

## Impact of Social Responsibility on the development of Scientific Research

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### Abstract

Scientific research is the pillar of science and therefore the aim of every university, as well as the current university policies contemplate the development of an integral university committed to society, which is why within the quality standards University Social Responsibility (USR) is contemplated. In the research, we analysed the differences in the impact of social responsibility on the development of scientific research in Peruvian universities. Although there are several models and theories, as well as instruments to evaluate USR, the study used the questionnaires of [1]Baca et al (2017). The sample obtained is 108 theses corresponding to the periods 2017 to 2020, the design is non-experimental. The study concludes that there are significant differences between the two universities in terms of linking research with USR, and this may be due to factors related to unconnected policies between faculties.

**Keywords:** social responsibility, university, research, social impact.

### 1. Introduction

Today's society is facing major changes and transformations in activities such as science, technology and employability [2](Dasil, 2017). That is why educational institutions must play a fundamental role in the process of managing knowledge to students and thereby ensure from their quality models, as well as those that link skills to society, since as [3]Nussbaum (2017) mentions "acquiring internal skills is a fundamental source for life that allows for better employment, political participation and productive interaction with other people and society" (p.181).

Likewise, universities are opting to follow models of social responsibility, which for [4] Martínez (2011) is a set of innovative actions for the welfare of all stakeholders, which are based on compliance with laws and ethical values; for their part [5] Vélez-Romero and Cano (2016) specify that there are four types or ways of approaching social responsibility: governmental, in which the government bodies are responsible for looking after the groups under their authority or power; corporate social responsibility refers to organisations or corporations and they comply with orienting their actions towards all their stakeholders such as their collaborators, suppliers, shareholders and community; environmental social responsibility is very much in vogue in recent years and aims to contribute to the ecology and the planet and finally social responsibility in university institutions that have to do with actions that universities must comply with to contribute to a comprehensive and quality education.

[6]Vallaes (2014) argues that "University Social Responsibility is a new university management policy that is being developed in Latin America to respond to the organisational and academic impacts of the university" (p.

105). Although there is ample information on USR and advances in its understanding and implementation have improved significantly in recent years, some authors report that the studies carried out so far are only descriptive and are characterised by presenting assessments held by students, teachers, directors or administrators, [1]Baca et al (2017).

When linking scientific research and university social responsibility, it is necessary to clarify what the [7]University Law 30220 specifies in chapter XIII, art 124 "university social responsibility is the ethical and effective management of the impact generated by the university on society, due to the exercise of its functions: academic, research and extension services and participation in national development"; and as research is an essential and obligatory function for all universities, it must respond to the needs of society in relation to national and international demands.

[8]Marti-Noguera et al (2018), mention that the scientific research developed in higher education institutions should have a horizontal relationship, where both the university and society benefit from this exercise; This has nothing to do with the social aid that the university can provide to the community, here it denotes only a vertical relationship as it seeks to solve problems from a philanthropic point of view, really lacking the value it provides when social problems are analysed at their root; hence the opportunity arises for higher education institutions to promote the production of appropriate scientific research and carry out projects that are aimed at seeking the common good.

[9]Díaz and Pedroza (2018) consider that "today's society demands the training of professionals with innovative and entrepreneurial skills, capable of interpreting, making judgements, working in teams, in networks and applying and resolving problems in their environment" (p.65); therefore, university social responsibility must be managed transversally throughout the organisation, [10]Vallaey (2019) points it out as the "way of being and operating, required of all university functions and bodies, at all times, and in all details" (p.25). It is also important to emphasise that from the moment scientific research begins, it must be reliable and legitimate; thus, [6] Vallaey (2014) mentions that legitimising the university and the knowledge it produces within the framework of USR means ensuring that both the contents of training and research subjects contain a high cognitive demand, i.e. rational, that it must be fair, reasonable and logical, and that it must be scientific because it must obey the principles and methods of science.

Peruvian universities are currently paying more attention to scientific production; this is perhaps due to the framework of the [7]University Law 30220, where in chapter VI, article 48 clearly states that "research constitutes an essential and obligatory function of the university, which promotes and carries it out, responding to the needs of society through the production of knowledge and the development of technologies"; Likewise, the aforementioned [7] law establishes in chapter XV, article 124 that "university social responsibility is the ethical and effective management of the impact generated in society by its academic, research and extension services functions".

[10] Vallaey (2019) points out that Peruvian university law is unique in all of Latin America and probably in the world in determining how to make it compulsory for USR to work under a focus on impacts and not only as projection or social extension; in other words, it promotes a holistic and transversal approach throughout the university, and although progress has been made in understanding and implementing mechanisms and strategic plans oriented towards USR in Peru, there is still no evidence of how the scientific research produced by higher education institutions contributes directly to generating an impact on these approaches to USR. Under these considerations, the research poses the following problem: Are there differences in the impact of social responsibility on the development of scientific research in Peruvian universities?

### **1.1. Impacts of University Social Responsibility**

For [11] Medina et al. (2017), as universities are committed to responding to social demands, taking into account the needs and improvements that arise in the institutions, they must be under responsible conduct from teaching and research itself. They need to be in constant change and evaluation, which is why there are currently institutions that regulate educational quality, as well as ISO standards and norms that contribute to evaluating the organisational and functional criteria of educational institutions.

[32] The ISO 26000 standard and the [8] University Law 30220 consider that the university must manage USR from an approach of impacts: organisational, educational, cognitive and social; in other words, it must manage with all aspects in mind, which is why it must be transversal throughout the organisation in order to procure sustainable development.

The management of university social responsibility by impacts involves working from an integral perspective so that they are fair and sustainable and in this line [12] Navas and Romero (2017) refer that "from

this approach, USR goes beyond the classic model of social projection, which only covered the social impact" (p.189). Therefore, following [6]Vallaes (2014), it proposes four impacts:

(i) Organisational impacts; these refer to the internal management of the university itself, and have an impact on processes, the institutional climate, and the management of its economic and technological resources, with the aim of encouraging responsible and ethical organisational behaviour.

(ii) Educational Impact; here the curricular and training contents are managed with the aim of ensuring that the professionals who graduate are those that society needs and are committed to its development.

(iii) Cognitive impacts: this refers to the lines of research, their approaches, the process used to produce them, how scientific research is disseminated and promoted, with the aim of meeting the cognitive needs of the social environment.

(iv) Social Impacts: how the university manages to have a positive impact and link itself positively with society, for which its efforts must be aimed at promoting opportunities for more humane and sustainable development.

## 1.2. Research and University

Peruvian universities have been involved in research for many years. In 1968, thanks to the Educational Reform promoted by the government of General Velasco Alvarado, research was given the importance and strength to generate its production, considering research as a basic function of university entities, as established in the [7] Organic Law of the Peruvian University (DL. 17437, art. 4); at the same time, the National Research Council, now known as CONCYTEC (Sánchez, 2016), was created during these years [13].

Years later, the government of Fernando Belaunde ratified its importance as a basic aim of the university in the University Law N° 23733 of 1983, and although many universities were committed to carrying out relevant research from the undergraduate level where the thesis was required to obtain the academic degree, it was in 1992 during the government of Eng. Alberto Fujimori when Legislative Decree 739 was enacted, which approved the automatic baccalaureate and opted for three modalities to obtain the professional degree: preparation and approval of thesis; work of professional sufficiency and any other form that the university will consider, [14]Galán- Rodas et al, (2011); this measure brought as a consequence that scientific research was little present and required in universities, coupled with this to the increase of private university houses where it went from having 57 universities to 145, thanks to Legislative Decree 882 of 1991, leading to the absence of supervision of the educational quality of higher entities (Dager, 2017) [15].

In 2014 the enactment of [7]University Law 30220; in chapter VI art 48, specifies "Research is an essential and compulsory function of the university", thus giving importance to research and reminding universities of their mission, [16]Amézquita et al (2020) "a university that does not research betrays the very essence of the institution" (p. 34), and therefore fails to contribute to the development of the country by promoting poor quality research.

Universities, having research as one of their main and obligatory functions, can access research funding in order to promote academic excellence; they must also have a university research body, represented by the vice-rectorate for research, which is responsible for organising, guiding and coordinating the projects and activities to be developed in the various areas of study: Something important to highlight at this point is that universities must be in constant communication and coordination with private and public entities so that research is oriented towards solving the country's problems and is not just a requirement for obtaining an academic degree.

At present, there is evidence of progress in Peruvian universities, there are improvements in the quality of their research products, as well as their quantity, however it is not enough; we are still far from reaching countries in the region, Chile and Colombia that produce around 7,000 to 10,000 scientific products per year, while we reach 1,610 products per year according to [17] Chara-Saavedra and Olortegui-Luna (2019); if it is considered that in order for master's or doctoral students to have an optimal level in terms of research, the foundations must be laid from undergraduate level, and if they are not, [13]Sánchez (2016), considers that postgraduate students will have problems and setbacks to propose a research project for their future thesis both in the master's degree and with greater difficulty in the doctorate, since at this level the research is very demanding. On the other hand, [18] Ochoa and Cueva (2017) refer that as the thesis is a product that is more complex to prepare and is not as simple as an essay, for example, it is also possible that the student suffers a kind of blockage when developing it, which can lead him/her to abandon the project or to carry it out without the relevant scientific rigour.

[19] Tamayo (2004) points out that it is the basis of science, which starts from a reality, investigates it, analyses it, proposes hypotheses and establishes new theories, often with little knowledge of them, the author

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states that "to investigate is to see in reality what others have not seen" (p.40. ); for his part [20]Hernández et al (2014) considers that to study a problem it is necessary to apply a set of critical and empirical systematic processes, which is properly research.

Scientific research will start with the idea that what we have as knowledge is not enough to solve certain problems, part of what is called ordinary knowledge [21](Bunge, 2006); it also requires a method to be carried out, which will be the strategy of scientific research. There are many products resulting from scientific research carried out in universities, one of them that has regained importance is the thesis, the term thesis comes from the Latin "thesis" and means "conclusion, which is maintained by reasoning".

The thesis is a written study with scientific rigour, which every university student prepares at the end of their degree or programme and which is presented before a group of experts or a jury to obtain the academic degree, the comment of [22] Paré (2017) in this regard indicates "as is so often stipulated in university guidelines, the thesis makes an original contribution to disciplinary knowledge" (p. 410). The [7]University Law 30220 is very demanding in this regard and states that all universities have as the only way to obtain an academic degree, the submission of a thesis; with this guideline, degree courses, proficiency exams, presentation of reports, presentation of cases, etc. are no longer necessary to achieve the objective of the degree.

According to [23] Castro-Rodríguez et al (2020, p. 15) "theses are characterised by being unpublished and original and contribute to the scientific production of an institution when their results are published in journals and registered in databases"; likewise [24] Chambi (2017) states that a postgraduate thesis, being a scientific research, must leave clear evidence of the competences of the future doctor or teacher and therefore, it must be prepared with a high scientific rigour with the aim of contributing to knowledge and to the resolution of problems in society.

Therefore [25] Alvitres et al (2014) point out that in the professional training provided at universities, research represents an important means of achieving intellectual and social transformation if quality education is desired; they also refer that there are still universities that do not provide reliable information on how they are developing the relationship between research and professional training, which could result in students not developing their competences in an ideal way.

### Impacts of Research

For [27]Rodríguez et al (2016), the scientific research produced in universities "constitutes an integrating, central axis in the professional training process for the acquisition of knowledge, competences and skills of future professionals" (p.147), on the other hand, the [33]World Declaration on Higher Education in the 21st century states that "research should contribute to the cultural, social and economic development of societies"; under these two scopes, research responds to cognitive impacts and social impacts; [28]Sánchez and Zaldivar (2018) state that universities that are managed within the framework of social responsibility encourage their graduates to be scientifically prepared, starting with their training in the classroom, so that in this way society has socially responsible scientists and professionals who support and enrich research centres and public and private organisations with their knowledge and skills.

In this sense, it should be sought that these impacts are always of a positive nature, therefore [1] Baca et al (2017) refers that research must comply with having social relevance, provide solutions to social problems, promote inter and transdisciplinarity and the knowledge generated from it must be accessible to society; following [29]Concepción, et al (2019) another impact of the research generated in the university entities is the scientific progress, which will allow the generation of topics for the production and execution which are related to the interests and requirements of society and companies: Therefore, in today's modern environment, research is of vital importance for countries and communities because depending on what they find in a scientific way and how they apply this new knowledge through technology, cultural development will be achieved (Mercado, 2019) [30].

### 2. Methods

The study is framed in the quantitative approach, with non-experimental design and the data collection technique is documentary analysis; likewise the level is descriptive and comparative, because it will provide properties or characteristics of the variables and comparative because it will allow finding the differences or similarities between the variables, [20] Hernández et al (2014).

The population is constituted by the theses of a public university (EGV) and a private university (UNPW) in the master's and doctoral programmes during the periods from 2017 to 2020. In order to find the sample of 55 theses from the public university, systematic probability sampling was carried out and for the private university

the sample was 53 theses obtained by non-probabilistic convenience sampling; in this way a sample with a total of 108 evaluated theses was obtained.

Table 1: Sample Theses from Universities Graduate Schools

University	Programme	2017	2018	2019	2020	Total
Private university	Master's degree	2	10	14	4	30
	PhD	7	11	5	0	23
Public university	Master's degree	2	9	14	5	30
	PhD	7	12	6	0	25
Total		18	42	39	9	108

To evaluate the social responsibility variable, the instrument of [1]Baca et al (2017) was used, which consists of 40 items grouped into three dimensions (social accessibility, research and environmental management) based on the theory of social responsibility impacts and consists of a list of items with options of complies, does not comply and in process. Likewise, for the research variable through the documentary review of 108 theses from two postgraduate schools with a mention in university teaching from 2017 to 2020, a rubric was used consisting of five scales (does not comply, complies with some aspects, complies with several aspects, complies with many aspects, complies in its entirety) ranging from 0 to 4.

The study was carried out by accessing the virtual platform of each university to analyse the documents related to the responsibility variable, and to evaluate the research variable, all the theses selected by random sampling were downloaded. Finally, the comparative descriptive analysis was carried out using Spss 25 software.

## 2.1. Results

Table 2: Social Responsibility from research in two Peruvian universities

	Private university			Public university		
	C	NC	P	C	NC	P
Social accessibility	79%	16%	5%	84%	16%	0%
Research	92%	0%	8%	77%	23%	0%
Environmental management	75%	12.5%	12.5%	63%	37%	0%

C=compliant, NC= non-compliant, P= process

From the results obtained it can be seen that the variable social responsibility from research in both public and private universities in the social accessibility dimension, there is a difference of 5% that meet the criteria, as well as evidence that both theses of the universities evaluated present 16% that do not meet the criteria established in this dimension and 5% of the evaluated theses of the private university are presented as in process, compared to 0% of the public university that does not present any thesis that is in the process of considering social accessibility as part of the research. Regarding the research dimension, there is a significant difference of 15% of compliance with the criteria between the private university and the public university; in the scope of non-compliance, the private university shows 0% and in the public university it was found that 23% of the evaluated theses do not comply with considering the research dimension as part of the study; and finally, in the environmental management dimension, the evaluated theses of the private university show a difference of 12% compared to the public university.

From the result of the theses between a public and a private university on linking with society and internal partners; indicators 12, 16, 18 and 19, none of them complies in considering these indicators as part of their study. Likewise, there is a significant difference of 70% in indicator 14, where the public university in the

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writing of its studies contemplates the fulfilment of this indicator in the totality of the theses analysed, while the theses in the private university do not show in their studies the fulfilment of this criterion. On the other hand, indicator 15, also presented a significant difference of 74%, where the public university of the theses analysed complies with the criterion in 64% while the private university in 24%.

In the research dimension, the theses analysed from both universities do not show compliance with indicators 5, 8, 9 and 11 in their studies. Likewise, in indicators 1 and 3, there are significant differences, as the private university shows evidence of compliance in 55% and 74% compared to the public university, where it was found that no thesis complied with these indicators in their studies.

In the environmental management dimension and within the indicators with the greatest scope is indicator eight, where the private university presents 23% of its theses showing compliance with the indicator, compared to the public university where none of its research shows compliance. Likewise, of the theses evaluated in the public sector, only one thesis out of 55 evaluated complied with one of the eight indicators, while in the private university 15 theses comply with one indicator and 4 with four environmental management indicators.

The results of the evaluation of the methodological process of the theses of both universities, it was found that the indicators type and design of the investigation in the private university fulfil in their totality 45% and 53% against 73% and 89% of the analysed theses of the public university, another indicator with significant differences was the background where 36% of theses of the private university fulfilled in their totality with this criterion against 5% of analysed theses of the public university; in the content description indicator, 68% of theses from the private university fully met this criterion compared to 29% of theses from the public university; in the format indicator, 10% of theses from the private university fully met this criterion compared to 76% of theses from the public university; in the procedure indicator, 42% of theses from the private university fully met this criterion compared to 76% of theses from the public university; in the procedure indicator 42% of theses from the private university fully comply with this criterion and only 4% of theses from the public university; in the conclusions indicator 74% of theses from the private university fully comply with this criterion and in the public university only 20% of the theses analysed.

### 2.2. Discussion

The study reveals that the evaluated theses of the two universities comply with the criteria referring to the methodological process that all scientific research must present in order to be reliable in most of the evaluated indicators, finding significant differences in the following indicators: type and design of research; background, description of contents, format and procedure between the evaluated theses of both universities: type and design of the research; background description of contents, format and procedure between the evaluated theses of both universities, these results are related to those found by [24]Chambi (2017) when he conducted a documentary analysis of the master's theses in Education of a public university from the years 2012 to 2014 and where he found that the dimension theoretical framework, background, as well as the level of the theses in terms of scientific rigour was of medium level 36.1% and only 18.1% of the evaluated theses reached a high level; the difficulties found in the evaluated category were the analysis of the background and the theories used to develop the thesis. These results may be due to the progress that the Peruvian state is making in organising the universities and evaluating the licensing and denying others for not meeting the established criteria, bringing in consequence more organised universities, however, the licensing does not allow measuring the educational quality, nor the scientific production, perhaps these gaps are the levels still in process and non-compliance of the research analysed, as pointed out by [13]Sánchez (2016) when he refers that the postgraduate student will present problems to carry out a thesis because there is little impulse to research in the undergraduate.

### 3. Conclusion

The aim of the study was to find out the differences between a private and a public university in terms of the impact of social responsibility on the development of research. It is in this sense, that after the collection and analysis of data the study concludes:

There are differences between both universities in each of the social responsibility impacts of [1]Baca et al (2017), that is to say that they fulfil generating a social and cognitive impact, but not organisational and educational impact, likewise by not reaching 100% any of the dimensions evaluated it could also indicate that even the subject of RSU is in the process of being carried out in a transversal way throughout the University entity.

An average percentage was found that both universities do comply with the methodological development, however, the private university has a higher percentage in terms of the level of compliance, which leads us to conclude that the criteria and knowledge of the methodological process still needs to be reinforced in both universities.

The study also concludes that the dimension of environmental impact should be addressed in each school or university in a transversal manner in their programmes and curricula, thus complying with a management based on culture, society and the environment.

Finally, it is suggested to continue with studies on the impact of social responsibility for the development of research, considering a mixed approach where interviews with students, teachers and university hierarchical staff can be used.

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