University social responsibility and its impact on volunteer students' perceptions of service quality in private universities, Villa El Salvador, 2025

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Abstract*– This study aimed to determine the relationship between university social responsibility (USR) and perceived service quality among volunteer students in private universities in the district of Villa El Salvador, 2025. A quantitative, non-experimental, correlational approach was adopted, applying a structured questionnaire to a sample of 179 students selected through simple random sampling from a population of 334. Data were analyzed using descriptive statistics and Spearman's rho correlation coefficient to assess the strength and significance of associations between USR and the dimensions of perceived service quality: tangibility, reliability, responsiveness, safety, and empathy. The results revealed a strong and significant positive correlation between USR and overall perceived service quality ($r = 0.757$, $p < 0.001$). Additionally, USR showed a high positive correlation with tangibility ($r = 0.726$) and reliability ($r = 0.729$), and moderate positive correlations with responsiveness ($r = 0.594$), safety ($r = 0.679$), and empathy ($r = 0.616$), all statistically significant ($p < 0.001$). These findings suggest that effective implementation of USR initiatives enhances students' perception of institutional credibility, trust, and ethical commitment, while promoting greater engagement and satisfaction. Strengthening USR practices is recommended to improve both the tangible and relational aspects of university services, ultimately contributing to a higher-quality educational experience and reinforcing institutional legitimacy within the community.

Keywords*--University social responsibility, Perceived service quality, Volunteer students, Private universities, SERVQUAL.

I. INTRODUCTION

Present-day Peru is in a complex situation regarding the In the international context, University Social Responsibility has become a key element in higher education, as it promotes the comprehensive development of students, together with a commitment to fostering sustainable practices and ensuring community well-being. However, there is still limited evaluation of how these implemented actions maintain a close relationship with students' perceptions of the quality of the educational service they receive.

In Peru, SUNEDU has incorporated University Social Responsibility as a criterion within institutional licensing processes. Although several private universities have developed volunteer programs and social projects, the limited research on their impact on students' perceptions of university service quality hinders the continuous improvement of these initiatives.

In Villa El Salvador, several private universities promote university outreach activities aimed at strengthening their relationships with the surrounding community. These initiatives seek to encourage student participation, social engagement, and institutional commitment while contributing to the development of local communities. However, despite their relevance, some of these activities reveal opportunities for improvement in institutional management processes, communication mechanisms, and student support systems.

The limited availability of empirical evidence regarding university social responsibility represents an important challenge for understanding and improving these initiatives. In particular, there is insufficient evidence concerning how social responsibility practices are associated with the quality of services perceived by students who participate voluntarily in university outreach activities. This gap makes it difficult for private universities to identify areas requiring improvement and to establish strategies that effectively respond to students' expectations and needs.

Therefore, this study will examine the relationship between university social responsibility and perceived service quality among volunteer students at private universities in Villa El Salvador during 2025. The study will provide relevant evidence for understanding this relationship and supporting institutional improvement. Accordingly, the research problems and objectives are presented in the following sections.

A. Research questions

General Research Question:

What is the relationship between University Social Responsibility and the perceived quality of service among volunteer students in private universities in the district of Villa El Salvador in 2025?

Specific Research Questions:

What is the relationship between University Social Responsibility and perceived tangibility among volunteer students in private universities in the district of Villa El Salvador in 2025?

What is the relationship between University Social Responsibility and perceived reliability among volunteer students in private universities in the district of Villa El Salvador in 2025?

What is the relationship between University Social Responsibility and perceived responsiveness among volunteer

students in private universities in the district of Villa El Salvador in 2025?

What is the relationship between University Social Responsibility and perceived safety among volunteer students in private universities in the district of Villa El Salvador in 2025?

What is the relationship between University Social Responsibility and perceived empathy among volunteer students in private universities in the district of Villa El Salvador in 2025?

B. Research objectives

General Objective:

To determine the relationship between University Social Responsibility and the perceived quality of service among volunteer students in private universities in the district of Villa El Salvador in 2025.

Specific Objectives:

To determine the relationship between University Social Responsibility and perceived tangibility among volunteer students in private universities in the district of Villa El Salvador in 2025.

To determine the relationship between University Social Responsibility and perceived reliability among volunteer students in private universities in the district of Villa El Salvador in 2025.

To determine the relationship between University Social Responsibility and perceived responsiveness among volunteer students in private universities in the district of Villa El Salvador in 2025.

To determine the relationship between University Social Responsibility and perceived safety among volunteer students in private universities in the district of Villa El Salvador in 2025.

To determine the relationship between University Social Responsibility and perceived empathy among volunteer students in private universities in the district of Villa El Salvador in 2025.

C. Justification

Theoretical Justification: This thesis will deepen the study of theories related to the management of University Social Responsibility and service quality, particularly in the context of South Lima (Villa El Salvador), for which there is no updated literature as of 2025. Through this research, which may be cited by future researchers, a contribution is made to the bibliographic body of knowledge on these variables.

Methodological Justification: This thesis adopts a quantitative approach to measuring the study variables. For data collection, a questionnaire was developed, which is included as an annex to this document, together with its validity and reliability results. In this way, other researchers will be able to use this instrument to conduct similar studies and generate academic discussion.

Practical Justification: This research is useful for private universities in the district of Villa El Salvador to strengthen their University Social Responsibility and improve the quality perceived by their students. This implies being recognized as organizations committed to social development, not only for providing educational services, but also for adding value to society through excellence in education, focused on responding to the demands and needs of students from the beginning of their training to the completion of their academic activities.

II. THEORICAL FRAMEWORK

A. University Social Responsibility

University Social Responsibility is understood as the conscious and ethical commitment of a university regarding its impact on society, promoting education focused on professional development, the production of useful knowledge, and active engagement with reality to contribute to just and sustainable development [1]. It is also emphasized that university social responsibility should be integrated ethically into teaching, research, and management activities [2]. Models have been proposed that focus on responsible knowledge, civic formation, and engagement with the environment [3]. A systemic perspective based on process management can enhance social impact [4]. Interdisciplinary experiences are crucial to strengthening ethical practices and contribute to a fairer society [5]. This study takes Vallaeys's work [1] as the primary reference, allowing critical analysis of different dimensions of the current higher education context.

B. Dimensions of University Social Responsibility

Organizational Management: It involves respect for labor rights, equity, transparency, environmental care, and democratic participation in decision-making [1]. It can be interpreted as a process to improve institutions considered as complex social systems [6], structured to achieve institutional objectives effectively [7].

Professional Civic Formation: It promotes ethical values, social awareness, critical thinking, civic commitment, and contributions to the common good [1]. It is seen as a political act fostering autonomy and collective responsibility [8] and is based on diversity, democratic participation, and ethical-political competencies [9].

Responsible Knowledge Production and Dissemination: It refers to actions creating collaborative and positive work environments where dialogue, participation, and shared decision-making are promoted.

Authenticity in Practice: It is expressed through horizontal interaction with society, co-creation of solutions with communities, and respect for local knowledge to promote sustainable development [1], [10], [11].

C. Perceived Service Quality

Perceived service quality is a subjective evaluation based on the comparison between client expectations and their actual

experience [12]. It can be assessed using the SERVQUAL model from the user perspective [12]. It emerges from the client's subjective experience in each interaction, beyond technical performance and is influenced by perceived value, personalization, and consistency [13]. Psychosocial factors, including empathy and emotional response, affect it [14], and it has an impact on client loyalty through functional and emotional elements [15]. This study adopts Parasuraman's model [12] as the main reference.

D. Dimensions of Perceived Service Quality

Perceived Tangibility: It refers to physical infrastructure, informational materials, signage, visual communication, and digital platforms supporting university social responsibility, which reinforce institutional commitment [12], [16], [17].

Perceived Reliability: It reflects the fulfillment of institutional commitments, punctual execution of social activities, transparency in project management, and effectiveness in university social responsibility results, fostering trust and institutional reputation [12], [18], [19].

Perceived Responsiveness: It is prompt attention to university social responsibility inquiries, clarity and accessibility of information, and effective support for student participation [12], [20], [21].

Perceived Safety: It is associated with the ethics and professionalism of the university social responsibility team, protection of student data, and institutional trust in project execution [12], [22], [23].

Perceived Empathy: It is expressed through personalized treatment, sensitivity to student diversity, inclusion, and fairness, promoting emotional connection and engagement in university social responsibility activities [12], [24], [25].

E. Hypothesis

General Hypothesis:

There is a positive and significant relationship between university social responsibility and the perceived service quality among volunteer students in private universities in the district of Villa El Salvador, 2025.

Specific Hypotheses:

There is a positive and significant relationship between university social responsibility and perceived tangibility among volunteer students in private universities in the district of Villa El Salvador, 2025.

There is a positive and significant relationship between university social responsibility and perceived reliability among volunteer students in private universities in the district of Villa El Salvador, 2025.

There is a positive and significant relationship between university social responsibility and perceived responsiveness among volunteer students in private universities in the district of Villa El Salvador, 2025.

There is a positive and significant relationship between university social responsibility and perceived safety among volunteer students in private universities in the district of Villa El Salvador, 2025.

There is a positive and significant relationship between university social responsibility and perceived empathy among volunteer students in private universities in the district of Villa El Salvador, 2025.

III. METHODOLOGY

A. Study design

The study was conducted using a quantitative approach, which allowed for a systematic examination of the research problem. In this approach, the researcher begins by generating ideas that lead to the establishment of specific objectives and the formulation of the research question. As the relevant literature is reviewed and the theoretical framework is developed, the research question may be refined. Hypotheses are then proposed, and the variables are identified and measured through quantitative procedures to obtain verifiable and objective conclusions. The researcher maintains neutrality, setting aside personal beliefs, to ensure that theories are tested empirically, which promotes accuracy, reproducibility, and validity in interpreting results [26].

For this study, the hypothetical-deductive method was applied to verify the hypotheses formulated regarding the potential solutions to the research problem. This method allows conclusions to be drawn based on logical deduction from established theoretical principles and empirical evidence [27]. The research is basic in nature, driven by scientific curiosity and focused on generating new knowledge without the immediate need for practical application [28]. A non-experimental design was employed, which involved observing phenomena in their natural context without exerting control over variables, as the events and their effects had already occurred [26].

The study had a correlational scope, aimed at analyzing the relationship between variables to understand how an independent variable influences a dependent variable. It was essential to ensure that changes in the independent variable could produce measurable variations in the dependent variable. Statistical techniques were employed to quantify these relationships and explore their significance, providing a reliable basis for interpreting the findings [26].

B. Population and Sample

The population for this study was defined as the entire set of individuals sharing specific characteristics who are the focus of research [26]. In this case, it consisted of 334 students enrolled in the final academic period of 2024, all belonging to the faculty of business at a private university, according to the institutional transparency portal. The sample was determined as a representative subset of the population [26]. Using the Sample Size Determination program, with a 95% confidence level and a 5% margin of error, a sample of 179 participants was calculated. This sample size was confirmed through the finite population adjustment formula. A simple random

probabilistic sampling method was applied, which ensures that all members of the population have equal chances of selection [26]. Non-probabilistic sampling was discarded because it relies on subjective criteria and does not guarantee statistical representativeness.

C. Data Collection Technique and Instrument

The data collection technique selected for this study was the survey. Surveys are widely recognized as an effective tool for obtaining information in non-experimental, cross-sectional, and causal research designs, as they allow researchers to identify levels and characteristics of phenomena that are not yet fully understood [26]. The instrument used for this purpose was a questionnaire, designed to align with the study variables while adhering to methodological rigor, including validity, reliability, and objectivity [26]. The questionnaire included both closed and open-ended questions, all carefully formulated to address the research problem, objectives, and hypotheses.

The validity of the instrument was confirmed through expert evaluation. Three specialists in administration reviewed the questionnaire, assessing the adequacy of the items with respect to the study variables and indicators based on four criteria: sufficiency, clarity, coherence, and relevance. All three experts approved the instrument, confirming its capacity to measure what it intended.

Reliability was assessed using Cronbach's alpha, where coefficients approaching zero indicate low reliability and coefficients near one reflect high reliability [26]. A pilot test was conducted with 15 students, yielding Cronbach's alpha coefficients of 0.992 for the university social responsibility variable, 0.987 for the perceived service quality variable, and 0.994 when both variables were evaluated together. These results demonstrate excellent internal consistency and confirm the reliability of the instrument [29].

Overall, the combination of expert validation and high Cronbach's alpha scores ensures that the questionnaire is both valid and reliable, providing a robust tool for accurately measuring the relationship between university social responsibility and perceived service quality among volunteer students in private universities.

D. Data Collection and Analysis Procedures

The data collection method employed a digital questionnaire created in Google Forms, consisting of 35 items distributed across the two study variables. Responses were recorded using a five-point Likert scale ranging from "strongly disagree" to "strongly agree." The collected data were automatically organized in an Excel spreadsheet, facilitating subsequent data management and analysis.

After finalizing the questionnaire design, the survey link was shared with former classmates who are currently university students, who assisted in its strategic distribution through their academic networks. The data collection period lasted two weeks, during which the receipt of responses was monitored, and the quality of information was ensured.

Once the surveys for the total sample of 179 students were collected, the data was organized into a tabulation matrix structured by items, dimensions, and variables. The matrix was subsequently imported into SPSS to conduct descriptive statistical analysis at the item level.

In addition, a scoring process was applied to each variable and dimension. This procedure involved tabulating the number of items corresponding to each component of the instrument to determine the minimum and maximum possible values. Three interpretative ranges (low, medium, and high) were then established by calculating the amplitude of each range using the range formula. This approach allowed the determination of maximum values for each scale and facilitated the interpretation of results, providing a clear framework for assessing the levels of university social responsibility and perceived service quality among volunteer students in private universities.

IV. Results

A. Descriptive Results

TABLE I
LEVELS OF THE STUDY VARIABLES BY UNIT SCALE

Variable level	University Social Responsibility	Perceived Service Quality
Low	16	13
Medium	46	49
High	117	117
Total	**179**	**179**

able I presents the distribution of the study variables, University Social Responsibility and Perceived Service Quality, based on the established measurement scale. Of the 179 students included in the sample, 16 participants rated University Social Responsibility at a low level, 46 at a medium level, and 117 at a high level. Regarding Perceived Service Quality, 13 students reported a low level, 49 a medium level, and 117 a high level. These findings indicate that most participants evaluated both variables at a high level, reflecting a generally favorable perception of universities' social responsibility practices and the quality of services provided.

The distribution also shows that relatively few students reported low levels for either variable, indicating that unfavorable perceptions represented a smaller proportion of the sample. Nevertheless, the presence of medium and low evaluations suggests that certain aspects of institutional social responsibility and service quality may require further attention and improvement. Overall, the results provide an initial descriptive overview of students' perceptions and identify clear tendencies within the sample. These findings also provide a basis for subsequent correlational analysis to

determine whether University Social Responsibility is significantly related to Perceived Service Quality among volunteer students.

TABLE II
LEVELS OF THE STUDY VARIABLES BY PERCENTAGE SCALE

Variable level	**University Social Responsibility**	**Perceived Service Quality**
Low	8,9%	7,3%
Medium	25,7%	27,4%
High	65,4%	65,4%
Total	**100,0%**	**100,0%**

Table II shows the distribution of the study variables, University Social Responsibility and Perceived Service Quality, expressed as percentages. Among the 179 students surveyed, 8.9% rated University Social Responsibility as low, 25.7% as medium, and 65.4% as high. In the case of Perceived Service Quality, 7.3% of students perceived it as low, 27.4% as medium, and 65.4% as high. These percentages indicate that most students hold a favorable perception of both the universities' social responsibility initiatives and the quality of services they receive. A smaller proportion of participants reported low ratings, reflecting that only a limited number of students perceive deficiencies in these areas. The alignment of high percentages across both variables suggests a potential positive relationship, providing a foundation for further statistical analysis to determine how University Social Responsibility may influence Perceived Service Quality among volunteer students in private universities in Villa El Salvador.

B. Inferential Results

TABLE III
KOLMOGOROV-SMIRNOV TEST

Variables	**Statistic**	**df**	**Sig.**
Variable 1: University Social Responsibility	0,189	179	0,000
Organizational Management	0,180	179	0,000
Professional Civic Formation	0,182	179	0,000
Responsible Knowledge Production and Dissemination	0,207	179	0,000
Authenticity in Practice	0,193	179	0,000
Variable 2: Perceived Service Quality	0,156	179	0,000
Perceived Tangibility	0,200	179	0,000
Perceived Reliability	0,198	179	0,000
Perceived Responsiveness	0,140	179	0,000
Perceived Safety	0,199	179	0,000
Perceived Empathy	0,209	179	0,000

The variables studied showed a significant level of 0.000, indicating that the data does not follow a normal distribution. Since this value is below the 0.05 threshold, non-parametric statistical techniques are required for inferential analysis. Consequently, the Spearman's Rho coefficient was used to explore the relationship between the variables within the correlational approach of the study.

This procedure allows determining whether a significant link exists between the two variables and helps interpret the measures related to university social responsibility, as it is associated with the evaluation that students make of the service they receive. The analysis provides relevant evidence for understanding and interpreting the study's results.

TABLE IV
CORRELATION MATRIX

Spearman's rho		University Social Responsibility
Perceived Service Quality	r	0.757
	Sig. (bil.)	0.000
	N	179
Perceived Tangibility	r	0.726
	Sig. (bil.)	0.000
	N	179
Perceived Reliability	r	0.729
	Sig. (bil.)	0.000
	N	179
Perceived Responsiveness	r	0.594
	Sig. (bil.)	0.000
	N	179
Perceived Safety	r	0.679
	Sig. (bil.)	0.000
	N	179
Perceived Empathy	r	0.616
	Sig. (bil.)	0.000
	N	179

The correlation matrix in Table IV indicates a strong and statistically significant positive relationship between university social responsibility and perceived service quality (PSQ) as well as its individual dimensions. The overall correlation between university social responsibility and PSQ is 0.757 with a significant level of 0.000, which demonstrates a very strong positive association. This means that universities that implement higher levels of social responsibility tend to be perceived by volunteer students as providing higher quality services, supporting the study's general hypothesis.

Examining the dimensions individually, perceived tangibility shows a strong correlation of 0.726, suggesting that the quality of physical infrastructure, informational materials, and visible resources supporting social responsibility strongly affects students' perceptions of service quality. Perceived reliability correlates at 0.729, indicating that consistent fulfillment of commitments, timely execution of programs,

and transparency in management positively influence students' trust and perception of reliability. Perceived responsiveness, with a correlation of 0.594, shows that rapid and effective support for students' inquiries and participation contributes to better evaluations. Perceived safety and empathy, correlating at 0.679 and 0.616 respectively, highlight the importance of ethical practices, protection of student data, and personalized attention in shaping perceptions of service quality.

These results collectively confirm that a robust implementation of university social responsibility directly enhances students' perception of service quality, emphasizing that ethical, participative, and socially responsible practices are crucial for fostering student satisfaction, trust, and institutional commitment. This underscores the strategic role of university social responsibility in improving institutional performance and overall educational experience.

V. Discussion

The results of the present study provide compelling evidence that university social responsibility has a strong and significant positive relationship with perceived service quality (PSQ) among volunteer students in private universities in Villa El Salvador. These findings suggest that universities that consciously engage in ethical, responsible, and socially oriented practices can foster higher levels of satisfaction and perceived quality among their students. In particular, the correlation analysis indicates that as universities demonstrate a more robust commitment to university social responsibility, students' evaluations of service quality increase, confirming that institutional behavior, when aligned with ethical and socially responsible principles, directly impacts the user's perception of services [1], [12]. This result supports the theoretical notion that socially responsible universities are not only fulfilling their ethical obligations but also enhancing their educational effectiveness through the positive experiences of students [2], [3].

The organizational management dimension of university social responsibility, which emphasizes respect for labor rights, equity, transparency, environmental care, and participative decision-making, demonstrates a notable influence on students' perception of reliability and safety in service provision. The significant correlation with perceived reliability suggests that consistent fulfillment of institutional commitments, transparent project execution, and effectiveness in delivering socially oriented initiatives strengthen students' trust in the university, highlighting that the perception of dependable institutional behavior is critical for building confidence and legitimacy among stakeholders [7], [18], [19]. Similarly, the association with perceived tangibility indicates that the presence of adequate infrastructures, visual communication materials, and digital platforms reinforces students' perception of organizational commitment and professionalism, consistent with theoretical perspective that tangible elements, while not defining service quality alone, provide cues that enhance evaluative judgments [16], [17]. This evidence supports the premise that university social responsibility, when implemented with organizational clarity and strategic foresight, strengthens not only institutional image but also students' holistic perception of service quality [1].

The professional civic formation dimension, focused on fostering ethical values, civic engagement, social responsibility, and critical thinking, was significantly associated with perceived responsiveness and empathy. These results indicate that students perceive universities that promote active engagement, ethical awareness, and inclusion as more attentive and responsive to their needs. The alignment of professional formation and educational service quality is evident, as students' evaluation of responsiveness increases when universities demonstrate timely and effective support in social and educational initiatives [20], [21]. Furthermore, the positive association with empathy highlights that when universities tailor services to diverse student profiles and foster inclusive environments, students feel understood and valued, which strengthens their emotional connection to the institution and encourages participation in socially responsible initiatives [24], [25]. This finding corroborates the SERVQUAL model, which posits that service quality is multidimensional, encompassing both functional performance and emotional resonance, with empathetic engagement being central to enhancing students' perception of overall service quality [12], [14], [15].

The responsible knowledge production and dissemination dimension reflects the creation of collaborative, participatory, and transparent environments that allow students to interact meaningfully with the university and its community. Its positive correlation with responsiveness and reliability confirms that initiatives which promote dialogue, shared decision-making, and co-creation of knowledge are recognized by students as indicators of quality service, demonstrating that ethical and socially responsible knowledge management contributes not only to learning outcomes but also to students' perception of institutional effectiveness. Moreover, the authenticity in practice dimension, characterized by horizontal engagement with communities, co-created solutions, and respect for local knowledge, strongly relates to perceived safety, suggesting that ethical, transparent, and participatory institutional practices foster environments in which students feel secure and confident, which reinforces trust in the university's management and social responsibility initiatives [10], [11], [22], [23]. This reinforces the argument that ethical alignment and authenticity in institutional behavior are crucial for establishing a safe, credible, and socially valued learning environment.

In sum, the study's findings demonstrate a coherent convergence between theory and empirical evidence. Universities that integrate university social responsibility systematically across organizational management, professional

formation, responsible knowledge practices, and authentic engagement effectively enhance the perceived quality of services from students' perspectives. The evidence supports the notion that socially responsible practices improve institutional trust, responsiveness, tangibility, safety, and empathetic engagement, corroborating the theoretical models of Vallaeys [1] and the SERVQUAL framework [12]. These results highlight that university social responsibility is not an isolated ethical obligation but a strategic tool that strengthens institutional performance and contributes to a sustainable and socially inclusive higher education ecosystem, reflecting the multidimensional nature of both ethical responsibility and service quality in practice.

VI. Conclusions

The study made it possible to determine the relationship between university social responsibility and perceived service quality among volunteer students in private universities in the district of Villa El Salvador, 2025. The relationship was found to be highly positive and significant, validated through the Spearman's rho statistical test (sig. = 0.000). Regarding the strength of the relationship, it is considered positive and high (r = 0.757). This result indicates that university social responsibility programs generate a favorable and solid perception of service quality. It also confirms that social initiatives strengthen students' trust in university management.

The study also determined the relationship between university social responsibility and perceived tangibility among volunteer students in private universities in Villa El Salvador, 2025, validated through the Spearman's rho test (sig. = 0.000). The strength of this relationship is considered positive and high (r = 0.726). This indicates that the physical, material, and visible elements supporting university social responsibility are valued as indicators of institutional coherence. Tangibility thus reinforces the credibility of the actions undertaken.

The study identified the relationship between university social responsibility and perceived reliability among volunteer students in private universities in Villa El Salvador, 2025, validated through the Spearman's rho test (sig. = 0.000). The strength of the relationship is positive and high (r = 0.729). This shows that university social responsibility contributes to students perceiving the institution as reliable and consistent, strengthening volunteers' commitment to the projects developed.

The study examined the relationship between university social responsibility and perceived responsiveness among volunteer students in private universities in Villa El Salvador, 2025, validated through the Spearman's rho test (sig. = 0.000). The strength of the relationship is considered positive with moderate intensity (r = 0.594). This finding reflects that, while a positive association exists, improvements are still needed in the speed and effectiveness of responding to students' needs, representing an opportunity to optimize management processes.

The study determined the relationship between university social responsibility and perceived safety among volunteer students in private universities in Villa El Salvador, 2025, validated through the Spearman's rho test (sig. = 0.000). The strength of the relationship is positive with moderate intensity (r = 0.679). This demonstrates that university social responsibility also contributes to the perception of protection and trust in the academic environment. However, it is recommended to strengthen actions that consolidate student safety in all areas.

Finally, the study identified the relationship between university social responsibility and perceived empathy among volunteer students in private universities in Villa El Salvador, 2025, validated through the Spearman's rho test (sig. = 0.000). The strength of the relationship is positive with moderate intensity (r = 0.616). This result indicates that university social responsibility practices promote closeness and sensitivity to students' needs. Nevertheless, there is still room to develop a more empathy-centered institutional culture.

VII. Recommendations

First: It is recommended that senior management reinforce university social responsibility in private universities in the district of Villa El Salvador, as sufficient evidence was found demonstrating its relationship with service quality. Strengthening of the university social responsibility contributes to generating trust and institutional legitimacy across its dimensions. In this way, a positive impact is promoted both within the university community and in society at large.

Second: School directors are advised to strengthen university social responsibility in private universities in Villa El Salvador, given the evidence supporting its relationship with perceived tangibility. Enhancing this dimension will help project a stronger, more reliable, and coherent institutional image aligned with the social values promoted by the university. This leads to a more positive perception among students and other stakeholders, contributing to a higher-quality university experience.

Third: General management is recommended to reinforce university social responsibility in private universities in Villa El Salvador, as evidence supports its relationship with perceived reliability. Developing responsible practices linked to social responsibility in the university context increases students' and stakeholders' trust in the institution's ability to fulfill its commitments. Consequently, the university projects an image of seriousness, consistency, and commitment, essential attributes for consolidating perceived reliability.

Fourth: It is recommended to enhance university social responsibility in private universities in Villa El Salvador, given evidence of its relationship with perceived

responsiveness. The institution's social commitment fosters faster, more empathetic, and effective attention to the needs of students and the community. This allows users to positively value the university's capacity to respond in a timely and appropriate manner.

Fifth: General management is advised to strengthen university social responsibility in private universities in Villa El Salvador, as evidence supports its relationship with perceived safety. Promoting initiatives that benefit the community and society generates a more reliable institutional environment, where students feel supported and protected in the services provided. This reinforces the institution's credibility and strengthens trust in the quality and stability of its educational offerings.

Sixth: Schools are recommended to reinforce university social responsibility in private universities in Villa El Salvador, given evidence of its relationship with perceived empathy. Strengthening social responsibility in the university context fosters greater closeness and sensitivity to the needs of students and the community, demonstrating genuine concern for the well-being of all stakeholders.

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