Strategy to Create Awareness in College Students for the Possible Reduction of Poverty through their Future Professional Practice
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Abstract
The great transformations presented by society at the beginning of the XXI century, derived from industrialization, economic and social development, imposing a great challenge for universities to prepare and train the new human resources facing modernization.

Change in people conduct and attitude is closely related to the relevant events of the social reality where they interact. Social behavior is the way people behave related to their environment, so it can be said that they keep certain conducts with respect to what happens around them. But these conducts can also change according to the knowledge and consciousness concerning the social aspects.

If the university student have access to specific courses where social reality, such as: inequity, poverty, violence, insecurity, social commitment, justice, etc., are approached, contributes to a direct reflection, to search for and propose alternative solutions to the problems as well to adopt a commitment towards the least favored.

Introduction
The great transformations presented by society at the beginning of the XXI century, derived from industrialization, economic and social development, imposing a great challenge for universities to prepare and train the new human resources facing modernization. Thus, the university as a training institution and creator of social conciseness plays an important role in society’s changes.

Facing this problem, the university must modify the way it has been acting in its knowledge transmission role, especially with the socio-economical model where the capability of creating richness is currently based on, that is to say, has to create adequate strategies in which, creating knowledge for their students is promoted by integrating a training model that drives consciousness of the social reality of their country in their academic learning as well as creation and promotion of solving alternatives that allow the improvement of life conditions in their society, their community and their territory, aiming to apply this solving strategies from within the organizations where they exercise their profession, achieving with it their personal, ethical and professional realization.

During 1998 the World declaration for higher education for the twenty-first century adopted at the World Conference on higher education organized by the UNESCO in Paris it warns: “The responsibility of universities to have long-term guidelines that allow the needs and social aspiration to be solved, instilling this responsibility to students. Likewise it establishes that higher education has to reinforce its service to society and specially its activities to eliminate poverty, intolerance, violence, illiteracy, hunger, environmental deterioration and disease using mainly transdisciplinary and interdisciplinary approaches to subjects and problem analysis”.

Talking about University Social Responsibility implies, as argued by Ayala (2011), “a holistic vision that articulates the different parts of the institution in a Social Promotion Project, of ethical principles and equitable and sustainable social development for the production and transmission of knowledge to train responsible professional citizens”. In other words, the university
must fulfill the mission of integrating a training model that promotes knows the situation of the social reality that allows the improvement of life conditions of their society, community and territory.

**Theoretical background:**

Change in people conduct and attitude is closely related to the relevant events of the social reality where they interact. Social behavior is the way people behave related to their environment, so it can be said that they keep certain conducts with respect to what happens around them. But these conducts can also change according to the knowledge and consciousness concerning the social aspects. Individuals’ conduct can be positive or negative and are directly related to their attitudes; this is the way a person behaves. Changes in people’s attitude are related to the deep reflections on the subjects that impacts them.

On the other hand university students have access to specific courses where social reality, such as: inequity, poverty, exclusion, violence, insecurity, social commitment, justice, social responsibility, etc., are approached, and contribute to a direct reflection, to search for and propose alternative solutions to the problems as well to adopt a commitment towards the least favored.

From this premise, it can be said that people maintain certain conducts regarding what happens in their environment and this can be transmitted through communication mechanisms. But this conducts can also change according to the level of knowledge concerning the social conditions.

The social responsible behavior is conceived as “those conducts that may occur in different areas, oriented towards everyone´s wellbeing and executed with some frequency, (Navarro 2010). That is to say “among moral development it’s needed that people acquire certain social abilities that allow them to exercise pro social conducts and behaviors oriented to their own needs as well as to other’s”. Paz, Espina, Navarro et. al. (2005)

The research objective to this document developed by the Universidad Iberoamericana, Mexico City, which is a member of the association of Universities trusted to the Society of Jesus, a religious order, “AUSJAL” Association comprised of 31 Society of Jesus universities in 15 countries in Latin America.

AUSJAL (2011-10) defines University Social Responsibility as: “the university’s ability and effectiveness to respond to the transformation needs of the society where it is immersed, through the exercise of its substantial functions: teaching, research, extension and internal management. These functions must be animated by the search of justice promotion, solidarity and social equity through the construction of successful responses to attend the challenges implied by the promotion of a sustainable human development”.

**University Student Social Responsibility:**

De la Calle y Giménez (2011), was one of the pioneers to define such concept in the paper named “Approach to the Concept of the University Student´s Social Responsibility” and whose values are sustained by the teaching experiences and the construction, validation and use of a measurement scale. They define the Student’s Social Responsibility as: “the personal commitment among others and the environment assumed by each student today to exercise his/her profession tomorrow as a service to society in search of the common well-being”.

Supported by the Jesuit educational tradition, which has flourished worldwide for almost five centuries, our institution blends science and humanism in all its academic endeavors. This is shown in its ideology which is based on:
“Train professionals and researchers of international impact, with human and academic quality that commit to the service to others as well as develop and increase knowledge in order to achieve a free, fair, solidarity and productive society”. (Ideario UIA 2012).

This principle is a basic part of the academic development and research and for that, the Universidad Iberoamericana is “known for its academic excellence that seeks to provide its students with a comprehensive training that goes beyond the mere acquirement of information or knowledge, by favoring their growth as a person through developing their abilities, their sense of being with and for the others and their commitment attitudes, especially with the most needed in our society”. (Ideario UIA 2012).

In order to improve the educational quality and comply with the statutes and ideology, the Iberoamericana has courses related to social commitment in all the ungraduated programs that are provided by the Reflection Department.

The University Social Responsibility is relevant for the students´ change in attitude. The university, by fulfilling a social function in a dynamic relation with different actors of society, it can be said that the university´s activity can´t be solely centered in teaching and research, but it must include a socially responsible management, that implies as said by Vallaeys (2007), a socially responsible ethics that fulfils its purpose in human development.

**General objectives of the research:**

Evaluate through a questionnaire, the role of the university in the training of social responsible human resources: students´ changes in conduct and behavior by attending the courses that the Reflection Department offers and the impact linked to social responsibility interest, intention and attitude to identify if they reinforce their values centered in justice, equity and solidarity acknowledging the changes in the students´ conducts connected to their own needs as well as to others´ as a goal.

The research focused in gathering the information in a direct way through the questionnaire in which the impact of the subjects from the University Reflection Department was analyzed, interpreted and registered. By using the questionnaire´s results, we were able to place ourselves in the quantitative analysis, same that provided the information to the students´ acting and thinking in relation to the University Social Responsibility.

**General hypothesis**

The courses in the University Reflection Area cause changes in the students´ attitudes and interests in order to influence in a better attitude to the social responsibility.

**Related courses and objectives:**

**Person and humanism**

- Develop the essential elements of the human person: body, feeling, knowledge, will and freedom from its context, experience and wealth.
- Recognize the dimensions of the human person related to its own experience (self-knowledge)
- Positively value the existence of cultural and diversity manifested in persons recognizing the richness of the difference and the right to existence and to full equality (respect to the person´s dignity)
- Evaluate decisions based on values such as justice, respect, solidarity and others (ethical sensibility).
Development, poverty and exclusion

- Explain the concepts of: inequity, poverty and human development based on a critical analysis of Mexico’s social and global situation.
- Describe the basic institutional mechanisms that allow understanding the social problems.
- Manage the normative and analytical bases for the study of inequity, poverty and human development in Mexico and the World.
- Judge the role of personal responsibility that has in the search for complex solutions to the country’s and world social problems.
- Democratic transition process: political actors and social movements.
- Citizen training and political culture.
- Historic vision of Mexico since the 1968 student movement.
- Violence, fight against drug trafficking, insecurity and economic future of the country (especially employment issues)

Social justice and contemporary world

- Identify the main contemporary theories on justice.
- Contrast the principles of social justice that are based to the institutions that conform a political, economical and social society.
- Compare diverse contributions of justice theories in search for solutions to the most relevant problems of the contemporary world, placing them in their time and space.
- Analyze the facts, situations and social problems of the contemporary world arguing own ideas, citing data, using the available information and overcoming prejudices.

The questionnaire

The questionnaire used for the present research was structured on the proposal by De la Calle, García y Giménez (2007). This instrument measures the degree of the student’s social responsibility. It was decided to adopt this proposal since it has been proven with a high level of validity.

The questionnaire was adapted to the context of the Universidad Iberoamericana, removing the divisions of the dimensions by considering it could lead the respondents´ answers. That way, the answers´ scale was modified from numerical order answers to qualitative scales.

The proposal is structured based on five dimensions for which the author De la Calle et al. (2007) provides the explanation of how it should be understood and measure the students´ level of responsibility

Dimension 1: Personal implication through commitment to others, especially the most needed

The university student by definition, has to open up to the universal and, within that universality are also other difficult realities, far and at the same time closer each time in a globalized world to which you can’t close your eyes if you have a genuine university spirit.

When a student has the opportunity to get to know an inmate, a terminally ill or a disabled person, and from that first contact moves to a personal relation that makes him/her execute all their service abilities within, a personal transformation will be born from that encounter, because helping the others helps oneself. (questions 1-6)
**Dimension 2: Discovery of personal values**

Through university social responsibility, the student acquires a formation based in values: generosity, fidelity, determination and persistence, because, when a student learns to adjust to natural rhythms, knowing to wait, be tolerant with other’s difficulties, accept with serenity, control the eagerness and adapt to someone else. Discovering or developing more patience by helping others.

It also increases the desire to comprehend others, to put oneself in the others place, to exchange ideas, emotions, desires and projects, because definitely this experiences make them greater differentiates them from the rest. This way student discovers that all human beings have the same worries, hopes and desires…. Even though our personal circumstances are different, we all aspire to love and be loved. (questions 7-12)

**Dimension 3: Formation of social consciousness**

The student that goes out of usual environment, that gets to know other realities that exist beyond the classroom, but not through communication with third parties, but lives and directly, gets involved with time and true self, takes conscience of the privilege situation he/she lives, just by the fact of been able to study an undergraduate program.

Students discover that no one or nothing that goes around oneself can be alien indifferent because one knows how to recognize equal relations, people with dignity who have the same rights as one. And for this reason we assume the personal part of responsibility that has to do with solving problems that affect those in a close environment and. Students notices that whatever they do is not indifferent, that their actions have direct consequences on the others, because they are social being living in a community. (questions 13-18)

**Dimension 4: Increased knowledge of the suffering of others**

Facing others pain you get to know in first person who suffers, it’s impossible to remain indifferent. Death, disease, marginalization, misery….. make people think seriously about the great question every human being has sooner or later: what’s the sense of pain? What is there after death?, why some people die from hunger while other live in opulence? Is inevitable then to think: what would I do in their place? If that happened to me, how would I react?

They blemish today’s youth with lack of tolerance for frustration, it’s said they were kids whose parents never denied them anything, they’ve had it easy, without much effort and with a lot of protectionism they have gotten away from seeing life’s hardest aspect. They have been overprotected in a hedonistic society that anaesthetizes pain, whichever the cost… doesn’t know or have an answer and still, there are difficult situations, own or from others, that the human being can bring out the best or the worst of oneself. Accompanying pain or any limitation is a extraordinary way to know better and deeply make a comparative of what happens to oneself by being a witness to uncountable problems that the own don’t have anything to do with our own troubles. (questions 19-24)

**Dimension 5: The exercise of the profession from social commitment**

The student that has the opportunity to experience the personal discovery process through social action, is highly probable that he/she will project those wishes to keep working in the future, then, as a professional, with more training and influence abilities to change the environment, nevertheless the salary earned and recognition will not be enough. This profession develops ethical principles with very concrete means to contribute to the common wellbeing and social justice.
Many times individual interests interfere in a selfish way, so it is important to recognize the value of the person and respect. (questions 25-30)

**The five dimensions analyzed in the questionnaire**

**Dimension 1: Personal implication through commitment with others, especially the most needed.**

**Related Questions**

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<tbody>
<tr>
<td>1.</td>
<td>Do I have the opportunity to deal regularly with different people?</td>
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<tr>
<td>2.</td>
<td>Have I implemented my ability to serve others?</td>
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<td>3.</td>
<td>Do I have the feeling of receiving more than what I give to others?</td>
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<td>4.</td>
<td>Have I found that I can contribute my time and my person for the common good?</td>
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<tr>
<td>5.</td>
<td>Have I considered being open to people with respect for their dignity without judging their circumstances and limitations?</td>
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<tr>
<td>6.</td>
<td>Have I experienced the joy and satisfaction for helping others?</td>
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The results of the first question: Do I have the opportunity to deal regularly with different people? 53.8% (160) of the students responded that they have had the experience of always trying and almost always to deal with different social classes. And if we add that 37.6% (111) said that sometimes, then it is confirmed that 91.4% (271) of the respondents have regular dealings with different social classes. 8.1% (24) answered ever and never and only 0.5% (1) responded not to know about dealing with people from lower classes.

The question: Have I implemented my ability to serve others? 46.5% (138) indicated that they always serve to others. Only sometimes answered an 82.1% (243) of the population. 12.5% (37) said that occasionally have this attitude, against a 3.5% (10) indicated that they never serve others. Finally 1.9% (6) replied they didn’t know

Getting feedback from students regarding their feelings about having received more than what they gave, 43.7% (129) indicated that they felt often normally having those feelings, against a 24.3% (72) who never said and almost never. The highest percentage 28.9% (86) answered that occasionally and finally 3% (9) reported not knowing.

The fourth question about regarding attitude about contributing to the common good, the 58.4% (173) of the population reported that almost never and never had this attitude, against 20.2% (60) said it was normally and often, and only 1.8% (5) claimed not to know.

It is interesting, the result of the indicator, because it clearly reveals the profile in the attitude of students.

In so contrasting to the previous question, the following can be observed that there is a significant change in the attitude of being open to others with respect for their dignity without judging their circumstances and limitations, 85.4% (253) said that usually and normally have this attitude. A 10.3% (30) answered that occasionally considered to be this way. 3.7% (11) stated that seldom and rarely. Only 0.6% (2) was not sure.

The last question about the satisfaction and joy from helping others reveals that 71.4% (212) of the students, provided almost always with a good disposition, 24.2% (72) indicated that at times they felt this way. Rarely and never represented 3.2% (9) and 1.1% (3) failed to answer.
Dimension 2: Discovery of personal values

Related Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>7. Do I know the true meaning of service and charity?</td>
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<tr>
<td>8. Have I seen how important it is to be faithful to commitment?</td>
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<tr>
<td>9. Have I learned to develop patience?</td>
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<tr>
<td>10. Have I developed up the ability to listen and to put myself in the place of another?</td>
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<tr>
<td>11. Have I reflected on the importance of opening up to others and learn from them?</td>
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<tr>
<td>12. Have I improved my self-esteem to see that I have much to contribute to others?</td>
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The results of the first question of this dimension refers to the discovery of values in students have an 56.1% (167) the result was of the students said they have known the true meaning of service and charity. 28.5% (84) said that sometimes they know. Occasionally and never 13% (38) and 2.4% (7) don’t know.

Being conscious of their actions and commitments for students is part of being aware of the reality they live; in the next question 75.3% (223) said they have seen how important it is to be faithful to the commitment. This reflects a everyday positive attitude in life. Only 19.2% (58) indicated that occasionally have this reflection. Finally 3.9% (11) answered that almost never, and 1.5% (4) was unable to answer.

The ninth question is an important attitude on the measurement of patience towards others. 74.5% (221) said that usually and normally practiced patience. Occasionally 19.4% (57), seldom and rarely 5.6% (16) and failed to answer .6% (2).

The question have I developed the ability to listen and put myself in place of other, is about understanding people with different situations of everyday life and therefore 77.0% (228) of the students answered that usually and normally have this attitude. 15.5% (46) indicated that ordinarily have the ability. Occasionally 4.7% (14) and rarely 2.5% (7) and don’t know answered 0.4% (1)

Analyzing the question: have I delved into the importance of opening up to others and learn from them; 70.9% (210) answered always and many times. However, 26.1% (77) stated that sometimes and a few times deepened the importance of being open to others. The 2.6% (8) indicated that rarely have reflected and 0.4% (1) don’t known.

Referring to if they have improved their own self-esteem to see that they have much to contribute to others, 81.1% (240) of the students indicated always, much and sometimes. Often and rarely accounted for 15.4% (46) and don’t know the 3.45 (10).

Dimension 3: Formation of social consciousness

Related Questions

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<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>13. Have I become aware of how privileged I am as a university student?</td>
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<tr>
<td>14. Can I be oblivious or indifferent to the needs of other people?</td>
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<tr>
<td>15. Do I recognize that I can be part of the solution of the problems that affect others?</td>
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<td>16. Have I found that we can do something concrete to change the social situation?</td>
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<tr>
<td>17. Have I increased my interest in improving my immediate environment?</td>
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<td>18. Have I overcome my initial attitude of suspicion, fear of the unknown, indifference and skepticism?</td>
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The social responsibility is a fundamental purpose for Universidad Iberoamericana, because is the formation of social consciousness, in the application of descriptive statistics of frequencies, the first question of this dimension: was about students awareness of their privileged position of being a university undergraduate, the following results were obtained: 83.6 % (248) answered generally and usually become aware of their privileged position. The 10.2% (30) answered that regularly and 4.8% (14) times. The 1.0% (3) indicated that it has rarely reflected. And 0.4% (1) indicated don’t know.

Upon reflection due to if they have thought about the need for anything that happens to others 59.6% (176) answered that they always or almost always reflects on this topic. Sometimes 32.7% (97). Never or almost never 6.8% (20) and don’t know 0.9% (3).

Become aware of being part of the solution to the problems that affect other people, is a fundamental part of social responsibility, 64.7% (192) of responses focused on many times and very often. 25.5% (75) said that sometimes recognizes to be part of the solution. A 6.8% (20) indicated seldom. The answer never obtained a 2.1% (6) and don’t know 0.9% (3).

The following results refer to the power to do something to change the situation of their country. The single frequency indicates the following: 60.9% (180) said that many times and sometimes proven to do something to change the social situation of the country. 23.3% (69) said that seldom. Occasionally and rarely accounted for 12.6% (37) and 3.3% answered they don’t know (10)

The personal experience of whether they can do something to change the situation and interest in improving the environment is a fundamental part of the attitude of people to take action, for this question, students grouped in responses generally, usually and ordinarily accounted for 88.4% (261). However, occasionally and sometimes 11.1% (33) and they don’t know 0.5% (2).

As for the suspicion, fear, indifference and skepticism 89.9% (266) indicated that always; many times and sometimes have overcome this attitude. This simple test frequency shows a population capable of meeting the challenges it faces in everyday life. A 5.8% (17) reported that occasionally exceeds on this. And very few (7) 2.4% reported rarely exceeded. And 1.9% (6) don’t know.

### Dimension 4: Increased knowledge of the suffering of others

**Related Questions**

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>19. Have I learned to value my personal situation and my place in the world?</td>
<td>76% (225)</td>
</tr>
<tr>
<td>20. Have I thought about the suffering of the people needier and have the attitude to face it?</td>
<td>64% (192)</td>
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<tr>
<td>21. Have I contemplate what my personal attitude to pain and adversity of others?</td>
<td>57% (167)</td>
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<tr>
<td>22. Have I work on my frustration tolerance and limitations?</td>
<td>44% (133)</td>
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<tr>
<td>23. Have I know more about myself regarding my potential and limitations?</td>
<td>37% (111)</td>
</tr>
<tr>
<td>24. Have I learned to connect with my own problems?</td>
<td>29% (87)</td>
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</table>

In this fourth block, the perception of students is measured with respect to the reality of suffering people, the results to the question, have I learned to value my personal situation and my place in the world? The data demonstrated that 76% (225) answered that provided always and almost always learned to appreciate .... 18.2% (54) stated that sometimes. Almost never and will never accounted 5.6% (17). This percentage, though small, is significant according to the analysis made, saying that almost never and never have learned to value their situation proves that personality traits with some degree of ignorance of social reality.
The next results, shows the frequencies of thoughtfulness reflection on the suffering of those in most need and the attitude to face it, normally and ordinarily obtained 67.8% (201), occasionally a 23.9% (71) and sometimes 5% (15). Rarely 2.4% (7) and don’t know 0.9% (2).

Reflecting on the attitude of students about pain and adversity of others shows that 65.2% (194) normally and usually does. 24.9 (74) does occasionally and 5.9% (17) sometimes. Who rarely reflect totaled 2.9% (8) and 1.1% don’t know (3).

On tolerance and frustration 63.3% (187) answered that usually and normally grown in this area 24.2% (72) stated that occasionally, sometimes and rarely 11.5% (34) and don’t know 1.1% (3). The data indicate generally that there is an evolution in overcoming frustration, limitations and tolerance.

In analyzing the question about their growth that the students know about tolerance, limitations, and frustration, is equipped with the following results: always and many times and accounted for 74.5% (221), sometimes and often 22.6% (66), rarely 1.9% (6) and 1.0% don’t know (3).

Learning about connecting with problems, students indicated the following: 64.4% (191), almost always and always, sometimes 29.2% (87), rarely and never 5.9% (17) and don’t know 0.5% (1). Overall the results indicate a growth of students to solve their own problems.

**Dimension 5: The exercise of the profession from social commitment**

**Related Questions**

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<th>Question</th>
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<tr>
<td>25. Do I consider that going through college prepared I can go out into the world to help others?</td>
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<tr>
<td>26. Do I claim that the practice of my profession should be based on ethical principles?</td>
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<tr>
<td>27. Am I aware that my college preparation must be for the common good?</td>
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<tr>
<td>28. Have I discovered that my personal realization goes through a university student committed to society?</td>
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<tr>
<td>29. Have I become aware of the need to get involved in the university as a student today and tomorrow as a professional?</td>
</tr>
<tr>
<td>30. Do I consider this courses help me to be a better student?</td>
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</table>

This last group of questions seeks to relate the preparation of students regarding their perceptions of their college preparation and their responsibilities to society, the results on the preparation of the university to better serve others, the frequencies were distributed as follows: generally and usually obtained 82.4% (244), ordinarily 11.4% (34), occasionally and rarely 5.4% (16) and don’t know 0.8% (2).

Ethical principles are relevant in the social responsibility of individuals, without them it is very difficult that they become aware of the social problems of their environment, when practicing their profession.

The results were distributed as follows. 82.5% (245) reported that almost always and always argue that their preparation should be based on ethical principles. Sometimes 13.7% (40) and rarely 1.6% (5), but never and don’t know answered 3.1% (9).

The results show the level of awareness of students regarding their preparation and orientation to the common good. 82.9% (245) reported that students generally and usually are aware that their college preparation must be for the common good. Those who answered that ordinarily this situation arises totaled 11.2% (34). Those who said they occasionally and rarely 5.2% (15) and don’t know 0.8% (2).
Discovered as a person in their personal development and as a university student committed to society implies a social conscience. The next results attempts to find out what students think about this situation. The data demonstrates that 74.7% (221) are aware that their personal fulfillment happens to be a university student committed to society. 20.9% (63) indicated that sometimes have ever discovered this, 2.9% (8) indicated that rarely discovered and don’t know 1.5% (4).

Become aware of the reality in which university students live is important and especially its involvement in social issues. The following data shows the results of the need to be aware and the importance of getting involved in social issues from the university student is up to the professional, 78.4% (232) have pointed out that have become aware of this need, the 15.1% (45) indicated that ordinarily do, occasionally and rarely 5.8% (17) and finally they don’t know 0.6% (2).

Finally, about the courses taught by the Reflection Department at the university, the students’ opinion was as follows: 71.1% (210) reported that students who attend the course very much and much contribute to its comprehensive training as a university student, 23.1% (68) indicated that not much and nothing 3.4% (10), they don’t know 2.5% (8).

Here it is a reflection if we add the students who answered not much, nothing totaling 28.9% (78), then this result is striking because it is a considerable percentage of students indicated that these courses are not significant to them, much to their comprehensive training and university student.

CONCLUSIONS

Academic practice is a basic part of teaching and it should be associated to ethics and this last one, framed to human and social values. From the latest it is concluded that the conductive core of university social responsibility is the group of actions directed at generating reactions that impact in university students that will later be reflected as a whole in society when they develop in their professional lives. But, mostly, it is considered of most importance that the courses with specific contents related to social responsibility are of vital importance for the students to get to integrate this knowledge in their future professional performance.

Moreover, with regards to the students’ perception on social responsibility that transmits values through the University Reflection Courses, the statistical tests of the survey’s results demonstrated evidence that the University transmits the social responsibility values.

The data indicated the dimensions of the personal implication through commitment to others especially the most needed, showed those changes mostly on the question I´ve considered being…. With an 84% (always and almost always) of the total.

Regarding the attitude changes, data showed that the University Reflection courses motivate students to change their attitude towards social responsibility.

In dimension 3, formation of social consciousness, in general terms and taking into account the results of the related courses; outcomes show a favorable tendency to the intention changes in the students in relation to social responsibility, having an average of 79% of results. Likewise, we can observe that the results in the four areas of the related courses, that the tendency of results over conscience making, reflection, recognition and students’ improvement regarding social responsibility show significant changes in the students´ way of being and acting.

The data shown by the surveys applied to the students lead to conclude that:
• Statistical tests applied show a high level of significance when correlating data, and show there is a great interest by Universidad Iberoamericana Campus, Mexico City to offer courses which the contents are placed in the social responsibility subject.

• Also, the results show that the students recognize there is a transmission of social responsibility values in the courses of the Reflection Area.

• The statistical test applied demonstrated that the students feel they have changes in their attitudes in relation to the least favored people when they study that kind of courses.

• We can recognize in the results that the students (253/296) have a significant change in their attitude (85.4%) in relation to their responsibilities as students facing the social reality they live in.

If it is understood that “the University is to serve (from its university specificity) society, to transform it, to contribute to making it more just and governable, with opportunities and quality of life for everybody, at reach of its personal effort” (AUSJAL 2009), then it can be said that the statistical data obtained from the inference, give us certainty that the Universidad Iberoamericana complies with the promotion, in its students, of the basic principles of social responsibility.

The personal discovery of social values is a basic part for the students to recognize social responsibility and, in that sense, the analysis result 56.1% (166) of the students showed conclusive evidence on the change in attitude they present when attending the courses offered by the university.

The social university responsibility, social conscience is basic for the future of the new professionals. The analysis shows that a big part of the surveyed population (83.6%, 247) is conscious of the implications of this value in their lives. There is clear evidence that the students have attitude changes when they experience new reflections when they assist to this kind of courses taught by Ibero.

Comprehending and knowing the social reality allows the person to value and understand their acting in society. The knowledge of the different situations the human being lives is a way of experiential learning, however, when the human being has the capability to know and contrast the different situations of social reality, it can be said that it’s a being conscious of reality. The data obtained by the students’ attitude change when they assist to the courses of the Reflection Area show conclusive evidence (76% 225) that the courses influence on the being and consciousness of the students. This proves clear characteristics that attitude changes once they take the courses.

On the social commitment with people, it can be said that those who face a difficult social reality, show commitment attitudes with their people. However, having the opportunity to study in a university that has implemented impact courses in the reflection of social matter influences the students. Social commitment is not only a value but an attitude of the human being and there is where Ibero emphasizes in its courses.

As any other organization, universities generate an impact in the lives of each one of the members of its community, making difference in the people that are a part of it, especially in the students. So, it must be ensured that management in the institution favor inclusion, participation and continuous improvement.

Likewise, it is palpable that having specific courses on social responsibility included in their resume, will impact the intention of the students’ application when practicing their profession.

The challenge is how to train the future managerial staff and entrepreneurs in the conviction that corporate strategies are aligned to social responsibility actions will improve corporate competitively in a medium term, it’s in the hands of the universities which are the ones that prepare the professionals that will make a difference in the corporations.
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