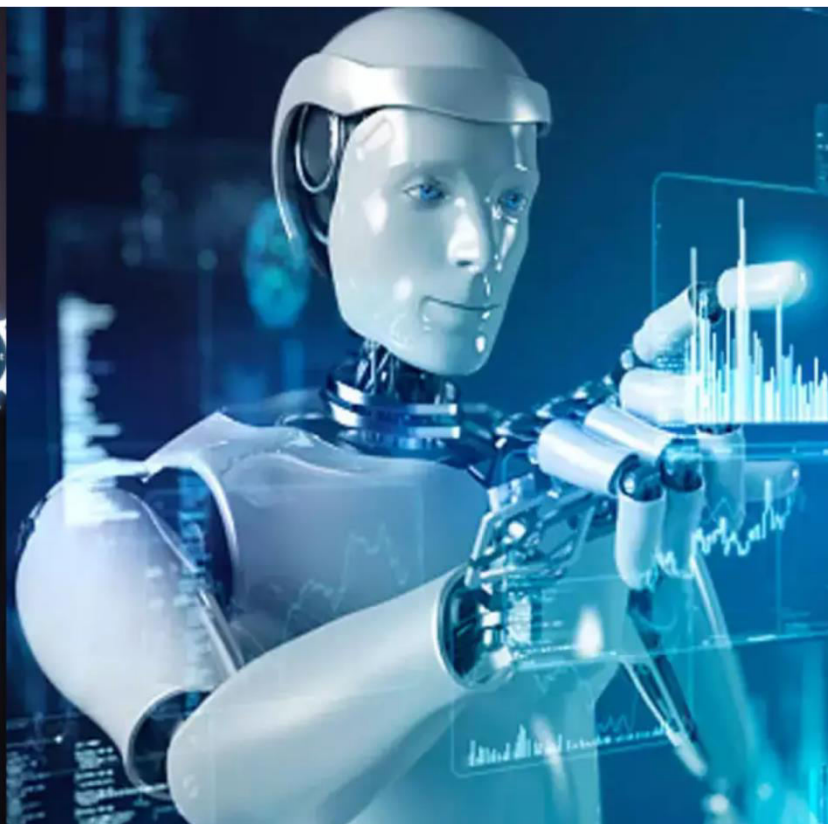




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A Study on the Effectiveness of Training & Internship Programs in Enhancing Industry-Ready Skills: With Reference to ElythraEdufyi Tech Solutions

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ABSTRACT: The demand for industry-ready graduates has intensified in recent years, driven by rapid technological advancements and evolving corporate expectations. Traditional academic learning often falls short in equipping students with the practical skills required to thrive in dynamic workplaces. As a result, training and internship programs have become essential in bridging the gap between theoretical knowledge and industry application. The objective of the study is to analyse on the effectiveness of training & internship programs in enhancing industry-ready skills with reference to ElythraEdufyi Tech Solutions. The research design adopted for this study is descriptive research design. Descriptive research is used to describe the characteristics of a particular phenomenon or group under study. Both primary and secondary data have been ensure accuracy and reliability. The data collected from respondents have been analyzed using statistical tools. The main tools used for analysis include Simple Percentage Analysis, Chi-Square Test, and Correlation Analysis. It is found that the analysis of responses regarding the development of teamwork and collaboration skills shows that 26.7% of respondents reported strong development, 31.7% indicated moderate development, 23.3% experienced slight development, and 18.3% stated that such skills were not developed, out of a total of 120 respondents. The distribution reflects the varying levels of teamwork and collaboration skill development among the respondents. The findings indicate that while course content is generally relevant to industry needs, there is room for improvement to enhance its alignment with current practices. The majority of respondents are young adults between the ages of 18 and 23, reflecting the predominant demographic participating in training and internship programs.

KEYWORDS: Training Programs, Internship, Industry-Ready Skills, Teamwork and Collaboration

I. INTRODUCTION

The demand for industry-ready graduates has intensified in recent years, driven by rapid technological advancements and evolving corporate expectations. Traditional academic learning often falls short in equipping students with the practical skills required to thrive in dynamic workplaces. As a result, training and internship programs have become essential in bridging the gap between theoretical knowledge and industry application. This study seeks to evaluate the effectiveness of ElythraEdufyi Tech Solutions' training and internship initiatives in preparing students for industry challenges. By analyzing skill development, employability outcomes, and student satisfaction, the research aims to highlight the value of experiential learning models in modern education. The findings will contribute to a deeper understanding of how structured training programs can strengthen career readiness and provide actionable insights for improving future program design.

In the contemporary business environment, the demand for graduates who are not only academically qualified but also industry-ready has grown exponentially. Rapid technological advancements, globalization, and evolving corporate expectations have created a dynamic landscape where theoretical knowledge alone is insufficient. Employers increasingly seek candidates who can demonstrate practical skills, adaptability, and problem-solving abilities from the

very beginning of their careers. This shift has placed significant emphasis on training and internship programs as essential mechanisms for bridging the gap between classroom learning and workplace requirements.

Objectives of the study

- To analyze the effectiveness of training and internship programs provided by ElythraEdufyi Tech Solutions in developing industry-ready skills among students.
- To study the impact of real-time project exposure on student learning outcomes.
- To assess student satisfaction with the training methodologies used.
- To identify the skills gained through the internship and their relevance to industry expectations.

II. REVIEW OF LITERATURE

Noe (2017) further explained that training programs are essential for developing employees' competencies and improving organizational performance. According to the author, effective training programs include structured learning objectives, practical exercises, and continuous evaluation methods. Such programs help employees and students enhance their technical knowledge and professional skills. Noe also emphasized that training helps individuals adapt to rapidly changing technological environments and organizational requirements. As a result, organizations that invest in training programs are more likely to achieve higher productivity and employee satisfaction.

Jackson (2015) highlighted that internships help students develop important employability skills such as communication, teamwork, leadership, and time management. According to the study, internship programs also enhance students' self-confidence and prepare them to face real workplace challenges. The author concluded that internship experiences are essential for improving career readiness among graduates.

Furthermore, Jackson (2015) explained that internship programs provide students with practical exposure to professional environments, which helps them understand the expectations and responsibilities associated with different job roles. Through internships, students are able to apply theoretical knowledge learned in academic institutions to real workplace situations, thereby strengthening their professional competencies.

Binder, Baguley, Crook, and Miller (2015) found that students who participate in internship programs demonstrate higher levels of motivation and career clarity. Their study indicated that internships positively influence students' academic performance and professional development. Internship experiences also help students build strong professional networks that support their career growth.

III. RESEARCH METHODOLOGY

The research design adopted for this study is descriptive research design. Descriptive research is used to describe the characteristics of a particular phenomenon or group under study. Both primary and secondary data have been ensure accuracy and reliability. The data collected from respondents have been analyzed using statistical tools. The main tools used for analysis include Simple Percentage Analysis, Chi-Square Test, and Correlation Analysis.

IV. DATA ANALYSIS AND INTERPRETATION

Table No. 1 Age Group

Age Group	Frequency (n)	Percentage (%)
Below 18	8	6.70%
18–20	42	35.00%
21–23	50	41.70%
Above 23	20	16.70%
Total	120	100%

Source: Primary data

INTERPRETATION

Respondents based on age group shows that 41.7% belong to the 21–23 category, 35.0% fall within the 18–20 group, 16.7% are above 23 years, and 6.7% are below 18 years, out of a total sample of 120 respondents. The distribution indicates that the data is primarily composed of individuals in the early twenties age range, reflecting the age profile of the participants included in the study.

Table No. 2 Course Content Relevance

Response Category	Frequency (n)	Percentage (%)
Highly Relevant	30	25.00%
Relevant	40	33.30%
Somewhat Relevant	28	23.30%
Not Relevant	22	18.30%
Total	120	100%

Source: Primary data

INTERPRETATION

The analysis of responses regarding the relevance of course content to industry needs shows that 25.0% of respondents perceived it as highly relevant, 33.3% considered it relevant, 23.3% found it somewhat relevant, and 18.3% stated that it is not relevant, out of a total of 120 respondents. The distribution presents the overall perception of respondents toward the alignment of course content with industry requirements.

Table No. 3 Duration of Training/Internship

Duration Category	Frequency (n)	Percentage (%)
Less than 1 month	18	15.00%
1–3 months	46	38.30%
3–6 months	34	28.30%
More than 6 months	22	18.30%
Total	120	100%

Source: Primary data

INTERPRETATION

The analysis of responses regarding the duration of training or internship shows that 15.0% of respondents completed less than 1 month, 38.3% underwent training for 1–3 months, 28.3% participated for 3–6 months, and 18.3% completed more than 6 months, out of a total of 120 respondents. The distribution reflects the varying durations of training or internship experiences among the respondents included in the study.

Table No. 4 Teamwork & collaboration skills developed

Response Category	Frequency (n)	Percentage (%)
Strongly Developed	32	26.70%
Moderately Developed	38	31.70%
Slightly Developed	28	23.30%
Not Developed	22	18.30%
Total	120	100%

Source: Primary data

INTERPRETATION

The analysis of responses regarding the development of teamwork and collaboration skills shows that 26.7% of respondents reported strong development, 31.7% indicated moderate development, 23.3% experienced slight development, and 18.3% stated that such skills were not developed, out of a total of 120 respondents. The distribution reflects the varying levels of teamwork and collaboration skill development among the respondents.

V. CHI-SQUARE ANALYSIS: RELATIONSHIP BETWEEN AGE GROUP AND COURSE CONTENT RELEVANCE

HYPOTHESIS TESTING

Null hypothesis (H0): There is no significant relationship between age group and course content relevance

Alternative hypothesis (H1): There is some significant relationship between age group and course content relevance

Test	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.945	9	0.539
Likelihood Ratio	8.12	9	0.524
Linear-by-Linear Association	0.112	1	0.738
N of Valid Cases	120		

INTERPRETATION

The Chi-Square analysis shows a P value of 0.539, which is greater than the 0.05 significance level. Therefore, the result is not statistically significant, and the null hypothesis is accepted. This indicates that there is no significant association between age group and perception of course content relevance among the respondents.

VI. CORRELATION ANALYSIS: RELATIONSHIP BETWEEN DURATION OF TRAINING/INTERNSHIP AND TEAMWORK & COLLABORATION SKILLS DEVELOPED

	Duration of Training/Internship	Teamwork & Collaboration Skills Developed
Duration of Training/Internship	1	0.682**
Teamwork & Collaboration Skills Developed	0.682**	1
Sig. (2-tailed)	—	0
N	120	120

Correlation is significant at the 0.01 level (2-tailed).

INTERPRETATION

The correlation analysis based on 120 respondents shows that the coefficient of correlation between the duration of training/internship and teamwork & collaboration skills developed is 0.682, indicating a positive relationship. This suggests that as the duration of training or internship increases, the level of teamwork and collaboration skills developed also tends to increase, and the relationship is statistically significant at the 0.01 level.

VII. SUGGESTIONS

- The company should design training programs that specifically cater to the needs and learning styles of young adults, as most respondents are in the 18–23 age range.
- The company should regularly update course content to ensure it aligns closely with current industry requirements and practices.
- The company is advised to offer flexible training durations to accommodate varying learning paces and maximize participation.
- The company should consider extending the duration of training or internships to enhance skill development, particularly in teamwork and collaboration.
- The company should incorporate interactive and collaborative activities, such as group projects and role-playing exercises, to strengthen practical skills.
- The company should implement mentorship programs to provide guidance and feedback to trainees, enhancing learning outcomes.
- The company should introduce structured feedback sessions to monitor skill development and adjust training programs accordingly.
- The company should provide exposure to real-world industry scenarios through workshops, guest lectures, or site visits to improve practical understanding.
- The company should utilize assessment tools to measure skill improvement before and after training, ensuring objectives are met.
- The company should continuously review and refine the training curriculum to reflect emerging industry trends and technological advancements.

VIII. CONCLUSION

The majority of respondents are young adults between the ages of 18 and 23, reflecting the predominant demographic participating in training and internship programs. The findings indicate that while course content is generally relevant to industry needs, there is room for improvement to enhance its alignment with current practices. Training and

internship durations vary, and longer programs appear to support better development of teamwork and collaboration skills. Overall, the analysis suggests that carefully designed training programs, incorporating interactive learning, industry exposure, and structured feedback, can significantly enhance skill development. Implementing flexible training durations, updated course content, and mentorship opportunities will further ensure that trainees acquire practical competencies, improve collaboration, and are better prepared to meet industry expectations.

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