

# A Study on The Workforce Reskilling and Upskilling During Employee Development at Selected It Companies, Hyderabad

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**Abstract:** In today's fast-evolving business landscape driven by the Fourth Industrial Revolution (4IR) and swift technological changes, organizations are under continuous pressure to remain agile and competitive. Because of this, reskilling and upskilling are becoming more and more important as proactive approaches to workforce growth. Examining how reskilling and upskilling affect satisfaction with work, efficiency, and organizational success is the goal of this study, which focuses on a few chosen fast-moving consumer good companies. Full-time employees were given structured questionnaires to answer in order to gather data, which was then analysed using both inferential and descriptive statistical methods. The results show that initiatives for ongoing skill development. The study comes to the conclusion that spending money on reskilling and upskilling improves employee's resilience, output, and retention in addition to filling in current skill gaps. As a result, companies are urged to put in place continuous learning initiatives that complement their objectives and the desires of their workforce.

**Keywords:** Reskilling, Upskilling, Employee Development, Job Satisfaction, Career Growth.

## I. INTRODUCTION

In today's fast-changing world, where technology is evolving rapidly and industries are constantly adapting, the way we work—and the skills needed to do that work—are also undergoing major shifts. To stay competitive in this dynamic global environment, companies are now viewing human capital development as a top strategic priority. At the heart of this shift is a growing focus on reskilling and upskilling employees as a key part of broader employee development efforts.

Reskilling means helping employees learn entirely new skills so they can take on different roles or adapt to changing job demands, often brought about by automation or digital tools. On the other hand, upskilling involves strengthening the skills employees already have, helping them do their current jobs better and preparing them for future opportunities. Together, these two approaches are essential for building a culture of learning, innovation, and adaptability within organizations.

As businesses increasingly adopt automation, AI, data-driven decision-making, and digital platforms, many existing skills are becoming outdated. This makes it critical for companies to invest in learning and development—not just to help employees grow in their careers, but also to meet future business challenges. In response, employees are also actively looking for ways to upgrade their skills to stay relevant, secure, and successful in their careers.

This research explores just how important reskilling and upskilling are to employee development. It looks at how these efforts impact job performance, employee satisfaction, career growth, and overall business success. By combining insights from past research with new data, this study aims to show how reskilling and upskilling can be effectively built into employee development strategies. The goal is to help organizations foster a culture of continuous learning and build a workforce that's agile, future-ready, and aligned with long-term business goals.

## II. REVIEW OF LITERATURE

**Chauhan (2018):** Conducted research on the Indian banking sector and came to the conclusion that focused training boosts output and promotes a continuous improvement culture.

**Affandi et al. (2020):** Organizations adjusting to new business realities, like those brought on by the COVID- 19 pandemic, needed employees to pick up new skills quickly, according to Affandi et al. (2020). Their results highlight how crucial HRM procedures are when putting learning initiatives into action during ambiguous times.

**Alekhyia, P., Pothuraju, V.L (2020):** The present study has attempted to examine the human resource accounting impact on the organization's bottom line and top-line growth. The aim of the study has considered analyzing the five organizations which are implementing the human resource accounting system with the large presence of the employees. This research is performed using the secondary data of financial information from the period of 2013-14 to 2018-19. The statistical tools adopted for present research work are the bivariate correlation and the result indicated that both the top line and bottom-line growth indicators are having a relationship with the Human Resource Accounting. The ordinary least square method has been applied and the result stated that both the top line and bottom-line growth indicators are having the influence significantly

**Brinegar and Masino (2021):** emphasize that reskilling and upskilling are critical organisational strategies for addressing rapid technological change and evolving job roles. They highlight the importance of continuous learning, workforce agility, and aligning skill development with business goals. Their work stresses that organisations must invest in structured learning pathways to remain competitive and future-ready.

**Pothuraju, V.L., Alekhyia, P. (2021):** The purpose of this study is to analyse the impact of Glass Ceiling on Women Career Development (WCD) which allows quantitative references of women's beliefs about glass ceilings. A Glass Ceiling factors were considering 15-item version of the WCD was completed by 125 women from all levels of Academia. Analyses of data from research work yielded a WCD factor model on attitudes to glass ceilings: inequalities, less informed, discrimination, and lead positions. The factors demonstrated good internal consistency. The WCD allows a comparison of positive attitudes towards seeking promotions in work environment at educational institutions and involvement of women in decision making, and providing an opportunity to women for higher positions as Heads, deans, directors and so on. For analyses of women's and men's views toward gender disparity in Educational institution leadership, this new metric may be suggested. It can be useful in defining existing organisational cultures. Due to the scarcity of measures of glass ceiling beliefs, this study makes a major contribution to the literature on women's beliefs about barriers to career advancement.

**Ling Li(2022):** Industry 4.0 is transforming manufacturing and globalization by reshaping workforce skill requirements, with the World Economic Forum estimating that 50% of employees will need reskilling by 2025. Most current job skills will change, and many future core skills will be technology-based. The study highlights the need for lifelong learning, organizational commitment to reskilling and upskilling, and accessible learning opportunities. It emphasizes building a future-ready learning society as a key component of Industry 4.0.

**Achoki (2023):** In order to guarantee employee preparedness, Achoki (2023) suggested that companies functioning in unstable and uncertain environments should implement structured learning frameworks. He underlined that reskilling is an ongoing strategic response to outside changes rather than a one-time endeavour.

**Milošević and Katić (2024):** highlight upskilling and reskilling as essential strategies for organisational competitiveness in a rapidly changing technological environment. The study shows how firms use advanced technologies to identify skill gaps, personalise training, and promote continuous learning through remote and hybrid models. It also discusses implementation challenges and emphasises strategic L&D investment for long-term resilience and sustainable growth.

**John (2025):** identifies upskilling and reskilling as critical HR strategies for addressing rapid technological and economic changes in the workplace. The study finds that structured skill-development frameworks improve employee adaptability, job satisfaction, and long-term organisational performance. It highlights HR's central role in designing future-focused training initiatives to sustain competitiveness.

**Santoshi Shetty and Panthulu Bharath Kumar (2025):** examines how negative behaviours at work, like bullying and theft, impact employee performance. By reviewing previous research and conducting surveys, we found that such behaviours significantly lower job satisfaction, productivity, and increase the likelihood of employees wants to leave. The company's culture and leadership can either mitigate or worsen these effects. To improve performance and create a healthier workplace, we recommend clear policies, regular training, and a supportive environment that discourages bad behaviour and promotes ethics. This study offers practical insights for managers and HR professionals to enhance employee well-being and organizational success.



**S.Swapna & Mukrala Anitha (2025):** This study examines how HR diversity practices influence work group inclusion in selected pharmaceutical companies. Grounded in Optimal Distinctiveness Theory and organizational justice frameworks, it explores the mediating role of leadership in translating diversity policies into inclusive outcomes. Findings indicate that inclusive leadership and fair practices enhance employees' perceptions of belonging, engagement, and overall workplace inclusion

**A Mounika & Rangappagari Kavya(2025):** This study aimed to examine the effect of employees' engagement, as well as recognition on an organization, within the context of Tech Mahindra as an IT organization. Based on the analysis, the study found that recognizing an organization has a positive effect on an employee's performance and motivation in the workplace. Employees who feel recognized will be more engaged and will perform better. Based on this study, career growth, performance feedback, and work-life balance are also important in fostering an employee's commitment to the organization.

**Lalitha, K. M., & Shireen(2025):** This study examines employees' working patterns in the hybrid work model, which combines work from office and work from home. It focuses on team building, mental health and wellbeing, productivity, and time management. Data collected from 120 employees through a structured questionnaire was analysed using percentage, correlation, and regression techniques. The findings show a growing preference for hybrid work due to comfort and flexibility across demographic groups. The study highlights the need for organizations to adopt hybrid workplaces for long-term employee effectiveness

### **Research Gap**

Measuring the long-term impact of training on employee growth and business outcomes is essential to evaluate the effectiveness of learning programs. It is also important to understand employee perceptions and motivation toward these programs. However, there is currently a lack of sufficient research on what employees truly think and feel about the training they receive—whether it is helpful, relevant, or motivating. Many organizations fail to collect continuous feedback from employees after training sessions, which limits their ability to improve future learning initiatives. Additionally, the alignment between training content and actual job requirements is often overlooked, leading to a gap between what is taught and what is needed in the workplace.

## **III. RESEARCH METHODOLOGY**

### **Objectives of The Study**

- To analyze the needs for reskilling and upskilling due to technological advancements evolving job roles, automation, and industry shifts.
- To evaluate various reskilling and upskilling programs by assessing their impact on employee performance engagement and career growth.
- To evaluate best practices from successful organization that have implemented effective workforce reskilling and upskilling strategies.

### **Hypotheses of The Study**

- (H01): reskilling and upskilling not needed due to technological advancement and job change.  
(H11): Reskilling and upskilling are needed due to technological advancement and job change.  
(H02): Reskilling and upskilling strategies have no significant effect on employee development.  
(H12): Reskilling and upskilling strategies significantly affect employee development.  
(H03): Successful organization do not have best practices for reskilling and upskilling.  
(H13): Successful organization have best practices for reskilling and upskilling.

## **IV. DATA ANALYSIS & INTERPRETATION**

### **Objective 1: Need for reskilling and upskilling**

(Ho1): To analyze the need for reskilling and upskilling due to technological advancement, evolving job roles, automation and industry shifts.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Training opportunities and Availability [I believe technological advancements are significantly transforming my current job role.]	139	1	5	3.68	1.097
Training opportunities and Availability [I believe that evolving job roles require me to learn new skills regularly.]	139	1	5	3.86	1.004
Training opportunities and Availability [I need to reskill to adapt to new standards in the organization.]	139	1	5	3.65	1.191
Training opportunities and Availability [Reskilling and upskilling are essential for my future career growth.]	139	1	5	3.96	1.010
Training opportunities and Availability [I am satisfied with the quality of upskilling programs at my workplace.]	139	1	5	3.68	1.130
Training opportunities and Availability [My organization recognizes employees who actively participate in training.]	139	1	5	3.78	1.048
Valid N (listwise)	139				

most respondents concur that reskilling is crucial for career advancement (mean = 3.96), as is adjusting to changing positions (mean = 3.86). Program satisfaction and technological advancements were rated as moderately high as well. However, there is potential for improvement in areas like overall program quality and organizational recognition.

**Objective 2: reskilling and upskilling programs impact on employee performance engagement and career growth.**

H02: To evaluate various reskilling and upskilling programs by assessing their impact on employee performance engagement and career growth.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 <sup>a</sup>	.632	.629	3.31292
a. Predictors: (Constant), upskilling				

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2583.533	1	2583.533	235.393	<.001 <sup>b</sup>
	Residual	1503.633	137	10.975		
	Total	4087.165	138			
a. Dependent Variable: impact on performance						
b. Predictors: (Constant), upskilling						

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.311	1.329		4.749	<.001
	upskilling	.881	.057	.795	15.343	<.001

a. Dependent Variable: impact on performance

According to the ANOVA results, the result is statistically significant since the p-value (Sig.) is below 0.001. This indicates to me that the dependent variable “effect on efficiency” is significantly impacted by the variable “upskilling.” It fits the data well, as evidenced by the relatively high F-value of 235.393. Overall, the analysis supports my study’s finding that upskilling is crucial for raising employee performance.

Since the p-value for upskilling is below 0.05, it shows that the result is statistically meaningful, suggesting there's a real impact rather than just a random chance. This supports the acceptance of the alternative hypothesis and the rejection of the null hypothesis. It demonstrates that employee performance is significantly and favorably impacted by upskilling.

The coefficients table shows a very strong and statistically significant upskilling- performance relationship. The unstandardized coefficient (B) for upskilling is 0.881, meaning that for a one-unit rise in upskilling, we expect a corresponding rise of 0.881 units in performance, other things remaining constant. The standardized coefficient (Beta) is 0.795, showing a very strong positive effect of upskilling on the dependent variable compared to other possible predictors. A t-value of 15.343, coupled with a p- value of less than 0.001, guarantees that the result is highly significant and very unlikely to happen by chance. In addition, the constant term of 6.311 is the expected level of performance when upskilling is zero. Together, the results show that upskilling is the main driver of the improvement in employee performance.

**Objective-3: best practices from successful organization that have implemented effective workforce reskilling and upskilling strategies**

H03: To evaluate best practices from successful organization that have implemented effective workforce reskilling and upskilling strategies

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 <sup>a</sup>	.524	.521	3.20219

a. Predictors: (Constant), upskilling

Upskilling as well as employee performance have a strong positive relationship, as indicated by the R-value of 0.724. Upskilling accounts for about 52.4% of the variance in employee performance, according to the R squared value of 0.524. A consistent model fit is indicated by the slightly lower adjusted R Square value of 0.521, which takes the number of indicators into account. The average difference between the data points that were collected and the predicted values is indicated by the typical error of 3.20219.

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1547.744	1	1547.744	150.940	<.001 <sup>b</sup>
	Residual	1404.803	137	10.254		
	Total	2952.547	138			
a. Dependent Variable: organizational growth						
b. Predictors: (Constant), upskilling						

The above ANOVA table helps in identifying the level at which upskilling is a predictor of organizational growth. The F-value of 150.940, in addition to a p-value of less than 0.001, shows that the model is statistically significant. That is, there is little possibility of the result happening by chance. This, therefore, shows that upskilling has a striking and significant effect on organizational growth. The model is able to account for the variance in the outcome, thereby proving that investment in people’s skills indeed translates to improving organizational performance

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.951	1.284		5.412	<.001
	upskilling	.682	.056	.724	12.286	<.001
a. Dependent Variable: organizational growth						

Because the p-value for upskilling is below 0.05 (actually, below .001), we can confidently say that the result is significant. The results lead us to reject the null hypothesis and accept the alternative hypothesis as valid. That is, upskilling does have an effect—it contributes positively to organizational development in a meaningful way.

The table shows how much upskilling contributes to organizational growth. The coefficient of upskilling is 0.682, which means that a one-unit increase in upskilling leads to an expected increase of 0.682 units in organizational growth. Additionally, the p-value of less than 0.001 is a clear indicator that this outcome is statistically significant and is unlikely to be proven by chance alone. The Beta value of 0.724 is also an indicator that upskilling is a good predictor in this analysis model. That is, a development in employees' skills has a positive relationship with organizational growth. The constant term (6.951) reveals the starting point of growth when the impact of upskilling is not controlled. This points out the critical importance of employee development to the overall success of an enterprise.

**FINDINGS OF THE STUDY**

1. Most employees agree that technological advancements are reshaping their current job roles, requiring them to frequently update their skills.
2. There is a strong belief among employees that acquiring new skills is essential to meet evolving organizational expectations
3. Respondents widely recognize that reskilling and upskilling are important for long-term career growth and satisfaction.
4. While many are satisfied with available training programs, some feel there is room for improvement in program quality and recognition.
5. Skill development has positively impacted job performance, confidence, and opened up opportunities for new responsibilities.
6. Many respondents acknowledge that reskilling contributes significantly to career advancement and goal achievement.
7. Employees report that training outcomes are measured effectively through assessments, feedback, and performance reviews.
8. The organization is seen as having a structured skill development strategy aligned with business goals.



9. Training programs are generally viewed as relevant, data-driven, and accessible through multiple platforms.

### **SUGGESTIONS OF THE STUDY**

1. Enhance the quality of upskilling programs, as some employees felt the current training methods were only moderately effective.
2. Offer more role-specific skill training, since evolving job roles demand continuous learning and adaptation.
3. Recognize employees who actively participate in training to boost motivation and engagement levels.
4. Strengthen feedback mechanisms and performance assessments to evaluate training effectiveness clearly.
5. Increase investment in reskilling initiatives, as over 60% of performance variance was linked to upskilling in regression findings.
6. Make training more accessible through online platforms and flexible learning schedules.
7. Ensure leadership is visibly involved in workforce development to create a strong learning culture.
8. Use skill gap analysis to design targeted training aligned with organizational goals and future needs.
9. Encourage employees to set learning goals to improve participation and satisfaction in programs.
10. Track long-term career growth outcomes to demonstrate the value of reskilling for employee advancement.

### **V. CONCLUSION**

The study makes it abundantly evident how crucial it is to reskill and upskill in the fast-paced workplace of today, particularly in light of the rapidly changing nature of jobs and the rapid advancement of technology. The majority of workers agreed that acquiring new skills improved their chances for advancement, increased their confidence, as well as helped them adjust to shifting roles.

The analysis also demonstrated that upskilling programs that are relevant and well-structured improve organizational performance. The statistical results showed a strong link among training initiatives and quantifiable increases in worker engagement and efficiency. Furthermore, it was believed that in order to maximize the efficiency of these initiatives, managerial backing and the strategic connection of education initiatives in company objectives were necessary.

The study identified areas for improvement, especially in the area's interaction, recognition, and plan modification, despite the generally favorable perception. Companies can increase the efficacy of their upgrading and reskilling initiatives by filling in these gaps.

In summary, workforce growth with upskilling and reskilling is now strategically required rather than optional. Businesses have a greater chance to maintain their competitiveness, attract and retain talent, and succeed over the long haul when they invest in ongoing learning and cultivate a culture of growth. This study supports the notion that providing employees with the necessary skills not only helps them personally but also advances the organization as a whole.

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