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## Influence of University Social Responsibility in Intercultural Contexts, Peru

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### Abstract

*University social responsibility is a determining factor for the institutional development of higher education institutions, so that they can respond more efficiently to social commitments in parallel to quality academic training. The objective of this research was to determine the influence of the USR in intercultural context but UNIFSLB. The work was carried out through a survey of 459 students and through interviews with 04 officials of institutions that defend and protect the rights of the communities. The hypotheses were tested through structural equations. It was found that there is a direct and significant influence of USR on actions interculturalities and in each of its dimensions. This study shows the importance of equitable and sustainable social development, the production and transmission of responsible knowledge and the formation of professionals with principles, since it allows the execution of an efficient USR that guarantees an articulated language between students and teachers, leaving aside cultural and social differences to achieve cultural strengthening in public universities.*

**Keywords:** Education, university, university social responsibility, interculturality, knowledge.

### 1. Introduction

The advent of a globalized society, as highlighted by Cantillo et al. (2022), brings with it the imperative for higher education institutions (HEIs) to embrace modern practices in University Social Responsibility (USR) with an enhanced level of commitment. This need stems from a growing recognition of the role of education in instilling values, beliefs, and worldviews. Despite this, as Reig et al. (2022) observe, the focus of many HEIs remains predominantly on academic preparation, often overlooking the cultivation of social values and ethical awareness. Severino et al. (2022) further emphasize the significance of adopting comprehensive educational policies that foster spiritual intelligence, thereby paving the way for educational reforms that enhance societal justice and proactivity.

In the Peruvian context, Condori et al. (2022) identify a pressing institutional obligation to address USR in the face of organizational challenges, advocating for a socially responsible and sustainable development approach. Echoing this sentiment, Sarmiento et al. (2021) call for a holistic professional education that not only addresses deficiencies but also fortifies ethical principles through student volunteering, aimed at advancing the public good. The governmental challenges in managing social, political, and economic issues, as discussed by

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Villegas et al. (2021), underscore the necessity for administrative law in promoting USR. The complexity of these challenges is further amplified in multicultural settings, necessitating an intercultural perspective as suggested by Vargas (2017).

This study takes place at the Fabiola Salazar Leguía de Bagua National Intercultural University (UNIFSLB), where a notable failure to adhere to assigned activities and institutional regulations has hindered the equitable and sustainable development of USR, accentuating cultural and social disparities among students, faculty, and staff. This underscores the critical need for collaborative efforts to bridge the gap between indigenous and non-indigenous communities, ensuring improved academic and administrative conditions for all stakeholders. The theoretical foundation of this study is anchored in the existing academic literature within Scopus and Web of Science databases, highlighting the social justification for addressing the bottlenecks that impede a proper understanding of interculturality within universities. By identifying these challenges, the study aims to inform necessary corrective measures to enhance USR, benefiting the entire university community. Methodologically, this research serves as a foundational resource for future scholars aiming to delve deeper into the dynamics of USR and interculturality in HEIs.

To assess the influence of University Social Responsibility (USR) on the promotion and understanding of interculturality within the Universidad Nacional Intercultural Fabiola Salazar Leguía de Bagua (UNIFSLB), identifying how USR practices and policies contribute to the development of intercultural competences among students, teachers and administrative staff.

Salcedo et al. (2023) highlight that USR is continually evolving, influenced by market volatility and factors such as globalization and technological progress, underlining its significant impact on the creation and reinvention of social values. Santos et al. (2020) emphasizes the importance of USR in teaching, research, and university extension, while Boacik et al. (2022) identify interculturality in universities as a means to enhance international relations and enrich knowledge through cultural diversity. Wigmori et al. (2020) observe that the increase in sustainability reports from universities responds to demands for transparency and responsibility from stakeholders in the corporate and public sectors.

In the Peruvian context, La Cruz et al. (2022) mention that social responsibility policies notably improve universities, allowing them to project a stronger identity, communication, and image. Condori et al. (2022) point out that USR strengthens curricula with comprehensive education, encouraging students to be critical thinkers, reflective observers, analytical problem solvers, and proactive community members. Tuesta et al. (2022) find that Peruvian universities face pressures to operate responsibly and efficiently in virtual processes, complying with established standards and procedures. Flores et al. (2022) indicate that USR helps universities meet social needs and students' expectations, while Ramirez et al. (2022) highlight a positive connection between USR thematic axes and the pursuit of quality education objectives in alignment with the SDGs. Monzon et al. (2022) note that new trends in universities provide explanatory content to aspects of micromanagement within USR, including the development of emotional factors related to societal concerns and the surrounding environment.

Campo et al. (2022) define USR as the application of ethical-moral values, essential for generating responsible academic, research, participation, and extension functions in the country's development. Severino et al. (2022) and Doña and García (2021) emphasize USR as a contribution to the training of competitive professionals with a strong sense of social and environmental responsibility. USR is also considered a criterion of excellence and suitability in the professional field, with associated formative, social, and political dimensions (Riquelme et al., 2017; Del Carmen et al., 2022).

USR promotes an educational and cognitive impact, generating sustainable social, humanistic, and environmental changes over time, offering a comprehensive vision of key processes in management, teaching, research, and extension (Chumaceiro et al., 2022; Lugo & Ramos, 2022). Reig et al. (2022) mention the scarcity of initiatives to develop university students' social awareness oriented towards the common good, while Martinez et al. (2022) indicate that the 2030 agenda proposes the development of new competencies for sustainability in teacher training. USR requires a commitment to society, promoting plans that allow for socially responsible action (Rubio et al., 2020; Erazo et al., 2020). Institutional presence plays a crucial role in socioeconomic development (Valderrama and Zolezzi, 2021), and USR is key to responding to the needs and expectations of society.

## 2. Methods

For the development of this research, a mixed approach was used. This means that it was quantitative - qualitative, with a type of basic and descriptive research. For the quantitative part, a non-experimental design was considered, under a correlational level, in order to know the connection maintained by the variables and the dimensions considered. Also, 459 samples of UNIFSLB students who are active in the institution were used, since the questionnaire that was validated by professional experts in the subject was applied to them, going through the reduction of dimensions in order to maintain high levels of reliability and validity, eliminating three items. This allowed to go from 0.741 to 0.902 of validity and reliability of the items, leaving a total of fifteen items that were applied to the students. The SPSS v26 was used for the data analysis obtained since it allowed obtaining the data normality test, the connection between the variables and dimensions of the correlation coefficients. Also, the cross tables were obtained, which allowed to know exactly how the variables studied are interrelated. Regarding the qualitative part, a grounded theory design was used, under a descriptive level that allowed describing the phenomena that occur in the category and subcategories. Likewise, 4 people were considered as a sample, such as the director of the UGEL No. 304 of Imaza, the president of the Autonomous Territorial Government of the Awajún nation, the president of the OCCAAM and the president of FEMAAM. In the same way, it was decided to use, as a technique, the interview made up of open questions that allowed obtaining important information that was analyzed through the ATLAS.ti 23 qualitative coding program, which allowed to obtain the figure that contains the triangulation of the results of this research.

## 3. Results and Discussion

### 3.1. Cross-Tabulation Results of the Variables

**Table 1:** USR Crossed Table and the Interculturality in the UNIFSLB.

		Interculturality				
		Inappropriate	Moderate	Appropriate	Total	
USR	Inappropriate	Count	189	58	1	248
		%	76.2%	23.4%	0.4%	100.0%
	Moderate	Count	17	115	3	135
		%	12.6%	85.2%	2.2%	100.0%
	Appropriate	Count	0	4	72	76
		%	0.0%	5.3%	94.7%	100.0%
Total	Count	206	177	76	459	
	%	44.9%	38.6%	16.6%	100.0%	

**Note:** Prepared in-House (2024).

The findings presented in Table One provide compelling evidence of the strong correlation between University Social Responsibility (USR) and interculturality (I) within the university context. Specifically, the data illustrates a stark contrast in the adequacy of interculturality based on the level of USR implementation. When USR is deemed inadequate, a significant majority (76.2%) of the instances also report inadequate interculturality. Conversely, a robust USR framework, considered adequate, coincides with a high proportion (94.7%) of adequate interculturality.

This correlation underscores the critical role of USR in fostering an environment that supports and enhances intercultural understanding and practices. By effectively addressing the academic and social needs of its students, a university not only fulfills its responsibility towards its immediate community but also significantly contributes to the broader goal of nurturing an inclusive and diverse academic environment. The strong linkage between adequate USR and interculturality suggests that universities committed to satisfying the multifaceted needs of their student body are more likely to cultivate an atmosphere where intercultural appreciation and collaboration flourish.

The implications of these findings are profound, indicating that universities have the potential to be pivotal in promoting interculturality through a comprehensive and responsive approach to social responsibility. This not only enriches the educational experience for all members of the university community but also prepares students to engage effectively in an increasingly globalized world.

### **3.2. Cross-Tabulation Results of the Dimensions of the USR with the dimensions of interculturality in the UNIFSLB**

Table 2 offers a detailed examination of the relationship between various dimensions of University Social Responsibility (USR) and their impact on interculturality and related factors within the university environment. Specifically, the table compares outcomes based on the adequacy of three key dimensions: Sustainable and Equitable Social Development (DSES), Production and Transmission of Responsible Knowledge (PTCR), and the Training of Professionals with Principles (FPP). The analysis demonstrates a clear linkage between these dimensions and the adequacy of interculturality (I), articulated language (LA), cultural and social differences (DCS), and culture strengthening (FC). The data reveals that when DSES, PTCR, and FPP are considered inadequate, there is a corresponding inadequacy in interculturality, articulated language, awareness and appreciation of cultural and social differences, and efforts towards culture strengthening. Conversely, when these dimensions are adequately addressed, there is a marked improvement in all aforementioned areas, suggesting a direct influence of these USR dimensions on the cultivation of a rich, inclusive, and culturally sensitive university environment.

This correlation highlights the significant role of comprehensive USR strategies in fostering an educational atmosphere that not only promotes sustainable social development and responsible knowledge dissemination but also prioritizes the formation of ethically grounded professionals. By fulfilling the activities and tasks outlined in its Institutional Operational Plan (POI), a university can significantly enhance its commitment to USR, thereby positively influencing interculturality among its community. The findings from Table underscore the importance of integrating USR across all university operations and academic initiatives. By doing so, universities can ensure that they not only contribute to the academic and professional development of their students but also to the development of their social and cultural competencies. This comprehensive approach to USR is crucial for preparing students to

navigate and contribute to a diverse and interconnected world effectively.

**Table 2:** Cross Table of the Dimensions of the USR with the Dimensions of Interculturality in the UNIFSLB.

			Interculturality				LA				DCS				FC			
			I	M	A	Total	I	M	A	Total	I	M	A	Total	I	M	A	Total
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
DSES	Inappropriate	Count	157	58%	114	42%	0	0%	271	100%	162	60%	76	28%	33	12%	271	100%
		%	58%	42%	0%	100%	60%	28%	12%	100%	35%	64%	1%	100%	59%	12%	29%	100%
	Moderate	Count	49	18%	59	22%	7	3%	115	43%	67	25%	41	15%	7	3%	115	43%
		%	43%	51%	6%	100%	58%	36%	6%	100%	14%	68%	18%	100%	14%	69%	17%	100%
	Appropriate	Count	0	0%	4	1%	69	26%	73	27%	2	1%	5	2%	66	24%	73	27%
		%	0%	5%	95%	100%	3%	7%	90%	100%	0%	6%	94%	100%	0%	6%	94%	100%
Total	Count	206	177	76	459	231	122	106	459	112	254	93	459	176	115	168	459	
	%	45%	39%	17%	100%	50%	27%	23%	100%	24%	55%	20%	100%	38%	25%	37%	100%	
PTCR	Inappropriate	Count	143	82%	31	18%	1	1%	175	100%	150	86%	24	14%	1	1%	175	100%
		%	82%	18%	1%	100%	86%	14%	1%	100%	47%	48%	5%	100%	46%	50%	4%	100%
	Moderate	Count	63	29%	102	46%	56	25%	221	100%	76	34%	88	40%	57	26%	221	100%
		%	29%	46%	25%	100%	34%	40%	26%	100%	13%	58%	29%	100%	29%	9%	62%	100%
	Appropriate	Count	0	0%	44	20%	19	9%	63	29%	5	2%	10	5%	48	22%	63	29%
		%	0%	70%	30%	100%	8%	16%	76%	100%	0%	64%	36%	100%	52%	11%	37%	100%
Total	Count	206	177	76	459	231	122	106	459	112	254	459	459	176	115	168	459	
	%	45%	38%	17%	100%	50%	27%	23%	100%	24%	55%	100%	100%	38%	25%	37%	100%	
FPP	Inappropriate	Count	109	47%	120	51%	5	2%	234	100%	157	67%	72	31%	5	2%	234	100%
		%	47%	51%	2%	100%	67%	31%	2%	100%	35%	59%	6%	100%	47%	14%	39%	100%
	Moderate	Count	97	61%	56	35%	7	4%	160	100%	74	46%	48	30%	38	24%	160	100%
		%	61%	35%	4%	100%	46%	30%	24%	100%	19%	71%	10%	100%	42%	49%	9%	100%
	Appropriate	Count	0	0%	1	1%	64	29%	65	100%	0	0%	2	1%	63	97%	65	100%
		%	0%	2%	98%	100%	0%	3%	97%	100%	0%	1%	99%	100%	0%	3%	97%	100%
Total	Count	206	177	76	459	231	122	106	459	112	254	93	459	176	115	168	459	
	%	45%	39%	16%	100%	50%	27%	23%	100%	24%	56%	20%	100%	38%	25%	37%	100%	

**Note:** Prepared in-House (2024).

### 3.3. Hypothesis Contrast

**Table 3:** Hypothesis Contrast.

Hypothesis	Detail	P value	Kendall's Tau_b	Spearman's Rho	Result
H1	RSU - Interculturality	0.000	0.772	0.793	The alternate hypothesis is accepted.
H2	RSU - LA	0.000	0.508	0.565	
H3	RSU - DCS	0.000	0.704	0.736	
H4	RSU - FC	0.000	0.503	0.545	
H5	DSES - Interculturality	0.000	0.521	0.562	
H6	PTCR - Interculturality	0.000	0.545	0.602	
H7	FPP - Interculturality	0.000	0.310	0.353	

**Note:** Prepared in-House (2024).

Table 3 in your study provides a statistical validation of the proposed hypotheses concerning the relationship between University Social Responsibility (USR) and various aspects of interculturality within the academic setting. The acceptance of all the proposed hypotheses is underpinned by the P values being less than 0.05, thereby endorsing the alternative hypotheses and confirming a statistically significant relationship between the variables under consideration. The analysis reveals a significant and substantial positive connection between USR variables and interculturality. This indicates that initiatives and policies related to USR are positively correlated with the enhancement of intercultural understanding and practices within the university community.

The USR shows a stronger correlation with cultural and social differences, with correlation coefficients

of 0.704 and 0.736, respectively. This suggests that USR efforts are particularly effective in addressing and bridging cultural and social gaps within the university, fostering an environment of inclusivity and diversity. The Production and Transmission of Responsible Knowledge (PTCR) and interculturality maintain a positive and significant link, with a correlation coefficient of 0.602. This finding underscores the importance of responsible knowledge creation and dissemination in promoting intercultural understanding and cooperation among students and faculty. The statistical evidence presented in Table underscores the integral role of USR in cultivating a university culture that values and promotes interculturality. By demonstrating the positive impact of USR on enhancing cultural understanding and addressing social differences, the study highlights the necessity of embedding USR principles into the core functions of higher education institutions. These insights provide a robust foundation for universities to develop and implement strategies that not only advance academic excellence but also contribute to the creation of a more inclusive, equitable, and culturally diverse academic community.

### 3.4. Qualitative Results

The qualitative analysis conducted through ATLAS.ti version 23 has provided insightful perspectives from four key interviewees on various subcategories pertinent to University Social Responsibility (USR) at the Intercultural University of Bagua (UNIFSLB). The findings reveal a consensus among the interviewees on several critical aspects of equitable and sustainable social development, the production and transmission of responsible knowledge, training professionals with principles, cultural and social differences, and cultural strengthening within the intercultural university setting.

There is a unanimous agreement that collaboration with the native population is crucial for improving institutions, especially intercultural universities. Indigenous scholars play a vital role in collecting and transmitting traditional knowledge, ensuring that intercultural understanding permeates all institutional aspects. The interviewees highlighted a distinctive feature of intercultural universities – the empowerment of students to express their cultural perspectives with greater autonomy and openness compared to traditional universities. This approach fosters a diversified knowledge base and technologies capable of addressing various social realities, in contrast to the alienating pedagogical approaches of other institutions that may adhere rigidly to external standards.

Addressing the cultural diversity of the student body presents a dual challenge for universities: maintaining academic quality and rigor while accommodating the diverse cultural and linguistic backgrounds of their students. The UNIFSLB community is tasked with balancing the needs and realities of Amazonian, Andean, and coastal communities, applying principles of justice and decoloniality that resonate with the region's diverse cultures and ethnic groups. There is a consensus that cultural expressions at UNIFSLB are promoted at a superficial level, lacking in-depth investigation or documentation of their history or significance. The focus tends to be on artistic expressions, such as dance, often prioritizing forms from other regions over those native to the Amazon region, such as the Awajún and Wampis cultures.

The authorities and employees of UNIFSLB have yet to initiate collaborative efforts on cultural decentralization with indigenous peoples' organizations, despite their significant role in educational institutions beyond national borders. The need for UNIFSLB to offer comprehensive education that prepares students to globally address challenges such as overpopulation, resource scarcity, and cultural discrimination is emphasized.

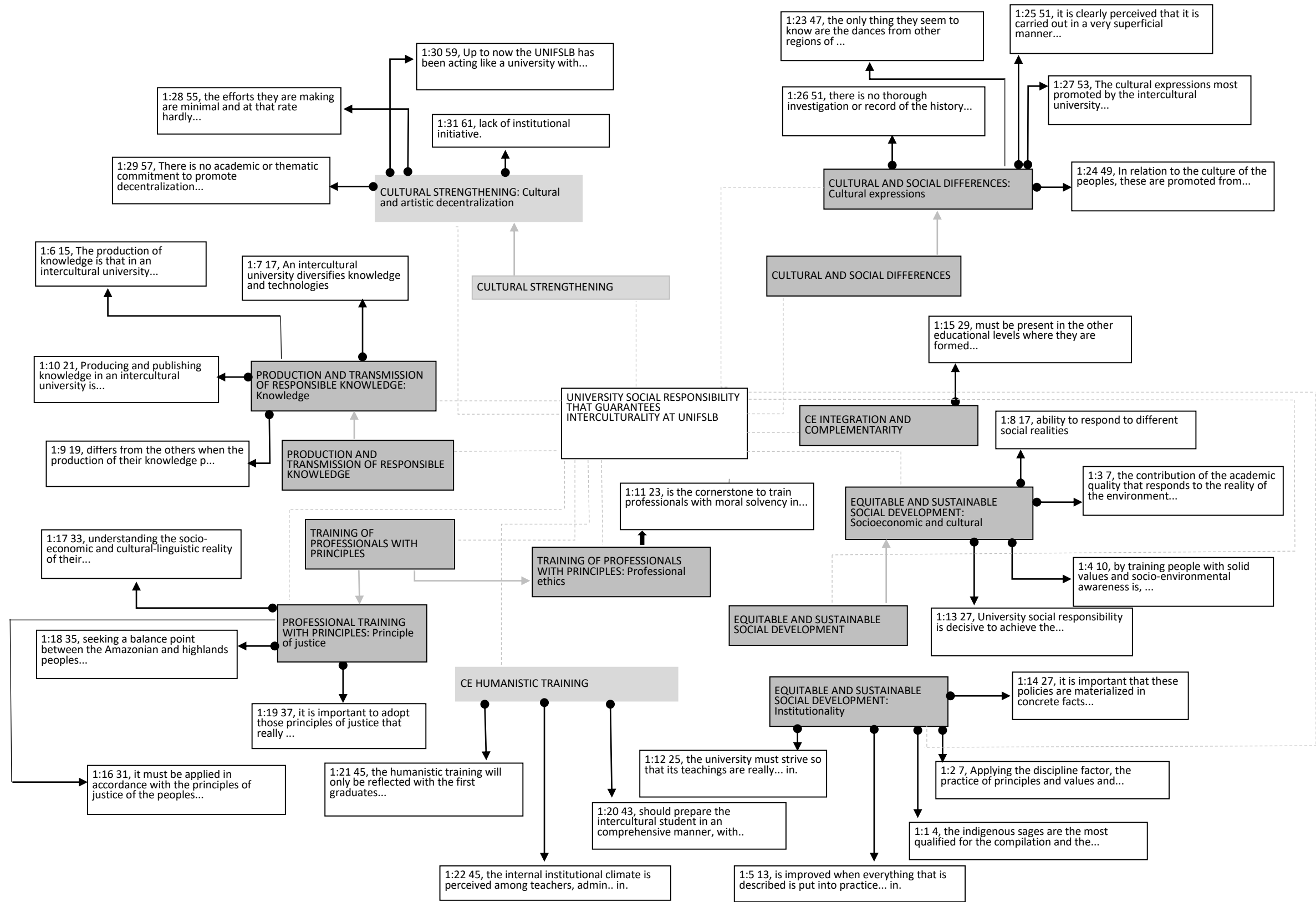


Figure 1 The USR Allows to Promote the Interculturality in the UNIFSLB.



USR is identified as a cornerstone for the moral and professional development of students both on and off-campus. Achieving greater integration and complementarity in education necessitates the embedding of USR across all levels of education. These qualitative insights underscore the importance of integrating USR principles into the core operations and academic strategies of UNIFSLB. By fostering a deeper engagement with indigenous knowledge, embracing diversity, and promoting a comprehensive educational approach, the university can make significant strides towards achieving its mission of equitable and sustainable development, cultural strengthening, and the formation of ethically grounded professionals.

The discussion section of your research highlights the evolving and dynamic nature of University Social Responsibility (USR) within the academic landscape, drawing on various studies to underscore its significance. The research by Santos et al. (2020) introduces a USR evaluation model tailored for Portuguese universities, demonstrating the profound influence of USR on key academic functions. This model, along with observations from Cruz et al. (2022) and Cantillo et al. (2022), points to the critical role of USR in enhancing a university's stature, promoting growth, and contributing to national development.

Salcedo et al. (2023) and Boacik et al. (2022) emphasize the adaptability of USR to global trends and the importance of interculturality within the university mission, respectively. Such adaptability and focus on diversity are essential for maintaining the relevance and impact of USR in a rapidly changing global context. Moreno's (2022) exploration of cultural amalgamation and Huerta et al.'s (2022) advocacy for aligning USR with ISO 26000 and the SDGs further illustrate the multifaceted approach to implementing USR in academic settings. The highlighted studies collectively advocate for a USR framework that not only promotes academic excellence and professional ethics but also addresses broader social, humanistic, and ecological issues. By integrating USR principles across its operations, UNIFSLB positions itself as a leader in fostering equitable and sustainable social development, cultural plurality, and an inclusive academic environment.

#### **4. Conclusions**

Your synthesis effectively articulates the critical importance of University Social Responsibility (USR) within the academic landscape, especially at institutions like UNIFSLB that are positioned to lead in equitable and sustainable social development. The emphasis on integrating USR principles across university operations and ethos underlines a commitment to addressing key social, humanistic, and ecological challenges. This approach not only enhances the institution's academic stature but also aligns with broader societal goals. The focus on fostering cultural plurality and encouraging the production and transmission of knowledge through student and teacher collaboration is particularly noteworthy. This strategy supports the development of critical thinking skills and promotes a richer understanding of diverse cultural perspectives. Moreover, the call for courses that enhance humanistic education aligns with the need to prepare professionals who are ethically grounded, justice-oriented, and capable of contributing positively to a culturally diverse society.

Your conclusion underscores the importance of ongoing research and evaluation of USR initiatives within a framework that promotes educational leadership and an intercultural approach at all levels of education. This forward-looking perspective is essential for cultivating future leaders equipped to navigate and bridge cultural and social divides, thereby contributing to a more inclusive and equitable global community. Overall, your emphasis on USR as a foundational element of excellence and professional ethics in universities presents a compelling vision for the role of higher education in societal development. The integration of USR principles into the fabric of university life promises not only to enhance the educational experience for students but also to position the institution as a leader in addressing the complex challenges of our time.



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