



**INVESTIGATION OF THE SOCIAL HABITS AND INTERPERSONAL RELATIONSHIP
SKILLS AMONG PRIMARY SCHOOL PUPILS IN UYO LOCAL GOVERNMENT AREA,
AKWA IBOM STATE**

By

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ABSTRACT

This work sought to investigate social habits and interpersonal relationship skills among primary school pupils in Uyo Local Government Area, Akwa Ibom State. In order to carry out the study, three objectives, three research questions and three hypotheses were formulated. The study adopted a correlation research design and was carried out in Uyo Local Government Area, Akwa Ibom state. The population of the study was 24, 193. This number comprised all Primary 5 pupils in all the public primary schools in Uyo Local Government Area, Akwa Ibom State in the 2023/2024 academic session. The sample size for this study was 200 pupils randomly selected from public primary schools in Uyo Local Government Area. The multistage sampling procedure was adopted. The research instrument used for the study was a researcher's developed instrument titled "Social Habits and Interpersonal Relationship Skills Questionnaire". The instrument was subjected to face validity. A reliability coefficient of 0.78 was obtained for the instrument using Cronbach Alpha Statistical Tool. Pearson Product Moment Correlation was used to answer the research questions and hypotheses tested at 0.05 level of significance. The findings of the study showed that there is significant relationship between social habits and communication skills among primary school pupils in Uyo Local Government Area; there is significant relationship between social habits and cooperation skills among primary school pupils in Uyo Local Government Area; and there is significant relationship between social habits and turn-taking skills among primary school pupils in Uyo Local Government Area. Based on the findings, it was concluded that there is relationship between social habits and interpersonal relationship skills among primary school pupils in Uyo Local Government Area, Akwa Ibom State. The study recommended amongst others that cooperative learning should be adopted as a teaching strategy across government and private institutions so as to engender the good social habits among children in primary schools

**KEYWORDS: Social Habits, Interpersonal Relationship, Skills, Primary School Pupils, Uyo
Local Government Area, Akwa Ibom State**



INTRODUCTION

Interpersonal relationship refers to the connections and interactions between people. These relationships can take various forms, including friendships, romantic partnerships, family bonds, and emotional professional associations. Interpersonal relationships involve communication, connection, and mutual understanding between individuals. They can be characterized by factors such as trust, empathy, shared experiences, and common interests. Building and maintaining healthy interpersonal relationships is important for personal well-being and social harmony.

Communication skills play a vital role in building social habits. Effective communication individuals. It involves active listening, clear expression of thoughts and trusts between individuals. It involves active listening, clear expression of thoughts and feelings, and the ability to convey messages in a respectful and non-confrontational manner (Asare and Essien, 2022). Good communication helps resolve conflicts, build stronger connections, and create a positive environment for healthier relationships. According to Ochanya(2020), the definition of communication skills is the ability for an individual to accurately convey a message to another person or group of people. Communication skills involve listening, speaking, observing and empathizing. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications like email and social media. Cook (2020) revealed that when children are given the opportunity to play, they develop superior communication skills, necessary physical ability and social unity needed in adult life and an increased cognitive and effective educational balance.

According to Onyedikachi and Obasi (2021), young children with poor social habits frequently have social communication delays and difficulty engaging with their peers in sustained interactions. To engage in social interactions competently, young children must be able to initiate and respond to social stimuli, take verbal turns, sustain social contact, and negotiate conflicts (Beckman & Leiber, 2021). The inability to develop good social habits, communicate needs and wants during peer interactions can result in negative social consequences, including peer rejection. In turn, some pupils who experience peer rejection as a result of their limited social communication behaviors (Ade farasin, 2020).

Cooperation is a crucial interpersonal skill that fosters good social habits. It involves the willingness to work together, compromise, and collaborate towards shared goals. When individuals cooperate, they can achieve more, strengthen their bond, and overcome challenges as a team. According to Agbaje (2020), cooperative behaviour fosters a sense of support and mutual respect, leading to healthier and more fulfilling relationships. It also helps in resolving conflicts and promotes a positive and harmonious atmosphere, contributing to the overall well-being of the relationship. Asare and Essien (2022) argued that cooperative skills are the specific skills as a group requires in order to work together towards a common goal. Collaboration is necessary in office environments, schools, classrooms as well as athletic courts and fields. Cooperative activities teach pupils to work together for their group's common good. By participating in these activities, pupils can learn the skills of listening, discussing, thinking as a group, group decision making, and sacrificing individual wants to the common good. Duru (2020) opined that cooperative skill is known as the ability of someone to work both effectively and take responsibility for making the commitments that are necessary to achieve a common goal. These skills are important for pupils because, through cooperative skills, pupils are expected to achieve meaningful results when they experience real life situations.

According to Humphrey and Greene (2020), only good social habits can propagate good cooperative skills. Within the cooperative learning framework, a school allowing pupils learn together proposes to explicitly teach cooperative skills. It is important for pupils to understand how



cooperative skills are linked to social habits and how important they are by making them reflect on the importance of cooperative skills based on situations involving good examples and counter examples. McCoog (2020) argued that for pupils to acquire twenty-first century skills; they must be encouraged to come up with new ideas, evaluate and analyze the material presented, and apply that knowledge to their previous academic experience.

Turn-taking skills are crucial in interpersonal relationships as they promote effective communication and active listening. When individuals take turns in speaking and listening, it creates a balanced and respectful exchange of ideas and feeling (Ochanya, 2020). This helps in understanding each other's perspective and fostering empathy, leading to stronger and healthier relationships. Good turn-taking skills involve giving others the opportunity to express themselves and patiently waiting for one's turn to speak, contributing to smoother interactions and reduced conflicts. Jrumai and Tobe (2020) argued that when children develop conversation skills, they also learn the skill of turn-taking. Turn-taking occurs in a conversation when one person listens while the other person speaks. As a conversation progresses, the listener and speaker roles are exchanged back not a circle of discussion. Turn-taking is important when it comes to effectively participating and interacting with others.

Turn-taking allows active listening and productive discussion. In oral communication: specifically interactional talk, the role of the speaker and the listener is subjected to change (Omodot, 2019). According to Adefarasin (2021), competent speakers naturally seize opportunities to take or relinquish a turn without causing any communication breakdown. To achieve this, a system is utilized to identify the relationship between the speakers and listeners; this system is called turn-taking. Thornbury (2022) argued that turn-taking encourages cooperation, creates a sense of order, and ultimately, fosters a sense of fairness, compassion, and respect for others. Furthermore, interpersonal skills like communication and sharing or taking turns are important for children to learn as they will be interacting with their peers and adults on a daily basis.

Social habit refers to a recurrent pattern of behaviour or actions exhibited by individual's in social situations (Ochanya, 2020). These habits are shaped by social norms, cultural influences, and the environment in which individuals interact with others. They play a crucial role in shaping human interactions, communication, and relationships. Social habits are often learned through socialization processes during childhood and continue to be reinforced throughout one's life. Social habits can encompass a wide range of behaviours, including how individuals greet each other, how they engage in conversations, their body language, and their approaches to conflict resolution. These habits are deeply ingrained in individuals and often occur unconsciously, reflecting the norms and values of their social group (Drogo and Kolarov, 2021).

According to Drogo and Kolarov (2021), engaging in regular social activities, being a good listener, showing empathy, and maintaining open communication can also contribute to fostering meaningful connections with others. It is essential to invest time and effort into building and maintaining these relationships to strengthen social habits that in turn builds valuable circles that can be beneficial to social, financial and moral life. Hence, this study examines social habits and interpersonal relationship skills among primary pupils in Uyo Local Government Area.

STATEMENT OF PROBLEM

The developmental pattern of the social domain of pupils has a close link with the availability and utilization of habits developed at the pre and primary levels of education. Social habit are recurrent pattern of habits, behaviour or actions exhibited by individuals in social situations. However, it has been observed that primary school pupils have problems with self-control,



communication difficulties; language barriers, mental health issues like anxiety and depression as well as stressful situations at home. This has caused a deficit in the social developmental process of these children (Jones, 2021).

As a result, most primary school pupils exhibit unacceptable internalized and externalized behaviours such as aggression, defiance, non-compliance, disobedience, fighting, greed, bullying, using abusive words on each other, pushing and throwing of tantrum. These behaviours exhibited by pupils at each other at this stage of life, if not given adequate attention, would develop into terrible social habits that will eventually lead to social vices such as cultism, smoking, drug abuse, unwanted pregnancy, stealing, kidnapping, pre-marital sex and waywardness. The low rate of valuable interpersonal skills among primary school pupils make it pertinent to carry out a research at this time on the relationship between social habits and the interpersonal skills of primary school pupils in Uyo Local Government Area, Akwa Ibom State.

PURPOSE OF THE STUDY

The purpose of this study was to investigate the relationship between social habits and interpersonal relationship skills among primary school pupils in Uyo Local Government Area, Akwa Ibom State. Specifically, the study sought to:-

- Examine the relationship between social habits and communication skills among primary school pupils in Uyo Local Government Area.
- Examine the relationship between social habits and cooperation skills among primary school pupils in Uyo Local Government Area.
- Examine the relationship between social habits and turn-taking skills among primary school pupils in Uyo Local Government Area.

RESEARCH QUESTIONS

The following questions were raised to guide the study:

- What is relationship between social habits and communication skills among primary school pupils in Uyo Local Government Area?
- What is the relationship between social habit and cooperation skills among primary school pupils in Uyo Local Government Area?
- What is the relationship between social habits and turn-taking skills among primary school pupils in Uyo Local Government Area?

HYPOTHESES

The following hypotheses were test at .05 level of significance:

- There is no significant relationship between social habits and communication skills among primary school pupils in Uyo Local Government Area.
- There is no significant relationship between social habits and cooperation skills among primary school pupils in Uyo Local Government Area.
- There is no significant relationship between social habits and turn-taking skills among primary school pupils in Uyo Local Government Area.



RESEARCH METHODS

DESIGN

The correlation research design was adopted for the study. This design is used to discover or clarify relationships by using correlation coefficients. It usually studies the relationship between measures of different variables obtained at almost the same time. The principal advantage of correlation research is that it allows for the measurement of a number of variables and their inter-relationships simultaneously. This design is considered suitable for the study because the study examines the relationship between social habits and the interpersonal skills of primary school pupils in Uyo Local Government Area, Akwa Ibom State.

POPULATION OF THE STUDY

The population of the study was 24,193. This number comprised all primary 5 pupils in the public primary schools in Uyo Local Government Area, Akwa Ibom State in the 2022/2023 academic session.

SAMPLE SIZE AND SAMPLING TECHNIQUE

The sample size for this study was 200 pupils randomly selected from public primary schools in Uyo Local Government Area. This study adopted the multistage sampling procedure. This requires sampling carried out in stages using smaller units in stages.

RESEARCH INSTRUMENT

The research instrument used for the study was a researcher's developed instrument titled "Social Habits and Inter-personal Relationship Skills Questionnaire". The instrument had twenty (20) items designed on a 4 point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and strongly disagree (SD).

VALIDITY OF INSTRUMENT

The validation of the instrument was carried out by three (3) experts; two in curriculum and instruction and one expert in Educational Evaluation. Necessary corrections were made based on their contributions to ensure face validity of the instrument.

RELIABILITY OF INSTRUMENT

The instrument was administered to 20 respondents who were part of the population but did not take part in the actual study, the data generated was subjected to Cronbach Alpha Statistical tool. The analysis generated a co-efficient of 0.78 which showed that the instrument was reliable.

DATA COLLECTION TECHNIQUE

The researchers visited the sampled schools from where respondents were drawn. While craving their indulgence, the researchers explained the purpose of the research to them. The respondents were given the questionnaire with instructions on how to complete it. Completed copies of the questionnaire were collected back by the researchers on the spot in a bid to ensure a high return rate of the instrument.



METHOD OF DATA ANALYSIS

Pearson Product Moment Correlation coefficient was used to answer research questions and hypotheses was tested at 0.05 level of significance.

DATA ANALYSIS AND RESULTS
ANSWERING OF RESEARCH QUESTIONS

RESEARCH QUESTION 1

What is the relationship between social habits and communication skills among primary school pupils in Uyo Local Government Area?

Table 1: Pearson Product Moment Correlation Analysis of the relationship Between social habits and communication skills among primary school pupils in Uyo Local Government Area (N=200)

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r-value
Social Habits	4969	132168	67785	0.66
Communication Skills	2847	38937		

*High relationship; N=200.

The result presented in Table 1 revealed the r-value of 0.66 which indicates a high and positive relationship between social habits and communication skills among primary school pupils in Uyo Local Government Area. This mean that, a high increase in communication skills leads to a corresponding increase in pupils social habits.

RESEARCH QUESTION 2

What is the relationship between social habits and cooperation skills among primary school pupils in Uyo Local Government Area?

Table 2: Pearson Product Moment Correlation Analysis of the relationship Between social habits and cooperation skills among primary school pupils in Uyo Local Government Area (N=200)

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r-value
Social Habits	4969	132168	68787	0.68
Cooperation Skills	2977	42275		

The result presented in Table 2 revealed the r-value of 0.68 which indicates a high and positive relationship between social habits and cooperation skills among primary school pupils in



Uyo Local Government Area. This mean that, a high increase in cooperation skills leads to a corresponding increase in pupils social habits.

RESEARCH QUESTION 3

What is the relationship between social habits and turn-taking skills among primary school pupils in Uyo Local Government Area?

Table 3: Pearson Product Moment Correlation Analysis of the Relationship Between social habits and turn-taking skills among primary school pupils in Uyo Local Government Area (N=200)

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r-value
Social Habits	4969	132168	71326	0.62
Turn-taking Skills	2811	41427		

The result presented in Table 3 revealed the r-value of 0.62 which indicates a high and positive relationship between social habits and turn-taking skills among primary school pupils in Uyo Local Government Area. This mean that, a high increase in turn-taking skills leads to a corresponding increase in pupils social habits.

TESTING OF RESEARCH HYPOTHESES
HYPOTHESIS 1

There is no significance relationship between social habits and communication skills among primary school pupils in Uyo Local Government Area.

Table 4: Pearson Product Moment Correlation Analysis of the Relationship Between Social Habits and Communication Skills among Primary School Pupils in Uyo Local Government Area (N=200)

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r-value	Sig.	Decision
Social Habits	4969	132168	67785	0.66	.00	Significant
Communication Skills	2847	38937				

The result in Table 4 shows the r-value of 0.66 and the corresponding probability level of significance of .00 alpha at 198 degrees of freedom. This level of significance is less than .05 in which the decision is based. With this result, the null hypothesis was rejected. This implies there is significant relationship between social habits and communication skills among primary school pupils in Uyo Local Government Area.



HYPOTHESIS 2

There is no significance relationship between social habits and cooperation skills among primary school pupils in Uyo Local Government Area.

Table 5: Pearson Product Moment Correlation Analysis of the Relationship Between Social Habits and Cooperation Skills among Primary School Pupils in Uyo Local Government Area (N=200)

Variables	$\sum X$	$\sum X^2$	$\sum XY$	r-value	Sig.	Decision
Social Habits	4969	132168				
			68787	0.68	.00	Significant
Cooperation Skills	2977	42275				

The result in Table 5 shows the r-value of 0.68 and the corresponding probability level of significance of .00 alpha at 198 degrees of freedom. This level of significance is less than .05 in which the decision is based. With this result, the null hypothesis was rejected. This implies there is significant relationship between social habits and cooperation skills among primary school pupils in Uyo Local Government Area.

HYPOTHESIS 3

There is no significance relationship between social habits and turn-taking skills among primary school pupils in Uyo Local Government Area.

Table 6: Pearson Product Moment Correlation Analysis of the Relationship Between Social Habits and Turn-taking Skills among Primary School Pupils in Uyo Local Government Area (N=200)

Variables	$\sum X$	$\sum X^2$	$\sum XY$	r-value	Sig.	Decision
Social Habits	4969	132168				
			71326	0.62	.00	Significant
Turn-taking Skills	2811	41427				

The result in Table 6 shows the r-value of 0.62 and the corresponding probability level of significance of .00 alpha at 198 degrees of freedom. This level of significance is less than .05 in which the decision is based. With this result, the null hypothesis was rejected. This implies there is significant relationship between social habits and turn-taking skills among primary school pupils in Uyo Local Government Area.

DISCUSSION OF FINDINGS

Social Habits and Communication Skills among Primary School Pupils

The result of analysis of the relationship between social habits and communication skills among primary school pupils in Uyo Local Government Area revealed that there is significant relationship between social habits and communication skills among primary school pupils in Uyo Local Government Area. This finding is in line with that of Onvedikachi and Obasi (2021) that young children with poor social habits frequently have social communication delays and difficulty



engaging with their peer in sustained interactions. In corroborating this, Leiber (2021) agreed that to engage in social interactions competently, young children must be able to initiate and respond to social stimuli, take verbal turns, sustain social contact, and negotiate conflicts. Furthermore, Adefarasin (2020) argued that the inability to develop good social habits, communicate needs and wants during peer interactions can result in negative social consequences, including peer rejection. In turn, some pupils who experience peer rejection as a result of their limited social communication skills begin to exhibit increased aggressive or noncompliant behaviours.

Social Habits and Cooperation Skills among Primary School Pupils

The finding of the relationship between social habits and cooperation skills among primary school pupils in Uyo Local Government Area revealed that there is significant relationship between social habits and cooperation skills among primary school pupils in Uyo Local Government Area. The finding is inconsonant with the findings of Drogo and Kolarov (2021) who found out that cooperation is not just a means to develop or evaluate knowledge learned through engagement in learning and practice; it has been described as skills that drive learning mechanisms, such as induction, deduction, and associative learning. Some of the benefits of cooperation are effective job sharing; the integration of information from various sources of knowledge, perspectives, and experiences; and increased creativity and quality of solutions stimulated the ideas of other group members. Also, Duru (2020) insisted that when students are asked to work autonomously in teams, they should be given adequate structures that can guarantee minimum conditions of participation, so as to allow a proper development of the said social school.

Social Habits and Turn-Taking Skills among Primary School Pupils

The finding of the relationship between social habits and turn-taking skills among primary school pupils in Uyo Local Government Area revealed that there is significant relationship between social habits and turn-taking skills among primary school pupils in Uyo Local Government Area. The findings of this work relates with that of Thornbury (2022) who established that turn-taking encourages cooperation, creates a sense of order, and ultimately fosters a sense of fairness, compassion, and respect for others. Furthermore, social skills like sharing or taking turns and following rules, are important for children to learn. They will be interacting with their peers and adults on a daily basis. Good communication skills, including speaking and listening, are also important for children to develop as they will be using these skills to express their needs and wants. Also, Omodot (2019) insisted that, by teaching children turn-taking strategies, the quality of socio-interactions that children have with their peers likely to improve. The intervention offers a more systematic technique for teaching social communication and play skills than do informal strategies commonly used by teachers.

CONCLUSION

Based on findings, it was concluded that there is a significant relationship between social habits and inter-personal relationship skills among primary school children in Uyo Local Government Area, Akwa Ibom State. For pupils to possess good social habits, they must first have attained positive and relevant interpersonal skills derived from various sources such as playground, classroom and home.

RECOMMENDATIONS

Following the findings of the study, this work recommended the following;

- Parents are responsible for their children's' education, basic needs and school needs and they should have good communication with the teachers.



- Cooperative learning should be adopted as a teaching strategy across government and private institutions so as to engender the good social habits among children.
- School administrators and parents should take time to engage children in necessary activities that would inculcate in them skills to follow directions.



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