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Analyzing the attitude of farmers toward educational-extensional courses in Isfahan province

Ramezani, masoud[1*], Amini, Amir Mozafar[2], Barati, Ghadimi, Ali [3], Ali Akbar [4]

1. Faculty Member of Islamic Azad University, khorasgan (Isfahan) Branch
2. Assistant Professors, Dept. of Rural Development Studies Isfahan University of Technology
3. graduate student at the Department of Agricultural Development and Management, Razi University, Iran.
4. graduate student at the Department of Agricultural Development and Management, Tehran University, Iran.

Corresponding Author email:m.ramezani@khuisf.ac.ir

ABSTRACT: The main purpose of this research is analyzing the attitude of farmers toward educational-extensional courses. The statistical society of this research is all of the farmers around villages of Zayandeh Rood River in Isfahan Province (N=96920) that 830 people were selected among them using random sampling and the sample size was determined based on Cochran formula. Data collection tool was a questionnaire that was completed by interviewing. Formal and content validity was approved based on the ideas of experts and its reliability was specified based on Cronbach Alfa (0.92-0.97). To analyze the results correlation coefficient, one sampling t-test, and regression and SPSS v.17 software was used. The result of studies show that studied farmers have positive attitude toward educational-extensional courses and result of multiple regression using step by step method showed that among studied variables five variables specify about 77% of variance changes of farmers' attitude toward educational-extensional courses that are: the quality of educational-extensional courses, activity of extension office, cooperation of learners in planning, appropriateness of subjects with the needs of farmers, recognition of extender from problem of farmers.
Keywords:attitude, educational-extensional courses, Isfahan Province

INTRODUCTION

The most important role of agriculture section in each country is producing food in that country, but it is clear that agriculture in other domains like occupation, producing primary resources for export industry plays an important role; therefore, its emphasis in on producing foods to do the best in this regard if possible and helped development in the country (Shafiei et al. 2008). Agricultural section has a vital role in the national economy of Iran, so that about 18% of Gross Domestic Product, 25% occupation, supplying more than 85% food for society, 25 % non-oil exports and 90 % primary sources required for industry in this section (Hedari et al., 2008). Therefore, paying attention to agricultural development is a necessary and inevitable issue. Agricultural development in each country depends on numerous components that are considered by policymakers and authorities of agricultural development section. In fact, the most important duty of professional institutes is facilitating agricultural development by supplying development variables. Human capital is the most important variable among various variables of agricultural development (Axinn&Thorat, 1972). Extension and education of agriculture plays an important role in developing human capital and production forces. Therefore, studying the quality of beneficiaries' attitude in agricultural areas is toward services by institutes that are responsible for extending and educating agriculture that can play an important role in developing agricultural section. Because activity and decision making of every person toward each phenomenon depends on their attitude, because attitude of people covers a complex set of ideas, motives and experiences of people ((Fishbein&Ajzen, 1975). Therefore, it is necessary that experts and agricultural planners in designing new agricultural programs pay attention to specific extensional programs beside other influential factors and complexity of farmers' attitudes (Bagheri and Shahpasand, Ahnstrom et al., 2009).

There are different definitions for attitude that we can refer to the definition of Grossman (1972) that he defines attitude as intention to responding to an idea or specific situation that is used most of the time as a concept

to guide people. Parsa (2005) defines attitude as “a stable system for positive and negative values, emotional feelings and agree and disagree intentions than social purposes”. Bagheri&Shahpasand (2010) quoted from Eagly&Chaiken (1993) consider attitudes neither stable nor fixed, because responding to a question each time a specific event will be re-arises. Alibaighi et al., (2011) consider attitude as a relatively stable intention for positive or negative reaction to a specific ranges of human and things. Totally, we can consider attitude as a mental, emotional state of intention that provides the floor for a positive or negative matter around us. Garret (2006) and most of the researchers believe that attitude is the main agent to change behavior and while changing attitude, their behavior changes (Kosari, 1989).

Therefore, achievement in programs of agricultural development and specially educational and extensional programs requires recognizing attitude of farmers toward these programs and analyzing the influential factors on their development and achievement, because as mentioned the attitude of farmers influences on their behavior. To this end, for analyzing farmers’ attitude toward educational-extensional courses and organizing theoretical framework of the research studies inside and outside of the country were analyzed that some of them are stated below:

RafiePor (1993) in his study entitled as “measuring the trend of villagers toward Jihad construction, rural personal variables, variables related to Jihad construction on rural people trend toward Jihad construction and according to the result of this research 86.7% of rural people had high positive or positive attitude toward staff in Jihad construction organization and only 5.1% of them had a negative attitude and 68.7% trend of villagers to Jihad construction in its own share was mere high positive or positive. Moreover, according to this research environmental and personal factors don’t have a significant relationship with trend to Jihad, it means that they have no impact on this trend and those cases that seems can have impact on this trend are satisfaction from personal, group and socio-political conditions. HossainPor (1998) in a research entitled as “measuring trend of villagers toward Jihad construction in Western Azerbaijan province” evaluated 19 years application of Jihad construction organization. Variables that they studied their relationship with Jihad construction were: environmental variables, personal variables, organization activities, satisfaction toward social and political conditions, and cooperative and group dependency. Khaledi and Salami (2000) in their study show that extensional programs are successful if they are able to analyze the main needs of farmers and attract their attention. PorAfkari et al. (2009) in a study entitled as “analyzing influential socio-cultural factors on intentions to extend agriculture in Nairiz city” in which they concluded that there is a significant relationship between each of the independent variables of the study such as: fatalism, social participation, using mass media, social state of people and believing in innovation and dependent variable of research that is trend to agricultural extension. Kerhoft (1990) observed that environment, income, age and level of education have an influential impact on attitude and studies of Grunert&Juhl, 1995 ; Jolly, 1991 ; Roddy et al., 1996 ; Stobbelaar et al., 2006 show that attitude is effected by factors like age, gender, marital status, education and studies, family dimension and income. IbrahimZadeh (2001) considers education as the primary condition for forming positive attitude and states that it is possible to change attitude by education.

Therefore, according to the theoretical materials and research background, an influential factor on attitude of farmers is offered toward educational-extensional courses by extension office in the form of conceptual model (figure 1).

MATERIAL AND METHODS

Because of the role of agriculture in the area around Zayande Rood and concentration of extensional activities in this area the current study spatially is limited to the plain areas around Zayandeh Rood from 2010-11 and statistical society of farmers was plain areas around Zayandeh Rood river in the Isfahan province (N=96920) that based on Cochran formula 830 people were selected based on random sampling. The main strategy of this research was survey and cross-sectional method. For this reason the main tool of this research was questionnaire along with interview technique that consists of 6 part, questions related to personal and professional information of farmers, questions related to evaluating educational-extensional courses(consists of 3 items), questions related to evaluating extenders of educational-extensional courses (9 item), questions related to the evaluation of extension office activities and Agricultural Jihad ministry (5 items) questions related to the evaluating reasons of lack of participation in educational-extensional courses (5 items), evaluating the quality of farmers cooperation in programing and applying educational-extensional (6 items) and questions related to the evaluating farmers attitude toward educational-extensional courses (6 items). To make sure of face validity and content validity of questionnaire, the pre-written version of questionnaire was offered to professors of agricultural fields in Agriculture

College of the Industrial University of Isfahan and Islamic Azad University of Khorasgan and also it was studied by three professional experts in the area to judge content validity of research tools. For testing reliability of the questionnaire Chronbach Alfa was used that questionnaire scales (0.92-0. 79) was obtained that shows appropriate reliability of the research tools. To analyze results correlation coefficient, one sampling t-test, and regression and SPSS v.17 software was used.

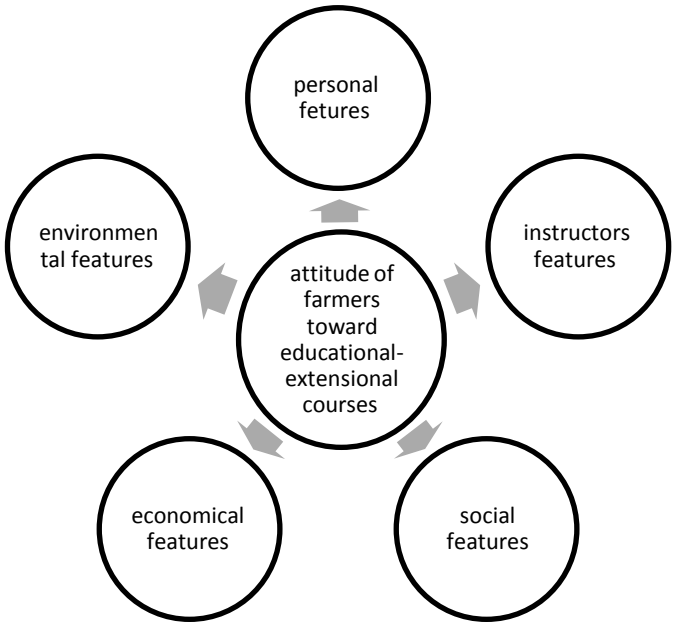

Figure 1.Research conceptual model

RESULTS AND DISCUSSION

Personal and professional features of farmers

Table 1 shows some features of statistical society. Average age of people was 48.21 and standard deviation for age of respondents was 15.51. Average years of education of respondents were 3.39 that represent low education of them. The average children of these people were 4.71. The average years of being farmer was 30.87 years and its standard deviation was 17.98 that we can conclude that farmers had a long history of working as farmer. Analyzing data of three index of village distance to the most near city, section and servicing center shows that people have good access to these centers.

Table 1. Personal and professional features of statistical society

Index	Minimum	maximum	Average	Standard deviation
Age	16	85	48.21	15.51
Education	0	18	4.39	4.2
The number of children	0	15	4.71	2.48
History of activity in agriculture	0	75	30.87	17.98
Distance of village to the most near city	1	60	14.89	11.32
Distance of village to the most near section	0/9	80	9.33	10.25
Distance of village to the most near servicing center	0	35	6.13	6.82

Farmers' evaluation toward educational-extensional courses

In this section we deal with the ideas of farmers taken part in educational-extensional courses about these courses in three dimensions of new and update materials, appropriateness of subjects with their supply, and

applicability of materials according to the situation of the area. To measure idea of each person a six level spectrum was used. Average score idea of people about “new and update materials” was 4.8, it means that it is close to high and its SD is 0.83. This average about “appropriateness of subjects with their supply” is a little lower and 4.6 with SD of 0.92. For “applicability of materials according to the situation of the area” it was lower than all and was 4.2 with SD 1.08. comparing SD of these three index show that respondents are more agree about new and update materials and about applicability of materials according to the situation of the area they have little agreement (table 2).

Table 2.Farmers’ evaluation toward educational-extensional courses

index	Average (1 – 6)	Standard deviation
New and update materials	4.78	0.83
Appropriateness of subjects with their supply	4.62	0.92
Applicability of materials according to the situation of the area	4.23	1.08

Farmers’ evaluation toward extenders features who generated educational-extensional courses

To measure the idea of each person in educational-extensional courses about different features of extenders, respondents were ordered to express their idea about each of these six levels. Table 3 shows that with respect to the extenders’ idea most of these features are in the middle to the high level. Also, comparing average score of extenders in different indexes show that the most important feature was in the view of them and the weakest is their attention to farmers’ problems and lack of their recognition from farmers’ real problems. Comparing SD of these features show that respondents are the most agree about educational features of extenders and lowest agreement about index of recognizing farmers’ problems.

Table 3 .farmers’ evaluation toward extenders features who generated educational-extensional courses

index	Average (6 – 1)	SD
The way of behavior of extenders with farmers	5.09	0.86
Education	4.84	0.68
Proficiency	4.62	0.99
Effective guidance and training of farmers	4.57	0.8
Increasing the motivation of learning in farmers	4.53	0.95
Ability to work with farmers	4.50	0.98
Working experience	4.46	0.91
Recognizing problems of farmers	4.15	1.04
Paying attention to farmers problems	4.07	1.1

Farmers’ evaluation toward extension office activities

To evaluate activities of extension offices a number of items are designed and then respondents requested to express their idea about each of these items in the form of a six level spectrum. Table 4 shows each of these items and their scores. According to the data in this table though farmers have a positive trend toward extenders, but they have low satisfaction toward policies and programs of Jihad Agricultural Ministry and their view though is not positive comparing with activities of extension office but is a little better. Also, according to the data in the column standard deviation, farmers are more agree about extenders than extension office or Jihad agriculture.

Table 4 .farmers’ evaluation toward extenders, extension offices and Jihad Agriculture Ministry

Index	Average(6-1)	SD
Accepting knowledge and scientific ability of extenders	4.22	1.17
Extension office precision in selecting instructors	3.74	1.51
Effort of extension office for solving farmers agricultural problems by education	3.26	1.55
Extension of the office by acknowledging	3.14	1.66
Holding educational courses based on needs and village requirements by extension office	3.09	1.63
Satisfaction toward policies of Jihad Agriculture Ministry	2.57	1.35
Satisfaction from economical programs of Jihad Agriculture Ministry	2.35	1.29

Farmers' evaluation from their lack of participation in educational- extensional courses

To measure the cause of lack of participation of farmers in educational- extensional courses, respondents requested to express their idea about a six spectrum level. Table 5 shows the result of this analysis. According to the data of this table personal challenges are the most important reason for lack participation in educational-extensional courses. Lack of appropriate extender is the least important issue. Analyzing SD indicates that agreement of respondents about most of these items is approximately the same.

Table 5.evaluation of farmers from the reasons of lack of participation in educational- extensional courses

Index	Average(6 – 1)	SD
personal challenges	4.68	1.53
Lack of awareness from the time of holding classes	4.19	1.5
Holding classes in inappropriate time	4.06	1.54
Distance	3.74	1.67
Lack of appropriate extender	3.08	1.54

Evaluation of farmers from the effect of mass media on their trend toward participation in educational-extensional courses

To measure the effect of mass media on learners' trend toward participation in educational-extensional courses they asked to express their idea about role of each these media in the form of a six level spectrum. Table 6 shows the result of this analysis. This table indicates that most of the learners were acknowledged by other farmers and then extender office. Meanwhile magazine and newspapers, radio and television had the lowest impact of acknowledging people. Analyzing the column of standard deviation in this table show that the most agreement among respondents is about acknowledging by other farmers and the least agreement was about television. Despite the stated analysis the average score that is acquired by all of the items is 3.75. It means that the effect of these items is from average to high.

Table 6.evaluation of farmers from the effect of mass media on their trend toward participation in educational-extensional courses

Index	Average (6 – 1)	SD
Other farmers	4.61	0.94
Family and friends	4.24	1.13
Extension office	4.22	1.22
The village consultation	4.13	1.35
Television	3.33	1.73
Radio	3.15	1.69
Magazines and newspapers	2.58	1.64

Farmers' evaluation from their participation in planning and applying educational-extensional courses

To specify the way of farmers' participation in planning and applying educational-extensional courses they were asked to express their idea about each item in the form of a 5 level spectrum. Table 7 shows each of these items and their scores concisely. According to the data of this table farmers have the most rate of participation with extension office in holding classes and preparing educational possibilities with the average score of 4.11 that this value is in the middle level. In the case of other items farmers' participation is at a low, very low, or nothing at all. Average of all items is about 3.19 that support this issue. Also it seems that the lowest rate of farmers participation is about specifying the time and place of holding classes.

Table 7.Farmers evaluation from their participation in planning and applying educational- extensional courses

Index	Average (5 –1)	SD
Farmers cooperation with extension office in holding classes and providing possibilities	4.11	1.48
Participation of farmers about applying advices of extenders in their lands	3.72	1.34
Using farmers ideas during holding classes	3.05	1.29
Expressing farmers ideas during holding classes	3.02	1.31
Holding classes based on asking farmers	2.63	1.59
Ideas about time and place of holding classes	2.6	1.63

Totally data shows that the status of beneficiaries' cooperation in planning of educational- extensional courses is in a low level, that according to the idea of most of the experts it is the main factor for achievement in these courses, that entails contemplation and analysis.

Evaluating attitude of farmers toward educational- extensional courses

The priority of components of measuring scales of farmers attitude toward educational- extensional courses

As table 8 shows to measure the attitude of farmers toward educational- extensional courses 7 items are selected as indexes of measuring attitude that are prioritized based on average of respondents priorities.

Table 8.evaluating attitude of farmers toward educational- extensional courses

Index	Average (5–1)	SD
Educations are suitable for farmers and they had a positive impact on promoting agricultural status in the area	4.78	1.05
From the time extensional educations are holding, agricultural knowledge of farmers has increased	4.51	1.04
Existence of educational-extensional courses makes no difference for us, without education we can do our best and we have no need for education	3.58	1.31
Educations have not been in accordance with the needs of farmers and extensional office wastes money	3.56	1.21
If extensional educations are not holding because of lack of support from government, whether farmers are agree to pay some part the money for their education	3.17	1.3
By education what special thing they learn	3.16	1.08
Most of the farmers have no need for educations and it is better to set it a side	3.11	1.12
Average= 24.88	mean=21	SD=3.72

Table 8 shows each of the items and their scores and according to the data in this table farmer believe that educational-extensional courses had a positive impact on their work and considered education as a suitable issue for farmers and they believe that these educations had an appropriate role on increasing agricultural status in the area and they are approximately disagree with setting these courses aside. They are disagreeing with this issue that when they are educating, they do not learn a special thing. In their idea from the time extensional education is holding agricultural information of farmers in the area has increased, though these educations have not been in accordance with their needs completely and they have little intention to pay for these courses. SD column in this table indicates that agreement about all of the cases is approximately the same. Also, by algebra sum of scores of these seven items, from the criteria score of individuals attitude toward educational-extensional courses we can say that the average score of criteria for people's attitude is 24.88 and 21 is the mean of numbers 7 to 35 and SD is 3.72.

Analysis of the attitude of farmers toward educational-extensional courses

To analyze attitude of farmers toward educational-extensional courses, by testing comparing t-test average of one sample test was used and score of 21 that is mean of 7 to 35 is used as a differentiating spot for people having positive attitude (with score higher than 21) was considered. Based on table 9 the value of calculated T and obtained T from table and according to this issue that calculated T value is higher than T value in the table we can state that people in the society had a positive attitude toward educational-extensional courses.

Table 9.one-sample test output about peoples attitude toward educational-extensional courses

	Test Value = 21					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
The attitude of farmers toward educational-extensional courses	18.691	319	.000	3.88437	3.4755	4.2932

Analyzing the relationship between farmers attitude toward educational-extensional courses and studied variables

To analyze the relationship between variables with the attitude of farmers toward educational-extensional courses and based on the score of variables we used Pierson correlation coefficient. The results are documented in table 10.

Table 10.the result of correlation analysis to specify relationship between variable of attitude toward educational-extensional courses and studied variables this study

Type of variables	Index	variables	Correlation confidentR	Sig
Dependent		Farmers' attitude toward educational-extensional courses		
Independent	Farmers' personal variable	Age	-.053	.330
Independent		Education	.130*	.018
Independent		The number of children	.092	.095
Independent		History of activity in agriculture	-.067	.221
Independent		Extenders education	.068	.559
Independent		Working experience	.096	.404
Independent		Extenders Proficiency	.234*	.047
Independent	Extenders variable	The way of behavior of extenders with farmers	.378*	.001
Independent		Ability to work with farmers	.439**	.000
Independent		Recognizing problems of farmers	.450**	.000
Independent		Effective guidance and training of farmers	.459**	.000
Independent		Increasing the motivation of learning in farmers	.366**	.002
Independent		Intention of farmers to cooperation	.258**	.000
Independent	Social variable	Number of communication channels	.086	.450
Independent		Cooperation of learners in planning	.322**	.000
Independent		Lack of faith in education	-.068	.213
Independent	Economical variable	Confidence of learners to government and administrative representatives	.190**	.000
Independent		Non-educational incentives (credit, inputs, etc.)	-.107	.053
Independent		Access to materials and possibilities	.280*	.012
Independent		Holding courses in inappropriate time	-.137*	.024
Independent		Quality of educational-extensional courses	.206*	.040
Independent	Environmental variable	New and update materials	.087	.447
Independent		Appropriateness of subjects with needs of farmers	.267*	.019
Independent		Access to materials for education	.238*	.036
Independent		Providing the ground for applying extender advises in the village	.294*	.009
Independent		Long distance	-.178**	.003
Independent		Extension office activities	.191**	.001

According to the data of table 10 among studied variables, the variable of farmer education r=0.130 and p=0.018, extender's proficiency r=0.243 and p=0.047, the way of behaving of extenders with farmers r=0.378 and p=0.001, ability of extender to work with farmers r=0.439 and p=0.000, familiarity of instructor with problems of farmers r=0.450 and p=0.000, guidance and effective education of farmers r=0.459 and p=0.000, increasing motivation of learning among farmers r=0.366 and p=0.002, intention of farmers to cooperation r=0.258 and p=0.000, appropriateness of courses with needs r=0.329 and p=0.000, cooperation of learners in planning r=0.322 and p=0.000, confidence of learners to government and administrative representatives r=0.190 and p=0.000, access to materials and possibilities r=0.280 and p=0.012, quality of educational-extensional courses r=0.206 and p=0.040, appropriateness of subjects with needs of farmers r=0.267 and p=0.019, access to materials for education r=0.238 and p=0.036, providing the ground for applying extender advises in the village r=0.294 and p=0.009, extension office activities r=0.191 and p=0,001 that has a positive and significant impact on attitudes toward educational-extensional courses. It means that by increasing each of the variables, attitude of people increased toward educational-extensional courses. While the impact of variable of holding courses in inappropriate time r=-0.137 and p=0.024, distance r=-0.178 and p=0.003, on people's attitude to educational-extensional courses has been negative and significant.

Specifying influential factors on attitude of studied farmers toward educational-extensional courses

In this study to specify influential factors in attitude of studied farmers toward educational-extensional courses, multiple regression using step by step method applied. Step by step method is a method that strongest methods enter regression equations and this continue until the error of test significance reaches 5%. In this research after entering independent and dependent variables equation progressed to 5 steps. Result of table 11 shows that in the first step the variable of the quality of educational-extensional courses entered the equation. The value of multiple correlation coefficient ® is equal to 0.743 and DETERMINATION COEFFICIENT (R2) is 0.553. In other words, about 55% of variable changes will be specified by this variable. In the second step; the variable of extension office activities enters equation. This variable increased multiple correlation coefficients to 0.820 and

DETERMINATION COEFFICIENT to 0.672. In other words, 11.9 present of dependent variable changes is specified by this variable. In the third step the variable of learners' cooperation in planning enters equation. This variable increased multiple correlation coefficients to 0.851 and the value of DETERMINATION COEFFICIENT to 0.725. Therefore, 5.3 % of dependent variable changes will be specified by this variable and in the forth step the variable of appropriateness of subjects with the needs of farmers enter the equation. This increased the variable of multiple correlation coefficients to 0.873 and DETERMINATION COEFFICIENT to 0.762. Therefore, 3.7% of dependent variable changes were specified by this variable. In the final step the variable of extender understands of farmers' problems enter the equation. This variable increased multiple correlation coefficients to 0.882 and value of DETERMINATION COEFFICIENT to 0.777.

Therefore, 1.5 percent of dependent variable changings of studied farmers' attitudes toward educational-extensional courses was specified by this variable.

According to the findings these 5 variables are able to specify 77.7% (R2=0.777) of changings of studied farmers' attitudes toward educational-extensional courses and remaining percentages belong to other factors that are not determined by researcher.

Table 11.multiple regression for analyzing the impact of independent variables on dependent variable of the research

Independent Variables	Correlation Confident R	Determination Coefficient R^2	Justified Determination Coefficient	F
The quality of educational-extensional courses	.**743**	.**553**	.**546**	79.**093****
Extension office activities	.**820**	.**672**	.**662**	64.**577****
Cooperation of learners in the planning	.**851**	.**725**	.**711**	54.**422****
Appropriateness of subjects with the needs of farmers	.**873**	.**762**	.**746**	48.**763****
Extender understandings of farmers' problems	.**882**	.**777**	.**759**	41.**884****

Table 12 .effect of independent variables that impacts on the dependent variable of the research

Independent Variables	B Unstandardized Coefficients	Beta Standardized Coefficients	t	Sig
	1.**158**		4.**983**	.**000**
Quality of educational-extensional courses	.**613**	.**836**	6.**572**	.**000**
Extension office activities	.**026**	.**293**	4.**393**	.**000**
Cooperation of learners in planning	.**120**	.**260**	3.**709**	.**000**
Appropriateness of subjects with needs of farmers	.**208**	.**406**	3.**287**	.**002**
Extender understands of farmers' problems	.**080**	.**144**	2.**046**	.**045**

According to the stated descriptions and result of table 12, linear equation of regression is as follow:

Y= 1/158 + 0/613 X1 + 0/026 X2 +0/120 X30/208+ X4+ 0/080 X5

Significance of the T and F tests represent significance of regression equation. But regression equation states nothing about relative importance of independent variables. To specify relative importance of independent variables we should pay attention to the value of Beta. This statistic shows the effect of each independent variable apart from the effect of other independent variables of research on dependent variable. Therefore, the most effective independent variable on dependent variable of farmers' attitude toward educational-extensional courses is the variable of educational-extensional courses that beta value in this case is 0.836. It means that one unit change in SD of variable of educational-extensional courses creates 0,836 unit changes in SD dependent variable farmers' attitude toward educational-extensional courses. Other variables in the order of effect on dependent variable of studied farmers' attitude toward educational-extensional courses include: appropriateness of subjects with the needs of farmers with beta value of 0.406, extension office activities with beta value of 0.293, cooperation of learners with beta value of 0.260 and understanding of extender about farmers' problems is 0.144 (figure 2).

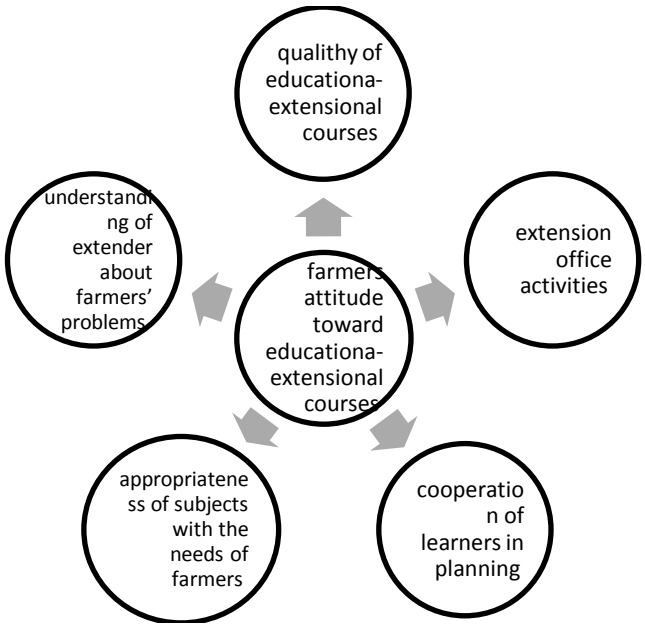

Figure 2 .final model of influential factor on farmers' attitude toward educational-extensional courses

CONCLUSION AND SUGGESTIONS

The general purpose of this research was farmers' attitude toward educational-extensional courses that result shows that most of the studied people have a positive attitude toward educational-extensional courses. Therefore, we can state that farmers attitude toward educational-extensional courses is in a better state and studied farmers are agree about the importance of these courses and they found necessity of forming them. It has a good benefit because according to the theory of programed behavior(Ajzen, 1991) attitude predicts behavior and is a most important step to accept a matter. The result of correlation tests shows that there is a positive and significant relationship between variables of farmer education, extender's proficiency, the way extenders behave with farmers, ability of extender to work with farmers, extender understandings from farmers' problems, effective guidance and education of farmers, increasing learning motivation among farmers, intention to cooperation, appropriateness of courses with needs, cooperation of learners in planning, confidence of learners to government and administrative representatives, access to materials and possibilities, instructors' ability, appropriateness of subjects with the needs of farmers, access to advised materials for education, providing grounds for applying extenders' advices in the village, activities of extension office and variable of attitude toward educational-extensional courses, while the impact of variables of holding courses in inappropriate time and distance on people's attitude toward educational-extensional courses were negative and significant (that is in line with the studies of Roddy et al., 1996 ; Stobbelaar et al., 2006 ; Hossain por,1998, Porafkari et al. 2009). The result of of multiple regression using step by step method show that among variables the quality educational-extensional courses, activities of extension office, learners cooperation in planning, appropriateness of subjects with farmers' needs, extender understandings of farmers' problems specifies about 77% of variance changes of farmers attitudes toward educational-extensional courses.

According to the results of this research, we can offer suggestions for improving farmers' attitude in the area toward educational-extensional courses and finally trend to it. Related suggestions with the results of research are as follow:

This study showed that majority of farmers had no access to educational courses. The main reason of this issue has been lack extension office staff with the society of farmers that they are working with; therefore, we suggest that Jihad Agriculture Authorities supply a program to define and understand the society that they are working with to offer their education more suitable. In this regard designing educational certificate for farmers is a necessity.

Result showed that in spite of relative correlation between educations and needs of learners, these educations are not in accordance with the situation of the area or local society. Therefore, planners of educational

courses should take into consideration needs of learners, social, economical and environmental conditions of local society.

The result of this research showed that extenders had little attention to farmers' problems and did not have enough understanding from these problems. Therefore, we suggest that by offering courses for extenders they should try to use local extenders that are more familiar with problems of farmers.

This study showed that some features of instructors of educational-extensional courses had a positive impact of people's trend to such educations. Therefore, we suggest that instructors should be selected precisely and one should try to use instructors who have features like knowledge of people's problems, knowledge, ability for consultation and …

Based on positive relationship between the rate of activities of extension office and trend of farmers to offered educations by extension office we suggest that these staff stay among farmers to provide ground for offering educational-extensional courses.

As the result of this study showed that farmers had no cooperation in measuring their needs, programming and measuring educational courses and as the positive impact of farmers approved in success of these courses during researches by scientists, we suggest that some farmers should be used as representative of others for offering needs, programs, and application of specifying educational courses.

This research showed that for lack of political information and programs of Jihad Agriculture Ministry and related organizations such as extension office farmers are not content with application of these organs. Therefore, we suggest that policies and programs should be informed by mass media and representatives to increase motivation of farmers toward such programs and policies in order to provide situation for their achievement more than ever.

As type of acquiring information and diversity among them was effective on trend of farmers to educations; therefore, we advise that to inform about these courses more effective ways should be used and this is not limited to just one way.

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