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## **Emotional Intelligence as a Predictor of Social Responsibilities of School Counsellors in Remediating Social Vices Among Secondary School Students in Kano State, Nigeria**

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### **Abstract**

This study investigates the impact of emotional intelligence on the social responsibilities of school counsellors in remediating social vices among secondary school students in Kano State, Nigeria. Three hypotheses were formulated to guide the study. The study adopts descriptive survey research design. The population of the study comprises of 48 secondary school counsellors in Gwale Zonal Education Directorate of Kano State. The sample size of the study consists of 42 secondary school counsellors selected using a purposive sampling technique. The research instrument used for the study was a self-structured and validated questionnaire titled “Emotional Intelligence as Predictor of Social Responsibilities of School Counsellors in Remediating Social Vices Questionnaire”. The hypotheses were tested using the Pearson Product Moment correlation statistics. The findings of the study revealed that emotional intelligence and social responsibilities of secondary school counsellors in remediating social vices among secondary school students had significant relationship with secondary school counsellors’ remediation of social vices among secondary school students in Gwale Zonal Education Directorate of Kano State. The study recommends, among others, that secondary school counsellors should develop effective interventions to address social vices among secondary school students. Also, emotional intelligence and its impact on social responsibility, particularly in the context of school counselling, need to be given emphasis.

### **Keywords**

Emotional Intelligence, Secondary School Counsellors, School Counselling, Social Vices, Secondary Schools, Secondary School

### **Introduction**

Social responsibility encompasses the ethical obligation of individuals and organizations to act in ways that benefit the environment and society. Social responsibility, often articulated through the concept of Corporate Social Responsibility (CSR), emphasizes that schools should operate not only for profit but also for the welfare of the community and society at large. Social responsibility is defined as the duty to act in the best interests of society, encompassing a range of actions that contribute positively to social welfare (Jennifer, 2020). These actions include ethical behavior, transparency, and accountability in decision-making processes. The International Organization for Standardization (ISO) outlines that social responsibility involves considering the impacts of decisions on society and the environment, thus promoting sustainable development. The social responsibilities that can be expected from secondary school counselors include:

- a) **Discretionary responsibility:** These are voluntary actions taken by school counselors, such as helping underprivileged individuals, providing charitable contributions, and engaging in educational activities that aim to achieve societal goals and contribute to the overall positive development of students.
- b) **Economic responsibility:** School counselors must assist individuals in choosing an occupation, preparing for it, entering the workforce, and advancing in their careers. The goal is to inform counselees about various economic activities that meet societal needs and contribute to economic development.
- c) **Legal responsibility:** School counselors are expected to comply with laws and regulations, ensuring that their operations align with legal standards. The true role of the school counselor is to protect the rights of children, whether vocational, educational, or personal. The counselor’s role has been described as that of a guardian, standing in



place of a parent, particularly the mother (Chester, 1976).

- d) **Ethical responsibility:** In the counseling profession, there are guiding ethical principles that counselors must abide by to ensure the smooth conduct of counseling sessions and, above all, to achieve the ultimate goals of counseling. School counselors must adhere to moral principles and societal norms, even when not legally mandated (Byjus, n.d.).

Despite its benefits, social responsibility from a corporate perspective can face criticism, particularly regarding its impact on profit maximization. Critics argue that focusing on social goals may detract from the primary objective of generating profit for shareholders. Additionally, there may be a lack of broad public support for certain initiatives, leading to challenges in implementation. Therefore, social responsibility is a multifaceted concept that requires individuals and organizations to act ethically and contribute to societal welfare. By embracing social responsibility, school counselors can not only fulfill their ethical obligations but also enhance their long-term viability and success in utilizing emotional intelligence.

Emotional intelligence (EI), also known as emotional quotient (EQ), refers to the ability to perceive, understand, manage, and utilize emotions effectively in oneself and others. Emotional intelligence is typically broken down into several core competencies (McPhilemy et al., 2020). These components include:

- a) **Self-Awareness** – The ability to recognize and understand one’s own emotions and their impact on thoughts and behavior. It also includes the capacity to manage one’s emotions, especially in stressful situations, and maintain a positive outlook despite challenges (Daus, 2024).
- b) **Empathy** – The ability to understand and share the feelings of others, recognizing emotional cues and social dynamics.
- c) **Social Skills** – The ability to manage interactions and relationships effectively, including conflict resolution and effective communication.

High emotional intelligence is linked to numerous benefits in both personal and professional contexts. Individuals with high EI can navigate social complexities, leading to stronger interpersonal relationships. Emotional intelligence is not fixed; it can be developed through practice and training (Codier & Codier, 2015). To enhance EI, individuals can engage in:

1. **Mindfulness Practices** – Engaging in mindfulness can help improve self-awareness and emotional regulation.
2. **Active Listening** – Practicing active listening can enhance empathy and social awareness.

EI plays a crucial role in personal success and professional effectiveness (White & Quinn, 2023). By

developing EI skills, individuals can improve emotional regulation, enhance relationships, and navigate the challenges of social responsibility more effectively.

Social responsibility has many advantages, but it also presents challenges. School counsellors may face difficulties related to social responsibility, such as **public support variability**—not all social initiatives receive broad public support, which can hinder the effectiveness of certain programs. In summary, social responsibility is a vital aspect of modern educational practices, encouraging schools to operate ethically while contributing positively to society (Rahdari et al., 2020). By understanding and implementing various types of social responsibilities (Meseguer-Sánchez et al., 2020), school counsellors can foster goodwill and ensure sustainable growth.

School counsellors play a vital role in the educational system, providing support to students in various aspects of their academic, social, and emotional development. Their responsibilities are multifaceted and vary based on the educational level they serve, whether at the elementary, middle, or high school level. School counsellors assist students in understanding their learning needs and developing effective study skills (Patel et al., 2022). They help identify and address academic challenges, facilitate course selection, and provide guidance for college and career readiness.

Counsellors address students' emotional and social needs, offering a safe space for them to discuss personal issues. They provide individual and group counseling, helping students navigate challenges such as bullying, family issues, and mental health concerns. Counsellors also guide students in exploring career options and educational pathways (Liu et al., 2022). They assist in developing career plans, preparing for college applications, and identifying potential job opportunities. Acting as advocates for students, counsellors mediate conflicts and facilitate communication between students, teachers, and parents. They work to ensure that students' voices are heard and their needs met within the school environment.

School counsellors are trained to respond to crises, providing immediate support to students facing emergencies such as mental health crises or traumatic events (Walker et al., 2023). They may also refer students to external mental health services when necessary.

In collaboration with educators and parents, school counsellors work closely with teachers and families to create a supportive learning environment. They help develop strategies to improve student performance and address behavioral issues, ensuring a cohesive approach to student well-being (Burson & Castelli, 2022). By addressing academic, social, and emotional needs, school counsellors contribute to the overall development of students, preparing them for future challenges. Research indicates that students who



receive counseling support often achieve better academic performance and are more likely to graduate. School counsellors are essential in fostering a supportive and effective educational environment. Their diverse roles not only enhance student achievement but also contribute to the emotional and social well-being of students, making them invaluable members of the school community, free from social vices.

Social vices are behaviors that deviate from accepted social norms and values, often considered immoral or harmful to individuals and society. These actions range from criminal activities to socially frowned-upon behaviors that, while not necessarily illegal, negatively impact social cohesion and individual well-being (Buchtel et al., 2015). Examples of social vices include:

- **Substance Abuse** – Drug addiction, alcoholism, and smoking can lead to health issues and social problems.
- **Criminal Behavior** – Acts such as robbery, thugery, and sexual assault violate societal norms and laws.
- **Moral and Ethical Violations** – Behaviors such as prostitution, rape, and pre-marital sexual activities can have serious moral and legal implications (Meiksin et al., 2023).
- **Academic Dishonesty** – Examination malpractice and cheating undermine educational integrity and fairness.
- **Secret Societies and Cultism** – Involvement in cults often leads to violence and illegal activities, affecting both individuals and communities.
- **Cybercrime** – Digital fraud, scams, and identity theft are increasingly prevalent, especially among youth.
- **Inappropriate Social Behaviors** – Actions such as public nudity and provocative attire can lead to societal backlash, financial ruin, and addiction, subsequently affecting individuals and families.
- Social vices often stem from a combination of factors, including:
  - **Peer Pressure** – Young individuals are particularly susceptible to influence from friends and social circles.
  - **Poverty and Lack of Opportunities** – Economic struggles can drive individuals toward negative behaviors as coping mechanisms.
  - **Family Dysfunction** – Neglectful or dysfunctional family environments may contribute to youth engaging in social vices.
  - **Globalization and Cultural Influence** – Exposure to different lifestyles can lead to the adoption of behaviors that conflict with traditional values.

The prevalence of social vices can have far-reaching consequences. Young people engaging in

social vices may experience academic decline, mental health issues, and an increased risk of criminal behavior. High rates of social vices can lead to increased crime, instability, and a decline in community trust and safety. Additionally, social vices strain public resources, increase healthcare costs, and reduce workforce productivity (Santos et al., 2016).

Addressing social vices requires a multifaceted approach, including education, community engagement, and supportive family environments (Chaddha & Agrawal, 2023). By understanding the underlying causes, implications, and influences, school counsellors can work toward reducing the prevalence of these behaviors and fostering a healthier, more cohesive community.

This study aims to investigate the impact of emotional intelligence on the social responsibilities of school counsellors in remediating social vices among secondary school students in Kano State, Nigeria.

### Statement of the Problem

High emotional intelligence (EI) enables individuals to respond thoughtfully rather than react impulsively, which is particularly important in challenging social situations. Research indicates that individuals with higher EI are generally more successful in forming relationships, managing stress, and contributing positively to their communities. Studies have shown that EI can lead to better academic performance and healthier coping strategies, reducing the likelihood of engaging in harmful behaviors such as substance abuse and social vices.

Remediation is one of the strategies that guidance counselors can use to minimize social vices among secondary school students. In fact, one could argue that remediation has a significant impact on reducing social vices in schools. By fostering self-awareness and emotional regulation among secondary school counselors, they can more effectively address and mitigate various social vices among students. Indeed, the interplay between EI and the social responsibilities of school counselors is critical in addressing these issues.

The services provided by school counselors serve as powerful tools to enhance their EI, thereby fostering a greater sense of social responsibility. However, key components of emotional intelligence are often neglected, and many secondary school counselors today lack the self-awareness and self-regulation necessary to effectively navigate the skills required for remediation. This deficiency hinders their ability to manage and curb the prevalence of social vices among students.

Integrating emotional intelligence with social responsibility in the remediation of social vices among secondary school students presents a promising holistic



approach. This integration fosters more compassionate interactions and proactive engagement in addressing societal challenges. Therefore, this study seeks to determine the role of emotional intelligence as a predictor of the social responsibilities of school counselors in remediating social vices among secondary school students in Kano State, Nigeria.

### Purposes of the Study

This study aims at investigating the impact of emotional intelligence on the social responsibilities of school counsellors in remediating social vices among secondary school students in Gwale Zonal Education Directorate of Kano State, Nigeria. Specifically, the following purposes guided the study:

- 1) To discover the relationship between emotional intelligence and social responsibilities of secondary school counsellors in remediating social vices among secondary school students in Gwale Zonal Education Directorate of Kano State, Nigeria.
- 2) To discover the relationship between secondary school counsellors' emotional intelligence and secondary school counsellors' remediating of social vices among secondary school students in Gwale Zonal Education Directorate of Kano State, Nigeria
- 3) To discover the relationship between secondary school counsellors' social responsibilities and secondary school counsellors' remediating of social vices among secondary school students in Gwale Zonal Education Directorate of Kano State, Nigeria

### Hypotheses

The following hypothesis were formulated to guide the study:

1. There is no significant relationship between secondary school counsellors' Emotional intelligence and social responsibilities in remediating social vices among secondary school students in Gwale Zonal Education Directorate of Kano State, Nigeria.
2. There is no significant relationship between secondary school counsellors' Emotional Intelligence and secondary school counsellors' remediating of social vices among secondary

school students in Gwale Zonal Education Directorate of Kano State, Nigeria

3. There is no significant relationship between secondary school counsellors' social responsibilities and social vices among secondary school students in Gwale Zonal Education Directorate of Kano State, Nigeria

### Methodology

The study adopts descriptive survey research design. Three research hypotheses were formulated to guide the study. The population of the study comprises of 48 secondary school counsellors in Gwale Zonal Education Directorate of Kano State. The sample size of the study consists of 42 secondary school counsellors selected using a purposive sampling technique. The research instrument used for the study was a self-structured and validated questionnaire titled "Emotional Intelligence as Predictor of Social Responsibilities of School Counsellors in Remediating Social Vices Questionnaire". The questionnaire was divided into three sections. Section A was the introduction to the questionnaire and guidelines on how to fill the questionnaire, section B was designed to get the personal information of the respondent, while section C was the items of the questionnaire that was structured in three clusters. Cluster I were items on EI developed to measure EI of secondary school counsellors based on the Goleman's (1996) mixed-model theoretical approach of EI, cluster II consists of items that measure the involvement of secondary school counsellors in act of social responsibilities in the study area, and cluster III is designed to assess the involvement of the of secondary school counsellors in remediating social vices among of secondary school students. Items of cluster II and III were sourced from the literature review undertaken by the researchers. All items of the questionnaire were scored on 4-point rating scale ranging from 1 strongly disagreed to 4 strongly agreed. The instrument was personally administered by the researchers in order to obtain uniformity of instruction on the questionnaire. The validation was undertaken by three experts from University of Nigeria, Nsukka. The reliability of the instrument was determined using Cronbach Alpha formula, which yielded a reliability of 0.78. To test the hypothesis, data collected were analysed using Pearson correlation analysis at 0.05 level of significance.



**Results**

**Table 1: Pearson Product Moment correlation coefficient analysis of the relationship between secondary school counsellors’ Emotional intelligence and social responsibilities in Gwale Zonal Education Directorate of Kano State**

Variables		EI	SR
Emotional Intelligence (EI)	Pearson Correlation	1	.249*
	Sig. (2-tailed)		.023
	Sum of Squares and Cross-products	8472.096	1525.578
	Covariance	103.318	18.605
	N	42	42
Social responsibilities (SR)	Pearson Correlation	.249*	1
	Sig. (2-tailed)	.023	
	Sum of Squares and Cross-products	1525.578	4441.470
	Covariance	18.605	54.164
	N	42	42

\*. Correlation is significant at the 0.05 level (2-tailed).

In Table 1, the correlation analysis shows that there is a positive and significant relationship ( $r = 0.249$ ;  $P = 0.023$ ) between the emotional intelligence and social responsibilities. This relationship infers that the higher

the emotional intelligence the more the social responsibilities in remediating social vices among secondary school students in Kano State, Nigeria

**Table 2: Pearson product moment correlation coefficient analysis of the relationship between secondary school counsellors’ emotional intelligence and social vices among secondary school students in Gwale Zonal Education Directorate of Kano State.**

Variables		EI	SV
Emotional intelligence (EI)	Pearson Correlation	1	.124
	Sig. (2-tailed)		.266
	Sum of Squares and Cross-products	8472.096	751.373
	Covariance	103.318	9.163
	N	42	42
Remediating Social vices (RS)	Pearson Correlation	.124	1
	Sig. (2-tailed)	.026	
	Sum of Squares and Cross-products	751.373	4368.072
	Covariance	9.163	53.269
	N	42	42

\*. Correlation is significant at the 0.05 level (2-tailed)

In Table 2, the correlation analysis shows that there is a positive and significant relationship ( $r = 0.266$ ;  $P = 0.026$ ) between the emotional intelligence and social vices. This relationship infers that the higher the

emotional intelligence the more the school counsellors engage in remediating social vices among secondary school students in Kano State, Nigeria.

**Table 3: Pearson product moment correlation coefficient analysis of the relationship between secondary school counsellors’ social responsibilities and social vices among secondary school students in Gwale Zonal Education Directorate of Kano State, Nigeria.**

Variables		SR	RS
Social responsibilities (SR)	Pearson Correlation	1	.105
	Sig. (2-tailed)		.346
	Sum of Squares and Cross-products	4441.470	461.241
	Covariance	54.164	5.625
	N	42	42



Remediating Social vices (RS)	Pearson Correlation	.105	1
	Sig. (2-tailed)	.034	
	Sum of Squares and Cross-products	461.241	4368.072
	Covariance	5.625	53.269
	N	42	42

In Table 3, the correlation analysis between counsellors’ social responsibilities and engaging in remediating social vices among secondary school students shows that there is a positive and significant relationship ( $r = 0.105$ ;  $P = 0.034$ ) between the counsellors’ social responsibilities and engaging in remediating social vices. This relationship infers that the more the social responsibilities the more the secondary school counsellors engage in remediating social vices among secondary school students in Kano State, Nigeria.

### Discussion of Findings

The findings revealed a positive and significant relationship between emotional intelligence and the social responsibilities of secondary school counselors, particularly in the context of school counseling. This relationship suggested that the higher the emotional intelligence of school counselors, the greater their social responsibilities in remediating social vices among secondary school students in Kano State. This finding aligned with Najimi et al. (2021), who, despite using healthcare providers and caregivers as their population, reported significant relationships between emotional intelligence and the four components of social responsibility—economic, legal, moral, and humanitarian. Similarly, a study conducted by Shykjan et al. (2014) found a significant and positive correlation between emotional intelligence and the social responsibility of middle school students.

The results from the correlation analysis of research question two indicated a positive and significant relationship between emotional intelligence and social vices. This finding highlighted the importance of emotional intelligence in promoting responsible behavior and mitigating social vices in educational settings. Based on this result, it was inferred that the higher the emotional intelligence of school counselors, the more actively they engaged in remediating social vices among secondary school students in the study area. This assertion was supported by Ugochi (2023), who reported in her study that the grand average mean of emotional intelligence was 2.95, with a standard deviation of 0.687. This suggested that all components of emotional intelligence—self-awareness, self-management, social awareness, and relationship management—had an impact on social vices.

Similarly, the findings of Onyekuru (2020) indirectly supported the results of this study. Onyekuru found that emotional intelligence had a high negative and

significant influence on peer victimization among secondary school students in Emohua Local Government Area of Rivers State. Furthermore, Onyekuru argued that "the finding that emotional intelligence had a negative influence on peer victimization among students can be explained by the fact that emotional intelligence helps individuals to reason validly with emotions and to use emotions to enhance thought. It enables people to utilize emotional knowledge to accurately perceive, understand, generate, access, and assist feelings or emotions to promote emotional and intellectual growth. Hence, individuals with high emotional intelligence possessed a clear understanding of emotions and could regulate their moods more quickly before any damage ensued compared to those with low levels of emotional intelligence" (p. 23).

Furthermore, the results of this study indicated a positive and significant relationship between counselors’ social responsibilities and their engagement in remediating social vices. This relationship suggested that the more school counselors were committed to their social responsibilities, the more they engaged in addressing social vices among secondary school students in Kano State. Social responsibility was a crucial aspect of counseling services, as it ensured adherence to ethical practices, fostering an atmosphere of trust and honesty. When school counselors practiced social responsibility—whether through philanthropic activities or by offering their services to the broader school community—the benefits extended beyond the immediate school environment to society at large. The obligation to be problem-solving stakeholders applied to all institutions, organizations, and individuals in society, encompassing the fundamental nature of stakeholder social responsibilities (Anderson et al., 2017). In alignment with this view, Yokley (2011) supported social responsibility therapy as a promising counseling approach for fostering social and emotional maturity as protective factors against harmful and abusive behavior.

### Conclusion

Based on the findings and discussion of results, the study concludes that there is a positive and significant relationship between the emotional intelligence and social responsibilities inferring that the higher the emotional intelligence the more the social responsibilities in remediating social vices among secondary school students in Kano State. Similarly, there is a positive and significant relationship between the



emotional intelligence and social vices inferring that the higher the emotional intelligence the more the school counsellors engage in remediating social vices among secondary school students in Kano State. Finally, there is a positive and significant relationship between the counsellors' social responsibilities and engaging in remediating social vices inferring that the more the social responsibilities the more the secondary school counsellors engage in remediating social vices among secondary school students in Kano State.

### Recommendations

Based on the findings of the study, the following recommendations were made:

1. School counselors should be encouraged and supported to spend extra time addressing the social vices being faced by their schools and their communities. In specific, school counsellors should develop effective interventions to address social vices among secondary school students.
2. Government should see the importance of emotional intelligence in promoting responsible behavior and mitigating social vices in educational settings. Specifically, emotional intelligence and its impact on social responsibility, particularly in the context of school counselling needs to be given special attention.
3. Education authorities should increase the process of monitoring school counsellors and create public awareness committees which undertake series of counselling awareness campaigns and provide support for those school counsellors who mitigate and/or effectively address those problems of social vices in their school and community at large.

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