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RESEARCH ARTICLE

PERCEPTION OF THE RELATIONSHIP BETWEEN INTEGRAL FORMATION AND SOCIAL RESPONSIBILITY FROM STUDENTS.

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Abstract

Most institutions of higher education explicitly mention or implicitly show that among their main functions or the most important is the comprehensive formation of students. For each institution it can have different connotations and, depending on that, strategies are defined to strengthen it. Therefore, students have different concepts about integral formation. However, those actions that contribute to improve human beings, aware of current problems and act to build better societies, can be considered socially responsible. Therefore, this investigation investigates the perception that students have in the first and last semesters of the Educational Processes career about the relationship between integral formation and university social responsibility. In this study it was found that many students do not know the terms formally, but make inferences; others, have had even theoretical approaches and finally, find a close relationship between both terms.

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Introduction:-

University Social Responsibility has become part of the discourse of many organizations in the various sectors of society; the case of universities is no stranger. They also assume that the RSU must be part of their daily action. For the purpose of this investigation, the concept of François Vallaeys (2007) will be taken as a reference. He affirms that the RSU deals with the commitment assumed by universities to contribute to the common good of society. In particular, its definition of University Social Responsibility refers to the management of the impacts that the university has on society. To do this, it defines four impacts of the university that must be managed to build a socially responsible university. These four impacts are:

Organizational impact (labor and environmental). It analyzes the effects of the operation of the university as an institution, like any other organization. These involve environmental impacts, the effects of institutional functioning on the directors, employees and collaborators of the university.

“... The impacts generated in its personnel, product of social welfare policies and environmental pollution” (Valle and Pérez, 2016, p. 96).

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It is necessary to consider what the Sustainable Development Goals support as “decent work”.

Educational impact. It refers to the education students receive about social responsibility. Although, the university is not the first actor that has an impact on the life of individuals in aspects of formation. It contributes significantly to integral formation and, closely linked to this, social responsibility is fundamental. To what extent what is learned in class links the student with the reality that surrounds him, how much does what he learns in the university contribute to being a responsible citizen. This impact involves teaching strategies, curricular designs, teacher formation programs, among other aspects. For Valle and Pérez (2016, p. 97) the educational impact:

... Refers to the formation of young people and professionals; in his way of interpreting and imagining the world, behaving in it and valuing certain things more than others. It also influences professional ethics, guides - consciously or not - the definition of the professional ethics of each discipline and its social role.

Social impact. It relates to the effects of universities "... on society and its economic, social and political development ..." (Valle and Pérez, 2016 p. 97). These impacts are related to the relevance of the general action of the university. It analyzes how much what is done from the classrooms or from their collaborators is consistent with social reality, with the most emerging social needs, how much the disciplinary courses lead to Students make critical readings of reality and act accordingly. Also, how much university professors lead their students to think critically about problems and know how to take their discipline to these realities, and it becomes a reference that legitimizes or questions public policies and the various initiatives generated in society.

Cognitive impact. This "... is of a scientific and epistemological nature since the University guides the production of knowledge and technologies ..." (Valle and Pérez, 2016 p. 97). It is related to the socially useful and relevant production of knowledge generated in the university, which affects the social definition of truth, objectivity, rationality and utility.

Regarding the integral formation, it is worth remembering that from the philosophers of the Enlightenment, there are contributions for what is now called “integral formation”. This due to the fact that the formation of the students is not only promoted from the technical point of view, but also privileges more and more human formation. This leads them to develop harmoniously in all their potential and, therefore, learn to build healthy and meaningful relationships. Therefore, it will lead them to live positively in society, be reflective and critical of the environment surrounding, making relevant contributions to improve the context in which one lives.

In that sense, Lonergan (1998: 48-49) refers to the importance of integral formation as a response to the historicity and contextualization of the term:

The problem of education is the problem of education today. It is not about educating the primitives, nor the ancient Egyptians, nor the medieval ones, nor the people of the Renaissance, but the people of today ... How do we introduce today into the categories of any philosophy? This is not achieved if philosophy deals simply with timeless truths.

That is to say, the integral formation takes place in a specific context, taking into account temporary situations and specific to the dynamics of the groups in which people develop.

This research was done with students of the Bachelor of Educational Processes of the Benemérita Universidad Autónoma de Puebla (BUAP), which is a Public University, one of the largest and most prestigious in Mexico. This university explicitly talks about integral formation and its relationship with social relevance, which is a fundamental element of the Social Responsibility of universities, as it addresses the needs of the environment (BUAP, <https://www.buap.mx/content/misión>):

The Benemérita Universidad Autónoma de Puebla is a public and autonomous institution consolidated at the national level, committed to the integral formation of professionals and critical and reflective citizens at the levels of upper, higher and postgraduate secondary education, who are able to generate, adapt, recreate, innovate and apply quality knowledge and social relevance.

Likewise, the BUAP mission expresses its mission as (BUAP, 2019. <https://www.buap.mx/content/responsabilidad-social-universitaria>): “Strengthen and promote the work coordinated with the dependencies and Academic Units of

the University, through multidisciplinary social management projects, thereby achieving to be an institution promoting University Social Responsibility”.

Methodology:-

To answer the question “What is the perception of the students about the relationship between university social responsibility and integral formation?”, a qualitative approach was used and the questionnaire with open questions was raised as a technique of inquiry. In order to recover and contrast the discourse of the participants on their experiences and perspectives on the relationship raised, which will facilitate giving structure and shared sense to the information (Gordo and Serrano, 2008). The study was carried out between the months of October and November 2019, in the program of Degree in Educational Processes of the BUAP.

With the purpose of comparing the responses of new students and advanced students, the questionnaire was applied to two groups, one of 27 first semester students and another of 18 students who are close to completing the curriculum. The participation of the students was carried out voluntarily.

To address the topics of interest, an interview script was designed consisting of two questions that addressed four indicators (see Table 1). The interview guide was based on the approaches to MSW made by François Vallaeys (Valle and Pérez, 2016): cognitive impact, educational impact, social impact and organizational impact.

Table 1:-Interview guide

Category	Indicator	Question
University Social Responsibility	Meaning	1. Explain widely what the concept of "integral formation" means to you
Integral formation of student	Link between RSU and integral formation	2. Explain widely what link between the university social responsibility has and the integral formation of the students

Source: self made

To respond to the questionnaires developed, new students and last semesters were invited to enter a page to answer a questionnaire digitally and anonymously. For the treatment of the data, the discourse content analysis was used. The study was carried out according to the protocols of ethics and confidentiality.

Results:-

University Social Responsibility and Integral Formation are two concepts that are closely linked, same as the students of the Degree in Educational Processes of the BUAP explain in different ways.

Concept "integral formation", new students

The concept of integral formation is understood by new students, from simplistic conceptions such as the mere transmission of knowledge in any field within the institution. This through the correct form of teaching critically, the formation in skills to prepare students learners in all areas of their lives, the optimal development of a person based on their skills. They affirm that the integral formation must provide the individual with the facilities to learn. Likewise, he must look for his own style for the resolution of problems and, above all, this process must cover all the edges of the formation.

They state the importance of developing to serve society, to be good citizens. Therefore, integral formation consists in teaching in a collective and not individual way. It is the continuous process by which the human being is formed ethically. It is the way to live widely in a healthy environment, with values and responsibility, making use of our maximum potential in our formation; intellectual, physical, creative, artistic, cultural and healthy, developing a caring and affective interaction in an altruistic way.

Other conceptions state that it is a continuous process of participation that seeks to develop widely the dimensions of the human being. This is a process in which it seeks to harmonize all aspects of a person's life, such as ethics, cognition, affection and communication, aiming to achieve the self-realization of the person; a process of

transformation that leads the human being to make conscious and human decisions; human formation, discovery of the identity of the human being.

A student affirms that the integral formation is a continuous and permanent process that tries to develop all the dimensions in which the human being is involved in order to achieve its complete adaptation in society. Others speak more of transformation than of adaptation.

They understand the integral formation as the acquisition of necessary tools so that it can optimize its capacities and aptitudes. Therefore, it can develop itself in the best way and that it responds to any situation that presents itself in the best way; In this sense, the integral formation contributes to the achievement of an improvement of their standard of living, of their understanding of themselves, their environment and their society.

Concept "integral formation", students last semesters

The students of last semesters affirm that it is a process that covers several areas of the development of people and that not only occurs with the students, because it involves more agents in any process of the formation. Integral formation is a concept that encompasses all areas of the human being and the people around them the impact of their interpersonal and interpersonal interactions and relationships to achieve a balance in their quality of life.

A student referred to Horruitiner and made mention of its three dimensions: the instruction in which it involves knowledge and skills of the discipline; the developer, which is to involve the student to be in contact with the object of study and relate it to the field of exercise of their profession; and educational, refers to the fair, honest and ethical performance of knowledge and skills at the service of the community.

Some refer to the importance of context: integral formation means being in an environment where you have a well-defined objective of what you want to develop in people. It refers to developed skills, aptitudes and attitudes in a context. Reference is also made indirectly to interdisciplinarity, since it is mentioned that integral formation is related to learning something from different areas of knowledge or perspectives.

Link to university social responsibility and the integral formation of students, new students

When asking new students what relationship they establish between the two concepts, they say that integral formation is part of university social responsibility, because this is higher education and they consider that they have a greater responsibility than at any other level, especially because in many cases, the next step is job placement. They consider that the link is the correct formation of university students that generates a school community with a healthy coexistence, where everyone is respected, a better university is achieved and, therefore, a better society.

They make reference to the importance of promoting integral formation, as it helps to generate a sense of belonging. On the other hand, they consider that everything that gives integral formation gives meaning to the university, since it fosters universality.

One of the most important contributions of the integral formation is the development of the people in the different dimensions so that later they are able to use this formation for the development of the society. That is, students can perform in a socially responsible manner.

Both concepts are oriented to have a commitment to society, to train responsible, ingenious citizens to solve problems, critics and are committed to contribute with their community in the most relevant problems.

That is, they see the relationship of both concepts as an opportunity for universities to form full citizens, that respond to the needs imposed by today's world; act in a responsible, ethical and always oriented to the common good.

Link of the university social responsibility and the integral formation of the students, students of last semesters

For their part, last semester students talk about the importance of linking both concepts in the formation practice of universities, because knowledge, skills, abilities, aptitudes, attitudes are promoted, through the process of professional training, which responds to the needs of the current context. This professional training allows to develop the capacity to understand, analyze social problems and develop projects that respond to these needs. They

talk about the importance of theoretical knowledge, but also of practical ones. They consider that if knowledge is not put at the service of society, it is of no use.

University Social Responsibility and integral formation

can be linked because both of them have in mind the ethics that every human being should include as a way of life. Both urge to seek a formation not only individual, but to be aware of others, recognize what is happening in the world, reflect on what is happening today and begin to generate actions that improve social situations. The most important link is to make the student aware at some point in their university education: this idea of contributing to the improvement of social problems, mobilizing knowledge, whether they are dedicated to the field or to another area. It is necessary to work collaboratively with students from other areas who are also interested in eradicating current social problems.

Conclusions:-

University social responsibility and integral formation are two complex theoretical constructs that are part of the main actions of universities in various countries. In the case of Mexico, many universities explicitly state their commitment to both terms, which imply deep reflection and concrete institutional actions.

This research has been an interesting exercise because the sample of students to whom the designed questionnaire was applied, was precisely to those who study a degree in education. As part of their studies, they often read and analyze these concepts, so they usually have documented and critical positions to issue a response. It was noted that some responded based on the studies they have. It can be seen differences between the responses of first semester students, who have an interest in the subjects, but have studied little and the more advanced students, who have more information and reflection on the topics.

Integral formation is defined as the set of knowledge, skills, attitudes and values that a person develops in the various areas of his life and in his different dimensions as a human being. Therefore, integral formation affects your physical, emotional health, cognitive, socio-emotional development, etc. It affects their different daily activities as university, from academic to social.

As part of the integral formation, students consider that universities must train citizens who are able to observe and dialogue to detect the most important needs of society, so that their university education (not only academic) is put into function of priority needs. Otherwise, they consider that university education and even what could be called "integral formation" makes no sense.

In this sense, integral formation fulfills its function only if it addresses the social responsibility that universities have imposed as a challenge to train students. That social responsibility is formed in the classroom, but it transcends by leading students to think and act in terms of society, of those spaces that require innovative solutions, which can be given by university students with the guidance of their teachers. The relevance of the actions of university students is what fundamentally contributes to their integral formation.

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