

Strategic Analysis of Agriculture Students' Employability by SWOT Technic

Saeedullah Shinwari¹, Asadullah Sadat², Yaser Mohammadi³ and Mohammad Sadiq Salihi⁴

¹Assistant Professor, Department of Agricultural Extension, Afghanistan National Agricultural Sciences and Technology University, Kandahar, AFGHANISTAN.

²Assistant Professor, Department of Agricultural Extension, Afghanistan National Agricultural Sciences and Technology University, Kandahar, AFGHANISTAN.

³Assistant Professor, Department of Extension and Agriculture Education, Bu-Ali-Sina University, Hamadan, IRAN.

⁴Assistant Professor, Department of Agronomy, Afghanistan National Agricultural Sciences and Technology University, Kandahar, AFGHANISTAN.

¹Correspondence Author: Saeedullah Shinwari



www.jrasb.com || Vol. 2 No. 3 (2023): June Issue

Received: 15-05-2023

Revised: 01-06-2023

Accepted: 10-06-2023

ABSTRACT

Without a doubt, having a high education will help you land a good career, but employers demand more from their workforce to benefit their business. The job market is tough these days. Employees that want to be competitive must possess a variety of employability skills. The primary goal of this study is to show the employability skills required of graduates in agriculture. The study site was at Iran's Bu-Ali-Sina University's Faculty of Agriculture in Hamadan province. There were 45 participants in the study; of these, 15 were lecturers, 15 were employers, and 15 were B.Sc. and M.Sc.-level students. Based on the result of the SWOT analysis strategy for agricultural students' employability are include "Prepare suitable work environment for students to gain work experience", "before entering the job market, Holding entrepreneurial conferences and seminars to encourage entrepreneurs and explain government support for entrepreneurship", "also giving government facility and support their new business", "Increasing practical lessons than theoretical", "and providing capital for starting a new business", "To avoid a mental problem student should be chosen according to their interest field", "and Increasing government funding to provide job opportunity for new graduates youths."

Keywords- Employability skills, SWOT, Agricultural student.

I. INTRODUCTION

Over the past ten years, the concept of employability has emerged as one of the key components of labor market policies around the world [1]. Employment has become one of the most important topics in every country. Because unemployment can create big challenges for society that disrupt the civil balance, Graduate unemployment is a challenging problem that is exacerbated by several factors, including population growth, a dearth of evidence-based policies, and curriculum gaps [4]. According to research findings by Kemp, curriculum plays a significant role in employability [5].

Employment is frequently characterized as a set of accomplishments, abilities, understandings, and personal characteristics that increase graduates' chances of finding employment and succeeding in their chosen professions. These advantages extend to the workforce, community, and economy [6].

The majority issue in employment is employability skills, Employability has been defined as "the ability to achieve and preserve employment which plays a majority role for young graduates [9]. Employability's are attributes and personal skills exhibited by individuals that differentiate one work seeker from another in the field of specialization and assist them to secure profitable employment, sustain

them in that work and progress in the profession to achieve their maxim possibility and participated toward their personal goal [11]. Employability skills are a transferable core skills group that is very essential for the 21st-century workplace and they need for career success at all levels of workers and for all levels of education [3]. Employability skills are those that have been honed both within and outside of institutions and can be applied on the job. Employability skills are so important for the new graduates because the labor market is extremely competitive and employers are watching people who are flexible and can undertake a variety of tasks in different environments [9]. There is no agreement on a single definition of employability skills as different researchers have defined them in the context of their studies. They are also referred to in the literature as "key skills," "soft skills," "generic skills," "key competencies," "transferable skills," or "personal attributes" in addition to "employability skills" [11]. Employability skills are "those fundamental skills required for getting, keeping, and succeeding on a job [3]." The quality of a country's citizenry's education determines its overall economic development [1]. These gentle skills are employability skills that are eligible for your employment. Employability is a group of achievement for example some specific skills, understanding, and personal attributes that in all probability graduates are able not only to achieve employment but also be successful in their vocation which would profit, the workforce, the community, the economy, and themselves [13].

Being without a job for employee's remains at a high level all over the world. The same situation is also been going on in Iran especially in the agriculture sector [13]. Agriculture is one of Iran's most significant economic sectors because it provides the nation with food and accounts for a sizably large portion of both employment and production. The employment of graduates, however, has become one of the major issues in recent years [10]. Currently, there has been an increased number of students, studying at higher agricultural education institutions in Iran. Official Statistics show that although agricultural education institutes with 19.9 % of the total student population is the most populous part of higher education in Iran, a figure which is the lowest compared to other part of higher education [6]. It's notable that, there is a high level of unemployment among agricultural graduates in Iran whereas the agricultural sector serves as the largest employer and major contributor to the economy in the country [6]. It's important to explain that agriculture sectors play a majority role in the process of national development, especially in developing countries [2]. There is evidence of a "mismatch" between the graduates' abilities and the capabilities the business needs [7]. In 2002, there were 147,000 agricultural graduates, of which 23, 10, and 40 percent were employed in related public sector posts, appropriate private enterprises, and unrelated vocations,

respectively; while 27 percent were still seeking a career at the time of the survey [2].

II. THEORETICAL FRAMEWORK

The SWOT analysis is a systematic planning technique used to assess the strengths, weaknesses, opportunities, and threats (SWOT) associated with a project or business endeavor. For things, locations, industries, or people, the SWOT analysis can be conducted. This entails deciding on the project's or business's goal and identifying the internal and external elements that are helpful and harmful in accomplishing the goal [12]. The SWOT analysis technique divides the data from an environmental examination into internal (strengths and weaknesses) and external (opportunities and threats) issues [7]. The framework of this research comprises employability skills, employability skills are skills that are very necessary for obtaining, keeping, and doing well on a job [3]. These skills are divided into three aspects, fundamental skills, self-management skills, and teamwork skills [8]. The research result of Mirakzadeh and his friends shows that lack of employment capacity in the public sector, unsuitable condition for employment in the public sector, and discordance of university education with the agricultural profession was the three most important component that affected unemployment of graduates [6]. Practical agriculture knowledge amongst university students, has a positive effect on academic performance and more significantly on students' skill and technical expertise [3]. Employability skills that were always integrated by the teaching staff of agricultural vocational training institutes during the teaching process these elements are; cooperation with others, working in a team, possessing honesty, following the instruction given, and interacting with other.

III. METHODOLOGY

This study addresses the idea of employability from the lecturer, employer, and student's perspective, attempts to understand the current situation, and offers proper ways to increase students' employability. This research was quantitative and applied that conducted through a descriptive survey method. In the first stage, four points of strengths, weaknesses, opportunity, and threat were determined through interviewers, these Interviewers were divided into three aspects, lecturers, employers, and agriculture students, then a questionnaire designed by Likert scale (excellent, good, fair, poor and very poor).

The data collection technique in this study conducted by two methods primary and secondary sources primary data of this research are the result of a questionnaire distributed to 45 people among these interviewers 15 were lecturers, 15 were employers and 15 were agriculture students who were studying at B.sc

and M.sc level in the faculty of agricultural Bu-Ali-Sina university Hamadan Iran. After that, the collected data were analyzed by descriptive statistics and the SWOT technique, descriptive statistics include mean, relative weight, and scale and the SWOT technic includes, internal factors evaluation (IFE) and external factors evaluation (EFE). Finally, both internal factors (IFE) and external factors (IFE) matrixes were analyzed for exploring strategy.

SWOT analysis is very gainful for identifying the area for development and can analyze the strengths, and weaknesses, as well as the opportunity and threats they face. And also, the SWOT analysis is a structured planning method that use to evaluate the strengths, weaknesses, opportunities, and treat. SWOT analysis helps us to focus on the strengths, minimize the weaknesses, and take the maximal possible advantage of the opportunity available to agriculture students.

IV. RESULT AND DESCUSSION

Table 1: Internal factors (Strengths, Weaknesses,) evaluation (IFE) matrix.

SWOT (strengths) matrix analysis

Internal factor (IFE)	M	RW	S	R
Payment of government facility to agricultural graduates after graduation by submitting a plan.	3.77	0.37	2.76	1
Using teacher experience and ability in the field of study	3.62	0.36	2.65	2
Having a suitable environment to experience a job before entering the job market.	3.57	0.35	2.65	3
Holding entrepreneurship courses by academic and university entrepreneurship societies.	3.4	0.34	2.49	4
High theoretical knowledge in specialized fields.	3.4	0.34	2.49	5
Existence of foreign language centers.	3.37	0.33	2.47	6
High technology knowledge	3.37	0.33	2.47	7
High education level student	3.33	0.33	2.44	8
Having the right environment for the creation of like-mind groups with different specialties.	3.33	0.33	2.44	9
Existence of a center at the university to support new start-up	2.9	0.29	2.44	10

M = Mean Rw= Relative weight S= scale R = Rank

Table 2: internal factors (Strengths, Weaknesses,) evaluation (IFE) matrix.

SWOT (weaknesses) matrix analysis.

Internal factor (IFE)	M	RW	S	R
Not having enough capital to start a business.	4.06	0.35	2.41	1
Emphasis on the theoretical aspect of the lesson to their practical aspect in university.	3.84	0.33	2.31	2
Documentary morale among student	3.77	0.32	2.19	3
Low practical skills of students after graduation.	3.71	0.31	2.15	4
Low university funding to purchase practical tools for practical teaching.	3.64	0.30	2.11	5
The High tendency of students to be hired by the government and Receive a salary.	3.51	0.30	2.07	6
Low practical skills of students after graduation.	3.46	0.29	2.00	7
The unbelieving business owner with the skill and practical knowledge of new graduates	3.42	0.28	1.97	8
Lack of practical experience of the majority of lecturers.	3.42	0.28	1.95	9
Not interested many of the students in their field of study.	3.4	0.28	1.95	10
Very little interaction between the university and the implementation section.	3.35	0.28	1.93	11

M = Mean Rw= Relative weight S= scale R = Rank

Table 3: External factors (Opportunities, Threats) evaluation (EFE) matrix.

SWOT (Opportunities, Threats) matrix analysis.

(Opportunities analysis matrix)	M	RW	S	R
Government support entrepreneurship and startups.	3.64	0.60	4.61	1
High advantage of entrepreneurship and self-employment.	3.31	0.55	4.19	2
Some government agencies support rural employment schemes.	3.26	0.54	4.13	3
Manufacture of production with personal brand and having National international credit.	3.24	0.54	4.11	4
Increasing advanced technology at national and international levels.	3.2	0.53	4.05	5
Total		2.76	25	
(Threats analysis matrix)	M	WR	S	R
The Increasing migration of elite students from the country due to lack of job opportunities.	3.86	0.55	3.88	1
Mental and psychological problem occur among young graduates due to the lack of job opportunities.	3.77	0.53	3.79	2
Lack of government funding to hire graduates due to reduced oil sales.	3.71	0.53	3.72	3

M = Mean Rw= Relative weight S= Scale R = Rank

Table 4: SWOT Matrix of agricultural student employability.

Strengths	Weaknesses
<ul style="list-style-type: none"> ❖ Payment of government facility to agricultural graduates after graduation by submitting a plan. ❖ Using teacher experience and ability in the field of study ❖ Having a suitable environment to experience a job before entering the job market. ❖ 4- Holding entrepreneurship courses by academic and university entrepreneurship societies. ❖ High theoretical knowledge in a specialized field. ❖ Existence of a foreign language center. ❖ High technology knowledge ❖ High education level student ❖ Having the right environment for the creation of like-mind groups with different specialties. ❖ Existence of a center at the university to support new startups. 	<ul style="list-style-type: none"> ❖ Not having the capital to start a business. ❖ Emphasis on the theoretical aspect of the lesson to their practical aspect in university. ❖ Documentary morale among student ❖ Low practical skills of students after graduation. ❖ Low university funding to purchase practical tools for practical teaching. ❖ High tendency of students to be hired by the government and receive a salary. ❖ Low practical skills of students after graduation. ❖ Unbelieving business owner with the skill and practical knowledge of new graduates ❖ Lack of practical experience of the majority of lecturers. ❖ Not interested many of the students with their field of study. ❖ Very little interaction between the university and the implementation section.
Opportunities	Threats
<ul style="list-style-type: none"> ❖ Government supports entrepreneurship and startups. ❖ High advantage of entrepreneurship and self-employment. ❖ Some government agencies supports rural employment schemes. ❖ Manufacture of production with personal brand and having national and international credit. ❖ Increasing advanced technology at national and international levels. 	<ul style="list-style-type: none"> ❖ Increasing migration of elite students from the country due to lack of job opportunities. ❖ Mental and psychological problems occur among young graduates due to the lack of job opportunities. ❖ Lack of government funding to hire graduates due to reduced oil sales.

SWOT analysis helps the student to evaluate themselves about the skill they require for the position .and at the same time they have to think about whether they have these skills or not. If they don't have, try to get these skills. The EFE matrix

To gather with the IFE matrix is a strong formulation tool that can be utilized to evaluate strengths, weaknesses, opportunities, and threats.

Table 5: Strategy Matrix

IFAS (Internal strategic factor) Analysis (summary)	Strength (S) (Internal factors of strength)	weaknesses (w) (Internal factors of weaknesses)
EFAS (Internal strategic factors) Analysis (summary)	Opportunity (O) (External factors of opportunity)	Threats (T) (External factors of threats)
(SO) strategy is the strategy of using strength to Take Advantage of opportunities. 1- Prepare a suitable work environment for students to get work experience, before entering the job market. 2- Holding entrepreneurial conferences and seminars to encourage entrepreneurs and explain government support for entrepreneurship, also giving government facilities and support their new businesses.	(ST) strategy is the strategy of using Strength to Resolve the threat. 1- Increasing government funding to provide Jobs opportunities for new Graduates and youths.	
(WO) strategy is the strategy of minimizing weaknesses to exploit opportunities. 1- Increasing practical lessons than theoretical, and providing capital for starting a new Business.	(WT) strategy is the strategy to minimize Weaknesses. 1- To avoid a mental problem students 2- should be Chosen according to their 3- Interest field.	

V. CONCLUSION

There is no doubt that having good degree will gain a good job but degree alone is not enough, employers want much more from their employees they want employees can bring benefit to their company Nowadays the job market is intensely competitive for gaining a proper job employees need to have different employability skill The main purpose of this research to explain the employability skill that need for agricultural graduates finally five strategy, Prepare suitable work environment for student to get work experience before entering the job market, Holding entrepreneurial conference and seminar to encourage entrepreneurs and explain government support for entrepreneurship, also giving government facility and support their new business, Increasing practical lessons than theoretical, and providing enough capital for starting a new business, In order to avoid a mental problem student should be chosen according to their interest field and Increasing

government funding to provide job opportunity for new graduates youths These strategy helping student to gain excellent job in the job market.

REFERENCES

- [1] Aiyelaagbe, I. O. O., Harris, P. J. C., & Olowe, V. I. O. (2016). Skills gaps in organic agriculture and SWOT analysis in higher educational institutions (HEIs) in Anglophone West Africa. *Organic Agriculture*, 6(2), 109–118. <https://doi.org/10.1007/s13165-015-0119-1>
- [2] Alibaygi, A. H., Barani, S., Karamidehkordi, E., & Pouya, M. (2013). Employability determinants of senior agricultural students in Iran. *Journal of Agricultural Science and Technology*, 15(4), 673–683.
- [3] Buntat, Y., Jabor, M. K., Saud, M. S., Mansor, S. M. S. S., & Mustaffa, N. H. (2013). Employability Skills Element's: Difference Perspective Between Teaching Staff and Employers Industrial in Malaysia. *Procedia* -

Social and Behavioral Sciences, 93(1990), 1531–1535.
<https://doi.org/10.1016/j.sbspro.2013.10.077>

[4] Ismail, O., Jess, L.-D., Alseny, S., & Diawo, D. (2017). Employment Prospects for Agricultural Graduates in Guinea Conakry. *Journal of Agricultural Extension and Rural Development*, 9(1), 5–13.
<https://doi.org/10.5897/jaerd2016.0804>

[5] Kemp, S. (2009). Embedding employability and employer engagement into postgraduate teaching: a case study from 'environmental management systems.' *Planet*, 21(1), 47–52.
<https://doi.org/10.11120/plan.2009.00210047>

[6] Mirakzadeh, A. A., & Ghiasy, F. G. (2011). Effective factors on the employment status of agricultural graduates in Iran. *African Journal of Agricultural Research*, 6(2), 432–439.
<https://doi.org/10.5897/AJAR10.878>

[7] Ommani, A. R. (2010). Strengths, weaknesses, opportunities and threats (SWOT) analysis for farming system businesses management: Case of wheat farmers of Shadervan District, Shoushtar Township, Iran. *African Journal of Business Management*, 5(22), 9448–9454.

<http://www.academicjournals.org/AJBM%0Ahttp://www.academicjournals.org/journal/AJBM/article-full-text-pdf/21F95E420498>

[8] Othman, H., Buntat, Y., Sulaiman, A., Salleh, B. M., & Herawan, T. (2010). Applied mathematics cans

enhance employability skills through PBL. *Procedia - Social and Behavioral Sciences*, 8(5), 332–337.
<https://doi.org/10.1016/j.sbspro.2010.12.046>

[9] Radhakrishnan, M., & Sudha, S. (2015). Analysis of employability skills of undergraduate engineering students in view of employers perspectives. *ARP Journal of Engineering and Applied Sciences*, 10(20), 9304–9308.

[10] Rezvanfar, A., Ghorbanian, M., & Shafiee, F. (2014). An Investigation of the Behaviour of Agricultural Extension and Education Engineering Students in Tehran University Towards Employability. *Procedia - Social and Behavioral Sciences*, 152, 65–69.
<https://doi.org/10.1016/j.sbspro.2014.09.155>

[11] Sarfraz, I., Rajendran, D., Hewege, C., & Mohan, M. D. (2018). An exploration of global employability skills: A systematic research review. *International Journal of Work Organisation and Emotion*, 9(1), 63–88.
<https://doi.org/10.1504/IJWOE.2018.10012435>

[12] Sudrajat, J., Rahman, M. A., Sianturi, A., & Vendy. (2016). Entrepreneurship Learning Process. *The WINNERS*, 17(1), 67–75.

[13] Yaghoubi, J. (2010). Study barriers to entrepreneurship promotion in agriculture higher education. *Procedia - Social and Behavioral Sciences*, 2(2), 1901–1905.
<https://doi.org/10.1016/j.sbspro.2010.03.1006>