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## Original Article

# Analysis Students' Motivation in Vocational Schools and Agricultural Training Centers in Kermanshah Province toward Studying the Field of Agriculture

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## ABSTRACT

**Objective:** Today people are aware of the important role of agriculture as a vital source in their life. Development in agriculture and making healthy food for human, needs trained man. Vocational schools and agricultural training centers provided the first stage for arriving at this purpose. One of the reasons for the weak influence of agricultural training centers in creating occupational opportunities for students is lack of motivation in students that prevents acquiring skills and technologies that are necessary for doing agricultural occupations and businesses. **Methods:** Therefore, this research devoted to introducing motivations of students in vocational schools and agricultural training centers of Kermanshah for education in the field of agriculture with the method of descriptive-correlation. Sampling method was random-classification approach (based on training centers and agricultural school centers) and the number of each class members was specified using appropriate appointment method. To specify motivation factor among students discovery factor Analysis (EFA) method was used. **Results:** Analyzing data by SPSS software show that there is no difference between students in vocational schools and agricultural training centers about training motivation in the field of agriculture so that: the most motivation of students in agricultural training centers toward education in the fields of agriculture is interest in promotion of information and knowledge about agriculture and acquiring skills and technology for the future occupation. Also, most of these students are interested in continuing this field of study in the university. In the case of vocational school students, the first motivation of these students in educating in the field of agriculture is acquiring skills and technology for the future job and most of these students are interested in continuing their studies in the field of agriculture.

## 1.Introduction

Today agricultural is as one of the important sections of production and economy in the development programs. Increasing need of foods and limitation of production provides the necessity of agricultural development and

using new and effective technology (porjavid, 2011&Khosravipor et al. 2007). One of the most important necessities for agricultural development is providing skilled man in this section and in this way the role of training in promotion and improving production capacity of people, in other words, improving the quality

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of human staff and its economical impact –increasing efficacy of production from 1950- was considered and following it from 1960s theorists like (Biker&teodorshoolts2009)it was stated seriously as human capital theory. According to this theory by increasing human capital, efficacy of manpower can be promoted. Of the centers and organizations that can have a great impact on promotion of human capital are vocational schools and agricultural training centers. These centers with the purpose of increasing the quality level of manpower based on situations of job market and supplying the required forces for different economical parts are considered more than ever by different countries. Studying different countries show that efficiency of these centers especially about individual's readiness for occupation in more than other educations (Saadi et al. 2011quoted in Hadadian 1999), so that we can say that job situation of students in these centers is better than the other graduated students and students in these centers know that where to use their learning(Saadi et al1 quoted in FASTER 1965). But unfortunately in our country based on the role and importance of these centers in training expert manpower that is required for economical needs of the country, they are not successful as what has been documented in their purposes in educating skilled manpower (Porjavid, 2011). Of the reasons stated for problems in these centers and joblessness of their graduated students is lack of motivation are low motivation for entering these centers. People's motivation can influence on Entrepreneurship application and patterns of receiving educations and finally by acquiring appropriate skills and proficiency after leaving studies they will work and number of joblessness will decrease. Also, studies show that students who entered in this field don't have any motivation for continuing studies in this field and also they have a good situation with respect to training and educational history. These students have no possibility for accepting in other fields of study, for this reason they should be absorbed in agricultural training centers ( Saadi and et al. 2011). The average score of students in these centers is in a lower rate than students in theoretical fields and obligatory guidance of students with low intelligence is in these fields of study (Shariatzade, 1999).accepting weak students in education and training and also lack of motivation is of the drawbacks that causes low motivation to learn skills in agricultural training centers, and it is the reason that these skills do not serve necessary requirements for job market. This is a case that prevents matching and compatibility of programs based on needs and motivation of students. Therefore, based on the role played by motivation in the development of skills and proficiency in students and decreasing of unemployment in graduated people and in development of the country, this study is devoted to identifying the main motivations of students in these centers for continuing their studies.

## 2. Literature review

Motivation is influenced by different factors and there are various patterns to measure motivation. Of these patters are Maslow (1943) pattern and McClelland(1985). In Maslow view motivation means invoking people to do something to reach a suitable purpose. In his view motivation is the main reason that causes some people to be interested in some works or occupations and some others not. McClelland(1985) in his views refers to his views by comparing economic development reasons of some countries and lack of development of some others. He is looking for a lost trace having caused underdevelopment and searching these factors he refer to the issue of motivation and consider it in the form of mental virus entitled as intention and need for development and he believes that these psychology discoveries are about development. He considers this mental virus as a specific method of thinking that is relatively scarce, but when this virus appears in a person force him to strive in a special form. To specify his experimental work, McClellandstudied background of different periods and different countries and concluded that in the cases in which the virus intended to develop we experienced economical development of that country. In McClellandinternalizing intention to development should be attained by sociability process from the first days of life and then by training and press and also other writings this intention should be reinforced. He suggest some points about reinforcing these needs and cases like: increasing motivation and people's belief in the society any way, holding educational classes for reinforcing motivation and necessity of women's higher education beside men. In McClellandintention and need for development is a key factor for renovation and motivation for renovation with respect to psychology is twofold that one of them is personal wisdom-intention to development- and another one is a social wisdom, it means intention to prosperity of others and finally he believes that to acquire economical achievement two mental elements are required that one of them is intention to priority justification on others and another one is the need for increasing the level of public welfare. Respecting influential social situations in need for achievement he refers to factors like education in family, parental and social class, social and ideological movement. As motivations are the result of interests and needs and motivation of individual is to satisfy needs and Maslow theory analyzed the relationships between needs and motivations: therefore, Maslow theory is selected as the research basis. Because, if supplying needs is considered as the purpose of individual we expect motivations to induce purposes. Accordingly identification of students' motivations from education in vocational schools and agricultural training centers is showing recognizing their needs and to understand in which stage of Maslow hierarchy of needs they are setting in, and which needs are satisfied and which high

need caused entering in this center. Studies of Rismanchian (2008) shows that most of the students with low average scores entered agricultural training centers; they are studying in these centers because they are not able to be accepted in other fields of study. Some people believe that problems of agricultural training centers affect motivation of students and of these problems is weak content of education and lack of relationship between curriculum and job market that has no use for agricultural society (Hossaini et al. 2005). But result of studies by Saadi et al. (2011) with the title of pathology of agricultural training centers supported this idea that more than 55% of students in in the agricultural training centers are studying this field of study based on their interest and most of them have motivation to acquire knowledge in this field. Result of some studies show that having interest is the main motivation of students for entering vocational schools and agricultural training centers (Khaledi, 2008). Totally, most of the studies show that entering of students to these centers was not based on interest and most of the weak students are interested in this field of study. In this respect, studies of Nafisi (1999) on vocational schools and agricultural training centers show that most of the weak students are accepted in these centers scientifically, so that average score of students in 1996 in vocational schools of agriculture fields show that in Tehran and Isfahan city in the theoretical fields the average score of 30 % of students was lower than 12 and 19% of them had an average score higher than 17. In fact, reviewing previous studies about vocational schools and agricultural training centers still there is no comprehensive study about analysis and identification of students' motivations from education in vocational schools and agricultural training centers. Therefore, based on the role and importance of vocational schools and agricultural training centers in forming pyramid of occupation in agricultural section, importance of educations in this centers and the role of student's motivation in development of skills, proficiency and decreasing of unemployment this subject is studied in order to be an starting point for comprehensive studies in the future and on one hand as motivations are rooted in needs by identifying motivations we can identify needs. Identification of these needs that caused entering of students to these centers are used to change the behavior of persons to a more suitable way and encouraging him to reaction against appropriate behaviors that are sustainable for society. Identification of students' different motivations from education in the fields of agriculture can help motivation and interest of teachers and consequently result in the interest of a wider group to these programs and causes development of programs, providing suitable contents, planning for applying programs in a suitable form and finally decreasing of unemployment in graduated people in this field of study. To this end the general aim of this research is analyzing motivation of vocational students and

agricultural training centers of Kermanshah from education in the field of agriculture and the following specific purposes were considered:

1. Identification of students motivations in vocational schools of Kermanshah province toward education in the field of agriculture
2. Identification of students' motivation in agricultural training centers toward education in the field of agriculture
3. Comparing motivations of students in vocational schools and agricultural training centers toward education in agriculture fields of study.

### 3. Methodology

This research is a descriptive-survey research. Statistical population of this research is 2800 Students' in Vocational Schools and Agricultural Training Centers in Kermanshah Province that based on Cochran formula 338 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. 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 Razi University and also it was studied by three professional expert in the area to judge content validity of research tools. For testing reliability of the questionnaire Cronbach's alpha was used that questionnaire scales (0.88) was obtained that shows appropriate reliability of the research tools. To analyze results, SPSS v.17 software was used.

### 4. Result

#### 4.1. Personal characteristics of respondents in agricultural training centers

Based on findings 69.3% of respondents were boys and 30.7% of them were girls. Most of the respondents were below 20 year old (46.7%). 44 % of respondents were between 20 to 30 years old (44%), and of 150 respondents in agricultural training centers only 14.7% of them were employed. But, in the respect of agriculture 49.3 percent had activities in this domain and rest of them had no activity in this field. The average score of 48.7 percent of them in the previous semester was 14-17 and 37.3% had average score below 14 and only 6% their average score was more than 17.61.3 % of students in agricultural training centers inhabited in the cities and from among 150 individuals only 32% were ready to do activities in village and lands, but 68% were interested in work and life in great cities after graduation. Most of the studied students had medical plant education intention (34.7%) and lowest numbers of respondents were

interested in animal husbandry (7%). Job of the majority of the respondents fathers was agriculture (41.3%), self-employed jobs was after agriculture the most frequent job (33.3%), while government jobs was only 24%. Based of these findings 50.7 percent of students' parents had rainfed land and 24.7 percent of them had irrigated land.

#### 4.2. Personal characteristics of respondents in agriculture schools (Vocational Schools)

Based on findings with respect to personal characteristics of students in agricultural schools (58.7%) were boys and 41.3% of them were girls. Most of the respondents were below 20 years old (93.3) and only 3 people were over the age of 40 years (2%). of 150 students in agricultural schools that were taking part in the study only 12 percent were employed, but 87.3 % of them were active in agriculture. 6.7% of students had average score more than 17 and 46.7 % of respondents had average score below 14 and other students had average score from 14 to 17. 47.7 % of respondents were from village. Also, 38% of them were interested in the field of medical plants and 14% were interested in fixing motors (lowest rate). 47.3% of students were interested to live in the village after education and work on the lands, and 49.3% were interested in living in the great cities and Tehran and others did not respond to this question. Most of the students' father job was agriculture (39.3) and 2% of them had retired fathers. 38.7% of students' parents have less than 5 hector rainfed land and 66.7% didn't have irrigated land.

#### 4.3. Comparing motivation of students in agricultural school and agricultural training centers toward education in the field of agriculture

As table (1) shows about comparing motivation of agricultural schools and agricultural training centers students, the upper part of table (10 first motivation priority) there is not much difference between views of

two groups, so that both of them were interested in promoting their knowledge and information in the field of agriculture and also acquiring skills and proficiency for the future job, acquiring skills for better life and better life by agricultural fields, acquiring management skills, interesting in employment in agricultural offices and finding higher self-esteem that caused selecting the field of agriculture and education so that both groups stated that they are interested in continuing the field of agriculture in the university in higher education. But students of vocational schools believe that education in the field of agriculture guarantees the future job, also parents' encouragement was another reason that caused their entering to the field of agriculture, but these factors were not highly influential in motivating students in the agricultural training centers and they considered these factors in the priorities of 31 and 17 respectively. Students of agricultural training centers emphasized the importance of the role of agriculture in the life of human being and interest in activities about agriculture individually. In the last part of table we observe that there not significant difference between two groups views and both groups believe that weakness of students and easy acceptance of students in agriculture field are not the reason why they have been accepted in this field and they do not selected this field for hobby and certificate and job. Both groups believe that employment opportunity in the field of agriculture is low, but interest in employment is high in both groups. Comparison of up and down part of the table show that frequent propaganda about field of agriculture influenced motivation of students in agricultural training centers more than students in agricultural schools. Also, interest in agriculture among students of agricultural schools is relatively higher than students of agricultural training centers. Generally, we can state that motivating factors in both groups are internal and natural that caused studying field of agriculture.

**Table 1:**

comparing motivation of students in Vocational Schools (Agricultural schools) and agricultural training centers toward education in the field of agriculture

Motivation	Vocational Schools		rank	Motivation	Agricultural Training Centers		rank
	M	Sd			M	Sd	
Acquiring skill and proficiency for future job	4.07	1.31	1	Interest in promotion of knowledge and information about agriculture	4.02	0.98	1
Interest in continuing field of agriculture in the university	3.98	1.36	2	Acquiring skill and proficiency for future job	3.96	0.51	2
Interest in promotion of knowledge and information about agriculture	3.75	1.19	3	Interest in continuing field of agriculture in the university	3.93	1.18	3
Acquiring better life skills by studying in the field of agriculture	3.72	1.35	4	Acquiring better life skills by studying in the field of agriculture	3.84	1.28	4
Interest in employment in agricultural offices	3.63	1.27	5	For the role and importance of agriculture in society and supplying human foods	3.82	0.98	5
Parental encouragement	3.60	1.08	6	Interest in activities in the field of agriculture after graduation	3.78	1.06	6

Acquiring self-esteem by educating in the field of agriculture	3.58	1.22	7	Acquiring leadership and management skills by studying in the field of agriculture	3.76	1.28	7
Guarantee future job by educating in the field of agriculture	3.57	1.21	8	Interest in employment in agricultural offices	3.75	1.05	8
Acquiring leadership and management skills by studying in the field of agriculture	3.56	1.11	9	Acquiring self-esteem by educating in the field of agriculture	3.75	1.14	9
Acquiring entrepreneurship and self-employment in the field of agriculture	3.53	1.36	10	High propaganda about field of agriculture	3.72	1.14	10
Information and proficiency in the field of agriculture is matching needs of job market	3.50	1.34	11	Acquiring entrepreneurship and self-employment in the field of agriculture	3.62	1.28	11
Activities of friends and family encouraged me in the field of agriculture	3.49	1.32	12	Acquiring experience about agriculture	3.55	1.05	12
Interest in agricultural works	3.41	1.07	13	Encouragement of previous students caused to register in this field of study	3.55	1.13	13
Acquiring experience about agriculture	3.40	1.31	14	Curriculum of the field of agriculture gives me necessary job skills	3.50	1.20	14
Curriculum of the field of agriculture gives me necessary job skills	3.38	1.25	15	Information and proficiency in the field of agriculture is matching needs of job market	3.43	1.14	15
Activities in the field of agriculture caused entering to this field	3.38	1.35	16	Interest in cooperative and scientific work	3.37	1.42	16
For promotion of job level	3.37	1.28	17	Parental encouragement	3.30	1.31	17
If I go back to the past I will study the field of agriculture	3.37	1.43	18	Interest in agricultural works	3.29	1.25	18
Encouragement of previous students caused to enter this field of study	3.33	1.03	19	Encouragement of teachers and consultants for entering in the field of agriculture	3.27	1.33	19
Interest in activities in the field of agriculture after graduation	3.27	1.52	20	Activities of friends and family encouraged me in the field of agriculture	3.22	1.22	20
For the role and importance of agriculture in society and supplying human foods	3.23	1.30	21	If I go back to the past I will study the field of agriculture	3.20	1.23	21
Having possibilities and conditions for agricultural works	3.20	1.34	22	For acquiring social privilege by studying in the field of agriculture	3.15	1.20	22
For acquiring social privilege by studying in the field of agriculture	3.19	1.25	23	Having possibilities and conditions for agricultural works	3.11	1.20	23
Encouragement of previous students caused to enter this field of study	3.15	1.31	24	Facilities and capital that government gives to graduated students	3.07	1.27	24
Facilities and capital that government gives to graduated students	3.14	1.33	25	Activity in the field of agriculture caused entering this field of study	3.01	1.28	25
Interest in cooperative and scientific work	3.13	1.22	26	Obligatory and for weakness scientifically and for score mark	2.95	1.49	26
Encouragement of teacher in previous years of school	3.07	1.34	27	For promotion of job level	2.87	1.38	27
High propaganda about field of agriculture	3	1.26	28	Incorrect selection and lack of suitable consultation	2.84	1.23	28
There is no opportunity to be employed in the agricultural offices	2.90	1.35	29	Only for receiving educational certificate	2.76	1.29	29
Obligatory and for weakness scientifically and for score mark	2.88	1.38	30	Encouragement of previous students caused to enter this field of study	2.73	1.26	30
Only for my job	2.85	1.35	31	Guarantee future job by educating in the field of agriculture	2.64	1.39	31
Activities of sisters and brothers in agriculture	2.80	1.40	32	Activities of sisters and brothers in agriculture	2.60	1.14	32
For easy acceptance and lack of entrance exams	2.75	1.45	33	Only for my job	2.55	1.30	33
Incorrect selection and bad consultation	2.70	1.38	34	There is no opportunity for employment in the field of agriculture	2.27	1.35	34
More for fun	2.64	1.40	35	For easy acceptance and lack of entrance exams	2.23	1.23	35
Just for receiving certificate	2.63	1.29	36	More for fun	2.08	0.95	36

(Scale: 1- completely disagree, 2-disagree, 3- no idea, 4-agree, 5-completely agree)

#### 4.4.Result of Studying FactorAnalysis (EFA) to Measure Factor Related to Variables

To decrease items to some structural factor, Factor Analysis (EFA) was used. As Bartlett statistics was significant at (1%) level and KMO was equal to 0.70 appropriateness of data was approved for doing this analysis. In this case six general factor with specific value higher than this were elicited and each item was classified based on factorloadingafter.With respect to the

values in Table 2, the data referred to in 6 factors were summarized, which provides 64 percent of the total variance explained by these factors, the remaining 36% are factors which were notidentified in factor analysis.

**Table 2:**

Factor loading of Variables are Related to Motivation of Students in Agricultural Training Centers toward Education in the field of Agriculture

Variable	Factor loading
<b>development motivation</b>	-
Interest in promotion of knowledge and information about agriculture	0.689
Acquiring skill and proficiency for future job	0.566
Acquiring leadership and management skills by studying in the field of agriculture	0.583
Acquiring self-esteem by educating in the field of agriculture	0.587
Acquiring entrepreneurship and self-employment in the field of agriculture	0.398
Acquiring experience about agriculture	0.509
Curriculum of the field of agriculture gives me necessary job skills	0.632
If I go back to the past I will study the field of agriculture	0.487
For acquiring social privilege by studying in the field of agriculture	0.717
<b>encouragement motivation</b>	-
High propaganda about field of agriculture	0.736
Encouragement of previous students caused to register in this field of study	0.801
Parental encouragement	0.716
Encouragement of teachers and consultants for entering in the field of agriculture	0.704
Activities of friends and family encouraged me in the field of agriculture	0.543
Incorrect selection and lack of suitable consultation	0.809
Encouragement of previous students caused to enter this field of study	0.721
Activities of sisters and brothers in agriculture	0.778
<b>motivation to acquire science</b>	-
Activity in the field of agriculture caused entering this field of study	0.694
Interest in employment in agricultural offices	0.707
Information and proficiency in the field of agriculture is matching needs of job market	0.566
Interest in cooperative and scientific work	0.662
Interest in agricultural works	0.734
For promotion of job level	0.545
There is no opportunity for employment in the field of agriculture	0.536
<b>motivation to get job</b>	-
Having possibilities and conditions for agricultural works	0.453
Facilities and capital that government gives to graduated students	0.636
Interest in activities in the field of agriculture after graduation	0.439
Guarantee future job by educating in the field of agriculture	0.741
motivation to acquire certificate	-
Obligatory and for weakness scientifically and for score mark	0.730
Only for receiving educational certificate	0.755
Only for my job	0.786
For easy acceptance and lack of entrance exams	0.790
More for fun	0.538
<b>effort motivation</b>	-
Interest in continuing field of agriculture in the university	0.537
Acquiring better life skills by studying in the field of agriculture	0.562
For the role and importance of agriculture in society and supplying human foods	0.423

Table 2 shows the most important structure of students' motivation in agricultural training centers from educating in the field of agriculture. As table shows in the view of students in agricultural training centers the most important motivation for studying field of agriculture was respectively based on priority as follow: development motivation (Mean32.22, SD 7.39),

encouragement motivation, acquiring science, acquiring job, receiving certificate and effort motivation (mean 10.78, 2.66). For example, in the dimension of development motivation, students of agricultural training centers are more interested in acquiring knowledge and information, proficiency and management skills and they believe that by studying in the field of agriculture they can acquire these knowledge and information. In the case of encouragement motivation agent, this insight is dominant among students that there are many advertisements about importance of agriculture in the society and encouragement of students, parents and

consulters in their education in the field of agriculture. In the case of acquiring science students believe that activity in agriculture causes their education in this field and acquiring science and promotion of knowledge and information in the fields of agriculture and they are interested in employment. In the case of acquiring job's motivation, most of the students consider possibilities, background and government facilities for reasons of education. Motivation to acquire certificate and effort are in the last priorities of table and one can state that these factors have a trivial role in the motivation of students in agricultural training centers.

**Table 3:**

Factor loading of Variables are Related to Motivation of Students in Agricultural Schools toward Education in the field of Agriculture

Variable	Factor loading
<b>development motivation</b>	-
Acquiring skill and proficiency for future job	0.566
Interest in promotion of knowledge and information about agriculture	0.689
Acquiring self-esteem by educating in the field of agriculture	0.587
Acquiring leadership and management skills by studying in the field of agriculture	0.583
Acquiring entrepreneurship and self-employment in the field of agriculture	0.398
Acquiring experience about agriculture	0.509
Curriculum of the field of agriculture gives me necessary job skills	0.632
If I go back to the past I will study the field of agriculture	0.487
For acquiring social privilege by studying in the field of agriculture	0.717
<b>encouragement motivation</b>	-
Parental encouragement	0.716
Activities of friends and family encouraged me in the field of agriculture	0.543
Encouragement of previous students caused to enter this field of study	0.801
Encouragement of previous students caused to enter this field of study	0.721
Encouragement of teacher in previous years of school	0.704
High propaganda about field of agriculture	0.736
Activities of sisters and brothers in agriculture	0.778
Incorrect selection and bad consultation	0.809
<b>motivation to acquire science</b>	-
Interest in employment in agricultural offices	0.707
Information and proficiency in the field of agriculture is matching needs of job market	0.566
Interest in agricultural works	0.736
Activities in the field of agriculture caused entering to this field	0.694
For promotion of job level	0.545
Interest in cooperative and scientific work	0.662
<b>motivation to get job</b>	-
Guarantee future job by educating in the field of agriculture	0.741
Interest in activities in the field of agriculture after graduation	0.694
Having possibilities and conditions for agricultural works	0.453
Facilities and capital that government gives to graduated students	0.636
<b>motivation to acquire certificate</b>	-
Obligatory and for weakness scientifically and for score mark	0.730
Only for my job	0.786
For easy acceptance and lack of entrance exams	0.790
More for fun	0.538
Just for receiving certificate	0.755
<b>effort motivation</b>	-
Interest in continuing field of agriculture in the university	0.537
Acquiring better life skills by studying in the field of agriculture	0.562
For the role and importance of agriculture in society and supplying human foods	0.423

Table 3 shows the most important structure of students' motivations in agricultural schools toward education in the field of agriculture. As table shows in the view of students in agricultural schools with priority order is development motivation (mean 27.74, SD 6.93%), encouragement motivation, acquiring science, getting job, receiving certificate and effort motivation (mean 7.16, SD 2.02). In the case of development motivation students in agricultural schools are interested in acquiring knowledge and information, acquiring proficiency, information and getting self-esteem by educating in the field of agriculture and they believe that by study in the field of agriculture they can acquire these information. In the case of parental motivation factor, we can say that this factor is influential in their education, also they stated that activities of families about agriculture is effective in their interest and education so

that they intend to encourage others to select the field of agriculture for future studies. In the case of acquiring science motivation students are interested in employment after graduation because in their view information of agricultural field is appropriate with job market and interest in agriculture works causes acquiring science and knowledge and their education in this field. In the case of getting job motivation majority of students believe that even when there is no opportunity for employment they can get a job personally, without help of government in agriculture and they have facilities and capital for this work and government facilities can be a motivation for their education in the field of agriculture. Motivation of receiving certificate and effort are located at the last priorities of the table and one can state that these factors have a trivial role in motivation of students in agricultural training centers.

**Table 4:**

Comparison of motivation priorities in students of agricultural schools and agricultural training centers

motivation priorities in students of agricultural training centers	Mean	Standard deviation	motivation priorities in students of agricultural schools(Vocational Schools)	mean	Standard deviation
development motivation	32.22	7.39	development motivation	27.74	6.93
encouragement motivation	23.97	5.07	encouragement motivation	25.48	6.51
motivation to acquire science	21.59	3.60	motivation to acquire science	22.42	6.00
motivation to get job	12.55	3.12	motivation to get job	13.84	3.57
motivation to acquire certificate	11.76	4.26	motivation to acquire certificate	11.35	4.17
effort motivation	10.78	2.66	effort motivation	7.16	2.02

Table 4 shows priorities and comparing of motivation factors in students of agricultural schools and agricultural training centers based on mean and standard deviation. As table shows, the priority of motivation in both groups is totally the same.

## 5. Conclusion

Today, in the world continuous concentration of knowledge is like a good and students are considered as a great humanity capital. On one hand agricultural section in developing countries like Iran has been influential in national advancement though it was facing many challenges. But logical policies and strategic programs for developing stable development this section is considered as one of the main problems of actors in related institutes. Human, physical and capital resources and also institutions are factors that considering them can help effective stable development, meanwhile human resources paly the main role and control other factors. Therefore, it is necessary to act seriously in educating active human forces. To reach such a purpose, we need active agricultural training centers based on current

needs of the country, motivations, and necessities of students.

Fortunately, in recent years beside agricultural vocational colleges, agricultural training centers are established to train skillful manpower that is necessary for economy of the country such as agricultural center. Therefore, beside emphasizing educational system on applying theoretical sciences and effort to ready students for getting jobs, but this issue still is not accomplished. Also these trainings have not been able to act successfully in educating skillful manpower based on their initial purposes. Of the reasons that is recorded for such lack of achievement is lack of motivation or low invoking of students in these centers and their scientific weakness. Therefore this study is looking to analyze and introduce motivation of students in agricultural schools and agricultural training centers in Kermanshah province toward educating in the field of agriculture. To do this, Maslow hierarchy of needs approach was used that causes motivation in human being. According to the conclusion of this research we can offer following suggestions:



1. As the main motivation of students toward educating in the agricultural training centers is acquiring knowledge and information for the future job, and as most of these people have activity experience about agriculture, it should be tried to update content of books and last scientific achievements about agriculture and also to prevent representing theories and instead skills should be trained during the semester to graduate more acknowledged students in these centers.
2. The issue of entrepreneurship and training of students in vocational schools should be taken seriously in the form of representing entrepreneurship educational units, visiting entrepreneurship designs and entrepreneur people and conversation with them that causes acquiring experience, creating motivation and encouragement among students to continue innovative activities About training, they should introduce people to centers in order to familiarize students with real world jobs and activities and prevent sending them to offices for passing training units and authorities should visit them while their students are passing training unites in the practical sections.
3. Designing and creating training farms and labs equipped with new technologies to train students.
4. Holding educational workshops to familiarize educators with new training approaches and updating their science to train and educate students.
5. Equipping training farms with labs equipped with new technologies.
6. Based on the result of this study it was observed that rural students are more interested in agricultural fields, as the future of the country to a great deal is dependent of agricultural activities or should be tried to provide situations to motivate rural students to education in these fields of study in order to familiarize them with new and scientific methods of agriculture to develop agriculture by consideration of some privileges for rural students to have interest in these fields of study and also provide facilities for them.
7. As the result showed and in spite of some views students in these centers and vocational schools are not in a low level and this view should be removed that is the reason why these centers are considered worthless, also there should be serious attention to promoting information,

knowledge and skills that these are the main motivation of their study. Also, authorities should try educating students with high scientific knowledge that is appropriate with the need of country to development.

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