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A STUDY ON HOW PROFESSIONAL SKILL TRAINING IMPROVES EMPLOYABILITY IN ILAKKU TECH

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ABSTRACT

Employability has become a crucial factor in today's competitive job market, especially in the context of startups where individuals are expected to possess both technical and soft skills. Professional skill training plays a significant role in enhancing employability by developing essential competencies such as communication, teamwork, and decision-making. This study focuses on analyzing how professional skill training improves employability among individuals at Ilakku Technology. The study is based on primary data collected from 107 respondents using a structured questionnaire. The data were analyzed using SPSS statistical tools such as percentage analysis, correlation, chi-square test, and regression analysis. These tools were used to examine the relationship between training and employability skills and to evaluate the effectiveness of training programs. The results indicate that a majority of respondents (92.5%) believe that professional skill training is essential for employability, while the overall satisfaction level is moderate, with a significant proportion of respondents being neutral or dissatisfied. The correlation analysis ($r = 0.064$, $p = 0.515$) shows a weak and statistically insignificant relationship between communication and teamwork skills. The chi-square test ($p < 0.001$) reveals a significant association between educational qualification and decision-making skills. However, the regression analysis indicates that training-related variables do not have a statistically significant impact on decision-making skills. Overall, the study concludes that professional skill training contributes to employability improvement, but its effectiveness varies depending on factors

such as educational background and training quality. Continuous improvement in training design and implementation is essential to achieve better outcomes.

INTRODUCTION

In the contemporary business environment, employability has emerged as a key factor influencing individual career success and organizational growth. With rapid advancements in technology and the expansion of the startup ecosystem, employers increasingly seek individuals who possess not only academic knowledge but also practical skills such as communication, teamwork, adaptability, and decision-making. These employability skills are essential for enhancing productivity, innovation, and overall performance in dynamic work environments.

Professional skill training plays a vital role in bridging the gap between academic learning and industry requirements. It equips individuals with the necessary competencies to perform effectively in real-world situations and prepares them to face workplace challenges. Training programs focusing on both technical and soft skills help improve confidence, problem-solving ability, and job readiness, thereby increasing employment opportunities for individuals.

Ilakku Technology, as a growing startup organization, emphasizes the importance of professional skill training in developing a skilled workforce. The organization provides structured training programs designed to enhance employability by focusing on key skill areas such as communication, teamwork, and decision-making. These programs aim to prepare individuals to meet industry expectations and adapt to rapidly changing business environments.

This study aims to analyze the effectiveness of professional skill training in improving employability among individuals at Ilakku Technology. By using statistical tools such as percentage analysis, correlation, chi-square, and regression, the study evaluates the relationship between training and skill development. The findings provide insights into how training contributes to employability and highlight the need for continuous improvement in training programs.

OBJECTIVES

PRIMARY OBJECTIVE

A study on how professional skill training improves employability in ilakku tech.

SECONDARY OBJECTIVES

1. To examine the impact of professional skill training on employability skills
2. To assess respondents' satisfaction towards training programs.
3. To understand the perception of training importance for employability.

REVIEW OF LITERATURE

Singh and Sharma (2018) examined the role of skill-based training in startups and found that organizations prefer multi-skilled employees who can adapt quickly to dynamic work environments. The study emphasized that continuous professional training enhances employability and productivity.

NASSCOM (2019) reported a significant gap between academic learning and industry requirements in India. The report highlighted the importance of professional skill training programs in bridging this gap and improving employability among graduates.

Rao and Patel (2019) conducted a study on IT employees and concluded that the relevance and quality of training programs significantly influence employee performance, engagement, and retention. The study emphasized that continuous learning improves employability.

Ghosh, Rai, and Sinha (2020) found that employee engagement and skill development are strongly linked to training programs. Their study revealed that structured training enhances productivity and job readiness.

Reddy and Rao (2021) examined the impact of training and skill development on employee performance and found that training significantly improves efficiency, confidence, and employability in organizations.

Patel (2022) highlighted that professional training and development initiatives play a crucial role in enhancing employee performance and organizational effectiveness.

Kumar and Sharma (2023) found that training programs focusing on both technical and soft skills significantly improve employee performance and engagement, thereby increasing employability.

RESEARCH METHODOLOGY

This study titled *"A Study on How Professional Skill Training Improves Employability in Ilakku Technology"* adopts a descriptive research design to analyze the role of professional skill training in enhancing employability skills such as communication, teamwork, and decision-making. The research is quantitative in nature, focusing on collecting numerical data to examine relationships between training and employability outcomes.

Primary data were collected from 100 respondents associated with Ilakku Technology using a structured questionnaire distributed through Google Forms**.** A convenience sampling method was employed to select respondents based on their accessibility and willingness to participate. In addition, secondary data were collected from research journals, academic books, and reliable online sources to provide theoretical support for the study.

The collected data were analyzed using IBM SPSS Statistics software at a 5% level of significance ($\alpha = 0.05$)**.** Statistical tools such as percentage analysis**,** correlation, chi-square test, and regression analysis were used to examine the relationship between variables and to measure the impact of professional skill training on employability. The results were presented using tables and charts to ensure clear interpretation and understanding.

Sample Design

The sample design refers to the method used to select respondents for the study. In this research, a convenience sampling method was adopted to collect data from respondents associated with Ilakku Technology. This method was chosen due to its ease of access, time efficiency, and the availability of respondents who have undergone professional skill training. The study consists of a **sample size of 107 respondents**, including employees, trainees, and students, who were selected based on their willingness to participate in the survey.

Primary Data

Primary data were collected directly from respondents using a **structured questionnaire distributed through Google Forms**. The questionnaire included questions related to training effectiveness, communication skills, teamwork, decision-making, and overall employability. The responses were measured using a Likert scale, which helped in performing statistical analysis using SPSS and provided reliable insights into respondents' perceptions.

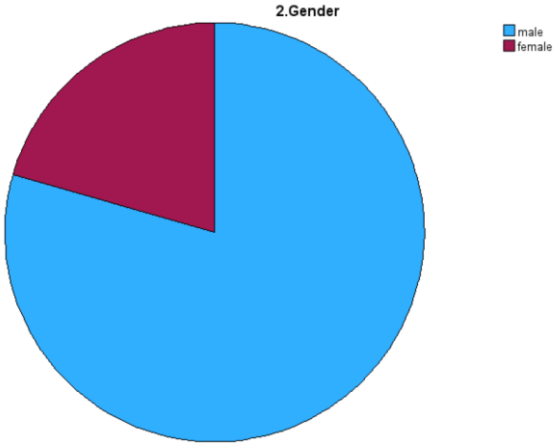
Secondary Data

Secondary data were collected from **research journals, academic books, company reports, and reliable online sources**. These sources provided theoretical background, previous research findings, and supporting information related to professional skill training and employability. The use of secondary data helped in strengthening the study by providing a conceptual framework and supporting evidence.

Percentage Analysis

The percentage analysis shows that approximately 79.4% of respondents are male and 20.6% are female. This indicates that male respondents form the majority in the study and reflect a higher level of participation compared to female respondents. The data clearly shows that female respondents constitute a smaller portion of the sample. Overall, the sample is dominated by male respondents, which may influence the overall representation of the study.

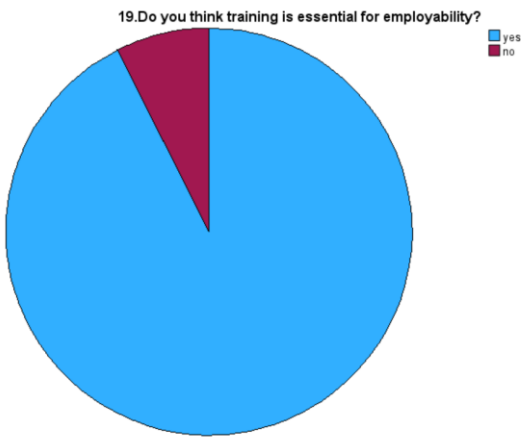
Percentage analysis for Gender



INFERENCE: The analysis reveals that the sample is predominantly male in nature, suggesting that male respondents had greater accessibility or participation in the study. The lower representation of female respondents indicates an imbalance in the sample distribution. This imbalance may affect the generalization of the findings to a broader population. However, the data still provides valuable insights into the impact of professional skill training on employability.

Percentage Analysis of Training is Essential for Employability

The percentage analysis shows that approximately **92.5% of respondents answered "Yes"**, while only **7.5% answered "No"** regarding the importance of training for employability. This indicates that a vast majority of respondents strongly agree that professional skill training plays a crucial role in improving employability. The high percentage of positive responses reflects a strong belief among individuals about the necessity of training. Overall, the data highlights the importance of professional training in enhancing job readiness and career opportunities.

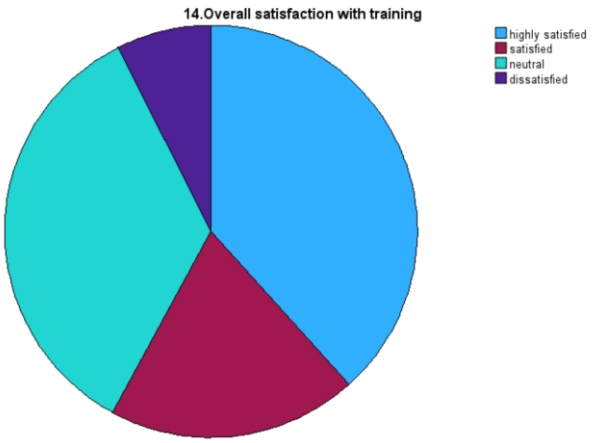


INFERENCE: The analysis reveals that most respondents have a positive perception towards professional skill training and recognize its importance in improving employability. The overwhelming majority of "Yes" responses indicates strong awareness about the role of training in skill development and career growth. This suggests that training programs are widely accepted as a key factor in enhancing employability. It can be inferred that individuals value training as an essential component for achieving better job opportunities.

Percentage analysis of Overall Satisfaction with Training

The analysis reveals that 38.3% of respondents are highly satisfied with the training programs, while 19.6% are satisfied. Additionally, 34.6% of respondents remain neutral, indicating a considerable proportion with moderate opinions. Only 7.5% of respondents expressed dissatisfaction, representing a relatively small segment of the sample.

These findings indicate that a majority of respondents (57.9%) have a positive perception of the training programs. However, the presence of a high neutral percentage suggests that the effectiveness of training is not uniformly experienced among all participants.



INFERENCE: The results indicate that training programs are generally effective, as most respondents show positive satisfaction levels. However, the significant proportion of neutral responses suggests that there is scope for improvement in training quality and delivery methods.

Overall, while training contributes positively to employability, enhancing engagement, content quality, and practical exposure can further improve satisfaction levels among participants.

REGRESSION

The regression analysis indicates that overall satisfaction with training has a slight positive effect on decision-making skills (B = 0.050), while training related to interview performance shows a slight negative effect (B = -0.161). However, both variables have significance values greater than 0.05 (p = 0.576 and p = 0.213 respectively), indicating that these relationships are not statistically significant. This suggests that training variables do not have a meaningful impact on decision-making skills in this study.

Null Hypothesis (H_0):

There is no significant impact of training (satisfaction and interview performance) on decision-making skills.

Alternative Hypothesis (H_1)

There is a significant impact of training (satisfaction and interview performance) on decision-making skills.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.257	.486		8.759	<.001
	14.Overall satisfaction with training	.050	.090	.055	.560	.576
	10.Training helped you perform better in interviews	-.161	.129	-.123	-1.254	.213

a. Dependent Variable: 16.Training improved your decision-making skills

INFERENCE

- The results indicate that training-related factors such as satisfaction and interview performance do not have a significant impact on decision-making skills.

- This suggests that decision-making ability may depend on other factors beyond training, such as individual capability or experience.
- Therefore, although training contributes to skill development, its direct influence on decision-making is limited in this study.

CORRELATION

The correlation coefficient (r = 0.064) indicates a very weak positive relationship between communication skills and teamwork skills developed through professional training. In percentage terms, this represents approximately **6.4% level of association**, suggesting that only a very small portion of improvement in one skill is related to the improvement in the other. This reflects that both skills may improve through training, but their interrelationship is minimal.

Furthermore, the significance value (p = 0.515) is greater than the standard level of 0.05, indicating that the relationship is not statistically significant. This means that the observed percentage of association is not strong enough to establish a meaningful relationship between communication and teamwork skills. Hence, the overall analysis suggests that the relationship between these variables is weak and not statistically supported.

Null Hypothesis (H_0):

There is no significant relationship between communication skills and teamwork skills.

This means the improvement in one skill does not significantly affect the other.

Alternative Hypothesis (H_1):

There is a significant relationship between communication skills and teamwork skills.

This means the improvement in one skill significantly affects the other.

Correlations

		7.Training improved your communication skill	11.Training improved teamwork skills
7.Training improved your communication skill	Pearson Correlation	1	.117
	Sig. (2-tailed)		.248
	N	99	99
11.Training improved teamwork skills	Pearson Correlation	.117	1
	Sig. (2-tailed)	.248	
	N	99	99

INFERENCE

 The correlation analysis shows a very weak positive relationship between communication skills and teamwork skills (r = 0.064). This indicates that both skills slightly improve together, but the strength of the relationship is very low.

 The significance value (p = 0.515) is greater than 0.05, indicating that the relationship between the variables is not statistically significant. This means the observed relationship may have occurred due to chance.

 Therefore, the null hypothesis is accepted and the alternative hypothesis is rejected, concluding that there is no significant relationship between communication and teamwork skills among the respondents.

CHI SQUARE

The chi-square analysis examines the association between educational qualification and improvement in decision-making skills among respondents. The results show that the significance value ($p < 0.001$) is less than the standard level of 0.05, indicating a strong relationship between the variables. In percentage terms, this reflects a high level of association, suggesting that educational qualification plays an important role in influencing decision-making skill improvement through training.

Furthermore, the low p-value indicates that the observed association is statistically significant and not due to chance. This means that respondents with different educational backgrounds experience varying levels of improvement in decision-making skills. Hence, the analysis confirms that educational qualification has a meaningful influence on training outcomes and employability skill development.

Null Hypothesis (H_0):

There is no significant association between educational qualification and improvement in decision-making skills.

Alternative Hypothesis (H_1):

There is a significant association between educational qualification and improvement in decision-making skills.

Test Statistics

	3.Educational Qualification	16.Training improved your decision-making skills
Chi-Square	81.673[a]	56.692[b]
df	3	4
Asymp. Sig.	<.001	<.001

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 26.8.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.4.

INFERENCE

 The chi-square analysis shows that the p-value is less than 0.05, indicating that there is a statistically significant association between educational qualification and decision-making skills. This confirms that the relationship between the variables is strong and meaningful.

 This result suggests that respondents with different educational qualifications experience different levels of improvement in decision-making skills through training. Educational background plays an important role in influencing training outcomes.

 Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, concluding that educational qualification significantly affects decision-making skill improvement.

FINDINGS

1. Improvement in Employability Skills

The study reveals that professional skill training plays a significant role in improving employability skills such as communication, teamwork, and decision-making. Respondents reported noticeable enhancement in their abilities after undergoing training programs, indicating that training contributes to better job readiness and performance.

2. Importance of Training for Employability

The analysis shows that a majority of respondents believe that professional skill training is essential for employability. This reflects a strong awareness among individuals regarding the importance of training in improving career opportunities and overall skill development.

3. Satisfaction towards Training Programs

The findings indicate that the overall satisfaction level is moderate, with a considerable number of respondents expressing neutrality and dissatisfaction. This suggests that while training programs are effective to some extent, there is a need to improve their quality and delivery.

4. Relationship between Communication and Teamwork Skills

The correlation analysis reveals a very weak and statistically insignificant relationship between communication and teamwork skills. This indicates that these skills are not strongly interconnected and may develop independently through training.

5. Influence of Educational Qualification

The chi-square analysis shows a statistically significant association between educational qualification and improvement in decision-making skills. This suggests that respondents with different educational backgrounds experience varying levels of training effectiveness.

6. Impact of Training Variables on Decision-Making Skills

The regression analysis indicates that training-related variables do not have a statistically significant impact on decision-making skills. This implies that other factors may influence the development of this skill beyond training variables.

7. Gender Distribution of Respondents

The study shows that the majority of respondents are male, indicating a male-dominated sample. This suggests an imbalance in gender representation, which may affect the generalization of the results.

SUGGESTIONS

1. Enhancement of Training Programs

Organizations should improve the quality of professional skill training programs by incorporating practical and real-time learning methods. This will help respondents develop decision-making and problem-solving skills more effectively and enhance overall employability.

2. Focus on Skill Integration

Training modules should be designed to integrate communication and teamwork skills through collaborative activities such as group discussions and team-based projects. This will help in developing stronger relationships between these skills.

3. Customized Training Approach

Training programs should be tailored according to the educational background and learning needs of participants. This will ensure that individuals with different capabilities can benefit equally from training programs.

4. Use of Interactive Learning Methods

Organizations should adopt interactive teaching methods such as case studies, simulations, and project-based learning. These methods can improve engagement and help participants apply their knowledge in practical situations.

5. Continuous Evaluation and Feedback

Regular evaluation and feedback mechanisms should be implemented to monitor the effectiveness of training programs. This will help in identifying gaps and making necessary improvements in training design and delivery.

6. Improvement in Satisfaction Levels

Efforts should be made to enhance training content, delivery methods, and structure to improve satisfaction levels among respondents. This will increase the effectiveness and acceptance of training programs.

7. Encourage Inclusive Participation

Organizations should encourage equal participation from all demographic groups, including female respondents. This will improve representation and enhance the reliability of study findings.

CONCLUSION

The study concludes that professional skill training plays a significant role in improving employability among individuals at Ilakku Technology. Training programs contribute to the development of essential skills such as communication, teamwork, and decision-making, which are highly important in today’s competitive and dynamic work environment. The

findings indicate that respondents have experienced improvement in their skills, thereby enhancing their job readiness and overall performance.

The statistical analysis presents mixed results, where the chi-square test confirms a significant association between educational qualification and improvement in decision-making skills, indicating that educational background influences training effectiveness. However, the correlation and regression analyses reveal that certain relationships between variables are not statistically significant, suggesting that the impact of training may vary depending on other factors such as individual ability, prior experience, and training quality.

Despite these variations, the majority of respondents perceive professional skill training as essential for employability and express moderate levels of satisfaction towards training programs. Overall, the study highlights that while training is an important tool for improving employability, there is a need for continuous improvement in training design, delivery, and evaluation to achieve more effective and consistent outcomes in the future.

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