

A Study on the Training Effectiveness of the Skill Development Center

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Abstract:

In the ever-evolving field of industrial workforce development, businesses are prioritizing skill development more in order to increase operational effectiveness and remain competitive. The effectiveness of a skill development center in improving the operational and technical skills of its employees is evaluated by this study. 152 respondents' information was gathered using structured questionnaires as part of a descriptive study design. The data was analyzed using a variety of non-parametric statistical methods, including the Chi-square test, Spearman's correlation, the Mann-Whitney U test, the Kruskal-Wallis H test, and percentage analysis. The results demonstrate that the training programs significantly enhanced technical proficiency, job performance, and confidence at work. Most participants felt that the training was highly relevant to their work.

1. INTRODUCTION

Training and development are essential for organizational growth, especially in light of the shifting industrial landscape. Given the speed at which technology is developing, businesses make investments in upskilling to keep employees engaged and competitive. Skill Development Centers make a substantial contribution to the enhancement of workforce capabilities by means of structured programs that prioritize technical skills, quality, safety, lean practices, and leadership. These programs are developed by experts working together and are then taught using modern methods like simulations and e-learning. But the true value of training lies in how effective it is. This study aims to assess how well such training meets the needs of employees, improves productivity, and aligns with strategic goals. It also identifies gaps and success factors and offers recommendations for enhancing future training outcomes.

2. OBJECTIVES

- To assess the alignment of training programs with job requirements.
- To measure the impact of training on trainee's performance.
- To evaluate trainee's satisfaction with the training process.
- To identify gaps and suggest improvements in the training system.

3. SCOPE

This study evaluates the effectiveness of a skill development center with a focus on how its training programs enhance skills, knowledge, and job readiness. Because it not only imparts technical expertise but also develops practical competencies and confidence, training is crucial in today's competitive job market. In order to foster both professional and personal development, the study looks at how these

programs improve behavioral competencies, knowledge pertinent to the industry, and job-specific skills. It also assesses the training's applicability to job roles, trainee satisfaction, and long-term career development. The study aims to determine how well the Center supports participants' career goals and prepares them for workplace challenges by examining these factors.

4. REVIEW OF LITERATURE

Shivani Kapoor and Jagriti Gupta (2025) investigate how skill development initiatives affect Indian women's economic participation and empowerment. They draw attention to the ways programs like the Skill India Mission advance women's financial independence and gender equality. In order to improve these programs' long-term efficacy, the study highlights the necessity of inclusive policies and more robust regulatory frameworks.

Dr. Anupma Kumari (2024) focuses on skill development in rural India, particularly in Bihar's Saran district. Her research indicates a discrepancy between training curricula and real industry demands, specifically an excessive focus on IT-related education. To better match training with local job opportunities, she suggests changing policies and extending infrastructure.

GS Arunkumar, Rajender Parsad, and Shiv Kumar (2021) evaluate the success of skill-building initiatives in Karnataka's aspirational districts of Raichur and Yadgir. According to their findings, adequate need assessment is lacking even though training coverage is high. The study suggests increasing trainee motivation and refining training methods in accordance with regional requirements.

Mitra (2021) assesses the macroeconomic advantages of skill-development initiatives in India, observing favorable impacts on employment and GDP growth. The study points out issues like regional differences and training curricula that don't match industry demands. To guarantee program success, it promotes stronger industry integration and long-term funding sources.

5. RESEARCH METHODOLOGY

This study employed a descriptive research design as its methodology. Purposive sampling was used to select 152 trainees from a population of 250 using the Morgan Table. A structured questionnaire with closed-ended questions (dichotomous, ranking scale, and multiple choice) was used to gather data. Since the data was not found to be normally distributed according to the Kolmogorov-Smirnov normality test, non-parametric tools like the Kruskal-Wallis H-Test and Spearman's Rank Correlation were used.

6. DATA ANALYSIS AND INTERPRETATION

PERCENTAGE ANALYSIS

Table 1: Demographic profile of respondents

Categories	Sub categories	No. of respondents	Percentage (%)
Age	18–24	59	39
	25–30	52	34
	31–38	27	18
	39–44	14	9
Gender	MALE	139	91
	FEMALE	13	9
Qualification	SSLC	45	30
	HSE	24	16

	DIPLOMA	49	32
	UG	28	18
	PG	6	4
Total	All categories	152	100.00

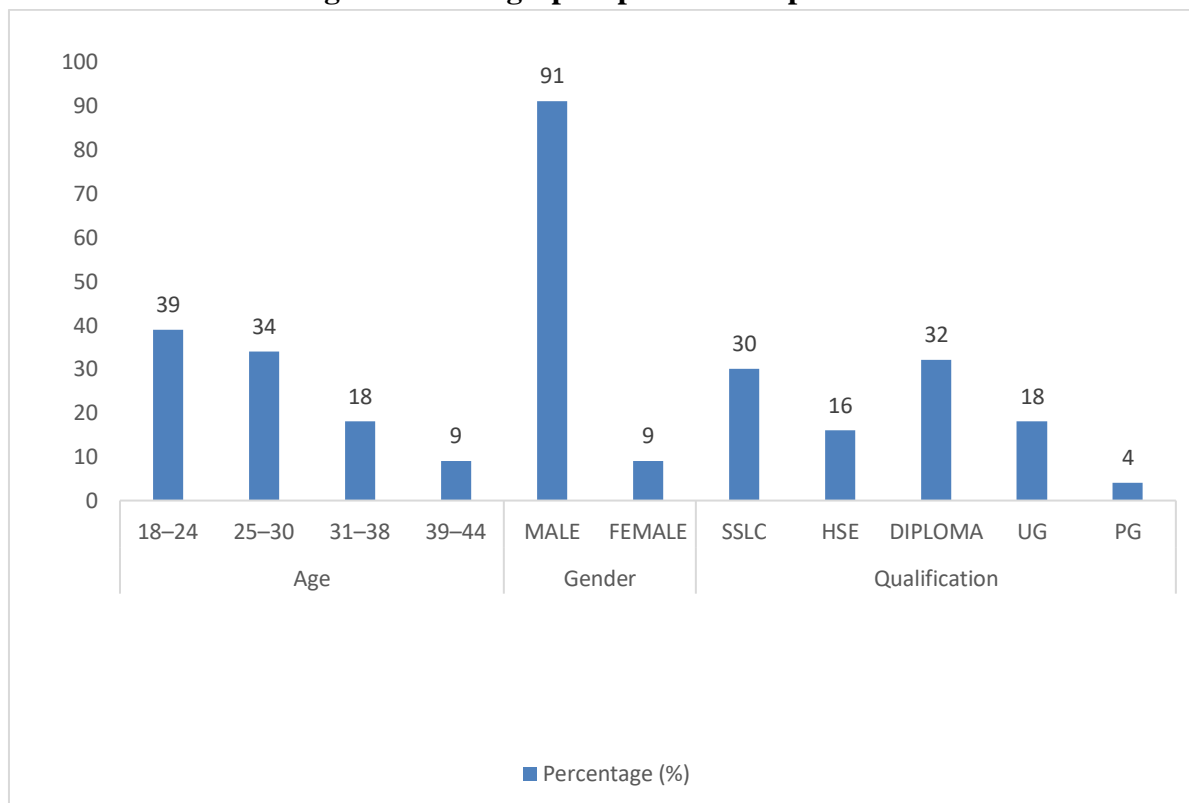
6.1.1 FINDINGS

According to the respondents' age distribution, 39% of them are between the ages of 18 and 24, 34% are between the ages of 25 and 30, 18% are between the ages of 31 and 38, and 9% are between the ages of 39 and 44. Male respondents make up 91% of the sample, while female respondents make up 9%. In terms of credentials, 32% of respondents have a diploma, 18% have an undergraduate degree, 4% have a postgraduate degree, 30% have completed SSLC, and 16% have completed HSE.

6.1.2 INFERENCE

- Most responders (39%) are in the 18–24 age range.
- Ninety-one percent of respondents are men.
- The majority of responders (32%) have a diploma.

Figure 1: Demographic profile of respondents



6.2 SPEARMAN CORRELATION

Null Hypothesis (H0): There is no significant relationship between the alignment of training programs with job requirements and the trainee's satisfaction with the training process.

Alternative Hypothesis (H1): There is a significant relationship between the alignment of training programs with job requirements and the trainee's satisfaction with the training process.

Correlations				
			THE ALIGNMENT OF TRAINING PROGRAMS WITH JOB REQUIREMENTS	EVALUATE TRAINEE’S SATISFACTION WITH THE TRAINING PROCESS.
Spearman's rho	THE ALIGNMENT OF TRAINING PROGRAMS WITH JOB REQUIREMENTS	Correlation Coefficient	1.000	.607**
		Sig. (2-tailed)	.	.000
		N	152	152
	EVALUATE TRAINEE’S SATISFACTION WITH THE TRAINING PROCESS.	Correlation Coefficient	.607**	1.000
		Sig. (2-tailed)	.000	.
		N	152	152
**. Correlation is significant at the 0.01 level (2-tailed).				

6.2.1 INTERPRETATION

Since the p value < 0.05, we reject Null Hypothesis(H₀), There is a significant relationship between the alignment of training programs with job requirements and the trainee's satisfaction with the training process.

6.3 KRUSKAL WALLIS H – TEST

Null Hypothesis (H₀): There is no significant relationship between the impact of training on the trainee's performance and the trainee's satisfaction with the training process.

Alternative Hypothesis (H₁): There is a significant relationship between the impact of training on the trainee's performance and the trainee's satisfaction with the training process.

Ranks				
	1) What is your age group?	N	Mean Rank	Sum of Ranks
MEASURE THE IMPACT OF TRAINING ON TRAINEE'S PERFORMANCE	2	52	40.06	2083.00
	3	27	39.89	1077.00
	Total	79		
EVALUATE TRAINEE'S SATISFACTION WITH THE TRAINING PROCESS.	2	52	39.67	2063.00
	3	27	40.63	1097.00
	Total	79		

Test Statistics ^a		
	MEASURE THE IMPACT OF TRAINING ON TRAINEE'S PERFORMANCE	EVALUATE TRAINEE'S SATISFACTION WITH THE TRAINING PROCESS.
Mann-Whitney U	699.000	685.000
Wilcoxon W	1077.000	2063.000
Z	-.032	-.183
Asymp. Sig. (2-tailed)	.974	.855

a. Grouping Variable: 1) What is your age group?

6.3.1 INTERPRETATION

Since the $p\text{-value} > 0.05$, We fail to reject Null Hypothesis(H_0). There is no significant relationship between the impact of training on a trainee's performance and the trainee's satisfaction with the training process.

7. SUMMARY OF FINDINGS

- Most of the respondents (39%) are in the 18–24 age range.
- Ninety-one percent of respondents are male.
- Of those surveyed, the majority (32%) have earned a diploma.
- A correlation exists between the variables.
- In relation to the variables, there is no discernible variation in the mean rank of Age.

8. SUGGESTIONS

- To increase gender diversity, the study suggests developing training programs that are inclusive of all genders by fostering a secure and encouraging atmosphere, providing flexible training schedules, and aggressively promoting female involvement.
- The study recommends continuous development programs for trainers, focusing on modern teaching methods and learner engagement strategies, to sustain the high effectiveness of training delivery.
- The study suggests offering advanced skill certifications and structured career progression tracks linked to wage enhancement to support career growth among diploma holders and those earning ₹20,000 to ₹25,000.

9. CONCLUSION

Employee performance and skill levels have increased significantly as a result of the training programs provided by the Skill Development Center. Most trainees expressed satisfaction with the training's content, delivery, and relevance to their jobs. Notable improvements were observed in technical proficiency, teamwork, communication, and tool usage. Practical, hands-on learning received overwhelmingly positive feedback. Overall engagement was high, despite a few minor gaps in safety reinforcement and trainee interaction. There are opportunities to make these areas better. Trainees expressed feeling more self-

assured and ready for the workforce after training, demonstrating a strong commitment to continuous skill development. Regular curriculum updates and feedback are recommended to maintain efficacy.

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