

Assessment of Creative Use of Instructional Resources among Primary School Teachers in Federal Capital Territory (FCT) Abuja, Nigeria

Akuta, Felicia Onyekpuwanaka (Ph. D)¹, Chukwuemeka, Emeka Joshua (Ph. D)^{2*}, Iwuagwu, Felicitas Onyemazuwa (Ph. D)³

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¹ Department of Educational Foundations (Early Childhood Education), University of Abuja, Nigeria.

² Department of Educational Foundations (Educational Technology), University of Abuja, Nigeria.

³ Department of Educational Foundations (Childhood Education) University of Abuja, Nigeria.

***Correspondence:** Chukwuemeka, Emeka Joshua Ph. D

ABSTRACT: This investigation was conducted to evaluate the inventive application of instructional materials by public primary school educators within the Federal Capital Territory (FCT), Abuja, Nigeria, and its impact on effective teaching and learning. The research was framed by two precise objectives, which gave rise to two research questions and two corresponding null hypotheses. Employing a descriptive survey research design, the study encompassed all male and female teachers in public primary schools across the six Area Councils of the FCT. A sample of 102 teachers was selected through a dual-stage sampling procedure. Data were gathered using a specially designed observation tool, the "Observational Schedule for Assessing Primary School Teachers' Creative Use of Instructional Resources (OSAP-TCUIR)." The analysis involved using mean and standard deviation to address the research questions, while t-tests and Analysis of Variance (ANOVA) were utilized to test the hypotheses at a 0.05 level of significance. Key findings revealed a statistically significant

difference between male and female teachers in their creative deployment of instructional resources. Conversely, no significant difference was found in the creative use of these resources among teachers holding different qualifications (NCE, First Degree, and Master's Degree). Based on these outcomes, it is recommended that targeted capacity-building programs be organized for FCT primary school teachers to bolster their skills in creatively using instructional resources, thereby promoting more effective curriculum implementation and enhancing the quality of primary education.

Keywords: *Pedagogical Creativity, Resource Adaptation, Foundational Learning, Teacher Gender, Educator Qualifications, Instructional Efficacy.*

Introduction

The foundational importance of primary education is a universally acknowledged principle within any nation's educational framework. This initial stage of schooling serves as the essential bedrock upon which all subsequent levels of academic and personal development are constructed. An analogy can be drawn to the foundation of a building; any structural flaws at this initial phase can compromise the integrity of the entire edifice, rendering subsequent efforts and investments futile. Consequently, it is reasonable to assert that primary education stands as the most critical tier of the educational ladder.

This level of education is specifically recognized for its role in cultivating fundamental literacy and numeracy skills in children. Any deficiencies that arise at this stage can have cascading effects, potentially hindering a student's successful progression through higher educational levels. Reinforcing this view, the Federal Republic of Nigeria's National Policy on Education (2004) explicitly states that primary education is the linchpin determining the success or failure of the entire educational system. The policy defines this educational stage as that provided in institutions for children aged six to eleven and above.

The policy further delineates a comprehensive set of objectives for primary education. These include instilling permanent literacy, numeracy, and effective communication skills; establishing a solid basis for scientific and reflective thought;

and providing citizenship education to foster active and meaningful participation in society. Additional goals involve shaping the child's character, developing sound attitudes and morals, fostering adaptability to a changing environment, and offering opportunities to develop manipulative skills that enable effective functioning within society. Ultimately, it aims to equip children with the basic tools required for further educational pursuits, including preparation for local trades and crafts.

Thus, primary education is the foundational stage that cultivates a wide array of skills, with literacy and numeracy at its core. Its importance cannot be overstated. According to scholars like Akinbote, Odu-oluwu, and Lawal (2001), this period is profoundly crucial in the development of both the individual and society at large. It is at this level that pupils are first introduced to the rigors of logical thinking and scientific inquiry. However, the degree to which these skills are successfully imparted is heavily dependent on the teachers.

Teachers are the central figures in the primary education landscape. The quality of a teacher can significantly influence a child's developmental trajectory at this level. As Igbokwe (2009) notes, regardless of how well-designed a curriculum is, its ultimate success hinges on the teachers who implement it in the classroom. Kolawole (2011) further emphasizes that a child's interest or disinterest in a subject is largely shaped by the teacher's characteristics, their grasp of the subject matter, their teaching methodology, and, critically, their capacity to creatively use instructional resources to bridge the gap between abstract ideas and concrete reality. The implementation of any curriculum is therefore inextricably linked to the quality of the teaching staff and their effectiveness in the instructional process.

Teachers are the trained professionals tasked with translating educational objectives into tangible learning experiences for pupils. According to Ihebereme (2010), a teacher is expected to interpret the curriculum's content and learning activities for the students. Therefore, teachers are individuals formally trained in the theory and practice of education to impart knowledge effectively. Research suggests that teaching at the primary level is particularly demanding, as it necessitates a high degree of concretization and demonstration, which is impossible to achieve without the appropriate and creative application of instructional resources. This point is

underscored by Iwuagwu, Iwuagwu, and Akuta (2017), who found that significant deficiencies in teachers' non-cognitive skills, including the creative adaptation of resources, present a major obstacle to effective foundational education in the FCT.

In the context of this study, "instructional resources" are synonymous with instructional materials. These are the tools and strategies that enable a teacher to fulfill curriculum objectives and enhance student academic outcomes. Such resources can be either commercially acquired or locally improvised. While various authors have defined the term differently, Maitarfsir (2003) describes instructional resources as materials used to optimize learning across different fields of study. Dike (2011) explains them as resources that can be used by a teacher or learner, either individually or in combination, to facilitate the acquisition of knowledge, skills, and morals. Similarly, Olaitan et al. (2012) view them as devices developed or acquired to assist a teacher in transmitting organized knowledge and attitudes within an instructional setting. Ebuwa (2010) perceives them as the various carriers of information used during instructional delivery. Regardless of the specific definition, the core function of instructional resources is to aid the teaching and learning process in achieving the goals of a planned curriculum.

Abdu-Raheem and Oluwagbohunmi (2015) argue that without the use of instructional resources in teaching, students may fail to acquire certain skills that are essential for advancing to subsequent educational levels. The primary goal of teaching resources is to assist the teacher in conveying the intended message with clarity and meaning. It is therefore compelling to argue that the effective use of these resources lends a powerful and valuable direction to teaching that surpasses what a teacher can achieve alone. No matter how well-structured an educational system is, it is unlikely to achieve its intended results without the adequate and efficient utilization of available resources. This highlights the vital role that the proper use of instructional resources plays in the academic performance of pupils.

Consequently, the importance of training teachers in the creative application of these resources cannot be overlooked, especially given the dynamic nature of contemporary teaching and learning. Recent evidence further indicates that post-pandemic educational challenges have intensified these skill deficits, with teachers

finding it difficult to adapt visual teaching aids creatively. Observations suggest that, beyond the mere scarcity of instructional materials in primary schools, many teachers may also lack the requisite skills and creativity for their effective use.

For the purposes of this study,

Creative use of instructional resources is defined as the teacher's ability to skillfully adapt, adopt, or select appropriate instructional materials—either individually or in combination—to suit the unique characteristics of the learning environment and the needs of the learners to achieve desired outcomes. This involves the dynamic manipulation of resources in direct response to learner requirements. Such a creative approach considers the personal characteristics of learners, including individual differences, abilities, and interests, during the resource selection process. It empowers the teacher to effectively convey information and facilitates an effective learning experience for all categories of students, from slow to fast learners.

The researchers hypothesized that the personal disposition and qualifications of a primary school teacher are significant factors in determining their effectiveness in the creative use of instructional resources. Teacher qualification is defined as one of several academic and professional credentials that permit an individual to become a registered teacher in a primary or secondary school. These qualifications include, but are not limited to, the Postgraduate Diploma in Education (PGDE), the Professional Diploma in Education (PDE), the Bachelor of Education (B.Ed), and the Nigeria Certificate in Education (NCE).

According to Oloube (2005) and Dahar et al. (2011), teacher qualifications can be categorized as either academic or professional. In Nigerian schools, it is common to find teachers with both types of qualifications engaged in teaching. These teachers hold degrees such as NCE, B.Sc.Ed, B.A.Ed, B.Ed, and M.Ed. Dahar et al. (2011) contend that professional training is what equips a teacher with the fundamental skills and abilities necessary for the teaching and learning process, preparing them for a lifelong career in the profession. This training is expected to provide teachers with both subject matter expertise and the pedagogical skills required for effective lesson delivery, including the ability to select and match instructional resources

appropriately. It is therefore imperative to assess how teacher qualifications (NCE, first degree, and master's degree) and gender influence the creative use of these resources.

Gender, in this context, is understood as a socio-cultural construct that differentiates between males and females based on prescribed roles, behaviors, and emotional characteristics. It is generally categorized as masculine or feminine and pertains to the attitudes, values, power dynamics, and societal expectations ascribed to the two sexes. Thus, for this study, gender refers to the social classification of human beings as male or female, along with the genetic, physical, and psychological traits associated with each.

Considering that children begin their educational journey as a "tabula rasa" (a blank slate without prior knowledge) , and given the abstract nature of learning at the foundational level, there is speculation that many pupils who struggle or drop out at higher levels do so because of inadequate or non-learner-friendly instructional resources. It is plausible that teachers either fail to use resources creatively due to a lack of commitment, effort, or the necessary skills. Jeptanui (2011) supports this, reporting that many educators still rely on traditional teaching methods limited to chalk, a board, and occasionally a textbook. This approach does not encourage the use of more innovative teaching techniques.

Furthermore, Jegede and Taplin (2000) found that teachers often neglect to use relevant instructional resources simply due to a lack of awareness or knowledge. They emphasized that teachers need not only the resources themselves but also the creative capacity to explore their environment and bridge the divide between abstract concepts and real-world phenomena. Echoing this, Agu (2011) identified several human factors that impede the use of instructional resources, including a lack of professional commitment, creativity, mechanical skills, and initiative on the part of teachers. In light of these claims and considering the contemporary educational challenges in Nigeria—even in the FCT, which should serve as a model for other states—one is compelled to question the effectiveness of primary school curriculum implementation. A significant gap appears to persist between the curriculum's stated

objectives and their real-world manifestation in the behaviors and abilities of primary school pupils.

Nworgu (2015) affirmed the critical role of instructional resources, stressing that they serve as the vital link between classroom activities and real-life situations. The researcher aligns with this view, positing that instructional materials act as a bridge between abstract concepts and concrete reality. However, a review of available literature indicates a lack of empirical studies assessing the creative use of instructional resources among primary school teachers in the FCT, particularly with respect to their qualifications and gender.

Statement of the Problem

The importance of primary education to national development is widely accepted. This educational stage is designed to provide pupils with the knowledge and skills necessary for navigating society. Furthermore, it is a prerequisite for transitioning to higher levels of education, as it equips learners with the foundational skills needed to succeed in more advanced academic environments. Any pupil aspiring to graduate from secondary school must first pass through the primary system to be adequately prepared.

Despite this, experience reveals that a substantial number of pupils who complete their primary education in the FCT struggle to cope with the demands of secondary school, with many eventually dropping out. This observation is supported by empirical data from Iwuagwu, Iwuagwu, and Akuta (2018), who documented alarming dropout rates among FCT secondary students between 2011 and 2016, linking them directly to insufficient foundational skills acquired during primary education. Moreover, a troubling number of primary school graduates lack basic reading, writing, and numeracy skills, which are the core objectives of primary education in Nigeria.

This situation suggests a significant disconnect between the planned primary school curriculum and its actual implementation in the classroom. The specific causes of this gap have yet to be fully identified, although numerous factors, such as teacher

qualification, gender, and experience, are likely contributors. Holding other variables constant, the central problem addressed by this study, formulated as a question, is:

To what extent do the gender and qualifications of primary school teachers in the FCT influence their creative application of instructional resources in the classroom?

Purpose of the Study

The primary objective of this research is to assess the creative use of instructional resources by teachers in the primary schools of FCT Abuja. Specifically, the study aims to ascertain the degree to which:

1. Male and female primary school teachers creatively utilize instructional resources to foster effective teaching and learning for pupils in the FCT.
2. The creative use of instructional resources for effective teaching and learning in the FCT varies based on the qualifications of primary school teachers.

Research Questions

The investigation was guided by the following research questions:

1. To what degree do male and female primary school teachers creatively employ instructional resources to facilitate effective teaching and learning for pupils in the FCT?
2. To what degree does the creative use of instructional resources for effective teaching and learning among primary school teachers in the FCT differ based on their qualifications?

Hypotheses

The following null hypotheses were formulated and tested at a 0.05 level of significance:

- **H₀₁**: There is no significant difference in the extent to which male and female primary school teachers creatively use instructional resources for effective teaching and learning of pupils in the FCT.

- **Ho2:** The extent of creative use of instructional resources by primary school teachers for effective teaching and learning in the FCT does not differ significantly based on their professional qualifications.

Methodology

This study utilized an ex-post-facto research design. The population consisted of all public primary school teachers located in the Federal Capital Territory, Abuja. A sample of 102 public primary school teachers, comprising 58 males and 44 females, was selected from across the six Area Councils of the FCT using a dual-stage sampling technique.

In the initial stage, a non-proportionate random sampling method was used to select 18 primary schools, with three schools chosen from each of the six area councils. In the second stage, a purposive sampling technique was employed to include all teachers from the selected schools, resulting in the final sample of 102 participants. This sampling approach was chosen to ensure a probabilistic and manageable sample size suitable for the observational data collection method used in the study.

The data collection instrument was an observational schedule developed by the researcher, titled "Observational Schedule for Assessing Primary School Teachers' Creative Use of Instructional Resources (OSAP-TCUIR)." The schedule was divided into two sections: Part A collected demographic information about the teachers, while Part B consisted of 10 items. These items were structured on a four-point rating scale to measure the extent of creative instructional resource use: Very Great Extent (VGE) = 4 points, Great Extent (GE) = 3 points, Low Extent (LE) = 2 points, and Very Low Extent (VLE) = 1 point.

The instrument underwent face validation by a panel of four experts from the University of Nigeria, Nsukka: two specializing in educational foundations and two in measurement and evaluation. The experts assessed the instrument for its suitability in relation to the study's purpose, research questions, and hypotheses. Their valuable feedback was incorporated into the final version of the OSAP-TCUIR. To establish reliability, the instrument was pilot-tested with 20 primary school teachers in Niger

State. The collected data were analyzed using the Cronbach Alpha method, which yielded a high reliability coefficient of 0.87.

Twelve research assistants, all Ph.D. students from the University of Abuja, were recruited and underwent a three-day training session on how to accurately rate the teachers. The assistants were dispatched in pairs to each sampled school after prior written notification was provided to the school administrations. To mitigate rating errors arising from subjectivity, both research assistants rated each teacher simultaneously during a lesson. The two independent scores for each item were then compared, and the average was recorded as the final score for that item. The data collection process spanned six weeks, with one week dedicated to each area council.

The collected data were analyzed using mean and standard deviation for the research questions, and t-test and Analysis of Variance (ANOVA) for the hypotheses, all conducted at a 0.05 level of significance. All statistical computations were performed using the Statistical Package for Social Science (SPSS) to ensure accuracy. For interpreting the research questions, mean scores were categorized as follows: 1.00–1.49 represented a 'Very Little Extent,' 1.50–2.49 a 'Little Extent,' 2.50–3.49 a 'Great Extent,' and 3.50–4.00 a 'Very Great Extent.' For hypothesis testing, a null hypothesis was rejected if the probability value (p-value) was less than 0.05 ($p < 0.05$) and not rejected if the p-value was greater than 0.05 ($p > 0.05$).

Results

Research Question One

To what extent are instructional resources creatively used by male and female primary school teachers for effective teaching and learning of primary school pupils in FCT?

The data presented in Table 1 details the mean ratings regarding the creative use of instructional resources by male and female primary school teachers in the FCT.

Table 1: Mean Ratings of primary school teachers on the extent to which Instructional Resources are creatively used by Male and Female primary school Teachers for Effective Teaching and learning of primary school pupils in FCT.

S/N	Items	Male N = 58		Female N = 44		Total		
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	DECI SION
1	Blending of instructional resources to cater for physical peculiarities of pupils in a lesson for effective teaching and learning.	2.13	0.79	2.11	1.08	2.12	0.94	LE
2	Blending of instructional resources to cater for entering experience of pupils for effective teaching and learning	2.35	0.94	2.32	1.16	2.33	1.05	LE
3	Concurrent use of instructional resources to cater for pupil's motivation for effective teaching and learning	2.29	0.82	2.27	1.01	2.28	0.92	LE
4	Creative selection of instructional resources to sustain pupils' interest for effective teaching and learning	2.28	0.81	2.25	1.04	2.26	0.94	LE
5	Creative selection of instructional resources to cater for individual pupil's ability for effective teaching and learning	2.10	0.90	2.14	0.83	2.12	0.88	LE
6	Creative selection of instructional resources to concretize lesson for effective teaching and learning	3.30	0.81	2.51	0.90	2.90	0.86	GE

7	Creative selection of instructional resources to cater for pupils' passive learning for effective teaching and learning	2.42	0.79	2.46	0.73	2.44	0.76	LE
8	Creative use of instructional resources to bridge the gap between abstract concepts and life realities for effective teaching and learning	3.43	0.78	2.50	0.77	2.96	0.78	GE
9	Creative selection of instructional resources to increase pupils' active participation in the lesson for effective teaching and learning.	2.19	0.51	3.10	0.82	2.60	0.69	GE
10	Organization of instructional resources to boost pupil's retention of learning	2.46	0.75	2.33	0.82	2.39	0.79	LE
	Grand Mean	2.27		2.58		2.44		LE

Key: GE = Great Extent , LE = Little Extent

The analysis in Table 1 reveals that male teachers' creative application of instructional resources was predominantly assessed as being of a 'Little Extent.' Specifically, their mean scores for items 1, 2, 3, 4, 5, 7, and 10 fell within the 1.50–2.49 range. Only items 6 (concretizing lessons) and 8 (bridging abstract concepts) were rated to a 'Great Extent.' The overall grand mean for male teachers was 2.27, confirming that they creatively use instructional resources to a little extent overall.

In contrast, female primary school teachers demonstrated a 'Great Extent' of creative resource use, achieving a grand mean of 2.58. Despite this higher overall rating, an item-by-item analysis showed that female teachers still scored below the 'Great Extent' benchmark (a mean below 2.50) on several key indicators, including blending resources for pupils' physical peculiarities (item 1) and their entering experiences (item 2).

Research Question Two

To what extent are instructional resources creatively used by primary school teachers for effective teaching and learning of primary school pupils in FCT based on qualification?

Table 2 presents the mean ratings for the creative use of instructional resources, categorized by the teachers' qualifications.

Table 2: Mean Ratings of Respondents on the extent to which Instructional Resources are creatively used by Primary School Teachers for Effective Teaching and learning of primary school pupils in FCT based on Qualification.

S/N	Items	NCE N = 8		First Degree N = 62		M.Sc. & Above N = 32		Total		DE CISI ON
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1	Blending of instructional resources to cater for physical peculiarities of pupils in a lesson for effective teaching and learning.	1.90	0.85	2.11	1.10	2.36	0.87	2.12	0.94	LE
2	Blending of instructional resources to cater for entering experience of pupils for effective teaching and learning	2.24	1.03	2.26	1.07	2.50	1.05	2.33	1.05	LE
3	Concurrent use of instructional resources to cater for pupil's motivation for effective teaching and learning	2.18	0.86	2.14	1.07	2.52	0.83	2.28	0.92	LE

4	Creative selection of instructional resources to sustain pupils' interest for effective teaching and learning	2.13	0.94	2.26	0.96	2.39	0.93	2.26	0.94	LE
5	Creative selection of instructional resources to cater for individual pupil's ability for effective teaching and learning	2.10	0.85	2.12	0.90	2.14	0.89	2.12	0.88	LE
6	Creative selection of instructional resources concretize lesson for effective teaching and learning	2.59	0.86	2.67	0.84	2.86	0.88	2.90	0.86	GE
7	Creative selection of instructional resources to cater for pupils' passive learning for effective teaching and learning	2.42	0.74	2.44	0.75	2.46	0.79	2.44	0.76	LE
8	Creative use of instructional resources to bridge the gap between abstract concepts and life realities for effective teaching and learning	2.95	0.73	2.96	0.81	2.97	0.75	2.96	0.78	GE
9	Creative selection of instructional resources to increase pupils' active participation in the lesson for effective teaching and learning.	2.58	0.68	2.60	0.67	2.62	0.72	2.60	0.69	GE
10	Organization of instructional resources to boost pupils' retention of learning	2.37	0.76	2.39	0.82	2.41	0.79	2.39	0.79	LE
	Grand Mean	2.35		2.40		2.52		2.44		LE

Key: GE = Great Extent, LE = Little Extent

The results in Table 2 show that across all three qualification levels (NCE, First Degree, and Master's), teachers demonstrated a 'Great Extent' of creative use for items 6, 8, and 9. Conversely, they showed a 'Little Extent' of creative use for items 1, 2, 3, 4, 5, 7, and 10, regardless of their qualification.

The grand mean scores reveal a slight progression with higher qualifications. Teachers with an NCE had a grand mean of 2.35, and those with a First Degree had a grand mean of 2.40; both fall within the 'Little Extent' category based on the study's benchmark. However, teachers holding a Master's degree or higher achieved a grand mean of 2.52, which crosses the threshold into the 'Great Extent' category. This implies that teachers with advanced degrees demonstrated a greater propensity for the creative use of instructional resources.

Hypothesis One

Ho1: There is no significant difference in the extent to which instructional resources are creatively used by male and female primary school teachers for effective teaching and learning of primary school pupils in FCT.

Table 3 presents the t-test analysis comparing the creative use of instructional resources between male and female teachers.

Table 3: t-test Analysis of the Significant Difference on the extent to which Instructional Resources are used by Male and Female primary School teachers for effective teaching and learning of primary school pupils in FCT.

Gender	N	Mean	SD	Df	t- cal	Sign	Decision
Male	58	2.27	0.79	100	3.52	0.00*	Significant (reject H ₀)
Female	44	2.58	0.91				

Key: N=Number of test respondent, = Mean score, sign= Significant value, * Significant at 0.05.

The analysis yielded a calculated t-value of 3.52 with 100 degrees of freedom, and a significance value (p-value) of 0.00. Since this significance value is less than the alpha level of 0.05, the null hypothesis was rejected. Therefore, it can be inferred that a statistically significant difference exists in the extent to which male and female primary school teachers in the FCT creatively use instructional resources.

Hypothesis Two

Ho2: The extent to which instructional resources are used by primary school teachers for effective teaching and learning in FCT does not differ significantly based on teachers' qualification.

Table 4 displays the ANOVA results examining the differences in creative resource use among teachers with varying qualifications.

Table 4: ANOVA of the Mean Ratings of Respondents on the extent to which Instructional Resources are used by primary school teachers for effective teaching and learning in FCT based on Qualification.

	Sum of Squares	Df	Mean Square	F	Sig.	Decicion
Between Groups	0.358	2	0.179	1.323	0.27	Not Sig
Within Groups	151.153	99	0.135			
Total	151.511	111				

The results from the ANOVA show an F-ratio of 1.323 and a significance value of 0.27. As this p-value is greater than the 0.05 significance level, the difference between the group means is not statistically significant. Consequently, the null hypothesis—stating that the creative use of instructional resources does not differ significantly based on teacher qualification—is accepted. This indicates that there is no significant difference in the creative application of instructional resources among teachers with NCE, First Degree, or Master's qualifications in the FCT.

Discussion of Findings

A primary finding of this study is that, overall, primary school teachers in the FCT demonstrate a limited capacity for the creative use of instructional resources, with the grand mean rating falling into the 'little extent' category. This suggests a widespread challenge in the effective implementation of the curriculum.

However, the analysis revealed a significant gender disparity. Female teachers were found to creatively use instructional resources to a 'great extent,' outperforming their male counterparts, who were rated at a 'little extent.' The difference between these two groups was statistically significant, pointing to gender as a key variable. This result aligns with the findings of Jegede and Taplin (2000), who noted that teachers often underutilize relevant resources due to a lack of awareness or skill. The finding also partially supports the work of Jeptanui (2011), which observed that while traditional tools like chalkboards and textbooks were common, other innovative resources were largely neglected. The superior performance of female teachers in this study resonates with Akuta's (2021) research, which also identified gender-mediated

differences in teaching effectiveness in FCT primary schools, particularly noting female instructors' greater pedagogical adaptability in science and technology.

Interestingly, while teachers with Master's degrees scored slightly higher on average, the study found no statistically significant difference in the creative use of instructional resources based on teacher qualification (NCE, First Degree, or Master's). This suggests that holding a higher academic degree does not, in itself, guarantee greater creativity in pedagogical practice. This outcome is consistent with Igbokwe's (2018) assessment of FCT primary teachers, which concluded that advanced degrees alone are insufficient to enhance classroom effectiveness without specialized, targeted pedagogical training. Such limitations in training reflect broader systemic challenges in North-Central Nigeria. For instance, research by Iwuagwu et al. (2021) identified inadequate professional development as a major impediment to curriculum implementation, a finding that directly mirrors the deficits in creative resource application observed in this study's FCT sample.

Conclusion

The evidence from this study leads to the conclusion that primary school teachers in FCT, Abuja, apply creative strategies in their use of instructional resources to a limited degree. It is therefore plausible to conclude that the observed gap between the planned objectives of the primary school curriculum and the actual learning outcomes of pupils may be attributed, at least in part, to this lack of creative resource utilization during curriculum implementation. When considered alongside the findings of Iwuagwu et al. (2017), which highlighted critical skill gaps among teachers, it becomes clear that the underutilization of creative teaching methods is a primary obstacle to achieving curriculum fidelity in FCT primary education.

Recommendations

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

1. It is strongly recommended that structured capacity-building programs focused on the creative use of instructional resources be made a priority for

all primary school teachers in the FCT. These programs should be designed using evidence-based models that have proven effective in addressing pedagogical shortfalls elsewhere in North-Central Nigeria, as documented by Iwuagwu et al. (2021). Such training must integrate the development of technical skills with strategies for adapting resources to specific classroom contexts.

2. Regular seminars and workshops on the creative application of instructional resources should be organized, with a particular emphasis on encouraging the participation and development of male primary school teachers in FCT Abuja, given their lower performance in this area.

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