Study obstacles and problems of agriculture extension training courses from extension workers points of view participating in the extension training courses Dezful city

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Abstract

This study examined the obstacles and problems of agriculture extension training courses from extension workers point of view participating in the extension training courses Dezful city in 2010. This study relied upon a descriptive methodology, using survey as the instrument. The statistical population in this study consisted of 50 extension workers. That given the small statistical population, were studied all of them. The instrument was a researcher-made questionnaire. The results show that these courses faced with problems and obstacles such as; use of uniform methods of educational for teaching educational content courses, lack of time-fitness in courses with volume and content offered in courses, lack of easy access of farmers to educational content courses, low literacy level of farmers, lack of time-fitness in courses with time conditions of farmers, lack of importance of respect for the opinions of farmers in the holding courses, lack of timely awareness of the holding courses, lack of using of incentives, the thinking and vision of traditional in the farmers. Other research findings indicate that is significant difference at level \( P \leq 0.05 \) between the views of male extension workers and female extension workers about obstacles and problems (time, place and motivate). Also no significant difference between the views of male extension workers and female extension workers about obstacles and problems (educational methods, extension workers and content) in the extension courses held.

Keywords: Training, agricultural extension, agricultural extension training courses, extension workers, Dezful.

1. Introduction

The basic condition for prosperity and development in any society is the development of human capital and development of human capital will not be achieved unless with training (Bouyle, 2004). So training in different levels can lead to progress and development in all aspects of society and to move the engine of development into with power and quickly (Zamanipour, 2008). Training can increase productivity power of farmers and enable them to take advantage of scientific and technology advances and increase its production rate (Malasys, 2003). In the process of agricultural development the training and agriculture extension as a central mechanism considered and this role has done in many countries to respond appropriately (Shakouri, 2006). Leagans believes that the agriculture extension is as a major channel for technology transfer to farmers and as an important factor to increase agricultural production and development (Gholiniya et al, 2004). So its application in agriculture, the development of useful and practical knowledge in agriculture, motivate and changes in behavior is a traditional agricultural society (Singh, 2000). In connection with the agriculture extension and training it is said that agriculture extension and training is imperative for adult farmers and will be considered the main pillars of the agriculture in the world (Mathur, 1992). Exclusive purpose of agricultural extension training can be summarized in the following cases:

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provide information and skills necessary for farmers to increase productivity in agricultural production.
learn more practical information to farmers that are effective for him.
impress motivation and positive attitudes towards agriculture in rural farmers (Aghasizadeh, 2009).

However in the present century and especially in third world countries including Iran agriculture extension is faced with serious problems such as; development of low agriculture extension due to lack of support services, a large population of farmers, poor compliance of extension with the objectives of farm management, lack of appropriate training to extension workers, poor management, lack of support of extension workers, lack of programs defined (Adams, 2007). Despite held annually the agriculture extension courses in different parts of Iran by the organization of agriculture extension (Shamsaei et al, 2007). But the results of different studies have shown that these courses were not successfull. Perhaps one reason for this low success in disregard practitioners, policy makers and planners to education and extension to the extension workers points of view participating in these courses. Considering that extension workers are as provider the content of educational to the farmers and have awareness of the issues and problems facing this courses, so valuing to opinions them and to involve them in designing of future courses can help to eliminate the obstacles and problems these courses and improve quality and quantity them in the future. The given holding annually extension courses in the city of Dezful, in this study we tried to study obstacles and problems of agriculture extension traning courses from extension workers points of view participating in the extension traning courses Dezful city.

2. Purpose of research

The Purpose of this study is to survey obstacles and problems of agriculture extension traning courses from extension workers points of view participating in the extension traning courses Dezful city in 2010.

3. Research Questions

- What are the obstacles and problems related to educational methods and extension workers in the extension courses from extension workers points of view participating?
- What are the obstacles and problems related to time, place and educational resources in the extension courses from extension workers points of view participating?
- What are the obstacles and problems related to educational content and relevance of its training needs in the extension courses from extension workers points of view participating?
- What are the obstacles and problems related to motivate, encourage farmers to participate in the extension courses from extension workers points of view participating?
- Whether there are significant differences between the views of the male extension workers and female extension workers about the problems and obstacles to the extension courses?

4. Methodology

In this study the researcher sought to describe the objective, real and systematic study of problems agricultural extension courses from extension workers points of view, so this study relied upon a descriptive methodology, using survey as the instrument. The statistical society in this study was all extension workers participating in the agricultural extension courses Dezful city in 2010 that consisted of 50. In this study to select volume of sample given the small statistical population, were studied all of them.

5. Instrumentation

In carrying out this study, we used researcher-made questionnaire with 33 questions that first 6 questions are relating to the first research question and 9 questions are the second research question and 7 questions are relating to the third research question and 11 questions are relating to the fourth research question. For determining validity of device we give several forms of questionnaire to the supervising and consultant extension experts and after gathering their views we do necessary corrections on the questionnaire. For determining reliability of device we use Alfa method of Chronbach, so we present 20 samples of question to the people and after gathering and analyzing data we concluded that reliability coefficient is equal to /85 and is demonstrator of high reliability of device.
6. Data Analysis

Data from the study were subjected to appropriate statistical analysis to be able to draw up inferences from it. The t-test, KMO coefficient, factor analysis were used for data analysis.

7. Results

The results are presented in the tables as follows:

Table (1) - percent of extension workers responding and KMO coefficient about obstacles and problems educational methods and extension workers in the extension courses

| Questions                                                                 | Scale | Extension workers | Mean | KMO coefficient | Appropriateness of the questions for factor analysis |
|---------------------------------------------------------------------------|-------|-------------------|------|-----------------|----------------------------------------------------|
| 1. Usage of uniform methods of educational for teaching educational content courses by extension workers | Very High | Male | 12.0 | 38.0 | 20.0 | 10.0 | - | 3.65 | 0.706 | Good |
|                                                                           | Female | 0.0 | 14.0 | 2.0 | 40.0 | - | 3.5 | |
| 2. Encouragement of farmers' to participation in the teaching topics by extension workers | Male | 26.0 | 48.0 | 6.0 | - | - | 4.25 | 0.443 | Unacceptable |
|                                                                           | Female | 4.0 | 14.0 | 2.0 | - | - | 4.1 | |
| 3. Invite from extension workers outside the Dezful city for teach the courses | Male | - | - | - | 22.0 | 58.0 | 1.27 | 0.593 | Poor |
|                                                                           | Female | - | - | - | 2.0 | 40.0 | 14.0 | 1.4 | |
| 4. Inadequate employment of versed and experienced extension workers about updated agricultural issues | Male | 16.0 | 22.0 | 38.0 | - | - | 4.0 | 3.57 | 0.590 | Poor |
|                                                                           | Female | 6.0 | 2.0 | 12.0 | - | - | 0.0 | 3.7 | |
| 5. Effect of gender extension workers (male or female) in Quality of teaching | Male | 4.0 | 42.0 | 28.0 | 40.0 | 2.0 | - | 3.52 | 0.740 | Good |
|                                                                           | Female | 0.0 | 12.0 | 8.0 | 0.0 | 0.0 | 3.6 | |
| 6. Usage of instructional and assistant equipment by extension workers | Male | 4.0 | 20.0 | 48.0 | 6.0 | 2.0 | - | 3.22 | 0.540 | Poor |
|                                                                           | Female | 4.0 | 2.0 | 14.0 | 0.0 | 0.0 | 3.5 | |

The findings in Table (1) shows the highest of response average between male extension workers is in question (2) with average of 4.25 and has been the lowest average in question (3) with average of 1.27. Also the highest of response average between female extension workers is in question (2) with average of 4.1 and has been the lowest average in question (3) with average of 1.4. Also results of the KMO coefficient for factor analysis of variables shows that between the six questions the first component of Research the two questions (1, 5) are in a good condition of the KMO coefficient (First research question).

Table (2) - factor analysis using varimax method and predicted variance by each factor in the first research question

| Factor | variance predicted by each factor | Load factor |
|--------|----------------------------------|-------------|
| 1 Use of uniform methods of educational for teaching educational content courses by extension workers | 35.537 | 0.835 |
| 2 Effect of gender extension workers (male or female) in quality of teaching | 26.244 | 0.764 |

Total variance explained by factor 61.761

Results of the analysis main elements of variables with varimax rotation in the Table (2) shows that indicators of the factor ability was good in the two variable this component. After rotation with varimax method, two factors were the ability to express the variance with values greater than 1, that can be said these factors were represent obstacles and problems related to educational methods and extension workers in the extension courses held. Factors first and second respectively 35.537 - 26.244 and in the total has 61.761 variance (First research question).

Table (3) - percent of extension workers responding and KMO coefficient about obstacles and problems time, place and educational resources in the extension courses

| Questions                                                                 | Scale | Extension workers | Mean | KMO coefficient |
|---------------------------------------------------------------------------|-------|-------------------|------|-----------------|
| 1. Usage of uniform methods of educational for teaching educational content courses by extension workers | Very High | Male | 12.0 | 38.0 | 20.0 | 10.0 | - | 3.65 | 0.706 | Good |
|                                                                           | Female | 0.0 | 14.0 | 2.0 | 40.0 | - | 3.5 | |
| 2. Encouragement of farmers' to participation in the teaching topics by extension workers | Male | 26.0 | 48.0 | 6.0 | - | - | 4.25 | 0.443 | Unacceptable |
|                                                                           | Female | 4.0 | 14.0 | 2.0 | - | - | 4.1 | |
| 3. Invite from extension workers outside the Dezful city for teach the courses | Male | - | - | - | 22.0 | 58.0 | 1.27 | 0.593 | Poor |
|                                                                           | Female | - | - | - | 2.0 | 40.0 | 14.0 | 1.4 | |
| 4. Inadequate employment of versed and experienced extension workers about updated agricultural issues | Male | 16.0 | 22.0 | 38.0 | - | - | 4.0 | 3.57 | 0.590 | Poor |
|                                                                           | Female | 6.0 | 2.0 | 12.0 | - | - | 0.0 | 3.7 | |
| 5. Effect of gender extension workers (male or female) in Quality of teaching | Male | 4.0 | 42.0 | 28.0 | 40.0 | 2.0 | - | 3.52 | 0.740 | Good |
|                                                                           | Female | 0.0 | 12.0 | 8.0 | 0.0 | 0.0 | 3.6 | |
| 6. Usage of instructional and assistant equipment by extension workers | Male | 4.0 | 20.0 | 48.0 | 6.0 | 2.0 | - | 3.22 | 0.540 | Poor |
|                                                                           | Female | 4.0 | 2.0 | 14.0 | 0.0 | 0.0 | 3.5 | |
The findings in Table (3) shows the highest of response average between male extension workers is in question(8) with average of 4.67 and has been the lowest average in question(9) with average of 1.45. Also the highest of response average between female extension workers is in question(8) with average of 4.4 and has been the lowest average in question(9) with average of 1.8. Also results of the KMO coefficient for factor analysis of variables shows that between nine questions the second component of Research the three questions are in a good condition of the KMO coefficient (Second research question).

Table (4) - factor analysis using varimax method and predicted variance by each factor in the second research question

| Factor | variance predicted by each factor | Load factor |
|--------|----------------------------------|-------------|
| 1. lack of time-fitness in courses with volume and content offered in courses | 20.717 | 0.864 |
| 2. lack of easy access of farmers to educational content courses | 19.770 | 0.801 |
| 3. lack of time-fitness in courses with time conditions of farmers | 18.757 | 0.780 |

Total variance explained by factor: 59.244

Results of the analysis main elements of variables with varimax rotation in the Table (4) shows that indicators of the factor ability was good in the three variable this component. After rotation with varimax method, three factors were the ability to express the variance with values greater than 1, that can be said these factors were represent obstacles and problems related to time, place and educational resources in the extension courses held. Factors first, second and third respectively 20.717 - 19.770 -18.757 and in the total has 59.244 variance(Second research question).

Table (5) - percent of extension workers responding and KMO coefficient about obstacles and problems educational content and relevance of its training needs in the extension courses

| Questions | Extension workers | Scale | Mean | KMO coefficient | Appropriateness of the questions for factor analysis |
|-----------|-------------------|-------|------|-----------------|---------------------------------------------------|
| 1. Impact the content of training courses on improving knowledge and skills of farmers | Male | Very High | 48.0 | 26.0 | 6.0 | - | - | 4.52 | 0.480 | Unacceptable |
| | Female | Very High | 12.0 | 8.0 | 0.0 | - | - | 4.6 | |
| 2. lack of appropriate content presented in courses with vocational training needs of farmers | Male | Very High | 26.0 | 52.0 | 2.0 | - | - | 4.3 | 0.672 | Medium |
| | Female | Very High | 8.0 | 10.0 | 2.0 | - | - | 4.3 | |
| 3. Fitness of the content provided in courses accordance with the literacy level of farmers | Male | Very High | 2.0 | 4.0 | 48.0 | 18.0 | 8.0 | 2.67 | 0.701 | Good |
| | Female | Very High | 0.0 | 6.0 | 12.0 | 2.0 | 0.0 | 3.2 | |
The findings in Table (5) shows the highest of response average between male extension workers is in question (1) with average of 4.52 and has been the lowest average in question (7) with average of 1.95. Also the highest of response average between female extension workers is in question (1) with average of 4.6 and has been the lowest average in question (7) with average of 2.1. Also results of the KMO coefficient for factor analysis of variables shows that between seven questions the third component of Research the two questions are in a good condition of the KMO coefficient (Third research question).

Table (6) - factor analysis using varimax method and predicted variance by each factor in the third research question

| Factor | variance predicted by each factor | Load factor |
|--------|----------------------------------|-------------|
| 1. Lack of provide to educational content courses in the form of informational means such as instructional pamphlets and CDs to the farmers | 34.516 | 0.870 |
| 2. Lack of fitness of the content provided in accordance with the literacy level of farmers | 20.411 | 0.832 |

Total variance explained by factor 54.927

Results of the analysis main elements of variables with varimax rotation in the Table (6) shows that indicators of the factor ability was good in the two variable this component. After rotation with varimax method, two factors were the ability to express the variance with values greater than 1, that can be said these factors were represent obstacles and problems related to educational content and relevance of its training needs in the extension courses held. Factors first and second respectively 34.516 - 20.411 and in the total has 54.927 variance (Third research question).

Table (7) - percent of extension workers responding and KMO coefficient about obstacles and problems motivate, encourage farmers to participate in the extension courses

| Questions                                                                 | Scale                                   | Male                      | Female                   | KMO coefficient | Appropriateness of the questions for factor analysis |
|---------------------------------------------------------------------------|-----------------------------------------|---------------------------|--------------------------|-----------------|------------------------------------------------------|
| 1. Impact the participating in courses on job satisfaction of farmers      | Very High                               | 2.0                       | 0.0                      | 0.425           | Unacceptable                                        |
|                                                                            | High                                    | 20.0                      | 10.0                     |                 |                                                      |
|                                                                            | Medium                                  | 56.0                      | 10.0                     |                 |                                                      |
|                                                                            | Low                                     | 4.0                       | 0.0                      |                 |                                                      |
|                                                                            | Very Low                                | 3.25                      | 3.5                      |                 |                                                      |
| 2. Impact the use of local dialects for provide content by extension worker for the motivation of farmers for participating in courses | Very High                               | 22.0                      | 0.0                      | 0.710           | Good                                                 |
|                                                                            | High                                    | 54.0                      | 10.0                     |                 |                                                      |
|                                                                            | Medium                                  | 4.0                       | 0.0                      |                 |                                                      |
|                                                                            | Low                                     | 4.0                       | 0.0                      |                 |                                                      |
|                                                                            | Very Low                                | 4.17                      | 3.76                     |                 |                                                      |
| 3. Impact participating in courses on the growth and quality of agricultural products | Very High                               | 12.0                      | 0.0                      | 0.476           | Unacceptable                                        |
|                                                                            | High                                    | 52.0                      | 10.0                     |                 |                                                      |
|                                                                            | Medium                                  | 16.0                      | 0.0                      |                 |                                                      |
|                                                                            | Low                                     | 4.0                       | 0.0                      |                 |                                                      |
|                                                                            | Very Low                                | 3.95                      | 3.6                      |                 |                                                      |
| 4. Impact the importance of respect for the opinions of farmers in the holding courses at encourage farmers to participate in courses | Very High                               | 18.0                      | 0.0                      | 0.750           | Good                                                 |
|                                                                            | High                                    | 46.0                      | 10.0                     |                 |                                                      |
|                                                                            | Medium                                  | 46.0                      | 0.0                      |                 |                                                      |
|                                                                            | Low                                     | 4.0                       | 0.0                      |                 |                                                      |
|                                                                            | Very Low                                | 4.02                      | 3.6                      |                 |                                                      |
| 5. Impact participation of farmers in courses at learn new things          | Very High                               | 24.0                      | 0.0                      | 0.616           | Medium                                              |
|                                                                            | High                                    | 46.0                      | 10.0                     |                 |                                                      |
|                                                                            | Medium                                  | 4.0                       | 0.0                      |                 |                                                      |
|                                                                            | Low                                     | 4.0                       | 0.0                      |                 |                                                      |
|                                                                            | Very Low                                | 3.9                      | 3.9                      |                 |                                                      |
| 6. Provide of conditions the participating in courses for all farmers       | Very High                               | -                         | 18.0                     | 0.369           | Unacceptable                                        |
|                                                                            | High                                    | -                         | 60.0                     |                 |                                                      |
|                                                                            | Medium                                  | 2.0                       | 10.0                     |                 |                                                      |
|                                                                            | Low                                     | 3.2                      | 0.0                      |                 |                                                      |
|                                                                            | Very Low                                | 3.2                      | 3.5                      |                 |                                                      |
| 7. Impact the timely awareness of the holding courses at willingness of farmers to participate in courses | Very High                               | 58.0                      | 0.0                      | 0.768           | Good                                                 |
|                                                                            | High                                    | 18.0                      | 10.0                     |                 |                                                      |
|                                                                            | Medium                                  | 4.0                       | 0.0                      |                 |                                                      |
|                                                                            | Low                                     | 4.0                       | 0.0                      |                 |                                                      |
|                                                                            | Very Low                                | 4.67                      | 4.3                      |                 |                                                      |
| 8. Impact the provision of vehicles at willingness of farmers to participate in courses | Very High                               | 52.0                      | 0.0                      | 0.499           | Unacceptable                                        |
|                                                                            | High                                    | 22.0                      | 10.0                     |                 |                                                      |
|                                                                            | Medium                                  | 6.0                       | 0.0                      |                 |                                                      |
|                                                                            | Low                                     | 4.1                      | 0.0                      |                 |                                                      |
|                                                                            | Very Low                                | 4.57                      | 4.1                      |                 |                                                      |
| 9. Impact the use of (personal invitation) for participating in courses at willingness of farmers to participate in courses | Very High                               | 16.0                      | 0.0                      | 0.662           | Medium                                              |
|                                                                            | High                                    | 64.0                      | 10.0                     |                 |                                                      |
|                                                                            | Medium                                  | -                         | 8.0                      |                 |                                                      |
|                                                                            | Low                                     | 4.2                      | 0.0                      |                 |                                                      |
|                                                                            | Very Low                                | 4.1                      | 4.6                      |                 |                                                      |
| 10. Impact the use of incentives such as fertilizer of free at              | Very High                               | 72.0                      | 0.0                      | 0.725           | Good                                                 |
|                                                                            | High                                    | 6.0                       | 10.0                     |                 |                                                      |
|                                                                            | Medium                                  | 2.0                       | 0.0                      |                 |                                                      |
|                                                                            | Low                                     | 4.87                     | 4.6                      |                 |                                                      |
|                                                                            | Very Low                                | 4.87                      | 4.6                      |                 |                                                      |
The findings in Table (7) shows the highest of response average between male extension workers is in question(10) with average of 4.87 and has been the lowest average in question(6) with average of 3.2. Also the highest of response average between female extension workers is in question(10) with average of 4.8 and has been the lowest average in questions(1) and (6) with average of 3.5. Also results of the KMO coefficient for factor analysis of variables shows that between eleven questions the fourth component of Research the four questions are in a good condition of the KMO coefficient (Fourth research question).

Table (8) - Factor analysis using varimax method and predicted variance by each factor in the fourth research question

| Factor | Variance predicted by each factor | Load factor |
|--------|----------------------------------|-------------|
| 1      | Impact the timely awareness of the holding courses at willingness of farmers to participate in courses | 20.755 | 0.809 |
| 2      | Impact the importance of respect for the opinions of farmers in the holding courses at encourage farmers to participate in courses | 18.690 | 0.778 |
| 3      | Impact the use of incentives at willingness of farmers to participate in courses | 16.073 | 0.759 |
| 4      | Impact the use of local dialects for provide content by extension worker in the motivation of farmers for participating in courses | 14.123 | 0.747 |

Total variance explained by factor 69.641

Results of the analysis main elements of variables with varimax rotation in the Table (8) shows that indicators of the factor ability was good in the four variable this component. After rotation with varimax method, four factors were the ability to express the variance with values greater than 1, that can be said these factors were represent obstacles and problems related to motivate, encourage farmers to participate in the extension courses held. Factors first, second, third and fourth respectively 20.755-18.690-16.073-14.123 and in the total has 69.641 variance (Fourth research question).

Table (9) - Comparison average and standard deviation the obstacles and problems of agriculture extension courses held from points of view male extension workers and female extension workers

| Research Questions                                                                 | Male extension workers | Female extension workers | T    | P    |
|------------------------------------------------------------------------------------|------------------------|--------------------------|------|------|
| 1. obstacles and problems related to educational methods and extension workers     | Mean = 3.25, SD = 0.744 | Mean = 3.32, SD = 0.738  | -    | 1.134|
| 2. obstacles and problems related to time, place and educational resources         | Mean = 3.34, SD = 0.787 | Mean = 3.27, SD = 0.608  | 2.77 | 0.005*|
| 3. obstacles and problems related to educational content and relevance of its training needs | Mean = 3.33, SD = 0.768 | Mean = 3.38, SD = 0.774  | -    | 0.746|
| 4. obstacles and problems related to motivate, encourage farmers to participate    | Mean = 4.09, SD = 0.725 | Mean = 4.01, SD = 0.619  | 2.839| 0.011*|

The findings in Table (9) shows that T calculated about the first and third research question is not significant at level P≤ 0.05, So in this question is not difference between the views of male extension workers and female extension workers. But in the second and fourth research question the T calculated is significant at level P≤0.05, So in these two questions is difference between the views of male extension workers and female extension workers (Fifth research question).

8. Conclusions

The findings of this study using the KMO coefficient and factor analysis indicate that these courses the faced with problems and obstacles such as; use of uniform methods of educational for teaching educational content courses by extension workers, lack of attention to gender extension workers in quality of teaching, lack of time-fitness in courses with volume and content offered in courses, lack of easy access of farmers to educational content courses, lack of time-fitness in courses with time conditions of farmers, lack of access to educational content courses in the form of informational means such as instructional pamphlets and CDs, lack of time-fitness in courses with time...
conditions of farmers. Lack of fitness of the content provided in courses accordance with the literacy level of farmers, lack of importance of respect for the opinions of farmers in the holding courses, lack of timely awareness of the holding courses, lack of using of incentives such as fertilizer of free at more willingness of farmers to participate in courses. Lack of using of local dialects for provide content by extension worker in courses. Other research findings indicate that is significant difference at level $P \leq 0.05$ between the views of male extension workers and female extension workers about obstacles and problems (time, place and motivate). Reason the significant difference between the views of extension workers about these problems is that the average and standard deviation the views of male extension workers is higher than female extension workers. Also was not observed the significant difference between the views of male extension workers and female extension workers about obstacles and problems (educational methods, extension workers and content) in the extension courses held. Reason the lack of significant difference between the views of farmers about this problem is that the average and standard deviation the the views of male extension workers and female extension workers is almost identical.

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