

# Effective Learning Skill Implication on Labour Market: Perspective for Community Growth and Development

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Learning is a lifelong process in which people apply what they've learned to deal with new situations, form new connections, and solve new issues. Learning at school must not be viewed as sufficient for resolving everyday problems; therefore, new skills must be learned and developed that are practical and can help people gain employment in the labor market. The problem of unemployment presently exists all across the world. However, individuals who have obtained the essential skills will find work in any circumstances. This research looks at the abilities that university graduates need to be employable or self-sufficient in their own enterprises. The study was conducted using a survey-style descriptive research design. The study gathered data from a sample of 100 respondents via a self-designed questionnaire titled "Effective skills for the Labor Market and Implications for Community Development." Descriptive and inferential statistics were used to analyze the acquired data. The study's results reveal, among other things, that there is a strong association between effective labor skills and employability, and that employability is significantly related to enhanced living, which is a measure of community development. It is therefore advised that graduates be equipped with effective skills that will lead to their productivity in the labor market in order for them to be gainfully employed in order to contribute to the development of their individuals as well as their communities. As a result, their living conditions will improve, and they will be able to make a difference in their communities.

**Key words:** *Learning skill, Labour, Market, Economic Growth, Development*



## INTRODUCTION

Unemployment plagues the nooks and crevices of today's world. This is not because jobs are not accessible in some cases, but rather because there are various skill gaps between what learners learned in schools and universities and what employers are seeking for in the labor market. Employers seek employees who are well-rounded, with a decent blend of academic achievements, experience, common sense, and life skills. People today require a bit of technology knowledge to flourish in the labor market because everything that is done in the world today involves technical innovation. This has nothing to do with the reality that the workplace is undergoing fast change, necessitating swift and timely adaptation to broader social and economic developments (Curriculum Council of Western Australia, 2001). It is consequently critical that effective skills are instilled in learners beginning in high school in order to prepare them for the labor market. According to the Organization for Economic Cooperation and Development (OECD), there is worldwide rivalry as a result of new technology, which changes the nature of labor. This means that people must evolve with the times and equip themselves with abilities that are more advanced than those of the past, which may be considered obsolete. The OECD recommends that member countries invest in human capital to improve economic prosperity, employment opportunities, and social cohesion (which is interpreted as income equality), as this will reduce income disparities and improve employment opportunities for unemployed and underemployed workers.

As a result, there is a need to acknowledge high levels of knowledge and skills as critical to promoting social cohesiveness, which will result in both job development and national success (OECD, 1993). In their paper titled "Career education and labor market conditions: The Skill Gap Myth," Hyslop-Margison and Welsh (2003) addressed the issue of the prevailing high technological knowledge-based economy as a rationale supporting career education programs; contrasting it with labor realities dwelling on skill level and academic knowledge required to work in any sector of the economy; with the hope that it will solve the problem of unemployment. In their study, they predicted that career education should target the skills needed to work in specific employment sectors. These authors discovered a knowledge and competence gap that is commonly expected by career educational planners. Their conclusion was that a more realistic approach to career education should be implemented.

The inference is that when students apply what they learn in class, they are fully equipped for the labor market. Kluve (2016), in his evaluation of the "Effectiveness of Active Labor Market Programs" with an emphasis on Latin America, highlighted the notion that unemployment is a major concern for all countries throughout the world, whether developed and developing. He claims that the problem is aggravated by the fact that young unemployment rates are often twice as high as general employment rates. He believes that, in light of the current state of unemployment, policymakers around the world should implement "successful programs that can help the jobless find jobs and programs that can boost employees' productivity and labor income." Kluve (2016) defines active labor market programs as labor market policy measures



used by the welfare state to increase the employment likelihood of job seekers, hence decreasing aggregate unemployment.

The key goal, he argues, is to improve the individual chances of program participants in order to generate active support for labor-market integration. According to Aver, Efendioglu, and Leschke (2008), implementing active labor market programs is likely to increase self-reliance, since a culture of individual productivity could contribute to poverty eradication for groups and people. The initiative should primarily target economically poor communities and the socially oppressed. There are four types of active labor market programs. These include job search support, labor market training, private sector incentives, and public sector employment. Subsidy programs, enterprise start-up programs, compromising skill training, and its finance are among the others listed by Aver et al (2008). In their study "South African Universities Outputs and Their Employers' Ability in the Labour Market in Some Provinces in South Africa," Asuquo and Agboola (2014) discovered that the employability of South African university outputs based on the responses of their employers was significantly low and that the result was indifferent despite differences in respondents' sex, organization type, educational level, and gender.

This suggests that the study's contents do not correspond to the conditions of employability. Olulube, Egbezor, and Kpolovie (2008) proposed several reasons why university graduates are unemployed. Inadequate and antiquated infrastructure, as well as inadequate library facilities, are only a few examples. These have a negative impact on the quality of teaching, learning, and research, and they account for students' lack of necessary skills while seeking work.

Another serious problem confronting youth after school in finding adequate and relevant jobs is a lack of competent teachers to carry out quality teaching that is related to the labor market. Olulube and Egbezor (2008) define employability as a measure of skills and knowledge that is based on ability, quality of instruction, and the type of organization or academic qualification. Pitan (2016) expressed concern about current undergraduate unemployability, attributing the problem to the curriculum, which is not producing expected results in graduates, and as a result, graduates lack the necessary professional skills and life learning skills for successful performance in the labor market. In her research, she underlined the need of developing employable graduates for occupations in the twenty-first century. This entails transitioning from conventional abilities to current ones that are technologically improved and enabled. She advocated for university learning experiences that would result in meaningful active participation in labor markets. Oliver, (2015) and Pitan (2015) were convinced that there are indicators that work patterns are changing on a daily basis, with new parts developing that are technologically driven and influenced by globalization and demographic shifts.

According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), students and teachers are psychologically influenced by bad physical and social situations that may interrupt learning, consequently decreasing the quality of effective learning.

As a result, it is critical to create an enabling learning environment for effective learning skills that transcend the classroom walls. Such examples include well-equipped laboratories in which students may put their theoretical knowledge into practice, which will benefit them when they enter the labor market. Libraries that are well-stocked, rather than those that have out-of-date literature, should be established. Students are also expected to have knowledge of how to use e-libraries, which is absent in most institutes of higher learning. Power outages are a major issue in all educational institutions where they are available, and they should be given due consideration.

*Emotional intelligence is the capacity to recognize one's own feelings and those of others.*

- Self-Awareness: This is the ability of individuals to assess their strengths and weaknesses; making prompt efforts to improve on identified weaknesses. These factors would help a person in search of job a greater opportunity than those who lack them. Pitan in her study, recommended the components of employability to be incorporated into teaching while in colleges and that work study should be made mandatory for learners while career services should be put in place to bring out a complete learner. Other factors that could aid employability include:
  - Effective Communication Skills: Depending on the position, any job candidate must demonstrate that he can speak effectively in a variety of scenarios.
  - The ability to work freely without supervision will benefit a job seeker since he or she will be able to solve immediate problems, make decisions, and negotiate effectively without being supervised.
  - Ability to work in a group or as part of a team. These abilities include the ability to contribute and collaborate with others in a constructive, organized, and collaborative manner. People looking for work should be social and active. It's all about meeting others who share your interests in a structured and dynamic way (Learning Skills, 2018).
  - Community development entails living well and achieving a balanced level of living with the goal of eradicating poverty. Poverty is the end-result when people are jobless and lack the initiative to establish new firms owing to a lack of essential skills (Adedokun, 2011). People who are gainfully employed, on the other hand, have less of a chance of falling into poverty. People who are gainfully employed, on the other hand, have less of a chance of falling into poverty. Being gainfully employed necessitates creativity and initiative. These elements can be acquired through appropriate knowledge acquisition at school and at home.
  - As a result, students must be taught about the consequences of participating in both indoor and outside school activities. Students in schools must be given opportunities to learn by experience, and they must be taught the significance of participating in group efforts so that they can acquire confidence in their talents and influence decisions that impact them. As a result, in accordance with the factors that promote community development, it is necessary to:

- provide pupils with skills and competencies that they would not otherwise have.
- recognizing their current abilities and potential.
- instilling self-assurance among students
- motivating them to take charge of identifying and satisfying their own needs.
- encouraging students to participate more fully in school activities, community activities, and society as a whole while in college (Adedokun, 2011). The above will allow pupils to explore employment opportunities after school, bridging skill gaps and contributing not just to their own growth but also to the growth of the community in which they live.

### **Problem statement**

Graduates of higher education have been noticed roaming the streets of South Africa looking for work. However, it is unclear if the shortage of jobs is attributable to employment insecurity or the fact that students do not meet the minimum requirements set by companies, a phenomenon known as mismatch in the economy. These are some of the questions that people commonly ponder:

Are graduates equipped with the necessary skills for employment?

Are students prepared for employment by acquiring the necessary skills in the labor market?

Will having a job increase the value of the community in which they live?

### **The Study's Objectives**

The goal of this research is to see if graduates from higher education institutions have the necessary skills for employment.

- evaluate whether effective skills will lead to employment and a contribution to personal and community development in the future.
- Question for Research
  - Are graduates of higher education institutions prepared with the essential effective skills for the labor market, resulting in an enhanced standard of living in their communities?

### **Supposition**

For the investigation, three suppositions were developed.

- There is no evidence of a link between effective labor market skills and employability.

- Employability and community development do not have a substantial relationship.
- There is no evidence of a link between effective labor market skills and a higher level of life.

### Research Methodology

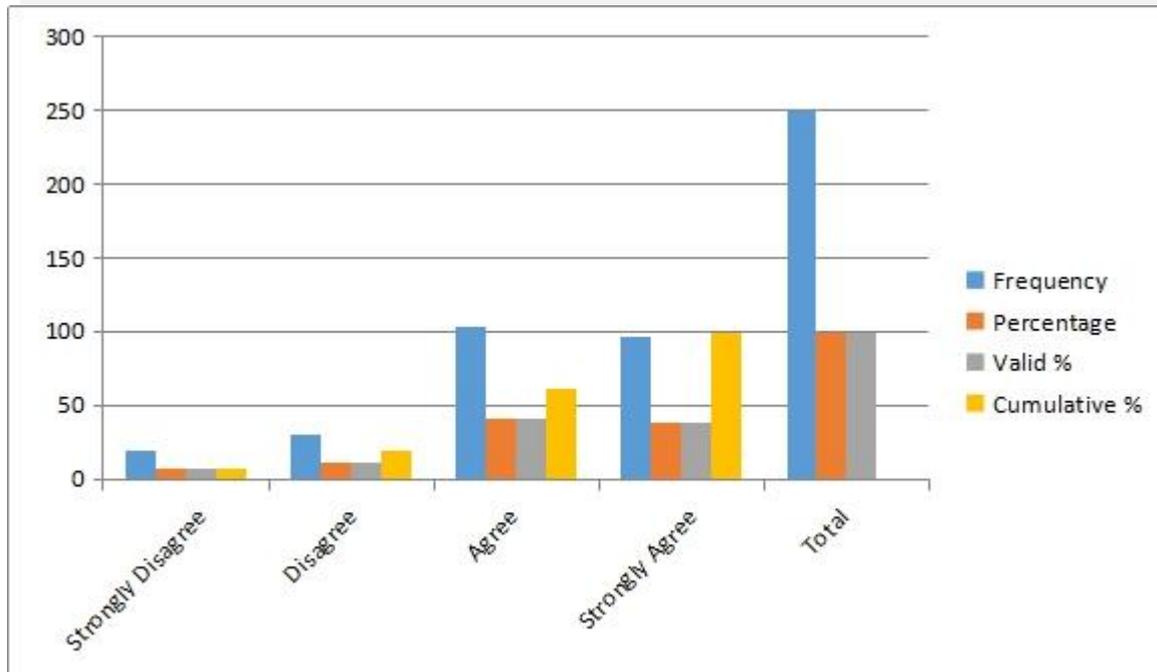
For the study, the researcher used quantitative descriptive research in the form of questionnaires. The study used 150 respondents from the University of Zululand, 50 respondents from Nongoma Tvet college, and 50 respondents from Mthasana college in Nongoma.

The data for the study was collected using a self-designed questionnaire that covered the implications of effective learning skills for the labor market, community growth, and economic development. The title of the questionnaire was "Implications of effective learning skills for community growth and economic development in the labor market." Frequency and cumulative percentage were used to analyze the data.

### Findings and Discussion

There is a link between effective labor market skills and employability.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	20	8.0	8.0	8.0
Disagree	30	12.0	12.0	20.0
Agree	104	41.6	41.6	61.6
Strongly Agree	96	38.4	38.4	100.0
Total	250	100.0	100.0	



According to Giovannozzi, Director of Poland University Centre for Executive and Professional Education (2019) these abilities are critical for overcoming skill gaps which is in accordance with the respondents in the above table. The table indicate that 41.6 +38.4 agree that there is a link between effective labour market skills and employability while 8+12 disagree According to her, university demands are evolving, which implies the manner universities must take to meet those wants must change as well. She claims that there are a variety of skills gaps in the workforce that employers are having difficulty filling. Descriptive technology, automation, and fast expanding business processes are just a few of the things that require good labor skills. According to Giovannozzi (2019), all of these factors have resulted in new demands for knowledge and skills in the workplace, implying that universities must adapt to these demands and train graduates who will be capable of filling a variety of job openings and who will be able to adapt and innovate. In order to get proper jobs, you must be adaptable and innovative.

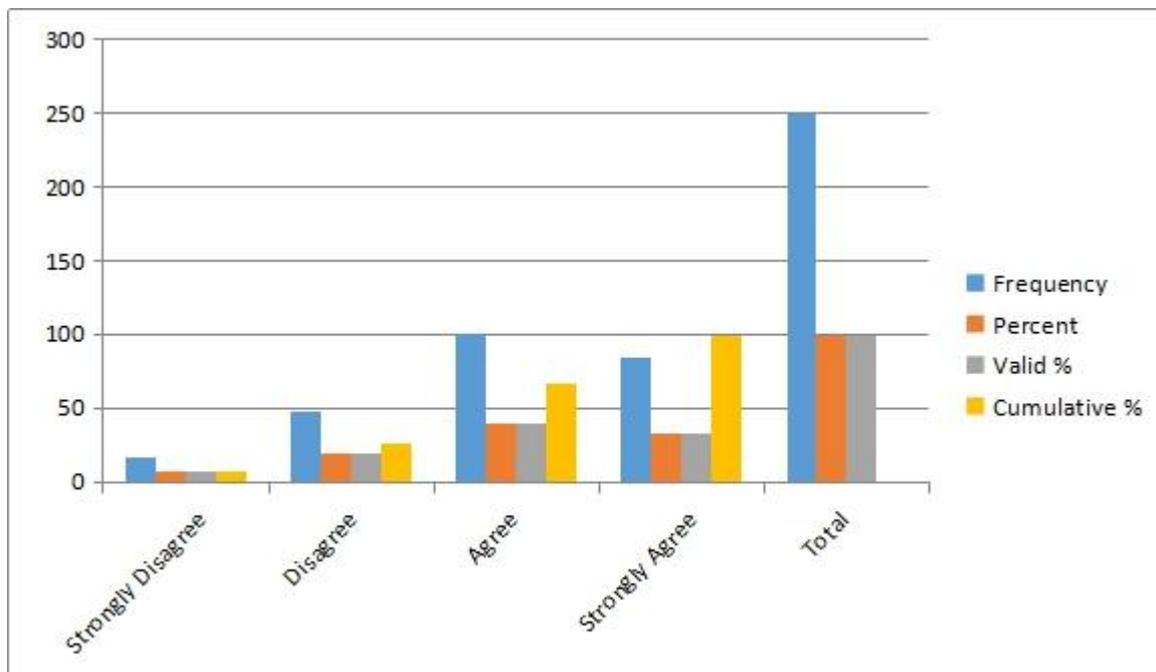
Having the appropriate mindset, being self-assured, and being open to new experiences can ensure adaptation and innovation, leading to tremendous success in the workplace. As a result, colleges of higher learning should establish strategies that will better prepare students to deliver cutting-edge, in-demand knowledge. Gerard-Shaw (2019) also feels that postsecondary institutions should focus on individual formation and progress rather than subject matter education.

Education should take a holistic approach to preparing graduates for life after college by instilling important skills in students while they are still in school, in order to focus on the demands of the society. Student formation, according to Gerard-Shaw, is a holistic system of

education and preparation, as well as a strategy for becoming a successful individual, a business leader, and a decent citizen. Participating in student formation enables them to engage in critical analysis and decision-making, as well as professional behavior and communication. All of these things are part of the employability skillset.

***Employability and community development have a substantial relationship.***

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	17	6.8	6.8	6.8
Disagree	48	19.2	19.2	26.0
Agree	101	40.4	40.4	66.4
Strongly Agree	84	33.6	33.6	100.0
Total	250	100.0	100.0	



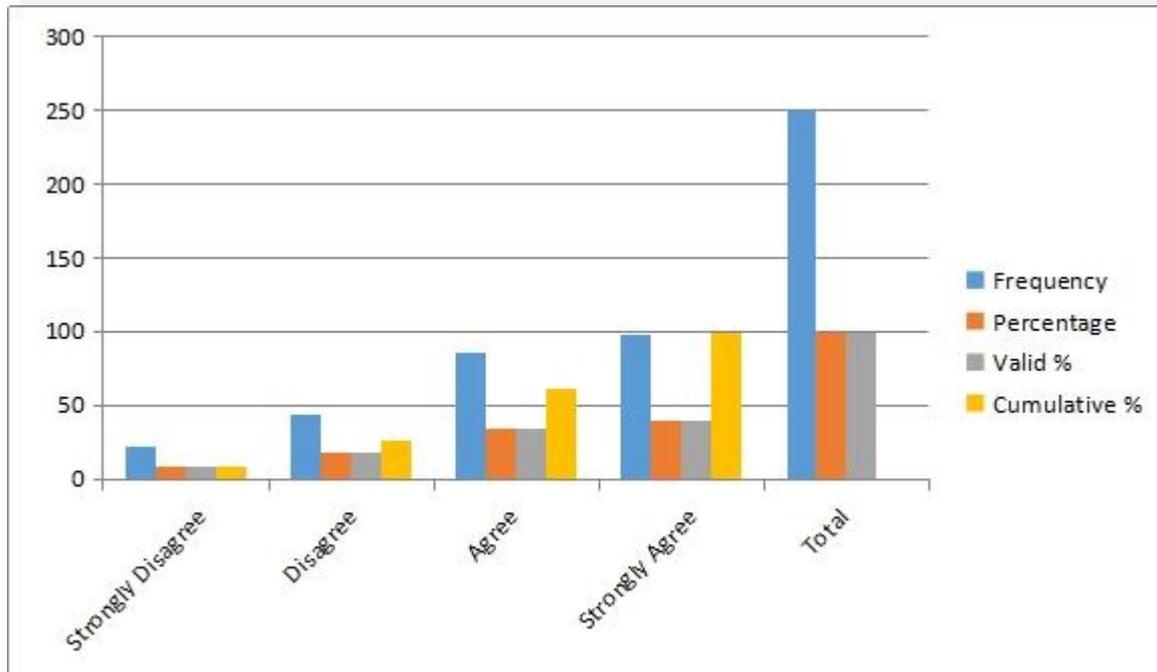
The table indicate that 40,4 +33,6 which is 74% agree that employability and community development have a substantial relationship. In support of the aforementioned findings, Rodicio (2019) opine that enhancing partnerships with local employers will uncover the skill gap myth, paving the door for innovative curricula that will educate students for future occupations, allowing them to fill skill gaps. Employability is a lifetime, on-going process of

gaining new skills and experience. The finding of Rodicio is in support of the above finding, the student will be delighted to contribute to his or her community if is able to secure a good job due to relevant skill acquire.

Individuals' skills must therefore be improved not only to obtain employment in the labor market, but also to maintain learning, which is a continuous process that leads to the maintenance of existing skills and the acquisition of new ones. In support of the relationship between labor skills and employability, the International Labour Organization (ILO) (2019) states that education is a means of getting decent employment and that learning is a continuous process which is crucial to keep pace with technology changes and innovation in the labour market. People become employable when they improve their talents. According to the ILO, skill development is the first step toward long-term development, which is critical for the development of communities and nations. Kluve (2016) finds in his evaluation of the effectiveness of active labor market programs with a focus on Latin America and the Caribbean that effective programs that help the unemployed find work and programs that boost worker productivity and income should be implemented. This essentially demonstrates the link between effective labor skills and employability. When labor skills become obsolete, efforts must be taken to develop programs that will lead to the development of new skills that will attract employment. ILC (2008) emphasizes the importance of skills development in tackling the challenges of meeting new technologies in the context of globalization.

***There is a link between effective labor market skills and a higher level of life.***

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	22	8.8	8.8	8.8
Disagree	44	17.6	17.6	26.4
Agree	86	34.4	34.4	60.8
Strongly Agree	98	39.2	39.2	100.0
Total	250	100.0	100.0	



Other elements related with the level of living, according to Fontinelle (2019), include class disparity, poverty rate, inexpensive access to high-quality health care, education quality and availability, and safety. With increased employability, the poverty rate will drop, the gap between rich and poor will close, and good health will be ensured as people will be able to access health care services and therefore enjoy a higher standard of living. However, an improved standard of living is dependent on favorable working conditions. These can be the case when employees possess the essential abilities to find meaningful employment. People are free of poverty, discrimination, and have the right to fair compensation and job if they have the required skills for productive and meaningful employment. They will also have human dignity and the right to be treated equally. This will help to close the gap between rich and poor people and encourage them to participate in the development of their communities.

## Conclusion

According to the various authors and documents reviewed, there is a great need for graduates to be imbued with effective skills; skills that are technologically oriented that will stand them out and tall when there is a need for people to be employed in this competitive era. When learners are equipped with effective learning skills, they can get good and rewarding jobs, raising their standard of living. Having the right skills for the labor market could make university graduates involved in a start-up business so that they can be self-sufficient, as relying on the government to provide jobs for all is becoming increasingly difficult. It is, therefore, important for students to have the needed mindset with effective skills to set up their own businesses so that they can hire labour to diminish poverty levels in their communities and the nation.



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## **Recommendations**

Policy makers in education should revisit the curriculum to make it more practical, so as to help graduates secure good jobs when they leave school. There should be some kind of synergy between schoolwork and the labor market outside of school. Teachers should strive to teach the skills required by graduates when they leave school with zeal to these students, who will then face the ordeal of a job search. Career education should be inculcated into school programmed so as to lead students in the right direction in the process of choosing their course of study for the eventual job market. As a result, counselors should not abandon their work of counseling students with career education programs in place. Students' attitudes should be reshaped so that they can practice the necessary, effective skills that will qualify them for the labor market while still in university. A system should be put in place by the government whereby partnerships with local employers will be enhanced.

## **It has consequences for community development**

Individuals in any community must obtain appropriate skills that will enable them to perform well in the world of employment in order to live above the poverty line. Students must not only pass-through university; the university must also pass through them; this is the essence of being marketable in the labor market, because many skills will have been developed while in school. Universities, thus, should be a preparatory ground for the acquisition of skills for the labour market as well as for self-reliance. When relevant skills are acquired, graduates of universities will not be engaged in criminal activities due to idleness but would have been equipped with essential skills that will make them contribute to their personal development as well as the development of their communities.



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