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**Adequacy of Instructional Resources and the Teaching of Sociology in University of Uyo,  
Uyo, Akwa Ibom State**

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**ABSTRACT**

*This study examines the relationship between adequacy of instructional resources and teaching of sociology in University of Uyo, Akwa Ibom State. Two research questions as well as two research hypotheses were formulated to guide the study. The study adopted a survey research design using the population of 100, comprising 20 lecturers and 80 Year 2 students. The sample sizes of 80 respondents were selected through simple random sampling technique. A 30 item questionnaire was used for data collection from the respondents. The instrument was validated by three experts one from Sociology Department while two from Faculty of Education, University of Uyo. The study yielded a reliability co-efficient of 0.82. Pearson Product Moment Correlation Coefficient was used to answer the research questions and also to test the null hypotheses. The result of the finding indicated that there is a significant relationship between adequate used of prints resources and audio-visual and the teaching of sociology in University of Uyo. It was recommended among others that educational institutions should make available to the students a qualitative instructional resources; such as textbooks, audio-visual resources, chat, television and projectors for a continuous enhancement of students' academic performance.*

**KEYWORDS: Instructional resources, learning, sociology and teaching.**

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**Introduction**

Teaching sociology is about educating learners and for the learners to be educated societally: they must acquire knowledge, skills and understanding of being together in harmony, as a person, members in a family, in groups, religious environment, cultural and work as a team. The process of teaching and learning therefore necessarily involves a two-way communication between the teacher and the learner. The communication may be face-to-face or from a distance.

Whatever forms the two-way communication takes, appropriate media of communication have to be used for effective teaching and learning of sociology (Onyejemezi, 2011).

Such media are usually referred to as teaching and learning resources. These resources whether they are real or representations, their main purpose is to improve the quality of teaching and learning. They make the learning content meaningful, preserve and extend knowledge to unlimited number of learners. These resources can be adequately produced, both in terms of quantity and quality; they may or may not be effectively and efficiently distributed to schools and learners. For useful learning to occur, all learners in the various level of the nation's educational system should be provided with appropriate learning materials.

A systematic integration of a variety of sociology resources in teaching-learning process or environment produces appropriate learning experiences, which in turn results in effective or meaningful learning. Experiencing is therefore, the process of acquisition of knowledge, skills, attitude and understanding through active participation on the part of the learners. There exist in virtually every facet of Nigeria's educational system an acute, even embarrassing shortage of sociology instructional resources and facilities, and when available they are exceptionally of low quality. One word sums up the situation - decay.

This decay is characterized by;

- i. Lack of concrete and authoritative support for replacement of obsolete resource and facilities.
- ii. Inability to match the educational institutions with their peculiar circumstance.
- iii. Persistent lack of appropriate and necessary infrastructural facilities necessary for the use of the resources and,
- iv. General absence of support service unit personnel and services needed by resource agencies, teachers and learners for optimum production and utilization of resources.

This study aims to bring to the attention of all the stakeholders concerned with the need to address the inadequacy of instructional resources at the University of Uyo. The absence of relevant resources in the classrooms, lecture halls, laboratories, demonstration rooms and workshops left the teachers with the dominant method of teaching which has continued to be frontal teaching that is oral exposition "teacher talk which averages 90% of all lessons" (Onyejemezi, 2011).

The learners, on their own part, are faced with no option but memorization without understanding and the required competencies. Sociology education, properly conceived and applied, requires competencies. Sociology education, properly conceived and applied, requires all kinds of resources: human, financial and physical indeed, it has said that as far as sociology education is concerned, the whole world is a resource. When these are available, desirable quantity, they usually have the following effect: encouraging the teacher and the learner to have easy and repeated reproduction of an event or procedure; provide visual access to a process or technique, provide common frame work or experience to a large number of learners; promote an illusion of reality; gain or hold the attention of the learner; focus attention on highlights of key points and create impact (Suleiman, 2011).

Scarcity of these resources is partly responsible for the situation that prevails today where learners are programmed right from the start without the capacity to visualize in concrete terms the concepts learnt, as such are unable to do things practically, describing relationship between various objects accurately or apply themselves to challenging situations at the required time. But in spite of the overriding value of instructional media in increasing the effectiveness of sociology educational process, and the tragedy of the Nigeria situation is that they are invariably scarce or not available at all. Teachers are left with no choice but learn to do with less, improvise, innovate and invent. This work aims at looking into the adequacies of instructional resource/facilities of sociology in university and suggests various ways on how teaching and learning of sociology can improve through the supply and use of appropriate instructional resources for harmony and peaceful co-existence.

Abdullahi (2005) states that instructional resources refer to anything a teacher uses in teaching and learning situations from small stones, pieces of papers, small sticks, samples of leaf, chalk board, maps, charts, radio, television and computer. They are the vehicles that carry messages/information from a transmitting source, which may be human being, or inanimate object to the receiver of the message which in the teaching and learning environment are the students. Teachers need to realize that for them to inspire the education of their students, they must endeavour to employ teaching resources in the course of their lesson presentation. Teachers are free to use any relevant resources while teaching, such resources range from simple one such as pictures, charts, diagrams and models, television, video, projectors and computers. These instructional resources are vehicle that carry messages/information from a transmitting source to the receiver of the message, which are the students in the teaching/learning environment. Such vehicles provide students with opportunities to use their sense, so that at the end of instruction students can perform teacher's stated objectives (Arolasafe, 2005).

Sociology teaching at any level of education therefore, should never be deemed a "talk and chalk" affair. Today, effective and meaningful teaching should be seen as a process in which the teacher and the learner are actively engaged. Both sides must be constantly contributing to the process of learning. If this process is to be fully realized each significant step should be backed up with learning resources/facilities, which are designed to make teaching easier and learning more meaningful. Instructional resources enable the teacher and the learner to have easy and repeated reproduction of an event or procedure, it promotes an illusion of reality, provides visual access to a process or technique, creates impact, focuses attention on highlight of key points, saves time by limiting the use of wordy explanations, gain and hold the attention of the learner, and facilitate the understanding of abstract concept (Ayodele, 2006).

At all levels of the nation's teaching and learning resources are indispensable factor in the attainment of goals. The utilization of instructional resources call into play the sense of sight and touch additionally. The more the number of senses involved in the instructional practice: I hear, I forget, I see, I remember; I do, I understand. The use of teaching-learning resources guarantee more effective learning as the learner hears, sees, and does. It is therefore necessary to have resources and use them effectively in the classroom when teaching sociology. According to Galadanci, B. S. (2005): The main concern of a good teacher is to achieve his/her instructional objectives through effective teaching. When a teacher communicates effectively with the learners; they will understand and assimilate what they were taught. Effective teaching can only be achieved when appropriate instructional methods are combined with appropriate instructional

resources by a professional teacher. Instructional resources are various forms of educational resources that teachers and learners can use to enhance understanding of concepts, skills and competences in the teaching- learning process.

Instructional resources are the perfect communicators that implicitly clarifies concepts knowledge and facilitates understanding for learners. Teaching-learning process without the use of relevant instructional resources can be regarded as tea without sugar or food without salt. Etuk, Udosen, Emah, Edem & Afangideh (2015), expressed need of instructional resources in teaching and learning when stated that instructional resources are article that carry messages/information from a transmitting source to the achieving end.

Classification of instructional resources could be obtained as follows;

1. Printed and non-printed resources.

a. Printed resources e.g. text books, journals, posters.

Textbooks: The importance of good text books cannot be overemphasized. Both the teacher and the learner make use of text books because they contain accumulated wealth of knowledge which he/she communicates to the student on the other hand, student themselves make use of the text book, continue on their own in private studies both in school and at home. With textbooks, they gather more information that made by the teacher. With textbook, student can conveniently do their homework and assignment. With textbooks, student can validate certain points by the teachers.

b. Non-printed resources e.g. chalk board, flannel board, models, 16mm film projector.

2. Audio resources, visual resources, audio-visual resources e.g.

a. Audio resources e.g. radio, audio tape, record players.

b. Visual resources e.g. pictures, charts, maps, real things, model, mock-ups, etc.

c. Audio-visual resource e.g. instructional or educational television, 16mm and 8mm sound films.

3. Projected and non-projected resources

a. Projected still pictures, films, slides inside and films strips, motion pictures films, overhead projector, opaque projector.

b. Non-projected resources e.g. various forms of chalk board, flannel board, text books

Importance of instructional resources, Etuk, *et al.* (2015), cannot be overemphasized with the following advantageous values for both the teacher and the students;

1. They arouse the interest and curiosity of the learners.

2. They make what is being taught to be real thereby bridging the gap between theory and practice.

3. They supply a concrete basis for conceptual thinking and reduce abstraction of novel contents, learning experiences and concepts.
4. Instructional resources if properly used, stimulate the learners into engaging in other related useful activities such as further observations, modeling, reading, drawing, etc.
5. Instructional resources enhance retention and remembering on the part of the learner.
6. They offer learners opportunity for independent and individualized learning.
7. They hold learner opportunity thereby helping them to remain focused in teaching-learning process.
8. The use of instructional resources conveniently accommodates the different learning styles of the learners or their differences or background.
9. The use of instructional resources especially those available in the immediate environment of the learners makes him appreciate the extent of nature's support for his effective learning.
10. The instructional resources help the teacher to do the work better and efficiently, their importance is based on the learners because they are effective means of learning with understanding in less time as well as means of communication.
11. Instructional resources foster growth of meaning and vocabulary.
12. They help learners to get firsthand experience by looking at concrete things, living experiences and actual demonstration handling the apparatus and performing the practical themselves. The usefulness of instructional resources in the teaching learning cannot be overemphasized.
13. Studies have shown students retain the knowledge gained through a much longer time as compared with subject matter learnt in the absence of such instructional resources.

Sociology is the most interesting subjects as far as students are concerned, although it is difficult. Sociology is the easiest subject to score hundred marks, because steps and formula are considered most, and not the answer, since sociology is involved in all major subjects like physics, chemistry and statistics, students should take utmost care to learn math (Curzon, 2004).

1. Adaptive reasoning is the most essential aspect in math and that is why children should be taught sociology with very strong base in the introduction stage. Different nations follow different ways of math teaching and in poor countries, kids are not provided with math learning equipment, which is a disadvantage for the school students. In present days, schools have become commercial and program the syllabus, which is heavy for the kids.
2. Even mentally challenges kid and autism-affected children show special interest in learning math. In fact, they understand math better than other subject. Speech therapy specialists use math as base tool to teach kids, who are with disabilities. In practical like, math is not just a subject to learn, but it also supports kids to deal with various situations.

In recent times, sociologists have made sociology very interesting and kids are fond of learning math, with deep involvement.

3. Sociology scholars provide various creative ideas, for the benefit of the students and very unfortunately, only a few global education institutions are implementing those innovation ideas. Modern math is not easy for kids to learn, without visual lessons. In fact, many international electronic whiteboard manufacturers have upgraded the way of learning sociology.
4. The developed sociology is based on the philosophies, which were formalized by ancient sociology. This rich history of sociology makes the subjects unique, which has stood of the test of times, over past years. Unless kids are provided with the opportunity to have complete exposure to social studies, they may not be able to reach their goals, or perhaps even decide their goals.
5. Mastering of social studies at young age paves way for critical reasoning and thinking to cope up with the present global economic condition. For economists, who are in public making opinions, social studies helps to have holistic approach, while making important decisions, which determines the entire global smooth functioning. Further learning of social studies inculcates creative as well as lateral thinking, which is highly essential, not only in schools, but also in difficult situations, in fact, all employers believe that lateral thinking ability of candidates is far better than their technical skills and academic knowledge.

The word sociology came from a Greek word which means science or study. Sociology is “branch of human enquiry involving the study of behaviour, quantities, data, shape and space and their relationships, especially their generalizations and abstractions and their application to situations in the real world.” Sociology generalizes new formulas or methods based on similar patterns for different branches of study for human up bring and togetherness. Before teaching sociology, every teacher should be informed well about the educational values of this subject. Proper teaching method should be adopted according to the situation, learning environment and educational background of the students. It is very important to keep the motivational level of students high otherwise they lose interest in sociology (Curzon, 2004).

### **Statement of the Problem**

Sociology is one of the most important subject in schools at whatever level. However, in the process of teaching sociology, it appears that adequate instructional resources are not available for learning of the subject. It may be out of place to suggest that, this has resulted in students’ poor performance in examinations. Students are not able to concretize abstract concept learnt, they cannot establish relationships between concepts in sociology and this often lead to perceived difficulty of sociology as a result of inadequacy and unavailability of instructional resources for teaching sociology. The study therefore aims at investigating the adequacy of instructional resources for teaching sociology in University of Uyo.

### **Purpose of the Study**

Generally, the purpose of the study is to examine the adequacy of instructional resources for teaching sociology in the University. Specifically, the study aims at;



1. Examining the adequacy of print resources for teaching sociology in University of Uyo.
2. Assess adequacy of Audio-visual resources for teaching sociology in University of Uyo.

### Research Questions

1. What is the relationship between print resources and the teaching of sociology in University of Uyo?
2. What is the relationship between audio-visual resources and the teaching of sociology in University of Uyo?

### Null Hypotheses

1. There is no significant relationship between print resources and the teaching of sociology in University of Uyo.
2. There is no significant relationship between Audio-visual resources and the teaching of sociology in University of Uyo.

### Methodology

This study adopted survey design. The survey design was found suitable for this study because questionnaire was used to collect data from respondents. The population was 100, comprising twenty (20) lecturers and eighty (80) 200 level students in University of Uyo. The sample size of 80 students was adopted using simple random sampling technique. A – 30 item questionnaire titled “Adequacy of Instructional Resources for Teaching of Sociology (AIRTSQ)” was formulated. The questionnaire was validated by three experts in the University of Uyo, and a reliability coefficient of 0.82 was established using Cronbach Alpha reliability technique. In answering the research questions and testing the null hypotheses, Pearson Product Moment Correlation Coefficient (PPMC) was used.

### Results

**Null Hypothesis 1:** There is no significant relationship between print resources and teaching of sociology in University of Uyo.

**Table 1:** Correlation analysis of print resources in teachings of sociology

Variables	$\sum X$	$\sum X^2$	$\sum XY$	R-Cal
Print resources X	260	13750	7150	0.96*
Teaching sociology Y	140	4050		

\*Significant at 0.5,  $df=78$ , critical  $r = 0.220$ , calculated  $r = 0.96$ .

The result of the analysis show that the calculated r-value of 0.96 was found to be greater than the critical r-value of 0.220 when tested at 0.05 level of significance with 78 degree of freedom. This means that the result is significant. The result of the analysis thereby indicated that

there is a significant relationship between print resources and teaching of sociology, hence, the null hypothesis is rejected in favour of the alternative hypothesis.

**Null Hypothesis 2:** There is no significant relationship between audio-visual resources and the teaching of sociology in University of Uyo.

**Table 2:** Correlation analysis of print resources teachings of sociology

Variables	$\sum X$	$\sum X^2$	$\sum XY$	R-Cal
Print resources X	300	18250	5750	0.86*
Teaching sociology Y	100	2250		

\*Significant at 0.5, df=78, critical r = 220, calculated r = 0.96.

The result of the findings revealed that there is a significant relationship between adequate used of prints resources and audio-visual and teaching of sociology in in University of Uyo.

### Discussion of Findings

The findings revealed that all the null hypotheses were rejected which implied that there is a significant relationship between adequate used of instructional resources and teaching-learning of sociology. This collaborate with Suleiman (2011) who maintained that when resources are available in desirable quantity and quality, they usually have the following effects: encourage the teachers and learners to have easy and repeated reproduction of an event or procedure; provide visual access to a process or technique; provide common framework or experience to a large number of learners; promote an illusion of reality gain or hold the attention of the learner; focus attention on highlights of key points and create impact.

### Conclusion

Based on the result of the findings, the study concluded that instructional resources could encourage teaching of sociology not only in University of Uyo, but across the entire educational system.

### Recommendations

Hence, the following recommendations;

1. That educational institutions should make available to the lecturers and students a quantitative and qualitative instructional resources; such as print resources, audio-visual resources to reduce abstraction to concrete learning.
2. Teachers as well as students should make use of approved sociology instructional resources especially the textbooks.

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