

**MANAGEMENT COMPETENCES: PROMOTION OF UNIVERSITY SOCIAL  
RESPONSIBILITY IN TEACHERS**

**COMPETÊNCIAS GERENCIAIS: PROMOÇÃO DA RESPONSABILIDADE SOCIAL  
UNIVERSITÁRIA EM PROFESSORES**

**COMPETENCIAS GERENCIALES: FOMENTO DE LA RESPONSABILIDAD SOCIAL  
UNIVERSITARIA EN DOCENTES**



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**ABSTRACT:** Managerial competencies are linked to the understandings, skills, attitudes, and behaviors that a teacher emphasizes in the exercise of their praxis to optimize student learning. Based on this premise, this study aims to determine the managerial competencies for promoting university social responsibility in teachers of the Pedagogy career at a Private University located in Curicó, Maule Region, Chile. A quantitative approach, precisely a basic descriptive research type, was chosen. The target population of this study consisted of 95 teachers. A structured questionnaire was employed to collect data, presenting three response alternatives: excellent, adequate, and needs improvement. The main results revealed a complete absence in the application of elements such as interpersonal relationships, critical thinking, communication, and ethics in University Social Responsibility (USR). It is observed that teachers neglect the management of these components, which are considered crucial for the accomplishment of learning that promotes student development and positions them as socially responsible entities in the university context and society.

**KEYWORDS:** Managerial skills. University social responsibility. Teacher.

**RESUMO:** *As competências gerenciais estão ligadas aos entendimentos, habilidades, atitudes e comportamentos que o professor enfatiza no exercício de sua práxis para otimizar a aprendizagem do aluno. Com base nessa premissa, este estudo tem como objetivo determinar as competências gerenciais para a promoção da responsabilidade social universitária em professores da carreira de Pedagogia de uma Universidade Privada, comuna de Curicó, Região de Maule-Chile. Optou-se pela adoção de uma abordagem quantitativa, especificamente do tipo de pesquisa básico-descritiva. A população alvo deste estudo foi composta por 95 professores. Para a obtenção dos dados, empregou-se um questionário estruturado, apresentando três alternativas de resposta: excelente, adequado, deve melhorar. Os resultados principais revelaram a completa ausência na aplicação dos elementos de relações interpessoais, pensamento crítico, comunicação e ética na Responsabilidade Social Universitária (RSU). É observado que os docentes negligenciam a gestão desses componentes, os quais são considerados cruciais para a realização de aprendizagens que promovem a formação dos estudantes e os situam como entidades socialmente responsáveis no contexto universitário e na sociedade.*

**PALAVRAS-CHAVE:** *Competências gerenciais. Responsabilidade social universitária. Professor.*

**RESUMEN:** Las competencias gerenciales están unidas al entendimientos, habilidades, actitudes y conductas que un docente enfatiza en el ejercicio de su praxis para optimar el aprendizaje de los estudiantes. Atendiendo a esta premisa, este estudio tiene por objetivo determinar las competencias gerenciales para el fomento de la responsabilidad social universitaria en docentes de la carrera de Pedagogía de una Universidad Privada, comuna de Curicó, Región del Maule-Chile. Se manejó un enfoque cuantitativo, con un tipo de investigación básica-descriptiva. La población constituida por 95 docentes y para la recolección de la información se utilizó un cuestionario con tres alternativas de respuestas: Excelente, adecuado, debe mejorar. Los principales resultados evidenciaron que existe una ausencia total de la aplicación de los componentes de: relaciones interpersonales, pensamiento crítico, comunicación y ética en la RSU, dado que los profesores están dejando de un lado, el manejo de dichos componentes como aspectos relevantes para llevar a cabo aprendizajes que benefician la formación de los estudiantes y se inserten como entes socialmente responsables en el contexto universitario y sociedad.

**PALABRAS CLAVE:** Competencias gerenciales. Responsabilidad social universitaria. Docente.

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## Introduction

In any part of the universe, education is considered the essential pillar for the instruction of individuals and their integration into society, empowering them to be useful and productive in globalized and technological contexts. For this reason, in higher education, it is expected that professors engage in effective management of all their activities and fulfill the responsibilities inherent to their professional role. In this scenario, competitiveness becomes increasingly evident, not only in organizational aspects but also concerning university social responsibility. Furthermore, the promotion of skills and interaction among members comprising the university community is emphasized.

It is crucial that professors incorporate standards of productivity, effectiveness, competitiveness, and commitment to ethical principles, values, technology, leadership, decision-making, and appropriate communication. In this context, the Higher Education Institution and its members achieve consolidated development through behavior grounded in university social responsibility, contributing to the accomplishment of the shared mission and vision.

From the perspective of Latin America, competencies have been recognized as a managerial tool of great relevance for organizational interactions and the effective benefits in

institutions. Thus, teamwork, information exchange, production, and adherence to work actions can be fostered through these competencies (FERNÁNDEZ *et al.*, 2021). Therefore, it is possible to create a shared vision in which the perspectives of individuals and institutions are involved. Consequently, directors and professors require collaborative effort, coordinated cooperative actions, and the pursuit of academic excellence.

In the realm of managerial competencies, a proactive learning mode is observed, where decision-making is activated, and the team responds specifically to the dynamics that emerge or act in its work context. Moreover, such competencies align with the visible and everyday behavior that a professional employs to succeed in the face of a participative, cooperative, and reflective leadership approach.

On the other hand, Suaza (2021) argues that managerial competencies encompass teams, methodologies, personality traits, and methods to generate effective outcomes within an educational institution. Each educational manager, therefore, demonstrates skills to address emerging conflicts and significantly guide the paths that lead to the organization's success. Managerial competencies are closely linked to skills and behaviors that foster increased creativity, innovation, and critical thinking.

In this line of reasoning, University Social Responsibility (USR) represents an argument of profound value for organizations, spanning financial, social, technological, and environmental dimensions. Furthermore, it is utilized as an associated strategy, involving the voluntary responsibility of institutions to respect and promote benefits for their collaborators, developing actions to make them more productive and competitive (PERALTA; GUZMÁN; VERDEZOTO, 2022). In other words, USR configures itself as an essential practice in the administration of ethical and transparent processes in an organization. It must be a primary source in university educational contexts, where complex procedures are at play in correlation with the work performed by professors.

As a result, USR has the capacity to foster and instill practices, beliefs, ethical principles, qualities, and virtues in the role of the university professor. This implies promoting internal commitment to responsibility, emphasizing components of interpersonal relationships, critical thinking, creative thinking, and ethics among students (VALLAEYS; ÁLVAREZ, 2019). It is relevant to emphasize that, in the context of this study, USR will be focused on the internal functions that the professor performs in relation to their students, specifically in the aforementioned components.

Based on the above, in Chile, higher education has been committed to developing various processes that align with the consolidation of teachers' managerial competencies, considering technological advances and the evolution of the university itself, which has experienced changes and significant transformations at an accelerated pace (SALAZAR-BOTELLO; MUÑOZ-JARA; CAVIEDES, 2021).

However, according to the study conducted by Lavín (2016), it was evident that in some universities in the country, teachers lack an understanding of classroom management, as well as managerial competencies that meet the demands of students and, consequently, the context in which the organization is situated. This requires professionals committed to socially responsible actions, aligned with an approach that deepens relationships, decision-making, motivation, and leadership.

This is particularly notable in a private university located in the commune of Curicó, in the Maule Region, Chile, where numerous teachers exhibit deficiencies in terms of competency management and social responsibility. This aims to enhance educational practice and promote internal relationships that contribute to student formation, as well as motivation, interpersonal relations, and leadership. Consequently, the absence of managerial competencies in teachers results in apathy by students to participate in classes, neglecting the responsibility to promote actions that improve human relations, as well as a lack of motivation to engage in activities that contribute to their personal and professional development.

The aforementioned results in deficiencies in the proper development of students' human talent, limiting their ability to face the challenges of society. There is a lack of reinforcement to stimulate the understanding of situations that occur in the university context, as well as the promotion of comprehensive education, grounded in principles and ethics as essential components in professional formation. These gaps lead to mediating scenarios that require teachers to develop managerial competencies, aiming to optimize university social responsibility more significantly, both inside and outside the classrooms, extending to the community.

Consequently, this study aims to determine the managerial competencies necessary to promote university social responsibility among Pedagogy career professors at a Private University in the commune of Curicó, Maule Region, Chile. This approach serves as an alternative for a profound reflection on the essence of managerial competencies that must be applied in the performance of their functions, involving skills for reasoning, decision-making,

and commitment to providing quality education. In this way, the goal is to educate proactive, reflective students capable of facing any challenge in the academic context and society at large.

## **Managerial Competencies**

In contemporary times, due to the transformation and evolution of knowledge, the use of the concept of competence is proposed as an element of identification and encouragement for individuals' performance. According to Martínez-Huamán (2022), the term competence originated in the seventies with the studies and research of author McClelland, who focused his attention on investigating variables that anticipated individuals' performance in an organization, highlighting a person's talent in the execution of specific activities.

Since its inception, the word "competence" has been defined and studied by various researchers, and most agree on certain peculiarities or characteristics, including mastery of knowledge, methodologies, and attitudes aligned with individual performance. Thus, competence encompasses a set of defined properties, understandings, and skills that an individual mobilizes to perform a task or resolve conflicting situations in their work environment or daily life (RIVERA *et al.*, 2020).

Managerial competencies, therefore, focus on optimizing the performance of workers by promoting knowledge and behaviors aligned with the institution's requirements to achieve performance indicators based on motivating, innovative, and creative actions. Simultaneously, these competencies emerge as a set of skills that an individual must possess to manage various actions or strategies inherent to their position effectively.

In the understanding of Aldana, Salón, and Guzmán (2019), the managerial competencies of the university professor are conceived as skills to coordinate activities and systematize materials that lead to the generation of effective learning among students. These competencies aim to promote creative thinking, motivation, participative leadership, communication, and collaborative work, with the purpose of achieving common goals. These competencies establish the integration of manners, capabilities, understandings, and skills that a professor must contribute to the university environment.

Regarding managerial competence related to creative thinking, understood as the faculty's ability to generate production, modify, and act genuinely and uniquely in the face of adversity and uncertainty (GAMARRA-MOSCOSO; FLORES-MAMANI, 2020), it emphasizes the skill to provoke novel, highlighted, and competitive responses that powerfully

favor the mediation of difficulties, optimizing personal and professional development in a constantly changing society. This implies the construction of ethical, moral, ideal values, self-esteem, and self-image in front of fellow teachers, subsequently being put into practice in a socially responsible context.

On the other hand, motivation is centered on the promotion of knowledge, fostering skills, attitudes, encouragement of professional learning, initiatives, desires, personal satisfaction, a sense of belonging, and appreciation of the university environment and connection with the surroundings (MACÍAS; VANGA, 2021). Simultaneously, participative leadership, as a managerial competence, is viewed as impacting the transition or metamorphosis in students' behavior in terms of dialogues, innovation in education, stimulation, responsibility, and technological advancements, in other words, forming leaders capable of adapting to transforming society.

Subsequently, managerial competence grounded in collaborative work seeks the application of a set of formative skills that empower the student to develop activities in a cooperative manner, aiming to achieve collective objectives (BRUNA *et al.*, 2022). This implies delving into participative leadership, debates, cognitive conflicts, team evaluations, and the exchange of ideas in making precise, coherent, and meaningful decisions, both for the student and the teacher.

### University Social Responsibility

The term social responsibility had its origins in the early days, initially being used in business organizations in the 1970s in countries such as the United Kingdom, Canada, and the United States. From this perspective, it aims to guide commercial activities that create strong impacts in the context of the institution and society (ROJAS; MARTINEZ; VIVAS, 2021). This approach reflects how companies shape their perspectives and has implications in a country, with a broad focus on their functions and productivity.

In this context, University Social Responsibility (USR) has the mission of managing the effective performance of the impact generated by university organizations in the environment in which they are inserted and in society. This is achieved through the application of their teaching, research, and collaboration functions with the environment. For this reason, the objective of USR is to develop the skills, competencies, and ethical values necessary to address the challenges of society, the economy, politics, technological advances, and environmental

issues. Thus, it establishes itself as an essential component to achieve significant transformations in the professional development of students.

Similarly, from the perspective of professors, the implementation of Curricular Innovation (CI) is considered relevant, with students being the primary beneficiaries. This is because it generates processes that strengthen ethical, critical, creative, innovative, and research values, which are fundamental for the professional development of students. Consequently, these students become socially responsible individuals (RAMÍREZ; SOLANO; RUEDA, 2023).

Within the scope of this study, University Social Responsibility (USR) is focused on teaching practices, considering the components of interpersonal relationships, critical thinking, communication, and ethics. These aspects are considered internal elements of USR in the classroom, essential for the development of teachers with the goal of strengthening it. Interpersonal relationships concern the mutual interactions between the teacher and the student, aiming to build effective relationships, well-being, satisfaction in appropriate learning, and therefore, a more just and balanced education for both parties.

At the same time, critical thinking in USR, according to Hincapié, Ramos, and Chirino (2018), is viewed as the ability to resolve conflict situations, harmonize the learnings achieved in the classroom, and connect them with daily reality. Additionally, it strengthens self-learning skills and collaborative work and promotes self-critique. On the other hand, communication, centered on the development of dynamic, opinionated, collaborative learning aligned with technological advances (MENDIBURU *et al.*, 2022), also aims to promote the practice of expressing ideas and feelings in a meaningful, honest, and sincere manner, with sensory and physical contact, and with a tone of voice suitable for the scenario and the content addressed by the teaching professional.

Therefore, ethics in the teacher's USR, as per Monzón *et al.* (2022), is understood as the commitment to impart values that impact the conduct of students towards themselves and others. This encourages the appreciation of respect, solidarity, love, balance, cooperation, peace, and equity—indispensable elements for socially responsible education. Similarly, teachers must maintain constant promotion in entelechy, inventiveness, emotional responses, and positive communication for the achievement of their competitive and personal development.

## **Methodological Considerations**



This research adopted a positivist quantitative approach, aided by a deductive methodology, configuring a basic-type study, as it was applied at a specific moment to the participating study units (HERNÁNDEZ; MENDOZA, 2018). Additionally, the research followed a non-experimental-transitional design. Ninety-five Pedagogy career professors from a Private University located in the commune of Curicó, Maule Region, Chile, participated. It is relevant to note that statistical formulas were not applied for sample extraction, as non-probabilistic sampling was used, as intended by the researchers (HERNÁNDEZ; FERNÁNDEZ; BAPTISTA, 2016).

The research technique employed a questionnaire with a three-category scaling for responses: excellent, adequate, and needs improvement. The questionnaire was validated with the input of experts knowledgeable in the subject under investigation. Similarly, a pilot assessment was conducted with a group of professors from other universities, composed of individuals similar to those in the study units. Subsequently, reliability was assessed through Cronbach's Alpha, obtaining a value considered acceptable for application in the study units.

Regarding the data treatment, the statistical software Package for the Social Sciences (SPSS) was utilized, representing a set of tools for processing the information collected by a research instrument (HERNÁNDEZ; FERNÁNDEZ; BAPTISTA, 2016). In other words, the software conducted the corresponding analyses on the data, which were then represented in graphs to facilitate the observation of the percentages obtained in the responses.

### **Levels of Managerial Competencies in Promoting University Social Responsibility: Results**

The delineation of the results of this research, conducted at a Private University in the commune of Curicó, Maule Region, Chile, was carried out through the statistical and descriptive analysis of each variable, along with their respective indicators, achieved through the application of a questionnaire. The variable of managerial competencies comprised the following indicators: creative thinking, motivation, participative leadership, and collaborative work, using a scaling composed of three alternatives: excellent (3), adequate (2), and needs improvement (1).

Graph 1 highlights that in the indicator of creative thinking, 63% of the average responses were categorized in the "needs improvement" alternative concerning the promotion

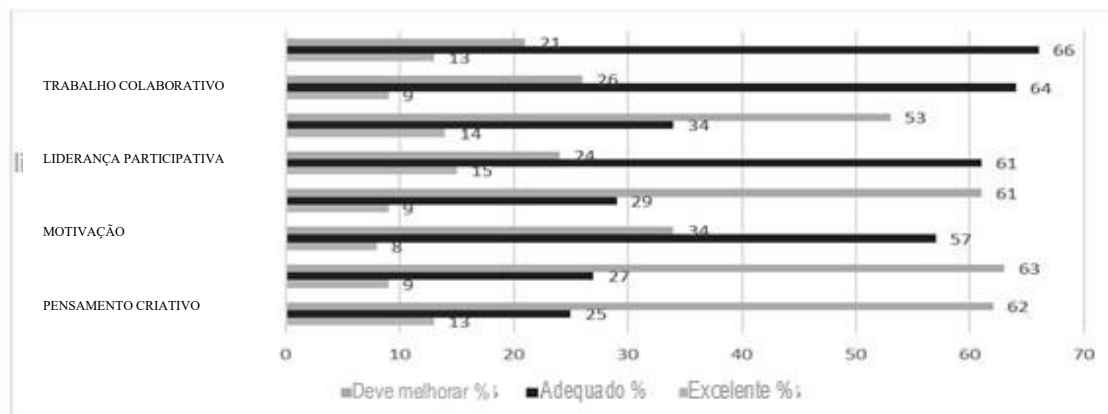
of activities representing reality to materialize new ideas and the investigation of creative problem-solving among students, while 26% were classified in the "adequate" category. This specific indicator reveals that teachers need to enhance the development of creative thinking in students. Therefore, it is crucial that educators promote this competence, enabling students to solve problems, perceive them, and communicate them. This understanding is supported by the study of De La Cruz *et al.* (2022), where creative thinking is conceived as a set of skills that enables the construction of new ideas or objects, socially meritorious for the student's development throughout their professional education.

Regarding the motivation indicator, an average of 48% of the teachers responded that motivation needs improvement to achieve students' professional achievements and competence management in knowledge appreciation, while 43% stated they were in the "adequate" category. It is observed that university professors need to optimize the managerial competence of motivation, as it represents an indispensable element for achieving excellent learning and interactions among students. As indicated by Kuong, Kuong, and Apaza (2021), motivation holds a transcendental meaning for students' education, as it establishes the beginning of instruction, generates the impetus to continue, and facilitates formation in learning how to learn.

Similarly, the participative leadership indicator, evidenced by an average of 47%, was classified as "adequate" in applying leadership that contributes to education and promotes scientific activities stimulating participation, while only 38% were categorized as "needs improvement." University professors are developing participative leadership that impacts student behavior. In this context, as argued by López-Alfaro, Gallegos, and Maureira (2022), participative leadership should focus on learning, adopting a reciprocal practice of proactive actions that offer freedom of thought among students and, in turn, strengthen interpersonal relationships, planning adapted to needs, and essential components to achieve optimal results in academic performance.

Simultaneously, in the indicator on collaborative work, the average of responses focused on 65% in the option of "adequate and collaborative" work, used to encourage interaction between students and promote participative debates, deepening understanding. Additionally, 24% responded in the "needs improvement" category. These results align with the perspective of CRUZ *et al.* (2022), who see collaborative work as the association of teaching methods that hold the student accountable for conducting activities cooperatively to achieve a common purpose, sowing not only participative leadership but also debate, team assessment, communication, and shared decisions.

**Graph 1** – Distribution of Means for Competency Management and Indicators<sup>5</sup>



Source: Authors' creation.

Regarding the variable University Social Responsibility (USR), it was evaluated through the indicators: interpersonal relations, critical thinking, communication, and ethics, as demonstrated in Figure 2. In the indicator of interpersonal relations as a component of USR, the average of responses was 58%, categorized in the "needs improvement" alternative to promote mutual interactions among students and achieve satisfaction in adequate learning as an element of personal interactions in USR, while 33% indicated the "adequate" alternative.

These responses contrast with the perspective of Maluenda *et al.* (2020), who assert that the interpersonal relations component in USR provides a high sense of belonging to the class and a more proactive view of student-teacher interactions, benefiting the socio-economic development between the parties. In the critical thinking indicator, 57% of teachers responded that the "needs improvement" option refers to managing actions for resolving conflict situations in learning and using managerial competencies for the development of informed knowledge as part of USR's critical thinking. In contrast, 31% opted for the "adequate" alternative.

These results are in line with the view of Zavaleta (2021), who emphasizes that critical thinking represents an essential mechanism in learning, enabling the promotion of instruction, mental activity, motivation, decision-making in the face of any difficulty, and achieving optimal understanding in USR assessment. Additionally, it contributes to increasing the competence to understand science, reconsider, reflect, and conceive a more sustainable context.

<sup>5</sup> Translation of the text from top to bottom: Collaborative Work; Participative Leadership; Motivation; Creative Thinking.

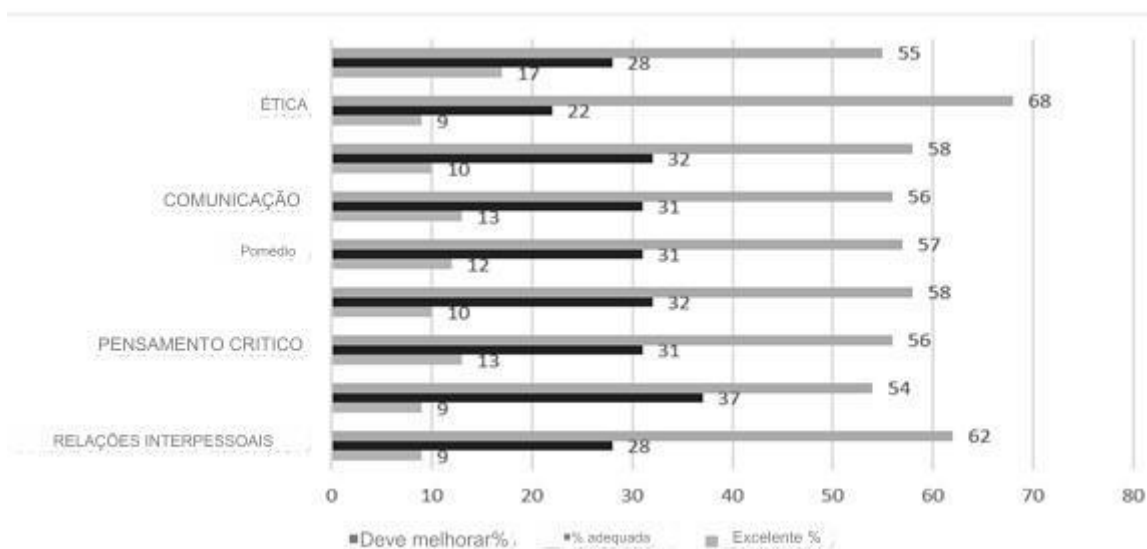
Similarly, in the indicator related to the communication component, 58% of the participants chose the category "needs improvement" in promoting actions aimed at fostering communication in USR and encouraging proactive exchanges in learning, while 31% opted for the "adequate" alternative. The lack of a communication component, which would enable the promotion of University Social Responsibility among students, is observed.

This scenario differs from the understanding of Salcedo-Muñoz, Arias, and Moreno (2023): the communication component is considered fundamental when applied to students, as it promotes active listening, empathy, understanding of feelings, scientific and research processes, and supports social responsibility towards the context and society. This represents a commitment to the comprehensive training of future professionals, preparing them to face changing situations and a high level of competitiveness.

At the same time, in the ethical indicator, an average of 62% of teachers chose the "needs improvement" option in applying ethics as a component of USR, in the commitment to convey values that impact education and promote inventiveness, emotions, and positive communication among students. Only 25% of participants were classified in the "adequate" category. The need for teachers to incorporate ethics into the promotion of USR is evident, especially in the projection of academic activities developed by students and their transmission to community spaces, establishing a connection with the environment.

The mentioned results diverge from the perspective of Herrera, Vásquez, and Lagarda (2018), who state that ethics as a component of USR focuses on the idea that the student should possess a university education linked to a set of competencies, values, communication, leadership, interpersonal relations, among others. These elements empower the student to delve into essential knowledge to achieve success and ethics that ensure their well-being, competitiveness, and effective performance in their professional career.

**Graph 2 – Distribution of Averages for the Variable and Indicators of University Social Responsibility<sup>6</sup>**



Source: Authors' creation.

### Final considerations

In contemporary times, within the university context, knowledge management regarding managerial competencies emerges as a highly relevant aspect. Teaching professionals play a crucial role in managing the teaching process, seeking to build productive, competitive, and effective learning while fostering human relationships, communication, and leadership among students. Additionally, these professionals are responsible for providing relevant information to students about innovation, creativity, critical thinking, and competent performance in various scenarios.

Upon analyzing the results obtained in the managerial competencies variable, the need to deepen students' competencies in creative thinking and motivation becomes evident. These components significantly impact exploring alternatives and opportunities to create, imagine, and think innovatively in a world characterized by rapid advances and progress. Similarly, it is imperative for the teacher to enhance motivational processes, aiming to empower students to successfully navigate their professional careers and, thus, engage in the development of authentic competencies that support the acquisition of relevant learning, grounding, producing, and transmitting socially responsible knowledge.

<sup>6</sup> Translation of the text from top to bottom: Ethics; Communication; Critical Thinking; Interpersonal Relations.

Furthermore, it has been determined that teachers should appropriately lead participative leadership and collaborative work. Such results are relevant since, in contemporary times, more dynamic leadership is demanded from teachers. In this context, the goal is not only theoretical leadership, as reflected in the literature, but, on the contrary, there is a desire to energize, in practice, real actions that influence the behavior of active students capable of solving difficulties in times of crisis and uncertainty, constantly engaged in innovations that contribute to the improvement of the environment, technology, research, and current scientific processes. This approach is in line with collaborative work between students and teachers, aiming to achieve success authentically and creatively.

Consequently, university social responsibility (USR) has been implemented by some universities in recent times, especially in Chile. This is because teachers are enhancing their practice, deepening critical thinking, communication, interpersonal relationships, and ethics in a contextualized manner, with the aim of providing optimized education for all university members, focusing on the main protagonists, the students.

However, in the results obtained in this study, a complete absence of the application of interpersonal relationships, critical thinking, communication, and ethics components in USR was observed. This indicates that educators are neglecting the management of these components, which are essential for achieving beneficial learning outcomes for students' development and integration as socially responsible entities in the university context and as future professionals.

Thus, the teacher plays a fundamental role in promoting a culture in which USR is a significant aspect of the student's education. This approach will enable the promotion of skills, the deepening of human relationships, communication, leadership, and, naturally, commitment to the individual, the university, and the surrounding context.

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