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**Effect Special skills on training need to
the Agricultural Extension Agents using**

Borich Need Assessment Model

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INTRODUCTION

- The agricultural sector contributes significantly to the building of the national economy; as it provides food and jobs for the population, live it as almost 45% of the rural population in Iraq, and employees nearly 20 % of the workforce (Ibrahim, 2009). The two Iraqi rivers “Tigris and Euphrates “are originate from Turkey and northern Iraq. It is located on the continent of Asia.
- Iraq is basically an agricultural country. It has the land, the highly-skilled human resource, the water, and the climate that allows for the cultivation of a large number of field and horticultural crops, and domestic animals. (Zina, 2011).

INTRODUCTION

- The agricultural self-sufficiency is a necessity for national food security and economic imperatives.
- The effectiveness of extension services is also highly dependent on the ability of extension workers who are responsible to transfer information, skills and knowledge from extension organizations to the clients. Previous studies have identified various competencies needed by extension workers in technical areas and human development areas. It was found that extension workers should possess these skills in order to efficiently perform their role (Gibson and Hill, 1994; Cooper and Graham, 2001; Miller and Cox, 2006).

PROBLEM STATEMENT

- Identifying training needs of structural, and component in the training industry is an important process that need to be given a great consideration.
- Better targeting will be helpful in improving the effectiveness and efficiency of training (Muhammad, et.al. 2012).
- However, there are so many problems, that confronting the agricultural extension sector.

• PROBLEM STATEMENT

- The extension agents having no adequate information, knowledge, communication skill in agriculture, and extension methods. (B. O. Ovwigho, 2011).
- They have inefficiency in the competency of planning, controlling, and evaluating the agriculture program and activities (Salman, et al. 2012).
- Lack of skills and knowledge in a business management and marketing (Al-Rimawi, 2003).
- Less of special training courses in skill and knowledge in IPM, plant diseases, animal skills and horticultural crop with few training needs identified (Mark, et. al, 2007).
- Poor skills, inadequate job working condition, and the courses given are also confronting administrative difficulties in the agriculture sector (Alhamdany, 2013).
- An increase in financial allocations for staff training with weakness and lack of skills acquired them, and performance. (Salih, 2011).



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OBJECTIVES OF The STUDY

- The objective of the study
- To examine the training needs of agricultural extension agents by identifying the training needs required
- Examining the relationship between training needs and several social demographic factors of the employees and special skills, information and job satisfaction.

Significant of study

- The study of training needs is one of the most important steps in the development of performance, and factors that drive employee for continuity, and stability in employment.
- This work focuses on the scope of training needs type methods that could assist trainers, and researchers quantify and analyze the use of resources in farms and households to develop it.
- This study will help the policy makers to execute successful planning for improvement Agricultural extension for the development of agricultural production.

MATERIALS AND METHODS

- The study's design is a descriptive study. It focused on the population of all Agricultural Extension Officers(AEo) in Baghdad, Babylon, and Wasit Provinces in the Middle of Iraq consisting of 300 agents. The list of AE0 was obtained from the Agricultural Organization of Baghdad, Babylon, and Wasit Provinces

Data Analysis Technique

- The data analyzed statistically using the computer software statistical package for social sciences (SPSS), Microsoft Excel, Percentage, means, standard deviations and correlation analysis of variance (Milhem, 2000).
- T- Test and Chi-Square Tests: To analyze the significance of differences between the means against the Null Hypothesis.
- **Borich needs assessment:** To analyze the training needs of responders Borich Needs Assessment Model are designed around the skills individuals and groups need to be effective in the future and are used for making human resources decisions (Randol, 1988).



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Results and Discussion

Table 1 : Distribution of Respondents According to Level of Training needs in Agriculture

No	Knowledge and Skills	Mean	S. D	Grade
1.	Skills in Plant Technical	3.30	.63	6
2.	Skill in Irrigation and Drainage	3.21	.69	14
3.	Skill in Fertilization	3.24	.71	11
4.	Skill in Management	3.15	.67	16
5.	Skill in Animal husbandry	3.32	.69	5
6.	Skill in machines and equipment	3.22	.74	12
7.	Skills in Plant Protection	3.18	.73	15
8.	Skill in Horticultural Crops	3.22	.68	13
9.	Skills in Insects and Diseases	3.22	.65	10
10.	Skill in Integrated Pest Management	3.33	.67	4
11.	Skills in Extension Philosophy	3.25	.69	9
12.	Skills in Computers and ICT	3.26	.67	8
13.	Skills in Program Planning, Implementation and Evaluation	3.27	.70	7
14.	Extension Methods	3.74	.63	1
15.	Customer Skills	3.57	.61	3
16.	Business Skills	3.64	.66	2
	Total Average Mean	3.32		

Table 2: Comparison of Training Need with Social-Demography Using Chi-Square

No.	Personal Characteristics	X² Value	P-Value
1.	Province	6.863	0.143
2.	Age	5.190	0.737
3.	Gender	1.163	0.559
4.	Experience in agricultural extension	4.357	0.824
5.	Martail Status	8.190	0.085
6.	Education level	6.109	0.806
7.	Specilization	3.310	0.507
8.	Experience in Farming	1.770	0.413
9.	Family background	1.981	0.371
10.	Origin	2.255	0.689
11.	Work Location	13.381	0.099
12.	Training	13.020	0.043*
13.	Number of training courses	24.208	0.007*

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3: Distribution of sample study with Multiple Linear Regression

No.	Independent variable	Coefficients	P-value	R ²	Std Error
1.	Family Background	.186	.001	0.959	.468
2.	Age	.069	.009		
3.	Number of Training courses	.153	.015		
4.	Sources of agricultural information	.128	.001		
5.	Special skills	.292	.000		

Dependent variable (Training Needs) regression is:

$Y = 0.292 \text{ Special skills} + 0.128 \text{ Sources of agriculture information} + 0.069 \text{ Age} + 0.153 \text{ Training Courses Attended} + 0.186 \text{ Family background.}$

$R^2 = 0.959$

Std error = 0.468

P-value of the model = 0.000

Table 4: Relationship between Source of Agricultural Information and Training Needs

No.	Sources of Agricultural Information and Knowledge	Mean	S.D
1.	Through using of computer in works	3.48	1.09
2.	Attend the special training courses	3.67	1.05
3.	Through reading agricultural books and bulletin	3.60	1.05
4.	Watching TV and radio programs	3.48	1.10
5.	Discussing with colleagues of experienced agricultural workers	3.71	1.05
6.	Information from agricultural colleges	3.69	1.08
7.	Through agricultural research centers and investigations results and journal	3.66	1.09
8.	Information from agricultural researchers	3.63	1.11
9.	Through documents or media in CD	3.43	1.07
10.	Information from Department of agricultural extension and training	3.61	1.08
11.	Using the internet at work to get new information	3.72	1.13
Correlation-r		0.437 **	

Note: 1=Never, 2=Rarely, 3=Neutral, 4=Sometimes, 5=Almost Always
Correlation is significant at the 0.01 level (2-tailed).** (P<0.01).

Table 5: Correlation between Special Skill and Training Needs

No.	Special Skills	Frequency (%)					Mean	S.D
		1	2	3	4	5		
Work Skills								
3.	Encouraging teamwork among employees and departments to achieve organizational' goals	7 (3)	16 (6)	53 (19.2)	132 (48)	68 (25)	3.86	.93
Correlation-r		0.516**						
Communication Skills							Mean	S.D
8.	Develop a marketing plan for programs for agricultural extension	8 (3)	26 (9)	50 (19)	106 (38.4)	86 (31.1)	3.86	1.05
Correlation-r		0.462**						
With others							Mean	S.D
3.	Recognizing and rewarding employees for doing their best	8 (3)	26 (9.4)	55 (20)	123 (45)	64 (23.1)	3.76	1.00
Correlation-r		0.375**						
Leadership							Mean	S.D
3.	Develop a plan for building personal leadership skills	12 (4.3)	17 (6.1)	64 (23.1)	130 (47.1)	53 (20)	3.71	.98
Correlation-r		0.485**						
Correlation -r		0.521**						

Note: Correlation is significant at the 0.01 level (2-tailed). (P<0.01)**

Table 6: Correlation between Job Satisfaction and Training Needs

No	Relationship with Colleagues	Frequency (%)					Mean	S.D
		1	2	3	4	5		
4.	Cooperation with my colleagues	27 (10)	22 (8)	79 (29)	92 (33.3)	56 (20.2)	3.46	1.18
Correlation-r		0.205**						
Financial		1	2	3	4	5	Mean	S.D
4.	My living standard is suitable	64 (23.1)	62 (22.4)	92 (33.3)	38 (14)	20 (7.2)	2.59	1.19
Correlation-r		0.280**						
Attitude		1	2	3	4	5	Mean	S.D
1.	I feel my job makes me gain skills, experience, and new information	28 (10.1)	61 (22.1)	98 (35.5)	58 (21)	31 (11.2)	3.01	1.13
5.	I believe my work makes me use all my abilities, skills and experiences	32 (12)	50 (18.1)	101 (37)	69 (25)	24 (9)	3.01	1.11
Correlation-r		.341**						
Correlation-r		.334**						

Note: Correlation is significant at the 0.01 level (2-tailed) ** (P<0.01)

CONCLUSION

- First of all, need to focus on the surrounding environment the offices because it will be need different training, due to different surrounding environment, crops, technical, skills, knowledge, information, special skills, social demography. Also, had another traditional in this village. Than, the need to know from the officers before planning the training.
- Furthermore, the studies clearly show that there is a need for training in multiple areas in the agricultural sector. In order to have a training program that meets all aspirations to promote the agricultural sector, there must be a training program with the training needs identified to avoid loss of time, effort, and money without achieving training objectives and thus low of agricultural productivity.

Recommendations

- 1) The focus must be on staff, special skills and see weakness in any area and has a subjective rating of these skills by specialists to develop this skill and increase their effectiveness and develop employee's performance appropriately.
- 2) That the various agricultural and related organizations and the extension training institutions give attention to the areas of program planning, agricultural production and marketing, rural affairs and development, public affairs, leadership development, program execution, youth development and family living and program evaluation.
- 3) The need to provide the right atmosphere on job satisfaction because it has an impact on employee performance appropriately to kept pace with global developments in agriculture and reducing all obstacles in extension work.

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Thank you for listening