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Comparative Analysis of the Status of Agricultural Cooperative Extension Training in Compliance with the Learning Organization

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Abstract

The purpose of this research was comparative analysis of the status of agricultural cooperative extension training in compliance with the learning organization. Causal-comparative research has been used to achieve the research purpose. In this study, the Ex-Post Facto research method was used to compare the current and desired educational dimensions of agricultural cooperatives in accordance with the principles of the learning organization. Members of agricultural cooperatives in Alborz province were 25,000 people in the statistical population of the study. Using Krejcie and Morgan table, the sample size of this community was 379 people. Statistical analysis of the research was performed using SPSS software version 22. At first, based on previous studies and conducting three brainstorming sessions with experts on educational dimensions (training needs assessment, educational goals, educational content, educational facilities and methods, professional competencies of educators and educational evaluation) based on the principles of the learning organization (personal mastery, mental models, systems thinking, shared vision and team learning), indicators and sub-indicators appropriate to the study population were identified. In order to compare the current and desired situation of the dimensions of extension training of agricultural cooperatives in Alborz province in accordance with the learning organization, the Wilcoxon test was used. Based on the results of comparing, all educational dimensions, ie educational needs assessment, educational goals, educational content, educational facilities and methods, professional competencies of educators and educational evaluation, it was determined through Wilcoxon test that with 99% probability between current and desired in compliance with the learning organization in Alborz province there is a significant difference. That is, the results showed that there is a significant difference between what is and what should be.

Keywords:
Agricultural Cooperative, Extension Training, Learning Organization, Alborz Province.

1. Introduction

Agriculture continues to be the engine of economic growth in most developing countries (Rashidipour, 2020). Strong cooperatives are able to overcome many of the difficulties faced by the farmers; where in a country like developing countries 85% are small and marginal farmers (Virendra Kumar and Wankhede, 2015). Agricultural cooperatives can be classified into service cooperatives or production cooperatives (Lerman, 2013). Production cooperatives involve farmers who operate the cooperative on jointly owned agricultural plots (Chambo, 2009). Organizing and institutionalizing the purposeful activity of human resources in the agriculture is one of the appropriate solutions for agricultural and social development, and agricultural cooperatives have the necessary capabilities to fulfil its requirement (Feisali and Niknami, 2021). Despite the importance and the role of agriculture sector in food production and employment and exports in Iran, agricultural society is facing with many problems including: poverty, unemployment and hidden unemployment, low productivity, environmental destruction, poor structure of human

resources employed in agriculture, weak extension systems in the agricultural sector (Salehi and Rasoulaizar, 2019). Cooperative organizations play an important role in improve the quality of work, especially in agricultural sector (Salehi and Rasoulaizar, 2019).

Cooperative can be identified as an autonomous, association of persons united voluntarily to meet their common, economic, social and cultural needs and aspirations through jointly owned and democratically controlled enterprise (Abdulquadri and Mohammed, 2012). The agricultural production cooperatives have an important mission in agricultural sector, that include the improve productivity of the village, preventing the migration of rural people to urban region and create balance in the development of rural areas (Salehi and Rasoulaizar, 2019). Torfi et al (2015) concluded that the most important barriers to the success of agricultural cooperatives were categorized into four main components, which have been named infrastructure (Firoozabadi and Hossaini, 2011), economical (Ebrahimi Meimand et al, 2013), managerial and organizational (Nasrolahi, et al, 2015; Unal, 2008), cultural and social factors (Benturaki, 2000). The obtained results from the factor analysis revealed that the four mentioned factors explained 65.291% of the variation of barriers of success of agricultural cooperatives (Torfi et al., 2015). The agricultural cooperative may significantly impact the adoption of environmentally friendly production technologies, which eventually help the farmers with better living standards and productivity (Sarkar et al., 2022).

Agricultural cooperatives (ACs) can play a significant role in the economic and social development of rural areas. They are social, economic, and ethical organizations that can play a very important role in creating employment in rural areas by attracting the participation of members, raising small capital, and providing agricultural extension training, infrastructures, and production factors (Feisali and Niknami, 2021). In the study of Ada et al., (2022) insufficient implementation of economic laws is the most important barrier of the success of agricultural cooperatives, followed by "lack of information", "inefficient recycling policies", "lack of technical knowledge", "lack of attention to systematic thinking", " policies on resources and products, "lack of environmental management system", "shared insight" and "inability to research and develop" were identified as the next barriers, respectively. Traditional structures are not effective in effectively managing today's organizations.

Organizations that thrive in today's competitive environment must be consistent, flexible, and strategic (Kiani et al., 2021). They must develop different levels of learning at all levels of the organization. They must become learning organizations (Jensen, 2017). The concept of the learning organization and its structure can be coined to Peter M. Senge. Based on the experiences accumulated in the field of leader training, the researcher of the MIT came to the conclusion that a new movement in corporate leadership could be the concept of the learning organization (Baráth, 2015). A learning organization values the role that learning can play in developing organizational effectiveness. It demonstrates this by having an inspiring vision for learning and a learning strategy that will support the organization in achieving its vision (Serrat, 2017).

A learning organization recognizes the importance of a resilient organizational memory. Learning organizations ensure that individuals and teams are encouraged to use a range of ways of surfacing their tacit knowledge and making it available to others through carefully targeted documentation and collaborative working practices. Recognizing that organizations change in the direction in which they inquire, they leverage the powers of appreciative inquiry. Documentation is made accessible to others in the organization with a range of user-friendly information and communication technologies. Learning organizations are networked with the wider world. They know how to create and run partnerships. Collaborative mutual learning arrangements with other organizations are common and fruitful (Serrat, 2009). A learning organization is a critical factor for a high tech industry. Nowadays, with the global economy and competitions in the markets, high tech industries are gradually aware of the existence of learning organizations. This deals mainly with the various levels of employees and the managements within the organization.

The communication approaches can be classified into formal and informal ones. It is a non-negligible requirement to cultivate members in a company in order to gain competitive edges. Since an employee who works in the high tech industry has longer work time and sometimes needs to work on shifts, the pay received by an employee is equally important (Duan, 2017). The dimension that distinguishes learning from more traditional organizations is the mastery of certain basic disciplines or ‘component technologies’. The five that Peter Senge identifies are said to be converging to innovate learning organizations. They are: Systems thinking, Personal mastery, Mental models, Building shared vision and Team learning (Senge et al., 2000).

There is no single learning organization model “one size fits all” and every organization has to create its own, unique, customized learning organization model (Ortenblad, 2015). The contingency model of learning organization developed should depend on an inventory of situations and it may not be recommended to adopt all the aspects of the learning organization (Ortenblad, 2015). Some studies conducted in the past suggested that public firms (which are more bureaucratic) could not fully adopt the idea of the learning organization (Jamali et al., 2006). Additionally, this research also tries to investigate the relevance of the concepts of learning organizations based on the theoretical framework proposed by Senge et al., (2000). This research aims at examining the relationship between the learning

organization's dimensions and its impact on knowledge performance in agricultural cooperatives. Five dimensions of the Learning Organization Questionnaire that was developed by Senge were adopted. The current research aims to study the comparative analysis of the status of agricultural cooperative extension training in compliance with the learning organization. A review of the previous theoretical foundations provided the necessary basis for presenting the theoretical framework of the research (see Fig. 1).

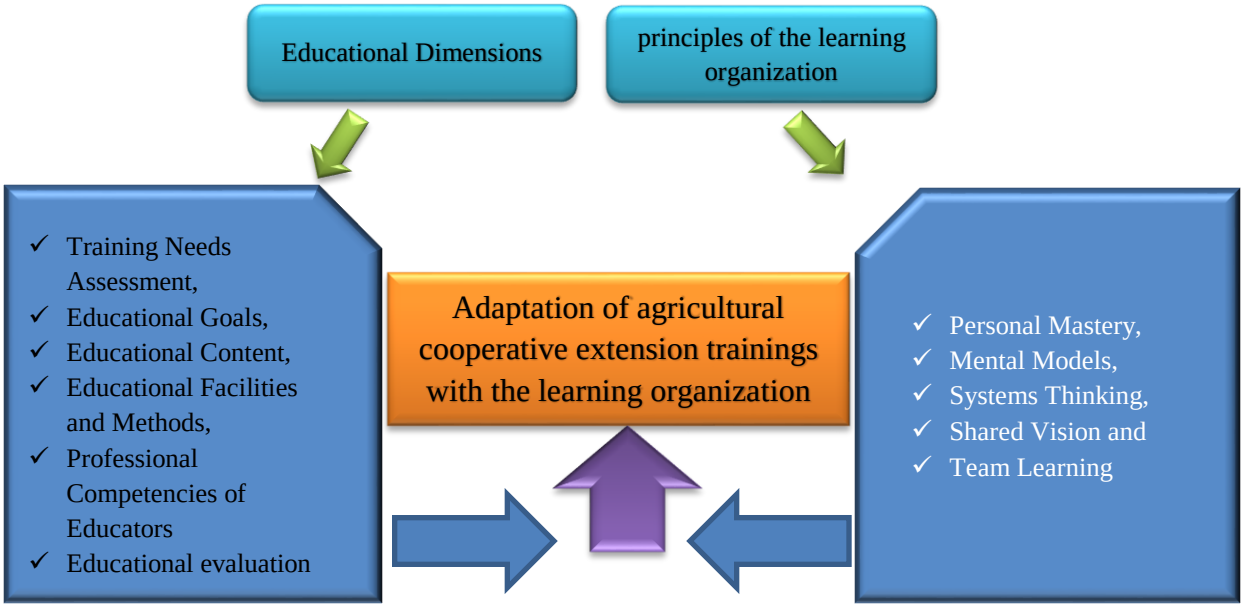

Figure 1. Theoretical framework of the research

Research questions

The following research questions guided the study:

RQ1. Is there a significant difference between the current and desired status training needs assessment in compliance with the learning organization?

RQ2. Is there a significant difference between the current and desired status educational goals in adapting to the learning organization?

RQ3. Is there a significant difference between the current and desired status educational content in compliance with the learning organization?

RQ4. Is there a significant difference between the current and desired status of educational facilities and methods in compliance with the learning organization?

RQ5. Is there a significant difference between the current and desired status of professional competencies of educators in compliance with the learning organization?

RQ6. Is there a significant difference between the current situation and the desired educational evaluation in compliance with the learning organization?

2. Materials and Methods

Causal-comparative research has been used to achieve the research objectives. In this study, the Ex-Post Facto or Causal-comparative research method was used to compare the current and desired educational dimensions of agricultural cooperatives in accordance with the principles of the learning organization. Members of agricultural cooperatives in Alborz province were 25,000 people in the statistical population of the study, which were surveyed based on the conditions and characteristics of the community in a simple random manner proportional to the volume of existing cooperatives. Using Krejcie and Morgan table, the sample size of this community was 379 people (Table 1). Statistical analysis of the research was performed using SPSS software version 22.

Table 1. Estimation of the number of samples from the statistical population of members of agricultural cooperatives in Alborz province

Cooperative type	Number of members	sample
Rural Production Cooperatives	1981	30
Rural Cooperatives	16131	245
Rural Women's Cooperatives	208	3
Agricultural Cooperatives	6680	101
Total	25000	379

In the present study, the panel of expert's method was used to determine the validity. Since the content validity depends on the judgment and opinion of experts in the subject, so in order to determine the validity and make the necessary corrections, at each stage, designed questionnaires were provided to the supervisor, consultant, experts and training specialists, and after summarizing the point of their opinions, the final questionnaires were prepared. Cronbach's alpha coefficient was used to determine the reliability of the questionnaire. For this purpose, after determining the validity of the questionnaire, the sections that had a Likert scale were completed among 30 similar individuals in the statistical population in Shahriar city, and the Cronbach's alpha coefficient was calculated for all cases above 0.7. The research hypotheses are as follows:

H1. There is a significant difference between the current and desired status training needs assessment in compliance with the learning organization.

H2. There is a significant difference between the current and desired status educational goals in adapting to the learning organization.

H3. There is a significant difference between the current and desired status educational content in compliance with the learning organization.

H4. There is a significant difference between the current and desired status of educational facilities and methods in compliance with the learning organization.

H5. There is a significant difference between the current and desired status of professional competencies of educators in compliance with the learning organization.

H6. There is a significant difference between the current situation and the desired educational evaluation in compliance with the learning organization.

3. Results and Discussion

3.1 Identify the dimensions of extension training in compliance with the learning organization in agricultural cooperatives

Based on previous studies and conducting three brainstorming sessions with experts on educational dimensions (training needs assessment, educational goals, educational content, educational facilities and methods, professional competencies of educators and educational evaluation) based on the principles of the learning organization (Personal Mastery, Mental Models, Systems Thinking, Shared Vision and Team Learning), indicators and sub-indicators appropriate to the study population were identified. These dimensions, which more than 70% of people agreed on based on the agreement, are presented in Table 1.

3.2 Assess the current and favorable status of extension training dimensions in compliance with the learning organization in agricultural cooperatives

In order to assess the current and desired situation of extension training dimensions in accordance with the learning organization in agricultural cooperatives of Alborz province, the identified dimensions, which were explained in the previous section, were provided to a statistical sample of 379 members of agricultural production cooperatives in Alborz province. They were asked to examine the current and desirable state of educational dimensions in agricultural cooperatives in a range of 5 options. After collecting data, mean and standard deviation were used to evaluate and describe them. Based on the results in Tables 2, all dimensions, ie educational needs assessment, educational goals, educational content, educational facilities and methods, professional competencies and educational evaluation and related sub-indicators were evaluated in the current and desired situation.

For example, regarding the first dimension, namely educational needs assessment and its sub-indicators, the results were identified in both the current and desirable situations

Table 1. Dimensions of extension training in compliance with the learning organization in agricultural cooperatives

Dimensions and sub-indicators of each dimension	Percentage of agreement
Training Needs Assessment	
Needs assessment is done to develop individuals' personal abilities.	93
Needs assessment is based on mental beliefs and making optimal changes in members' attitudes.	73
In a needs assessment, members' needs for a common goal are examined.	70
In the needs assessment, all members' problems are considered systematically.	87
Needs assessment is based on group and team learning.	80
Educational goals	
Determining educational goals is based on personal characteristics	83
In educational goals, creating an optimal attitude towards the environment is considered.	70
Educational goals emphasize a sense of commitment to the group and achieving a common goal.	97
Educational goals emphasize team and group learning.	80
The educational goals emphasize the role of individual members in the fate and success of the cooperative.	83
Educational content	
The content of the training emphasizes the discovery of internal ideals and values and the conformity of the organization with its vision.	83
Educational content changes the values, beliefs and assumptions of the overall practice.	77
The educational content emphasizes a sense of commitment to the group and achieving a common goal.	77
The educational content emphasizes team and group learning.	87
The educational content emphasizes the effectiveness of each individual in relation to the whole system.	77
Educational facilities and methods	
In a way that helps people discover their inner ideals and values.	70
Educational facilities and methods provide the conditions for creating an optimal view of the environment.	73
The facilities and methods of training are such that it creates a sense of commitment in the group.	73
The facilities and teaching methods are such that they reinforce group learning.	83
Creates the conditions for each person to show their role in relation to the system.	77
Professional competencies of educators	
Educators have the necessary competence to teach based on the individual characteristics of the audience.	90
Educators have the necessary competence to create an optimal attitude in the audience.	70
Educators have the competence to create a sense of commitment to the group and to a common goal.	70
Instructors have the necessary competence to teach through team and group learning.	77
Educators have the necessary competence to conduct systematic training.	73
Educational evaluation	
Educational evaluation is done to develop individuals' personal abilities.	73
Educational evaluation is based on mental beliefs and optimal changes in members' attitudes.	77
In educational evaluation, the need of members for a common goal is examined.	83
In educational evaluation, all the problems of the members are considered systematically.	70
Educational evaluation is based on group and team learning.	83

3.2.1 First dimension (educational needs assessment):

In general, it was found that, in the current situation, the first educational dimension in agricultural cooperatives, ie educational needs assessment, has an average of 2.93, standard deviation of 0.93 and a coefficient of variation of 0.316, and in the desired situation of this dimension has an average of 4.74, standard deviation 0.43 and coefficient of variation was 0.091, which indicates the difference between what is and what should be.

3.2.1.1 Sub-indicators:

The first sub-indicator (needs assessment for the development of personal abilities of individuals):

Current situation: the average was 3.32, the standard deviation was 1.150 and the coefficient of variation was 0.347.

Desired condition: the mean was 4.84, the standard deviation was 0.370 and the coefficient of variation was 0.077. Which indicates the difference between what is and what should be.

The second sub-indicator (needs assessment based on mental beliefs and making optimal changes in attitude):

Current situation: the mean was 3.04, the standard deviation was 0.570 and the coefficient of variation was 0.178.

Desired condition: the mean was 4.68, the standard deviation was 0.471 and the coefficient of variation was 0.101. Which indicates the difference between what is and what should be.

Third sub-indicator (assessing the need of members for a common goal in needs assessment):

Current situation: the mean of 2.88, a standard deviation of 0.689 and a coefficient of variation of 0.239.

Desired condition: the average of 4.700, standard deviation of 0.463 and coefficient of variation of 0.098, which indicates the difference between what is and what should be.

The fourth sub-indicator (in the needs assessment, all the problems of the members are considered systematically):

Current situation: the mean was 2.72, the standard deviation was 0.926 and the coefficient of variation was 0.341.

Desired status: the average was 4.82, the standard deviation was 0.388 and the coefficient of variation was 0.081, which indicates the difference between what is and what should be.

Fifth sub-indicator (needs assessment based on group and team learning):

Current situation: the average was 2.70, the standard deviation was 1.297 and the coefficient of variation was 0.481

Desired status: the average of 4.86, standard deviation of 0.471 and coefficient of variation of 0.110, which indicates the difference between what is and what should be

3.2.2 Second dimension (educational goals):

In general, it was found that, in the current situation, the second educational dimension in agricultural cooperatives, ie educational goals, has an average of 2.87, standard deviation 0.82 and coefficient of variation 0.285, and in the desired situation of this dimension has an average of 4.77, standard deviation 0.42 and coefficient of variation 0.087, which indicates the difference between what is and what should be.

3.2.3 Third dimension (educational content):

In general, it was found that, in the current situation, the third educational dimension in agricultural cooperatives, ie educational content, has an average of 2.84, standard deviation 0.55 and coefficient of variation 0.194, and in the desired situation of this dimension has an average of 4.76, standard deviation 0.43 and coefficient of variation 0.090, which indicates the difference between what is and what should be.

3.2.4 The fourth dimension (educational facilities and methods):

In general, it was found that, in the current situation, the fourth educational dimension in agricultural cooperatives, ie facilities and educational methods, has an average of 2.76, standard deviation 0.79 and coefficient of variation 0.287, and in the desired situation of this dimension has an average of 4.76, standard deviation 0.43 and coefficient of variation 0.090, which indicates the difference between what is and what should be.

3.2.5 Fifth dimension (professional qualifications of educators):

In general, it was found that, in the current situation, the fifth educational dimension in agricultural cooperatives, ie the professional competencies of educators, has an average of 3.24, standard deviation 0.86 and coefficient of variation 0.265, and in the desired situation of this dimension has an average of 4.76, standard deviation 0.43 and coefficient of variation 0.090, which indicates the difference between what is and what should be.

Conclusion and recommendation

3.2.6 Sixth dimension (educational evaluation):

In general, it was found that, in the current situation, the sixth educational dimension in agricultural cooperatives, ie educational evaluation, has an average of 2.62, standard deviation 1.10 and coefficient of variation 0.422, and in the desired situation of this dimension has an average of 4.84, standard deviation 0.37 and coefficient of variation 0.077, which indicates the difference between what is and what should be.

Table 2. Current and desired dimensions and sub-indicator of extension training in compliance with the learning organization in agricultural cooperatives

Desired situation			Dimensions and sub-indicator of each dimension	Current Situation		
CV	SD	Mean		Mean	SD	CV
0.090	0.430	4.74	**Training Needs Assessment**	2.93	0.93	0.316
0.077	0.370	4.84	Needs assessment is done to develop individuals' personal abilities.	3.32	1.150	0.347
0.101	0.471	4.68	Needs assessment is based on mental beliefs and making optimal changes in members' attitudes.	3.04	0.57	0.187
0.098	0.463	4.70	In a needs assessment, members' needs for a common goal are examined.	2.88	0.689	0.239
0.081	0.388	4.82	In the needs assessment, all members' problems are considered systematically.	2.72	0.926	0.341
0.101	0.471	4.86	Needs assessment is based on group and team learning.	2.70	1.297	0.481
0.087	0.420	4.77	**Educational goals**	2.87	0.820	0.285
0.104	0.484	4.64	Determining educational goals is based on personal characteristics	2.32	0.767	0.331
0.077	0.370	4.84	In educational goals, creating an optimal attitude towards the environment is considered.	2.88	0.689	0.239
0.081	0.388	4.82	Educational goals emphasize a sense of commitment to the group and achieving a common goal.	3.04	1.029	0.339
0.098	0.462	4.70	Educational goals emphasize team and group learning.	3.24	0.893	0.276
0.077	0.370	4.84	The educational goals emphasize the role of individual members in the fate and success of the cooperative.	2.86	0.700	0.245
0.09	0.43	4.76	**Educational content**	2.84	0.55	0.194
0.077	0.370	4.84	The content of the training emphasizes the discovery of internal ideals and values and the conformity of the organization with its vision.	2.98	0.588	0.198
0.077	0.370	4.84	Educational content changes the values, beliefs and assumptions of the overall practice.	3.020	0.588	0.195
0.081	0.388	4.82	The educational content emphasizes a sense of commitment to the group and achieving a common goal.	2.68	0.740	0.276
0.081	0.388	4.82	The educational content emphasizes team and group learning.	2.68	0.471	0.176
0.098	0.462	4.70	The educational content emphasizes the effectiveness of each individual in relation to the whole system.	2.84	0.370	0.130
0.090	0.430	4.76	**Educational facilities and methods**	3.02	0.790	0.287
0.077	0.370	4.84	In a way that helps people discover their inner ideals and values.	2.72	0.370	0.280
0.098	0.462	4.70	Educational facilities and methods provide the conditions for creating an optimal view of the environment.	2.52	0.926	0.341
0.098	0.462	4.70	The facilities and methods of training are such that it creates a sense of commitment in the group.	3.00	0.788	0.313
0.098	0.462	4.70	The facilities and teaching methods are such that they reinforce group learning.	2.52	0.606	0.202
0.077	0.370	4.84	Creates the conditions for each person to show their role in relation to the system.	3.24	0.788	0.313
0.090	0.430	4.76	**Professional competencies of educators**	3.24	0.86	0.265
0.098	0.462	4.70	Educators have the necessary competence to teach based on the individual characteristics of the audience.	3.08	1.006	0.327
0.098	0.462	4.70	Educators have the necessary competence to create an optimal attitude in the audience.	3.18	0.690	0.217
0.098	0.462	4.70	Educators have the competence to create a sense of commitment to the group and to a common goal.	3.20	0.670	0.209
0.077	0.370	4.84	Instructors have the necessary competence to teach through team and group learning.	3.54	0.761	0.215
0.077	0.370	4.84	Educators have the necessary competence to conduct systematic training.	3.22	1.165	0.362
0.077	0.370	4.84	**Educational evaluation**	2.62	1.100	0.422
0.077	0.370	4.84	Educational evaluation is done to develop individuals' personal abilities.	2.80	1.106	0.395
0.077	0.370	4.84	Educational evaluation is based on mental beliefs and optimal changes in members' attitudes.	2.50	1.147	0.495
0.077	0.370	4.84	In educational evaluation, the need of members for a common goal is examined.	2.62	1.291	0.493
0.077	0.370	4.84	In educational evaluation, all the problems of the members are considered systematically.	2.68	0.978	0.365
0.077	0.370	4.84	Educational evaluation is based on group and team learning.	2.48	0.994	0.401

3.3 Comparative analysis of the dimensions of agricultural cooperative extension training in accordance with the learning organization in Alborz province

In order to compare the current and desired situation of the dimensions of extension training of agricultural cooperatives in Alborz province in accordance with the learning organization, the Wilcoxon test was used. Based on the results (Table 3) of comparing all educational dimensions, ie educational needs assessment, educational goals, educational content, educational facilities and methods, professional competencies of educators and educational evaluation, it was determined through Wilcoxon test that with 99% probability between current and desired educational dimensions of agricultural cooperatives in Alborz province there is a significant difference. That is, the results showed that there is a significant difference between what is and what should be.

Table 3. Comparison of the current and desired situation of educational dimensions of agricultural cooperatives in accordance with the learning organization

Educational dimensions	Z	Sig
Training Needs Assessment	6.194	0.000
Needs assessment is done to develop individuals' personal abilities.	5.825	0.000
Needs assessment is based on mental beliefs and making optimal changes in members' attitudes.	6.398	0.000
In a needs assessment, members' needs for a common goal are examined.	6.617	0.000
In the needs assessment, all members' problems are considered systematically.	6.410	0.000
Needs assessment is based on group and team learning.	5.809	0.000
Educational goals	6.197	0.000
Determining educational goals is based on personal characteristics	6.280	0.000
In educational goals, creating an optimal attitude towards the environment is considered.	6.240	0.000
Educational goals emphasize a sense of commitment to the group and achieving a common goal.	6.261	0.000
Educational goals emphasize team and group learning.	6.082	0.000
The educational goals emphasize the role of individual members in the fate and success of the cooperative.	5.860	0.000
Educational content	6.220	0.000
The content of the training emphasizes the discovery of internal ideals and values and the conformity of the organization with its vision.	6.340	0.000
Educational content changes the values, beliefs and assumptions of the overall practice.	6.129	0.000
The educational content emphasizes a sense of commitment to the group and achieving a common goal.	5.954	0.000
The educational content emphasizes team and group learning.	5.891	0.000
The educational content emphasizes the effectiveness of each individual in relation to the whole system.	6.064	0.000
Educational facilities and methods	6.045	0.000
In a way that helps people discover their inner ideals and values.	6.037	0.000
Educational facilities and methods provide the conditions for creating an optimal view of the environment.	5.985	0.000
The facilities and methods of training are such that it creates a sense of commitment in the group.	5.986	0.000
The facilities and teaching methods are such that they reinforce group learning.	6.125	0.000
Creates the conditions for each person to show their role in relation to the system.	6.067	0.000
Professional competencies of educators	6.271	0.000
Educators have the necessary competence to teach based on the individual characteristics of the audience.	6.312	0.000
Educators have the necessary competence to create an optimal attitude in the audience.	5.945	0.000
Educators have the competence to create a sense of commitment to the group and to a common goal.	5.895	0.000
Instructors have the necessary competence to teach through team and group learning.	6.012	0.000
Educators have the necessary competence to conduct systematic training.	6.064	0.000
Educational evaluation	5.945	0.000
Educational evaluation is done to develop individuals' personal abilities.	6.097	0.000
Educational evaluation is based on mental beliefs and optimal changes in members' attitudes.	6.127	0.000
In educational evaluation, the need of members for a common goal is examined.	5.845	0.000
In educational evaluation, all the problems of the members are considered systematically.	5.912	0.000
Educational evaluation is based on group and team learning.	5.919	0.000

4. Conclusion and Recommendation

The results of the research with Wilcoxon test showed that all educational dimensions, ie educational needs assessment, educational goals, educational content, educational facilities and methods, professional qualifications of educators and educational evaluation of cooperatives in accordance with the learning organization, with 99% probability had significant difference between current and desired status.

Based on the results, it is suggested:

1- Designing appropriate educational content with the aim of diversifying systemic thinking among members, achieving mastery and individual learning of members, creating mental models containing a suitable atmosphere of continuous learning in cooperatives, creating and strengthening a common goal and perspective in cooperatives and strengthening team learning among members Cooperatives in order to adapt the promotional trainings of cooperatives from the dimension of educational content with the characteristics of the learning organization.

2- Using different educational facilities and methods in order to constantly strive for cooperative members to build a better future, learning new ways of doing cooperative activities, not being disappointed with problems, facilitating individual and group learning of members and constantly increasing the ability of members in cooperative groups to create what They tend to adapt it in order to adapt the extension trainings of cooperatives from the perspective of different educational facilities and methods to the characteristics of the learning organization.

3- Strengthening the professional competencies of educators through holding conferences and national meetings and encouraging educators to participate in these meetings in order to increase knowledge and up-to-date information in the field of turning an institution into a learning organization. Training and visiting successful national cooperatives for extension educators to strengthen their professional competencies.

4- Paying attention to educational evaluations as a practical tool to reveal the strengths and weaknesses of trainings, in order to enjoy continuous learning of members in the form of cooperative groups, using past educational experiences to have more practical trainings in the future in order to adapt cooperative extension trainings. Educational evaluation dimension with the characteristics of the learning organization.

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