

УДК 378:35

DOI: 10.30857/2786-5398.2023.4.3

Olena V. Ptashchenko

West Ukrainian National University, Ternopil, Ukraine

**PECULIARITIES OF SOCIAL RESPONSIBILITY OF HIGHER EDUCATION
INSTITUTIONS IN CONDITIONS OF INNOVATIVE CHANGES**

The main components of the general concept of "social responsibility" are defined in the presented work, as well as the specifics of the social responsibility of higher education institutions. The general components of social responsibility help create a balance between economic, environmental and social gains, contributing to sustainable development and improving the quality of life. The social responsibility of higher education institutions includes many aspects that help contribute to the sustainable development of society, the formation of civil society, and the improvement of living conditions. The purpose of the presented work is to determine the main components of social responsibility of higher education institutions in modern conditions of transformations and innovative changes and to determine the vector of development of higher education institutions under the conditions of taking into account the features of social responsibility. The main research methods of the presented question are: analysis and synthesis to determine the main components of social responsibility of higher education institutions, induction and deduction to determine the main vectors of the development of social responsibility of higher education institutions in the conditions of innovative changes, a graphic method to present the main results of the study. The main results of the presented research can be considered the following theses: HEIs should work on ensuring gender equality in the educational process and support women in higher education and research; Higher education institutions can develop partnerships with other educational institutions, public organizations and enterprises for joint projects and initiatives; institutions of higher education play an important role in scientific research, and their responsibility is to conduct objective, ethical and socially important research that can lead to new discoveries and solutions to current problems; HEIs should promote cultural diversity and mutual understanding by supporting intercultural initiatives and student exchanges; Higher education institutions should provide support to students and graduates in finding a job, internship, and opportunities for further education. These features of social responsibility of higher education institutions help to create conditions for quality education, development of society and improvement of quality of life within their influence.

Keywords: *responsibility; university; social responsibility of the organization; conditions of globalization; changes; structural changes.*

Олена В. Птащенко

Західноукраїнський національний університет, Тернопіль, Україна

**ОСОБЛИВОСТІ СОЦІАЛЬНОЇ ВІДПОВІДАЛЬНОСТІ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ
В УМОВАХ ІННОВАЦІЙНИХ ЗМІН**

В представленій роботі визначено основні складові загального поняття «соціальна відповідальність», а також визначено особливості саме соціальної відповідальності закладів вищої освіти. Загальні складові соціальної відповідальності допомагають створити рівновагу між здобутками в галузі економіки, екології та суспільства, сприяючи сталому розвитку та покращенню якості життя. Соціальна відповідальність ЗВО включає в себе багато аспектів, які допомагають сприяти сталому розвитку суспільства, формуванню громадянського суспільства та покращенню умов життя. Метою представленої роботи є визначення основних складових соціальної відповідальності закладів вищої освіти в сучасних умовах трансформацій та інноваційних змін та визначення вектору розвитку ЗВО за умов

врахування особливостей соціальної відповідальності. Основними методами дослідження представленого питання є: аналіз та синтез для визначення основних складових соціальної відповідальності ЗВО, індукції та дедуції для визначення основних векторів розвитку соціальної відповідальності закладів вищої освіти в умовах інноваційних змін, графічний метод для представлення основних результатів дослідження. Основними результатами представленого дослідження можливо вважати в наступних тезисах: ЗВО повинні працювати над забезпеченням гендерної рівності в навчальному процесі та підтримувати жінок у вищій освіті та дослідженнях; ЗВО можуть розвивати партнерські відносини з іншими освітніми установами, громадськими організаціями та підприємствами для спільних проєктів і ініціатив; заклади вищої освіти грають важливу роль в наукових дослідженнях, і їх відповідальність полягає в проведенні об'єктивних, етичних та соціально важливих досліджень, які можуть призвести до нових відкриттів і розв'язання актуальних проблем; ЗВО повинні сприяти культурній різноманітності та взаєморозумінню шляхом підтримки міжкультурних ініціатив та обміну студентами; ЗВО повинні надавати підтримку студентам і випускникам в пошуку роботи, стажуванні, та можливостей для подальшого навчання. Ці особливості соціальної відповідальності вищих навчальних закладів допомагають створювати умови для якісної освіти, розвитку суспільства та покращення якості життя у межах їх впливу.

Ключові слова: відповідальність; університет; соціальна відповідальність організації; умови глобалізації; зміни; структурні зміни.

Introduction. In the conditions of today's development, when the processes of integration and globalization come to the fore, economic processes undergo transformation, the issue of social responsibility acquires special importance. In the context of innovation and transformations, social responsibility provides the social component of control of these processes. It makes it possible to determine the main components of the necessary social vector of development and ensuring the environmental sustainability of innovative changes.

Social responsibility is a concept that includes various components that determine the obligations of organizations and individuals to society and the environment. The main general components of social responsibility are:

social activities. This component covers the efforts of organizations or individuals in solving social, environmental and economic problems of society. This may include charity, volunteering, donations, support of public initiatives, etc.;

environmental responsibility. This component refers to measures aimed at reducing the negative impact of activities on the natural environment. This includes the adoption of appropriate environmental standards, efficient use of resources and measures to reduce emissions and impact on the climate;

ethical behavior. This component involves compliance with moral norms, principles and standards in the activities of organizations and in personal life. This includes honesty, integrity, transparency and refraining from harmful practices;

social justice. This component provides for the protection of human rights, the fight against discrimination and inequality, the support of equal opportunities and participation in social programs and initiatives aimed at ensuring a fair distribution of resources and opportunities;

responsibility to the surrounding external environment. This component involves taking into account and meeting the needs and expectations of consumers and other members of the community. This may include developing products and services that benefit society and supporting local initiatives;

responsibility to employees. This component provides for the creation of safe, fair and favorable working conditions for employees. The presented includes compliance with labor standards, promotion of professional development and welfare of personnel;

positive impact on business and finances. This component involves creating long-term sustainability and success in business, based on social responsibility. This may include effectively managing risks and liabilities, developing partnerships with stakeholders, taking into account the interests of shareholders and investors and promoting sustainable economic growth;

consumer responsibility. This component includes the efforts of organizations and individuals to be responsible for the impact of their consumption patterns on social, environmental and economic aspects. This can include choosing goods and services that have a positive impact and rational use of resources;

a commitment to open dialogue with all stakeholders, including non-governmental organizations, government bodies, other companies, the academic community and the public. This facilitates the development of strategies and solutions that take into account different voices and opinions;

reporting and transparency. Organizations and individuals must provide information about their social responsibility and the results of their efforts in this direction. This includes publishing reports, being open about our activities and engaging with stakeholders;

social responsibility in education. Higher education organizations and educational institutions are responsible for educating students in the spirit of social responsibility and patriotism. They should include in the educational programs relevant courses and actions aimed at forming conscious and responsible citizens;

support and development of social initiatives. Socially responsible organizations support and develop social initiatives and projects aimed at solving current social problems, such as the fight against poverty, education, health care, etc.

These components are interconnected and complement each other in the formation of full-fledged social responsibility, which contributes to sustainable development and improvement of living conditions for society and the environment.

Based on the components of social responsibility presented above, we note that the social responsibility of higher education institutions is key to creating a society that promotes sustainable development and development of human capital. That is why the topic of the current research is relevant and timely.

Analysis of literary sources. In the conditions of modern digitization and the formation of the knowledge economy, the disorder in the field of education is receiving special attention. It is the high level of education that ensures the country's success and competitiveness. Issues of activity in the educational sphere were reflected in the works of D. Bayura, I. Hryshchenko, O. Grishnova, I. Krasovskiy, A. Krysovaty and many other modern researchers and economists.

Hryshchenko I. in his studies of the field of higher education focuses on the formation of an effective financial environment of higher education institutions, pays attention to the provision of self-sufficiency of educational institutions and the formation of an effective system of financial support [1].

The need for innovative development of universities and educational institutions is confirmed by the works of I. Krasovskiy and A. Krysovaty [2, 3].

Also, A. Krysovaty in his works focuses on the need for innovative development of higher education institutions in the context of the state-education-business "triad" [4].

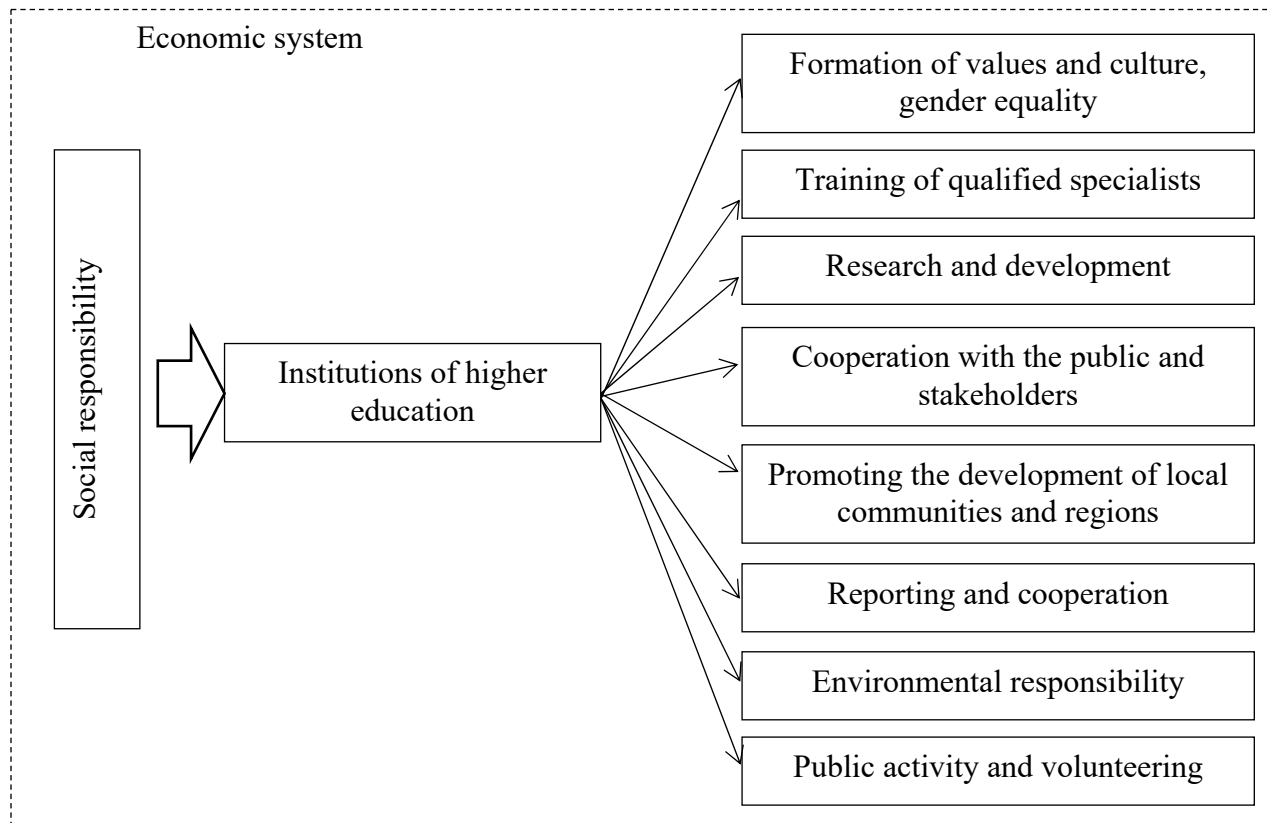
Researchers D. Bayur and O. Grishnova emphasize the need to provide quality education and promote the personal and professional development of students. This requires ensuring

accessibility, equality and inclusiveness of education. The presented questions emphasize the importance of social responsibility of higher education institutions in their work [6, 7].

Based on the works of the presented authors and other theoretical sources and statistical information, we note that the issue of social responsibility is relevant and requires careful research due to its variability and the change in modern conditions of development of national and world economies.

Aims. The purpose of the presented work is to determine the main components of social responsibility of educational institutions in the conditions of innovative changes and to determine the vector of development of higher education institutions under such conditions.

Research results. The social responsibility of higher education institutions (HEIs) plays a key role in their development, and also has a significant impact on the economy and society as a whole. That is why it is appropriate to consider the place of social responsibility in the general system of development of higher education institutions (Fig. 1).



Source: compiled by the author based on sources [7–10].

Fig. 1. The place of social responsibility in the general system of development of a higher education institution

Based on the presented fig. 1 to note that higher education institutions should interact with the public, public organizations, enterprises and other stakeholders to solve current social and economic problems; they can be catalysts for the development of local communities and regions, creating jobs, providing expert assistance and developing partnerships; can collaborate with other educational institutions, sharing experience and resources to improve education and research; can sponsor and promote community activism and volunteerism among their students and staff; can organize and support public initiatives and campaigns aimed at solving social problems and raising

public awareness; HEIs should support gender equality and diversity among students and staff, creating equal opportunities for all.

Thus, the place of social responsibility in the development of higher education institutions lies in their ability to influence social and economic processes, promote sustainable development and improve the quality of life in general. Social responsibility reflects the important role that higher education institutions play in shaping modern society.

The social responsibility of higher education institutions has its own branch specifics, which corresponds exactly to the educational orientation. That is why we will present some features of social responsibility of higher education institutions [11–13]:

Higher education institutions have a public mission in providing quality education and promoting the personal and professional development of students. This requires ensuring accessibility, equality and inclusiveness of education;

Higher education institutions should maintain active cooperation with the public and local communities. They must take into account the needs and expectations of society in program development, research and contribution to social issues;

Higher education institutions should develop sustainable and balanced approaches to management, finance and economic resources to ensure long-term efficiency and stability;

Higher education institutions should take into account environmental aspects in their activities, reducing the negative impact on nature and promoting sustainable use of resources.;

Higher education institutions should create a favorable environment for different groups of students, including people with disabilities, migrants, representatives of different cultures and tenders;

Higher education institutions should conduct research aimed at solving social problems, such as climate change, poverty alleviation and public health;

Higher education institutions should promote the development of civic consciousness among students and promote their participation in public and social initiatives;

Higher education institutions should promote the development of innovations, startups and entrepreneurship among their students and graduates;

Higher education institutions must be open and interact with the public, provide information about their activities and achievements;

Higher education institutions should actively cooperate with other institutions of higher education and join global initiatives aimed at achieving sustainable development.

The social responsibility of institutions of higher education (HEIs) acquires special importance in the conditions of innovative changes and globalization. Innovative changes involve the introduction of new approaches and technologies in teaching and research, and also affect the role of Higher education institutions in society. Based on this, we will present some features of the social responsibility of Higher education institutions in these conditions:

promoting innovation. Higher education institutions should actively support innovations in education and scientific research. This includes the development of new programs, technologies and learning methods, cooperation with innovative enterprises and the creation of incubators for startups;

education of innovators. HEIs should form the skills and mentality of innovators among their students, stimulating creativity and supporting the entrepreneurial spirit;

social integration. HEIs should take into account the needs and specifics of their region and community and actively cooperate with them for the development of regional innovations;

social equality. HEIs should ensure equal access to higher education for all layers of society, including vulnerable groups. This is important to ensure social justice and equal opportunities for all;

cooperation with business and community. HEIs should establish partnerships with businesses and local communities, promoting the exchange of knowledge and resources;

environmental sustainability. HEIs should pay attention to environmental sustainability and implement ecologically oriented practices in the management and educational process;

social responsibility of research. Higher education institutions should develop research aimed at solving social problems, such as the fight against poverty, climate change, health care, etc.;

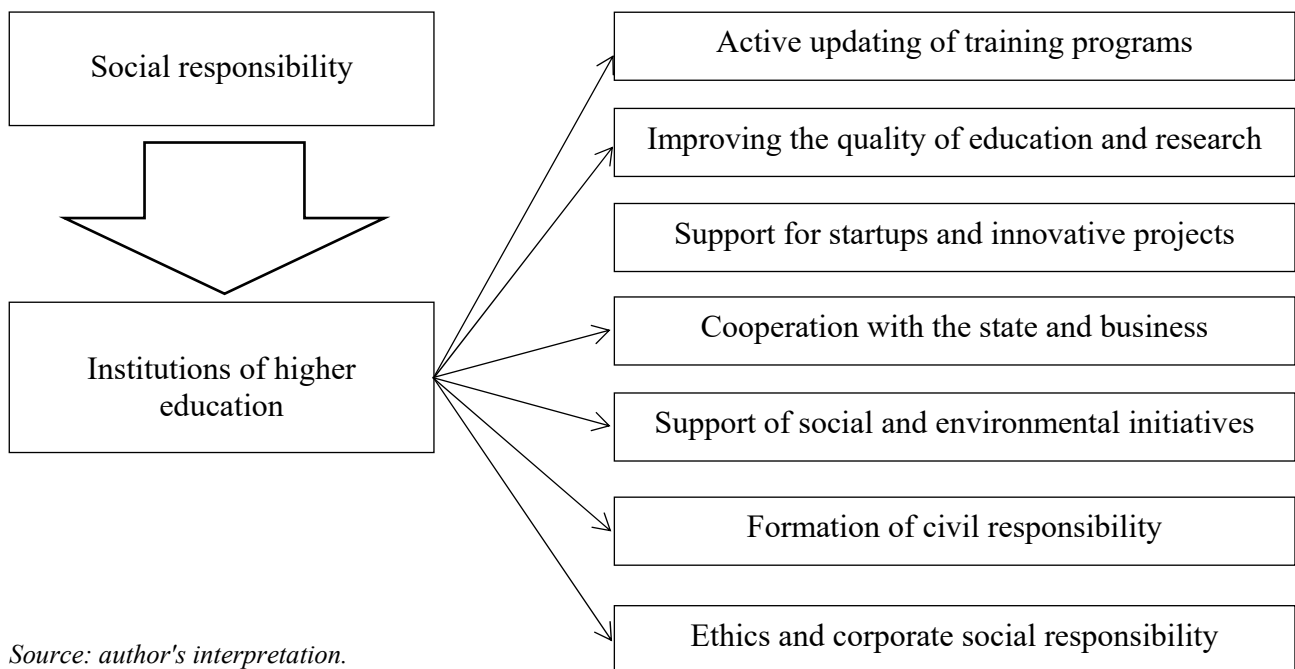
information transparency. HEIs must be open and interact with the public, provide information about their activities and achievements.

social responsibility in management. The administration of higher education institutions should consider social responsibility in the management process and make decisions that contribute to sustainable development;

social responsibility in the educational process. Higher education institutions should include courses on social responsibility in their training programs and actively support student initiatives in this field.

Social responsibility of higher education institutions in the conditions of innovative changes contributes to the creation of a sustainable and fair society and develops a generation of specialists who can influence social and environmental issues.

The development vector of higher education institutions in the conditions of innovative changes and consideration of social responsibility involves many important aspects. That is why it is expedient to present the directions of development schematically in fig. 2.



Source: author's interpretation.

Fig. 2. Development directions of higher education institutions taking into account the implementation of social responsibility in the conditions of innovative changes

Thus, these directions will help higher education institutions to be in a better position to solve modern challenges and improve the quality of education and activities in general, taking into account social responsibility towards society and future generations.

We should also note that the social responsibility of higher education institutions in the conditions of innovative changes should ensure the following:

to promote the development of interdisciplinary research and learning, which contributes to the understanding of complex problems and their solution;

fight for inclusiveness and equality, providing equal opportunities for all students, regardless of their individual characteristics;

promote healthy lifestyles among students and staff, including physical activity, balanced nutrition and psychological well-being;

to promote innovative scientific research, the development of new technologies and the solution of important social problems;

provide students with the opportunity to develop information and media skills that will help them critically evaluate information and be informed citizens.

References

Література

1. Hryshchenko, I. M. (Ed.). (2015). Theoretical and methodological substantiation of effective financial and economic models of higher education development. Kyiv: National Academy of Pedagogical Sciences of Ukraine.

2. Krasovskiy, I. N., Pilyavski, V. P., Shendrikova, S. P., Nazrieva, M. V. (2020). Mechanism of the innovation development in the university. *Advances in Economics, Business and Management Research*, 128, 2132–2140. DOI: 10.2991/aebmr.k.200312.296.

3. Krysovaty, A. (2015). The main paradigms of education and their essential characteristics. *Psychology and Society*, 1, 114–121.

4. Krysovaty, A., Ptashchenko, O. (2023). The mechanism of entrepreneurial innovation system in institutions of higher education. *Economics of Development*, 22(2), 51–60. DOI: 10.57111/econ/2.2023.51. URL: <https://ecdev.com.ua/uk/journals/t-22-2-2023/mekhanizm-pidpriemnitskoyi-innovatsiynoyi-sistemi-u-zakladakh-vishchoyi-osviti>.

5. Makhynia, N., Kichuk, Ya., Ptashchenko, O., Kyrylenko, K., Horchynska, K., Riznyk, V. (2021). Innovations in the educational process and pedagogical technologies under the influence of crisis phenomena and global digitalization. *Estudios de Economia Aplicada*, Vol. 39, No. 5. DOI: 10.25115/eea.v39i5.4789. URL: <http://ojs.ual.es/ojs/index.php/eea/article/view/4789>.

1. Hryshchenko I. M. (Ed.). Theoretical and methodological substantiation of effective financial and economic models of higher education development. Kyiv: National Academy of Pedagogical Sciences of Ukraine, 2015.

2. Krasovskiy I. N., Pilyavski V. P., Shendrikova S. P., Nazrieva M. V. Mechanism of the innovation development in the university. *Advances in Economics, Business and Management Research*. 2020. No. 128. P. 2132–2140. DOI: 10.2991/aebmr.k.200312.296.

3. Krysovaty A. The main paradigms of education and their essential characteristics. *Psychology and Society*. 2015. No. 1. P. 114–121.

4. Krysovaty A., Ptashchenko O. The mechanism of entrepreneurial innovation system in institutions of higher education. *Economics of Development*. 2023. No. 22(2). P. 51–60. DOI: 10.57111/econ/2.2023.51. URL: <https://ecdev.com.ua/uk/journals/t-22-2-2023/mekhanizm-pidpriemnitskoyi-innovatsiynoyi-sistemi-u-zakladakh-vishchoyi-osviti>.

5. Makhynia N., Kichuk Ya., Ptashchenko O., Kyrylenko K., Horchynska K., Riznyk V. Innovations in the educational process and pedagogical technologies under the influence of crisis phenomena and global digitalization. *Estudios de Economia Aplicada*. 2021. Vol. 39, No. 5. DOI: 10.25115/eea.v39i5.4789. URL: <http://ojs.ual.es/ojs/index.php/eea/article/view/4789>.

6. Baiura, D. O., Buian, O. A. (2012). Kontseptualni zasady mekhanizmu formuvannia korporativnoi sotsialnoi vidpovidalnosti v Ukraini [Conceptual foundations of the mechanism of formation of corporate social responsibility in Ukraine]. *Aktualni problemy ekonomiky = Actual problems of economics*, № 9 (135), P. 151–157 [in Ukrainian].
6. Баюра Д. О., Буян О. А. Концептуальні засади механізму формування корпоративної соціальної відповідальності в Україні. *Актуальні проблеми економіки*. 2012. № 9 (135). С. 151–157.
7. Hrishnova, O., Bekh, S. (2014). Sotsialna vidpovidalnist universytetiv Ukrainy: porivnialnyi analiz i osnovni napriamy rozvytku [Social responsibility of Ukrainian universities: comparative analysis and main directions of development]. *Visnyk Kyivskoho natsionalnoho universytetu imeni Tarasa Shevchenka. Ekonomika = Bulletin of Taras Shevchenko Kyiv National University. Economy.*, № 5, P. 11–17. URL: http://nbuv.gov.ua/UJRN/VKNU_Ekon_2014_5_4 [in Ukrainian].
7. Грیشнова О., Бех С. Соціальна відповідальність університетів України: порівняльний аналіз і основні напрями розвитку. *Вісник Київського національного університету імені Тараса Шевченка. Економіка*. 2014. № 5. С. 11–17. URL: http://nbuv.gov.ua/UJRN/VKNU_Ekon_2014_5_4.
8. Kalashnikova, S., Vlasova, I. (2022). Rozshyrennia finansovoi avtonomii universytetiv yak instrument pidvyshchennia yikh sotsialnoi vidpovidalnosti [Expanding the financial autonomy of universities as a tool for increasing their social responsibility]. *Mizhnarodnyi naukovyi zhurnal "Universytety i liderstvo" = International Scientific Journal "Universities and Leadership"*, № 13, P. 55–69. <https://doi.org/10.31874/2520-6702-2022-13-55-69> [in Ukrainian].
8. Калашнікова С., Власова І. Розширення фінансової автономії університетів як інструмент підвищення їх соціальної відповідальності. *Міжнародний науковий журнал "Університети і лідерство"*. 2022. № 13. С. 55–69. <https://doi.org/10.31874/2520-6702-2022-13-55-69>.
9. Okhrimenko, O. O., Ivanova, T. V. (2015). Sotsialna vidpovidalnist: navch. posib. [Social responsibility: education. manual]. Kyiv: National Technical University of Ukraine "Kyiv Polytechnic Institute". 180 p. [in Ukrainian].
9. Охріменко О. О., Іванова Т. В. Соціальна відповідальність: навч. посіб. Київ: Національний технічний університет України "Київський політехнічний інститут", 2015. 180 с.
10. Pidhornyi, A. Z., Korolova, T. S., Pavlova, T. V., Lapina, I. S. (2017). Problemy upravlinnia finansamy vyshchikh navchalnykh zakladiv: monohraf [Problems of financial management of higher educational institutions: monograph]. Eds. A. Z. Pidhornyi. Odesa: FOP Huliaieva V.M. 152 p. [in Ukrainian].
10. Підгорний А. З., Корольова Т. С., Павлова Т. В., Лапіна І. С. Проблеми управління фінансами вищих навчальних закладів: монограф. За ред. А. З. Підгорного. Одеса: ФОП Гуляєва В.М., 2017. 152 с.
11. Pochtoviuk, A. B. (2013). Profesiinokvalifikatsiina vidpovidnist yak vektor rozvytku vyshchoi shkoly v interesakh natsionalnoi ekonomiky [Professional qualification compliance as a vector of higher education development in the interests of the national economy]. *Naukovi zapysky Natsionalnoho universytetu "Ostrozka akademiia". Serii: Ekonomika = Scientific notes of the National University "Ostroh Academy". Series: Economy*,
11. Почтовіюк А. Б. Професійно-кваліфікаційна відповідність як вектор розвитку вищої школи в інтересах національної економіки. *Наукові записки Національного університету "Острозька академія". Серія: Економіка*. 2013. Вип. 24. С. 44–48.

Vol. 24, P. 44–48 [in Ukrainian].

12. Fedulova, L. I. (2008). Sotsialni innovatsii v systemi sotsialno-ekonomichnykh vidnosyn [Social innovations in the system of socio-economic relations]. URL: https://www.nbu.gov.ua/portal/soc_gum/usoc/2008_3/60-74.pdf [in Ukrainian].

13. Shevchenko, L. S. (2011). Sotsialna vidpovidalnist vyshchikh navchalnykh zakladiv: aspekt yakosti osvity [Social responsibility of higher educational institutions: aspect of quality of education]. *Visnyk natsionalnoho universytetu "Iurydychna akademiia imeni Yaroslava Mudroho" = Bulletin of the National University "Yaroslav the Wise Academy of Law"*, № 4 (7), P. 5–15 [in Ukrainian].

12. Федулова Л. І. Соціальні інновації в системі соціально-економічних відносин. URL: https://www.nbu.gov.ua/portal/soc_gum/usoc/2008_3/60-74.pdf.

13. Шевченко Л. С. Соціальна відповідальність вищих навчальних закладів: аспект якості освіти. *Вісник національного університету "Юридична академія імені Ярослава Мудрого"*. 2011. № 4 (7). С. 5–15.