RESEARCHPAPER

AGRICULTURAL EXTENSION TRAINING PROBLEMS IN KURDISTAN REGION/IRAQ DURING THE PERIOD OF (2013 –2017) FROM THE TRAINEES’ POINT OF VIEW

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ABSTRACT:
The aim of this study was to determine the extension training problems in many aspects, and to arrange the extension training problems in each aspect. The research involved 148 trainees who participated in training courses in all governorates in Kurdistan region during the period of 1st January 2013 – 30th December 2017. The data was collected through personal interviews; questionnaire was prepared for this purpose. To confirm the validity the questionnaire was reviewed by some experts. The reliability coefficient was evaluated by Cronbach's Alpha coefficient, and its value was (0.93). The results showed that the level of the extension training problem of respondents was medium tending to high, and the extension workers problem occupied the first rank, giving the relative importance (57.26%). While the planning and evaluation problem occupied the last rank, recording the relative importance (51.59%). The results showed that the problem statements of (lack appointments, insufficient financial resources to spend on farmers, lack of demonstration, administrative routines, lack of budget for the implementation, dependency on central planning and not taking into account the needs and problems of farmers) occupied the first rank among statements of each aspects The researcher recommended to work to reduce the problems which confront of training extension in each aspects, through preparation and provide the possibilities and equipment to extension training courses, work to providing specialists in agricultural extension through appointment new graduates, increasing incentives and budget for the implementation of training courses, as well as avoid routine, training programs of the agricultural extension departments have to focus on activating the training efforts according to the scientific principles of planning, execution and evaluation, increase the demonstration fields, decrease related administrative routine for training activities.

KEYWORDS: training, Extension training, Extension training problems.
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INTRODUCTION:

Agriculture could be referred to as the production, processing, promotion, and distribution of agricultural products. Agriculture is the backbone of the economic system of a given country. In addition to providing food and raw material, agriculture also provides employment opportunities to a very large percentage of the population (agriculturegoods.com).

Agricultural sector is at the heart of the economies of the least-developed countries (LDCs). It accounts for a large share of gross domestic product (GDP), employs a large proportion of the labor, represents a major source of foreign exchange, supplies the bulk of basic food and provides subsistence and other income to more than half of the LDCs’ population (www.fao.org). It has been agreed that the agricultural development focusing basically on the human ability (Arshidat, 2002). Training is a process aimed at bringing positive change in the knowledge, skills and attitudes of the trainees (Maher, 2001). It is clear that the extension
training for the employees of any extension organization (especially agents whom are working at the local level) is important as it has the role in agricultural development events, also as the trainers are responsible for the transfer of all kinds of agricultural technologies and modern information based on the results of scientific research to the farmers and encourage them to apply these technologies (Al-Radi, 2003).

Raising and improving the level of performance of agricultural extension agents depends on what they have learned in the training courses, specialized technical knowledge, skills and attitudes in their work in field with farmers, as training courses are one of the most important activities for the extension centers to improve their professional levels and to achieve positive development (Al-Mashhadani, 2006). Agricultural Extension depends a lot on research centers as a source of new information and agricultural innovations which are changing from time to time.

Importance of training for the workers in the agricultural extension sector is being in the point of their ability to join the information centers of the local areas and the rural groups those benefiting from agricultural extension services. This can be achieved by raising their knowledge abilities, activating and renewing their professional experiences, although the training programs for agricultural extension workers efforts aimed to make or bring a change, which seeks the agricultural extension organization to achieve its goals and objectives. It is necessary to monitor and evaluate overall discretion compatibility or satisfying the needs of the trainees and educational paybacks which is to improve the ability of these personnel to perform training activities aimed at changing cognitive behavior, skill and attitude (Al-Saidi, 2006).

Agricultural sector still suffers from many difficulties and challenges, which constitute a major barrier to the progress and to develop them better. Therefore, it is necessary to review the general policies of agricultural extension and provide administrative and organizational conditions to achieve the strategic objectives of the agricultural sector and reduce obstacles and problems that determine the effectiveness of agricultural organizations and enable them to perform their roles more effectively (FAO, 2009). There are many obstacles that hinder the course of the training process and lead to the failure to achieve its objectives and can be classified into administrative, organizational and technical obstacles.

The role of agricultural extension workers in the light of activities and job tasks, including training activities face many problems and constraints, which vary in severity between ease and complexity, but there are problems facing extension organization and negatively affect the achievement of its objectives (Tanubi 1998).

The study conducted by (Ridha & Hassuny, 2015), they found that there are administrative, organizational and financial problems in the extension training, and they recommended to solve the problems by the government (ministry of Agriculture) in a way of providing financial and technical support as well as increasing their personnel and equipment, As for the study of (Al-Jumaily & Al-Samarrai, 2016), they reached that the participation of employees in setting up extension training programs and implementing them for farms reduces the obstacles to extension work. They concluded that the employees should be trained in agricultural guidance on methods of transferring agricultural technologies, in a study conducted by (Draz & Abd El-Wahed, 2014), the results showed that the important problems revealed by agricultural extension agents are as follows: low wage and income of agricultural agent; weakness of extension of necessary facilities and administrative work and finally social and psychological problems. but in a study of (Khattab, 2017), the results showed that the problems size of extension work is medium –big , as there were significant correlation among the size of the problems and most studied variables . Lack of material and financial incentives problem ranked first among the problems facing worker in the agricultural extension in Kirkuk province, and he recommends the need to solve the problems of the workers by the cultivation of agriculture and secure the possibilities that help workers to carry out their duties more efficient.

Evaluation is an integral part of the training process, it is a continuous and organized process in training programs to assess the value of this program and make the appropriate decisions to know the success of the program. The effectiveness and efficiency of training programs depends on the impact of the program on the
trainees and increase their knowledge and experience (Bn-Aishi, 2012). Despite the importance of measuring the agricultural extension training programs to identify main problems are facing for agricultural extension training; however it has not received enough attention from officials or institutions concerned with agricultural extension training. So it becomes important to evaluate the training programs in order to evaluate the validity of various aspects of the process of training for the needs and the factual circumstances of the trainees and to identify the strengths and weaknesses of extension training and then prioritize problems. The extension organization has increased the training investment from its budget practicing several efforts and experiences in the program preparation and implementation. The money spent in the training investments considered as an input of the extension organization. Hence, the benefit, outcomes, and find out the problems of this project and the performance of production development levels have to be evaluated to determine the effect of inputs on the incomes achievement (Al-Mashhadani, 2006).

From the previous display, the research problems formulated through the following questions:

1. What are the extension training problems from the employee's point of views in the various aspects in general?

2. What are the extension training problems from the employee's point of views in the various aspects in terms of (extension training basis, possibilities and equipment, areas and activities of training, extension workers, planning and evaluation of training, training methods and technology transfer)?

3. What arranges of the extension training problems in each aspect?

RESEARCH OBJECTIVES:

This research aimed to determine the extension training problems in governorates of (Duhok, Erbil, Sulaymaniyah and Garmian) in Kurdistan region of Iraq through the following sub-objectives:

1. Describing the personal characteristics of the respondents.

2. To determine the extension training problems from the employee's point of views in the various aspects in general.

3. To determine the extension training problems from the employee's point of views in the various aspects in terms of (extension training basis, possibilities and equipment, areas and activities of training, extension workers, planning and evaluation of training, training methods and technology transfer).

4. To arrange the extension training problems in each aspect.

MATERIALS AND METHODS:

A descriptive approach was used to conduct this study, taking in consideration the following spans:

1. Geographical Span: This research conducted in all governorates of Kurdistan region-Iraq (Duhok, Erbil, Sulaymaniyah and Garmian).

2. The lifespan of Human: The research population included all the workers in agricultural extension organizations whom participated in the training courses during (2013–2017), they were (178) workers which spread over 4 departments and (46) centers. After excluding a (30) respondents for the pretest, the study sample remained (148) respondents, as shown in table (1) below.

| City           | Population | Sample | Percentage |
|----------------|------------|--------|------------|
| Duhok          | 35         | 30     | 20.27%     |
| Erbil          | 49         | 40     | 27.03%     |
| Sulaymaniyah   | 82         | 70     | 47.29%     |
| Garmian        | 12         | 8      | 5.41%      |
| **Total**      | **178**    | **148**| **100%**   |
The data were collected through a questionnaire consisted of two parts:
First part: Included a number of questions related to the personal characteristics of the respondents such as age, gender, academic achievement, extension service duration, location of the work, number of the training courses, duration of the training courses, training benefits, attitude towards training, job satisfaction, problem solving ability. These factors were determined and fixed after reviewing the literatures and some studies related to the study subject, in addition to the comments and the perspectives of some specialists in the agricultural extension filed. These variables were measured as follows: Age was measured according to the number of years, gender was measured according to male and female by giving the digital codes of (1 and 2) for male and female, respectively, academic achievements was measured by giving the codes of 1, 2, 3, 4, 5 and 6 according to the degree level obtained (high school, diploma, bachelor, high diploma, MSc and PhD.), respectively, extension service duration was measured by the years had spent in extension, location the work was measured by giving the digital codes (1, 2, 3 and 4) according to the location work (city, district, sub-district, and village), previous training was measured by the number of training courses participated by the trainee during the period of Jan. 1st, 2013 – Dec. 31st, 2017, period of the training courses was measured by the number of training days participated by trainee, training benefits was measured by giving the digital numbers (0, 1, 2, 3) respectively, according to the total numbers were obtained (no, few, neutral, a lot). attitude towards training was measured through (12) items half of them were positive and the other half were negative by giving the digital numbers (3, 2, 1) for positive and (1, 2, 3) for negative, respectively, job satisfaction was measured through (12) items half of them were positive and the other half were negative by giving the digital numbers (3, 2, 1) for positive and (1, 2, 3) for negative, respectively, problem solving ability was measured through (10) items by giving the digital numbers (3, 2, 1).

Second part: Identifying the main problems of agricultural extension training: This part includes six aspects for the problems (extension training basis, possibilities and equipment, areas and activities of the extension training, extension workers, planning and evaluation of training, training methods and technology transfer), comprising 74 items as follows (10, 14, 14, 11, 11) respectively. These items were arranged and purified depending on the literatures, and views of specialist perspectives in the training subjects and depends on the previous investigations on the entire subjects. To evaluate each aspects giving the total number of 74 items to estimate the extension training problems. Six alternatives were designed to each item as an indicator to determine the level of the items achievement. The alternatives of achievement levels were (N/A, Low, Moderate, High, Very high) were detected with the values of (0, 1, 2, 3, and 4) respectively. The identification of training problem levels was done by collecting the numbers of evaluation items that determined to be 0-296.

The first draft of questionnaire was shown to a group of specialists in the fields of agricultural extension, psychology, measuring and evaluation. Depending on their views, the items were reformatted. The content validity was measured by comparing the standards with the evaluation items according to the results of related studies. It also measured by the determination of relative significant of all evaluation training courses depending on the hypothesis of some experts. Reliability was measured through the exploratory sample of 30 respondents during the period (Aug. 13-25th, 2018) using Cronbach's Alpha method. This method gives the minimum value of the estimated coefficient of reliability (Al-Abbassi, 2018), the reliability coefficient was (0.93) degree.

After data collection at the period (Sept. 10th – Nov. 27th, 2018), the data were arranged and classified before analyzing with SPSS application. The statistical methods used in the analysis were frequency, percentage, arithmetic means, standard deviation, simple correlation coefficient (Pearson), t-test and F test.

RESULTS AND DISCUSSIONS:
1. Describing the personal characteristics of the respondents:
Table (2): Distribution the respondents according to some variables

| Variables          | Categories | Frequency | Percentage |
|--------------------|------------|-----------|------------|
| Age/ years         | 28 – 40    | 52        | 35.1%      |
|                    | 41 – 53    | 53        | 35.8%      |
|                    | 54 - 66    | 43        | 29.1%      |
| Gender             | Male       | 115       | 77.7%      |
|                    | Female     | 33        | 22.3%      |
| Academic achievement| Bachelor  | 70        | 47.3%      |
|                    | Diploma    | 25        | 16.9%      |
|                    | M.Sc.      | 5         | 3.4%       |
|                    | High diploma | 15     | 10.1%      |
| Extension service years | 1-12    | 115       | 77.7%      |
|                    | 13–24      | 30        | 20.3%      |
|                    | 25-36      | 3         | 2.0%       |
| Location of the work | District | 47        | 31.8%      |
|                    | City       | 28        | 18.9%      |
|                    | Village    | 16        | 10.8%      |
| Number of training | 1 – 3      | 92        | 62.2%      |
|                    | 4–6        | 38        | 25.7%      |
|                    | 7-9        | 18        | 12.2%      |
| Duration of training | 3–21    | 108       | 73%        |
|                    | 22–40      | 29        | 19.6%      |
|                    | 41-59      | 11        | 7.4%       |
|                    | 1–10       | 109       | 73.6%      |
|                    | 11–20      | 36        | 23.6%      |
| Extent of training benefit | 21 - 30 | 4         | 2.8%       |
|                    | Low (19-24) | 12       | 8.1%       |
|                    | Medium(25-30) | 32      | 21.6%      |
|                    | High (31 – 36) | 104   | 70.3%      |
| Job satisfaction   | Low (16 – 22) | 25     | 16.9%      |
|                    | Medium (23–29) | 99   | 66.9%      |
|                    | High (30 – 36) | 24   | 16.2%      |
|                    | Low (19 – 24) | 10    | 6.8%       |
|                    | Medium (25-30) | 49    | 33.1%      |
|                    | High (31 – 36) | 89   | 60.1%      |

2. To determine the extension training problems in general, the respondents were classified into three levels depending on the range, as described in table (3).

Table (3): Total degree of extension training problems

| Extension training problems | Number of trainees/worker | Percentage | Mean of the problem |
|-----------------------------|--------------------------|------------|---------------------|
| Low (41 - 116)degree        | 25                       | 16.9%      | 88.32               |
| Medium (117 - 192)degree    | 91                       | 61.5%      | 157.05              |

It is appearing from (Table 2) that the total degree of the extension training problems was nearly 60% which was medium toward high. This result is indicate existence the problems in the extension training aspects, maybe referred to the circumstances are experienced in Kurdistan Region of financial crises. This indicates that the training programs not led to a positive impact and not on the requirement level for the trainees for all aspects of training satisfactory.

3. To determine the total degree of the extension training problems in each aspect for workers, the aspects were arranged according to the level of their achieving. It is appeared that the "extension workers" problems was rated the first rank, giving the interesting percent of (57.26%). This result referred to workers' problems is the main source of other problems, and workers are the main factor to success and failure of training programs or training activities. While the "planning and evaluation" of training was occupied the last rank, giving the interesting percent of (51.59%). This result may be attributed to it have programs and plans for training with a mechanism to evaluate training activate, and they do not see it is a large problem (Table 4).
Table (4): Arranging the degree of extension training problems aspects according to their percentage

| No | Areas of training problem                  | Minimum value | Maximum value | Mean value | Std. Deviation | Standard degree | Importance percentage |
|----|-------------------------------------------|---------------|---------------|------------|----------------|-------------------|---------------------|
| 1  | Extension workers                         | 4             | 54            | 32.07      | 10.15          | 56                | 57.26%              |
| 2  | Possibilities and equipment               | 0             | 56            | 30.82      | 12.44          | 56                | 55.03%              |
| 3  | Methods and technology transfer           | 1             | 44            | 23.60      | 8.05           | 44                | 53.63%              |
| 4  | Extension training basics                 | 0             | 38            | 20.96      | 8.19           | 40                | 52.4%               |
| 5  | Areas and activities                      | 0             | 52            | 29.20      | 10.15          | 56                | 52.14%              |
| 6  | Planning and evaluation                   | 2             | 43            | 22.70      | 8.83           | 44                | 51.59%              |

4. To arrange the extension training problems in each aspect:

4.1 Problems related to the extension workers:

The statements of this aspect were arranged according to the mean values of their achieving. It appears that the problem of appointment new graduates specializing in agricultural extension were rated the first rank. This may be due to lack of commitment of appointment of new graduates in Kurdistan Regional Government with the continued work by the retirement law for employees, as described in (Table, 5).

Table 5. Problems related to the extension worker

| N  | Lack of opportunities to employ new graduates who specialized in agricultural extension. | means | rank |
|----|-----------------------------------------------------------------------------------------|-------|------|
| 1  |                                                                                       | 2.92  | 1    |
| 2  | Lack of opportunities to employ female advisory service (extension) to work with rural women | 2.95  | 2    |
| 3  | Shortage of female advisory service (extension) employees                                | 2.74  | 3    |
| 4  | Lack of incentives and rewards for agricultural extension workers                        | 2.64  | 4    |
| 5  | Poor communication between different levels of the employees                             | 2.56  | 5    |
| 6  | Low wage/salary comparison to the heavy workload                                        | 2.47  | 6    |
| 7  | Lack of interest to rehabilitate new female advisory service (extension) in rural areas | 2.43  | 7    |
| 8  | Lack of accurate and competency-based role description for the agricultural extension   | 2.40  | 8    |
| 9  | Shortage of workers                                                                     | 2.32  | 9    |
| 10 | Cancellation of the agricultural extension classes in educational institutions           | 2.12  | 10   |
| 11 | Dissatisfaction and discouragement of some employees at work                             | 1.99  | 11   |
| 12 | Uneven distribution of the employees at the extension centers                            | 1.84  | 12   |
| 13 | Frequent job transfer of the employees                                                   | 1.65  | 13   |
| 14 | Constant transfer of highly efficient workers                                            | 1.61  | 14   |

4.2 Problems related to the possibilities and equipment of training: The items of this aspect were arranged according to the mean values of their achieving. It has appeared that the problem of insufficient financial resources to spend on farmer were rated the first rank. This may be due to the financial crisis that was imposed on the Kurdistan regional government, which affected the performance of all ministries in general, as described in (Table, 6).
Table 6. Problems related to possibilities and equipment of training

| N | problems                                                      | means | rank |
|---|---------------------------------------------------------------|-------|------|
| 1 | Insufficient financial resources to spend on farmers          | 2.44  | 1    |
| 2 | Lack of transportation to carry out training activities       | 2.42  | 2    |
| 3 | Lack of budget to purchase training requirements              | 2.39  | 3    |
| 4 | Frequent power cut (failure).                                 | 2.30  | 4    |
| 5 | Lack of Up To Date publication materials                      | 2.29  | 5    |
| 6 | Insufficient agricultural areas to use for experiments and demonstration. | 2.28  | 6    |
| 7 | Lack of fuels                                                 | 2.25  | 7    |
| 8 | Poor maintenance of the training center facilities.           | 2.16  | 8    |
| 9 | Insufficient number of staff to carry out training activities.| 2.11  | 9    |
| 10| Lack of technicians to operate the equipment and devices.     | 2.07  | 10   |
| 11| Shortage of proper size generator at the training centers.    | 2.01  | 11   |
| 12| Lack of tools & aids in the training center.                  | 1.97  | 12   |
| 13| Weak network communication between training units.            | 1.93  | 13   |
| 14| Insufficient number of staff to carry out training activities.| 1.83  | 14   |

4.3. Problems related to the methods and technology transfer of training: The items of this aspect were arranged according to the mean values of their achieving. It is appeared that the lack of demonstration fields were rated the first rank. This may be due that the demonstration is one of the most important methods used in the training of agricultural extension, has an effective impact on the farmers, which uses practice and practice, as described in (Table 7).

Table 7. Problems related to the methods and technology transfer of training

| N  | problems                                                      | means | rank |
|----|---------------------------------------------------------------|-------|------|
| 1  | Lack of demonstration fields.                                 | 2.45  | 1    |
| 2  | Lack of cooperation and coordination between training units and Research Centers. | 2.42  | 2    |
| 3  | The inaccessibility of the means and techniques to implement extension activities | 2.38  | 3    |
| 4  | Incompetence and limited role of the agricultural media.     | 2.37  | 4    |
| 5  | Lack of scientific libraries/references to provide employees with the agricultural information. | 2.27  | 5    |
| 6  | Lack of the knowledge and methodology to transfer techniques. | 2.25  | 6    |
| 7  | Lack of communication opportunities between trainers and trainees to follow-up and evaluate. | 2.08  | 7    |
| 8  | Lack of identification and prioritization of the scientific principles. | 2.07  | 8    |
| 9  | Ineffectiveness of the training programs and activities to adapt the agricultural techniques. | 2.01  | 9    |
| 10 | Lack of convenient places to hold panels and meetings.       | 1.85  | 10   |
| 11 | Lack of training centers’ interest in handling farmer's issues. | 1.78  | 11   |

4.4 Problems related to the extension training basics: The items of this aspect were arranged according to the mean values of their achieving. It is appeared that the problem of linking the extension training activities with the administrative routine were rated the first rank. This may be due that the routine problems have long roots in all administrative institutions, including the ministry of agriculture, which has a direct impact on the delay of approval and timing in the implementation of extension activities, and delays in the financial budget to be denied, as described in (Table8).
Table 8. Problems related to the extension training basics

| N | problems                                                                 | means | rank |
|---|--------------------------------------------------------------------------|-------|------|
| 1 | Interconnect the extension training activities with the administrative routine. | 2.29  | 1    |
| 2 | Depending on the centralization to run the training courses.              | 2.26  | 2    |
| 3 | Instability of the agricultural extension training’s structure.           | 2.20  | 3    |
| 4 | Lack of interest in application the principles of agricultural extension training. | 2.17  | 4    |
| 5 | Poor network communication between different hierarchy levels (upper, lower and linear). | 2.16  | 5    |
| 6 | Duplicate supervisory at the training sessions and not knowing their duty limits. | 2.10  | 6    |
| 7 | Overlapping responsibilities at the advisory levels.                     | 2.08  | 7    |
| 8 | Consider the agricultural extension training as an out dated and unnecessary activity. | 2.07  | 8    |
| 9 | Unclear objectives of the agricultural extension trainings by the higher authorities. | 2.00  | 9    |
|10 | Lack of conception about the extension training by the higher authorities. | 1.94  | 10   |

4.5. Problems related to the areas and activities training: The items of this aspect were arranged according to the mean values of their achieving. It is appeared that the problem of financial allocations for spending to extension training activities were rated the first rank.

Table 9. Problems related to the areas and activities training

| N | problems                                                                 | means | rank |
|---|--------------------------------------------------------------------------|-------|------|
| 1 | Low budget to spend on extension training activities.                   | 2.58  | 1    |
| 2 | Lack of financial and moral incentives to encourage farmers to join the training activities. | 2.51  | 2    |
| 3 | Lack of extension training activities for rural youth.                  | 2.43  | 3    |
| 4 | Lack of communication between the extension training centers and agricultural researchers. | 2.37  | 4    |
| 5 | Lack of extension training activities for rural women.                  | 2.32  | 5    |
| 6 | Obstacles in extension centers to organize training courses.            | 2.29  | 6    |
| 7 | Lack of opportunities of the extension centers to implement the extension fields. | 2.18  | 7    |
| 8 | Lack of opportunities of the extension centers to plan and implement training programs that are suitable for the rural areas | 2.15  | 8    |
| 9 | Functional dependency of the training centers technically and administratively. | 2.13  | 9    |
|10 | Lack of responses and trust in extension training activities.           | 2.01  | 10   |
|11 | The timing of the trainings does not suit the trainee’s circumstances.  | 1.85  | 11   |
|12 | Lack of the extension center’s responsibilities to evaluate the training activities | 1.70  | 12   |
|13 | Irregular work schedule, inconsistent working hours and frequent job rotation. | 1.68  | 13   |
|14 | Lack of trainers’ commitments and punctuality.                          | 1.32  | 14   |
4.6. Problems related to the planning and evaluation of training: The items of this aspect were arranged according to the mean values of their achieving. It is appeared that the problem of the lack taking into consideration the reality of the region and rely on central planning were rated in the first rank. This may be due programs that are implemented in the form of ready-made programs from higher authorities, and there is no decentralization and independent powers in agricultural extension work and this is supported by the problem that occupied second rank, as described in (Table, 10).

| N  | problems                                                                 | means | rank |
|----|--------------------------------------------------------------------------|-------|------|
| 1  | No consideration of the current status of the region and dependency on    | 2.25  | 1    |
|    | central planning.                                                        |       |      |
| 2  | Reliance on prepared programs that are made by the higher authorities.   | 2.24  | 2    |
| 3  | Difficulty to demonstrate the issues and identify the needs of the trainees. | 2.12  | 3    |
| 4  | Lack of trainees' participation in the planning and evaluation process.  | 2.11  | 4    |
| 5  | Poor quality of the training programs that are related to the planning and evaluation. | 2.09  | 5    |
| 6  | Lack of resources to collect information.                                 | 2.07  | 6    |
| 7  | Lack of implementation of the principles of the extension training planning. | 2.06  | 7    |
| 8  | Not benefited from the extension reports.                                | 2.04  | 8    |
| 9  | Not benefited from the results of the previous evaluation.               | 1.98  | 9    |
| 10 | Poor qualitative sequencing of the training needs that are important.   | 1.93  | 10   |
| 11 | Not to usefulness from the extension reports.                            | 1.86  | 11   |

CONCLUSIONS:
1. The study results determined that the extension training problems were described as having a medium tending to high in each aspects of the worker trainees' point of view.. Hence, we concluded the financial crisis that occurred in Kurdistan region affected negatively on all areas, such as agricultural sector, especially in the field of training and development of the human resources, or poor attention by the responsible authorities to resolving problems and constraints during the training period, as well as weakness in the preparation and preparation of material and human resources for the implementation of training, or perhaps not to take into consideration the desire of the trainees to participate in training programs to suit their actual needs, to take advantage of them in the development of their abilities in the field of their work effectively and other obstacles. This result is supports the total estimate of the extension training efficiency in general for workers which was medium toward low.

2. The results showed that the problem of the workers occupied the first rank from the worker trainees' point of views. We can conclude that the any training activity carried out by the extension organization the workers bear the responsibility primarily of success or failure, and they are the most important elements of the training program. While the problem of the planning and evaluation was occupied the last rank, concluding there are plans and programs and not requiring much effort, but the problem in its implementation due to the lack of material and human resources or not translated into reality by officials of the organization.

3. The results showed the problem statements of (lack of appointments, insufficient financial resources to spend on farmers, lack of demonstration, administrative routines, lack of budget for the implementation, dependency on central planning and not taking into account the needs and problems of farmers) occupied the first rank among statements of each aspects, we conclude that the crisis of the financial budget of the regional government led to the emergence of these
problems, and all that are linked to the financial problem.

RECOMMENDATIONS:
1. Reviewing the principles, philosophy and objectives of extension training from the higher authorities.
2. Providing all material and human resources to implement training activity in the light of their training needs.
3. Agricultural extension departments have to working to providing specialists in agricultural extension through appointments new graduate.
4. Agricultural extension departments have to work to increasing budget and increasing with rewards in the suitable timing for the implementation training activities.
5. Depending on the reality programs and consideration of the current status of the region for execution the training activities.
6. Supplying all requirements and training means and demonstration fields by agricultural extension departments.

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