

The Effect of Training Social Responsibility on Students' Individual and Global Social Responsibility and Commitment Profession: A Quasi-Experimental Study

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What is already known on this topic?

- *This study is one of the few that investigates the effect of social responsibility courses or projects on nursing students' perceptions of individual and global social responsibility.*
- *Social responsibility projects or courses have an effect on health students' perceptions of individual social responsibility.*

What this study adds on this topic?

- *Courses incorporating social responsibility projects have been found to be effective in perceptions of professional commitment in nursing, and no other studies on this topic have been found.*
- *By evaluating the impact of a social responsibility project integrated into the nursing curriculum, it provides a theoretical contribution to the nursing education literature.*

ABSTRACT

Objective: This study aimed to evaluate the effect of the training provided on social responsibility on the individual and global social responsibility levels of nursing students and their perceptions of commitment to the profession.

Methods: The research is a quasi-experimental design featuring a single group with pretest and posttest assessments. The sample of the study consisted of 102 nursing students at a nursing faculty in Northern Cyprus. The researcher trained the students on social responsibility for 2 hours per week for 5 weeks. The data of the study were collected by face-to-face questionnaire using the Individual Social Responsibility Scale (ISRS), Global Social Responsibility Scale (GSRS), and Nursing Professional Commitment Scale (NPCS). The data collection period the sample of the study consisted of 102 nursing students at a nursing faculty in Northern Cyprus. The data collection period for the study was between Feb and June. The data were analyzed using Kolmogorov–Smirnov, *t*, and Pearson tests.

Results: The findings indicated an increase in students' ISRS scores from the pretest to the posttest (pretest: 57.18 ± 14.87 ; posttest: 62.80 ± 4.51 ; $P < .05$). The students had higher scores on overall GSRS and on the subscales of action-oriented responsibility, ecological responsibility, altruistic responsibility, and national responsibility in the posttest compared to the pretest ($P < .05$).


Conclusion: After the social responsibility course, the average scores of students on the subscales “desire to effort” and “devotion to the goals and values” of the NPCS dramatically increased. It is recommended that nursing students take social responsibility courses during their education and participate in various social responsibility projects for their individual, social, and professional development.

Keywords: Nursing, profession, service-learning, social responsibility

Introduction

Social responsibility is defined as regulating individuals' behaviors by paying attention to its social consequences.¹ The goal of the social responsibility approach is to bring social benefit, to create a difference in society, and to interact. In social life, the process of positive and negative interaction goes on not only among individuals but also between humans and nature and animals.¹ The concept of “service-learning” available in the literature indicates the responsibilities of citizens in democratic societies toward the society they live in. The concept of “service-learning,” first introduced in the United States of America, is defined as a method that aims to teach and develop young people by assigning them to deliberate, planned projects for the society in which they live.²

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The feeling of individual responsibility towards the world and even the universe with a broader approach has brought the concept of global responsibility to the agenda.³ Global social responsibility is defined as “examples of social attitudes and social behaviors that manifest themselves as good citizenship within the larger society, such as one’s own society and the global community.”³ The growth of economic, technological, and political developments in the globalized world has also raised social problems and demonstrated the importance of global social responsibilities. Raising awareness about global social responsibility is considered as important as individual social responsibility.⁴

Corporate social responsibility projects address sustainability-based areas such as environmental management and ecological efficiency. Employee rights, social relations, gender equality, respect for human rights, and transparent management are also important elements of these projects.⁵ Raising social responsibility awareness among educational institutions and recognizing their contribution to society can be achieved through practices and service learning under these project topics.^{3,6,7} There are studies conducted with university students in Turkey indicating that students’ perceptions of global social responsibility range from moderate to favorable,^{3,8,9} and individual social responsibility levels are classified as either high⁴ or low.⁹ A study conducted with master’s degree students in Malaysia reported that the level of social responsibility was an important indicator that affected academic achievement.¹⁰

Nursing, a profession that aims to help the individual and society promote and protect health, aligns with social responsibility practices.¹¹ Developing nurses’ sense of social responsibility has been reported to enhance the quality of training and service provided.¹¹ A study involving nursing students reported that university students’ involvement in social responsibility projects positively affected their empathy and social self-efficacy perception.¹² A meta-analysis study reported that corporate social responsibility positively affected job satisfaction.¹³ Such effects of social responsibility are considered to possibly affect nurses’ professional commitment positively. While there are studies reporting that nurses’ professional commitment was low,¹⁴ some studies have also reported that nurses’ professional commitment is high.^{15,16}

Although the literature contains few studies on the impact of social responsibility courses or projects on nursing students’ perceptions of individual and global social responsibility,⁸ no research has been identified assessing the influence of social responsibility projects on perceptions of professional commitment in nursing. Accordingly, it is considered meaningful to provide social responsibility courses/training in the curricula of nursing students, to run projects within the scope of this training, and to assess their impact. Determining the extent to which multi-dimensional gains such as individual and global social responsibility and commitment to the profession can be developed through a structured education program, and evaluating the effectiveness of these education programs, is of great importance. In this respect, the study can contribute to the development of social responsibility-based educational approaches in higher education, curriculum planning, and future education-based intervention studies by providing a scientific basis.^{8,13,15,16}

The aim of this study is to evaluate the effect of the training provided on social responsibility on the individual and global social responsibility levels of nursing students and their perceptions of commitment to the profession.

Hypotheses of the Study

H₁: After social responsibility training, it has an impact on students’ global and individual social responsibility levels.

H₂: There is a significant correlation between students’ global social responsibility, individual social responsibility, and professional commitment levels.

Methods

Type of the Study

The research is a quasi-experimental design featuring a single group with pretest and posttest assessments.

Population and Sample

The population of the study consisted of 176 second-year students who were studying at the Faculty of Nursing of a foundation university in Northern Cyprus during the spring term of 2022-2023. The social responsibility course is included in the second year of the nursing curriculum, so the target population of this study consisted of second-year nursing students. The study sought to reach all eligible students, and inclusion criteria were voluntary participation, timely course enrollment, regular attendance, and active involvement in assigned social responsibility project groups. A total of 16 students were excluded from the study because 15 of them registered for the course late and did not attend class regularly, and 1 of them did not complete the social project assignment. The research excluded 60 students for whom the pretest or posttest questionnaires were not completed or were filled out incompletely. Since the course was optional within the scope of the study, student registrations were considered voluntary choices. However, there were also students who chose the course but did not choose to participate in the research. Therefore, the study was conducted only with students who participated voluntarily. Accordingly, the final sample of the study comprised 102 students.

Data Collection Tools and Techniques

The researcher gathered the data face-to-face using the questionnaire technique. The study’s data were collected utilizing the Individual Social Responsibility Scale (ISRS), the Global Social Responsibility Scale (GSRS), and the Nursing Professional Commitment Scale (NPCS). The completion of the data gathering forms required around 10 minutes.

Personal Information Form: The form comprised 10 questions regarding the socio-demographic attributes of the students.^{3,4,7,8,11}

Individual Social Responsibility Scale: Eraslan developed the ISRS and conducted its validity and reliability study. It includes a total of 14 items about Individual Social Responsibility behaviors. Each aspect of responsibility is evaluated using a 6-point Likert scale ranging from “Strongly Disagree (1)” to “Strongly Agree (6).” The scale consists of 13 positive items (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13) and 1 negative item (14). The original version of the scale consists of 2 factors, with the first 7 items called social responsibility and the other 7 items called individual responsibility. The social responsibility construct of the scale represents 2 levels of the ISRS: Respecting others (3 items) and caring for others (4 items). The items “I respect others” and “I help others” can be given as examples. The individual responsibility construct of the scale represents 2 levels of the ISRS: Making an effort (4 items) and self-direction (3 items). The items “I set goals for myself” and “I try to do my best in my studies” can be given as examples. The highest and lowest scores of the scale are 225 and 45 points, respectively.¹⁷ The Cronbach’s Alpha validity coefficient of the scale is 0.86.

Global Social Responsibility Scale: Başer and Kılıncı¹⁸ developed the scale and conducted its validity and reliability study. It consists of 30 Likert-type items. As a result of this study on assessing global social responsibility—a GSRS with 4 subscales (30 positive items and 9 negative items)—having a Cronbach’s α coefficient of 0.89 and accounting

for 47.2% of the total variance was developed. The Cronbach’s alpha internal consistency coefficient of the scale is 0.90 in the Turkish validity and reliability study.

The responses to the scale are evaluated on a range from 1 to 5 points. The scale comprises 4 subscales: action-oriented responsibility, ecological responsibility, altruistic responsibility, and national responsibility. Items 3, 7, 11, 17, 18, 20, 21, 26, and 27 on the scale are reverse scored as they are negative. The subscale of action-orientated responsibility includes items 1, 19, 16, 30, 5, 6, 14, 28, 9, 10, 24, and 12; the subscale of ecological responsibility includes items 25, 7, 15, 2, and 17, the subscale of altruistic responsibility includes items 18, 11, 20, 4, 22, 23, and 29, and the subscale of national responsibility includes items 21, 26, 27, 13, 3, and 8. The highest and lowest scores of the scale are 240 and 48, respectively.¹⁸

Nursing Professional Commitment Scale: Lu, Chiou, and Chang created the NPCS to assess the level of nurses’ professional commitment, and Çetinkaya et al¹⁹ performed its Turkish validity and reliability study. This 4-point Likert-type scale comprises 26 items and 3 subscales (desire to exert effort, maintain professional membership, and devotion to the goals and values). Nine items on the scale are reverse scored. The total score of the scale varies from 26 points to 104 points; the total score of the “desire to exert effort” subscale ranges from 13 points to 52 points, the total score of the “maintain professional membership” subscale ranges from 8 points to 32 points, and the total score of the “devotion to the goals and values” subscale ranges from 5 points to 20 points. Elevated ratings signify that nurses exhibit a strong commitment to their profession.¹⁹ The Nursing Professional Commitment Scale demonstrated good internal consistency with a Cronbach’s alpha coefficient of 0.89.

Research Process

The students enrolled in the social responsibility course were first informed about the study and invited them to participate. The students who consented to participate provided their written informed consent. A personal information form, the ISRS, the GSRS, and the NSCS were administered as a pretest to all students who consented to participate in the study. The pretest application was conducted from February 13 to March 6, 2023.

Application phase of the study: Following the pretest, the researcher trained the students on social responsibility for 2 hours per week for 5 weeks. The topics of the training were “what is social responsibility,” “concepts related to social responsibility,” “importance of social responsibility projects and examples,” “community needs,” “disadvantaged groups and planning of living spaces,” and “sustainable living goals.” After the training was finalized, students were informed about good examples of social projects. Then, the students were divided into 10 groups by random sampling method, and each group was guided to implement a social responsibility project. General topics for project topics were explained to the students. These topics consist of issues that affect perceptions of individual and global social responsibility and aim to be beneficial to society. General topics are explained below.

- Health protection and hygiene
- Environment

- Cancers and prevention
- Child health
- Elderly health
- Disabled people
- Violence against women
- Animals

Upon a joint decision taken within their group, the students determined a project topic under any of these categories, obtained the necessary permissions, planned, implemented, and presented their projects under the supervision of the researcher. The students met at least 3 times among their groups and interacted during the planning, implementation, and reporting processes of their projects. They also met with the responsible researcher twice and sought guidance on their projects. After the students’ practices were over, the ISRS, GSRS, and NPCS were applied to the students as posttest between May 29 and June 17, 2023.

Data Assessment

The Statistical Package for Social Sciences (SPSS) version 27.0 was employed for the statistical analysis of the study’s student data. The distribution of students based on their socio-demographic characteristics was examined by frequency analysis, and descriptive statistics pertaining to the scores of the ISRS, GSRS, and NPCS were provided.

The normal distribution of the ISRS, GSRS, and NPCS scores of the students included in the study was examined by the Kolmogorov–Smirnov test and skewness and kurtosis values, and it was determined that they were normally distributed. In this context, the paired sample *t*-test, which is a parametric test, was utilized to compare the pretest and posttest ISRS, GSRS, and NPCS scores of the students. The correlations between the scores of students’ ISRS, GSRS, and NPCS were analyzed by the Pearson test (*P* < .05).

Ethical Considerations

Formal approval to carry out the study was granted by the Dean of the Faculty of Nursing at Near East University. The study was found to be ethically acceptable by the Near East University Scientific Research and Ethics Committee (Date: December 20, 2022; No: NEU/2022/109-1671). Furthermore, the authors have secured authorization to utilize the scales used in the study.

Results

It was determined that approximately two-thirds of the students were concentrated in the 19-20 age group (37.25%, *n* = 102) and the 21-22 age group (37.25%, *n* = 102), while approximately one-quarter were aged 23 and above (25.49%, *n* = 102). It was found that more than half of the participants were women (54.9%, *n* = 102) and almost all of them were single (98.0%, *n* = 102).

Table 1 presents the results of the paired sample *t*-test comparing the pretest and posttest scores of the students on the ISRS.

The students scored 57.18 ± 14.87 points in the pretest and 62.80 ± 4.51 points (*t* = 3.688, *P* = .000) in the posttest on the ISRS. A statistically significant difference was found between the pretest and posttest scores of the students on the ISRS (*P* < .05). The students obtained higher scores in the ISRS in the posttest compared to the pretest.

Table 1. Comparison of the Pretest and Posttest Scores of the Students on the Individual Social Responsibility Scale

	N	Pretest		Posttest		t	P
		\bar{x}	s	\bar{x}	s		
Individual Social Responsibility Scale	102	57.18	14.87	62.8	4.51	-3.688	.000*

**P* < .05.

Table 2. Comparison of the Pretest and Posttest Scores of the Students on the Global Social Responsibility Scale

	N	Pretest		Posttest		t	P
		\bar{x}	s	\bar{x}	s		
Action-orientated responsibility	102	44.1	11.35	49.04	9.13	-3.408	.001*
Ecological responsibility	102	18.68	3.61	20.63	3.47	-3.7	.000*
Altruistic responsibility	102	25	4.49	28.5	4.66	-5.019	.000*
National responsibility	102	17.34	3.36	18.6	3.68	-2.777	.007*
Global Social Responsibility Scale	102	105.11	16.28	116.76	15.91	-4.897	.000*

* $P < .05$.

Table 2 presents the results of the paired sample *t*-test comparing the pretest and posttest scores of the students on the GSRS.

According to Table 2, the students had 44.10 ± 11.35 points on the subscale of action-orientated responsibility, 18.68 ± 3.61 points on the subscale of ecological responsibility, 25.0 ± 4.49 points on the subscale of altruistic responsibility, 17.34 ± 3.36 points on the subscale of national responsibility, and 105.11 ± 16.28 points on the GSRS in the pretest. The students had 49.04 ± 9.13 points on the subscale of action-orientated responsibility, 20.63 ± 3.47 points on the subscale of ecological responsibility, 28.50 ± 4.66 points on the subscale of altruistic responsibility, 18.60 ± 3.68 points on the subscale of national responsibility, and 116.76 ± 15.91 points on the GSRS in the posttest. A statistically significant difference was identified between the scores of the students' ratings on the overall GSRS and its subscales: action-oriented responsibility, ecological responsibility, altruistic responsibility, and national responsibility ($P < .05$). The students exhibited elevated scores on the GSRS and its subscales of action-oriented responsibility, ecological responsibility, altruistic responsibility, and national responsibility in the posttest relative to the pretest.

Table 3 presents the results of the paired sample *t*-test comparing the pretest and posttest scores of the students on the NPCCS.

When Table 3 was examined, it was found that the students had 42.92 ± 6.70 points on the desire to effort subscale, 17.40 ± 7.23 points on the maintain professional membership subscale, 16.33 ± 2.69 points on the devotion to the goals and values, and 76.66 ± 10.87 points on the overall NPCCS in the pretest; and they had 44.85 ± 5.90 points on the desire to effort subscale, 16.38 ± 5.79 points on the maintain professional membership subscale, 17.50 ± 2.27 points on the devotion to the goals and values subscale, and 78.74 ± 8.64 points on the entire scale in the posttest. A statistically significant difference was observed between the pretest and posttest scores of students regarding the willingness to exert effort and commitment to objectives and values subscales of the NPCCS, with posttest scores being higher ($P < .05$). No statistically significant change was seen between the pretest and posttest scores of the students regarding the overall NPCCS and its subscale pertaining to the maintenance of professional membership.

Analysis of Table 4 revealed a strong, statistically significant positive correlation between students' ISRS pretest scores and their pretest GSRS total scores, as well as the ecological responsibility and altruistic responsibility subscales ($r = 0.71$, $P < .05$). A statistically significant

and negative correlation was found between the pretest scores of the students on the ISRS and their scores on the maintain to professional membership subscale of the NPCCS ($r = -0.206$, $P = .038$, $P < .05$). A statistically significant positive correlation was identified between the pretest scores of students on the action-oriented responsibility subscale of the GSRS ($r = 0.902$, $P = .004$, $P < .05$) and their scores on the overall NPCCS, as well as the desire for effort and devotion to the goals and values subscales ($r = 0.249$, $P = .012$, $P < .05$).

A statistically significant and negative correlation was found between the pretest scores of the students on the ecological responsibility subscale of the GSRS and their scores on the overall NPCCS and its maintain to professional membership subscale ($P < .05$). The pretest scores of the students on the altruistic responsibility subscale of the GSRS had a statistically significant and positive correlation with their scores on the desire to effort subscale of the NPCCS and a statistically significant and negative correlation with their scores on the maintain to professional membership subscale ($P < .05$). A statistically significant positive correlation was found between the posttest scores of the students on the ISRS and the overall GSRS and its ecological responsibility and altruistic responsibility subscales ($P < .05$). Posttest ISRS scores showed a statistically significant positive relationship with both the total NPCCS score and the desire to endeavor subscale ($P < .05$). In addition, students' posttest scores on the action-oriented responsibility subscale of the GSRS were positively associated with overall NPCCS scores, as well as with the desire to effort and commitment to aims and values subscales ($P < .05$). Conversely, a statistically significant negative association was observed between posttest scores on the ecological responsibility subscale of the GSRS and scores on the retain professional membership subscale of the NPCCS ($P < .05$) (Table 4).

The posttest scores of students on the altruistic responsibility subscale of the GSRS demonstrated a statistically significant positive correlation with their scores on the desire to effort subscale of the NPCCS, and a statistically significant negative correlation with their scores on the maintain to professional membership subscale ($P < .05$) (Table 5).

Discussion

This study, which aimed to evaluate the impact of social responsibility projects run by nursing students, after they were trained, on their individual social responsibility, global social responsibility, and perceptions of commitment to the nursing profession. The findings indicated a significant increase in the students' levels of individual

Table 3. Comparison of Pretest and Posttest Scores of Students on the Nursing Professional Commitment Scale

	N	Pretest		Posttest		t	P
		\bar{x}	s	\bar{x}	s		
Desire to effort	102	42.92	6.7	44.85	5.9	-2.368	.020*
Maintain to professional membership	102	17.4	7.23	16.38	5.79	1.089	.279
Devotion to the goals and values	102	16.33	2.69	17.5	2.27	-3.551	.001*
Nursing Professional Commitment Scale	102	76.66	10.87	78.74	8.64	-1.512	.134

* $P < .05$.

Table 4. Correlations Between the Pretest Scores of the Students on the Individual Social Responsibility Scale, the Global Social Responsibility Scale, and Nursing Professional Commitment Scale

	Individual Social Responsibility Scale		Action-oriented Responsibility	Ecological Responsibility	Altruistic Responsibility	National Responsibility	Global Social Responsibility Scale	Desire to Effort	Maintain to Professional Membership	Devotion to the Goals and Values	Nursing Professional Commitment Scale
	<i>r</i>	<i>P</i>									
Individual Social Responsibility Scale	1										
Action-oriented responsibility	0.493	.000*	1								
Ecological responsibility	0.457	.000*	0.480	1							
Altruistic responsibility	0.424	.000*	0.571	0.716	1						
National responsibility	-0.175	.000*	-0.287	-0.216	-0.065	1					
Global Social Responsibility Scale	0.526	.000*	0.902	0.710	0.819	-0.060	1				
Desire to effort	0.018	.854	0.345	0.042	0.207	-0.054	0.296	1			
Maintain to professional membership	-0.206	.038*	0.023	-0.395	-0.426	-0.176	-0.225	-0.077	1		
Devotion to the goals and values	0.076	.445	0.280	0.162	0.157	-0.123	0.249	0.485	0.094	1	
Nursing Professional Commitment Scale	-0.107	.287	0.298	-0.197	-0.117	-0.181	0.094	0.685	0.641	0.609	1
				.047*	.241	.069	.346	.000*	.000*	.000*	.000*

*P<0.05.

Table 5. Correlations Between the Posttest Scores of the Students on the Individual Social Responsibility Scale, the Global Social Responsibility Scale, and the Nursing Professional Commitment Scale

	Individual Social Responsibility Scale	Action-orientated Responsibility	Ecological Responsibility	Altruistic Responsibility	National Responsibility	Global Social Responsibility Scale	Desire to Effort	Maintain Professional Membership	Devotion to the Goals and Values	Nursing Professional Commitment Scale
Individual Social Responsibility Scale	<i>r</i> 1									
	<i>P</i>									
Action-orientated responsibility	<i>r</i> 0.514	1								
	<i>P</i> .000*									
Ecological responsibility	<i>r</i> 0.460	0.459	1							
	<i>P</i> .000*	.000*								
Altruistic responsibility	<i>r</i> 0.352	0.529	0.662	1						
	<i>P</i> .000*	.000*	.000*							
National responsibility	<i>r</i> 0.104	0.104	0.310	0.348	1					
	<i>P</i> .297	.298	.001*	.000*						
Global Social Responsibility Scale	<i>r</i> 0.522	0.853	0.748	0.821	0.461	1				
	<i>P</i> .000*	.000*	.000*	.000*	.000*					
Desire to effort	<i>r</i> 0.374	0.418	0.172	0.237	-0.088	0.326	1			
	<i>P</i> .000*	.000*	.084	.016*	.377	.001*				
Maintain to professional membership	<i>r</i> -0.036	0.020	-0.302	-0.418	-0.158	-0.213	0.073	1		
	<i>P</i> .719	.839	.002*	.000*	.113	.032*	.467			
Devotion to the goals and values	<i>r</i> 0.176	0.220	-0.001	0.122	-0.096	0.139	0.499	0.182	1	
	<i>P</i> .077	.027*	.990	.222	.335	.163	.000*	.067		
Nursing Professional Commitment Scale	<i>r</i> 0.268	0.324	-0.076	-0.076	-0.160	0.110	0.731	0.690	0.605	1
	<i>P</i> .006*	.001*	.448	.448	.108	.270	.000*	.000*	.000*	

responsibility following the social responsibility course (Table 1). According to this result, hypothesis H₁, which states that “The level of individual and global social responsibility of students after the training on social responsibility is higher than the pre-training period,” was confirmed. A study that compared the mean scores of the students studying in the Faculty of Health Sciences on the ISRS according to their engagement in social responsibility activities reported that the ISRS mean score of the students who had previously engaged in social responsibility activities was significantly higher than the students who had not engaged in social responsibility activities.⁴ A qualitative study conducted with students who took a course on Social Awareness Projects showed that almost half of the students expressed their involvement in social projects after taking the course, and a large number of them stated the improvement of their empathy skills and thus their sensitivity toward social problems after taking the course.²⁰ A study by Altuntaş et al.,²¹ reported that university students’ involvement in social responsibility projects positively affected their perception of empathy and social self-efficacy. The ability of individual social responsibility levels to affect academic achievement¹⁰ has shown that the projects to improve these responsibilities of students are more important.

When evaluating the global social responsibility level of the students, it was found that the total mean scores of the GSRS and the mean scores of all subscales increased significantly after the social responsibility course compared to before the course (Table 2). Global social responsibility is a concept that includes the responsibility towards all living beings on earth, nature, and, in general, the entire universe.⁸ No study was found in the literature in which the global social responsibility level was evaluated with the involvement in social responsibility projects. However, a study that evaluated students’ perceptions of global social responsibility revealed that students’ perceptions of global social responsibility were high.³ Another study indicated that students’ perceptions of global social responsibility were moderate.⁸ In this study, it was found that the total and subscale scores on the GSRS were low (Table 2). It is possible to avoid many global problems that threaten human health by individualizing global social responsibility and turning it into action.¹⁸ Therefore, social responsibility courses and projects are considered to be beneficial in order for each individual to learn their responsibilities.

The study’s results indicated that the overall mean score of the NPCS remained unchanged compared to pre-social responsibility course period (Table 3). When examining the subscale scores, it was found that the mean scores of the students on the “desire to effort” and “devotion to the goals and values” subscales increased significantly compared to pre-social responsibility course period. The Turkish Higher Educational Qualifications Framework has established competencies in nursing education. In this sense, students in the subject of communication and social competency are anticipated to create and execute initiatives and activities for their social surroundings, guided by a sense of social responsibility.²² This also suggests that the social responsibility course and the projects run thereunder are factors that support nursing education. Forming the processes in the projects implemented under the social responsibility course through steps such as planning, implementation, and evaluation as in the nursing care process, feeling beneficial while caring in social responsibility project practices, taking a social responsibility course, and implementing the project thereunder are considered to be the cause of the effect of the project on professional commitment in nursing. The results of a study in which nursing students’ motives for choosing a profession and their perception of care behaviors were evaluated confirmed this approach, and it was concluded that students mostly chose their profession with a sense of helpfulness.²³

While there are studies in which nurses’ professional commitment was found to be low,¹⁴ studies in which nurses’ professional commitment was found to be high^{15,16} are also available. This study reported that the students had moderate scores on the NPCS (Table 3). A meta-analysis study reported that corporate social responsibility positively affected job satisfaction.¹³ Individual and global social responsibility levels are considered to positively affect nurses’ professional commitment. This study indicated a positive correlation between individual and global levels of social responsibility (Tables 4 and 5). A positive association exists between the altruistic responsibility subscale score of the GSRS and the desire to exert effort subscale score of the NPCS (Table 4). The hypothesis H₂, which states, “There is a significant correlation between students’ individual social responsibility, global social responsibility, and professional commitment levels,” was rejected as there was no full correlation. There was a significant correlation between the students’ action-oriented responsibility level of the GSRS and their nursing professional commitment level (Table 4). Many factors that affect the professional commitment level and the social responsibility course covering only 1 academic semester may have diminished its effectiveness and sustainability. It may be influenced by an individual’s perception of their professional identity, their level of motivation, the academic and clinical experiences they encounter during their education, and social environmental factors.

Strengths and Limitations

The study’s strengths are in addressing the gap in literature concerning the relationship between perceived professional commitment and social responsibility projects, as well as in offering a theoretical contribution to nursing education literature by assessing the impact of a social responsibility project integrated into the nursing curriculum. The study’s limitation lie in its focus on students from a specific university during a specific time period, which limits the generalizability of the findings. The optional nature of the course may have created an internal bias in the social responsibility judgments of participants who chose to enroll. The absence of a control group and the lack of a long-term follow-up study in the research constitute other important limitations in assessing the effectiveness of the training.

Conclusion

The study’s results indicated that the individual and global social responsibility levels of nursing students increased following the social responsibility course. It was concluded that there was an increase in all subscales of global social responsibility, including action-oriented responsibility, ecological responsibility, altruistic responsibility, and national responsibility. Furthermore, taking a social responsibility course elevated the “desire to effort” and “devotion to the goals and values” levels of students on the NPCS.

Besides the positive effect of the social responsibility course on students’ perceptions of social and global social responsibility, the positive effect of the course on professional commitment is a factor that should not be ignored. Results of the present study suggest that it is important for nursing students to take social responsibility courses during their education and to be involved in different social responsibility projects for their individual, social, and professional development.

Data Availability Statement: The data that support the findings of this study are available on request from the corresponding author.

Ethics Committee Approval: Ethical committee approval was received from the Scientific Research and Ethics Committee of Near East University (Approval no: 2022/109-1671, Date: December 20, 2022).

Informed Consent: Written informed consent was obtained from participants who participated in this study.

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