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JOB DESCRIPTION ANALYSIS FOR AGRICULTURAL EXTENSION WORKERS IN IRAQ

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ABSTRACT

The research aims to analyze the job description of workers in Agricultural Extension in Iraq by identifying the reality of the job description. The research populations included all Iraqi provinces, a total of 15, except the three governorates of the Kurdistan Region. A random sample was selected at a rate of 53.3% and a rate of 8 provinces. In contrast, a proportional stratified random sample was used to select the workers in Agricultural Extension in the Directorates of Agriculture and Agricultural Training Extension Centers in the provinces of Iraq, numbering (330) and (456) respondents respectively, at a rate of (33%), with (110) and (150) respondents respectively, distributed over the provinces of Iraq. Accordingly, the size of the sample subject to the study is 260 respondents. A questionnaire was prepared to collect data from the workers in Agricultural Extension, consisting of (72) items distributed over (7) axes, including psychological qualifications (10) items, social qualifications (7) items, scientific qualifications (10) items, and physiological qualifications (7) items, while the tasks and duties axis included (17) items, and the axes of the conditions of the extension work and powers and responsibilities (12) items and (9) items respectively, the results of the study concluded that the axis of psychological qualifications came in first place in terms of its importance with the agreement of the respondents, with an arithmetic mean of (4.51) degrees and a standard deviation of (0.50) degrees, while the axis of authorities and responsibilities came in last place in terms of its importance with the agreement of the respondents with an arithmetic mean of (4.31) degrees and a standard deviation of (0.55) degrees, based on results the research recommend that the nature of agricultural extension work should be evaluated and tasks should be redistributed to suit the qualifications of the workers.

INTRODUCTION

The agricultural system constantly evolves worldwide but faces new opportunities and ongoing challenges to the social, financial, and environmental subsystems (George *et al.,* 2015). These challenges force the Agricultural Extension Organization to appropriately modify its roles and tasks for Agricultural Extension workers (Veena *et al*., 2021). Agricultural Extension workers are considered one of the most important pillars of extension work, as they perform many extension roles and tasks (Hussein and Mohammad, 2023). (Nabilah *et al.,* 2024) The work of Agricultural Extension and the achievement of its goals depend on the efficiency and

capabilities of its workers and the response of local individuals and their participation in its activities (Biswas *et al.*, 2021). Swanson confirms that despite the deterioration of working conditions for Agricultural Extension workers, expectations have increased regarding the importance of their roles. Thus, he confirms that there is no alternative to a strong international commitment to strengthening and activating extension human resources (Khamis and Ali, 2023). Agricultural Extension in most countries, especially developing countries, is facing many challenges that reduce its ability to achieve its goals, including securing food requirements (Tahir, 2021). Since Agricultural Extension is often one of the formations of the Ministry of Agriculture, its role is determined by providing (Al-Tamimi and Al-Badri, 2023) In order for Agricultural Extension to achieve its goals, it must develop and enhance its capabilities, especially human resources represented by its workers (Al-Zaidy and Naji, 2016). The attitudes of agricultural extension workers may crystallize during the period of their obtaining the academic qualification that enables them to work in agricultural extension and make their characteristics consistent with the nature of their work.(Mohammed and Mahmood, 2022) Therefore, the suitability of the extension organization in general and the extension work in particular is linked to the efficiency of the extension worker responsible for providing the conditions and capabilities for farmers to raise their performance through his Extension (Siti *et al,.* 2021). The success of the extension work depends on the experience and efficiency of extension workers at their various levels (Syafrinal and Rosnita, 2024). (Al-Ajeeli, 2022) He pointed out that there is a need to organize the work of Agricultural Extension to restore powers to extension functions at all levels of the extension organization in Iraq. In light of this, the extension organization needs, from time to time, to reconsider the type and content of the functions and work it performs as a preventive and therapeutic process (Kadem, 2022). The nature of the different functions in the extension organization cannot be understood, and the goals of the extension organization cannot be achieved except by describing those functions. This description helps ensure that there is no overlap or duplication of tasks between those functions, and that the functions specified in the organizational structure of the extension organization are what It needs it to achieve its goals and achieve its mission (Karem and Salman, 2016), and job descriptions in Extension organizations are an important means of selecting individuals who are academically and physically qualified to perform that job (Abdullah, 2021), especially since the Extension job requires its specifications based on the educational specificity of agricultural Extension work and the people it targets, who are members of rural communities, and the psychological and environmental characteristics that distinguish them (Jayani *et al.,* 2019).

Therefore, the director of the extension organization should develop accurate job descriptions for all employees in the Agricultural Extension organization. The job description is not just a statement of what employees should do (Sadeq, 2023), but also a list of required skills and specifications, a list of other extension job duties, a list of extension activities and responsibilities, and data on how to evaluate the performance of the extension job (Ghimire *et al.,* 2021). (Naji and Al-dulaimi 2011) indicated that the job description can help the extension management develop ideal employee performance evaluations, determining what went right in the past months?

What does the employee need to improve in the coming months? How can the Extension organization perform better? In addition, the job description should be clearer and more designed instead of being vague, written in behavioral terms, and using quantitative actions to describe the procedures necessary for Extension work (Manning *et al.,* 2012). (Peregrin, 2014) indicated that hiring and selecting the wrong worker can negatively affect the performance and work of the Extension organization. Therefore, (Rosa and Rocha, 2015) confirmed that the proactive job description helps the Extension organization in identifying the factors that motivate workers and their job satisfaction, while (Shivamurthy *et al.,* 2023) said that using such a job description enables the Extension organization to have better knowledge of its strengths and weaknesses, and enables it to take corrective measures on time to improve any shortcomings in the workers' skills and job behaviors. The results of many studies agree, such as study (Manning, *et al.,* 2012) that the job description of workers in Agricultural Extension should focus on core competencies such as personal skills, communication, entrepreneurship development, program planning, teamwork, and technical knowledge, which ensures their ability to effectively adapt and meet the evolving requirements of the agricultural sector. Study (Judith, *et al.* 2020) indicated that the job description of workers in Agricultural Extension should include competencies in leadership, communication, technical skills, and program planning. Responsibilities include promoting agricultural practices, providing extension services, and demonstrating high work performance in production, knowledge, and personal quality. Study (Twayej, 2022) also identified a set of requirements that should be included in the job description of workers in Agricultural Extension, such as a bachelor's degree in agricultural sciences, skills in customer care, human resources practices, and a participatory extension approach, in addition to responsibilities for transferring agricultural knowledge and skills to farmers. In Iraq, job analysis and description have not received sufficient attention from the competent authorities despite their great importance. We find a lack of clarity in the jobs, the specifications of their occupants, and the required tasks and duties. Among these jobs are the jobs of the Agricultural Extension Authority, which has witnessed many changes since its establishment in 1940 (Rowe, 2010). These changes included organizational structures, jobs, and specifications of their occupants, in addition to the tasks and duties they perform (Kadhim, *et al*., 2020), as a job description has not appeared clearly for more than (29) years through the documents obtained by the researcher through his review of the documents of the advisory organization*. Hence, this research came to consider this important topic to analyze the job description and identify the reality of the job description for workers in Agricultural Extension. In light of the above, the research problem is represented in the following question:

* Department of Agricultural Extension and Training / Department of Administrative and Financial Affairs for the year 1999 AD.

1. What is the reality of the job description analysis for workers in Agricultural Extension in Iraq?
2. What are the opinions of workers in Agricultural Extension on the axes and paragraphs of the job description and their importance?

Research objective

The research objective was to analyze the job description of workers in Agricultural Extension in Iraq, which included:

1. Arranging the axes of the job description of workers in Agricultural Extension in Iraq.
2. Arranging the items of the axes of the job description of workers in Agricultural Extension in Iraq.

MATERIALS AND METHODS

Research Methodology

To achieve the objectives of the current research, the descriptive method was used. This method aims to study the phenomenon as it is in reality and express it quantitatively and qualitatively, i.e., a study in the present. This method is suitable for research that includes trends, qualifications, traits, and characteristics.

Research population

The research population included:

1. The provinces of Iraq, which number 15 provinces, namely Baghdad, Basra, Mosul, Kirkuk, Salah al-Din, Karbala, Najaf, Anbar, Diyala, Dhi Qar, Maysan, Diwaniyah, Babylon, Wasit, and Muthanna.
2. Workers in Agricultural Extension and distributed to the Directorates of Agriculture and Agricultural Training Extension Centers, numbering 547 and 560 workers, respectively.

Research sample

1. A random sample was selected from the provinces of Iraq at a rate of 53.3%, including 8 provinces: Baghdad, Basra, Maysan, Diyala, Kirkuk, Salah al-Din, Karbala, and Babylon.
2. A proportional stratified random sample was taken from the workers in Agricultural Extension in the Directorates of Agriculture and Agricultural Training Extension Centers in the provinces of Iraq, numbering (330) and (456) respectively, at a rate of (%33), with (110) and (150) respectively, distributed over the provinces of Iraq. Accordingly, the sample size subject to the study is 260 respondents, as in the Table (1).

Research tool

A questionnaire consisting of (72) items distributed over (7) axes was used, including psychological qualifications (10) items, social qualifications (7) items, academic qualifications (10) items, and physiological qualifications (7) items, while the tasks and duties axis included (17) items, and the axes of Extension work conditions and powers and responsibilities (12) items and (9) items respectively. After completing the data collection process, enter it into Excel, and analyze it using SPSS v.24, the Standard deviation and the Arithmetic mean.

Table (1): Distribution of the population and sample of the provinces included in the research

Provinces	Directorates of Agriculture		Agricultural training extension centers	
	Number of employees	Sample	Number of employees	Sample
Baghdad	33	11	210	69
Diyala	30	10	34	11
Basra	29	10	26	9
Maysan	32	11	24	8
Karbala	33	11	32	11
Babylon	76	25	80	25
Kirkuk	31	10	33	11
Salah al-Din	66	22	17	6
Total	330	110	456	150

RESULTS AND DISCUSSION

Research Objective: Analysis of the job description of workers in Agricultural Extension in Iraq.

In light of the presentation, analysis and discussion of the results related to the analysis of the job description of workers in Agricultural Extension in Iraq, which number (72) items distributed over (7) axes, namely (psychological qualifications, social qualifications, scientific qualifications, physiological qualifications, tasks and duties, Extension work conditions, powers and responsibilities), and in order to analyze their results, the arithmetic mean and standard deviation were extracted for each of the axes mentioned above. The items of each axis of the job description analysis of workers in Agricultural Extension in Iraq will be discussed, as follows:

First axis: Psychological qualifications

The results of the research showed that the respondents' answers to the items of the psychological qualifications axis, which consists of 10 items, obtained an arithmetic mean between (4.42 - 4.61) degrees and a standard deviation between (0.51 - 0.48) degrees, as shown in Table (2).

Table (2) shows that the items (I do not act arrogantly towards farmers and describe them as friends during my performance of agricultural extension work) within the psychological qualification's axis came in first place in terms of importance and the respondents' approval of it and obtained the highest arithmetic mean of (4.61) degrees, with a standard deviation of (0.48) degrees. Perhaps the reason for this is that modesty and lack of arrogance by the workers in Agricultural Extension greatly positively affect their behavior with farmers and each other, making farmers respond to working with them in a team spirit. While the paragraph (I can analyze training needs and prepare a training plan for farmers and train them to adopt new technologies) came in last place in terms of importance and the respondents' approval of it and obtained the lowest arithmetic mean of (4.42) degrees, with a standard deviation of (0.51) degrees. Perhaps this is because analyzing training needs or preparing a suitable training plan for farmers is not among the workers'

tasks. Field workers in Agricultural Extension, but rather by the higher authorities in the extension organization, so it did not receive enough attention from the respondents.

Table (2): Ranking of psychological qualifications according to the opinions of the respondents

Form sequence	Axis One: Psychological Qualifications	Arithmetic mean	Standard deviation	Sort by importance
.2	I do not act arrogantly towards farmers and describe them as friends during my performance of agricultural extension work	4.61	0.48	1
.1	I have a distinctive and balanced behavior with others while performing my extension work.	4.55	0.49	2
.10	I present evidence and proof that enhances the farmers' persuasion of the extension messages	4.54	0.49	3
.9	I work to enhance mutual trust between workers and those targeted by the extension work	4.53	0.49	4
.4	I do not deal nervously with others, but rather with cooperation and exchanging talk and information while performing the agricultural extension work.	4.52	0.50	5
.8	I am self-confident and able to accomplish the agricultural extension work assigned to me.	4.51	0.50	6
.3	I do not get angry when facing problems implementing agricultural extension activities.	4.50	0.50	7
.5	I am ambitious and ready to develop my agricultural extension profession and my desire for career advancement.	4.48	0.51	8
.7	I work on developing development plans so that the capabilities of workers meet the needs of the extension organization, present and future.	4.46	0.49	9
.6	I can analyze training needs, prepare the appropriate training plan for farmers, and train them to adopt new technologies.	4.42	0.51	10

Second axis: Social qualifications

The results of the research showed that the respondents' answers to the items of the social qualifications axis, which numbered (7) items, obtained an arithmetic mean between (4.38 - 4.50) degrees, and a standard deviation between (0.48 - 0.50) degrees, as shown in Table (3).

Table (3): Ranking of social qualifications according to the opinions of the respondents

Form sequence	Second axis: Social qualifications	Arithmetic mean	Standard deviation	Sort by importance
.3	I can build effective social relationships and overcome barriers hindering my social communication with farmers and workers in the agricultural extension organization.	4.50	0.50	1
.7	I have strong social relationships with everyone and use them to make agricultural extension work successful.	4.49	0.50	2
.2	Have a prestigious social position among farmers and workers in the Agricultural Extension.	4.47	0.50	3
.6	Search deeply and find solutions to existing problems in the extension organization that affect extension work and the problems that farmers are exposed to.	4.46	0.50	4
.4	I have the skills to communicate with farmers and workers in the extension organization and other institutions, which speeds up the development process.	4.45	0.49	5
.1	Socialization helps workers in Agricultural Extension, especially new ones, to adapt to the agricultural extension work environment.	4.40	0.49	6
.5	Pay attention to the smallest social details of farmers and have the quick wit to know their impact on their work with Agricultural Extension.	4.38	0.48	7

Table (3) shows that the paragraph (I can build effective social relationships and overcome barriers that may hinder my social communication with farmers and workers in the agricultural extension organization), within the social qualifications axis, came in first place in terms of importance and the respondents' approval of it and obtained the highest arithmetic mean of (4.50) degrees, with a standard deviation of (0.50) degrees. Perhaps the reason for this is that developing the social spirit of workers in Agricultural Extension has a great impact in overcoming and breaking barriers between them and farmers, while the paragraph (I care about the smallest social details of farmers and have the quick wit to know their impact on their work with Agricultural Extension), came in last place in terms of importance and the respondents' approval of it and obtained the lowest arithmetic mean of (4.38) degrees, with a standard deviation of (0.48) degrees. This may be due to the difficulty of measuring social details and quick thinking compared to other social factors that can be easily monitored, such as cooperation between farmers or the societal impact of agricultural extension.

Third axis: Academic qualifications

The results of the research showed that the respondents' answers to the paragraphs of the academic qualifications axis, which numbered 10 paragraphs,

obtained an arithmetic mean between (4.37 - 4.51) degrees, and a standard deviation between 0.51 and 0.50 degrees, as shown in Table (4).

Table (4): Ranking of academic qualifications according to the opinions of the respondents

Form sequence	Third axis: Academic qualifications	Arithmetic mean	Standard deviation	Sort by importance
5.	The academic qualification helps develop the extension work of workers in Agricultural Extension.	4.51	0.50	1
4.	The academic qualification contributes to developing my skills in planning extension programs successfully and achieving the desired goals.	4.48	0.50	2
9.	Academic qualifications help in making appropriate decisions related to agricultural extension work.	4.47	0.50	3
10.	I participated in several job training courses that contributed to developing my skills in agricultural extension work.	4.46	0.49	4
2.	The high educational level of the worker in Agricultural Extension contributes to raising his status within the career ladder.	4.44	0.49	5
1.	The worker in Agricultural Extension has the academic qualifications that help him perform his work successfully.	4.43	0.50	6
8.	The tasks, responsibilities and authorities of the workers in Agricultural Extension are consistent with their academic qualifications.	4.42	0.51	7
3.	The worker in Agricultural Extension has the skills to deal with modern agricultural technologies.	4.41	0.51	8
6.	The specialization and certificate of the workers in Agricultural Extension are compatible with the nature of the extension work.	4.40	0.51	9
7.	Academic qualifications determine the role of the workers in agricultural extension within the extension organization.	4.37	0.51	10

Table (4) shows that the paragraph (the academic qualification helps in developing the extension work of workers in Agricultural Extension), within the axis of academic qualifications, came in first place in terms of importance and the respondents' approval of it and obtained the highest arithmetic mean of (4.51) degrees, with a standard deviation of (0.50) degrees. Perhaps the reason for this is that the higher the academic qualification of the worker in Agricultural Extension, the more it helps improve the quality of the extension work, thus obtaining fruitful results. While the paragraph (the academic qualification determines the role of

workers in Agricultural Extension within the extension organization) came in last place in terms of importance and the respondents' approval of it, and obtained the lowest arithmetic mean of 4.37 degrees, with a standard deviation of 0.51 degrees. Perhaps the reason for this is that government jobs (Extension and non-Extension), especially in the upper levels of the organization, may not always be filled based on the certificate or academic qualification, but rather according to Partisan and political considerations required by the nature of the stage. Hence, the researchers found that this paragraph was far from reality.

Fourth axis: Physiological qualifications

The results of the research showed that the researchers' answers to the paragraphs of the physiological qualifications axis, which numbered (7) paragraphs, obtained an arithmetic mean between (4.29 - 4.52) degrees, and a standard deviation between (0.52 - 0.50) degrees, as shown in Table (5).

Table (5): Ranking of physiological qualifications according to the opinions of the researchers

Form sequence	The fourth axis: physiological qualifications	Arithmetic mean	Standard deviation	Sort by importance
1.	I have the physical energy to stand for long hours for agricultural extension activities.	4.52	0.50	1
5.	I have a sharp sense of hearing and sight, enabling me to perform my extension work efficiently and with quality.	4.42	0.50	2
8.	I want to implement the extension tasks directed to rural women through agricultural extension.	4.41	0.50	3
3.	I consider personal traits and characteristics when assigning extension tasks to workers in Agricultural Extension.	4.38	0.48	4
6.	The extension work assigned to me is compatible with my gender.	4.37	0.51	5
4.	I do not suffer from chronic physical diseases that affect my work performance in Agricultural Extension.	4.33	0.49	6
2.	I have a clear, loud voice that farmers hear and pay attention to.	4.30	0.48	8
7.	The role of the extension manager is clear and significant in stimulating the creative role of workers in Agricultural Extension.	4.29	0.52	7

Table (5) shows that the paragraph (I have the physical energy that enables me to stand for long hours to carry out agricultural extension activities), within the axis of physiological qualifications, came in first place in terms of importance and the respondents' approval of it and obtained the highest arithmetic mean of 4.52 degrees, with a standard deviation of 0.50 degrees. Perhaps the reason for this is that some respondents believe, despite the technological development that has occurred, that the success of the Agricultural Extension work depends on their physical and physiological energy, especially after the recent amendment of the retirement law, where everyone is under sixty years old. While the paragraph (The role of the

extension manager is clear and great in stimulating the creative role of workers in Agricultural Extension.), came in last place in terms of importance and the respondents' approval of it and obtained the lowest arithmetic mean of (4.29) degrees, with a standard deviation of (0.52) degrees. Perhaps this is because the extension manager only has a guiding role, such as issuing orders to workers. In the Extension organization, implementing agricultural Extension activities in farmers' fields does not require qualifications and physical skills like those of other workers in the agricultural Extension organization.

Fifth axis: Tasks and duties

The results of the research showed that the paragraphs placed for the field of tasks and duties that should fall on the shoulders of the occupant of the Extension position, which numbered (17) paragraphs, obtained an arithmetic mean between (4.35-4.54) degrees, and a standard deviation between (0.48 - 0.47) degrees, as shown in Table (6).

Table (6) shows that the paragraph (I encourage farmers to participate in training courses held in extension centers), within the field of tasks and duties, came in first place in terms of importance and the respondents' approval of it, and obtained the highest arithmetic mean of 4.54 degrees, with a standard deviation of 0.47 degrees. Perhaps the reason for this is the respondents' awareness of the importance of training farmers as an investment in human capital and its role in developing the trainee's knowledge, skills, and attitudes in a way that makes them able to contribute effectively to the extension process and to adopt and disseminate agricultural innovations. In contrast, the paragraph (I help in creating timetables for planning committee meetings to complete the extension activities planning processes) came in last place in terms of importance and the respondents' approval of it, and obtained the lowest arithmetic mean of 4.35 degrees, with a standard deviation of 0.48 degrees. Perhaps the reason for this is that, when creating timetables, the dates of the meetings are set by the assistant director, the senior advisory bodies, and the heads of the relevant committees, not the field workers in the Extension organization.

The sixth axis: Extension of work conditions

The results of the research showed that the paragraphs placed for the axis of Extension work conditions surrounding the occupant of the Extension position, which numbered (12) paragraphs, obtained an arithmetic mean between (3.96-4.51) degrees, and a standard deviation between (0.74 - 0.50) degrees, as shown in Table (7):

Table (6): Arrangement of tasks and duties according to the opinions of the respondents

Form sequence	Tasks and duties	Arithmetic mean	Standard deviation	Sort by importance
.6	I encourage farmers to participate in training courses held in extension centers.	4.54	0.47	1
.8	I strengthen cooperation and coordination with agricultural education and research institutions.	4.53	0.49	2
.7	I support all efforts to achieve sustainable development.	4.52	0.50	3
.10	I identify problems that arise when farmers implement extension activities and work to find solutions to these problems.	4.50	0.50	4
.12	I communicate with researchers and agricultural experts to benefit from their experiences in implementing extension activities.	4.48	0.50	5
.13	I provide farmers with information, expertise, and extension publications.	4.47	0.50	6
.14	Write reports on agricultural extension activities in the area targeted by these activities.	4.46	0.49	7
.17	Convey evaluation reports to relevant parties and continuously review all evaluation results obtained.	4.45	0.50	8
.4	Involve workers in Agricultural Extension for regional agricultural organizations in planning extension programs and activities.	4.44	0.49	9
.9	I represent the extension organization in various committees and participate in activities related to agricultural extension.	4.43	0.49	10
.5	Develop plans to ensure the participation of female agricultural extension workers in extension work by contacting rural youth.	4.42	0.504	11
.15	I measure factors related to modern agricultural recommendations and techniques.	4.40	0.496	12
.16	I define evaluation criteria and indicators for agricultural extension programs.	4.39	0.497	13
.11	I involve local leaders in implementing extension activities and events held in farmers' fields.	4.38	0.496	14
.1	I develop plans for when to implement agricultural extension activities.	4.37	0.493	15
.3	I help write the extension program document that describes the target area, problems, and proposed solutions.	4.36	0.484	16
.2	I help create timetables for planning committee meetings to complete the extension activity planning process.	4.35	0.488	17

Table (7): Arrangement of work conditions according to the opinions of the respondents

Form sequence	Sixth axis: Working conditions	Arithmetic mean	Standard deviation	Sort by importance
.4	The workers in Agricultural Extension perform extension work as a team.	4.51	0.50	1
.3	There are working relationships and harmony between the workers in the Agricultural Extension, which improves their work performance.	4.47	0.50	2
.6	I understand and adhere to workplace safety policies.	4.46	0.49	3
.7	I have access to exits, emergency equipment, and first aid in the event of an emergency.	4.45	0.49	4
.5	The extension organization works to balance work periods and rest periods for the workers in the Agricultural Extension.	4.44	0.50	5
.1	A suitable extension environment is available (lighting, cooling, ventilation, etc.) to help the workers perform extension tasks at the headquarters of the extension department.	4.43	0.49	6
.2	The necessary equipment requirements are available to the workers in Agricultural Extension (tools, projectors, computers, printing, etc.) to accomplish the assigned tasks.	4.37	0.48	7
.8	There is clarity about the nature of the tasks, duties, and responsibilities assigned to the workers in Agricultural Extension.	4.36	0.48	8
.12	I can reach farmers in their work areas.	4.32	0.48	9
.11	There is cooperation between the extension departments and the workers to improve working conditions.	4.30	0.46	10
.9	There are opportunities for training the workers in Agricultural Extension.	4.26	0.57	11
.10	There is a system of incentives and rewards for the workers in the Agricultural Extension.	3.96	0.74	12

Table (7) shows that the paragraph (Agricultural Extension workers perform extension work in a team spirit), within the axis of extension work conditions, came in first place in terms of importance and the respondents' approval of it and obtained the highest arithmetic mean of 4.51 degrees, with a standard deviation of 0.50 degrees. Perhaps the reason for this is that the availability of appropriate work conditions for workers in the extension organization, in terms of distributing tasks and duties among them, helps them

to overcome obstacles that hinder or lead to the slowdown of agricultural extension work. In contrast, the paragraph (the existence of a system of incentives and rewards for workers in Agricultural Extension) came in last place regarding importance and the respondents' approval. It obtained the lowest arithmetic mean of 3.96 degrees, with a standard deviation of 0.74. Perhaps the reason for this is the lack of incentives and financial rewards distributed to extension workers and the spaced times they are granted, reducing their importance to the respondents.

Seventh axis: Powers and responsibilities

The results of the research showed that the paragraphs placed for the axis of powers and responsibilities enjoyed by the occupant of the Extension position, which numbered (9) paragraphs, obtained an arithmetic mean between (3.99-4.51) degrees, and a standard deviation between (0.60 - 0.50) degrees, as shown in Table (8).

Table (8): Arrangement of authorities and responsibilities according to the opinions of the respondents

Form sequence	Seventh Axis: Authorities and Responsibilities	Arithmetic mean	Standard deviation	Sort by importance
.8	No evasion of responsibility by workers in the Agricultural Extension in all extension organizations	4.51	0.50	1
.6	The extension manager has the authority to hold extension workers accountable for negligence or procrastination in their work.	4.47	0.52	2
.7	The extension manager can reward workers if they perform well and efficiently.	4.43	0.51	3
.9	There is a balance between the rights and duties of workers in Agricultural Extension.	4.40	0.50	4
.3	I have the authority granted to perform my job duties properly.	4.30	0.51	5
.4	I can select distinguished farmers to implement extension activities in their fields.	4.28	0.51	6
.5	The powers granted by the extension organization are clearly defined for all extension jobholders	4.27	0.51	7
.1	I can express my opinion during extension management meetings and participate in developing extension plans.	4.17	0.56	8
.2	I have the authority to make decisions about implementing extension tasks.	3.99	0.60	9

Table (8) shows that the paragraph (Agricultural Extension workers in all extension organizations do not evade responsibility), within the axis of powers and responsibilities, came in first place in terms of importance and the respondents'

approval of it and obtained the highest arithmetic mean of 4.51 degrees, with a standard deviation of 0.50 degrees. Perhaps the reason for this is that the workers in Agricultural Extension feel the importance of the tasks entrusted to them and their readiness to work and bear their responsibilities in the spirit of one team. At the same time, the paragraph (I have the authority to participate in making decisions related to implementing extension functions) came in last place in terms of importance and the respondents' approval of it and obtained the lowest arithmetic mean of (3.99) degrees, with a standard deviation of (0.60) degrees. Perhaps the reason for this is that the workers in Agricultural Extension do not have sufficient power to decide about determining agricultural extension activities, and perhaps even the time of their implementation. However, it is done through Managers or senior authorities in the extension organization.

CONCLUSIONS

The agricultural extension workers in the Agricultural Extension and Training Department, its extension centers, and the directorates of agriculture in Iraq see that:

1. All respondents agreed on the importance of the topics and paragraphs related to preparing the job description for agricultural extension workers in Iraq. This indicates agricultural extension workers' enthusiasm and desire to carry out the job description process because they feel the need for a new job description.
2. From the respondents' point of view, the Agricultural Guidance and Training Department is weak in terms of placing the appropriate employee in the appropriate position. It also lacks clarity regarding the number and nature of the positions and employees within each of its departments and in terms of filling administrative positions.

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CONFLICT OF INTEREST

The authors state that there are no conflicts of interest with the publication of this work.

تحليل التوصيف الوظيفي للعاملين في الارشاد الزراعي في العراق

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قسم الارشاد الزراعي / كلية الزراعة / جامعة تكريت / صلاح الدين/ العراق [2]

الخلاصة

هدف البحث الى تحليل التوصيف الوظيفي للعاملين في الارشاد الزراعي في العراق عن طريق التعرف على واقع التوصيف الوظيفي، شمل مجتمع البحث محافظات العراق كافة والبالغ عددها (15) محافظة عدا

اقليم كردستان، حيث شمل العاملين في الارشاد الزراعي الموزعين على محافظات العراق، انتخبت عينة عشوائية بنسبة (53.3 %) وبواقع (8) محافظات، فيما اخذت عينة عشوائية طبقية تناسبية من العاملين بالإرشاد الزراعي في مديريات الزراعة والمراكز الارشادية التدريبية الزراعية في محافظات العراق والبالغ عددهم (330) و(456) مبحوث على التوالي وبنسبة(33%) وبواقع (110) و(150) مبحوث على التوالي موزعين على محافظات العراق وبناءً عليه فإن حجم العينة الخاضعة للدراسة هو (260) مبحوثاً، وتم اعداد استبانة لجمع البيانات من العاملين في الارشاد الزراعي تكونت من (72) فقرة موزعة على (7) محاور، تضمنت المؤهلات النفسية (10) فقرات والمؤهلات الاجتماعية (7) فقرات، والمؤهلات العلمية (10) فقرات والمؤهلات الفسيولوجية (7) فقرات، بينما شمل محور المهام والواجبات (17) فقرة، و محوري ظروف العمل الارشادي والصلاحيات والمسؤوليات (12) فقرة و(9) فقرات على التوالي، خلصت نتائج الدراسة الى ان محور المؤهلات النفسية جاء بالمرتبة الاولى بالنسبة لأهميته باتفاق المبحوثين عليه، وبمتوسط حسابي قدره (4.51) درجة وبانحراف معياري قدره (0.50) درجة، في حين جاء محور الصلاحيات والمسؤوليات بالمرتبة الأخيرة بالنسبة لأهميته باتفاق المبحوثين عليه وبمتوسط حسابي قدره (4.31) درجة وبانحراف معياري قدره (0.55) درجة.

الكلمات المفتاحية: توصيف وظيفي، المؤهلات، المهام والواجبات، الارشاد الزراعي.

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