

## **Emotional Abuse, Personality Types and Academic Performance of Primary School Pupils in Akwa Ibom State**

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### **Abstract**

*This study investigated Emotional Abuse, Personality Types and Academic Performance of Primary School Pupils in AKwa Ibom State. Three research questions and three corresponding hypotheses were used to guide the study. The study adopted correlational research design. The sample of 500 primary school pupils (Basic 5) were drawn from the population through simple random sampling techniques are used for the study. Three instruments titled “Emotional Abuse Scale (EAS)”, “Personality Types Scale” (PTS) and “Academic Performance Test” (APT) were used for data collection. Face and content validity of the instruments was ascertained by experts in test and measurement and Guidance and Counseling. The reliability co-efficient of the instruments was also determined through Cronbach method and coefficients for EAS was 0.83 PTS was 0.77 and APT 0.84 respectively. The instruments were personally administered by the researchers through the help of research assistant (teachers). The analysis of the data was done using Pearson product correlation to answer the research questions while their corresponding hypotheses were tested at 0.05 alpha level of significance, research question three were tested with multiple regressions while its corresponding hypothesis was tested with ANOVA associated with regression at 0.05 alpha level of significance. The summary of the findings showed that; there was significant relationship between emotional abuse, personality types and academic performance of primary school pupils in Akwa Ibom State independently taken. There was significant relationship between personality types (type A and type B) jointly taken and academic performance of primary school pupils in Akwa Ibom State. Based on the findings of the study, recommendations and conclusion were made.*

**Keywords:** Emotional Abuse, Personality Types, Primary School Pupils and Academic

## *Performance*

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### **Introduction**

Education remains a fundamental instrument concerned with positive development of the individual which enhances effective growth and development of the society. To achieve and sustain this goal, adequate provision of human and non-human resources in school, effective teaching and learning and most importantly assessment of learners' performance are required. Openi (2019) explained that Education is the major bed rock of an individual's positive self-actualization and societal emancipation. Because of the importance of education in all round human and societal development, the United Nations Education Scientific and Cultural Organization (UNESCO) which is an arm of United Nations (UN) was found to ensure the provision of education and eradication of illiteracy across the Global for accelerated socio-political, economic and technology development of the society (Edem, 2017). The importance of education has apparently made the Federal Government of Nigeria to recognize education as an instrument for human and national development with a view to integrating the individual into a sound and functional citizen, through the provision of human and non-human resources, policies and programmed for educational development in the nation (Federal Republic of Nigeria, 2008).

Additionally, Nigeria has put its energy into expanding basic education resulting to the expansion of primary education thereby increasing the need for secondary education. In other words, as there is a relative increase in the schooling of citizens, the middle class starts to demand for secondary education to secure success in the Society (Metichell, in Oboloma, 2014). In response to the increasing demand, at global level, primary education also changed from the elite style prevalent earlier to mass education. Ogumaka (2013) stated that, learners in most schools in Nigeria have recorded poor academic performance in most school subjects 3 and, this is evidential in their mid-term examination, text and their final examinations in primary schools.

Academic performance according to Cooky (2011) is the achievement of a learner in a school subject or group of subjects in a given time, which could be measured through test or specific examination. Academic performance refers to a measure of a learner's scholastic standing at any given subject or programme. It is the success attained by a learner at the end of an instruction which could be determined with a standardized test or examination (Obioma, 2012). Cyril (2013) explained that, high academic performance validates the efficacy of instruction given at any given programme. It helps in the evaluation of the academic strength and weakness of the learner. Asuru and Collier cited in Oporum (2017) stressed that academic performance can be measured through teacher-made test in a subject area or a standardized test. The researchers feel that emotional abuse of learners and their personality types could positively or negatively be impacting on their academic success in school.

Meanwhile, emotional abuse is a non-physical behaviour inflicted on an individual intentionally or unintentionally. Emotional abuse is any harmful non-physical behaviour such as threat, insult, humiliation and intimidation that could negatively affect the feelings and behavioural disposition

of an individual (Mark, 2017). Miller (2018) explained that in school and non-school settings students are emotionally abused by their teachers, parents, peers and other individuals in the society through name calling, embarrassment, deprivation of academic needs, poor attention, and isolation, etc. This most times affects pupil's behavioural conduct and attitude towards schooling.

Njoku (2019) stated that a learner who faced emotional abuse loses concentration in his study which is a factor that contributes to poor academic performance in school. He further stated that the most important ways of helping a learner in consistent academic success in school is to adequately secure his emotion by relevant stakeholders in the education sector. Sabastine (2012) stressed that, the emotion of the learner is a central factor in the impartation of knowledge. According to him, when a learners' emotion is abused, it affects effective instructional delivery and makes teaching more difficult for a teacher. On the other hand, personality according to Uzokwu (2011) is the sum total characteristics of an individual including his attitude, emotion, feelings and thinking dimensions, etc. It is the dynamic organization within the individual of those psychological systems that determines his characteristics behaviour and thought (Allport in Uzokwu, 2011).

Personality could be classified based on pattern of behaviour and such include; type A and type B (Chesney, inSchultz & Schultz, 2005). Personality types involve different ways people respond to similar situation. Iheanacho (2016) explained that type a personality involves individuals with characteristics such as impatient, ambitious, proactive, anxious and overly concerned with time management. They are high achieving workaholics whoare multi-taskers, and seem to push themselves with deadlines. In his book, 'Type A Behaviour; Its Diagnosis and Treatment', Friedman in Iheanacho (2016) suggested three major symptoms which is expressed in type A behaviour; irritation and exasperation triggered by impatience and time urgency; free-floating hostility caused by even minor incidence and; a competitive drive causing stress and achievement oriented mental framework which are overt as well as covert.

Individuals with type B personality generally live at lower stress levels, work steadily, and enjoying achievement but not becoming stressed-out when not achieving in contrast to type A personalities. Type B personality individuals are always relaxed, flexible with situations, too casual and laid back attitude, and expressive. Boyd (1984) explained that the competitive nature of type A personality individuals drives them to perform well in certain tasks. The difference in the personality types of individuals especially, learners could also influence their academic performance differently in school.

Meanwhile, the role of emotional abuse and personality types of the pupils in school cannot be over-emphasized especially, with regard to their academic success. Ihogan (2010) investigated the relation between cognitive styles and academic achievement of pupils and suggested that there could be other factors that may influence the academic success of the learner either positively or negatively. Okoro (2012) found that, there was significant relationship between emotional abuse and academic performance of primary school learners. Nwala (2015) found in his study that

personality type significantly influenced the academic performance of pupils. Nwordu (2014) also found that there was significant relationship between personality types and academic achievement of students jointly taken. It is against this background that, the researcher conceived the idea to investigate the relationship between emotional abuse, personality types and academic performance of primary school pupils in Rivers State.

## **STATEMENT OF THE PROBLEM**

The importance of education in human and societal development remains very central because of its role in the actualization of global stability. According to Idiong(2023) Education is imperative for any meaningful development and building up of any country. However, the academic performance of pupils in recent times in their examinations has become a source concern to parents, teachers and other stakeholders in the education sector in Nigeria especially, in Rivers State as noticed by the researchers.

Additionally, some pupils do not complete their primary education due to poor academic performance in their test and internal examinations. The researchers has also noticed as a teacher that most primary school leavers always fail short of the required knowledge for secondary education and this situation have prevented most of the affected individuals, from furthering their educational career.

Despite the provision of teachers in schools for effective teaching and learning, and the provision of necessary facilities by government and private agencies for learning totake place, this has not yielded any significant improvement in terms of high performance among pupils. While some of these affected pupils who participate in examination malpractice as a means of improving on their performance which is against examination ethics others, do not see the need to continue with their education hence, they drop out of school due to poor academic performance.

This situation is on the increase on a yearly basis and is affecting the level of manpower development in Rivers State. Some variables such as emotional abuse of the primary school pupils and their personality types could be contributing to their academic performance in school. The problem of this study, therefore, was to examine the relationship between emotional abuse, personality types academic performance of primary school pupils in Rivers State.

## **Aim and Objectives of the Study**

The aim of this study was to investigate the relationship between emotional abuse, personality types and academic performance of primary school pupils in Akwa Ibom State. The specific objectives of the study are to:

1. Examine the relationship between emotional abuse and academic performance of Primary school pupils in Akwa Ibom State.

2. Ascertain the relationship between personality types (type A and type B) and academic performance of Primary school pupils in Akwa Ibom State.
3. find out the relationship between personality types (type A and type B) jointly taken and academic performance of Primary school pupils in Akwa Ibom State.

### **Research Questions**

The following research questions were used to guide the study:

1. What is the relationship between emotional abuse and academic performance of Primary school pupils in Akwa Ibom State?
2. What is the relationship between personality types (typeA and typeB)and academic performance of Primary school pupils in Akwa Ibom State?
3. What is the relationship between personality types (type Aandtype B) jointly taken and academic performance of Primary school pupils in Akwa Ibom State?

### **Hypotheses**

The following null hypotheses guided the study:

1. There is no significant relationship between emotional abuse and academic performance of Primary school pupils in Akwa Ibom State.
2. There is no significant relationship between personality types (type A and type B) and academic performance of Primary school pupils in Akwa Ibom State.
3. There is no significant relationship between personality types (typeA and type B) jointly taken and academic performance of Primary school pupils in Akwa Ibom State.

### **Methodology**

The study adopted correlational research design. The population of the study comprised 14,220 primary school pupils in public schools in Akwa Ibom State (source: Akwa Ibom State Universal Basic Education Board, 2023 pupils enrolment figure). The sample of 500 primary school pupils (Basic 5) were drawn from the population through simple random sampling techniques are used for the study. Three instruments titled “Emotional Abuse Scale (EAS)”, “Personality Types Scale” (PTS) and “Academic Performance Test” (APT) were used for data collection. Face and content validity of the instruments was ascertained by experts in test and measurement and Guidance and Counselling. The reliability co-efficient of the instruments was also determined through Cronbach method and coefficients for EAS was 0.83 PTS was 0.77 and APT 0.84 respectively. The instruments were personally administered by the researchers through the help of research assistant (teachers). The analysis of the data was done using person product correlation to answer the research questions while their corresponding hypotheses were tested at 0.05 alpha level of

significance.

Research question three were tested with multiple regression while its corresponding hypothesis was tested with ANOVA associated with regression at 0.05 alpha level of significance.

## Result

The result of this study were presented in the tables as follows:

**Research Question One:** What is the relationship between emotional abuse and academic performance of Primary school pupils in Akwa Ibom State.

**Hypothesis One:** There is no significant relationship between emotional abuse and academic performance of Primary school pupils in Akwa Ibom State.

**Table1: Pearson Product Moment Correlation on the Relationship between emotional Abuse and academic performance of Primary school pupils in Akwa Ibom State.**

Category	N	R	p-value	Alpha level	Remark
Emotionalabuse	500	0.62	0.14	0.05	Not Significant
Pupils'academic performance					

**Table 1** indicated that the r value is 0.62 which implies a positive relationship between emotional abuse and academic performance of Primary school pupils in Akwa Ibom State. In order to test the null hypothesis, significant probability value of 0.14 was subjected to the critical probability value of 0.05. Since the significant probability value of  $p \text{ value} = 0.14 >$  is greater than the critical probability value of 0.05, the null hypothesis is rejected. By implication, there is significant relationship between emotional abuse and academic performance of Primary school pupils in Akwa Ibom State.

**Research Question Two:** What is the relationship between personality types (type A and type B) independently taken and academic performance of primary school pupils in Akwa Ibom State.

**Hypothesis Two:** There is no significant relationship between personality types (type A and type B) independently taken and academic performance of primary school pupils in AKwa Ibom State.

**Table 2** Pearson Product Moment Analysis of the Relationship between Personality Types (Type A) and Academic performance of primary school pupils in Akwa Ibom State.

Table 2: Pearson Product Moment Correlation on the Relationship between Personality Types and Academic performance of primary school pupils in Akwa ibom State.

Category	n	R	p-value	Alpha level
PersonalityTypes				
Academic performance	500	0.765	0.006	0.05 Significant

**Table 3** reveals that the r value is 0.765 which implies a significant positive relationship between personality types and academic performance of primary school pupils in Akwa Ibom State. In order to test the null hypothesis, significant probability value of 0.006 is subjected to the critical probability value of 0.05. Since the significant probability value of p value = 0.006 < is less than the critical probability value of 0.05, the null hypothesis is rejected. This implies that, there is significant positive relationship between personality types and academic performance of primary school pupils in Akwa Ibom State.

**Table 3** Pearson Product Moment Analysis of the Relationship between Personality Types (Type B) and Academic performance of primary school pupils in Akwa Ibom State. Table 3: Pearson Product Moment Correlation on the Relationship between Personality Types and Academic performance of primary school pupils in Akwa IbomState.

Category	n	R	p-value	Alpha level
PersonalityTypes				
Academic performance	500	0.765	0.006	0.05 Significant

**Table 3** reveals that the r value is 0.865 which implies a significant positive relationship between personality types and academic performance of primary school pupils in Akwa Ibom State. In order to test the null hypothesis, significant probability value of 0.007 is subjected to the



critical probability value of 0.05. Since the significant probability value of  $p$  value = 0.007 < is less than the critical probability value of 0.05, the null hypothesis is rejected. This implies that, there is significant positive relationship between personality types and academic performance of primary school pupils in Akwa Ibom State.

**Research Question Three:** What is the relationship between personality types (type A and type B) jointly taken and academic performance of primary school pupils in Akwa Ibom State.

**Hypothesis Seven:** There is no significant relationship between personality types (type A and type B) jointly taken and academic performance of primary school pupils in Akwa Ibom State.

**Table 4:** Multiple Regression Analysis of the Relationship Between Personality Types

(Type A And Type B) Jointly Taken and Academic performance of primary school pupils in Akwa Ibom State.

Model	Unstandardize dcoefficients		Standardized coefficients			R	R2		Adj. R	ANOVA		Results
	B	Std. Error	Beta	t	Sig.		F	Sig.				
Constant.	54.318	5.402	10.056	000								
Type A personality	.457	.066	.741	6.926	.000	.682	.080	.074	15.444	.000		Sig
Type B personality	.00211	.106	.801	22	.002							

Table 4 above, shows that the R-value is .682, R<sup>2</sup> is .080 while the adjusted R is .074. This indicates a high relationship between joint variables of Type A personality, and Type B personality and academic performance. The variables jointly contributed 8% to academic performance. The f-value is 15.444 and, p-value of .000 is less than the chosen alpha level of 0.05. This infers a significant relationship. Hence type A personality has a Beta value of .741 and t-value of 6.926 p



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### **Summary of Findings**

The findings of the study were summarized as follows:

1. There is significant relationship between emotional abuse and academic performance of Primary school pupils in Akwa Ibom State.
2. There is significant relationship between personality types (type A and type B) independently taken and academic performance of primary school pupils Akwa Ibom State.
3. There is significant relationship between personality types (type A and type B) jointly taken and academic performance of primary school pupils in Akwa Ibom State.

### **Discussion of Findings**

The discussion of the findings is based on results of the analyses are as follows;

The finding of hypothesis one showed that, there was very low relationship between emotional abuse and academic performance of pupils in Rivers State. This also means that, emotional abuse affect pupils' academic performance negatively. This finding is in agreement with that of Okoro (2012) who found that, there was significant relationship between emotional abuse and academic performance of primary school learners.

The finding of research question two and hypothesis two revealed that, there is significant positive relationship between personality types and academic performance of primary school pupils in Rivers State. This also implies that, pupils who are personality type (A and B) also performed high in their academics. That is type A personality pupils and type B personality types performed well in their academics. The present finding indicates that the personality of a learner is a major source of influence on his/her academic performance. This finding is in agreement with that of Nwala (2015) who found in his study that personality type significantly influenced the academic performance of pupils.

The finding of research question three and hypothesis three showed that there is significant relationship between personality types (type A and type B) jointly taken and academic performance of primary school pupils in Akwa Ibom State. This also means that, as the Joint scores of personality types increases, their academic performance also increases. The present

finding implies that there is need for learners to always be conscious of their personality types during teaching and learning process, so as to ensure that there is no negative impact of their personality types on their performance in school. The present finding is in agreement with that of Nwordu (2014) who also found that there was significant relationship between personality types and academic achievement of students jointly taken.

## **Conclusion**

Based on the findings of this study, it was concluded that emotional abuse of pupils in school, personality types (A & B) have significant relationship with their academic performance. Therefore, emotional abuse, personality types play a major role in the academic success of pupils in school.

## **Recommendations**

The following recommendations were made based on the findings of the study:

1. Teachers, parents and guidance-counsellors should always consider the emotions of learners at all time, by providing them with adequate care, love and protection to stabilize their ability in learning.
2. Government should provide adequate human and non-human resources in the school. As this, will help to encourage effective teaching and learning and also, affect learning positively.
3. Parents and guardians of students in rural schools should always provide adequate study materials for their children and ward. They should also, provide them with comfortable learning environment at home that will enhance their academic successes.
4. Parents who are not well educated should strive to encourage their children to learn effectively by verbally and materially encouraging them.
5. Every parent should try to encourage their children to develop positive personality type that will help him/her learn effectively and perform very well.
6. Guidance-counsellors should always provide comprehensive counselling; “academic and personal-social counselling” that will always build the learning and academic performance capacity of the pupils in the school. This they can achieve through organizing seminars and workshops for pupils in their various school.

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