

## Relationship between Social Responsibility and Social Response of Students at University Level

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### Abstract

This study was conducted to find out the relationship between social responsibility and social response of students at the university level. The study was descriptive in nature, and a survey method was used for data collection. The population of the study consisted of 1374 university students of University of Kotli Azad Jammu and Kashmir. A simple random sampling technique was used to select a sample of 300 students. A five-point Likert scale questionnaire was developed to collect responses from students. A self-developed questionnaire validated by two experts was used in this research. Data were collected through direct visits to sampled students. Statistical Package for Social Sciences (SPSS) software version 22 was used for data analysis. Frequency, percentage, and mean scores, standard deviation and Pearson's correlation were applied to analyze the data. The study found that the students do not educate themselves about diverse cultures, indicating a lack of interest in cultural education. This could impact their ability to interact in diverse environments or contribute to inclusive practices. The study also concluded that there is a strong and positive relationship between Social Responsibility and Social Response. To improve cultural education, university authorities may focus on awareness campaigns, integrating multiculturalism into curricula and training programs, and organizing interactive activities.

### Key Words

Social Responsibility, Social Response, Students, University Level, Education

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## Introduction

The whole idea of social responsibility has really taken off in academic discussions now a day. When we look at higher education, universities have this crucial role in shaping students' understanding of what it means to be socially responsible. It turns out that when students see their universities acting responsibly, they tend to adopt those values themselves. This, in turn, helps them feel more connected and engaged (Stone, 2022).

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Take a look at the initiatives universities are putting into place, like community service projects, sustainability programs, and courses focused on ethics. These efforts really make a difference in how students view their learning environment (Coelho & Menezes, 2021). It is interesting how students' commitment to social responsibility often mirrors their own beliefs about what is right and beneficial for society. And then, they take those beliefs and turn them into real actions. Both of these pieces—beliefs and actions—are super important for creating graduates who care about civic engagement and social issues.

Universities that really focus on promoting social responsibility through things like volunteer opportunities, eco-friendly initiatives, and training in ethical leadership help foster a positive campus vibe. This not only enriches students' educational experiences but also encourages them to be socially responsive (Butler, & Spoelstra, 2014).

When we talk about how students respond socially in university settings, it is not just one thing. It is a whole mix of elements — think academic quality, the vibe on campus, and chances for personal growth. Among all these factors, one really stands out: the role of social responsibility in both academic and extracurricular activities. When universities actively get involved in socially responsible practices — like setting up community outreach programs, going green with sustainable policies, or promoting ethical behavior — it really boosts students' feelings of belonging and connection to their school's values. This connection often leads to students responding more positively in social situations (Waller, *et al.*, 2023).

Research shows that schools that prioritize social responsibility play a big role in helping students develop holistically. They push students to think critically about the world around them and arm them with the skills needed to tackle real-world problems. Getting involved in socially responsible activities does not just spice up their educational experience; it also gives them a sense of purpose, which is super important for social responses (Lee & Thomas, 2023). Plus, when students see their universities as socially responsible, they tend to feel more positive about their own roles in society, which creates this awesome cycle of engagement and fulfillment (Coelho & Menezes, 2021).

It is pretty clear from various studies that universities that make social responsibility a priority usually see higher rates of social responses from students (Lessa, & Coelho, 2024). For university students, this social responsibility can show up in all sorts of ways — volunteering, environmental activism, or just getting involved in the community. These activities not only help society but also give students that much-needed sense of purpose and fulfillment (Coelho & Menezes, 2021).

In recent years, social responsibility has really become an important topic, especially in the context of higher education. Universities, being the places that shape our future leaders, have a unique ability to influence societal norms and values. So, figuring out how social responsibility and behaviors impact students' responses to social situations is definitely worth exploring. There is solid evidence that supports the positive connection between social responsibility and various good outcomes, like increased student engagement, better academic performance, and overall well-being (Tziner, & Persoff, 2024).

Lately, social responsibility has been getting a lot of buzz, especially in higher education. Since universities are key in shaping future leaders, it is crucial to dig into how social responsibility impacts students' social responses. Studies have found that there is a strong link between being socially responsible and a bunch of positive outcomes, like better student engagement, higher academic performance, and improved overall well-being (Chaudhry et al., 2024).

To really drive home the point, research highlights how crucial social responsibility is in shaping how students respond socially. For instance, students who feel their schools are socially responsible tend to trust their institutions more, engage better, and show loyalty. Plus, those who get involved in socially responsible activities often feel a

stronger connection to their education because of the purpose and fulfillment that these experiences bring (Corpuz, et al., 2023).

This study aimed to investigate the relationship of social responsibility and behaviors on university students' social response. By examining the relationship between these variables, this research sought to provide insights into the ways in which universities could promote social responsibility and enhance students' social response.

### Statement of the Problem

The relationship between social responsibility and social response among university students has become an increasingly relevant topic in the context of higher education. As institutions strive to foster not only academic excellence but also ethical and civic-minded individuals, understanding how students perceive and engage with social issues is crucial. This study aimed to find out the extent to which students' sense of social responsibility influences their social response to community and societal challenges.

### Objectives of the Study

The objectives of this study are

1. To identify the level of social responsibility among university students.
2. To examine the social responses of university students.
3. To examine the relationship between social responsibility and social response of university students.

### Research Questions

1. What is the level of social responsibility among university students?
2. What are the most common social issues that university students try to respond to?
3. To what extent there is a relationship between social responsibility and social response of university students?

### Review of Related Literature

#### Social Responsibility

The social responsibility of students refers to their obligation to contribute positively to society while developing themselves as responsible individuals. This involves recognizing their potential role in shaping a better community and working toward social progress (Waller, *et al.*, 2023). Here are some key aspects:

#### Educational Responsibility

Students should use their knowledge to create awareness about important social, environmental, and economic issues. Promoting literacy, health awareness, and civic sense among underprivileged communities.

#### Community Responsibility

Participating in volunteer work such as teaching underprivileged children, cleaning public spaces, or helping in disaster relief efforts. Engaging with NGOs or social initiatives aimed at improving societal conditions.

#### Environmental Responsibility

Advocating for and practicing sustainability through actions like recycling, conserving energy, and minimizing waste. Participating in environmental campaigns like tree plantation drives or clean-up initiatives.

### **Promoting Social Harmony**

Respecting diversity and fostering unity among people of different religions, cultures, and social backgrounds. Standing against social injustices like discrimination, bullying, and inequality.

### **Advocating Ethical Practices**

Practicing honesty, fairness, and integrity in academic and personal lives. Encouraging others to adopt ethical behaviors in their day-to-day activities.

### **Becoming Role Models**

Inspiring peers and younger generations by embodying positive values and responsible behavior. Leading initiatives or campaigns for the betterment of society. By fulfilling these responsibilities, students not only contribute to societal improvement but also grow as conscientious and active citizens. For a number of reasons, the social responsibility of a teacher is essential. It provides students with a good example by highlighting the importance of emotional control and conflict resolution. Students' social skills and social responsibility may then be impacted by this.

A teacher who possesses social responsibility can better handle conflicts and disruptions in the classroom, fostering a more favourable atmosphere for learning. Social responsibility helps teachers stay healthy by lowering stress and burnout and, in the end, allowing them to continue being passionate and dedicated to their work. To put it briefly, social responsibility is not only a personal quality but also a necessary component of efficient classroom management, which in turn promotes student social response (Domitrovich et al., 2017).

### **Effect of Social Responsibility Behaviors on Academic Engagement**

Social responsibility behaviors are also linked to increased academic engagement and motivation. Astin and Sax (1998) found that students who participate in service-oriented activities, such as volunteering, demonstrate higher levels of engagement in their academic work. The act of helping others and contributing to the community not only nurtures students' personal growth but also enhances their academic performance, which in turn can lead to greater social response with their overall university experience. These students are more likely to feel connected to their academic community, contributing to higher retention rates and improved academic outcomes (Coelho & Menezes, 2021).

### **Social Responsibility as a Contributor to Overall Well-being**

In addition to academic performance, social responsibility behaviors positively affect students' emotional and psychological well-being. proposed that students who feel supported by their university through socially responsible initiatives experience enhanced well-being, which fosters a sense of community and belonging. Volunteering and activism can also serve as a coping mechanism for stress, offering students opportunities for meaningful engagement outside of their academic obligations. Such activities help students feel more connected to their peers and their institution, leading to a greater sense of social response (Holmes, 2023).

### **Social Responsibility and Institutional Support**

The role of universities in fostering social responsibility is another important theme in the literature. Emphasized that universities that actively promote and support social responsibility programs create an environment where students feel encouraged to engage in meaningful activities. These programs can help students build skills such as leadership, teamwork, and empathy, which not only enhance their personal development but also improve their social response with their university experience. Providing students with opportunities to participate in social

responsibility initiatives can foster a sense of purpose, thereby positively impacting their overall social response (Tomlinson, & Imbeau, 2023).

### **Social Responsibility and Civic Engagement**

Social responsibility often extends to broader civic engagement beyond the university campus. Studies have shown that students who engage in civic activities such as voting, advocacy, or participation in local governance report higher levels of social response with their university experience. Research by Kolberg way back in 1981 found that students who are actively engaged in community and civic activities tend to develop a stronger sense of civic responsibility and social awareness, which enhances their social response with both their educational environment and broader societal roles (Townsend, 2023).

### **Social Responsibility and Academic Performance**

Research has also demonstrated a connection between social responsibility activities and academic performance. Students who participate in service learning and volunteerism are often found to be more committed to their academic work. highlighted that students involved in community service or social responsibility initiatives often show higher levels of academic engagement and are more likely to perform well academically. This is because these activities encourage skills such as time management, collaboration, and critical thinking, which are directly transferable to academic work. Moreover, students who participate in socially responsible activities tend to develop better interpersonal communication skills, which enhance their ability to collaborate with peers and faculty, further improving their academic performance. These experiences can lead to a greater sense of accomplishment, which ultimately contributes to their overall social response with their academic journey (Hooks, 2015).

### **Social Response**

Social Response involves conducting operations in an honest, transparent, and fair manner. This includes upholding ethical standards in recruitment, business operations, and marketing. Seeking encouragement, advice, or accountability from friends, family, or support groups can bolster social responsibility efforts. Having a supportive network provides validation, motivation, and reinforcement for adhering to goals and resisting temptations. Observing and emulating the social responsibility behaviors of others who serve as positive role models. By witnessing examples of disciplined behavior and perseverance, individuals can gain inspiration and learn effective strategies for social -regulation (Corpuz, et al., 2023).

### **Philanthropic Social Response**

Philanthropic responsibility refers to actions aimed at supporting social welfare, including charitable donations, scholarships, and volunteerism. A healthy body and mind are better equipped to withstand stress, fatigue, and cravings. Implementing stress-reduction techniques such as exercise, relaxation exercises, or time management strategies helps individuals cope with stressors more effectively. By minimizing stress levels, individuals can preserve cognitive resources and maintain social responsibility in challenging situations (Corpuz, et al., 2023).

The social response of students refers to their active engagement in addressing societal issues and challenges. It involves taking meaningful actions and showing a sense of responsibility towards the betterment of their communities and the world at large. Here is a detailed overview:

### **Response to Education and Awareness Gaps**

Students can take initiative to spread knowledge and bridge educational divides: Organizing free tutoring or literacy

programs for underprivileged groups. Promoting awareness about critical issues like public health, hygiene, and the importance of education. Advocating for equal access to quality education.

### Response to Environmental Concerns

Students are often at the forefront of environmental activism: Participating in tree plantation drives, clean-up campaigns, and recycling programs Raising awareness about climate change, pollution, and conservation efforts Developing innovative solutions for sustainable living.

### Response to Social Inequalities

Students often respond to societal injustices by: Leading peaceful protests or movements against discrimination, inequality, and human rights violations. Volunteering with NGOs and community organizations to support marginalized groups. Using social media to amplify voices and spread messages of equality and justice.

### Relationship between Social Responsibility and Social Response

Previous studies have demonstrated a strong link between social responsibility and various positive student outcomes, including social response. The universities that prioritize social responsibility initiatives often report higher levels of student social response. Students who engage in such activities tend to develop a deeper sense of purpose and fulfillment, which can contribute significantly to their overall academic and personal social response (Lessa, & Coelho, 2024).

Found that students who align their values with their university's mission, especially regarding social responsibility, experience a stronger sense of identification with the institution, which positively impacts their social response. What sets humans apart from the rest of the animal kingdom is ours. This ability is crucial for preserving an environment that is focused and upbeat, which benefits students' Behavior and social growth. Assessing a teacher's social responsibility needs to be done in a multimodal way with different kinds of information. Peer evaluations and observations in the classroom are two methods for collecting qualitative data.

These data sources provide information about a teacher's temperament, capacity for emotional control, and composure in the face of difficulties or interruptions. Teachers can consider their social responsibility techniques by responding to social -reported surveys and social -assessments. Students' comments, the documentation of disruptions in the classroom or disciplinary actions, or even the long-term tracking of student performance can all yield quantitative data. These data types work together to provide a thorough evaluation of a teacher's classroom social responsibility (Triastuti, 2020).

### Research Methodology

This study was all about describing things, and the researchers went with a cross-sectional survey to gather the data. They had quite a big group to work with—1374 students in total from the Faculty of Social Sciences and Humanities, University of Kotli AJ&K. To pick their sample, the researchers opted for a simple random sampling technique for the selection of 300 students as a sample of the study. The researchers developed their own questionnaire. They also collected data personally. For analyzing all that data, they used a mix of tests e.g. frequency counts, percentages, means, standard deviation and Pearson's correlation. It was a solid approach to get a good understanding of what they were looking at.



## Results

### Objective 1: Social Responsibility

**Table 1**

*I believed that I am Socially Responsible*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	7	12	24	134	123	4.18	.911
Percentage		2.3	4.0	8.0	44.7	41.0		

Table 1 indicates that 85.7% (44.7%A+41.0%SA) of respondent agreed with the statement, “I believed that I am socially responsible”. Furthermore, mean score (4.18) and SD (.911) of respondents also reflect the opinion in favour of the statement.

**Table 2**

*I Feel Myself Responsible for Helping Society*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	7	11	26	131	125	4.19	.910
Percentage		2.3	3.7	8.7	43.7	41.7		

Table 2 indicates that 85.4% (43.7%A+41.7%SA) of respondent agreed with the statement, “I feel myself responsible for helping society”. Furthermore, mean score (4.19) SD (.910) of respondents also reflect the opinion in favour of the statement.

**Table 3**

*I Value Social Responsibility as a Student*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	8	10	26	131	125	4.18	.920
Percentage		2.7	3.3	8.7	43.7	41.7		

Table 3 indicates that 85.4% (43.7%A+41.7%SA) of respondent agreed with the statement, “I value social responsibility as a student”. Furthermore, mean score (4.18) and SD (.920) of respondents also reflect the opinion in favour of the statement.

**Table 4**

*I Think Social Activates Help me to Grow*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	7	14	27	129	123	4.16	.935
Percentage		2.3	4.7	9.0	43.0	41.0		

Table 4 indicates that 85.7% (44.7%A+41.0%SA) of respondent agreed with the statement, “I think social activates help me to grow”. Furthermore, mean score (4.16) and SD (.935) of respondents also reflect the opinion in favour of the statement.

**Table 5**

*I Make an Effort to Reduce use of Plastic*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	7	18	29	129	117	4.10	.964
Percentage		2.3	6.0	9.7	43.0	39.0		

Table 5 indicates that 82% (43.0%A+39.0%SA) of respondent agreed with the statement, “I make an effort to reduce use of plastic”. Furthermore, mean score (4.10) and SD (.964) of respondents also reflect the opinion in favour of the statement.

**Table 6**

*I Regularly Recycle Things.*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	8	15	28	125	124	4.14	.964
Percentage		2.7	5.0	9.3	41.7	41.3		

Table 6 indicates that 83% (41.7%A+41.3%SA) of respondent agreed with the statement, “I regularly recycle things”. Furthermore, mean score (4.14) and SD (.964) of respondents also reflect the opinion in favour of the statement.

**Table 7**

*I Turn Off Lights when not in Use*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	9	14	29	124	124	4.13	.976
Percentage		3.0	4.7	9.7	41.3	41.3		

Table 7 indicates that 82.6% (41.3%A+41.3%SA) of respondent agreed with the statement, “I turn off lights when not in use”. Furthermore, mean score (4.13) and SD (.976) of respondents also reflect the opinion in favour of the statement.

**Table 8**

*I Participate in Charity Events or Fundraisers*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	7	11	25	132	125	4.19	.907
Percentage		2.3	3.7	8.3	44.0	41.7		

Table 8 indicates that 85.7% (44.9%A+41.7%SA) of respondent agreed with the statement, “I Participate in my charity events or fundraisers”. Furthermore, mean score (4.19) and SD (.907) of respondents also reflect the opinion in favour of the statement.

**Table 9**

*I am Actively Involved in a Community or Organization*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	6	11	30	129	124	4.18	.900
Percentage		2.0	3.7	10.0	43.0	41.3		

Table 9 indicates that 84.3% (43.0%A+41.3%SA) of respondent agreed with the statement, “I am actively involved in a community or organization”. Furthermore, mean score (4.18) and SD (.900) of respondents also reflect the opinion in favour of the statement.



**Table 10***I Keep myself aware of Social Issues of Community*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	5	13	31	129	122	4.17	.899
Percentage		1.7	4.3	10.3	43.0	40.7		

Table 10 indicates that 83.7% (43.0%A+40.7%SA) of respondent agreed with the statement, “I keep myself aware of social issues of community”. Furthermore, mean score (4.17) and SD (.899) of respondents also reflect the opinion in favour of the statement.

**Table 11***I Educate Myself about Diverse Cultures*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	84	180	25	5	6	1.90	.775
Percentage		28.0	60.0	8.3	1.7	2.0		

Table 11 indicates that 88% (60.0%DA+28.0%SDA) of respondent disagreed with the statement, “I educate myself about diverse cultures”. Furthermore, mean score (1.90) and SD (.775) of respondents also reflect the opinion in favour of the statement.

**Table 12***I Use to Speak out Against Discrimination*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	8	12	29	129	122	4.15	.940
Percentage		2.7	4.0	9.7	43.0	40.7		

Table 12 indicates that 83.7% (43.0%A+40.7%SA) of respondent agreed with the statement, “I use to speak out against discrimination”. Furthermore, mean score (4.15) SD (.940) of respondents also reflect the opinion in favour of the statement.

**Table 13***I Support Organizations Working for Social Justices*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	6	12	31	130	121	4.16	.908
Percentage		2.0	4.0	10.3	43.3	40.3		

Table 13 indicates that 83.6% (43.3%A+40.3%SA) of respondent agreed with the statement, “I support organizations working for social justices”. Furthermore, mean score (4.16) and SD (.908) of respondents also reflect the opinion in favour of the statement.

**Table 14***I Always Acknowledge those who Work for Social Justice*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	8	12	25	132	125	4.19	.897
Percentage		2.0	4.0	8.3	44.0	41.7		

Table 14 indicates that 85.7% (44.0%A+41.7%SA) of respondent agreed with the statement, “I always acknowledge those who work for social justice”. Furthermore, mean score (4.19) and SD (.897) of respondents also reflect the opinion in favour of the statement.

**Table 15**

*I Follow University Policies on Academic Integrity*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	7	12	30	126	125	4.17	.928
Percentage		2.3	4.0	10.0	42.0	41.7		

Table 15 indicates that 85.7% (44.7%A+41.0%SA) of respondent agreed with the statement, “I follow university policies on academic integrity”. Furthermore, mean score (4.17) and SD (.928) of respondents also reflect the opinion in favour of the statement.

## Objective 2: Social Response

**Table 16**

*I have made close Friends at University*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	6	12	29	130	123	4.17	.905
Percentage		2.0	4.0	9.7	43.3	41.0		

Table16 indicates that 84.3% (43.3%A+41.0%SA) of respondent agreed with the statement, “I have made close friends at university”. Furthermore, mean score (4.17) and SD (.905) of respondents also reflect the opinion in favour of the statement.

**Table 17**

*I Feel Comfortable Participating in Class Discussion*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	6	9	25	133	127	4.22	.872
Percentage		2.0	3.0	8.3	44.3	42.3		

Table 17 indicates that 86.6% (44.3%A+42.3%SA) of respondent agreed with the statement, “I feel comfortable participating in class discussion”. Furthermore, mean score (4.22) and SD (.872) of respondents also reflect the opinion in favour of the statement.

**Table 18**

*I Receive Positive Feedback from my Peers*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	6	8	25	133	128	4.23	.864
Percentage		2.0	2.7	8.3	44.3	42.7		

Table 18 indicates that 87% (44.3%A+42.7%SA) of respondent agreed with the statement, “I receive positive feedback from my peers”. Furthermore, mean score (4.23) and SD (.864) of respondents also reflect the opinion in favour of the statement.

**Table 19***I Regularly Attend Campus Events and Activities*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	6	8	25	134	127	4.23	.863
Percentage		2.0	2.7	8.3	44.7	42.3		

Table 19 indicates that 87% (44.7%A+42.3%SA) of respondent agreed with the statement, “I regularly attend campus events and activates”. Furthermore, mean score (4.23) and SD (.863) of respondents also reflect the opinion in favour of the statement.

**Table 20***I Actively Participate in Student Organizations*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	6	8	25	134	127	4.23	.863
Percentage		2.0	2.7	8.3	44.7	42.3		

Table 20 indicates that 87% (44.7%A+42.3%SA) of respondent agreed with the statement, “I actively participate in student organizations”. Furthermore, mean score (4.23) and SD (.863) of respondents also reflect the opinion in favour of the statement

**Table 21***I Feel Myself Engaged in Social Work*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	6	7	23	135	129	4.25	.849
Percentage		2.0	2.3	7.7	45.0	43.0		

Table 21 indicates that 88% (45.0%A+43.0%SA) of respondent agreed with the statement, “I feel myself engaged in social work”. Furthermore, mean score (4.25) and SD (.849) of respondents also reflect the opinion in favour of the statement.

**Table 22***I Spare time for Community Projects*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	102	141	46	9	2	1.89	.815
Percentage		34.0	47.0	15.3	3.0	.7		

Table 22 indicates that 81% (47.0%DA+34.0%SDA) of respondent disagreed with the statement, “I spare time for community projects”. Furthermore, mean score (1.89) and SD (.815) of respondents also reflect the opinion against the statement.

**Table 23***I Use to Engage Myself in Online Discussion with my Peers*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	7	9	33	131	120	4.16	.904
Percentage		2.3	3.0	11.0	43.7	40.0		

Table 23 indicates that 83.7% (43.7%A+40.0%SA) of respondent agreed with the statement, “I use to engage myself in online discussion with my peers”. Furthermore, mean score (4.16) and SD (.904) of respondents also reflect the opinion in favour of the statement.

**Table 24**

*I Actively Participate in Group Projects*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	6	8	25	134	127	4.23	.863
Percentage		2.0	2.7	8.3	44.7	42.3		

Table 24 indicates that 87% (44.7%A+42.3%SA) of respondent agreed with the statement, “I actively participate in group project”. Furthermore, mean score (4.23) and SD (.863) of respondents also reflect the opinion in favour of the statement.

**Table 25**

*I Feel Myself Motivated to Solve Social Issues*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	8	22	43	122	105	3.98	1.015
Percentage		2.7	7.3	14.3	40.7	35.0		

Table 25 indicates that 75.7% (40.7%A+35.0%SA) of respondent agreed with the statement, “I feel myself motivated to solve social issues”. Furthermore, mean score (3.98) and SD (1.015) of respondents also reflect the opinion in favour of the statement.

**Table 26**

*I Receive Emotional Support from my University Friends*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	7	13	26	134	120	4.16	.921
Percentage		2.3	4.3	8.7	44.7	40.0		

Table 26 indicates that 84.7% (44.7%A+40.0%SA) of respondent agreed with the statement, “I receive emotional support from my university friends”. Furthermore, mean score (4.16) and SD (.921) of respondents also reflect the opinion in favour of the statement.

**Table 27**

*My University has Successfully Integrated Social Response into its Culture*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	7	11	30	131	121	4.16	.921
Percentage		2.3	3.7	10.0	43.7	40.3		

Table 27 indicates that 84% (43.7%A+40.3%SA) of respondent agreed with the statement, “My university has successfully integrated social response into its culture”. Furthermore, mean score (4.16) and SD (.921) of respondents also reflect the opinion in favour of the statement.

**Table 28**

*I Feel Social Work Improves my Team Works*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	129	137	24	6	5	1.74	.820
Percentage		42.7	45.7	8.0	2.0	1.7		

Table 28 indicates that 88.4% (45.7%A+42.7%SA) of respondent disagreed with the statement, “I feel social work improves my team works”. Furthermore, mean score (1.74) and SD (.820) of respondents also reflect the opinion against the statement.

**Table 29**

*My Academic Success is Linked with my Social Response Activates*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	4	10	18	135	133	4.28	.826
Percentage		1.3	3.3	6.0	45.0	44.3		

Table 29 indicates that 89.3% (45.0%A+44.3%SA) of respondent agreed with the statement, “My academic success is linked to my social response activities”. Furthermore, mean score (4.28) and SD (.826) of respondents also reflect the opinion in favour of the statement.

**Table 30**

*I See Social Response as a Fundamental Part of a Student's Personal Growth*

Responses	N	SDA	DA	UD	A	SA	Mean	SD
Frequency	300	9	12	23	131	124	4.30	.826
Percentage		3.0	4.0	7.7	43.7	41.3		

Table 30 indicates that 85% (43.7%A+41.3%SA) of respondent agreed with the statement, “I see social response as a fundamental part of a student's personal growth”. Furthermore, mean score (4.30) and SD (.826) of respondents also reflect the opinion in favour of the statement.

### Objective 3: Relationship between Social Responsibility and Social Response

**Table 31**

*Correlation between Social Responsibility and Social Response*

Variables	Mean	SD	P	r
Social Responsibility	4.05	2.5	0.00	.725
Social Response	3.86	3.3		

Table 31 indicates the relationship between Social Responsibility and Social Response. Table 31 further shows that there was a significant correlation found between Social Responsibility (Mean= 4.05, SD = 2.5) and Social Response (Mean=3.86, SD = 3.3) as  $p=0.00<0.05$ . The value of person correlation  $r=.725$  indicates a strong and positive relationship between Social Responsibility and Social Response.

### Conclusions

The study found that the students do not educate themselves about diverse cultures, indicating a lack of interest in cultural education. This could impact their ability to interact in diverse environments or contribute to inclusive practices. Additionally, they do not perceive giving time to community projects as valuable, suggesting a gap in awareness of the benefits of community involvement. Moreover, they believe social work does not improve teamwork skills, highlighting a disconnect between social work activities and their perceived value in developing collaborative skills. The study also concluded that there is a strong and positive relationship between Social Responsibility and Social Response.

## Recommendations

To improve cultural education, university authorities may focus on awareness campaigns, integrating multiculturalism into curricula and training programs, and organizing interactive activities. Educators and community leaders may act as role models, encouraging individuals to learn about diverse perspectives. Increasing community involvement through incentive programs and academic integration can also motivate participation. Programs may link social work activities to teamwork skills, fostering cooperation, communication, and problem-solving through collaborative projects. These initiatives may be facilitated through workshops and training sessions, enhancing individuals' perception of social work as a valuable platform for collaboration.



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