

**SCHOOL VARIABLES AND PERSONALITY DEVELOPMENT OF PRIMARY SCHOOL PUPILS IN UYO SENATORIAL DISTRICT OF AKWA IBOM STATE**

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**BY**

**UMOH, IMMACULATA GREGORY (Ph.D)  
DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION  
UNIVERSITY OF UYO  
AKWA IBOM STATE**

**AND**

**ATAKPA, ARIT OKONOBONG  
DEPARTMENT OF EARLY CHILDHOOD CARE AND EDUCATION  
COLLEGE OF EDUCATION AFAHA NSIT,  
AKWA IBOM STATE**

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**Abstract**

*The study investigated School Variables and personality development of primary school pupils in Uyo Senatorial District. To conduct the study, the researcher adopted descriptive survey design. The population for this study consisted of all primary school pupils in Uyo Senatorial District estimated at four hundred and twenty-one thousand, two hundred and five pupils (421,205). A sample size of five hundred (500) primary six pupils was drawn from the population. This was obtained through stratified random sampling technique. The instrument for data connection was questionnaire duly validated. The data collections were subjected to analysis and interpretation using independent t-test analysis. Findings of the study include that some school variables influence pupils' personality development while other relate significantly to pupils' personality development. From the results, it was concluded that school variables such as school proprietorship (public and private) and school location (Urban and Rural) have a significant influence on the personality development of pupils.*

**KEY WORDS: pupil's personality development, school proprietorship, school location, School, library, class size**

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## **Introduction**

Personality according to Eriba (2005) is the integration of all of a person's traits, abilities, motives, emotional responses, cognitive styles, characters and morals. In other words, personality is simply projection of oneself to others. Every individual is different from other individuals in many ways. The uniqueness of an individual may be described in several ways: for example, how he walks whether slow or fast; his readiness to solve his problems readily, or hesitatingly; how he reacts to frustrating situations, calmly or on a turmoil; the extent of this readiness to cooperate with other people or help other individuals solve their problems. All these attributes and many others put together, make each individual a unique person and describe his personality.

Personality according to Eke (2000) can be said to be those traits or attributes which have been found or observed to be stable or consistent with an individual and which make him unique or different from any other person. These include his thoughts, behaviors, feelings, emotions, attitudes and so on. The personality of an individual develops from birth to adulthood until death. The major development however, are found between infancy and early adulthood. It is well established by psychologists that the development of child's personality depends on two major constructs or premises: the environments and heredity (what he inherits from his parents). The two combine to influence the total behavior of an individual as a social being (Esuman, 2000). While the effects of heredity cannot be influenced much, that of the environment can, hence, the importance of how adults like parents and teachers socialize the child and the peers of the child influence his general behavior should be noted.

## **School Proprietorship And Personality Development Of Children**

Fafnuwa, (1993) identified government participation in the education of Nigeria children as a new development. When western education was introduced unto the country all schools were owned by private organizations such as churches. After the publications of the Phelps-tokes' report of education in British colonies, the colonial government began to take part in the running of schools. This introduced the era of dual control in education. With the realization of the importance of education, many private individuals and organizations have established their own schools. These are known as private schools as they are not run with public funds.

Edukere (2005) explained that the dissatisfaction with the quality of education given in public schools, the occurrence of individual action by public schools, the occurrence of individual action by public school teachers led to the increase in number of private schools in Nigeria. The private schools are more expensive than public schools and have fewer students under a teacher. These schools are more in urban areas where the inhabitants can afford the fees,

## **School Location And Personality Development Of Children**

Primary schools in Uyo senatorial district are located both in urban and rural areas. These two areas have some differences. Clout (2002) asserted that in spite some technical difficulties associated with its definition, within a broad context, the term rural connotes the non-urban sector of any area or country. It is normally characterized by relatively small size settlements, heavy dependence on primary education activities such as hunting, fishing, pastoral and agriculture.

Baba (2005) noted that apart from being the largest component of the natural population of most developing countries. The rural has, therefore, come to be associated with poverty, deprivation and drudgery.

### **School Library and Personality Development of Pupils**

The availability of instructional materials has been found by Ibe-Bassey (2000) to enhance learning. Instructional materials are used in schools for teaching and learning. Such as materials are channels of communication through which content stimuli are presented to the learners. In Personality development, tape recorders, films, books, pictures, television, video programmes, computer, etc. are some of the instructional materials that are usually kept in the library.

### **Class Size and Personality Development of Pupils**

Primary schools in Uyo senatorial district have various class size ranging from large, medium and small. The number of pupils per teacher in a school system is very important to power personality development. It is usually written as a ratio which is known as class sizes or teacher-pupil ratio.

In Nigerian situation, the national policy on education (FRN, 2004) stipulated that the class size should be 1:25 for primary schools. This recommendation is based on the realization of the fact that a teacher can do well with a certain number of pupils in the class. Beyond that optimum number, the classroom becomes a crowd and under such condition, effective control of learners becomes difficult.

### **School Facilities and Personality Development of Pupils**

School facilities, constitute the major components of both direct and indirect action elements in the environment of learning. Several studies have seen that a close relationship exists between the physical environment and the personality development of the learners. Brooks and Akin (2002) maintained that the quality of personality that children develop bears direct relevance and overall atmosphere in which learning takes place.

### **Objective of the Study**

The purpose of this study is to examine the influence of school variables on personality development of primary school children. Specifically, the objectives of the study are:

- To determine the difference between pupil's personality development based on school proprietorship.
- To determine the difference between pupil's personality development based on school location
- To determine the relationship between school library and primary school pupils' personality development.
- To determine the relationship between class size and pupils' personality development.

### **Research Questions**

The following research questions were raised

- To what extent does personality development of pupils' in private schools differ from those in public school?
- How does personality development of pupils' in urban schools differ from those in rural areas?

### **Research Hypotheses**

The following null hypotheses were formulated

- There is no significant difference in the personality development of pupils' in private and public primary schools in Uyo.

- There is no significant difference in the personality development of pupils' in urban and rural area primary schools in Uyo

### **Research Methodology**

This was organized under the following sub-headings.

Research Design, Research Area, Population of the study, Sample and sampling technique, Instrumentation, Validation of the research instrument, Procedure for data collection and Method of data analysis.

### **Research Design**

The descriptive survey design was used for this study.

### **Research Area**

This was conducted in Uyo senatorial district of AkwaIbom State.

### **Population of Study**

The population of study comprised of all primary schools in Uyo senatorial district from 372 public primary schools and 170 private primary schools. Records from the state primary education board (SUBEB) Uyo, shows there is an estimated population of 240, 900 pupils in government owned primary schools and 180, 305 in private owned primary schools, giving a total of 421,205 pupils in Uyo senatorial district.

### **Sample and Sampling Techniques**

A sample size of five hundred (500) primary six primary school pupils was drawn from the population; this was obtained by finding 20% of the total number of primary six pupils. Fifty (50) schools were systematically selected for the study.

### **Instrumentation**

The instrument used to collect data for this study was a researcher - made questionnaire titled-school variables assessment questionnaire (SVAQ) and personality development.

### **Validation of the Research Instrument**

The questionnaire used was subjected to face validity test by allowing its scrutiny by three experts.

### **Data Analysis, Interpretation of the Result and the Discussion of the Findings**

The results of the data analysis were presented under the following sub-headings:

Presentation of the result of the data analysis

### **Presentation of the Result and the Data Analysis**

### **Hypothesis One**

The null hypothesis states that there is no significant difference in the personality development of pupils in private and public schools in Uyo.

In order to test this hypothesis, two variables were identified as follows:

- a) School proprietorship (private and public) as independent variable.
- b) Personality development as the dependent variable.

Independent t-test analysis was then used in comparing the mean score of pupils in public and private school as regards their personality development (see table 1).

**Table 1: Independent t-test analysis of the difference in personality development of pupils in public and private schools.**

**N= 500**

Variable	N	$\bar{X}$	SD	t
Private Schools	264	30.81	4.84	3.028*
Public Schools	236	29.26	6.62	

**\*Significant at 0.05 level; =498, critical t =value= 1.96**

The above table represents the t-test as 3.028. This value was tested by comparing it with the critical t-value at 0.05 levels with 498 degree of freedom.

The obtained t-value (3.028) was greater than the critical t-value (1.96). Hence, the result was significant. The result therefore means that there is a significant difference in the personality development between public and private schools.

### Hypothesis Two

The null hypothesis stated that there is no significant difference in the personality development of pupil's in urban and rural primary schools in Uyo.

In order to test hypothesis, two variables were identified as follows:

- School location (urban and rural) as the independent variable.
- Personality development as the dependent variable.

Independent t-test analysis was then used in comparing the means score of both urban and rural schools (see table 2)

**Table 2: independent t-test analysis of the difference in personality development of pupils in rural and urban schools.**

**N= 500**

Variable	N	$\bar{X}$	SD	t
Urban Schools	316	30.83	4.74	3.83*
Rural Schools	184	28.79	7.09	

**\*Significant at 0.05 level; df = 498, critical t-test= 1.96**

The above table presents the t-test as 3.83. This value was tested for significance by comparing it with the critical t-value (1.96) at 0.05 levels with 498 degree of freedom. The obtained t-value (3.83) was greater than the critical t-value (1.96). Hence, the result was significant. The result therefore means that there is significant difference in the personality development of pupils in urban and rural schools.

### Discussion of the Findings

The result of the study as presented in table 4.1 was significant because they obtained t-value (3.028) was greater than the critical t-value (1.96) at 0.05 levels with 498 degree of freedom. This result implies that there is a significant difference in the personality development between pupils in public and private schools. The significance of the result is in agreement

with the opinion of Kraybill, Johnson and Deaton (2007) who asserted that due to close supervision of teachers and pupils and the control of their behavior by authorities, private schools pupils tend to do well in personality development. The result has also confirmed the facts of William (2005) who revealed that other things being equal pupils attending catholic or other independent school have higher level of positive personality development than pupils from government schools. The result of data analysis in table 4.2 was significant because the obtained t-value (3.83) was greater than the critical value (1.96) at 0.05 level with 498 degree of freedom. Therefore, there is a significant difference in the personality development between urban and rural school pupils. The significance of the result is in line with the idea of Obe (2004) who observed that there is a significant difference in rural and urban personality development of children and concluded that children from urban schools were superior to their counterparts in terms of behavior, understanding and performance.

## **Conclusion and Recommendations**

### **Conclusion**

Base on the findings of the study, the following conclusions were made:

School proprietorship (public& private) and school location (urban& rural) have significant difference on the personality development of pupils. Other school variable such as functional library, class size and school facilities have a significant relationship with pupils personality development.

### **Recommendations**

Based on the findings of this study, the following recommendations are put forward:

- State and Local Government Administration should build and equip libraries in public primary schools with modern facilities so that pupils who cannot afford to pay high fees in private schools are not totally denied access to quality materials.
- Ministry of Education, Teachers Association and public spirited individuals should provide more classroom accommodation so as to reduce the class size in primary schools.
- Federal and state government should ensure strict compliance of schools to government policy of 25-30 pupils per a teacher as stipulated on the National Policy on Education for easy supervision of pupils on the part of the teachers.
- Adequate facilities should be provided by the government and proprietors of private schools to pupils especially schools located in the rural areas

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