UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.19 (2);
January-June, 2025 https://unijerps.org
2023 Impact Factor: **6.834;** **2022** ***Impact Factor*****: 5.156;** ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. Indexing and Impact Factor URL: *http://sjifactor.com/passport.php?id=21363*

TEACHERS' PERSONAL AND ORGANIZATIONAL VARIABLES PROMOTING QUALITY LEARNING OUTCOMES IN PRIMARY SCHOOLS IN DELTA STATE

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ABSTRACT

This study investigated teachers' personal and organizational variables promoting quality learning outcomes in primary schools in Delta State. Two research questions guided the study. Descriptive survey research design was employed to conduct the study. Population for the study was made up of 10,619 teachers from the 1,130 primary schools within the 25 LGAs in Delta State. The sample size for the study comprised 1,062 teachers selected from 226 primary schools drawn at 10% and 20% respectively using purposive sampling technique. Instrument for data collection was a 23-item questionnaire developed by the researcher titled "Teachers' Personal and Organizational Variables Promoting Quality Learning Outcomes Questionnaire (TPOVPQLOQ)". The questionnaire was validated by three experts from the Department of Educational Management and Foundations, including one Measurement and Evaluation experts, Delta State University, Abraka. Reliability of the research instrument was established through a pilot-test. Data gathered from the pilot-test conducted were analyzed using Cronbach Alpha method. This yielded coefficient reliability values of 0.77 and 0.73 for each of the two clusters with an overall coefficient of internal consistency of 0.75. Data collected were analyzed using only mean statistics rated at 2.50 and standard deviation for answering the research questions. Findings of the study indicated among others that both the teachers' personal and organizational variables promoted quality learning outcomes in primary schools in Delta State. Among the recommendations made was that teachers should be exposed through effective capacity building programmes by the Delta State Universal Basic Education Board (DSUBEB) with adequate support from head teachers to utilize their personal variables and characteristics such as their emotional intelligence, self-efficacy and intrinsic motivation, among others, which is targeted to improve their instructional practices and classroom management necessary for promoting quality learning outcomes in primary schools.

Keywords: Teachers, Personal, Organizational, Variables, Promoting, Quality, Learning, Outcomes

Introduction

Teachers are among the important human resources in the Nigerian education and primary school system. Teachers as described within the context of this paper are experts or professionals from different fields of endeavours, teaching at any level of educational institution and widely known for impacting knowledge in students. Teachers are instructors and educators who guides, directs, instructs and facilitates learning. According to Borko (2022), a teacher is an individual who is responsible for educating and facilitating learning for students. A teacher is defined as a professional who uses pedagogical strategies and techniques to enhance students' academic and personal development. Teachers guide, motivate, and assess students to help them achieve educational goals (National Board for Professional Teaching Standards, 2023). Teachers create and implement instructional plans, assess students' academic

progress, and foster a supportive learning environment. Thus, the significant role of teachers in the Nigerian education system and primary schools inclusive are enormous and cannot be overemphasized. Borko (2022) opined that in a primary school, when a teacher plans lessons on mathematics or any other subject, such teacher will deliver the content through various teaching methods, and assesses students' understanding through tests and projects. Teachers in the primary schools are known for implementation of educational policies at the classroom level. In fact, no education system can rise above the quality of its teachers. The attainment of primary education goals, instructional objectives likewise quality learning outcomes in the primary schools which are of utmost importance for any education process, lies heavily in the hands of the teachers. At the primary schools, teachers are known for assisting pupils in learning. They always stand at the forefront of primary school pupils' learning; while, the learners are at the center of learning. Besides, primary education has been set up to realize several educational goals and objectives. According to Anero (2014), primary education is the foundation of children's learning. All other educational levels of education rely so much on primary education as the foundation of learning. Primary education is education given in an institution for children aged 6 to 11 plus and it is equally, a basic tool for effective children upbringing and overall societal development. Primary education is designed to give pupils a sound basic education in reading, writing and mathematics, and an elementary understanding of subjects such as history, geography, natural sciences, social sciences, and arts (IGI Global Partnerships, 2021). Primary schools thus, provide learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy). It establishes a solid foundation for learning and understanding core areas of knowledge and personal development, likewise, prepares children for further education in the secondary school (Anero, 2014). Given the importance and benefits primary education in socio-economic development of the Nigerian society, teachers play significant role towards ensuring that quality education is enhanced in the primary school. Teachers therefore, through their efforts and contributions in teaching and learning achieves quality learning outcomes.

Quality learning outcomes as described by Hattie (2022) entails the extent to which educational programmes and teaching practices effectively enhance students' cognitive and social development, preparing them for future success. Effective problem-solving skills developed through a well-structured subject curriculum can be considered as quality learning outcome (Hattie, 2022). Quality learning outcomes are the measurable achievements of students in terms of knowledge, skills and attitudes that meet or exceed established educational standards. Quality learning outcome might include students demonstrating a high level of proficiency in reading comprehension as assessed by standardized tests (Black & Wiliam, 2022). Besides, quality refers to the standard or degree of excellence of something, often evaluated against specific criteria or benchmarks (Deming, 2023). Quality in education might be assessed based on student performance, teacher qualifications, and adherence to educational standards. Quality is a measure of how well a product or service meets the needs and expectations of its users, often involving aspects such as reliability, effectiveness, and efficiency (Juran & Godfrey, 2022). In the context of primary education, quality could be evaluated based on student learning outcomes, teacher effectiveness, and satisfaction of stakeholders. Indices of quality learning outcomes are also observable through teachers' responsibilities, likewise, students' academic performances and achievements. Teachers' quality learning outcomes however, can be determined by certain variables which includes their personal variables and organizational (that is,

school) variables. Besides, the quality of education in primary schools is pivotal to the development of foundational skills and knowledge in young learners. Effective teaching practices and positive learning outcomes are influenced by various factors, including teachers' personal characteristics and the organizational environment within which they operate. In Delta State, as in many other regions, there is growing interest in understanding how these teacher personal and organizational variables contribute to the quality of education provided in primary schools. Variables has been described by Trochim (2022) are measurable attributes or characteristics that can take on different values and are used to test hypotheses and understand relationships between phenomena. Variables are elements or factors that can change or vary and are used in research to understand their effects on other elements. They can be dependent, independent, or controlled (Cohen, Manion & Morrison, 2023). Teachers' personal variables refer to individual characteristics and attributes of teachers, such as intrinsic motivation, self-efficacy, and emotional intelligence, that influence their teaching effectiveness and student outcomes. A teacher with high self-efficacy might be more likely to use innovative teaching methods and engage students effectively (Parker, Saklofske & Wood, 2022). Teacher personal variables are also intrinsic factors such as attitudes, beliefs, and values that shape a teacher's approach to instruction and interaction with students. A teacher who values continuous learning might seek additional professional development opportunities to enhance their teaching practices (Bandura, 2023). Examples of these teachers' variable include teachers teaching experience, self-efficacy, educational qualification, intrinsic and extrinsic motivation and job satisfaction, emotional intelligence, teacher-pupil relationships, teacher personal attitude and beliefs, teaching strategies and methods, age, marital status, gender (sex), career rank or position, religious beliefs and cultural background, among others (Brackett, Reyes, Rivers, Elbertson & Salovey, 2021; Ryan & Deci, 2020; Schunk, 2020; Tschannen-Moran & Hoy, 2023). Teachers' personal attributes such as motivation, self-efficacy and professional commitment among many others, have been shown to significantly impact their instructional effectiveness and consequently, student learning outcomes.

Personal characteristics like emotional intelligence (EI), teaching experience, and educational qualifications play crucial roles in shaping teaching practices and influencing student engagement and performance (Borg & Riding, 2022). Teachers' intrinsic and extrinsic motivation significantly influences their enthusiasm, effort, and commitment to teaching. Intrinsic motivation, driven by personal satisfaction and a passion for teaching, leads to higher engagement and better student outcomes (Schunk, 2020). Extrinsic motivation, such as rewards or recognition, can also enhance teachers' performance, but its effectiveness often depends on how well it aligns with intrinsic values (Ryan & Deci, 2020). In Delta State, where educational resources and support might be limited, understanding the motivational drivers of teachers could help in designing better incentives and support systems to improve teaching quality. Teachers' self-efficacy, or their belief in their ability to effectively teach and influence student learning, has been linked to better instructional practices and student performance. High self-efficacy is associated with greater persistence, more innovative teaching methods, and better classroom management (Tschannen-Moran & Hoy, 2023). Research in Delta State could reveal how teachers' confidence impacts their instructional strategies and student engagement, thereby providing insights into targeted professional development needs. Teachers with high emotional intelligence (EI) are better equipped to manage classroom dynamics, build positive relationships with students, and cope with stress (Brackett et al., 2021). EI helps teachers to empathize with students' needs and adapt their

teaching approaches accordingly. In the context of Delta State, where socio-economic challenges might affect students' emotional well-being, teachers' EI could play a crucial role in creating a supportive learning environment.

Organizational variables on the other hand, are school related variables which includes the structure and environment of an educational institution, including leadership, resources, and support systems, which influence the quality of teaching and learning (Leithwood & Sun, 2022). A school with strong administrative support and adequate teaching materials can positively impact teachers' effectiveness and student outcomes. Organizational variables also encompass aspects of the educational setting, such as school culture, policies, and resources, that affect the performance and behavior of teachers and students (Hargreaves & Fullan, 2023). A school's culture of collaboration and shared decision-making can enhance teachers' job satisfaction and instructional quality. Other examples of these organizational or school variables which impinges on teachers work or responsibilities in school includes their opportunities for teachers' professional development and capacity building, school leadership, administrative support, school climate, school culture, adequate resource availability in school, school policy, rules and regulations, among others (Darling-Hammond, 2021; Guskey, 2021; Leithwood & Jantzi, 2022). Darling-Hammond (2021) opined that the organizational context in which teachers work - including school leadership, available resources, and professional development opportunities - also affects the quality of teaching and learning.

Supportive school environments, adequate infrastructure, and access to ongoing training can enhance teachers' ability to deliver effective instruction and foster better learning outcomes for students (Darling-Hammond, 2021). Effective school leadership is critical for fostering a positive and productive learning environment. Head teachers and school leaders who provide clear vision, support, and professional growth opportunities can enhance teachers' job satisfaction and effectiveness (Leithwood & Jantzi, 2022). In Delta State, where leadership practices may vary widely, understanding the impact of school leadership on teaching quality is essential for identifying successful leadership models and practices. Adequate resources, including teaching materials, technology, and physical infrastructure, are fundamental to effective teaching. Schools with better resources can support more engaging and effective instructional practices, while resource constraints can hinder teachers' ability to deliver quality education (Darling-Hammond, 2021). Investigating the availability and utilization of resources in Delta State schools can provide insights into how resource allocation affects teaching practices and student outcomes. Continuous professional development is crucial for teachers to stay updated with best practices and educational innovations. Effective professional development programmes enhance teachers' skills, knowledge, and instructional strategies (Guskey, 2021). In Delta State, exploring the quality and impact of professional development initiatives can reveal gaps and opportunities for improving teachers' competencies and instructional effectiveness. Both the teachers' variables and organizational variable always play crucial role towards the attainment of quality learning outcomes. For instance, teachers with good qualifications, experiences and constantly participate in professional development training programmes, among others, seem to better achieve quality learning outcomes in the education system. Likewise, when teachers are adequately motivated, this positively impacts on their productivity and they would go extra miles to see that quality learning outcomes are achieved. Teachers who are highly motivated and confident in their abilities are more likely to engage students, employ innovative instructional strategies, and create a positive classroom environment. Furthermore, high emotional intelligence enables teachers to better

manage classroom dynamics and respond to students' needs, contributing to a supportive and effective learning atmosphere. Borg and Riding (2022) observed that teachers' personal variables, such as intrinsic motivation, self-efficacy, and professional development, directly affect their teaching methodologies and interactions with students. Research has demonstrated that teachers who are more motivated and confident in their teaching abilities are better equipped to engage students and improve their academic performance. Additionally, teachers' attitudes towards their profession and their commitment to continuous improvement can drive educational success (Borg & Riding, 2022).

Speaking of the organizational variables, such school variables as the leadership styles, school climate, school climate and policy always affect teachers work which directly impacts on the attainment of quality learning outcomes in school. Effective school leadership, adequate resources, and robust professional development programs significantly impact teaching quality and student success. Schools with strong leadership provide the necessary support and vision that empower teachers to excel. Access to resources such as teaching materials and technology, combined with opportunities for professional growth, equips teachers to implement effective instructional practices and address students' diverse needs. Darling-Hammond (2021) commented that on the organizational side, variables like school leadership, resource availability, and the quality of support systems play significant roles in shaping the teaching environment. Effective school leadership can foster a positive culture and provide the necessary resources and support for teachers to excel (Darling-Hammond, 2021). Professional development programs and adequate teaching resources are essential for equipping teachers with the skills and tools needed to enhance their instructional practices. Given the importance of both the personal and organizational variables, it thus, becomes necessary to ensure that the presence of these variables will always work towards teachers' attainment of quality learning outcomes for the realization of educational goals and objectives. Since the role of teachers in primary education is crucial for setting the stage for lifelong learning and success; however, achieving high-quality learning outcomes in primary schools is influenced by both personal and organizational variables. This study focused on the impact of these variables on educational quality in Delta State's primary schools. Understanding these variables in the context of Delta State's primary schools is essential for identifying strategies that can enhance educational practices and improve student achievements. Although, several empirical studies like those of Borg and Riding (2022), Darling-Hammond (2021), Guskey (2021), Leithwood and Jantzi (2022), Moemeka (2017), Oghuvbu (2009) and Suleiman, Mrakpor and Ishola (2021) have been conducted in various areas of teacher variables influencing their tasks, but these empirical studies differ from the present study in terms of their purpose, contents, location and methodology with the present study. These previous studies have their own mix, findings and shortcomings, therefore, necessitating the present study. Hence, the researcher is motivated to investigate by conducting a field study to determine those teachers' personal and organizational variables promoting quality learning outcomes in primary schools. The study aimed to explore how these personal and organizational variables interact and contribute to the quality of learning outcomes in primary schools in Delta State. By examining these factors, the study sought to provide insights that can inform policy and practice, ultimately leading to improved educational outcomes for children in the primary schools.

Statement of the Problem

In Delta State, primary schools face varying challenges in delivering high-quality education, which is essential for the academic and personal development of young learners. Despite ongoing

efforts to improve educational standards, there still remains a significant gap in understanding how specific teacher personal and organizational variables affect teaching effectiveness and the attainment of quality learning outcomes. Teachers' personal attributes, such as experience, qualification, motivation, level of job satisfaction and self-efficacy, are often overlooked in policy-making and professional development programmes, leading to potential underutilization of their full potentials. Similarly, the influence of organizational factors like school leadership and resource availability on teaching practices and student achievement has not been thoroughly explored in this context. The problem this study addresses is twofold: teacher personal variables and organizational variables. While existing research acknowledges the importance of teachers' personal characteristics, there is limited empirical evidence on how these variables specifically impact the quality of learning outcomes in primary schools in Delta State. Although, the organizational variables are recognized as critical to educational success, there is still a lack of detailed understanding regarding how specific organizational aspects within Delta State's primary schools contribute to or hinder the effectiveness of teaching and learning. This study aimed to fill both the knowledge and practical gaps by providing a comprehensive analysis of both personal and organizational variables and their impact in promoting quality learning outcomes. Thus, the problem in which this study sought to address is to ascertain those teachers' personal and organizational variables promoting quality learning outcomes in primary schools in Delta State.

Purpose of the Study

The purpose of this study was to examine teachers' personal and organizational variables promoting quality learning outcomes in primary schools in Delta State. Specifically; the study ascertained:

1. Teachers' personal variables promoting quality learning outcomes in primary schools in Delta State.
2. Teachers' organizational variables promoting quality learning outcomes in primary schools in Delta State.

Research Questions

The following research questions guided the study:

1. What are the teachers' personal variables promoting quality learning outcomes in primary schools in Delta State?
2. What are the teachers' organizational variables promoting quality learning outcomes in primary schools in Delta State?

Methods

Descriptive survey research design was employed to conduct the study. The design was employed to enable the researcher carry out a field investigation concerning the problem by raising a research instrument (questionnaire) which was used to retrieve information from a sample of teachers from the primary schools out of their total population in Delta State. Information gathered were collated and analyzed using a statistical tool to reveal the findings and then, conclude the study. Population for the study was made up of 10,619 teachers from the 1,130 primary schools within the 25 LGAs in Delta State. The choice of choosing only the teachers as population for the study was to enable the researcher get accurate information concerning the real situation of things as they existed in the primary schools in Delta State. The sample size for the study comprised 1,062 teachers selected from 226 primary schools drawn at 10% and 20% respectively using purposive sampling technique. The sample was made based on the researcher's discretion. This is in line with Nworgu (2015) who stated that for any study with large population, 5% to 80% is sizeable to conduct the study. Instrument for data collection was a 23-item questionnaire developed by the researcher titled "Teachers' Personal and Organizational Variables

Promoting Quality Learning Outcomes Questionnaire (TPOVPQLOQ)" and was structured on a 4-point rating scale of Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points and Strongly Disagree (SD) -1 point. Construction of this research instrument was guided by the purpose of the study, research questions and several literatures consulted.

The questionnaire was face and content validated by three experts from the Department of Educational Management and Foundations, including one Measurement and Evaluation experts, Delta State University, Abraka. These experts made useful corrections on the questionnaire in terms of the sentence construction, suitability and clarity, which were incorporated before the final print out of the research instrument. The questionnaire was validated by three experts from the Department of Educational Management and Foundations, including one Measurement and Evaluation experts, Delta State University, Abraka. Reliability of the research instrument was established through a pilot-test conducted once on a single administration to a sample of 35 teachers from 5 primary schools in Delta State, which were not part of the study. Data gathered from the pilot-test conducted were analyzed using Cronbach Alpha method. This yielded coefficient reliability values of 0.77 and 0.73 for each of the two clusters with an overall coefficient of internal consistency of 0.75. Method of data collection was through a face to face and direct contact with the respondents, engaging the services of five research assistants who met with each of the teacher representatives in their various primary schools selected for sampling in order to administer the questionnaire. These research assistants were informed about the purpose of the research and directed on how to collect the necessary information from the teachers concerning the study. It took both the researcher and research assistants a period of five working days to distribute and gather 998 copies of the questionnaire from the teachers. The rate of return was 94%. Data collected were analyzed using only mean statistics rated at 2.50 and standard deviation for answering the research questions. The decision rule for taking decisions on the items on the questionnaire which was rated at 2.50 was that any mean score which rated at 2.50 and above was an indication of agree (A). Any mean score that rated below 2.50 was an indication of disagree (D).

Results

Research Question 1: What are the teachers' personal variables promoting quality learning outcomes in primary schools in Delta State?

Table 1: Mean Scores and SD of Teachers on their Personal Variables Promoting Quality Learning Outcomes in Primary Schools in Delta State

N = 998 Teachers

S/N	Please identify teacher personal variables that promotes quality learning outcomes in your school. Quality learning outcomes can be promoted in the school through teachers' personal variables as:	SA	A	D	SD	X	SD	Decision
1.	teaching experiences supported with innovative teaching methods	254	414	202	128	2.80	0.96	**Agree**
2.	self-efficacy	321	430	176	71	3.00	0.88	**Agree**
3.	emotional intelligence	347	404	158	89	3.01	0.93	**Agree**
4.	high level of job satisfaction	368	487	96	47	3.18	0.79	**Agree**
5.	positive behaviour likewise attitude towards learners	381	346	128	143	2.97	1.04	**Agree**
6.	special attributes in which learners sees as a role model	401	378	102	117	3.07	0.98	**Agree**
7.	classroom relationship with learners which makes learning more interacting likewise engaging	393	448	119	38	3.20	0.79	

								Agree
8.	marital status	156	168	378	296	2.18	1.03	**Disagree**
9.	gender	187	159	344	308	2.23	1.08	**Disagree**
10.	intrinsic motivation inform of good passion for teaching including high professional commitment to duty	377	499	88	34	3.22	0.74	**Agree**
11.	cultural background	42	140	418	398	1.83	0.82	**Disagree**
12.	career rank or position	128	151	336	383	2.02	1.02	**Disagree**
13	educational qualifications	309	479	118	92	3.01	0.89	**Agree**
	Overall Mean Score & SD =					**2.75**	**1.04**	**Agree**

Analysis of data from Table 1 indicated that items 1 - 7, 10 and 13 were rated above 2.50 of the acceptable mean score by the primary school teachers, to show their agreement with these statements. Items 8 - 9 and 11 - 12 were rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with these statements. The overall mean and standard deviation (SD) of 2.75 and 1.04 indicated closeness in the respondents' responses to showcase that the teachers responded positively to majority of the statements. This result indicated that many of the teachers' personal variables which included their teaching experiences supported with innovative teaching methods, self-efficacy, emotional intelligence, high level of job satisfaction, positive behaviour likewise attitude towards learners, special attributes in which learners sees them as role models, classroom relationship with learners which makes learning more interacting likewise engaging, intrinsic motivation inform of teachers good passion for teaching including their high professional commitment to duty and educational qualifications; promoted quality learning outcomes in primary schools in Delta State.

Research Question 2: What are the teachers' organizational variables promoting quality learning outcomes in primary schools in Delta State?

Table 2: Mean Scores and SD of Teachers on their Organizational Variables Promoting Quality Learning Outcomes in Primary Schools in Delta State N = 998 Teachers

S/N	**Please identify organizational variables that promotes quality learning outcomes in your school.** Quality learning outcomes can be promoted through the school organizational variables as:	**SA**	**A**	**D**	**SD**	**X**	**SD**	Decision
14.	fostering effective leadership style of head teacher	361	384	119	134	2.97	1.01	Agree
15.	constant administrative support from the school authority	321	414	127	136	2.92	0.99	Agree
16.	building effective school culture including positive school climate	371	348	153	126	2.97	1.01	Agree
17.	mobilizing adequate instructional resources to support teaching and learning	306	444	110	138	2.92	0.98	Agree
18.	building effective team spirit through collaboration among teachers	332	381	134	151	2.90	1.03	Agree
19.	creating opportunities for continuous teachers' professional development	376	355	139	128	2.98	1.01	Agree
20.	implementing effective school policy	412	325	147	114	3.04	1.01	Agree
21.	supporting teachers through appropriate rewards likewise welfare packages	391	358	140	109	3.03	0.98	Agree
22.	recognizing outstanding efforts including contributions of teachers	383	401	108	106	3.06	0.96	Agree
23.	pupils' high enrolment causing over-population in the classrooms	14	56	498	430	1.65	0.65	Disagree
	Overall Mean Score & SD =					**2.84**	**1.05**	Agree

Analysis of data from Table 2 indicated that items 14 - 22 were rated above 2.50 of the acceptable mean score by the primary school teachers, to show their agreement with these statements. Only item 23 was rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with these statements. The overall mean and standard deviation (SD) of 2.84 and 1.05 indicated closeness in the respondents' responses to showcase that the teachers responded positively to majority of the statements. This result indicated that many of the teachers' organizational variables investigated which included: fostering effective leadership style of head teacher, constant administrative support from the school authority, building effective school culture including positive school climate, mobilizing adequate instructional resources to support teaching and learning, mobilizing adequate instructional resources to support teaching and learning, building effective team spirit through collaboration among teachers, creating opportunities for continuous teachers professional development, implementing effective school policy, supporting teachers through appropriate rewards likewise welfare packages, and recognizing outstanding efforts including contributions of teachers; promoted quality learning outcomes in primary schools in Delta State.

Discussion of Findings

Findings of this study generally indicated that both the teachers' personal and organizational variables promoted quality learning outcomes in primary schools in Delta State. It was found out that teachers' personal variables which included their teaching experiences supported with innovative teaching methods, self-efficacy, emotional intelligence, high level of job satisfaction, positive behaviour likewise attitude towards learners, special attributes and qualities in which learners sees them as role models, classroom relationship with learners which makes learning more interacting likewise engaging, intrinsic motivation inform of teachers good passion for teaching including their high professional commitment to duty and educational qualifications; promoted quality learning outcomes in primary schools in Delta State. However, it was discovered that teachers' personal variables such as their marital status, gender, cultural background and career rank or position, did not promote quality learning outcomes in primary schools in Delta State. This finding deviates and does not agree with the findings studies of Brackett, Reyes, Rivers, Elbertson and Salovey (2021), Ryan and Deci (2020) and Tschannen-Moran and Hoy (2023) which found out that the teachers' age, marital status, gender (sex), career rank or position, religious beliefs and cultural background, significantly impacted on student learning outcomes.

The finding of this present study is in corroboration and consonance with the findings of Moemeka (2017) study which revealed that the profile of desirable teachers' personal attributes as perceived by principals of public secondary schools in Delta State included; positive attitude to work, patience, punctuality, knowledge of the subject matter, inspiration of student, innovative teaching methods, great commitment and hard work, high enthusiasm for teaching, challenges students to think, humility, transparency, high situation cognition. It was also revealed that level of desirable attribute among public secondary school teachers in Delta State is high on strong subject competence, patience, exemplary and genuine interest in the welfare of students, professionalism, interpersonal and facilitation skills, planning and evaluation of lessons and monitoring of learning consistency and ability to bring positive change in students. The present study finding also collaborates with Borg and Riding (2022) study which found out that teachers' personal characteristics like emotional intelligence (EI), teaching experience, and educational qualifications play crucial roles in shaping teaching practices and influencing student engagement and

performance. Borg and Riding (2022) study further confirmed that teachers' personal variables, such as intrinsic motivation and self-efficacy, directly affected their teaching methodologies and interactions with students. Research has demonstrated that teachers who are more motivated and confident in their teaching abilities are better equipped to engage students and improve their academic performance. Additionally, teachers' attitudes towards their profession and their commitment to continuous improvement can drive educational success. In connection with the above finding, Parker, Saklofske and Wood (2022) confirmed that a teacher with high self-efficacy might be more likely to use innovative teaching methods and engage students effectively. Schunk (2020) study confirmed that teachers' intrinsic motivation significantly influenced their enthusiasm, effort, and commitment to teaching. Intrinsic motivation, driven by personal satisfaction and a passion for teaching, led to higher engagement and better student outcomes. Bandura (2023) study also confirmed that teacher personal variables are also intrinsic factors such as attitudes, beliefs, and values that shape a teacher's approach to instruction and interaction with students.

It was found out in the present study that teachers' organizational variables which included: fostering effective leadership style of head teacher, constant administrative support from the school authority, building effective school culture including positive school climate, mobilizing adequate instructional resources to support teaching and learning, mobilizing adequate instructional resources to support teaching and learning, building effective team spirit through collaboration among teachers, creating opportunities for continuous teachers professional development, implementing effective school policy, supporting teachers through appropriate rewards likewise welfare packages, and recognizing outstanding efforts including contributions of teachers; promoted quality learning outcomes in primary schools in Delta State. This present study finding agrees and relates with the findings of Suleiman, Mrakpor and Ishola (2021) study which indicated that there were many organizational factors associated with the implementation of UBE programme. Those organizational factors include poor funding, inadequate infrastructure, poor maintenance culture, lack of adequate data, large number of unqualified teachers, lack of teachers' welfare and poor teachers' remuneration. In support, additional findings from quantitative approach revealed that there was an overpopulation of pupils in the classroom. Specifically, pupil-class room ratio in public primary schools is 57 while pupil-classroom ratio in junior secondary schools is 52. There is a decline in enrolment level because pupil enrolment level in public primary school is 234,6112 while student enrolment level in public junior secondary schools is 924,662. The completion rate is also a serious issue. The findings of Oghuvbu (2009) study revealed that perceived decline in the quality of primary education may not be as result of the quality and quantity of teachers, but could be due to lack of facilities in schools and type of training given to teachers.

The present study finding also relates and concurs with the findings of Borg and Riding (2022) study which indicated that organizational variables, such as teachers' professional development, directly affected their teaching methodologies and interactions with students. Bandura (2023) study confirmed that a teacher who values continuous learning might seek additional professional development opportunities to enhance their teaching practices. Extrinsic motivation, such as rewards or recognition also enhanced teachers' performance, but its effectiveness often depends on how well it aligns with intrinsic values (Ryan & Deci, 2020). Supportive school environments, adequate infrastructure, and access to ongoing training can enhance teachers' ability to deliver effective instruction and foster better learning outcomes for students (Darling-Hammond, 2021). Effective school leadership is critical for fostering

a positive and productive learning environment. Head teachers and school leaders who provide clear vision, support, and professional growth opportunities can enhance teachers' job satisfaction and effectiveness (Leithwood & Jantzi, 2022). However, pupils' high enrolment causing over-population in the classrooms did not promote quality learning outcomes in primary schools in Delta State. This means that learners' over-population constituted over-crowdedness in the classroom making it impossible to effectively acquire quality high learning outcomes among pupils in primary schools in Delta State. In all, teachers' personal attributes and organizational variables such as intrinsic and extrinsic motivation, self-efficacy and professional commitment, among many others, have been shown in the present study to significantly impact and promote their instructional effectiveness and consequently, student learning outcomes.

Conclusion

Addressing both teachers personal and organizational variables is crucial for achieving high-quality learning outcomes in primary schools in Delta State. The findings of this study underscore the importance of a holistic approach towards improving educational quality. To foster quality learning outcomes, it is essential to focus on both enhancing teachers' personal attributes and optimizing organizational conditions. By enhancing teachers' personal and organizational variables through targeted efforts and strategies, teachers will be better equipped to engage students, manage classroom dynamics effectively, and implement innovative instructional strategies, leading to improved pupils' quality learning outcomes. Hence, the findings of this study concludes and submits that both the teachers' personal and organizational variables promoted quality learning outcomes especially among learners in primary schools in Delta State; and they should be given priority attention. Thus, the recommendations proffered below.

Recommendations

Based on the findings of the study that both teachers' personal and organizational variables significantly promoted quality learning outcomes in primary schools in Delta State, the following two recommendations are proposed:

1. Teachers should be exposed through effective capacity building programmes by the Delta State Universal Basic Education Board (DSUBEB) with adequate support from head teachers to utilize their personal variables and characteristics such as their emotional intelligence, self-efficacy and intrinsic motivation, among others, which is targeted to improve their instructional practices and classroom management necessary for promoting quality learning outcomes in primary schools.
2. Education stakeholders such as the Government in collaboration with DSUBEB, head teachers and other auxiliary heads, should strengthen the schools' organizational support structures through effective school leadership, adequate resource mobilization, enhanced collaborative practices, encouraging continuous teachers' professional development, and building effective support systems, school culture and climates, among others, to create an environment conducive for effective teaching and learning, in order to promote quality learning outcomes in primary schools.

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