The importance of using cognitive speaking skills in agricultural extension work from the point of view of agricultural extension workers in Nineveh/Iraq governorate

Samah Talal Sultan1*, Luma Munther Adrees2
Department of Agricultural Extension and Technology Transfer,College of Agriculture and forestry, University of Mosul, Iraq.
Corresponding author's email: samahts19@gmail.com
Email addresses of coauthors: luma_adress@uomosul.edu.iq

Abstract

Knowledge is the entirety of man's assets of information, concepts, opinions, experiences, beliefs, directions, impressions and intellectual perceptions that are his primary reference in dealing with all the requirements of life. Man has been able to gather this knowledge throughout the stages of long human history with his sense, thought and mind (Ibrahim, 2012:387(

This research aimed to identify the importance of cognitive speaking skills from the point of view of agricultural extension workers in general, as well as to arrange cognitive speaking skills subjects according to their relative importance, as well as to find a moral correlation between the importance of cognitive speaking skills and some independent variables (age, sex, upbringing, academic specialization.(

The research community included all 31 agricultural staff working in the Nineveh Agriculture Directorate and its agricultural divisions Directorate and its agricultural people. The research also included the 33 agricultural staff deployed on the Centre's 3 extension farms. Thus, the total size of the sample was 289 agricultural employees distributed across the headquarters of the Directorate, its agricultural divisions, the extension centre, and its farms , from which the preliminary test sample of (30) employees from the Directorate of Agriculture and the Steady Sample Guidance Centre were also excluded. Some forms were also neglected due to incomplete responses, thus the research was limited to 241 participants. A questionnaire form has been adopted as a data collection tool where the questionnaire is in two parts: The first part relates to the personal and functional information of agricultural extension workers. The second part included a set of paragraphs by (20) paragraphs that measure the importance of the knowledge speaking skills of agricultural extension workers. After ascertaining the apparent truthfulness and authenticity of the content of the questionnaire, the stability was measured in the alpha-cronbach method and reached the constant factor (0.96). The data were analyzed by the SPSS programme, and the results showed that the knowledge speaking skills of agricultural extension workers in general were (medium to low), as well as the paragraph (thinking about what we say and how we associate it with what guides care about) was first ranked at a percentage weight ranging (93.7), The results also showed that there was no significant correlation between the level of cognitive speaking skills for extension workers and their age, sex, upbringing, or academic specialization Among the most important proposals is to upgrade knowledge, experience and skills to develop cognitive speaking skills for extension workers. Conduct a study

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similar to the same researchers and other independent variables such as educational level and communication training courses**.**

Keywords: Cognitive Speaking Skills, Guidance for Workers, Agricultural Extension .

Introduction and research problem

Knowledge is the basis for human behaviour, as an individual's behaviour is determined by the quantity and type of knowledge that affects their response to other things and people. (Omar, 1992:82) In today's world, interest in knowledge continues after the telecommunications revolution, the information revolution and technologies paved the way, approached distances and facilitated the exchange and renewal of knowledge. It is not unusual that under these revolutions knowledge doubles in volume and quantity every few years after its complications take a century (Al-Kubaisi, 2004:46) This is one of the most important development organs in the agricultural sector. One of its main tasks is to transfer modern agricultural technologies to farmers, and also one of its tasks is to bring about behavioral changes (cognitive, conscientious, skilled) in the guides by helping them to identify their problems and propose appropriate solutions (Al-Jabouri, 2013:3) Agricultural extension is an educational process whose primary objective is to disseminate knowledge, scientific research results, advice, expertise and new agricultural concepts in a simple and understandable way to the rural population of all ages, places of residence, culture, economy, society and social dimension so that they benefit from it through its application and implementation to benefit them and achieve more. On the welfare side, agricultural extension is one of the important pillars of development plans (Abu Shaisha, 2002). The Agricultural Extension Agency is one of the most important educational systems and media agencies operating in the countryside. This is due to its distinct and effective role in translating its services into educational programs aimed at raising cultural awareness. The communication process also plays an important role in the agency's guiding work.(AbdulWahid,2015:27).The communication process represents a necessary social need for every human being. It is essential for people's knowledge, communication between people, interaction among civilizations and interaction between humangroups(Al-Hari,2013:12).

Communication is one of the fundamental processes in human relations. It is an interactive mutual process to communicate a message through a specific means of achieving a specific goal (Peace, 2007:5) And successful and effective communication with others, it needs us to be tactile in talking, and to be kind in addressing people (Father, Victory, 2009, 159) The skills of speaking are the most used oral skills because they are used in everyday life in daily needs (Azuz, 2016:31), a speech through which a speaker can express their feelings, thoughts, and information in fluency and with expressive voice and correct pronunciation, To speak of particular importance in the communication process as the natural method of interaction and communication between individuals, which is the most important aspect of linguistic activity of man. By talking, individuals have initial impressions of the speaker and in order to carry out the speaker to the minds of his listeners, he must begin this through an influential and convincing talk

(Hurri, 2003: 43) where it is necessary to pay attention to the mastery of the talk and ways of persuading and means of provoking guides (Mohammed, 2020, 346) Speaking is one of the most popular and widely used skills of the individual. The individual uses this skill to express demands and desires, convey experiences and ideas to others, and participate in conversations, debates, seminars and other (Khaira and Nani, 2020:7.(

All employees in their workplace need the most important skill, which is the skill of speaking, where they deal with the guides continuously with them, talk to them or talk to them, listen to their thoughts, answer and ask..... etc. All this needs to master the skills of speaking (Maher, 2013). By familiarizing the researcher with previous studies and research on communication skills in agricultural extension in general and speaking skills in particular where he found a lack of speaking skills, The communication process is a tool for reaching the agricultural guidance of the guides to help them improve their lives in the economic, social and human aspects where communication is an important aspect of the work of the guiding workers Through the communication process, new ideas and updates are conveyed to the guides and the communication process requires skill in the process of communicating with the guides, Communication skills are generally an important and necessary process in agricultural extension work, It is also considered as one of the most important skills that must be available in agricultural guides. This skill helps him to communicate with the guides and exchange and convey modern ideas to them. which is a very important skill that all employees must develop and master to achieve continuous interaction between them and farmers so as to contribute to the operationalization of the communication process. Agricultural guidance is an essential component of the extension system and is instrumental in agricultural extension activities.

Research Objectives

.1 Recognize the importance of using cognitive speaking skills from the point of view of guiding workers in Nineveh/Iraq governorate in general

.2Arranging cognitive speaking skills paragraphs according to relative importance.

.3Finding a moral correlation between the importance of cognitive speaking skills according to the following independent variables (age, sex, upbringing, academic specialization(

Research materials and methods

The research was carried out in Nineveh governorate/Iraq. The research community included all the agricultural staff working in the Nineveh Agricultural Directorate's Centre and its agricultural people (31 agricultural divisions). The research also included the staff of the Centre's (33) agricultural staff deployed on its (3) extension farms, thus bringing the total size of the society (289). Agricultural personnel distributed to the headquarters of the Directorate and its agricultural divisions, the Centre of Extension and its farms,

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from which the (pre-test) sample of (30) employees from the Directorate of Agriculture and the Centre of Extension were also excluded, as were some forms that were not completed. Thus the final research community (241) is discussed, and for the purpose of data collection a two-part questionnaire form has been prepared: The first part concerns the personal and functional information of workers in agricultural extension. The second part includes a set of paragraphs in (20) paragraphs, which measure the importance of speaking skills for workers in agricultural extension. These paragraphs were prepared after consulting previous research and literature on the subject. Ostensible honesty and authenticity of content were extracted by presenting the questionnaire form to a group of experts, arbitrators and specialists in the field of educational and psychological sciences at the Faculty of Education for Humanism at Mosul University as well as a group of teachers of the Department of Agricultural Extension and Technology Transfer of the Faculty of Agriculture of the University of Mosul, One Specialist in Educational and Psychological Sciences at the Faculty of Education at Zakho University as well as a specialist in agricultural engineering at Baghdad University, One agricultural extension specialist at the University of Dohuk Faculty of Agriculture, In order to identify their observations and suggestions regarding the type of questions and to ensure the correctness of the drafting of questions and the clarity and relevance of those questions to the level of researchers, their observations were taken into account through some amendments to the paragraphs. Some paragraphs were redrafted and deleted. A 70% proportion of paragraphs were adopted according to expert opinions and the validity of the paragraphs was established. A sample was taken from (30) An employee of the Directorate of Agriculture and the Steady Sample Guidance Centre was excluded from the total community and the Alfa-Kronbach scale was used to create the constant of the scale, reaching the constant factor (0.96) which is an excellent value of the scale constant. Alternatives to responding to cognitive speaking skills paras in extension work were developed from the agricultural extension workers' point of view (very important, important, medium-important, insignificant, insignificant) where digital codes were given (1,2,3,4,5) respectively. The most important statistical means used in the research were extracted using the spss software.

Results and discussion

Recognize the importance of knowledge and speaking skills from the point of view of the guiding workers in Nineveh/Iraq governorate in general to clarify this goal. The grades were divided into three categories using the calculated average and standard deviation. The standard deviation was first combined with the calculated average and then the standard deviation was introduced with the calculated average a second time to determine the boundaries of the middle category, ranging from(80 - 96) degrees.It has reached the lowest value of cognitive speaking skills (60) while the highest value (100) degrees, thus determining the first category (60 - 79). The last category has been determined between (97 - 100) degrees as shown in table (1 .(

Table No. (1) shows the level of importance of cognitive speaking skill from the point of view of extension workers in general

No	Categories	Recurrence	Percentage%
1	Few 60-79	28	11.62
2	Medium 80-90	192	79.67
3	Large 97-100	21	8.71
Sum		241	100%

$\bar{x}$88= S.D=8

The results, as shown in table (2), show that (79.67%) of investigators fall into the distribution of the middle category, (11.62%) of investigators fall into the distribution of the small category, while (8.71%) of investigators fell into the large category. The majority of researchers are in the middle and small category. This means that the cognitive speaking skills of agricultural extension workers in general (average tendency to decrease) This result may be attributed to the fact that the terms of reference of the majority of researchers are not indicative, carrying out additional diverse work as well as their guiding work, as well as the lack of training courses in communication in general and the area of speaking skill in particular, The Guiding Body's interest in developing workers' skills on how to develop and develop their knowledge skills is also weak, especially workers who have direct contact with farmers.

.2Arranging cognitive speaking skill paragraphs skilled according to their relative importance:

To illustrate this goal, the average calculation and the percentage weight of each paragraph of the cognitive speaking skills of workers in agricultural extension have been extracted. The paragraphs are prioritized on the basis of the percentage weight of the paragraph as shown in table (2.(

Table (2) shows the order of cognitive speaking skills paragraphs

No	Pargrahpe	SMA	Percentage weight	Rank
1	Think about what we say and how we associate it with what the guides care about	4.685	93.7	1
13	Attention to modern topics suited to the trends and circumstances of the guided	4.614	92.28	2
2	Explanation, simplification and presentation of facts in a guided way	4.635	92.7	3
3	Good preparation of the subject before presenting it to the guides	4.581	91.62	4
16	Presentation of ideas in such a way that the guides accept and	4.519	90.38	5

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	work			
8	Use visual means of demonstration to attract the attention of guide	4.427	88.54	6
4	Interest in good organization and planning during discussion and dialogue with mentors	4.417	88.34	7
7	Focus on mentors' interests to suit their needs and interests	4.411	88.22	8
20	Make the lines of communication between us and the guides open without barriers when talking to them	88.14	88.14	9
6	Using common concepts and terminology in activities to suit the educational level of guide	4.402	88.04	10
12	Identify the most important guiding activities you love to start	4.402	88.04	11
10	Collect, arrange and develop ideas to find an appropriate way to express them	4.415	88.3	12
5	Attention to supporting evidence and evidence of the validity of ideas, concepts and information received by speaking	4.392	87.84	13
17	Rearrange talking ideas after discussions on an ongoing basis	4.315	86.3	14
9	Take into account the individual differences between the guides when speaking to them	4.282	85.64	15
15	Use of appropriate indicative aids for the topic	4.282	85.64	16
18	Feel comfortable dealing with mentors whatever their scientific and cultural level	4.278	85.56	17
14	Give the public an opportunity to imagine, create and participate in the subject	4.261	85.22	18
19	Attention to the presentation of opinions and views on a point more than the presentation of facts about it	4.220	84.4	19
11	Reduce the expansion of the subject while talking to guides	4.170	83.3	20

*Maximum grade = (5(

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Results in table (2) showed that the paragraph (think about what we say and how we link it to what the guides care about) It was ranked first with a percentage weight (93.7)This may be attributed to the fact that it is one of the tasks of the guiding workers to communicate information to the guided in an easy, understandable and objective manner and to take into account all the individual differences of the farmers. It therefore requires them to think about what information they will say and communicate to the guided in an understandable manner that serves the intended objective. The last-ranked paragraph is (to minimize the expansion of the subject while speaking with guides) at a percentage weight of (83.3). This may be due to the researchers' lack of knowledge of the importance of this skill and its impact on the skill of speaking.

.3Finding a correlation between the importance of cognitive speaking skills according to the following independent variables (age, sex, upbringing, academic specialization .(

Age: - According to the age variable, the searchers were divided into three categories, as shown in table (4) below, using the actual range of determination of the mid-category boundary ranging from (35 - 46) years old, has reached the lowest digital value expressed by age (23) years while the highest digital value expressive of age is (58) One year, the first category (23- 34) was determined, and the last category was determined between (47- 58.(

Table (3) shows the correlation between cognitive speaking skills according to age

NO	Category	Repetition	Percentage%	r value	sig value
1	23- 34(Low)	30	12.44	0.074	0.252
2	35- 46(medium)	152	63.07		
3	47 -58(high)	59	24.49		
Total		241	%100		

The results of the research, as shown in table (3), show the distribution of researchers according to age, as the small age group shows (23 - 34) years of (30) indicative workers if they represent (12.44%) of the number of guiding workers, while the number of middle-age workers (35 - 46) years old with (152) indicative workers representing (63.07%) of the number of guiding workers, while the number of workers with large ages (47 - 58) years of (59) indicative workers (24.49%),For the purpose of determining the correlation between the importance of cognitive speaking skill and age, Pearson's simple correlation coefficient (0.074) was used It is immoral and thus we accept the statistical hypothesis that there is no moral correlation between the importance of cognitive speaking skills and age according to sig value (0.252) The reason for this is that regardless of the age of the researchers, they are all in agreement about developing their knowledge and knowledge skills on how to talk to farmers and communicate all the information that farmers require about agricultural work.

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Sex:- According to the gender variable, the researchers were classified into two categories as shown in the table below

Table No. (4) shows the moral correlation between cognitive speaking skills according to gender

No	sex	Repetition	Percentage%	rs value	sig value
1	Male	170	70.54	0.056	0.389
2	Female	71	29.46		
Total		241	100%		

The results of the research and as shown in Table (4) show that the ratio (70.54%) of the researchers were male, while (29.46%) of the researchers were female, and for the purpose of determining the correlation between sex and the importance of cognitive speaking skills, Spearman Brown's correlation coefficient, which was valued at (0.056), was used And it's immoral so we accept the statistical hypothesis that there is no moral correlation between the importance of cognitive speaking skills and gender according to the value of sig that was (0.389), This is because extension workers, regardless of the nature of their sex, need a lot of cognitive speaking skills, making them able to easily communicate agricultural expertise and information in a simple way that many farmers, especially those without literacy, can easily understand.

Upbringing : - According to the variable of origin, the researchers were divided into two categories as shown in the table below

Table No. (5) shows the moral correlation between cognitive speaking skills according to upbringing

Growing up	Repetition	Percentage%	R value	sig value
Rural	55	22.82	0.093	0.151
Urban	186	77.18		
Total	241	100%		

As shown in Table No. (5), the results showed that rural development represented a percentage (22.82%) of researchers while urban-minded people represent a percentage (77.18%) of the searchers, and for the purpose of determining the correlation using the simple binding coefficient of Pearson which was worth (0.093) And so we accept the statistical hypothesis that there is no moral correlation between the importance of cognitive speaking skill and genesis according to the value of sig (0.151), The reason for this is that regardless of the agrarian extension workers' upbringing, whether rural or urban, they need much to develop their knowledge and knowledge skills to talk to farmers to transfer and communicate all the agricultural extension techniques they need.

Academic specialization: - According to the academic specialization variable the researchers were divided into two categories as shown in the table below

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Table No. (7) shows the relationship of moral correlation between cognitive speaking skills according to academic specialization

Academic specialization	Repetition	Percentage%	R value	Sig value
Specialist in agricultural extension	48	19.90	0.055	0.397
Non-specialist in agricultural extension	193	80.10		
Total	241	100%		

The results of the research and as shown in Table No. (7) show that the ratio (80.10%) are not specialized in agricultural extension, while (19.90%) of researchers are not specialized in agricultural extension, and for the purpose of determining the correlation using the Pearson Simple Binding Coefficient (0.055) It is immoral and thus we accept the statistical hypothesis that there is no moral correlation between the importance of cognitive speaking skill and specialization according to the sig value that was (0.397), This is because agricultural extension workers, regardless of their academic specialization, urgently need to develop knowledge speaking skills for them to transmit agricultural information to as many farmers as possible using many modern ways and means of communicating agricultural information understandably and simply.

Conclusion and results

.1 The research concludes that agricultural extension workers' cognitive speaking skills were moderate and tended to decrease, due to their lack of knowledge of the importance of this skill and the lack of training courses required for that skill.

.2 We conclude from the research the importance of thinking and workers' interest in agricultural extension of modern topics that are suited to the trends and conditions of the guided by developing their knowledge skills.

.3 We conclude from the research that regardless of age, sex, upbringing and academic specialization this does not affect the use of cognitive

.4 speaking skills in the field of extension work where it is found that there is no moral correlation between them and cognitive speaking skills

Suggestion and recommendations

.1 Upgrade knowledge, experience and skills to develop knowledge speaking skills for agricultural extension workers.

.2 Preparation of training courses on a continuous basis for agricultural extension workers on the development of knowledge speaking skills for them.

.3 Conduct a study similar to the same researchers and other independent variables

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such as educational level and training courses in the field of communication.

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