



# Effective Job Satisfaction on Training Needs of Agricultural Workers in Extensive Work Zone at Iraqi Provinces: A Case Study

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## Author's contribution

The sole author designed, analyzed and interpreted and prepared the manuscript.

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## ABSTRACT

The world is faced with the need to make agriculture more sustainable, more profitable, and more productive with fewer resources to ensure continuity and development. Effective agricultural extension is one of the ways of achieving productivity in agriculture by boosting job performance. The differences between individuals have an impact on individual job performances, volume and quality of work. These differences are made to identify the performance, behavior and actions of employees. Thus, this study is aimed at examining the impact of training on the knowledge and attitudes of extension workers in Iraq. This study reviews the several analyses required for the successful identification of training needs and implementation of training programs. Used mean and MWDS for training needs in the study. This study was conducted for a selected Iraqi extension worker. To achieve targeted results, the processes were analyzed systematically and accurately with the participation of all involved parties. Analysis of job satisfaction indicated a significant relationship between training and relationship with colleagues, finances and attitude with correlation coefficients of 0.197, 0.246, and 0.334, respectively, at a level of 0.01.

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## 1. INTRODUCTION

From inception, humans have been subjected to training processes in family, hunting and animal breeding and land cultivation. With human development and emergence of more complex lifestyles, the training contents and procedures becomes more complex, according to the difficulty of the work performed by an individual. Training provides information, skills and experience required for effective performance [1]. In addition, training can reduce, if not eliminate, the gap between desired performance and current performance, by equipping the participants with requisite skills, necessary knowledge and by encouraging them to build and enhance the capabilities of extension workers. This study will serve as a baseline data in the evaluation or impact survey of the training programs [2].

Training is one of the most valuable tools in business and industry to improve the knowledge and skills of employees. The training is designed to help employees adjust to their jobs, and to develop pride and enthusiasm towards their jobs [3]. Training ensures that government officials have the knowledge and right skills to do their work effectively and competently. Training may be needed to bridge the gap between the desired performance, and the current performance, which is caused by lack of skill or knowledge. Training is also defined as the systematic development of attitude, knowledge, skill, and behavior pattern needed for adequate performance of a specified job or task [2]. The success of extension work is negatively influenced by weakness or absence of training agricultural extension workers after employment [4]. Thus, training is an investment in human capital, and a key approach to configuring the appropriate human resources in order for employees to do their job effectively.

In recent times, novel scientific and technological concepts, and modern management models are incorporated into organizations, to improve efficiency and effectiveness. Also, need to Training is required to determine the processes needed to pinpoint accuracy in planning, implementation and development [2]. Training activity plan comprises a set of programs designed to educate human resources, upgrade requisite skills, knowledge and experience, and modify the behavior of employees to an

exceptional level. Performance support via training extends beyond conventional event-based learning to include tools and resources that supplement training in the field and enable workers to attain and surpass a competent level of performance on the job. As reported in literature, effective training will make employees become more aligned for career growth and enhances personal motivation (Campbell, 2001).

### 1.1 Problem Statement

Thus, there is a dire need to identify the job areas in which AOs are less competent and require training. In recent years, agricultural extension workers have shown poor performance because they are mainly new employees and newcomers specialized in agricultural extension. Improving the knowledge and skills of agricultural extension workers can play a vital role in the success of the agricultural sector in Iraq. There are several problems confronting the agricultural extension sector, which include inadequate information, lack of knowledge, skill, experiences in agriculture, and extension methods, inefficiencies in planning and communication skills, and poor evaluation of agriculture program and activities [4]. Therefore, consideration should be given to the design and implementation of training programs to achieve the objectives of the organization. This study in an attempt to answer the following questions: what is the role of training in improving job performance? What level of personnel training as required?

The research objectives of this study include: (1) To identify the impact of training on improving corporate performance, (2) To identify the impact and relevance of training programs designed to improve job performance. And (3) To identify the impact of the implementation of training in improving job performance.

## 2. Literature Review

Training need is defined as shortage of skills or abilities, which can be reduced or eliminated through education and development. Training requirements hinder employees in the fulfillment of their job responsibilities or prevent an organization from achieving its objectives [5]. [6] revealed that training commitment, training needs assessment, training contents, delivery approaches and training evaluation positively and significantly influence the employee's work

commitment, job satisfaction, and job performance. A study by [7] used Borich Needs Assessment Model and modified it using MWDS in order to develop seven educational technologies (Use of Computer, Use of Internet, Use of E-mail, Use of Word documents, Use of PowerPoint, Making Sites and Use of Facebook) for the request of the new approach and the previous methods for training needs assessment.

others study done by [8] employing Borich need assessment model tool to develop (16) areas in agricultural extension with five scores showed that the job satisfaction was highly significant on training needs at level 0.01. [9] explored the impact of training activities at the level of service provision in companies. In order to achieve the purpose of study, the researchers designed a questionnaire that included training programs that were used in the company, and analyzed the data using a statistical program. However, a number of studies on training strategies have little or mixed success. For instance, [10] examined goal setting at the end of training by comparing three conditions: setting distal goals, setting proximal plus distal goals, and telling participants to do their best. Contrary to expectations, participants instructed to do their best out-performed trainees that were told to set distal goals, as well as participants told to set proximal plus distal goals. In contrast, [11] reported positive effects for a post training goal-setting intervention, particularly in supportive work environments. A study by [12] the result showed that the identifying on training need had big impact on the efficiency of the training programs and could improve the individual and organizational performance in the Jordanian health sector. Also, significant relationship between training needs and organizational performance at level 0.05.

Training: An operation planned to change the attitudes of employees and equip them with knowledge and skills through learning experience [13]. Training is used to achieve effective performance in an activity or a particular domain and develop the capacity of the employee to achieve current and future organizational needs of the workforce [13]. Training needs are identified through follow-up and evaluation of employees about gap between the current situation and future needs in order to improve job performance.

Training is a useful approach to ensure compatibility and consistency of learning and

skills training with organizational objectives, in the short and long term. The training concept has been existential from ancient times. In recent times, an economic and social change has imposed on companies the need to prepare studies and projections for current and future situations. There are also demands for radical and comprehensive educational reforms with a view to preparing staff to meet socio-economic challenges and keep up with the evolving information and technology through training [14].

Training is also defined as a planned and orderly process that develops the attitudes, expands the knowledge base and hones the skills of an individual or group of individuals through continuous learning stimulation and use of modern methods to improve performance and gain experience, by expanding their knowledge and hone their skills and abilities through continuous stimulation on learning and using modern methods. The learning processes and programs are carried out in line with personal motivation and within the programs' management plans, taking into consideration the needs of trainees, organizations and the State. [15] defined training as a joint operation that provides individuals with knowledge, skills, abilities, attitudes and ideas necessary to perform a particular action or achieve a specified goal, or with a view to enhancing the efficiency of employees and organizations. [4] defined training as an activity that is based on rules and foundations, which must be mastered by the organizers of training programs. The effectiveness of training depends on the planning and preparation of training program, and also relies on statistics and information analysis to collect and identify training needs. The design of training methods also depends on industrial psychology.

Abu Nasr [13] defined training as a planned, systematic and continuous process, which is designed to give employees requisite knowledge and special skills, as well as change the attitudes and behavior of employees in order to improve their performance and achieve the goals of the organization. The training and development of personnel skills and learning is a key strategy of organizations, thus they appropriate part of their investment to training [16,17] explained training to be an orderly development of knowledge, skills, and attitudes required by an individual so that he/she can carry out his/her duties efficiently ,while [18] defined training as increase in the knowledge and skills of employees. [18]

noted the multiplicity and diversity of training concepts, but with largely similar content. They defined training as an ongoing process, which requires efforts and planning, to develop the knowledge, experiences, and trends of trainees, making them more effective in performing their duties. Based on, these definitions of training, it can be concluded that training is an ongoing process designed to provide skills, information and expertise that employees lack, thus improving the performance of the organization as a whole. It also aims to provide training, individual behavioral patterns and trends in order to improve the skills of individuals or groups.

According to [19] the highest percentage of investment was 94.6% to 87 workers who have studied agricultural extension courses, while 5.4% was to 5 workers who did not study courses in agricultural extension. This indicates that the majority of workers considered for training are those that have taken courses in agricultural extension. There are three approaches to training:

1. The traditional approach: Here, the training staff designs the objectives, contents, teaching techniques, assignments, lesson plans, motivation, tests, and evaluation. This approach is based on intervention by the training staff.
2. The experiential approach: In this approach, the trainer incorporates experiences where the learner becomes active and influences the training process. Unlike the traditional approach, experiential training emphasizes real or simulated situations in which the trainees will eventually operate. In this model, the objectives and other elements of training are mutually determined by the trainers and trainees. Teachers mainly play the roles of facilitators, catalysts, or resource persons [1].
3. The performance-based approach: In this approach to training, goals are measured through achievement of a specified level of proficiency rather than with passing grades of the trainees. Emphasis is placed on obtaining specific, observable skills needed for a task. A performance-based teacher education (PBTE) model was developed by [20] which is mostly task or skill centered and is also relevant to informal educational organizations such as agricultural extension.

In addition, it can add a fourth approach (distance training approach) this approach of training from the internet or use new technology, this approach can anyone join him. Because, all new results and technology from any research, it is available to everyone and can put important questions to answer. This approach was applied in some Arabic countries, by putting the web site for direct communication to resolve agricultural problems and training courses, oversees this website experts from all disciplines, through fixed location it is farmers, they can also take pictures for some morbidity, and insects and many agricultural problems. To solve problems that requires immediate solution.

### 3. METHODOLOGY

Population sampling is a process of taking a subset of subjects that is representative of the entire population. The study includes all employees of the agricultural extension service working in agricultural training, extension centers and directorates of agriculture, as well as the workers in extension farms in the provinces in Baghdad, Babylon and Wasit at every level of agricultural extension organization (senior management, middle management and all staff working in the department of agricultural extension). A total of 300 respondents have been selected using stratified sampling, which made up of 150 respondents from Baghdad province, 75 respondents from Babylon and 75 employees from Wasit province. Five scores are used in every area in agriculture, namely (never needed, no need, neutral, strongly needed and very strongly needed) for the training needs in this study. Used (MWDS) a mean weighted discrepancy score was then calculated for each respondent on each of the important competencies by multiplying the discrepancy score by the mean importance rating, divided on number of respondents, as shown in equation 4 below [21].

#### 3.1 Hypothesis of the Study

To achieve the research objectives, hypotheses were formulated following the research to know the response of respondents according to the following hypothesis:

There is no effect of statistical significance at level (0.05) or at level (0.01) for identifying training needs on improving the individuals and job satisfaction.

H<sub>0</sub>: There is no significant difference in term of training need between categories of job satisfaction.

H<sub>1</sub>: There is a significant difference in term of training need between categories of job satisfaction.

### **3.2 The Importance and Benefits of Training**

Organizations which do not attach importance to training or where there is no continuous training programs find themselves in trouble because of their inability to adapt to several changes that occur in the environment. Thus, organizations have to review skills, cognitive structure and human resources capacity in order to align with new environmental requirements. Intensive and properly planned training programs need to be provided to improve the ability of personnel to provide quality services and high skill, and increase customer satisfaction [9]. Training is planned to create and improve the skills and capabilities of an individual, and extend his/her knowledge through learning, which in turn upgrades the efficiency of employees and facility as whole [22].

Training of personnel is a practice of most modern organizations in order to keep up with changes in technological and managerial areas. Without the requisite manpower, organizations will be unable to accommodate these changes, which in turn will hinder their attainment of strategic goals. The significance and benefits of training have been grouped into three main aspects: [1] increased productivity and organizational performance through clarity of objectives and methods of workflow [2] the definition of employees that is required of them, and [3] developing skills to achieve the desired organizational goals and contribute to connecting individual goals and objectives of the organization [4]. Training also contributes to creating positive trends that are internal and external to the organization, and also contributes to organizations' openness to the outside community. Training effects on performance may be subtle (though measurable), as shown in a qualitative study involving mechanics in Northern India [23] which found that on-the-job training led to greater innovation and tacit skills. Tacit skills are behaviors acquired through informal learning that are useful for effective performance. Regarding innovation, trained mechanics learned to build two Jeep bodies using only a homemade hammer, chisel, and oxyacetylene welder.

The training ensures continuity of management and more flexibility. This is achieved through the preparation and training of personnel and organizations' ability to adapt business variables and functions. Training also improves the reputation of organizations, which will be effective after the above-mentioned benefits grow. [24] reported the need to maintain the core ability of organizations to achieve competitive advantage through the development of efficient and qualified staff able to carry the burden of achieving excellence oriented strategy. [4] reported that the success of organizations and even society as a whole is essentially linked to personnel training. Thus, training is a means to economic development and social prosperity, in addition to being an insurance against unemployment, old age, loss of employment, and inadequate individual work.

### **3.3 Basic Principles for Effective Training**

The performance, competitiveness, adaptability and flexibility in work are continuously improved to meet new skills, knowledge and technology. A range of fundamental principles for training have been developed and used to manage training processes effectively. The principles are explained below [14]:

#### **3.3.1 Principle of continuity**

Here, training is not just a temporary solution to problems facing organizations, but is a core function that continues throughout the life of the organization. Also, it must be carried out by individuals in the organizations as part of their work duties, and is expected to be a continuous process [5].

#### **3.3.2 Principle of universality**

This principle posits that training should comprise all staff in the various technical terms or administrative levels, including all upper and middle Executive, given the constant changes in the business environment and requirements.

#### **3.3.3 An integrated system of training**

Training programs like any other system has inputs that include trainees and instructors that are responsible for training. Training activities also include the design and implementation of training programs, as well as evaluation of the results of training.

### **3.3.4 Output of training system**

The output is in the form of economic results and the outcome of behavioral work to improve job satisfaction, labor relations, and reduce turnover and delays, absenteeism and workplace accidents. This will increase loyalty and the provision of sufficient numbers of staff knowledge and expertise necessary to perform current and future functions.

### **3.3.5 Flexibility training (kinetic)**

This is a key factor that needs to be strengthened in the minds of the drafters of the training process in organizations. Training is not static and is required to be constantly renewed and improved to suit the internal and external changes in organizations [24].

### **3.3.6 Principle of revenue and cost**

This includes discretionary budgeting for training programs.

### **3.3.7 Managing the training process**

To ensure the efficiency and effectiveness of training, it is an important human resources management considers training as an integral process with inputs, outputs and activities.

## **3.4 Stages of the Training Process**

The training process is a set of activities or operations that draws a number of trainees to achieve specified objectives. The stages of the training process include.

1. Planning and identification of training needs of employees: This involves exposing the problems in the course of planning programs according to current and projected variables in future to achieve the objectives of the organization.
2. Design and implementation of the training program: This comes after identifying training needs, process specification and the various components of the training work. It is carried out to achieve the training requirements established for the training program.
3. Implementation: The training program is subsequently implemented to bring it into existence. The success of the program depends on prior coordination capacity of the program managers and instructors in

addition quality and type of trainees and training program.

4. Evaluation of training: This is aiming to find out how to attain training aspirations and raise the efficiency of employees, and to measure the effectiveness and efficiency of the training programs. The efficiency and performance of workers are marked in accordance with the criteria established from the evaluation.

## **3.5 The Success of Training Requirements**

Training programs need to take into account their applicability at all stages of the training process (planning/implementation phase/phase of follow-up and evaluation and feedback) to ensure the success of the training process, which in turn leads to good management and maximum returns on training in terms of work flow effectiveness and individual benefit [13]. The success of training process should be based on changing performance style, behavior and attitude. The skills and abilities that have been learned should be applied under suitable conditions. To consider training as an ongoing activity, the trainees must be followed after their return to work to ensure they apply training [8]. The heads of department must be trained to solve problems and make decisions [5].

To ensure success, the training process must take into account the financial and time considerations [4]. A training place equipped with modern training supplies should be selected. In addition, there should be a scientific selection of trainees and training needs while the objectives and topics and vocabulary training program should be properly identified [4].

## **3.6 Dimensions of Training**

Identification of training needs is among the changes required to improve the knowledge, skills and attitudes of individuals, in order to develop their performance and control problems encountered in performance. Identifying training needs can provide information and data needed to adjust training programs to bring about better training process as well as providing a first caveat about performance issues [8]. The need for training appears in one or two ways, either as a deficit in current performance or new requirements as a result of planned or unplanned changes either by the organization or by external forces [4].

### **3.7 Design and Implementation of Training Programs**

The design of training programs follows the identification of training needs. It is a complex process, consisting of several components or phases that are intertwined with a number of resources and factors within and outside the organization [25]. This process is intended to determine the specifications of training programs. The various components of the training work are then implemented to fulfill the training needs. The successful implementation of training programs depends on the capacity of program coordinators, trainers and trainees, as well as quality and type of training material and programs.

Training method is a method used in a particular training position to achieve the objectives of the training program [4]. There is a wide array of training methods. Selecting the right training method is subject to a number of considerations or factors, which include type of desired behavior (technical skills, concepts and directions), number of staff that require training, individual differences between the trainees and cost of training. Also taken into consideration is time and course location as well as depth and comprehensiveness of training topics. Training methods can be classified in terms of training, into: on-the-job training, training outside of work and vocational training (technical, behavioral). Training methods can also be classified according to the audience into individual training and group training.

### **3.8 Evaluation of Training Programs (Training Calendar)**

There are procedures for measuring the efficiency of training programs and their success in achieving their objectives. The concept of training evaluation has been unanimously explained in literature as a way to finally learn how to achieve the aspirations of the organization's training and upgrading of their workers. Training is an essential part of extension, and is an effort by organizations to help employees to adapt, direct, and acquire the skills and information of different levels of career guidance and scientific expertise [8].

### **3.9 Identify Training Needs Analysis**

Many needs assessments are available for use in different employment contexts to help

determine which needs analysis is appropriate for a particular situation. The different parameters of training needs analysis are described in the sub-sections.

### **3.10 Analysis of the Organization**

Training Needs Analysis (TNA) is defined as the "Identification of training requirements and the most cost effective means of meeting those requirements". The identification of training needs in an organization is for the purpose of improving employee job performance. Today's work environment requires employees to be highly skilled in performing complex tasks in an efficient, cost-effective, and safe manner. Training is a performance improvement tool that is needed when employees are not performing up to a certain standard or at an expected level of performance. The purpose of this examination is to identify problems that can be found in the above-mentioned aspects to know what is required of the organization as a whole, which in turn allows effective training to be conducted. The important questions being answered by this analysis include who decides that training should be conducted? Why are training programs seen as the recommended solution to a business problem? What is the relationship between the history of the organization and employee training and other management interventions [26].

### **3.11 Analysis of the work (Task Analysis)**

When analyzing functions, management attempts to answer the following questions: what is the type of training required? What should employees be taught in order to be more efficient in their jobs? Therefore, the analysis of tasks is a careful study of the functions of an organization and the requirements of the job, location, and content. This helps to determine the contents appropriate for training programs. This analysis depends largely on the information learned from the analysis and design work. Task analysis functions similarly to job analysis; however it focuses more on what the trainee needs to perform work as required. It involves the analysis of tasks through personal observation, examination of records and official documents, interviews or questionnaires [16].

### **3.12 Person Analysis**

This analysis deals with potential participants, skills, and trainers involved in the training

process. The analysis resolves issues such as who will receive the training and their level of existing knowledge on the subject? What is their learning style, and who will conduct the training? Do the employees have the requisite skills? Are there any changes to policies, procedures, software, or equipment that require or demand training?

### 3.13 Work Analysis

Task Analysis is the analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this study seeks to specify the primary duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.

### 3.14 Performance Analysis

This analysis is based on knowing the appropriate training methods for employees, which will help to increase their performance. Performance analysis helps to bridge gaps in workflow and provides solutions to questions such as: Are the employees performing up to the established standard? If the performance is below expectations, can training help to improve this performance? Is there a Performance Gap? Are there differences between high and low performing employees on specific competencies? Would providing training on those competencies, improve employee job performance? This technique is used to identify which employees need the training using review performance appraisals. Interview managers and supervisors search for performance measures such as benchmarks and goals.

### 3.15 Content Analysis

This analysis involves the analysis of documents, laws, and procedures applied on the job. This analysis answers questions regarding what knowledge or information is used on this job. This information is derived from manuals, documents, or regulations. It is imperative that the content of the training does not conflict or go contrary to job requirements. An experienced worker can assist (as a subject matter expert) in determining the suitable content.

### 3.16 Training Suitability Analysis

This entails an analysis of whether training is the preferred solution. Training is one of the

numerous answers to employment problems. However, it may not always be the best solution. It is important to determine if training will be effective in its application.

### 3.17 Cost-benefit Analysis

This analysis of the return on investment (ROI) of training. The effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training (ROI). Principle of Assessment: Use assessment instruments for which understandable and comprehensive documentation is available. Today's workplace often requires employees to be independent thinkers, responsible for making good decisions based on limited information. This kind of work may require training if the employee does not have these skills. Below is a list of countless competencies that employees require in order to perform their jobs effectively.

### 3.18 Performance Appraisal Methods

Table 1 show that the null hypothesis for the relationship between job satisfaction and training needs can be rejected at the 99 % confidence level. This means that job satisfaction has a significant positive relationship with training needs. Most of the respondents had a favorable attitude towards their profession and were satisfied with their jobs. Therefore, attitude and job satisfaction have an intermediate positive relationship with training needs. However, the strength of the relationship is weak based on the correlation coefficient value of 0.205. An attitude also has a significant relationship at level 0.01 with 0.341, that means the job satisfaction effect on training need because if not, have satisfied it will not a good job and performance very weak. They agreed that extension agents needed training in three out of training needs specified in their job descriptions. Further, satisfy in job satisfaction was calculated on a Likert scale with a number of respondents and standard deviation as can be seen in the Table below, with details in all items in this field and correlation for three dimension.

The additional training need to recommend for extension agents includes skills for method demonstration. [27] studied the relationship between job training satisfaction, training time and content, and significant differences were found between job satisfactions and training when a respondent's preferred methodology was frequently used to provide the training.



**Table 1. Relationship between job satisfaction and training needs**

No	Job satisfaction	Mean	S.D	MWDS
<b>Relationship with colleagues</b>				
1.	Appropriate office facilities	2.92	1.24	8.53
2.	My superiors' evaluation of my own work	3.15	1.13	9.92
3.	Cooperation with the senior staff	3.22	1.13	10.38
4.	Cooperation with my colleagues	3.46	1.18	11.98
5.	Refer to the main director to make a decision or solve a problem	3.36	1.24	11.28
	Correlation-r 0.197**	3.22		10.51
<b>Financial</b>				
		Mean	S.D	MWDS
1.	Present pay/salary	2.46	1.29	6.05
2.	Incentives /Rewards /Awards	2.22	1.26	4.09
3.	Promotion to higher posts is not an expression of professionalism at work	2.54	1.14	5.63
4.	My living standard is suitable	2.59	1.19	6.71
5.	Medical board/panel for injury treatment or medication	2.36	1.29	5.57
6.	My officers have a good transport facilities and available	2.42	1.20	5.85
	Correlation-r 0.246**	2.43		5.65
<b>Attitude</b>				
		Mean	S.D	MWDS
1.	I feel my job makes me gain skills, experience, and new information	3.01	1.13	9.08
2.	I feel comfortable and stable in my job as long as I have the desire	2.98	1.12	8.88
3.	Many of the procedures of the posts are tough	2.80	1.03	7.85
4.	I believe easy to accomplish tasks and functions in time	3.00	1.12	8.98
5.	I believe my work makes me use all my abilities, skills and experiences	3.01	1.11	9.05
6.	My work today is the same work tomorrow	2.92	1.16	8.54
7.	I believe ability to listen, focus and discuss during training, and justify, persuade and criticise	2.36	1.29	5.57
8.	I feel can doing the following situations: link, build, order, develop, compare, formulate, align defend, modify, prioritize, contrast and arrange	3.22	1.13	10.38
	Correlation-r 0.334**	2.91		8.54
	Correlation-r .306**			

*Correlation is significant at the 0.01 level (2-tailed). \*\* (P<0.01). N=267 respondents, S.D.= Standard deviation, MWDS= Mean Weighted Discrepancy Score*

According to the [25] most important job operation of extension agents is administration of extension programs, followed by group formation. The least important job operation is the implementation of drought relief programs (Means = 3.74 to 4.63). However, according to the mean ratings of the mastery of skills, the agents indicated mastery in 10 out of 25 skills (Means = 3.16 to 4.09). There is a significant relationship between this variable and the need for training, which go contrary to the hypothesis: "there is a significant correlation between respondents need for training and job satisfaction". The above mentioned studies emphasize the importance of job training in the minds of employees. This study confirms that

employees are motivated by regular training programs and deem them a necessary part of the job. A study by [3] shows that was significant relationship between training and job performance at level 0.05. Hence, there is the need to assess job properly to ensure the relevant training program is provided to extension agents whose job is to implement the programs on the farms. Also, the less number of extension staff in the workplace, is also limiting the capacity of supporting staff to provide the particular services broadly, especially in some fruits and vegetable crops, [8,3]. This study confirms that employees are motivated by regular training programs and deem them a necessary part of the job. Hence, there is the

need to assess job properly to ensure the relevant training program is provided to extension agents, whose job is to implement the programs on the farms. This needs assessment which begins with the analysis of the job to ensure relevant training for extension agents whose role is to implement the programs and regular follow-ups of trainees to ensure coping once on-the-job.

Checklist: This is a list comprising a series of paragraphs or phrases related to employee performance, the assessment administrator visas paragraphs or phrases that apply to the properties and traits found in the employee. Evidently, this list contains features of positive or negative attributes of employee performance. Cost benefit analysis combines the positive and negative traits for the employees, and then compares the number of positive and negative points. More positive points indicates the positive performance, and vice versa.

1. The method of gradation graph: This contains the given value (or weight) of each paragraph or words of phrases that describe the performance of an employee under evaluation. This analysis is conducted with the aim of achieving a reasonable degree of objectivity and accuracy in performance, as paragraphs or words expressing employee behavior, but of equal importance and value to the Organization and its work.
2. Way the normative hierarchy: This method of analysis is based on using a standard consisting of a number of expressive performance levels, ranging between five to seven (5-7) levels starting with 1 and ending with (5) or (7).
3. Important facts approach: Here, the supervisors focus on events or core and critical facts, which are the basis for success or failure in the performance of the employee. The superintendent records the number of important events or facts of the employee either in case of the periodic evaluation chart, or other assessments for purposes of promotion or transfer, promotion or any other purpose.
4. Method of encouragement: Here, the direct supervisor responsible for appraisal of subordinates controls the training process. The status of the employees is recorded on the list according to their level of competence, with the most efficient

employees or subordinates occupying the top of the list, while the least efficient ones are placed at the end of the list. Thus, the list of subordinates is arranged based on proficiency. A similar implementation of this method entails the compilation of two lists, one containing the names of qualified personnel, ranked by level of proficiency, while the second list contains non-qualified personnel. This method is simple, requires relatively little effort and is less time consuming for the rectifier. However, this method does not allow the placement of valuation for more than one employee in one category.

5. Compulsory distribution method: This method is based on the identification of a number of categories of performance in advance. The evaluation is carried out on all staff departments and groups so as not to leave a category without the feature number or percentage specified under staff assessment.
6. Comparative method: This method relies on the performance appraisal of staff to compare the performance of each employee in a unit or department.
7. Control method: This is a method of performance measurement and evaluation through follow-up and control.

#### 4. CONCLUSION

Selecting the right training method to improve job performance is very important when planning to training. Improving the performance of key targets and ensuring productivity of enterprises, often require adjustments in skills and knowledge of the employees. Therefore, performance is dependent on how satisfied or dissatisfied the employee is at work. Increasing the effectiveness of work flow and efficiency of production raises the morale and enthusiasm of manpower to enable them overcome bottlenecks or difficulties encountered. This study reviews the several analyses required for the successful identification of training needs and implementation of training programs. Also, reviewed is the principles, dimensions, significance and benefits of training programs in addition to different stages of the training process. In all, this study provides an overview on the impact of training on improving job performance. This study also shows a gap exists between the applied and scholarly literatures regarding the use of cycle time as a variable to assess training effectiveness. Future research is needed in several areas. For

example, the benefits of training may have a cascading effect such that individual-level benefits (e.g., individual performance) affect team-level benefits (i.e., team performance), which in turn affect the organizational (i.e., profitability) and societal (i.e., human capital) outcomes. However, future research is needed to understand the factors that facilitate a smooth cross-level transfer of benefits.

## 5. RECOMMENDATIONS

This study makes several recommendations based on the review of key components of training programs of agricultural extension workers in some provinces in Iraq, and they include the following.

1. There should be continuous improvement process to ensure constant functionality through the training process.
2. The information base of large organizations should be effective and highly efficient in order to positively impact on levels of performance.
3. The importance and role of human resources development should be emphasized as one of the strategies that can be adopted by organizations in improving job performance.
4. Training programs (in-service training) should cover all categories of workers irrespective of personal and functional factors. Also, a specialized committee should be formed to identify training needs regularly in order to meet the goals of the Ministry of Agriculture and all associated officers.
5. A new extension approach should be developed based on a participatory concept that considers the cooperation of government agencies and local people. All current extension methods and activities should incorporate this new approach as soon as possible.

## COMPETING INTERESTS

Author has declared that no competing interests exist.

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