Satisfaction of Selective Farmers of theFarmer's House from Extension-Education Courses Held

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Abstract: The purpose of this descriptive-correlation study was to investigate satisfaction of selective farmers of the Farmer's House from extension-education courses held. The research instrumentation was structural questionnaire with close-ended questions, which its validity and reliability were confirmed. The statistical population of this study consisted of all selective farmers of the Farmer's House in 2010 (N=550) out of which, according to Israel table, a number of 225 people were selected, using simple random sampling method. Finally, 212 questionnaires were gathered and analyzed (n=212). Descriptive results of research indicated that 178 (84%) farmers have been attended extension-education courses during the three last years. Approximately 55% of them stated that dissatisfied from last courses attended, however, 70% of them stated that they had motivation to attend the next course. There was a statistically significant positive relationship between farmers' motivation level for attending these courses with their satisfaction level of these courses.

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Introduction

Agricultural extension system is one and the most important tools for distributing modern technology in agriculture, and that has significant role in development process especially the rural development. Rivera and Sulaiman[12] stated that is as a means of knowledge's transfer, innovation and development.

The purpose of agriculture extension system is informal education to the farmers for improving agriculture methods, so that they can utilize efficient and useful technologies in their own farming activities (TecerAtsan*et al*) [14]. Rivera and Qamar[11] believe that agriculture extension system via extension, technical and attitudinal trainings results in removing farmers' technical, skilling and informational needs and provides them with empowering and increasing quality of life and the efficient management of product resources. Karbasioun*et al* [7] believe that to help the farmers for making-decision is the most important role in agriculture extension, and that causes that they understand their goals and have their own learning based on their experience. Bahn&McAleer [3] divided extension-education courses into three categories; developmental, informational and institutional, and stated the goals as solving-problem, information' transfer, knowledge and ability in turn.

Fealy*et al* [4] believe that in order to have such successful findings from extension-education courses, many factors should be taken into consideration. Education satisfaction is one of the factors, by asking and having the learner' ideas about satisfaction level of educational courses; it is a way towards the adaption and acceptance level of educational material and its modification. Appraisal of acceptability of education materials and qualified level and satisfaction of the learners provide some pieces of useful information for designing, organizing, developing and implementing education programs. Pezeshki Rad *et al* [10] believe that agriculture instructors should understand the satisfaction level of the adult learners from their previous educational experiences in order to have better learning expectations for them. Gathering information about the adult learner' satisfaction makes the extension agents determine the best time and place for giving better education services. YazdanPanah*et al*[15] believe that organizations such as extension organization will recognize its client's expectations and needs by the results of the surveys;

then by removing the needs, that organization will provide the client's satisfaction and stability, and making interest because the client' dissatisfaction has bad and high costing outcomes for that organization. So information about the client's satisfaction for all organizations is acceptable, and no organizations would like to be closed because of dissatisfaction and client's absence. On the other hand, the farmers' satisfaction of governmental extension services is a necessary condition for moving towards extension privatization. Oladosu[9] stated that investigating the farmers' view about the satisfaction of extension services is one of important approaches for determining the qualified extension services.

Researchers have done many projects, using continuously studies in case of the farmers' satisfaction appraisal from agriculture extension services. For instance, Fealy*etal*'s[4] studies can be mentioned. The result of their study show the level of satisfaction of the majority of Qom gardeners from extension-education courses which held in the average. Yet the results show that the level of respondents satisfaction from principle of educational courses, in turn, in domain of educational goals, education of faculty, course content, educational methods, environment and educational facilities. In an investigation of qualified educational methods, it shows that the majority of respondents would tend to have practical education, a visit to of gardens and extension movie show. In their study Abdolmaleki*et al*[1] showed that the level of satisfaction majority of gardeners (45.70%) from extension-education courses held is on average. Beside, the results show that there is a positive and significant relationship (level of 1 percent) between characteristics of educational courses (the learner participation in educational subjects, the ability and the power of speech of instructor, well-fare facilities, having friendly relations, educational content's being clear, the time for holding classes and content's being new) with the respondents satisfaction. In their study, Karbasioun*et al* [8] showed that to attain new skill, experience, and information; and personal interests are the most important farmers' motivation in participation of extension-education courses. Moreover, the course time permanence, the course content utility in real environment, and contact with the members of the program are the most important characteristics of extension-education courses in which the farmers took part. SadighiandDarvishinia[13] gained a significant relationship between the farm size and the area under cultivated; and there isn't a significant relationship between age and the level of the farmers' education with the level of satisfaction. Pezeshki Rad *et al* [10], in a study, indicated that the level of the satisfaction of the majority of the farmers (41.30%) from extension-education courses is on average. In addition, in the farmer' opinion the most important characteristics of the courses which held are time, place of courses and respect to the learners. On the other hand the findings showed that there is a significant relationship between yield rate, yearly income, and the number of participation in courses and there isn't a significant relationship between job experience, level of education and the area under cultivated of the respondents with their satisfaction level from education courses which held. In their studyAsaduzzamanSarkerandItohara[2] showed that the majority of farmers had (62%) a positive view toward efficiency of extension courses. Oladosu[9] the majority of the farmers (67%) were "satisfied and strongly satisfied" regarding the agriculture extension services. The present study has been held based on previously study with this goal; the satisfaction analysis of selective farmers as members of the Farmer's House from extension-education courses.

It is worth noting that the selective farmer as member of the Farmer's House is referred to as members'representativesof the Farmer's House in each village, were selected from the formal members of the House in that village. These groups of farmers, the majority of which contact farmer, local leader, sample farmers and so on are as the proper patterns by which other farmers can take them as a pattern, and the farmers can turn to them for solving different technical problems; accepting their recommendations better; and finally they become as instructor in informal educational environment to make distribution of innovations with social qualified value. On the other hand, applying the selective farmers in the process of extension activity can be paid attention to in terms of local management and the participatory they have in the process of local making decision. These types of farmers can be considered by having impact on the people of the society the society, and treated in a using that others are trying to be like them.

Goal and Objectives

The purpose of the present study is to investigate the satisfaction of the selective farmers as members of the Farmer's House from extension-education courses. To attain the goal the following objectives should be regarded:

1- Investigating the state of the selective farmers' participation in extension-education courses over the three last years,
2- Describing professional and individual characteristics of the selective farmers,
3- Identifying the selective farmers' motivations for participating in extension-education courses,
4- Describing the satisfaction of the selective farmers from the last courses they took part in, and
5- Investigating the relationship between the professional and individual characteristics of the selective farmers with their level of satisfaction in extension-education courses.

Materials and Method

This study is of descriptive-correlation type, and it uses survey method with questionnaire. The statistical population of the present study consists the whole selective farmers as members of the Farmer's House (N=550), among which 225 selected by simple random sampling by using the Israel table (1992), and finally 212 questionnaires were analyzed (n=212).

The instrumentation for gathering data and information was questionnaire whose questions were designed into 2parts based on the review of literature [4, 1, 8 and 10]. The first part was devoted to the assessment of the farmers' participatory motivation in extension-education courses. The second part was devoted to information gathering about the individual characteristics of the farmers. To determine the validity of questionnaire, several copies of that questionnaire were in front of a group of experts like the professors of agriculture extension and education, and some necessary modifications based on, the expert suggestions were done. To determine the reliability coefficient, 30 questions were distributed out of statistical population. After gathering the questionnaire mentioned, the data were to be analyzed by a computer. The variables reliability of the motivation for participation and satisfaction level gained by Alpha Cronbach as 0.82 and 0.85 in turn. The statistical method in the present study was descriptive statistics (mean, standard deviation, frequency, frequency percentage, minimum and maximum) and analytical statistics (Pearson coefficient correlation). To analyze data the statistical software SPSS version 16 used.

Findings and Discussions

The state of the selective farmers' participation in extension-education courses over the three last years

Approximately 85% responded "Yes" to the question "Have you participated in extension-education courses in the three last years or not?" And 34 of participants (16%) responded "No" (Table 1). Therefore, in this study, the opinion of the respondents who participated in extension-education courses was used and the rest who not participated were taken out of the analytical statistic.

Table 1- The state of the selective farmers' participation in extension-education courses over the three last years (n=212)

Participation	Frequency	Frequency Percentage
Yes	178	84
No	34	16

Professional and individual characteristics of the selective farmers

The average age of the people who participated in extension-education courses is 46 (46.14) years with standard deviation 7 (7.10), majority of which are in the age group of 42-53 years. They are in the range of 7 to 50 years in case of agriculture experience, which (98 people or 55.1%) have agriculture experience of 23 to 38 years. The findings show that the education level of the farmers varies from 5 to 16 years, majority of them (65 people or 36.50%) have secondary degree, as well (Table 2).

Table 2- Professional and individual characteristics of the selective farmers who participated in extension-education courses (n=178)

Variable	Variable levels	Frequency	Frequency Percentag	Mean	SD	Min.	Max.
Age	30-41	37	20.80	46.14	7.10	31	66
	42-53	105	59				
	54-66	36	20.20				
Agriculture Experience	7-22	51	28.70	25.58	9.04	7	50
	23-38	98	55.10				
	39-50	29	16.30				
Level of Education	Primary School	63	35.40	9.024	3.86	5	16
	Guidance School	19	10.70				
	Secondary and Diploma	65	36.50				
	University Education	31	17.40				

The selective farmers' motivations for participating in extension-education courses

In the study, to assess the respondents' motivation for participating in extension-education courses a five-partLikertscale; very little (1), little (2), average (3), very (4) and very much (5) was used. Then the respondents were asked to state their opinion on 11 items. The mean, standard deviation, and item ranking have been mentioned in Table 3. The results of Table 3 show that 7 items out of 11 have an average higher than 3 and are on average. The item "expansion of social relationship with other farmers and extension stuff" (SD=1.16 and M=3.70) has got the highest mean. HoweverKarbasioun*et al* [8] in their study showed that to attain new skill, experience, and information; and personal interest is the most important farmers' motivation in participation of extension-education courses.

The results of Table 3 show that 4 items out of 11 items have the mean lower than average and less than that. The results of Table 4 show that the majority of the participants (125% people or 70.20%) for participating in the next extension-education courses have some sort of motivation, and 143 people (29.80%) have no motivation.

Table 3- Ranking respondents' motivations for participating in extension-education courses (n=178)

Items	Mean*	SD	Rank
-Expansion of social relationship with other farmers and extension staff	3.70	1.16	1
- Curiosity	3.70	1.22	2
- Personal interest	3.70	1.35	3
- Attaining new skill, experiences	3.69	0.94	4
- Attaining new information	3.66	1.05	5
- Having good feeling by participating in the extension-education courses	3.35	1.18	6
- Getting certificate	3.70	1.17	7
- Having access to more facilities and services by extension centers after passing the course	2.91	1.28	8
- Applying for extension staff	2.82	1.45	9
- Friends' insisting in participating in extension-education courses	2.76	1.47	10
- Having free time and entertainment	2.65	1.48	11
Total	3.27	0.87	-

* **Very little= 1, little= 2, average= 3, very= 4, very much= 5**

Table 4- Classifying respondents' motivations for participating in extension-education courses (n=178)

Classification		Motivation Levels	Frequency	Frequency percentage
1-1.99	No motivation	No motivation	14	7.90
2-2.99		Approximately Without motivation	39	21.90
3-3.99	With motivation	Approximately With motivation	96	53.90
4-5		With motivation	29	16.30

The satisfaction of the selective farmers from the last courses they took part in

In the study, to assess the respondents' motivation for participating in extension-education courses a fives-part Likertscale; very little (1), little (2), average (3), very (4) and very much (5) was used. Then the respondents were asked to state their opinion on 17 items. The mean, standard deviation, and item ranking have been mentioned in Table 5. The results of Table 5 show that 8 items out of 17 have an average higher than 3 and are on average. The item "proper time for holding the course" (SD=1.08 and M=3.38) has got the highest mean. The items relevant to educational content had the lowest rank; this result is in contradictory with Fealy*et al*[4] and Karbasioun*et a*l's[7] findings.

The results of Table 5 show that 9 items out of 17 items have the mean lower than average and less than that. The results of Table 6 show that the majority of the participants (100% people or 55.10%) participated in the rest (78 people or 44.90%) were satisfied. This result is in contradictory with Pezeshki Rad *et al*[10] and Oladosu's[9] findings.

Table 5- The satisfaction of respondents from the last courses they took part in (n=178)

Items	Mean*	SD	Rank
- The proper time for holding the course	3.38	1.08	1
- The proper place for the course (chair, light, air conditioner, …)	3.37	1.03	2
- The proper transportations for participants to attend the classes	3.28	1.15	3
- The instructor ability in clarifying the contents	3.27	0.90	4
- The quality of serving (food, entertainment, …) during the course	3.14	1.11	5
- The educational content's being clear in courses in real situation	3.12	0.98	6
- The educational content's being practical of the course in the farmers real situation	3.04	1.32	7
- Having easy access to the class	3.02	1.21	8
- Evaluation quality which used in the beginning, during, at the end of course	2.99	0.61	9
- The balance between the participatory groups (sex, age, job, and work background)	2.95	1.06	10
- Making a good and friendly relationship between instructors and farmers	2.93	0.94	11
- Making use of various educational methods in presenting contents by the instructors (lecture, discussion, …)	2.90	0.96	12
- Making the farmers participate in discussing the course content by the instructors	2.85	1.05	13
- The educational content's being new presented in the course	2.74	1.10	14
- The proper period of the course (for instance; a one- day period, a two- days period, etc.)	2.49	1.16	15
- The use of teaching aid equipment like audio-visual tools, poster, projector, overhead, etc.	2.40	1.10	16
- Combining the course content with practical activities	2.20	0.97	17
Total	2.95	0.60	-

***Very little= 1, little= 2, average= 3, very= 4, very much= 5**

Table 6- Classifying respondents' satisfaction from the last courses they took part in (n=178)

Classify		Satisfaction Levels	Frequency	Frequency percentage
1-1.99	Dissatisfied	Dissatisfied	6	3.40
2-2.99		Approximately Dissatisfied	94	51.70
3-3.99	Satisfied	Approximately Satisfied	73	41
4-5		Satisfied	7	3.90

Relationship between the professional and individual characteristics of the selective farmers with their level of satisfaction in extension-education courses

The investigation of correlation coefficients shows that there isn't any significant relationship among the

age (r=0.227, P>0.05), job background (r=0.221, P>0.05) and the education level of the farmers (r=0.123, P>0.05) with their satisfaction level of extension-education courses (Table 7). These hypotheses have been investigated in Sadighi and Darvishinia[13] and Pezeshki Rad *et al*'s[10] study, they claim that there isn't any significant relationship. It is worth noting that a Hinkle *et al*'s[5] model for describing the level of correlation has been used.

The calculated Pearson correlation coefficient for the variable of motivation level of the farmers in participating the extension-education courses (r=0.67, P<0.01) with the satisfaction level from the last extension-education course show that there is a positive and significant relationship between the mentioned variables and satisfaction level of the farmers, and this relationship is reported on average regarding the Hinkle *et al*'s[5] model. It means that the more the farmers' satisfaction increases in extension-education courses, the more their motivation increases in participating the courses, and the vice versa is true.

Table 7- Relationship between the professional and individual characteristics of the selective farmers with their level of satisfaction in extension-education courses (n=178)

Variable	Significant Level and Correlation Coefficient		Correlation Description Frequency percentage
	r	P	
Age	0.227	0.052	Detailed
Farmers' experience	0.221	0.072	Detailed
Education level	0.132	0.081	Detailed
The motivation level for participating in the course	0.670**	0.000	Average

**P<0.01

Conclusion

The agriculture extension services, attention to the selective farmers, the qualitative and quantities increase the ability of farmers, and finally their promoting technical knowledge are highly important, because these groups are as influential factors in educating other farmers. Regarding that these farmers possess the familiarity with the culture, educational-social state, the presence and close contact with people, and reciprocal interaction with local communities and play important role as a facilitator in the processes of the economical, social, and management collaborative activities. Therefore the present study has an attempt to investigate the farmers' satisfaction of extension-education courses.

The study findings show that more than $\frac{3}{4}$ (84%) of the farmers participated in extension-education courses in the three last years, and 70% of them stated that they would have motivation to participate in the future courses. However, half of them (100 people or 55.10%) who participated were dissatisfied. Yet the findings show that there is positive and significant relationship between the farmers'satisfaction from extension-education courses with their motivation level participating in the courses**.**

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