

**THE PEDAGOGUE AND INSTRUCTIONAL MEDIA IN CLASSROOM
DELIVERY**

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ABSTRACT

The study investigated why “the walls of our primary schools classrooms are bare” without pictures, drawings, diagrams, photographs and models. Three research questions and one hypothesis were raised and formulated to guide the study. The correlational research design was adopted. The population of the study comprised of all the primary school teachers in Uyo Senatorial District while the sample size of 500 teachers were got from primary schools in all the nine Local Government Areas, making up the Senatorial District. The researchers structured questionnaire entitled “Instructional Media Questionnaire” (IMQ) was used for data collection. Data was analyzed using Pearson Product Moment Correlation (PPMC) statistical method was used for data analysis. The findings of the study revealed that there is a strong relationship between teachers’ usage of instructional media and better classroom delivery. Based on the findings of the study, it was concluded that a greater number of primary school teachers in Uyo senatorial District teach without instructional media and recommendation, among others was made that Universal Basic Education Board (UBEC), Akwa Ibom State Universal Basic Education Board (SUBEB), and Akwa Ibom State Ministry of Education, must of necessity organize workshops and seminars for primary school teachers to train them on how to improvise and use instructional materials while teaching.

KEYWORDS: Pedagogue, Instructional Media, Classroom Delivery

INTRODUCTION

The Pedagogue’s (teacher’s) main role in the classroom is to impact knowledge and he does this using different methods such as; the play-way method (ramification), demonstration method (watch me, then try), storytelling and narrative method, inquiry-based learning, cooperative/ group learning, experimental/field trip method, differentiated instruction, digital technology integration (for basic education level). In Senior Secondary, a teacher can use the following methods to teach his students - inquiry-based learning, cooperative/collaborative learning, differentiated instruction, technology-integrated/blended learning, project-based learning (PBL) and direct instruction (traditional) methods. In tertiary level, AI Overview reasons that, effective teaching in 2026 requires a blend of traditional expertise and modern, active learning strategies to foster critical thinking, engagement, and long-term knowledge retention. The different methods here may include student-centered learning methods (active-learning techniques, inquiry-based learning (IBL), problem-based learning (PBL), case study method, peer teaching (micro-teaching) method. Also, technological and flexible approaches (flipped classroom, blended learning, gamification, virtual reality (VR) and simulations methods

can be used. The third method used by a tertiary educator may include traditional and structural methods (interactive lectures, direct instruction and modeling, tutorials/seminars).

All these methods aim at improving retention, giving deeper understanding, fostering critical thinking and application, and increasing motivation and engagement among students.

After a teacher had decided on the method to use and impact knowledge to his pupils, especially in the primary education years, his next decision will be in planning and designing the teaching activities and this includes preparing the materials and resources he needs to transmit and educate the young minds. He tries to assemble the necessary materials, technology or texts that will give support to the topic and the chosen method. Thus, he moves from what to teach (topic) to how to teach (strategy).

Instructional media, according to Nwachukwu, Jonah and Inyon (2024) refers to devices and materials employed for teaching and learning. They are any visible materials or equipment employed while teaching, to aid learning. They are tools and resources that a teacher uses to help pupils (students) learn. They may include books, charts, videos, pictures, real objects, and digital media. Also, it includes hardware like blackboards, radio, television, tape recorders, video tapes and recorders, projectors. The soft wares include transparencies, films, slides, teacher-made diagrams, real objects cartoons, models, maps, and photographs. Thus, instructional media encompasses all the materials and physical means an instructor (a teacher) might use to implement instruction and facilitate pupils' achievement of instructional objectives. They maintain that these materials appeal to the five senses – seeing, hearing, touching, feeling, and tasting, which enhance teaching and learning.

Instructional materials, according to IGI Global (2026) refer to the human and non-human materials and facilities that can be used to ease, encourage, improve and promote teaching and learning activities. They are whatever materials used in the process of instruction to bring out a more meaningful and effective instruction. These are used freely to pass information and knowledge to the learner in the class.

Instructional materials maybe categorized into:

- Print materials: traditional resources including textbooks, workbooks, journals, modules and handouts.
- Visual materials: these include non-projected aids such as charts, diagrams, flashcards, photographs, and models. These are the ones you can see with your eyes.
- Audio materials: these are sound-based resources such as podcasts, radio, and audio recordings. These are the ones you can hear with your ears.
- Audio visual materials: these combine audio and visual aids and they include videos, motion pictures, and television programmes. These ones, you see and hear.
- Electronic/Interactive materials: these include technology-based tools like educational software, internet simulations, tablets and computers.
- Real objects (realia): these are concrete items brought into the classroom to create a hands-on experience such as different types of soil (loamy, sandy and clay), foods based on their properties, rice or garri (energy), eggs or fish (protein), fruits (vitamins and minerals), etc. Also, the teacher can bring artifacts to the class to teach a particular lesson.

- Projected display: these are materials requiring technology to view, such as Power-point presentations, slideshows, etc.

Ekeng (2024) listed types of teaching aids available to students in the Basic Education years to include; textbooks, workbooks, manipulative digital learning tools, visual aids, audio-visual materials, flashcards, worksheets, storybooks, interactive white-board, etc.

Statement of the Problem

In the 70s when we were in primary school, before a lesson is taught, there were certain pictures on the walls of our classroom that we would be asked to go and point at and read what is written under it, before the teacher introduces the topic for the day. Thus, our classroom walls were full of different pictures, different drawings and different specimen placed on the different corners of the classrooms. All these point to the lessons or topics our teacher had treated before. I can still remember my primary 4 classroom and the pictures (drawings) showing the different means of transportations, drawings showing photosynthesis, the different types of soil, etc. Also, different pictures depicting people worshipping in the different religions – Christianity, Islamic religion, and African Traditional religion. There were also pictures showing the different cultures in Nigeria. The World map, West African map, Nigerian map were all displayed on our classroom walls. All these pictures, drawings and specimen had a way of sticking the lesson down into our memories and because we see these pictures every day, we hardly forget the lessons. Thus, the pictures, drawings and real life specimen on the walls of the classroom will immediately tell a visitor to the class, the different lessons that had been taught in a particular class.

But one notices that, when you go for Teaching Practice supervision, these days, the classrooms look bare; nothing on the walls in our primary school classrooms! I am always eager to ask the teachers why there are no drawings or pictures placed on the classroom walls to show the different topics they have treated for the term and to use these as teaching aids in their classes.

I can still remember how my primary 4 teacher asked me to go and draw a tilapia fish on the board, looking at the one placed on the wall. Some years later, when I was preparing for my Biology WAEC examination, I was able to draw different types of fish easily based on the exposures to these, in my primary school days.

The teachers always come up with these ‘excuses’:

- due to poor salary, they cannot afford to buy cardboards and markers to use and draw the specimen or improvise these materials.
- thieves will come into the class and ‘steal’ the drawings since the classroom is not locked.
- pupils always play with these instructional materials and destroy them
- due to leaked ceilings in the classroom, rain may drop and soak the drawings and the specimen.
- some of them cannot draw these materials clearly because they did not read Fine Arts
- due to overcrowded classrooms, managing these instructional media on the walls or corners of the classroom becomes very difficult, etc.

But one is quick to ask, how were the teachers in the 70s and 80s able to provide these and use them while delivering their lessons.

Objectives of the Study

The main objective of the study is to investigate “why the walls of our classrooms are bare” and provide ways of bringing back these pictures, diagrams, drawings, specimen, and real life objects (instructional materials) to our classrooms; especially in primary schools.

Specifically, the study sought to:

1. determine how teachers can be encouraged to use instructional media for better classroom delivery.
2. determine how teachers can improvise instructional materials and use them during lessons delivery.
3. examine the effects of non-utilization of instructional media while teaching.

Research Questions

Based on the objectives of the study, the following research questions were raised.

1. What is the relationship between teachers usage of instructional media and better classroom delivery?
2. Do teachers improvise instructional materials and use them during lessons delivery?
3. What are the effects of non-utilization of these materials while teachings?

Research Hypothesis

1. The extent of relationship between teacher’s usage of instructional media and better classroom delivery is not significant.

Reviewed Literature

The importance of seeing and hearing from the teacher cannot be over-emphasized, especially, in one primary schools.

Edgar Dale maintained that, we remember:

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what we discuss with others

80% of what we personally experience

90% of what we teach others.

Encouraging Nigerian teachers on the use of instructional materials requires, according to AI Overview, addressing systemic challenges like funding and large class sizes through practical solutions. He listed the following as ways of doing this:

1. Through promoting resourcefulness and improvisation making public and rural schools in Nigeria face lack of basic funding for standard teaching aids.
2. By providing practical, school-based training: Local Education Authorities and the State Ministry of Education should organize regular seminars and workshops that focus exclusively on the practical construction and use of teaching aids.
3. Incentivize use through recognition: create local recognition schemes (e.g. Best Resourceful Teacher of the Year, etc). when the teacher feels that his/her extra effort is recognized, he/she will do more.

Ahmed (2021) on “the strategies for enhancing teachers’ use of instructional materials for teaching in technical colleges” maintained that, instructional materials can be derived from various sources: they can be purchased, locally made, imported or even improvised when necessary for effective instructional delivery. He went on to suggest strategies that can enhance teachers’ competence in the selection, development and utilization of these materials, to include:

- i. Develop positive attitude towards the development and use of instructional materials in instructional delivery in schools.
- ii. The instructional objectives, content learning activities and evaluation instruments should be taken into consideration by the teacher in the selection, development and utilization of instructional materials. In other words, maintain appropriateness of the materials to instructional objectives.
- iii. The content for which instructional materials are being selected, where in doubt, the teacher should consult. The aphorism that two good heads are better than one becomes more relevant in the field of education particularly in teaching.
- iv. Reflect individual differences of learner’s characteristics in the use of instructional materials – their age, level, interest, socio-economic background, learning style, physical skills, etc.
- v. Economic factors should be considered in selecting materials for use in lesson delivery.
- vi. Use materials that have dual usage, i.e. it can be used more than once, in the class.
- vii. Improvise, when necessary.

The sole task of every teacher is to ensure that learners are involved in meaningful teaching and learning. Ibrahim (2023) opined that, no teaching is possible at any significant age level without the use of suitable instructional materials. Effective use of these teaching aids and its relevance with the topic would enable the learners to effectively learn. These materials simplify content, abstract and concept; it brings what is being taught to the learners learning level. It makes the lesson very real it arouses the interest and curiosity of the learners, and enhances retention and remembering. The learners thus appreciate the ‘nature assistance’ of these materials.

Umar, Kyarma and Buratai (2019) posited that with the use of teaching aids (instructional media), the teacher's time is saved, and the energy he would have used to explain in ten minutes could be greatly reduced because he uses these to supplement his teaching. Also, instructional materials help the teacher with the means of extending his horizon of experience as well as providing him with rich sources of procuring communicative materials which could be produced jointly by the teacher and the students.

Improvisation refers to the creative process of designing, adapting, or building substitute teaching aids using locally available, low cost, or recycled materials. It means, 'you are thinking outside the box' when expensive and commercially produced ones are not available or not sufficient. Thus, a teacher who tries to improvise his teaching aids is trying to minimize educational costs thus encouraging teachers and pupils to view the local items that are used every day in their environment. It also captures the learners' attention and fosters creativity, as they can also participate in the construction process.

Arinze (2016) maintained that Nigerian teachers can improvise instructional materials in primary schools by creating cost-effective, locally sourced teaching aids from everyday waste and inexpensive community resources. Quoting AI Overview, he posited that, this involves either substitution (using a local item in place of expensive, standard equipment) or construction (building replica models, charts, and tools) to make abstract concepts practical. Thus, Nigerian primary school teachers can improvise teaching aids by repurposing cheap, locally available, or waste items (like empty cartons, bottle tops, and old newspapers) into effective teaching aids.

Elaborating on this, AI Overview posited that;

- Empty cartons and boxes can be cut and glued to make model houses, shapes for arithmetic, etc.
- Bottle tops and seeds are perfect for teaching basic counting, addition, and subtraction in mathematics.
- Old newspapers and magazines: can be cut-out to create scrapbooks, flashcards, or reading comprehensive exercises.
- In Mathematics: use straws, toothpicks, counting sticks, stones to demonstrate bundles of tens and units or simple fractions.
- In Basic Science and technology: construct a simple balance scale using empty tines and rulers, or use leaves and flowers for lesson on plant parts.
- In Social Studies: draw maps of Nigeria on large, discarded sacks or flat cardboards instead of buying expensive printed wall maps.

Amadioha (2009) remarked that, before a teacher can design or produce teaching materials, he has to know what they are, their advantages and disadvantages, characteristics and limitations, etc. Therefore, some types of these materials could be outlined, such as:

- graphic materials (charts, graphic posters, diagrams, cartoons, comics, maps, and globes) and these could be drawn in a cardboard paper or piece of cloth. These graphic materials belong to the two-dimensional material. These can easily captivate the attention of pupils thus helping them to recall what was learnt easily.

- three-dimensional materials: a three-dimensional material embraces a feature that makes the material a replica of the real thing. Examples include models and mock-ups, realia, specimen, kits and dioramas.
- still pictures: these are pictures we take during events or festivals, or the ones we find in journals and magazines.
- still projected pictures: the projector has powerful electronics bulbs, which throw light on to the image on the negative, and the image is finally projected on to a screen or wall.
- motion pictures: these are commonly known as movies or films.
- audio media: it helps in self-study for non-readers, helps in learning new language, listening to stories to stimulate the children imagination and music for pupil's playtime. Examples are radio, CDs, etc.

Guide to Selecting Teaching Materials

In selecting teaching aids, the following criteria should be considered.

- relevance (to the topic you are teaching and the objectives to be achieved).
- age and grade appropriateness
- accuracy and reliability
- cultural sensitivity
- engagement and motivation
- variety and inclusivity
- feasibility and availability

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There is a Chinese proverb of:

I hear – I forget

I see – I remember

I do – I understand

The proverb summarizes the effects of hearing and seeing what is taught by the teacher in the classroom. In a study conducted by Ogbu (2015) on the influences of inadequate instructional materials and facilities in the teaching and learning of Electrical/Electronics (E/E) technology education courses. He found out that inadequate instructional materials often influence the teaching and learning of the subject in 32 negative ways. He thus recommended that all concerned should join hands to adequately provide effective and efficient instructional materials in order to eradicate all the negative influence of inadequate instructional materials and facilities.

Contributing to the effects of lack of resources (teaching aids) in the classroom, Maffea (2020) remarked that lack of resources affects the students in different ways, including:

- they will not get the most of their education
- they are learning parts of topics and lessons, not the full picture that they deserve

- students not opened to resources perform badly on standardized tests and are more likely to be held back in their grade and less likely to graduate on-time.

Also, Ekeng (2024) posited that teaching aids are critical for enhancing classroom achievement, particularly during basic education years. Thus, teaching aids help to:

- concretize concepts: teachers must move away from rote memorization and the traditional “talk-and-chalk” method to integrated learning of blending textbooks, visual aids (like charts and diagrams) and digital resources in their daily lessons. This will improve academic performance of students and positively enhance their overall achievement in foundational subjects. She maintained that effectiveness of these tools relies on the teacher’s pedagogical skills and proposed for continuous professional development and training in order to properly integrate these materials into their teaching strategies.

Methods

The study adopted correlational research design. This design was considered because it involves investigating the positive and negative sides of the relationship existing between the dependent and the independent variables. The area of study was Uyo Senatorial District (Akwa Ibom North-East) that comprises of nine Local Government Areas namely – Uyo, Uruan, Nsit Ibom, Nsit Ubium, Nsit Atai, Etinan, Ibesikpo-Asutan, Ibiono Ibom and Itu. The population of the study consisted of teachers in all the 372 public primary schools in Uyo Senatorial District. A sample of 500 teachers were selected from most of the primary schools in all the nine Local Government Areas in the Senatorial District. A researcher-made instrument was used for data collection entitled “Instructional Media Questionnaire (IMQ). The instrument had three sections: A, B and C. Section A sought for bio-data information of respondents and this covered: Name of school, local government area, academic qualification, age, gender, class taught, number of pupils in the class, etc. Section B focused on statements on the use of instructional media while delivering a lesson. Section C enquired about what he feels government can do to bring back these teaching aids to the classrooms. The Questionnaire used a four-point rating scale of SA – Strongly Agreed (4 points), A – Agreed (3 points), D – Disagreed (2 points), and SD – Strongly Disagreed (1 point). Data collected was analyzed using Pearson Product Moment Correlation (PPMC). The decision rule for answering the research questions were adopted from Samuel, Okon, Abdul and Umoren (2024) thus:

± 00 to $\pm .20$ very low

$\pm .21$ to $\pm .40$ low

$\pm .41$ to $\pm .60$ moderate

$\pm .61$ to ± 1.00 very high

Results

Research Question I: What is the relationship between teachers’ usage of instructional media and better classroom delivery?

Table I: Teachers' use of Instructional Media and better classroom delivery.

Variables	Frequency	Percentage
Strongly Agreed	221	44.2
Agreed	141	28.2
Disagreed	77	15.4
Strongly Disagreed	61	12.2
Total	500	100%

The Table above shows that there is a strong relationship between teachers' usage of instructional media and better classroom delivery. About 72.4% Agreed that whenever they use teaching aids on any lesson, their pupils tend to be fully engaged, there is better information retention, difficult and abstract ideas become much easier and the teachers energy and time spent to explain is reduced. This is in line with Umar, Kyarma and Buratai (2019) when they concluded that teacher's time and energy is saved, if he uses instructional materials while teaching. Something he would have used ten minutes to explain could be reduced to five minutes and the students will have better comprehension and retention of lesson taught.

Research Question 2: Do teachers improvise instructional materials and use them during lesson delivery?

Table 2: Percentage analysis of teachers' improvisation of instructional materials in primary schools.

Variables	Frequency	Percentage
Strongly Agreed	32	6.4
Agreed	55	11
Disagreed	188	37.6
Strongly Disagreed	225	45
Total	500	100%

The Table above shows that 82.6% of these teachers disagreed that they do not improvise any instructional resource and use them while teaching because they lack the finances and artistic expertise to do that. AI Overview, while commenting on failure of primary school teachers to improvise instructional materials noted that, this will limit pupils' ability to grasp concepts. It will force teachers to rely solely on theoretical, text-based methods, which will cause: lowered academic achievement, decreased students engagement and motivation, it lacks real world connection, and stifles creativity and resourcefulness in their pupils.

Research Question 3: what are the effects of non-utilization of instructional media while teaching?

Table 3: Chi-square analysis of the effects of non-utilization of instructional media while teaching.

Effects	Observed Frequency	Expected Frequency	X ²
Very High Extent	205	41	
High Extent	117	23.4	
Low Extent	90	18	
Very Low Extent	88	17.6	

From the Table, one can see that there is a very high extent of teachers teaching without using instructional media in our primary schools and the effects (negative) are enormous. This accounts to 64.3%. This is in line with Maffea (2020) who concluded that students who are not privileged to resources in the classroom perform badly on standardized tests and less likely to graduate on time. He advised that teachers must blend textbooks, visual aids like charts and diagrams, and digital resources in their daily lessons.

Hypothesis 1: The extent of relationship between teachers’ usage of instructional media and better classroom delivery is not significant.

Table 4: Summary of relationship between teachers’ usage of instructional media and better classroom delivery

Variables	n	Σx	Σx ²			
		Σy	Σy ²	Σxy	r-value	Remark
Teachers use of instructional media	500	5,721	62,328			
				227115	.755	High positive correlation
Classroom delivery	500	4,844	57,815			

Table 4 reveals that the correlation index is .755. This indicates a high positive correlation between teachers’ usage of instructional media and better classroom delivery in our primary schools. Thus, the null hypothesis is rejected as there is a strong relationship between teachers’ usage of instructional media and better classroom delivery.

CONCLUSION

Based on the findings of the research work, it was concluded that:

1. Teachers’ usage of instructional media results in better classroom delivery.

2. Most primary school teachers in Akwa Ibom State do not improvise any instructional resource and use them while teaching.
3. A greater number of primary school teachers in Uyo Senatorial District teach without instructional media.

RECOMMENDATIONS

With the findings of the study as a base, the following are recommended.

1. Universal Basic Education Commission (UBEC), Akwa Ibom State Universal Basic Education Board (SUBEB) and the State Ministry of Education must of necessity, organize workshops and seminars for primary school teachers and train them on:
 - a. how to improvise instructional materials from materials that are easily found and available in our local environment.
 - b. how to use and utilize instructional media in our primary schools simple basic science and technological skills of creating and recreating materials out of discarded products.
 - c. simple drawings and art work production that can help the teachers to use cardboards and scrapbooks for production of instructional media.
2. There should be general renovations in our primary schools to avoid leaked roofs, broken, old doors and windows should be replaced as these will make the few teaching aids in our schools to be secure and safe.
3. Special allowance for instructional materials could be incorporated into the salary of primary school teachers as this will help them procure and improvise these materials where necessary.

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