

# The Role of Peer Social Support and Emotional Intelligence in College Students Prosociality

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**Abstract:** Prosocial behavior is crucial for every human being, including university students, to improve their psychological well-being and academic success. This study aims to examine the influence of peer social support and emotional intelligence on college students' prosocial levels. This study employs a quantitative research design with a correlational approach. The population in this research are active bachelor's degree students in Surabaya, consisting of 100 students as samples. The sampling technique was determined using convenience sampling. The use of measuring instruments in this research includes three types, consists the Prosocialness Scale for Adults (PSA), Perceived Friend/ Peer Academic Support Scale, and Wong's Emotional Intelligence Scale (WEIS). The analysis technique used is multiple linear regression, resulting in a significance value of  $0.000 < 0.05$ . The results of this study indicate that peer social support and emotional intelligence have an influence on prosocial levels among college students in Surabaya.

## 1. INTRODUCTION

Human beings are social creatures because every individual requires social connections in order to connect with each other and overcome their problems. In establishing connections and engaging in positive social actions, each individual is also able to support their own life and achieve well-being (Diener & Seligman, 2002; Cregg & Cheavens, 2023). Prosocial behavior is one type of positive social action, where such actions have a positive impact on others (Asih and Pratiwi, 2010; Harmalis, 2023). Prosocial behavior can also be interpreted as activities of providing support and assistance, both physically and materially, aimed at improving the well-being of others (Eisenberg & Mussen, 1989; Sofia et al., 2023).

In the education field, prosocial behavior are necessary, especially for students to facilitate their academic process. Brouwer and Engels' (2022) research on prosocially behaving students suggests that this behavior can aid in their academic adjustment by fostering a supportive learning community where students can support each other. By enhancing prosocial behavior in students, it is also believed that aggressive behaviors such as bullying and social isolation can be reduced (Fu et al., 2022). Prosocial activity is also seen to have the potential to enhance students' overall health and life

satisfaction. Peacock (2020) conducted a study on 1,075 students in the United States, which found that a lack of prosocial attitudes in students can increase their risk of developing depressive symptoms by 28.6% and declining health-related quality of life by 24.6%.

Currently, there is a noticeable decrease in prosocial conduct, which includes acts of assistance and mutual collaboration. The progress of technology and industry throughout the period of globalization has resulted in a decline in face-to-face social interactions owing to the ease and comfort of modern living (Noya, 2019). The rise of individualism has led to changes in lifestyle. Individualism can cause students to focus solely on their own interests and disregarding the needs of others (Kasler et al., 2021).

Prosocial behavior needs to be developed, one of which is through learning from the social environment. This is evidenced by a longitudinal study conducted by Malonda et al., (2019), which found that support from parents and peers has a positive effect on adolescent prosocial behavior. Warmth from parents plays an important role in the formation of feelings of empathy and prosocial behavior in childhood to adolescence. Meanwhile, peer social support is a success factor in the development of empathy and prosocial behavior in adolescence to adulthood. Prosocial behavior can

also be developed by enhancing one's emotional abilities, especially empathy. Empathy is a significant factor that drives prosocial behavior. Through empathy, individuals are able to care and understand the feelings of others around them (W. Fu et al., 2022). Empathy is a component of emotional intelligence, and individuals with emotional intelligence are seen to be highly attuned to their social environment, thus exerting more effort and resources to assist others (Firdausy and Lestasi, 2023).

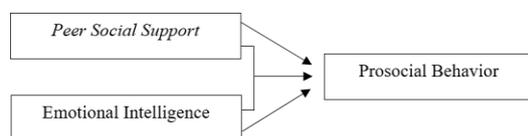
The background study explains why the phenomenon related to prosocial behavior among college students remains an interesting topic of study, owing to the significance that certain students still demonstrate low levels of prosocial attitudes. The aim of this research is to investigate the relationship between prosocial behavior and peer social support among undergraduate students in Surabaya. This study is expected to provide insights into these variables in relation to college student prosocial behavior.

## 2. METHODS

This study aims to determine whether there is an influence between peer social support and emotional intelligence variables on prosocial behavior among undergraduate students in Surabaya. The population used in this study consists of active undergraduate students in Surabaya, with the sample size of 100 students. The sampling approach uses convenience sampling as its method.

This study utilizes the quantitative correlational research methodology, using three variables: prosocial behavior as the dependent variable (Y), and peer social support and emotional intelligence as the independent variables (X1 and X2). From this description, the research framework is derived as follows:

Figure 1: Research Framework.



Based on the research framework in Figure 1, the research hypotheses are as follows:

- H1: Peer social support affects college students' prosociality.

- H2: Emotional intelligence affects college students' prosociality.
- H3: Peer social support and emotional intelligence affect college students' prosociality.

This study utilizes three types of instruments: the Prosocialness Scale for Adults (PSA) to measure prosocial behavior; the Perceived Friend/Peer Academic Support Scale to measure peer social support; and Wong's Emotional Intelligence Scale (WEIS) to measure emotional intelligence. The questionnaire consists of 46 items, measuring prosocial behavior, peer social support, and emotional intelligence. All questions are presented in a four-point Likert scale format, namely: strongly agree, agree, disagree, and strongly disagree. The questionnaire is distributed to respondents through an online form.

## 3. RESULT

### 3.1 Subject characteristics

This study collected data from 100 respondents, ranging in age from 18 to 25 years, and divided them into two groups based on their developmental stage. The two groups are divided into the late adolescent stage, which is 18–21 years old, and the early adult stage, which is 22–25 years old. In the late adolescent age group, 52 students (52%) were collected, while in the early adulthood group, as many as 48 students (48%).

According to demographic data by gender, it is known that the number of male student respondents is 10 respondents (10%), while female students are 90 respondents (90%). Meanwhile, the respondents' university origin is divided into two groups of universities, namely from State Universities and Private Universities. From table 1, it is known that the number of respondents from State Universities was as many as 80 students (80%). Meanwhile, the number of respondents from Private Universities was as large as 20 students (20%).

Table 1 also shows the classification of respondents based on their semesters. The respondents collected come from a range of 2 to 12 semesters. Among them, 10 students (10%) were collected from semester 2, 24 students (24%) were collected from semester 4, 12 students (12%) were collected from semester 6, 49 students (49%) were collected from semester 8, 4 students (4%) were collected from semester 10, and 1 student (1%) from semester 12.

**Table 1.** Distribution of Subjects' Characteristics.

Category	N=100	
	n	%
<b>Age Group (years)</b>		
Late Adolescents (18-21)	52	52%
Early Adulthood (22-25)	48	48%
<b>Gender</b>		
Male	10	10%
Female	90	90%
<b>University</b>		
State University	80	80%
Private University	20	20%
<b>Semester</b>		
2	10	10%
4	24	24%
6	12	12%
8	49	49%
10	4	4%
12	1	1%

### 3.2 Validity Test

The validity of the measuring tool needs to be checked to ensure the accuracy of its measurement. If the coefficient value of an item on a scale exceeds 0.30, it is considered valid (Muhid, 2019). Validity data for the measuring tool was collected from 30 college students. Prosocial behavior is measured through using the Prosocialness Scale for Adults scale, developed by Caprara et al., (2005), and later adapted from Sefianmi et al., (2023). All items were produced, specifically 16 items that had a value exceeding 0.30, indicating their validity.

Peer social support is measured using the Perceived Friend/ Peer Academic Support Scale, developed by Chen (2005), and later adapted by I. F. Putri, (2023). The results produce 14 out of 20 items with a value of more than 0.30, indicating their validity, and discard the remaining 6 items.

Emotional intelligence variable is measured through Wong's Emotional Intelligence Scale (WEIS), developed by Wong & Law (2002), and later adapted from Ihza (2023). A total of 16 items were generated, all of which have a value greater than 0.30, or can be considered valid.

### 3.3 Reliability Test

Before using a measuring instrument, it must undergo reliability testing to determine its consistency and trustworthiness. A measuring instrument is considered reliable if its reliability value is greater than the coefficient value of 0.60 (Azwar, 2015).

According to the data analysis, all three scales used had coefficients greater than 0.60. The prosocial behavior scale has a Cronbach's alpha value of 0.851. The peer social support instrument has a coefficient value of 0.866. Meanwhile, the emotional intelligence instrument has a Cronbach's alpha value of 0.868. From these results, it can be concluded that all three measurement tools used are reliable data collectors.

### 3.4 Classic Assumption Test

#### 3.4.1 Normality Test

The normality test results in this study indicate a significance value of 0.200, which is greater than 0.05. This indicates a normal distribution of the collected data.

#### 3.4.2 Multicollinearity Test

The results of the multicollinearity test yielded tolerance values for the variables Peer Social Support (X1) and Emotional Intelligence (X2) of 0.763, which is greater than 0.10. Additionally, the VIF value is 1.310, which is less than 10.00. From these results, it can be concluded that there is no multicollinearity issue between the two variables.

#### 3.4.3 Heteroscedasticity Test

The heteroscedasticity test results yielded a significance value of 0.233 for the peer social support variable (X1) and the absolute residual variable, which is greater than 0.05. Continuing with the significance value for the emotional intelligence

variable (X2) and the absolute residual variable, it is 0.585, also greater than 0.05. From these results, it can be concluded that the peer social support and emotional intelligence variables do not exhibit heteroscedasticity.

### 3.5 Hypothesis Test

This study uses the multiple linear regression technique to measure the influence of two independent variables on one dependent variable.

#### 3.5.1 Simultaneous Regression Test (F-Test)

Table 2 presents the results of a simultaneous regression test, conducted to examine the collective influence of the independent variables on the dependent variable. The table shows a significant value of 0.000, which is less than 0.05. From this value, it can be concluded that the hypothesis is accepted, indicating that both peer social support and emotional intelligence variables collectively have an impact on prosocial behavior.

Table 2. F-Test Result.

Model	Unstandardized Coefficients	Standardized Coefficients		
	B	Beta	t	Sig.
Peer Social Support	.374	.411	4.372	.000
Emotional Intelligence	.228	.265	2.821	.006

#### 3.5.2 Partial Regression Test (T-Test)

Table 3's results indicate the significance values of each independent variable in relation to prosocial behavior. The peer social support table (X1) shows a Sig. value of 0.000, suggesting a positive and significant influence of the peer social support variable on prosocial behavior. Meanwhile, in the emotional intelligence table (X2), the significance value is  $0.006 < 0.05$ . The hypothesis is accepted, and that the emotional intelligence variable has a significant and positive relationship with prosocial behaviour.

Table 3 : T-Test Results.

Model	Unstandardized Coefficients	Standardized Coefficients		
	B	Beta	t	Sig.
(Constant)	25.250		6.256	.000
Peer Social Support	.374	.411	4.372	.000
Emotional Intelligence	.228	.265	2.821	.006

a. Dependent Variable: Prosocial

### 3.6 Coefficient of Determination

The table below displays the coefficient of determination, with a value of 0.345. This indicates that the combination of peer social support and emotional intelligence can influence prosocial behavior by 34.5%, with other variables influencing the remaining 65.5%.

Table 4 : Results of the Determination Coefficient of Multiple Linear Regression.

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.588	.345	.332	4.744

a. Predictors: (Constant), Emotional Intelligence, Peer Social Support

### 3.7 Effective Contribution

The effective contribution can be calculated by multiplying the regression coefficient (Beta), the correlation coefficient (r), and converting it into percentage form. The necessary data to calculate the magnitude of the effective contribution is as follows:

Table 5 : Summary of Correlation and Regression Analysis Results.

Variable	Regression Coefficient (Beta)	Correlation Coefficient (r)
Peer Social Support (X1)	.411	.540
Emotional Intelligence (X2)	.265	.465

According to effective contribution calculations, the variable of peer social support (X1) has a 22.2% influence on prosocial behavior. And the emotional intelligence variable (X2) can contribute to prosocial behavior by 12.3%.

## 4. DISCUSSION

### 4.1 The Influence of Peer Social Support on College Students Prosociality

This research demonstrates that peer social support can influence students prosocial behavior, with an effective contribution rate of 22.2%. Study that support this claim conducted by I. M. A. Putri et

al., (2023), which found that the influence of peers can correlate positively with students' prosocial levels. Emotional bonds from peers can influence prosocial behavior and ultimately affect individuals. If the influence from peers is positive, individuals will also adopt those positive traits, and vice versa.

Individuals are able to obtain sources for developing social skills through their peer environment. This is concluded from a study conducted by Syahril and Janna (2017), which found that peer friendships can influence the level of prosocial behavior in adolescents by 29.2%. Peer environment provides cooperative support, encouraging students to behave well by sharing knowledge and assisting friends in their academic matters (Fitriandias et al., 2023). Discussing issues with peers can also make individuals more sensitive and attentive to the needs of others (Luo et al., 2023).

Conformity, or peer influence, can also have a positive correlation with students' prosocial level. Individuals tend to adapt to their environment; if the peer environment fosters empathy and mutual assistance, individuals will also engage in such behavior (Dhari et al., 2022). A relevant topic was also examined in a research conducted by Saputri and Ayriza (2021), which stated that the level of prosocial behavior exhibited by adolescents influences peer acceptance. Feeling accepted by one's peer group can impact an individual's future social abilities, including their proficiency in prosocial behavior.

## **4.2 The Influence of Emotional Intelligence on College Students Prosociality**

This research proves that emotional intelligence can influence the level of prosocial behavior among students, with an effective contribution rate of 12,3%. This assumption correlates with the study conducted by Masinambouw and Prasetya (2021), which found that empathy significantly affects prosocial behavior in students. Empathy enables individuals to be more sensitive to the feelings of others, thus leading to helpful actions.

Another facet of emotional intelligence is the capacity to manage and control emotions, which has a beneficial influence on the display of prosocial behavior in adolescents. Poor emotional regulation can hinder someone from developing their social skills, such as actively participating in community activities. Conversely, effective emotional

regulation can facilitate positive social relationships for an individual (Yusuf and Kristiana, 2017). A related finding was also produced in a study conducted by Amani (2022) that emotional intelligence is positively related to prosocial behavior, with an influence of 11%. Individuals with high emotional intelligence are able to regulate their emotions, thus feeling more confident in helping others.

Nababan and Wibowo (2022) stated in their research that emotional intelligence is able to promote prosocial behavior in college students. High emotional intelligence is characterized by effective management and sensitivity to emotions, allowing for appropriate expression of emotions in positive activities, such as helping others. In line with this, Pangestu et al., (2022) also asserted that emotional maturity in adolescents significantly correlates with their ability to engage in prosocial behavior. Emotionally mature individuals tend to control their emotions adaptively, making it easier for them to collaborate and assist others.

## **4.3 The Influence of Peer Social Support and Emotional Intelligence on College Students Prosociality**

This research demonstrates the simultaneous influence of peer social support and emotional intelligence on college students' prosocial behavior levels. Fasikhah, et al., (2021) conducted a study that supports this assumption, demonstrating a positive relationship between social support and prosocial behavior, with empathy acting as a mediator. The positive impact of social support can improve an individual's empathetic skills, thus promoting helping behavior.

One other aspect of emotional intelligence is the ability to regulate emotions, which can also influence prosocial behavior. Research by N. I. Sari and Restu (2020) states that peer support and emotional regulation have an impact on students' tendency to engage in prosocial behavior. Effective emotional regulation can guide someone towards positive emotions such as empathy. Positive psychosocial development in students can also lead them towards beneficial behaviors, such as being prosocial.

Wang et al., (2021) conducted a study that supports this research, finding that emotional intelligence significantly influences prosocial behavior among college students, mediated by social support. Individuals with high emotional

intelligence can more easily build positive relationships with others. Emotional intelligence also enables individuals to regulate their emotions effectively, resulting in positive emotions and ultimately leading to prosocial behavior.

## 5. CONCLUSIONS AND SUGGESTIONS

This research shows that peer social support and emotional intelligence exert a favorable and substantial effect on prosocial conduct among college students in Surabaya, with an influence of 34,5%, while the remaining 65,5% is influenced by other factors.

The research suggestion is given to the next researcher, with the hope that they will be able to conduct a more comprehensive study on other variables that can influence prosocial behavior among college students. The next researcher is also expected to increase the research sample size to ensure that the research findings more accurately reflect the population.

Researcher also encourage the college students to engage more in prosocial activities, which not only benefit the surrounding environment but also enhance their well-being and academic performance. Prosocial behavior can be enhanced by strengthening positive social relationships with peers and increasing sensitivity towards emotions.

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