

SPEAKING AND LISTENING SKILLS OF AGRICULTURAL EXTENSION WORKERS IN SALAH AL-DIN GOVERNORATE

R. A. Abdulwahhab^{1*}  M. S. Shada²  M. A. Mohammed³ 

^{1,2} University of Tikrit - College of Agricultural

³ General Directorate of Education of Salah Al-Din

*Correspondence to: Raafat Riyadh Abdulwahhab, College of Agricultural, Tikrit University, Iraq.

Email: Raafat.riyadh@tu.edu.iq

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Abstract


The search aimed to identify the speaking and listening skills of agricultural extension workers in general in Salah Al-Din Governorate. The research community comprised agricultural extension professionals from Salah Al-Din Governorate, represented by the divisions Tikrit, Samarra, Al-Dur, Al-Alam, the Extension Training Centre, and the Directorate of Agriculture's headquarters. There were a total of 93 agricultural employees with an agricultural scientific qualification. The questionnaire pre-test was conducted on an experimental sample of 20 agricultural extension workers. A random sample of 54% was chosen after the agricultural employees who appeared in the study were excluded. As a result, the sample of agricultural employees consists of 50 agricultural employees. The results showed that the majority of workers in agricultural extension in Salah Al-Din governorate have medium speaking and listening skills that tend to be low. This result may be ascribed to the fact that most respondents' terms of reference are not indicative, and they also conduct numerous extra tasks in addition to their indicative job. Hence, the result came at this level. The study's findings revealed a significant relationship between agricultural extension workers' speaking and listening skills and some independent factors (the level of education, the duration of job service,


specialization, the duration of job service, and the attitude towards agricultural extension).

Keywords: Extension communication, Communication skills, Extension connection metho.

مهارات التحدث والاستماع للمرشدين الزراعيين بمحافظة صلاح الدين

محمد عزت محمد³ 

مها سعيد شدة² 

رأفت رياض عبدالوهاب^{1*} 

^{1,2} كلية الزراعة - جامعة تكريت

³ مديرية تربية صلاح الدين

*المراسلة الي: م. رأفت رياض عبدالوهاب، كلية الزراعة، جامعة تكريت، العراق.

البريد الالكتروني: Raafat.riyadh@tu.edu.iq

الخلاصة

استهدف البحث تحديد مستوى مهارات التحدث والاستماع لدى العاملين بالإرشاد الزراعي في محافظة صلاح الدين بشكل عام. شمل مجتمع البحث العاملين بالإرشاد الزراعي في محافظة صلاح الدين متمثلة بالشعب التالية (تكريت، سامراء، الدور، العلم، ومركز التدريب الإرشادي ومقر مديرية الزراعة) وبلغ عدد الموظفين الكلي 93 موظفاً زراعياً ممن يحملون مؤهل علمي زراعي أخذت منهم عينة استطلاعية بحجم 20 موظفين زراعيين لأجراء الاختبار الأولي للاستبيان وبعد ذلك تم اختيار عينة عشوائية بسيطة بنسبة 54% من العدد الكلي بعد استبعاد الموظفين الزراعيين الذين ظهروا في عينة الاختبار الأولي وبذلك يكون عدد أفراد العينة الخاصة بالموظفين الزراعيين 50 موظفاً زراعياً، أظهرت النتائج أن غالبية العاملين في الإرشاد الزراعي في محافظة صلاح الدين لديهم مهارات تحدث واستماع متوسطة تميل إلى الانخفاض. ويمكن ان تعزى هذه النتيجة الى ان اختصاصات أغلبية المبحوثين هي غير إرشادية، بالإضافة الى انهم يقومون بإعمال إضافية متنوعة فضلاً عن عملهم الإرشادي لذا جاءت النتيجة بهذا المستوى، كما كشفت نتائج الدراسة عن علاقة ذات دلالة إحصائية بين مهارات التحدث والاستماع لدى المرشدين الزراعيين وعدد من العوامل المستقلة (مستوى التعليم، مدة خدمة الوظيفة، التخصص، مدة خدمة الوظيفة، الموقف من الإرشاد الزراعي).

كلمات مفتاحية: الاتصال الإرشادي، مهارات الاتصال، أساليب الاتصال الإرشادي.

Introduction

Different communication skills are important in everyone's life, regardless of profession. Communication abilities, whether nonverbal or spoken, directly influence people. Working people spend about 82% of their time communicating (14). Communication abilities are classified into several categories, the most significant of which are speaking and listening. Speaking is one of the most commonly utilized oral abilities since it is needed in daily life to complete functional demands and to

persuade and express our thoughts to others (11). Speaking is one of the four most important language skills (listening, reading, speaking, and writing). A person who develops this talent will almost certainly grasp the rest of the language abilities and be the bridge that allows workers to communicate in many life scenarios. (6) organized his expression by training them to collect ideas and expand the circle of adaptation with the educational situation during meetings because speaking includes questions, answers, discussions, and comments on the answers. Furthermore, it separates speaking abilities from consciousness refinement and the right expression of sentiments (13). Speaking is a linguistic art taught and practiced so that a person can communicate fluently and convey his or her ideas and thoughts using logical words and a clear notion. The language must be used correctly, clearly, and without ambiguity (3). Speaking is one of the most significant aspects of communication since it is personal and the shortest, simplest, closest to oneself, and fastest technique. It allows the sender to receive a straight and prompt answer (7). The second important skill is listening. Listening is regarded as one of the fundamental talents of the individual, which he acquires throughout the early phases of his development. Through hearing, the youngster begins to respond to the outside environment. Listening, like learning to speak, is a fundamental ability that serves as the foundation for all other communication abilities (5). When it comes to learning and thinking, listening is one of the first senses a person employs in his or her lifetime. It plays a significant role in interpersonal connection and communication. Learning a language, a person develops as a listener before becoming a speaker. The Arabs understood the significance of this step in the process and used to take their children to the desert to hear the language being spoken there (9). Moreover, because hearing is an art on which all other language arts are founded, it was vital to pay attention to the arts that develop the capacity to listen, and listening represents a big component of learning. After the fundamental means of communicating with others (13). The listening process includes the following steps: Sensing a message or an audio stimulus with the same meaning and sending the experience to the brain via the auditory nerve system. The brain then analyzes the audio message. Determining if they have meaning in light of the prior inventory or are merely meaningless noises and cognitively interpreting and documenting the auditory language structure. Moreover, the recovery of aural material, in which audible material concepts are linked via mental processes. Select what the listener wants to keep (3). Because following up on details and paying attention to them is difficult and involves knowledge and training, listening requires a degree of focus and concentration. Phonological differentiation of spoken language: comprehending the significance of these symbols and seeing the communication function or message included in the symbols or spoken words (12). Moreover, just because someone is born with a strong hearing ability does not guarantee a good listening ability because listening is considered an acquired talent that involves comprehension and effort (15). Moreover, because communication is so important in all parts of practical and social life, it is also the most important factor in organizational success. As a result, one of the most significant variables contributing to the efficacy of agricultural extension organizations is the communication efficiency of extension employees. These organizations strive to develop extension

workers' knowledge and skills by offering the appropriate training programs to increase their technical and communication abilities (9). Information delivery must document the levels and types of communication capacity and the efficient use of skills that connect agricultural extension workers with farmers (10). Furthermore, as a teacher, the agricultural guide must have the skill since a guide without talent cannot teach the skill, so anybody who does not master anything cannot achieve his goals or execute his needs. As a result, the effectiveness of the extension apparatus as an organization aimed at achieving rural development continuity is dependent on its ability to absorb external variables by causing a significant internal change in the performance of its human elements to adapt and conform and even take the lead in rural development continuity in light of those variables (1). The study (Wallace) indicated that one of the most important factors that prevent employees from doing the expected work is the managers' lack of effective communication skills, representing the life of the guiding organization (15). Agricultural extension managers have intermediate communication abilities, according to Bill and Loretta's study (8). As a result, what has been stated emphasizes the significance of communication skills (speaking and listening) for agricultural extension workers to do successful and efficient extension work (4). As a result of the preceding, it is clear that the criterion for selecting agricultural extension workers was not based on educational qualifications without regard to the minimum requirements of their job in communication skills, and this may be compounded by a lack of effort directed towards them in training and providing them with these skills. According to the preceding, the inability to transmit the indicative information appropriately reveals the depth of the failure to develop a good manner of communicating. Salah Al-Din Governorate is considered one of the most famous Iraqi governorates, which is characterized by the cultivation of various crops, so it is essential to emphasize the importance of extension work and to present its activities with high efficiency, and based on the preceding, the research problem is to answer a number of the following questions:

1- What is the level of speaking and listening skills of agricultural extension workers in Salah Al-Din Governorate?

2- What is the correlation between the degree of possession of agricultural extension workers in Salah Al-Din Governorate for the skill (speaking and listening) and some of the extensions' factors (level of education, specialization, length of job service, in-service training, upbringing, attitude towards agricultural extension).

Research Aims:

First, the speaking and listening skills of agricultural extension workers in Salah Al-Din Governorate will be determined.

Second, the paragraphs for each field of communication skills for agricultural extension workers in terms of their ownership should be arranged.

Third, determining the correlation between agricultural extension workers' speaking and listening skills and the independent factors related to their personal and functional characteristics (level of education, specialization, length of job service, in-service training, upbringing, attitude towards agricultural extension).

Fourth, finding a regression relationship between the level of speaking and listening skills of agricultural extension workers in Salah Al-Din Governorate and among the independent variables mentioned in the third objective.

Research Assumes: There is no significant correlation between the degree of possession of speaking and listening skills by agricultural extension workers in Salah Al-Din Governorate and each of the following independent factors (level of education, specialization, length of job service, participation in training courses, upbringing, and an attitude towards agricultural extension).

Procedural Definitions:

1. Agricultural extension workers: All agricultural staff designated to give extension services to farmers of all positions and working in the Salah Al-Din Agricultural Directorate's agricultural divisions (Al-Alam, Samarra, Al-Dur, Tikrit).
2. Attitude towards agricultural extension: the respondents' favorable or negative attitude towards extension activity.
3. Communication skills: The degree attained by the person working in agricultural extension on the communication skills scale employed in this study when answering the scale's items.
4. Speaking Skills: The respondent's answer to his mastery of the behavior required in translating his thought into a spoken verbal message and his performance of the relevant tests to create and issue what he says about the talk.
5. Listening skills: the degree to which a person masters the behaviors of awareness, knowledge, comprehension, and interpretation, and the suitable inference of what others say about talk.

Materials and Methods

First: Research Methodology: The current study came under the descriptive technique and was categorized as opinion research or exploratory research. This study is beneficial for gathering information on respondents' consent, opinions, and reactions to a specific topic or issue.

Second: Research Community: Workers in agricultural extension in Salah Al-Din Governorate were included in the research community due to their proximity to the researcher's residence (Tikrit, Samarra, al-Dur, al-Alam, the extension training center, and the headquarters of the Directorate of Agriculture). Their total number reached 93 agricultural employees with academic credentials. Agricultural After removing the agricultural laborers featured in the original test sample of 20 respondents, a random sample of 54% of the total number was selected. As a result, the sample of agricultural laborers 50 is distributed as indicated in Table 1.

Table 1: Distribution of respondents according to agricultural divisions.

sequencing	Agricultural departments and divisions	the total number	The number of respondents
1	Department of Agriculture	44	24
2	Tikrit Agriculture Division	7	4
3	Agricultural Extension and Training Center	8	5
4	Science Agriculture Division	10	5
5	Role Agriculture Division	12	6
6	Samarra Agriculture Division	12	6
	the total	93	50

Salah Al-Din Agriculture Directorate / Planning Department, in 2022.

Third: Search tool: A questionnaire was created to collect data from respondents to achieve the study's aims. The instrument was divided into two parts: The first part comprised information about the workers' personal and functional characteristics, such as (level of education, specialization, duration of job service, in-service training, attitude towards agricultural extension, and Foundation). The second section features a scale with various elements to measure the degree of speaking and listening abilities of agricultural extension workers. In its first iteration, A scale consisting of 30 items was prepared in its initial form, which was formulated by reviewing previous research on the subject of skills, where some paragraphs were modified, deleted, and reformulated to suit the research, resulting in a total of 23 items divided into two sections, namely:

1. The speaking skills field was measured through 13 items.
2. The field of listening skills: it was measured through 10 items.

The answer alternatives for each item were (always happens, often happens, sometimes happens, rarely happens, never happens). Values were assigned to these alternatives as follows 5, 4, 3, 2, 1, respectively, in the case of the items being positive and vice versa in the case of the items being negative.

Then, a pre-test was conducted on the form on 12/5/2022, using a survey sample of 20 agricultural employees from outside the research sample. High, and it is considered acceptable and satisfactory if its value reaches 0.70 or more 7. After that, the questionnaire became final, and data was collected from the respondents between 1/2/2023 and 1/25/2023.

Fourth: Measurement of Independent Factors:

The measurement of the following independent factors includes:

1. The level of education: the following scale was set for it (a graduate of an agricultural preparatory school, a graduate of an agricultural institute, a graduate of an agricultural college, a holder of a higher degree), and these levels were given the following weights 1, 2, 3, 4, respectively.
2. Specialization: It was measured by asking the respondents whether they were specialists in agricultural extension in their previous academic studies or were not specialized in agricultural extension, i.e., specialized in any of the other agricultural branches, for which symbols 2, 1 were assigned.
3. Duration of job service: This factor was measured by asking the respondent about the number of years of their service.

4. In-service training: This variable was measured by asking the respondent whether he participated in training courses according to the following levels (no, yes). The following weights were assigned to these levels: 1, 2.
5. upbringing: It was measured according to the following levels (rural life, urban life), and symbols 1, 2 were assigned, respectively.
6. Attitude towards agricultural extension: the scale consists of 6 standard items, 3 of which carry positive connotations and three negative connotations, for which a gradual scale composed of levels (very agree, agree, neutral, disagree, very disagree), the following values were given 5, 4, 3, 2, 1 for the positive expressions and 1, 2, 3, 4, 5 were given for the negative expressions, so the trend range became limited between 6-30 degrees.

Fifth: Measurement of the dependent factor: The response choices against each question were used to calculate the dependent variable (always happens, frequently happens, occasionally happens, rarely happens, never happens). In the case of positive items, values were allocated to these options as follows 5, 4, 3, 2, 1, while in the case of negative items, values were assigned as follows 5, 4, 3, 2, 1. The theoretical range was 23-115.

Results and Discussion

This chapter reviews the results according to the sequence of research objectives: the first objective is to determine the level of speaking and listening skills of agricultural extension workers in Salah Al-Din Governorate.

The results showed that the highest numerical value obtained by the researchers in determining the level of speaking and listening skills was 98 degrees, and the lowest numeric value was 48 degrees, with an average of 71.6 degrees and a standard deviation of 12.66. They were distributed into three categories to obtain the results, Table 2.

Table 2: Distribution of agricultural extension workers according to speaking and listening skills.

Categories	number	percentage	Average skill level
low (64 – 48)	17	% 34	58.294
Medium (81 – 65)	22	% 44	72.772
High (98 – 82)	11	% 22	89.8181
	50	% 100	

S.D = 12.66, \bar{X} = 71.6.

The above table shows that most of the respondents were in the medium and low categories, which means that the communication skills (speaking and listening) of workers in agricultural extension in general (medium tend to decline). This result may be ascribed to the fact that most respondents' terms of reference are not indicative, and they also conduct numerous extra tasks in addition to their indicative job. Hence, the result came at this level.

The second objective is to arrange the items of each field of communication skills for agricultural extension workers in terms of their possession:

First: speaking skills: careful to speak a simple dialect that farmers understand) ranked first with an arithmetic mean of 3.887. The success of their guiding message

and convincing them of it, and finding that the items (use repetition while talking with farmers) came in the last place with an arithmetic mean of 2.588, Table 3. The reason for this may be that the respondents do not attach importance to these items in many cases. Often, the conversations of the respondents with the farmer may be short-duration and specific in their subject matter, and there is no reason to repeat the talk.

Table 3: Arrangement of paragraphs of speaking skills.

The sequence of items in the questionnaire	items	the rank	Arithmetic average
5	Be sure to speak in a simple tone that the grower will understand	2	3.9
9	I avoid using scientific terminology that does not suit the farmer's level	3	3.26
1	Ensure that the content of the advisory message is from a reliable source	1	3.22
3	Ask the grower to direct any questions about the extension letter	4	3.22
7	The farmer feels that I am interested in what he has to say	5	3.16
4	Continue to explain to farmers the content of the extension message after I have tried more than once	6	3.08
8	I find it challenging to speak in front of a large group of farmers for a few minutes at the beginning	7	2.94
10	Ask the farmers a few questions to make sure they follow the conversation	8	2.9
13	I can speak fluently on any agricultural topic to the end	9	2.86
12	I can repeat my conversation with the farmers in another way that is understandable to them	10	2.76
2	I note the emotional state of all the farmers to consider this while I talk to them	11	2.5
6	I give additional information about my extension letter	12	2.48
11	Use repetition while talking to the farmer	13	2.46

Second: listening skills: The results showed that the paragraph that ranked first in the ranking of listening skills is the paragraph (be careful to listen to every word the farmer says to understand what is behind it), with a weighted arithmetic mean of 3.572. This may be due to the ability of agricultural extension workers to understand what the speaker says and interpret it realistically.

As for the paragraph that ranked last among the paragraphs on listening skills, it is (I show my nervousness and tension while listening to an uncomfortable talk from the farmer) with a weighted arithmetic mean of 2.467. This is due to the counselor's lack of skill in dealing with the respondents, the ability to contain the farmer, and the disturbing talk issues.

Table 4: Arranging the paragraphs on listening skills.

The sequence of items in the questionnaire	items	the rank	Arithmetic average
5	Make sure to listen to every word the farmer says to understand what is behind it	1	3.42
6	He remained silent until the farmer had finished speaking	2	3.3
4	Ask for additional clarifications when I do not understand the farmer's question to me	3	3.18
8	I argue a lot while listening to the farmer talk somewhere	4	3.14
10	I put myself in the farmer's shoes to understand what he was saying	5	2.96
1	I like to draw quick conclusions after hearing about the farmer	7	2.9
2	I usually get upset when cultivators misunderstand what I'm telling them	8	2.86
7	Prove what I hear of new information that will benefit me in my counseling work	9	2.82
3	Showing my nervousness and nervousness while listening to uncomfortable talk from the farmer	10	2.78

The second objective is to determine the correlation between the level of speaking and listening skills of agricultural extension workers and the independent factors related to their personal and functional characteristics as follows:

1. Education level: according to this factor, the respondents were divided into four categories, as shown in the following table 5:

Table 5: Distribution of respondents according to the level of education and average of speaking and listening skills.

Educational level	Number of respondents	the percentage	The average skills rate	rs
Agriculture graduate	12	% 24	62.833	0.51**
A graduate of an agricultural institute	11	% 22	65.727	
Graduated from the College of Agriculture	16	% 32	76.312	
Master's Degree	11	% 22	80.181	
the total	50	100		

** It is significant at the level of (0.01).

It can be seen from the above table that the graduates of the College of Agriculture constituted the highest percentage of the respondents, 32%, and the graduates of the Preparatory School of Agriculture were 24%; at the same time, the percentage of respondents who graduated from agricultural institutes, 22% and the percentage of respondents who held higher degrees 22%. The highest rate of communication skills, 80,181 scores, appeared among holders of postgraduate degrees, while the rate of communication skills for graduates of agricultural preparatory schools was 62.833 degrees. To find out if there is a correlation between the level of speaking and listening skills and the level of education, use the Spearman correlation coefficient,

whose value was 0.51 **, and this indicates the presence of a significant correlation at the level of 0.01, so the null hypothesis was rejected which states that there is no significant correlation between The degree of possession of speaking and listening skills by agricultural extension workers in Salah Al-Din Governorate, and the level of education, and the alternative hypothesis was accepted.

This indicates that the respondents' education level is related to the degree of their possession of communication skills. The reason may be an increase in the educational level, which leads to knowledge of everything new in the field of work and thus leads to an increase in communication skills.

2- Specialization: When distributing the respondents according to specialization, it was found that the percentage of respondents who specialized in agricultural extension was 40%, while the percentage of non-specialized respondents in agricultural extension was 60%. In agricultural extension specialization, the lowest rate of communication skills among respondents with other specializations was 67.766. Moreover, Table 6:

Table 6: Distribution of respondents according to specialization and average speaking and listening skills.

Specialization	the number	percentage	The average skills rate	rs
Other majors	30	% 60	67.766	0.32*
Agricultural extension	20	% 40	77.35	
	50	% 100		

** It is significant at the level of (0.05)

It is clear from the above table that counseling specialization is the lowest category, and to determine whether there is a correlation between speaking and listening skills and specialization, the Spearman-Brown coefficient was used, whose value was 0.32*, and this indicates the existence of a significant correlation at the level of 0.05, so the null hypothesis was rejected, which states (there is no significant correlation between the degree of agricultural extension workers' possession of speaking and listening skills in Salah Al-Din Governorate and specialization) and the alternative hypothesis was accepted. Therefore, note the high level of speaking and listening skills among specialists in agricultural extension, as it indicates that the specialization of the respondents was related to the degree of their possession of communication skills, and this may mean that the respondents who received lessons in agricultural extension and social sciences in their academic studies that explain human behavior or identify the factors influencing it are higher skill than others.

3. Duration of job service: The respondents were distributed into three categories according to their job service period, Table 7:

Table 7: Distribution of respondents according to the length of job service and average speaking and listening skills.

Job service duration	Number of respondents	percentage	The average skills rate	r
3-14 years old	22	% 44	67.22	0.38**
15-26 years old	21	% 42	73.76	
27 - or more	7	% 14	78.85	
the total	50	100		

S.D = 8.97, \bar{X} = 17.38, ** it is significant at the level of (0.01).

It appears from the table that the highest percentage of the respondents, 44%, were within the category whose functional service period was 3-14 years, followed by the percentage of respondents whose functional service period was from 15-26 years, with a rate of 42%, and finally a percentage of 14% of the respondents whose job service period was from 27- or more years. To determine whether there is a correlation between speaking and listening skills and the job service period, the simple correlation coefficient (Person) was used, whose value was 0.38 **, which indicates There was a positive correlation between the workers, which is significant at the level of 0.01, so the statistical hypothesis that states (there was no significant correlation between the degree of agricultural extension workers' possession of speaking and listening skills in Salah Al-Din Governorate and the duration of job service) was rejected and the alternative hypothesis was accepted. This is because the length of the job service makes the respondent more in contact with the various aspects of the extension work and more dealing with others, in addition to his contact with the bodies and departments that are related to the extension work, which makes him more able to use his skills efficiently and effectively.

4- On-the-job training: The respondents were distributed into two categories according to their participation in communication skills courses, Table 8:

Table 8: Distribution of respondents according to participation in training courses and rate of speaking and listening skills.

Participation in training courses	Number of respondents	percentage	The average skills rate	rs
Untrained	18	% 36	61.88	0.59**
trainee	32	% 64	77.06	
the total	50	100		

** It is significant at the level of (0.01).

It is clear from the previous table that 36% of the respondents did not participate in any training course, and 64% participated during their job service period. The rate of speaking and listening skills for the participants in the training was 77.06 degrees. As for those who did not participate, the average of their communication skills was 61.88 degrees. To determine whether there is a correlation between speaking and listening skills and training during service, the rank correlation coefficient (Spearman-Brown) was used, and its value was 0.59**. The statistic states (that there was no significant correlation between the degree of agricultural extension workers' possession of speaking and listening skills in Salah Al-Din Governorate and in-service training) was rejected, and the alternative hypothesis was accepted. This is because the more training is increased, the more the respondents will acquire guiding skills, and the importance of training in forming appropriate intellectual and scientific habits that contribute to providing workers with new skills and knowledge that will make them more efficient and capable in performing their current work, which they are expected to do in the future.

5- upbringings: When distributing the respondents according to their upbringing, Table 9, it was found that those with rural upbringing represent 42% of the respondents, while those with urban upbringing represent 58% of the respondents:

Table 9: Distribution of respondents according to their upbringing and average speaking and listening skills.

Foundation	Number of respondents	percentage	The average skills rate	rs
rural	21	% 42	69.190	0.15
Urban	29	% 58	73.344	
the total	50	100		

It is clear from the above table that the urban category has the highest percentage, and to determine whether there was a correlation between speaking and listening skills and growing up, use the ordinal correlation coefficient (Spearman-Brown), where its value was 0.15. It indicates that there was no significant correlation between the two workers, so the hypothesis that states (there is no significant correlation between the degree of possession of speaking, listening, and upbringing skills by agricultural extension workers) was accepted, and the alternative hypothesis was rejected, which means that the upbringing of the respondents has no relationship with the degree of their possession of communication skills, and this indicates that the communication skills of the respondents increase or decrease regardless. About their rural or urban upbringing, that is, there was no relationship.

6- The attitude towards agricultural extension: The values expressing the trend towards agricultural extension ranged between 10-27, distributed into three categories, Table 10:

Table 10: Distribution of respondents according to their attitudes towards agricultural extension and average speaking and listening skills.

Orientation toward agricultural extension	Number of respondents	percentage	The average skills rate	r
(15 – 10)	19	% 38	64.68421	0.44**
(21 – 16)	17	% 34	72.82353	
(27 – 22)	14	% 28	79.5	
	50	100		

S.D = 5.16, \bar{X} = 17.94, ** it is significant at the level of (0.01).

It can be seen from the above table that 34% of the respondents fall into the neutral level of the trend towards agricultural extension, and as for the positive level, it reached 28%, and their percentage was in the negative level, 38%. This indicates that the attitude of the surveyed workers towards agricultural extension is neutral and tends to be negative. To determine whether there is a correlation between the degree of agricultural extension workers' possession of speaking and listening skills and their attitude toward agricultural extension, the simple correlation coefficient (Person) was used, where its value was 0.44**. It indicates a positive correlation between the workers, which is significant at the level of 0.01, so the hypothesis that states (there was no significant correlation between the degree of the agricultural extension workers' possession of speaking and listening skills and the attitude towards agricultural extension) was rejected, and the alternative hypothesis was accepted, This may be explained by the fact that when employees had more positive attitudes towards their jobs, they improved their speaking and listening abilities, were content with their work, and produced with a high level of ability and efficiency.

Fourth: Finding a regression relationship between the level of speaking and listening skills of agricultural extension workers in Salah Al-Din Governorate and the total number of independent variables mentioned in the third objective.

The purpose of determining the relationship between the level of speaking and listening skills of agricultural extension workers in Salah Al-Din Governorate. The independent variables were used to determine the effect of each factor and other factors on speaking and listening skills. Then, arrange these factors descending accordingly and know the amount of the total variance. In the level of skills explained by the group of independent variables surveyed, for this purpose, a multi-step-wise regression analysis model was used, and non-significant variables with weak influence on the level of skills were excluded. It is clear from the table below that the variable (participation in training courses and level of Education) was one of the independent variables that had an impact on the level of speaking and listening skills, while all other independent variables were excluded from the model due to the lack of significant regression, Table 11.

Table 11: The relationship of regression between the skill level score and the set of independent factors.

	independent factors	The multiple correlation coefficient R	coefficient of determination R²	change in the coefficient of determination	partial regression coefficient	F value
1	Participation in training courses	0.581	0.337	0.324	10.416	**24.44
2	education level	0.763	0.582	0.564	8.365	**32.66

The above table indicates that the value of the multiple correlation coefficient among the independent variables related to the personal characteristics of agricultural extension workers was 0.763 and 0.581, which is significant at the level of 0.01 for the following independent factors (participation in training courses, level of education), respectively. The table shows that the coefficient of determination (R^2) in the first stage of the multi-stage regression model was 0.337. The level of education contributes to the interpretation of 0.528 of the variance in the surveyed communication skills.

Conclusions

Based on the results of the research, it could be concluded the following:

- 1- Most agricultural extension agents in Salah Al-Din Governorate have average speaking and listening skills, which are declining. This leads to the conclusion that speaking and listening skills are essential in their extension work because they allow them to effectively and positively influence farmers' behavior and drive them to achieve goals. Furthermore, a significant proportion of employees who work in unrelated academic fields may be to blame for the propensity to decline.
- 2- Speaking and listening skills are among the essential abilities for respondents' success in their extension jobs, and they are the prominent term for effective extension workers.

- 3- The results showed a significant correlation between the speaking and listening skills of the agricultural extension agents in Salah Al-Din Governorate and each of the following independent variables: (educational level, specialization, length of job service, in-service training, attitude towards agricultural extension). These variables have a relationship with the level of speaking and listening skills, and accordingly, the level of awareness of agricultural employees of these skills can be increased by increasing the levels of this change.
- 4- The findings reveal no significant relationship between agricultural extension workers' speaking and listening abilities and the following independent characteristics (upbringing). Finding that these characteristics do not affect the degree of speaking and listening abilities possessed by the respondents indicates the presence of other factors that may have a significant association with these skills.

Recommendations:

Based on the previous conclusions, the following is recommended:

1. Organizing intensive pre-service extension training programs for agricultural extension workers so that they are scientifically aware of all extension activities and skills that help increase the effectiveness of extension work, in addition to conducting focused training courses during service, taking into account the planning and implementation of these training programs at a high level of efficiency and inclusiveness to raise the level of agricultural extension workers.
2. Adopting communication skills as one of the main criteria for evaluating and supervising employees in their work by including forms for evaluating the efficiency of agricultural extension workers in terms of speaking and listening skills.
3. Working on precisely defining agricultural extension duties for agricultural extension workers so that the level of their performance in completing those tasks and their abilities may be assessed.
4. The study suggests that agricultural extension curricula at agricultural faculties, agricultural institutes, and preparatory schools contain communication and extension work abilities and practical training for students.

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The authors declare no conflict of interest.

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