

## **Social Skills of Adolescents for Handling Behaviour Disorders in Tudunwada Community Nasarawa, Nasarawa State, Nigeria**

Author(s), TONGDIMA, Jaakuk Luka, Dr. REGIDOR III  
Poblete Dioso, LISHIKAH, Adams, ADENIYI, Sarafadeen Diran

### **Abstract:**

In order to reduce behavior issues among teenagers in Benue State's Wadata Community, this research concentrated on social skills. The study's goal was to find out what social skills adolescents required to curb behavior problems near the Benue River. Two research issues were addressed by the study. For this study, a descriptive survey research design was used. 570 teenagers from four Tudunwada Community made up the study's population. A proportional stratified random selection procedure was used to choose a sample of 343 teenagers. Data was gathered using the RABQ questionnaire. The study questions were addressed using frequency and percentage. Key findings indicate that the following characteristics were shown to be associated with conduct disorder in adolescents: poor mentoring, lack of formal education, consuming alcohol, poverty, and unsupportive peers. Parental excellent mentoring, having a good temperament, being patient and calm in all situations, recognizing the value of each individual, and politely asking questions to clarify things when unclear were the most crucial social skills required to prevent conduct disorder in teenagers. Among other things, it was suggested that parents should help their kids develop appropriate social skills, such effective communication, honesty, patience, and respect for authoritative figures.

**IJMNHS**

Accepted 1 February 2025  
Published 4 February 2025  
DOI: 10.5281/zenodo.14803850

**Keywords:** Social Skills, Adolescents, Conduct Disorders,





About Author

**Author(s):**

**TONGDIMA, Jaakuk Luka**  
Lincoln University College, Malaysia

**Dr. REGIDOR III Poblete Dioso**  
Lincoln University College, Centre of Postgraduate Studies,  
Selangor, Malaysia  
[duke@lincoln.edu.my](mailto:duke@lincoln.edu.my)

**LISHIKAH, Adams**  
Lincoln University College, Malaysia

**ADENIYI, Sarafadeen Diran**  
Lincoln University College, Centre of Postgraduate Studies,  
Selangor, Malaysia  
[adeniyisarafadeen2010@gmail.com](mailto:adeniyisarafadeen2010@gmail.com)



## Introduction

Since social skills are frequently indicators of future success, they are among the most crucial abilities that kids and teenagers need to acquire. According to research from Duke University and Pennsylvania State University, young people who performed better on tests of social skills had a fourfold higher chance of graduating from undergraduate school. Additionally, social skills have been connected to emotional health, independence, and career success. People that have adaptable social skills are frequently better at seeing, solving problems, and reacting in social settings. These actions and other communication methods are essential for building and sustaining relationships. Social skills might include things like striking up a discussion, forming friendships, being a good sportsman, and effectively managing bullying. In the literature, social aptitudes, also known as social value skills, have been broadly defined with an emphasis on how well they operate in interpersonal interactions and communication. According to Tsang (2003), social skills are the capacity to communicate interests and desires to others and to express feelings, both positive and negative, in interpersonal situations without suffering the resulting loss of social reinforcements (Segrin and Girertz, 2003). Therefore, social skills are actions that enable people to effectively express their wants and feelings in order to accomplish interpersonal objectives. It is generally accepted that social skills are the conduct that allows individuals to engage with others in a way that is both suitable and productive within societal standards (Segrin, 2000). In order for an actor to be effective, their actions must follow societal norms, values, or expectations and not be seen adversely by others in order to accomplish their desired objective or goals (Segrin, 2003). In order to successfully meet the appropriateness and effectiveness requirements, a person must be able to coordinate a variety of mental and physical skills in a particular interpersonal setting. Anxiety, frustration, aggression, peer rejection, loneliness, social dissatisfaction, academic failure, school dropout, contact with the legal system, substance abuse, and trouble sustaining relationships and employment are all consequences of any deficit or disruption in the process that affects "Social Skill" or social competence (Maag, 2006). Bullis et al. (2001) divided social skills into three categories: conversational, verbal, and nonverbal.

Body posture, gestures, and physical closeness are examples of nonverbal communication abilities. Tone, pitch, and loudness are examples of verbal talents. The ability to start, carry on, and finish a conversation is referred to as conversational abilities. In a wide range of interpersonal situations, social competence is displayed via the coordinated delivery of suitable verbal and nonverbal replies. Because social skills are behaviors that enable people effectively convey their wants and feelings and accomplish interpersonal objectives, persons with these abilities are sensitive to the reality of the situation and know when they are likely to get reinforcement for their efforts (Tsang and Pearson, 2000). Socially unacceptable aggressiveness, substance misuse, alcoholism, criminality, prostitution, moral decadence, defiance, vulgarity and maltreatment of others, disobedience, physical assault, and property destruction are characteristics of conduct disorders.

Verbal abuse of children and elderly people, inappropriate attire, a lack of empathy, a misunderstanding of the intentions of others, a lack of regret or shame, low self-esteem, and suicidal thoughts Okonkwo (2013). Negative peer pressure (Ekong, 2014), environmental variables (Holmes, 2001), negative peer pressure (Gideon, 2009), and unfavorable living



circumstances including poverty (Halvgind and Whitbourne, 2007) are also risk factors for conduct problems in adolescents (UNICEF, 2008). Sexual immorality is one of the most prevalent conduct disorder behaviors among Nigerian teenagers (Harden and Mendel 2011). Other issues that pose a significant threat to the healthy development of adolescents and society at large include substance addiction, cultism, bullying and other violent behaviors, armed robbery, abduction, and a lack of respect for elders and established authority (Royse, 2008; Sylod (2002) and Holmes (2001). According to Gideon (2009), the percentage of college students in Nigeria who have behavioral issues is around 75%. Numerous teenagers of school age have been found to participate in extracurricular business ventures for a variety of reasons, including deviance, poverty, and those who have fled their homes and are now living on the streets (Egger and Angold, 2006; Okonkwo, 2013). The actions of teenagers who reside in and around Wadata when they ought to be at school have caused a great deal of anxiety among the public and the media in Benue State. The Daily Sun, July 18, 2015; The New Times, March 5, 2013.

These teenagers drink alcohol, smoke Indian hemp, argue, act aggressively both verbally and physically, and behave rudely toward their clients and one another. They are accused of engaging in rape, robbery, kidnapping, and cult operations. The purpose of this study was to find out what social skills or aptitudes these youngsters require in order to deal with the behavioral abnormalities that have been detected in them.

### **Objectives of the Study**

This study investigated Social skills of adolescents in Tudunwada community, Nasarawa state, nigeria, for handling behavior disorders. Specifically the study;

1. Identified factors that caused conduct disorders among adolescents in Tudunwada community.
2. Determine social skills adolescents need to curtail conduct disorders in Tudunwada community.

### **Research Questions**

The following research questions are raised to guide the study:

1. What are the factors that cause conduct disorders among adolescents in Tudunwada community?
2. What social skills are needed by adolescents to curtail conduct disorders in Tudunwada community?

### **Methodology**

The study was conducted in Benue state's Wadata settlement regions along the River Benue. The kids and adolescents of the Tudundun community in Nasarawa can engage in commercial activities in these settlement zones. The study employed the descriptive survey research design. Around 570 teenagers who reside in the Tudunwada community's particular settlement zones and work full-time, as well as those who work part-time and attend school, made up the study's population. Commuters who enter and exit the settlement zones are also included. About 343 teenagers from the Tudunwada community made up the study's sample. The sample consisted of 257 adolescents who did not attend school and 86 adolescents who



did. The sample was drawn using the stratified proportional to size random sampling approach.

The study's data was gathered using the Riverine Adolescents Behavior Questionnaire (RABQ). Positively worded items received scores of 4, 3, 2, and 1 respectively, while negatively worded items received scores of 1, 2, 3, and 4 respectively. The RABQ is a likert scale format instrument with four point response rating options: strongly Agree (SA), Agree (A), Disagree (D), and strongly Disagree (SD). Three exporters with extensive backgrounds in research data analysis confirmed the tool. During the validation process, the instrument's original 30 elements were reduced to 20. Face evaluation was carried out in relation to the items' appropriateness, topic, and the lucidity of the words employed. Following validation, 20 teenagers who were not included in the study but were members of the tangent population were given copies of the RABQ. Using the Cronbach's Alpha coefficient approach, the scores were examined to determine the questionnaire's reliability. The dependability score was 0.77. This was thought to be sufficient for trustworthy data gathering.

The sample teenage participants were given 368 questionnaires in all. Nevertheless, 343 completed surveys were sent back. Twenty-five surveys were not sent back. In Tudunwada village, Nasarawa state, questionnaires were given to participants during their activities; this represents a 93.1 percent return rate. The researcher or her study helper filled out the questionnaires for those who were not literate enough to complete them. For data analysis, the filled-out surveys were collected, compiled, and cleaned. Data were analyzed using descriptive Statistics namely, frequencies and percentages.

## RESULTS

**Research question 1:** What are the factors that cause conduct disorders among adolescents Tudunwada? Answer to this question is presented in Table 1.

**Table 1: Distribution on Factors Causing Conduct Disorders among Adolescents living in Wadata Community**

| Factors                     | Agree<br>F (%) | Disagree<br>F (%) | Remark |
|-----------------------------|----------------|-------------------|--------|
| 1. Bad friends              | 246(71.72)     | 97(28.28)         | Agreed |
| 2. Lack of formal education | 303(88.34)     | 40(11.66)         | Agreed |
| 3. Lack of home training    | 294(85.71)     | 49(14.29)         | Agreed |
| 4. Poverty                  | 285(83.09)     | 58(16.91)         | Agreed |
| 5. Lack good mentorship     | 298(86.88)     | 45(13.12)         | Agreed |
| 6. Drinking of alcohol      | 289(84.26)     | 54(15.74)         | Agreed |

Table 1 shows that six factors were found to be major causes of conduct disorders among adolescents in Tudunwada Community, Nasarawa State, with the following frequency and percentage: drinking alcohol 289 (84.26%), poverty 285 (80.09%), lack of formal education 303 (88.04%), lack of home training 294 (85.71%), bad friends 246 (71.72%), and lack of good mentorship 298 (86.72%).

**Research Question 2:** What social skills needed by adolescents to curtail conduct disorders along River Benue Banks?



Table 2 provides answer to this research question

**Table 2: Social Skills Needed By Adolescents to Curtail Conduct Disorders**

| S/no | Ways of Curbing Conduct Disorders                            | Agree F (%) | Disagree F (%) | Remark |
|------|--|-------------|----------------|--------|
| 1    | Talk less, listen more.                                      | 257(74.93)  | 86(25.07)      | Agreed |
| 2    | Understanding one's point of view and emotion clear.         | 245(71.43)  | 98(28.57)      | Agreed |
| 3    | Understand others view points and makes them feel happy.     | 254(74.05)  | 89(25.95)      | Agreed |
| 4    | Asks polite questions to clarify issues when not understand. | 281(81.92)  | 62(18.08)      | Agreed |
| 5    | Parental good mentorship                                     | 334(97.38)  | 9(2.62)        | Agreed |
| 6    | Honesty and sincerity  | 198(57.73)  | 145(42.27)     | Agreed |
| 7    | Know you right and respect rights of others.                 | 243(70.85)  | 100(29.15)     | Agreed |
| 8    | Give respect to human dignities                              | 264(76.97)  | 79(23.03)      | Agreed |
| 9    | Acknowledge individuals' worth.                              | 283(82.51)  | 60 (17.49)     | Agreed |
| 10   | Obey rules and laws of the society.                          | 232(67.64)  | 111(32.36)     | Agreed |
| 11   | Obey constituted authorities.                                | 219(63.85)  | 124(36.15)     | Agreed |
| 12   | Show respect to elder people in the society                  | 199(58.02)  | 144(41.98)     | Agreed |
| 13   | Patient and calmness in all ideals.                          | 311(90.67)  | 32(9.33)       | Agreed |
| 14   | Exhibiting good temperament                                  | 314(91.55)  | 29(8.45)       | Agreed |

Table 2's results indicate that, with their corresponding frequency and percentage, respondents agreed with items 1–14, which are described as social skills that adolescents require to reduce behavior disorders: Three 254 (74.05); four 281 (81.08); five 267 (77.84); six 198 (57.73); seven 243 (70.85); eight 264 (76.97); nine 283 (82.51); ten 232 (67.64), eleven 219 (63.83), and twelve 199 (58.02); thirteen 311 (90.67); and fourteen and 314 (91.55).

### Discussion

This study looked on the social skills that teenagers in the Tudundawa village in Nasarawa state, Nigeria, need to manage behavioral problems while they engage in entrepreneurial activities. The study looked at two particular goals: determining the causes that lead to conduct behaviors in teenagers and the social skills that they require to reduce conduct disorders. Six variables were identified in relation to the elements that contribute to conduct disorder in teenagers. Lack of formal education, poor mentoring, inadequate home training, alcohol consumption, poverty, and unsupportive friends were listed in decreasing order of importance.

### Conclusion

According to the study's findings, effective parental mentoring is a powerful social skill that is required to reduce conduct disorders in teenagers. This suggests that raising children and providing appropriate parental guidance can help adolescents develop positive social skills, which in turn can help them realize their aspirations of becoming good citizens as adults. For children to undergo a complete transformation, parents must give the required and sufficient



atmosphere, care, training, and mentorship. Lastly, teaching adolescents social skills like honesty, respect for authoritative figures, and effective mentoring would help them reduce their behavioral issues.

### Recommendations

The following recommendations are made based on the findings of this study.

1. The Ministry of Social Development should offer these teenagers social skills trainings so they may start their own enterprises or find profitable employment in establishments that provide a favorable atmosphere.
2. To help teenagers connect to coworkers and clients in ways that are socially acceptable, the Ministry of Social Development should offer social skills training programs on communication.
3. To assist these adolescents in overcoming detrimental behaviors including drug misuse, prostitution, and violent behavior, the Ministry of Women Affairs and Social Development should offer counseling services.

### References

- Asogwa, S.N (2009), Nigeria Citizenship Education "A matter of the Constitution and the Law: Enugu John Jacob's Publishers Ltd
- Dorn, I. D., & Biro, F. M. (2011). Puberty and its measurement. *British Medical Journal of Research on Adolescence*. 21(1), 180-195.
- Egget, H. L. & Angold, A. (2006). Common emotional and behavioural disorders in preschool children: presentation, nosology, and epidemiology. *Journal of Child Psychology and Psychiatry*, 47, 313-337.
- Egger, H. L. & Angold, A. (2006). Common emotional and behavioural disorders in preschool children: presentation, nosology, and epidemiology. *Journal of Child Psychology and Psychiatry*, 47, 313-337.
- Ekong, B. E. (2014). *The role of child: And what the parent can do*. Uyo, Nigeria: Grand Printers Business Company.
- Enang, P. I. (2009). Inculcating values in the Nigerian child using direct and indirect counseling techniques. *Journal of Research and Development in Education*, 4, 45-52.
- Gideon, L. (2009). Latency versus certainty means of guiding against relapse. *Quarterly, Journal of Public Opinion*, 17(2), 14-21.
- Halgin, R. P. and Whitbourne, S. K. (2007). *Abnormal psychology: Clinical perspectives on psychological disorders*. 5<sup>th</sup> Edition, Mcgraw-Hill, Boston.
- Harden, K., & Mendle, J. (2011). Adolescents sexual activity and the development of delinquent behaviour: the role of relationship context. *Journal of Youth and Adolescents*.40(7), 825-838.
- Hinshaw, S. P. and Lee, S.S. (2010). Predictors of Adolescent functioning: Girls with attention deficit hyperactivity disorder ( ADHD): The role of childhood ADHD, conduct problems and peer status. *Journal of clinical adolescent psychology*, 2 (5), 37-41.
- Holmes, D. S.(2001). *Abnormal Psychology*. 4<sup>th</sup> Edition, Allyn and Bacon press, Boston.
- Ikyaan, F. L. (2005). *Morality and religion as agents of social control in Tiv society*. Unpublished M. A. Thesis, Department of Religion and Philosophy, Benue State University, Makurdi.





- Kathryn, R.(2012). *Parents as mentors*. Retrieved from: <http://www.child-family-services.org/parent-mentor-program>. On 3 November 2017.
- Kembe, E. M. (2005). Influence of family background on patterns of child misbehaviour in Makurdi metropolis. *Journal of Home Economics Research (JHER)* 6(12).
- Okonkwo, L. E.(2013). Institutional homes and rehabilitation of of street children Benue State. *Unpublished Master's thesis University of Agriculture Makurdi*.
- Orhungur, M. M. (2003). Morality and character development for the well-being of Nigerians. *The Journal Counseling and Development* 1(1) 2.
- Reynolds, C. R. and Kamphaus, R. W. (2007). Behaviour assessment system for children-2. *Circle Pines, MN: American Guidance Service*.
- Royse, D.(2008). Mentoring high-risk minority youth. *Evaluation of Brothers Project, Adolescence*. 33, 145-158.
- Slyod, C. (2002). Behaviour problems of adolescents in secondary school of Bulawayo: Causes, manifestations and educational support. *Unpublished master Thesis University of South Africa*.
- Tsang H.W.H. (2003). Augmenting vocational outcomes of supported employment with social skills training. *Journal of Rehabilitation*, 69(3):25-30.
- Tynan, M. F. (2006). Data analysis and statistics for social health sciences. Person, custom publishing, Boston.
- UNICEF (2008). Children and children's rights in Nigeria, A wake up call. Lagos Nigeria: UNICEF.

### Cite this article:

**Author(s)**, TONGDIMA, Jaakuk Luka, Dr. REGIDOR III Poblete Dioso, LISHIKAH, Adams, ADENIYI, Sarafadeen Diran, (2025). "Social Skills of Adolescents for Handling Behaviour Disorders in Tudunwada Community Nasarawa, Nasarawa State, Nigeria", **Name of the Journal**: International Journal of Medicine, Nursing & Health Sciences, ([IJMNHS.COM](http://IJMNHS.COM)), P, 21-29. DOI: [www.doi.org/10.5281/zenodo.14803850](http://www.doi.org/10.5281/zenodo.14803850), Issue: 1, Vol.: 6, Article: 2, Month: February, Year: 2025. Retrieved from <https://www.ijmnhs.com/all-issues/>

### Published By



AND

ThoughtWares Consulting & Multi Services International ([TWCMSI](http://TWCMSI))

