Review Paper

Systematic Review: Training Needs of Agriculture Extension Workers

ABSTRACT

The objectives of the study were to identify training needs of agricultural extension officers to choose which employees need training and what training should be used to improve job performance. However, training needs it's important to give a clear picture to the strategy for the planning of the future. This study focuses on using model Borich's to identify the training needs. Meanwhile, the study was the training requirements deviate by knowing performance problems for agricultural extension staff to develop appropriate solutions. Tentatively chosen a vocation or discipline, but require basic education to function effectively. Identify the training needs of agricultural extension agents, validate them and develop a theory of identification of training needs for agricultural extension agents. Therefore, you've identified a problem in your organization, and should be thinking training is part of the solution. Also, maybe you have a strategic goal where training can play a key role to improve performance. This paper contributes to understanding, the sharing of experience and reflection on the necessary practices to be trained in the future as well as in generating transformations in the approach and training of extension agents. Then study assesses systematically by assessing the implications and identify of training needs on all extension workers.

Purpose: This paper aims to contribute to the body of knowledge around best to identify training needs of the Agricultural Extension Workers (AEW).

Methodology: Borich's need assessment model used to identify training needs of the workers in agricultural extension. Also, to know which method is suitable to identify training needs.

Finding: Every area needs different training and any skills, knowledge and attitude need another training also should be focuses on environment to identify which attitude, skills or knowledge need training due to any village (area) and farmers need different training.

Practical Implication: This study is important for the development of skills, attitude, knowledge and information for workers in agricultural extension, as well as to raise the efficiency and ability of the employees and develop their abilities to raise productivity and increase income in general.

Theoretical Implication: This research highlights the important role training needs plays in job performance for the planning in the future. Also, to know which skills, knowledge or attitude need more training.

Keywords: Systematic Review, Training Needs, Model Borich's, Agricultural Extension Workers.

1-INTRODUCTION

A Google Scholar search with the keyword "Training Needs" found 4,800,000 scholarly positions for that term, but when search with the model Borich's yielded 5,550, which means the availability of many studies in this area. Agriculture is the main nerve in the economic life and in the development of the economy of countries and growth and development, and has an impact on the stability of any country through the provision of manpower and provide appropriate food for the citizen (Saleh et al, 2016). Where the lack of food will lead any country to provide food through the import and therefore needs a difficult currency and therefore to higher prices because of the import of these essential materials for life in addition to transport and storage and intermediaries and transfer work all factors will increase the price of any commodity (Saleh and Man, 2017). Training needs is one of the most important steps in the development of the performance and factors that will effect on the performance.

Therefore, it is necessary to provide food security and give priority to the important and hence comes the role of agricultural extension through guidance and awareness and provide appropriate training methods and methods in order to use the best methods of technology and the latest and delivery to the farmer to adopt the use of the appropriate form (Salman, et al, 2012). Hence the importance of this study in order to know the best and most appropriate scientific methods and appropriate methods to be used in the training of agricultural extension staff as well as to know the best ways for the training needs of all the staff of the guidance organization and the field of need training for training to be done with the most appropriate training time, and what skill or

knowledge required focus on her (Umar et al, 2017). Training needs analysis is the first and probably the most important step toward making sure your organizational training resources are used most effectively. In addition, take a look at organizational willingness for training. This contains identifying and removing (or at least minimizing) difficulties that might make the training less effective (Zina, 2011). This analysis can be performed by managers who are able to observe their staff and make recommendations for training based on performance issues or gaps between performance and objectives. Therefore, analysis can also be performed in an organization-wide level of Training and Development managers who survey the organization to identify needs.

2- Levels of Training Needs

The training module is not designed only to address the weaknesses in the performance of the teachers, but also to fulfill their own needs and to raise their competencies (Saleh and Man, 2017). There are four (4) levels that can help us to identify training needs Wentling (1993).

1) **Needs at Organizational Level**

Overall management needs seek to improve service levels and morale, and these requirements are derived from the analysis of the objectives and priorities of the Organization, which are affected by economic and social realities and the prevailing political and technological environments;

2) **Needs at Job Level**

They represent weaknesses and deficiencies in the job, due to the lack of skills, information, and directions required to perform various functions, and identify the problems and difficulties of functionality which can be treated with structured training.

3) **Needs at Individual Level**

These requirements stem from the work of an individual, recognizable by identifying deficiencies in information, skills, individual and trends that can be developed. So that the individual can perform his functions well and has added all of the Tris (1991). Abdul-Jalil (1994) adds the fourth level of training needs is:

4) **Needs at Group Level**

They relate to specific functional levels or certain categories of workers, such as managers and supervisors, which directly implement and so on. Through analyzing the needs of the

community, it may show the need for a certain type of training programs, which aimed at the composition of the team spirit and leadership training, supervision and problem-solving.

Therefore, it is possible to add a fifth level of training needed and important (**Need at National Level)**, you might need a state or an entire country on a particular train. For example, attack insects, flood, pests or the country's vulnerability to the blockade, or higher prices for certain crops and thus put the government's policy that is a special circumstance (Saleh and Man, 2017). Which requires the concerted efforts of all to all government and agricultural departments, to minimize the risks arising from those risks. This is an important level, at the level of the entire country for need training. Therefore, the researcher defines the training needs as "The training needed to improve the staff' skills and knowledge for his professional development to enable them to perform their responsibility exactly and completely to overcome the gap between what he or she should do and what exists in the reality" Silva (1997). Moreover, should be focuses on environment to identify which attitude, skills or knowledge need training due to any village (area) and farmers need different training.

3- Some Methods Used In Determining Training Needs

Cunningham (1967) pointed out that an in-service educational program such as the one held by the Ohio Cooperative Extension Service in late 166 provided excellent opportunities for staff members to make suggestions and indicate areas in which they felt the need for more competent. Flint (1961) made a rather comprehensive study of the training needs of the white Extension Service Personnel of the Northern Extension District of Louisiana. The nine major areas of emphasis of the extension subcommittee report on the "Scope of Cooperative Extension Service Responsibilities" and the competencies necessary for the implementation of this report provided the basis from which certain items were selected for se in the study. Forty-five specific were used that were related to following nine areas; 1) program planning; 2) program execution; 3) evaluation; 4) efficiency in agricultural production and marketing; 5) farm and home management; 6) family living and youth development; 7) leadership; 8) public affairs; 9) community and resource development.

Soobitasky (1971) did a similar study of the perceived training needs o urban cooperative extension agents working with the disadvantaged audience in 12 Northeastern states of the United States. The framework of his study was based upon the work of the National Task Force on Cooperative Extension In-service Training. He used a questionnaire that included 127 specific

items that were related to the importance of job performance ad additional training needs. These items were related to the following nine areas; 1) extension organization and administration; 2) human development; 3) program planning and development; 4) educational process; 5) social systems; 6) communications; 7) effective thinking; 8) technical knowledge; 9) research and evaluation. Santos (1961) conducted a study on the scope of in-service training needs participation in in-service training programs by teachers of agricultural schools of the Philippines. He collected his data by means of questionnaires sent to 25 teachers and 32 administrators of agricultural schools and 7 teacher-training institutions. He had 27 items grouped into 6 areas; 1) research and experiment; 2) subject-matter content; 3) extension methods; 4) co-curricular activities 5) general education and 6) administration and supervision. Phanom (1961) did a study on training programs for extension field workers in Thailand. He used mailed questionnaires and his respondents were made up of 360 Thai extension personnel out of a total of 441. His study was based on; 1) age status; 2) official status; 3) position, academic status, experience in extension work, their expressed needs in the field of professional and human relations, skills, extension methodology and practices, and technical agricultural subject-matters. A study Corty et al (1970) on employment characteristics of trained man-power needed in Malaysian agriculture, involved personal interviews by 32 staff members of the College of Agriculture Malaysia to the employees of some 73 agricultural firms in the country. Among others, the questionnaires included; 1) job titles; 2) trained man-power needed; and 3) desirable areas of instruction. In a recent study for determining training needs of extension agents in the area of dairy science. Verma (1971) used Tyler's concept of educational objectives and Bloom's taxonomic classification of cognitive behavior, along with the element of work effectiveness, to build a conceptual framework. The data, which collected from 20 extension agents engaged in dairy work in Louisiana, 5 state specialists in dairy and veterinary science, and 86 dairymen over the state, was analyzed on two major dimensions, namely, agent cognitive ability and relative work value of dairy science concepts. The concepts (from breeding, nutrition and management) were rated by the agents and specialists in terms of importance in the job of the agent and were also tested on agents at three levels of cognitive behavior. Therefore, Needs Assessment: the process to identify "gaps" between current performance and department/ organizational objectives than should be focuses on experiences, skills and knowledge that will be effect on need training for the employees that also assert on job performance.

4- Classification of The Training Needs and Method of Its Measurements

The process of analysis of training needs of an organization as stated by Mc Gee and Paul (1961) comprised a threefold approach, namely: organizational, job or occupational and man analysis. A study by Omoregbee and Ajayi, (2009) this study focus on adopting the job or occupational analysis. It entails classifying tasks performed by the organizational workers and identifying the jobs in which staff necessitate for further re-training to implement them well. Among need assessment models, a discrepancy model proposed by Borich (1980) is widely used in agricultural education and it was determined to be the best instrument to achieve the purpose and objectives of this study. Borich (1980) pioneered his methodological model in an effort to design such a survey instrument that would allow one to collect data that can be weighed and ranked in order of priority.

Theories uses are skill–gap analysis/ intercept theory (Ovwigho, 2011). Developing a skill gap analysis typically involves defining the skills and knowledge required to complete a task and then comparing a person's current level to that requirement. After identifying the gap between the two, training professionals work with personnel to create a plan to remedy the situation. According to the American Society for Training and Development, the underlying causes of skills gaps typically include changing jobs and lack of education and training. Determining the required skill levels usually includes defining the job responsibilities when companies introduce new technologies or processes.

The study adopted survey method with three-stage sampling was used in which random sampling procedures were followed to select 176 respondents from the population. Structured interview schedule and FGD (Focus group discussion) were used to collect the data from the sampled respondents, (Bekele and Pillai, 2011). Free recall knowledge questions were examined before and after participation in a student gatekeeper training program, (Christa, Sarah, Christine, Marc, 2015). Training needs were assessed using the Borich Needs Assessment Model. The study took a descriptive approach using the Hicks-Hennessey Training Needs Analysis (H-HTNA) Questionnaire tool. The tool comprises four separate elements that support the development of understanding of the training needs along with preferred performance improvement strategies. Two of these elements concern the skilled activities (perception of importance and assessment of current performance) and the other two consider the potential mechanisms for development(i.e. specific training or policy change) (Kathryn et al, 2018). Study by Fernando and Walter (2018),

this study to assesses a non-traditional training methodology for extension agents, focused on the exchange of experiences among peers and the reflection on practice, with the aim of exploring its potential as a training strategy. approach: A quantitative investigation was conducted, that included interviews with employees working as extension agents, the use of different questionnaires. Training is directly related to the skills, knowledge and strategies essential to do a particular job. It may include offices staff members' new skills, revealing them to common ideas, giving them the chance to the preparation and get feedback on particular techniques or styles of working with people or just induce them to discuss their work with one another. It is important to distribute information about new technologies so that the farmers are able to make use of the latest agricultural developments. There also exists a gap between research findings and the needs of farmers. For technology to be successful, it is important that it should serve a useful purpose to the end user. The institution that bridges the gap between farmers and agricultural research scientists is the Agricultural Extension Service. This service works through an Agricultural Research System in the States (Saleh et al, 2016). Abdel-Maksoud and Saknidy (2016) used a modified version of the model using MWDS to develop seven (7) 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), collaborating the request of the new approaches and the previous methods for training needs assessment. This is an assessment that looks at employee and organizational skills, knowledge, attitudes and abilities, to identify any gaps or areas of need training. Therefore, if extension agents are to improve their onthe-job effectiveness, they must receive continuous inservice training in line with their training needs about sustainability. As such, in-service training needs assessments are essential for a productive workforce. Once these needs are determined and prioritized, training resources can be utilized more efficiently (Niven, 1993).

5- Borich Needs Assessment Model

A simple random sampling technique was used to select 40 respondents from whom data were collected using a structured and face-validated questionnaire, (Department of Agricultural Economics and Extension, North-West University, Mmabatho, Mafikeng Campus, South Africa, 2015). This article explores the history and evolution of needs assessment in Cooperative Extension, as well as in a broader educational context. While tracing needs assessment through

the decades, this article examines the needs assessment opportunities and challenges faced by Cooperative Extension.(Umar et al, 2017).

The Borich Need Assessment Model, a Delphi technique was used to develop 26 competencies needed to assess needs of Agricultural Extension Agents, (Alibaygi, and Zarafshani, 2008). The data of this study was collected from through questionnaire prepared by the researcher. The questionnaire composed of two parts; one for personal characteristics and, the second, information from their job. The questionnaires were shown to a number of experts and arbitrators to assure usefulness and efficiency, as well as the coefficient of validity and reliability for some variables in the study.(Al – Shadiadeh, 2007). Then determine the desired outcomes from the training to address these needs. These outcomes could serve as measures of success (validation) of the training.

The approach used included responses from county staff and Extension specialists. First, agents were asked to identify training needs in three areas--subject matter, professional development, and technology, (Rama, and Smith, 2015). Sampling procedures were not utilized and the results are limited to the study population. Factor analysis and ranking indicated that the five most important training needs of extension workers researchers developed a questionnaire consisting of two sections: (1) training needs and (2) demographic data. A Likert-type scale was used to assess the respondents, (Chizari, 2009). Random sampling was used to select 65 extension personnel of the Himachal Pradesh State Department of Agriculture (HPSDA) from within ten districts of the state.(Dinesh et al, 2013). To identify the constraints, agriculture source of information and training needs of extension Agents, (Vishal et al, 2014).

This study assesses the training needs of agricultural extension workers in Gombe state Agricultural Development Programme. Four objectives and four research questions were used,(Halilu, 2012). The study uses questionnaire to measurement training needs through authors do this questionnaire to achieve your objectives. The data were analyzed statistically using computer software MS Office (2000) and the percentages of the respondents were calculated, (Vishal et al, 2014). The theoretical framework for this study is based on the theory espoused by Baker and Trussell (1981) as cited in Findlay (1992) that the gap between theory and practice could be eliminated by reducing theory to what was needed to perfect the practice (teaching), (Peake, 2007). The data on training needs as assessed by the VLEWs were used to find out the training importance score of each item Most of them had favorable attitude towards their

profession and majority of them were satisfied with their jobs. Senior officer and progressive farmers were most frequently used source of information, (Hemanga, 2014).

The data collected for this study was analyzed using frequency, percentage, and weighted arithmetic mean, simple correlation and Chi-square, A sample random sample of 36 fish farmers were selected from the population by using a systematic sampling technique The current study was conducted to identify the training needs of the fish farmers In Babylon province within Some fish farming practices, (Saleh et al, 2016). Questionnaire and interview of a random sample of agricultural agents, percentage 70% for 114 extension agents distributed on 6 governorates (Babylon, Wasit, Karbala, Najaf, Anbar and Diyala).(Salman et al, 2012). The survey instrument was developed to determine the current situation of the North Carolina Extension agents' competency levels and the new competencies they need to develop to be successful in the NCCE. The survey instrument contained close-ended and open-ended questions. The instrument consisted of three major sections, (Jayaratne, 2010).

In-service training is an important component of professional development provided by Ohio State University Extension (OSU Extension). In autumn 2000, a team of OSU Extension professionals conducted a comprehensive needs assessment process using four instruments: (Conklin, et al , 2015). 1. To determine factors impacting personnel participation in in-service opportunities. 2. To identify barriers coordinators faced in providing professional development and to identify support needed in this role. 3. To determine both technical subject matter and process skill developmental needs of program and support personnel. Several expert panels established content and face validity for each of the research instruments. This study determined professional competence needs of extension workers through the application of the Borich needs assessment model. A simple random sampling technique was used to select 40 respondents from whom data were collected using a structured and face-validated questionnaire containing 40 professional tasks. Professional competence needs were analyzed and ranked using Mean Weighted Discrepancy Scores (MWDS). Ability to prepare visual aids to help deliver information (7.23), finding ways to encourage farmers to adopt innovations (7.19), and commitment to extension work (6.88) were the most prominent competences for which there is need for prioritized training for extension officers in the study area.

6- Modified Model Borich's

In 1989 Randol and Larry modify model Borich's to can use for the agricultural extension personal. The application of the training needs models in each country has a different standard. In the past, it was the traditions that needs were informally done by observations and assumptions of managers. To analyze the training needs of responders "Borich Need Assessment" technique was used for training needs. Borich (Randol and Larry 1989) has defined a training need as "a discrepancy between an educational goal and trainee performance in relation to this goal. Borich Needs Assessment Model is designed around the skills individuals, and groups need to be effective in the future and are used for making, human resource decisions." He further suggested that training programs could utilize his model by employing the two extreme positions: what are (the measured behaviors, skills, and competencies of trainees), and what should be (the goals of the training program). Note the concept of competency implied by the needs assessment model: Competencies are the application of knowledge, technical skills and personal characteristics leading to outstanding (Borich, 1980).

The modified Borich's model described in this study was used in the needs assessment in an effort to more valid measure perceived educational needs of extension field faculty (Umar et al, 2017). Based on an analysis of data, the Borich needs assessment model is developed to assess the beginning teachers' perceived level of importance, and perceived level of competence regarding professional competencies. A need is described as a discrepancy or a gap between "what is", or the present state of affairs in regard to the group, and the situation of interest and "what should be", or desired state of affairs (Witkin et al, 1989).

The instrument was assessed for content and face validity by graduate associates, teacher educators and state supervisors in agricultural education. Reliability of the instrument will be analyzed. 95 (Cornbrash's Alpha Coefficient). It includes the following knowledge and skills (Randol and Larry, 1989). In summary, the following equation produced the score used for ranking each topic:

(I - K) X I + (I - 0) X I)/2

I = Importance Score, K = Knowledge Score, 0 = Opportunity Score

Therefore, scores per topic could theoretically range from +20 to -4.

The following of areas in agricultural extension;

1) **Teaching Methods**: How to use distance or remote teaching approaches in order to reach sparsely populated clientele groups. How to write and publish quality extension fact sheets, and

how to use the extension methods in the training courses to understand all employees that skills, knowledge and new information, or a new way to improve job performance. This area used extension method with many important ways.

2) Program Planning, Implementation and Evaluation: How to conduct impact studies which determine the long-range effectiveness and accountability. Developing a program assessment tools, attitudinal measures and other surveys. In this area used one part of the questionnaire.

3) Professional Improvement: Using program assessment data to improve personnel evaluations. Writing professional goals which are tailored to meet annual evaluation needs. This is a yearly assessment that does not depend on the employee's skill and knowledge. Used management in this area.

4) Program Funding: Improving grant-writing skills. How to identify sources of funding for programs, for any activity in the agriculturalists or in preparation training courses in the officers. Financing of the programs and activities of guidance in Iraq only government funding can apply any application only through the Government and the Department of agriculture. In this area, used financial on job satisfaction and management skills.

5) Group Process Skills: Effectively managing undertakes. Education group enabling techniques. That means any skills and knowledge in agriculture area and field, in this field, were chosen seven (7) areas that important (plant technical skills, irrigation and drainage, fertilization, animal husbandry, machines and equipment, plant protection and horticultural crops) these areas are very important in Iraq.

6) **Marketing Extension**: How to "package" and market extension education programs. How to make the "proper" image for the Supportive Extension System. There are needs to focus on the market and the market needs to get reasonable prices for the crop production requirements, in this study use customer skills and business skills.

7) Technical Training in Horticulture and Plant Science: Identification of horticultural insect destruction problems. Identification of horticultural plant diseases and integrated pest management (IPM).

8) Technical Training in Use of Computers and ICT: Selecting hardware and software. Training in basic microcomputer uses (word processing, data management, etc.). Also, used ICT for the new communication and information technology skills.

9) Extension Philosophy: Discussion of the part of each extended professional as he or she fits in any area of governance, organizational Model. Understanding the extension philosophy and task. Also, those policies used in agricultural extension in Iraq to develop adult education and whole working in rural. In this study used six (6) influential variables that important, special skills, job satisfaction, specialization, number of training courses, information and social demography factors with model Borich to modify this model to training needs. Due to these variables important and vitality in this model for the development of the functionality of the agricultural extension workers. Also, to know that these variables effect on model Borich's for training needs (Saleh and Man, 2017).

The agricultural assistants and the junior agricultural assistants of the department of agriculture man their extension activities along five major areas of responsibility, namely; the extension education programs, the extension support activities, the ancillary activities, the administration and regulatory functions (Hemanga, 2014). The smallest administrative extension unit is the district office which is headed by an agricultural assistant as a supervisor and administrator, and depending on the size of the population, he is assisted by three to six a junior agricultural assistants to perform the extension work. Generally, a junior agricultural assistant has to cover two to four Mukims (wards) encompassing 1,000-4,000 farm-families.

A training program should be such that it not only stimulate the extension worker to re-define his job, but it should also relate the subject-matter areas in which he is to work to the kind of audience he is required to teach. For agriculture, practical experience and good understanding of the economic, social and cultural environment in which agriculture is practiced are very necessary if teaching to be related to the needs and problems of agricultural improvement.

7- Types of Training Needs Analysis

Many public officials, developmental planners, extension administrators and educators have expresses their needs for the demands of trained agricultural workers in any country. The extent of desired level of training and the rate at which they can be available are crucial at this point in time when the country is undergoing rapid national development as this will determine the ultimate degree of success. The analysis of training needs is not a task for specialists alone. Effective TNA is particularly vital in today's changing office, as new technologies and flexible working performs are becoming prevalent, leading to conformable changes in the skills and abilities needed. Analyzing what the training needs are required is an active prerequisite for any

effective training programs or event. 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 below (Kessy, 2014).

a- Organizational Analysis

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? (Chizari, 2006). Therefore, TNA is used to assess an organization's training needs. The root of the TNA is the gap analysis. This is an assessment of the gap between the knowledge, skills and attitudes that the people in the organization currently possess and the knowledge, skills and attitude that they require to meet the organization's objectives.

b- 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? That training can alter an individual's motivation and develop or modify them, and then it can identify the motives of individuals which could, later on, affect the training (Wabb, 2002).

c- Work 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 appropriate contents for training programs. This analysis depends largely on the information learned from the analysis and design work. Task analysis functions are similar to the job analysis; however, they focus 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 and interviews or questionnaires (Saleh et al., 2016).

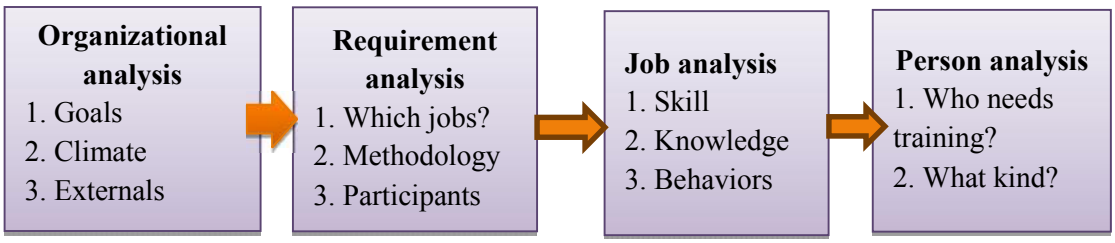

Figure 1: Learning needs analysis process

Source: Boydell and Leary, (2003)

To analyze training and improvement needs of the employees to support performance and professional objectives in current and future situations, the following steps are four (4) methods to TNA (Boydell and Leary, 2003), as shown in figure 1.

d- Performance Analysis

This analysis is based on knowing the performance and the proper training methods for workers, which will help to increase performance. The performance analysis of performance gaps of knowledge can then develop successful solutions to improve performance. 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 gap in the job performance? (Kessy, 2014). This technique is used to identify which employees need the training. Performance appraisals need to be reviewed. Managers and supervisors must undergo interviews. Relevant parties need to look for the performance measures such as benchmarks and goals. Are there differences between high and low performing workers on specific competencies? Would providing training in those competencies, improve staff job performance (Ovwigho, 2011)?

e- 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 are 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. This is because different content needs different kinds of training to improve the job (Salman et al, 2012).

f- 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. Today's work environment requires employees to be skilled in performing complex tasks in an efficient, safe manner and cost-effective. The difference between the actual level of job performance and the expected level of job performance indicates a need for training. The identification of training needs is the first step in a uniform method of instructional design (Saleh et al, 2016).

g- 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). The principle of assessment: use assessment instruments for which understandable and comprehensive documentation is available. Today's workplace often requires employees to be independent thinkers and 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. Examples of the competencies include technology, communication, action orientation, decision making, innovation, leadership, business knowledge-acumen, coaching-employee development, analytical skills, customer focus, problem-solving, fiscal management, global perspective and risk management (David and Rodrech, 2013). The survey should produce the following elements in its report: training subject(s); importance that training; the time of requirements; current target group; potential target group; frequency of training; and required outputs of the training.

The needs analysis course can be developed as described in Figure 2, which provides a complete picture of the needs of the organization in general and the best perception of the employee's need

for training. Therefore, appropriate future plans can be developed to develop the organization's work and thus perform better to achieve the required goals. Figure 2 shows that organizational analysis, job analysis and individual analysis are the most important entry points for integrated programs that improve performance at the level of individual, work unit and organization as a whole.

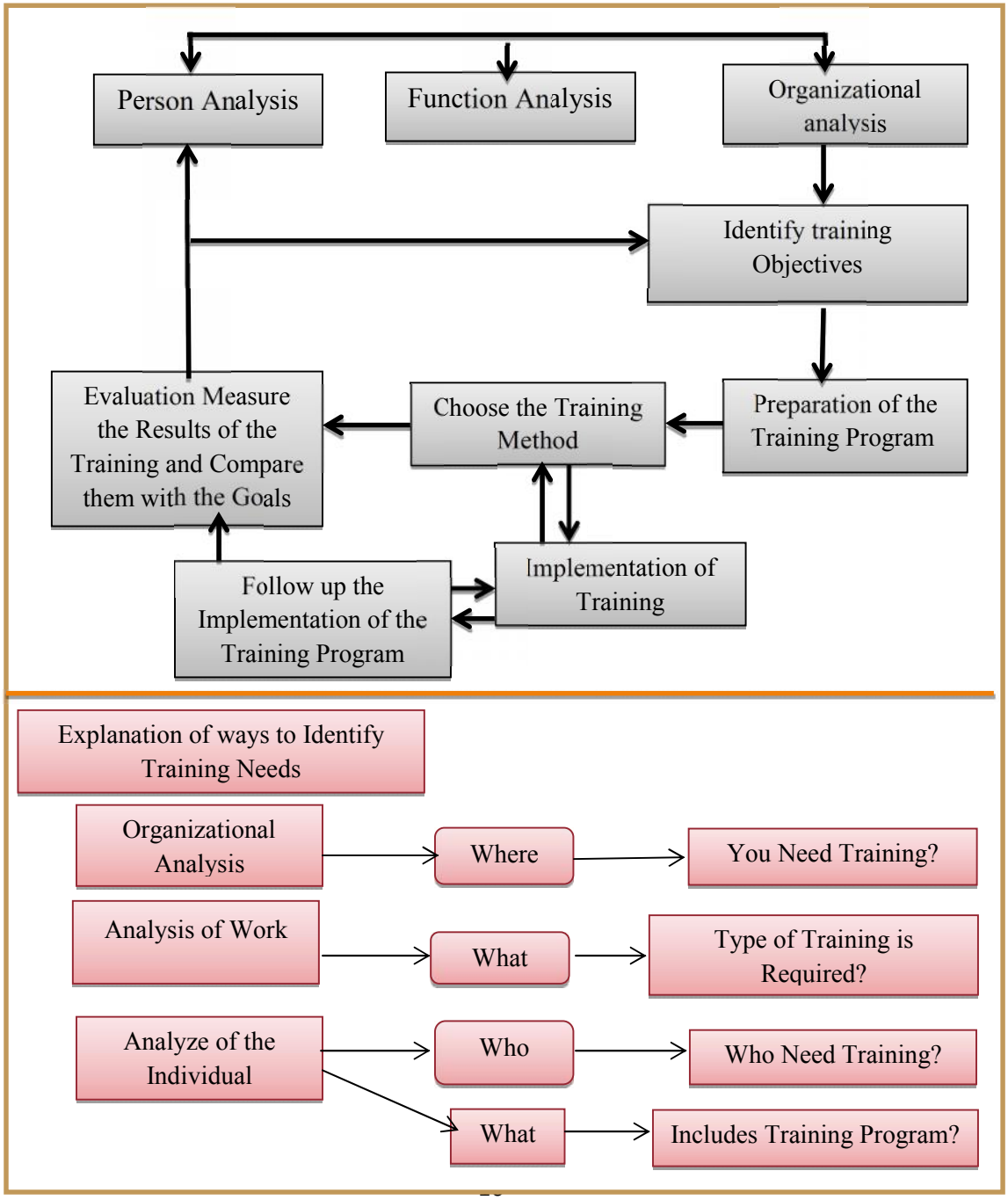

Figure 2: Training Needs Assessment Course

8- CONCLUSION

This research study provided all method that used for the training needs to the workers in agricultural extension. Training is an important process of capacity building of individuals as to improve the performance. Hence, training needs assessment is a vital to the training process. It helps to identify present problems and future challenges to be met through training and development. According to this study, the most important pre-service/in-service need is training that addresses integrating current advances in agricultural technology into the curriculum. This competency should be addressed in university teacher preparation curricula as well as by the agricultural education state staff. State staff can increase in-service training in this area for current agriculture teachers, as well as update their existing curriculum resources, to include recent advances within the curriculum. Therefore, a task analysis is usually done by collecting information from subject matter experts through interviews, focus groups, or surveys. The final output should include a detailed description of manual activities, mental activities, task durations and frequency, any necessary equipment, and the skills and competencies required to perform a given task. Meanwhile, the need to compare performance levels before the process of identifying training needs and after selecting and implementing training programs. Intensive studies on how to determine training needs, training needs identification models in other organizations, and choose what best fits the circumstances of the particular organization. Extension agents should possess professional competencies in many areas, which provide the critical skills and knowledge for them to be able to perform the work assigned to them. It is further recommended that a training course should be held for extension agents in areas where respondents showed a middle and high level of training needs. Conduct similar studies in other provinces to determine if the training needs of extension agents a vary according to the provinces

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