

## ORIGINAL ARTICLE

# Social Responsibility and Disposition in Educational Institutions

### ABSTRACT

The purpose of this study was to examine whether social responsibility is related to dispositional attitudes and whether it is possible to improve and strengthen the knowledge of these variables in education. The methodology was descriptive, correlational, non-experimental and cross-sectional with a quantitative approach. The survey was used as a data collection technique with a Likert scale questionnaire. The study population was 193 people belonging to the community of the Public Educational Institution N°20123, Capilla de Asia, Cañete, with a sample of 130 people including administrative staff, teachers and students from the third year of secondary school onwards. The research was carried out during the year 2022. The results show the perception and the level of knowledge that the population has about social responsibility and the dispositional attitude, which was positive and moderate, so that through sustainable actions in work plans and activities it is possible to strengthen the concepts raised in this research in the participating actors of the educational community studied.

**Keywords:** social responsibility; dispositional attitude; dispositional attitude; conative; environmental.

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## INTRODUCTION

Social responsibility plays a very important role in today's world society. Several experts have emphasized how to address the issue and make it more sustainable in their organizations, and that the set of actions and dispositional attitudes that encompass social responsibility have an impact on human beings, seeking to form and strengthen responsible behaviors that make us better people to build a world with a good disposition towards the care of society and planet earth.

Vallaes (2016) states that we are in an era of uncertainty. The world's population enjoys an unprecedented level of comfort. The middle class in most countries has access to more comfort than the French monarchs enjoyed during the Age of Enlightenment; this drives the reduction of comfort behaviors that do not contribute to the improvement and practice of social responsibility.

Omarza *et al.* (2020) mention the following: A social responsibility model can be used to evaluate and compare an organization's contribution to sustainable development in any type of environment or nation. Due to these factors, responsibility management and adaptation to the environment in which it operates should be among the central objectives of all levels of institutions.

For Cajiga Calderón (2023), good management is made possible by social responsibility rooted in business. He suggests that companies should actively engage with society and the environment, and be committed to supporting fair trade, sustainable development, diversity, inclusion, and business ethics, among others.

Viteri Moya (2010) describes that social responsibility refers to all organizations, whether they are companies, government agencies or educational institutions, that are committed to addressing issues of public interest, such as environmental protection, poverty reduction, combating income inequality, etc., and promoting the development of a socially responsible culture, access to health care, eradicating hunger, improving nutrition and promoting literacy. The aim is to carry out actions that have a positive impact on society, based on

transparency, diversity, sustainability and ethics, with the ultimate goal of promoting sustainable development, both for the environment and for people.

Since the educational sector is very transcendental and important and involves many sectors of society, this research is carried out with the purpose of strengthening the good habits that the Community Public Educational Institution N° 20123, Capilla de Asia, Cañete, should have regarding social responsibility and how it contributes to basic education. The educational institution, in the medium term, seeks to be a role model in the practices of social responsibility, thus avoiding the loss of values that go against the future citizens who will be an active part of the Peruvian society.

Likewise, the present research seeks to promote values and good dispositional habits towards social responsibility in students and staff in basic educational institutions, considering that responsibility is important not only for educational institutions, but also for families; therefore, the degree of disposition that the educational community under study has towards social responsibility is also considered, in addition to knowing how to strengthen this relationship in the members of the educational community N° 20123 Capilla de Asia, Cañete, which are the students and the management and/or administrative staff.

Prada Rodríguez (2013) mentions that the dispositional dimension reflects the attitudinal tendencies of the individual and indicates the degree of attraction or aversion to a certain factor. This dimension is influenced by attitudes, understood as predispositions to respond favorably or unfavorably to something. These attitudes include cognitive, affective, and behavioral components that emerge as a function of situations and experiences. It is important to emphasize that attitudes are not synonymous with behavior; for example, a person may have favorable attitudes toward the environment, but this does not necessarily mean that he or she will engage in pro-environmental behavior. Attitudes function as a psychological disposition that stimulates action, but they do not absolutely determine its execution.

Arévalo Cuz *et al.* (2022), in their research, indicate that this dimension represents cultural values related to the care of nature, habits of interaction and protection, as well as feelings and concerns about the state of the environmental component.

For the purposes of this research, it is necessary to know what is the behavior or level of behavior of the study community in relation to social responsibility, and what behavioral attitudes they have, in order to propose sustainable strategies and plans to strengthen and practice the proposed proposal.

### **Government Participation**

The State's work in this area is based on Act 28611, General Environmental Law (2005, Article 127), which refers to the National Environmental Education Policy, where it is stated that environmental education is a comprehensive educational process that focuses on the entire life of the individual and seeks to generate in them the knowledge, attitudes, values and practices necessary to develop their activities in an environmentally appropriate manner, in order to contribute to the sustainable progress of the country.

The Ministry of Education (MINEDU, 2019) indicates that environmental education fosters environmental awareness in students and a culture of conservation, evaluation and prevention of disaster risks within the framework of sustainable development.

### **Social Responsibility**

Schwalb *et al.* (2019) believe that responsibility is considered "social" because it involves multiple social actors who must act together, and because it is responsible for managing social and environmental impacts that arise spontaneously from social behavioral routines. Social responsibility is distinct from legal and moral responsibility.

They also mention the characteristics that distinguish social responsibility: It is fundamentally a collective responsibility rather than a personal responsibility alone; it is primarily concerned with effects (what structurally results from interactions between multiple individuals) rather than just actions

(what individuals do). Therefore, accountability does not only mean healthy management, but also points to healthy development and clarifies what ethics should be followed as well as excellent management and sustainable development (Schwalb *et al.*, 2019).

The role of organizations in achieving sustainable development, not only for themselves but also for the environment in which they operate, is part of their social responsibility. As a result, they voluntarily commit to manage their operations in a way that promotes economic development by increasing competitiveness, while incorporating environmental, social and governance concerns and controlling both the positive and negative impacts they generate. In fact, it is the ability to adapt and survive in a constantly uncertain and changing environment (Valbuena García and Monfort de Bedoya, 2020).

González *et al.* (2022), in their research work, mention that there are different stakeholders that are considered in a social responsibility work focused on education. Thus, they identify internal stakeholders, where managers, teachers, assistants, and students stand out, and external stakeholders, where parents and/or guardians, suppliers, graduates, the community, non-governmental organizations (NGOs), and the government are found (González *et al.*, 2018).

As expressed by Barreto Cruz *et al.* (2018), the development of the concept of social responsibility in the field of education is in its early stages and is increasingly applied in different contexts where social and economic interactions take place in today's society. Although initially focused on companies and collective groups, its scope is expanding to include the personal commitment of individuals to their own existence and that of others.

### **Corporate Social Responsibility**

As expressed by González González (2021), the management of corporate social responsibility today involves the monitoring of processes in all aspects of the company, even those that were previously handled separately, such as quality control or environmental management.

Martínez Domínguez (2014) shows that educational institutions have an inherent social responsibility, but they can fulfill it more effectively and voluntarily by incorporating the principles of corporate social responsibility, similar to what is done in the business world.

### **The Path to CSR in Educational Institutions**

In the 1980s, there was a widespread belief that corporate social responsibility was limited to maximizing profits for shareholders (Friedman & Friedman, 1990). At that time, Freeman (1984) introduced his theory of stakeholders, defining them as groups or individuals who can influence or be influenced by the company in achieving its objectives. This broader vision of corporate impact leads to a broader social responsibility, since it is not limited to shareholders, but extends to customers and suppliers, managers and employees, financial institutions and trade unions, the local community, government, interest groups, competitors, and others. In 1999, during the World Economic Forum in Davos, Switzerland, the idea of a Global Compact between the United Nations and the business community was born. The operational phase of this compact began in 2000 in New York. This initiative marked the beginning of what we know today as corporate social responsibility, a concept that companies have continued to develop and agree upon in cooperation with United Nations agencies, labor organizations and civil society.

Fostering corporate citizenship is the main objective of the Global Compact, which promotes the power of collective action to address the challenges of globalization. In this way, the private sector, together with other social actors, can contribute to achieving one of the goals of the United Nations (UN): a more inclusive and sustainable global economy.

The Global Compact involves all relevant sectors of society: governments, which established the principles of the initiative; companies, whose activities are affected by it; workers' organizations, which play a direct role in the global production process; civil society organizations, which represent the various interest groups; and the United Nations, the only truly

global political forum, which is responsible for organizing and facilitating the initiative.

Since the inception of the global organization, numerous government sectors, companies and other organizations have worked to adopt, uphold and implement a set of core values in areas such as human rights, labor standards, the environment and anti-corruption. Other organizations have worked to adopt, uphold and implement a set of core values in areas such as human rights, labor standards, the environment and anti-corruption.

These principles agreed upon by the United Nations are presented in 10 points, of which this research considers three related to the environment: Promoting the implementation of preventive measures to address environmental problems; developing and disseminating environmentally friendly technologies; and adopting initiatives that encourage greater environmental responsibility. It is understood that an organization demonstrates social responsibility when it incorporates these principles in their entirety (Llano Cifuentes, 2010). Furthermore, if an organization is satisfied with fulfilling its legal obligations without seeking to go beyond them, without voluntarily committing itself to new requirements, investing more in its human capital, improving its relations with stakeholders or showing more respect for the environment, it could not be considered to be socially responsible (Fernández, 1999). In 2001, the European Union published its Green Paper on Corporate Social Responsibility (CSR). In this document, the integration of social and environmental considerations into commercial relationships and business activities is referred to as CSR (Commission of the European Communities, 2001). On the basis of the guidelines set out in the Green Paper, the European Multistakeholder Forum on Corporate Social Responsibility (CSR) was set up to encourage the development of public policies to promote CSR. In 2006, European companies signed an initiative known as the European Alliance, documented by the Commission of the European Communities (2006), which identified eight priority areas for action for the European Union, including education. During the 4th Annual Global Compact Local Networks Forum, held in Barcelona



in 2006, and documented by the Annual Local Networks Forum Coordinating Group (2006), it was concluded that it was important to raise awareness of the development of an international standard on social responsibility, as well as the need to support the alignment of the ISO 26000 standard with the Global Compact principles. During the United Nations General Assembly in 2009, the principles of sustainable development were reaffirmed and the need for a global consensus on the fundamental values and principles of sustainable, fair and equitable economic development was highlighted. Corporate social and environmental responsibility was highlighted as an essential element of this consensus (UN, 2009).

With the support of the Global Compact and ISO, a final draft of the Guide was produced in 2010, following an extensive process of opinion gathering, debate and consensus building. This guidance synthesizes the ideas, proposals and debates that have been generated around CSR in recent years, while avoiding extremes (International Organization for Standardization [ISO], 2010a).

Furthermore, in 2010, as part of the Europe 2020 strategy for the growth of the European Union, it was proposed to “promover la responsabilidad social de las empresas como elemento clave para ganar la confianza a largo plazo de empleados y consumidores” [promote Corporate Social Responsibility as a key element in ensuring the long-term trust of employees and consumers] (European Commission, 2010, p. 18). In 2011, this strategy was outlined, calling for greater integration of CSR in education. It proposed that Member States should play a key role in motivating educational institutions to include responsible citizenship, sustainable development and corporate social responsibility in their educational programmes, especially in secondary and higher education. European business schools should also be encouraged to adopt the UN Principles for Responsible Management Education (European Commission, 2011). So far, there is broad agreement at the global level among institutions and policy makers on the importance of rethinking economic fundamentals to move towards sustainable development. All agree that companies should assume social responsibility, known as CSR.

In this context, there is a need to integrate CSR into education so that people acquire the values and skills to address social, economic and environmental challenges. This approach is considered essential by the United Nations and Europe, as it aims at equitable development of environmental protection (State Corporate Social Responsibility Council [CERSE], 2010). In recent decades, education policy in Peru has prioritized the development of citizens' autonomy. More recently, however, there has been a shift towards promoting social responsibility as a counterbalance. There is a perceived effort on the part of public authorities to recover a sense of community, using concepts such as social responsibility, civic commitment and shared values. These ideas motivate people to move beyond the mere management of personal interests (Bernal, 2011). In order to have an accurate understanding of Corporate Social Responsibility (CSR) in the context of educational institutions, it is essential to examine in detail the three main links between education and CSR. These links are as follows:

- The implementation of CSR has an inherent educational dimension.
- In order to comply with CSR, people have to go through a training process that is mainly supervised by educational agents such as families and schools.
- In addition, educational institutions must comply with their own corporate social responsibility (Martinez, 2014).

In this sense, the author Montaña Hirose (2015) emphasizes that CSR is an important element of social life, a central point in political debates, and an object of research of great complexity.

### **Dispositional Dimension**

Díaz Encinas and Fuentes Navarro (2018) point out that the conative dimension consists of environmental attitudes, which reflect the positive or negative judgments, emotions, and behaviors that a person exhibits toward a particular environment.

Rivera-Torres and Garcés-Ayerce (2018) mention that dispositional factors include

personal attitudes that predispose to individual pro-environmental actions, including the intention to make individual physical, economic, or time efforts. In this regard, Prada Rodríguez (2013) mentions that the dispositional dimension is determined by behavioral patterns, which are defined as tendencies to respond in a certain way to positive or negative reactions to something.

Laso Salvador *et al.* (2019) considers that the conative or dispositional dimension refers to the willingness to adopt environmentally conscious behavioral norms, showing a willingness or inclination to participate in activities and contribute to improvements in the environmental field. Bueno (2014) states that the dispositional dimension is seen as a more psychological logic that includes aspects that contribute to personal behavior towards individual action from the perspective of personal responsibility and self-efficacy.

Espinoza (2018) points out that the conative (or dispositional) dimension includes the willingness of citizens to personally act according to sustainability criteria, while Lozano Díaz (2004) points out that, according to the dispositional approach, it is necessary to instill in students the desire to learn, since only then will they be able to act effectively on the proposals made.

Flores *et al.* (2020) mention that the concept of disposition indicates that a subject is capable of producing certain results under certain circumstances and in what degree of complexity they are variable, while Ribes Iñesta and Fuentes Barradas (2020) point out that dispositional attitudes place the individual in a circumstance with respect to a field of contingencies of occurrence in which a functional contact will take place.

Regarding the conative dimension, Chávez-Vizcarra *et al.* (2024) describe it as the process of cultivating attitudes that lead to the adoption of pro-environmental perspectives by expressing interest and willingness to participate in pro-environmental initiatives, while Ayala *et al.* (2021) explain that it refers to students' commitment to environmental protection, which is expressed in their willingness to make personal sacrifices, such as dedicating

time or resources, as well as accepting limitations or even restrictions on practices that are harmful to the environment. This commitment is also manifested in their willingness to follow ecological criteria in their actions, either by refraining from certain harmful behaviors or by accepting incentives that promote environmental benefits.

## METHODS

It is considered a quantitative research that allows the understanding of the object of study, which is the social responsibility in the educational sector and the actions that it includes.

According to Arias Gonzáles and Covinos Gallardo (2021) specify that in this design no stimuli or experimental conditions are applied to the study variables; the subjects are evaluated in their natural environment without modifying any situation and the variables are not manipulated. This design is divided into two types: cross-sectional and longitudinal, and the main difference between them lies in the period or moment in which the observations are made.

The design is non-experimental of cross-sectional type, they are studies that are carried out without manipulating the variables considered and the facts are observed as they are presented in their natural form to carry out the analysis. It is cross-sectional because the information is collected at a single point in time (Hernández Sampieri *et al.*, 2010).

It was decided to take a non-probabilistic, intentional or random sample of the members of the population under study, since there are 193 of them (principals, teachers, administrators, students, etc.). In order to determine the number of sample elements to be worked, the corresponding formula was applied, which resulted in a total of 129 respondents, but it was applied to 130 people. For this purpose, a questionnaire with Likert scale answers (36 questions) was used and a link to the Google Forms form was sent to the WhatsApp of each respondent of the population under study, in the same educational institution, guiding and orienting the respondents on how to fill the form. SPSS version 25 was used for statistical analysis.

## RESULTS

For this paper, the evaluation of the instrument obtained an overall Cronbach's alpha of 0.912, which indicates excellent reliability.

Table 1 shows that Cronbach's alpha obtained a value of .912, which indicates excellent reliability and shows the reliability of the instrument (questionnaire) used.

**Table 1**  
*Reliability Statistics*

Cronbach's Alpha	No. Elements
.912	36

*Note.* Adapted from Herrera Rojas, 1998.

Table 2 shows the results of Cronbach's alpha for the social responsibility variable, which is 0.85, and for the environmental awareness variable, which is 0.860, with an excellent reliability result for the instrument (questionnaire) used.

Table 3 shows the results of the general and specific hypothesis tests, the chi-square for each hypothesis, and Spearman's Rho.

In the present research, social responsibility has a significant impact on the dispositional

level of the educational community under study, resulting in a Pearson chi-square of 75.731 with a significant level of 0.000, which is less than the critical level of significance of 5%; therefore, there is a positive and significant relationship between this variable and the dimension under study. The Spearman's coefficient is 0.614, which indicates a significant positive correlation between social responsibility (variable) and the dispositional dimension.

With regard to the results obtained for the social responsibility variable, the interpretation is as follows: Of the total number of respondents (130), when asked how much they know about social responsibility, 33.6% indicated that they have a medium level of knowledge (43); 28.1% indicated that they have a low level (36); 20.3% indicated that they have a high level (26); 10.2% indicated that they have a very low level (13) and, finally, 7.8% indicated that they have a very high level.

Of the total respondents (130), 38.5% have a moderate level of the dispositional dimension (50); 31.5% have a high level (41); 13.8% have a very high level (18); 13.8% have a very low level (3) and, finally, 2.3% have a very low level on the dispositional dimension (3). See Table 4.

**Table 2**  
*Cronbach's Alpha-Social Responsibility/Environmental Awareness Variable*

Cronbach's Alpha/Social responsibility	No. of Elements	Cronbach's Alpha/Environmental Awareness	No. of Elements
.854	20	.860	16

*Note.* Adapted from Herrera Rojas, 1998.

**Table 3**  
*Hypothesis Testing*

Hypothesis Testing	Chi Square	Spearman's Rho	H0(null)
HG	126,030 <sup>a</sup>	0,644	Rejected
HE1	26, 257 <sup>a</sup>	0,343	Rejected
HE2	42, 127 <sup>a</sup>	0,390	Rejected
HE3	58, 119 <sup>a</sup>	0,437	Rejected
HE4	95, 577 <sup>a</sup>	0,600	Rejected
HE5	57, 304 <sup>a</sup>	0,574	Rejected
HE6	54, 641 <sup>a</sup>	0,551	Rejected
HE7	53, 195 <sup>a</sup>	0,462	Rejected
HE8	75, 731 <sup>a</sup>	0,614	Rejected
HE9	46, 120 <sup>a</sup>	0,475	Rejected

*Note.* Prepared by author, 2024.

**Table 4**  
*Dispositional Dimension*

	Frequency	Percentage	Percentage valid	Accumulated Percentage
Very low	3	2,3	2,3	2,3
Low	28	13,8	13,8	16,2
Fair	50	38,5	38,5	54,6
High	41	31,5	31,5	86,2
Very high	18	13,8	13,8	100,0
Total	130	100,0	100,0	

*Note.* Prepared by author, 2024.

## DISCUSSION

In this research, it has been demonstrated that social responsibility has a significant influence on the dispositional dimension, which frames the disposition that the members of the educational population under study have towards social responsibility actions, and the dispositional degree that is found in each of them and that these actions can be strengthened.

This implies accepting socially responsible behaviors from a strategic plan that considers the educational institution that carries out programs and projects related to the management and administration of human resources, the space where they develop and the relationships with the groups involved; this will increase the disposition of the members. Likewise, Gaete Quezada (2011) considers that basic education suffers from this parameter, since there is little knowledge and actions that lead to strengthen these good habits of educational social responsibility, it is then where it is recognized that the more one knows about social responsibility, the more willingness to know and practice it will be possible.

In relation to the findings on the dispositional dimension, which refers to the way a person reacts to a situation, including environmental attitudes that reflect the judgments, emotions and positive or negative behaviors that he/she shows towards a specific environment and that influence his/her behavior oriented towards the preservation or deterioration of the environment (Baldi & García, 2005), it can be seen that the results obtained on the dispositional attitudes of the educational community coincide with 38.5 of the total

number of respondents who are willing to improve the environment.

Given the results obtained on the relationship that exists between social responsibility and the dispositions of the population studied, it is clear that it is possible to work and propose good ideas and concrete actions that help to care for the environment, which is the trend of this study, coinciding with Moreno Gallego (2017), who proposes to promote environmental awareness for the enactment and care of the environment in the school environment, through learning about the chemicals present in plastic waste and how they contribute to the progressive degradation of the environment in general. In this way, strategies have been generated at the institutional level for the recycling of solid plastic waste and other wastes generated in the educational institution under study.

Avendaño (2022) mentions that it is essential to understand the responsibility that people have towards the environment that surrounds them and the importance of promoting environmental education among students, both at the institutional level and in the broader social context, in order to contribute to human development. In addition, environmental education is analyzed as a process and tool for cultural reproduction and the formation of critical citizens who contribute to the development of humanity, which coincides with the present research.

In his research, Haro Rodríguez (2018) points out that the Monterrey I Annex of Ate Vitarte, Lima, presents an interesting panorama in terms of environmental awareness. Although the overwhelming majority of its



inhabitants (94%) admit to having a low level of environmental awareness in general, this has not prevented them from showing enthusiasm and willingness to participate in the preservation of their environment. This suggests that despite the lack of knowledge or established habits in the cognitive, affective and proactive dimensions of environmental awareness, there is an openness and willingness to improve the situation. This result is similar to the present research, where there are findings of good dispositional attitudes.

In this sense, Jiménez Sánchez and Lafuente (2010) propose to identify three aspects of the conative (dispositional) dimension, as mentioned in the theoretical description of this dimension. The first facet is related to the willingness to bear the costs of public policies to improve the environment. The second facet includes attitudes toward individual behavior in terms of effectiveness and personal responsibility. These two facets coincide with the objectives of the current research.

On the other hand, in the research of Arévalo Cuz *et al.* (2022), according to the results, the Spearman's Rho correlation coefficient between the variables environmental awareness and pro-environmental attitudes was 0.685 ( $p < 0.05$ ). This suggests that as environmental awareness increases, attitudes toward pro-environmental practices tend to improve.

Based on this finding, it is recommended that the educational institution promote environmental education based on everyday situations and the integration of theoretical and practical aspects, which is very relevant. This would allow students not only to understand the theory behind environmental practices, but also to apply them in their daily lives, which could strengthen their commitment and pro-environmental attitudes.

In Layza Alva's study (2021), the survey was used as a data collection technique. In order to validate the reliability of this instrument, the Cronbach's Alpha method was applied, obtaining an index of 0.806 for the total survey, while for the variable of social responsibility an index of 0.802 was obtained, which is consistent with the excellent reliability of the instrument used in this research.

## CONCLUSIONS

1. It is proven that there is a relationship between the dispositional attitudes of the educational community I.E. 20123 Capilla de Asia, Cañete, and social responsibility. The Spearman's Rho obtained is 0.614, which means that there is a significant positive correlation between behavioral and social responsibility.
2. 38.5% and 31.5% of the respondents have a moderate and high disposition, respectively; 13.8% have a high disposition, and this group could be considered for support in disseminating experiential actions of social responsibility and improving good habits of disposition.
3. 13.8% and 2.3% have a low and very low disposition towards social responsibility actions, indicating that we should work with this group as objective people who could improve their dispositional attitudes towards CSR.
4. Seek strategic allies to articulate awareness training in schools, also seek NGOs willing to organize clean-ups on beaches, schools, etc.; in addition, ensure that students of public and private schools can create recycling entrepreneurship programs (handmade soaps with recycled oil, bricks for stray dog houses).

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#### **Conflict of interest**

The author has no conflicts of interest to declare.

#### **Author contributions**

Jorge Angel Guerrero Fernández (lead author): conceptualization, research, methodology, validation, writing (original draft, review, and editing.).