"A Study on Upskilling and Reskilling Practices and Employee Career Growth"

Jadhav Pooja Namdeo[1], Prof. Panchariya B. B[2]

[1,2]Dept. MBA in Marketing

Sunitatai Eknathrao Dhakane College of Management, Shevgaon, Ahilyanagar, MH

Savitribai Phule Pune University, Maharashtra

Abstract: *In today's rapidly changing business environment, organizations are increasingly focusing on upskilling and reskilling practices to enhance workforce capability and ensure long-term competitiveness. Continuous learning has become essential not only for organizational success but also for improving the professional growth and employability of employees. This study examines the relationship between upskilling and reskilling practices and employee career growth, with special emphasis on how learning opportunities influence promotion prospects, job performance, confidence, adaptability, and career advancement. The research is based on primary data collected from 120 respondents using a structured questionnaire. A descriptive research design was adopted to understand employee perceptions regarding training initiatives, skill development programs, digital learning platforms, and organizational support for career progression. The collected data was analyzed using percentage analysis, tabulation, and graphical representation to identify trends and patterns in employee responses. The findings indicate that upskilling and reskilling practices play a significant role in enhancing employee capabilities and preparing them for evolving job requirements. A majority of respondents believe that continuous learning improves their confidence, increases workplace efficiency, and creates better opportunities for promotion and professional development. The study also reveals that organizations investing in employee development are more likely to build a future-ready workforce and maintain higher levels of employee satisfaction and retention. The study concludes that upskilling and reskilling are no longer optional but have become essential strategies for both individual career growth and organizational sustainability. It emphasizes the need for companies to adopt structured and inclusive learning frameworks that support employees in adapting to technological and market changes.*

Keywords: Upskilling, Reskilling, Employee Career Growth, Skill Development, Training and Development, Career Advancement, Workforce Learning, Employee Performance, Organizational Development, Continuous Learning

I. INTRODUCTION

The modern workplace is undergoing a significant transformation due to digitalization, automation, artificial intelligence, changing business models, and evolving employee expectations. In this rapidly shifting environment, the skills required to perform effectively in today's jobs are changing faster than ever before. As a result, organizations are increasingly emphasizing upskilling and reskilling as strategic tools to maintain workforce relevance, improve productivity, and support long-term career advancement. Upskilling refers to the process of enhancing an employee's existing competencies to perform better in their current role or to prepare for higher responsibilities, whereas reskilling focuses on equipping employees with new skills that enable them to move into different roles or adapt to emerging job demands. Together, these practices have become central to both organizational sustainability and employee career growth [1][2].

In recent years, the importance of workforce skill development has intensified because businesses are facing continuous disruption across industries. The adoption of advanced technologies, remote work systems, data-driven decision-

IJARSCT

International Journal of Advanced Research in Science, Communication and Technology

International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal

ISSN: 2581-9429

Volume 6, Issue 7, March 2026

Impact Factor: 8.2

making, and AI-enabled operations has redefined the nature of work. According to the World Economic Forum, a substantial share of workers' core skills is expected to change by 2030, indicating that many employees will need continuous learning to remain employable and competitive in the labour market [1]. This shift has made it clear that academic qualifications alone are no longer sufficient for long-term success. Employees are now expected to engage in lifelong learning to stay updated, agile, and professionally relevant [1][3].

From an organizational perspective, upskilling and reskilling are no longer viewed merely as training activities but as strategic investments in human capital. Companies that invest in structured learning and development programs are better positioned to respond to market uncertainty, technological disruption, and talent shortages. Such initiatives help organizations close skill gaps, improve internal mobility, strengthen employee engagement, and reduce dependence on external hiring. At the same time, these efforts create a more adaptive and future-ready workforce capable of supporting innovation and competitiveness [2][4]. The World Bank also recognizes that skills development contributes directly to employability, productivity, and economic opportunity, reinforcing the broader developmental importance of continuous workforce learning [2].

For employees, the benefits of upskilling and reskilling extend far beyond technical improvement. These practices can significantly influence career growth, which includes better job performance, increased confidence, greater employability, access to promotions, internal role transitions, salary progression, and enhanced professional identity. When employees are provided with relevant learning opportunities, they are more likely to perceive their organization as supportive of their long-term career aspirations. This strengthens motivation and fosters a sense of belonging and commitment. In contrast, the absence of learning and career development opportunities can lead to stagnation, dissatisfaction, and a higher intention to leave the organization [3][5].

The growing relationship between learning opportunities and career advancement has become particularly important in today's talent management landscape. Many organizations are increasingly linking skill-building programs with career pathways, succession planning, and leadership development. Employees now expect employers not only to provide jobs but also to support their professional progression through meaningful development opportunities. Reports on workplace learning indicate that employees strongly value learning because it helps them adapt during times of change and improve their future career prospects [3]. Thus, organizations that align learning with employee aspirations are more likely to improve retention, satisfaction, and performance outcomes [3][6].

Another important dimension of upskilling and reskilling is their role in improving career resilience. In a labour market where job roles evolve rapidly and some occupations may become obsolete, employees who continuously upgrade their knowledge and capabilities are more likely to remain employable and adaptable. This is especially important in sectors influenced by automation, digital tools, sustainability transitions, and AI integration. Continuous learning helps employees manage uncertainty, embrace new technologies, and transition more confidently into emerging roles. Therefore, career growth in the present era is increasingly linked not only to experience and tenure but also to an individual's willingness and opportunity to learn continuously [1][7].

The relevance of this topic is especially strong in the context of modern human resource management, where employee development has become a key determinant of organizational effectiveness. HR professionals and business leaders are now focusing on skill mapping, competency frameworks, learning management systems, mentoring, certification programs, and digital learning platforms to build a more capable workforce. In this setting, upskilling and reskilling are not isolated interventions; they are part of a broader effort to create a learning-oriented organizational culture that encourages innovation, flexibility, and professional growth [3][8]. This cultural shift is essential for helping employees navigate career changes and remain valuable contributors in dynamic work environments [3].

Moreover, the significance of upskilling and reskilling extends to the national and global economic level. Countries and institutions are increasingly recognizing that workforce transformation is necessary to address unemployment, underemployment, and skills mismatch. A workforce equipped with relevant, updated, and transferable skills contributes not only to business performance but also to broader economic resilience and social progress. In this sense,

employee career growth supported by skill development is not just an individual or organizational issue—it is also a development priority for economies adapting to technological and structural change [2][9].

Against this background, the present study focuses on understanding how upskilling and reskilling practices influence employee career growth. It seeks to examine employee perceptions regarding organizational training initiatives, skill enhancement opportunities, learning support systems, and the extent to which these practices contribute to their career advancement. The study is important because it provides practical insight into how continuous learning affects employees at the workplace and how organizations can design more effective development strategies to support both business goals and individual aspirations [4][10].

II. PROBLEM STATEMENT

In the present business environment, organizations across industries are experiencing rapid technological advancement, automation, digital transformation, and changing skill requirements, which have significantly altered the nature of work and employee expectations. Traditional knowledge and previously acquired competencies are no longer sufficient to ensure long-term employability, job security, or professional advancement, making continuous learning an essential requirement for both employees and employers. Despite the growing importance of workforce development, many employees still face limited access to structured learning opportunities, inadequate organizational support for skill enhancement, and uncertainty regarding how training programs contribute to their actual career progression. In many workplaces, upskilling and reskilling initiatives are introduced as part of employee development efforts, yet there remains a gap in understanding whether these practices truly help employees improve their performance, adapt to changing job roles, increase their confidence, and achieve meaningful career growth. At the same time, organizations often struggle to identify whether their learning and development strategies are effectively aligned with employee aspirations, industry demands, and future job requirements. This creates a major challenge for both individuals and institutions, as employees may feel stagnant or underprepared for evolving responsibilities, while organizations may face skill shortages, reduced productivity, low employee engagement, and higher turnover. Therefore, the core problem addressed in this study is the need to examine the extent to which upskilling and reskilling practices influence employee career growth and to understand how these learning initiatives contribute to professional development, adaptability, promotion opportunities, and long-term career advancement in the modern workplace.

III. OBJECTIVE

- To examine the importance of upskilling and reskilling practices in the workplace.
- To analyze the impact of upskilling and reskilling on employee career growth.
- To identify how skill development programs influence employee performance, adaptability, and confidence.
- To evaluate the role of organizational support in promoting continuous learning and career advancement.
- To understand employee perceptions regarding the effectiveness of upskilling and reskilling initiatives for professional development.

IV. LITERATURE SURVEY

1. Paper Title: *Employees' Reskilling and Upskilling for Industry 5.0*
Author(s): R. D. Leon et al.
Year: 2023
Publication / Publisher: Elsevier
Journal Name:*Technology in Society*
This paper examines the growing importance of employee reskilling and upskilling in the context of Industry 5.0, where organizations are expected not only to adopt advanced technologies but also to maintain a strong human-centered approach. The study highlights that workforce development is no longer limited to improving technical knowledge; rather, it now includes creativity, collaboration, adaptability, and digital competence. The authors propose

that organizations must redesign their learning ecosystems to support employees in adapting to new technologies and shifting role expectations. The research also identifies important organizational factors such as commitment, job design, reward systems, and learning culture, which influence the success of reskilling and upskilling initiatives.

2. Paper Title: *Rebooting Employees: Upskilling for Artificial Intelligence in Multinational Corporations*

Author(s): A. Jaiswal, J. Arun, and A. Varma

Year: 2022

Publication / Publisher: Taylor & Francis

Journal Name: *The International Journal of Human Resource Management*

This paper explores how multinational corporations are preparing their workforce for the increasing use of artificial intelligence (AI) and digital technologies in the workplace. The authors examine how AI is transforming the nature of jobs and argue that organizations must adopt a proactive approach to employee upskilling if they want to remain competitive. The study identifies several core competencies required for future work, including digital literacy, data interpretation, decision-making ability, complex cognitive skills, and continuous learning orientation. Rather than treating training as a one-time activity, the paper frames upskilling as a continuous and strategic process that supports both organizational transformation and employee capability development.

3. Paper Title: *Training & Development, Career Development, and Work Performance: The Mediating Role of Organizational Commitment*

Author(s): S. Hosen et al.

Year: 2023

Publication / Publisher: PMC / Open-access scholarly source

Journal Name: Scholarly journal article available through PubMed Central (PMC)

This study investigates the relationship between training and development, career development, and employee work performance, with a particular focus on the mediating role of organizational commitment. The research was conducted using survey-based analysis and demonstrates that employee training has a significant positive impact on both performance and career-related outcomes. The study argues that when employees perceive training opportunities as meaningful and aligned with their professional goals, they develop a stronger sense of commitment toward the organization. This commitment, in turn, enhances their motivation to perform better and pursue growth within the organization.

4. Paper Title: *The Role of Continuing Professional Training or Development in Career Outcomes and Retention*

Author(s): R. Shiri et al.

Year: 2023

Publication / Publisher: PubMed Central (PMC)

Journal Name: Open-access peer-reviewed journal article

This paper focuses on the role of continuing professional development (CPD) and ongoing workplace learning in shaping employee retention, competence, and career-related outcomes. The study reviews and synthesizes evidence showing that employees benefit significantly from structured professional development opportunities, especially in occupations where skills must be updated regularly. It explains that continuous training improves confidence, practical ability, and preparedness for changing job requirements. The paper also points out that the absence of development opportunities can contribute to dissatisfaction, stagnation, and reduced long-term engagement in professional roles.

5. Paper Title: *The Importance of Reskilling and Upskilling for Employees*

Author(s): AsriniMahdia

Year: 2024

Publication / Publisher: PPIPBR

Journal Name: *Management Studies and Business Journal (PRODUCTIVITY)*

This paper discusses the importance of reskilling and upskilling in helping employees remain aligned with changing labour market needs and organizational expectations. The author emphasizes that skill transformation is increasingly

necessary because of industrial shifts, digitalization, and the growing mismatch between traditional qualifications and workplace realities. The paper highlights that reskilling and upskilling improve not only technical capability but also employee competitiveness and readiness for career transitions. It presents the argument that organizations and employees must work together to ensure that workforce capabilities remain relevant to current and future job requirements.

6. Paper Title: *Reskilling and Upskilling the Workforce: Text Mining to Identify Emerging Trends*
Author(s): Conference / academic proceeding authors as listed by publisher
Year: 2024
Publication / Publisher:DPublication Conference Proceedings
Journal / Source Name:*International Conference Proceedings in Human Resource Management*

This study uses text mining and literature-based analytical methods to identify emerging themes and trends in the field of workforce reskilling and upskilling. The paper explains that after the Fourth Industrial Revolution and the post-pandemic transformation of work, organizations have increasingly shifted their attention toward employee capability renewal. By examining existing academic and professional discourse, the study identifies key themes such as digital readiness, adaptability, internal mobility, future skill requirements, and workforce resilience. The paper contributes a macro-level understanding of how the concept of reskilling and upskilling has evolved in response to economic and technological change.

V. PROPOSED SYSTEM

The proposed system for the present study is designed to examine in a structured and practical manner how upskilling and reskilling practices influence employee career growth within modern organizations. In today's highly competitive and technology-driven business environment, employees are expected to continuously upgrade their knowledge, adapt to new tools and processes, and remain professionally relevant. However, many organizations still lack a clear and integrated framework that connects employee learning initiatives with measurable career outcomes. Therefore, the proposed system in this study is conceptualized as a career-oriented skill development framework that evaluates employee perceptions, organizational support mechanisms, learning opportunities, and the resulting impact on professional growth. The system is not limited to identifying whether training programs exist; instead, it focuses on understanding whether such programs genuinely help employees improve their competencies, adapt to changing job demands, and progress in their careers in terms of confidence, performance, employability, and advancement opportunities.The proposed system is built around the idea that employee development should be viewed as a continuous and strategic process rather than as an occasional training activity. In many workplaces, training is often provided in an unstructured way without proper alignment with job roles, future responsibilities, or employee aspirations. This results in limited learning effectiveness and weak career outcomes. To address this issue, the proposed system emphasizes a more organized approach in which upskilling and reskilling are treated as central pillars of employee career growth. Under this system, employees are expected to receive regular opportunities to improve existing competencies and acquire new capabilities relevant to technological changes, market demands, and organizational transformation. The system therefore creates a logical relationship between skill enhancement, job adaptability, employee confidence, performance improvement, and long-term career progression.A key component of the proposed system is the identification of employee learning needs. Before meaningful upskilling and reskilling can occur, it is necessary to understand what types of skills employees currently possess and what additional competencies are required for present and future roles. In the proposed framework, this is done through employee responses collected using a structured questionnaire, which helps in identifying perceptions regarding current training opportunities, access to development programs, and the relevance of learning initiatives to job responsibilities. This process allows the study to capture the real experiences of employees and assess whether they feel supported in their professional development journey. By focusing on employee perception, the system ensures that the evaluation is not based solely on organizational claims but on actual employee experience and observed career impact.The proposed system also

includes a strong emphasis on organizational support as a determining factor in successful employee development. Skill-building efforts are most effective when organizations actively encourage participation in training, provide access to learning resources, and create a culture that values continuous improvement. Therefore, the system considers organizational support variables such as training availability, learning encouragement, managerial support, access to workshops or digital platforms, and opportunities for practical application of newly acquired skills. The presence of these factors can significantly influence whether employees are able to translate learning into workplace performance and career advancement. In this way, the proposed system recognizes that upskilling and reskilling are not purely individual responsibilities but shared outcomes shaped by organizational commitment and employee engagement.

Another important feature of the proposed system is the measurement of career growth outcomes associated with upskilling and reskilling practices. Career growth is not treated narrowly as promotion alone; rather, it is understood in a broader and more realistic sense. Within the proposed system, employee career growth includes multiple dimensions such as improved job performance, enhanced self-confidence, readiness for new roles, increased adaptability, better employability, and greater awareness of career opportunities. This broader perspective is important because career growth in modern organizations often occurs not only through hierarchical promotions but also through expanded responsibilities, lateral movement, skill recognition, and professional visibility. By measuring these dimensions, the system provides a more complete understanding of how learning and development contribute to employee progression.

VI. RESEARCH METHODOLOGY

A. Research Design

The study adopts a descriptive and analytical research design to examine the role of upskilling and reskilling practices in employee career growth.

The descriptive aspect focuses on understanding important concepts such as skill development, continuous learning, employee adaptability, and career progression.

The analytical aspect is used to examine the relationship between upskilling and reskilling initiatives and their influence on employee career advancement, confidence, performance, and professional development.

This design helps in systematically studying employee perceptions, workplace learning opportunities, and the impact of training practices on career outcomes.

The research is non-experimental in nature, as it does not involve manipulation of variables but is based on observing and interpreting responses collected from employees.

This structure follows the same academic methodology style as your reference format

B. Research Approach

The study follows a quantitative research approach, supported by interpretative understanding wherever necessary.

The quantitative approach is used to collect measurable responses from employees regarding their experience with upskilling and reskilling practices.

It helps in understanding patterns such as employee participation in training, perceived usefulness of skill development programs, and their effect on career growth.

The study also includes a limited qualitative understanding while interpreting employee opinions, organizational support, and professional development outcomes.

This combined perspective provides a broader understanding of how employee learning initiatives contribute to career advancement in the workplace.

C. Sampling

The sampling method used in this study is non-probability sampling, specifically convenience sampling.

This method is chosen because the study focuses on employees who are accessible and willing to provide information regarding their experience with upskilling and reskilling practices.

The respondents are selected from employees working in different sectors such as:

Information Technology

Banking and Finance

Education

Retail

Human Resource and Administration

Other service and business-related sectors

The selection of respondents is based on their relevance to the study and their exposure to workplace learning, training, and career development practices.

The sample size for the study is 120 respondents, which is considered appropriate for analyzing employee perceptions and drawing meaningful conclusions.

This approach helps ensure that the collected data is directly aligned with the objectives of the study and reflects practical workplace experiences.

D. Data Collection Methods (Detailed)

The present study is based primarily on primary data, supported by secondary data for theoretical and conceptual understanding. The following data collection methods are used:

1. Primary Data Collection through Questionnaire

The primary source of data for this study is a structured questionnaire administered to employees.

The questionnaire is designed to collect direct responses related to:

Awareness of upskilling and reskilling practices

Participation in training and development programs

Perceived impact of skill development on performance

Organizational support for continuous learning

Influence of learning opportunities on career growth

The questionnaire includes close-ended questions to ensure easy classification and analysis of responses.

This method helps in collecting firsthand information directly from respondents and provides practical insights into employee experiences.

2. Secondary Data from Books and Academic Sources

Secondary data is collected from books, academic journals, research papers, dissertations, and published articles related to employee development, training, career growth, and human resource management.

These sources are used to understand the theoretical background of the study and to build the conceptual framework.

Secondary sources help in defining major concepts such as upskilling, reskilling, employee development, and career advancement.

They also support the literature review and provide a strong academic foundation for the study.

3. Company Reports and HR Publications

Reports published by organizations, HR consulting firms, and professional learning platforms are used to understand current workplace trends related to employee training and career development.

These reports help in identifying real-world practices and the increasing importance of skill development in modern organizations.

Data from these reports contributes to understanding how companies are investing in employee learning to improve performance and internal mobility.

4. Online Sources and Trusted Websites

Reliable online sources such as educational platforms, business reports, HR development resources, and organizational learning websites are also referred to for updated information.

Only trustworthy and relevant websites are used to support the study.

These sources help in understanding recent developments in workplace learning, digital training, and career-oriented skill development.

5. Data Collection Process

The data collection process is carried out in a systematic manner.

First, the questionnaire is designed based on the objectives of the study.

Then, responses are collected from 120 employees belonging to different organizations and sectors.

The responses are reviewed, classified, and tabulated according to the nature of the questions.

The collected data is then organized into categories such as:

Awareness of upskilling and reskilling

Organizational support

Employee participation

Learning effectiveness

Career growth outcomes

This organized process ensures that the data remains relevant, meaningful, and suitable for analysis.

6. Data Analysis Tools

The collected data is analyzed using percentage analysis, tabulation, and graphical representation.

Tables are prepared to present response distributions clearly.

Bar charts and pie charts are used to visually represent employee opinions and trends.

This method helps in making the findings easy to understand and interpret.

The analysis enables the study to identify the extent to which upskilling and reskilling practices contribute to employee career growth.

7. Data Validation

To ensure the reliability of the study, the collected data is carefully reviewed and checked for consistency.

Irrelevant or incomplete responses, if any, are filtered out during the data preparation stage.

Secondary information is also cross-checked from multiple sources to ensure authenticity and relevance.

This validation process helps in maintaining the quality and credibility of the research findings.

E. Limitations of the Study

The study is limited to a sample size of 120 respondents, which may not fully represent the views of all employees across industries.

The findings are based mainly on employee perceptions, which may vary depending on personal experience and organizational environment.

The study focuses only on selected aspects of upskilling, reskilling, and career growth, and may not cover every factor affecting professional advancement.

Time and resource limitations may have restricted the depth of data collection.

Since workplace learning practices differ from one organization to another, the results may not be universally applicable to all sectors.

Rapid changes in technology, job roles, and learning platforms may influence future employee development practices beyond the scope of this study.

VII. DATA ANALYSIS AND RESULTS

The collected data from 120 respondents was analyzed using percentage analysis and graphical representation to understand the impact of upskilling and reskilling practices on employee career growth. The findings are presented through tables and charts to clearly illustrate the distribution of responses. The analysis focuses on important aspects such as participation in skill development programs, organizational support for learning, improvement in employee performance, adaptability to changing job roles, confidence enhancement, and career growth opportunities.

1. Participation in Upskilling and Reskilling Programs

Table 1: Employee Participation in Upskilling and Reskilling Programs

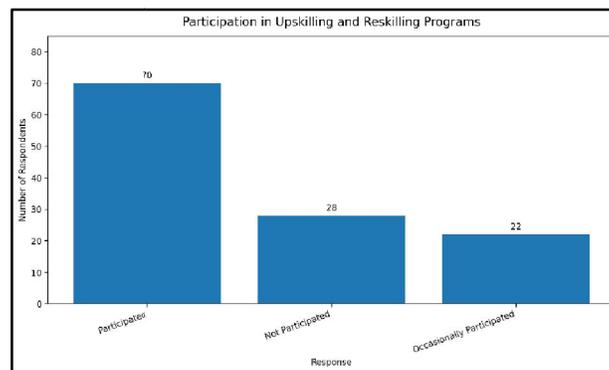| Response	Number of Respondents	Percentage
Participated	70	58%
Not Participated	28	23%
Occasionally Participated	22	19%
Total	**120**	**100%**

Fig 1: Graph 1

Discussion:

The analysis shows that a majority of employees (58%) have actively participated in upskilling and reskilling programs organized by their organizations. This indicates that many companies are taking initiatives to improve employee capabilities and prepare them for changing job requirements. Participation in such programs reflects growing awareness among employees and employers about the importance of continuous learning in the workplace.

At the same time, 19% of respondents stated that they participate only occasionally, suggesting that access to training may not always be regular or consistent. Meanwhile, 23% of employees reported that they have not participated in any such programs, which may indicate gaps in organizational learning support or lack of awareness. This highlights the need for broader and more inclusive employee development opportunities.

2. Organizational Support for Skill Development

Table 2: Organizational Support for Upskilling and Reskilling

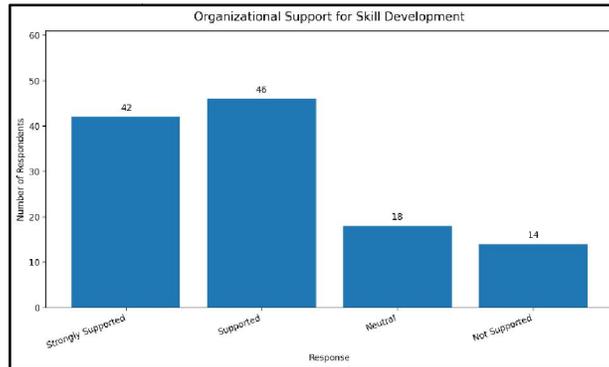| Response	Number of Respondents	Percentage
Strongly Supported	42	35%
Supported	46	38%
Neutral	18	15%
Not Supported	14	12%
Total	**120**	**100%**

Fig 2: Graph 2

Discussion:

The findings reveal that a large proportion of employees believe their organizations provide support for upskilling and reskilling practices. Around 38% of respondents reported that they are supported, while 35% strongly agreed that their organization encourages skill development. This suggests that many organizations are increasingly recognizing employee learning as an important factor for workforce growth and adaptability.

However, 15% of respondents remained neutral, and 12% reported a lack of support. These responses indicate that not all organizations have equally strong learning cultures. In some workplaces, employees may still face barriers such as lack of time, limited access to learning platforms, or insufficient encouragement from management. This shows that organizational support remains a critical element in ensuring effective career-oriented learning.

3. Impact of Upskilling and Reskilling on Employee Performance

Table 3: Improvement in Job Performance After Skill Development

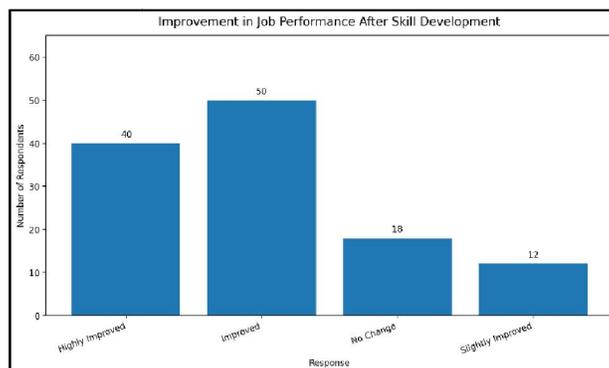| Response	Number of Respondents	Percentage
Highly Improved	40	33%
Improved	50	42%
No Change	18	15%
Slightly Improved	12	10%
Total	**120**	**100%**

Fig 3: Graph 3

Discussion:

The table clearly indicates that upskilling and reskilling practices have a positive impact on employee job performance. A majority of respondents (42%) stated that their performance improved after participating in learning and development activities, while 33% reported that their performance improved significantly. These findings suggest that skill development contributes meaningfully to workplace effectiveness and efficiency.

Only a small percentage of respondents reported no change (15%) or slight improvement (10%), which may reflect either differences in the quality of training or variation in individual learning application. Overall, the findings strongly support the idea that employee development programs help workers perform better in their current roles and become more capable of handling responsibilities effectively.

4. Role of Upskilling and Reskilling in Career Growth

Table 4: Employee Opinion on Career Growth Through Skill Development

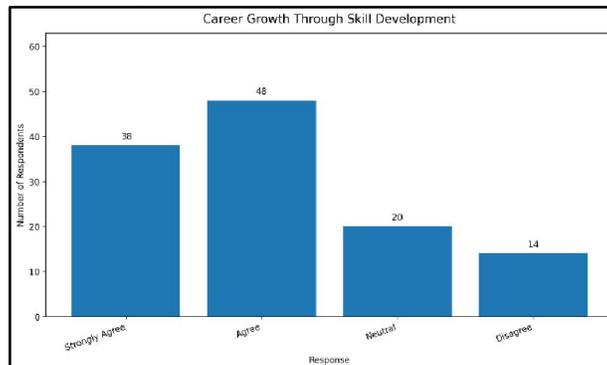| Response	Number of Respondents	Percentage
Strongly Agree	38	32%
Agree	48	40%
Neutral	20	17%
Disagree	14	11%
Total	**120**	**100%**

Fig 4: Graph 4

Discussion:

The findings indicate that a majority of employees believe that upskilling and reskilling contribute positively to career growth. Around 40% of respondents agreed, while 32% strongly agreed that skill development helps in improving career opportunities, promotion prospects, and professional advancement. This demonstrates that employees increasingly view continuous learning as a pathway to long-term career success.

At the same time, 17% of respondents remained neutral, and 11% disagreed with the statement. These responses may reflect situations where employees are unable to directly connect learning opportunities with visible career progression in their organizations. This suggests that while training programs are important, organizations should also ensure that employees can clearly see how skill development supports their career advancement.

5. Adaptability to Changing Job Roles

Table 5: Employee Adaptability to New Roles AfterUpskilling and Reskilling

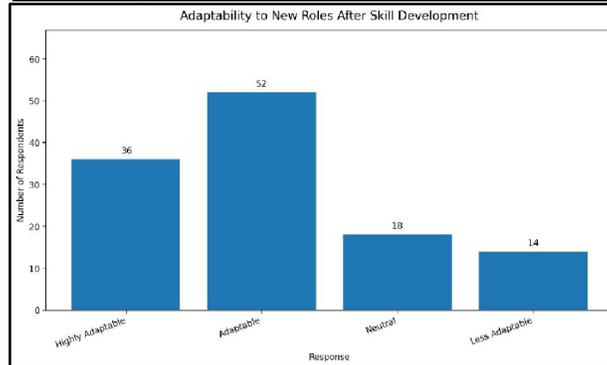| Response	Number of Respondents	Percentage
Highly Adaptable	36	30%
Adaptable	52	43%
Neutral	18	15%
Less Adaptable	14	12%
Total	**120**	**100%**

Fig 5: Graph 5

Discussion:

The table shows that a large number of employees feel that upskilling and reskilling improve their adaptability to changing job roles and work environments. Around 43% of respondents stated that they became adaptable after receiving skill development opportunities, while 30% reported being highly adaptable. This indicates that continuous learning helps employees become more flexible and prepared for evolving responsibilities.

However, 15% of respondents were neutral, and 12% felt less adaptable. These responses may suggest that some employees require more practical exposure, personalized learning, or role-specific development programs to confidently adjust to new demands. Even so, the overall findings confirm that skill development enhances employee readiness for workplace change.

6. Confidence and Professional Development Through Skill Enhancement

Table 6: Increase in Employee Confidence ThroughUpskilling and Reskilling

Response	Number of Respondents	Percentage
Strongly Increased	44	37%
Increased	42	35%
Neutral	20	17%
Not Increased	14	11%
Total	**120**	**100%**
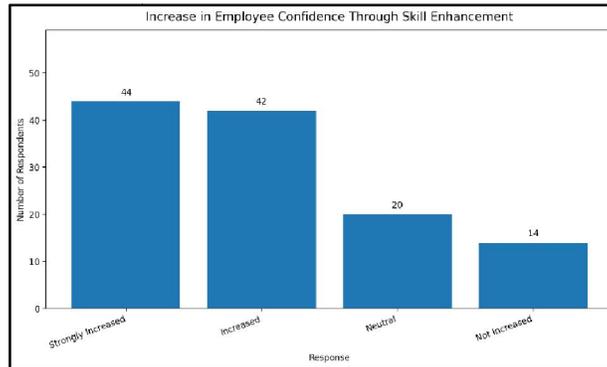
Fig 6: Graph 6

Discussion:

The anlysis reveals that upskilling and reskilling practices signifiantly contribute to improving employee confidence and professional development. About 37% of respondents stated that their confidence increased strongly after participating in training and development activities, while 35% reported a moderate increase. This indicates that learning new skills not only enhances competence but also improves self-belief and readiness to take on new challenges.

A smaller percentage of respondents remained neutral (17%) or reported no increase in confidence (11%). This may be due to differences in individual learning outcomes or organizational recognition of acquired skills. Nevertheless, the overall results suggest that continuous learning has a positive influence on employees' professional identity, confidence, and overall career development.

VIII. CONCLUSION

The present study, "A Study on Upskilling and Reskilling Practices and Employee Career Growth," clearly highlights the growing importance of continuous learning in today's dynamic and competitive work environment. The findings of the study show that upskilling and reskilling have become essential practices for both employees and organizations as they help bridge skill gaps, improve work performance, and support long-term professional development. Based on the responses collected from 120 respondents, it is evident that a large number of employees have either participated in or benefited from skill development initiatives provided by their organizations. This reflects a positive shift in workplace culture, where learning is increasingly being viewed as an important part of career advancement rather than just a one-time training activity.

The analysis also reveals that organizations play a major role in shaping employee growth through their support for training, learning opportunities, and career-oriented development programs. Employees who receive access to upskilling and reskilling opportunities are more likely to feel confident, adaptable, and prepared for changing job demands. The study found that such practices not only improve technical and functional abilities but also contribute to stronger professional identity, greater readiness for future roles, and better chances of career progression. This suggests that employee development is not limited to improving present job performance alone, but also serves as a foundation for long-term career success.

FUTURE SCOPE

The future scope of this study is broad and highly relevant because the importance of upskilling and reskilling is expected to increase further with rapid technological advancements, automation, artificial intelligence, and changing business models. As workplaces continue to evolve, organizations will need to focus more on employee capability development to remain competitive and adaptable. Future research can therefore explore this topic on a larger scale by including employees from a wider range of industries, organizational levels, and geographical locations. A broader

sample size would help provide deeper and more generalizable insights into how learning and development practices influence employee career growth across different sectors.

Further studies can also examine the role of specific types of upskilling and reskilling programs, such as digital learning platforms, technical certifications, soft skill development, leadership training, and role-based learning initiatives. This would help identify which forms of learning contribute most effectively to employee career advancement. In addition, future researchers can compare employee experiences across different types of organizations, such as startups, multinational corporations, public sector institutions, and small and medium enterprises, to understand how organizational structure and culture influence development opportunities.

Another promising area for future research is the relationship between upskilling, employee retention, and job satisfaction. Since career growth is often closely linked to employee motivation and long-term commitment, future studies can examine whether employees who receive strong learning support are more likely to remain loyal to their organizations and feel more satisfied with their careers. Researchers can also investigate how managerial encouragement, performance appraisal systems, and internal promotion policies affect the practical outcomes of upskilling and reskilling efforts.

REFERENCES

[1] Leon, R. D., et al. (2023). Employees' reskilling and upskilling for Industry 5.0.Technology in Society, Elsevier.

[2] Hosen, S., Hamzah, S. R., Ismail, I. A., & Alias, S. N. (2023). Training & development, career development, and organizational commitment as the predictor of work performance.Heliyon, 10(1), e23903.

[3] Jawwad, A. (2023). Upskilling and reskilling employees to leverage digital tools and capabilities.Research-based professional workforce development article.

[4] Bodea, C. N., Paparic, M., Mogoş, R. I., &Dascălu, M. I. (2024). Artificial intelligence adoption in the workplace and its impact on the upskilling and reskilling strategies.Amfiteatru Economic, 26(65), 126–144.

[5] Nakash, M. (2024). Reskilling and upskilling the workforce: Text mining to identify patterns and trends in research. Proceedings of the International Conference on Research in Human Resource Management, 1(1), 1–10.

[6] Hasan, M., Haque, M. A., Nishat, S., &Hossain, M. M. (2024). Upskilling and reskilling in a rapidly changing job market: Strategies for organizations to maintain workforce agility and adaptability. European Journal of Business and Management Research, 9(6).

[7] Buckley, C., & Jorge, M. F. C. (2024). Upskilling for the modern workplace: A case study on the most effective training methods and tools for bridging the skills gap. International Journal of Advanced Corporate Learning, 17(4), 94–108.

[8] Tariq, M. U. (2024). The role of AI in skilling, upskilling, and reskilling the workforce.In Integrating Generative AI in Education to Achieve Sustainable Development Goals (pp. 421–433).

[9] Ramachandran, K. K., Singh, G. G., Cheepurupalli, N. R., & Mohan, C. R. (2024). Developing AI-powered training programs for employee upskilling and reskilling.Journal of Informatics Education and Research, 4(2).

[10] Alasmari, T. (2024). MOOCs for reskilling and upskilling: A perspective of employees' acceptance. International Journal of Multi Discipline Science, 7(2), 147–160.

[11] Winarni, E., et al. (2024). Reskilling and upskilling: HR adaptation strategies to digital transformation in the traditional sector. EKOMA JurnalEkonomiManajemenAkuntansi, 4(1), 2747–2756.

[12] Na Ayudhya, P. K., &Plangsorn, B. (2024). Reskilling and upskilling digital competencies: A systematic review for financial sector employees' development. Conference-based academic review publication.

[13] Tasheva, Z. (2024). Upskilling and reskilling in the age of digital transformation: The role of HR in facilitating continuous learning and development in the oil and gas industry. International Journal of Humanities Social Science and Management, 4(2), 710–716.

[14] Patil, D. (2024). Impact of artificial intelligence on employment and workforce development: Risks, opportunities, and socioeconomic implications. Recent workforce development research publication.

[15] Zhang, Y. (2025). Empowering workforces in AI-driven environments: Co-skilling and workforce development. Recent open-access workforce research publication.

[16] Chalutz–Ben Gal, H., & Cohen, Y. (2025). Exploring the skills revolution: Strategic upskilling and reskilling human operators for advanced manufacturing ecosystems. IFAC-PapersOnLine / Elsevier.

[17] Braun, G. (2025). The skill bridge: A global qualitative analysis of skill gap, upskilling, and workforce transformation. Recent sustainability and workforce transition research publication.

[18] Koopmans, L. (2025). Long-term effects of on-the-job skills mismatch on employee outcomes. Open-access labor and workforce development study.

[19] Asiedu, E. (2025). Upskilling and reskilling as HR's top priorities. Strategic HR Review / Emerald Publishing.

[20] Li, K. (2025). How workforce adaptability and reskilling initiatives influence organizational outcomes. Recent management and workforce adaptability research article. Sultana, S. (2024). Analyzing supply chain risks and resilience strategies. *MDPI Proceedings*, 76(1), 41–50.