

Perception of university social responsibility among Stomatology students at a Peruvian public university

Percepción de la responsabilidad social universitaria en
estudiantes de Estomatología de una universidad pública peruana

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ABSTRACT

Background: university social responsibility constitutes a fundamental axis for strengthening ethical, civic, and professional training in higher education.

Objective: to determine the perception of university social responsibility among Stomatology students at a Peruvian public university.

Methods: a descriptive and cross-sectional study was conducted with 95 students from the IV to XII cycles of the School of Stomatology at a Peruvian public university, selected by convenience. Theoretical methods were applied, and among the empirical methods: the University Social Responsibility Survey by Vallaey's *et al.*, which evaluates the axes

Responsible Campus, Professional and Civic Training, and Social Participation. The analysis was performed using descriptive statistics and the Chi-square test.

Results: the perception of university social responsibility among Stomatology students was predominantly favorable, with higher ratings in the axes of Professional and Civic Training and Social Participation. Regular perception was found in the Responsible Campus axis, and adequate perception in Social Participation. No significant differences were identified according to age or sex; however, a significant association was found between the academic cycle and perception in the Professional and Civic Training axis ($p = 0.027$).

Conclusions: stomatology students generally expressed a favorable perception of university social responsibility, which suggests recognition of institutional efforts to integrate ethical, civic, and social principles into professional training.

MeSH: social responsibility; perception; students; schools, dental; education, medical

RESUMEN

Fundamento: la responsabilidad social universitaria constituye un eje fundamental para fortalecer la formación ética, ciudadana y profesional en la educación superior.

Objetivo: determinar la percepción sobre la responsabilidad social universitaria en estudiantes de Estomatología de una universidad pública peruana.

Métodos: se realizó un estudio descriptivo y transversal en 95 estudiantes del IV al XII ciclo de la Escuela de Estomatología de una universidad pública peruana, seleccionados por conveniencia. Se aplicaron métodos teóricos y entre los empíricos: la Encuesta de Responsabilidad Social Universitaria de Vallaes *et al.*, que evalúa los ejes Campus Responsable, Formación Profesional y Ciudadana, y Participación Social. El análisis se realizó mediante estadística descriptiva y prueba de Chi-cuadrado.

Resultados: la percepción de la responsabilidad social universitaria en los estudiantes de Estomatología fue predominantemente favorable, con mayores valoraciones en los ejes de Formación Profesional y Ciudadana, y Participación Social, se constataron percepción regular en Campus Responsable, y adecuada en Participación Social. No se identificaron diferencias significativas según edad o sexo; sin embargo, se encontró asociación significativa entre el ciclo académico y la percepción en el eje Formación Profesional y Ciudadana ($p = 0,027$).

Conclusiones: los estudiantes de Estomatología, en general expresaron una percepción favorable de la responsabilidad social universitaria, lo que sugiere un reconocimiento de los esfuerzos institucionales por integrar principios éticos, ciudadanos y sociales en la formación profesional.

DeSC: responsabilidad social; percepción; estudiantes; facultades de odontología; educación médica

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INTRODUCTION

Higher education plays a fundamental role in social development by promoting ethical values, responsible citizenship, and commitment to the common good through its policies, practices, and substantive functions. In this context, university social responsibility (USR) is configured as a comprehensive approach that guides institutional management towards generating positive, sustainable, and relevant impacts for society, recognizing the university as a transformative agent committed to its environment and its stakeholder groups.^(1,2,3)

USR is conceived as a transversal axis that integrates teaching, research, institutional management, and connection with the environment, incorporating ethical, social, environmental, and civic dimensions. Its multidimensional nature allows it to be approached from perspectives such as sustainability, civic education, social participation, strategic management, and organizational behavior, which has motivated the development of instruments to evaluate the attitudes, practices, and perceptions of university actors, particularly students.^(4,5)

In Peru, the enactment of University Law No. 30220 established USR as a mandatory component of institutional management, aimed at minimizing negative impacts and

enhancing the positive impacts of academic activity on society and the environment.⁽⁶⁾ This regulatory framework prompted universities to strengthen institutional policies that promote comprehensive training, overcoming welfare-based approaches and prioritizing sustainable, participatory strategies aligned with social needs.

In recent years, several studies have analyzed student perception of USR as a relevant indicator of the fulfillment of the university's social role. In Peru, Rivera *et al.*⁽⁷⁾ evaluated the perception of undergraduate students and found favorable ratings in the axes of civic education, institutional infrastructure, and social participation. In Chile, Severino-Gonzales *et al.*⁽⁸⁾ showed that the perception of USR varies according to sociodemographic, academic, and contextual variables, especially in scenarios of social and health crisis. In Mexico, Flores-Montenegro *et al.*⁽⁹⁾ reported favorable ratings in civic education, although with opportunities for improvement in sustainability and social participation.

In the field of dental education, scientific evidence is limited. In Peru, Cavero-Ore⁽¹⁰⁾ identified a predominantly low global perception of USR in Stomatology students at a private university in the north of the country, with limitations in the educational, organizational, and social dimensions. Meanwhile, Casimiro *et al.*⁽¹¹⁾ reported a generally favorable perception in Dentistry students at a private university in Lima, although with significant differences between dimensions, especially in the Responsible Campus axis. Ladera-Castañeda *et al.*⁽¹²⁾ found that factors such as the type of university, the academic cycle, and training in social responsibility significantly influence student perception of USR. However, specific evidence on the perception of USR in Stomatology students remains limited.

The relevance of these findings lies in the fact that Stomatology students, as future health professionals, must not only respond to clinical needs but also assume an active role as agents of social change, promoting equity, public health, and community well-being. Therefore, understanding how they perceive USR constitutes a key element for strengthening comprehensive training and guiding academic policies aligned with sustainable development.

In this context, the present study aimed to determine the perception of university social responsibility among students of the School of Stomatology at the National University of Trujillo.

METHODS

A descriptive and cross-sectional study was conducted among students of the Professional School of Stomatology at the National University of Trujillo during the 2024-II academic semester. The target population consisted of 132 students enrolled from the IV to XII cycles. The final sample comprised 95 students, selected through non-probabilistic convenience sampling.

Students enrolled in the corresponding semester, present at the time the instrument was administered, who agreed to participate voluntarily and signed the informed consent form were included. Those who did not complete the questionnaire in its entirety were excluded.

The study complied with the ethical principles established in the Declaration of Helsinki. Participation was voluntary, with prior signing of an informed consent form. The information collected was handled confidentially and used exclusively for academic purposes.

The main variable was the perception of USR, assessed through the score obtained in three dimensions: Responsible Campus, Professional and Civic Training, and Social Participation.

The University Social Responsibility Survey developed by Vallaey's *et al.*⁽¹³⁾ was used. It consists of 40 items distributed across three dimensions: Responsible Campus (20 items), Professional and Civic Training (10 items), and Social Participation (10 items). Each item was rated using a six-category Likert scale, from 1 (totally disagree) to 6 (totally agree).

Perception levels were classified according to the cut-off points established by the instrument:

- Responsible Campus: poor (20–53), fair (54–87), good (88–120)
- Professional and Civic Training: deficient (10–26), fair (27–43), adequate (44–60)
- Social Participation: inadequate (10–34), adequate (35–60)

The survey was administered in person during academic hours, in printed format, and under the supervision of the research team. Each administration lasted approximately 15 minutes. Prior to this, information was provided about the objectives and characteristics of the study, guaranteeing data confidentiality.

The data were recorded in a Microsoft Excel database and subsequently analyzed using SPSS statistical software version 26. Descriptive statistics were employed using frequencies and percentages. To evaluate the association between variables, the Chi-square test was applied, considering a significance level of $p < 0.05$.

RESULTS AND DISCUSSION

Table 1 shows the composition of the sample with a predominance of the age group 20 to 24 years (72.6%); regarding sex, females prevailed (74.7%); concerning the academic cycle, the distribution was heterogeneous with a greater representation of students from cycles X (24.2%) and IV (23.2%).

Table 1. Sociodemographic characteristics of Stomatology students. Professional School of Stomatology, National University of Trujillo. 2024-II academic semester

Variables	Categories	No.	%
Age	18–19 years	8	8.4
	20–24 years	69	72.6
	≥ 25 years	18	18.9
Sex	Male	24	25.3
	Female	71	74.7
Academic cycle	IV cycle	22	23.2
	VI cycle	17	17.9
	VIII cycle	15	15.8
	X cycle	23	24.2
	XII cycle	18	18.9

Source: study database

Table 2 shows the distribution of the level of perception of USR among students according to the evaluated axes. In the Responsible Campus axis, almost half of the students presented a good perception (48.4%), followed by a fair perception (45.3%), while only 6.3% expressed a poor perception. In the Professional and Civic Training axis, an adequate perception predominated in 67.4%, while 29.5% reported a fair perception and a small percentage (3.2%) a deficient perception. Regarding the Social Participation axis, 80.0% showed an adequate perception, while 20.0% expressed an inadequate perception. These results indicate a globally favorable assessment of USR, with greater strength in the training and social participation axes.

Table 2. Level of perception of university social responsibility according to evaluated axes in Stomatology students. Professional School of Stomatology, National University of Trujillo. 2024-II academic semester

University Social Responsibility Axis	Perception	No.	%
Responsible Campus	Poor	6	6.3
	Fair	43	45.3
	Good	46	48.4
Professional and Civic Training	Deficient	3	3.2
	Fair	28	29.5
	Adequate	64	67.4
Social Participation	Inadequate	19	20.0
	Adequate	76	80.0

Source: study database

In relation to the sociodemographic characteristics and the level of perception of the Responsible Campus axis in Stomatology students. No statistically significant associations were found between the perception of this axis and age ($p = 0.882$), sex ($p = 0.769$), or academic cycle ($p = 0.262$), as observed in Table 3.

Table 3. Relationship between sociodemographic characteristics and the perception of the Responsible Campus axis. Professional School of Stomatology, National University of Trujillo. 2024-II academic semester

Characteristics	Level of Perception								Test
	Poor		Fair		Good		Total		
	N.º	%	N.º	%	N.º	%	N.º	%	
Age	-	-	-	-	-	-	-	-	-
18 – 19	0	0.0	3	37.5	5	62.5	8	100.0	$\chi^2=0.02$
20 – 24	5	7.2	32	46.4	32	46.4	69	100.0	p = 0.882
25 - +	1	5.6	8	44.4	9	50.0	18	100.0	-
Sex	-	-	-	-	-	-	-	-	-
Male	2	8.3	11	45.8	11	45.8	24	100.0	$\chi^2=0.09$
Female	4	5.6	32	45.1	35	49.3	71	100.0	p = 0.769
Academic Cycle	-	-	-	-	-	-	-	-	-
IV	1	4.5	8	36.4	13	59.1	22	100.0	$\chi^2=3.99$
VI	2	11.8	9	52.9	6	35.3	17	100.0	p = 0.262
VIII	2	13.3	8	53.3	5	33.3	15	100.0	-
X	1	5.6	7	38.9	10	55.6	18	100.0	-
XII	0	0.0	11	47.8	12	52.2	23	100.0	

p > 0.05 There is no statistically significant relationship.

Source: Study database

Regarding the Professional and Civic Training axis, in Table 4, no statistically significant differences were identified in the students' perception according to age (p = 0.529) or sex (p = 0.932). However, a statistically significant association was evidenced with the academic cycle (p = 0.027). Students in cycles IV, X, and XII presented higher proportions of adequate perception, compared to cycles VI and VIII, suggesting that progress in academic training is related to a more favorable assessment of the training and civic components of USR.

Table 4. Relationship between sociodemographic characteristics and the perception of the Professional and Civic Training axis. Professional School of Stomatology, National University of Trujillo. 2024-II academic semester

Characteristics	Level of Perception								
	Poor		Fair		Good		Total		Test
	No.	%	No.	%	No.	%	No.	%	-
Age	-	-	-	-	-	-	-	-	-
18 – 19	0	0.0	2	25.0	6	75.0	8	100.0	$\chi^2=0.40$
20 – 24	2	2.9	20	29.0	47	68.1	69	100.0	$p = 0.529$
25 - +	1	5.6	6	33.3	11	61.1	18	100.0	-
Sex	-	-	-	-	-	-	-	-	-
Male	1	4.2	7	29.2	16	66.7	24	100.0	$\chi^2=0.01$
Female	2	2.8	21	29.6	48	67.6	71	100.0	$p = 0.932$
Academic Cycle	-	-	-	-	-	-	-	-	-
IV	0	0.0	4	18.2	18	81.8	22	100.0	$\chi^2=7.25$
VI	1	5.9	8	47.1	8	47.1	17	100.0	$p = 0.027$
VIII	1	6.7	8	53.3	6	40.0	15	100.0	-
X	1	5.6	3	16.7	14	77.8	18	100.0	-
XII	0	0.0	5	21.7	18	78.3	23	100.0	-

$p > 0.05$ no statistically significant relationship exists.

$p < 0.05$ a statistically significant relationship does exist.

Source: study database

In the Social Participation axis, in Table 5, the majority of students presented an adequate perception in all evaluated groups. No statistically significant associations were found between the perception of this axis and age ($p = 0.948$), sex ($p = 0.882$), or academic cycle ($p = 0.251$), indicating a homogeneous assessment of institutional social participation among students, regardless of their sociodemographic characteristics.

Table 5. Relationship between sociodemographic characteristics and the perception of the Social Participation axis. Professional School of Stomatology, National University of Trujillo. 2024-II academic semester

Characteristics	Level		Total		Test		
	Inadequate	Adequate	No.	%			
	No.	%	No.	%	No.	%	-
Age	-	-	-	-	-	-	-
18 – 19	2	25.0	6	75.0	8	100.0	$\chi^2=0.004$
20 – 24	13	18.8	56	81.2	69	100.0	$p = 0.948$
25 - +	4	22.2	14	77.8	18	100.0	-
Sex	-	-	-	-	-	-	-
Male	5	20.8	19	79.2	24	100.0	$\chi^2=0.03$
Female	14	19.7	57	80.3	71	100.0	$p = 0.882$
Academic Cycle	-	-	-	-	-	-	-
IV	3	13.6	19	86.4	22	100.0	$\chi^2=1.32$
VI	7	41.2	10	58.8	17	100.0	$p = 0.251$
VIII	4	26.7	11	73.3	15	100.0	-
X	3	16.7	15	83.3	18	100.0	-
XII	2	8.7	21	91.3	23	100.0	-

$p > 0.05$ no statistically significant relationship exists

$p < 0.05$ a statistically significant relationship does exist

Source: Study database.

The results show that Stomatology students at a Peruvian public university generally have a favorable perception of USR, suggesting recognition of the institutional efforts to integrate ethical, civic, and social principles into professional training. This finding acquires special relevance in the dental field, where training not only involves the development of clinical competencies but also a clear social responsibility aimed at promoting health, equity, and community well-being.

The positive assessment observed in the Professional and Civic Training and Social Participation axes can be interpreted as a reflection of training oriented not only towards the development of clinical competencies but also towards strengthening civic values, social

sensitivity, and professional responsibility. In the field of health sciences, and particularly in dental education, this component acquires special relevance, given that future dental surgeons play a direct role in promoting health equity and community well-being. This result coincides with Casimiro-Cornejo *et al.*,⁽¹¹⁾ who pointed out that students perceive favorably those dimensions of USR directly linked to ethical training, social commitment, and community outreach activities, considering them central elements of their professional identity. Similarly, Ladera-Castañeda *et al.*⁽¹²⁾ identified that participation in academic and social activities significantly influences a more positive perception of USR, especially in the higher academic cycles.

In contrast, Cavero-Ore⁽¹⁰⁾ reported a less favorable global perception in Stomatology students at a private university, with marked weaknesses in the educational and organizational dimensions. The differences observed concerning the results of the present study could be attributed to institutional factors, such as the type of university, the curriculum approach, the degree of institutionalization of USR policies, and the opportunities for social participation offered to students. This contrast reinforces the importance of analyzing USR considering the specific university context and the public or private nature of the institution.

The Responsible Campus axis showed predominantly fair ratings, suggesting that while students recognize institutional advances, they still perceive limitations in aspects related to environmental management, university well-being, and the coherence between institutional discourse and daily practices. This information is consistent with that reported by Casimiro-Cornejo *et al.*⁽¹¹⁾ and Ladera-Castañeda *et al.*,⁽¹²⁾ who pointed out that organizational and environmental dimensions are usually the least valued by Dentistry students, possibly due to lower visibility of these actions in daily academic life.

A relevant aspect of the study was the significant association between the academic cycle and perception in the Professional and Civic Training axis. This result coincides with that described by Ladera-Castañeda *et al.*,⁽¹²⁾ who identified that progress in the career and accumulated experience in clinical and community activities strengthen the understanding of the social role of the dental surgeon. As students approach professional practice, they

develop a more comprehensive vision of USR, recognizing its impact on dental practice and on the care of vulnerable populations.

From a formative perspective, these findings support the approaches of Vallaey *et al.*,⁽¹³⁾ who conceive USR as a transversal axis aimed at training socially responsible and ethically committed professionals. In the dental field, this perspective acquires special importance, given that professional practice involves direct interaction with the community and an explicit responsibility towards public health.

Among the limitations of the study, the use of non-probabilistic sampling must be considered, which restricts the possibility of generalizing the results to other faculties or universities. Likewise, the use of a self-report instrument could introduce social desirability biases, given that students might tend to value their institution positively. However, these limitations are common in descriptive perception studies and do not invalidate the findings, which provide relevant information for understanding USR in the field of dental education.

Taken together, the results reinforce the importance of consolidating USR as a transversal axis in health education, aligned with the Sustainable Development Goals, particularly in relation to quality education, health and well-being, and reduced inequalities. The study provides useful empirical evidence to guide academic policies and strengthen institutional strategies that promote socially responsible dental training.

Scientific contribution

This study provides updated empirical evidence on the perception of USR in Stomatology students at a Peruvian public university, an area little explored in the literature. It contributes to knowledge by differentially analyzing the dimensions of Responsible Campus, Professional and Civic Training, and Social Participation, as well as their relationship with sociodemographic and academic variables. Likewise, the use of a validated instrument strengthens the comparability of the results with previous studies and generates inputs for future multicenter or longitudinal research aimed at evaluating the evolution of USR in the training of health professionals.

CONCLUSIONS

The study results show that students recognize the institutional efforts to promote USR, especially in professional training and social participation, reflecting coherence between the university mission and the formative experiences received. These findings highlight the relevance of strengthening strategies oriented towards ethical, civic, and social development in dental education. Furthermore, they provide useful evidence to guide future institutional interventions and for the design of studies that delve into specific dimensions of USR, include other university actors, and employ comparative or longitudinal methodologies that allow analyzing the evolution of these perceptions over time.

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Conflict of interest declaration

The authors declare that they have no conflict of interest.

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