SOCIOEMOTIONAL INTELLIGENCE AND SELF-CARE TENDENCY OF UNDERGRATUATE STUDENTS IN TERTIARY INSTITUTIONS IN ABIA STATE

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ABSTRACT

Socio-emotional Intelligence (SQ) and self-care tendency (ST) among undergraduate students has been studied since years ago, however, it appears that the relationship between undergraduate students, social-emotional intelligence and self-care tendency has not been adequately investigated to the date especially in Abia state. This paper aimed at investigating the effect of Socio-emotional Intelligence (SQ) and self-care tendency (ST) among undergraduate students. It also aimed at exploring the following objectives to determine the influence of self-awareness on self-care tendency among undergraduate students. To ascertain the influence of empathy on self-care tendency of undergraduate students. To find out the influence of social awareness on self-care tendency of undergraduate students. To determine the influence of emotional regulation on self-care tendency of undergraduate students. The researcher selected 30 undergraduate students, 10 Social Sciences, 10 language students and 10 vocational students from National Institute for Nigerian languages, Aba, Abia State Polytechnic, Aba and Michael Okpara University, Umudike Abia State. The data were collected through administering instrument on Socio-emotional Intelligence (SQ) and Self-care Tendency (ST) among Undergraduate Students Questionnaire, tagged (SISTQ). The data were analyzed through descriptive statistics and independent sample T. test. The result shows that there is a significant relationship between Socio-emotional Intelligence (SQ) and self-care tendency (ST) among undergraduate students in Tertiary Institutions in Abia State.

INTRODUCTION

Self-care refers to the intentional and deliberate actions individuals take to promote their physical, mental, and emotional well-being. It involves engaging in activities that prioritize self-nourishment, stress reduction, and personal growth. Self-Care tendency became a rally cry at the beginning of the pandemic, as millions of people around the planet were suddenly struck at home and needed something productive to do with their new found free time and privacy (Eva, 2022). Self-Care is a personalized routine, not necessarily something that always makes sense to a broader audience (Ainee. 2022). Self-care is no longer considered selfish. It is just a process of taking time to put ourselves first. Getting a good night's rest, eating food that your body agrees with, staying hydrated, and taking breaks.

Socio-emotional Intelligence, also known as social-emotional Intelligence or Social Intelligence, refers to the ability to understand, manage, and navigate interpersonal relationships effectively. It encompasses a set of skills and

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competences that enable individuals to recognize and understand their own emotions, as well as the emotions of others.

Socio-emotional Intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In order words, they have the ability to influence the ability of other people too. Social-Emotional Intelligence can be defined in these two categories:

In the first instance, Social-Emotional Intelligence is a treat-like quality or ability to understand and manage one's emotion and those of others, facilitating effective communication and the collaboration during problem solving. and similarly, social emotional Intelligence is also a behavioral disposition that helps people feel better about their ability to navigate emotional situations (Self efficacy approach). Uclouvainis Thomas Pirsoul (2023). Socio emotional Intelligence allows people to identify, understand, express, regulate and use one's own and other's emotions. Socio-emotional Intelligence involves perceiving social cues accurately, demonstrating empathy, expressing emotions appropriately and managing interpersonal interactions in various social contexts.

The influence of self–awareness on self-care tendency among undergraduate students is an interesting topic to explore. Self-awareness refers to the ability to recognize and understand one's thoughts, emotions, and behaviors. Self-Care, on the other hand, refers to deliberate actions taken to maintain and improve one's physical, mental, and emotional well-being.

Several studies have indicated a positive correlation between self-awareness and self-care. Grayson (2013) defined self-awareness as the ability to recognize one's feelings, to differentiate between them, to know what one is feeling and why, and to know what caused the feelings. Goleman (1998) maintained that emotional self-awareness is a way of identifying a person emotions and how it could affect other people. Okpara and Agwu (2015) stated that the first step of becoming an emotionally intelligent is to become as self-aware as possible. Corroborating this, O'Connor, Hill, Kaya, and Martin (2019); Nelson and Low (2011); and Siegling, Saklofske, Petrides, (2015) stated that emotional intelligence begins at the individual level of analysis as a starting point for EI discovery. This implies that emotional self-awareness precedes all stages of emotional intelligence development. Singh (2010) noted that self-awareness is the basic foundation on which variables of emotionally intelligent behaviour germinates. Thus, Lew (2018) identified self-awareness as the most important dimension of emotional intelligence. When individuals are aware of their own needs, limitations and emotions, they are more likely to engage in self-care practices. Here are some potential influences of self-awareness on self-care tendency among undergraduate students. Self-awareness helps individuals recognize their physical, mental, and emotional needs are more likely to engage in self-care activities such as regular exercise, healthy and sufficient sleep.

Self-Awareness allows students to identify and understand their stressors and emotional triggers. By being aware of their stress levels and emotions, students can implement self-care strategies such as relaxation techniques, mindfulness, or seeking support from friends, family or counseling services. Self-awareness helps individuals understand their limits and set appropriate boundaries. Undergraduate students who are self-aware are more likely to say no to excessive commitments or demands that may negatively impact their wellbeing. They prioritize self-care by allocating time for rest, leisure activities, and personal interest. The process of

emotion regulation is influenced by self-awareness, as self-awareness is an important predictor of self-regulation, and the outcomes of the self-regulation process depends, in a part, on the level of self-awareness. When there is increase in self in self-awareness subscale, there is a tendency towards lower levels of non-acceptance of emotional responses and difficulties engaging in the goal directed and impulse control difficulties (Richard & Shupe, 2003)

Self-awareness students are more likely to recognize when they need help or support. They are willing to reach out to friends, family, or professionals resources when facing challenges or experiencing mental health issues. Seeking help is an essential aspect of self-care, as it allows students to address their concerns

RESEARCH QUESTIONS

This study is guided by four research questions and four null hypotheses which are stated below:

- To what extent does self-awareness predict self-care tendency among undergraduate students in Abia State?
- To what extent does empathy predict self-care tendency among undergraduate students in Abia State?
- To what extent does social awareness predict self-care tendency among undergraduate students in Abia State?
- To what extent does emotional regulation predict self-care tendency among undergraduate students in Abia State?

NULL HYPOTHESES
Self-awareness does not significantly predict self-care tendency among undergraduate students Abia State.
Empathy does not significantly predict self-care tendency among undergraduate students Abia State.

- Social awareness does not significantly predict self-care tendency among undergraduate students Abia State.
- Emotional regulation does not significantly predict self-care tendency among undergraduate students Abia State.

SELF-AWARENESS

Self-awareness improves our communication, confidence, and job performance (Sutton et.al, 2015). Self-awareness can be divided into two categories or types: Internal Self-awareness and External Self-awareness (Tasha Eurich, 2018)

Increased self-awareness leads to more self-care in Medical Students (Saunders et al, 2007) and a better understanding of one's strengths and capabilities along with a boost to emotional intelligence in Law students (James, 2011). Self-awareness promotes self-reflection, self-evaluation, enabling students to access their overall well-being and identify areas that require attention. Through self-reflection, they can recognize patterns of detrimental to their well-being and take proactive steps to change them. Self-awareness is an essential first step toward

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maximizing management skills. It can improve our judgment and help us identify opportunities for professional development and personal growth.

According to Kara (2020), self-awareness, gives individuals a better understanding of what they want or need; it increases individual chances of getting what they want or need; it improves individual decision making process; it help someone to manage emotions and boost productivity and success. It is important to note that while self-awareness is crucial factor in promotional self-care. Other individual contextual factor can also influence self-care tendencies among undergraduate students.

Empathy is a complex suite of psychological processes experienced when people take the perspective of another person. It is often divided into three major components: '(1) an effective response to another person, which often entails sharing that person's emotional state, (2) the cognitive ability to take the perspective of another person, and (3) the ability to regulate emotions' (Decety & Jackson, 2006, p. 54). Empathy can have a significant influence on self-care tendency among undergraduate's students. Empathy is the ability to understand and share the feelings of others. It involves being sensitive to the emotion and experiences of others and responding with compassion and care. Empathy is an essential aspects of interpersonal relationships and is associated with various positive outcomes, including increased prosocial behavior, involved communication, and enhanced social support.

Empathy helps individuals recognize their own emotions and needs. By developing an empathetic understanding of their own experiences. undergraduate's students can identify when they are feeling overwhelmed, stressed or in need of self-care.

Empathy also allows the individuals to recognize and respond to the needs of others. By developing empathy, undergraduate students can understand and support their peers who may be experiencing difficulties or stress. This understanding can create a supportive social environment that promotes self-care and encourages students to seek help when needed. Empathy According to Neff and colleagues, self-compassion involves three components: 'being kind to oneself in instances of pain or failure; perceiving one's experience as part of the larger human experience; and holding painful feelings and thoughts in balanced awareness' (Neff, Rude, & Kirkpatrick, 2007, p. 908). These are positive aspects of one's personality; for instance, rather than focusing on one's errors or faults, empathy ate people understand that blunders are common to all people and that mistakes do not define a person. Because the self is often the anchor to which judgments of others are grounded (Brown, Young, & McConnell, 2009; Dunning, 2002), a compassionate orientation to the self may produce more tenderness toward others as well.

Similarly, empathy facilitates the development of strong social connections. Undergraduate students who possess empathy are more likely to cultivate supportive relationships with their peers. These relationships can serve as sources of emotional support, encouragement and accountability in practicing self-care activities.

Empathy involves being kind and understanding towards oneself as well as others. Undergraduate students who are empathetic are more likely to practice self-compassion, which involves treating oneself with care, understanding and forgiveness. Self-compassion is closely linked to self-care, as if encourages individuals to prioritize their well-being and engage in actions that promote mental

health. According to Wang et al. (2022), Empathy may empower the student nurses to have self-awareness, which enables them to pay attention to the patients and this is crucial in caring.

A student nurse who is aware of the patient's negative emotional state is empowered to provide relevant care to the patient with the aim of improving the state in which the patient is in. (Strekalova et al., 2017). While empathizing with the patient, the student nurse has the ability to separate their emotions from those of the patient.

Through empathy the student nurse shows interest to the patient while communication. They listen and display warmth (Mercer & Reynolds 2002). Situations such as the recent COVID-19 Pandemic warranted the nurses and student nurses to show empathy to patients. The global health was under attack by the corona virus pandemic that claimed lives and the longstanding devastating impacts of this pandemic will long remembered Robbins et al. (2020). Studies have shown that clinical empathy enhances patient satisfactory comfort and trust. Patients who trust their Doctors are more likely to be open and to provide more detailed information enabling better diagnosis and shared decision making.

Empathy can help reduce the stigma association with self-care. By fostering empathetic understanding; undergraduate students can create an environment where self-care is seen as a positive and necessary practice for overall well-being. This can encourage individual to prioritize self-care without feeling guilty or ashamed. Empathy can positively influence self-care tendencies among undergraduate students. By fostering empathy individuals can better understand their own needs, recognize the needs of others, build supportive relationships, practice self-compassion, and reduce the stigma self-care. Generally speaking, empathy is the process of comprehending and experiencing another person's affective state (Decety & Jackson, 2006). For this reason, in the present study we defined empathy as participants' emotional response to a hypothetical person in need of help.

Another is the issue of social awareness and understanding of the social issues, needs, and concerns within their community and society as a whole. Social awareness can enhance student's knowledge and understanding of various health and well-being issues. It can expose them to information on stress management, healthy life-style choices, mental health and the important of self-care. Social awareness has a very simple definition, it is a delicate and complex talent that develops over the course of one's life. In fact, most people would agree that being 'socially aware' is something that we develop and continue to improve upon throughout our lives as we are exposed to new information and experiences that need us to appreciate and understand other people's perspectives. It helps everyone understand how they fit and contribute to any given system or environment they find them self. In the long term however, which is the main interest of this work, social awareness skills being a basic part of team play and workplace collaboration, will help the worker understand professionalism in the work place and ultimately contribute to firm growth as it helps in growing the human related aspect of the firm (Kendra L et al., 2016).

Social awareness is the understanding of norms for behaviour and the ability to understand the perspective of others. Social awareness can shape social norms and influences behaviour if self-care practices are valued within a student

social circle or communities, it can positively impact their own self-care tendency. Goleman (2006) Defined Social awareness is being aware of what others think. It is crucial to speak up against social activities, social injustice, consciousness raising about the other being social activities, develop the ability to manage the negative emotions that the conflict can create and the development of critical thinking skills Kamimura,2003).

Social awareness might positively influence social behaviours, the quality of interpersonal relationships, and it might also assist with individuals in coping with challenges in establishing. Interpersonal relationships have been found to be linked with good mental and physical health and life satisfaction, but lack of interpersonal connection is linked negatively to outcome including depression (Doga 2006).
Activities such as exercise, healthy eating and seeking mental health support are normalized and promoted, students are more likely to adopt these practices.
Social awareness can foster empathy and compassion among students when individuals are aware of the challenges face by others, they may be more inclined to take care of themselves as well. Awareness can lead to the identification and availability of resource and support systems. Through increased awareness, students may become more knowledgeable about the services and resources available to them, such as counselling centres, wellness programmes or peer support groups. This awareness can encourage them to seek help and encourage in self-care practices when needed. These dimensions of social awareness are required to ensure a safe and healthy working environment for employees. The concept of social awareness is fairly simple; it's a person's ability to consider the perspectives of other individuals, groups, or communities, and apply that understanding to interactions with them. This is much so because there are about 10 dimensions of social awareness (Golemann, 2010).

EMOTIONAL REGULATION OR SELF-REGULATION IS THE ABILITY TO MONITOR AND MODULATE WHICH EMOTIONS ONE HAS WHEN YOU HAVE THEM AND HOW YOU EXPERIENCE AND EXPRESS THEM.

Emotional regulation is understood as a dynamic process that involves different strategies oriented to increase, appease or sustain an emotion (Tita, et al, (2018). Emotional regulation refers to the ability to manage and control one's emotions in order to adapt to different situations effectively. There is a strong connection between emotional regulations and self-care tendency particularly among undergraduate students. Emotional regulation skills help students effectively cope with stress. When the undergraduate students regulate their emotions, they are effectively can cope with their stress. They can reduce the negative impact of stress on their well-being.

Undergraduate students who possess strong emotional regulation skills are more likely to experience better mental health. They are better equipped to handle negative emotions such as; anxiety or depression and can take proactive steps to take care of their mental well-being, such as seeking, practicing mindfulness, or engaging in hobbies that promote relaxation.
Emotional regulation skill contributes to healthier interpersonal relationships. Undergraduate students who can effectively regulate their emotions are less likely to engage in impulsive or destructive behaviour that can harm their relationships. Healthy relationships, in turn, support self-care as they provide a social support

system and opportunities for engaging in activities that promote well-being, such as, spending time with friends. Sharing experience, and seeking emotional support. Emotional regulation or self-regulation is the ability to monitor and modulate which emotions one has when you have them and how you experience and express them.

Emotional regulation is understood as a dynamic process that involves different strategies oriented to increase, appease or sustain an emotion (Tita, et al, (2018). As such, emotional regulation refers to the internal and external processes through which the individual evaluates his emotions in a given setting, including both conscious and unconscious physiological, behavioral and cognitive dimensions, and their projection onto the affective, cognitive and social spheres (Cabanach, et al, 2018).

Emotional regulation skills enhance resilience, which is the ability to bounce back from challenges and setbacks. Undergraduate students who can regulate their emotions are more likely to view obstacles as temporary and manageable, rather than overwhelming. This resilience positively affects their self-care activities even during challenging times. Emotional regulation generally plays a significant role in shaping the self-care tendencies of undergraduate students. By developing and practicing emotional regulation skills, students can effectively manage their emotions, reduce stress, promote mental well-being and establish healthy self-care habit.

Emotion deregulation can lead to impulsivity, and prohibit goal directed behaviour, acceptance of emotions, emotional understanding and effective emotion regulation strategies (Gratz&Roemer, 2008) during COVID 19 pandemic, most undergraduate students felt a lack of control over their own lives. During the COVID 19 PANDEMIC, undergraduate students had to move out of campuses and became online students. They were isolated from schools and from friends for unspecified period. Most of these undergraduate began to take and face new roles and regulations from their families and job which they seem quite complicated.

According to Thompson et_al. (2017) When faced with stressful events such as natural disasters and out breaks of infectious disease, lack of control leads to people expensively feelings of sadness, fear, anxiety, and anger which can affect their long-term well-being or current state of being healthy, happy, and comfortable. bouncing with happiness. Rather such individuals tend to cope better with adverse situations regaining their ability to get to get on with life and do what is expected of them more easily. This is called resilience and is invaluable if one wants to leave with meaning and purpose despite adverse situations. That contributes to their overall health and success.

Emotional regulation refers to reducing emotional arousal and controlling the emotional experience with the use of both conscious and unconscious strategies to handle stressful situations and adapt to the demands of our environment (Gratz & Roemer, 2004)

The purpose of the study is to determine the influence of ''Socio emotional intelligence on self-care tendency of undergraduate students'' The specific objectives are:

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- To determine the influence of self-awareness on self-care tendency among undergraduate students.
- To ascertain the influence of empathy on self-care tendency of undergraduate students.
- To find out the influence of social awareness on self-care tendency of undergraduate students.
- To determine the influence of emotional regulation on self-care tendency of undergraduate students.

RESEARCH QUESTIONS

The following research questions guided the study
- To what extent does self-awareness influence self-care tendency among undergraduate students?
- What form of influence does empathy expert on self-care tendency of undergraduate students?
- Does social awareness have any influence on self-care tendency of undergraduate students?
- What form of influence does emotional awareness have on self-care tendency of undergraduate students?

RESEARCH HYPOTHESIS

- Self-awareness has no significant influence on self-care of undergraduate students.
- Empathy has no significant influence on self-care tendency of among undergraduate students.
- Social awareness has no significant influence on self-care awareness of undergraduate students.
- Emotional regulation has no significant influence on self-care tendency of undergraduate students.

METHODOLOGY

Correlational research design was adopted for the study conducted in Abia state. The target population comprised of all the undergraduate students in Abia state. Simple random sampling techniques was used to select three tertiary institutions and 30 students were selected from each of the schools which gave total of 90 respondents used for the study. The instrument used for data collection was a questionnaire titled 'Socio-emotional intelligence, self-care tendency questionnaire (SEISCTQ). The following schools participated in the study, national institute for Nigerian Language, Abia state poli technique Aba, Micheal Okpara university Umudike. The instrument was a four-point scale, strongly agreed –(SA), Agreed –(A), Disagreed – (D)2. Strongly disagreed –(SD)1. The instrument was validated by one expert in measurement and evaluation and two experts from educational psychology to ascertain the face and content validity. The reliability co-efficient obtained was 0.87, and this was high enough to justify the use of instrument. The researches subjected the data generated for this study to appropriate statistical techniques such as descriptive statistics meant to answer research questions and

simple regression analyses meant to test the hypotheses. The test for significant was done at 0.05 alpha levels.

RESULTS

Research Question 1: To what extent does self-awareness predict self-care tendency among undergraduate students in Abia State?

Table 1:

Mean and Standard Deviation of the Extent Self-Awareness Predicts Self-Care Tendency

Variables	$\bar{\chi}$	SD	B
Self-awareness	15.59	1.32	
			.158
Self-care	39.11	9.29	

Table 1 revealed that self-awareness ($\bar{\chi}$ = 15.59; SD = 1.32) and self-care tendency ($\bar{\chi}$ = 39.11; SD = 9.29) and the beta weight which indicates the strength of prediction β(.158). The result implies that self-awareness predicts self-care tendency among undergraduate students in Abia State.

Research Question 2: To what extent does empathy predict self-care tendency among undergraduate students in Abia State?

Table 2:
Mean and Standard Deviation of the Extent Empathy Predicts Self-Care Tendency

Variables	$\bar{\chi}$	SD	B
Empathy	14.44	1.84	
			.013
Self-care	39.11	9.29	

Table 2 showed that empathy ($\bar{\chi}$ = 14.44; SD = 1.84) and self-care tendency ($\bar{\chi}$ = 39.11; SD = 9.29) and the beta weight which indicates the strength of prediction β(.013). From the result it can be deduced that empathy predicts self-care tendency among undergraduate students in Abia State.

Research Question 3: To what extent does social awareness predict self-care tendency among undergraduate students in Abia State?

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Table 3:

Mean and Standard Deviation of the Extent Social Awareness Predicts Self-Care Tendency

Variables	$\bar{\chi}$	SD	B
Social awareness	16.23	1.72	
			.040
Self-care	39.11	9.29	

Table 3 indicated that social-awareness ($\bar{\chi}$ = 16.23; SD = 1.72) and self-care tendency ($\bar{\chi}$ = 39.11; SD = 9.29) and the beta weight which indicates the strength of prediction β(.040). The result showed that social-awareness predicts self-care tendency among undergraduate students in Abia State.

Research Question 4: To what extent does emotional regulation predict self-care tendency among undergraduate students in Abia State?

Table 4:
Mean and Standard Deviation of the Extent Emotional Regulation Predicts Self-Care

Variables	$\bar{\chi}$	SD	B
Emotional Regulation	16.08	2.16	
			.075
Self-care	39.11	9.29	

Table 1 revealed that self-awareness ($\bar{\chi}$ = 16.08; SD = 2.16) and self-care tendency ($\bar{\chi}$ = 39.11; SD = 9.29) and the beta weight which indicates the strength of prediction β(.075). The result implies that emotional regulation predicts self-care tendency among undergraduate students in Abia State.

Hypothesis 1: Self-awareness does not significantly predict self-care tendency among undergraduate students Abia State.

Table 5:

Regression Analysis of Self-Awareness as Predictors of Self-Care Tendency

Model	R	R Square	Adjusted R Square	SE	Sig.
1	.158[a]	.025	.014	9.223	.137

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	191.866	1	191.866	2.255	.137[b]
	Residual	7487.023	88	85.080		

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Total	7678.889	89			

Table 5 showed that in the model summary R^2 of .025 indicates that 2.5% of the variance in undergraduate self-care tendency is explained by self-awareness and this was not significant at p (.137) > alpha level (.05). The ANOVA table revealed that F-ratio $_{(1, 88)}$ = 2.26 was not significant (p>.05). These imply that self-awareness does not predict self-care tendency among undergraduate students in Abia State.

Hypothesis 2: Empathy does not significantly predict self-care tendency among undergraduate students Abia State.

Table 6: *Regression Analysis of Empathy as Predictors of Self-Care Tendency*

Model	R	R Square	Adjusted R Square	SE	Sig.
1	.013[a]	.000	-.011	9.34046	.900

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.398	1	1.398	.016	.900[b]
	Residual	7677.491	88	87.244		
	Total	7678.889	89			

Table 6 indicated that in the model summary R^2 of .000 indicates that the undergraduate self-care tendency variance was not explained by empathy and this was not significant at p (.900) > alpha level (.05). The ANOVA table revealed that F-ratio $_{(1, 88)}$ = .016 was not significant (p>.05). These results showed that empathy does not predict self-care tendency among undergraduate students in Abia State.

Hypothesis 3: Social awareness does not significantly predict self-care tendency among undergraduate students Abia State.

Table 7:
Regression Analysis of Social-Awareness as Predictors of Self-Care Tendency

Model	R	R Square	Adjusted R Square	SE	Sig.
1	.040[a]	.002	-.010	9.33394	.710

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.108	1	12.108	.139	.710[b]
	Residual	7666.781	88	87.123		
	Total	7678.889	89			

Table 7 revealed that in the model summary R^2 of .002 indicates that 0.2% of the variance in undergraduate self-care tendency is explained by social-awareness and this was not significant at p (.710) > alpha level (.05). The ANOVA table revealed that F-ratio $_{(1, 88)}$ = 0.139 was not significant (p>.05). These imply that social-awareness does not predict internet self-care tendency among undergraduate students in Abia State.

Hypothesis 4: Emotional regulation does not significantly predict self-care tendency among undergraduate students Abia State.

Table 8:
Regression Analysis of Social-Awareness as Predictors of Self-Care Tendency

Model	R	R Square	Adjusted R Square	SE	Sig.
1	.075ª	.006	-.006	9.31501	.482

ANOVAª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.181	1	43.181	.498	.482ᵇ
	Residual	7635.708	88	86.769		
	Total	7678.889	89			

Table 8 showed that in the model summary R^2 of .006 indicated that 0.6% of the variance in undergraduate self-care tendency is explained by emotional regulation and this was not significant at p (.482) > alpha level (.05). The ANOVA table revealed that F-ratio $_{(1, 88)}$ = 0.498 was not significant (p>.05). These imply that emotional regulation does not predict internet self-care tendency among undergraduate students in Abia State.

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DISCUSSION OF THE FINDINGS

The results of the data analysis in tables1 and 5 proved that the result was significant due to the fact the calculated F-ratio $_{(1, 88)}$ = 2.26 was not significant (p>.05) with 1 and 88 degree of freedom. The result means that self-awareness does not significantly predict self-care tendency among undergraduate students Abia State. The result disagreed with the opinion of Kara (2020) that stated that self-awareness, gives individuals a better understanding of what they want or need; it increases individual chances of getting what they want or need; it improves individual decision making process; it help someone to manage emotions and boost productivity and success. The non-significance of the result caused the null hypotheses to be rejected while the alternative one was upheld.

The results of the data analysis in tables 2 and 6 proved that the result was significant due to the fact the calculated F-ratio $_{(1, 88)}$ = .016 was not significant (p>.05) with 1 and 88 degree of freedom. The result means that empathy does not significantly predict self-care tendency among undergraduate students Abia State. The result disagreed with the opinion of Decety & Jackson, (2006) who stated that. Empathy can have a significant influence on self-care tendency among undergraduate's students. Empathy is the ability to understand and share the feelings of others. It involves being sensitive to the emotion and experiences of others and responding with compassion and care. The non-significance of the result caused the null hypotheses to be rejected while the alternative one was upheld.

The results of the data analysis in tables 3 and 7 proved that the result was significant due to the fact the calculated F-ratio $_{(1, 88)}$ = .139 was not significant (p>.05) with 1 and 88 degree of freedom. The result means that Social awareness does not significantly predict self-care tendency among undergraduate students Abia State. The result disagreed with the opinion of Doga (2006), which stated that social awareness might positively influence social behaviours, the quality of interpersonal relationships, and it might also assist with individuals in coping with challenges in establishing. Interpersonal relationships have been found to be linked with good mental and physical health and life satisfaction, but lack of interpersonal connection is linked negatively to outcome including depression. The non-significance of the result caused the null hypotheses to be rejected while the alternative one was upheld.

The results of the data analysis in tables 4 and 8 proved that the result was significant due to the fact the calculated F-ratio $_{(1, 88)}$ = .498 was not significant (p>.05) with 1 and 88 degree of freedom. The result means that emotional regulation does not significantly predict self-care tendency among undergraduate students Abia State. The result disagreed with the opinion of Cabanach, et al, (2018) which stated that emotional regulation skills enhance resilience, which is the ability to bounce back from challenges and setbacks. Undergraduate students who can regulate their emotions are more likely to view obstacles as temporary and manageable, rather than overwhelming. This resilience positively affects their self-care activities even during challenging times. Emotional regulation generally plays a significant role in shaping the self-care tendencies of undergraduate students. By developing and practicing emotional regulation skills, students can effectively manage their emotions, reduce stress, promote mental well-being and establish healthy self-care

habit. The non-significance of the result caused the null hypotheses to be rejected while the alternative one was upheld.

CONCLUSION

In view of the formulated and tested hypotheses, the findings of this study revealed that there is significant positive influence of the independent variable (social-emotional intelligence) and dependent variable (self-care tendency) among undergraduate students in Abia State.

RECOMMENDATIONS

Based on the findings of this study, the recommendation proposes that:

- Undergraduate students should be encouraged to improve in their self-awareness which implies themselves better. This in turns will help them in self-care attitude.
- The management and lecturers in the University should educate their students on the need of empathy which implies cares for others and themselves because the undergraduate students can only give what they have.
- Parents, school systems should inculcate social awareness. This is because having good understanding of the society where they see themselves will significantly improves their self-care awareness.
- School should always organize seminar, symposium, conference where the issues of undergraduate students will be discussed. This shows that when undergraduates students are well equipped in their emotional regulations, the academic work becomes less stressful and academic task becomes easily accomplished.

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