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STUDENTS' EXPERIENCES OF UNIVERSITY SOCIAL RESPONSIBILITY AND PERCEPTIONS OF SATISFACTION AND QUALITY OF SERVICE

Abstract

The principal aim of this paper is to identify the factors that define students' perceptions of university social responsibility (USR) in a Spanish university, and analyse the impact of that view on their perceptions of satisfaction and quality of service. Particularly, it is hypothesized that the overall perception of university social responsibility has a positive effect on students' experiences of satisfaction, partially mediated by the assessment regarding the quality of university services. In doing that, a self-report study was conducted with a total sample of 400 undergraduate students of the University of León, in Spain. Structural equation modeling with PLS was used to test the students' overall perception of USR in order to achieve higher standards of quality of service and satisfaction. Results supported a structure of six factors explaining students' views regarding university social responsibility, of which only internal management affects the overall perception. Likewise, quality of service and satisfaction are strongly correlated among them. Implications of these findings for marketing in university settings are discussed.

Keywords: University social responsibility, public marketing, higher education, satisfaction, quality of service, Spain

1. Introduction

European universities are experiencing a process of world change which materializes into a new way of looking at the approach and purpose of education (Nuñez, Alonso, 2009). For this purpose, universities play a significant role in the next generations' ability to succeed and deal with globalization and economic growth, as well as to build a sustainable future for people all over the world (Setó-Pamiés et al., 2011).Consequently, education is seen as a key to improving quality of life, not just of individuals but also collectively for humankind (Galang, 2010).
That is the reason why universities should approach and understand the consequences of the social changes that are shaping a new model of society. Particularly, universities need an interdisciplinary, open-minded approach able to cope with current needs and not locked up in traditional academic purposes (in both education and research) intended to meet a specific agenda (Gaete, 2012).
Since higher education has become a highly competitive market and both a "mature and diversified sector", universities have to reshape themselves in order to face new challenges and opportunities (Burcea, Marinescu, 2011) to improve the quality of service and student satisfaction. Higher education, therefore, can change the world by training and expanding a student's mind, researching answers to challenges, showing its own understanding and commitment through responsible campus management (Tilbury, 2011) and always taking into account that educators ought to help their students to understand the powerful effects that business decisions and actions can have on society and the potential collateral damage (Setó-Pamiés et al., 2011). In addition, a university that promotes USR can be seen as an organization of quality and this increases students' satisfaction.
The current purpose of universities is to provide students with a suitable academic background and to transmit wisdom and knowledge, bearing in mind their stakeholders' expectations and requirements.
In addition, this identification is the first step in the process of implementing the concept of university social responsibility in organizational management (Moneva, 2007) because the socially responsible behavior of an organization shall be managed in accordance with the interests and needs of each of the stakeholders affected, or interested in the activities of the institution (Gaete, 2009).
The implementation of measures for university social responsibility (USR) depicts an improvement in the management of the institutions themselves (Casani, Pérez, 2009), thus serving as a springboard for future professionals belonging to several sectors and areas of society, such as companies, governments or public administrations and organizations (Martí et al., 2008) that will lead to future changes worldwide. Literature suggests that business school emphasis on CSR can indeed make a difference in student attitudes. Therefore, universities are not only educational services providers, but also shapers of identity with major responsibilities to the nation and to the wider world (Sullivan, 2003). For this purpose, universities have a crucial role to play by incorporating social responsibility in the design of their curricula and researches, as well as into their mission, vision and corporate strategy (Muijen, 2004).
The application of social responsibility in the field of higher education implies, among other issues, the identification of the university stakeholders and their perceptions of satisfaction and quality of service, the knowledge of their expectations and the establishment of means of dialogue with these groups. In this context, universities have to face this new mission, vision, and consequently design new institutional strategies of social responsibility, which include social responsibility in all academic areas as a way of obtaining a competitive advantage in this current context. Nevertheless, and in spite of the important social function of universities, there are still very few studies that include university stakeholders as the subject of research (Larrán et al., 2012).
In this context, the principal aim of this paper is to identify the factors that define the perceptions of students with regard to USR and analyse the impact of that view on their perceptions of satisfaction and quality of service. In this respect, this paper is organized as follows. First, the concept of USR and theoretical four impact model is presented. Secondly, the concept of satisfaction and quality of service and its relationship with USR is discussed. Then, a self-report study carried out with a sample of Spanish university undergraduates is presented with the aim of identifying the extent of students' perception of USR and its implications for satisfaction and quality of service. Finally, there is an analysis of whether the students' global perception of USR affects the satisfaction and quality of service.

2. Literature Review

2.1 University social responsibility and the impact-based model

Universities cannot stay out of line with current thinking on social responsibility and sustainable development, because it falls to universities to promote corporate social responsibility, scientific social responsibility and citizens' social responsibility in order to keep in mind the impact of higher education on knowledge, values and behaviour (Gasca, Olvera, 2011). First, the growing concern of nowadays universities to satisfy the needs of different stakeholders and to deal with a profound ecological and social commitment has imposed greater social responsibility on them (Kunstler, 2006). Second, universities have a crucial role to play in optimizing the way society is managed and attaining the objective of ensuring major improvements in people's lives. Third, universities are not only educational services providers (Sullivan, 2003) but also produce good citizens who are trained for both competency and character (Ehrlich, 2000; Wilhite, Silver, 2005). These are the reasons why more and more institutions of higher education are trying to foster and implement USR strategies in all university areas.

According to the European Commission's view (2011), every organization has an impact on society. Therefore, universities have to take responsibility for the effects and consequences caused by their strategies, structures, policies and performances, just like any other organization (Argandoña, 2012). In the specific situation of Spain in the context of university polices, the 2015 University Strategy, states that universities should not only teach and research, but should also be socially responsible institutions that can help students find jobs, encourage ethical values, contribute to economic and social development, etc. (Larrán et al., 2012a).

From this point of view, it is therefore sensible to define the concept of USR as *a concept whereby a university integrates all of its functions and activities with the society needs through active engagement with its communities in an ethical and transparent manner which is aimed to meet all stakeholders' expectations* (Esfijani et al., 2013:278). In other words, USR means to offer educational services with an ethical approach, to spread knowledge in a responsible way with good management and to respect and develop a sense of responsible citizenship by encouraging the students and the academic staff to promote sustainable development in their community as well as to try to adapt the higher education institutions' purposes, views and values.

As with the corporate social responsibility, the USR concept has vague and imprecise definitions, because the areas of interest or attention are different depending on the institution which is seeking objectives. Furthermore, there are different names for the concept, which are presented as separate although they should really be under the USR umbrella concept, such as sustainable development, development cooperation (Ministry of Education, 2011), ethics (Dellasportas, 2006; Lutar, Karri, 2005) or third mission (Casani, Pérez, 2009). Most of the alternative concepts are focused on environmental and social areas (Ministry of Education 2011) and hinder the understanding of the term.

To date, most previous research on USR has been developed in Latin American universities. The most developed model is impact-based, that is, from a business perspective, bonding social responsibility to the way organizations manage their impact on people, society, economy and nature around them (Vallaeys et al., 2009). Particularly, it is understood that universities cause four different types of impacts around them: educational, cognitive, organizational and social. Within this view, it is acknowledged that both educational and cognitive impacts are caused by universities themselves as organizations, whereas social and organizational impacts can be caused by both universities and private companies.

Based on the impact-based model (Vallaeys. 2008; Vallaeys et al., 2009), in this paper we propose that the four educational, cognitive, organizational and social impacts predict the students' overall view of USR. That is:

Hypothesis 1. Perceived educational, cognitive, organizational and social impacts directly influence the overall perception of USR.

It is necessary for universities to develop new methods and frameworks which will help students understand the concepts of social responsibility and sustainability within the business world although little research on USR has been done so far, except for some empiric articles. However, lots of data on ethical education (Dellasportas, 2006; Lutar, Karri, 2005; McDonald, 2004), CSR education (Matten, Moon 2004; Muijen, 2004; Setó-Pamiés et al., 2011) and universities and business schools' sustainability (Ceulemans, De Prins, 2011; Galang, 2010; Tilbury, 2011) can be found in many reference books.

Table 1 Impact-based model of USR

	Definition	Results
Educational	Refer to responsible processes of teaching, learning and values education	Responsible Civic and Professional Education
Cognitive	Refer to ethical guidelines, theoretical approaches, lines of research and production and divulgation of knowledge	Social Management of Knowledge
Organizational	Relative to members of the academic institution through the organizational design of the university, its plans and strategies	Responsible Campus
Social	Links between the university and external stakeholders and their participation in the political, social, economic and cultural development of society	Social Collaboration

Source: Adapted from Gaete (2012); Vallaeys et al., (2009)

Table 1 shows positive results of the impact-based model: professionals and citizens educated by universities, knowledge transmitted, social relevance, relationship between students and staff, environmental awareness and the universities' role in social development by means of collaboration in problem-solving activities, such as creating social capital or facilitating general access to knowledge. Impacts' definitions are also shown.

2.2. Quality of Service and Satisfaction in the University

Quality assurance is one of the core elements of the Bologna process, so the quality of service concept is particularly important in higher education institutions (Correia, Miranda, 2012). University education in general and the quality of it in particular, are linked in order to respond to education's demands of quality and social responsibility that the current situation demands.

The university, as has been seen, should promote citizen responsibility and commitment in the society, and become an organization based on the quality of service in higher education directly related to the ability to contribute to the development of individuals and societies (López et al., 2013). Quality in higher education is a complex and multifaceted concept (Harvey, Green, 1993). As a consequence, there is no consensus about the definition and measurement of service quality. But according to O'Neill and Palmer (2004), service quality in higher education can be defined as the difference between what a student expects to receive and their perceptions of what they really receive.

Several studies of service quality in higher education have been very popular in recent literature from different parts of the world (Angell et al., 2008; Barnes, 2007; Oliveira, Marques, 2007; Pareda et al., 2007; Qureshi et al., 2010; Srikanthan, Dalrymple, 2007; Voss et al., 2007). These investigations explore aspects relating to teaching and learning factors, as well as the environmental importance and their influence in higher education.

Likewise, a review of the specialized literature reveals the absence of a consensus on the definition of satisfaction as a concept but numerous attempts have been made to define it (Giese, Cote, 2000). Student satisfaction can be understood as a short-term attitude resulting from the evaluation of the student educational experience. The approach followed is to view the student as a consumer or client. The measurement of students' satisfaction in higher education follows the same methodology used in general customer satisfaction measuring (Elliot, Healy, 2001).Therefore, student satisfaction is defined as the discrepancy between prior expectation and the performance perceived after passing through the educational cycle (Munteanu et al., 2010), that is, the extent to which a students' perceived educational experience meets or exceeds their expectations (Jullierat, 1995).

In this paper we propose that students' overall perception of USR has an influence on their experiences of the quality of service and satisfaction. Thus, two new hypotheses are proposed:

Hypothesis 2. Overall perception of USR directly influences quality of service.

Hypothesis 3: Overall perception of USR directly influences satisfaction.

Additionally, we consider the previous debate within the literature on the relationship between service quality and satisfaction (Bitner, 1990; Bolton, Drew,

1991). In this vein, it has been argued that customer satisfaction is an antecedent of service quality, while other authors believe that it is service quality that leads to customer satisfaction and behavioral intentions (Carrillat et al., 2009; Chia et al., 2008; Molinari et al., 2008). Nowadays, many higher education institutions perform some evaluation of the quality of education provided to students, as well as an assessment of student satisfaction. Attitudes towards the quality of higher education are believed to influence individual satisfaction (Munteanu et al., 2010). According to previous literature (Carrillat et al., 2009; Chia et al., 2008; Molinari et al., 2008), quality of service predicts student satisfaction. Hence, we propose the following hypothesis:

Hypothesis 4. Quality of service directly influences satisfaction.

In this context of previous literature, this paper intends to integrate the four types of impact defined in previous academic works in order to identify different aspects of students' perceptions of USR. Particularly, we seek to identify the dimensions that define students' perceptions of USR and analyze its impact on quality of service and student satisfaction in order to establish if the perception of USR affects the quality of service and student satisfaction.

3. Method

3.1 Participants

Self-reported data was collected by means of a structured questionnaire from a total sample of 400 students at the University of León, ensuring a size for a representative 95% (e=+-55; p=q=0.50). Students were selected from their last courses and among real distributions by departments and faculties.

Based on these criteria, the total sample comprised 159 males (39.8%) and 241 females (60.3%) aged 19 to 32 years old (M=22.63 and SD=2.01). On the other hand, the usual distinction on studies' orientations comes to the following: 44% of respondents indicated a main academic background in Social and Legal disciplines, 6.5% in Arts and Humanities, 25% in Technical and Engineering, 15.8% in Health, and 8.8% in Experimental Sciences.

3.2 Measures

Perceived USR impacts were measured with 46 items defining specific practices based on previous literature (Ceulemans, De Prins, 2011; Christensen et al., 2007; McDonald, 2004; Moon, Orlitzky, 2011; Setó-Pamiés et al., 2011; Vallaeys. 2008; Vallaeys et al., 2009) and review of other similar instruments. Every participant was asked to use a five-point Likert type scale to grade the importance given to each activity from 1 (*not important at all*) to 5 (*very important*). Items were related to the four impacts defining URS as explained in previous sections:

- *Educational impact.* 12 items were used to grade the importance given by students to USR performances in education. Some examples are "teaching environment-friendly habits" or "adding professional ethics and moral contents".
- *Cognitive impact.* 10 items were used to grade the importance given by students to USR performances in research. Some examples are "implementing research project on sustainability" or "scientific research on social problems and knowledge generation for social development".
- *Organizational impact.* 12 items were used to grade the importance given by students to USR performances in research, for instance "work-life balance" or "efficient and reasonable resource distribution".
- *Social impact.* 12 items were used to grade the importance given by students to USR performances in social outreach, for instance, "sensitizing, educational campaigns on environmental protection in areas of influence which are close to the university" or "organizing volunteering programs for students, professors, staff and clerks".

Students' overall perception of USR was measured with 3 items: "my university has a high potential to contribute to environmental respect", "my university has a high potential to contribute to economic development" and "my university has a high potential to contribute to the resolution of social problems". Respondents had to grade their level of agreement with each sentence on a 5-point Likert-type scale from 1 (*strongly disagree*) to 5 (*strongly agree*). Quality of service was assessed with 5 items using a five five-point scale from 1 (*strongly disagree*) to 5 (*strongly agree*). For example, "my university has both high quality resources and infrastructure". Sat-

isfaction was measured with 6 items on university performance in several areas. For example, "I am satisfied with the education offered by the university". Again, they had to use a scale from 1 (*strongly disagree*) to 5 (*strongly agree*).

3.3 Data analysis

Before testing the hypotheses of the model, we carried out an exploratory factor analysis with the 46 items used to measure student's perceptions of USR according to the four impact model. Principal components analysis revealed a better solution of six factors explaining 50.32% of the total variance. These factors were: external projection (six items), research (five items), education in environmental values (five items), internal management (four items), university-firm relationships (four items), and education in social values (three items). The remaining 16 items did not load enough or loaded in several factors and were removed for the analysis. A more detailed review of these results can be consulted in Vázquez et al., (2014).

Then, the partial least squared (PLS) technique was used to test the effect of the six factors identified on the students' overall perception of USR and to determine if the overall perception of USR produces an improvement in the quality of service and student satisfaction. In addition, the PLS technique was used to test the effect of quality of service on satisfaction. The relationships between the constructs were examined through the statistical program SmartPLS 2.0 (Ringle et al., 2005). The PLS procedure allows the estimation of the research model in two stages (Hulland, 1999). The first of these implies evaluating the strength of the measurement model (also known as the outer model) by looking at item reliabilities, internal consistency, and construct validity. The second stage focuses on the estimation of the fit parameters for the structural model (inner model), reporting on the implementation of the research hypothesis through standardized path coefficients and R^2 values.

4. Results

4.1 Reliability and validity of measures

Table 2 shows the items included in the measurement model and their psychometric properties. Item reliabilities were evaluated by examining the significance of the standardized loadings (λ), or simple correlations of indicators with their respective latent variables. All loadings were above the threshold of .50 (Barclay et al., 1995; Chin 1998, 1998a), according to a significance level of $p < .05$ calculated on the basis of 500 bootstrapping runs.

For the measurement of the internal consistency of scales, the program SmartPLS produces two indicators: Cronbach's alpha (α) and composite reliability (ρc), the latter considered by some authors as superior to the first measure due to its independence from the number of attributes associated to each construct (Fornell, Larcker, 1981). The interpretation of both indices is quite similar and values above .70 are considered reasonable (Barclay et al., 1995; Hair et al., 1998; Nunnally, 1978; Nunnally, Bernstein, 1994). The obtained results showed compliance with such requirement, ensuring the minimization of the measurement error regarding the indicators that were used.

Convergent validity was examined using the average variance extracted (AVE) index, which determines the amount of variance that a construct gets from its indicators in relation to the amount of variance due to the measurement error. For all latent variables, AVE values were above the minimum benchmark of .50 (Fornell, Larcker, 1981). Likewise, to test discriminant validity, we verified that each construct shared a larger variance with its indicators than with other constructs of the model (Barclay et al., 1995).

On the other hand, Table 3 shows the items included in the measurement model and their psychometric properties about overall perception of USR, quality of service and student satisfaction. As shown in the results in Table 2, all items of Table 3 loadings were above the minimum level 0.5 for acceptability (Chin, 1998, 1998a; Barclay et al., 1995).

Table 2 Psychometric properties of the students' perception of USR

Constructs and items	λ	α	ρc	AVE
External projection		.80	.86	.50
Collaboration with companies, public services or NGOs in social projects to help the disadvantaged	.73*			
Sensitizing, educational campaigns on social responsibility in areas of influence which are close to the university	.75*			
Collaboration with public services and NGOs in sustainable initiatives.	.73*			
Sensitizing educational campaigns on environmental protection in areas of influence which are close to the university	.73*			
Organization and sponsoring of performances committed to both local and regional socioeconomic development	.68*			
Organization of volunteering programs for students, professors and staff	.62*			
Research		.75	.84	.51
Incorporation of sustainable values to scientific research	.78*			
Scientific research on social problems and the knowledge generation	.66*			
Implementing research on environmental sustainability	.72*			
Application of scientific knowledge to the development of new environment-friendly products, technologies and processes	.75*			
Integrating values such as respecting individual and social rights when carrying out scientific research	.64*			
Education in environmental values		.76	.84	.52
Teaching environment-friendly habits and sustainable values	.84*			
University awareness of environmental problems	.69*			
Vocational training to solve environmental problems	.78*			
Adding professional ethics and moral contents to the syllabus	.64*			
Preserving university eco-areas	.63*			
Internal Management		.70	.81	.52
Fostering respect for diversity and equal opportunities for workers	.76*			
Electing authorities and management bodies by means of a transparent, democratic process	.72*			
Work-life balance for professors and staff	.73*			
Efficient and reasonable resource distribution	.69*			
University-firm relationships		.71	.81	.53
Adapting the syllabus to the needs and demands of all economic sectors	.63*			
Fostering entrepreneurship among students	.74*			
Transferring knowledge to companies	.72*			
Collaborating with employers to improve vocational training and hiring (internships)	.81*			
Education in social values		.65	.80	.58
Fostering respect for diversity and equal opportunities among students	.80*			
Recognition of students' opinions and participation	.71*			
Education in human and social values and fostering civic solidarity	.76*			

*λ (loading); α (Cronbach's alpha); ρc (composite reliability); AVE (average variance extracted) *p < .001 (based on two-tailed t-test with 499 df).*
Source: Author's calculations

Table 3 Psychometric properties of the overall perception of USR quality of service and satisfaction scales

Constructs and items	λ	α	ρc	AVE
Overall perception of USR		.78	.87	.69
My university has a high potential to contribute to environmental respect	.80*			
My university has a high potential to contribute to economic development	.85*			
My university has a high potential to contribute to the resolution of social problems	.84*			
Quality of service		.78	.85	.53
My university has both high quality resources and infrastructure	.68*			
My university degree programs have a high quality	.79*			
My university's professors carry out quality tasks	.74*			
Management staff and services at my university carry out quality tasks	.65*			
My university offers quality services in comparison to others	.78*			
Satisfaction		.90	0.92	.66
I am satisfied with the education offered by the university	.81*			
My decision to choose this university was correct	.84*			
I am satisfied with my overall university experience	.77*			
I will recommend this university to others	.87*			
I am proud to belong to this university	.83*			
My university experience meets my expectations	.76*			

λ (loading); α (Cronbach's alpha); ρc (composite reliability); AVE (average variance extracted)
**p < .001 (based on two-tailed t-test with 499 df).*
Source: Author's calculations

4.2 Model testing

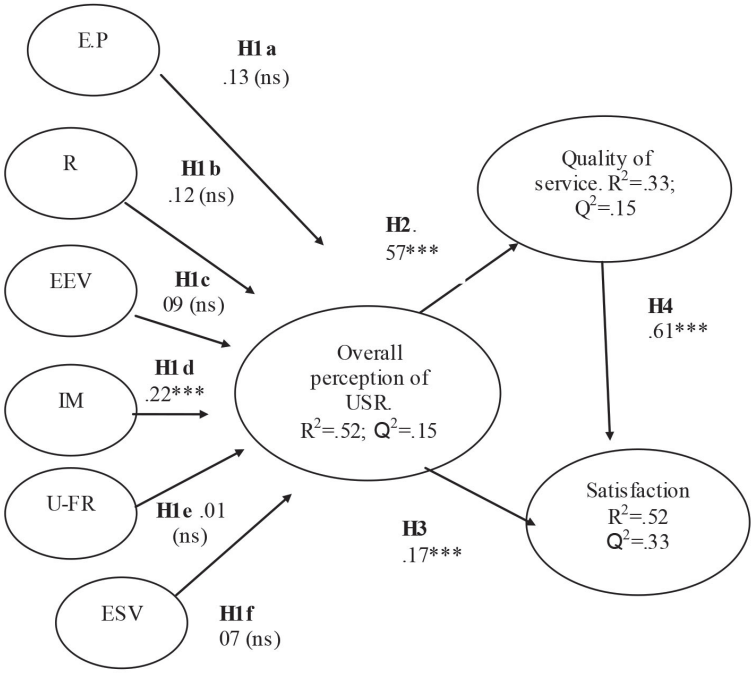
Once the reliability and validity of the measurement model were proved, we analyzed the hypothesized relationships among endogenous variables. A bootstrapping procedure with 500 resamples was applied in order to determine the statistical significance of each estimated path in the model. According to that, Table 4 displays the direct effects obtained for the overall sample, just as their significance level. Hypothesis 1 was partially supported, since only internal management had a positive effect on the overall index of perceived USR (β = .22, p < .001).

Table 4 Direct effects and group comparison

Path coefficients	Direct effects β
External projection → Overall perception of USR	.13
Research → Overall perception of USR	.12
Education in environmental values → Overall perception of USR	.09
Internal Management → Overall perception of USR	.22***
University-firm relationships → Overall perception of USR	.01
Education in social values → Overall perception of USR	.07
Overall perception of USR → Quality of service	.57***
Overall perception of USR → Satisfaction	.17***
Quality of service → Satisfaction	.61***

****p < .001 (based on two-tailed t-test with 499 df).*
Source: Author's calculations

Figure 1 Empirical model



****p < .001; ns: non-significant (based on two-tailed t-test with 499 df).*
Note: EP: external projection; R: research; EEV: education environmental values; IM: internal management; U-FR: university-firm relationship and ESV: education social values
Source: Author

Nevertheless, the rest of the factors were not significantly related to students' overall perceptions of university contribution to social, environmental and economic goals. Regarding the role of the overall index of the perceived USR in the model, results confirmed a direct effect on quality of service (β = .57, p < .001) and satisfaction (β = .17, p < .001), thus supporting hypothesis 2 and 3. Likewise, quality of service influenced satisfaction directly (β = .61, p < .001) thus supporting hypothesis 4.
In the context of such results, Figure 1 also shows the path coefficients, their significance level and the R^2 indices of global adjustment of the model. In sum, those relationships appearing as significant explained 22% of variance in the overall USR index, 33% of variance in the Quality of service and 52% in the Satisfaction. Moreover, the Q^2 values associated with the Stone-Geisser criterion (Geisser, 1974; Stone, 1974) were consistently higher than zero, indicating that prerequisites of predictive relevance for the model are fulfilled (Chin, 1998).

5. Conclusions

This paper has presented some results in order to build a model of University Social Responsibility and to test if this model affects the quality of service and student satisfaction. From this general framework, a study was carried out to analyze students' perceptions of USR at the University of León (Spain) and, by this means, generate basic information useful for universities in the design and implementation of their marketing strategies according to responsibility criteria and in this way, achieve an improved quality of service and more satisfied students.
Starting from previous academic work on USR (Burcea, Marinescu, 2011; Matten, Moon, 2004; Moon, Orlitzky, 2011), a new model of the educative communities' perception of USR was proposed, based on the four impacts attributed to the university – education, research, internal management

and external projection – (Vallaeys, 2008; Vallaeys et al., 2009). However, the statistical analysis performed on the data allowed the identification of six factors that define students' views of USR.

According to these results, on one hand, it is concluded that the impact-based model (Vallaeys, 2008; Vallaeys et al., 2009) is unable to properly identify students' vision of USR. Particularly constructs related to external projection, research and education are not dependent on USR in the eyes of students. Factor analysis showed six dimensions of USR as perceived by participants, namely: external projection, internal management, research, education in environmental values, education in social values and university-firm relationships, but only one affects the overall perception of USR, internal management. The students of the university seem to have a deep knowledge of the internal management because, for several years, universities have realized the importance of staff's working conditions and given their social character, are promoting the work-life balance, respect for diversity and equal opportunities, efficient and reasonable resource distribution or democratic and transparent process of authority election, which have no influence on students but seem to be well-known by stakeholders. Thus, respondents were more satisfied with university performances related to internal USR, maybe because the other aspects of USR (research, education in environmental values, university-firm relationships, education in social values and external projection) are outside the students' daily life and not perceived by them as facets that affect their overall perception of USR.

In an attempt to overcome the limitations identified in previous literature, our study has proposed an explanatory model of USR, trying to prove its generalization to higher education and its influence in quality of service and student satisfaction. From this approach, this research demonstrates that a positive overall perception of USR generates a greater quality of service and student satisfaction. This evidence suggests the desirability of paying greater attention to the USR education in environmental and social values, research, internal management and external projection in a university, thus allowing the possibility of an increase in both student quality and satisfaction. In this respect, we can conclude that the early attraction of students to USR plays a significant role leading to their professional and related initiatives.

From universities marketing perspectives, the results suggest the necessity of working towards the spread of said actions, as well as an improvement in responsible and sustainable education of students - consistent with previous results - (Christensen et al., 2007; Moon, Orlitzky, 2011; Setó-Pamiés et al., 2011) to achieve higher standards of quality, satisfaction and generally speaking a better experience at university. Therefore, education, research, internal and external management of USR contents in the university can be seen as a marketing strategy aimed at better satisfaction of the employment needs of students and a better university reputation. In this context, the principal aim of this study was to justify a call for attention to USR as marketing strategy of university academic curricula, through the analysis of the current opinion of students about overall perception of USR. Additionally, in accordance with previous studies (Carrillat et al., 2009; Chia et al., 2008; Molinari et al., 2008; Munteanu et al., 2010), the findings indicate that quality of service predicts university student satisfaction. This situation leads to improvement of the university's standing and notoriety, reduces the dropping out of students and attracts new students. Thus, the USR model, which is developed as a cross subject in all fields, is believed to be a competitive advantage against other universities.

While this paper proposes an exploratory analysis of students' perceptions of USR, further research needs to be carried out on this topic. First, we must take note of the novelty of the theoretical framework used in the application of the USR model, with a particular focus on the study of USR student perception and the insufficient theoretical development. Thus, we should require new studies to replicate the obtained results or propose a different USR measurement of construct. Secondly, data was collected at one single Spanish university. Therefore, in order to achieve more general results, the analysis should be extended to include other national and foreign institutions. Besides, it would be convenient to complement this model with other variables of university experience, such as loyalty, trust or credibility. Additionally, new studies are required to consider other endogenous factors in order to increase the predictive validity of the first stage of this model, that is, regarding the low level of support that was obtained in the prediction of the perception of the USR index.

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Doživljaj društvene odgovornosti sveučilišta i percepcije zadovoljstva i kvalitete usluge kod studenata

Sažetak

Glavni je cilj ovog rada odrediti čimbenike koji definiraju percepciju društvene odgovornosti sveučilišta kod studenata na španjolskom sveučilištu te analiziranje utjecaja toga pogleda na njihove percepcije o zadovoljstvu i kvaliteti usluge. Postavljena je hipoteza da ukupna percepcija društvene odgovornosti sveučilišta ima pozitivno djelovanje na doživljaj zadovoljstva kod studenata, djelomice posredstvom procjene vezane uz kvalitetu sveučilišnih usluga. U tom je procesu provedena studija na temelju samoiskaza na ukupnom uzorku od 400 dodiplomskih studenata Sveučilišta u Leónu, Španjolska. Za provjeru ukupne percepcije društvene odgovornosti sveučilišta kod studenata radi postizanja viših standarda kvalitete usluge i zadovoljstva upotrijebljeno je strukturalno modeliranje (SEM-PLS). Rezultati podržavaju strukturu šest čimbenika objašnjavajući poglede studenata vezane uz društvenu odgovornost sveučilišta, među kojima samo unutarnje upravljanje utječe na ukupnu percepciju. Također, među njima su kvaliteta usluge i zadovoljstvo čvrsto povezani. Utjecaji ovih rezultata na marketing u sveučilišnom okruženju predmet su rasprava.

Ključne riječi: društvena odgovornost sveučilišta, javni marketing, visoko obrazovanje, zadovoljstvo, kvaliteta usluge, Španjolska