

SOCIAL RESPONSIBILITY OF THE UNIVERSITY STUDENT IN THE FACE OF THE STATE OF HEALTH EMERGENCY, LIMA, 2021

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Summary

The objective of this research work was to analyze the social responsibility of the university student in the face of the state of health emergency. Lima, 2021. To fulfill it, a qualitative research was carried out since it focuses on the life experiences and perspectives of university students in the face of a health emergency. Among the main findings is that there is a notable difference in the appreciation of the concept of university social responsibility by university professors, since not all of them are career teachers, much less do they have job stability so that they can put into practice programs that allow them to develop activities within society. Most university professors are hired to teach certain subjects limited only to them; a fact that has undoubtedly been affecting the professional training of students by not perceiving any defined concept about university social responsibility and the role that as students they must assume in the face of the problems of society.

Keywords: Social Responsibility, University Students, Health Emergency.

1. Introduction

Social Responsibility is one of the most important tasks in companies that makes it possible to interact with interest groups on a voluntary basis, improving the social relationship with business operations. University Social Responsibility is not alien and begins to have a great impact on the development of societies, where the university influences students in the decisions they make to make decisions as a member of the community, basing their choices with the aim of reducing adverse impacts and optimizing beneficial impacts in the community context. of the environment (Jones et al., 2021; Rababah, et al., 2021).

In the same way, one of the objectives of University Social Responsibility is to promote research, teaching and community service as a collaboration with the social changes that occur by improving the standards of moral and functional impact, being a basic element for the professional training of university students that allows them to act in different scenarios. students must be in charge of socializing with each other regardless of nationality, race, or gender (Heath, 2021), having a favorable impact on their localities, while putting into practice the skills and experiences obtained in the classroom (Gómez et al., 2018, p.106; Zrałek & Kaczmarczyk 2020).

In order for university higher education centers to use USR, they must identify strengths and weaknesses within the university, establishing the needs of society, developing capacities that allow active intervention to attenuate obstacles within the university (Dima, 2016) with a biased universal procedure ensuring that everything that is done in a university is

compromised, avoided generating pernicious traces (Ursula 2016) In conclusion, the social responsibility instilled in university students will allow them to support the development of society by applying their acquired competencies in their professional training.

In the territorial environment, the idea of university social responsibility is limited to a group of activities towards the student focused on assuming social challenges, opportunities and participation in decisions about society. University social responsibility is the cause of university acts (Procalidad, 2018) on the other hand, it is a reasoning in academic history where it cooperates with the sustainable development and placidity of society (University Law 30220, art 124, 2014) focusing on the mutual benefit between it and extrinsic representatives (Sineace 2016) adapting to the suggestions of the community (Usil, 2018, p.17) has brought students closer to volunteer experiences so that they can put their professional skills into practice in social projects (Usil, 2018, p.24) concluding that the management for the development of USR depends on the proposals of society.

The university is not only for training, enrolling and obtaining the professional degree, but it is also for understanding, reasoning and proceeding taking great challenges in the face of local, national and global growth. By providing constant development, student inclusion in society will be achieved (Ortiz, 2017), so the U.S. must receive information with ethical, moral, and social values, which will give them a better quality of life economically, socially, and environmentally (Kiezel, 2021; Tryma, 2021).

The circumstances that are being experienced in the face of the health emergency generated an interrogation that, if university students have been adequately prepared by their universities, allowing them to carry out activities for the benefit of society (Arroyave, 2021; Garcés, 2000, p.23) in the face of this distressing situation, the purpose of this research study is to know the level of SR training of university students in the face of the state of health emergency, which in some way can contribute as another component in the training of RSEU (García et al., 2016).

The following question was considered as a general problem: What is the social responsibility of the university student in the face of the state of health emergency in Lima, 2021? Likewise, the specific problems were: (a) Is the university student committed to society to face its problems?; (b) Is the university student trained with values and principles that allow him or her to develop professionally? (c) Does the university student have knowledge of the social reality to face responsibility during the state of health emergency? and; (d) Is the university student committed to the neediest in society?

The justification will allow the researcher to indicate the reasons why it is being carried out and what its usefulness will be.

The theoretical justification of this research work is to know the different theories that are being generated in the realization of SR, within them we have instrumental, integrative theories, and theories on behaviors, these theories allow us to focus on the research topic to be able to focus on whether the Universities subject of this study are effectively fulfilling the functions set forth in the University Law and if these are reflected towards society; all the more so that society as a whole has a defined concept of what the role of the University in general is, and it is only considered as a generator of training of professionals, professionals who are not integrated into society, who are trained unaware of the problems of society, the main reason for the research work is to involve all members of the university community in a subject as sensitive as it is that of MSW.

In the same way, it has a methodological justification because it takes into account the use of general and specific methodologies, as well as the use of techniques with their respective

instruments, whose results serve as a contribution to the study proposed in this case and its application in subsequent research.

There is a practical justification when the application allows a difficulty to be solved or suggests tactics that when used will help to solve it (Bernal, 2010). The development of this research has its practical justification, which allows the development of strategies aimed at balancing all the theoretical knowledge of greater importance, managing to conclusively identify those that are linked to the sustainable and social development of the population and organization. It is very useful to professionals graduated from the university who will be able to apply the concept of social responsibility to the companies where they work.

In order to fully develop the research work, the epistemological justification is considered, because the research obtained from the study will allow us to understand the behavior of university students in the face of the health emergency; the justification of a research is the way in which all the needs that justify the completion of the thesis are described in a detailed and organized way (Álvarez 2020; Fernández-Bedoya, 2020; Hurtado, 2010).

Considering what has been stated above, the objectives for the problems raised have been considered, having as a general objective of the research was to analyze the social responsibility of the university in the face of the state of health emergency. Lima, 2021. The specific objectives were: (a) To identify whether the university student is committed to society in order to face its problems; (b) Describe whether the university student is trained with values and principles that allow him or her to develop professionally; (c) To identify whether the university student has knowledge of the social reality to face responsibility during the state of health emergency and; (d) to analyze whether the university student is committed to the neediest in society.

2. Objectives

2.1 General objective

To analyze the social responsibility of university students in the face of the state of health emergency. Lima, 2021.

2.2 Specific objectives

- a) Identify if the university student is committed to society to face its problems.
- b) Describe whether the university student is trained with values and principles that allow him or her to develop professionally.
- c) To identify whether the university student has knowledge of the social reality to face responsibility during the state of health emergency.
- d) to analyze whether the university student is committed to the most needy in society.

3. Methodology

3.1 Type and design of research

The type of research is basic because it originated from the objective of the research is to increase knowledge about the social responsibility of university students (Alvarez, 2020).

The research work has a qualitative approach since it focuses on the life experiences and perspectives of university students in the face of the health emergency we are experiencing (Fuster, 2019). The paradigm used as a foundation is interpretive naturalistic, which allows understanding, interpreting, and sharing understanding in a mutual and participatory way (Guba & Lincoln, 1994).

To develop this research work, we consider as a line of research "model of managerial tools" (UCV, 2018), work developed with the qualitative scientific approach, being focused on social practices as a characteristic of the study; for which the interview with semi-structured

and ordered questions was applied as an instrument for collecting information, which has allowed the unification of criteria which has allowed us to measure the behavior, experiences, opinions and perceptions of the interviewees (Arias 2020), obtaining important information from the realism studied based on the trajectory of the collaborators because this methodology does not adhere to a defined pattern, but it is endless and energetic, making it possible to make constant feedback and constant correction of the research with foundations that at the beginning went unnoticed.

There is no defined pattern in qualitative research, as it can change in each analysis that is done in the course of research development (Baena, 2017; Concytec, 2019; Hernández et al., 2014; Monge, 2011). At times, the questions and the statement of the problem can be altered in various phases of qualitative research, making it possible to add new ideas and theories that can improve the research.

To obtain the information that allowed us to reach the results of the research work by the interviewees, a computerized interview guide was prepared after a theoretical review and a prior analysis of the context (Arias, 2020).

We also use analytical and synthetic methodology; since, at the beginning, information related to the question of analysis was investigated, allowing us to disaggregate the interviews obtained to the degree of indicators, then through triangulation schematize them. The use of this methodology allows us to collect data from various sources: manuscript, verbal or representative of realities of a certain period and place; To obtain it we rely on the inductive method, because it structures, studies and analyzes the information obtained. We must express that the analytical procedure is a course that allows us to reach a conclusion by segmenting a fact into primordial pieces that allow us to study and deduce, and then originate wisdom (Ñaupas et al., 2018; Pandey & Pandey, 2015; Schettini & Cortazzo, 2015).

With respect to the research design, it is phenomenological, allowing us to explore, describe and understand the experiences of university students regarding their experiences related to social responsibility during the health emergency (Hernández, 2014, p. 493).

There are several qualifications that allow determining this adapted procedure in qualitative research, although most agree that it is a method of in-depth analysis of a unit of study to respond to the statement of a problem, and to propose a modern pragmatism. This method of empirical inquiry had its beginnings in medical and psychological research and was later used in the fields of sociology and education to qualitatively estimate sociological phenomena. This method is used in systematic investigations of specific phenomena, therefore, its application in the field of science is wide. (Hernández et al., 2014; Monge, 2011; Ñaupas et al., 2018).

In the research work, the inductive method has been considered for scientific rigor, due to the diversity of procedures that is used to be able to reach global conclusions from specific cases, based on the analysis of the data obtained from the objectivity studied. In a social event, one has to examine, analyze, understand, and assent to the similar characteristics of a problem in a particular objectivity, and from there to erect a proposition. We can deduce that in this procedure there is a deduction that concludes from the particular to the general in a systemic and scientific way, knowing that there is no pure inductive model since it always starts from prisons that have already been carried out prior to the study (Abreu, 2014; Andrade et al., 2018; Ogliastri, 1987).

3.2 Study scenario

The research work was carried out in the city of Lima, during the year 2021, with students from various universities, various academic semesters, various professional careers and

various universities, with their study venues located in different districts. The first participant is in the tenth academic semester of the professional career in human medicine at the UPC, the second participant is in the ninth semester of the professional career in banking and insurance administration at the UTP located in the district of Lima Cuadrado, the third participant is in the seventh semester of the professional career in business administration of the UNTELS located in the district of Villa el Salvador and the fourth participant is in the fourth semester of the professional career in business administration of the UNTELS located in the district of Villa el Salvador and. the fourth participant when he was interviewed in the tenth semester of the professional career of Accounting at the UPSJB, located in the district of San Borja.

3.3 Participants

In the study, 4 university collaborators voluntarily participated, which are grouped into students of different genders: two male students, one is studying the tenth academic semester in the professional career of medicine at the UPC and the second informant is in the tenth cycle in the professional career of accounting at the UPSJB; and the two female students, one student is in the ninth academic semester in the professional career of banking and insurance administration, the second informant is studying the seventh academic semester in the professional career of business administration at UNTELS. Likewise, it should be indicated that they are university students from different professional careers and studying different academic semesters, who gave their consents to be interviewed.

3.4 Data collection techniques and instruments

For the information collection process, the interview technique was used, which involved human interaction. A technique that allowed the collection of data, which lies in collecting information through a direct cause of correspondence, allowing us to dialogue with another person or people by commuting the testimonies (Bernal, 2010; Carhuacho et al., 2019; Hernández, et al., 2014).

The instrument for collecting information was the interview card, called the interview guide on university student responsibility, which is the interviú model that contains fixed ideas, questions and aspects to be distinguished in a conversation, being a support that allows us to remember what should be done in an inquiry regarding different subjects (Carhuacho et al., 2019; Useche et al., 2019), the author being César Trujillo Hinojosa, whose objective was to analyze the social responsibility of university students in the face of the state of health emergency in the city of Lima. The questionnaire was administered in a time of 40 minutes per employee, with a structure of 05 questions.

The semi-structured interview was applied, because this type of interview gives the opportunity to be able to reask questions based on the answers given by the interviewees. The advantage of the semi-structured interview is that it has allowed us to ask questions that were not considered when preparing the question guide. It also allowed the interviewee to feel good, since questions related to his answers to society were asked.

3.5 Procedure

The following procedures were followed:

to. The qualitative research work has been analyzed in the districts of Chorrillos, La Molina, Lima mercado and Villa el Salvador, where the branches and headquarters of the universities UPC, UPSJB, UTP and UNTELS are located, applying the established rules on the development of the social responsibility of the university in the social environment that is immersed.

- b. The approach to the problem was formulated where the category "Responsibility of the university student" was taken out.
- c. The time and place to be able to carry out the interviews were coordinated with the participants, being flexible with the place and times proposed by the interviewees (Schettini & Cortazzo, 2015).
- d. From the analysis of the theories, the following subcategories were obtained: Identification with society, Respect for human rights, Social work, and University volunteering.
- and. The interview guide instrument has been developed with an assertive language for daily use by the interviewees, taking into account their culture and customs.
- f. Data collection was through the interview guide.

3.6 Data Analysis Method

The triangulation of the methodology for obtaining information methods of collecting information that allows collecting from various sources of dissemination and methodologies for collecting information since there is an abundance, capacity and spaciousness of information, if its magnitude and intensity of information do come from various actors in the process, from various informants and from a range and ways of obtaining (Hernández, et al., 2014; Seid 2016).

The triangulation method allowed us to decompose the interviews according to the categorization matrix, then we merged it according to the a priori codes that were presented in a network for subsequent analysis together with the theory and the legal basis, increasing the value of the plan by aggregating wingspans from different bends, making it possible to ensure that the elaboration of the work does not eloquently affect the positive or negative initial understanding (Ander, 2011; Laura, 2016; Lumbreras et al., 2018).

The information from the application of the interview guide was considered, the researcher points out that the following guidelines were evidenced for this such as (i) reliable transcription of the interview dialogue, (ii) the grid that was related to the organized information based on criteria aligned with the objectives of the research, (iii) the coding that, was the definition of indicative segments in the context of the study, (iv) the analysis of information by thematic axes, linked to the general objective and the specific objectives, and (v) the synthesis, which was the consolidation of extracts of the opinions provided by the interviewees, reflected in the conclusions (Seid, 2016), (see Annex 5).

The formulation of axial coding ends with the development of the scheme known as the "coded paradigm", demonstrating the relationships that exist with all the elements (Hernández, et al, 2014).

In order to proceed with the triangulation method, axial coding has been performed to the category and subcategories.

Congestion appears at the moment when new categories or descriptions of events are no longer presented in relation to the study in question (Hernández, et al, 2014).

In the research subject of study, the category Responsibility of the university student was categorized as C1 and the subcategories as SC1, SC2, SC3, and SC4.

4. Results and discussion

4.1 Preliminary considerations

It is important to know what have historically been the contributions of the scientific community to the treatment of the variables raised in this research, in order to know the orientation of the research that has been carried out around Social Responsibility, University Students and Health Emergency at a global level, before landing the results of this research. To this end, the following is the map of co-occurrence of keywords, made through the

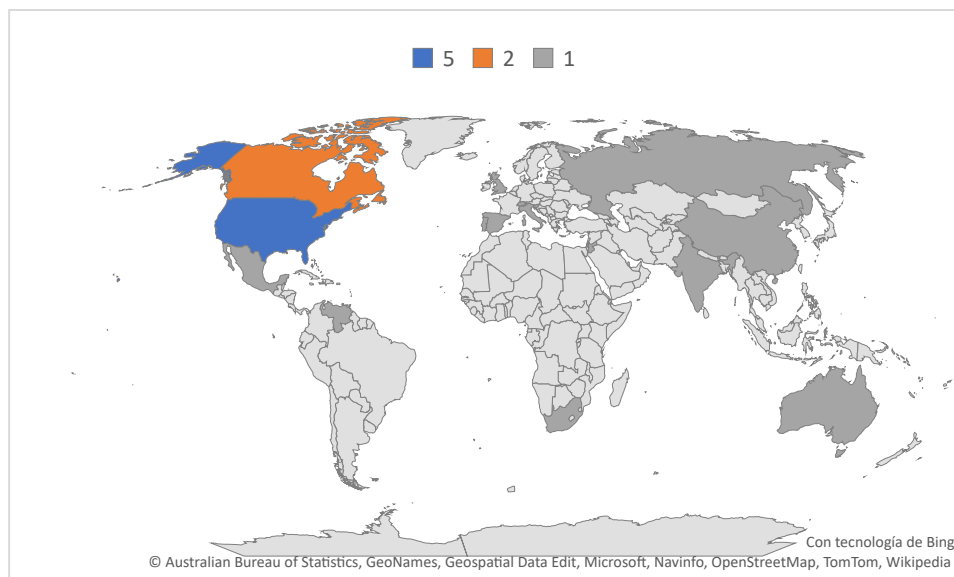


Figure 2. Distribution of scientific production by country of origin
Source: Own elaboration (2024); based on data provided by Scopus

Figure 2 clearly illustrates the distribution of scientific production in the world, highlighting the United States as the leader in this aspect, followed by Canada and several European countries with notable contributions. This distribution may reflect factors such as investment in research and development, academic and scientific infrastructure, and policies to support research in these countries.

Colors and Levels of Scientific Production:

Blue (5): Indicates the highest level of scientific production.

Orange (2): Represents an intermediate level of scientific production.

Gray (1): Shows a basic level of scientific production.

The non-colored countries do not have significant data on scientific production in this graph.

The participation of Mexico and Venezuela stands out as the only Latin American countries that have contributed bibliographic resources related to the study of Social Responsibility, University Students and Health Emergency during the period 2013-2023 according to Scopus.

4.2 Discussion

The writing of the results writes down the opinions and points of view of the informants, who express their point of view and may be similar or contrasting (Izcara, 2014).

The discussion is the way in which the conclusions are interpreted by the researcher both to what has been raised and to what other authors have found on the investigated topic, giving meaning to what has been found which will allow us to know if it answers the research questions (Aceituno et al., (2021).

In order to collect information, the semi-structured interview technique was used, which made it possible to know how the behavior related to the social responsibility of university students in the face of the health emergency in the city of Lima is. To obtain information, it has been taken into account that the interviewees are from different universities and different

professional careers, this ensures that the answers are transparent since each university has a different curriculum and therefore the teaching of social responsibility is in accordance with the criteria established by each university center. The total number of interviews that were conducted were with four students who are studying different academic semesters, being made up of two women and two men. The first interviewee is a student at the Peruvian University of Applied Sciences (UPC) and is studying the X cycle of the professional career of Human Medicine, the second interviewee is a student of the Technological University of Peru (UTP) and is studying the IX cycle of the professional career of Administration, Banking and Finance, the third interviewee is a student of the National Technological University of South Lima (UNTELS) and is a student of the professional career of Business Administration and, the last student interviewed is from the San Juan Bautista Private University (UPSJB) and completed the X cycle of the 2021-1 professional career in Accounting. All the students interviewed gave their consent to be interviewed.

The intention of identifying the social responsibility of university students in the face of the state of health emergency in the city of Lima motivated this work, whose general objective was to analyze the social responsibility of university students in the face of the state of health emergency. Lima, 2021. The specific objectives were: (a) To identify whether the university student is committed to society in order to face its problems; (b) Describe whether the university student is trained with values and principles that allow him or her to develop professionally; (c) To identify whether the university student has knowledge of the social reality to face responsibility during the state of health emergency and; (d) To analyze whether the university student is committed to the neediest in society.

The information in this chapter has been organized according to the objectives of the research and considering the manifestations.

With regard to the general objective, to analyze the social responsibility of the university student in the face of the state of health emergency. Lima, 2021, the interviewees agree that social responsibility is the way in which we are involved with the study of the career and the optimal academic performance to be able to assume the problems of society and the way to act explicitly with the knowledge acquired, in this sense the statements of the students indicate that the responsibility of the university student is understood as:

(...) a critical attitude towards the problems of society, as well as contributing to the development of social welfare (E1).

(...) activities and responsibilities of the studies I am doing (...), how much the student is involved with their career studies and their optimal performance. (E2).

(...) it is the ability to be aware as university students not only of our actions, but also of the responsibilities we are towards others, our society and our way of acting towards others (E3).

(...) learning everything taught to the maximum, in this way they will be able to make a great contribution to society with the knowledge acquired (E4).

The interviewees are able to describe precisely how they apply social responsibility as university students:

(...) While in catechesis, we went to a shelter for people who had different limitations (...)
(E2).

Yes, in our country it is easy to identify with difficult situations that are related to social responsibility, thinking of others and being empathetic in putting ourselves in the place of the people who need our help (...) (E3).

I made social projections, to low-income households as well as to an early education center, at the university we held counseling days (...) (E4).

As can be seen from the results obtained regarding the identification of the social responsibility exercised by university students in the State of Health Emergency that has been going on for two years, students at the individual level perceive from different angles the different commitments that they have been implicitly assuming as university students where the explicit projection has been limited and basically the contact with society has been made through the through social networks.

We must consider that the university interviewees agree that the social responsibility assumed basically focuses on the study they carry out, as part of their professional training, which will be for the benefit of society, which is why all the interviewees feel satisfied carrying out their higher studies, which in the future will revert to society where they will assume a critical attitude towards the problems of society, as they have been doing before the declaration of the State of Health Emergency.

It is important to rescue the participation that students had when they carried out face-to-face classes a direct identification with society, there being concern to support and interact within society by carrying out promotional activities, thus fulfilling the social responsibility that every university student must assume as part of their professional training.

The findings described in previous paragraphs fully coincide with Severino-Gonzales et al. (2019) and Alhoish (2018) who stated that females are more easily involved in community activities, have more community commitments than females, and there is no motivation for them to develop social responsibility as students.

On the other hand, it is important to consider that within the results of the research it has been possible to consider the theory of the Behaviorist School, the same that allowed us to explain the behavior of the interviewees in relation to social responsibility where it is based on the fact that nothing is unconditional and that all elements are dependent on another (Chiavenato, 2014); This fact leads us to reflect on how the curricular meshes have been structured, since necessarily the social responsibility of the university student must be considered in a transversal way in all subjects, especially those that are intimately related to the specialty, only in this way can the student assume a role that allows him to assimilate and evaluate the problems of society focused on the professional career and in this way be able to identify how to it must act in the face of the social responsibility that the student must assume in society, where students give more importance to social responsibility from the social identification and recognition of personal values (Pegalajar-Palomino et al., 2021).

There is also a coincidence with what Milton (2019) states that the concepts of SR that students have are minimal and vary according to the professional career they are studying.

With regard to the first specific objective, to identify whether university students identify with society in order to face their problems, the interviewees state that knowledge is basic for identification with society and the degree of influence of the educational level on identification with society. Therefore, university students point out that identification with society occurs when:

(...) People recognize their place in society. (E1).

(...) the way we complement each other and feel that we belong to the same culture (...) (E2).

(...) we identify with our society in the face of problems, its deficiencies, limitations and that we are part of this society. (E3).

(...) way of contributing to society, showing through actions (...) (E4).

To improve society individually according to explicit projects, they stated:

(...) that improving it will depend on each one of us (E3).

(...) are actions in the sense of relevance that the person feels (...) (E4).

They also collectively expressed their opinion on the influence of educational level on identification with society:

(...) the educational level is directly related to identification (...) (E1).

(...) For a constructive contribution to society, the university student has the mission of contributing and giving progress to society thanks to his training (...) (E4).

(...) The university student will always highlight their skills and the educational level of the people does not influence their recognition. (E2).

Not necessarily, the level of education has to influence to identify with society (...) (E3).

University students identify with society in the face of explicit problems, and improving it will depend on each one since the mission of a university student is to contribute to society, in the same way the educational level of the university student does influence the implicit projects that one has with society to promote social progress at an individual or collective level.

Contrasting the opinions given by students regarding their identification with society, Peralta (2021) states that there is a low experience among university students about the USR approach, due to the fact that teachers do not highlight the importance of SR in HEIs, which is demonstrated in the conclusions of this paragraph where students state that teachers and universities do not express an interest in promoting SR.

In the same way, Niebles-Núñez, et al. (2018) that teachers are the ones indicated to lead a teaching-learning process capable of motivating students to the university social vocation, strengthening the student to promote solidarity, leadership, the exercise of participatory democracy, the motivation to achieve and the values of integration

For his part, La Cruz (2021) indicates that the influence on social recognition considering the training that allows them to place themselves at an educational level in the face of society's perspective.

Regarding the second specific objective, to describe whether the university student is trained with values and principles that allow him to develop professionally, the interviewees express their knowledge about respect, protection and freedom influences social responsibility, they stated the following about respect for human rights:

(...) it is everyone's duty. All authorities within the scope of their competences have the obligation to promote, respect, protect and guarantee human rights (...) (E1).

(...) Human rights reflect values and values are reflected in human rights (...) (E2).

(...) of great importance to be able to live with others (...) (E3)

It is the empathy that the student shows towards others, respecting life, physical and mental health (...) (E4).

(...) the authorities within the scope of their competences have the obligation to promote, respect, protect and guarantee human rights (...) (E1).

In the same way, they indicated that as they acquire formative knowledge at the university, the perception they have about respect for human rights influences:

(...) *Quite a lot, since those people who recognize their rights can play a more important role* (...) (E1).

(...) *a lot because social responsibility contemplates human rights. These rights will be a guide to carry out a social responsibility plan.* (E2).

(...) *to a certain extent in social responsibility and that this will depend on the perception of each one of us, since we do not all have the same perception of justice* (...) (E3).

(...) *in this way, they generate a greater commitment to the obligations we have as citizens to society* (...) (E4).

One of the interviewees gave an example to strengthen the concepts referred to by each of the interviewees about respect for human rights.

(...) *there are certain rules that tell you what is fair, but that many times the theory is different from the practice* (E3).

It is important to relate the second subcategory that is focused on values and respect for human rights, which despite the fact that they have not been properly treated within the University as a subject, university students in one way or another have knowledge indicating that they must be respected, being oriented so that both the authorities and citizens respect and exercise their rights respecting each other among the members of society. reason why they are aware that human rights are intimately related to the objectives of freedom, the same that are aimed at overcoming the deficiencies and inequalities that exist within society, and the only way to do so is by actively participating by assuming social responsibility of the university and to make known that the fulfillment of human rights will protect us in a better way and only in this way will it be possible to overcome the index of human development. There is a lot of agreement with what Castilla-Polo (2020) stated about the perception and its repercussions in terms of benefits and costs after students have received training, where important knowledge is provided for university and business school managers to take advantage of when planning or modifying curricula related to SR.

Regarding the third specific objective, to identify whether the university student has knowledge of the social reality to face a responsibility during the state of health emergency, the interviewees expressed the importance of social work to face a responsibility for community well-being, highlighting that social work:

(...) *it is a discipline that aims to help the development of healthy human relationships and promote social changes that allow people to have a better quality of life* (E1).

(...) *set of activities for the benefit of others. Social work is that which is given to provide help to people, (...) in search of the good at the level of the individual and as a society.* (E2).

(...) *it is to help the development of a society and for people to have a better quality of life* (E3).

(...) *they are tasks and procedures that are done for the benefit, improvement and progress of society* (E4).

They also expressed their opinion on whether university education influences social work for the well-being of the human being:

If it influences (...) it depends a lot on the person and his willingness to carry out actions for the benefit of the well-being of others. (E2).

(...) it is true that this will also depend on the importance that teachers give to education to train conscious students to carry out social work that helps others, but I must emphasize that not all teachers give it much importance to talk about social responsibility, if this is not their topic (...) (E3).

(...) A person having a university education becomes someone who can contribute in a higher or greater way to the social work they want to do. The contributions it offers have a vision much more enriched in ideas due to the acquired preparation of knowledge (E4).

(...) but university teaching does not necessarily lead to social work. Many universities do not encourage students to carry out these social tasks (...) (E1).

University education influences social work.

(...) but if teachers taught us to do social work and that they were part of it, this would positively influence us as students and society (E3).

Social work is another challenge that the university student must assume as part of social responsibility, it can be considered that there is a notable difference in the appreciation of the concept of university social responsibility by university professors because not all of them are career professors and much less have job stability so that they can put into practice programs that allow them to develop activities within society. most university professors are hired to teach certain subjects limited only to them; a fact that undoubtedly has been affecting the professional training of students by not perceiving any defined concept about university social responsibility and the role that as students they must assume in the face of the problems of society, there being a concordance on the part of the author, where he demonstrated the concept that university students have about USR, and demonstrating that there is knowledge and practice of USR, but that identification is low (Vargas, 2017) since some students have an intuitive concept of SR (Pabian 2019).

Coinciding with what was stated by the authors Castillo-Mori, et al. (2018); Condori and Reyna (2019) who state that in order to assume a position on social responsibility, it depends on age, academic grade and performance, and the cognitive factors taught in universities are the right ones.

There is also agreement with what was stated by Coelho and Menezes (2021) where they verified that there is the capacity for learning and change on the part of students with projects that reinforce connectivity with society that are opportunities to acquire significant knowledge and put it into action by focusing on solving problems of reality, depending on the importance that teachers give to the issue of social responsibility.

The contribution provided by García (2018) where he states that awareness practices are important to develop SR in a community where social values are included for the construction of an environmental culture and integral management, there is a coincidence when students state that teachers must positively influence by teaching how to carry out social work for the benefit of the community.

Regarding the fact that there is no influence of the teacher to carry out social work, Hurtado et al. (2020) stated that everything depends on the appreciation of the concept of USR by

university educators, which affects students by not perceiving a clear concept of USR. It coincides with what was stated by the students who state that there is influence on the part of decent people, but that it depends on how they identify and develop it.

Regarding the influence of teaching, there is agreement with Nuchprasop and Intarakamhang (2017) and Brayraktar (2016), who consider it useful in the forms of planning to improve the support of the university to raise awareness and promote socially responsible actions among the new generation.

Another very important aspect expressed by the students is that there is not a good implementation of knowledge about USR, agreeing with Romaní (2019), and Arias et al. (2021) who state that the asymmetry that exists between theoretical knowledge and curricular meshes must be shortened, which must be reviewed since these are not met.

In the same way, there is agreement when Mackiewicz et al. (2018) state that the main responsibility of a university is to provide education with adequate quality focused on the needs of the labor market and the community.

As for the fourth specific objective, to analyze whether the university student is committed to the most needy in society. The interviewees expressed their level of commitment to society through university volunteering, which they understand as:

(...) volunteer work projects that promote the link between university institutions and social organizations with the community (...) (E1).

(...) set of activities in order to provide some service in a manner not subject to an economic incentive (...) (E2).

(...) act of a university student who voluntarily dedicates his time to provide help (E3).

(...) way that the student would contribute to society, with specific tasks and a common purpose (E4).

(...) University volunteering is even deeper than just providing help, since it is training the university student to have a clear vision of the needs of society that need to be met (E2).

Likewise, on non-profit jobs for free and without ties, university students give their concept on the importance of education to take on volunteering:

(...) the importance is in what academic degree volunteering gives you (...) (E1).

(...) It is important because the more knowledge you have about social conditions, the clearer you will be about the needs and therefore the promotion of help on a voluntary basis (...) (E2).

(...) It is very important, because volunteering is a way of integrating into society by promoting rights and also defending them.

By taking on volunteering, the person becomes a point of example for the people around him (...) (E4).

(...) Education does not guarantee that we want to be part of volunteering, since many people do not have to have too much education to realize that there are those who need our help (...) (E3).

(...) not only educated people are those who volunteer, helping depends on the spiritual formation and values that the person possesses (E2).

(...) but very rarely are we part of them, I suppose, because there is no one to motivate us or inform us more about taking on volunteering (E3).

From the answers given by the interviewees, it can be rescued that in order to be committed to the neediest in society, university volunteering is developed where they state that they are a set of activities or work that they develop for free, promoting university links with the non-profit society, and that they are very rarely part of the volunteering that promotes personal well-being because there is no one to motivate them.

In the state of health emergency, due to the nature of it, university volunteering has not been possible, since the social distancing decreed by the government has limited university students from carrying out some type of volunteering either in a production center or marketing companies, since access to work and production centers was restricted. moreover, this limitation also occurred in the social environment, which has not allowed university students to carry out any work of projection to society.

Coinciding with what was stated by Sarmiento-Peralta et al. (2021) who stated that social sensitivity, virtuous behavior, and social behavior are motivated through activities. The objective is to specify the social responsibility of university students from the perspective of volunteering, a virtuous behavior, according to the years of university studies and the experience of volunteering where university students who have more than two years of studies have.

Reviewing the work of Bucha (2018), there is a relationship with the findings he made where he demonstrates that the activities promoted by a socially responsible university and that the professional education of university graduates manifested the results of several discrepancies between the expected and acquired competencies of university graduates in the work exercise and the use of knowledge obtained in professional practice, there being greater inconsistency in the adaptation of legal and specific rules and acquired work experience

5. Conclusions

During the development of the research, an attempt has been made to explain the behavior in terms of the social responsibility of university students in the face of the health emergency we are going through.

First conclusion

The identification with society of university students in the face of explicit problems, and improving it will depend on each of the students since the mission of a student is to contribute to society, in the same way the educational level of the university student does influence the implicit projects that each one has with society to promote social progress on an individual or collective level.

Second conclusion

Regarding the values and respect for human rights, students are aware that human rights are intimately related to the objectives of freedom, the same that are aimed at overcoming the deficiencies and inequalities that exist within society, and the only way to do this is by actively participating by assuming the social responsibility of the university and to make known that the fulfillment of human rights will protect us in a better and better way. only in this way will it be possible to exceed the human development index.

Third conclusion

There is a notable difference in the appreciation of the concept of university social responsibility by university professors since not all of them are career professors and much less do they have job stability so that they can put into practice programs that allow them to develop activities within society, most university professors are hired to teach certain subjects limited only to them; a fact that has undoubtedly been affecting the professional training of

students by not perceiving any defined concept about university social responsibility and the role that as students they must assume in the face of the problems of society.

Fourth conclusion

In order for university students to be committed to the neediest in society, university volunteering is developed where students state that they are sets of activities or work that they develop for free, promoting university links with the non-profit society, and that they are very rarely part of the volunteering that promotes personal well-being because there is no one to motivate them.

6. Recommendations

First recommendation

Communicate and recommend to the authorities that run the universities: Peruvian University of Applied Sciences, Technological University of Peru, National Technological University of Villa el Salvador and the San Juan Bautista Private University, carry out community activities where students apply their acquired knowledge according to the academic semester they are studying, developing social responsibility activities, solving social problems that may arise.

Second recommendation

The universities UPC, UTP, UNTELS and USJB, in addition to the development of the different subjects, must promote moments of reflection on respect for human rights, including as part of the training of the social responsibility of the university, which will allow them to coexist in a society, sending reports related to the development of activities to the Heads of the respective professional careers.

Third recommendation

It is important that the universities UPC, UTP, UNTELS and USJB as part of the comprehensive training include transversal courses related to the development of the social responsibility of the university student, which allows the student to have a holistic vision of what is happening in society and recognize the negative impacts that it can cause in the development of their profession in the future.

Fourth recommendation

The universities: UPC, UTP, UNTELS and USJB must promote and develop university volunteer activities at least twice a year, allowing university students to consolidate their training with community activities, with the purpose of promoting that the student gets involved and is part of the solution to the problem of society, strengthening the realization of actions that improve the social responsibility of university students.

Fifth recommendation

Other universities where their university students did not participate can take into consideration the above recommendations, taking a positive stance for the benefit of university students by promoting university activities that allow university students to develop social responsibility as university students.

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