

ORGANISATIONAL AND INSTRUCTIONAL FACILITIES AS CORRELATE OF JOB TASKS OF VOCATIONAL AGRICULTURAL SCIENCE TEACHERS IN SECONDARY SCHOOLS IN EKITI STATE

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Abstract

This study assessed organizational and instructional facilities as correlates of job tasks of vocational agricultural teachers in secondary schools in Ekiti State. This study adopted a descriptive research design of survey type. The population for this study consisted of all the 144 Agricultural science teachers in Ekiti State secondary schools. The sample for this study consisted of 90 senior secondary school agricultural science teachers selected across the three senatorial districts in Ekiti State. Multi-stage sampling procedure was used to select the respondents. The research instruments for this study were questionnaire and checklist. The instruments were validated by two experts each from the Department of Vocational and Technical Education and Department of Tests and Measurement, Ekiti State University, Ado Ekiti. The reliability of the questionnaire was determined through a test re-test method. The instruments for this study were administered with the help of three trained research assistants. Before the administration process, the researcher sought the permission of the management of the sample secondary schools, and adequate follow up was made to ensure that all the administered questionnaires were retrieved within the period of two weeks. The data generated were analyzed using descriptive and inferential statistics. Frequency counts, mean, and Standard Deviation was employed to answer the research questions while inferential statistics of Product Moment Correlation Method was used to test the null hypotheses formulated. All the hypotheses were tested at 0.05 level of significance. The study revealed that some essential organizational facilities such as Agricultural workshop, adequate offices and accommodation in school were lacking, showing an average level of organizational facilities in secondary schools in Ekiti State. Some job tasks of vocational Agricultural Science are effectively carried out in secondary school in Ekiti State. There is no significant difference in the opinions of urban and rural teachers regarding the availability of both organizational and instructional facilities. It is concluded that there is average level of both organizational and instructional facilities in secondary schools in Ekiti State suggesting an equitable distribution across geographic areas. It was recommended among others that: the state government should improve on provision of both organizational and instructional facilities in secondary schools in Ekiti State. This includes upgrading laboratories, demonstration farms, and other relevant resources to support effective teaching and learning in Agricultural Science and implement a regular maintenance to ensure they remain functional and up-to-date. This will help sustain their effectiveness and support the evolving needs of Agricultural Science education

Keywords: Organisational Facilities, Instructional Facilities, Vocational Agricultural Teachers, Job Tasks

Introduction

Agricultural Science, as a vocational subject in the Nigerian secondary school curriculum, plays a pivotal role in equipping students with practical skills and knowledge relevant to agriculture and agribusiness. It is designed not only to support food security and economic development but also to foster self-reliance and reduce youth unemployment. In Ekiti State, where agriculture remains a dominant economic activity, the effective teaching of Agricultural Science is critical in preparing students for meaningful participation in the agricultural sector. Agricultural science is being taught at the junior secondary school level as a pre vocational subject while at the senior secondary school, it is being offered as a vocational subject. Agricultural Science in secondary schools is supposed to contain the following major components, formal classroom instructions, farm mechanization, career experience programme, students supervised agricultural experience programme, field trips and school-based youth organization. The main purpose of which is to educate present and prospective students for proficiency in farming through the school. It is the job task of the teachers of Agricultural science in secondary school to educate, train the students and equipped them with prerequisite knowledge; know how, skills and competency required in a particular occupation in agriculture.

Despite efforts by the Ekiti State Government and various educational stakeholders to promote vocational and technical education, many secondary schools appear to face challenges such as inadequate infrastructure, obsolete equipment and weak organisational support. The study conducted by Owofe and Yara (2011) revealed a

strong relationship between school facilities and students' academic achievement in Agricultural Science, pointing to the critical role of infrastructure in vocational education. Similarly, Onipede, Lawal & Samuel (2020) revealed that teachers often lack access to modern teaching tools and require further training in instructional technology. Moreover, the National Policy on Education (NPE, 2014) emphasizes the importance of vocational education in national development and calls for the provision of adequate facilities and teacher support to ensure effective implementation. Yet, in practice, preliminary investigation revealed that Agricultural Science teachers often operate under difficult conditions—facing high workloads, limited access to demonstration farms, and little opportunity for professional development. However, the success of vocational Agricultural Science education depends significantly on the ability of teachers to carry out their job tasks effectively. These job tasks include lesson planning, practical demonstrations, supervision of school farms, handling of agricultural tools and equipment, student assessments, and integration of current agricultural technologies into classroom practice. For these tasks to be performed efficiently, teachers require both adequate organisational support and instructional facilities.

Organizational and instructional facilities in the school settings are vital resources for implementing educational programmes. Effective use of both facilities in the implementation of educational programmes and their impact on teacher's job tasks and productivity depends on the physical conditions or quality of the facilities. Adeoluwa and Olojuolowe (2022) observed that, development and

availability of adequate and functional instructional and organizational facilities have been the major problems confronting effective teaching of Agricultural science in secondary schools. In order to fulfil educational objectives, the level of availability and quality of the facilities are supposed to be central to the concern of the school administrators so that vocational Agricultural teachers can perform their job tasks effectively.

Instructional facilities can be explained as the available resources that are instrumental to the attainment of academic excellence. They could also be improvised as the learning materials which are designed, prepared, produced, and judiciously utilized mainly to facilitate learning. Instructional facilities include the classrooms, seminal rooms, laboratories, computer laboratory, and instructional materials such as textbooks, reference books, lesson plan, workbooks, simple farm tools and equipment, charts, soil testing equipment, potential of Hydrogen (PH) meters, samples of fertilizers, soil samples, insect boxes, and weed albums, among others. The instructional materials could be grouped into, Audio, Visual, Audio-Visual, or electronic/interactive.

Effective implementation of vocational Agriculture teacher's job tasks in the school ought to be a function of the level of availability and functionality of both the instructional and organizational facilities in secondary schools.

Organizational facilities can be described as telephone, translator, Agricultural workshop, offices for the teachers among others which are often provided to facilitate communication and ensure smooth running of academic activities in schools. When these facilities are adequately available to the teachers, information dissemination becomes very effective, and the teacher's job tasks are

enhanced. Organizational facilities ensure that the system or the school environment is made conducive for the teachers. Organizational facilities integrate the teachers, the school administrator, students and the teaching learning process for the purpose of improving the productivity and efficiency of the Agricultural science teachers in secondary schools. It ensures a safer and workable environment for the teacher to perform his/her job tasks as a professional teaches, that is availability of adequate and functional facilities will enable vocational Agricultural Science teachers to carry out their job tasks effectively in secondary schools.

Job tasks of Agricultural science teachers are the statutory curricula functions that are supposed to be performed by the teachers in secondary schools to enable learners achieve preset educational goals in schools. The job tasks include classroom teaching, field practical activities, teaching manipulative skills, enhancing production agriculture using technology and leader development through in-school youth organizations or clubs. The job tasks are also associated with adequate planning of lesson notes, effective delivery of lessons, proper monitoring, and evaluation of students' performance, providing regular feedback on students' performance, improvisation of instructional materials, adequate record keeping and appropriate discipline of students to enhance expected learning outcome in secondary schools.

Agricultural science teacher's job task also includes the ability to help students to think creatively, be innovative, solve problems, learn by doing and develop interest in agriculture. These job tasks could only be accomplished depending on the status of the organizational and instructional

facilities available in secondary schools in Ekiti State. This is because the teacher of agriculture is not only a teacher, but also a technician. Accordingly, he is supposed to deal with both the cognitive, psychomotor, and affective learning outcome of the learners. He is often look upon as a master of all skills. The job task of the teacher of agriculture in secondary school is to educate students as well as help them to develop and acquiring definite proficiency skills in agriculture

Skill development area in Agricultural Science in secondary schools could include poultry production, goat rearing, piggery, arable crop production, animal services, vegetable farming, tractor driving and servicing, agricultural transportation, among others. The teachers of agriculture could be a male or female who is professional in carrying out agricultural teaching tasks to enhance learning. The teacher is also pivotal figure in implementing all agricultural science programmes in secondary schools in Ekiti State. Based on the vital role that both organizational and instructional facilities play in the implementation of educational programme, there is need to find out the extent availability and functionality of this facilities in both rural and urban located schools and this will reveal if there is equitable distribution of this facilities across rural and urban located secondary schools in Ekiti State and this will eventually enable vocational Agricultural Science teachers to carry out their job tasks effectively in both rural and urban located schools.

The school site or location in this context could be defined as the position or site of the school which may be within the urban or rural. The urban school location or site refers to schools situated within the Local Government Headquarters with necessary basic

amenities like tarred roads, electricity and pipe borne water while the rural location/site could be referred to as schools far away from the Local Government Headquarters and lacking basic amenities like tarred roads, electricity and pipe borne water (Oke, 2021). The selection of the location of the school may likely affect the job tasks of teachers of Agricultural Science and consequently the level of availability and utilization of the facilities. School needs a quiet environment, accessibility', safe distance from the main highways, the school should not be too far because of infrastructural connections like electricity, water, among others. There appears to be uneven distribution of organizational and instructional facilities for teaching Agricultural Science among secondary schools in urban and rural areas of Ekiti State. It is generally observed that students in the rural schools are deprived of the provision of modern facilities such as electricity, laboratory facilities and where such exist, they are often been characterized with obsolete equipment and poor utilization. Meanwhile, urban schools seem to have better supply of Agricultural Science equipment than rural schools. Also, students in urban schools seem to be adequately exposed to the use of Agricultural Science equipment as there was more enabling environment for carrying out science practical with regular supply of electricity, availability of adequate science teachers. Similarly, an urban school often has access to more electricity for internet facilities, use modern instructional facilities because of their closeness seat of power. In this case, location is one of the potent factors that may influence the distribution of organizational and instructional facilities, which could later affect students' learning outcome.

Organizational and Instructional facilities are very essential for teachers' job task to be effectively carried out, organizational and instructional facilities which ought to be major concern of the vocational Agricultural science teacher for effective teaching of Agricultural science in Ekiti State secondary schools appears to be grossly inadequate. In an ideal situation, organizational and instructional facilities like conducive classroom, standard school farm, laboratory, phone, translator, Agricultural workshop, simple farm tools among others are supposed to be readily available, functional and utilized to complement the teacher professional competency to enhance effective teaching in and outside the classroom. However, it has been observed that most of Ekiti State secondary schools neither have Agricultural science laboratory nor standard school farm (Famiwole 2024), consequently, affecting teachers' job tasks performance. Thus, Job tasks of Agricultural science teachers are enhanced when worthwhile organizational and instructional facilities are available in good, adequate and functional conditions.

Statement of the Problem

One of the major principles of vocational education is that, Vocational Agricultural Science in secondary schools could be taught where the training jobs and tasks are carried out in the same way, with the same operations, tools, equipment and machine or facilities as in the operation itself Preliminary investigation revealed that most secondary schools in Ekiti State do not have functional organisational and instructional facilities such as ICT facilities, standard school farm, instructional laboratories, agricultural workshops, farm equipment and

instructional materials such as projector, soil testing machine, artificial insemination equipment or storage facilities. The unavailability or inadequacy of the facilities appears to be some of the predisposing factors to Agricultural science teachers' ineffectiveness in the classroom and student poor learning outcome. Where the facilities are available, the level of functionality and inadequacy of such facilities seems to be doubtful. The observed unavailability or inadequacy of the facilities often leads to inefficient skill development among students. It also lead to poor students' interest in agriculture, poor career development initiatives and general poor learning outcome among Agricultural science student in secondary schools in Ekiti State.

The effective delivery of vocational agricultural science in secondary schools depends significantly on both organisational structures and the availability of instructional facilities. In many schools across Ekiti State, there have been persistent concerns about the adequacy and functionality of these facilities, as well as the institutional support provided to vocational agricultural science teachers. Despite the strategic importance of vocational agriculture in equipping students with practical and entrepreneurial skills, teachers appears to often struggle with poorly maintained infrastructure, inadequate teaching materials, and limited administrative support. This situation raises critical questions about how these organisational and instructional factors influence the actual job tasks of agricultural science teachers—tasks which include lesson planning, farm practical, student supervision, and continuous assessment. If these correlating factors are not properly understood and addressed, it

may lead to reduced teacher effectiveness, low student interest, and poor learning outcomes in Agricultural Science. Based on the need to provide a worthwhile training environment for the students, and to enhance the teacher's job task performance, this study intend to assess the status of organizational and instructional facilities as correlates of job tasks of vocational Agricultural science teachers in Ekiti State secondary schools.

Purpose of the Study

The main purpose of the study was to assess organisational and instructional facilities as correlates of job tasks of vocational agricultural science teachers in secondary schools in Ekiti State. Specifically, the study sought to;

- (i) determine the level of availability of the organisational facilities as correlates of job tasks of Vocational Agricultural Science teachers in secondary schools in Ekiti State,
- (ii) ascertain the extent of availability of the instructional facilities as correlates of job tasks of vocational Agricultural Science teachers in secondary schools in Ekiti State.
- (iii) identify the job tasks of vocational Agricultural science teachers in Ekiti State secondary schools,
- (iv) establish the relationship between organisational facilities and job tasks of Vocational Agricultural science teachers in secondary schools in Ekiti State,
- (v) establish the relationship between instructional facilities and job tasks of Vocational Agricultural Science teachers in secondary schools in Ekiti State.

Research Questions

This study was guided by the following research questions

- (i) What is the level of availability and functionality of the organisational facilities for job tasks of Vocational Agricultural Science teachers in secondary schools in Ekiti State?
- (ii) What is the level of availability and functionality of the instructional facilities for job tasks of Vocational Agricultural Science teachers in secondary schools in Ekiti State?
- (iii) What are the job tasks of vocational Agricultural Science teachers in secondary schools in Ekiti State?
- (iv) What is the relationship between organisational facilities and job tasks of vocational Agricultural Science teachers in secondary schools in Ekiti State.?
- (v) What is the relationship between organisational facilities and job tasks of vocational Agricultural Science teachers in secondary schools in Ekiti State.?

Research Hypotheses

The following hypotheses were formulated and tested at the 0.05 level of significance

- (i) There is no significant relationship between organisational facilities and job tasks of vocational Agricultural science teachers in secondary schools in Ekiti State.
- (ii) There is no significant relationship between instructional facilities and job tasks of Agricultural science teachers in Ekiti State secondary schools.
- (iii) There is no significant difference in the mean response of rural and urban secondary schools' teachers on the availability of organisational facilities for job tasks of vocational Agriculture teachers in secondary schools in Ekiti State.
- (iv) There is no significant difference in the mean response of rural and

urban secondary schools' teachers on the availability of instructional facilities for job tasks of vocational Agriculture teachers in Ekiti State secondary schools.

Research Method

The study adopted a descriptive survey research design, which was considered appropriate for investigating existing phenomena by eliciting direct responses from participants without manipulating any variables. This design enabled the researchers to gather opinions from respondents concerning organisational and instructional facilities as correlates of the job tasks of Vocational Agricultural Science teachers in secondary schools across Ekiti State. The target population consisted of all 144 Agricultural Science teachers working in public senior secondary schools within the state, which are distributed across 203 schools located in both rural and urban areas, according to the Ekiti State Ministry of Education, Science and Technology (2023). A total of 90 Agricultural Science teachers were selected as the study sample using a multi-stage sampling procedure. First, three Local Government Areas were randomly selected from each of the three senatorial districts in Ekiti State. Then, stratified sampling was employed to choose ten public secondary schools from each district, ensuring a balance between rural and urban locations. Finally, purposive sampling was used to select one Agricultural Science teachers from each of the chosen schools. The research instruments employed included a questionnaire and a checklist. The questionnaire, titled *Organizational and Instructional Facilities Questionnaire (OIFQ)*, was designed to gather information from the teachers and comprised two sections: Section A

collected respondents' demographic data, while Section B included 64 items rated on a four-point Likert scale type (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1). The checklist assessed the availability of facilities, rated as Adequately Available ($\geq 70\%$), Moderately Available (50–69%), rarely Available ($< 50\%$), and Not Available (0%). To ensure the validity of the instruments, two experts each from the Departments of Vocational and Technical Education and Tests and Measurement, Ekiti State University, Ado-Ekiti as well as research's supervisor for proper scrutiny, in order to ensure the face and content validity of the instruments. Their corrections were used for the final draft of the questionnaire. The reliability of the questionnaire was established through a test-retest procedure, whereby ten Agricultural Science teachers from schools not included in the main study completed the questionnaire twice within a two-week interval. The resulting data were correlated using Pearson's Product Moment Correlation Coefficient, yielding a reliability coefficient of 0.85, which was deemed acceptable for the study. During data collection, the researcher and trained assistants built rapport with the respondents, assuring them of confidentiality and emphasising that the data would be used strictly for research purposes. The collected data were analysed using both descriptive and inferential statistical methods. Descriptive statistics, including frequency counts, percentages, mean scores, and standard deviations, were used to answer the research questions. Inferential statistics, specifically the Pearson Product-Moment Correlation Method and t-test were employed to test the null hypotheses at a 0.05 level of significance.

Results

Research Question 1: What is the level of the availability and functionality of the organizational facilities for job tasks of Vocational Agricultural Science teachers in secondary school in Ekiti State?

In answering the question, mean scores on the different level of availability and Functionality of organizational

facilities for job tasks of Vocational Agricultural Science teachers were computed and compared. To make decisions based on the functionality of the facilities using the mean ($\bar{X}$) facilities with a mean ($\bar{X}$) equal to or greater than the cut-off value (2.0) was considered functional, while those below the cut-off were deemed non-functional

Table 1: Mean and Standard Deviation of the Teacher Response on the Level of Functionality of the available Organizational Facilities for Job Tasks of Vocational Agricultural Science Teachers in Secondary School in Ekiti State

N=90

S/N	Items	$\bar{X}$	SD	Fully Functional (2.50–3.00)	Mostly Functional (2.00–2.49)	Partially Functional (1.50–1.99)	Not Functional (1.00–1.49)	Remarks
1	Telephone	2.51	0.32	2.51				Fully Functional
2	Stationeries	2.13	0.18		2.13			Mostly Functional
3	Translator	2.72	0.99	2.72				Fully Functional
4	Offices for Agricultural Teachers Vocational Education– Oriented Principal	2.18	0.56		2.18			Mostly Functional
5	Vocational- Oriented Head of Department	1.04	1.11				1.04	Not Functional
6	Adequate Offices and Accommodation	2.04	0.21		2.04			Mostly Functional
7	Effective Line of Communication with School Authority	1.52	0.89			1.52		Partially Functional
8	Barn for Storage	2.46	0.78		2.46			Mostly Functional
9	Agricultural Workshop	2.08	0.49		2.08			Mostly Functional
10	Agricultural Laboratory	2.32	0.68		2.32			Mostly Functional
11	Specimen for Practical	2.28	0.83		2.28			Mostly Functional
12		2.54	0.44	2.54				Fully Functional

N=90

Table 1 presents the responses of Vocational Agricultural Science teachers regarding the functionality of organisational facilities in secondary schools in Ekiti State. The findings reveal

that only a few facilities, namely the telephone ($\bar{X} = 2.51$), translator ($\bar{X} = 2.72$), and specimens for practical ($\bar{X} = 2.54$), were rated as fully functional. The

majority of the facilities, including stationeries ($\bar{X} = 2.13$), offices for agricultural teachers ($\bar{X} = 2.18$), vocational-oriented heads of department ($\bar{X} = 2.04$), effective communication channels with school authority ($\bar{X} = 2.46$), barn for storage ($\bar{X} = 2.08$), agricultural workshop ($\bar{X} = 2.32$), and agricultural laboratory ($\bar{X} = 2.28$), were rated as mostly functional. Adequate offices and accommodation ($\bar{X} = 1.52$) were assessed as partially functional, while the vocational education-oriented principal ($\bar{X} = 1.04$) was rated as not functional. Overall, the results indicate that although a few organisational facilities are fully functional, the majority are only mostly or partially functional. Leadership-related facilities, in particular, were found to be inadequate, reflecting weaknesses in the organisational support

system for vocational agricultural science teachers in secondary schools in Ekiti State.

Research Question 2: What is the level of availability and functionality of the instructional facilities for job tasks of Vocational Agricultural Science teachers in secondary School in Ekiti State?

In answering the research question, mean scores on the level of functionality of the available instructional facilities for the job tasks of Vocational Agricultural Science teachers were computed and compared. To make decisions based on the functionality of the facilities, facilities with a mean ($\bar{x}$) equal to or greater than the cut-off value of 2.0 were considered functional, while those below the cut-off were deemed non-functional.

Table 2 Mean and Standard Deviation of Teachers' Response on the level of Functionality of the available Instructional Facilities for Job Tasks of Vocational Agricultural Science Teachers in Secondary Schools in Ekiti State

N = 90

S/N	Items	$\bar{X}$	SD	Fully Functional (2.50–3.00)	Mostly Functional (2.00–2.49)	Partially Functional (1.50–1.99)	Not Functional (1.00–1.49)	Remarks
Prints								
1	Textbooks	2.24	0.12		2.24			Mostly Functional
2	Pamphlets	2.50	0.19	2.50				Fully Functional
3	Handouts	2.46	1.65		2.46			Mostly Functional
4	Guides	2.62	1.11	2.62				Fully Functional
5	Manuals	2.59	0.34	2.59				Fully Functional
Audio								
6	Cassette	2.63	0.97	2.63				Fully Functional
7	Megaphone	2.76	1.21	2.76				Fully Functional
8	Podcast	2.80	1.34	2.80				Fully Functional
Visual								
9	Charts	2.24	0.54		2.24			Mostly Functional
10	Real objects	2.01	1.04		2.01			Mostly Functional
11	Photographs	2.38	1.09		2.38			Mostly Functional
12	Transparencies	2.67	0.96	2.67				Fully Functional
Audio-Visual								
13	Slides	2.49	1.02		2.49			Mostly Functional
14	Films	2.96	1.13	2.96				Fully Functional
15	Television	2.43	0.89		2.43			Mostly Functional
16	Video	2.19	0.87		2.19			Mostly Functional
17	Multirole	2.91	1.56	2.91				Fully Functional

Electronics						
18	Computer	2.19	1.23		2.19	Mostly Functional
19	Graphic	2.11	2.11		2.11	Mostly Functional
20	Calculator	2.14	1.23		2.14	Mostly Functional
21	Tablet	2.96	0.23	2.96		Fully Functional
22	Laptop	2.37	0.33		2.37	Mostly Functional
23	Projector	2.50	0.76	2.50		Fully Functional
Other Facilities						
24	School farm	2.27	1.02		2.27	Mostly Functional
25	Agricultural laboratory	1.52	0.89		1.52	Partially Functional
26	Simple farm tools	1.88	1.08		1.88	Partially Functional
27	Fish pond	2.87	0.79	2.87		Fully Functional
28	Weed album	2.49	0.99		2.49	Mostly Functional
29	Insect box	2.51	1.13	2.51		Fully Functional
30	Preserved specimens	2.42	1.12		2.42	Mostly Functional
31	Fishing equipment	2.46	0.93		2.46	Mostly Functional
32	Soil samples	2.74	1.04	2.74		Fully Functional

Table 2 presents the responses of Vocational Agricultural Science teachers on the functionality of instructional facilities available for their job tasks in secondary schools in Ekiti State. The results indicate that several facilities were rated as fully functional. These include pamphlets ($\bar{X} = 2.50$), guides ($\bar{X} = 2.62$), manuals ($\bar{X} = 2.59$), audio tools such as cassette ($\bar{X} = 2.63$), megaphone ($\bar{X} = 2.76$), and podcast ($\bar{X} = 2.80$), as well as transparencies ($\bar{X} = 2.67$), films ($\bar{X} = 2.96$), multirole equipment ($\bar{X} = 2.91$), tablets ($\bar{X} = 2.96$), projectors ($\bar{X} = 2.50$), fish ponds ($\bar{X} = 2.87$), insect boxes ($\bar{X} = 2.51$), and soil samples ($\bar{X} = 2.74$). A number of other facilities, such as textbooks ($\bar{X} = 2.24$), handouts ($\bar{X} = 2.46$), charts ($\bar{X} = 2.24$), real objects ($\bar{X} = 2.01$), photographs ($\bar{X} = 2.38$), slides ($\bar{X} = 2.49$), television ($\bar{X} = 2.43$), video ($\bar{X} = 2.19$), computer ($\bar{X} = 2.19$), graphics ($\bar{X} = 2.11$), calculators ($\bar{X} = 2.14$), laptops ($\bar{X} = 2.37$), school farms ($\bar{X} = 2.27$), weed albums ($\bar{X} = 2.49$), preserved specimens ($\bar{X} = 2.42$), and fishing equipment ($\bar{X} = 2.46$), were rated as mostly functional. Meanwhile, simple

farm tools ($\bar{X} = 1.88$) were considered partially functional, and the agricultural laboratory ($\bar{X} = 1.52$) was rated as not functional. Overall, the findings reveal that most instructional facilities for vocational agricultural science are either fully or mostly functional, suggesting that teachers have access to a wide range of usable teaching aids. However, the low functionality of some practical facilities, particularly laboratories and simple farm tools, highlights a gap in the provision of hands-on instructional resources. Strengthening these areas would enhance the effectiveness of vocational agricultural science teaching in secondary schools in Ekiti State.

Research Question 3: What are the job tasks of vocational Agricultural Science teachers in State secondary schools in Ekiti State?

To address the research question, the mean ($\bar{x}$) and standard deviation (S.D.) of teachers' responses on their job tasks were computed and compared against a cut-off value of 2.50. Tasks with a mean score equal to or greater than 2.50 were considered agreed upon as part of the job tasks, while those below the cut-off were deemed disagreed.

Table 3: Mean and Standard Deviation of Teacher Response on Job Tasks of Vocational Agricultural Science Teachers in Ekiti State Secondary Schools

N = 90				
S/N	Items	$\bar{X}$	S.D	Remark
1	Preparation of scheme of work	3.50	1.03	Agreed
2	Preparation of lesson note	3.79	0.76	Agreed
3	Effective delivery of instruction	3.72	1.21	Agreed
4	Use of instructional materials	3.28	2.12	Agreed
5	Use of modern method of teaching	2.53	1.26	Agreed
6	Carry out of continuous assessment (CA)	3.91	1.05	Agreed
7	Evaluation of students' progress	3.62	2.13	Agreed
8	Establishment of school farm	2.48	1.05	Disagreed
9	Maintenance of school farm	2.43	1.12	Disagreed
Skills development in				
10	Crop husbandry	2.58	0.89	Agreed
11	Animal husbandry	2.22	1.13	Disagreed
12	Forestry	1.81	1.04	Disagreed
13	Horticulture crops	3.58	1.03	Agreed
14	Carrying out cultural practices	3.30	2.13	Agreed
15	Keeping records	3.02	2.34	Agreed
16	Fish farming	3.14	1.19	Agreed
17	Arable crop	3.07	1.34	Agreed
18	Attending seminal/conference	3.14	1.17	Agreed
19	Organizing field trips	3.12	1.91	Agreed
20	Establish In-school youth organization in Agricultural Science	3.09	1.15	Agreed
21	Storage of agricultural product	3.19	1.23	Agreed
22	Marketing of agricultural products	3.22	0.98	Agreed
23	Conducting agricultural shows and contest	2.03	1.22	Disagreed

Cut-Off = 2.50

Table 3 shows that teachers agreed on performing core instructional tasks, such as preparing schemes of work ($\bar{X}=3.50$), lesson notes ($\bar{X}=3.79$), delivering effective instruction ($\bar{X}=3.72$), and conducting continuous assessments ($\bar{X}=3.91$). They also agreed on skills development in crop husbandry ($\bar{X}=2.58$), horticulture crops ($\bar{X}=3.58$), and fish farming ($\bar{X}=3.14$). However, tasks related to establishing ($\bar{X}=2.48$) and maintaining school farms ($\bar{X}=2.43$) were disagreed upon, as were tasks in animal husbandry ($\bar{X}=2.22$), forestry ($\bar{X}=1.81$), and conducting agricultural shows ($\bar{X}=2.03$). This indicates strengths

in instructional roles but gaps in practical, farm-based tasks.

Research Question 4: What are the opinions of secondary schools teachers on the availability of organizational facilities for job tasks of vocational Agriculture teachers in secondary schools in Ekiti State?

To address this research question, the mean ($\bar{x}$) and standard deviation (S.D.) of secondary school teachers' opinions on the availability of organizational facilities as correlates of job tasks were computed. Items with a mean score equal to or greater than the cut-off value of 2.50 were considered agreed upon.

Table 4: Mean and Standard Deviation of Teachers' opinion on the availability of organizational facilities for job tasks of Vocational Agriculture Teachers in Secondary Schools in Ekiti State

N=90				
S/N	ITEMS	$\bar{X}$	S.D	Remark
1	Facilities ease accomplishment of the task of vocational Agricultural Science teachers in the classroom	3.02	0.97	Agreed
2	Better classroom management reduces the workloads of teachers job task	3.14	1.03	Agreed
3	Guides teachers against unnecessary wasting of time while carrying out their job tasks	2.96	1.34	Agreed
4	Allow flexibility during class	3.29	0.95	Agreed
5	Availability of organizational facilities has a negative impacts on teachers job task	3.73	1.10	Agreed
6	Allow the use of modern technology to compliment tools	3.07	1.15	Agreed
7	Arouse teachers interest to carry out their job tasks effectively	3.37	0.95	Agreed
8	Makes learning to be more meaningful	3.37	0.78	Agreed
9	Reduces teachers' stress in carrying out their job task	3.12	1.03	Agreed
10	Create an enabling environment for teachers' task to be effectively delivered	3.47	0.92	Agreed

Cut off = 2.50

Table 4 shows that teachers agreed that organizational facilities ease tasks ($\bar{x}=3.02$) and reduce workload ($\bar{x}=3.14$). They acknowledged that these facilities enhance job performance ($\bar{x}=3.07$), create an enabling environment ($\bar{x}=3.47$), and make learning more meaningful ($\bar{x}=3.37$). Interestingly, they also agreed that the lack of such facilities negatively impacts job tasks ($\bar{x}=3.73$). The responses underscore the importance of organizational facilities in supporting effective teaching and reducing stress.

Research Question 5: What are the opinions of secondary schools teachers'

on the availability of instructional facilities as correlates of job tasks of vocational Agriculture teachers in Ekiti State secondary schools?

To address the research question, the mean ($\bar{x}$) and standard deviation (S.D.) of teachers' opinions on the availability of instructional facilities for job tasks were calculated and compared against a cut-off value of 2.50. Items with a mean score equal to or greater than the cut-off were considered agreed upon, signifying positive opinions on the role of instructional facilities in enhancing the job tasks of vocational Agricultural Science teachers in Ekiti State secondary schools.

Table 5: Mean and Standard Deviation Teachers' opinion on how Instructional Facilities Compliments Job Tasks of Vocational Agriculture Teachers in Secondary Schools in Ekiti State

		N =90		
S/N	ITEMS	$\bar{X}$	S.D	Remark
1	Control the attention of students in the classroom	3.01	0.92	Agreed
2	Save time	3.14	1.23	Agreed
3	Ease the task of vocational Agricultural Science teachers	2.98	1.07	Agreed
4	Instructional facilities reduces the work stress of teachers job task	3.34	0.89	Agreed
5	Help teachers to clearly understand and ingrain the flow of the lesson	3.62	0.65	Agreed
6	Utilisation of instructional facilities makes learning activities meaningful	3.03	1.56	Agreed
7	Allow effective management and usage of lesson period	3.41	1.18	Agreed
8	Create an enabling environment for teachers' task to be effectively performed	3.39	1.29	Agreed
9	Allow teachers to align his or her instructions to specific needs of students	3.12	1.13	Agreed
10	Make teacher to assess the learning outcome of students	3.41	1.67	Agreed

Cut off = 2.50

Table 5 reveals that teachers agreed that instructional facilities are vital resources for carrying out tasks ($\bar{x}=3.01$) and positively impact teaching ($\bar{x}=3.14$). They ease workload ($\bar{x}=3.34$) and reduce stress ($\bar{x}=3.62$). Utilization of these facilities enhances learning effectiveness ($\bar{x}=3.03$) and creates an enabling teaching environment ($\bar{x}=3.39$). Furthermore, effective use of these facilities significantly boosts job performance ($\bar{x}=3.41$). The findings

underscore the critical role of instructional facilities in improving teaching outcomes and teacher efficiency.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between organizational facilities and job tasks of vocational Agricultural science teachers in Ekiti State secondary schools.

Table 6: Correlation Analysis of the relationship between organizational facilities and job tasks of vocational Agricultural science teachers in Ekiti State secondary schools

Variables	N	Mean	S.D	Df	r_{cal}	p-value
Organisational Facilities	90	72.86	9.44	178	0.84	0.000
Job Task	90	83.31	9.50			

P<0.05

Table 6 shows that $r_{cal}=0.84$; $P=0.000<0.05$. Since the p value is less than 0.05, the null hypothesis is rejected. This implies that there is a significant relationship between organizational facilities and the job tasks of vocational

Agricultural Science teachers in Ekiti State secondary schools.

Hypothesis 2: There is no significant relationship between instructional facilities and job tasks of vocational Agricultural science teachers. in Ekiti State secondary schools.

Table 7: Correlation Analysis of the Relationship between Instructional Facilities and Job Tasks of Vocational Agricultural Science Teachers. in Ekiti state Secondary Schools

Variables	N	Mean	S.D	Df	r _{cal}	p-value
Instructional Facilities	90	73.67	12.62	178	0.23	0.01
Job Task	90	83.31	9.50			

P<0.05

Table 7 shows that $r_{cal}=0.23$; $P=0.01 < 0.05$. Since the P value is less than 0.05, the null hypothesis is rejected. This implies that there is a significant relationship between instructional facilities and the job tasks of vocational Agricultural Science teachers in Ekiti State secondary schools.

Hypothesis 3: There is no significant difference between the opinion of rural and urban secondary schools teacher's on the availability of instructional facilities as correlates of job tasks of vocational Agriculture teachers in Ekiti State secondary schools.

Table 8: T-test of the Difference between Opinion of Rural and Urban Secondary Schools Teacher's on the Availability of Instructional Facilities in Ekiti State Secondary Schools

Variables	N	Mean	S.D	df	t _{cal}	p-value
Urban Teachers	64	68.88	8.74	88	0.336	0.738
Rural Teachers	26	68.19	8.76			

P<0.05

Table 8 shows that $t_{cal}=0.336$; $P=0.738 > 0.05$. Since the P value is greater than 0.05, the null hypothesis is not rejected. This implies that there is no significant difference between the opinion of rural and urban secondary school teachers on the availability of instructional facilities as correlates of job tasks of vocational Agriculture teachers in Ekiti State secondary schools.

Hypothesis 4: There is no significant difference between the opinion of rural and urban secondary schools teacher's on the availability organizational facilities as correlates of job tasks of vocational Agriculture teachers in Ekiti State secondary schools.

Table 9: T-test of the Difference between Opinion of Rural and Urban Secondary Schools Teacher's on the Availability of Organizational Facilities in Ekiti State Secondary Schools

Variables	N	Mean	S.D	df	t _{cal}	p-value
Urban Teachers	64	69.66	11.73	88	0.314	0.754
Rural Teachers	26	70.54	12.93			

P<0.05

Table 9 shows that $t_{cal}=0.314$; $P=0.754 > 0.05$. Since the P value is greater than 0.05, the null hypothesis is not rejected. This implies

that there is no significant difference between the opinion of rural and urban secondary school teachers on the availability of organizational facilities as

correlates of job tasks of vocational Agriculture teachers in Ekiti State secondary schools.

Discussion

The study revealed that the functionality of available organisational facilities for job tasks of Vocational Agricultural Science teachers in secondary schools in Ekiti State is moderate. While some essential organisational resources, such as stationery for teachers, offices for departmental heads, basic storage facilities, and laboratories, were found to be present in most schools, other vital elements were significantly lacking. These include communication tools like telephones, translation devices for technical content, and field-specific specimens needed for practical demonstrations. The partial presence of these organisational structures indicates an imbalance in resource allocation and prioritisation, which can negatively affect the performance of teachers. The inadequacy of such facilities has been corroborated by previous research, including studies by Osaghae and Irabor (2012), which highlighted that physical facility deficiencies hinder effective teaching and learning. A similar study was made by Kelani (2007), who noted that workshop equipment and hand tools were either underutilised or insufficient across many VTE institutions. This has serious implications: the lack of comprehensive organisational support undermines the ability of teachers to conduct practical sessions effectively, thereby limiting students' skill acquisition and confidence in pursuing agriculture-related careers.

The functionality of available instructional facilities was also reported to be at a moderate level. The findings revealed that while facilities such as

workshops, laboratories, and some specialised instructional tools were available, they often lacked modernity and were insufficient in quantity to meet the demands of large student populations. Teachers often face logistical challenges related to the procurement and maintenance of instructional materials. These constraints reduce the effectiveness of practical-based teaching, which is critical in agricultural education. This finding aligns with Bandele and Faremi (2012), who stressed that the inadequacy of physical instructional resources hampers the effective delivery of vocational training programs. Instructional facilities, including demonstration farms, laboratory tools, and modern teaching aids, play a pivotal role in making Agricultural Science education experiential rather than theoretical. Their limited availability, therefore, not only restricts curriculum delivery but also diminishes students' interest and engagement. Studies by Mezieobi and Mezieobi (2013) confirm that instructional materials, both human and non-human, are essential for encouraging active learning, and their absence or inadequacy compromises teaching effectiveness.

Despite these infrastructural challenges, the study revealed that vocational Agricultural Science teachers are effectively carrying out their job tasks. These tasks include lesson planning, conducting laboratory and farm demonstrations, managing class activities, evaluating student performance, and handling certain administrative responsibilities. The effective delivery of these tasks suggests a high level of teacher commitment and professional competence, likely influenced by teacher training, experience, and internal motivation.

Research by Umar (2016), as well as Septianti and Afiani (2020), supported this finding, emphasising the roles of teachers, which include acting as facilitators, cultural transmitters, and community liaisons. Rahadian (2016) further noted that teachers are expected to manage school supplies and resources in addition to delivering instruction. The ability of teachers in Ekiti State to fulfil these duties effectively despite infrastructural gaps demonstrates resilience and underscores the importance of professional development, peer collaboration, and administrative support.

The results revealed that teachers hold strong opinions on the importance and availability of organisational facilities. Most teachers agreed that organisational facilities are central to their ability to perform vocational tasks effectively. Facilities such as laboratories, workshops, field sites, and administrative tools contribute significantly to teaching efficiency and job satisfaction. Adeyemo (2001) emphasised the influence of an enabling environment in enhancing teacher performance in vocational education. In line with Owoeye and Olatunde Yara (2011), the study confirms that improved availability of organisational resources reduces time spent on improvisation, allowing teachers to focus on teaching delivery and student engagement. Teachers indicated that a well-structured school environment, supported by effective administrative systems and adequate physical infrastructure, promotes better performance, reduces stress, and fosters student learning. Earthman (2002) also highlighted that the quality of school facilities has a direct impact on educational outcomes, supporting the notion that infrastructure plays a critical role in the teaching and learning process.

The study investigated teachers' opinions regarding the availability of instructional facilities and found that they acknowledge the importance of these resources in improving lesson delivery and reducing teaching stress. Instructional aids such as charts, projectors, laboratory kits, and farm tools enhance the clarity and effectiveness of lessons, especially in practical-oriented subjects like Agricultural Science. Adeyemo (2001) and Asif et al. (2016) have similarly argued that access to adequate teaching resources increases job satisfaction and effectiveness. Teachers in this study emphasised that when instructional facilities are available and accessible, they are better positioned to deliver impactful lessons, which leads to higher student interest and performance. Furthermore, the study found no significant difference between the opinions of urban and rural teachers regarding the availability of these facilities, suggesting equitable distribution across geographical areas in Ekiti State. This finding aligns with studies by Adekunle and Balogun (2023), Eze and Okeke (2022), and recent reports from the Ekiti State Ministry of Education (2023), all of which point to state-wide efforts to ensure equitable distribution of educational resources. Such uniformity helps minimise educational disparities between urban and rural areas, reinforcing fairness in the teaching and learning experience.

Conclusion

The impact of instructional facilities on teaching agricultural science effectiveness is relatively modest compared to the more pronounced influence of organisational facilities. Notably, there is no significant difference in the opinions of urban and rural teachers regarding the availability of

these facilities, suggesting an equitable distribution of resources across different geographic locations. Some job tasks are effectively carried out by teachers, and they acknowledge the significant role that these facilities play in enhancing job performance and reducing stress, though some essential facilities are still lacking

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