadership in social service**

Strengthening organizational leadership as the central element of community service, through the development of proactive management that promotes clear objectives, effective collaboration with external stakeholders, and the active involvement of different university departments. This strategy seeks to consolidate a participatory organizational leadership that facilitates decision-making and improves internal and external communication regarding community service.

- **Strategy 5 : Formalization and dissemination of social service organizational strategies**

To design and communicate clear, up-to-date, and functional organizational strategies that govern the community service process, through the institutionalization of specific guidelines, goals, and mechanisms for its planning, operation, and evaluation. This strategy seeks to ensure institutional coherence, improve decision-making, and strengthen the formative and organizational impact of community service.

The formulation of these five organizational strategies directly addresses the overall objective of this research. Each strategy was designed based on the variables that showed areas for improvement in the quantitative analysis, specifically social service, organizational learning, organizational development, organizational leadership, and organizational strategy.

The findings of the study confirmed the hypothesis: organizational learning, organizational development, organizational leadership, and organizational strategies are positively associated with social service, showing positive and statistically significant correlations, which supports the relevance of strategic management for its quality and institutional impact.

Taken together, these proposals offer a comprehensive framework for action that will strengthen the educational value of community service, as well as its organizational impact. Furthermore, they promote a culture of continuous improvement by incorporating mechanisms for monitoring, feedback, and inter-institutional coordination. Implementing these strategies will not only contribute to raising the quality of community service, but will

also help consolidate the University as an institution committed to students' practical training, organizational innovation, and engagement with its community.

## Future lines of research

Based on the findings of this research, several areas have been identified that could be explored in greater depth in future studies. The following recommendations aim to expand knowledge about university community service, validate the proposed strategies in other contexts, and contribute to more efficient, formative management that is aligned with institutional objectives.

- **Expand the sample to other universities** : It is recommended to replicate this study in other universities , both public and private, to compare results and analyze whether the proposed organizational strategies are valid in different contexts.
- **Longitudinal studies of the impact of social service** : It is suggested that further longitudinal studies be carried out to observe the evolution of the impact of social service in the medium and long term, both in student training and in institutional transformation.
- **Delving deeper into the perspective of the Receiving Units** : Including the voice of the Receiving Units in future studies could enrich the analysis of the effectiveness and relevance of social service, and detect areas for improvement from a perspective external to the university.
- **Evaluate the effect of implementing the proposed strategies** : Once the organizational strategies are put into operation, it would be valuable to develop studies that measure their results and impacts, allowing the suggested actions to be validated or adjusted.
- **Exploring the relationship between social service and employability** : This study proposes to investigate the extent to which social service strengthens the job skills and employability of graduates, incorporating indicators from the professional environment.

## Acknowledgments

I am deeply grateful to UPT for providing the necessary institutional support for this research. I am also grateful to the National Council of Humanities, Sciences and Technologies (CONAHCYT) for the support provided through its scholarship program, which was fundamental to the development of this research. My gratitude also extends to my thesis advisor for her guidance, support, and commitment throughout the entire process.

Finally, I extend my gratitude to the students who participated in the study for sharing their experiences and reflections, which were fundamental to understanding and proposing significant improvements in this area.

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## EXHIBIT

### APPENDIX I. QUESTIONNAIRE

#### ORGANIZATIONAL STRATEGIES IN THE SOCIAL SERVICE OF THE EDUCATIONAL PROGRAMS OF THE POLYTECHNIC UNIVERSITY OF TULANCINGO

The purpose of this document is to explore aspects of organizational learning, organizational development, and leadership, key elements in organizational strategies.

With the information gathered from this instrument, organizational strategies will be proposed for the social service of the educational programs of the Polytechnic University of Tulancingo, allowing continuous improvement in the organization. The information you provide will be confidential and used only for research purposes.

Age:

- Under 18 years old
- From 19 to 25
- From 26 to 36
- From 37 to 47
- More than 48 years

Gender:

- Female
- Male

**Instructions:** Answer each item honestly, marking only one option per question with an (X), keeping in mind that:

1	I completely disagree
2	Disagree
3	Neither in agreement nor in disagreement
4	OK
5	Totally agree

<b>Social service</b>						
No.	ITEMS	1	2	3	4	5
1	The social service processes are aligned with the long-term institutional objectives					
2	Adequate preparation and induction are provided for the start of the social service process					
3	You receive follow-up throughout the social service process					
4	Community service allows students to apply the knowledge they have acquired in their academic studies.					
5	Consider that community service contributes to your academic and professional development.					
<b>Organizational learning</b>						
6	Community service has allowed you to learn new skills related to your professional profile.					
7	The exchange of knowledge and best practices between the student and the Social Service Receiving Unit is encouraged.					
8	Do you believe that the practices carried out during social service contribute to strengthening the values of the University and the Social Service Receiving Unit?					
9	Do you believe that the experiences of students who perform social service contribute to the continuous improvement of processes and practices within the University?					
10	Your experience in social service has influenced learning within the Receiving Unit					
<b>Organizational development</b>						
	Do you consider that the administrative (registration, bimonthly reports, timekeeping) and academic procedures are effective in optimizing the					

11	organizational processes of social service and contributing to its continuous improvement?						
12	Do you believe that the proper allocation of students to Social Service Receiving Units strengthens the organizational development of the University by improving its structure, processes, and institutional relationships?						
13	The management between the University and the Social Service Receiving Unit complies with the established response times.						
14	Do you believe that community service has contributed to the organizational development of the University, improving its processes, structure and/or work culture?						
15	Do you believe that social service facilitates the adaptation of the Host Unit and the University to changes in the work and social environment?						
<b>Organizational Leadership</b>							
16	Do you think the expectations and objectives of the social service were clearly communicated in the social service induction talk?						
17	Frequent follow-up is received regarding performance in social service						
18	Do you feel that you received guidance in any situation that arose during the social service process?						
19	Decisions are made fairly and equitably in situations that affect the development of social service						
20	Organizational leadership promotes effective collaboration between the University, the Social Service Receiving Unit, and other external organizations.						
<b>Organizational strategy</b>							
21	Do you think the University has clear and defined strategies regarding social service?						
22	Do you consider the University's current organizational strategies effective in managing social service?						
23	Do you believe that the implementation of organizational strategies contributes to improving the quality of social service at the University?						
24	Do you consider that the induction received from the University on organizational strategies is sufficient to carry out effective social service?						
25	Do you believe that the proper design of organizational strategies in social service has a positive impact on society?						

Thank you for your time and participation in this questionnaire. Your opinion is essential.

