

Emotional Intelligence as a Predictor of Social Responsibility Among Nursing Students of the University of La Salette, Inc.

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ABSTRACT

Emotional intelligence (EI) and social responsibility are fundamental qualities that shape the competence and ethical foundation of future nurses. Since healthcare professionals are a critical component in patient care and community health, developing these qualities among nursing students is necessary for their success within society and the healthcare sector. This study aimed to assess the emotional intelligence and social responsibility levels of nursing students and further examines their relationship. Using the descriptive cross-sectional correlational design, the study surveyed 286 nursing students from University of La Salette Inc. ranging from 1st to 4th year nursing students using two adopted questionnaires. The Schutte Self-Report Emotional Intelligence Test (SSEIT) and the Social Responsibility Scale. The findings indicate that there was a significant relationship between emotional intelligence and social responsibility. The findings indicated that the emotional intelligence of the respondents scored at a moderate level, meaning that they can recognize and regulate emotions but need to improve. The findings also indicated that their social responsibility was high, showing that they are capable of making meaningful contributions to society. The findings indicated a moderate positive correlation between the two variables, such that as one rises, so does the other. With this moderate positive correlation, they can to a certain extent predict one another. The research upholds the importance of educational training and courses for the improvement of nursing students' emotional intelligence (EI) and social responsibility in order to equip them for their role in society, as well as the medical profession.

Keywords: Emotional Intelligence, Social Responsibility, Nursing Students, Predictor

INTRODUCTION

Social responsibility and emotional intelligence have grown in importance in today's environment, which is marked by increased transparency and interconnectedness (Maccarrone & Contri, 2021). Furthermore, Ahsan (2023) states that to efficiently respond to changing society demands while improving their reputation and overall performance. Organizations are expected to function well while also having a positive impact on the environment and society. This necessitates the establishment of organizations capable of comprehending societal issues, responding to them, and assisting people in developing a social responsibility culture. As individuals navigate complex social environments, their ability to understand, manage, and utilize their emotions effectively becomes increasingly important. Emotional intelligence (EI) plays an important role in helping people manage their social and professional relationships well. In nursing, EI is regarded as one of the primary components of care proficiency (Belay & Kassie, 2021).

Social responsibility, on the other hand, is a sort of obligation that is described by the amount of knowledge and insight that each person has from his position to impact society (Najimi, 2021). Acting with thoughtfulness and consideration for others' well-being is associated with emotional intelligence. Research argues that a person with higher emotional intelligence seems inclined to develop a stronger sense of responsibility toward society. People who are more emotionally conscious mostly demonstrate greater empathy and collaborate effectively with others. Despite having relevant researches on studies of emotional intelligence and social responsibility, there remains a lack of studies in relation to nursing contexts, most specifically the correlation between the two variables. Understanding the relationship between the two is crucial. Thus, this study aims to investigate the relationship between emotional intelligence and social responsibility as well as how one predicts the other.

Individuals' responsibility in adapting to life events is based on the tangled collaboration of intellectual and emotional capacities, and a person's success in life depends on his emotional responses (Najimi, 2021). Understanding emotional intelligence as the primary component of inner emotion enables people to recognize diverse situations and select goods that are appropriate for their lives and others (Arikan, 2020). Given that healthcare practitioners are at the forefront of healthcare delivery, they must improve their job performance by exercising better emotional control and developing stronger relationships.

Nursing is a social and emotional science that necessitates strong relationships between healthcare personnel when providing care to patients and their families. Nursing students are expected to care. They are likely to possess characteristics that are highly valued in professional nursing. Numerous research has revealed positive associations between high EI nurses and improved interpersonal interactions, nursing work performance, and organizational patient safety results (Mazzella-Ebstein, Tan, Panageas, Arnetz, & Barton-Burke, 2021). According to a recent study, job engagement and emotional intelligence (EI) are positively correlated, suggesting that EI is the primary factor influencing the improvement of nurses' overall working quality (Turjuman & Alillyani, 2023).

Successful staff nurses were shown to have average to high emotional intelligence profiles in some recent research that evaluated their emotional intelligence (Minster, 2020). Consequently, there were markedly lower infection rates, fewer patients in need of pressure ulcer evaluation, and fewer patient falls that resulted in injuries. Stronger conflict resolution skills, more satisfied patients, and better nursing staff retention are all linked to high emotional intelligence. Additionally, there is proof that including emotional intelligence in the nursing curriculum is positively correlated with academic results like grades, nursing success, and higher retention rates. Current professional nursing standards and recommendations utilized in curricula include attitudes and values that are compatible with emotional-social intelligence skills. Professional standards such as Quality and Safety Education for Nurses (QSEN) Competencies, The Essentials of Baccalaureate Education for Professional Nursing Practice, and the American Nurses Association's Nursing Standards and Scope of Practice are frequently cited in undergraduate nursing education programs. Each of these widely used publications cites skills that align with what is commonly referred to as emotional intelligence (Minster, 2020).

Hence, this research will identify how emotional intelligence (EI) correlates with social responsibility in nursing students at the University of La Salette, Inc. It will tell how EI affects their social responsibility. Indeed, at present, it is their ability to recognize and control emotion that becomes critical for nursing students in reflecting their ethical behavior and ensuring their ability and flexibility in terms of clinical environment. The research will investigate and bridge this gap to train nurses who are emotionally intelligent and socially responsible enough to answer to the demands of patient care.

LITERATURE REVIEW

Emotional intelligence

In a number of studies, numerous social and emotional abilities, also called noncognitive traits, have been proven to be in direct beneficial association with the academic process outcomes in front of kids, concurrently with their school performance. The school creates an ideal environment for promoting the social-emotional and academic development of students by providing direct access to all children and providing them with characteristics like gaining responsibility, receiving necessary education, and contributing to society (Arikan, 2020). In addition, students who are stressed by academic issues perceive this stress as non-threatening and have low cortisol and blood pressure levels, even being able to return to emotional homeostasis faster (Trigueros et al, 2020). Emotional intelligence (EI) has become a widespread impression of people. Research unquestionably demonstrates that emotionally intelligent individuals excel in their academics because they are in good mental health and produce higher-quality work (Iqbal et al, 2021).

Furthermore, in this setting, emotional intelligence is the primary source of drive, knowledge, and creativity. Understanding emotional intelligence as the primary component of inner emotion enables people to recognize diverse situations and select goods that are appropriate for their lives. Emotional intelligence is a significant internal component that influences individuals' behaviors and trends, as well as their capacity to evaluate and implement their tendencies in a variety of contexts. Asserts that top achievers possess emotional intelligence capabilities that function in tandem with cognitive abilities.

Accordingly, it is proposed that emotional intelligence is made up of four major skills that are interconnected. The first skill is the ability to recognize emotions, which involves capturing one's own and others' sentiments using information obtained via facial expressions, verbal communication, body language, or other indicators. The second skill is the ability to use emotions, focus attention, think logically, and produce, use, and feel emotions to communicate effectively. The next ability is to comprehend emotional processes. This skill necessitates recognizing which events are likely to elicit various types of emotions, being able to mix what is required from complex emotion bundles, and comprehending how emotions grow over time. The final skill is that individuals can manage their own emotions and deal with emotionally stressful interpersonal circumstances (Lane & Smith, 2021).

Hirai and Yoshioka (2020) states that Emotional Intelligence, also known as emotional quotient, refers to a person's ability to recognize and control one's own and other people's feelings to conduct socially acceptable. This competence is primarily used in social situations. Furthermore, this capacity allows people to focus on appropriate emotional observation and expression, which is a non-cognitive talent that influences competency in dealing with a wide range of situations. Similarly, emotional intelligence (EI) is a skill that focuses on correct emotion observation and expression, comprehension of emotional information, using feelings to facilitate thought, and regulating emotions in oneself and others.

Furthermore, emotional intelligence, which is also known as emotional quotient, is the capacity of an individual to recognize, understand, and regulate their own and other people's feelings to act in a way that is acceptable to society. The primary application of this competence is in social situations. Additionally, this capacity helps individuals to concentrate on accurately perceiving and expressing emotions. This is a non-cognitive skill that affects competency in managing a range of circumstances. In a similar vein, EI is a skill that centers on accurate emotion detection and expression, knowledge of emotions, using emotions to guide thought, and controlling emotions in both oneself and others.

Furthermore, emotional intelligence is a sort of intelligence that involves the ability to recognize one's feelings (empathy) and use them to make acceptable decisions in life, as well as the ability to manage mood, mental state, and impulses (social skills). Individual responsibility for coping and adapting to life events is dependent on the interplay of intellectual and emotional capacities, and one's success in life is dependent on the ability to think about one's own and others' emotional experiences, as well as the ability to reciprocate rational arguments about oneself or others. The scenario encourages emotional compromise. Emotional intelligence is crucial for increasing efficiency in organizations, particularly in healthcare (Najimi, 2021).

Arikan (2020) states that it is worth emphasizing that students' emotional states have the capacity to influence their thinking and that when they feel safe, joyful, or comfortable with the subject, they learn more effectively. If students are very excited and panicked, they work carelessly or quickly rather than consistently or attentively. Sydänmaanlakka (2024) noted that emotions such as anger, worry, and sadness have the potential to disrupt students' learning efforts by interfering with their capacity to participate in current tasks.

Achieving self-balance and confidence in facing life's difficulties demands a strong level of emotional intelligence. This skill enables individuals to cope with stress, support social roles, and sustain an inner equilibrium (Bsharat, 2024). It also necessitates the capability to be driven, inventive, and operate at an optimal level to accomplish a task (Belay, 2021).

Furthermore, our thoughts affect how we feel, and our feelings influence how we think. When the information is favorable, we are inspired to act and achieve our goals. When the input is evaluated negatively, we do not act or learn. While Intelligence Quotient (IQ) has long been used to predict a student's performance, as the globe enters the twenty-first century, research reveals that EI is a greater predictor of "success" than traditional measurements of cognitive intelligence. EI is one such feature that can help pupils successfully transition from one setting to another. Emotional intelligence abilities are critical for human performance and the administration of effective learning organizations (Kumar, 2020).

Numerous studies have found that EI levels rise with age, particularly among first- and final-year nursing students. It is critical for effective clinical settings, leadership skills, and patient safety in nursing (Toqan et al, 2022). In addition, Kikanlo indicated that emotional intelligence contributes as much as 80% to an individual's

success in life, while the rest of them could be the result of intelligence quotient. He also believed that it could be improved by training and corrective programs such as therapeutic techniques. In fact, emotional intelligence has a more important role than general intelligence in individuals' success in various fields of study and competence attainment.

Based on the study in 2022, presented emotional intelligence among nursing students. The study found out that there was a significant difference in emotional intelligence between nursing students in their first and third year of study suggesting that students' emotional intelligence changes over time with years of education and age, suggesting that emotional intelligence skills can be improved. Students may also grow and mature over the years of education, but other factors outside of the study program may impact the findings. The study recommends further research on the transitioning from being a student to a registered nurse working in practice to evaluate changes in EI over the years of experiences in professional realm would be interesting and also investigating whether workshops and training courses on EI influence EI their EI scores after graduation (Budler, Gosak, Vrbnjak, Pajnkihar & Stiglic, 2022).

Several studies suggest that EI correlates with good conflict management skills with supervisors, better clinical communication, and better relationships with patients and their families. However, training based on emotional development is scarce in nursing education programs for healthcare education in general while emotions are an integral part of the care professions. Thus, the study suggests implementation of a training program focusing on knowledge, ability, and trait that could allow effective development of EI for these students but also healthcare professionals in general (Dugué, Sirost & Dosseville, 2021).

Social Responsibility

In the framework of Social Responsibility, it was discovered that students' social responsibility is not only a valued outcome but also has an impact on information acquisition and cognitive skill progression. School has the capacity to have a lasting influence on children. Social responsibility is essential for students and teachers. Schools influence students' self-concept, ambitions, and success beliefs, among other things. They have a substantial influence on later schooling and employment. (Nathani, 2020).

Social duty is "closely connected with many professions, providing an important construct for guiding the overall development of these professions and their members". Furthermore, they regard social responsibility as inextricably linked to a variety of humanistic principles, including human rights, social justice, and community engagement (Pylypyshyn et al, 2024).

Furthermore, social responsibility is a form of obligation that is defined by the amount of knowledge and insight that each individual has from his position to impact society (Najimi, Doustmohamadi & Omid, 2021). Taking a proactive approach and guaranteeing awareness of social responsibility aspects within the student body will provide such colleges a competitive edge over others (Jordaan, 2020).

In general, social responsibility is a sort of public support for others' needs that highlights societal challenges that are influenced by contemporary global societies and communities. Nursing, as a specialty that focuses on human care, has the potential and expertise to help communities thrive. Nursing, as a profession, allows you to focus on a society's well-being while pushing for social change. Because nurses account for the vast majority of healthcare providers, the nursing profession must take the lead in social responsibility. Nursing has the ability to do this, not only because it is right, but also because many nursing school curricula prepare nurses to take on this role. Nursing has a commitment and responsibility to fulfill a social contract of care with society (Pylypyshyn et al, 2024).

Responsibility is not the result of maturity, but rather its source and it begins with obedience, progresses to ethical or caring in the way that our actions and attitudes affect others, becomes courteous, and culminates in service to others. And the individual's responsibility to others through his interaction and respect for the rights and opinions of others, as well as his comprehension of their issues and seeking appropriate solutions for their advancement and accomplishing joint goals (Naser, 2021).

Relationship of Emotional Intelligence and Social Responsibility

Individuals with strong emotional intelligence are regarded to be more adept at addressing diverse obstacles in both educational and social settings (Juniar et al, 2023). Furthermore, student responsibility is defined as "the

extent of effort that students put into educationally beneficial activities that result in successful outcomes." Emotional intelligence promotes student responsibility by linking its range of emotional skills to improved academic and social outcomes in higher education contexts.

Students attain social goals through peer interactions, college housing, professional experiences, and meaningful leadership responsibilities (including communication and teamwork). According to the research, kids with higher EI levels demonstrate more adaptive features, such as social and leadership ability. Furthermore, it was discovered that people with higher EI can use the emotional components of their experiences to form better connections with other team members, hence improving cooperation and teamwork (Zhoc et al, 2020).

According to Winter & Mccan (2022), it has been identified that the theories of Emotional Intelligence and Social Intelligence contribute effectively to the strategies for leadership in supervising their followers and their organization. Furthermore, EI is a useful indicator of happiness, health, and quality of life. Because of this, specialized emotional intelligence (EI) education helps people better comprehend their own feelings as well as those of others, which promotes social adaptation (Lievens et al, 2022).

According to the study's findings, which showed a link between emotional intelligence and social responsibility, as well as some of their components, and meaningful job performance, improving healthcare providers' and caregivers' knowledge and skills in the fields of social responsibility, emotional intelligence, and their components appear to be necessary (Najimi et al, 2021). These fundamental attributes must be established for children to succeed not only in school but also in life. Those without these skills are less likely to succeed (Arikan, 2020).

METHODOLOGY

Research Design. The study used a cross-sectional correlational research design. The current study is relevant to this research design because this approach is effective in assessing the linkage between Emotional Intelligence (EI) and Social Responsibility (SR) by assessing the two constructs within the same time frame. It has been noted that SR and EI are more or less constant in nature, hence in a cross-sectional analysis, it is easier to obtain the distribution of such qualities among the population of students and therefore focus on the relation between the former's EI and the latter's SR.

Setting and Participants. The study was employed at the University of La Salette, Inc. Santiago City, a premiere Roman Catholic institution of advanced education in Santiago City, Isabela, Philippines. It is a top-performing university within and even beyond the region.

The participants of the study will be the nursing students of the University of La Salette with the following criteria:

1. 1st year to 4th year nursing students
2. Currently enrolled in the 1st semester of academic year 2024-2025

Population, Sample Size & Sampling Procedure. The overall population of the participants in this study was 1,113 individuals. A sample size of 285 was determined using the Raosoft Sampling Calculator at 95% level of confidence, 50% response distribution, and 5% margin of error. Using Stratified Random Sampling, sample sizes were identified and proportionally divided as follows: 1st year with a sample size of 100, 2nd year with a sample size of 78, 3rd year with a sample size of 60, and 4th year nursing students with a sample size of 48.

Year Level	Total Population (N)	Sample Size (n)
1st year	390	100
2nd year	301	78
3rd year	234	60
4th year	188	48
Total	1,113	286

Research Instrument/Technique. The researchers utilized open access research questionnaires as the research instrument. The instrument in this study is divided into 3 parts. The first part contains the socio-demographic

characteristics of the respondents such as age, sex and year level. The second part covers the questionnaire related to emotional intelligence. The third part covers the questionnaire related to social responsibility.

The Schutte Self-Report Emotional Intelligence Test (SSEIT) was used by the researchers to evaluate emotional intelligence. The validity of the SSEIT for this purpose is ensured by the 33 self-report questions that are intended to assess emotional intelligence using a Likert scale using 1 (Strongly Disagree) 2 (Disagree) 3 (Neither Agree or Disagree) 4 (Agree) to 5 (Strongly Agree) scale of responses. A Cronbach Alpha was determined, resulting reliability rating of 0.90.

The Social Responsibility is an 18-item question that uses a 6-point Likert using 1 (Strongly Disagree) 2 (Disagree) 3 (Partially Disagree) 4 (Partially Agree) 5 (Agree) 6 (Strongly Agree) to measure the response. The Cronbach's Alpha for each dimension is higher than 0.8.

Data Analysis. The following were the statistical treatments/tools used by the researchers in treating the data gathered. The study utilized a frequency and Percentage count. This will be used to determine the profile of the respondents in terms of age, sex, year level, and to determine the level of emotional intelligence and social responsibility the study used Scoring summation.

Total scale scores are calculated by summing all items. Scores can range from 33 to 165, the student considered to have low EI (33-77), moderate EI (78-121), high EI (122-165).

Range	Interpretation
122-165	High Emotional Intelligence
78-121	Moderate Emotional Intelligence
33-77	Low Emotional Intelligence

Total scale scores are calculated by summing all items. Scores can range from 33 to 165, the student considered to have low EI (33-77), moderate EI (78-121), high EI (122-165).

Range	Interpretation
77-108	High Social Responsibility
48-77	Moderate Social Responsibility
18-47	Low Social Responsibility

Ethical considerations. It is important to evaluate the ethical considerations to protect the privacy and confidentiality of the respondents. The respondents' consent was acquired by outlining the aims and purpose of the study. By discussing these important details, the respondents will be able to understand their role in completing the research.

Data Privacy. The researchers took data privacy measures in handling and storing respondents' information in compliance with the Data Privacy Act, which prevents the interference or wrong usage of the private information throughout the entire research.

Consent. The respondents were able to express their consent without manipulative tactics or coercion.

Confidentiality. The respondent's confidentiality was protected by not releasing their names or personal information during the research. Only details that are relevant to addressing the study questions will be included.

Anonymity. The researchers ensured that the identities of the respondents were not connected to any of their responses. Personal information was kept confidential thus upholding their privacy during the entire duration of the research and after.

RESULTS AND DISCUSSION

This section presents the results of the survey, explaining the findings based on participant responses. All the data collected has been carefully examined and interpreted to support the research objectives. To enhance clarity and precision, the data is presented in tabular format. An in-depth analysis and interpretation of each table is provided to further explain the results.

Demographic Profile

The demographic profile of the respondents helps in understanding the context in which the results of the study were obtained. This section will cover such variables as age, gender, year level, which might have an influence on the emotional intelligence and social responsibility. Knowing these facts may help in interpreting the results in more depth, which will help to understand whether there is any relationship in the emotional intelligence and social responsibility among the different demographic groups.

Table 1. Distribution of the Nursing Students According to Their Demographic Profile

Year Level	f	%
1st Year	100	35.0
2nd Year	78	27.3
3rd Year	60	21.0
4th Year	48	16.8
Sex	f	%
Male	68	23.8
Female	218	76.2
Age	f	%
17-18 years old	75	26.2
19-20 years old	137	47.9
21-22 years old	65	22.7
23 years old and above	9	3.1

According to the findings of this study, the majority of the respondents are 19-20 years old accounting for 47.9%. These findings differ with the study of Ramadan (2020) where they reported that 52% of the studied students were aged 22 years, with mean age 21.90 ± 6.89 years. The findings showed that students 23 years old and above have the highest EI in proportion (66.7%) compared to younger students. This was supported by the previous study of Oztimurlenk (2020) where they found that the Emotional Intelligence (EI) of an individual is determined by their age. They revealed that as one grows older, they are likely to understand others better and control their own emotions because of the life experiences they have gained. Regarding the student's sex, most of the nursing students were female. Like the study of Ramadan (2020), 92% of them are females. The findings indicated that male who possessed high EI are higher in proportion (44.1%) compared to female respondents (39%). This was supported by a previous study of Ordu and Cihan (2024), where they found that female individual social responsibility was found to be statistically significantly higher than male. Furthermore, a study by Reig-Alexandre et al (2021) also found a significant difference in the degree of social responsibility in favor of women. The results showed that women gave greater value to social commitment, coherence with one's values and civic spirit than men. Meanwhile, most of the respondents came from 1st year, comprising the most significant portion of 35%. It corresponded to the sampling method done on the population of selected students taking Bachelor of Science in Nursing at the University of Lasalette, Inc. However, despite being the highest in proportion, the findings showed that 1st year nursing students possess the lowest percentage of high EI while 4th year nursing students have the highest proportion.

Level of Emotional Intelligence

This section examines the emotional intelligence level of students who can be classified into high, moderate, or low. These levels will provide information on their ability to recognize, manage, and express emotions that can affect their social interactions and responsibilities.

Table 2. Level of Emotional Intelligence Among Nursing Students in Terms of Their Demographic Profile

Demographic Profile	Level of Emotional Intelligence					
	Low Emotional Intelligence		Moderate Emotional Intelligence		High Emotional Intelligence	
Year Level	f	%	f	%	f	%
1st Year	0	0.0%	68	23.8%	32	11.2%
2nd Year	4	1.4%	44	15.4%	30	10.5%
3rd Year	0	0.0%	31	10.8%	29	10.1%

4th Year	3	1.0%	21	7.3%	24	8.4%
Sex	f	%	f	%	f	%
Male	3	1.0%	35	12.2%	30	10.5%
Female	4	1.4%	129	45.1%	85	29.7%
Age	f	%	f	%	f	%
17-18 years old	0	0.0%	55	19.2%	20	7.0%
19-20 years old	6	2.1%	76	26.6%	55	19.2%
21-22 years old	1	0.3%	30	10.5%	34	11.9%
23 years old and above	0	0.0%	3	1.0%	6	2.1%

As shown in table 2, based on the data provided regarding emotional intelligence. Specifically, among The Nursing students' Emotional Intelligence had been evaluated in the current study using the Schutte Self-Reported Emotional Intelligence (SSEIT). The nursing students exhibited Moderate with a frequency of 164 (57.3%). In other words, the nursing students were found to be at a moderate emotional intelligence level. In other words, students understand, manage, utilize their emotions, recognize and respond to emotions of other people at fair levels. Similarly, studies conducted by Olana (2022), found moderate levels of emotional intelligence among participants. The results indicated that university students exhibited the ability to utilize their emotions and emotions of others. They showed a fair ability to regulate emotions in themselves and others.

Level of Social Responsibility

This section examines the levels of social responsibility of students can be interpreted as high, moderate, or low. It helps to identify the level of awareness, commitment, and activity of the students in relation to their actions and participation aimed at improving the life of the society and community.

Table 3. Level of Social Responsibility Among Nursing Students in Terms of Their Demographic Profile

Demographic Profile	Level of Social Responsibility					
	Low Social Responsibility		Moderate Social Responsibility		High Social Responsibility	
Year Level	f	%	f	%	f	%
1st Year	0	0.0%	24	8.4%	76	26.6%
2nd Year	1	0.3%	30	10.5%	47	16.4%
3rd Year	0	0.0%	24	8.4%	36	12.6%
4th Year	2	0.7%	17	5.9%	29	10.1%
Sex	f	%	f	%	f	%
Male	1	0.3%	24	8.4%	43	15.0%
Female	2	0.7%	71	24.8%	145	50.7%
Age	f	%	f	%	f	%
17-18 years old	0	0.0%	19	6.6%	56	19.6%
19-20 years old	3	1.0%	47	16.4%	87	30.4%
21-22 years old	0	0.0%	26	9.1%	39	13.6%
23 years old and above	0	0.0%	3	1.0%	6	2.1%

The Nursing students' Social Responsibility had been evaluated in the current study using The Social Responsibility Scale. The nursing students exhibited High with a frequency of 188 (65.7%). In other words, students demonstrate strong commitment to ethical behavior, and concern for the well-being of others . In addition, in the studies conducted by Yetis and Aktaş (2021), it was determined that the social responsibilities of the students were high. It is concluded that the students in the sample have a high level of social responsibility, taking into account the elements of vocation and service, teamwork and influence in the immediate environment.

Assuming the duties of the patients they care for in their clinical practices and knowing that nursing is a high-risk profession may have contributed to the students' high degrees of individual social responsibility in this study. Additionally, students' participation in clinical practice and subsequent development of care plans through case discussions may have increased their levels of personal accountability (Ordu & Cihan, 2024).

Test of Relationship between Emotional Intelligence and Social Responsibility

This section examines the link between emotional intelligence and social responsibility to establish if there is a significant correlation. This helps to understand the impact that emotional intelligence has on students' sense of social responsibility or vice versa.

Table 4. Relationship between Emotional Intelligence and Social Responsibility Among Nursing Students

Variables		Social Responsibility
Emotional Intelligence	r	0.526
	p-value	<0.001
	n	286

As shown in Table 4, a Pearson product-moment correlation was conducted to determine if there is a relationship between emotional intelligence and social responsibility among nursing students. The test result revealed that there was a moderate positive correlation between emotional intelligence and social responsibility among nursing students ($r = 0.526$, $n = 286$, $p = <0.001$), which was statistically significant. Thus, the null hypothesis must be rejected at a 0.05 significance level. The study investigated the relationship between Emotional intelligence and social responsibility. It was shown in the test results that Emotional Intelligence is significantly related to social responsibility among nursing students with a p-value of <0.001 . Emotional intelligence promotes student responsibility by linking its range of emotional skills to improved academic and social outcomes in higher education contexts. Similarly, it was found that individuals with higher EI can improve cooperation and teamwork by connecting with other team members through the emotional aspects of their experiences (Zhoc et al, 2020). Furthermore, EI is a useful indicator of happiness, health, and quality of life. Because of this, specialized emotional intelligence (EI) education helps people better comprehend their own feelings as well as those of others, which promotes social adaption (Lievens et al, 2022). According to the study's findings, which showed a link between emotional intelligence and social responsibility, as well as some of their components, and meaningful job performance, improving healthcare providers' and caregivers' knowledge and skills in the fields of social responsibility, emotional intelligence, and their components appear to be necessary (Najimi et al, 2021).

CONCLUSION

The study concludes that nursing students exhibit a moderate level of emotional intelligence and a high level of social responsibility. Additionally, a moderate positive correlation was found between emotional intelligence and social responsibility.

The study implicates that there is a moderate positive relevance of Emotional Intelligence (EI) and Social Responsibility (SR) among nursing students. This indicates that students with moderate EI can better recognize, regulate, and motivate their own as well as other people's emotions but still have more to develop. With high social responsibility, defined as a sense of high regard for ethics and responsibility towards other people's well-being, it seems to reflect a balance of self-awareness with a strong community orientation. The moderate positive correlation between EI and SR reveals that individuals who are more emotionally intelligent are more likely to display a greater degree of social responsibility, but the relationship is not absolute. The development of one trait may, however, have an indirect and moderating impact on the improvement of the other, but they do not predict each other fully. Therefore, in order to excel in nursing education and practice it is essential to consider the emotional intelligence and social responsibility of the students.

Integrity of the emotional mind and the cognitive mind is essential for effective behavior. Negligence of one over the other leads to behavior that is incomplete. The study's conclusions lead to the following recommendations:

To those nursing students who generally have a low-moderate level of emotional intelligence, they must be given access to surroundings that allow them to engage with other med-course students, environment, community, and nature. Activities that make them practice behaviors like sharing, helping, empathizing, leadership, fostering team spirit, winning-losing, problem-solving, and strategy building with other students should be planned in these settings and can be a great way to enhance their emotional intelligence. Simple seminars that include pairing younger to senior nursing students who are more experienced to provide guidance and support for beginners. It is also recommended to include social and administrative tasks like nurse-patient interaction (NPI) during early years of the nursing program to develop emotion management while interacting with patients and other healthcare professionals. Finally, hands-on experience in clinical environments must be applied not just in their final years, but even in early years provided that they are closely monitored so that they can apply their knowledge on proper interaction early on and develop a sense of connection and empathy with the patients.

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