

The Impact of Educational Images on the Educational System Primary Education as a Model

Dr. Leyla Hamrani ¹, Dr. Nadjat Hocine ², Pr. Khadidja Benchehda ³, Dr. Fouzia Taieb Amara ⁴

¹ Hassiba Ben Bouali University of Chlef, Algeria
Email: l.hamrani@univ-chlef.dz

² Hassiba Ben Bouali University of Chlef, Algeria
Email : nadjat.hocine@univ-chlef.dz

³ Hassiba Ben Bouali University of Chlef, Algeria
Email : j.benchehda@gmail.com

⁴ Hassiba Ben Bouali University of Chlef, Algeria
Email : f.taiebamara@univ-chlef.dz

Received: 12/01/2026 ; Accepted : 03/05/2026 ; Published : 09/09/2026

Abstract

This study examines modern teaching methods in primary schools and the indicators associated with their use. It also considers the effectiveness of instructional media in supporting the educational process. This process increasingly operates within a new instructional system that relies on images, colors, data, and other visual resources. The study further identifies the main types of modern instructional media used in schools and highlights their educational importance.

Keywords: instructional media; educational system; teaching; primary education; education.

Introduction

Contemporary society is marked by rapid growth in knowledge and science, reflected in the technological tools created by humans. People now live in what is often described as a small global village characterized by speed and constant change. This is largely due to the unprecedented expansion of knowledge and visible scientific progress across all areas of life. Human ambition and the drive to discover the unknown have also contributed to this development. Individuals seek to overcome constraints, attain stability and well-being, and pursue excellence, especially in scientific fields. This requires preparing individuals who can adapt to the era of digital transformation. Scientific and technological progress has therefore led to a proliferation of instructional media in teaching and learning, with a clear influence on the educational process.

Accordingly, this paper highlights the role of instructional media in supporting the education sector and improving the quality of teaching. It addresses the following questions: To what extent do modern instructional media improve the quality of primary education? What types are used? What role do they play in the educational system? Do primary-school teachers use these media in practice?

Instructional Media: Concepts and Terminology

- 1- Definition: Instructional media are devices, tools, and materials used by teachers to improve teaching and learning, shorten the time needed for instruction, clarify meanings and explain ideas, train pupils in skills, foster positive habits, and develop attitudes. They reduce exclusive reliance

on words, symbols, and numbers. Their purpose is to help pupils reach sound scientific knowledge and appropriate educational outcomes quickly and without excessive cost.¹

They are also defined as all media used by the teacher in an instructional situation to convey facts, ideas, and meanings to pupils, make the lesson more engaging, and turn the educational experience into a lively, purposeful, and direct experience.²

They are also regarded as means that assist the teacher in achieving instructional and pedagogical objectives during direct interaction with both the subject matter and the learner.³

These definitions show that the educational process rests mainly on two central parties: the teacher and the learner. The teacher acts as a guide and facilitator in the classroom, while the learner receives the teacher's guidance and applies it. Both contribute to shaping the process of teaching and learning.

Another definition describes instructional media as diverse tools and methods used in educational situations that do not depend entirely on understanding words, symbols, or numbers.⁴

They include all tools that help the pupil acquire knowledge, methods, or attitudes. More broadly, they encompass anything related to the intended didactic objectives and that serves to activate the instructional process.⁵

Another definition views them as means that help teachers convey useful experiences to pupils more effectively and with longer-lasting effects. Such media support the teacher's task but do not replace knowledge itself. Their form varies according to the teaching situation and the specific need.⁶

Instructional media also assist the teacher in achieving instructional and pedagogical objectives during direct engagement with the subject matter on the one hand and the learner on the other.⁷

In addition, educational technology is used to address educational problems, such as low achievement or the need to improve learning outcomes. It does so by designing systems of educational resources, including content, learning materials, instructional devices, settings, and methods. This process follows the stages of a systems approach: study, analysis, design, production, evaluation, and use.⁸

From the preceding discussion, instructional media can be understood as tools used by the teacher to present particular content or subject matter, clarify an idea, or explain a concept. They are employed within established educational efforts and objectives that seek to prepare responsible individuals who can adapt to globalization and keep pace with modern developments. Instructional media contribute to improving the educational process, although their effectiveness depends largely on how they are used.

¹Mohammad Mahmoud Al-Hilah, *Fundamentals of Designing and Producing Instructional Media*, Dar al-Masirah, Amman, Jordan, 1st ed., 2001, p. 25.

²Shafiq Alawneh, *Motivation for Learning*, Dar al-Masirah, Amman, Jordan, 2004, p. 35.

³Ahmed Hassani, *Studies in Applied Linguistics (The Field of Language Didactics)*, Office of University Publications, Algeria, 2000, p. 152.

⁴Walid Ahmad Jaber, *Teaching Methods and Their Educational Applications*, Dar al-Fikr, Amman, Jordan, 1st ed., 1998, p. 27.

⁵Salah Belaid, *Lessons in Applied Linguistics*, Dar Houma, Algeria, 2009.

⁶Mohamed Rattas, *The Importance of Instructional Media in Learning in General and in Teaching Arabic to Foreigners in Particular*, National Book Foundation, Algeria, 1988, p. 55.

⁷Ahmed Hassani, *Studies in Applied Linguistics (The Field of Language Didactics)*, Office of University Publications, Algeria, 2000, p. 152.

⁸Fari'a Hassan Muhammad, *Studies and Research in Curricula and Educational Technology*, Alam al-Kutub, Cairo, 1996, pp. 326-327.

- 2- Types of Instructional Media: The types of instructional media vary according to the classification criteria adopted. They include written verbal materials, audio media, maps, drawings and charts, audio recordings, photographs, instructional devices, teaching boards, models and specimens, computers used in education, video, and the Internet.

2.1 Classification of Instructional Media According to the Senses They Address

This classification divides instructional media into three types:

- 1- Visual media: These comprise tools and methods that primarily engage the sense of sight. They include illustrations, graphs, animation, simplified objects, specimens, models, maps, globes, dramatizations, field trips, demonstration experiments, exhibitions, museums, blackboards, flannel boards, wall magazines, bulletin boards, magnetic boards, and sand tables.¹
- 2- Auditory media: These rely on the sense of hearing as a central element in learning and the acquisition of experience. They include radio, audio recorders, record players, loudspeakers, language laboratories, and other forms of audio material.²
- 3- Audiovisual media: These depend on both hearing and sight. Examples include educational television, educational sound films and motion pictures, and slides used together with audio recordings for explanation and interpretation.³

2.2 Classification of Instructional Media According to Experience

This classification is based on the work of the American educational theorist Edgar Dale and his Cone of Experience. Instructional media are divided into three groups:

- The first group represents practical activity and direct experience. The individual personally engages in the experience and participates actively. Applied to education, this means that the learner acquires many skills and forms a range of concepts through direct practice. These concepts then become a basis for developing new concepts through semi-concrete or abstract experiences.⁴
- The second group is based on concrete observation. It includes teacher demonstrations in the classroom and educational field trips planned with pupils, such as visits to factories and industrial, agricultural, or scientific exhibitions. It also includes audiovisual media such as films, models, and specimens.⁵
- The third group represents experiences acquired through abstract insight. It depends on imagination and prior experiences, which the learner compares with previously formed mental images. Such experiences may be subject to confusion or lack of clarity and can therefore lead to incomplete or inaccurate concepts. The teacher should consequently use appropriate media to help learners build more accurate conceptions of reality.⁶

The preceding discussion shows that instructional media can be classified in several ways. Some classifications are based on experience, while others use criteria such as ease or difficulty of use and the availability of the medium. All of these media share a common purpose: to clarify content and improve the educational process so that the intended goals of teaching and learning can be achieved.

¹Nadhir Kazim, *Scientific Research Methodology*, Dar al-Thara, Jordan, 1st ed., 2007, p. 41.

²Al-Sayyid Sabri Yusuf, *From Instructional Media to Educational Technology*, Al-Shafri Library, Riyadh, 1988, p. 69.

³Mohammad Mahmoud Al-Hilah, *Educational Technology: Theory and Practice*, Dar al-Masirah, Cairo, 2nd ed., 2000, p. 110.

⁴Abdel-Hafiz Salama, *Instructional Media and the Curriculum*, Dar al-Fikr, Amman, 1st ed., 2000, p. 84.

⁵Al-Sayyid Sabri Yusuf, *From Instructional Media to Educational Technology*, p. 77.

⁶Abdel-Hafiz Salama, *Designing and Producing Instructional Media*, Al-Yazouri, Amman, 1st ed., 2008, p. 26.

1. Role for the Teacher

Instructional media can help teachers improve their performance in managing classroom instruction in several ways:

- They can help address weaknesses in teachers' instructional performance because modern media provide access to subject knowledge and support its effective use.
- They help teachers improve the presentation, assessment, and management of subject matter.
- They position the teacher as a planner, implementer, and evaluator.
- They help the teacher use time efficiently, reduce effort, and overcome temporal and spatial limitations in the classroom.¹

2. Role for the Learner

Instructional media offer many benefits to learners. Some of the most important are the following:

- They encourage learners to engage in learning and stimulate curiosity. Modern instructional media help learners follow explanations, understand more effectively, and maintain concentration.
- They can assist in addressing speech difficulties among some learners, such as stuttering.
- They make experiences more effective and durable and reduce the likelihood of forgetting by presenting information in a memorable form.
- They develop sensory experience and support the coherence and sequencing of ideas.
- They develop observation and reflection and support problem-solving.²

3. Role in the Educational Process

The role of instructional media in the educational process can be summarized as follows:

- They convey the information programmed into instructional content to the learner.
- They help pupils perform skills as required.
- They diversify reinforcement strategies that help stabilize correct responses and consolidate learning, particularly when technological devices are used to reinforce the learner's pronunciation, such as video and audio recordings.³
- They help address individual differences because they allow for variety and renewal.

The preceding points show that instructional media have both an influential and an interactive role in relation to the teacher, the learner, and the instructional content. This role is reflected in the improvement and development of the practical tasks associated with all three. Educational quality is enhanced by increasing the teacher's experience and encouraging the learner's active participation in acquiring experience and developing reflective abilities. Instructional media can also strengthen the relationship between teacher and learner by promoting greater coherence and organization with less time and effort. In addition, they reinforce the teacher's role and support the transformation of theoretical information into diagrams and visual forms that are easier to retain.

4. Importance of Expressive Images in Primary Education

Instructional media are central to the success of the educational process. Teachers therefore need to select them carefully in order to achieve the instructional objective of each lesson. This is especially important in primary education, where the Algerian educational system has placed strong emphasis on varied and expressive images to facilitate children's comprehension.

¹See Kamal Iskandar and Muhammad Ghazzawi, *Introduction to Educational Technology*, Al-Falah Library, Kuwait, 1st ed., 1994, p. 72.

²Ahmad Ismail Haji, *Open University Learning at a Distance*, Dar al-Kutub, Cairo, 1st ed., 2003, p. 73.

³Al-Qabili, *Official Gazette of the People's Democratic Republic of Algeria*, no. 04, 2003, p. 64.

Regarding the instructional media used in primary-school subjects, the Ministry of National Education considers the illustrated scenes used in the first stage of first grade to be particularly important visual aids. For this reason, it required them to be printed on large sheets and displayed on the board in the traditional manner. Teachers were also given the freedom to choose additional images for reinforcement, further use, and the achievement of intended objectives.¹

Primary education relies heavily on the textbook. The following section examines the forms of images used in textbooks and provides a descriptive profile of the book.

First: Language Activities (First Year of Primary Education)

1. Forms of Images in the Textbook

1. Book Profile

The Arabic-language activity workbook for the first year of primary education was prepared in accordance with the official curriculum for 2016-2017. It reflects the new educational guidelines of the Ministry of National Education and applies modern pedagogical approaches within the new curriculum. It is the workbook currently used in Algerian schools and is aligned with the second-generation curriculum.²

The above indicates that the activity workbook in Arabic, Islamic education, and civic education covers the requirements of the curriculum and the accompanying documents.

The activity workbook contains the following elements:

- Official identity: People's Democratic Republic of Algeria, Ministry of National Education.
- Educational identity: The title of the book is Activity Workbook in Arabic Language, Islamic Education, and Civic Education.
- Level: First year of primary education.
- Authorship: A group of teachers and education inspectors.
- Publisher: National Office for School Publications, Algeria.
- First edition: 2016/2017.

2. Physical Format of the Book³

The first-year Arabic-language activity workbook has a sturdy, glossy cardboard outer cover. Its colors are comfortable and attractive and help create a positive impression for the pupil.



Figure (01)

¹Mahmoud Abboud, Ministry of National Education, Textbook Guide, First Year of Primary Education, Second-Generation Curriculum 2016, National Office for School Publications, p. 11.

²Mahmoud Abboud, Activity Workbook in Arabic Language, Islamic Education / Civic Education, First Year of Primary Education, National Office for School Publications, Algeria, p. 2. See also Karima Kouhila, Pedagogical Media and Their Role in the Effectiveness of the Educational Process in the Algerian Educational System: Primary Education as a Model, Master's thesis in Language Didactics, Ahmed Draia University, Adrar, 2009, p. 48.

³See Karima Kouhila, Pedagogical Media and Their Role in the Effectiveness of the Educational Process in the Algerian Educational System: Primary Education as a Model, p. 48.

The cover of the activity workbook shows a boy and a girl. The boy wears a blue school smock and waves with his right hand while smiling broadly. The girl is also smiling, and her pink smock conveys a sense of comfort and reassurance. The workbook contains eighty pages.

3. Content

The workbook begins with an introduction written by the authors' committee. It states that the book contains a set of exercises designed to complement and reinforce what pupils learn in the Arabic-language textbook: “We are pleased to place this activity workbook in the hands of our children (...) so that they may carry out varied activities and different exercises that complement and reinforce what they have learned in their textbook.”¹

After the introduction, the first section of the first unit, My Family, appears under the title “Ahmed Welcomes You.” It begins with a series of exercises that pupils must complete on the basis of the lesson read in the textbook. The questions include:

I color the flower that represents Ahmed's family.

I match each card with the appropriate picture and read.²

4. Forms of Images in the Book

The images in the first-year Arabic-language activity workbook are hand-drawn and functional, serving educational and instructional purposes. Most are small, closely spaced, and similar in color. This may distract pupils and reduce their attention to the lesson, despite the depth and clarity of the colors.³



Figure (02)

This can be seen in the image above. The pictures are small and therefore restrict the pupil to what is directly visible, which may limit free expression. The larger the image, the broader and richer the space for imagination.

The pupil must also think carefully and use sequential reasoning to connect the images in both temporal and spatial terms.

5. Forms of Images on Wall Posters

In most of the schools I visited, the educational images displayed on wall posters differed. This is because the posters are created by the teacher, who knows the pupils' abilities best. The teacher seeks to make content understandable in the shortest possible time and with minimal effort. The images

¹See Karima Kouhila, *Pedagogical Media and Their Role in the Effectiveness of the Educational Process in the Algerian Educational System: Primary Education as a Model*, p. 48.

²Ibid., p. 48.

³Ibid., p. 49.

shown here indicate the teacher's interest in such posters and reliance on them to simplify subject knowledge for pupils.¹



Figure (03)

6. Forms of Expressive Scenes

Expressive images are the scenes on which teachers rely when presenting language content. In oral-expression activities, most of the observed scenes used bright colors that encouraged pupils to engage with the information. They were also large and printed on glossy cardboard. Such scenes are needed in each lesson, with each unit or segment including a scene. Most scenes were simply drawn and free from unnecessary complexity, enabling pupils to respond during oral expression. This is especially important for first-year pupils, who are still unable to describe many scenes unless those scenes match their cognitive and intellectual level.²

The image shown is simple and suited to the pupil's level. Its title, "My Father's Return from Travel," indicates that it includes a character who had been traveling, namely the father, and other characters who came to welcome him, namely the mother and children. The scene is presented from a frontal angle, which may attract the pupil's attention and facilitate oral expression. The father and mother are depicted as larger figures, while the son and daughter are smaller, reflecting the age differences among family members. The remaining figures vary in size. Blue is the dominant color and is associated here with safety, calm, and stability.³

When the father returns from travel, the children feel safe and the household becomes calmer. The father's return to his homeland also gives him a strong sense of stability and belonging. This is conveyed by the broad smile visible in the following image:⁴

¹See Karima Kouhila, *Pedagogical Media and Their Role in the Effectiveness of the Educational Process in the Algerian Educational System: Primary Education as a Model*, p. 50.

²See Karima Kouhila, *Pedagogical Media and Their Role in the Effectiveness of the Educational Process in the Algerian Educational System: Primary Education as a Model*, p. 50.

³Ibid., p. 50.

⁴Ibid., p. 50.



Figure (04)

Second: Mathematics Activities

1. Forms of Images in the Textbook

1. Book Profile¹

The Mathematics, Science and Technology Education activity workbook for the first year of primary education was prepared in line with the new curriculum, like the other textbooks.

- Official identity: People's Democratic Republic of Algeria, Ministry of National Education.
- Educational identity: The title of the book is Mathematics / Science and Technology Education Activity Workbook.
- Level: First year of primary education.
- Authorship: A group of teachers and education inspectors.
- Publisher: National Office for School Publications, Algeria.
- Revised edition: 2018/2019.

2. Physical Format of the Book: As Shown in the Figure



Figure (05)

The first-year Mathematics / Science and Technology Education activity workbook has a cardboard outer cover in an attractive yellow color. The front shows a smiling girl in a white school smock who appears to be thinking, and a boy in a blue smock listening attentively. Above the two pupils are scattered red and blue numbers, together with mathematical symbols for addition, equality, and multiplication. Before opening the book, pupils can infer from the cover that the subject requires concentration and careful thinking. The workbook contains ninety-six pages.²

¹See Karima Kouhila, Pedagogical Media and Their Role in the Effectiveness of the Educational Process in the Algerian Educational System: Primary Education as a Model, p. 52.

²See Karima Kouhila, Pedagogical Media and Their Role in the Effectiveness of the Educational Process in the Algerian Educational System: Primary Education as a Model, p. 52.

5. Content¹

In terms of content, the activity workbook begins with an introduction prepared by the authors' committee: "Dear pupil, this Mathematics activity workbook (...) includes exercises in varied contexts within the fields of mathematics (numbers and calculation) (...) and within the fields of scientific and technological education: the human body and health ... matter and the study of objects."²

Immediately after the introduction comes a table of contents listing lesson titles and page numbers. The first lesson then presents exercises under the title "Numbers from 01 to 05."

A review of the book shows that the images are very small and closely packed. The colors are clear but similar. This may distract pupils and reduce their concentration when answering the exercises, as shown in the figure.



Figure (06)

2. Forms of Images on Wall Posters³



Figure (07)

The figures show that the posters are produced by the teacher, who selects what best suits the lesson. The teacher chooses simple images that attract learners' attention, especially at a young age.

¹Ibid., p. 53.

²Belkacem Cherabta et al., Mathematics, Science and Technology Education Activity Workbook, First Year of Primary Education, National Office for School Publications, Algeria, p. 3. See also Karima Kouhila, Pedagogical Media and Their Role in the Effectiveness of the Educational Process in the Algerian Educational System: Primary Education as a Model, p. 54.

³See Karima Kouhila, Pedagogical Media and Their Role in the Effectiveness of the Educational Process in the Algerian Educational System: Primary Education as a Model, p. 54.

Conclusion

The preceding discussion shows that primary-school content is divided into language-based and scientific subjects. Through these subjects, pupils begin to develop preferences that may be more scientific or more literary in orientation.

- The use of images and colors can motivate children to pay attention and understand. Primary-school textbooks contain many images and illustrations that match their topics and are intended to stimulate reading and comprehension. Expressive images are therefore among the most distinctive instructional resources. Most are educational images embedded in the textbook and used to build, explain, and clarify lessons, thereby communicating meaning to the learner.
- Instructional media are among the most effective supports in teaching because they can develop learners' thinking, particularly in primary education, which forms a basic foundation in the learner's development. They also foster strong curiosity and interest in knowledge.
- The Algerian educational system has emphasized instructional media from the first year of schooling. Teaching boards, blackboards, and textbooks have long been considered essential tools. These resources have continued to develop, and modern forms are described by different terms, including pedagogical aids, illustrative materials, and audiovisual media. Such media are now used across many areas of human activity, including economic, social, and educational contexts.
- The Algerian school system has sought to improve its educational programs since the 1960s through gradual change. This process has led to the current emphasis on pedagogical approaches that aim to adapt curricula and instructional strategies. These developments have been implemented through successive educational reforms.
- The educational system has also sought to provide information-technology equipment in most primary schools and to organize training courses for teachers to help them understand and use modern technologies. This has supported the integration of information and communication technology into education.
- Educational expressive images are among the most important aids to academic achievement because they stimulate learners' interest and meet their need to learn. Through such media, learners gain experiences that are relevant to them and that support the achievement of educational objectives.
- Educational images are not limited to those found in textbooks. They also include wall posters and expressive scenes.

Sources and References

- 1) Abboud, Mahmoud. Activity Workbook in Arabic Language, Islamic Education / Civic Education, First Year of Primary Education. National Office for School Publications, Algeria.
- 2) Abboud, Mahmoud. Ministry of National Education, Textbook Guide, First Year of Primary Education, Second-Generation Curriculum 2016. National Office for School Publications.
- 3) Activity Workbook in Arabic Language, Islamic Education, and Civic Education.
- 4) Alawneh, Shafiq. Motivation for Learning. Dar al-Masirah, Amman, Jordan, 2004.
- 5) Al-Hilah, Mohammad Mahmoud. Educational Technology: Theory and Practice. Dar al-Masirah, Cairo, 2nd ed., 2000.
- 6) Al-Hilah, Mohammad Mahmoud. Fundamentals of Designing and Producing Instructional Media. Dar al-Masirah, Amman, Jordan, 1st ed., 2001.
- 7) Al-Qabili. Official Gazette of the People's Democratic Republic of Algeria, no. 04, 2003.
- 8) Belaid, Salah. Lessons in Applied Linguistics. Dar Houma, Algeria, no edition stated, 2009.

- 9) Cherabta, Belkacem, et al. Mathematics, Science and Technology Education Activity Workbook, First Year of Primary Education. National Office for School Publications, Algeria.
- 10) Haji, Ahmad Ismail. Open University Learning at a Distance. Dar al-Kutub, Cairo, 1st ed., 2003.
- 11) Hassani, Ahmed. Studies in Applied Linguistics (The Field of Language Didactics). Office of University Publications, Algeria, 2000.
- 12) Iskandar, Kamal, and Muhammad Ghazzawi. Introduction to Educational Technology. Al-Falah Library, Kuwait, 1st ed., 1994.
- 13) Jaber, Walid Ahmad. Teaching Methods and Their Educational Applications. Dar al-Fikr, Amman, Jordan, 1st ed., 1998.
- 14) Kazim, Nadhir. Scientific Research Methodology. Dar al-Thara, Jordan, 1st ed., 2007.
- 15) Kouhila, Karima. Pedagogical Media and Their Role in the Effectiveness of the Educational Process in the Algerian Educational System: Primary Education as a Model. Master's thesis in Language Didactics, Ahmed Draia University, Adrar, 2009.
- 16) Muhammad, Fari'a Hassan. Studies and Research in Curricula and Educational Technology. Alam al-Kutub, Cairo, 1996.
- 17) Rattas, Mohamed. The Importance of Instructional Media in Learning in General and in Teaching Arabic to Foreigners in Particular. National Book Foundation, Algeria, 1988.
- 18) Salama, Abdel-Hafiz. Designing and Producing Instructional Media. Al-Yazouri, Amman, 1st ed., 2008.
- 19) Salama, Abdel-Hafiz. Instructional Media and the Curriculum. Dar al-Fikr, Amman, 1st ed., 2000.
- 20) Yusuf, Al-Sayyid Sabri. From Instructional Media to Educational Technology. Al-Shafri Library, Riyadh, no edition stated, 1988.