Extension Education Needs of Agricultural Employees in Field of Agricultural Technologies Transfer in Salah Al-Din Governorate /Iraq

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Abstract

Research aims to assessment of education needs of agricultural employees in agricultural technologies transfer in Salah al- Din Governorate in general , identify the order of the fields and its' items according to their mean and identify the differences in one of the education needs of agricultural employees in field of agricultural technologies transfer according to following variables : age , nature of work , site of work , attitude to the extension work ,educational level, specialist, extensional services, information sources , genesis ,and the participation of technologies transfer also identify the problems which face the agricultural employees in agricultural technologies transfer .Then to achieve these a questionnaire has been prepared, their apparent sincerity was examined, and their content was confirmed, also determined a degree of stability and validity of it. The research community consists of 554 employees, 30 were drawn for the pre-test of the measuring instrument. then took the sample of research by 18% from type class random sample, making the number 100 of employees, the following statistical methods were used: Frequency; percentage ;Mean ;Man Witting test ;Kruskal Wallis test. The most important results were estimation of employees to the education needs of transfer of technologies medium tend to large, and the higher degree education needs is organization .The results show that there are significant differences in education needs according to each of the following variables :age, nature of work, attitude to extension work , participation in technologies transfer. The problems which have the higher order are :lack of link between agricultural extension and scientific research ,lack of the focus on the specialized training of the employees in agricultural extension; lack of funding for research ,there are recommendations and suggestions

Key words: needs , education, agricultural technology

الاحتياجات التعليمية الارشادية للموظفين الزراعيين في مجال نقل التقانات الزراعية في محافظة صلاح الدين \ العراق

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الملخص

يهدف البحث إلى تقدير الاحتياجات التعليمية الارشادية للموظفين الزراعين في مجال نقل التقنيات الزراعية في محافظة صلاح الدين بشكل عام . كذلك ترتيب مجالات الاحتياجات التعليمية الارشادية للموظفين الزراعيين تنظيما وتخطيطا و تنفيذا ومتابعة وتقويما وفقرات كل منها , ايجاد الاختلافات في الاحتياجات التعليمية الارشادية للموظفين الزراعيين في نقل التقنيات الزراعية باختلاف كل من :العمر ,طبيعة العمل الوظيفي , مكان العمل , الاتجاه نحو العمل الارشادي ,المستوى التعليمي , التخصص ,مدة الخدمة الارشادية , مصادر المعلومات , النشأة ,المشاركة في نقل التقنيات ,كذلك التعرف على المشاكل التي تواجه الموظفين الزراعيين في نقل التقنيات الزراعية . ولتحقيق ذلك تم اعداد استمارة استبيان, تم التأكد من صدقها الظاهري وصدق محتواها وحددت درجة الثبات والصلاحية لها . تكون مجتمع البحث من 554 موظف زراعي , تم سحب 30 مبحوثا لأجل الاختبار الأولي لأداة القياس وتم أخذ نسبة 18% من مجتمع البحث عينة عشوائية طبقية لأجل العينة النهائية للبحث فكان عدد العينة النهائية100 مبحوث. استخدمت الوسائل الاحصائية : النسب المئوية ؛المتوسط الحسابي ؛الوسيط ؛ مان وتني؛ كرسكال والس. أهم نتائج البحث: أن الاحتياجات التعليمية الارشادية للموظفين الزراعيين في مجال نقل التقنيات الزراعية هي كبيرة تميل إلى المتوسطة ؛ وعند ترتيب مجالات الاحتياجات التعليمية الارشادية من وجهة نظر الموظفين الزراعيين تبين بأن المجال الذي احتل المرتبة الاولى هو مجال التنظيم . كذلك وجود اختلافات معنوية في الاحتياجات التعليمية الارشادية للموظفين الزراعيين باختلاف كل من :طبيعة العمل الوظيفي ؛الاتجاه نحو العمل الإرشادي ؛العمر؛ المشاركة في نقل التقنيات. وتبين أن المشاكل التي تواجه الموظفين الزراعيين في نقل التقنيات الزراعية والتي احتلت المراتب الأولى: ضعف الصلة بين الإرشاد الزراعي والبحث العلمي ؛قلة التركيز على التدريب التخصصي للعاملين في الإرشاد الزراعي ؛قلة التمويل اللازم لأجراء البحوث الزراعية, كما قدم البحث بعض التوصيات والمقترحات .

الكلمات المفتاحية : الاحتياجات , المعارف , التقنية الزراعية .

Introduction:

The progress of the society isn't perfect during random effort while during extension programs reaching to objectives ; that required information summation and analysis it to achieve final objectives to close technical education needs after translate and confidence it trying to reaching to different modern communication tools , this information should be general , clear and respond to the education and extensional needs best respondent (Shams aL-Din, 2001:10),new information is very important to strength the research and make decision also treatment the economic problems based on presence sufficient information(Qazanje,2001:21-30),so the current indicators allow to education , training , increase of the specialists ratio and division of education (AL-Shamary& Nadia 2008:1), the most animal and plant technologies which transfer to the societies are the feedback technology which proved its' success previously and have been understood and given a high production in term of quality and quantity; in general the technologies couldn't be success and useful unless can be capable in field conditions under study; also unless suitable to economic, physical, mental abilities of employees and suitable to the education; training needs (Shideed& Mohammad, 2006:1)also some assessments indicate to increasing which can be happened in agricultural production about 50% from the present production

levels comparison with application sufficient amount of agricultural technology (Arabic Organization for Agricultural. Development , 2001: 51) this due to the problems isn't in an agricultural. technology but in problems influence in transfer process, and indicate to big gap between the researchers achievements at the level of research stations and production rate that achievement by farmers in him fields (FAO, 1997:28) . Although of important of agricultural. technologies there isn't available method to transfer; the review studies indicate to the most agricultural. research carried out without exact identifying to the needs and priorities which identified by agricultural. development programs(Arabic organization to agricultural. development programs,1997:31)

another study made clear that , there is low of degree the communication between extensional institutions and research, there is a lack of certified standards and fixed in research , and extension work ,this due to random views .(Al –Shaar , 2006:135),and the technical organic organizations which followed to the ministry of Agricultural. laces to affixed methodology and reliable in process of the research and technologies transfer.(Al – Aboody, 2002 :111) also study of (Al-jubory , 2011:1) which show that there is a large defect in agricultural. technologies process and there are many problems related with agricultural. technologies transfer to the farmers , and study (Al-Hafidh , 2012 :1) which show that the level of problems size is high in general , and the most important problems are management problems because there have been in the first order, while in this research the researcher reached to there is a necessary need to decrease the period between the appearance of agricultural. technology and it's applied also there is a necessary need to provide the employees in the agricultural. sector with education vital indicates useful in planning and implementation of process of technologies transfer process arriving to high level of production, although submit the technologies and services but there are a lac employees efficiency in agricultural technologies transfer to beneficiaries of them.

Research objectives :

1- Assessment the level of extension education needs of agricultural employees in agricultural technologies transfer field in general in Salah AL-Din Governorate.

2- Identify the order of fields and its' items of extension education needs.

3- Identify the differences in extension education needs according to some variables : (Age , nature of work , site of work , attitude toward the extension work , education level specialization , extensional services, information sources , genesis, and the participation of technologies transfer.

4- Identify the problems which face the employees in agricultural technologies transfer.

The Research Hypotheses :

1-There is no significant differences in the extension education needs according to the age

2-There is no significant differences in the extension education needs according to nature of work

3-There is no significant differences in the extension education needs according to site of work

4-There is no significant differences in the extension education needs according toward attitude to the extension work

5-There is no significant differences in the extension education needs according to education level

6-There is no significant differences in the extension education needs according to specialization

7-There is no significant differences in the extension education needs according to extensional services

8- There is no significant differences in the extension education needs according to information sources

9-There is no significant differences in the extension education needs according to genesis

10-There is no significant differences in the extension education needs according to participation of technologies transfer

Material and Methodology of Research :

The researchers followed the descriptive method using the method of survey studies because it is appropriate to the nature of this study .

The researcher community consists of all the employees (554) in the agricultural. directorate of Salah – Al-Din .

The researchers selected a sample from each division of directorate, from type class random sample (AL-Abbasi ,2018 :173) which used when taking same ratio from each class and same it from society of the research with ratio (18%) number (100) employee as in table (1).

Table (1): The institutions of research community and its 'samples

Sequence	The institution	Research Community	Sample 18%	Sequence	The institution	Research Community	Sample 18%
1.	The center of directorate	96	17	13	Th loaia	23	4
2.	Tikrit	15	3	14	Yathreb	9	2
3.	Al-Alam	17	3	15	Balad	21	4
4.	Bieje	41	7	16	Ishaqi	15	3
5.	Al-Sinia	6	1	17	Dijel	31	6
6.	Shirqat	40	7	18	Tharthar	13	2
7.	Al-Doar	29	5	19	Himrin	10	2
8.	Al-Tuz	54	10	20	Al Shaikh Jamil	13	2
9.	Amrly	14	3	21	Al- Sahil Al-Aysar	29	5
10.	Al-Moatasem	18	3	22	Al-Zwia	11	2
11.	Digla	9	2	23	Tlol –Albaj	18	3
12	Samra	22	4	The summation		554	100

A questionnaire has been prepared for collected research data which consisted of three parts , the first part is a personal variables are : Age which has been measured by number of years old of the agricultural . employee , nature of work measures by give (1) to the extensional work ; (2) management work , site of work measured by giving (1) to the Governorate center (2) District center and (3) Sub-District center , attitude to the extension work ; which measured by putting (10) individual and rookie's paragraphs concerned with attitude of the employee toward extension work against triangular scale , education level measured by giving (1) to employee who has preparatory certificate (2) institute certificate (3) college certificate (4) master's degree and(5) ph.SD. , specialization measured by giving (1) to the employee his speciation animal fortune (2) agricultural . crops (3) soil and water (4) horticulture (5) agricultural. Extension, (6) plant protection and(7) food science , extensional services measured by number of the years of extension services period of the agricultural. Employee , information sources measured by the number of information resources dependent in agricultural. Technologies transfer , genesis measured by giving (1) to the employee from rural origin (2) from urban origin , participation in technologies transfer measured by putting (8) items concerned with participation in agricultural. Technologies transfer against triangular scale.

The second part included three scales from fifth likert scale type ,consist of (36)items distributed on the five domains ,five alternatives were placed in front of each of them, which ranged between (1)very low and (5)very high.The three scales are :

1-Scale of item's importance degree from the employee point of view.

2-Scale of knowledge degree which owned by employee about the item.

3-Scale of the chance to use the item by the employee.

Borich modified equation used to calculate the education need for every item from the education needs items as follow :

TN =[(I – K)*I] + [(I – O)*I]\ 2

EN : Education need in each item.

I : Item importance degree.

K : Researcher knowledge degree about item.

O : Item using chance by the researcher .

On the basis of the previous equation the theoretical range between (36) and (180)degree

While the third part consisted of (20) problems in the begging then became in the final (11)problems distributed on three fields management , artistic and communicational problems in front of each problem pentagon measure from likert type , and should on the employee to choice one of the five alternatives which were between (1) not present and (5) very big.

The researchers relied on the method of sincerity of content and honesty through the presentation of a virtual lectures of the faculty of agricultural/ University of Baghdad and Tikrit University and Mosul University , and Nineveh center for extension and agricultural training.

A questionnaire was applied on primary sample which was consist of (30)employee (which was out of the final research sample) and verifiable a reliability by half-split and corrected by jut man equation of each scale from three scales: the scale of importance (0.81) , the scale of education (0.85) and the scale of using chance (0.76) due to high reliability coefficient and can dependent on this questionnaire in final data collection.Used the following statistical tools in statistical analysis by using Minitab V-13.5 program: Kruskal Wallis test , Man-Wittney test, Mean, Frequency, Standard score.

The results and discussion:

1- Assessment the level of extension education needs of agricultural employees in agricultural technologies transfer field in general in Salah AL-Din Governorate:

As follow in table (2) the ratio (83) % from the employees is the first education needs, while the ratio (10) % is the second, and the law ratio (5) % from the employees .

Table (2): the distribution of employees according to education needs.

Categories	Standard score	Frequency	%
Few	Less than -1	5	5%
Medium	(-1 , +1)	83	83%
High	More than +1	12	12%

Mean =97.14 S.D. = 8.55 Total number = 100 Max= 165 Min= 72

So to avoid measurement mistakes ,the pure data have been exchanged to standard scores dependent on standard score equation (Z) , after then divided into three categories , the first (medium) which it's value be between (+1,-1), the second which it's value increase from (+1) and the third (Low) which decrease from(-1). **As shown in the table (2) the category of medium to high score is formed the big category , this result is disagreement with study of (Al-Bahr& kh. Al Tai,2010:81) and agreement with study of(jawesh, 2004:1) this due to education needs are big to develop them education and skills to technologies transfer to other .**

2- Identify the order of fields and its' items of extension education needs:

as shown in the table (3) the higher education need in field of organization .

Table (3): Arrange of measurement fields according to Mean :

Fields	Mean	Order
Organization	**45.420**	**1**
- The need of establishment research systems.	3.79	1
- The need of increase efficiency of employees in the performance of their own business.	3.76	2
- Create confidence in some researchers to the importance of agricultural extension role in technologies transfer	3.70	3
- Employment of agricultural employees in the agriculture Extension	3.66	4
- Need to the extension specialization to the most employees .	3.65	5
- Need to create the desire and satisfaction of employees in extension	3.61	6
- Preparation the farmers to the modern technologies and ideas in agricultural.	3.53	7
- Awareness of workers in (University ، agricultural. sector, and farmers) to the role of agricultural. extension in rural development .	3.45	8
- Orientation the researchers to research for producing new technologies.	3.41	9
- Need to coordination between scientific research sectors and agricultural directorate.	3.31	10
- The need to study the prices of technologies and the physical possibility.	3.06	11
- Need to the improvement the confidence of farmers with agricultural. extension.	3.03	12
- Need to prepare technologies fit with techniques are already used .	3.03	13
- Follow up	27.515	2
- Need to create research stations at the level of Governorate to researchers' work .	3.76	1
- Give the farmers agricultural inputs in all the times of culture in the year.	3.67	2
- Utilize from the results of research stations which found in agricultural Colleges and institutes .	3.65	3
- Follow up the relationship between science research and agricultural extension.	3.48	4
- Follow up the financial support to the process of agricultural Technologies transfer .	3.45	5

- Focus on the specialized training of the agricultural employees	3.42	6
- Need to listen to the reaction of the farmers after apply the agricultural technologies.	3.14	7
- Giving the agricultural. technologies to the farmers with support prices.	3.03	8
- Implementation	21.020	3
- Concentrate on the local leaders in spread agricultural technologies.	3.84	1
- Concentrate on the extensional activities direction about the farmers before receiving the technical .	3.68	2
- Putting a plan extensive range to the agricultural extension in field of technology transfer.	3.59	3
- Using an appropriate simple concepts and methods in dealing with farmers.	3.48	4.5
- Using television programs in technologies transfer .	3.48	4.5
- Management of programs concerned with development of technologies transfer	3.26	6
- Planning	17.340	4
- The need to identification of the policy of price concerned with products.	3.84	1
- There isn't a clear politic to the state towards agricultural sector.	3.68	2
- The need to put a plan and mechanism to deliver the field problems of farmers to scientific research and the opposite.	3.59	3
- Lack the participation of employees in planning to most extension activities in Governorate .	3.26	4

- **The need to put participatory approach since planning to extension program.**	**2.08**	**5**

- **Evaluation**	**13.228**	**5**
- **Submit the physical incentives to the active agricultural employees .**	**3.50**	**1**
- **The need to the prevention the transfer of the employees among the agricultural divisions .**	**3.40**	**2**
- **Test the results of the agricultural research in different regions to sure of them suitable .**	**3.28**	**3**
- **Make sure from the happening feedback between farmers and each of research sites and agricultural extension.**	**3.00**	**4**

3- Identifying differences in the extension education needs to the employees according to some variables:

1- Age :From the results of the table (4) noted that the highest age is (59) years and less is (24) years , Mean (39.66) and standard Deviation (10.49) when the distribution of employees according to the age groups , it shows that the high proportion of medium age category (36-47)is(44%)%and young age group(24-35)years of (37%) while the big proportion of the age (37)%and to determined differences in education extension needs of employees in field of technologies transfer according to the employees ' age the Kruskal Wallis test (AL-Abbasi, 2015:387) it has been used because the variable divided into three categories, the value of calculated h is(1.47) which is less than tabular value at a significant level(5)% that mean there is no significant difference in casing the education extension needs according to employees age, this result agreement with research hypothesis .

2- Nature of work: we can note that ,there are two categories according to nature of work ; extensional work with ratio (62%) and management work with ratio (38%) the results show that there hasn't been significant differences in education extension needs according to nature of work using Man – wittney test (AL-Abbasi, 2015:387), then the value of calculated Z (-1.48) which was less than tabular value , at the level of significant 5% , this result agreement with research hypothesis .

3- Site of work : the distribution of employees according to categories of site work shows ratio percentage in district which was (44)%followed by a category of sub-district center with ratio (37)% followed by a category of Governorate center with ratio (19)% , it has been revealed that significant differences in education extension needs according to site of work , the value of calculated Kruskal – Wallis test (2.55) , this value was significant at level (5%) ؛ this result agreement with hypothesis is of research ; this is might because the employees job in the Governorate might powered by management instructions there are also many transportation in Governorate center comparison with other region due to encouraging or impede extension education needs in field of technologies translate.

4- Attitude toward the extension work : the results showed the highest attitude to the extension work was (30) degree and the less attitude was (12) degree with mean (20.10) and standard deviation (5.12) , while the distribution of employees according to attitude to the extension work categories it shows that high proportion of nature attitude category (18-23) is (52) % and negative attitude category (12-17) of (28) %, while category of positive attitude (24 and more) of (20) % , to determine differences is education extension needs according to attitude of the extension work of the employees , the Kruskal – Wallis test was used, the value of calculated H is (1.94) which is more than tabular value at a significant level 1% ; this result disagreement to research hypothesis this mean the employees who have positive attitude have the desire to get more information due to increase the education extension needs to technologies translate.

5- Educational level: the distribution of employees according to categories of education level shows a high rate percentage as education level of the college certificate of (33) % followed by a group of institute certificate of (26)% followed by master's degree of (21)% followed by preparatory certificate of (11)%, finally a ph. D. of (9)%. There wasn't a significant differences in the education extension needs according to employees ' education level, the value of calculated Kruskal – Wallis test was (4.26), and it was less than tabular value, this result agreement with research hypothesis.

6- Specialization: Employees ' distribution according to the specialization ; found that (19) % of employees were among the specialization of animal fortune, and (18)% in the category of agricultural crops, (16)% in the category of soil and water, (15)% in the category of horticulture , (14)% in the category of agricultural. extension, plant protection with ratio (13)% and (5)% in the category of food science, there wasn’t a significant differences in education extension needs according to this variable the value of calculated value of kruskal Wallis test was (2.39) at the level 5%, it was less than the tabular one , this result is agreement with research hypothesis.

7 - Extensional services: When distribution the agricultural . employees according to this variable, showed that the first category of few years (48) % , and the category of large years (30)% .

The highest period of extensional, services is (37) years and the less (5) years, Mean (4.8) standard Deviation (1.37), when determined differences in education extension needs there wasn’t significant differences in education extension need, according to extensional services of agricultural. employees , using the Kruskal- Wallis test, the calculated value of H (1.72) there was less than the tabular value at the level 5 % .

8 - Information sources: Appeared highest value of information sources which have the agricultural employees (7) and the less value (3) . Mean was (4.8) Standard Deviation was (1.37) , it was found that highest proportion among the first category few sources (35) % followed by a medium category (34) %,

the results showed that no significant differences in the education extension needs according to information sources of agricultural employees , the value of calculated H was (4.73) at the level of 5% .

9 – origination (genesis): The distribution of agricultural employees by the genesis of agricultural employees shows that (48)% of employees were among the employees who from rural origin , and (52) % were from urban origin , the results showed that there wasn't a significant differences in the education extension needs by using test of Mann-Whitney this test using in case the variable divided in to two categories , the value of calculated Z was (-1.315) , this value was less than tabular Value, and wasn't appeared a significant differences in the education extension needs according to the genesis of employees at the level 5% , this results consists with research hypothesis.

10- Participation of technologies transfer :The highest value of Participation was (20) less value was (10) the mean was (13.64) standard deviation (2.77), when distribution the agricultural employees according to their participation in technologies transfer. There was (25)% from the employees have a few participation, (53) % have a medium participation, and (22)% have a large participation. It reveals significant differences in extensional education needs of the agricultural. employees according to their participation in technologies transfer since the value of calculated H (1.96) using Kruskal Wallis test at the level of significant 5% which was less than tabular value, this agreement with research hypothesis, and this result means that the agricultural. employees who have more participation have more needs to view on updates to develop themselves to get more extensional education information**.**

Table (4) Differences in extension education need of agriculture technologies of the agricultural employees according to some variables

Variables	**No.**	**%**	**Median**	**Average Rank**	**Calculated H**	**Calculated Z**	**P Value**
Age							
Young(24 - 35) years							
Middle age(36- 47) years	**37**	**%37**	**30.8**	**60.22**	**1.47**	**---------**	**N.S**
Old (48 - 59) years	**44**	**%44**	**38.4**	**46.10**			**0.53**
	19	**%19**	**29.7**	**41.76**			

Nature of work							
Extensional work							**N.S**
Management work	**62**	**%62**	**36.5**	**47.14**	----------	**-1.48**	**0.13**
	38	**%38**	**42.0**	**55.98**			
Site of work							*
Governorate Center	**19**	**%19**	**33.5**	**41.76**	**2.55**	----------	0.03
District	**44**	**%44**	**42.9**	**46.10**			
Sub-district	**37**	**%37**	**31.7**	**60.22**			
Attitude toward the extension work							**
Negative (12-17) degree	**28**	**%28**	**44.5**	**34.6**			0.002
Nature (18-23) degree	**52**	**%52**	**39.7**	**50.2**			
Positive(24andmore) degree	**20**	**%20**	**38.6**	**41.9**	**1.94**	----------	
Educational level							
(preparatory)							
(Institute of agriculture)	**11**	**11%**	**40.7**	**39.79**	**4.26**	----------	**N.S**
(college of agriculture)	**26**	**26%**	**48.1**	**58.62**			**0.45**
(Master's degree)	**33**	**33%**	**31.8**	**50.3**			
(Ph.D.)	**21**	**21%**	**32.8**	**52.3**			
	9	**9%**	**34.2**	**55.53**			
Specialization							
	19	**%19**	**28.9**	**64.62**	**2.39**	----------	**N.S**
	18	**%18**	**30.4**	**48.08**			**0.73**
	16	**%16**	**46.2**	**61.84**			

- Animal fortune	15	%15	40.1	47.37			
- Agricultural crops	14	%14	35.2	46.82			
- Soil and water	13	%13	48.9	48.00			
- Horticulture	5	%5	39.8	34.09			
- Agricultural extension							
- Plant protection							
- Food science							
Extensional services							
Few (5 - 15) years	48	48%	40.9	56.52			N.S
Medium (16 - 26) years	22	22%	44.2	48.77	1.72	------------	0.86
Big (27 - 37) years	30	30%	43.1	41.44			
Information sources							
Few (3) source	35	35%	33.8	51.47			
Medium (4) source	34	34%	30.6	45.09			0.67
Big (5 and more) source	31	31%	39.4	52.30	4.73	------------	N.S
origination (genesis)							
(Rural)	48	48%	44.6	54.47			N.S
(urban)	52	52%	40.2	46.84	---------------	-1.315	0.18
Participation in technologies Transfer							
Few (10 - 12) degree	25	25%	43.8	34.40	1.96	------------	*0.02
Medium (13 - 15) degree	53	53%	32.6	53.70			
Big (16 and more) degree	22	22%	38.6	58.81			

* Significant at 5%   ** significant at 1%

4- Identify the problems which face the agricultural employees in agricultural technologies transfer: Calculating Mean of the problems and arranged as illustrated in table (5). Table (5): The order of the problems facing agricultural employees in agricultural technologies transfer.

The problem	**Order**	**Mean**
- Education problem	1	123.43
- There isn't education system to link agricultural employees with technology created place	1.5	32.24
- Lack of extensional employees who have advertisements.	1.5	32.24
- The agricultural employees aren't divided to the different Jobs according to their scientific certificates.	3	30.07
- There aren't education programs of agricultural technologies to the agricultural employees between period and other.	4	29.78
Technical problems	2	123.40
- Poor the employees of specialist's agricultural employees in all technical agricultural fields.	1.5	31.93
- Lack of information resources which is independent by agricultural extension	1.5	31.93
- The routine in performance the duties concerned with the stages of agricultural technologies translate.	3.5	29.78
- There isn't sufficient transportation to the agricultural employees to facilitate deliver the technologies.	3.5	29.78
Problems concerned with farmers	3	93.549
- Avoid many of farmers to share with agricultural activities concerned with process of technologies transfer.	1.5	31.76
- Instability many of farmers in agricultural sector and translate different sectors.	1.5	31.76
- Spread the ignorance among the farmers due to difficulty of treatment with him.	3	30.02

As clear in table (5) that the problems ranked first is the education problems ; and the problem which ranked the first order in it is : there isn't education system to link agricultural employees with technology created place. Also the technical problems are in the second order ; the problem which order the first in it is: poor the employees of specialist's agricultural employees in all technical agricultural field Finally the problems concerned with farmers ; the problem which order the first in it is : Avoid many of farmers to share whit agricultural activities concerned with process of technologies transfer ,this result disagreement to study of (Al- Hafidh, 2013:1)

The conclusions

1- Majority of agricultural employees in Salah Al-Din Governorate have a medium needs in field of agricultural technologies transfer, from this result conclude that the agricultural employees in Salah Al-Din Governorate lack to information and education in field agricultural technologies transfer, and the scientific knowledge ,need to view on new information and technologies develop understanding, capable, and a deep an awareness in him work.
2- The agricultural employees poor significantly to the extensional education in fields of agricultural technologies transfer: The implementation and evaluation ; there are a big need to view on more information and technologies in these fields.
3- The age, nature of work, attitude toward the extension work, and participation in technologies transfer are from the important variables in assessment the education extension needs of agricultural. employees in Governorate of Salah Al-Din.
4- The site of work, education level, specialization, extensional services, information sources and genesis performs a weak role in assessment the education extension needs to the agricultural. employees in Salah Al-Din Governorate.
5- The education problems followed by the technical problems have the first rank among others ; this is might because the education level of the agricultural. employees was low in general therefor appeared the education problems in the first order. Also the technical problems required a high level from education and experience and education to control to the technical problems.

Recommendations

1- Intensify the training courses in field of agricultural. technologies transfer and inclusion of the biggest possible number of agricultural. employees according to multicolored courses.
2- Doing telephone communications and internet with agricultural. employees and tell him about the training courses and the dates also the places.
3- Diffusion the new ideas and technologies to the agricultural. employees by web sites to facilitate their handling and apply.
4- Submit the agricultural. technologies at a backed prices to facilitate on these technologies by the farmers and facilitate diffusion.
5- Formation of periodic committees from the agricultural. employees to view the farmer's problems which noted after implementation the agricultural. technologies

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