Journal of Critical Pedagogy

Journal of Critical Pedagogy

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Content Presentation

In the first article we present, *The role of soft skills in job performance: View from the Centenniall generation* by Ramírez-Ruiz, Wendy Carolina Azucena, López-Barberena, Adriana and Escuder-Ayala, Verónica, with adscription at the Universidad Tecnológica de León, as a second article we present, *Learning styles: Trends among students in the economic and administrative area at the Technological University of León* by Quezada-Flores, Ma. de la Luz, González-Arredondo, Liliana, Serrano-Torres, Ma. Guadalupe and Mejía-Guerrero, Mauricio, with adscription at the Universidad Tecnológica de León, as third article we present, *University teacher's perception of inclusive education* by Valdez-Pineda, Dina Ivonne, Vázquez-Jiménez, Imelda Lorena, Vega-Encinas, Erika and Moreno-Millanes, María Dolores, with adscription at the Instituto Tecnológico de Sonora, as the next article we present, *Elements of organizational culture and their implementation in Generation Z. literature analysis*, by Cano-Ramírez, Eliseo, González-Escoto, Claudia and Carrillo-Flores, Rafael, with adscription at the Universidad Politécnica de Juventino Rosas, Universidad del Centro del Bajío, Universidad Autónoma de Chapingo, as the next article we present, *Genre: Weaving a future of equal opportunities* by Sánchez-Rivera, Lilia, Espericueta-Medina, Marta Nieves, Y Cepeda-González, María Cristina and Lara-Cisneros, Sofía Abigail, with adscription at the Universidad Autónoma de Coahuila, as the last article we present, *Critical review of University Social Responsibility management models: approaches, challenges, and opportunities* by Beltrán- Lizárraga, María Guadalupe, Perpuli- Ceseña, Ariadna Colette, Dagnino-Olivas, Amira del Carmen and Escalante- Ramírez, Paulina, with adscription at the Tecnológico Nacional de México, Campus Los Cabos.

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The role of soft skills in job performance: View from the Centenniall generation

El rol de las competencias blandas en el desempeño laboral: Visión desde la generación Centenniall

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Abstract

This article analyzes the importance of soft skills in the labor market in the State of Guanajuato and how the centennial generation perceives themselves regarding them. The objective of the research was to demonstrate the role of competencies in professional performance, as well as the vision held by the centennial generation, emphasizing gender differences. A study from the University of Celaya is mentioned, which mentions the importance of technical and soft skills that are crucial for the employability of professionals in Guanajuato. The methodology described was a quantitative study that surveyed young centennial graduates from the Technological University of León to measure the perception of their soft skills. Among the most important contributions is that there are uses and relationships between the soft skills measured and that there are still aspects to work on in this type of competencies according to gender.

Resumen

En este artículo se analiza la importancia de las competencias blandas del mercado laboral en el Estado de Guanajuato y cómo la generación centenniall se percibe respecto a ellas. El objetivo de la investigación fue demostrar el rol de las competencias en el desempeño profesional, así como la visión que tiene ésta generación, enfatizando las diferencias por género. Se menciona un estudio de la Universidad de Celaya, que menciona la importancia de las habilidades técnicas y blandas que son cruciales para la empleabilidad de los profesionistas en Guanajuato. Se describe la metodología como un estudio de tipo cuantitativo que encuestó a jóvenes centenniall egresados de la Universidad Tecnológica de León para medir la percepción de sus competencias blandas. Entre las contribuciones más importantes se contempla que sí existen usos y relaciones entre las habilidades blandas medidas y que existen todavía aspectos a trabajar en este tipo de competencias según el género.

Soft Competencies; Centenniall, Soft Skills

Competencias Blandas, Centenniall, Habilidades Blandas

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Introduction

According to data from the National Institute of Statistics and Geography (INEGI) (2020), the State of Guanajuato has a total population of 6,166,934 inhabitants, of which 51.4% are women and 48.6% are men. The municipalities of the state with the largest population are: Leon with 1,721,215 inhabitants, Irapuato with 592,953 inhabitants and Celaya with 521,169 inhabitants.

In the 6th. Informe de Gobierno del Estado de Guanajuato del 2024, Sinhue (2024) reported that Guanajuato is the fifth largest economy in Mexico with a GDP of more than 64.9 billion dollars, consolidating its position as the first national exporter of non-border states.

In terms of employment, measured by IMSS insured workers until November 2023, Guanajuato registered more than 1,110,000 insured workers, making it the 5th nationally in this area. Nationally, Guanajuato ranks 5th in this area. 96.8% of the State's labour force is employed, with 2 million 810 people currently employed. In manufacturing production, it is reaffirmed in 2nd place nationally, standing out in the automotive, food, plastic, rubber, chemical and metal-mechanical sectors, among others.

According to Sinue (2024), the labour participation rate in Guanajuato was 60.3%, which implied an increase of 0.75 percentage points compared to the previous quarter with 59.5%.

The centennial generation includes people born between 1994 and 2012, who currently represent a relevant labour force in Guanajuato.

This generation is characterised by having been born in a digital world, where globalisation stands out, and their entire environment influences their professional expectations and the way they perceive their working lifestyle.

The state of Guanajuato has excelled in several productive sectors, such as automotive manufacturing, agribusiness and tourism; the centenniall generation participates with an imperative role in innovation and adaptation to new technologies by actively participating in emerging sectors such as technology, innovation and services.

Young centennials recognise that soft skills are of utmost importance in the world of work in which they develop, they seek and adapt to work environments that recognise and promote these skills, as they enable their professional and personal development.

The aim of this analysis is to identify the soft skills statements that men and women of the centennial generation have about their job performance.

Problem Statement

It is currently a key challenge that soft skills can be aligned with the demands of the local and regional labour market, since the productive sectors require that today's professionals not only know, master and apply the technical skills learned in universities and technology centres, but that at the same time the soft or social skills are strengthened in order to have comprehensive professionals with a better job performance.

According to Cuevas *et al* (2023) mention that soft and technical skills play a crucial role in the employability of professionals. In this analysis they mention the main skills that employers in these states request in their job vacancies, these are: Leadership and team management, effective communication, critical thinking and problem solving, flexibility and adaptability, negotiation and decision making, teamwork and collaboration, planning, management and direction, organisation, project planning, time management and multitasking as well as specific technical skills according to each profession.

Cuevas *et al* (2023) summarise that the technical and specialised skills most valued by employers in Guanajuato and Querétaro are: use of Microsoft office, knowledge of sales and commercial areas, specific tools and technologies, English, relevant international norms and standards, measurement and analysis tools, specific technical knowledge, continuous improvement tools and LEAN manufacturing, project management and planning, knowledge of ERP systems such as SAP, familiarity with health and safety standards, quality systems and tools, general administration, personnel management, training and development, experience in managing production processes and negotiation.

The main attitudes required in the vacancy analysis are: proactivity and initiative, responsibility and commitment, collaborative attitude, achievement and results orientation, discipline, honesty and integrity, customer service, initiative and attention to detail.

A key challenge within universities is to align the development of soft skills with local and regional labour needs as they play an important role in the employability of current and future professionals.

This analysis is of utmost importance in the University Academy as it allows us to understand the centennial generation's perception and valuation of soft skills in their working life, differentiating perceptions between genders. The information obtained will allow us to understand the needs of young graduates in order to design effective training strategies that promote the favourable development of soft skills for the working world of university students.

Daniel Goleman (1995), in his theory on emotional intelligence, defines soft skills as those that are linked to an individual's ability to recognise, understand and manage both their own emotions and those of others, facilitating more effective interactions.

According to Goleman D (1995), the term perception is related to emotional intelligence, self-awareness and social awareness, perception refers to how people interpret and internalise emotional signals both in themselves and in the social environment, emphasising that adequate emotional perception allows people to make more conscious decisions, better manage interpersonal relationships and respond appropriately to social dynamics, a key factor in job performance, as it affects the way we communicate, work in teams, resolve conflicts and propose solutions.

In relation to the perception of soft skills, recent studies, as pointed out by Alvarado, De la Torre and Araiza (2022), have shown that men tend to perceive themselves as having more soft skills than women. This scenario highlights the need to study these perceptions in order to improve the training of future professionals, thus ensuring equity in job opportunities in the changing labour market environment.

Theoretical framework

Competences, according to Carro (2019), are 'the set of verifiable and learnable knowledge, skills and attitudes that are applied in the performance of a professional function. They are created and strengthened through their use or practice' (p.18). These are the actions and behaviours that people perform professionally and that can be observed and assessed.

Also, all people have competences that they like more than others and some of these are called 'natural gifts or talents'. These gifts are also known as abilities and are usually innate and usually stable. An important thing to mention is that this gift or ability is persistent and it is in the individual whether they use it or not (Carro, 2019).

Competences can be developed or undeveloped and arise from innate abilities as well as the environment. The learning effort depends on the competences developed. If the person does not have natural abilities he/she will have to make a greater learning effort and therefore needs constant training. Some competences are preferred because they are easier or more natural for the individual. In these skills the individual is usually more confident and efficient in their use (Carro, 2019).

According to Alles (2009) there is data that relates skills to the iceberg model of personality development. In this model the relationships of the visible and invisible elements of personality are written. The visible are the given skills and knowledge. However, the non-visible is an accumulation of information starting with the self-concept as well as personality traits and motivations.

According to this parallel it is easier to develop skills and knowledge when one has a better self-concept. Moreover, if motivation or personality do not help, it is difficult to develop more complex concepts of skills and knowledge.

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Box 1

Figure 1

Based on the Iceberg model by Alles (2009)

According to the Andean Finance Corporation (CAF) (2016), temperament is a manifestation of the character that people have from an early age and has a biological component. However, there are elements that appear throughout life that facilitate the evolution of skills. Education is one of the elements that can change or train this type of information.

According to the Andean Finance Corporation (CAF) (2016), skills become knowledge, habits and personality attributes that contribute to improving labour productivity and also the spheres of a person's life. It can be stated that even at the level of family and friends, they also influence how they can integrate into the life of the city and even determine what health habits they might have.

According to Valle Vargas et al (2022), professional success in the workplace is not only related to technical knowledge but also to the management of soft skills such as leadership, teamwork and problem solving. Soft skills are perceived as essential for professional training and the development of these skills is encouraged in the pursuit of professional success.

Goleman (1995) defines soft skills as a set of socio-emotional and interpersonal competences that are closely linked to emotional intelligence and that constitute the transversal axis for a person to achieve professional and personal success. There are different types of skills that are developed over time and which depend on the development environment. The hard skills have to do with know-how and are those that encompass competences and knowledge of technical subjects; they are related to the work environment.

Soft skills emerge as part of people's development and are the ways of solving work and attitudinal issues.

They relate to social performance, leadership, managing emotions, relationships, teamwork, ways of communicating, sharing, informing, motivating, listening and being empathetic.

This also implies the ability to manage knowledge in work experiences and to be able to pass on that knowledge.

Something interesting to add is that these skills are learned and developed in schooling, by the family, as well as in social and work experiences (Carro, 2019).

According to the literature reviewed, Fernandes et al (2021) comment that interpersonal competences are relevant for the development of education.

According to these authors, the OECD and the European Union admit that the development of transversal competences is important and should be part of the training policy in schools as it affects the labour market and social interaction.

There is a justification in the fact that these skills can act predictively in the workplace and complement technical competences. It is emphasised that these competences are acquired in socio-emotional dynamics and accompanied by the educational system.

The areas most identified in the literature review by Fernandes et al (2021) conclude that among the most important categories are: resilience, reflexivity, empathy, collaborative work, self-efficacy and assertiveness.

This review was extended in a study carried out in specialised journals over the last 20 years with a theoretical foundation where the most appropriate competences according to the various authors were identified.

Methodology

Based on this information, the skills required by employers in the State of Guanajuato will be considered in this article as concrete attributes of generalised soft skills as part of this research.

A quantitative descriptive study was conducted on a total of 166 men and women of the centennial generation aged between 21 and 28 years old, who have graduated from the Technological University of Leon from various careers at the Higher Technical University and Bachelor's or Engineering levels; having a finite population between 11,000 and 14,000 elements.

Considering a sampling error of 5.1% and a confidence level of 95%. It is worth mentioning that the sample of 166 elements was the result of considering a probability of success in that the elements were working and working or studying of 87%; and a probability of failure in that they were not working of 13%. The surveys were applied digitally, sent via e-mail to graduates corresponding to those born between 1995 and 2003 who completed their studies as University Technicians and Graduates or Engineers. There were six soft skills that were evaluated, each one consisting of a series of affirmative sentences in which each respondent had to evaluate how much he or she agreed or disagreed. The instrument used measured the following dimensions.

Box 2

Table 1

Dimensions used

Soft skills	Specific attributes required by employers in the state of Guanajuato
Operationality	- Project planning - Time management - Multitasking - Organisation - Problem solving-decision making
Empathy	- Assertive communication - Collaboration
Assertiveness	- Effective communication - Leadership and team management - Negotiation
Social support	- Collaboration - Leadership - Team management - Effective communication
Teamwork	- Teamwork - Team management - Collaboration
Resilience	- Flexibility and adaptability - Problem solving - Critical thinking - Decision making

Source: Own elaboration based on Fernandes et al (2021)

Results

Of the total number of respondents, 53.6% are female and 46.4% are male. The average age is 25.49 years with a standard deviation of 1.5 years. Of the total sample 10% are working and studying while 90% are working only.

Regarding the length of time in their current job, 31% mentioned having less than one year, while 41% have between 1 and 2 years. 22% have between 3 and 4 years. 22% have between 3 and 4 years.

Box 3

Table 2

Working time

	Frecuency	Porcentage
Less than 1 year	51	31%
1 to 2 years	68	41%
3 to 4 years	37	22%
5 to 6 years	7	4%
More than 7 years	3	2%
Total	**166**	**100%**

Source: Own elaboration

The current income of this generation ranges from $11001 to more than $20,000 pesos, with 55% of the respondents being men and women. This distribution can be seen in detail in the following graph.

However, considering the Ho that there is no relationship between gender and monthly income range; with a Pearson Chi-Square significance value of .000 and being less than the critical value of .05, the Ho is rejected. Therefore, it can be said that there is a relationship between the gender of being male or female with income in the centennial generation.

Box 4

Table 3

Centenniall income

	Frecuency	Porcentage
Less than $2000	3	2%
Between $2001 and $5,000 per month	19	11%
5,001 to 8,000 per month	17	10%
Between 8,001 and 11,000 per month	36	22%
Between 11,001 and 14,000 per month	28	17%
Between 14,001 and 17,000	25	15%
Between 17,001 and 20,000 per month	11	7%
More than 20,001 per month	27	16%
Total	166	100%

Source: Own elaboration

The economic units where the 21-28 year-old generation works are distributed in 31% in the service sector, 16% in wholesale trade, 11% in the auto parts and automotive sector, 9% in the leather and footwear sector. The remaining 33% is distributed in 11 other sectors, as shown in table 4 below.

Box 5

Table 4

Economic Unit

	Frecuency	Porcentage
Services	52	31%
Wholesale trade activity	26	16%
Auto Parts - Automotive	19	11%
Leather - Footwear	15	9%
Health Care	10	6%
Machinery and equipment manufacturing	10	6%
Tourism and accommodation	9	5%
Retail trade activity	6	4%
Construction	6	4%
App development and IT solutions	3	2%
Education	3	2%
Environmental care	2	1%
Government	2	1%
Industrial processes	2	1%
Monitoring	1	1%
Total	**166**	**100%**

Source: Own elaboration

Eighty-five per cent of the interviewees have a bachelor's degree or engineering, while 13% have a higher secondary education and only 2% have a master's degree. The level of decision making of the centennial generation in relation to gender corroborates that there is a relationship between these two variables. The Pearson Chi-Square significance value of .012 and being less than the critical value of .05, the hypothesis that there is no relationship between gender and level of decision-making in their job functions is rejected.

All soft skills were assessed on a rating scale where 1 is Strongly Agree and 5 is Strongly Disagree. The indifferent scale corresponds to a value of 3. Each soft skill is composed of between 9 and 11 sentences, which were evaluated according to the respondents' perception of their job performance. When grouping the sentences of the six soft skills evaluated by the sample, resilience, empathy and teamwork were found to have more than 50% of the responses in total agreement. As for assertiveness, it is striking that 12.3% are indifferent to this skill.

Box 6

Table 5

Skills assessed

	Operationality	Resilience	Assertiveness	Empathy	Social Support	Teamwork
I fully agree	47.6%	**51.5%**	45.0%	**55.2%**	40.5%	**57.2%**
Agree	36.9%	38.7%	39.8%	37.0%	39.6%	32.2%
Indifferent	11.0%	7.2%	12.3%	6.8%	11.9%	7.8%
Disagree	3.2%	2.3%	2.7%	0.9%	3.5%	0.9%
Strongly Disagree	1.3%	0.3%	0.1%	0.1%	4.5%	1.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Own elaboration

In terms of gender, they are evaluated as Strongly Agree as shown in table 6, with empathy and teamwork being the best evaluated.

When carrying out the factor analysis of the soft skill of Resilience with 10 variables evaluated with the above mentioned rating scale, an acceptable grouping was obtained by the sample adequacy measure by Kaise Meyer Olkin of .878. Where they are ordered by importance overall and by gender.

Box 7

Table 6

Resilience Dimension

Criterio	Resilience	R. H	R. M
I like the way I am	1	1	2
I know myself well	2	2	4
I am confident in my soft skills (resilience, empathy, assertiveness, etc.).	3	3	3
I have good self-esteem	4	4	5
I believe I have the soft skills (resilience, empathy, assertiveness, etc.) to be successful in the workplace.	5	5	1

Source: Own elaboration

Resilience component 1 with a rotated value of 3.8 and an implementation of 38% with the following variables of:

- I like the way I am
- I know myself well
- I have confidence in my soft skills (resilience, empathy, assertiveness, etc.).
- I have good self-esteem
- I believe I have the soft skills (resilience, empathy, assertiveness, etc.) to be successful at work
- While component 2 with a rotated value of 3.1 and a 31% explanation of resilience includes the statements of:

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- I can control myself in the face of the effects of adversity.
- I have overcome adversity in my area of work.
- I accept my problems
- I adapt to adverse situations in the company.

Considering men and women in the resilience skill, there is a difference in the perception of women against the general obtained.

Box 8

Table 7

Dimensions used

	Fully in agreement General	Strongly Agree Men	Totally agree Women
Operationality	47.60%	40.40%	56.00%
Resilience	51.50%	48.00%	55.60%
Assertiveness	45.00%	40.00%	50.80%
Empathy	55.20%	50.70%	60.50%
Social support	40.50%	36.40%	45.30%
Teamwork	57.20%	50.90%	64.50%

Source: Own elaboration

The soft skill of empathy had a cluster quality of .882 resulting in only one component with five factors. Men and women of the centennial generation perceive themselves differently on this skill. As shown in the following table.

Box 9

Table 8

Empathy Dimension

	Empathy General	Empathy Men	Empathy Women
When do I listen I wait, and only then give my own thoughts?	4	1	5
Do I listen to my peers and give feedback based on what is questioned?		2	
When I listen, do I show interest?	2	3	3
When I listen to my colleagues, do I maintain my initial position?		4	
When someone speaks to me can I understand their intentions?	5	5	6
Do I listen carefully?			
Do my co-workers know they can count on me?	1		1
Do I adapt to my co-workers?			2
Do I recognise the feelings of my co-workers?	3		4

Source: Own elaboration

The operationality skill also generated by factor analysis two components, the quality of clustering was high at .906 when obtaining a Kaiser Meyer Olkin sample adequacy measure.

Component one had a rotated self-value of 4.5 and an explanation of 34.7% and includes the variables of:

- The company values what I do
- I feel that my co-workers and boss contribute to my development.
- My basic personal needs are satisfied
- I feel motivated
- I am increasingly developing my soft skills (resilience, empathy, assertiveness, etc.).
- I have achieved my personal goals
- I feel fulfilled.
- The second component of the operationalisation with a rotated eigenvalue of 3.5 and an explanation of 27%, includes the following variables:
- I have clear work goals
- I reorganise my work activities to meet the strategies of my area of work.
- I know in which area I would like to work.

The variables that are less considered within the operationalisation ability are: I have sufficient willpower, My work performance has a positive influence and I make use of all my soft skills (resilience, empathy, assertiveness, etc.).

Not least is the teamwork skill where the importance factors are more aligned between men and women, e.g. both recognise the skills of their colleagues and like to collaborate with their co-workers.

Box 10

Table 9

Skills by gender

	General	Teamwork Men	Teamwork Women
Do I often recognise the skills of my colleagues?	1	1	2
Do I like to collaborate with my colleagues?	2	2	1
Do I like everyone in my team to collaborate in finding solutions?	3	3	5
Do I enjoy teamwork?	4	4	
Does teamwork lead me to fulfilment?	5	5	3
Do I appreciate the friendly relationship between colleagues?	6	6	
Does cooperation help to develop new ideas?			6

Source: Own elaboration

Conclusions

Finally, it can be concluded that the soft skills measured in this work are relevant to the profile of the individuals and affect them in their current or future working life.

One of the aspects to highlight is that the most important skills are resilience, empathy and teamwork. The skills that need to be worked on and reinforced are those with low scores such as operationalisation, assertiveness and social support.

Among the aspects to consider is that assertiveness is a skill that falls in a percentage of indifference, which may be indicative or a reference of the competences to work on with university students in order to improve their graduate profile.

The ability to operationalise becomes significant because it also identifies factors such as motivation itself, which should be worked on as part of the environmental setting.

The work is a precedent to open new research chapters related to the soft skills of the different productive sectors.

Declarations

Conflict of interest

The authors declare that they have no conflicts of interest. They have no known competing financial interests or personal relationships that might have appeared to influence the article reported in this paper.

Authors' contribution

From the results of this study, we will be able to Specify the contribution identify perceptions of skills, emphasising areas for improvement that will consequently enable us to generate pedagogical strategies that respond to perceived gender differences.

Such improvements will aim to ensure that both male and female university students develop the soft skills demanded by the labour market in an optimal and equitable manner.

Ramírez-Ruiz, Wendy Carolina Azucena: Adequacy of the measurement instrument, drafting of the methodology and analysis of information, contributions in the conclusions.

López-Barberena, Adriana: Theoretical framework and contributions in the conclusions, summary. Adequacy of format.

Escuder-Ayala, Verónica: Adequacy of the theoretical framework, link with entity and elaboration of introduction and problem statement.

Availability of data and materials

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Abbreviations

1. INEGI   Desarrollo de Software Multiplataforma
2. CAF   Andean Financial Cooperation
3. SAP   It is the acronym of the original German company name: *Systemanalyse Programmentwicklung*, which translates as 'development of system analysis programs'.
4. ERP   Enterprise Resource Planning
5. OCDE   Organisation for Economic Co-operation and Development

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Background

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Learning styles: Trends among students in the economic and administrative area at the Technological University of León

Estilos de aprendizaje: Tendencia en estudiantes del área económico administrativa de la Universidad Tecnológica de León

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Abstract

The learning styles according to Hermann's model indicate that each person has a preference for processing and retaining information, identifying four cognitive styles: analytical, practical, relational, and creative. This research aims to identify the trends in learning styles among new students in the September-December 2024 semester in the economic-administrative area of the Universidad Tecnológica de León, through the application of Hermann's Brain Dominance Instrument. The methodology includes a preliminary review of learning styles, followed by the application of the instrument to determine the predominant brain quadrant in the students. The main contribution of the study is to provide a detailed understanding of these styles, creating conditions for personalized learning and promoting equity in the university educational environment.

Los estilos de aprendizaje según el modelo de Hermann señalan que cada persona tiene una preferencia para procesar y retener información, identificando cuatro estilos cognitivos: analítico, práctico, relacional y creativo. Esta investigación tiene como objetivo identificar las tendencias de los estilos de aprendizaje de los estudiantes de nuevo ingreso en el cuatrimestre septiembre-diciembre de 2024 en el área económico-administrativa de la Universidad Tecnológica de León, mediante la aplicación del Instrumento de Dominancia Cerebral de Hermann. La metodología incluye una revisión preliminar de los estilos de aprendizaje, seguida de la aplicación del instrumento para determinar el cuadrante cerebral predominante en los estudiantes. La principal contribución del estudio es ofrecer una comprensión detallada de estos estilos, generando las condiciones para la personalización del aprendizaje, promoviendo equidad en el entorno educativo universitario.

Identify the trends in the learning styles of new students in the September-December 2024		
Objectives	**Methodology**	**Contribution**
Identify the trends in the learning styles of new students in the September-December 2024 semester in the economic-administrative area of the Universidad Tecnológica de León.	Learning styles, followed by the application of Hermann's Brain Dominance Instrument to determine the predominant brain quadrant in the students' learning style.	The main contribution of the study is to provide a detailed understanding of these styles, creating conditions for personalized learning and promoting equity in the university educational environment.

Estilos de aprendizaje: Tendencia en estudiantes de la Universidad Tecnológica de León		
Objetivos	**Metodología**	**Contribución**
Identificar las tendencias de los estilos de aprendizaje de los estudiantes de nuevo ingreso en el cuatrimestre septiembre-diciembre de 2024 en el área económico-administrativa de la Universidad Tecnológica de León.	La metodología incluye una revisión preliminar de los estilos de aprendizaje, seguida de la aplicación del instrumento de Dominancia Cerebral de Hermann para determinar el cuadrante cerebral predominante en el estilo de aprendizaje de los estudiantes.	La principal contribución del estudio es ofrecer una comprensión detallada de estos estilos, generando las condiciones para la personalización del aprendizaje y promoviendo equidad en el entorno educativo universitario.

Learning Styles, Hermann's Instrument, Educational Personalization

Estilos de Aprendizaje, Instrumento de Hermann, Personalización Educativa

Resumen

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Introduction

In the current educational context, understanding the learning styles of university students is essential to optimise the teaching-learning process. Everyone learns differently, using different strategies and rhythms, even with similar motivations and contexts. It is therefore essential for Higher Education Institutions (HEIs) to recognise learning styles not as fixed labels, but as tools for designing more effective and adaptive teaching strategies.

By considering these individual preferences in the way they process and retain information, HEIs can foster not only academic success, but also the overall well-being of their students, promoting a more inclusive and dynamic learning environment (Domínguez-Campomanes, M., Gómez-Manuel, E., Morales, E. and Pacheco-Reyes, J.J., 2019).

Ned Hermann, an American researcher and psychologist, proposes the brain quadrant model based on the theory of brain dominance that identifies different information processing styles and provides guidelines for learning strategies.

This model argues that each hemisphere of the brain processes information differently, which generates different ways of thinking associated with each hemisphere Álvarez, C., Navarro, M. J., Torres, A. R., & Zuleta, A. (2021).

Hermann classifies learning styles into four quadrants: analytical, practical, relational and creative, providing an accurate perspective on how students approach learning. The instrument allows the identification of these cognitive preferences in students in order to personalise learning and diversify teaching methods through the application of educational strategies, improving information retention and reducing frustration, which translates into better academic performance.

The objective of this research is to learn about the learning styles of new students in the economic-administrative area of the Universidad Tecnológica de León (UTL). Through the application of the brain dominance instrument, to identify the cognitive preferences of the students and to know the tendency in learning styles of the students.

A learning environment adapted to individual needs fosters students' motivation and engagement for their academic success. Personalisation of teaching based on learning styles not only improves information retention, but also promotes an inclusive environment where all students feel valued and supported in their educational process.

This research, therefore, not only has theoretical implications, but also seeks to generate a practical impact on the quality of education at the Universidad Tecnológica de León. The present work is organised as follows:

1. **Theoretical Framework**: The main contributions on learning styles are presented, with a detailed focus on Hermann's brain dominance model.
2. **Methodology**: The approach used in the research, the data collection procedures and the methods of analysis applied are described.
3. **Results**: This section presents the results obtained, accompanied by a detailed analysis and interpretation. Proposals for future research are also offered.
4. **Conclusions**: The main findings are summarised, recommendations based on the results are offered and final reflections on the study are presented.
5. **References**: This section details the sources consulted that are relevant to the study.

Theoretical framework

In education, understanding learning styles is essential to optimise the teaching-learning process. This concept refers to how each student reacts to conditions, stimuli and represents the particular way in which they prefer to receive, process and retain information; it is the way in which information is assimilated and not related to the content being studied.

This concept is important for students and teachers; if teachers do not use methods that address the diversity of styles, some students may not perform well despite their interest and ability. Adapting teaching to these styles is essential to maximise the achievement of all students (García-Ancira, C. 2019).

The Hermann Brain Dominance Instrument, developed by Ned Hermann in the 1970s, is a key tool in the assessment of thinking and learning styles. Based on the theory of brain dominance, it classifies cognitive styles into four quadrants: analytical, practical, relational and creative. Although developed several decades ago, the instrument remains relevant for its ability to provide a detailed and practical understanding of individual cognitive preferences.

Application of the instrument allows for more precise tailoring of instructional strategies, improving learning effectiveness and student satisfaction. Research highlights the importance of aligning teaching methodologies with learning styles to promote more effective and equitable education. Theories and models of learning styles explore how individuals prefer to learn and process information. Recognising these styles is crucial for effective teaching, as adapting teaching to learning styles can significantly improve student understanding and engagement.

Learning Styles: chronology

The understanding and interpretation of learning styles has evolved over time in significant ways, beginning with the ideas of John Dewey in 1938. Dewey, in his work Experience and Education, highlighted the importance of direct experience and reflection in the educational process, which influenced the understanding of learning styles by highlighting experience as key to learning, underlining that learning occurs through active interaction with the environment and reflection on that experience (Ruíz, G., 2013).

Jean Piaget and Lev Vygotsky made fundamental contributions to the study of cognitive development and learning. Piaget investigated how individuals' cognitive development affects their ability to learn, while Vygotsky highlighted the crucial influence of social interaction and cultural context on the learning process. Together, their theories underline the importance of considering both the internal aspects of development and external factors in education (Vielma, V., 2000).

Prieto Loureiro (2021) analyses the influence of learning styles on teaching strategies and highlights how Leichter introduces the concept of educational style.

This concept, similar to learning styles, describes how individuals combine and adapt their educational experiences over time.

Leichter suggests that educational styles reflect the ways in which students integrate and apply their previous learning experiences, influencing their current preferences and strategies.

Keefe and Thompson (1987) defined learning styles as cognitive, affective and physiological traits that influence how individuals respond to their educational environment, relating them to the personality and motivations of the learner (Pantoja M., Duque, L. and Correa, J., 2013).

This definition highlights that learning styles not only affect how students process information, but also how their personal and motivational characteristics influence their response to the educational process.

According to the Peru Teachers' College (2024), Dunn and Dunn's (1979) model classifies learning preferences into five categories: environmental, emotional, sociological, physiological and cognitive characteristics.

This model provides a framework for tailoring instruction to individual learner preferences, recognising that each learner has different needs in terms of their learning environment, emotional state, social interaction, physical conditions and cognitive styles.

Ned Herrmann's Learning Styles Theory (1982) is based on the specialisation of different areas of the brain for information processing, influencing learning preferences (Garcia C., 2019).

The model developed by Ned Hermann, identifies four quadrants of the brain each associated with different characteristics, thinking and learning styles (Velázquez, B., Calle, M. and Remolina, N., 2006).

Left Cortical (IQ): Their behaviour is characterised by a reserved and distant attitude, with few gestures and an articulate voice that reflects their outstanding intellect.

Tends to analyse and judge situations critically, often using sarcasm. Appreciates quotations and is competitive, self-centred. In terms of their thought processes, they excel in evaluation, logic and precision, preferring the use of models and theories to gather data and work with hypotheses.

Their language is precise and clear, which complements their skills in abstraction, mathematical and quantitative thinking, as well as financial management and technical problem solving.

Right Cortical (DC): Behaviour is original and marked by a sense of humour that leads you to enjoy taking risks and engaging in lively discussions. He is a person with a futuristic outlook, able to jump from one topic to another, which is reflected in his bright and independent speech.

In terms of thought processes, you excel at conceptualisation and synthesis, using your imagination and intuition to visualise ideas and act on associations. He integrates concepts through images and metaphors, which enhances his capacity for creation and innovation. His entrepreneurial spirit and artistic inclination lead him to research and develop a unique vision of the future.

Left Limbic (LI): You behave predominantly introverted and emotional, although you maintain firm control over your emotions. He is meticulous and manic in his attention to detail, often enjoying monologues and formulas that reinforce his conservative and loyal approach.

He defends his territory with determination, anchored in his experience and a clear appreciation of power. In terms of processes, he is characterised by his ability to plan, formalise and structure, defining procedures in a sequential and methodical manner.

Their ritualistic and verifying nature ensures that everything is in order. His competences cover administration and organisation, as well as the realisation and implementation of projects, standing out as a leader of people and a speaker, always committed and dedicated to his work.

Right Limbic (LD): His behaviour is extraverted and emotional, characterised by playful spontaneity and intense gesticulation. He is talkative and idealistic, with a strong spiritual inclination that leads him to seek the approval of others, although he reacts negatively to criticism.

In his thought processes, he integrates experiences and moves guided by the pleasure principle, showing a deep affective involvement and working with feelings. He has a constant need for sharing and harmony, which motivates him to listen and ask questions, as well as to evaluate the behaviour of those around him.

His competences include relational skills, ease in establishing human contacts, fostering dialogue, teaching and working in teams, as well as outstanding oral and written expression.

According to García, M., & López, A. (2024), learning styles and multiple intelligences in students at the Francisco de Paula Santander School (2024) explores the theory of multiple intelligences proposed by Howard Gardner, who identifies various types of intelligences and proposes that people have at least eight types of intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, interpersonal, naturalistic and intrapersonal.

These intelligences influence students' learning styles. Although Gardner does not use the term learning styles, his theory suggests that preferences and strengths in different intelligences may guide how students prefer to learn and process information. This theory broadens the understanding of learning styles by highlighting the diversity in ways of learning (Macias, J. 2002).

The Felder-Silverman model (1988) classifies students along dimensions such as active vs. reflective, sensory vs. intuitive, visual vs. verbal, and sequential vs. global, providing a detailed structure for tailoring instruction to learning preferences.

Each dimension of the model shows how learners interact with content in unique ways. Understanding the differences between sensory and intuitive styles helps to tailor the presentation of information, improving comprehension and retention.

Article

Integrating these dimensions into curriculum design optimises learning by aligning with students' individual preferences (Gutiérrez-Espinoza, H., Araya-Quintanilla, F., Valenzuela-Fuenzalida, J., Nova, P., & Aviles-Walles, M., 2023).

Finally, Neil Fleming's (1992) VARK model classifies learning styles into four modalities: visual, auditory, reading-writing and kinaesthetic, providing a clear guide to adapt teaching strategies to individual preferences (Espinoza J., Miranda W., Chafloque R., 2019).

This model is valuable for its applicability in the classroom, as it allows teachers to personalise the learning experience. By categorising preferences into these four areas, it facilitates the creation of materials and activities that resonate with diverse learning styles.

Adjusting pedagogical techniques to include visual, auditory, written and hands-on elements can significantly improve learning effectiveness and student engagement, making the educational process more inclusive.

These interrelated theories and models provide a valuable framework for understanding and personalising teaching in the university context, helping to improve learning effectiveness by recognising and accommodating diverse student preferences.

Integrating these approaches into educational research can lead to better personalisation of instruction and greater student engagement and academic success.

Methodology

The methodology was carried out with a quantitative approach, applying a descriptive design that allowed us to analyse the demographic, gender and age characteristics, as well as to identify the learning style of the students of the following educational programmes in the economic-administrative area of the Universidad Tecnológica de León.

Bachelor's Degree in Human Capital Management (LGCH)

Bachelor's Degree in Business and Marketing (LNM)

Bachelor's Degree in Gastronomy (LG)

Bachelor in Tourism (LTU)

Bachelor's Degree in Transport and Mobility (LTM)

The educational programmes in the economic-administrative area (LGCH, LNM, LG, LTM, LTU) are identified. The sample consisted of all students enrolled at the Universidad Tecnológica de León in the September-December 2024 term.

The questionnaire applied is proposed by the Academic and Teaching Development area of the university and consisted of 22 questions on gender, age, educational programme, daily life and school life among others, which was distributed online to be applied through the Moodle platform.

This approach is suitable for obtaining numerical data to facilitate the identification of patterns and trends.

Cross-sectional research was carried out, as data will be collected at a single point in time, allowing comparisons to be made to understand the distribution of students in terms of gender and other demographic factors.

Results

In this section, the findings derived from the research on the distribution in the educational programmes in the economic-administrative area of the Technological University of León (LGCH, LNM, LG, LTM, LTU) are presented.

The objective of this analysis allows for an understanding of the characteristics of the student population, in order to identify relevant patterns and trends that may influence future educational and inclusion strategies.

The results are presented in a way that reflects absolute figures as well as corresponding percentages, allowing for effective comparison across genders and programmes.

Through tables, the main trends observed are shown, facilitating a visual interpretation of the data collected.

Article

With this information, the aim is not only to inform about the current composition of the student population, but also to establish a starting point for future research in the field of education.

Table 1 below shows the distribution of students by gender and educational programme in the economic-administrative area of the Universidad Tecnológica de León.

Box 1

Table 1

Distribution of Students by Gender and Educational Programme

Description / Educational programme	LGCH	LNM	LG	LTM	LTU	Total
Male	65	103	118	36	33	355
Female	183	133	136	41	134	627
Non-binary	1	2	1	0	0	4
Prefer not to answer	0	2	3	0	0	5
Total	**249**	**240**	**258**	**77**	**167**	**991**

Source: Own elaboration

The above table shows the gender distribution of students in the economic-administrative area of the Universidad Tecnológica de León and shows a clear prevalence of the female gender in all educational programmes, representing approximately 63.3% of the total number of students. This indicates a significant trend towards female inclusion in academia.

The representation of non-binary students is minimal, with only 4 cases, and a small number of 'prefer not to answer' responses. This suggests that there is a need to work on the visibility and inclusion of diverse gender identities in the educational environment.

The LGCH programme shows the highest number of female students (183), while LTM has the lowest percentage overall (77 students). This may indicate differences in the interest and accessibility of each programme, which could be the subject of further analysis.

The results shown open the door to further questions about the factors influencing the choice of educational programmes by gender, as well as exploring strategies to foster inclusion and equity in areas where there is disproportionate representation.

Overall, there is a higher representation of females (63.3%) compared to males (35.8%) in the total number of degree programmes in the economic-administrative area of the Universidad Tecnológica de León.

This could reflect social trends in the choice of careers, especially in areas that have traditionally been dominated by men.

The combination of the above data allows us to observe not only the gender distribution in each career, but also broader trends in the choice of academic programmes.

Table 2 below shows the Gender Distribution by Educational Programme (Percentages).

Box 2

Table 2

Distribution of Students by Gender and Educational Programme (Percentages).

Description / Educational programme	LGCH	LNM	LG	LTM	LTU	Total
Male	26.1%	42.9%	45.7%	46.7%	19.8%	35.8%
Female	73.5%	55.4%	52.7%	53.2%	80.2%	63.3%
% Non-binary	0.4%	0.8%	0.4%	0.0%	0.0%	0.4%
% Prefer not to answer	0.0%	0.8%	1.2%	0.1%	0.0%	0.5%
Percentage total	**25.1%**	**24.2%**	**26.0%**	**7.8%**	**16.9%**	**100.0%**

It is observed that female representation is remarkably high in several programmes, reaching up to 80.2% in LTU. This suggests a strong interest and participation of women in these areas, which may reflect a favourable academic environment for women.

Although most programmes have significant male representation, the lowest percentage (19.8%) is observed at LTU, which may indicate a need to investigate why this programme has less attraction for men.

The representation of non-binary students is minimal, with very low percentages across all programmes. This highlights a lack of visibility and support for this gender identity in the educational environment, which could be an area for improvement.

Quezada-Flores, Ma. de la Luz, González-Arredondo, Liliana, Serrano-Torres, Ma. Guadalupe and Mejía-Guerrero, Mauricio. [2024]. Learning styles: Trends among students in the economic and administrative area at the Technological University of León. Journal of Critical Pedagogy. 8[19]1-10: e2819110.
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Article

The option 'I prefer not to answer' is also low, but its presence in all programmes indicates that some students may not feel comfortable sharing their gender identity, highlighting the importance of creating a more inclusive environment.

Gender percentages vary significantly between programmes, suggesting that certain fields of study may be more attractive to a specific gender. For example, in LNM and LG, men are more highly represented than in other programmes.

The notable female majority and the under-representation of non-binary identities or those who prefer not to answer indicate that it is crucial to develop strategies that promote diversity and inclusion in all programmes, ensuring that all students feel welcome and represented.

Table 3 shows the percentage distribution of students by educational programme and age.

Box 3

Table 3

Distribution of Percentages of Students by Career and Age

Age / Educational programme	LGCH	LNM	GAST	LTM	LTU	Total
17 years old	29.7%	32.1%	32.5%	7.5%	22.1%	30.3%
18 years old	39.8%	41.7%	38.3%	12.5%	28.8%	39.4%
19 years old	12.9%	12.1%	19.6%	3.8%	10.4%	14.3%
20 years old	4.0%	5.4%	5.8%	4.2%	3.8%	5.7%
21 years old	4.4%	4.6%	4.2%	0.8%	0.8%	3.6%
22 years old	3.2%	0.4%	3.8%	1.7%	2.5%	2.8%
23 years old	1.6%	0.4%	1.7%	0.0%	0.0%	0.9%
24 years old	1.2%	2.5%	0.4%	0.8%	0.4%	1.3%
25 years and over	3.2%	0.8%	1.3%	0.8%	0.8%	1.7%
Total	**25.1 %**	**24.2 %**	**26.0 %**	**7.8%**	**1.7%**	**100.0 %**

The table above shows that the trend in student age shows that the majority of students are in the 17 and 18 year age groups, suggesting that the courses attract mainly young high school graduates.

The gastronomy and logistics engineering degree courses have a high percentage of students aged 17 and 18, indicating that they are especially popular among new entrants reflecting interest in these courses.

Students aged 23 and older represent a very low participation in all degree programmes, which may indicate that these disciplines do not attract older students or that there are no continuing education programmes that allow these students to return to academia.

The variation in age distribution across different majors can provide the university with valuable information on how to adjust its recruitment strategies to attract more students of various ages.

This table contains the Trends in Learning Styles by educational programme.

Box 4

Table 4

Trends in learning styles by educational programme

Educational programme	Left Cortical	Right Cortical	Left Limbic	Right Limbic
LGCH	157	93	108	82
LNM	158	92	112	78
GAST	145	102	110	83
LTM	156	91	115	78
LTU	161	88	112	79
Total	156	93	111	80

The data contained in Table 4 indicate that the majority of students in all majors lean towards analytical and logical processing, with LGCH (157) and LNM (158) leading the way. This reflects a strong orientation towards disciplines requiring mathematical and critical reasoning skills.

Although right cortical processing is less represented, GAST stands out with 102, suggesting that some students may have a preference for more creative and visual approaches. This finding could be important for adapting the curriculum to include teaching methods that address creativity.

The lower figures for limbic styles (111 on the left and 80 on the right) indicate that majors may not be sufficiently focused on developing emotional or creative skills.

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Article

This could limit students' ability to approach problems holistically and empathetically, which are essential in many professions.

The prevalence of logical processing styles suggests that students in the academic programmes outlined above will be more prepared for roles requiring technical skills.

However, in a world of work that increasingly values emotional intelligence and creativity, it would be beneficial to integrate these elements into academic training.

Considering the incorporation of workshops, projects and activities that foster creativity and emotional development could enrich students' education. For example, including subjects related to emotional management or creative problem-solving techniques. These results open the possibility for further studies on how different processing styles affect academic performance, student satisfaction and labour market readiness. Analysing the relationship between these styles and career success could be an interesting approach.

Conclusions

The results obtained indicate that students in the various majors show a clear bias towards left cortical processing, suggesting that they are more prepared for tasks requiring logical analysis, critical reasoning and mathematical skills. This finding may reflect the nature of educational programmes, which often emphasise logic and technique.

The limited representation of limbic processing styles (both left and right) indicates that the careers analysed may not be sufficiently focused on developing emotional or creative skills.

This is worrying, as in today's professional context, emotional competencies are crucial for teamwork, empathy and conflict resolution.

Although right cortical processing is less prevalent, some variation is observed, especially in LG. This suggests that some programmes may benefit from a more balanced approach that encourages both creativity and logic.

The prevalence of logical processing in careers may prepare students for technical roles, but it may also limit their ability to adapt to a work environment that increasingly values creativity and emotional intelligence.

It is essential to incorporate courses or modules that address emotional intelligence, empathy and teamwork into the curriculum. Workshops and practical activities that foster these skills can better prepare students for the modern work environment.

Pedagogical strategies that promote creativity, such as interdisciplinary projects, case studies and artistic activities, should be included. This can help balance technical training with creative skills, benefiting the holistic development of students.

Consider implementing programmes that allow students to explore their learning and cognitive processing styles.

This could include academic counselling and workshops to help them identify and develop their strengths.

Conduct further studies to understand how different processing styles affect academic performance and student satisfaction. Analysing the relationship between these styles and career success can provide valuable information for improving academic training.

Conduct regular evaluations of the academic curriculum to ensure that the needs of all processing styles are being effectively addressed. Include feedback from students and alumni on the relevance and effectiveness of course offerings.

The distribution of learning styles across degree programmes reveals significant patterns that can inform improvements in higher education. Addressing the lack of emphasis on emotional and creative skills will not only enrich students' academic experience, but also better prepare them for the challenges of today's world of work. Implementing these recommendations will allow for a more holistic and adaptive education, aligned with the changing demands of the marketplace.

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Declarations

Conflict of interest

The authors declare that we have no conflicts of interest. We have no known competing financial interests or personal relationships that could have influenced the article reported in this paper.

Authors' contribution

Quezada-Flores, Ma. de la Luz: Contributed to the project idea, research development, interpretation and data analysis.

González-Arredondo, Liliana: Contributed data collection, research method and data analysis.

Serrano-Torres, Ma. Guadalupe: Contributed with the development of the research, revision and editing.

Mejía-Guerrero, Mauricio: Contributed with the revision and editing.

Availability of data and materials

The data used and analysed in this research are available from the lead author upon formal request.

Abbreviations

1. IES   Higher Education Institutions
2. LGCH
3. LNM   Bachelor in Human Capital Management
4. LG   Bachelor in Business and Marketing
5. LTU   Bachelor in Gastronomy
6. LTM   Bachelor in Tourism
7. UTL   Degree in Transport and Mobility

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University teacher's perception of inclusive education

Percepción del docente Universitario sobre la educación inclusiva

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Abstract

Este estudio tiene como objetivo identificar la percepción del personal docente de una universidad en el sur de Sonora sobre la inclusión educativa. La investigación es de carácter descriptivo y cuantitativo, con un diseño no experimental. Se encuestó a 92 docentes que imparten clases en las áreas de Ciencias Económicas y Administrativas, Ciencias Sociales y Humanidades, y Extensión Universitaria. La muestra fue no probabilística, seleccionada por conveniencia debido a la baja participación y limitación de tiempo de los profesores. El criterio de participación fue la disponibilidad de los docentes para responder el cuestionario. Esta investigación busca proporcionar información relevante para crear un entorno universitario inclusivo que promueva la diversidad y la igualdad de oportunidades. Además, resalta la importancia de dotar a los docentes de las herramientas y capacitación necesarias para enfrentar los retos de la educación inclusiva.

Resumen

This study aims to identify the perception of teaching staff at a university in southern Sonora regarding educational inclusion. The research is descriptive and quantitative in nature, with a non-experimental design. 92 teachers who teach classes in the areas of Economic and Administrative Sciences, Social Sciences and Humanities, and University Extension were surveyed. The sample was non-probabilistic, selected by convenience due to the low participation and time limitation of the teachers. The criterion for participation was the availability of the teachers to answer the questionnaire. This research seeks to provide relevant information to create an inclusive university environment that promotes diversity and equal opportunities. Furthermore, it highlights the importance of providing teachers with the necessary tools and training to face the challenges of inclusive education.

Percepción del docente Universitario sobre la Educación inclusiva		
Objetivo	Metodología	Contribuciones
Identificar la percepción sobre inclusión educativa entre los docentes de la Universidad del Sur de Sonora. Para proponer estrategias de mejora basadas en los resultados obtenidos y así contribuir a un entorno educativo más inclusivo y equitativo.	Alcance y Enfoque de la Investigación Recolección de Información Objetivo del Estudio Población y Muestra Muestreo Aplicación del Instrumento Informe de resultados	Contribuir a la creación de un entorno educativo más inclusivo y equitativo que promueva el pleno desarrollo de cada estudiante, sin importar sus particularidades individuales.

Educación, Inclusiva, Docentes

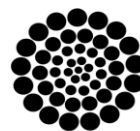| University Teachers Perception of inclusive Education		
Objetive	Metodología	Contributiones
Identify the perceotión of educational inclusión among teachers at the Universidad del Sur de Sonora. To Propose Improvement Strategies Based on the results obtained and thus contribute to a more inclusive and equitable educational environment.	Scope and focus of the Research Research focus. Information Collection Objective of The Study Population and Sample Instrument Application Results Report	Contribute to the creation of a more inclusive and equitable educational environment that full development of each student, regardless of their individual characteristics..

Education, Inclusive, Teachers

Article

Introduction

Inclusive education is nowadays an aspiration of all education systems and it could not be otherwise if we aspire to education really contributing to the development of fairer, more democratic and supportive societies.

The concern for Inclusion arises as a consequence of the high levels of exclusion and educational inequalities that persist in the vast majority of education systems, despite the significant efforts that have been made to increase the quality and equity of education, the meaning of the term 'inclusive education' or 'inclusive education' remains unclear.

In some countries, inclusion is thought of as a way of dealing with children with disabilities within a general education framework. Internationally, however, the term is seen more broadly as a reform that welcomes and supports diversity among all learners (UNESCO, 2005):

Educational inclusion in universities refers to the creation of learning environments that promote the full and equitable participation of all students, regardless of their individual characteristics, cultural background, socio-economic background or abilities.

This approach is not only vital for meeting ethical and human rights standards, but also contributes to the academic and social development of students and the strengthening of university communities.

Higher education has historically been a space of exclusion for diverse groups, including students with disabilities, from ethnic minorities, and from disadvantaged socio-economic backgrounds. According to UNESCO (2020), 'inclusive education is key to reducing inequalities and ensuring that all individuals have the opportunity to contribute to social and economic development' (p. 27).

Inclusive education is also key to building a more just, equitable and prosperous society.

Rationale

One of the greatest challenges facing higher education is how to move towards a more inclusive or comprehensive education that accommodates all students and at the same time recognises individual differences as a value to be taken into account in the development and implementation of teaching-learning processes; it requires a university that adapts to the diversity of characteristics, abilities and motivations of its students in order to respond to the educational needs of each one, so that they progress in their learning and participate on an equal footing.

These people, like everyone else, aspire to achieve personal and professional fulfilment.

Inclusive education is constantly developing, which makes this research highly beneficial. Through this work, the training needs of teachers in inclusive education will be identified, which will contribute to the design of specific training programmes in this area.

Diversity in the classroom has increased, with students presenting diverse abilities and special needs, which is why inclusive higher education seeks to respond adequately to this diversity, removing barriers and enhancing the capabilities of all students (Moriña, 2004).

Authors such as Macarullay Saiz (2009) and Fullan (2002) highlight inclusion as a process of transformation and continuous improvement in educational centres, where adaptation is vital to cater for all students according to their potential.

The choice to investigate the 'Level of Perceived Knowledge on the Topic of Inclusive Education by Teaching Staff at this university arises from the imperative need to strengthen the implementation of inclusive practices in the educational environment.

The rationale for this study is based on several crucial aspects that address both the quality of education and the fundamental rights of students.

The reasons that support the relevance and importance of this research are detailed below.

Issue

Educational inclusion is not limited to simply admitting students from different backgrounds; it involves creating an environment that values and respects that diversity. According to Ainscow and Booth (2003), 'inclusion is a process that seeks to increase students' participation in the learning, cultures and communities of schools' (p. 6).

This means that an inclusive university must not only admit students from diverse backgrounds, but also ensure that all have the opportunity to participate fully in academic and social life.

Inclusive education requires a change of attitude, mindset and adaptation of the teaching staff. This requires a constant reinforcement of competences to research, update, be dynamic, creative, have leadership, be open to change, as this will contribute to improving the quality of education, with equity to respond in a timely manner to the demands of today's society and the education system.

There is an increasingly urgent need to overcome the idea of inclusion as incorporation into the education system and replace it with inclusion in knowledge. Today, quality education means education that enables inclusion in valid and transferable knowledge.

Consequently, the inclusion of students with disabilities in universities has recently started to become of interest to researchers who had previously focused only on basic education levels.

In universities, as entities committed to academic excellence, it is essential that they examine the level of perception on the issue of educational inclusion by their teaching staff.

Universities have a commitment to the holistic education of their students, where they seek an ideal setting to investigate the understanding and application of inclusive strategies.

This leads us to the following question: What is the perception of the teaching staff of a higher education institution in the south of Sonora on educational inclusion?

Hypothesis

Hypothesis (H_1): The level of perception of educational inclusion by the teaching staff of the university of southern Sonora is less than 40% of the respondents.

Objective

To identify the perception of educational inclusion among the teaching staff of the University of Southern Sonora. To propose improvement strategies based on the results obtained and thus contribute to a more inclusive and equitable educational environment.

Theoretical framework

Inclusive education refers to an educational approach that seeks to guarantee the right of all students to access quality education, regardless of their individual characteristics or specific needs.

This approach promotes the active participation of all learners in a common learning environment, adapting the education system to cater for diversity rather than expecting learners to adapt to it. The aim is to remove barriers to learning and ensure that everyone, including people with disabilities, is part of an educational community that values diversity and promotes equity (UNESCO, 2020).

UNESCO's definitions of inclusion and inclusive education are useful in developing the overall framework. According to UNESCO (2023), inclusion is understood as the process of facilitating the overcoming of barriers that restrict the presence, participation and achievement of learners. Inclusive education also refers to the process of improving the capacity of the education system to serve all learners.

Inclusive education is an approach that ensures that all students, regardless of their abilities, ethnicity, gender or other characteristics, have equal opportunities to participate and learn in an educational environment. In this context, the meaning of teachers' work is fundamental, as their perceptions and motivations directly affect the quality of teaching and the effective implementation of inclusive education (Xipell Font, Guillén Parra, Méndiz Noguero, 2024, pp. 7-31). **DOI:** https://doi.org/10.15581/004.46.001

The university will be inclusive when it assumes an inclusive culture that consolidates a common language among the teaching staff, that considers the differences between students as opportunities to deepen knowledge, avoiding standardisation systems, when it exhaustively analyses the obstacles that limit or condition student participation, and makes effective use of the resources that can support student learning, when, in short, it creates the conditions that stimulate the inclusive process that allows the needs of all students to be met.

Educational inclusion is therefore not only an ethical mandate, but also an international legal requirement that seeks to remove barriers and ensure that all students, regardless of ability, can access quality education and participate fully in society (Cambridge University Press & Assessment, 2016).

In Mexico, the General Education Law establishes the need to provide inclusive education, recognising and valuing the diversity of students.

As an institution committed to these principles, the University of Southern Sonora works to ensure that all students, regardless of their individual particularities, receive a quality education that fosters their full development.

Mexico has a long tradition of protecting the right to education for persons with disabilities, dating back to the first schools established under the government of Benito Juárez for the deaf and blind, in 1867 and 1870 respectively (CNDH, 2020, p. 14).

The right to education is supported by numerous international treaties and texts, underlining its importance as an essential human right. Despite significant progress in expanding access to education, disparities persist, especially in terms of gender and socio-economic disparities. According to UNESCO, 'the right of all children to education is affirmed in numerous international treaties and texts' (UNESCO, 2017, p. 10).

The normative framework in Mexico includes the General Law for the Inclusion of Persons with Disabilities and the General Law on Education, which integrate provisions to guarantee educational inclusion (CNDH, 2020, p. 23).

In Mexico, education policies must ensure inclusion and equity by addressing disparities and promoting the participation of all learners, including ethnic and linguistic minorities and persons with disabilities. UNESCO emphasises that 'education policies must ensure inclusion and equity, addressing disparities and promoting the participation of all students' (UNESCO, 2017, p. 22).

Methodology to be developed

The research has a descriptive, quantitative scope with a non-experimental design. The information was collected through a personal survey and the instrument developed was an *ad hoc* questionnaire, at a single time, during the months of April to June 2024, to identify the opinions and attitudes about educational inclusion among the teaching staff of a university in southern Sonora.

The subjects of the study were teachers at this University of Southern Sonora who teach in the departments of Economic and Administrative Sciences, Social Sciences and Humanities, and University Extension.

A non-probabilistic sample was selected by convenience (due to the limited participation and time of the teachers to answer the survey), being these 92 teachers whose sampling was randomly stratified by areas, the criterion for participation will be their availability and access to answer the questionnaire (form to be applied in Microsoft Forms) to the teaching staff of the aforementioned directorates.

An instrument with 25 items was used, which was distributed electronically to all the teaching staff of this university, using the 'Google Forms' platform of [Google®], Microsoft, in which the link was generated and shared via *WhatsApp or* mail.

Results

Out of a total of 92 people surveyed, 72% were women and 28% were men. In terms of age, 27.2% were between 45 and 54 years old, 26% were between 55 and 64 years old, 25% were between 35 and 44 years old, and 18% were between 25 and 34 years old.

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They belong to the Economic and Administrative Department (30%), followed by Social Sciences and Humanities (20%), Education (20%) and Psychology (14%). The rest of the departments participated with a lower representation. In terms of type of contract, 50% are hourly teaching assistants, 34.4% are subject teachers and only 15.6% are full-time lecturers.

73% of the teachers surveyed understand educational inclusion as creating an environment where all students can participate fully with the necessary support. 14.9% think it is ensuring that students with learning barriers are in regular classes with accommodations, and 6.5% think it is simply allowing all students to attend regular classes.

Two teachers were not sure what educational inclusion means.

The survey results show that there is a fairly strong general understanding of educational inclusion among teachers at this southern Sonoran university. However, the data also reveal critical areas that require attention to improve the inclusive educational environment.

These areas include knowledge about inclusive resources and decision-makers, the frequency and effectiveness of institutional support, and training in inclusive practices.

The majority of teachers (approximately 68%) understand inclusive education as the creation of an environment that enables the full participation of all students, regardless of their abilities or disabilities, by providing the necessary support.

Training should be continuous, as inclusive education implies a transformation of the culture of schools and thus making teachers more inclusive in their educational project.

It is necessary to increase the supply of specific training on inclusive education, ensuring that all teachers have access to continuous and updated training. The following table describes the teachers' responses to the instrument.

Box 1

Table 1

Resultados a la pregunta, ¿Qué entiende por inclusión educativa?

	Hombres F (%)	Mujeres F (%)	
Inclusión educativa significa simplemente permitir que todos los estudiantes asistan a clases regulares, sin importar sus necesidades especiales	2 (3.7%)	6 (6.9%)	0
Inclusión educativa implica que los estudiantes con necesidades especiales estén en clases regulares, pero solo si pueden seguir el mismo ritmo que los demás estudiantes sin necesidad de adaptaciones significativas.	1 (1.9%)	1 (1.1%)	
Inclusión educativa es asegurar que los estudiantes con necesidades especiales estén en clases regulares y se les proporcionen adaptaciones y apoyo para ayudarles a participar y aprender junto con sus compañeros.	9 (16.7%)	14 (16.1%)	
Inclusión educativa significa crear un entorno educativo en el que todos los estudiantes, independientemente de sus habilidades o discapacidades, reciban el apoyo necesario para participar plenamente, aprender y desarrollarse en igualdad de condiciones. Esto incluye ajustes curriculares, apoyo personalizado y una cultura escolar que valore la diversidad.	40 (74.1%)	65 (74.7%)	
No estoy seguro/a de lo que significa inclusión educativa.	2 (3.7%)	1 (1.1%)	

%=Porcentaje, F=frecuencia.

*Valor de *p* calculado con prueba H de Kruskal-Wallis (χ^2=0.324, 1 gl)

Ramos et al. (2016), establish that the topics of interest of most teachers are oriented towards receiving information on inclusive practices, assessment and pedagogical approach, which is evidence of a favourable disposition for their training in attention to diversity.

These aspects coincide with the teaching competences for inclusion in higher education mentioned by Fernández (2012), which are: commitment and positive attitude towards diversity, educational planning in which differences are considered, mediation for the achievement of objectives and assessment.

The evidence shows a good level of understanding of inclusive education among teachers, but also highlights critical areas for improvement, such as knowledge about resources and inclusion officers, the frequency and effectiveness of institutional support, and training in inclusive practices. Implementing the recommendations provided can contribute significantly to creating a more inclusive and equitable educational environment for all students.

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Conclusions

The working hypothesis (H1) states that the level of perception on the issue of educational inclusion by the teaching staff of the Instituto Tecnológico de Sonora (ITSON) is lower than 40% of the respondents.

According to the analysis carried out and the data presented in the document, it is concluded that this hypothesis is fulfilled.

The results of the questionnaire applied indicate that a significant proportion of teachers have a limited perception of educational inclusion. Despite recognising the importance of inclusion and having received some training in inclusive practices, many teachers perceive such training as insufficient and express uncertainty about the resources and support available in the institution.

The hypothesis (H1) states that the level of perception on the issue of educational inclusion by the teaching staff of this university in southern Sonora is lower than 40% of the respondents.

According to the analysis carried out and the data presented in the document, it is concluded that this hypothesis is fulfilled. The results of the questionnaire applied indicate that a significant proportion of teachers have a very limited perception of educational inclusion.

Despite recognising the importance of inclusion and having received some training in inclusive practices, many teachers perceive such training as insufficient and express uncertainty about the resources and support available in the institution.

It is essential to strengthen education policies and, above all, to promote the development of appropriate environments to provide inclusive education services, while also promoting equity.

However, achieving changes and innovating on inclusion within the education sector implies knowledge from teachers and students, accompanied by technological tools that allow for agility in knowledge and, above all, any change must be aligned with the pedagogical objectives.

Thus, strengthening and consolidating this understanding in the teaching staff can help through the development of workshops and seminars that deepen the orientation, strategies and benefits of educational inclusion.

There is a need to evaluate and strengthen the support programmes and resources available to teachers, ensuring that they are distributed in a more equitable and accessible way.

Declarations

Conflicts of interest

The authors declare that they have no conflicts of interest. They are not known to have competing financial interests or personal relationships that would have appeared to influence the article reported in this article.

Authors' contributions

Valdez-Pineda, Dina Ivonne: I contribute project idea and research development, research method, data analysis.

Vazquez-Jimenez, Imelda Lorena: I contribute to research development, data analysis, revision and editing.

Vega-Encinas, Erika: I contributed to the project idea and research development, research.

Moreno-Millanes, María Dolores: I contribute to the revision and editing.

Availability of data and materials.

The datasets used or analyzed during the current study are available in the corresponding study are available from the corresponding author upon reasonable request.

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Elements of organizational culture and their implementation in Generation Z. literature analysis

Elementos de la cultura organizacional y su implementación en la Generación Z. análisis de literatura

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Abstract

An element of organizational development is organizational culture. This concept has been the subject of study for decades. The objective of this work is to present a theoretical foundation of the concept and contextualize it with its components, as well as to relate it to the workplace relevance of Generation Z. The relevance of Organizational Culture and its benefits are demonstrated, using Denison's Model as an example. The analysis explores its core aspects and the implications it has within organizations. A study is conducted on the importance of Identity within the company. The characteristics of Generation Z are considered, highlighting their significance and the way they shape their life perspectives, in comparison to Millennials. Finally, the analyzed concepts are connected, and a proposal is presented for a quantitative research study that could be developed based on this work.

Objectives	Methodology	Contribution
Present the results of a bibliographic research on Corporate Culture.	-Transversal - Bibliographic	-Organizational Culture -Z Generation
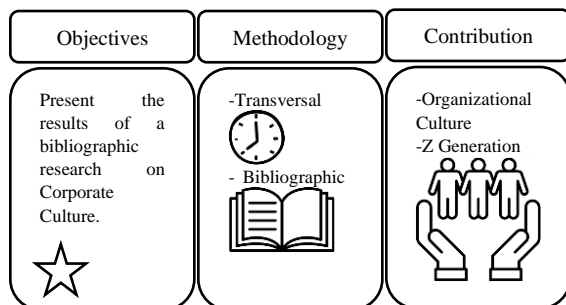
Organizational culture, Micro businesses, Generation z, Diagnosis

Resumen

Un elemento del desarrollo organizacional es la cultura organizacional. Esta herramienta ha sido objeto de estudio desde hace décadas. El objetivo del trabajo es presentar un fundamento teórico del concepto, y contextualizarlo con los elementos que lo componen, además de relacionarlo con la relevancia laboral de la Generación Z. Se demuestra la relevancia de la Cultura Organizacional y los beneficios que tiene, al planteamiento de Modelos tomando de ejemplo el de Denison. Se analiza en qué consiste y las implicaciones que tiene en la organización. Se realiza una investigación sobre la relevancia de la Identidad en la Empresa. Se consideran las características de la Generación Z y se pone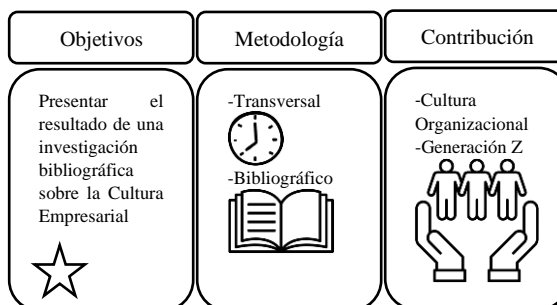 de manifiesto no su importancia y la forma en que dirigen su perspectiva de vida, comparados con los *Millennials*. Finalmente se relacionan los conceptos analizados y se establece una propuesta para una investigación cuantitativa que podría llevarse a cabo tomando como base el presente trabajo de investigación.

Objetivos	Metodología	Contribución
Presentar el resultado de una investigación bibliográfica sobre la Cultura Empresarial	-Transversal -Bibliográfico	-Cultura Organizacional -Generación Z

Cultura organizacional, Micro empresas, Generación z, Diagnóstico

Introduction

Organisational development (OD) is one of the most effective tools for running a business. Running a business requires organising the enterprise, staffing it with skilled personnel and directing the activities.

It is difficult to determine a standardised pattern or structure for organisational development. Various research on the different elements of OD has helped to bring the idea down to earth and put into perspective the situation of this tool in organisations. It is possible to find that every company across the globe has different management structures, methodologies and tools, both in methodologies and technological tools, which generate value and benefit. The difficulty of the analysis lies in the number of businesses that exist. In perspective, in Guanajuato alone there are 220 thousand business units (Cano Ramírez et al., 2023). It is difficult to quantify the diversity of strategies for so many different units.

Even with such large possibilities of variation, one of the most interesting and striking facets among all the options of this OD paradigm is Organisational Culture.

Earlier, Borjas (2010) proposed to analyse organisations as culture, so that their managers would be forced to change the way they manage their administrative process and now they would have to concentrate on developing strategies that generate value, managing this new perspective of their work groups.

The relevance and interest placed on Organisational Culture shows how it has gradually become part of the trends in Human Talent Management (Saldarriaga, 2013). Speaking of trend, it is possible to understand how is that this concept is beginning to carry an increasing burden of importance.

The purpose of this paper is to present the result of a bibliographic research on Entrepreneurial Culture, determining its most important elements and presenting a general perspective based on the studies of authors, as well as its relationship with the participation of Generation Z in the market of micro and small enterprises.

Methodology

This research paper has a cross-sectional, non-experimental, qualitative and descriptive design, which aims to determine a bibliographical framework on the Elements of Entrepreneurial Culture, as well as to consider its contribution to Generation Z.

The following research questions were defined:

- What is Organisational Culture?
- What are the elements of Organisational Culture?
- What is Identity?
- What is an Organisational Culture Model?
- What is a Diagnostic Study?
- What is Generation Z?
- How does Generation Z relate to the topic of Organisational Culture?

The results of the bibliographic research should answer each and every one of the research questions, enabling the author to generate an authentic and unique text, by way of conclusions, where all the concepts addressed can be related. The relationship, due to the type of research involved, will be conceptual and qualitative.

As this is bibliographical research, there are no tools for collecting information with their respective constructs.

Information collection tools with their respective constructs are not available. However, it is possible to redirect the research to a quantitative type, and collect information directly from the Microentrepreneurs in a future research phase.

Results

Organisational Culture refers to a concept of great robustness, as both its structure and the results of its implementation in companies are complex. For Solís (1994) the concept can be defined as the united set of ways of acting. García (2017) mentioned that determining the dimensions of the organisational culture of a single company implied the use of a fixed theoretical model, precisely because of the complexity of the study.

On the other hand, Guillén and Aduna (2008) consider that organisational culture constitutes the fundamental basis on which organisational climate is defined, referring to the latter as a key factor in the worker's perception.

If the organisational culture that develops in the organisation is positive, the organisational climate can be improved, increasing employee satisfaction. It is also one of the fundamental elements for individual productivity to be directed towards achievement or failure.

This last idea is also supported by Cameron and Quinn (2011), who position Culture as one of the main determinants of organisational success. It is important to consider the importance that the authors give to organisational culture. Not only does it show that this tool has become more relevant, but it also demonstrates that it has been effective, as it remains active and of crucial value. For managers it represents a way of indicating Identity. I believe this can lead to a sense of belonging for employees, which even seems attractive to prospective employees during the recruitment process.

Part of the importance of culture in companies is that by understanding it and managing the advantages it brings, cooperation between bosses and subordinates can be achieved (Solis, 1994). Such a strong understanding could only result in the development of the human potential needed to modernise an organisation.

Several studies suggest that Culture has a remarkable impact on the creation of value through human resources. It fosters a sense of well-being in people that drives the development of valuable attitudes and behaviours in the workplace. This value is very important in the sense that it can be intangible. And yet it can make a difference to the organisation. For example, the Innovation and Adaptability generated by organisational culture will keep the company competitive, which generates new benefits in the medium and long term. Returning to the benefit brought by Culture, which is Organisational Identity, Ríos Ibarra (2003) defines it as the set of characteristics that the members of an organisation consider to be central, enduring and distinctive. Identity arises, first and foremost, from individuality.

A person, an individual forms his or her Identity with personal experiences, with his or her learning, but also with social experiences, which are given by relationships with other individuals, both inside and outside the organisation.

Identity, as part of Organisational Culture, can be considered relatively fluid and unstable. From instability derives adaptability. And this is when a dilemma arises, since, although companies must adapt to exogenous variables, they must remain themselves. Or, to put it another way, they must preserve 'their identity' (Gagliardi, 1986).

The Identity of individuals will begin to act together harmoniously, to eventually develop the identity of the whole company. In other words, the *Self* of the subject becomes the *Self* of the company. Part of this identity will involve organisational elements such as mission, vision and values. These characteristics will affect the culture in different ways; defining its values and behaviours, bringing coherence and consistency to the company, attracting new talent and retaining existing talent, and supporting adaptation to change. A clear and strong organisational identity can help to generate a coherent, attractive and adaptable organisational culture (Ríos Ibarra, 2003).

Identity can then be so beneficial that it is even possible to manage it as a competitive advantage. Unfortunately, the strengths of Organisational Identity as part of Organisational Culture also present some risks, making it a double-edged sword. For example, when an Identity is deeply entrenched, it is likely to generate certain patterns of thinking that become 'law' for employees. If this is the case, there is a possibility that any change or need for adaptation will be seen as an attack on their already firmly established schemas, presenting inconsistencies with already established organisational assumptions (Gioia, 1994).

For other authors, the way Organisational Culture is conducted has a circular structure, where the centre concentrates the beliefs of the organisation as the heart of the organisation (Denison et al., 2023).

If we consider this structure, the circle could be divided into four quadrants;

Involvement: This refers to the extent to which employees are both empowered and committed to the organisation. This involvement can be subdivided into Empowerment, Orientation and Capability Development.

Adaptability: The ability of employees to respond to changes in the environment and to emerging market demands. The theory indicates that if a company is well structured and organised, it will be more difficult to adapt. It should also be considered that internal business adaptability may conflict with external adaptability.

Mission: This is the clear sense of purpose or direction defined by the strategic objectives. It is expressed through the Business Vision.

Consistency: This happens when there is a correct coordination of the company's activities. If the level of consistency is strong, so will be its Organisational Culture.
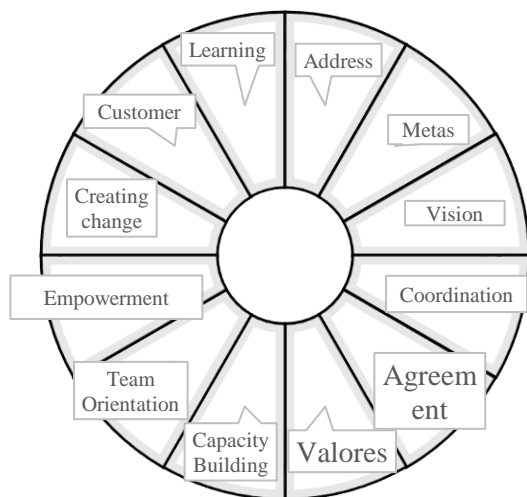
Box 1

Figure 1

Denison Model

Source: Denison et al. (2023)

The advantage provided by the Denison model is that it facilitates its integration with the Organisational Culture theory of other authors.

For example, with the vision of Schein, E. (1988) who mentions that Organisational Culture, like many other elements of Companies, can be managed. Moreover, management must be done from an observable level, so the cultural traits of each company must be considered (Naranjo-Valencia & Calderón-Hernández, 2015).

On the other hand, Organisational Culture should be marketable, as demonstrated in Carro's (2017) research, where it was also found that aspects such as the corporate Mission and Vision, along with its beliefs and identity, was almost as important as the organisations' products themselves.

Although Organisational Culture has already been mentioned as an element of great importance for companies, it is not always considered an element that supports its implementation. In this case, we are referring to Organisational Diagnosis.

As the name suggests, it consists of a diagnosis or analysis of the situation. This can be taken from the proposed Denison model, which was mentioned a few lines back, where the most important dimensions of the company are determined (García, 2017).

To review the dimensions, the model proposes to analyse the *Input*, Development and *Output*, which are mentioned below:

Input: First, the initial needs must be detected in order to carry out the diagnosis. The objective is to determine any areas of opportunity and consequently generate an action plan. Tools such as the SWOT matrix are used to determine the situation of the organisation, as well as some external variables that may affect it.

Development: Known as the heart of the Diagnostic model, it considers four quadrants segmented by the axes of Flexibility, Stability, Internal Orientation and External Orientation.

The part of Beliefs and Principles are considered difficult to understand in the organisational environment, however, they are still present, so they are added in the centre of the model, at the intersection of the axes.

Output: Finally, there is the diagnostic phase where the results of the data collection tool are analysed. This information should coincide with the ideas captured in the Input, in addition to the tools from the Development phase.

The Output information should also be captured in a matrix, where the dimension to be worked on and an idea of the work plan for the organisation can also be identified.
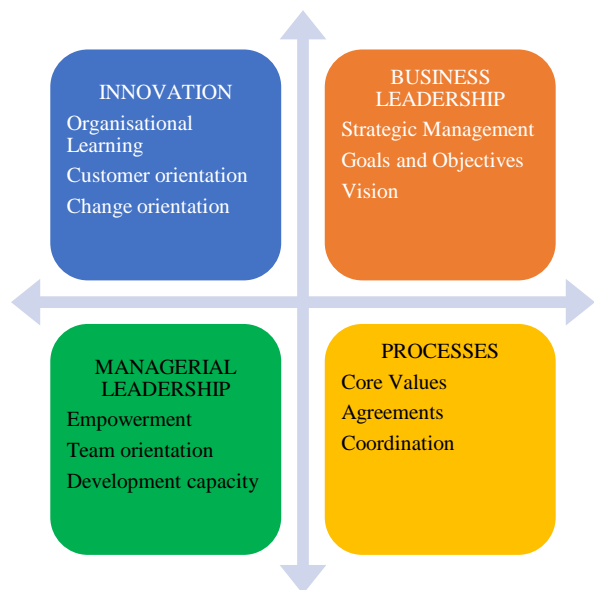
Box 2

Figure 2

Diagnostic Model

Source: García (2017)

As can be seen, it is essential to carry out diagnostic studies on companies in order to be able to implement Organisational Culture. It will make it possible to determine its elements (both input and output) and other key aspects that somehow influence the efficiency and effectiveness of employees in their daily work activities.

Identifying non-tangible elements, such as the values of the company, will make it easier to find discrepancies or inconsistencies within the company, which could lead to internal conflicts.

In addition, a diagnosis that indicates the company's situation can make it clearer at the time what opportunities there are to help strengthen the company. And we already know that, if an organisational culture remains strong and robust, it has the potential to be considered part of the competitive advantages of a business.

On the other hand, the diagnostic study will contribute to the generation of knowledge.

Knowledge that will always be useful to have more control over the organisation. Decision-making will be easier for a company director if he/she is fully aware of its edges, being able to predict behaviours at the moment of organisational movements. This also translates into being able to reduce resistance to change.

Businesses known as micro-enterprises are the watershed for Entrepreneurs when they want to become entrepreneurs. After all, micro-enterprises are businesses of between 2 to 10 people, so it is easier to structure them. Their contribution to GDP and employment is relevant, accounting for 52% and 72% respectively. In addition, at the international level, they represent the largest number of businesses, with a proportion of 90% (INEGI, 2019).

If we take the study of these businesses to the national level, we can consider that of the 4.9 million businesses in the private sector, 99.8% belong to microenterprises, henceforth referred to as MYPES. As far as the state market is concerned, there are 220 thousand registered economic units, 98.5% of which belong to MSEs. This is approximately 216,700, a not inconsiderable number (Cano Ramírez et al., 2023).

As can be seen, the relevance of MSEs is great, both at the international, national and state level. And although their structure is different from that of larger companies, they have shown that they retain certain elements of management that make them a focus of study. For example, according to INEGI (2019), 95.4% of companies of this type do not participate in global value chains, which leads to structural problems such as a lack of entrepreneurial vision or a lack of objectives.

Among the main reasons for the closure of MSEs, we can find aspects of organisational culture, such as lack of business vision, deficiencies in administration, management of a technical style over a more human one, as well as a low level of communication (Cano Ramírez et al., 2023).

In an MSE, if the organisational culture is well established, and generates a well-focused vision, and if the culture can be truly implemented and understood by all employees, business growth will result (Bateman & Snell, 2009).

If there is one concept that has become a trend in recent years, it is that of Generation Z. No wonder there is a growing number of companies that are now looking for a new way of thinking.

It is not surprising that we have heard about the generational barriers that arise when people who were born in relatively different decades coexist in a work environment, thus having people who lived through different historical moments, social problems and in general different daily situations.

First of all, it is necessary to contextualise the concept of Generation, since it can include several meanings, from a kinship (Kertzer, 1983), to a quantitative search of the human being (Mannheim & Yncera, 1993).

But as a definition, we can take the one given by Gaertner and Marías (1957), which indicates that generations are composed of groups of humans who were born in a defined range of years, sharing elements of the social and historical type that delimit them within the same age.

The Generations established for our society are five (Díaz et al., 2017), presented below:

1.   Swingers
2.   Baby Boomers
3.   Generation X
4.   Generation Y or *Millennials*
5.   Generation Z or *Centennials*

Although these are the five established generations, the characteristics of each society and the labour market make it possible for four or five of these generations to coexist simultaneously. Also, depending on the country and the authors, the age range established for each generation may change.

Of all these generations, Generation Z corresponds to individuals born between 1995 and 2012. Due to technological growth and development in recent decades, Generation Z individuals have spent more time living among electronic devices and the internet than any other generation.

Many began interacting with these types of devices and technologies at a very young age, which is why they have even been considered *Digital Natives*. Moreover, belonging to this group confers them a series of common characteristics in terms of behaviour, learning and, above all, the search for immediate gratification (Philip & Garcia, 2013).

The characteristics of each generation generate certain difficulties in the workplace, since their motivations, their vision of life and work are so different that they can clash. Quite simply, we are faced with groups of people with very different objectives. And this at a time when organisations require more flexibility from their employees, as well as commitment and the ability to learn (Chirinos, 2009).

Máynez's research (2023) showed how in two adjacent generations (*Millennials* and *Centennials*) there was a difference between the work-leisure relationship based on time-stress. In the case of *Centennials*, this relationship is positive, in contrast to *Millennials*. This leads to the conclusion that the time-based work-leisure conflict generates stress for *Centennials*, while it decreases stress for *Millennials*.

The interesting thing about this work is that it proved mathematically that *Millennials* are looking for a balance between work and leisure, while *Centennials* appreciate more the Work-Life relationship.

It may seem a very simple or irrelevant fact, but it is clear that there are two very different ways of thinking and, above all, of looking at life and dealing with the different problems and situations that arise at work.

Given this finding, it is evident that *Centennials* and *Millennials* would opt for different workplaces depending on the Organisational Culture that best suits their own way of looking at life. This encourages that, if an organisation is looking for a workforce predominantly from one of the generations in question, it would have to focus its vision, philosophy, objectives, and in general, its organisational culture, to meet the interests of the generation in question.

Conclusions

The study reaffirmed the relevance of organisational culture in companies.

The interest in this tool has been considerable, as shown by the various approaches and analyses carried out over the years by different authors.

Organisational culture can be shaped and managed, and it is necessary to make it known to employees and to make them feel identified with it. This is why the concept of Identity is so important.

Being a manageable element, there are models for managing Organisational Culture. If entrepreneurs are able to understand these models and apply their tools, they will be able to have direct control over the organisational culture of the companies. And with this, ensure the growth of their business.

The paper was also able to present the concept of MSEs, as well as to indicate their value and why they are so important for today's Economy even in the World. Furthermore, MSEs are not only of an extremely high importance, but they also represent a large part of the economic units.

If all of the above can be integrated, it will be possible to elaborate work strategies with a higher probability of success. But above all, it is important to include Generation Z or *Centennials* in your strategic plans.

Some of the main characteristics of this group were determined, first contextualising what they are and some of their characteristics. It is important to consider that as time goes on, *Centennials* will become the main workforce of the economy. This is why their study is so important, and the reason to try to find a link to organisational issues.

As a recommendation, it would be a good strategy to develop a data collection instrument endorsed by experts, and to direct the next research to a quantitative study, seeking that the relationship that was worked out here in a bibliographical way, can be reviewed as a formal mathematical correlation.

Declarations

Conflict of interest

The authors declare no conflict of interest. They have no known competing financial interests or personal relationships that could have appeared to influence the article reported in this article.

Author contribution

Cano-Ramírez, Eliseo: Contributed to the research design, the type of research, the approach, the method and the writing of the article.

González-Escoto, Claudia: Contributed to the research design, the type of research, the approach, the method approach, the method and the writing of the article.

Carrillo-Flores, Rafael: Contributed to the research design, the systematisation of the background for the state of the art and contributed to the writing of the article.

Availability of data and materials

All information is accessible through the sources mentioned in the bibliographical references.

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Article

Genre: Weaving a future of equal opportunities

Género: Tejiendo un futuro de oportunidades igualitarias

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Abstract

Gender equity in education has gained relevance due to the interest in ensuring fair treatment and equal opportunities for all individuals. This study focused on identifying the differences in opinion between sociodemographic data and study variables related to gender equity in an educational environment. According to the above, it is important to understand how gender equity in social environments part of the behavior of students is. A quantitative, cross-sectional, descriptive, and comparative methodology was employed with a sample of 925 surveys applied in higher education. The contribution lies in the fact that there is a difference in opinion between male and female genders. Men believe that, mostly, personal development is driven by ideals of religion and human rights, which leads to changes in their behaviors and a pursuit of satisfying basic needs, unlike the female gender. Additionally, it was found that single students show a greater interest in seeking gender equality and eliminating potential gaps, compared to married students, indicating that marital status may influence the level of commitment and participation in movements related to gender equity.
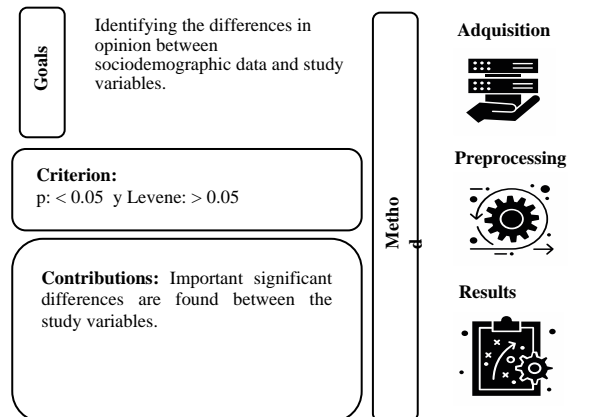
Resumen

La equidad de género circunscrita en la educación ha tomado relevancia por el interés de garantizar un trato justo e igualdad de oportunidades para todas las personas. El presente estudio se centró en identificar las diferencias de opinión entre los datos sociodemográficos y las variables de estudio referentes a la equidad de género en un entorno educativo. De acuerdo con lo anterior, es importante comprender cómo la equidad de género en cuanto a los entornos sociales forma parte del actuar del estudiantado. Se empleó una metodología cuantitativa, transversal, descriptiva y comparativa con una muestra de 925 encuestas aplicadas en educación superior. La contribución radica en que existe una diferencia de opinión entre los géneros masculino y femenino. Los hombres consideran que, mayormente, lo que origina el desarrollo personal son los ideales de la religión y los derechos humanos, lo que provoca cambios en sus conductas y una búsqueda de la satisfacción de las necesidades básicas, a diferencia del género femenino. Además, se encontró que los estudiantes solteros muestran un mayor interés en buscar la igualdad de género y eliminar posibles brechas, en comparación con los estudiantes casados, lo que indica que el estado civil puede influir en el nivel de compromiso y participación en movimientos relacionados con la equidad de género.

Goals	Identifying the differences in opinion between sociodemographic data and study variables.	Method	Adquisition / Preprocessing / Results
Criterion: p: < 0.05 y Levene: > 0.05			
Contributions: Important significant differences are found between the study variables.			

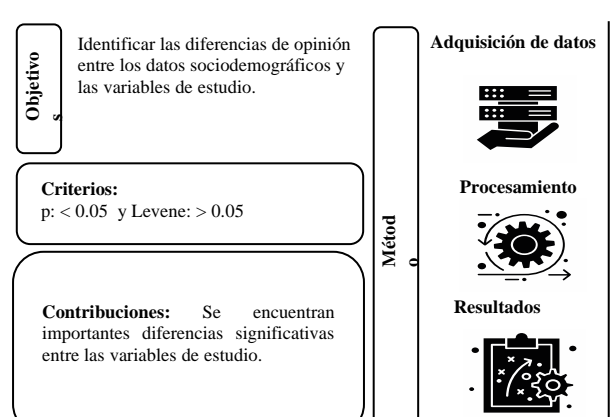| Objetivos | Identificar las diferencias de opinión entre los datos sociodemográficos y las variables de estudio. | Método | Adquisición de datos / Procesamiento / Resultados |
| Criterios: p: < 0.05 y Levene: > 0.05 | | | |
| Contribuciones: Se encuentran importantes diferencias significativas entre las variables de estudio. | | | |

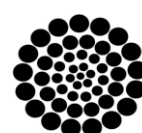Gender equality, opportunities, university student

Equidad género, oportunidades, universitarios

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Introduction

University education plays a crucial role in the formation of professionals and good citizens, representing a living environment in which every individual should have equal opportunities to develop their potential. Despite progress in promoting gender equality, studies show that there are still considerable differences between men and women in various areas of the university environment.

These inequalities are expressed in a variety of areas, from access to classes to the availability of educational materials. Often, women may encounter extra obstacles that restrict their access to opportunities for personal growth.

Similarly, selections of fields of study may be affected by deeply rooted gender stereotypes, resulting in an unbalanced distribution.

Equality policies have been based on a millenary struggle, which has had women as protagonists; this is not gratuitous, precisely because they have been the ones who, in relation to men, have suffered more asymmetrical parameters in all areas of the social order, both in the past and in the present (Hernández *et al.*, 2021, p 108).

The present research on gender equity is substantial in identifying the factors that contribute to gender inequality. By understanding these causes, effective interventions can be developed to combat gender inequality and promote equitable education for all, contributing to a more just and equitable society so that all people, regardless of socio-economic status, gender, sexual orientation, etc., have equal opportunities. In addition, it provides a holistic understanding of gender dynamics in the educational environment, allowing for the identification and addressing of inequities affecting students of different genders.

Therefore, this article is relevant in answering what differences of opinion exist between the socio-demographic data with the study variables concerning gender equity.

With the working hypothesis$_{H1}$: There are significant differences between the arithmetic means of the groups with respect to the study variables.

Theoretical framework

According to Hernández-García (2006), gender is the historical-cultural symbolic explanatory category of men and women on the basis of sexual difference. Within the field of psychology, in the 1960s, the concept of gender emerged to emphasise that there was something outside of biological sex that determined identity and behaviour.

For the Organisation of American States, the concept of gender began in the 1970s, with the aim of responding with a theoretical-methodological approach to the irregularities of inequalities between men and women based on sex (Duarte-Cruz and García-Horta, 2016).

'Gender is a fundamental dimension of the social and allows action to be taken on it. It also leads to thinking about its articulations with other forms of structural violence: class, race, colonialism' (Vargas, 2021, p. 3).

Equal conditions and opportunities for all people constitute gender equity. Its development responds to justice that refers to giving each individual what he or she deserves and building societies with human dignity. It assumes a relationship of justice in relation to the other; however, it is impaired by mental representations and social constructs. That is, according to the customs and mores of each culture, it impacts on the fact that such fairness is difficult to fulfil in everyday life. Historically, it has been observed that minority, vulnerable or disadvantaged groups do not have such equality. Institutions can work on this issue and promote gender equality that enriches a culture of values for better citizenship (Winfield-Reyes *et al.*, 2017).

For Dalmaso (2020), the conception of gender is constituted by society and its culture, which establish differences between women and men through meanings determined for each sex; in many cases being limitations to carry out activities in accordance with the desires, interests and possibilities of each person.

According to Álvarez-Aguilar (2022), gender equity is addressed by numerous studies, however, few studies make comparisons between women and men during their research. Therefore, they conducted a study with the main objective of analysing the differences of opinion regarding gender perceptions in women and men in engineering careers in public universities. In the study, significant differences were observed in relation to how men and women are treated as students and in their employment situation upon graduation.

Rial *et al*. (2016), when studying the representations of engineering careers in men and women, observed that men consider that women are more attracted to contact with people, which is why they choose medicine, humanities and social areas because they are more related to service.

In the same vein, Porras-Vásquez (2016) argues that most men and women mention that there are no gender-specific careers, but there is still the perception that men have more strength to perform some jobs.

For Mayorga (2018), in higher education, when talking about gender equality, it is with the aim that professionals are individuals who contribute to environments of respect, against the violation of women's and men's rights and any type of mistreatment.

Methodology to be developed

The approach of the present research is quantitative because:

The order is rigorous, it starts from an idea that is delimited and, once delimited, objectives and research questions are derived, the literature is reviewed and a framework or theoretical perspective is constructed. From the questions, hypotheses are established and variables are determined; a plan is drawn up to test them (design), the variables are measured in a certain context; the measurements obtained are analysed using statistical methods, and a series of conclusions are drawn regarding the hypothesis or hypotheses (Hernández, Fernández and Baptista, 2014, p. 4-5). (Hernández, Fernández and Baptista, 2014, p. 4-5).

It is a cross-sectional or transversal design, as it is a research study that collects data at a single point in time. Its purpose is to describe variables and analyse their incidence and interrelation at a given time (Hernández, Fernández & Baptista, 2014, p. 154).

It is descriptive and comparative in scope. A self-developed instrument is used, with socio-demographic data: gender, age, marital status, university where studied and hours of study; with an axis of gender equity with a complex variable: equality in your social environment, which make up 25 simple variables. A total of 925 surveys were applied, by means of non-probabilistic intentional sampling.

Statistical analyses of frequencies and percentages were carried out, in addition to the comparative analysis of Student's t-test for independent samples.

Results

Descriptive Analysis - Frequencies and percentages

From this analysis it was found that the sample of 925 students was characterised by 37.51% males, 60.32% females, 1.08% non-binary and 1.08% preferred not to answer the question about their gender, the predominant age was 18 to 21 years with 636 students. In terms of marital status, the majority were single with 94.27%. The most representative sample was the National School of Physical Education with 148 respondents, followed by the Universidad del Valle de México with 131 and the least representative was the National School of Professional Studies with 54 students. It was found that in terms of hours of study 160 people spent less than 10 hours as opposed to 348 students who spent more than 30 hours of study.

Comparative Analysis - Student's t-test for independent samples

In order to observe significant differences between the socio-demographic data of the sample of 925 of the student community, in contrast to the research axis gender equity, an analysis is carried out through the Student's t-test for independent samples and Levene's test, with a confidence level of 95% and a probable error value of less than 0.05 ($p<0.05$).

Comparative analysisbetween Gender with equality in your social environment

Three variables of equality in your social environment were observed with significant differences according to their arithmetic means in contrast to the grouping variable gender. In which there is a difference of opinion between the male and female gender with regard to the fact that men have a much broader spectrum in ideals of religion, in their human rights, which causes changes in their behaviour and they look for the satisfaction of basic needs in contrast to the female gender.

Comparative analysis between Age with Equality in your social environment

Two variables of equality in your social environment were highlighted as having significant differences according to their arithmetic means in contrast to the grouping variable age. It was observed that students aged 18-21 years have more discriminatory behaviour in the media and restriction of freedom towards different genders in contrast to those aged 22-25 years.

Comparative analysis between Marital Status with Equality in your social environment

The marital status of union was analysed in contrast to the married marital status.

Three variables of equality in your social environment were found to have significant differences according to their arithmetic means in contrast to the grouping variable marital status.

Students who are in union consider that equality in the social environment is mostly originated by the ideals of religion, respect for human rights and the elimination of gaps in contrast to students who are married.

Comparative analysisbetween the university where you study and equality in your social environment

Universidad Vizcaya in contrast to Universidad Autónoma Antonio Narro (UAAAN). There were three variables of equality in the social environment with significant differences according to their arithmetic means in contrast to the grouping variable university.

In which there is a difference of opinion where the Vizcaya University finds a much broader spectrum in terms of restricting freedom towards genders, they have an inclusive culture and make collections to support the needy, unlike the UAAAN students.

Comparative analysis between study hours with Equality in your social environment

From 21 to 30 hours in contrast to more than 30 hours of study.

Two variables were significant of equality in the social environment with significant differences according to their arithmetic means in contrast to the grouping variable hours of study. As for the students who study more than 30 hours, there is a greater respect for human rights that lead to changes in behaviour and differentiate gender roles in society in contrast to those who spend between 21 and 30 hours of study.

Conclusions

It is concluded that$_{H1}$ is accepted: there are significant differences between the grouping variables with the study variables. Furthermore, according to the results, it is noted that there are differences of opinion between the female and male genders in terms of religion, human rights and behaviours related to the satisfaction of basic needs, and it is possible that these differences reflect cultural or social perceptions rooted in society.

It follows that students' attitudes and perceptions of equality and discrimination vary significantly by age, which could have important implications for the design of policies and programmes to address these social problems.

In terms of marital status, it can be concluded that there are differences in attitudes and perspectives towards religion, human rights and social equality. Cohabiting students show a greater breadth of beliefs, sensitivity to human rights and a greater perception of efforts to reduce social gaps compared to married students.

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It can be deduced that there are differences of opinion in relation to the university where they study. Vizcaya University is distinguished by its progressive approach and commitment to social equality. Its policies and practices reflect an inclusive culture that embraces issues such as gender equality and solidarity towards those in need.

This institution seems to prioritise the promotion of freedom and equity in its social environment, which could indicate a more receptive and tolerant environment towards gender diversity and the needs of the wider community. Based on the above, it is concluded that their prolonged exposure to education may have provided them with a broader and more critical perspective on these issues, leading them to have a more diverse range of opinions and a greater willingness to advocate for meaningful changes in society in relation to human rights and gender equity.

From this perspective, it is important to promote gender-equitable participation in education, as well as to train the teaching community in inclusive pedagogical practices that decrease gender bias.

Statements

Conflict of Interest

The authors declare that they have no conflicts of interest. They have no known competing financial interests or personal relationships that could have influenced the article reported in this paper.

Author contributions

Sánchez-Rivera, Lilia. Elaboration of the instrument, conceptualization, database cleaning, statistical analysis.

Espericueta-Medina, Marta Nieves. Formal analysis, citation, supervision, methodology.

Cepeda-González, María Cristina, Validation, support for data cleaning.

Lara-Cisneros, Sofía Abigail. Bibliographic review.

Availability of data and materials

The data and materials used in this study are available upon request from the corresponding author. The data include all research logistics. To access these data, please contact the author at lsr14712@uadec.edu.mx.

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Article

Critical review of University Social Responsibility management models: approaches, challenges, and opportunities

Revisión crítica de modelos de gestión de Responsabilidad Social Universitaria: enfoques, desafíos y oportunidades

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Abstract

University Social Responsibility (USR) in Mexico, as well as globally, refers to the ethical and social commitment of higher education institutions (HEIs) to contribute to the sustainable development of a country. However, a significant lack of coordination is identified in actions related to USR, along with insufficient dissemination and integration of programs into educational plans. Additionally, there is inadequate literacy regarding the concept, its definitions, and its various applications within the university context. Therefore, this study aims to identify key elements of USR, based on theoretical constructs and current national and international regulations, to align with the objectives of the 2030 Sustainable Development Goals (SDGs). The main findings indicate that the evaluation and continuous improvement of USR practices are essential to ensuring their effectiveness and relevance. International collaboration and academic exchange enrich and facilitate cooperation and knowledge sharing at a global level.

University Social Responsibility; Higher Education Institutions; Model and Sustainable Development Goals

Resumen

La Responsabilidad Social Universitaria (RSU) en México al igual que alrededor del mundo, se refiere al compromiso ético y social que poseen las instituciones de educación superior (IES) para contribuir al desarrollo sostenible de un país. Sin embargo, se identifica una notable falta de articulación en las acciones relacionadas con la RSU, así como una deficiente difusión e integración de programas en los planes educativos. Asimismo, se observa una insuficiente alfabetización sobre el concepto de, sus definiciones y diversas aplicaciones desde la universidad. Por lo anterior, el presente estudio pretende identificar elementos clave de la RSU, a partir de los constructos teóricos y la normatividad vigente en el ámbito nacional e internacional para su alineación a los objetivos del desarrollo sostenible 2030 (ODS). Los principales resultados muestran que la evaluación y mejora continua de las prácticas de RSU son esenciales para asegurar su efectividad y relevancia. La colaboración internacional e intercambio académico enriquecen y permiten la cooperación y el intercambio de conocimientos a nivel global.
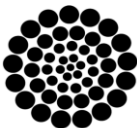
Responsabilidad social universitaria; Instituciones de Educación Superior; Modelos y Objetivos del desarrollo sostenible.

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1. Introduction

In the current era of knowledge management, higher education faces significant challenges, closely linked to USR, a new reality that requires HEIs to rethink their traditional role and adapt to the changing demands of society. In this context, professional training, the creation of sustainable environments and links with different social, economic and cultural sectors acquire an unprecedented relevance for the incursion of graduates in their professional field.

To this end, higher education must assume a leading role in the construction of a healthy, supportive and sustainable society, in accordance with the pact established by the Union of Latin American University Social Responsibility (Vallaeys, 2021). This implies not only the training of competent professionals, but also the promotion of ethical values, the generation of relevant knowledge and a tangible contribution to sustainable development. Therefore, USR is established as a guiding principle in today's higher education, guiding the actions of educational institutions in their relationship with society and the environment in a comprehensive and consistent manner.

According to Cuba *et al.* (2023), USR means a moral commitment of great importance in university management and in its work to promote sustainable development. Its practice requires teachers with innovative and leadership skills who foster sustainable projects to create a comprehensive management model that incorporates early and progressive research into the curriculum and promotes a culture of peace with equity.

Therefore, it is important to emphasise that vocational training must be rethought in terms of the needs of the current labour market. In this sense, it is the task of HEIs to promote a comprehensive education that not only focuses on the acquisition of specific knowledge, but also fosters the development of soft skills, such as teamwork, effective communication, critical thinking, creativity and leadership.

As well as promoting sustainability, inclusion, social commitment and economic development, which contribute to the construction of sustainable environments. Finally, the link with the different sectors of society is a key element for USR.

Garzón (2018) provides a historical overview of the first references to USR in 1962, presented at the XXV World Congress of Pax Romana. He addresses the initial concept of Social Responsibility (SR) in 1963 and contributions to the principles and values of university life related to life in society by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in 2009.

In Latin America at the beginning of 2000, the construction of the USR began around the work of the Chilean network 'Universidad Construye País' and the Latin American Network of Universities animated by the 'Inter-American Initiative on Ethics, Social Capital and Development', promoted by the Norwegian government within the Inter-American Development Bank (IDB) and which ceased to function in 2009 (Vallaeys, 2014).

According to Macías and Bastidas (2019), USR integrates a strategy to address university management that considers various actors of the external and internal environment, its university community, with a main focus on students who are the protagonists in the teaching-learning process in a cross-cutting manner. Consistent with the above, Ibarra *et al.* (2020) suggest that USR should be included transversally in educational programmes, regardless of the area of knowledge, as it implies ethical reflections and the commitment of people to their environment, always in strict adherence to respect for human rights.

In the same vein, Musa (2023), in his research '*Challenges and factors affecting social responsibility in higher education institutions*', compiles and analyses the approaches of various authors in relation to the main problems and challenges associated with the implementation of USR. A significant challenge identified by the author is the inherent cost of implementing SR, as well as the lack of a strategic vision and insufficient willingness to invest in SR activities in HEIs. Furthermore, he points out that cultural issues can negatively influence productivity, as team members have divergent cultural perspectives on SR compliance and implementation in HEIs.

The combination of these factors limits the transformative potential of SR in education and in the training of professionals to strengthen the university's relationship with society.

Therefore, the aim of this research is to identify key elements of USR, based on the available theoretical constructs and current national and international regulations for its alignment with the 2030 Sustainable Development Goals (SDGs).

2. Methodology

In order to carry out the critical review of MSW management models, a qualitative methodology was applied based on an exhaustive review of national and international literature. The specific steps followed in the process are described below:

1. The research objective was defined which allowed for the identification and critical analysis of the main approaches, challenges and opportunities in MSW management models at global and regional level.

2. A literature search was carried out in recognised academic databases such as Google Scholar, Redalyc, Dialnet, ResearchGate, which allowed the conceptual basis to be identified in order to contrast the selected models.

3. The international, Latin American and national contexts were used as criteria for the selection of the USR models.

4. Keywords and combinations of terms related to USR, management models, sustainability and higher education from the UNESCO Thesaurus were used.

5. Inclusion criteria were established where peer-reviewed articles, book chapters, institutional reports and applicable regulations were selected.

6. The most relevant articles were selected through a first review of the title and abstract. The selected articles were read by the authors and key data on the abstract, results and conclusion on MSR management models were extracted.

7. A synthesis and critical analysis of the extracted data was carried out and organised thematically. Subsequently, a critical analysis of each approach was carried out to identify elements, dimensions and strategies of each of the models.

8. A comparative table with key aspects of each model was integrated to facilitate their understanding and to establish lines of action and elements to incorporate in future research.

9. Based on the critical analysis, conclusions were drawn on the current state of USR management and recommendations were proposed to improve its implementation and effectiveness in HEIs.

This methodology enabled a thorough and informed understanding of the MSW management models studied, to provide a solid basis for future research and the implementation of more effective practices in this field.

3. Theoretical framework

3.1 Background to Social Responsibility

It dates back to the end of the Second World War according to Gilli (2005), who mentions the emphasis on the importance of corporate social contribution, so that large organisations especially contributed to works of community interest.

This analysis of the social environment prevailed because of the success in business management at that time, where a new kind of leadership was presented in entrepreneurs and administrators strongly involved as participants in the solution of social problems of context, in the face of the demerited figure of leadership that existed in the aristocracy and the clergy.

Even though there has been a fierce discussion about the central purpose of incorporating SR within the company or corporation, adding the adjective 'business' to it, it should not be overlooked that for corporations it implies an economic vision that seeks to increase the company's commercial profit, that is, the positive social position of a company that promotes environmental awareness.

That encourages actions of inclusion inside and outside, in turn actively participates in the community, ensures consumer empathy in the different sectors, since the ultimate goal of any organisation of this nature cannot be denied: to be a supplier of goods and services.

Today, CSR allows companies to identify and manage the social and environmental risks associated with their activity. According to a study by Whelan and Fink (2016), companies that integrate CSR as a corporate responsibility strategy can reduce average turnover over time by 25% to 50%. In addition, CSR can contribute to improving the company's reputation and image, which can have a positive impact on customer and employee loyalty.

3.2 The Stakeholder Theory

Stakeholder theory, initially formulated in the context of business, has found significant applicability in the field of higher education, particularly in understanding how universities can address their social responsibilities. According to Freeman (1984), stakeholders in organisations can be: shareholders, employees, potential investors, suppliers, customers, management, and society in general. In this sense, Ruiz and Retolaza (2012), point out that the interrelationship derived from the communication and interaction of the parties involved who are genuinely inclined according to the normative vision of the company towards the welfare of the company.

In the university context, identifying stakeholders is a critical step towards the implementation of effective USR strategies, in this environment those who interact in the university setting are: students, faculty, administrative staff, alumni and the surrounding community (Rubio-Rodriguez et al., 2019). The importance of involving stakeholders in university decision-making processes cannot be underestimated. This engagement is crucial for a number of reasons, including enhancing the relevance and impact of university initiatives, fostering a sense of ownership and commitment among all stakeholders, and ensuring that diverse perspectives are considered in the pursuit of the university's mission (Gaete, 2011).

One of the key strategies for universities to engage the community in USR initiatives involves the identification and comprehensive understanding of stakeholder perceptions. Research has highlighted that both internal and external stakeholders have different views on USR, which fundamentally shapes their expectations and levels of engagement (Venero and Puente, 2022).

To do this, universities must first categorise them into internal and external groups, such as students, faculty, local communities and industry partners. Measuring the impact of USR activities on stakeholders and the community is imperative to demonstrate their value and guide future initiatives. Through the lens of stakeholder theory, evaluating the impact of MSR can be structured around meeting stakeholder needs and improving community well-being (González et al., 2022).

Future trends in stakeholder engagement and USR in higher education increasingly lean towards inclusiveness, technology-driven initiatives and global collaboration. As stakeholder theory continues to evolve, universities are expected to adopt more interactive platforms and digital tools to facilitate their engagement in USR activities (Venero and Puente, 2022).

Stakeholder theory and USR are two fundamental concepts that must be integrated to promote meaningful institutional advancement in universities. By implementing effective strategies to engage stakeholders in USR initiatives, measure their impact and anticipate future trends in this area, universities can enhance their contribution to society and develop professionals who are aware of their SR. Ultimately, the integration of stakeholders and SRU not only benefits the university community, but also drives positive change in higher education globally.

3.3 University Social Responsibility

USR refers to the ethical and social commitment of HEIs to contribute to the sustainable and fair development of society through the training of committed professionals, the generation and transfer of relevant knowledge, as well as active engagement with the environment.

It is seen as a change in organisations in order to foster a culture of community participation from the management of HEIs as promoters of fundamental changes in the construction of a solidary and consolidated social fabric.

Regarding studies related to USR, Vallaeys and Álvarez (2022) analyse it from its contribution to the collective democratic success of the University, given that it has an impact on society and the environment, where they highlight that there are barriers that hinder the institutional change necessary to promote it.

They recognise that SR is the commitment of an organisation to the social and environmental impacts generated by its activities, beyond its products and services. Socially responsible management requires that the organisation addresses its impacts throughout its value chain, listens and responds to the various groups affected by its actions, avoids generating negative impacts in all its processes, contributes to sustainable development and the well-being of society, and integrates rather than externalises the harmful collateral effects of its activity.

On the other hand, Silva and Da Silva (2021) comment that SR in the university environment allows the construction of actions that have an impact on society that favour social inclusion, improvement of quality of life and other benefits. They examine the importance of SR in Brazilian public universities, and find that it is fundamental for universities to educate responsible and ethical citizens who can contribute to sustainable development and solve social problems, but that SRU faces many challenges that need to be addressed.

They understand that USR enables actions that have an impact on society, promotes social inclusion, improves the quality of life and other benefits, faces challenges, and it is necessary to strengthen the university space to provide society with technically trained individuals who can contribute to society.

From another application approach Chumaceiro *et al*. (2020), emphasises the importance of aligning with social demands to increase motivation and productivity, i.e. how university organisations can manage organisational happiness through SR and engagement with surrounding social demands.

An ontological and axiological commitment to SR must be developed to manage organisational happiness, such a commitment can result in high levels of motivation and more productive individual and group work dynamics among university employees. Organisational happiness can be promoted by SRU to the extent that it includes values and ethical principles that positively impact the community with which it interacts.

Optimal conditions and dignity for internal and external collaborators directly and proportionally influence the happiness of stakeholders. Actions such as having creative physical spaces for the optimal development of employees, the possibility of further training or other actions that allow the management of the company to facilitate the experiences of employees to improve their quality of life.

The university must assume a serious critical-reflexive position of its action for community action in university contexts. Through their research Castro and Isea (2019) developed a theoretical framework to understand and promote SR and community engagement in the context of a Venezuelan University (UNESR), a theoretical construct was developed that underpins SR for community interaction in university contexts, the main findings indicate that this requires the university to adopt a stance in favour of social development, to then drive a true socialist-oriented transformation through a socially involved educational praxis committed to community action.

With this, it expanded its coverage and presence in the state, which generated tensions and conflicts with the federal education authority that plunged it into a deep crisis of viability and sustainability. In their research Ibarra *et al*. (2020) examine how the University of Morelos (UAEM), incorporated the concept of USR into its ethical-political-philosophical positioning, and how this led the university into a major financial crisis due to its rapid expansion of enrolment and infrastructure throughout the state without adequate planning and support. The main objectives of the study were to review how the concepts of USR were incorporated and taken up from the ethical-political-philosophical positioning, to analyse the transition towards what was termed 'socially responsible university' (SRU) and its implementation.

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The methodology used in this study is qualitative-hermeneutic, consisting of a case study in which we analysed how the USR paradigm was applied in the UAEM. Among the findings were: lack of adequate planning for the rapid growth and expansion of enrolment, lack of support from the state government, which generated tensions, lack of prior management of resources with federal authorities despite university autonomy, strong budgetary pressures and political violence that hindered the university's ability to fulfil its SR. The concept of SRU is still under construction, as universities have approached responsibility from various dimensions and perspectives.

However, USR should not be understood as a synonym for extracurricular solidarity outreach (Vallaeys 2021), but rather as the integral and transversal management of all the environmental and social impacts of HEIs, from all the processes of education, research, outreach and organisational management, with a view to achieving the SDGs in their social sphere of influence.

For Siracusa and Ardiles (2012, cited in Cardona *et al.,* 2020), USR '... is seen as the postmodernist university management option and is considered a cornerstone for universities' (p.3). (p.3) considering it as a probable guiding axis for the establishment of institutional strategies to meet the demands of the different interest groups and confirm the social role of the university.

Integral management considers each of the substantive functions: teaching, extension, liaison and research, which play an important role in the integration of actions of social involvement, due to the fact that graduates, once they finish their university preparation, are integrated into the productive sector (Table 1).

Box 1

Table 1
Definitions of MSW

Autor	Definition of MSW
Chomsky, 2002	Action of freedom that regulates institutions to see if they meet human rights and needs.
Proyecto Universidad Construye País, 2004	Ability to transmit and apply principles and values, and takes into account 4 dimensions: teaching, management, extension and research.
Vallaeys-Carrizo, 2006	Ethical aptitude policy that enhances university performance through responsible management of the impacts that they generate, fostering an interactive environment with the community that promotes sustainable progress.
Alcover & López, 2006	Ability to estimate the results of the operation, in the humanity of the decisions that are executed by those responsible for the fulfilment of its objectives.
Vallaeys, 2006	Integral management of the university, where the impacts on stakeholders are addressed, emphasising that it is ethical and intelligent, which means that the return of benefits is also sought.
ASCUN, 2007	Willingness to respond in a timely manner to needs that positively change society through its activities.
AUSJAL, 2007	Willingness and confidence to respond in a timely manner to needs that positively change society through its activities, functions motivated by the pursuit of justice, solidarity and social equity, which the DHS promotes.
Cevallos, 2008	Rebuilding a just and humane culture.
Alma Herrera, 2008	It is the opportunity to unite the science of knowledge and human needs. Its interest is to cause the social utility of knowledge, which achieves quality of life.
Martínez y Pico, 2008	It is the orientation and coherence of its operative actions, with the purpose of finding the happiness and well-being of human beings, with equity.
Reiser, 2008	Ethical obligation of the university community, through correct training, cognitive work and impact on the environment, communication with society for human progress.
Bacigalupo, 2008	Ethical approach, multidisciplinary commitment, professional and ethical training of students, connecting research to the real need of society.
Consejo social de la universidad de Huelva, 2009	Innovation in social and administrative management that leads HEIs to commit themselves to the impacts they generate.
BID, 2009	Comprehensive management of the university where the impacts on stakeholders are addressed, highlighting that it is in an ethical and intelligent way that guarantees training, research, social projection, principles and values.

Source: adapted from Romero (2017, p. 45)

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Article

The importance of the university promoting USR in students lies in the fact that society is interested in education because through it they will grow, optimise and have the possibility of improving their quality of life. Through knowledge and through USR, the university is committed to social transformation, specifically in putting it at the service of society through business initiatives that lead to the development of entrepreneurial ideas that generate social capital (Varela and Cortés, 2019). It is important to achieve the committed involvement of HEIs, as well as to position themselves as central actors in promoting transformation (Urdapilleta, 2019).

The public university has the responsibility to become an active agent of social change, which should adopt a more open and democratic approach in its relationship with society. By generating applied knowledge and training students with a clear orientation towards economic and social development, the university can respond effectively to the real needs of the community. This commitment is especially crucial in supporting the most disadvantaged sectors, and reaffirms its role as a public good. Thus, by aligning its research and teaching with social challenges, the public university not only enriches its own mission, but also contributes significantly to the well-being and progress of society as a whole.

3.4 Normative Framework of University Social Responsibility in Mexico

3.4.1 General Law on Higher Education

The purpose of the General Law on Education in Mexico is to establish the basis for the fulfilment of the State's obligation to guarantee the exercise of the right to higher education. This law contributes to the social, cultural, scientific, technological, humanistic, productive and economic development of the country through the training of people with creative, innovative and entrepreneurial capacity, with a high social commitment, who put their knowledge at the service of the Nation and society.

It also distributes the social educational function of higher education among the Federation, the states and the municipalities. It establishes the coordination, promotion, linkage, social participation, evaluation and continuous improvement of higher education.

According to Article 3, higher education is a right. The obligatory nature of higher education corresponds to the State in accordance with the provisions of Article 3 of the Political Constitution of the United Mexican States, the International Treaties to which the Mexican State is a party and the provisions of this Law (Cámara de diputados del H. Congreso de la Unión, 2021, Article 3).

For its part, Article 7 of the General Law on Higher Education in Mexico establishes that higher education should promote the integral human development of students through the construction of knowledge, based on the following principles: training in critical thinking, intercultural identity and respect, professional skills and abilities, professional capacities and skills, civic responsibility and values, gender equality and human rights, combating discrimination and violence, respect and care for the environment, digital skills and the use of technologies and socio-emotional skills.

3.5 Models of University Social Responsibility

3.5.1 The University of Manchester

The University of Manchester (UM) is the academic institution with the highest enrolment in the United Kingdom. It is also one of the most prestigious universities in the world, respected as a centre of teaching excellence and innovative research with the largest number of Nobel Prize winning research professors and is closely linked to the development of Manchester as the world's leading industrial city (The University of Manchester, 2024).

The issue of SR is at the heart of all their university management and their actions raise awareness of the UN Global Compact. They consider that this vision has been useful in mapping the strengths of research-based teaching with an emphasis on local and global social and environmental priorities, as well as identifying future opportunities for interdisciplinary teaching and research. Today, UM and its enrolment of 43,000 students are part of the USR Network together with the Hong Kong Polytechnic University and 20 other universities around the world (USR Network, 2023).

Their USR model has five dimensions that they have included in all their activities as part of their strategic planning and vision, which are described below:

1. **Social Inclusion**: In this dimension of the model, they put forward actions to address social inequalities, prejudices and barriers that affect people's lives and choices locally, nationally and globally.
2. **Thriving Communities**: This is about increasing economic wellbeing, developing new sectors, innovating and improving productivity for all people and all parts of the Manchester City Region.
3. **Better Health**: UoM considers this dimension as one of the five priorities of its SR and Civic Engagement plan. They have the largest medical school in the UK and are the largest provider of qualified health professionals in the North West of England. They also drive patient and citizen engagement to address key areas of SDG 3: good health and wellbeing, particularly in relation to tackling communicable and non-communicable diseases.
4. **Environmental sustainability**: They are at the forefront of tackling key global challenges such as climate change, population growth, rapid urbanisation, over-consumption, food and water security, biodiversity loss and pollution. The university's environmental sustainability strategy sets out a firm commitment to use its full range of local and global expertise and influence to lead progress towards a healthier and more sustainable world.
5. **Cultural engagement**: All UM-owned cultural institutions focus on building national and international civic partnerships to promote the social, environmental and individual well-being of communities. These institutions engage individuals, civil society organisations, educators, leaders and entrepreneurs through diverse collections, ideas, objects, events, performances, exhibitions, partnerships and inspirational spaces and actively collaborate with schools, colleges and prospective higher education students to provide a place of exchange, inspiration and enjoyment.

3.5.2 Latin American University Social Responsibility Union

The Union of Latin American University Social Responsibility (URSULA) is a non-profit association, promoted by the Directorate of Social Innovation of the Andean Development Corporation of the Development Bank of Latin America (CAF), which promotes a collective and collaborative intelligence about the social role of HEIs in times of global risks and with a clear urgency to live in what is defined as healthy, supportive and sustainable societies. URSULA officially started its activities with the signing of the declaration during the Latin American Forum on Social Innovation and USR: towards the consolidation of the Union of USR in Latin America, at the Metropolitan Technological University of the State of Chile in 2016.

From the perspective of this model, USR is characterised by never separating administrative and academic issues, focusing on maximising positive impacts and decreasing negative impacts within HEIs. URSULA's work has been consolidated into a management model based on 12 socially responsible performance goals to translate the concept of USR into concrete objectives. It proposes to create a dynamic of social innovation from within HEIs through what they define as the 3 'S's': the Sustainable, Solidarity and Healthy University (Vallaeys, 2021).

Likewise, universities must assume a commitment to sustainable development, promote environmentally responsible practices and encourage research and innovation in issues related to sustainability. This requires the integration of the environmental dimension in each of the university's academic and administrative activities, as well as the promotion of a culture of sustainability in the university community and in society in general.

Finally, the model highlights the importance of the relationship between the university and society. Universities must assume a commitment to the social and economic development of their environment, through the promotion of research, innovation in issues relevant to society and contributing to the training of professionals committed to the common good.

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This implies the adoption of a USR perspective that links the university with its social and productive environment, as well as promoting collaboration and dialogue with the different social actors.

By adopting the principles of the 3Ss, HEIs become the enabling environments for the development of innovative practices in the economic, managerial, pedagogical and scientific spheres, fostering the achievement of the SDGs both on and off campus. In general, the USR model proposed by URSULA (2021) requires three main keys: recognising the co-responsibility of the HEI, recognising the transversality and integrality of the USR policy, and promoting the co-creation of organisational change and social transformation.

This implies a profound change in the mentality and approach of HEIs. Firstly, it recognises the 'co-responsibility' of HEIs for the social, environmental and economic challenges facing society. Secondly, the model emphasises the transversality and comprehensiveness of USR and advocates its incorporation into all aspects of university operations, from curriculum development to research activities and community involvement. The URSULA model promotes the concept of co-creation of organisational change and social transformation (Vallaeys, 2021).

In turn, the author highlights the importance of collaboration between various stakeholders, including students, faculty, staff, community members and external partners, to drive positive change. As such, it is noted that a holistic transformation is required that permeates all institutional areas, fosters a culture of critical thinking and civic engagement and responsible innovation, through active collaboration and shared participation aligned to the SDGs of the 2030 agenda.

After two decades of work, it is based on 12 goals aligned to the four HEI processes described above, which are: organisational management, education, knowledge building and social participation. Three socially responsible performance targets are presented for each of the above processes (Table 2).

Table 2
HEI processes, USR goals and targets

Organisati al management	Training	Knowledge building	Social participation
Good working environment and fairness.

Sustainable campus.

Ethics, transparency and inclusion. | Learning based on social challenges

Curricular inclusion of SDGs.

Curricula designed with external stakeholders. | Inter- and transdisciplinarity.

Research in and with the community.

Production and dissemination of useful knowledge. | Integration of projection with training and research.

Co-created, sustainable, impactful projects.

Participation in the local, national and international developmen t agenda. |

Source: Own Elaboration

USW Model 12 URSULA Goals, taken from the USW Manual - URSULA Model (Vallaeys, 2021).

In this sense, URSULA proposes as an alternative management model to the current neo-liberal pressure on higher education, based on the idea that there is no quality of education without social relevance of education, underpinned by a solid policy of socially responsible management of HEIs. Redefining 'academic excellence' in a socially responsible way is a matter of urgency' (Vallaeys, 2021, p. 52).

3.5.3 Autonomous University of Yucatan (UADY)

One of the most representative USR models at national level within HEIs is the one implemented by UADY as a substantive element for the increase of quality in the educational programmes offered to the community, by addressing the premise of orienting university action towards social and human development in accordance with global trends in the subject matter, as well as social and sustainable problems of the community where the HEI is located. The institution establishes priority elements to build its university SR programme on those set by ANUIES in the year 2000 for the improvement of educational quality, as it becomes necessary to innovate in training with emphasis on a balanced praxis.

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It promotes an integral vision in the student body through the development and consolidation of new multimodal learning environments; permanent teacher training and updating strengthened by a dynamic and pertinent university linkage and extension.

The Institutional Model of USR (MIRSU) of the UADY is composed of four main dimensions: professional and citizen training, social management of knowledge, responsible management and social participation, which in turn are developed in strategies that seek to generate a significant impact on the social, economic and environmental spheres through measurable indicators in search of continuous improvement.

The institution views the MIRSU as a cross-cutting strategy that has a high impact on its institutional work and is reflected in each of the actions within its development plans. This approach allows it to have a substantive impact on its mission and vision, by seeking the comprehensive and humanistic training of people; its strategic objectives that speak of the high indicators of competence and adaptation with which it trains its student community, who are aware of their SR as global and sustainable citizens; leading the university to become a national and international benchmark in educational quality with comprehensive management in university functions.

Different actions have been documented in the university community as actions of SRU, from the opening of academic baccalaureate units with community interaction to support students to join the occupational field to the implementation of institutional programmes of environmental protection to the development of social projects with resources from private initiative or the state government sector.

The four dimensions that make up UADY's MIRSU can be described as follows (UADY, n.d.):

1. **Professional and Citizen Training:** refers to the teaching function within the university, by promoting academic training, curricular organisation, thematic content, methodologies and didactic proposals towards USR with social presence and solidarity, social and voluntary projects, which integrates each and every one of the agents immersed in it.

2. **Social Management of Knowledge**: seen as the university function related to research, as dissemination and application of knowledge.

3. **Responsible Management**: frames the functionality of the university on the organisation itself related to processes, procedures and institutional actions, promoting institutional values of respect for human rights, equity, sustainability, transparency, among others.

4. **Social Participation**: includes university outreach, with actions of linkage, intervention and inter-institutional agreements or agreements with different sectors of society to promote university life within the different environments.

4. Results and discussion

USR has become a fundamental pillar in the mission of HEIs, which promotes an approach that integrates social commitment in all its functions; when analysing the models of UM, URSULA and UADY, their particularities are identified, reflecting the different realities and contexts in which these institutions operate.

Although, after more than two decades that the term USR has evolved through its multiple studies, programmes and projects worldwide, in Latin America and Ibero-America, including Mexico, there is no single model that has been developed, there has not been a single model that regulates the dimensions or goals that HEIs should address to transcend in the comprehensive training of professionals in the different disciplines of knowledge that meet the needs of the productive sectors, so it is relevant to know the coincidences and differences between the models established in this manuscript, which can be reviewed through the following table (Table 3):

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Box 3

Table 3
Descriptive comparison of models

Model	Purpose	Implications	Model specifications
The University of Manchester	Commitment to SR is reflected in the difference they make to society and the environment through teaching, research, public engagement and operations, both locally, nationally and internationally.	Its commitment to achieving the UN SDGs is second to none. It is the only university in the world to be ranked in the top ten for social and environmental impact every year in the Times Higher Education Impact Rankings. Its SR activities motivate communities to research, teach and share their ideas, and students to study with them...	The five priorities of the model are: social inclusion, thriving communities, better health, environmental sustainability and cultural participation.
Ursula Model	Provide a conceptual and operational framework that enables HEIs to align their activities and good practices to the SDGs.	Creating Healthy, Supportive and Sustainable Universities (3U) from a holistic approach to the substantive functions of universities: organisational management, training, cognition and social participation.	It provides indicators and evaluation tools for the 12 goals: good working environment and equity, sustainable campus, ethics, transparency and inclusion, learning based on social challenges, networks designed with external actors, inter and transdisciplinarity, research in and with the community, production and dissemination of useful knowledge, integration of social projection with training and research, co-created projects, lasting impact and participation in the local, national and international development agenda.
University of Yucatan	To increase the quality of the educational programmes offered by the institution, with priority attention to the social and human development of its community in accordance with current global trends.		The Institutional Model of RSU (MIRSU) of the UADY is composed of four main dimensions: professional and citizen training, social management of knowledge, responsible management and social participation.

Source: Own Elaboration

UM has managed to establish evaluation and monitoring mechanisms that allow it to measure the impact of its USR initiatives, which could serve as a reference for Latin American universities in their search for a more effective implementation of USR. UM is a very important reference at international level; it was identified that the model has been studied at international level mainly in the last 10 years. Such is the case of the article "大學與社區關係：社會責任實踐與國際案例分析"(Relationship between the university and the community: Social Responsibility Practice and International Case Analysis), in it, the Chinese author Yang (2022) explores in his paper, firstly, the importance of university-community relations and then analyses the international concepts and developments of these relations.

In doing so, he analysed the case of UM to explore its strategies in public engagement and campus operations, which closely connected its USR actions with the SDGs, highlighting, on the one hand, how interdisciplinary research and learning can impact on local communities. On the other hand, collaborating with diverse organisations in Greater Manchester can facilitate the relationship between UoM and its communities.

The Polish author Korkosz-Gębska (2021) in his article *'Selected aspects of the university social responsibility (USR) in Poland'* presents as the main objective of the article to identify examples of socially responsible activities undertaken by Polish academies and to demonstrate similarities with similar activities undertaken by other foreign academies such as UM.

The analysis confirmed that Polish academies undertake socially responsible activities on a voluntary basis and not only to meet the criterion of compliance with applicable laws. Moreover, these results also confirm that, in comparison with foreign academies, the involvement of Polish academies in the implementation of the SR concept is on the right path of development, although not so popularised, which only confirms the genuine and non-commercial approach to SR.

Finally, in chapter 1 of the book *'From Corporate Social Responsibility (CSR) to University's Social Responsibility (USR): a reader'* coordinated by the University of Vienna in Austria, Dima *et al.* (2016) address the topic of change management and give new meaning to leadership in autonomous universities.

The paper explores strategic and systemic change management, and in particular examines the role of university presidents with a case study of the University of Hamburg in Germany. Approaches to implementing role change are discussed, with the University of Trento providing an example. From a UK perspective, UM is presented as an example of merger management to represent a more strategic approach currently undertaken to set institutional goals in USR management.

For its part, the URSULA model focuses on the creation of a common agenda for USR in Latin America, promoting collaboration between universities and other social actors. This model emphasises the need to institutionalise USR as a general policy and management system in universities, which integrates the curricular inclusion of the SDGs and the creation of sustainable campuses as priority challenges.

For Vargas-Cancino (2023), the model organises USR into four axes and three goals. Of these goals, five are related to transdisciplinarity. This approach transcends mere scientific knowledge by integrating other knowledge and methods of knowledge generation. In addition, it involves external actors who experience needs directly from the community.

Meanwhile, Gaete and Álvarez (2019), define that, despite the clarity of this model, it is observed that most of the universities that are part of URSULA, 72 Ibero-American institutions, most of them do not include the fundamental elements of USR in their mission and vision statements. However, they present six considerations shared by URSULA in order to be included in their institutional missions and visions: it is not limited to philanthropy; it is a model of institutional university management; it is a policy that makes the university mission and daily practice coherent; it raises awareness of the problems of the territory and the impacts of university work.

It promotes the social relevance of university functions; and it works together with stakeholders to achieve a more human and sustainable development.

Another study notes that URSULA seeks to transform higher education into a lever for sustainable human development by promoting an integral and transversal approach that involves the entire university community, which would not be possible without the initiative of the network's member universities.

There is an application guide proposed in the model itself, which includes self-diagnosis tools to determine the efforts of the institutions on the subject of USR. Álvarez and de la Fuente (2022) state that they applied the tool at the Technological University of Quevedo to students, teachers and employees and their study revealed that there is an average performance on USR at the university, in addition to confirming that the instrument is reliable, thus concluding that the URSULA can be continuously implemented to follow up on USR initiatives.

Among Mexican universities, UADY, as part of the URSULA network, has adopted an SRU model that is aligned with these principles, which establishes in its Institutional Development Plan a commitment to professional training that integrates SR into its curriculum. This model focuses on community outreach and attention to local needs, thereby promoting student participation in projects that benefit society. However, as in the URSULA model, the effective implementation of USR faces obstacles and includes the need for greater clarity in the mission and vision statements that reflect this commitment.

Accordingly, Dominguez and Aguilar (2022) within UADY, from the perspective of teaching and research, set up a study in a Mayan region of the state, with the purpose of establishing actions that help to alleviate poverty through participatory actions. This demonstrates that the university plays a key role in addressing social issues, promoting communication between university faculty and community participants to promote conditions for learning and participation. These actions as part of UADY's strategic agenda align its daily actions to the institutional missions.

All these studies are an indicator of the transcendence of the model and the challenges it poses for the joint and not isolated integration of actions based on a shared vision among those involved in the substantive processes of HEIs. In contrast, the UoM's USR model is based on a more consolidated and structured approach, where SR is more explicitly integrated into the institutional strategy. This model emphasises applied research and community collaboration as essential components of its mission. It seeks not only to educate students, but also to positively impact society through its academic and research activities.

The URSULA and UADY models are in the process of consolidation, the UM model offers an example of how USR can be effectively integrated into the institutional structure. The key to success lies in the creation of clear policies, inclusion of the community in the educational process and continuous evaluation of social impacts. Collaboration between universities, governments and civil society organisations will be essential in order to move forward in the implementation of USR models that truly respond to the needs of society and promote sustainable and equitable development.

4. Conclusions

Although the concept of USR has been around since the 20th century, it has been strongly promoted in the last three decades by encouraging the participation of HEIs as trainers of professionals committed to the development of the social, economic and cultural environments in which they work as graduates. It emphasises the centrism of the university as responsible for generating integral institutional strategies and actions, where each and every one of the elements converge in a harmonious and complementary manner.

USR is a progressive concept in all its dimensions, whose non-exclusive semantics allows for the integration and consolidation of agents for its implementation according to the needs of each institution that seeks to work on its precepts. Each organisation must specify the elements that make it up, which shows the diversity of existing models, and is a precedent for designing some innovative ones.

The evolution of the concept of USR has transformed universities into agents of social and sustainable change. This holistic approach not only improves the quality of education and research, but also contributes to the development of more just, equitable and sustainable communities. USR has proven to be a powerful tool for universities to fulfil their mission of serving society and preparing students to be responsible and engaged citizens.

The implementation of USR models in institutions such as UM and UADY can have a significant and multifaceted impact on their communities and society at large. These models, such as the one proposed by URSULA, can address several key areas, including education, research, sustainable campus management, community engagement, diversity and inclusion, ethics and transparency, health and wellness, social innovation and international collaboration.

At UM, USR manifests itself in the promotion of social impact research, implementation of sustainable practices on campus, and collaboration with local communities to address specific issues. It also promotes diversity and inclusion through equality and accessibility policies, and supports social entrepreneurship initiatives that have a positive impact on society.

On the other hand, at UADY, USR focuses on education and training of responsible global citizens, efficient resource management and waste reduction on campus. It also focuses on the development of volunteer programmes and community projects that benefit the region to promote the health and well-being of its students and staff through psychological support programmes and healthy habits.

In all the institutional models reviewed, evaluation and continuous improvement of SRU practices are essential to ensure their effectiveness and relevance. International collaboration and academic exchange appear to enrich USR initiatives and enable cooperation and knowledge sharing at a global level. All have the potential to transform not only their own academic communities, but also to contribute significantly to the sustainable and equitable development of their regions and the world at large.

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While the fundamental activity of HEIs has been to be creative institutions responsible for bringing fundamental knowledge to students, there is still a role in which universities have some way to go. There is a clear problem where there is a disconnection between what is learned in the classroom and what is found in the reality of the environment outside the institution. It is essential that all university activities evolve to work on the four-wall schooling model to a distributed and interconnected learning that allows HEIs to be placed as a relevant part of social transformations through the knowledge that is produced in it, to provide training that transforms students and graduates into citizens with a critical capacity to observe the shortcomings and needs of their environment and act accordingly.

This research was the basis for recognising the theoretical principles of USR by outlining the history of its concept, its implications and the representative international, Latin American and national models, which led to an understanding of the university's position in the divergent scenarios currently being experienced in the era of innovation.

Once the theoretical aspects of the subject have been related, it is essential to study other aspects that derive from this subject, such as the dissemination given to the actions that promote the relationship between the institutions and the community and the articulation of strategies that allow us to recognise the measures that are carried out on USR, since taking into account its definition, the quality of life of society is pursued, where aspects of professional, ethical and environmental development are considered.

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What is your added value with respect to other techniques?

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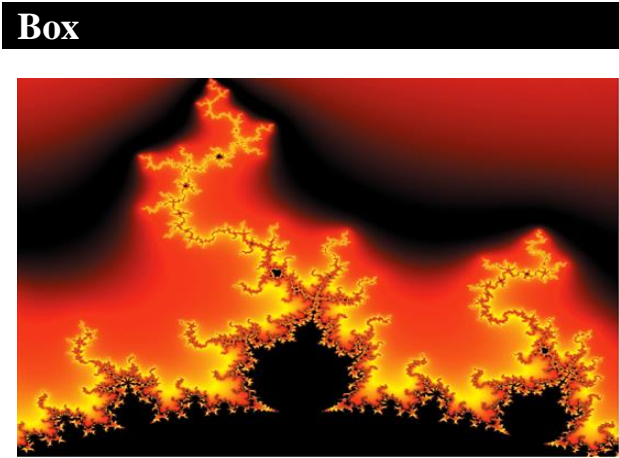
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$$Y_{ij} = \alpha + \sum_{h=1}^{r} \beta_h X_{hij} + u_j + e_{ij} \qquad [1]$$

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Clearly explain the results and possibilities of improvement.

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Specify the contribution of each researcher in each of the points developed in this research.

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