

Article

Internal university social responsibility policies and their impact on administrative personnel

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Abstract: The purpose of this study is to determine the impact of internal university social responsibility policies on the administrative personnel of a Colombian university. Under a non-probabilistic sampling method, the study collected information from 58 collaborators selected from a total of 92 working at the university. The information was collected through a structured questionnaire and evaluated using the generalized linear model. The results indicate that administrators perceive that university social responsibility policies have an adverse effect on the work environment. This is justified by the fact that the university's actions are not oriented towards the welfare of its personnel. In conclusion, universities should concentrate enormous efforts on implementing strategies that foster the commitment of their collaborators, in order to generate a significant impact on their responsibility and motivation.

Keywords: university social responsibility; social accountability; generalized linear model; administrative personnel; higher education institution

1. Introduction

The purpose of this research project is to analyze the impact generated by the internal policies of University Social Responsibility (USR) of a Colombian university, in relation to the agents of interest, which for the purposes of this research, the administrative staff was considered. With this objective, it is essential to detail that these policies are integrated in the scope of actions aimed at improving performance, consolidating relationships and increasing the commitment of stakeholders (Mei and Symaco, 2022; Paucar-Caceres et al., 2022; Simon et al., 2022), in the effort to reduce the connections established between one and the other, it seeks to increase awareness of the relevance that HR has for educational institutions (Azizi and Sassen, 2023; Aversano et al., 2022; Mohiuddin et al., 2022).

The study of the internal policies of USR, allowed to know the influence that this type of social responsibility has on the administrative staff, and how it contributes to the identity of the educational institution studied, how it generates affective bonds between counterparts in the university and how this influences the training of the collaborating staff. In this sense, in an attempt to comply with certain practices of USR, the university under study, hereinafter UOE, has implemented elements of accountability, social balance, generation of value with processes of closeness to the community, as well as the management of resources oriented to social development.

In this research process, it was necessary to conduct a study with a single group or agent of interest, due to the importance that internal USR is acquiring, which for the specific case of the city of Ibagué, Colombia, in which this process was carried out, has similar research, such as those developed by the University of Tolima, but with orientation directed to different stakeholders, such as suppliers, graduates and community (Uribe et al., 2015; Uribe, 2015; Uribe and Orjuela, 2017), and which are exclusively related to the dynamics of external social responsibility of the organization.

In the same sense, it is expected to analyze the importance that represents for the analyzed stakeholder group, the conscious awakening of the organization, to offer a strategy that generates value through the USR. The decision not to contemplate the global stakeholders was taken in order to model research that adjusts to time and depth conditions. However, within the collection of information, some references are made to these groups, but without the depth that was provided to the administrative groups.

With the construction of this document, it will be analyzed how the USR policies issued by the UOE affect the dynamics of the organizational environment and climate of the interest group studied. This is important for the academic exercise, in view of the strategic change that universities are assuming towards USR actions, such as social balances, transparency commitments, financial efficiency, alliances between the public and private sectors, training oriented to the needs of the region, and participation in social development policies, which enrich the organizations (Cuesta-Claros et al., 2022), which contribute to the substantive actions that by their nature higher education should advance.

It is also important to point out that although higher education institutions have carried out various studies on USR, very few have focused their attention on the behavior of their internal stakeholders, since they have been concerned about knowing and analyzing the actions that these institutions carry out for the benefit of underprivileged communities. Therefore, the implications of this study for research lie in this fact; however, higher education institutions must face the self-diagnosis of their own actions in USR, which serve as an inescapable path and promote development and social innovation.

In terms of academic practice, this research will provide a high exponential benefit to the interests of the UOE, as well as those participating in the region and in the national context, because the results will enrich the behavior of internal stakeholders that are part of higher education institutions, especially the administrative ones. Likewise, the results will serve to contrast them with those obtained in other international contexts, in view of the importance of USR practices and their implementation.

On the other hand, one of the motivations that led to the preparation of this manuscript is that universities, according to Vallaey (2020), must manage internal impacts, i.e., labor and environmental, in a socially responsible manner; labor includes the attention of all those who affect the behavior of educational management, be they students, professors or administrative staff. Consequently, in order to propose a policy that impacts the USR, the thinking of the academic community must be considered, in order to enable actions whose implication optimizes a physical and human environment suitable for work.

It is important to note that there is a gap in the literature on USR, despite the

various approaches that have emerged in this area in recent times. At the Latin American level, for example, a criticism of the narrowness of the concept of USR has been developing for several years, given that some universities have assumed it as a paradigm of social projection that tends to reduce the social responsibility of the university to a mere solidarity commitment with needy populations, completely covering all the internal problems of the university (Vallaey, 2014).

2. Theoretical approximation

Corporate social responsibility (CSR) is not a new concept; however, what is clear is that it has definitely gained some attention in recent decades due to, among other reasons, the increase in social, economic and environmental problems, and the increased responsibility that organizations have taken on these issues. Companies have recognized external stakeholders as critical factors in achieving their goals (Wang et al., 2023); however, some research shows that internal stakeholders have become key to success in every organization.

A large number of organizations are facing employee talent deficit (Almohtaseb et al., 2020; El Masri and Suliman, 2019; Leung et al., 2020). This is attributed to various factors that influence employee behavior. In the study conducted by Jones et al. (2016), related to the ideas on why most job applicants are attracted or indifferent, they proved to be attracted in a certain organization, due to the CSR practices it develops, since these, according to the respondents, send signals about values and principles, and generate a high commitment to the company and society.

The study also shows that when job seekers perceive that a company is socially responsible with the external environment, they are certainly also responsible when they attend to the needs of their employees; however, in some cases this is not the case, because some organizations prioritize institutional interests over the behavioral well-being of their employees (Rubio-Rodríguez and Santos, 2021). There are organizations with countless CSR practices to outsource, but employees do not receive fair treatment, contradicting the argument known as: “the employee is the best asset that an organization has” (Rubio-Rodríguez and Romero, 2018).

From the above, it can be expressed that internal corporate social responsibility, consists of those practices that are directly related to the work, physical and psychological environment of employees (Giang and Dung, 2022; Luu, 2020; Miethlich et al., 2023; Ramdhan et al., 2022). This type of responsibility is manifested in the interest in the health and well-being of workers, their training and participation in the business, equal opportunities, work-family reconciliation, among other aspects (Belay et al., 2023). Therefore, social responsibility is inconceivable without socially responsible management implemented on internal stakeholders (Wut and Ng, 2023) which, for this study, concerns the administrative staff of a higher education institution.

Therefore, internal corporate social responsibility actions provide the foundation and starting point for the development and implementation of broader CSR practices in an organization (Logsdon et al., 2022); they are the enabler of the success of these practices, and determine the importance of consolidating a solid CSR strategy as a source of competitive advantage and value creation (Abubakar et al., 2022), given that meeting the needs of internal human capital will determine the level of productivity,

customer satisfaction and, ultimately the financial success of the organization (Marchiori et al., 2022). Thus, satisfied and motivated employees provide better results to the CSR strategy (Hsieh et al., 2022; Loo-Zambrano et al., 2022; Miethlich et al., 2023).

Globally, internal corporate social responsibility is also recognized as an integral and unavoidable part of Corporate Social Responsibility (CSR) (Chatzopoulou et al., 2022); according to internal CSR practices universities have started to include non-financial information as an appendix to their traditional financial reports or as part of specific stand-alone non-financial documents, such as Sustainability Reports prepared according to the Global Reporting Initiative GRI (Nicolò et al., 2021; Trireksani et al., 2021). Meanwhile, Babalola et al. (2019) added with respect to employees, that ethical exercise refers to fair remuneration, effective communication, learning and development opportunities, fulfilling work, a healthy and safe work environment, equal employment opportunities, job security, competent leadership, community spirit and integration of social mission.

Under this context, within a more equitable society with favorable environmental conditions, corporate social responsibility manifests itself in organizations as an approach that combines sustainable development, social balance and business ethics (Fallah et al., 2022). It aims to provide responsible management that benefits stakeholders (Lopez-Concepcion et al., 2022; Waheed and Zhang, 2022). Currently, companies are facing changes in the business, political, cultural, technological environment, as well as climate change (Eggers, 2020; Liu et al., 2020).

Therefore, they are forced to rethink their policies, programs and standards that govern them, to the point of designing strategies that generate economic and social sustainability, and consequently a position in the market and obtaining greater competitive advantages (Desiderio et al., 2022; Papadas et al., 2019). From this point of view, the institutional levels of an organization focus on stakeholders, recognizing that all actions carried out, both internally and externally, will contribute to achieving these objectives (Rathore et al., 2022).

It is also binding to mention that internal CSR generates a competitive advantage in various sectors, including higher education (Hossen et al., 2020). Higher education institutions (HEIs) face intense competition and, therefore, must adjust to an ever-expanding global and demanding environment (Miotto et al., 2020). However, addressing this type of CSR implies being responsible for all the social effects and commitments that universities make to people (Ali et al., 2021; Haq et al., 2023).

Similarly, HEIs would be well advised to assess the effects of their operation on the people with whom they interact (Aburizaizah, 2022). To this end, they should promote and perpetrate actions that contribute to the welfare of these people, their families, and society (Ahmed et al., 2021); not only encourage actions that favor the institution in economic matters, but also directly or indirectly generate a positive effect on these groups (Komlenac et al., 2023). All this evidences the responsibility of an organization towards its internal stakeholders, such as its employees (Bocean et al., 2022; Tran et al., 2021).

That said, it is incumbent upon HEIs to be socially responsible to their employees, given that they are people who are conceived as active agents of society (Mahmud et al., 2023; Virador and Chen, 2023). Therefore, society is not entirely reflected in those

who make up the external environment; mistakenly, this is how it has been interpreted (Rubio-Rodríguez et al., 2021). In view of this, CSR has been consciously or unconsciously understood as an activity that benefits the external context of the organization (Rubio-Rodríguez et al., 2021), denaturalizing and ignoring the actors that make up the internal context of the organization.

Continuing with the internal context of HEIs, it is inevitable to qualify that any social action that tries to prosper in these organizations must concentrate efforts on the staff in charge (Blanco-Gonzalez et al., 2020), whose role is sometimes overshadowed (Vogt and Weber, 2020). For this reason, it is imperative the need to advance all actions that contribute in favor of the employee (Cachón-Rodríguez et al., 2021; Mohammed and Saadaoui, 2023); this means, that the terms and conditions of employment allow them to have a pleasant working environment, which directly impacts their lives, including that of their families, job security, good treatment, development opportunities, motivation, among others (Mutalib et al., 2023).

Unfortunately, internal CSR has not received the degree of attention it deserves (Bu and Chen, 2023), due to the fact that, as it is internal, it could somehow be hidden from public view. However, certain aspects of this responsibility have been incorporated as a requirement for quality certifications or CSR certifications (Restrepo, 2016). Under this purpose, as interpreted by Chatzopoulou et al. (2022), internal social responsibility is the corporate social part that manages the social, sustainable, ethical, humanistic and supportive way of a company. This process must be focused on a bilateral dimension.

Consequently, to speak of internal social responsibility in HEIs implies investing in enhancing the competencies of employees, contributing to optimizing their quality of life, and facilitating the establishment of a balance that generates respect for their human and labor rights (Amani, 2023). This implies the relevance of keeping the employee motivated while performing their daily functions (Kaur and Kaur, 2024), since this way they will be able to perform them with a greater sense of belonging. The human resource is the key element to achieve the sustainability of a company and the achievement of corporate success (Maskuroh et al., 2023; Sulistyaningsih, 2023; Wongsansukcharoen and Thaweepaiboonwong, 2023); the dedication of its members is essential for this (Faisal, 2023).

Finally, and by way of conclusion, universities are a key factor for the development of a country (Elmassah et al., 2022; Morawska-Jancelewicz, 2022); however, their contribution has been questioned due to the lack of social events (Torres and Sanchez, 2014). HEIs in the dynamics of the current century are immersed in various challenges, which must be addressed through the implementation of new intervention programs (Arocena and Sutz, 2021). To this end, these organizations must have clear policies on social responsibility (Coelho and Menezes, 2021), which allow them to respond with efficient social, environmental and economic actions (Chou et al., 2021).

3. Methodology

As will be mentioned later, the population studied corresponds to a higher education institution located in the city of Ibagué, Colombia. In this population, the

administrative personnel were selected as units of analysis, with the purpose of specifying the different phenomena as they occur in the real scenario, in order to later analyze the different variables that compose it. For this reason, and due to the fact of using the survey with a cross-sectional design, non-experimental research has been chosen.

Unlike an experiment whose purpose is to construct reality, in the non-experimental type of study a situation is not generated that influences the behavior of the independent variables, but rather, existing realities are observed that are not intentionally stimulated by the person carrying out the study (Hernández et al., 2014). For the purposes of this research process, we proceeded to analyze the concepts issued by the aforementioned actor, to determine the impact generated by the internal policies of university social responsibility.

In this order, the unit of analysis (administrative personnel) contains a number of people, whose behavior is influenced by two independent variables (USR policies and internal USR). Since this is a non-experimental research design, there is no room for any degree of manipulation, due to the fact that the independent variables are presented as an occurrence over which there is no direct control and influence.

To explain more clearly what is stated in the previous paragraph, it is necessary to point out that on the actions coming from the administrative body that have heterogeneous characteristics, it will not be possible to manipulate the way each one acts, nor to influence what social responsibility means for them. This is due to the fact that they are accomplished facts, which have already happened and it is inadmissible to modify them.

3.1. Population

In the research, the UOE's administrative staff was taken as the target population. Considering that the basis of the information constructed was based on data collected through surveys administered to the group of interest, it is necessary to establish a sampling strategy for the analysis of the information.

Regarding the university chosen for the study, it should be noted that it is one of the largest institutions of higher education in terms of number of students in Colombia. It has 16 campuses in the country, and has an academic population of approximately 51,000 students, 4610 professors and 2227 employees. In its 55 years of existence, it has graduated a total of 124,491 professionals in different areas of knowledge.

In this specific study, the population selected for the research was the Ibagué campus, considering it representative of the 16 campuses in total that make up the university. This campus is home to an academic community composed of 2699 students distributed among the faculties of business administration, public accounting, law, civil engineering, systems engineering and veterinary medicine. It also has 100 professors and 92 collaborators who serve the aforementioned community.

3.2. Sample

A non-probabilistic sampling was applied to the administrative staff, considering, among other aspects, their availability and time of permanence in the university and affinity with the subject to be investigated. The sample for this stratum corresponded

to 58 and was drawn from a population of 92 employees who are part of the university's departments.

It is important to indicate that one of the reasons why a non-probabilistic type of sampling was used in this research to select the administrative participants is due to the virtue of convenience sampling, since it is simple and allows collecting valuable information in many circumstances, especially when there are no fundamental reasons that differentiate the individuals. It is considered, then, that the 58 subjects approached managed to saturate the variables to satisfaction.

3.3. Data collection instrument

In fact, for the present work, a questionnaire addressed to administrative personnel was chosen as the data collection instrument. The purpose of the administration of this tool is to analyze the manifestations expressed by the agents of interest regarding the behavior of the university studied in terms of social responsibility, as well as the factors that intervene in its development. The instrument was applied randomly to administrative staff without distinction of position or status, since social responsibility policies should be instituted transversally throughout the academic community.

The questionnaire used was based on the manuscript prepared by Vallaeys et al. (2009), entitled: *University Social Responsibility. Manual of first steps*. This book was created to measure the level of social responsibility of higher education institutions. However, the axes of social responsibility referred to therein were adapted to the context and behavior of universities in Colombia. It should be noted that although the instrument proposed by the authors mentioned above was intended to be applied in Peru, and since this is a country with homogeneous characteristics to those of Colombia, it was decided to develop some questions whose answers would reflect the objectives of this research.

As for the validation of the instrument, we first appealed to the evaluation of two experts in USR, who agreed that the questions of the questionnaires, once completed, would achieve the purpose of the research. Subsequently, a pilot test was administered to validate the information to be obtained. This test was developed at convenience considering the availability of the chosen subjects. The instrument was filled out manually, and for the quantitative analysis of the data, the information was transcribed into the Microsoft Excel program. Once the questionnaire database was tabulated, the analysis was carried out to determine its reliability by calculating Cronbach's Alpha in the Statistical Package for the Social Sciences (SPSS)-version 21 statistical software.

For this pilot test, the overall coefficient of the instrument for administrative staff was 0.946. Therefore, it is concluded that the questionnaire is reliable and the results obtained will be consistent in the different applications. **Table 1** shows the responses to the items that make up the questionnaire applied to the administrative staff taken as a sample. It is significant to emphasize that, with the elimination of at least one of the items, it is not guaranteed that the reliability of the instrument will improve, so that retaining the original variables contributes directly to the fulfillment of the research objective.

Table 1. Total reliability statistics for the survey applied to the administrative staff.

Survey modules	Variables	Average of the scale if the element is eliminated	Variance of the scale if the element is eliminated	Item-total correlation corrected	Cronbach's alpha if the element is removed
B	PA51	60.97	390,320	0.749	0.942
	PA52	61.41	409,180	0.487	0.945
	PA53	61.03	397,249	0.709	0.943
	PA54	60.97	392,749	0.841	0.942
	PA55	61.34	407,663	0.526	0.945
	PA56	60.07	409,924	0.315	0.947
	PA57	60.52	382,830	0.787	0.941
	PA58	60.76	398,404	0.536	0.944
	PA59	61.45	414,399	0.396	0.946
	PA510	61.17	403,005	0.484	0.945
	PA511	61.21	394,956	0.760	0.942
	PA512	61.17	394,862	0.682	0.943
	PA513	61.14	397,123	0.575	0.944
	PA514	61.38	411,315	0.565	0.945
C	PA615	60.69	410,436	0.255	0.948
	PA616	61.14	395,337	0.730	0.942
	PA617	61.03	402,606	0.502	0.945
	PA618	60.69	423,507	0.023	0.952
	PA619	61.10	393,667	0.695	0.943
	PA620	61.00	385,929	0.829	0.941
	PA621	61.03	387,106	0.830	0.941
	PA622	61.14	390,337	0.756	0.942
	PA623	61.03	390,463	0.653	0.943
	PA624	60.83	388,576	0.798	0.942
	PA625	61.00	390,571	0.747	0.942
	PA626	61.21	402,099	0.627	0.944
	PA627	60.76	389,833	0.626	0.944
	PA628	61.21	390,599	0.814	0.942

3.4. Data analysis

The statistical tool chosen is: Generalized Additive Models for Localization, Scale and Shape (GAMLSS). For the analysis of the information, the GAMLSS library of R was used, which allows obtaining robust estimates and at the same time using the local statistical influence to measure the validity and sensitivity of the estimated model. In general terms, the estimated model for this study is:

$$Y = \beta_0 - \beta_1(X_1) + \beta_2(X_2) - \beta_3(X_3) + \varepsilon$$

It is necessary to clarify that the GAMLSS adjustment is not based on an exploratory factor analysis, since no new extracted factors have been used. This analysis arises from the implementation of multivariate or multivariate analysis by rotated components. It should be noted that the exploratory data analysis is performed initially to identify the behavior of the variables, to obtain descriptive results,

participation, frequencies and other related participations.

4. Results

Considering the variables, the chosen samples and the participants involved in this study, the model adjustment is carried out to achieve a significant representation of the data, where the response variable Y type Dummy “PA628” (1: The university does promote the link of university activities with the local community, 0: The university does not promote the link of university activities with the local community), is associated by means of a Logit link with the independent variables. **Table 2** illustrates the most significant variables that influence the implementation of USR policies among the administrative staff.

Table 3 shows the result after analyzing the parametric model.

Table 3 shows that the parametric variables PA625, PA623 and PA622 are highly significant, considering PA628 as a binary response variable and using a binomial distribution for this variable.

Table 2. Variables of interest in the implementation of internal university social responsibility policies among administrative personnel.

Dimensión	Variables	Meaning
C	PA621	Develops integration activities among its professors, employees and students.
	PA622	It gives importance to the development of the social skills of its employees (listening skills, effective communication, empathy, etc.).
	PA623	It has a system to help solve the problems of its low-income members.
	PA624	It has a clear, transparent and fair promotion policy.
	PA625	It holds forums and panels for its members to learn about the different positions on problems of national interest.
	PA626	It has written ethical criteria known to the university to guide the conduct of its members.
	PA627	Fulfills the commitments made to its employees.

Table 3. Parametric model estimation.

	Estimate	Std. Error	t value	Pr (> t)	Signif.
(Intercept)	0.9914	0.3757	2.896	0.0158	**
PA621	-2.5799	0.3348	-5.067	2.08e-06	*
PA622	-0.3187	0.3423	-0.656	0.6145	**
PA623	0.4355	0.4899	1.577	0.3288	**
PA624	-0.7912	0.7800	-1.487	0.1699	*
PA625	1.645	0.9916	-2.249	0.0344	***
PA626	-1.8810	1.5512	-1.670	0.0477	*

(*) Not very significant; (**) Significant; (***) Very significant.

At the same time, since GLM incorporates continuous independent variables that enter the model as smooth functions, the inclusion of the independent variables PA626 and PA624 is adjusted, incorporating them into the model as semiparametric variables, as shown in **Table 4**.

Table 4. Model estimation, using PA628 as a semiparametric variable.

	Estimate	Std. Error	t value	Pr (> t)	Signif.
(Intercept)	0.98831	0.4576	2.9555	0.0245	**
PA621	-0.6578	0.8300	-0.834	0.5334	***
PA622	0.7999	0.5718	1.9914	0.1634	**
PA623	-0.8721	0.7023	-1.9563	0.4915	***
PA625	-0.9211	0.6330	-1.817	0.1911	*

(*) Not very significant; (**) Significant; (***) Very significant.

Table 5 shows that there have been significant changes with respect to the previous model; in addition, the variable PA625 is no longer significant. Therefore, a new model is suggested in which the most significant variables are added to the mean, and the variable PA628 continues to enter the model in a non-parametric way. This leads to obtaining the optimal model.

Table 5. Best model estimation, using PA628 as semiparametric variable.

	Estimate	Std. Error	t value	Pr (> t)	Signif.
(Intercept)	0.81	0.55	3.26	0.23	*
PA621	-0.24	0.21	-0.89	0.61	**
PA622	0.89	0.95	1.2	0.97	*
PA623	-1.90	0.99	-2.53	0.06	***

(*) Not very significant; (**) Significant; (***) Very significant.

Figure 1 represents the influence for the binomial logistic model with Probit link. In this figure it is evident that the residual quantiles are dispersed in a range [-3, 2] which makes it possible to choose this model to explain the impact of internal MSW policies on administrative staff. This figure also shows that the distribution of the residual quantiles is normal, with a straight line fit, which presents representative data especially at the extremes of the distribution.

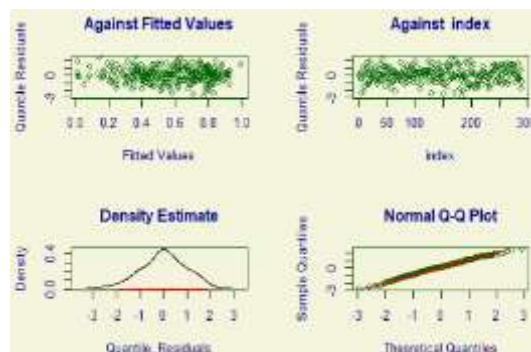


Figure 1. Influence probit link.

Table 5 shows the contribution in estimated probability of the first adjustment for each of the significant variables of the adjusted model. Thus, the best model is presented, once the most significant variables are included in the mean of the model and the PA628 variable is excluded.

General model:

$$Y = \beta_0 - \beta_1(X_1) + \beta_2(X_2) - \beta_3(X_3) + \varepsilon$$

Basic statistical notation, corresponding to the parameters of a Generalized Linear Model for administrative personnel where β_0 corresponds to the intercept of the model, β_1 Corresponds to the estimates of each variable X_1 , β_2 Corresponds to the estimates of each variable X_2 , β_3 Corresponds to the estimates of each variable X_3 .

Consequently, a particular model is derived from which the three variables that make up the estimates of the best model, using PA628 as a semiparametric variable, are part of. In this same order, it is possible to identify that the impact of the implementation of the internal USR policies of the university studied is determined by the variables PA621, which has a negative impact, PA622 positive impact and PA623 negative impact:

Particular model:

$$Y = 0.81 - (0.24) \times (\text{PA621}) + (0.89) \times (\text{PA622}) - (1.90) \times (\text{PA623}) + \varepsilon$$

The use of this model made it possible to identify the variables that have an impact on USR and therefore on the organizational culture of the university. Thus, for the administrative staff of the institution under study, there are several aspects that present shortcomings, which are related to the lack of integration between the agents that make up the internal and external levels. In addition, there is no evidence of processes that contribute to the solution of the problems presented by low-income personnel. However, the positive perception is related to the importance of the development of social activities that allow the interrelation of all stakeholders.

From this point of view, it can be seen that administrative staff perceive that internal USR policies have a negative impact. This is justified by the fact that the university's actions are not aimed at the welfare of its personnel. In addition, the creation of bonds of trust among the collaborating personnel is not promoted, which demonstrates a lack of policies aimed at assertively promoting the benefit of the personnel linked administratively. In effect, these shortcomings create a position of instability and insecurity among employees.

It is therefore important to know the perception of the administrative staff regarding the university's USR. However, this perception should not be taken only from the strategic or institutional level, since it is from this level that the policies in this area emanate, and therefore any information extracted from this management body could be biased. For this reason, it is necessary to collect the thoughts about the phenomenon under study at all the different organizational levels, since the concept issued by the highest management bodies may differ from the concept delivered by the members of the tactical and operational levels.

5. Discussion

In the results, it was possible to identify that the integration activities among collaborators are inversely proportional to the impact generated by the implementation of USR policies, which affects the job satisfaction of this group. In other words, the integrating actions carried out by the university for internal stakeholders do not correspond to the USR policies, and are not sufficient to stimulate their behavior. In contrast, according to Meseguer-Sánchez et al. (2020), the attempts of universities to promote peer-to-peer integration are perceived positively by various stakeholders.

This finding underscores the usefulness of paying more attention in fostering activities that engage staff participation, under the teaching of personal, social and environmental values.

Similarly, Wigmore-Alvarez et al. (2020) allude that the internal management of universities is similar to the effect that any organization produces on its workforce, whose prevalent characteristic is to keep the unity of its members, whether they are non-teaching staff, professors, researchers or students. This type of management correlates with internal USR, since they have in common to improve the relationship between employee and employer, trying to minimize the hierarchy and shorten the gap between one and the other, which at the whim of some employers sometimes becomes an unreachable imaginary line. As a result, university institutions cannot overlook the importance of cultivating healthy citizenship practices and values. Those that adopt these attitudes become exemplary communities of integrity, guided by unity and the common good.

From the foregoing, it can be highlighted that there are several effective ways to preserve the fundamental foundations on which trust, respect and friendship, among others, have been built in order to achieve environments of joy, unity and integration in different business environments. One of the ways consists of establishing internal USR policies that consolidate in employees the pleasant feeling of being immersed in the work and experiencing a strong sense of belonging to the organization. This argument is supported by Amani (2023), who points out that internal CSR practices adhere to specific ethical and moral standards, taking into account the welfare of employees. These practices involve ethical procedures that evidence the universities' commitment to social responsibility, ensuring the welfare of their staff. It is therefore a matter of political will on the part of the management bodies, in the pretension of structuring better organizational environments.

It should be noted, that some business units, in the desire to stand out in the society of consumerism, overlook the attention and support they should provide to their dependents, distancing them from any contact that leads to encourage their behavior (Da Silva and Dalmaso, 2019). Instead, it is crucial that organizations develop a culture and environment conducive to fostering employee engagement. It is also essential that they adopt various practices aimed at preserving such engagement, thus ensuring efficient work performance (Liu et al., 2022). Given this, social responsibility can stand as an internal and external practice, the impact of which approximates the expectation of improving the quality of life of employees and their families, the local community and society in general. However, institutions will not act responsibly in CSR matters unless they have invested sufficiently in internal CSR practices (Tran et al., 2021).

That said, these generalities also apply to higher education institutions, who responsibly or irresponsibly act to achieve different objectives, avoid potentially adverse events, remain vigilant and take precautions to avoid unfortunate outcomes (Vallaes, 2020). Despite this, no organization is exempt from going against its corporate principles and failing to comply with its social practices; but this does not mean that universities do not make their best effort to control the actions of their members and the direct and indirect impacts they generate.

In short, one of the great challenges faced by organizations is to motivate their

collaborators in search of achieving a good organizational climate; therefore, creating a positive work environment is vital for employees to increase their work commitment and, consequently, generate actions that result in the growth and development of organizations. This can be associated with Eide et al. (2020), when they stated that an organization should direct its attention to the behavioral state of its assigned personnel, and set motivational strategies that generate in them increased creativity and inspiration to overcome new challenges. This is also in line with Olafsen and Deci (2020), who state that higher levels of autonomous motivation lead to superior performance in complex tasks. Meanwhile, Blome et al. (2017) note that personal motivation influences firm strategy through the behavior of executives in leadership positions.

As a final result, the administrators argue that the university under study does not have a system to help solve the problems of its members with scarce resources. This variable significantly affects job satisfaction and, consequently, constitutes a poor practice of social responsibility. Among other research, Borkowski and Gaffney (2018) contradict this finding, since they consider that all stakeholders that positively affect the behavior of educational institutions should be considered a priority; of course, it is incumbent upon these to issue timely responses to stakeholder demands with greater transparency and accountability. Thus, universities should assess the needs of their members and contribute to their welfare and social and human development.

6. Conclusions

The present work has allowed us to conclude in general terms that the administrators consider that the university is not carrying out a work of social responsibility committed to the environment in which it operates. Consequently, it does not present a clear orientation in the execution of USR policies, which leads to unclear results and hinders the implementation of structured management policies aligned with a common objective. In this sense, any contribution aimed at facilitating social activities must be based on a leadership that favors the participation of all stakeholders. In this way, the type of leadership plays a fundamental role in the achievement of strategic objectives, since it serves as a basis for decision-making and guides actions for the benefit of employees.

Focusing on the final results, a recommendation lies in HEIs providing their employees with a positive psychological climate, good working conditions, organizational support, among others. This inspires them to give the best of themselves and to contribute, if necessary, added value to improve the institution's operations. In addition, employees perform better when they experience positive practices in their workplace, such as being treated with respect, having opportunities to develop their careers, getting rewards and recognition for high performance. This is because engaged employees are more inclined to perceive the organization as a healthy environment, which makes them more likely to support it in its operation.

Finally, universities, like any other organizational unit, should concentrate great efforts to implement strategies that facilitate the commitment of employees, since, as already indicated, it transcends in responsibility and stimulus for them. At this point, it is pertinent to make a brief digression to clarify that all activities carried out in favor

of internal stakeholders are linked to internal social responsibility and, as such, must be contextualized within that framework.

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