A MANAGEMENT MODEL OF UNIVERSITY SOCIAL RESPONSIBILITY FROM THE STAKEHOLDERS PERSPECTIVE

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Abstract: Internationally, university social responsibility has become a trend that higher education institutions have adopted models or indicators recommended by different organizations, but they are only theoretical models. This statistical and empirical model is a new way to justify which strategies are the most useful and most impactful. The main purpose is a new management model of university social responsibility analyzed to enhance the performance of university students, and the effect that university social responsibility factors have through the actions of higher education institutions in northeastern Mexico. The methodology used was quantitative, descriptive and predictive using multi-variable techniques of structural equations. The sample was 776 students, with which it is possible to prove that the performance of university stakeholders is influenced by the culture of legality of the students as well as their integral formation and by the projects related to the environment and sustainability as well as their application in university and professional life. A contribution is generated to the management of university social responsibility by identifying which factors are the most important to obtain the most significant impact for the stakeholders.

Keywords: University Social Responsibility, Social Responsibility, Performance, Management, Stakeholders, USR Model.

Introduction

Universities not only provide academic services but also have a significant commitment to educate students with a high duty of responsibility to their country and the world, to be critical and conscientious citizens. Like companies, universities also have social responsibilities. However, as Burcea & Marinescu (2011) mention, "although there are studies investigating the impact of social responsibility on corporations, relatively few studies examine this issue in relation to public institutions, especially in universities" (p. 208); this is the reason for the interest in the present study.

To talk about business ethics, it is to refer to the need to be in every organization. It can be mentioned that managing a business would be impossible without it, both inside and outside. For this reason, it has taken greater importance with Corporate

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Social Responsibility, positively influencing workers in the way they feel safe, that they are part and not used by this as mentioned in the previous studies conducted by Rozsa et al. (2021); Cañibano & Sánchez (2013), Aponte-Hernández (2008) and Lu et al. (2019). Gogoneață (2011) mentions that "the benefits from training, such as shared values, good feelings and satisfaction of personal skills growth build a sustainable link that integrates the company into the community" (p. 140).

In this sense, universities have a great commitment to prepare the future leaders of organizations, not only in knowledge but also in social commitment to their community, contributing to the common good, sustainability, environmental care, non-corruption, respect for human rights, etc. That is to say, to prepare and sensitize them when they are the ones to manage the companies (Cristache et al., 2019); therefore, University Social Responsibility (USR) is of vital importance as part of their training.

Theories, such as the Agency (Rumelt et al., 1991), Stakeholders (Freeman & Reed, 1983), Legitimacy (Weber), Institutional (DiMaggio & Powell, 1983; Meyer & Rowan, 1977; Scott, 1987); Resources and Capabilities (Barney, 1991; Penrose, 1959; Wernerfelt, 1984), are closely related to the USR. This can be seen while seeking to offer educational services and knowledge transfer following principles of ethics, good governance, respect for the environment, social commitment and promotion of citizen values (De la Cuesta, 2011). Likewise, having ethical and intelligent management for the sustainable development of society, the university has an impact on its human, social, economic and natural environment (Alvarez, 2008). In this sense, USR is all that active, integral and real commitment to the internal and external environment of educational institutions. Taking actions that develop a knowledge-based society and generate a different effect from that of any other organization focused on socially responsible issues, having an important and particular effect on the educational field and the training of professionals (Valarezo & Túñez, 2014).

Universities play different roles for society and their stakeholders who have different positions, such as non-teaching staff, teaching-research staff, authorities. The authorities have responsibility for management and policy development. Students, suppliers, organizations and individuals provide a service, product or work to the university. Alumni, employers, competitors, other universities, local communities, the groups and/or communities live around student activity. (Vallaeys, de la Cruz & Sasia, 2009). It should be noted that USR is simply considered the fair and sustainable management of university impacts on society, influencing labor, environmental, student, epistemology and research aspects (Vallaeys, 2014).

In this regard, the authors of the present study agree with Albu et al. (2011), mentioning that all professionals should manage their work with corporate social responsibility, stakeholder information, ethics, sustainability, transparency, i.e., include the CSR perspective in both academic and professional training.

POLISH JOURNAL OF MANAGEMENT STUDIES
Vásquez-Torres M. C., Tavizón-Salazar. A.

2021
Vol.24 No.1

Problem Statement

Unfortunately, today's world is characterized by injustices, inequalities and exclusions, and especially our continent demands from higher education its decisive participation – professional and/or technological training and research – in contributing to repairing the social fabric through actions that dignify the sense of the human being. Latin America and the Caribbean show the lowest indexes of income distribution when compared to other regions of the world, which has repercussions on high levels of social injustice (Mostajo, 2000).

Despite the technological and economic advances of recent years, one of the main and most important problems on the agendas of the organizations in charge of world development (Economic Commission for Latin America [ECLAC], Organization for Economic Cooperation and Development [OECD], United Nations Educational, Scientific and Cultural Organization [UNESCO]) is to combat inequality, low productivity, limited income, as well as the low participation of citizens in economic, political and social activities in the countries where these factors are most notorious. While in developed countries CSR initiatives are widespread and valued, in less developed countries, it is essential to promote them, especially elements of ethics, non-corruption and values; there are also significant discrepancies in personnel training between developed and less developed countries (Gogoneaţă, 2011; Deaconu et al., 2011; Lu et al., 2019).

Evaluations show that business curricula are far from covering the topics of interest to the UN Global Compact, such as sustainability, the SDG, or the needs of an inclusive economy. It is necessary to be aware of these issues about what is taught (Pitt-Watson, David; Quigley, 2019), noting that a new profile of the university graduate is required. Therefore, the following question is established: What elements of University Social Responsibility will influence the professional when managing in the organization?

Justification

Higher Education Institutions (HEI) have an important and unprecedented role, accompanied by great diversification of the same, and a greater awareness of the fundamental importance of this type of education for socio-cultural and economic development and for the construction of the future, for which new generations must be prepared with new skills and knowledge and ideas. Managers are in charge of consolidating companies with the community and thus achieving direct and indirect benefits, employees, partners and other stakeholders with healthy practices (Deaconu, 2011; Herbuś & Ślusarczyk, 2012; Rozsa et al., 2021). The responsibility for social development falls to higher education, favoring the dignity of human life, promotion of justice for all, quality of personal and family life, protection of nature, search for peace and political stability, equitable distribution of the world's resources and a new economic and political order that better serves the human community at national and international levels according to World Declaration on Higher Education, Paris (UNESCO, 2009). Mustaţă et al. (2013) establish that universities can contribute to integrating sustainability with the

training of future business professionals. The authors mention that changes in companies must arise from the knowledge imparted in the classrooms of these universities. In the past, organizations were dedicated to generating profits. Today, they must focus on sustainable development.

For Mexico, the National Association of Schools and Colleges of Accounting and Administration (ANFECA) comments that USR is a commitment that involves the promotion of quality and ethical performance of business schools and colleges through responsible management of educational impacts in the generation and application of knowledge, organizational, environmental and social impacts that its affiliated institutions adopt to seek sustainable human development. USR, as a differentiating element incorporated into the institutional culture and the management system of the educational programs, must be elaborated based on the recognition of the expectations of the stakeholders in compliance with the fundamental principles and matters related to the operation of the HEI (ANFECA, 2016).

The results of this research will provide empirical evidence that will help in the dissemination of and commitment to USR in HEIs and serve as a frame of reference for future research in different contexts. According to the analyzed literature, universities are a representative example of the situation of our current society, so it is of utmost importance to develop work with their members, whether students, academics, or authorities, as this generates an overview of the current situation from different perspectives. In addition, the results may be used as a quantitative reference to (1) strengthening dynamics that promote equality, equity and justice, principles that seek to guarantee human rights; (2) creating policies within higher education institutions aimed at promoting new measures that guarantee access to these institutions; and (3) the formulation of strategies focused on turning universities into centers of inclusive education.

Objective

Create a robust, statistically validated USR management model to identify the variables with the most significant impact Theoretical Framework. To evaluate the elements of the USR that influence university student performance.

Theoretical Framework

USR is defined as any action coming from the university and having an impact on its environment (Vallaeys, de la Cruz & Sasia, 2009). This variable should be focused on four areas: First, organizational, where it is specified how HEIs should promote a development structure, policies and projects focused on sustainability, they also could apply certain actions for the benefit of the environment. Second, the educational part explains the task of universities to train professionals based on values and civic elements, which they must implement in their daily and professional life. Third, knowledge is the task of promoting research, generating knowledge, and transmitting it, always carrying out these activities through an established code of ethics. Finally, with respect to the social aspect, how

educational organizations are part of a system, in this case, society, and interact with it and its various agents, such as collectives or communities, either locally, regionally, or internationally; therefore, they must be taken care of. At the same time, the USR seeks to maintain an approach where an internal vision and management is applied, projecting a close relationship between its environment, its institutional objectives and all those components of its social, environmental, economic and cultural dimension.

In this regard, ANFECA considers as dimensions of USR the respect for human rights, accountability and non-corruption, transparency and confidentiality, ethical commitment, citizen participation and sustainability, culture of legality and respect for norms. In addition, it is indicated that the USR includes elements like the integral and quality university education, socially relevant research, extension and linkage with the environment, ethical and quality management (Godoy et al., 2016). Although it is not easy to agree on what USR is, it can be agreed that USR is a policy of the entire university: its central administration, training, research and extension areas; that it is an obligatory response to social and environmental duties by addressing the university's negative impacts that forces us to rethink the very social legitimacy of science and the university (Vallaeys, 2014). For the purposes of the study, the elements of USR will be considered, as shown in Table 1.

Table 1. Definitions of Constructs

Construct	Definition
X1 Gender Equity	Any impartial treatment that people receive, regardless of whether they are men or women according to their needs, thus obtaining equal and undifferentiated treatment (UNESCO, 2009).
X2 No Discrimination	Principle that guarantees equal treatment among people, without being excluded, distinguished or restricted in an arbitrary manner, without distinction of sex, gender, nationality (Rodriguez, 2005).
X3 Tolerance and Respect	Respect for the different ideas, beliefs and practices of others, giving recognition, acceptance and appreciation of cultural pluralism, forms of expression, human rights, behaviors and values throughout the world (CNDH, 2018)
X4 Personal Freedom	Absence of coercion or obstacles that impede the full development of individuals, they can do everything that is lawful, in free acts (Nogueira, 1999).
X5 Personal Rights	Personal rights are all those that can be claimed by certain persons who, by fact or provision of the law, are subject to correlative obligations (Perugini, 2011).
X6 Disabled Capabilities	It is defined as the restriction of the activities of individuals due to deficiencies to perform them in a normal way (Redondo, 2014).
X7 Anticorruption	It promotes administrative management and good practices inside and outside the university (ANFECA, 2016).

2021
Vol.24 No.1

POLISH JOURNAL OF MANAGEMENT STUDIES
Vásquez-Torres M. C., Tavizón-Salazar. A.

X8 Teaching Work	It involves the systematic and theoretically supported planning, development and evaluation of teaching and learning respectfully; Encourage teamwork and active student participation.
X9 Transparency	It is the accessibility to the institution's information.
X10 Confidentiality	It is the commitment to privacy that is held on the personal data of students.
X12 Ethical commitment	It refers to the correct professional performance, values and all those ethical principles.
X13 Citizen participation	It extends citizen collaboration in support of social problems.
X14 Environment and sustainability	Environmental care activities, ecosystems, not affecting or destroying them.
X15 Social Awareness	Identify social problems and try to solve them.
X16 Knowledge Application	Improvement of the organization, society, context in which it operates.
X17 Culture of legality of personnel	It deals with the promotion of respect for the law, application and monitoring of the university's personnel rules and regulations.
X18 Culture of legality of students	It deals with the promotion of respect for the law, application and monitoring of the university's personnel rules and regulations.
X19 Standards and norms	Standards and Norms that regulate student activities and behaviors.
X20 Comprehensive Training	Academic-professional training, citizenship training, critical thinking, and a democratic and responsible attitude are linked to a comprehensive, humanistic education based on scientific, ethical and human values.
Y Student performance	Quantitative evaluations that reflect the achievement in the student's academic tasks are composed of different aspects such as skills, competencies, effort, work capacity, study intensity, aptitude, personality, attention, motivation, memory and relational environment.

Note: Variable X11 was designed as a control question for the validation of the survey's valid responses, and it was eliminated because it is already represented in the measurement instrument without using the inverse logic for its evaluation.

The general hypothesis is: The independent variables, such as gender equality, discrimination, tolerance and respect, personal freedom, personal rights, diminished capabilities, anti-corruption, educational activity, transparency, confidentiality, ethical commitment, citizen participation, environment and sustainability, social awareness, knowledge application, personnel's culture of legality, student's culture of legality, standards and norms, and integral education, have a causal effect over the independent variable student's performance.
The hypothesis to be tested will be through the betas coefficients of the structural equations using Smart PLS software.

POLISH JOURNAL OF MANAGEMENT STUDIES
Vásquez-Torres M. C., Tavizón-Salazar. A.

2021
Vol.24 No.1

Methodology

It is quantitative, descriptive, correlational, causal research due to the Likert scale used for the exploratory and predictive measurement of the independent and dependent variables (Hair et al., 2010); correlational by checking the linear relationship between the variables as part of the quality requirements of the predictive model; causal through the use of structural equations and use of Smart PLS software version 3.3.2 (Ringle & Becker, 2015); transactional because the application of the measurement instruments was carried out in the year 2021 (Hernández et al., 2014). A measurement instrument was designed with theoretical validation Creswell (2009), validation with experts, as well as internal reliability validation using Cronbach's alpha (Levy & Varela, 2003).

The instrument was applied in Sonora and Baja California. In southern Sonora, Mexico, there were four universities: Instituto Tecnológico de Sonora, Instituto Tecnológico Superior de Cajeme, Universidad Tecnológica del Sur de Sonora and Universidad La Salle. Both men and women are studying business and administration, with a total of 400 surveys applied in Baja California, at the Universidad Autónoma de Baja California, Tijuana campus, with a total of 376 students (men and women) in business and administration. All of them were asked for their collaboration in answering the instrument, and they gave their consent.

Materials

The instrument was designed considering several models of USR (ANFECA, 2016; Vallaeys, 2016, 2020), considering the following variables; Gender Equity X1, No Discrimination X2, Tolerance and Respect X3, Personal Freedom X4, Personal Rights X5, Disabled Capabilities X6; Anti-Corruption X7, Teaching Work X8; Transparency X9 and Confidentiality X10; Ethical Commitment X12; Citizen Participation X13, Environment and Sustainability X14, Social Awareness X15, Knowledge Application X16; Staff Legality Culture X17, Student Legality Culture X18, Standards and Norms X19; Integral Formation and Student Performance. This instrument is a five-point Likert scale (1 Strongly disagree; 2 Disagree; 3 Neutral; 4 Agree; 5 Strongly agree) with a total of 113 items.

Explanation of the General USR Model

The following table shows the independent variables of the university social responsibility model through the measurement of the internal validation of the constructs. The constructs can be observed from X1 to X 19, where the values of Cronbach's alpha have values from 0.6 to 0.92, and the authors Jean-Pierre Levy and Jesús Varela (2003) mention that values greater than 0.6 are acceptable for exploratory research. Table 2 shows the reliability of the measurement instrument using Cronbach's alphas. Three models are shown, the general model of university social responsibility, which uses the observations of Ciudad Obregón and Baja California together, as well as the independent values for each city.

Cronbach's alpha measures the internal consistency between the items of the latent construct. It demonstrates that the questions for the evaluation of each of the variables are understood by the respondents and that they consistently measure the

2021
Vol.24 No.1

POLISH JOURNAL OF MANAGEMENT STUDIES
Vásquez-Torres M. C., Tavizón-Salazar. A.

attributes and reliability of the variables. These processes are carried out through the use of Smart PLS by measuring the external model of the structural equations (Ringle & Becker, 2015).

Table 2. Reliability of the measurement instrument using Cronbach's Alphas

	Cronbach's alpha-Cd. Obregón Model	Cronbach's alpha-Baja California Model	Cronbach's alpha-General Model	Items
X1 Gender Equity	0.863	0.768	0.825	6
X2 No Discrimination	0.828	0.786	0.810	4
X3 Tolerance and Respect	0.787	0.673	0.745	4
X4 Personal Freedom	0.697	0.550	0.648	3
X5 Personal Rights	0.816	0.729	0.784	3
X6 Disabled Capabilities	0.823	0.804	0.815	7
X7 Anticorruption	0.852	0.850	0.850	5
X8 Teaching Work	0.917	0.838	0.917	5
X9 Transparency	0.924	0.913	0.920	4
X10 Confidentiality	0.76	0.742	0.757	2
X12 Ethical commitment	0.875	0.845	0.862	5
X13 Citizen participation	0.874	0.829	0.862	5
X14 Environment and sustainability	0.908	0.898	0.908	9
X15 Social Awareness	0.827	0.836	0.833	3
X16 Knowledge Application	0.837	0.841	0.839	2

Source: Own elaboration.

Results

The results stage is used to carry out data analysis using structural equations. The structural model evaluates the relationship between the independent variables versus the dependent variable.

The determination coefficient represented by 0.882 is also observed and is interpreted as the level of explanation of 88.2% of the variability of student performance through the independent variables. Although the determination coefficient has an acceptable value, the significance of the model was validated through the "Bootstrapping" algorithm. Table 3 shows the betas' coefficients and the significance obtained from the bootstrapping analysis to accept or reject the significance of the independent variables on the dependent variable.

Table 3. Values of the betas and significance coefficients

Variables	Betas	P Values	VIF	HA
X1 Gender Equity	0.03	0.09	2.39	ACCEPTED
X2 No Discrimination	-0.02	0.43	2.20	REJECTED
X3 Tolerance and Respect	0.01	0.69	2.62	REJECTED
X4 Personal Freedom	0.12	0.00	2.42	ACCEPTED
X5 Personal Rights	0.08	0.00	2.53	ACCEPTED
X6 Disabled Capabilities	0.06	0.01	2.07	ACCEPTED
X7 Anticorruption	-0.01	0.74	1.94	REJECTED
X8 Teaching Work	0.03	0.33	3.46	REJECTED
X9 Transparency	0.02	0.42	2.84	REJECTED
X10 Confidentiality	-0.02	0.54	2.49	REJECTED
X12 Ethical commitment	0.06	0.08	4.03	ACCEPTED
X13 Citizen participation	-0.01	0.68	4.88	REJECTED
X14 Environment and sustainability	0.17	0.00	3.91	ACCEPTED
X15 Social Awareness	-0.03	0.34	4.09	REJECTED
X16 Knowledge Application	-0.01	0.77	3.20	REJECTED
X17 Culture of legality of personnel	0.06	0.09	4.20	ACCEPTED
X18 Culture of legality of students	0.23	0.00	6.15	ACCEPTED
X19 Standards and norms	0.08	0.03	4.93	ACCEPTED
X20 Comprehensive Training	0.23	0.00	10.44	ACCEPTED

Source: Own elaboration

The hypothesis and quality tests are shown in the table above, with the accepted and rejected values of the hypotheses by means of the P-values, where the reliability tests were performed at 90% and 95%. In the same way, the VIF indicator, variance inflation factor, is used to check the low collinearity of the model and meets quality requirements. The model of student performance through university social responsibility activities results in 10 accepted independent variables that directly impact student performance. Analyzing the nine independent variables that were rejected, they are not perceived by students as activities that are contributing to their performance through university social responsibility activities. The general model of the structural equations for the variable of student performance through university social responsibility, applied to students in universities in Sonora and Baja California, shows the following results. The variables that prove causality towards the variable student performance through university social responsibility are environment and sustainability, disabled capabilities, ethical commitment, culture of legality of personnel, culture of legality of students, personal rights, gender equity, standards and norms, integral formation and personal freedom. All these variables have a significance of fewer than 0.10*, and therefore meet reliability of 90%.

2021
Vol.24 No.1

POLISH JOURNAL OF MANAGEMENT STUDIES
Vásquez-Torres M. C., Tavizón-Salazar. A.

The variables with causality towards students' performance through students' university social responsibility and that contain reliability at 95%, due to having a significantly less than 0.05** are environment and sustainability, disabled capabilities, culture of legality of students, gender equity and personal freedom, are the accepted hypotheses.

General model equations:

"Y" USR STUDENT PERFORMANCE
AT 90% RELIABILITY

$$\text{"Y" USR STUDENT PERFORMANCE} = 0.03\ X_1 + 0.08\ X_5 + 0.06\ X_6 + 0.06\ X_{12} + 0.17\ X_{14} + 0.06\ X_{17} + 0.23\ X_{18} + 0.08\ X_{19} + 0.23\ X_{20}$$

AT 95% RELIABILITY

$$\text{"Y" USR STUDENT PERFORMANCE} = 0.08\ X_5 + 0.06\ X_6 + 0.17\ X_{14} + 0.23\ X_{18} + 0.08\ X_{19} + 0.23\ X_{20}$$

The most important variables of the model due to their betas' values are environment and sustainability with 0.17, culture of legality of students with 0.23, and integral formation with 0.23. It means that students consider the activities carried out by universities on environment and sustainability contribute to each increase in the unit of perception of environment and sustainability activities carried out by the university would increase the performance of students by at least 0.17 improvement. In the same way, the activities carried out by the university through a culture of legality of students is perceived to contribute more to the performance of students, where for each unit of perception that is increased in this type of activity, the performance has a benefit of 0.23. Likewise, the activities carried out by the university to generate an integral education contribute to each increase in the perception of an increase of 0.23 in the perception of student's performance.

The betas' coefficients can be observed within the model with a relatively small value. However, the statistical tests indicate that there is sufficient evidence to support their significance and maintain the independent variables because they have a causal effect on the dependent variable of student performance. It has a reliability of 90% significance less than 0. 10. For example, gender equity has a significance of 0.09*, above 0.05 with a reliability of 95%; nevertheless, it is an accepted independent variable for the general model; in the same way ethical commitment has a significance of 0.08; the culture of legality of the personnel with a significance of 0.09 are independent variables that comply with sufficient evidence to generate a predictive model with a reliability of 90%.

The next step was to use the variables with an acceptable significance of 90 and 95% reliability, and those variables that were rejected were filtered to detect causal effects on the students' performance variable. The causal model is re-run using only those variables that were significant, which is shown below.

POLISH JOURNAL OF MANAGEMENT STUDIES
Vásquez-Torres M. C., Tavizón-Salazar. A.

2021
Vol.24 No.1

Table 4 contains the independent variables, including the values of the beta's coefficients, the significance through the P-value and the level of collinearity through the variance inflation factor, VIF.

Table 4. Final variables

Independent variable	Betas →Student´s performance Y1 (General)	P Values	VIF	HA
X1 Gender Equity	0.031	0.124	2.113	REJECTED
X4 Personal Freedom	0.114	0.000	2.115	ACCEPTED
X5 Personal Rights	0.088	0.000	2.213	ACCEPTED
X6 Disabled Capabilities	0.063	0.005	1.988	ACCEPTED
X12 Ethical commitment	0.058	0.045	3.248	ACCEPTED
X14 Environment and sustainability	0.156	0.000	3.154	ACCEPTED
X17 Culture of legality of personnel	0.067	0.077	4.066	ACCEPTED
X18 Culture of legality of students	0.226	0.000	5.706	ACCEPTED
X19 Standards and norms	0.077	0.026	4.680	ACCEPTED
X20 Comprehensive Training	0.214	0.000	7.589	ACCEPTED

Source: Own elaboration.

Explanation of the final model and variations of the betas
In Table 4, all variables within the model are accepted with a significance of at least 0.10*, with a reliability of 90%, and except for gender equity, which is rejected as it has a significant value of 0.124, which does not meet 90% reliability. This is an important finding because, in the first general test, gender equity was accepted at reliability of 90%, which shows that there are effects between considerations of the independent variables so that gender equity is included in the model. The changes in the values of the betas' coefficients compared to the initial model indicate a correct estimation of these betas' coefficients.
Final equation
$$Yfinal=0.114x4+0.088x5+0.063x6+0.058x12+0.156X14+0.067x17+0.226x18+0.077x19+0.214x20$$
The last equation predicts the effect of the independent variables described above on the dependent variable of student performance, at a reliability of 90%, leaving nine independent variables out of the nineteen initial independent variables.

2021
Vol.24 No.1

POLISH JOURNAL OF MANAGEMENT STUDIES
Vásquez-Torres M. C., Tavizón-Salazar. A.

Discussions

While speaking of professional training, different authors consider it as the set of socially responsible activities in academic training, which cannot be separated. They must be linked to a humanistic approach; in this sense, teachers should not restrict themselves to exclusively academic or technical aspects, but on the contrary, provide teaching that involves the personal and social aspect in their community, which will be reflected at the time of entering the labor field (Vallaeys, de la Cruz & Sasia, 2009). It can be highlighted that; theoretically, one of the main benefits that USR has on students is that their academic performance improves considerably (García et al., 2016; Valarezo & Túñez, 2014; Vallaeys, de la Cruz & Sasia, 2009; Zolezzi, 2014).

It is found that factors related to ethics, civics or even social responsibility have a beneficial impact on student activity since their academic performance is exponentially increased, and it is even mentioned that not only do these factors improve conditions for students, but they also have benefits for teachers and administrative staff, since working conditions improve considerably. The result is higher quality educational programs (Garbanzo Vargas, 2007).

In the project carried out by Porto et al. (2012) in an educational institution in the city of Santa Cruz, Chile, teachers were trained on how to encourage university students to respond to the problems of the communities, becoming aware of them in a concrete and real way, promoting learning and social commitment. It lasted four years, showing positive results and impact, both inside and outside the institution. One of the results to highlight is the improvement in the academic performance of the subjects, and the fact that students and teaching staff are perceived as knowledgeable about the social problems within their community.

Conclusion

The most important variables that contribute the most to student performance are the culture of legality of students, as well as the comprehensive training that students perceive and that universities provide in their programs. Furthermore, all those activities and projects are related to the environment and sustainability, and the application of these in their university and professional life. They also consider that the personal freedom they have within the university and the training they receive is something that helps them to improve their performance. Variables that contribute to a lesser extent but that have a positive effect on student performance are the considerations made towards people with disabilities, the ethical commitment that is fostered throughout their university preparation, the constant promotion of a culture of legality among the teaching and administrative staff, as well as the respect for personal rights and compliance with the standards and norms published, both in the academic and administrative areas.

Regarding the variables that were not significant within the model, it is considered that there is not enough evidence to show that students perceive that universities

POLISH JOURNAL OF MANAGEMENT STUDIES
Vásquez-Torres M. C., Tavizón-Salazar. A.

2021
Vol.24 No.1

carry out actions that directly affect their performance. This does not mean that they are not important for university social responsibility, but on the contrary, these activities need to be reinforced to highlight their importance among students. In the same way, those variables identified as relevant to the final model of university social responsibility and that influence on student performance should be maintained and constantly integrated into the various university programs since students show that they favor their student and professional performance. The main contribution of this research lies in the influence of the models already existing due to their approach to the type of university management that, although they measure the actions carried out by the universities. This new model provides a perspective from the students' opinion on those factors that contribute to their lives and professional activities.

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SPOŁECZNA ODPOWIEDZIALNOŚĆ UCZELNI, MODEL ZARZĄDZANIA Z PERSPEKTYWY INTERESARIUSZY

Streszczenie: Na arenie międzynarodowej społeczna odpowiedzialność uczelni stała się trendem, w którym uczelnie przyjęły modele lub wskaźniki zalecane przez różne organizacje, ale są to tylko modele teoretyczne, ten statystyczny i empiryczny model jest nowym sposobem uzasadnienia, które strategie są najbardziej przydatne i z największy wpływ. Głównym celem jest przeanalizowanie nowego modelu zarządzania odpowiedzialnością społeczną uniwersytetu w celu poprawy wyników studentów, a także wpływu czynników społecznej odpowiedzialności uniwersytetu poprzez działania instytucji szkolnictwa wyższego w północno-wschodnim Meksyku. Zastosowana metodologia była ilościowa, opisowa i predykcyjna z wykorzystaniem technik wielowymiarowych równań strukturalnych, próba liczyła 776 studentów, na których można wykazać, że na wyniki interesariuszy uczelni wpływa kultura legalności studentów, a także ich integralne kształtowanie oraz projekty związane ze środowiskiem i zrównoważonym rozwojem, a także ich zastosowanie w życiu uniwersyteckim i zawodowym. Wkład w zarządzanie społeczną odpowiedzialnością uczelni jest generowany poprzez określenie, które czynniki są najważniejsze dla uzyskania największego wpływu na interesariuszy.

Słowa kluczowe: odpowiedzialność społeczna uczelni, odpowiedzialność społeczna, wydajność, zarządzanie, interesariusze, model USR,

大学社会责任，利益相关者视角的管理模式

摘要：在国际上，大学社会责任已经成为一种趋势，高等教育机构采用了不同组织推荐的模型或指标，但它们只是理论模型，这种统计和实证模型是一种新的方法来证明哪些策略最有用，哪些策略最有效。最大的影响。主要目的是分析一种新的大学社会责任管理模式，以通过墨西哥东北部高等教育机构的行动来提高大学生的表现以及大学社会责任因素的影响。所使用的方法是使用结构方程的多变量技术进行定量、描述和预测，样本为776名学生，可以证明大学利益相关者的表现受到学生合法文化的影响以及它们的整体形成以及与环境和可持续性相关的项目以及它们在大学和职业生活中的应用。通过确定哪些因素对利益相关者产生最大影响最重要，从而对大学社会责任的管理做出贡献

关键词：大学社会责任，社会责任，绩效，管理，利益相关者，USR模型