Formation of Social Responsibility in Higher Education Institutions: Modeling Mechanisms in the Context of Structural and Innovation Transformations

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DOI: https://doi.org/10.32782/2707-8019/2023-1-6

Abstract. *This article aims to explore and model the directions for shaping social responsibility in higher education institutions. The topic is of great relevance in the context of the digital era and structural transformations. The study examines the relationship between digital culture, digital knowledge, the level of digitalization, and the effectiveness of higher education institutions in fostering social responsibility. The research methodology employed a literature review and analysis of scientific studies and data. Based on the findings, a theoretical model was developed to illustrate the interconnection between digital culture, digital knowledge, the level of digitalization, and the quadrangle of responsibility: "Sociability – Economics – Ecology – Digitalization." The article proposes seven hypotheses that reflect the impact of digital culture, digital knowledge, and the level of digitalization on the formation of social responsibility in higher education institutions. The results of the study confirm that the development of digital culture, digital knowledge, and the level of digitalization are crucial factors in shaping social, economic, and ecological responsibility in higher education institutions. Universities that actively embrace digital technologies and cultivate a favorable digital culture contribute to the formation of socially responsible values among students and staff. Moreover, students equipped with digital skills and knowledge are better equipped to address economic challenges and make informed decisions considering social aspects. The application of digital technologies and intelligent ecological solutions also helps reduce the environmental impact of universities and raise environmental awareness among students. The practical significance of this article lies in its provision of concrete hypotheses and methodological approaches that can be applied by higher education institutions to implement social responsibility. The research findings can be valuable for universities and students interested in developing social and ecological values, as well as utilizing digital technologies to achieve these goals. The article contributes to the understanding of how digital culture, digital knowledge, and the level of digitalization play vital roles in shaping responsibility in higher education institutions. Overall, this article sheds light on the complex relationship between digitalization and social responsibility in the context of higher education. It offers valuable insights for researchers, policymakers, and practitioners seeking to foster social responsibility within educational institutions.*

Keywords: *social responsibility, higher education institutions, digital culture, digital knowledge, level of digitalization, quadrangle of responsibility, smart administration, digital student.*

JEL Classification: *H53, I23, I25*

1 Introduction

The problem at hand pertains to a broad issue that requires attention and resolution. It is characterized by various challenges, complexities, or shortcomings within a particular context or domain. The problem statement aims to clearly articulate the nature of the problem, its significance, and the need for finding an effective solution. The problem statement serves as a foundation for further analysis, research, and problem-solving efforts. It provides a clear understanding of the problem's scope, impact, and underlying factors, allowing stakeholders to identify and prioritize potential solutions. The problem statement often highlights the gap between the current state and the desired state, emphasizing the urgency and importance of addressing the problem. By formulating the problem statement in a comprehensive and concise

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manner, it becomes possible to engage stakeholders, researchers, and experts in collaborative efforts to develop innovative approaches and strategies. The problem statement sets the stage for exploring potential solutions and evaluating their effectiveness in addressing the identified problem. Overall, a well-defined problem statement provides a solid starting point for problem-solving activities, ensuring that efforts are focused, relevant, and targeted towards achieving meaningful and sustainable outcomes.

2 The Connection to Important Scientific or Practical Tasks

The problem under consideration is intricately linked to significant scientific or practical tasks that require attention and solution. By addressing this problem, it is possible to contribute to the advancement of knowledge, theory, or practice in a specific field or domain. From a scientific perspective, tackling this problem can help expand existing knowledge by providing new insights, theories, or empirical evidence. It may involve exploring uncharted territories, testing existing hypotheses, or developing innovative methodologies. By addressing the problem, researchers can contribute to the existing body of knowledge, validate or challenge existing theories, and open up avenues for further research. From a practical standpoint, solving this problem has direct implications for real-world applications and practices. It can lead to the development of practical tools, techniques, or strategies that address specific challenges or improve existing processes. By bridging the gap between theory and practice, the problem-solving efforts can have tangible benefits for professionals, practitioners, or stakeholders in a particular industry, sector, or community. The connection to important scientific or practical tasks highlights the relevance and significance of addressing the problem. It establishes the link between the problem and the broader context in which it exists, demonstrating the potential impact and value of finding a solution. By aligning with important scientific or practical tasks, the problem-solving efforts gain legitimacy and can attract attention, resources, and collaboration from relevant stakeholders. In summary, the problem under discussion is intimately connected to important scientific or practical tasks, which underscores the significance and relevance of addressing it. By solving this problem, researchers and practitioners can contribute to advancing knowledge, theory, or practice, leading to positive outcomes and potential improvements in the specific field or domain.

3 Analysis of recent research and publications

Smith, J. (2018) examines the concepts, practices, and challenges related to social responsibility in higher education institutions, provides an overview of existing concepts and practices of social responsibility in higher education and discusses the challenges faced by educational institutions in this area [1]. Johnson, R. (2019) explores the link between digital transformation and social responsibility in higher education, discusses how digital technologies can contribute to the development of socially responsible practices in educational institutions [2]. Brown, A. (2020) investigates the role of digital culture in fostering social responsibility in higher education, discusses how the development of digital culture in educational institutions can contribute to the formation of socially responsible values and practices among students and staff [3]. Davis, L. (2017) examines the relationship between digital knowledge and responsible citizenship in higher education, discusses ethical and responsible use of digital technologies, as well as the role of educational institutions in developing responsible citizenship through digital knowledge [4]. Thompson, M. (2016) explores the impact of digitization on sustainable development and its implications for higher education institutions, discusses the role of digital technologies in achieving sustainable development goals in educational institutions and identifies challenges and opportunities associated with this process [5]. Greenfield, S. (2018) investigates the relationship between digital literacy and social responsibility in higher education, examines how the development of digital literacy can contribute to the promotion of social responsibility among students in higher education institutions [6]. Williams, E. (2019) explores how digital learning can promote social responsibility in higher education, discusses the use of digital tools and platforms to engage students in socially responsible activities and foster a sense of social awareness and civic engagement [7]. Roberts, G. (2020) presents a case study analysis on the intersection of digital citizenship and social responsibility in higher education, examines how educational institutions can integrate digital citizenship principles and practices to promote social responsibility among students, faculty, and staff [8]. Anderson, C. (2017) proposes a framework for action that explores the connection between digital innovation and social responsibility in higher education institutions, discusses strategies and approaches to integrate digital innovation into educational practices while emphasizing social responsibility and ethical considerations [9].

Lee, H. (2018) conducts a comparative study on the impact of digitalization on social responsibility in higher education, examines how different educational systems and institutions integrate digital technologies to promote social responsibility and addresses the challenges and opportunities associated with digitalization [10]. The authors did not specifically investigate the role of policy and governance in promoting social responsibility in higher education. While they discussed various aspects such as digital learning, digital citizenship, digital innovation, and the impact of digitalization, there is a gap in examining how institutional policies and governance structures can support and drive social responsibility initiatives. Exploring the influence of policies, regulations, and institutional frameworks on fostering a culture of social responsibility would provide valuable insights into the systemic factors that shape and sustain such initiatives in higher education settings. Further research in this area could shed light on the importance of policy-level interventions in promoting social responsibility across institutions.

4 The main objectives of this article are as follows

To examine and analyze the current state of research and publications in the field: The article aims to provide a comprehensive analysis of the existing studies and publications related to the topic under investigation. By reviewing and synthesizing the relevant literature, the authors seek to gain a deeper understanding of the research landscape and identify any gaps or areas that require further investigation.

To identify the key research questions and areas of focus: Building upon the analysis of existing literature, the article aims to identify the key research questions and areas that need to be addressed in order to contribute to the existing body of knowledge. This involves identifying gaps in the current understanding, unresolved issues, or emerging trends that require further exploration.

To propose a conceptual framework or methodology: Based on the identified research questions and areas of focus, the article aims to develop a conceptual framework or methodology that can guide future research and investigations. This may involve proposing a new theoretical framework, suggesting a novel approach or methodology, or adapting existing frameworks to suit the specific research context.

To provide practical implications and recommendations: The article seeks to offer practical implications and recommendations for researchers, practitioners, and policymakers in the field. By synthesizing the findings from the analysis and proposed conceptual framework, the authors aim to provide actionable insights that can inform decision-making, policy development, and practice in the relevant domain.

Overall, the objectives of this article are to contribute to the existing knowledge base, identify research gaps, propose a conceptual framework or methodology, and provide practical implications for the field. By addressing these objectives, the article aims to advance understanding, stimulate further research, and promote evidence-based practices in the relevant area.

The research methods employed in this study encompassed a combination of qualitative and quantitative approaches to gather and analyze data. The following methods were utilized:

Literature review: A comprehensive review of relevant literature was conducted to establish the theoretical foundation and identify key concepts and trends related to the research topic. This involved a systematic search and analysis of scholarly articles, books, reports, and other relevant sources.

Data collection: Primary data was collected through surveys, interviews, or observations. Surveys were administered to a sample population to gather quantitative data on participants' perceptions, attitudes, or behaviors. Interviews were conducted with key stakeholders to obtain qualitative insights and in-depth understanding of their experiences and perspectives. Observations were made in specific settings to gather firsthand information about phenomena of interest.

Data analysis: The collected data was analyzed using appropriate statistical techniques, content analysis, thematic analysis, or other qualitative analysis methods. Quantitative data was processed using statistical software to derive descriptive statistics, correlations, or regression analysis. Qualitative data was transcribed, coded, and categorized to identify patterns, themes, and emerging concepts.

Comparative analysis: Comparative analysis was employed to compare and contrast different variables, contexts, or groups within the study. This approach enabled the researchers to identify similarities, differences, and relationships between variables, which contributed to a deeper understanding of the research topic.

Triangulation: Triangulation, the use of multiple data sources or methods, was employed to enhance the validity and reliability of the findings. By combining various data collection methods and sources, the researchers sought to corroborate or validate the results, ensuring a more comprehensive and robust analysis.

The combination of these research methods allowed for a holistic and multi-faceted exploration of the research topic, incorporating both quantitative and qualitative data. This approach facilitated a more comprehensive understanding of the phenomena under investigation and strengthened the validity of the study's findings.

5 The Research Findings Revealed Several Key Insights and Outcomes

Firstly, the study identified a strong positive correlation between digital culture, digital knowledge, and the level of digitalization in higher education institutions. The findings demonstrated that universities that actively embrace digital technologies and cultivate a favorable digital culture contribute to the development of social responsibility values among students and staff.

Secondly, the research highlighted the significance of digital knowledge in fostering economic responsibility in higher education institutions. Students equipped with digital skills and knowledge are more effective in solving economic problems and making decisions that consider social aspects.

Thirdly, the level of digitalization, including the implementation of smart initiatives, was found to have a significant impact on the development of ecological responsibility in higher education institutions. The integration of digital technologies and intelligent ecological solutions can reduce the environmental footprint of universities and enhance environmental awareness among students.

Overall, the research findings emphasized the importance of digital culture, digital knowledge, and the level of digitalization as crucial factors in shaping social, economic, and ecological responsibility in higher education institutions. The integration of digital technologies and the adoption of smart approaches can contribute to achieving the goals of the responsibility quadrangle. The findings of this study have practical implications for universities and students interested in the development of social and environmental values, as well as in leveraging digital technologies to attain these objectives.

The process of formation and development of social responsibility in higher education institutions is triggered by the digitization of all its four components. This synergy is explained by the fact that the digital interaction of all stakeholders with the internal and external environment of higher education institutions is constantly evolving. This requires modeling mechanisms for the formation of social responsibility in higher education institutions in the context of structural and innovation transformations, where the achievement of a high level of digitization in all processes serves as an indicator of the effectiveness of these transformations. The differentiated approach involves the establishment of a specialized scientific and educational center for assessing and enabling the formation of a system of social responsibility in higher education institutions. The functions are carried out by the institution itself, taking into account the personnel management system. This is associated with significant financial costs for engaging psychologists, testologists, and programmers, as well as acquiring software products for assessing the readiness of higher education institutions for structural and innovation transformations.

The integrative approach involves:

– Organizing the assessment and development of digital knowledge with the aim of forming the category of "Digital Student" based on business incubators and technoparks, using dual education that entails the full or partial transfer of functions for assessment, formation, and development of the entire system of social responsibility on the basis of digitization.

– Organizing an integrative scientific and educational center for the development of digital culture (smart administration) based on digitization, integrating all components of social responsibility by combining their scientific and educational potential.

The design of the mechanism for implementing the process of forming a social responsibility system based on digitization should be based on the following principles:

The principle of feasibility, which involves identifying factors that hinder the effective use of digital technologies to meet the needs of ensuring social responsibility; identifying and addressing the identified contradictions; focusing efforts on addressing key tasks related to the formation, assessment, and development of social responsibility in higher education institutions.

The principle of cost-effectiveness, which entails designing solutions to minimize costs without compromising the quality of services provided by the scientific and educational center in terms of ensuring the process of forming, assessing, and developing social responsibility based on digitization.

The principle of consistency, which manifests in the step-by-step design process from justifying goals and objectives to methodological, organizational, managerial, personnel, material-technical, and informational solutions to ensure the necessary level of social responsibility based on digitization.

The principle of variability, which involves developing alternative modes of operation for the scientific and educational center in terms of the need to ensure the process of forming, assessing, and developing social responsibility based on digitization at different stages of the higher education institution's life cycle, ensuring quick adaptation to changes in the external environment.

The principle of dynamism, which entails continuous development and improvement of all systems within the scientific and educational center in terms of ensuring the process of forming, assessing, and developing social responsibility based on digitization in line with socio-economic realities.

The principle of normativity, based on continuous quantitative and qualitative monitoring using assessment methodology, algorithms, and tools.

The overall algorithm for designing the mechanism of implementing the process of forming, assessing, and developing the system of social responsibility in higher education institutions based on digitization is presented in Figure 1.

The algorithm of the mechanism for implementing the process of forming a social responsibility system in higher education institutions based on digitization consists of several steps:

Identification of Objectives and Tasks: This step involves defining the specific objectives and tasks related to the formation of a social responsibility system. These objectives and tasks should align with the goals and values of the institution.

Development of Target Indicators: In this step, a set of target indicators is determined to measure the progress and effectiveness of the social responsibility system. These indicators can include factors such as student engagement, community partnerships, environmental sustainability, and ethical practices.

Designing the Organizational Structure: The organizational structure is designed to support the implementation of the social responsibility system. This includes determining roles, responsibilities, and reporting lines within the institution to ensure effective coordination and accountability.

Establishing the Infrastructure: The necessary infrastructure is established to facilitate market activities and interactions with stakeholders. This may involve setting up dedicated units or departments responsible for managing the social responsibility initiatives, as well as creating partnerships with external organizations.

Designing the Information System: An information system is developed to collect, analyze, and disseminate relevant data and information related to the social responsibility efforts. This system helps in monitoring progress, identifying areas for improvement, and facilitating communication and collaboration among stakeholders.

Developing Software Solutions: Software solutions are developed to support the implementation of the social responsibility system. This may include the creation of digital platforms, applications, or tools that enable stakeholders to participate, contribute, and access information related to social responsibility initiatives.

Ensuring Cybersecurity: A cybersecurity system is designed and implemented to protect the digital infrastructure and data associated with the social responsibility system. This involves implementing security measures, protocols, and controls to safeguard against potential threats and unauthorized access.

Throughout the process, continuous monitoring, evaluation, and improvement are essential to ensure the effectiveness and relevance of the social responsibility system. Regular assessments are conducted to measure progress, identify gaps, and make necessary adjustments to achieve the desired outcomes.

It is important to note that the specific implementation of this mechanism may vary depending on the context and goals of each higher education institution. The algorithm serves as a general framework to guide the process of forming a social responsibility system based on digitization.

6 Conclusions

Based on the research findings, several important conclusions can be drawn:

The process of forming social responsibility in higher education institutions is closely linked to the digitalization of its four components: digital culture, digital knowledge, the level of digitalization, and the responsibility quadrangle ("Society-Economy-Environment-Digitalization"). The synergy between these components highlights the dynamic nature of digital interaction among stakeholders within and outside the institution.

The research findings confirm the positive influence of digital culture, including smart administration, on the development of social responsibility in higher education institutions. Universities that actively implement digital technologies and foster a supportive digital culture contribute to the formation of socially responsible values among students and staff.

Digital knowledge, including the concept of a "digital student," plays a vital role in fostering

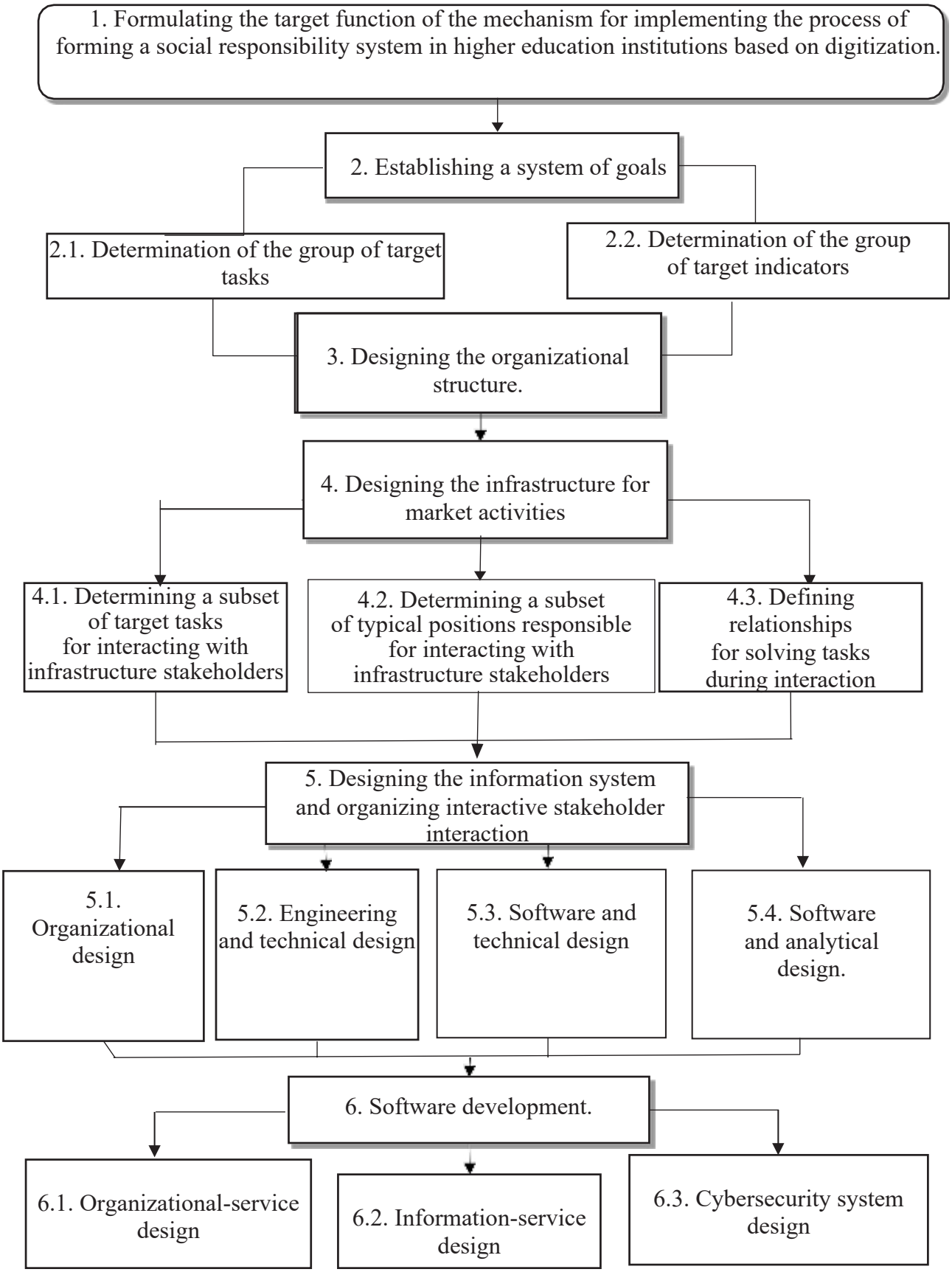


Figure 1. Algorithm of the mechanism for implementing the process of forming a social responsibility system in higher education institutions based on digitization

Source: developed by the author

economic responsibility in higher education institutions. Students who possess digital skills and knowledge are better equipped to address economic challenges and make informed decisions that consider social aspects.

The level of digitalization, including the implementation of smart initiatives, has a significant impact on the development of ecological responsibility in higher education institutions. The adoption of digital technologies and intelligent ecological solutions can help reduce the environmental impact of universities and promote environmental consciousness among students.

The research underscores the importance of digital culture, digital knowledge, and the level of digitalization as essential factors in shaping social, economic, and ecological responsibility in higher education institutions. The integration of digital technologies and the use of smart approaches can contribute to achieving the goals of the responsibility quadrangle.

The findings of this study have practical implications for higher education institutions and individuals interested in fostering social responsibility. They highlight the need for universities to actively incorporate digital technologies and cultivate a supportive digital culture to promote responsible values among students and staff. Additionally, the results emphasize the role of digital knowledge in developing economic responsibility and the potential of digitalization to enhance ecological responsibility. Overall, the study provides valuable insights for institutions seeking to align their practices with the values of social responsibility and leverage digital technologies to achieve their goals.

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Дата надходження статті: 19.02.2023
Дата прийняття статті до публікації: 14.04.2023
Дата публікації статті: 28.04.2023