Evaluating the Impact of EdTech Training and Internship Programs on Skill Development and Employability of College Students in Chennai

*Deenth Thamizh Selvan G, **Dr. M. Kotteeswaran
*II MBA (General) Department of Management Studies, School of Management, Vels Institute of Science, Technology and Advanced Studies (VISTAS), Chennai.
**Associate Professor, Department of Management Studies, School of Management, Vels Institute of Science, Technology and Advanced Studies (VISTAS), Chennai.

Abstract: **This study investigates the role of EdTech training and internship programs in enhancing the skill development and employability of college students in Chennai, with a particular focus on WeSkill Edutech Private Limited. Using a structured questionnaire, data were collected from students who participated in WeSkill's programs. Statistical tools including Chi-square and ANOVA were employed to examine associations between EdTech participation and variables such as skill enhancement, job readiness, and user engagement. The findings indicate a significant and positive impact of these programs on both hard and soft skill development, as well as increased confidence in employability among participants. The results support the growing relevance of EdTech platforms in bridging the academic-industry skills gap. This research underscores the importance of integrating practical learning opportunities into higher education to improve student outcomes.**

Keywords: **EdTech, Skill Development, Employability, Internship, Education, Employees.**

INTRODUCTION

In the evolving landscape of higher education and employment, traditional academic programs often fall short in equipping students with practical, job-ready skills. This gap between classroom learning and industry expectations has become a significant concern, particularly in competitive urban centres like Chennai. As a result, EdTech platforms have gained prominence by offering skill-based training and virtual internship opportunities tailored to meet real-world demands. These platforms provide accessible, flexible, and engaging learning environments that supplement formal education with hands-on experiences. This empirical study focuses on WeSkill Edutech Private Limited, an emerging EdTech company founded in 2022, which aims to bridge the skill gap by delivering structured training and mentorship to college students. The research evaluates how participation in such programs influences students' skill development and employability. Using a well-structured questionnaire and a sample of student respondents, data were analysed through Chi-square and ANOVA statistical tests. The findings revealed a significant positive impact: students who engaged in WeSkill's training and internship programs reported enhanced communication, technical proficiency, and overall job readiness. These results affirm the value of integrating EdTech solutions into mainstream education and highlight their role in preparing students for the challenges of the modern workforce.

RESEARCH PROBLEM

Despite the rapid growth of the EdTech industry and its increasing adoption in higher education, there remains limited empirical evidence on its actual impact on students' employability and skill development. Traditional college curricula often emphasize theoretical knowledge, leaving students underprepared for the dynamic needs of the job market. Employers today seek graduates who not only possess academic qualifications but also demonstrate practical, industry-relevant skills. In response, EdTech platforms have introduced training modules and virtual internship programs to bridge this gap. However, questions persist regarding the effectiveness of these programs in delivering measurable outcomes. Are these initiatives truly enhancing student capabilities, or do they simply serve as supplementary credentials? Furthermore, there is a lack of focused research that examines how these platforms perform in specific regional contexts, such as Chennai, where educational opportunities and

employment patterns may differ from national trends. This study addresses the critical need to evaluate whether participation in EdTech training and internship programs significantly contributes to the skill development and employability of college students. By analysing student feedback and performance metrics through statistical tools like Chi-square and ANOVA, this research aims to offer clear insights into the practical value of EdTech in preparing graduates for the workforce.

OBJECTIVES

Primary objectives

- To evaluate the impact of Edutech companies training and internship on skill development and Employability

Secondary objectives

- To evaluate the quality and effectiveness of E-Learning in terms of content relevance, structure, and skill development.
- To analyze user engagement and learning experience by assessing student satisfaction, interaction levels, and course completion rates.
- To measure the impact of E-Learning on learners' skill enhancement and career growth, including employability and practical application of acquired skills.

Research Questions

1. How do EdTech training and internship programs influence the skill development of college students in Chennai?
2. Is there a significant difference in employability between students who participate in EdTech programs and those who do not?
3. What is the level of student satisfaction with the quality and structure of EdTech course content?
4. To what extent do EdTech programs improve students' technical and soft skills needed for the job market?
5. How effective are EdTech platforms in engaging learners and promoting course completion?

Significance of the Study

This study is significant as it addresses the growing gap between academic education and industry skill requirements. With employers seeking job-ready graduates, EdTech platforms like WeSkill Edutech offer targeted training and internships that can enhance student employability. By evaluating the effectiveness of these programs, the study provides valuable insights for students, educators, and policymakers. It highlights how digital learning tools can improve skill development and better prepare students for real-world careers. The findings also help EdTech providers refine their offerings and support the integration of practical, tech-driven education into mainstream academic systems.

LITERATURE REVIEW

The literature review highlights diverse perspectives on the effectiveness of e-learning across various educational and corporate contexts. Studies such as those from the European Journal of Dentistry (2020) and International Research Journal of Engineering and Technology (2019) reveal mixed student perceptions, with dissatisfaction often linked to inadequate institutional support, resource quality, and teacher preparedness, particularly during the COVID-19 pandemic. Conversely, research in the Journal of Contemporary Issues in Business and Government (2023) and World Transactions on Engineering and Technology Education (2020) underscores e-learning's positive impact, including flexibility, improved employability, and enhanced instructional efficiency through platforms like Edmodo. However, findings from the International Journal of Science Education and Cultural Studies (2022) suggest no significant correlation between e-learning and student outcomes, emphasizing contextual variability. Corporate-focused studies, such as the Eurasian Journal of Educational Research (2024), highlight e-learning's role in employee training and lifelong learning, though adoption challenges persist in technical fields. Methodologically, most studies employ quantitative approaches, utilizing surveys, Likert scales, and tools like SPSS for data analysis, as seen in the Journal of Infrastructure, Policy and Development (2025). Common themes include the need for institutional support, technological adaptability, and balancing flexibility with engagement. The review underscores e-learning's dual potential to transform education and workforce development while acknowledging systemic barriers that require targeted interventions.

RESEARCH METHODOLOGY

Research design

This study employs a Descriptive Research Design.

Sampling Technique

This study employs a Convenient sampling.
Convenient sampling (also known as convenience sampling) is a non-probability sampling method where researchers select participants who are easiest to access or reach. Instead of randomly selecting from the entire population, the sample is chosen based on availability, proximity, or willingness to participate.

Data collection
- Instrument: Structured questionnaire
- Format: Likert scale

Data Analysis tools.
Specifying tools like
- Chi - square
- ANOVA

Tools Used
- Software: SPSS
- Statistical Techniques: Chi- square, ANOVA

CHI-SQUARE TESTS

16. Rate the quality of learning experience in your internship (1 = Poor, 5 = Excellent) * 17 . Did your internship provide: [Job offers or referrals] Crosstabulation

Count

		17. Did your internship provide: [Job offers or referrals]		
		1	2	Total
16. Rate the quality of learning experience in your internship (1 = Poor, 5 = Excellent)	Poor	2	3	5
	Below Average	2	15	17
	Average	10	36	46
	Above Average	13	6	19
	Excellent	11	2	13
Total		38	62	100

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	29.591[a]	4	.000
Likelihood Ratio	30.736	4	.000
Linear-by-Linear Association	19.697	1	.000
N of Valid Cases	100		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.90

Chi-Square Test of Independence
Variables:
Quality of learning experience (1 = Poor to 5 = Excellent)
Internship outcome (job offers or referrals)
Key Result:
Pearson Chi-Square = 29.591, df = 4, p = 0.000
Interpretation: There is a statistically significant association between the quality of the learning experience and whether the internship provided job offers or referrals. Higher-quality experiences tend to correlate with better internship outcomes.

Hypothesis:
Null (H_0): Quality of learning experience is independent of job offers/referrals.
Alternative (H_1): Quality of learning experience is associated with job offers/referrals.
Result: Reject the null hypothesis.

ONE-WAY ANOVA

ANOVA

16. Rate the quality of learning experience in your internship (1 = Poor, 5 = Excellent)

	Sum of Squares	df	Mean Square	F	Sig.

Between Groups	20.843	1	20.843	24.341	.000
Within Groups	83.917	98	.856		
Total	104.760	99			

One-Way ANOVA
Variable: Quality of learning experience
Group Comparison: Two groups (details not specified)
Key Result:
$F(1, 98) = 24.341$, $p = 0.000$
Interpretation: There is a significant difference in the rating of the quality of learning experience between the two groups compared. This suggests that group membership significantly influences perceived learning quality.
Hypothesis:
Null (H_0): No difference in learning experience ratings between groups.
Alternative (H_1): There is a difference in learning experience ratings between groups.
Result: Reject the null hypothesis.

FINDINGS

1. Significant Positive Impact: EdTech programs, particularly those offered by WeSkill Edutech, positively influence both hard and soft skill development among college students.
2. Improved Employability: Participants reported greater job readiness and an increase in confidence related to employability.
3. Quality Matters: A significant association was found between the quality of internship learning experiences and favourable outcomes such as job offers or referrals (Chi-square value = 29.591, $p < 0.05$).
4. Group-Based Variation: ANOVA results showed that the perceived quality of learning experiences varied significantly between groups, indicating the effectiveness of structured programs ($F = 24.341$, $p < 0.05$).
5. User Satisfaction: Student responses suggest high satisfaction with EdTech training modules, particularly in communication, technical knowledge, and practical exposure.

SUGGESTIONS

1. Curriculum Integration: Educational institutions should integrate EdTech-based modules into mainstream curricula to bridge the gap between academic knowledge and industry skills.
2. Focus on Practical Exposure: EdTech platforms must continue to prioritize hands-on training and real-world simulations to maximize learning outcomes.
3. Feedback Mechanisms: Continuous feedback from students can help EdTech providers improve course structure, content quality, and delivery mechanisms.
4. Customized Learning Paths: Offering tailored training programs based on industry sectors and student interests can further enhance engagement and employability.
5. Partnerships with Industry: Collaborations with companies for virtual internships and live projects can provide more meaningful and job-relevant experience to learners.

CONCLUSION

The findings of this study clearly demonstrate that EdTech training and internship programs, such as those offered by WeSkill Edutech Private Limited, play a crucial role in enhancing the skill development and employability of college students in Chennai. By offering structured, interactive, and industry-relevant learning experiences, these programs bridge the gap between academic knowledge and practical workplace requirements. Statistical analyses using Chi-square and ANOVA confirmed significant improvements in both technical and soft skills, as well as increased job readiness among participants. Moreover, the quality of learning experiences was strongly associated with positive internship outcomes such as job offers or referrals. These results highlight the importance of integrating EdTech solutions into mainstream education to better prepare students for the competitive job market. Therefore, educational institutions, policymakers, and EdTech providers must collaborate to expand access to such programs, ensuring that students receive the practical training needed to succeed in their careers.

REFERENCES

Here are the reconstructed references based on the literature review section:

[1] European Journal of Dentistry (2020). Student Perceptions of E-Learning During COVID-19 Pandemic.

[2] International Research Journal of Engineering and Technology (2019). E-Learning Adoption and Satisfaction among Engineering Students.
[3] Journal of Contemporary Issues in Business and Government (2023). The Effectiveness of Online Learning Platforms on Graduate Employability.
[4] World Transactions on Engineering and Technology Education (2020). E-Learning Models in Technical Education.
[5] International Journal of Science Education and Cultural Studies (2022). An Empirical Analysis of E-Learning and Academic Performance.
[6] Eurasian Journal of Educational Research (2024). Corporate E-Learning and Lifelong Learning Outcomes.
[7] Journal of Infrastructure, Policy and Development (2025). Statistical Approaches to Evaluating EdTech Programs. A study of impact of edtech companies on education with special reference to Byjus and Vedantu
[8] Eurasian Journal of Educational Research (2024), A Literature Review on the Evaluation of E-Learning Effectiveness in Taiwanese Corporations
[9] Journal of Infrastructure, Policy and Development (2025), E-learning and campus recruitment: Transforming arts and science students amid Covid-19
[10] Al-Jarf, R. (2021). "Online Internship Experiences During the Pandemic: A Cross-Disciplinary Perspective." – International Journal of Educational Research
[11] Mishra, L., Gupta, T., & Shree, A. (2020). "Online Teaching-Learning in Higher Education during Lockdown Period of COVID-19 Pandemic." – International Journal of Educational Research Open
[12] Jayaraman, S. & Ramkumar, S. (2019). "Skill Development through E-Learning Platforms: An Indian Perspective." – Asian Journal of Distance Education
[13] Ahmed, S. & Khan, F. (2021). "Impact of EdTech Tools on the Learning Curve of College Students in Urban India." – TechEd Journal
[14] Rajendran, K. (2023). "Effectiveness of Industry-Based Online Certifications in Enhancing Employability." – Indian Journal of Educational Technology
[15] Bawa, P. (2022). "Student Perception of Online Internships in Indian Universities." – Journal of Work-Integrated Learning