

Effect of Corporate Training Programs to Enhance Student's Employability Skills

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Abstract

The abstract provides a concise overview of the research study. This study focuses on the impact of corporate training programs on enhancing the employability skills of professional students in Amravati city with the objective of examining the effectiveness of corporate training programs in improving students' job readiness, confidence, and employability skills. A quantitative research design was adopted for the study. Primary data were collected from 100 respondents using structured questionnaires. Secondary data were collected from books, journals, and previous research studies. Statistical tools such as percentage analysis, correlation, and simple interpretation methods were used for data analysis. The findings reveal that corporate training programs have a significant positive impact on employability skills, student confidence, and overall job readiness, which provides useful insights for colleges, training institutes, and decision-makers. The study contributes to both academic literature and practical management applications in the field of skill development and employability.

Keywords: Corporate Training Programs; Employability Skills; Job Readiness; Skill Development; Student Confidence; Professional Students.

Introduction

In today's highly competitive job market, having a degree alone is no longer enough to get a good job. Employers now look for candidates who not only have academic knowledge but also possess important employability skills such as communication, teamwork, problem-solving ability, adaptability, and professional behaviour. These skills help individuals perform effectively in the workplace and adjust to real organizational environments. As a result, the focus of higher education is gradually shifting from only theoretical learning to skill-based and practical learning.

In India, especially in professional courses like management, engineering, and commerce, many students complete their education with good marks but still face difficulties in getting suitable jobs. One of the main reasons for this is the gap between classroom learning and industry expectations. While colleges mainly focus on syllabus completion and examinations, industries expect job-ready candidates who can communicate well, work in teams, handle real work situations, and take responsibility from the first day of employment.

To reduce this gap, corporate training programs have become an important part of professional education. Corporate training programs include activities such as soft skills training, communication skills, mock interviews, group discussions, presentation practice, internships, live projects, and industry-oriented workshops. These programs are usually conducted by colleges, training institutes, and skill development centres, often in collaboration with industry experts. The main aim of these programs is to prepare students for the corporate world and improve their employability skills before they enter the job market.

In cities like Amravati, where many students come from semi-urban and rural backgrounds, the need for such training programs is even more important. Students may have good academic knowledge but often lack confidence, communication skills, and practical exposure. Because of this, they face problems during interviews and in the initial stages of their careers. Corporate training programs can play a major role in improving their confidence, skills, and overall job readiness.

However, even though many institutions conduct training programs, there is a need to examine how effective these programs actually are. It is important to understand whether these programs really help students improve their employability skills and whether students feel more confident and prepared for jobs after completing such training.

This study focuses on analysing the effect of corporate training programs on enhancing the employability skills of professional students in Amravati city. The study attempts to understand the importance of such training programs in making students job-ready and reducing the gap between education and employment.

This research work is based on the MBA dissertation of the researcher and has not been published elsewhere. The study aims to provide useful insights for educational institutions, training providers, and students to improve the quality and usefulness of corporate training programs and to support better career opportunities for students.

Research Methodology

1. Research Design:

Descriptive research design used to study the effect of corporate training programs on employability skills among students in Amravati city.

2. Sampling Design:

- Universe: The Universe was Amravati city.
- Population: Professional Students in colleges, training institutes, or skill development centers in Amravati offering corporate training.
- Sample Size: 100 students, ensuring diversity in age, gender, and academic streams.
- Sampling Technique: A sampling technique is a method used to select a small, representative group from a larger population for research purposes.

A Convenience sampling Technique will be used.

Objectives of the Study

The present study has been undertaken to understand the role of corporate training programs in improving the employability skills of professional students in Amravati city. The main purpose of this research is to examine whether these training programs really help students become job-ready and confident. The study also focuses on understanding students' expectations and their experience with such training programs.

The specific objectives of the study are:

1. To analyze the impact of corporate training programs on the employability skills of professional students.
2. To examine the expectations and satisfaction level of students towards corporate training programs.
3. To suggest suitable recommendations for improving the effectiveness of corporate training programs.

Review of Literature

In today's competitive job market, having only a degree is not enough to get a good job. Companies want students who also have employability skills such as communication, teamwork, problem-solving, adaptability, and a positive work attitude. Many researchers have studied this problem and have explained why skill training and corporate training programs are important for students.

The idea of employability is supported by Human Capital Theory, which says that education and training are investments that increase a person's value in the job market (Becker, 1964). Students who get extra training become more useful for companies and get better job opportunities. Bhattacharya (2016) found that students who had skill certificates got jobs faster and received better salaries. This shows that skills have real value.

Another important idea comes from Social Cognitive Theory (Bandura, 1986). This theory says that people learn by watching others, practicing, and getting feedback. It also says that confidence is very important for good performance. Iyer and Rao (2021) found that personality development and skill training programs increased students' confidence and self-belief, and this improvement stayed even after some months.

Many studies in India show that there are many "educated but unemployable" graduates. Jyothi and Kumar (2022) found that many students have good marks but still do not get jobs because they are weak in communication, teamwork, and problem-solving. Rajashree and Hulage (2020) also said that there is a big gap between what companies want and what students actually have.

Sharma and Singh (2019) explained that students usually know theory but do not know how to use it in real work. They suggested that colleges should add more practical activities like workshops and projects. Pandey (2016) also found that MBA students know business concepts but cannot use them in real situations. Students who did live projects performed much better.

Many researchers have studied corporate training and soft skill training. Kumar (2018) found that students who received regular soft skill training became more confident and performed better in interviews and group discussions. He also said that activities like role plays, mock interviews, and group discussions are better than only classroom lectures. Sinha (2019) also found that activity-based training is much more useful than only listening to lectures.

Mehta and Patel (2020) found that students who joined corporate training programs got better placements, better salaries, and better career growth. Shukla and Verma (2021) also found that trained students got jobs faster. Patel and Shah (2022) said that corporate training reduced the waiting time for getting a job from six months to three months.

Some studies focused on special training methods. Kulkarni (2017) found that students who attended many mock interviews with proper feedback performed much better in real interviews. Verma and Saxena (2021) found that aptitude training helped students do better in placement tests and interviews.

Other studies showed the importance of internships and industry exposure. Agarwal (2018) found that students who did internships understood business better and improved their communication and presentation skills. Siddarth et al. (2020) found that students were good in teamwork and confidence but weak in communication and business understanding, so they suggested longer and better internships.

From a long-term point of view, Pillai (2019) found that students who learned skills early in their careers got faster promotions, better salaries, and more satisfaction in their jobs. This shows that skill training is useful not only for the first job but also for the whole career.

Some researchers studied the quality of training programs. Deshmukh (2019) found that some training programs work very well while others do not, mainly because of trainer quality and student interest. Tripathi (2017) said that training programs are better when colleges work together with outside trainers.

A few studies talked about city-level and regional problems. Srivastava and Tiwari (2020) found that students from tier-2 cities face more problems because they have less industry exposure and fewer training chances. But when they get good training, their job results improve a lot. This is very true for cities like Amravati.

Some government and skill programs were also studied. Falguni et al. (2024) found that the Gujarat Finishing School program improved students' communication, teamwork, and confidence, especially for poor background students. Tauffiqu and Kesari (2023) also found that vocational education helps students get better jobs.

Research Gap

From all these studies, it is clear that skill training and corporate training programs are very useful. But most studies are done at the national level or in big cities. Very few studies are done in small or semi-urban cities like Amravati.

Also, most studies talk about companies' views. Very few studies talk about students' views, such as how much their skills improved, how satisfied they are, and whether the training really helped them.

There are also very few studies that compare students' skills before and after training at the local level.

So, this study tries to fill this gap by studying the effect of corporate training programs on the employability skills of professional students in Amravati city from the students' point of view.

Recommendations

Based on the findings of the study, several practical and useful recommendations are suggested for colleges, training institutes, and management authorities to improve the effectiveness of corporate training programs.

1. Colleges should include corporate training as a regular part of the course and not keep it only for the final year. Training should start from the first or second year so students get enough time to improve their skills.
2. Training programs should be more practical and less theoretical. More focus should be given to activities like mock interviews, group discussions, presentations, role plays, and case studies.
3. Colleges should invite trainers from industry so students can understand real office and company requirements.
4. Training content should be updated regularly and should match what companies need. Different courses like MBA, Engineering, and Commerce should have separate training programs.
5. Colleges should take feedback from students after every training program and use it to make future programs better.
6. Colleges should check students' improvement before and after training through small tests or activities.

Finally, students should be encouraged to take part actively and practice communication and teamwork in daily college activities, not only during training sessions.

These steps will help colleges prepare students who are more confident, skilled, and ready for jobs.

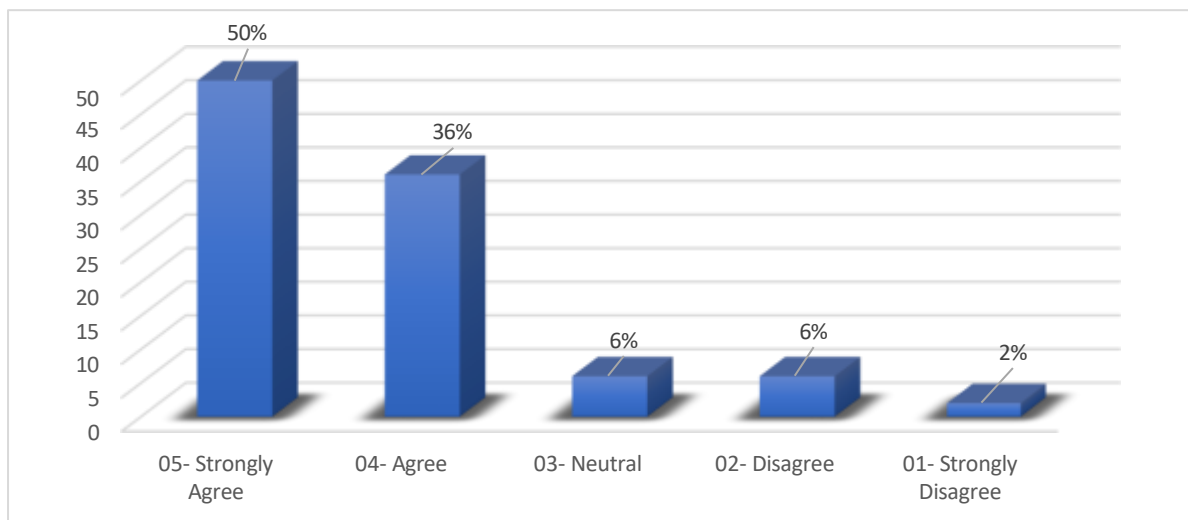
Analysis and interpretation of data

Table No. 1: Analysis of training program improved students' communication skills

Respondent	No. of Respondent	Percentage (%)
05- Strongly Agree	50	50%
04- Agree	36	36%
03- Neutral	06	06%
02- Disagree	06	06%
01- Strongly Disagree	02	02%
Total	100	100%

(Data Source: Primary Data)

Graph No. 1: Graphical Representation of training program improved students' communication skills



(Data Source: Primary Data)

Interpretation:

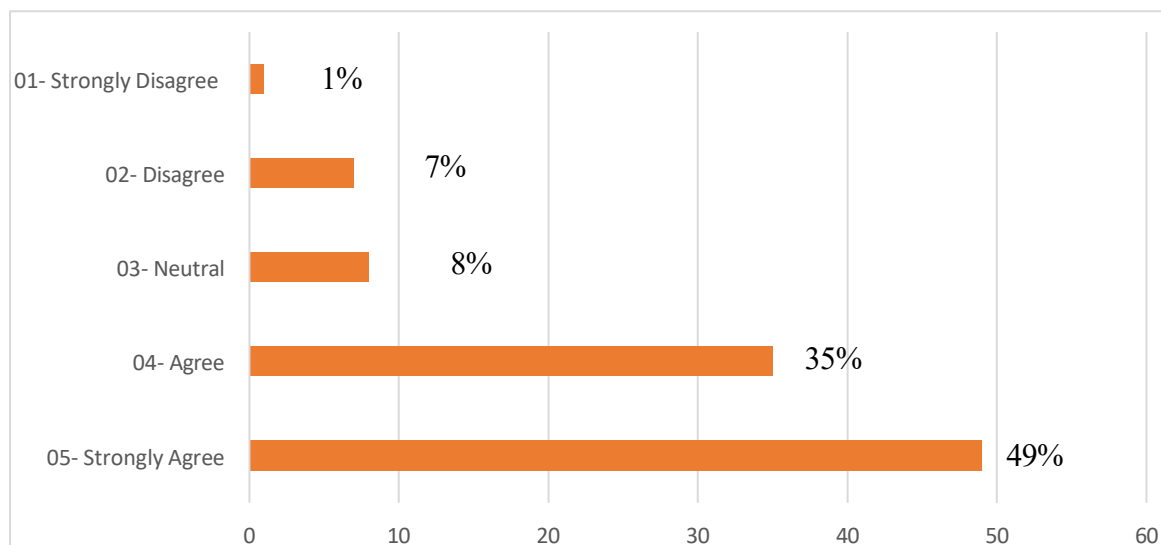
From the above data shows that 50% of respondents strongly agree and 36% agree that the training program improved their communication skills. Only a small percentage remained neutral or disagreed. This indicates that most students believe corporate training helps improve communication ability.

Table No. 2: Analysis of students problem-solving and decision-making skills improved.

Respondent	No. of Respondent	Percentage (%)
05- Strongly Agree	49	49%
04- Agree	35	35%
03- Neutral	08	08%
02- Disagree	07	07%
01- Strongly Disagree	01	01%
Total	100	100%

(Data Source: Primary Data)

Graph No. 2: Graphical Representation of students problem-solving and decision-making skills improved.



(Data Source: Primary Data)

Interpretation:

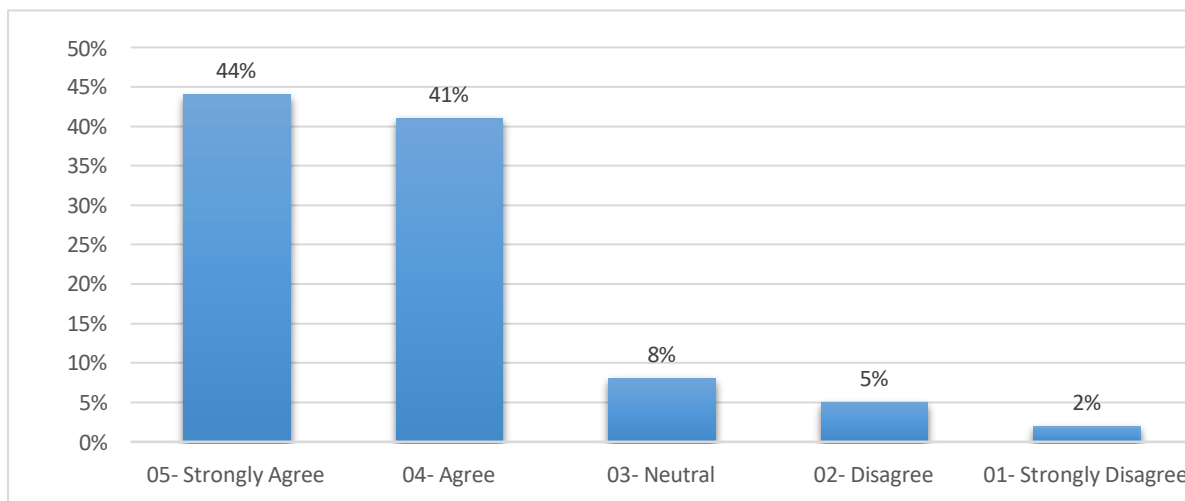
Above data shows that 49% strongly agree and 35% agree that their problem-solving and decision-making skills improved through the training. Very few respondents disagreed. This suggests that the training helps students enhance analytical and decision-making abilities.

Table No. 3: Analysis of students feel more employable and job-ready after the training

Respondent	No. of Respondent	Percentage (%)
05- Strongly Agree	44	44%
04- Agree	41	41%
03- Neutral	08	08%
02- Disagree	05	05%
01- Strongly Disagree	02	02%
Total	100	100%

(Data Source: Primary Data)

Graph No. 3: Graphical Representation of students feel more employable and job-ready after the training



(Data Source: Primary Data)

Interpretation:

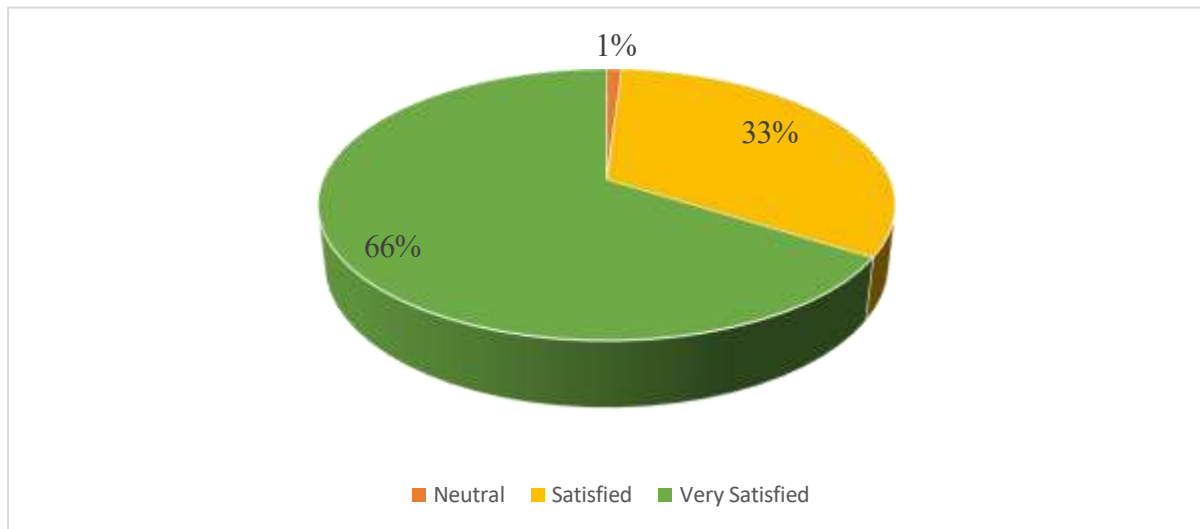
From the above data it indicates that 44% strongly agree and 41% agree that they feel more employable and job-ready after the training. Very few respondents disagreed. This shows that training programs increase students' confidence about employment opportunities.

Table No. 4: Analysis of students' satisfaction regarding overall training

Respondent	No. of Respondent	Percentage (%)
Neutral	1	1%
Satisfied	33	33%
Very Satisfied	66	66%
Total	100	100%

(Data Source: Primary Data)

Graph No. 4: Graphical Representation of students' satisfaction regarding overall training



(Data Source: Primary Data)

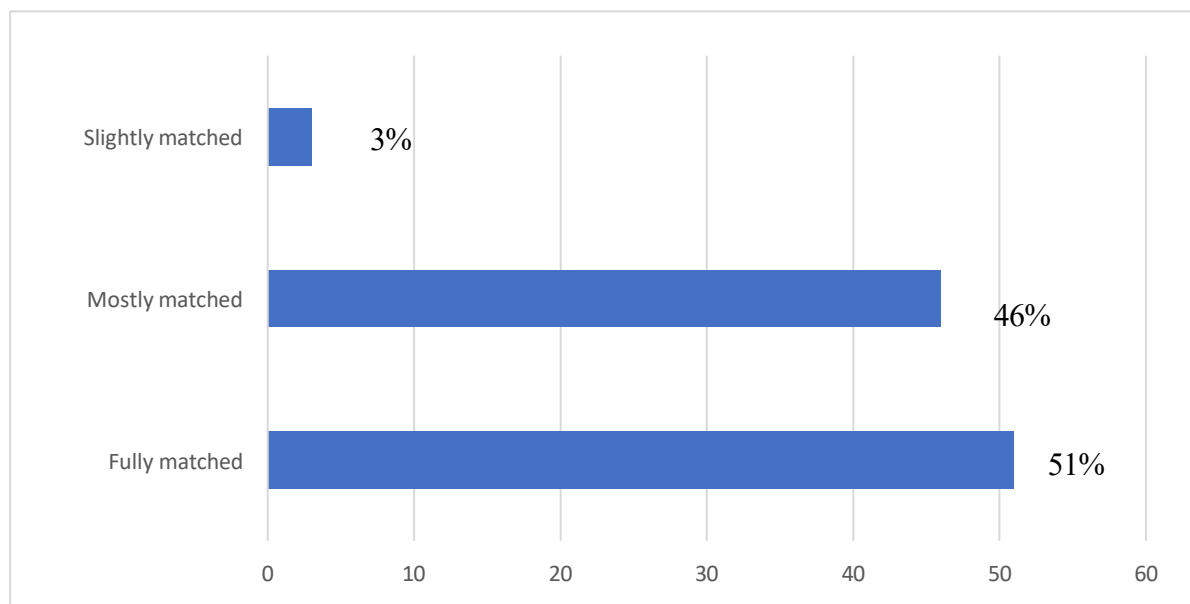
Interpretation:

From above data the satisfaction table shows that 66% of respondents are very satisfied and 33% are satisfied with the overall training program, while only 1% remained neutral. This indicates a high level of satisfaction among students.

Table No. 5: Analysis of how well did the training match students' career goal.

Respondent	No. of Respondent	Percentage (%)
Fully matched	51	2%
Mostly matched	46	1%
Slightly matched	3	29%
Total	100	100%

(Data Source: Primary Data)

Graph No. 5: Graphical Representation of Graph how well did the training match students' career**Interpretation: -**

Above data shows that 51% of respondents their career goals are fully matched with the training while 46% are mostly match and only 3% has slightly matched goals. Therefore, it shows that most of respondent training has match with their career goals.

Conclusion

The present study was conducted to understand the impact of corporate training programs on the employability skills of professional students in Amravati city. The study focused on finding out whether these training programs help students improve their communication, confidence, teamwork, and overall job readiness. The results of the study clearly show that corporate training programs play an important role in making students more skilled and confident for the job market. Most students felt that training programs helped them perform better in interviews and understand workplace behaviour.

The study also confirms that academic knowledge alone is not enough and that skill-based training is necessary for success in today's competitive environment. From a practical point of view, the study helps colleges and training institutes understand the importance of regular and well-planned training programs. From a theoretical point of view, the study supports the idea that training and skill development improve employability and human capital.

Thus, the study contributes both to education practice and to management thinking by showing that corporate training is an essential part of professional education.

Scope for Future Research

The present study is limited to professional students in Amravati city and focuses only on the impact of corporate training programs on employability skills. Therefore, there is wide scope for future research in this area.

Future studies can be conducted with a larger sample size and in other cities or states to compare results and get a broader understanding. Researchers can also include students from general degree courses and compare them with professional students. Another important area for future research is to collect data from employers and trainers to understand their views about students' skills and training effectiveness.

Future studies can also do a comparative study between trained and untrained students to clearly measure the real impact of training. Researchers can further study the long-term effect of training on career growth, job performance, and promotions after students get placed. In addition, future research can focus on specific types of training such as communication skills, technical skills, or personality development programs separately.

These studies will help in improving training quality and making students more job-ready.

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