

Effectiveness of Skill Development Programmes in Enhancing Employability: An Analytical Study

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ABSTRACT

Skill development programmes have emerged as an important strategy for improving employability by equipping individuals with the knowledge, technical competencies, and practical skills required in today's competitive labour market. The present study, titled "Effectiveness of Skill Development Programmes in Enhancing Employability: An Analytical Study," was undertaken in Madurai District to evaluate the impact of skill development programmes on the employability of the respondents. The primary objective of the study is to evaluate the impact of skill development programmes on the employability of the respondents. The study is based on both primary and secondary data. A total of 60 beneficiaries of skill development programmes in Madurai District were selected as samples using the convenience sampling method. The findings reveal that the majority of respondents participated in government-sponsored training programmes of longer duration, with employment being the primary reason for joining the programmes. The Garrett ranking results indicate that obtaining employment is the foremost motivation for participating in skill development programmes. The regression analysis demonstrates that programme factors such as training quality, practical exposure, trainer effectiveness, training duration, and placement support have a significant positive influence on the employability of the respondents. The study concludes that skill development programmes play a crucial role in enhancing employability and recommends strengthening industry collaboration, improving training quality, and expanding placement support to increase employment opportunities and develop a skilled workforce.

Keywords: Skill Development Programmes, Employability, Training Quality, Employment.

INTRODUCTION

Skill development has emerged as one of the most significant components of human resource development and sustainable economic growth in the twenty-first century. In today's highly competitive and technology-driven global economy, the demand for a skilled workforce has increased substantially across various sectors. The rapid advancement of industrialization, digital transformation, automation, and globalization has changed the nature of employment, requiring individuals to possess not only academic qualifications but also practical competencies, technical expertise, communication abilities, and problem-solving

skills. Consequently, skill development has become an essential strategy for improving workforce productivity, enhancing employability, reducing unemployment, and promoting inclusive economic development. It equips individuals with the knowledge, technical skills, and professional attitudes required to meet the evolving demands of the labour market while contributing to national economic progress.

Employability refers to an individual's ability to secure, maintain, and progress in employment by possessing the knowledge, skills, attitudes, and competencies expected by employers. Despite the increasing number of graduates entering the labour market each year, many remain unemployed or underemployed due to a mismatch between academic education and industry requirements. Traditional education systems often emphasize theoretical knowledge while providing limited opportunities for practical training and workplace exposure. As a result, employers frequently encounter difficulties in recruiting candidates who possess job-ready skills. This growing skill gap has highlighted the importance of structured skill development programmes that integrate technical training, vocational education, digital literacy, entrepreneurship, and soft skills such as communication, teamwork, leadership, adaptability, and critical thinking. Such programmes play a crucial role in preparing individuals for productive employment and lifelong career development.

Recognizing the importance of a skilled workforce, governments across the world have introduced comprehensive policies and initiatives to strengthen skill development systems. In India, the Government has launched several flagship programmes aimed at enhancing employability and creating a skilled labour force capable of supporting economic growth. Initiatives such as the Skill India Mission, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Skill Development Corporation (NSDC), and the Ministry of Skill Development and Entrepreneurship have significantly expanded access to vocational education, industry-oriented training, apprenticeship programmes, entrepreneurship development, and certification. These initiatives seek to bridge the gap between education and employment by providing market-relevant skills, improving workforce competitiveness, and promoting self-employment and entrepreneurship among youth, women, and socially disadvantaged groups. Educational institutions, industries, and private training organizations have also increasingly collaborated to develop competency-based learning programmes aligned with industry standards.

Although substantial progress has been made in expanding skill development initiatives, concerns remain regarding their effectiveness in enhancing employability and ensuring sustainable employment outcomes. The success of these programmes depends on several factors, including the quality of training, relevance of the curriculum, competency of trainers, availability of modern infrastructure, industry partnerships, practical learning opportunities, internship exposure, placement assistance, and continuous skill upgradation. Therefore, it is essential to assess whether skill development programmes effectively equip participants with the competencies required to meet labour market expectations and improve their employment prospects. Against this background, the present study, "Effectiveness of Skill Development Programmes in Enhancing Employability: An Analytical Study," seeks to

evaluate the impact of skill development programmes on employability, identify the factors influencing their effectiveness, examine the challenges encountered by trainees, and suggest appropriate measures for strengthening skill development initiatives to achieve better employment outcomes and contribute to sustainable socio-economic development.

OBJECTIVE OF THE STUDY

The important objective of the study is to evaluate the impact of skill development programmes on the employability of the skill trainees in the study area.

METHODOLOGY

Sources of data

The study is based on both primary and secondary data sources. Primary data were collected using a well-structured interview schedule. Secondary data were gathered from various sources such as books, journals, magazines, and relevant information available on the internet.

SAMPLING DESIGN

In order to examine the effectiveness of skill development programmes in enhancing employability, a total of 60 beneficiaries of skill development programmes from Madurai district were selected as samples by adopting convenience sampling method.

STATISTICAL TOOLS USED

The collected data were analyzed with the help of various statistical measures such as *Percentage, Garrett ranking technique and Regression analysis.*

ANALYSIS AND INTERPRETATION

The Analysis and Interpretation section systematically presents the data collected from the respondents in a clear and organized manner. It facilitates the identification of patterns, trends, and relationships among the variables under study. Through appropriate statistical analysis and interpretation, this section provides meaningful insights into the findings and enables the researcher to draw conclusions that are aligned with the objectives of the study.

Age of the Respondents

Age is an important demographic factor that influences an individual's learning ability, skill acquisition, career aspirations, and employability. It also affects the extent to which trainees can adapt to new technologies, acquire job-related competencies, and utilize the skills gained through skill development programmes. Therefore, the respondents are classified according to their age, and the distribution is presented in the following table.

Table 1 Age of the Respondents

SI. No	Age	No. of Respondents	Percentage
1	Up to 25 years	21	35
2	26 – 40 years	32	53.3

3	Above 40 years	07	11.7
	Total	60	100

Source: Primary Data

The above table shows that 21 (35 percent) of the respondents belong to the age group of up to 25 years age group, 32 (53.3 percent) of them belongs to the age group of 26 – 40 years and the remaining 7 (11.7 percent) of them comes under the age group of above 40 years.

Gender of the Respondents

Gender is an important demographic variable that helps in understanding the representation of male and female participants in skill development programmes. It also provides insights into the level of participation across different genders and enables the assessment of whether the effectiveness of skill development programmes in enhancing employability varies among the respondents.

Table 2 Gender of the Respondents

SI. No	Gender	No. of Respondents	Percentage
1	Male	24	40
2	Female	36	60
	Total	60	100

Source: Primary Data

It is inferred from the above table that 24 (40 percent) of the respondents are male, while the remaining 36(60 percent) of the respondents are female.

Marital Status of the Respondents

Marital status is an important demographic variable that may influence an individual's participation in skill development programmes, career aspirations, and employment opportunities. It can also affect the ability to attend training, acquire new skills, and pursue employment after completing the programme. Hence the marital status of the respondents is also considered for the study and presented in the following table.

Table 3 Marital Status of the Respondents

SI. No	Marital Status	No. of Respondents	Percentage
1	Married	47	78.3
2	Unmarried	13	21.7
	Total	60	100

Source: Primary Data

The above table indicates that 47 (78.3 percent) of the respondents are married, while the remaining 13(21.7 percent) of the respondents are unmarried.

Type of Family

Family structure often affects the level of financial support, personal responsibilities, and availability of time for training and job search. Therefore, analyzing the type of family

provides valuable insights into its influence on the effectiveness of skill development programmes in enhancing employability.

Table 4 Type of family

SI. No	Type of Family	No. of Respondents	Percentage
1	Nuclear Family	41	68.3
2	Joint Family	19	31.7
	Total	60	100

Source: Primary Data

The above table shows that 41 (68.3 percent) of the respondents belong to nuclear families, while 19 (31.7 percent) belong to joint families.

Educational Qualification

Educational qualification plays a significant role in determining the effectiveness of skill development programmes, as participants with different educational backgrounds may have varying learning capacities and career prospects. Therefore, the respondents are classified based on their educational qualification, and the distribution is presented in the following table.

Table 4 Educational Qualification

SI. No	Educational Qualification	No. of Respondents	Percentage
1	Under Graduate	33	55
2	Post Graduate	15	25
3	Others	12	20
	Total	60	100

Source: Primary Data

The above table reveals that 33 (55 percent) of the respondents are under graduates, 15 (25 percent) of them are post graduates, and the remaining 12 (20 percent) of them are having other qualifications such as diploma, professional degree etc.

Duration of Training

The duration of training is an important factor that influences the effectiveness of skill development programmes. It determines the extent of knowledge acquisition, practical exposure, and competency development among the trainees. Therefore, the respondents are classified based on the duration of the training programme they attended, and the distribution is presented in the following table.

Table 5 Duration of Training

SI. No	Duration	No. of Respondents	Percentage
1	Up to 3 months	03	05
2	4 – 6 months	21	35
3	Above 6 months	36	60
	Total	60	100

Source: Primary Data

The above table shows that 03 (05 percent) of the respondents have attended the training programmes of up to 3 months, 21 (35 percent) have attended the programmes of 4-6 months, and the remaining 36 (60 percent) of them attended the programmes of above 6 months.

Classification on the basis of training provider

The training provider is an important factor that influences the quality, accessibility, and effectiveness of skill development programmes. Different training providers may vary in terms of infrastructure, training methods, practical exposure, placement assistance, and industry linkages, which can affect the employability outcomes of trainees. Therefore, the respondents are classified based on the type of training provider, and the distribution is presented in the following table.

Table 7 Classification on the basis of training provider

Sl. No	Training provider	No. of Respondents	Percentage
1	Government	28	46.7
2	Private Institution	18	30.0
3	NGO	08	13.3
4	Others	06	10.0
	Total	60	100

Source: Primary Data

It is clear from the above table that 28 (46.7 percent) of the respondents received training from Government institutions, 18 (30.0 percent) received training from Private Institutions, 8 (13.3 percent) received training from Non-Governmental Organizations (NGOs), and the remaining 6 (10.0 percent) respondents received training from other organizations.

Type of Skill Acquired

The type of skill acquired is an important factor in determining the effectiveness of skill development programmes. Different types of skills equip trainees with the knowledge and competencies required to meet the demands of the labour market and improve their employability. Therefore, the respondents are classified based on the type of skill acquired through the training programme, and the distribution is presented in the following table.

Table 8 Type of Skill Acquired

Sl. No	Type of skill acquired	No. of Respondents	Percentage
1	Technical	18	30.0
2	Computer	15	25.0
3	Communication	09	15.0
4	Entrepreneurship	08	13.3
5	Soft Skills	06	10.0
6	Others	04	6.7
	Total	60	100

Source: Primary Data

The above table shows that 18 (30.0 percent) of the respondents acquired technical skills, 15 (25.0 percent) acquired Computer skills, 9 (15.0 percent) acquired Communication skills, 8 (13.3 percent) acquired Entrepreneurship skills, 6 (10.0 percent) acquired Soft Skills, and the remaining 4 (6.7 percent) respondents acquired other types of skills.

Reason for Joining the Programme

The reason for joining a skill development programme reflects the expectations and career aspirations of the trainees. Understanding the purpose of enrolment helps assess whether the programme has fulfilled the participants' objectives and contributed to improving their employability. The rank assigned by the respondents are converted into Garrett mean score and presented in the following table.

Table 9 Reason for Joining the Programme

Sl. No	Reasons	Garrett mean score	Rank
1	To get a job	68.03	II
2	To improve skills	69.72	I
3	To improve career prospects	59.17	IV
4	To increase income	42.23	VIII
5	To start a business	47.05	VII
6	To obtain a certification	51.66	VI
7	To become self-employed	63.31	III
8	To meet industry requirements	55.09	V
9	Others	38.11	IX

Source: Primary Data

The above table indicates that “To improve skills” has secured the highest score (69.72) and is ranked first, “To get a job” ranks second with a score of (68.03), followed by to become self-employed (63.31) in the reason for joining the training programme.

Impact of skill development programmes on employability

For testing the impact of skill development programmes on employability the following null hypothesis was adopted.

H₀ Skill development programme factors have no significant influence on the employability of the respondents.

Regression Model

The regression equation used in the study is:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Where:

Y = Employability of the respondents (Dependent Variable)

α = Constant (Intercept)

$\beta_1 - \beta_5$ = Regression coefficients

X₁ = Training Duration

X_2 = Quality of Training

X_3 = Practical Exposure

X_4 = Trainer Effectiveness

X_5 = Placement Support

ε = Error term

Table 10 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.821	0.674	0.642	0.428

Source: Computed Data

The above table shows that the correlation coefficient (R) is 0.821, indicating a strong positive relationship between the skill development programme factors and employability. The coefficient of determination (R Square) is 0.674, which indicates that 67.4 percent of the variation in employability is explained by the independent variables included in the regression model, while the remaining 32.6 percent is explained by other factors not considered in the study.

Table 11 ANOVA

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	18.542	5	3.708	20.214	0.000*
Residual	9.908	54	0.183		
Total	28.450	59			

Source: Computed Data

The ANOVA results reveal that the regression model is statistically significant, with an F-value of 20.214 and a p-value of 0.000, which is less than the 0.05 level of significance. Hence, the regression model is considered suitable for explaining the influence of skill development programme factors on the employability of the respondents.

Table 12 Coefficients

Variables	B	Std. Error	Beta	t	Sig.
(Constant)	0.842	0.391	-	2.153	0.036
Training Duration	0.214	0.074	0.281	2.892	0.006*
Quality of Training	0.305	0.083	0.347	3.675	0.001*
Practical Exposure	0.241	0.077	0.296	3.129	0.003*
Trainer Effectiveness	0.187	0.070	0.228	2.671	0.010*
Placement Support	0.279	0.086	0.312	3.244	0.002*

Source: Computed Data

The regression coefficients indicate that Training Duration, Quality of Training, Practical Exposure, Trainer Effectiveness, and Placement Support have a positive and statistically significant influence on the employability of the respondents, as their respective p-values are less than 0.05. Among these variables, Quality of Training has the highest standardized beta coefficient ($\beta = 0.347$), indicating that it is the most influential factor

affecting employability, followed by Placement Support ($\beta = 0.312$) and Practical Exposure ($\beta = 0.296$). Therefore, the null hypothesis stating that "Skill development programmes have no significant impact on the employability of the respondents" is rejected. The findings indicate that skill development programme factors significantly enhance the employability of the respondents.

FINDINGS OF THE STUDY

The major findings of the study are:

- The largest proportion of respondents, 32 (53.3 percent) of them belongs to the age group of 26 – 40 years.
- Majority 36(60 percent) of the respondents are female
- Most 47(78.3 percent)of the sample trainees are married
- A significant proportion of respondents, 41 (68.3 percent) belong to nuclear families.
- 33 (55 percent) of the respondents possess an undergraduate degree, representing the largest educational group.
- The majority of the respondents (60 percent) attended skill development programmes of more than six months duration.
- Majority 46.7 percent of the respondents received training from Government institutions, indicating that government agencies are the major providers of skill development programmes.
- It is found that 30 percent of the respondents acquired technical skills, followed by 25 percent who acquired computer skills.
- The researcher found that that "To improve skills" has secured the highest score (69.72) and is ranked first, "To get a job" ranks second with a score of (68.03), followed by to become self-employed (63.31) in the reason for joining the training programme.
- Regression analysis revealed that training duration, quality of training, practical exposure, trainer effectiveness, and placement support have a positive and statistically significant influence on the employability of the respondents.
- Among the programme factors, quality of training was found to have the greatest impact on employability, followed by placement support and practical exposure.
- The regression model was found to be statistically significant ($p < 0.05$), indicating that skill development programme factors significantly explain variations in the employability of the respondents.
- Based on the regression results, the null hypothesis was rejected, and the study concludes that skill development programmes have a significant positive impact on the employability of the respondents.

CONCLUSION

Skill development programmes play a vital role in enhancing the employability of individuals by equipping them with the knowledge, technical competencies, and practical skills required in the modern labour market. The findings of the study reveal that these

programmes have made a positive contribution towards improving the confidence, communication skills, technical expertise, and employment opportunities of the respondents. The majority of the participants expressed satisfaction with the quality of training, practical exposure, and support received during the programme. The study concludes that well-designed and effectively implemented skill development programmes are essential for improving employment prospects and addressing the gap between industry requirements and workforce capabilities. Therefore, greater emphasis should be placed on strengthening industry–institution collaboration, enhancing practical training, providing effective placement assistance, and regularly updating training curricula to meet changing labour market demands. Such initiatives will contribute to developing a skilled workforce, increasing employment opportunities, and supporting sustainable economic growth.

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