



Can a Labour Market Assessment be used to Help Adolescent Girls and Young Women Improve their Employment Prospects in South Africa?

Jean Damascene Mvunabandi*, Bomi Nomala, Ferina Marimuthu

Durban University of Technology, South Africa. *Email: mvuna2020@gmail.com

Received: 10 June 2023

Accepted: 13 September 2023

DOI: <https://doi.org/10.32479/irmm.14708>

ABSTRACT

This article investigated how labour market assessment intervention through employability training can be used as a catalyst to improve employment pathways among adolescent girls and young women (AGYWs) in South Africa. This study adopted quantitative and descriptive research approaches via longitudinal data collection. Secondary data was collected from 3584 AGYWs using a questionnaire survey during employability training from July-October 2021. Robustness analysis was performed using descriptive statistics using SPSS version 27.0. The empirical findings proved that employability training significantly improved the capabilities of adolescent girls and young women on labour market assessments. Relying on these empirical findings, this study proposes a framework for linking AGYWs and the labour market through an employability training capability-based conceptualised model. This study contributes to the current body of knowledge and further contributes to the career development and employability among adolescent girls and young women required to cope with the labour markets in South Africa.

Keywords: Employability Skills, Local Labour Market Assessments, Adolescent Girls and Young Women, Unemployment Crisis, Employability Opportunities

JEL Classifications: E24, J12, J21, J23, J24, and J64

1. BACKGROUND OF THE STUDY AND RESEARCH GAP

Unemployment due to a lack of local labour market assessment and analysis (LLMA) knowledge among adolescent girls and young women (AGYWs) is a subject that has received a lot of attention globally and in South Africa (Dawson, 2021). For instance, statistics show that the global rate of unemployment from 2010 to 2020 is escalating; the global rate of unemployment amounted to 6.47% in 2021 (2017=5.55%; 2018=5.37%; 2019=5.37%, and in 2020=6.7% (Huikari and Korhonen, 2022). This is because, according to Pitan and Muller (2020), South African young women lack effective employability training opportunities to foster the building of essential skills for successful employment.

South Africa alone has a youthful population of 20.6 million, making up 35.7% of the country's total population of 60 million. Bhatnagar (2020) provided empirical evidence on youth unemployment and clustered formally and academically delivered within a populace falling within the "=>18 up to <or=34 years" parameter. South Africa's unemployment is remarkably high, and in 2022, it was officially measured at 34.5%.

Worse still, StatsSA (2022) reveals that the unemployment rate is 63.9% for those aged 15-24, and 42.1% for those aged 25-34 years old and as of June 2022, 35.3% of people actively looking for a job in South Africa were unemployed (Huikari and Korhonen, 2022). It has become evident that, South Africa has become a high temple of unemployment, especially due to the lack of employability training among youths, including adolescent girls and young women

(Ijeoma and Ndedi, 2021). According to Alenda-Demoutiez and Mügge, (2020), 7.5 million South Africans ages 15-34 are not in employment, education or training (NEETs).

Evidence from Du Toit et al. (2018) findings revealed that the root cause of the unemployment crisis is a decline in economic growth and competitiveness, the result of which is that job creation is not keeping pace with the growing number of youths entering labour. Mayombe (2020), argues that public sector hiring has substantially stagnated and attrition is a critical issue, particularly at higher skill levels, due to comparatively poor wages, working conditions, facilities and other factors. As a result, most qualified and specialists migrate to the private sector or outside the country for better job opportunities (Osmani et al., 2019). However, the issue of unemployment in South Africa has not been addressed rigorously. There is also a paucity of evidence on whether conducting labour market assessment be used as a catalyst for adolescent girls and young women to improve their employment pathways in the South Africa (Pitan and Muller, 2020).

The rise for the unemployment rate has forced developed and developing countries to tackle its consequences. Mtawa et al. (2021) proposed employability training through labour market assessment (LMA) in order to reduce. However, empirical evidence based on a rigorously developed model tackling on unemployment crisis among youth in South Africa is lacking. According to Ijeoma and Ndedi (2021), key challenges and critical gaps include conducting labour market assessment and analysis, lack of key employability skills training that limits adolescent girls and young women to access available jobs, lack of career exposure, another key limitation is that many rural youths, township communities who appear to be excluded from the labour market. These necessitated this research study.

Pitan (2016) identified that employability training issues are the intangible that hinder basic requirements for finding a job. Okolie et al. (2019), concur, adding that, employability training, including labour market assessment, could help jobseekers to develop not only better job-related skills but also enhance their chances of finding employment in an increasingly diversified knowledge-based labour market. Employability has been defined as minor skills that are different from technical skills learners acquire in the classroom (McMahon and Watson, 2022). McMahon and Watson (2022), further noted that employability skills include but are not limited to (1) labour market assessment, (2) problem-solving skills, (3) critical thinking, (4) leadership skills, (5) teamwork, and (6) communication skills, CV writing, and conducting job interviews.

Scholars, Except, Pitan (2016) and Ranchhod and Daniels (2021), there is an employability training gap in the literature about how best young graduates should conduct LMA in South Africa and there has been no empirical research which led to high confusion on the AGYWs employment prospects in South Africa. The objective of this study is to examine labour market assessment training opportunities in strengthening positive adolescent girls and young women employment and career pathways advancement among youth in South Africa. Based on the literature reviewed, the following research question was formulated to guide this research:

Can Conducting Labour Market Assessment be used as a catalyst for adolescent girls and young women to improve their employment pathways in South Africa? The results of this study are relevant for South Africa and other developing country's research initiatives that aim to build and foster the employability of young women through training initiatives. The study's findings have significant implications for employability and career development in the South African context. This article contributes to the current body of knowledge by providing significant suggestions on how best to build sustained young women's and labour market partnership to foster their employability opportunities through employability training but more globally on the labour market assessment training model. These contributions are crucial not only for strengthening the employability skills that employers need, which are often not imparted to the students by the teachers but also for stimulating AGYWs to be proactively active in searching for jobs using qualitative strategy instead of them sitting and waiting for adverts without thinking for taking a step further for local labour market analysis (LLMA).

2. EMPIRICAL STUDIES

Empirical work on how labour market assessment could potentially enhance employment improvement (Group, 2018; Joll et al., 2018; Lenman, 2019). However, criticisms range from pointing out that only a very small number of AGYWs are actually well trained in analysing the labour market, and a big percentage of them are not due to a lack of labour market assessment skills (Brewer et al., 2020).

Du Toit et al. (2018), leading experts on unemployment issues as authors and academics. Their critique on Youth unemployment is found in the book "root cause of unemployment discourse". Council and Square (2018) argue that Youth is academically equipped with substantial knowledge and skills but instead of being proactively active in searching for jobs, they just sit and wait for adverts without thinking about taking step further for local labour market analysis (LLMA).

Petrariu (2018) strongly emphasises the great need for youth to be trained and suggests that for youth to improve their skills in labour market analysis, three questions have to be answered: what is the purpose of conducting labour assessment, how is LMA done, how to interpret the findings and implications must be addressed.

Another criticism that comes from Thowfeek et al. (2018), is the failure to provide ground competency-based training to adolescent girls and young women, which hugely contributes to the failure of unemployment. Thowfeek et al. (2018) further soundly criticise that graduates are not adequately capacitated to adapt to changing labour market circumstances due to a lack of labour market analysis.

Donald et al. (2018), argue that unemployed people cannot find jobs without having a technical base of practice and capabilities, the knowledge base of practice, the attributes of such person for that occupation or profession, and more importantly, labour market analysis is fundamentally unique to grab better opportunities.

From Okolie et al. (2020a), are renowned for their criticism of measuring employability skills and knowledge and proposed capability theory of assessing, analysing and comparing and ranking various possible options available in order to climb the career ladder. In their debates, Okolie et al. (2019), rightly points out that employability skills training are not always imparted in students by schools and universities.

Universities have also been criticised for not imparting employability skills to students to develop job-related skills, which are different from technical knowledge and related skills that students acquire in the classrooms (Ng et al., 2021). Kluve et al. (2019) said, that employability skills include but are not limited to (1) problem-solving skills, (2) labour market assessment and analysis, (3) critical thinking, and (4) the ability to work with people from diverse backgrounds among others

Cranmer (2016) further criticises and argues that higher learning institutions should ensure that students are offered the opportunities to develop the right employability skills, including labour market assessment skills. Another issue is the lack of career initiatives and programmes and increases in public criticism of youth graduates, and Hooley et al. (2018), argue that schools and other career initiatives should assist graduates to (1) develop job search strategies, including labour market analysis, (2) network with others to grow their career connections, (3) be able to check job offers and make career decision, (4) help graduates on how best to write their resume or curriculum vitae and conducting interviews, (5) to make smooth transitions from schools to workplaces and (6) acquire creative ideas to shape their future career success required by employers. Based on the extensive literature reviewed, the researcher proposes the following model for validating and sound evaluation of training intervention. The proposed model is illustrated Figure 1 below.

3. DESCRIPTION OF THE RESEARCH METHODOLOGY

This was a quantitative research project based on secondary data collected via longitudinal data collection at the large anonymised organisation level based in Johannesburg, South Africa. Access to the organisation's secondary data, which was captured into an excel spreadsheet, was granted on the condition of maintaining the anonymity of the organisation and the 3584 adolescent girls and young women who participated in the survey, hence the need to protect their identity. The questionnaire instrument was developed by the organisation's master trainer and it was grouped into two sections: Section A involved data on the demographic details of the respondents and section B comprised a range of questions to capture their views of labour market assessments employability skills (Where 1=Strongly Disagree, 2=Disagree, 3=Agree; and 4=Strongly Agree) is used as a basis for analysis. Pre-training survey tests were conducted from the second day of the training programme, which was 3rd July 2022, in order to capture AGYWs' initial LMA knowledge. An AGYW was deemed to have been trained through a sequenced process preparing AGYWs within July, August and October 2022 to succeed in their employability

Figure 1: Model for validating and sound evaluation of training intervention



opportunities, and expand their career enhancement behaviour and knowledge when they have completed the labour market assessment content module. Post-test surveys were conducted on the 28th of October. The researcher analysed the raw data pertaining to pre and post-tests in order to measure the knowledge improvement gained by the AGYWs in the LMA training intervention framework.

The data was available to the researcher; hence no ethical clearance was required for the researcher to access data. The data set for this study contains longitudinal dimensions from July 3rd, 2021 (pre-tests data) to October 28th, 2021 (post-tests data) as 3584 AGYWs across the four provinces, namely: Eastern Cape (EC), KwaZulu-Natal (KZN), Mpumalanga (MP) and Western Cape (WC) trained within that particular period. The longitudinal quantitative surveys (pre-tests data of July 3rd, 2021 and post-test data of October 28th, 2021) enabled the investigator to measure the LMA's knowledge among the participants of the study.

Pre- and post-tests measured the knowledge gained by the AGYWs in the LMA training intervention framework. The pre-test was a set of questions given to participants before the training began to determine whether AGYWs were LMA knowledgeable or not and to measure their LMA skills level. Upon completing the training module, the AGYWs were given a post-test questionnaire to answer the same set of questions. Comparing post-test scores to their pre-test scores enabled the researcher to examine whether the training was successful in increasing the participants' LMA knowledge. This analysis involved all the 3584 (100%) respondents [AGYWs] who were trained. Six hundred fifty-four (654) participants were from Western Cape, 2288 from Mpumalanga, 188 from Eastern Cape and 454 from KwaZulu Natal. Robustness analysis was performed on all AGYWs who participated in the surveys. Quantitative data were analysed using descriptive statistics where percentages, frequencies, standards deviations and means among

the selected variables were estimated. The results were presented using tables.

4. RELIABILITY OF MEASUREMENT SCALES

The reliability of scales is the degree to which the items that make up the scale all measure the underlying attribute. This is known as internal consistency (Pallant, 2011). Pallant (2011) adds that reliability can be measured by means of Cronbach's Alpha, which provides an indication of the average correlation among all the items that make up the scale. Cronbach's Alpha Reliability Statistics are presented in Table 1 below.

Table 1 shows that the Cronbach's Alpha for the scales used in this study was .884, which suggests a high level of internal consistency. Ghauri and Grønhaug (2010) note that Cronbach's Alpha values of 0.7 and above indicate that a scale is reliable.

Based on research by Dall'Oglio et al. (2015) Cronbach's alpha of 0.5 is still acceptable if the research consists of a few variables. Even Nguyen et al. (2019) said research with items or indicators that tend to have a small Cronbach alpha value was appropriate or reliable for psychological studies with a Cronbach alpha value. LMAs of .884 are still acceptable because of the lower items involved, which is consistent with previous studies. Therefore, the

Table 1: Cronbach's reliability statistics

Cronbach's alpha	Cronbach's alpha based on standardized items	No. of items
0.884	0.886	5

Table 2: Demographic data of the respondents

Response type	Questionnaire items	Respondents rate (%)
Age	18-19	920 (25.7)
	20-25	1300 (36.3)
	26-30	737 (20.6)
	31-35	596 (16.6)
	Above 35	31 (0.9)
Total		3584 (100.0)
Province	KZN	454 (12.7)
	WC	654 (18.2)
	EC	188 (5.2)
	MP	2288 (63.8)
Total		3584 (100.0)
District	Alfred Nzo	85 (2.4)
	Buffalo City	103 (2.9)
	King Cetshwayo	333 (9.3)
	Ugu	121 (3.4)
	Enhlanzeni	1311 (36.6)
	Gert Sibande	690 (19.3)
	Nkangala	287 (8.0)
	City of cape town	654 (18.2)
Total		3584 (100.0)
Level of education	Matric	1861 (51.9)
	Post Matric	580 (16.2)
	Grade 12	1109 (30.9)
	Grade 11	34 (0.9)
Total		3584 (100.0)

overall analysis suggested that the main factors influence AGYWs LMA's skills. All these factors are significantly influential, with a $P < 0.05$.

5. DATA PRESENTATION AND ANALYSIS

5.1. Demography of Respondents

Table 2 presents the data relating to the background information of the respondents.

Table 2 above illustrates that, 25.7% (n=920) of the respondents were between the ages of 18 and 19; 36.3% (n=1300) were aged 20 to 25; 20.6% (n=737) fell into the age group of 26-30; 16.6% (n=596) were between the ages of 31 and 35, and 0.9% (n=31) were over 35 years of age. Thus, the majority of the respondents were between 20 and 25 years old. Furthermore, the table illustrates that 454 (12.7%) respondents were from KwaZulu Natal, 654 (18.2%) respondents were from Western Cape, 188 (5.2%) respondents were from Eastern Cape, and 63.8%, 2288 respondents were from Mpumalanga.

In terms of the district representation of the respondents, the table shows that, 85 (2.4%) respondents were from Alfred Nzo, while 103 (2.9%) respondents were from Buffalo City. Table 2 further shows that 333 (9.3%) respondents were from King Cetshwayo, 121 (3.4%) respondents were from Ugu, 36.6% (n=1311) of the respondents were from Enhlanzeni, 19.3% (690) of the respondents were from Gert Sibande, 287 (8.0%) of the respondents were from Nkangala, and 654 (18.2%) were from the City of Cape Town.

Finally, table 2 above illustrates that (51.9%, 1861 respondents) held matric certificates, 580 (16.2%) a Post Matric, and 1109 (30.9%) respondents were in Grade 12. Furthermore, 34 (0.9%) of the respondents were in Grade 11.

5.2. Comparison of the Pre-post Means and Standard Deviations Ratings

This study sought the respondents' views on the degree to which they understood Labour Market Assessments and how they can be used to strengthen the employability skills that employers need. A Likert scale of 1-4 (Where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree) was used as the basis for the analysis. The means and standard deviations for the five questions are presented in Table 3 below:

Table 3 shows that the means of all the responses are above 4 and there is little variation among the responses, with the highest standard deviation at 0.926, which depicts consensus. Based upon the study's results the respondents expressed significant agreement that labour market analysis can be a catalyst for adolescent girls and young women to improve their employment pathways in South Africa. Table 3 further highlights comparing the mean values between pre-post-tests in the five labour market assessments. This is demonstrated by the means and standard deviations for the different items. The results showed that there is statistically significant knowledge improvement after employability training intervention took place for all factors since the mean scores after the completion of the training were greater than the means scores

Table 3: Comparison of the pre-post means and standard deviations ratings

Item No.	Questionnaire items	Pre-tests		Post-tests	
		Mean	SD	Mean	SD
1	LMA is a qualitative research process including surveys	3.60	0.750	4.47	0.926
2	LMA interviews and focus groups are conducted with current and future workforce	3.72	0.730	4.10	0.683
3	The main Purpose of LMA is to uncover important employers' behaviours and needs and to understand the larger employment ecosystem	3.60	0.750	4.06	0.867
4	Findings from an LMA can help us to understand formal and informal rules which influence workforce outcomes	3.72	0.450	4.18	0.856
5	A focus group discussion is one of the ways of conducting LMAs	3.72	0.735	4.29	0.761

Source: Researcher's computation (2022) using SPSS version 27

Table 4: Comparison of the pre-post responses (respondents rating analysis)

Item No.	Questionnaire items	Responses-pre-tests				Responses- post-tests				Total
		Strongly disagree	Disagree	Agree	Strongly agree	Strongly disagree	Disagree	Agree	Strongly agree	
1	LMA is a qualitative research process including surveys	0 (0%)	1747 (48.7%)	1837 (51.3%)	0 (0%)	0 (0%)	0% (0%)	1437 (40.1%)	2147 (59.9%)	3584
2	LMA interviews and focus groups are conducted with current and future workforce	2212 (61.7%)	865 (24.1%)	507 (14.1%)	0 (0%)	0 (0%)	1(.0%) (0.3%)	9 (0.3%)	3574 (99.7%)	3584
3	The main Purpose of LMA is to uncover important employers' behaviours and needs and to understand the larger employment ecosystem	2047 (57.1%)	963 (26.9%)	0 (0%)	574 (16.0%)	0 (0%)	0 (0%)	1437 (40.1%)	2147 (59.9%)	3584
4	Findings from an LMA can help AGYWs to understand formal and informal rules which influence workforce outcomes	2212 (61.7%)	851 (23.7%)	0 (0%)	521 (14.5%)	0 (0%)	0 (0%)	1011 (28.2%)	2573 (71.8%)	3584
5	A focus group discussion is one of ways of conducting LMAs	0 (0%)	2050 (57.2%)	0 (0%)	1534 (42.8%)	0 (0%)	0 (0%)	2435 (67.9%)	1149 (32.1%)	3584

Source: Researcher's computation (2022) using SPSS version 27

before the training intervention took place, which indicates that the respondents had the higher rating or opinion on these variables of labour market assessments-based training which assumes a direct link between qualifications and jobs. This implies that an increase in labour market assessment training would provide AGYWs in South Africa with more employable transferable skills, building them the capacity and capabilities to better adapt to changing Labour market circumstances.

5.3. Comparison of the Pre-post Responses Respondent's Rating Analysis

Table 4 also highlights the comparison of the frequency values between pre-post-tests in the five labour market assessments. The above table highlighted the comparison of the frequency values between pre-post-tests in the five labour market assessments. Table 4 further illustrated that none of the respondents was of the view that LMA is a qualitative research process including surveys, 1747 (48.7%) respondents disagreed that LMA is a qualitative research process including surveys, while none of the respondents was of the view that LMA is a qualitative research

process including surveys during pre-training surveys. However, post-training survey results showed that 1437 (40.1%) respondents agreed that LMA is a qualitative research process including surveys, and 2147 (59.9%) respondents strongly agreed that LMA is a qualitative research process including surveys, while none of the respondents either disagreed or strongly disagreed. It is also interesting to find that there were statistical differences between the frequencies before and after training. It can thus be inferred that labour market assessment training intervention will lead AGYWs to qualitatively conduct labour market research for Jobs.

Overall descriptive and longitudinal analysis conducted found that pre-tests results showed that a total of 2212 (61.7%) respondents strongly disagreed that LMA interviews and focus groups are conducted with current and future workforce, 865 (24.1%) respondents disagreed, 507 (14.1%) respondents agreed, and none of the respondents strongly agreed that LMA interviews and focus groups are conducted with current and future workforce. However, when compared to post-training surveys results, it is valuable to note that there are statistical differences after labour market

assessments training as 3574 (99.7%) strongly agreed that LMA interviews and focus groups are conducted with current, and future workforce, 9 (0.3%) agreed that LMA interviews and focus groups are conducted with current and future workforce, with none of the respondents, either disagreed or strongly disagreed. The findings from the post-training survey further indicate that the AGYW's who had poor labour market assessment knowledge during pre-training completely declined. Therefore, it can be concluded that labour market assessment training intervention will enable AGYW's in South Africa to meet the current or future employers' needs.

Table 4 moves further in the analysis by showing the descriptive results from the pre-training survey, where 2047 (57.1%) respondents strongly disagreed that the main purpose of LMA is to uncover important employers' behaviours and needs and to understand the larger employment ecosystem, 963 (26.9%) respondents disagreed, with none agreed that the main purpose of LMA is to uncover important employers' behaviours and needs and to understand the larger employment ecosystem, while 574 (16.0%) of the respondents strongly agreed that that the main purpose of LMA is to uncover important employers' behaviours and needs and to understand the larger employment ecosystem. However, it is interesting to find significant statistical differences pre-post surveys as the descriptive results from the post-training survey, 1437 (40.1%) respondents agreed that the main purpose of LMA is to uncover important employers' behaviours and needs and to understand the larger employment ecosystem, 2147 (59.9%) respondents strongly agree, with none either disagreed or strongly disagreed. The findings from the post-training survey further indicate that the AGYW's who had poor labour market assessment knowledge during pre-training completely declined.

Furthermore, descriptive and longitudinal analysis conducted found that pre-tests results showed that a total of 2212 (61.7%) respondents strongly disagreed that findings from an LMA can help AGYW's to understand formal and informal rules which influence workforce outcomes, 851 (23.7%) disagreed with none agreed, while 521 (14.5%) respondents strongly agreed. it is valuable to note statistical differences between pre-post surveys as the descriptive results from the post-training survey showed 1011 (28.2%) respondents agreed that findings from an LMA could help AGYW's to understand formal and informal rules which influence workforce outcomes, while 2573 (71.8%) respondents strongly agreed that findings from an LMA could help AGYW's to understand formal and informal rules which influence workforce outcomes, with none either disagreed or disagreed. The findings from the post-training survey further indicate that the AGYW's who had poor labour market assessment knowledge during pre-training completely declined. Therefore, this implies that increased labour market assessment training intervention leads to an increase in AGYW's knowledge to address employers' or labour market needs.

Finally, 2050 (57.2%) respondents agreed that a focus group discussion is one of the ways of conducting LMAs, 1534 (42.8%) respondents strongly agreed, with none strongly disagreed or agreed that a focus group discussion is one of the ways of conducting LMAs, it is however, valuable to note statistical

differences pre-post surveys as the descriptive results from the post-training survey showed 2435 (67.9%) respondents agreed that a focus group discussion is one of the ways of conducting LMAs, while 1149 (32.1%) respondents strongly agree that a focus group discussion is one of the ways of conducting LMA with none either disagreed or strongly disagreed that a focus group discussion is one of the ways of conducting LMAs. The findings from the post-training survey further indicate that the AGYW's who had poor labour market assessment knowledge during pre-training completely declined. This suggests that labour market assessment training intervention will lead to the greatest influence on AGYW's enhanced employability.

5.4. ANOVA

The analysis of variance is used to test whether the entrepreneurial training intervention model is fit for prediction. The results indicate the $P < 0.05$, indicating a statistically significant. The result indicates that the hypothesis that the null hypothesis that the model is not fit for prediction is rejected and the alternative hypothesis that the model is fit for prediction is accepted. The analysis of variance (ANOVA) is presented in Table 5 below.

From the ANOVA statistics, the study showed a significance level of .000, which is an indication that the data was ideal for drawing a valid conclusion on the population parameters. The finding confirms the objective of this article, which investigated the impact of labour market assessment training opportunities in strengthening positive adolescent girls and young women employment and career pathways advancement among youth in South Africa with a primary focus as a tool to develop career competencies by increasing the knowledge, skills and ability to effectively engage with the labour market.

5.5. The Overall Discussion of the Results

Based on the results in the above Tables 3 and 4, it is interesting to note that there are statistical differences between the frequencies, means and standard deviations before and after training for the main variables identified and measured. This indicates that LMA training took place successfully and that AGYW's learned and gained LMA employability skills and knowledge after the training. Longitudinal analysis results showed that Labour Market Assessment skills attaining are significantly useful in improving AGYW's employability knowledge. This finding confirms that LMA training among AGYW's is effective in improving their entrepreneurial mindset, skills and knowledge.

The findings of the current study also support the current body of knowledge that found that workforce development is much broader and incorporates formal and informal training in the way labour and skill are wisely deployed in work field (Cranmer, 2006;

Table 5: ANOVA

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	321.025 ^a	7	45.861	61.783	0.000 ^b
	Residual	2654.435	3576	0.742		
	Total	2975.460	3583			

a. Dependent variable, b. Predictors: (Constant), independent variables. Source: Survey (2022), SPSS version 27

Ekong and Ekong, 2016; Okolie et al., 2019). These results also support the literature that notes that LMA stimulates career-wise among skilled people as they enter the labour market as employees of existing jobs (Humphries and Dyer, 2019; Okolie et al., 2020b).

The results showed that there was statistically significant knowledge improvement after the LMA training intervention took place for all factors since the mean scores after the completion of the training were greater than the means scores before the training intervention took place, which indicates that the respondents had the higher rating or opinion on these variables of LMA knowledge and skills. The findings of the current study also support the current body of knowledge that found that employability training or education has the potential to transfer and communicate to young women the skills, abilities and knowledge necessary to identify potential job opportunities (Pheko and Molefhe, 2017; Pitan and Atiku, 2017).

This is supported by Laboissiere and Mourshed (2017) workforce development should encompass a broader range of strategies as employers cannot rely merely on qualifications to deliver the skills they need from their workers. In contrast, Thowfeek et al. (2018) found that young people do not have adequate employability knowledge to identify potential job opportunities within different types of labour markets. This finding of the current study also agrees with previous studies such as Römogens et al. (2020), who reported that robust LMA training models lead to employment as people are highly prepared for job placements.

From the descriptive and longitudinal results, the respondents were in significant agreement that labour market assessments training intervention would lead to the greatest influence on AGYWs enhanced employability as the means of all responses are above four and the standard variations are low, with the highest at 0.926, depicting consensus. This implies that an increase in LMA training enhances the chances of employment among AGYWs in South Africa. These findings are supported by Porfeli and Lee (2018), who found strong connections between LMA and job placements but weak connections with unemployment. The findings of the current study are in line with the current body of knowledge that states that LMAs are highly valued among young people who have systematic access to employers and recruitment networks (Osmani et al., 2019; Solem et al., 2017).

The findings of the current study also support the current body of knowledge that found that employability training has deeper connections with LMA within different types of labour market (Bhatnagar, 2020; Odebero and Simala, 2019). However, the findings of the current study contradict Council and Square (2018) found that youth are academically equipped with substantial knowledge and skills but instead of being proactively active in searching jobs, they just sit and wait for adverts without thinking for taking a step further for local labour market analysis (LLMA). Mayombe (2020) soundly criticise graduates are not adequately capacitated to adapt to changing labour market circumstances due to a lack of labour market analysis.

Based on the analysis of variance (ANOVA) results for the LMA knowledge variables, the study can therefore draw a valid

conclusion on the crucial role of LMA knowledge training as a tool for stimulating employability knowledge of adolescent girls and young women as the value of significance $P < 5\%$. The findings of the study show that the increased LMA knowledge variable is driven by the training conducted.

These results are in line with the current body of knowledge that states that the willingness of young women to acquire both formal and informal employability training to develop higher capabilities in investigating local job opportunities is of huge benefit for the youths in the reduction of unemployment (Ng et al., 2021; Pitan, 2016; Thowfeek et al., 2018). The results are in line with previous studies that demonstrated the positive impact of employability training beyond the training session (Mtawa et al., 2021; Ogbuanya and Chukwuedo, 2017). Combs et al. (2017) found that local labour market analysis (LLMA) includes: developing job search strategies including labour market analysis, networking with others to grow their career connections, to be able to check job offers and make a career decisions, help graduates on how best to write their resume or curriculum vitae and conducting interviews, to make smooth transitions from schools to workplaces and to acquire creative ideas to shape their future career success required by employers.

These earlier findings indicate that LMAs training can enhance AGYW's employability if they can strengthen their efforts in developing suitable career development approaches to identify jobs available (Van Hootegeem et al., 2019). However, Ranchhod and Daniels (2021) found weak links between employability training and occupational pathways but strong links with the field and level of education within labour market destinations. In this study Olaosebikan and Olusakin (2014) finding aligns with earlier findings in the search for effective career development and employability.

6. CONCLUSION

The evidence showed that South Africa had become a high temple of unemployment, especially due to the lack of employability training among youths, including adolescent girls and young women. The focus of this article was to investigate how labour market assessment through employability training can be used as a catalyst among 3584 adolescent girls and young women from four provinces, namely KwaZulu Natal, Mpumalanga, Eastern Cape and Western Cape, to improve their employment pathways in South Africa. Overall descriptive statics and longitudinal analysis on how LMAs can be used to strengthen AGYWs employability skills that employers need to show a statistically significant relationship between the use of all the variables to stimulate the rate of job placements.

This article has outlined the strategic approach to improving the links between AGYW's employability through LMA in the different types of the labour market by proposing short-medium and long-term LMA training objectives by boosting overall competition. This has a huge potential implication to result in a better alignment between LMA in the labour market to address the structural deficiencies in the labour market and the unemployment crisis. Based on the descriptive and longitudinal results for the

LMA variables, the study can therefore draw a valid conclusion on the crucial role of LMA training as a tool for improving the knowledge of adolescent girls and young women for better Job opportunities.

REFERENCES

- Alenda-Demoutiez, J., Mügge, D. (2020), The lure of ill-fitting unemployment statistics: How South Africa's discouraged work seekers disappeared from the unemployment rate. *New Political Economy*, 25(4), 590-606.
- Bhatnagar, N. (2020), Employability and skill gap among MBA graduates in India: A literature review. *Industrial and Commercial Training*, 53, 92-104.
- Brewer, M., Gardiner, L., Handscomb, K. (2020), *The Truth will Out: Understanding Labour Market Statistics during the Coronavirus Crisis*. London: Resolution Foundation.
- Combs, J., Liu, Y., Hall, A., Ketchen, D. (2017), How much do high-performance work practices matter? A meta-analysis of their effects on organizational performance. *Personnel Psychology*, 59(3), 501-528.
- Council, D. R., Square, S. (2018). Rapid market assessment and skills gap analysis. *Education Economics*, 17(1), 1-30.
- Cranmer, S. (2006), Enhancing graduate employability: Best intentions and mixed outcomes. *Studies in Higher Education*, 31(2), 169-184.
- Cranmer, S. (2016), Enhancing graduate employability: Best intentions and mixed outcomes. *Studies in Higher Education*, 31(2), 169-184.
- Dall'Oglio, I., Nicolò, R., Di Ciommo, V., Bianchi, N., Ciliento, G., Gawronski, O., Raponi, M. (2015), A systematic review of hospital foodservice patient satisfaction studies. *Journal of the Academy of Nutrition and Dietetics*, 115(4), 567-584.
- Dawson, H.J. (2021), 'Be your own boss': Entrepreneurial dreams on the urban margins of South Africa. In: *Beyond the Wage: Ordinary Work in Diverse Economies*. United Kingdom: Bristol University Press. p115.
- Donald, W.E., Ashleigh, M.J., Baruch, Y. (2018), Students' perceptions of education and employability: Facilitating career transition from higher education into the labor market. *Career Development International*, 23, 513-540.
- Du Toit, M., De Witte, H., Rothmann, S., Van den Broeck, A. (2018), Unemployment experiences in context: A phenomenological study in two townships in South Africa. *Journal of Psychology in Africa*, 28(2), 122-127.
- Ekong, U.M., Ekong, C.U. (2016), Skills acquisition and unemployment reduction in Nigeria: A case study of national directorate of employment (NDE) in Akwa Ibom state. *International Journal of Economics and Management Sciences*, 5(4), 1-10.
- Group, W.B. (2018), *Overcoming Poverty and Inequality in South Africa: An Assessment of Drivers, Constraints and Opportunities*. Washington, D.C.: World Bank.
- Hooley, T., Watts, A., Andrews, D. (2018), *Teachers and Careers: The Role of School Teachers in Delivering Career and Employability Learning*. Derby: International Centre for Guidance Studies, University of Derby.
- Huikari, S., Korhonen, M. (2022), Unemployment, global economic crises and suicides: Evidence from 21 OECD countries. *Applied Economics*, 53(13), 1540-1550.
- Humphries, M., Dyer, S. (2019), Changing the nature and conditions of employment: Stimulating critical reflection. *Journal of Management Education*, 25(3), 325-340.
- Ijeoma, E. O., Ndedi, A. (2021). Addressing unemployment challenges among young graduates in South Africa: The role of entrepreneurship education. *Journal of contemporary management*, 6(1), 441-462.
- Joll, C., McKenna, C., McNabb, R., Shorey, J. (2018), *Developments in Labour Market Analysis*. Milton Park: Routledge.
- Kluve, J., Puerto, S., Robalino, D., Romero, J.M., Rother, F., Stöterau, J., Witte, M. (2019), Do youth employment programs improve labor market outcomes? A quantitative review. *World Development*, 114, 237-253.
- Laboissiere, M., Mourshed, M. (2017), *Closing the Skills Gap: Creating Workforce-development Programs that Work for Everyone*. New York: McKinsey and Company. p2.
- Lerman, R.I. (2019), Are employability skills learned in US youth education and training programs? *IZA Journal of Labor Policy*, 2(1), 1-20.
- Mayombe, C. (2020), Needs assessment for vocational skills training for unemployed youth in eThekweni municipality, South Africa. *Higher Education, Skills and Work-Based Learning*, 11, 18-33.
- McMahon, M., Watson, M. (2022), Career development learning in childhood: A critical analysis. *British Journal of Guidance and Counselling*, 50, 345-350.
- Mtawa, N., Fongwa, S., Wilson-Strydom, M. (2021), Enhancing graduate employability attributes and capabilities formation: A service-learning approach. *Teaching in Higher Education*, 26(5), 679-695.
- Ng, P.M., Chan, J.K., Wut, T.M., Lo, M.F., Szeto, I. (2021), What makes better career opportunities for young graduates? Examining acquired employability skills in higher education institutions. *Education + Training*, 63, 852-871.
- Nguyen, M.C., Gabbe, S.G., Kemper, K.J., Mahan, J.D., Cheavens, J.S., Moffatt-Bruce, S.D. (2019), Training on mind-body skills: Feasibility and effects on physician mindfulness, compassion, and associated effects on stress, burnout, and clinical outcomes. *The Journal of Positive Psychology*, 15, 194-207.
- Odebero, S. O., Simala, I. (2019). Assessing Skills Supply and Youth Employability in Kenya. *International Review of Education*, 61, 153-171.
- Ogbuanya, T.C., Chukwuedo, S.O. (2017), Career-training mentorship intervention via the Dreyfus model: Implication for career behaviors and practical skills acquisition in vocational electronic technology. *Journal of Vocational Behavior*, 103, 88-105.
- Okolie, U.C., Nwajiuba, C.A., Binuomote, M.O., Ehiobuche, C., Igu, N.C.N., Ajoke, O.S. (2020a), Career training with mentoring programs in higher education: Facilitating career development and employability of graduates. *Education + Training*, 62, 214-234.
- Okolie, U.C., Nwajiuba, C.A., Binuomote, M.O., Ehiobuche, C., Igu, N.C.N., Ajoke, O.S. (2020b), Career training with mentoring programs in higher education: Facilitating career development and employability of graduates. *Education + Training*, 62(3), 214-234.
- Okolie, U.C., Nwosu, H.E., Mlaga, S. (2019), Graduate employability: How the higher education institutions can meet the demand of the labour market. *Higher Education, Skills and Work-Based Learning*, 9, 620-636.
- Olaosebikan, O.I., Olusakin, A. (2014), Effects of parental influence on adolescents' career choice in Badagry local government area of Lagos state, Nigeria. *IOSR Journal of Research and Method in Education*, 4, 44-57.
- Osmani, M., Weerakkody, V., Hindi, N., Eldabi, T. (2019), Graduates employability skills: A review of literature against market demand. *Journal of Education for Business*, 94(7), 423-432.
- Pallant, J. (2011). *SPSS Survival Manual 4th edition: A step by step guide to data analysis using SPSS version 18*. Maidenhead, Berkshire: Open University Press. Retrieved on from <http://www.allenandunwin.com/spss>.
- Petrariu, I.R. (2018), The Romanian labour market assessment and challenges to join the Euro area. *Annals of Faculty of Economics*,

1(1), 505-516.

- Pheko, M.M., Molefhe, K. (2017), Addressing employability challenges: A framework for improving the employability of graduates in Botswana. *International Journal of Adolescence and Youth*, 22(4), 455-469.
- Pitan, O.S. (2016), Employability development opportunities (EDOs) as measures of students' enhanced employability. *Higher Education, Skills and Work-Based Learning*, 6, 288-304.
- Pitan, O.S., Atiku, S.O. (2017), Structural determinants of students' employability: Influence of career guidance activities. *South African Journal of Education*, 37(4), 1-13.
- Pitan, O.S., Muller, C. (2020), Student perspectives on employability development in higher education in South Africa. *Education + Training*, 63(3), 453-471.
- Porfeli, E.J., Lee, B. (2018), Career development during childhood and adolescence. *New Directions for Youth Development*, 2012(134), 11-22, 7.
- Ranchhod, V., Daniels, R.C. (2021), Labour market dynamics in South Africa at the onset of the COVID-19 pandemic. *South African Journal of Economics*, 89(1), 44-62.
- Römgens, I., Scoupe, R., Beusaert, S. (2020), Unraveling the concept of employability, bringing together research on employability in higher education and the workplace. *Studies in Higher Education*, 45(12), 2588-2603.
- Solem, M., Kollasch, A., Lee, J. (2017), Career goals, pathways and competencies of geography graduate students in the USA. *Journal of Geography in Higher Education*, 37(1), 92-116.
- Thowfeek, R., Fernando, S., Perera, M., De Silva, V. (2018). *Youth Labour Market Assessment Sri Lanka*. Colombo: Verité Research.
- Van Hootegem, A., De Witte, H., De Cuyper, N., Elst, T.V. (2019), Job insecurity and the willingness to undertake training: The moderating role of perceived employability. *Journal of Career Development*, 46(4), 395-409.