

Determinants of Sustainable and Responsible Citizens: A University Social Responsibility Perspective

Sarika^{1*}, Vidhya Vinayachandran¹, Vishnu Lal²

^{1*}School of Arts, Humanities and Commerce, Amrita Vishwa Vidyapeetham, Kochi Campus, Kerala, India

²Symbiosis Institute of Business Management, Bengaluru Campus, Symbiosis International (Deemed University), Pune, Maharashtra, India

¹PG Student (Sarika) | Assistant Professor (Vidhya Vinayachandran)

***Corresponding Author:** Sarika, PG Student, School of Arts, Humanities and Commerce, Amrita Vishwa Vidyapeetham, Kochi Campus, Kerala, India

Abstract

Universities play a key role towards sustainable development of the society. They are responsible for shaping the personality and culture of young generations. They make future generations responsible. Responsible citizens are those who contribute positively to society. They are capable of reacting to societal challenges by adhering to norms and traditions, ultimately leading to responsible actions. Universities are responsible for transmitting responsible behaviour that stands vital to develop responsible citizens. The study used non probability sampling technique to retrieve responses from 321 students across various parts of Kerala. Primary data were collected with the help of questionnaires. The study sheds insights on various aspects of social responsibility such civic, ethical, environmental and research of universities. The study also contributes on the strong positive perception of these factors on USR. Even though there is strong positive influence of factors towards USR perceptions, the extent to which these factors make them responsible is a matter to be explored. This study offers insights to how the education system should be reformed to meet the expectation of the goal of sustainable development.

Keywords : Sustainable Development, USR, SDG, Responsible citizen, citizenship

Introduction

Education system plays a significant role in developing competent and responsible citizens. University Social Responsibility is an important pillar in contributing towards it. Earlier universities are presumed as places of just learning, but the transformational role of education sector necessitated universities to add social responsibility as an inseparable constituent. This helps an individual in creation of good behaviour filled with ethical and social awareness. As a result of popularisation of the concept of Sustainable Development Goals, universities around the world are giving focus on implementing programs and policies on usr (Bokhari, 2017; Giuffré & Ratto, 2014).

Universities also build human capital from a financial point of view by giving learners technical knowledge and teaching them how to think critically and act responsibly in ethical ways. These skills improve workplace efficiency and also support financial responsibility, including transparency, accountability, and the creation of long-term shareholder value. In fact, graduates of USR-oriented education are more likely to practice sustainable business, inclusive development, and responsible consumption patterns, which eventually contribute to the economy (Latif, 2018; Kouatli, 2019). Through research and community involvement, the education sector also promotes innovation and sustainable development. Universities that focuses on social awareness addresses important economic issues like inclusive development, environmental protection, and poverty reduction. Universities support green development and economic strength by encouraging the exchange of sustainable innovations and knowledge through partnerships with businesses, governments, and communities (Larrán Jorge & Andrades Peña, 2017). Moreover, universities play a major role in

developing responsible citizenship and social unity, which are essential for economic stability. Colleges encourage students to actively take part in nation-building through civic engagement programs, environmental activities, and ethical leadership practices. These responsible citizens support sustainable economic development, lower social inequality, and improve governance. Therefore, from the perspective of University Social Responsibility, the education sector is a major force behind an economy that is not only growth-oriented but also inclusive, sustainable, and ethically sound (Shek et al., 2017). By improving employability, creativity, and entrepreneurship, universities and colleges contribute to economic progress. Higher education institutions produce graduates who can meet job market demands while maintaining ethical and sustainable practices through skill-based programs, internships, research projects, and industry partnerships. According to USR, universities connect social responsibility through environmental projects, community engagement, and ethical governance, resulting in graduates who support responsible decision-making and sustainable economic actions (Latif, 2018; Wigmore-Álvarez & Ruiz-Lozano, 2012).

Corporate social responsibility, or CSR, means the moral duty of firms to make meaningful contributions to stakeholders, the environment, and society beyond earning profit. CSR provides a useful framework for your project report on “Determinants of Viable and Tried and True Citizens: A College Social Obligation Perspective,” because academic institutions can copy business practices to develop ethical citizens through education and community involvement (Bokhari, 2017; Kouatli, 2019). CSR helps businesses balance profit with the welfare of society. It includes financial, legal, ethical, and optional responsibilities. Stakeholder needs, voluntary sustainability activities, and legal compliance such as Section 135 of the Indian Companies Act are important motivations. By supporting inclusive development, human rights, and environmental stewardship to build capable future leaders, these values are consistent with university social responsibility (USR) (Bokhari, 2017; Kouatli, 2019). From the USR viewpoint, CSR shows how universities can promote SDGs by using methods like integrated reporting and stakeholder engagement, turning students into active agents of change (Larrán Jorge & Andrades Peña, 2017). Universities play a vital role in bringing CSR values into long-term social impact because of factors like corporate culture and leadership that strengthen these efforts (Giuffré & Ratto, 2014).

In terms of character and academic growth, education develops critical thinking, leadership, emotional skills, and ethical thinking. These qualities are essential for creating responsible workers and business leaders who value long-term social well-being over short-term financial gain. Academically strong and ethically grounded people contribute to responsible organizational performance, innovation, and transparent financial systems. In this way, character development becomes a key factor in creating effective citizenship and economic resilience (Latif, 2018; Kouatli, 2019).

The education sector also plays an important role in improving social responsibility and community development. Universities, in particular, contribute to society through development activities, rural development programs, financial literacy activities, and environmental protection efforts. Such socially responsible activities strengthen social unity, reduce inequality, and support inclusive economic growth. Students exposed to these activities develop a sense of responsibility toward society, which strongly affects their future financial behavior (Shek, Yuen-Tsang, & Ng, 2017; Vázquez, Aza, & Lanero, 2014).

In the Kerala context, the education sector has been a major contributor to the state’s social and economic progress, shown by high literacy rates, better human development indicators, and a skilled workforce. However, challenges such as graduate unemployment, skill mismatch, limited industry-academia cooperation, and brain drain continue to affect economic outcomes. Despite strong academic foundations, the transition from education to sustainable business remains a concern (Kouatli, 2019).

Expanding University Social Responsibility programs, implementing skill-based and sustainability-focused curricula, building industry partnerships, and encouraging entrepreneurship and innovation within educational institutions are some possible solutions to these problems. Kerala’s universities can connect community service, ethical leadership, and practical learning into their educational modules. The education system can continue to play a crucial role in creating sustainable and responsible citizens, and therefore make a major contribution to Kerala’s long-term economic development, by aligning education with regional economic needs and global sustainability goals (Bokhari, 2017; Latif, 2018).

Sustainable development means balancing social fairness, economic growth, and environmental protection so that current needs are met without harming future generations. Responsible people can support this by making informed choices and taking part in civic life. USR requires institutions to include sustainability in their operations, outreach, and curricula (Wigmore-Álvarez & Ruiz-Lozano, 2012).

Because social, economic, and environmental challenges are increasing, responsible development has become a global need. We need citizens who are aware, responsible, and committed to sustainable practices to address problems such as social inequality, climate change, ethical governance, and responsible consumption. In this respect, educational institutions, especially universities, are essential in shaping the minds, values, and behavior of future people (Kouatli, 2019; Shek et al., 2017).

Universities are important social institutions with responsibilities to society in addition to being centers for the creation of knowledge. Universities influence students' views on sustainability and social responsibility through teaching, research, community involvement, and campus operations. The idea of University Social Responsibility (USR) highlights universities' moral duty to support sustainable development and the growth of responsible citizens (Larrán Jorge & Andrades Peña, 2017). As universities realized they had an impact on society outside the classroom, USR was created, combining community partnerships and service-learning (Giufré & Ratto, 2014). Through practical activities like environmental projects and community development, it builds social responsibility in students. Stakeholder cooperation, ethical leadership, and measurable contributions to the UN Sustainable Development Goals (SDGs) are important parts of this (Wigmore-Álvarez & Ruiz-Lozano, 2012).

Institutional policies that support green campuses, multidisciplinary research on the SDGs, and course designs that increase awareness of sustainability are examples of determinants. Universities support student-led activities for SDGs like SDG 11 (sustainable cities) and SDG 16 (peace and justice). Social unity and community development rank highly. SDG success is strongly connected to predictive factors like awareness and responsibility. Universities support citizens who evaluate practices carefully and take part in change, linking individual actions to collective sustainability (Li et al., 2024; Jach & Hankiewicz, 2025). Through USR, students gain skills in environmental stewardship and social progress. This view presents higher education as a driver of global progress.

The term "university social responsibility" describes higher education institutions' duty to act ethically, promote economic development, and improve the quality of life for students, staff, local communities, and society as a whole. USR includes ideas such as responsible research, inclusive education, social involvement, environmental responsibility, and ethical standards (Bokhari, 2017; Kouatli, 2019). Universities can help achieve sustainable development goals by adding sustainability principles to courses, encouraging ethical behavior, involving students in social activities, and using eco-friendly campus practices. Students benefit from these activities in terms of critical thinking, social awareness, and responsible citizenship (Latif, 2018).

People who actively participate in community and civic activities, follow social and environmental rules, and make ethical choices are considered responsible citizens. By influencing students' values, attitudes, and actions during an important stage of their personal and professional development, universities have an effect on responsible citizenship (Shek et al., 2017).

Universities can help students build a sense of responsibility through experiential learning, social outreach activities, sustainability projects, and ethical leadership. How well universities contribute to the development of sustainable and responsible citizens is often determined by the degree to which students participate in these activities.

Several factors decide how successfully universities contribute to sustainable development and responsible citizenship. Institutional beliefs, teacher quality, moral leadership, environmental activities, student participation, research focus, and community partnership are some of these factors. To evaluate how effective USR strategies are, it is important to understand these factors (Vázquez et al., 2014).

Studying these factors from the perspective of university social responsibility makes it easier to identify the strengths and weaknesses of current strategies. It also gives suggestions on how educational institutions might improve their role in creating a sustainable society (Larrán Jorge & Andrades Peña, 2017).

Even though the importance of sustainable development and responsible citizenship is widely recognized, few empirical studies have looked at how university social responsibility affects these outcomes, especially from the students' perspective. Studying how USR programs affect students' knowledge, attitudes, and actions regarding sustainability and social responsibility is becoming more and more important (Latif, 2018; Li et al., 2024).

By identifying the main factors that influence sustainable development and responsible citizenship through the lens of university social responsibility, this study aims to close this gap (Wigmore-Álvarez & Ruiz-Lozano, 2012).

Sustainable development has become a major issue for governments, organizations, and educational institutions around the world in recent decades. The need for change that meets current demands without harming the ability of future generations to meet their own needs has been highlighted by rapid industrialization, environmental damage, social inequality, and economic instability. To achieve long-term sustainability, the United Nations Sustainable Development Goals (SDGs) place strong emphasis on social inclusion, education, ethical governance, and environmental protection (Wigmore-Álvarez & Ruiz-Lozano, 2012).

Education is one of the most effective ways of building awareness, responsibility, and action, and human capital is essential for achieving meaningful change. Universities have an important role in promoting sustainable development and responsible citizenship because they shape the next generation of workers, leaders, and policy makers (Kouatli, 2019).

Many institutions still focus mainly on academic success and employability outcomes despite the growing awareness of sustainability and social responsibility in higher education. Especially in the context of Indian higher education, there are very few empirical studies examining the direct relationship between university social responsibility activities and the development of sustainable and responsible citizens (Latif, 2018).

Students' perceptions of USR programs and how these perceptions affect their attitudes and actions regarding sustainable development and responsible citizenship need to be assessed. To close this gap, this study examines the factors that contribute to sustainable development and responsible citizens from the perspective of university social responsibility.

Literature review

Wigmore-Álvarez, A. and Ruiz-Lozano, M. (2012) give a comprehensive diagram of University Social Responsibility (USR) in the worldwide setting. They consider highlights a few key measurements of USR, counting teaching students around social responsibility, advancing straightforwardness through open detailing, and actualizing precise program assessment. The creators emphasize that colleges ought to coordinated social duty into their centre organization capacities such as instructing, investigate, and community engagement. Besides, they fight that higher instruction educate must go past ordinary academic yields and clearly verbalize their broader societal influence. By locks in with neighbourhood and worldwide communities and advancing moral and feasible behaviour among students, universities can contribute essentially to social improvement and maintainability.

Daniel T. L. Shek, Alex Yuen-Tsang, and Elsie Y. M. Ng (2017) look at University Social Responsibility (USR) from both verifiable and modern points of view. The creators emphasize that colleges carry moral, financial, and social duties that expand past their conventional scholarly parts. They consider highlights that amplifying open needs require higher instruction instruct to react proactively to societal challenges and contribute to community upgrade. Besides, they contend that colleges must adjust their scholastic values, regulation hones, and investigate exercises with broader social objectives in arrange to advance feasible social advance and dependable citizenship.

Kashif F. Latif (2018) created and approved a stakeholder-based scale to degree University Social Responsibility (USR). The think about distinguishes a few basic determinants that offer assistance colleges execute and assess obligation systems viably. Utilizing experimental examination, the creator illustrates that USR is a multidimensional build enveloping duties toward key partners such as understudies, staff, community, and the environment. The discoveries give a organized estimation instrument that empowers

higher instruction teach to evaluate and reinforce their social duty activities, subsequently supporting the down to earth operationalization and assessment of USR hones.

Giuffré, A. and Ratto, M. (2014) emphasize the require for a modern worldview in higher instruction in which University Social Responsibility (USR) plays a central part in advancing sustainable advancement and social value. The creators contend that colleges ought to move past conventional authoritative or administrative duties and effectively coordinated social duty into their regulation culture and learning situations. Agreeing to their point of view, USR ought to impact instructing, inquire about, and community engagement, empowering colleges to contribute definitively to economical societal improvement and the creation of socially capable graduates.

Ahmad A. Bokhari (2017) highlights the part of University Social Responsibility (USR) as an fundamental component in accomplishing feasible improvement objectives inside higher education institutions. The creator proposes a conceptual system laying out how colleges can capably set common, social, and cash related estimations into their basic organizing and course courses of activity. By joining supportability standards into educating, investigate, and community engagement, colleges can energize students to effectively take part in maintainability activities and create mindful states of mind toward societal and natural challenges.

Katarzyna Jach and Magdalena Hankiewicz (2025) inspected students' recognitions of University Social Responsibility (USR) inside the setting of a Clean college. Their think about found that in spite of the fact that numerous understudies had restricted information of Corporate Social Responsibility (CSR) concepts, they were able to recognize and appreciate related perspectives such as USR inside their college environment. The discoveries uncovered that understudies emphatically assessed their institution's endeavours in cultivating community building and social engagement. Be that as it may, the ponder moreover highlighted a moderately moo level of mindfulness with respect to particular USR activities, recommending the require for colleges to move forward communication techniques and more viably coordinated USR standards into the generally understudy encounter.

Juan L. Vázquez et al. (2015) inspected the part of University Social Responsibility (USR) in forming students' recognitions inside Spanish colleges. The think about highlights that compelling inside administration hones and organizational productivity are key determinants impacting how understudies assess their educate. The creators found that these inner variables altogether contribute to student fulfilment and are strongly related with the seen quality of college administrations. Their discoveries recommend that colleges must centre on progressing administration, authoritative productivity, and benefit conveyance to fortify students' positive discernments and upgrade organization notoriety.

Chia-Ing Li et al. (2024) looked into students' affirmations of University Social Responsibility (USR) utilizing a supported estimation scale grounded in existing USR composing. The think about found that college exercises advancing ethical preparing, sympathy, dynamic citizenship, and environmental assurance altogether improved students' discernments of USR. The revelations illustrate that both curricular and extracurricular exercises play an basic portion in developing socially able states of intellect among students. The creators emphasize that colleges ought to coordinated focused on instructive programs and sustainability-related exercises to fortify students' mindfulness and engagement with social responsibility standards.

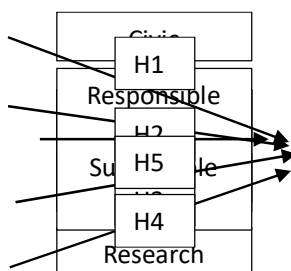
Manuel Larrán Jorge and Francisco J. Andrades Peña (2017) conducted a comprehensive survey of academic composing on University Social Responsibility (USR) dispersed in chosen higher instruction diaries. Their consider analyses the advancement of USR inquire about and recognizes key topical zones, counting administration, partner engagement, maintainability hones, and ethical responsibilities of colleges. The makers highlight that USR has dynamically picked up thought as a key approach for colleges to address social, common, and money related challenges. The audit too emphasizes the require for more observational ponders and standardized systems to way better get it and actualize USR hones in higher education institutions.

Chia-Ing Li, Hsin-Chen Lin, Chia-Yu Hsu, Chih-Yu Hsiao, Chun-Chieh Lin, and Tzeng-Chung Li (2024) conducted a cross-sectional consider analysing helpful college students' acknowledgments of University Social Responsibility (USR) and environmental supportability sharpens. The think about found that activities advancing economical considering inside the college essentially affected students' mindfulness and recognitions of USR. Exercises such as moral instruction, natural security programs, and sustainability-oriented learning were emphatically related with students' demeanours toward social and natural duty. The discoveries recommend that joining maintainability standards into college educational module and organization hones can successfully cultivate capable and naturally cognizant conduct among students.

Sam Kouatli (2019) inspected the modern definition of University Social Responsibility (USR) by emphasizing the significance of joining quantifiable maintainability measures inside higher instruction educate. The consider highlights that colleges must get quantifiable markers to survey their social, normal, and monetary commitments to society. By joining maintainability measurements into regulation procedures, colleges can methodically survey their affect and guarantee responsibility in satisfying their social duties. The creator advance contends that embracing quantifiable supportability hones makes a difference colleges adjust their operations, educating, and investigate exercises with broader societal and maintainable advancement objectives.

University Social Responsibility in considered as vital aspect in in fostering the quality of life of people. Due to heavy competition and to attract younger talents, universities are forced to think of strategically to focus more on societal and sustainable practices. The universities decided to grow by giving greater focus on societal obligations with research, civic, ethics and environmental focus. The concepts and guidelines on how the university should behave are already available in records. However, whether these written policies are actually practiced by universities especially in developing countries is a matter to be questioned. Ecological crisis are nowadays increasing at an alarming rate. As a result of this educational institutions are now giving greater focus on developing curriculum that adhere to developing businesses through sustainable practices (Severino-Gonzalez et al., 2024). The best way that universities could contribute to the society is through students. Every organisation should be customer centric. There are different universities, for eg., University of Manchester , University of Edinburg that are regarded as the best universities recognized with their environmental and social initiatives. Also there are high ranked universities in developing countries like IITs , IIMs, Universities in Korea that might provide greater focus towards sustainability initiatives. If Universities indulge in their socially responsible initiatives through research, education and societal involvement , it ultimately leads sustainable and responsible citizens. This necessitates educating the youth on environmental challenges and make them prepared to lessen the impact of ecological issues. The university is responsible to impart the moral obligations of the society , i.e. . the focus on right or wrong. The ethical approach of the university should go beyond the framework of norms and rules, but a sense of belongingness to the environment and society. The role of ethics in moulding students' personality integrating honesty, justice, fairness and respect is greatly to be perceived by the university. Research is an important tool to solve the pressing need of societal issues. University led research projects with funding and collaborations with government, non- governmental, industry across various countries can generate more fruitful findings , thus resulting in a tangible solutions. By culminating the above constituents , the following conceptual model and hypotheses is developed for the study.

Figure: 1 Conceptual Model



Source: Compiled by the author

The model examines how different USR dimensions influence Overall USR Perception, and how this perception shapes Responsible & Sustainable Citizen behaviour.

Hypotheses

H1: Students perceptions on civic initiatives positively influence overall USR perceptions

H2: Students perceptions on environment initiatives positively influence overall USR perceptions

H3: Students perceptions on ethical initiatives positively influence overall USR perceptions

H4: Students perceptions on research initiatives positively influence overall USR perceptions

H5: Students perceptions on ethical, research, civic and environment initiatives has a stronger influence towards responsible citizen mediated by overall USR perception.

Research Methodology

This research focuses on college students affiliated under State and Deemed Universities in Kerala irrespective of any area or year of study. All students enrolled as full time were selected for the study. The questionnaires were framed based on the previously established scales and were modified to overcome the contextual barriers. Using convenience sampling, data were collected from students of State and Deemed universities. Prior permission was taken from the university authorities for filling up the questionnaire from students. Out of 350 questionnaires, a total of 321 were received with complete responses and 29 were unusable due to lack of complete information and correctness. The analysis was performed using Smart PLS 4.

Data Analysis and Interpretations

Table: 1 Demographic Profile

Demographic Factors	Classification	Frequency	Percent
Age Group	18-20 Years	62	19
	21-22 Years	100	30.7
	23-24 Years	71	21.8
	25 and above Years	88	27
Gender	Male	144	44.2
	Female	177	54.3
University Type	State Universities	176	54
	Deemed Universities	145	44.5
Course/Department	Arts	38	11.7
	Science	69	21.2
	Commerce	94	28.8
	Humanities	25	7.7
	Others	95	29.1
Year of Study	1st Year	34	10.4
	2nd Year	35	10.7
	3rd Year	49	15
	4th Year	25	7.7
	Postgraduate/Research Scholar	178	54.6
Mode of Study	Full-time	285	87.4
	Part-time	17	5.2
	Distance Learning	19	5.8
Residence	On-campus Hostel	67	20.6

	Off-campus Hostel	144	44.2
	Day Scholar (Commuting from home)	110	33.7
Place of Residence	Urban	139	42.6
	Semi-urban	161	49.4
	Rural	21	6.4
Previous Exposure to University Social Responsibility (before joining university)	Yes	178	54.6
	No	143	43.9

Source : Primary data

Table 1 gives the demographic factors among the respondents. Out of 321 respondents majority are young adults who come under the age group of 21-22 years (30.7%). Among the respondents, larger part 177 were female students (54.3%). Among the respondents 176 students are in state universities (54%). In this 94 of the undergraduates are commerce students (28.8%) and 95 students are selected other courses (29.1%). And most of them are in Postgraduate/Research scholars year students 178 students (54.6%). Also more than half of them opted full time mode of study, almost 285 students opted this mode of study (87.4%). When coming to the residence most of the students 144 are selected off-campus accommodation (44.2%). And also around 161 are in semi-urban residence (49.4%). Also most of them have a previous exposure to USR before joining in universities (54.6%).

Measurement Model Evaluation

Measurement model assessment checks whether your constructs are reliable and valid before interpreting relationships.

Table : 2 Validity and Reliability

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
CIVIC INITIATIVES	0.936	0.937	0.951	0.796
ENVIRONMENTAL INITIATIVES	0.962	0.963	0.967	0.747
ETHICAL INITIATIVES	0.979	0.980	0.981	0.765
RESEARCH INITIATIVES	0.951	0.952	0.961	0.803
OVERALL USR PERCEPTION	0.941	0.942	0.958	0.851
RESPONSIBLE & SUSTAINABLE CITIZEN	0.971	0.971	0.975	0.811

Source: Primary data

From Table 2, validity and reliability results of the scales (civic, ethical, environment, research, overall university responsibility initiatives and responsible and sustainable citizen) were obtained. All the constructs of falls above the acceptable limits of 0.5 as per Fornell & Larcker 1981 which shows a positive sign of further analysis. Additionally the reliability of the scales are found to be fit. Cronbach's Alpha (α) - Threshold: ≥ 0.70 (acceptable). All constructs show excellent internal consistency. Composite Reliability (CR) - Threshold: ≥ 0.70 . The CR values range from 0.95 – 0.98 which shows that constructs demonstrate excellent reliability. Items strongly represent their latent variables. Convergent validity checks whether indicators truly represent the construct. Average Variance Extracted (AVE) - Threshold: ≥ 0.50 . All AVE values exceed 0.50 which shows that constructs explain 75–85% of indicator variance, indicating strong convergent validity. The indicators strongly measure their intended constructs.

Table : 3 Indirect Effects on Responsible & Sustainable Citizenship

Construct	Indirect Effect	Strength
Research Initiatives	0.303	Strongest
Ethical Initiatives	0.237	Moderate
Environmental Initiatives	0.184	Moderate
Civic Initiatives	0.181	Moderate

Source: Primary data

The results indicate that different dimensions of **University Social Responsibility (USR)** indirectly influence the development of **Responsible and Sustainable Citizenship** through **overall USR perception**. Among the dimensions, **research initiatives (0.303)** show the strongest indirect effect, followed by **ethical initiatives (0.237)**, **environmental initiatives (0.184)**, and **civic initiatives (0.181)**.

These findings are reliable with conceptual systems that connect USR to mindful and maintainable citizenship by means of students’ generally discernment of college obligation (Martínez et al., 2017; Garcia-Marques et al., 2021; Alghamdi, 2022), and with experimental prove that research- and ethics-oriented USR exercises apply the most grounded roundabout impact on citizenship-related results (Santos et al., 2020; Ali et al., 2021; later work on USR-CSR-SSC, 2024–2025).

Table 4 Model fit

	Saturated model	Estimated model
SRMR	0.035	0.044
d_ULS	1.557	2.509
d_G	3.157	3.244
Chi-square	4824.873	4898.954
NFI	0.803	0.800

Source: Primary data

Overall, the model fit indices suggest that the proposed structural model provides a **satisfactory representation of the data**. The **SRMR values indicate good fit**, while **NFI values show an acceptable level of model fit**, supporting the adequacy of the model for analysing the relationships among the constructs related to University Social Responsibility and Responsible and Sustainable Citizenship.

Table 5 Structural Model Quality

	R-square	R-square adjusted
OVERALL USR PERCEPTION	0.883	0.881
RESPONSIBLE & SUSTAINABLE CITIZEN	0.868	0.867

The following constructs positively influence overall perception. R^2 (Coefficient of Determination) shows how well predictors explain a dependent variable.

Table 6 Path Coefficient

	Path coefficients
CIVIC INITIATIVES -> OVERALL USR PERCEPTION	0.194
ENVIRONMENTAL INITIATIVES -> OVERALL USR PERCEPTION	0.197
ETHICAL INITIATIVES -> OVERALL USR PERCEPTION	0.254
OVERALL USR PERCEPTION -> RESPONSIBLE & SUSTAINABLE CITIZEN	0.932
RESEARCH INITIATIVES -> OVERALL USR PERCEPTION	0.325

Research-related activities (knowledge creation, innovation, academic contribution) are the most important driver of overall USR perception. Ethical responsibility also plays a significant role. Environmental and civic contributions matter, but comparatively less.

The findings indicate that research responsibility is the strongest predictor of overall university social responsibility perception, followed by ethical responsibility. Furthermore, overall USR perception strongly predicts responsible and sustainable citizenship behaviour, demonstrating its crucial mediating role. When students perceive their institution as socially responsible, it very strongly promotes responsible and sustainable citizenship behaviour.

USR dimensions explain 88% of overall perception. Overall perception explains 87% of responsible citizenship behaviour. This shows that the model has very strong explanatory power.

Research related responsibility positions among the most grounded indicators of by and large USR discernment, taken after by moral obligation, while natural and civic commitments, in spite of the fact that critical, apply comparatively weaker coordinate impacts (Chung Phan et al., Doran, 2024; Santos et al., 2020; Ladera Castañeda et al., 2024). By and large USR discernment, in turn, emphatically predicts capable and economical citizenship behaviour, affirming its vital intervening part (Alghamdi, 2022; Martínez et al., 2017; later understudy discernment thinks about, 2024–2025).”“Research related obligation positions among the most grounded indicators of by and large USR recognition, taken after by ethical duty, while natural and civic commitments, in spite of the fact that imperative, apply comparatively weaker coordinate impacts (Chung Phan et al., Doran, 2024; Santos et al., 2020; Ladera Castañeda et al., 2024). By and large USR recognition, in turn, unequivocally predicts capable and maintainable citizenship behaviour, affirming its vital intervening part (Alghamdi, 2022; Martínez et al., 2017; later understudy discernment ponders, 2024–2025).

Discussions and Implications:

Generally, the revelations outline that research-driven engagement and moral organization hones play a more viable parcel in creating solid and achievable citizenship compared to ordinary and civic works out. This to some degree alters with earlier composing emphasizing the multidimensional nature of USR but in addition highlights the creating centrality of research-oriented social engagement in shaping students' citizenship comes about. The transformative control of examine exercises is clear in tending to societal and supportability issues.

The finding that explore exercises apply the most grounded affect supports earlier considers around emphasizing the transformative portion of examine in tending to societal and viability challenges Bokhari (2017). Analysts such as François Vallaeys fight that colleges contribute to viable progression not as it were through teaching but as well through socially germane examine that addresses community needs. So too, the framework proposed by Manuel Escudero highlights the portion of examine in making data that progresses ethical obligation and viable societal comes about. The appear think approximately alters with these focuses of see by outlining that explore works out inside and out shape students' insight of USR, which in turn develops careful citizenship.

The direct impact of ethical initiatives (0.237) is moreover reliable with earlier writing. Considers on moral obligation in higher instruction emphasize that organization values, keenness, and moral administration offer assistance develop capable states of mind among understudies. Agreeing to the USR system proposed

by François Vallaëys, moral administration inside colleges makes a culture that empowers undergraduates to embrace socially mindful practices. The current discoveries affirm that moral activities play a significant part in forming students' recognition of USR and advancing mindful citizenship.

The environmental initiatives (0.184) appear a direct but comparatively lower impact. This in part bolsters the discoveries of ponders on Education for Sustainable Development, which propose that natural programs, supportability campaigns, and green campus hones contribute to students' mindfulness and naturally dependable conduct. In any case, the generally lower backhanded impact watched in this think about contrasts with a few inquire about that positions natural activities as a central driver of sustainability-oriented citizenship. This distinction may show that whereas natural activities are imperative, undergraduates may see them as strong exercises or maybe than the essential component for creating dependable citizenship.

Additionally, Civic initiatives (0.181) illustrate a direct but marginally weaker impact. Past ponders emphasize the part of community engagement, volunteering, and service-learning in forming civic duty among undergraduates. For occasion, researchers in the field of ***Higher Instruction Ponders* highlight that civic engagement programs energize undergraduates to create social mindfulness and community commitment. In spite of the fact that the show discoveries affirm a positive relationship, the generally lower impact compared to inquire about and moral activities recommends that civic activities alone may not emphatically shape citizenship unless they are coordinates with organization investigate and moral systems.

Implications

The disclosures of this study—showing that inquire around Research initiatives (0.303) and Ethical initiatives (0.237) apply the most grounded circuitous impacts on solid and sustainable citizenship, whereas Environmental initiatives (0.184) and Civic initiatives (0.181) play a strong but comparatively weaker role—offer clear, essential suggestions for colleges, government, important;">instructs, and undergraduates.

For universities, the comes nearly propose that University Social Responsibility methods ought to put ask approximately arranged social engagement at the centre or conceivably than treating it as a partner action. Teach ought to organize educator program, proposal meanders, and related inquire around programs that unequivocally address societal and reasonability challenges, coordination community colleagues and honest to goodness world issues so that undergraduates encounter investigate as a diagram of social commitment. At the same time, universities must fortify moral organization, straightforwardness, and control insightfulness, inserting these values into choice making, attestations, assessment, and organization to make a culture that bolsters responsible citizenship. Common and civic works out ought to be repositioned as orchestrates, amplify based components—linked to investigate and ethical reflection—rather than kept campaigns, so that students can see them as allocate of a coherent, citizenship arranged USR system.

For government, the think around deduces that higher instruction approach and financing should to viably incentivize examine with social influence and ethical direction sharpens. Open subsidizing plans can require universities to outline how ask almost wanders contribute to adjacent headway, supportability, or social value, and tie accreditation and execution based grants to pointers of socially noteworthy ask almost, straightforwardness, and accomplice engagement. National USR and citizenship markers can be made to screen how well universities facilitated ask almost, ethics, environmental, and civic estimations into their mission, ensuring that open theory in higher instruction alters with broader citizenship and sustainable improvement targets. Governments can in addition progress cross sectoral partnerships—between colleges, open organizations, benevolent society, and industry—to make headway middle focuses and living research facility wanders that provide undergraduates hands on experience in handling genuine world issues.

For instructors, the disclosures highlight the require to move past substance driven instruction and embed investigate educated, values arranged directions strategy into normal guideline. Staff can arrange assignments, wanders, and classroom dialogs that interface course substance to neighbourhood practicality issues, community needs, and ethical issues, allowing undergraduates to apply data in socially critical ways. Teaches should to besides appear ethical conduct, essential considering, and straightforwardness in their instinctive with undergraduates, reinforcing the thought that academic work is intrinsically associated to social commitment. In development, instructors can collaborate with ask almost bunches and community accessories to incorporate undergraduates in associated wanders, in this way fortifying students' acumen of USR and their accessibility for competent citizenship.

For understudies, the comes around prescribe that viably locks in in investigate based wanders, ethical reflection, and arranges community work offers a viable pathway to making able and viable citizenship. Understudies should to be enabled to see for out examine openings, internships, and benefit learning wanders that interface their insightful learning to societal issues, seeing data creation not reasonable as a person achievement but as a commitment to the common awesome. By sharing in clear, ethically grounded college circumstances and brilliantly dialogs on perception, sensibility, and viability, understudies can internalize a citizenship demeanour that intensifies past campus into their future capable and civic lives. In the long run, the consider appears that colleges, government, educates, and understudies all advantage when inquire about driven engagement and ethical sharpens are treated as the centre of College Social Commitment, with common and civic exercises serving as complementary, pertinently embedded experiences that amplify, or perhaps than characterize, tried and true and doable citizenship.

Conclusion

The present study concludes that particular estimations of College Social Obligation (USR)—research exercises, ethical exercises, common exercises, and civic initiatives—exert specific circuitous impacts on the advancement of able and temperate citizenship through students' in common insight of USR. Solid with the hypothesized appear, ask almost **Research initiatives (0.303)** show up the most grounded underhanded affect, taken after by **Ethical initiatives (0.237)**, **Environmental initiatives (0.184)** and **Civic initiatives (0.181)** outline coordinate but comparatively weaker impacts. These revelations back the see that investigate driven engagement and ethical organization sharpens are central to shaping competent and prudent citizenship, whereas characteristic and civic works out work more as solid, integrator components when embedded interior a broader USR framework. The comes approximately as well declare the interceding portion of by and expansive USR acknowledgment, giving test backing to earlier conceptual and speculative work that joins USR to citizenship situated comes about through students' all including appraisal of their institution.

In show disdain toward of these commitments, the consider has a few obstructions. To start with, the test is setting particular, conceivably limiting the generalizability of the way coefficients and the relative quality of the estimations over particular control, national, or social settings. Minute, the reliance on self detailed ponder data may display common technique inclination and social appealing quality impacts, whereby understudies overstate their acknowledgment of USR or their citizenship behaviour. Third, the cross sectional arrange pieces definitive causal acceptances; while the illustrate captures underhanded impacts, it cannot totally construct up common or causal groupings between USR estimations and citizenship comes about. At long final, the degree of common and civic exercises may not totally capture the significance or complexity of students' experiences in supportability wanders, community advantage, or volunteering, which may to some degree clarify their comparatively lower circuitous impacts.

In light of these obstructions, future look at can open up the show up work in a few headings. To begin with, longitudinal and multi organization considers around over differentiating higher instruction frameworks can test the soundness of the watched arrange (explore driven engagement as the most grounded driver) and investigate how relevant components such as national course of activity, heading sort, or teach shape the relative noteworthiness of each USR estimation. Miniature, mixed techniques approaches—combining considers with interviews, centre bunches, and case studies—can give wealthier experiences into how understudies encounter and translate examine driven, moral, common, and civic works out. Third, exploratory or semi exploratory plans can be utilized to survey the impact of particular USR mediations (e.g., ask around based advantage learning modules or ethics pervaded teacher program) on citizenship comes around. At last, future considers can refine estimation defiance for characteristic and civic commitment, joining more nuanced markers of kept up engagement, capacity improvement, and behavioural alter to way better capture their parcel in cautious and reasonable citizenship. Collectively, such advancements can brace both the theoretical understanding and the down to soil congruity of College Social Commitment in higher instruction.

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