

# Non-Essential Training Partnerships and the Future of Employees

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## ABSTRACT

While non-essential training is rapidly gaining traction around the world, there are few studies and no good theory when it comes to non-essential training appearance in the literature. With the goal of bringing it on par with the required training. As a result of systematic literature evaluation, this paper aims to identify elements that, as well as theoretical gaps, and make recommendations for future research that affect employee participation in non-essential training programs.

**Keywords:** non-essential training, theoretical, implications, future of employees

## I. INTRODUCTION

Training is the most important human resource development method for a business to enable, provide and expand the capacity of its people to perform their duties. As a result, if an individual's ability is to be successfully linked to organizational performance, So the individuals should be motivated to engage in the ongoing skill development activities in some way or the other. Additionally, according to Barney, organizational training activities are considered very effective in providing competitive advantage through their impact on employee productivity, which is achieved by improving employees' skills and performance and inducing positive behavioral changes. The specifics of how this is accomplished can have a significant impact on the effectiveness of training programs within a business.

Competencies can be built in organizations through both compulsory and non-essential training. Non-essential training is rapidly gaining traction around the world due to the increasing emphasis on individual responsibility for learning. By creating agreements with colleges and institutions, as well as with the Canadian Bankers Association, they were able to develop internal training programs while also facilitating access to non-essential training. Many banks in Canada have opted for a blended training approach in response to the newly regulated environment. Providing non-essential training has become more cost-effective and easier to provide, especially for large firms with employees located around the world, thanks to the increasing use of remote and online learning.

Training is defined as a learning process that involves the development of skills, acquisition of knowledge, understanding of principles, concepts as well as modification of attitudes and behaviors to improve employee performance. The type of trainee's attendance, especially whether such attendance is required or non-compulsory, is an important consideration in the implementation of a training programme.

In addition, there is evidence of a growing interest in "lifelong learning" among individual employees, which is often combined with the belief that individuals should take greater responsibility for their own development. In addition, non-essential training may be seen as a more desirable option as Machine and his colleagues have highlighted that compulsive training can result in lower levels of incentives to learn. They may or may not be directly related to the current job, but they are recommended to improve employability and long-term career success, while promoting confidence, curiosity about new ideas, and a passion for further learning. When employees have no choice but to participate in it.

### 1.1 Definition of Non-essential Training

Describes "essential or in-house training" as a training or training facility provided by the employer, and describes "non-essential or external training" as the training or demand for training that an employee requires from the employer. Can do without approval Sweeney et al. Also describes "voluntary training" as "any type of structured education, linked to the employee's profession, on the employee's own time and without the agreement of the company." defines training as opportunity that is required (not mandatory) as part of an employee's continued effective employment within an organization." Clotier et al. In other words, external voluntary vocational training is a specific definition of voluntary vocational training. Internal non-essential training and internal or external compulsory training, which are training activities conducted and paid for by the employer and in which the employee usually participates during working hours, are not the same. Consequently, this paper

describes non-essential training as "any type of structured education, attached to the profession, carried out on the employees' own initiative and not mandated by the employer, whether organized and paid or The payment has not been made by the company or third parties."

## II. METHODOLOGY

For inclusion in this study, 71 articles from top academic journals in the fields of training and development, education, applied psychology, and human resource development were chosen for inclusion in this study. Each article is evaluated using theoretical and empirical methods and then categorized according to the content, which includes personal and individual elements as well as organizational and job-related factors. Although papers were categorized as theoretical or empirical, categories within each of these viewpoints were not deemed mutually exclusive, so one article might be allocated to numerous categories.

## III. NON-ESSENTIAL TRAINING AND THEORETICAL

Colquitt et al argue that training participation theory is inextricably linked to adult learning theory and motivational expectation theory. According to Mathieu and Martino, training and development research, the simultaneous employment and practice of several theoretical methods should be beneficial.

### 3.1 Adult Education Theory

To distinguish adult education from pre-adult education, pioneer Malcolm Knowles proposed "a new title and a new technology" in 1968. Assisting adults in their learning," with pedagogy, which he defined as "the art and science of assisting children in their learning". Defined as "the art and science".

According to the theory of andrographis, adults should be taught differently than children, because their learning processes are so different. Serve as the cornerstone of the following are implicit assumptions:

**Experience:** As a person grows older, he or she gains a growing reservoir of experience that can be used to learn new things. Adults, as opposed to children, tend to have a wide range of prior experiences. If those past experiences can be put to good use, they become the most valuable resource accessible.

**Self-Concept:** As a person grows older, his or her self-concept shifts from that of a dependent personality to that of a self-directed personality. Adults have a strong aversion to circumstances in which they believe others are imposing their will on them.

**Learning Orientation:** Adults are motivated to study to the extent that they believe the knowledge they are gaining will help them perform tasks or solve a problem they face in the real world. as his temporal perspective evolves from deferred application of information to immediacy of application, and his learning orientation changes from subject-centred to problem-centered.

**Learning Readiness:** The ability to learn depends on the student's understanding of the importance of the subject. As a person grows up, his or her desire to study becomes more focused on the development of his social roles.

**Desire to Understand:** Adults should understand why they are learning. The teacher's first responsibility in adult education is to help the student recognize the need to know. When adults make the decision to learn something they value, they are prepared to dedicate a significant amount of time and effort

**Learner's Motivation:** Although external events exert pressure on adults, they are primarily driven by intrinsic motivations. As a person ages, intrinsic motivation may become more important. Such as self-esteem and the desire to achieve goals.

This assumption about learner readiness was based on Knowles' observations that adults often encountered situations that prompted them to learn something new. As a result, before learning something, adult learners want to know why they need to know it to help learners correctly identify their needs. Birth, job loss or divorce are all examples of events that force changes in one's life and require the acquisition of new information. Knowles suggested using a competency model that included both individual and organizational demands.

### 3.2 Motivational Expectation Theory

Expectancy value theory has been used to better understand the incentives that drive people's actions. According to the theory (Borders, Early wine, and Huey), "individuals choose activities based on the results they expect and the values that account for those expected results." The emphasis is on intention as an immediate prelude to a specific behavior. According to this idea, if you can find out what factors influence intention, you can better predict whether a person will engage in a given behavior. The amount to which a person believes an outcome will follow, as well as the value the individual places on the outcome, determines the person's willingness to engage in certain conduct. Similarly, it asserts that changing a person's

intention can be accomplished by changing their assumptions about possible outcomes. The more attractive a specific outcome is to an individual, the more likely that individual will engage in the behavior. Similarly, as the amount of favorable outcomes increases, so does the willingness to engage in that action.

In addition, Vroom's expectancy theory model is applied to the training area for motivation as a function of three variables. For example, the belief that participating in a training activity can increase one's knowledge and skills. Second, instrumentality refers to the belief that there is a link between training performance and the results that can be achieved, such as the belief that training will improve one's job performance or position. To begin with, expectations refer to beliefs about a person's likelihood of learning or attainment as a result of his or her commitment and investment in training; Finally, connectivity is an evaluation of the attractiveness and desirability of training outcomes; Employees will carefully assess whether the training is useful to them in terms of personal, professional and job-related benefits in this context. For example, a person's skills, job performance and degree of career advancement are important to them. Furthermore, it is entirely dependent on the willingness of the employees to participate in voluntary training. Also, the essence of the training, its design, quality of training, objectives and providers all play an important role in the decision to enroll employees in voluntary training programmes.

Cross claims that Victor Vroom's expectancy-valence theory includes a large cognitive element when it comes to participation in educational activities: the cons of participation, as well as their perceived likelihood of individual success in educational activity. People's decisions and intentions to participate in education are determined by the combined effect of their expectations regarding professionals.

#### **IV. FACTORS AFFECTING EMPLOYEE ATTENDANCE**

According to the findings of literature analysis of non-essential training studies, certain factors influence employee participation in non-essential training. Individual elements such as age, educational qualifications, gender and self-efficacy, as well as organizational or job-related factors such as hierarchical rank, organizational tenure and employment status, can be divided into two categories.

##### **4.1 Gender**

Although the role of gender in training was not taken into account in early theories such as those of Ben-Porth and Baker, it has now become an important component in the assessment of training participation. Due to the increasing percentage of women in the workforce as a result of preliminary work on the training of economists, the gender factor must be considered. It also refers to the same level of human capital as present as a result of previous education and training.

According to a study by managers (Clautier, Renaud and Morin) of women, women are twice as likely as men to participate in non-essential training. Male officers, regardless of their age, do not believe that non-essential training is valuable (Clautier, Renaud and Morin). This poses a conundrum for businesses, as the more mandatory training companies provide, the less willing employees to participate in non-mandatory training. The researchers also found that greater participation in non-compulsive training helps to overcome training gaps caused by systemic bias in essential training (Clautier, Renaud, and Morin). These findings also point to potential discrimination issues that can occur when disproportionate amounts of compulsory training are given to certain groups of employees (Clautier, Renaud & Morin).

Secondary elements related to gender become essential in exploring the relationship between gender and willingness to participate in non-essential training. According to the report, women with children and wives are less likely to participate in the training. The main reason for this is that punctuality forces people to work less and/or not devote as much time to training as they would like. Employers also provided less help to women whose spouses and children wanted to learn new skills. This finding may apply to men and women who are pressed for time because of family and spouse obligations. As a result, cultural influences, rather than direct gender differences, perpetuate many gender-related concerns. A more recent study supports this conclusion, showing that women participate in training at a higher level and for a variety of reasons. Over time women have become more involved in non-essential training, and gender has become a concern. According to the researchers, this shift resulted from advances in workplace gender equality and the previous discrepancy stemmed from a higher share of women working in low-paying jobs.

##### **4.2 Personal Determinants Age**

Employee age is believed to play an important role in predicting training participation. Furthermore, the longer an employee works, the more human capital they must accrue, reducing the marginal utility of additional training. Ben-Porth shows that if elderly workers have less need for further education, training participation will decline. In addition, as employees get older, they have less time available to benefit from additional training, resulting in training expenses outweighing benefits.

Furthermore, according to Ben-Porath, older workers are less motivated to participate in training than younger workers. Employers, on the other hand, are known to devote more training resources to those who already have a higher level of education. Renaud, Lakhdari and Morin found a negative association between age and participation in non-essential training as a result of this incentive. According to the study, individuals over the age of 50 are also less likely to participate in non-essential training. Furthermore, Clotier, Renaud, and Morin found that participation in non-essential training is inversely associated with age. As a result of these previous studies, it appears that age and non-essential training programs are negatively correlated.

#### **4.3 Qualifications in Education**

On the other hand, individual invariant elements, such as gender and age, are not the only determinants of whether employees will participate in further development initiatives. These higher marginal gains are a result of the assumption that the productivity and performance improvements for less educated workers are greater than for more educated ones. According to Baker's human capital model, employees with low levels of elementary education tend to have higher levels of early education. There should be more benefits from additional training than from employees.

Interestingly, studies by Green, Baker and Wooden, and Belzil and Hansen indicated that the more educated employees are, the more they participate in additional training. According to Mincer, employees with a higher initial level of education have already demonstrated their capacity and desire to participate successfully in future training.

Some businesses may assume that employees with less education will be more interested in non-essential training programs because they stand to earn the most from participation (Renaud, Lakhdari, & Morin). On the other hand, workers with a higher level of education required less training despite receiving more compulsory training (Clautier, Renaud, and Morin), indicating that workers would have less training if adequate levels of required training were provided. There will be no training hole to fill. This is also consistent with the findings of Clotier, Renaud and Morin, who found that employees would substitute non-essential training for compulsory training.

Researchers have also shown that highly educated employees receive more training from their companies when it comes to the training required. This could be due to many factors. Scholars found a negative association between education level and participation in non-essential training in the non-essential training setting. Employees with higher education are often considered to be deserving of better instruction.

#### **4.4 Self-efficacy**

Employees with strong self-efficacy are more willing to take personal responsibility for their professional advancement. The employee's self-efficacy, or the conviction that one can handle difficult situations, has been proven in the study to influence his attitude to training.

Intentions and behaviours are affected by self-efficacy as well. Employees with a greater level of self-efficacy are more likely to be organically motivated to participate in non-mandatory training for personal growth (Maurer, Weiss & Barbeite). Extrinsic motivators include higher compensation and recognition.

#### **4.5 Taking Care of your Family**

According to the principle that everyone should distribute their available time among different activities, greater family responsibilities can have an impact on the allocation of time for other activities such as training. Stress about balancing these two responsibilities can reduce a person's motivation to attend training, leading to longer periods of time away from family. The pressure to devote as much time as possible to both work and family life can lead to stress and conflict between the individual's different roles. With the presence of children, this conflict between work and family can be intensified.

In theory, the presence of children has different effects on men and women. Supporting this view, Thareneau claims that in a relationship, women are far more devoted to family care tasks than to paid labor, which explains why fewer women participate in training. As a result, women are likely to have a greater share of household duties as a result of traditional role models (arya), limiting the time available to engage in further education and professional advancement. This finding may explain why married women participate in less training activities when they have young children to care for, but it does not generally provide a general framework for the effects of husbands or children on both sexes.

#### **4.6 Workplace/Job Related Factors**

There is a direct relationship between an employee's educational level and his position in the company's hierarchy. As a company progresses through the ladder of status, this advantage becomes increasingly important (Renaud et al., 2004). With higher positions, the importance of job-related development and the intensity of training generally increases. Certain qualifications are necessary for higher positions within the hierarchical structure of the company. The level of education reflects these qualifications. One explanation for this link is that training gives the individual a job-related edge over other

employees at the same level. As a result of this link, it becomes important for employees in high-ranking positions to participate in training and be supplied with training opportunities.

Managers receive more training than employees who do not hold the position of manager (Renaud, Lakhdari, & Morin, Cloutier, Renaud, and Morin). When it comes to training, low-paid workers tend to be higher-paid. Experience less support than workers (Pocock & Skinner). Employers often insist that low-wage workers attend training, and job security is seen as the most important benefit (Pocock & Skinner). Managers often have sufficient formal education in their field because many managerial positions demand an academic degree. These two elements work together to bridge the gap between the training needs of managers and the mandatory training available (Cloutier, Renaud and Morin). There is also evidence that as employees receive training, they are more likely to move on to higher-paying jobs and less likely to return to lower-paying jobs. Furthermore, when non-essential training is not integrated into work processes, it can strain a worker's time and resources. Low-wage workers are more likely than high-wage workers to experience work-life difficulties as a result of training. It has also been found that low-paid workers are less interested in training (Pocock & Skinner).

When reviewing the literature on managerial training (Keys and Wolff, 1988), they found evidence that non-managers are generally less taught than managers. In a study evaluating differences in the training received by employees in management and non-management positions, Keys and Wolff (1988) found evidence to support the idea that workers at higher hierarchical levels were more likely to be compared to their lower level peers. trained more often than not. Wexley and Baldwin (1986), who identified a strong demand for specially trained managers, provide support and explanation for this higher education.

#### **4.7 Status of Work**

According to human capital theory, an employee's willingness to invest in additional training is determined by the perceived benefits of training. They invest less in additional training. Also, because of fewer working hours per week in part-time employment, companies invest less in those employees since the expected return from the activity is lower for part-time workers who would only partially benefit from the new skills.

Another theory is that many part-time workers are constrained by their schedules. If current time constraints drive an employee to choose part-time employment over full-time employment (Greenhaus et al), the amount of time available for additional training is likely to be constrained as well. Part-time workers will be less likely to engage in off-the-job and non-essential training as a result of this restriction. Confirming this hypothesis a significant and unfavorable relationship between time frame and employee learning motivation was discovered (Burdy et al.).

Greenhall and Mavrotas observed no gender differences, although the participation rate of part-time workers was much lower than that of full-time workers. When the specified contractual hours of part-time employees increase, their chances of participating in the training increase

. It reduces the difference in working hours between full-time and part-time workers and increases the willingness of both the employee and the company to engage in further development.

#### **4.8 Tenure in the Organization**

Human capital theory implies that individuals employed have a higher motivation to learn in order to better understand the impact of organizational tenure on employee engagement behavior. This steep learning curve in the first year of employment (Shaw and Lazier) indicates that training participation is relatively high at the start of an individual's career within the same company. Humans are motivated by the ability to rise through the ranks by expanding capital stock (Maurer et al.).

With additional work experience in the same organization, this high motivation to attend training may decrease. Compared to the capital model of Ben-Human Porth, where the participant does not have a job, more training is required. Models based on this behavior predict a negative impact of organizational tenure on training participation at a certain point (Albert et al and Tagangavelu et al), compared to taking up new training that comes with an opportunity cost, at this point. are more likely to keep their human capital and reap the benefits of previous training. A non-linear link between training probability and organizational tenure can be predicted based on this pattern by Renaud et al.

In 2004, Renaud, Lakhdari, and Morin discovered a positive correlation between organizational tenure and participation in non-essential training, but the relationship is likely diminishing, meaning the longer an employee stays with the company. , the more likely they are to participate. In non-essential training, however, the correlation tends to weaken over time. The decreasing probability can be linked to the age of the worker, which will be examined later in this section. Another study looking at gender, organizational tenure and participation in non-essential training found no association between tenure and non-essential training participation for men. There was a weak but substantial positive association between years of service and non-essential training for women (Clautier, Renaud & Morin, 2008).

## **V. EXISTING THEORIES' SHORT COMING**

Good impression of the employees about company policies and a friendly atmosphere, as well as the importance of the company placed on employee learning, thus facilitating it. Furthermore, according to Tarulli and Maurer, the extent to which the organization creates an environment that promotes continuous learning, a key issue in encouraging employee participation in voluntary learning and development activities. Despite the fact that organizational support is important in the context of non-essential training participation, some studies have found that the characteristics of the work environment and job-related variables can also influence an individual's motivation to learn or participate, according to experts. Can affect (eg, Magazuka, Hicks & Klimowski, & Lohr, Baldwin,). On the other hand, Maurer claims that workplace support and a supportive non-work (home) environment are both important factors in the personal development of employees.

Even though their research has shed some light on the elements that influence employee participation in non-essential training, more research is needed in this area.

Consistent with a previous study, these training characteristics influenced practically all types of training motivation, including pre-training motivation, learning motivation, motivation to transfer, and post-training motivation (Eyerta, & Maitlis, Dobbins, Clark). Also, in the training literature, training qualities are regarded as important determinants of training motivation. Despite the fact that training qualities are important elements in training motivation and engagement in essential training, they have received less attention in non-essential training programs.

In addition, research shows that two components of the workplace—social support and situational limits—have an impact on employees' thoughts and engagement in personal development activities (e.g., Hults and Kozloorevsky). By telling them that development activities are valuable experience, they learned that supervisory support in the workplace, as well as the amount that employees appreciate, has a bearing on employees' interest in the work they do and their intention to participate in future development initiatives. It has had a significant impact. By promoting the career motivation of subordinates, facilitating growth, supporting career planning and development activities, and encouraging deeper involvement in work (as cited in Noe, Noe, and Bachhuber). It will help them develop their skills (Farren, Leibovitz, & Kaye). Maurer et al. Employees who valued support were more committed to their work and self-development goals, and there was a clear connection between the two. According to London, as described in Maurer et al. According to London, supervisors can play an essential role in employee development, as described in Maurer et al. Despite the fact that work environment support is an important aspect of continuous learning and development activities, it has received little attention in the non-essential training literature.

As a result, there is currently no literature that digs into the topics of organizational support, work support, and training qualities in the context of non-mandatory training.

## **VI. RESEARCH RECOMMENDATIONS AND IMPLICATIONS**

This paper suggests gaps dependent on employee participation in the non-essential training literature and suggests that future researchers may consider employee participation in the non-essential training literature by adding essential components to organizational, career and job-related variables. should be studied. Such as personal, organizational, job and career-related variables as well as cultural background and motivation influence (Cross, 1981).

Non-essential training is important because businesses invest large resources in non-essential training, and those precious resources should be used as efficiently as possible. Sweeney and Martindale (2012) note that non-essential training is generally an element of a company's strategy to enhance employees' knowledge, abilities, and job performance when assessing the practical applicability of this study. It may be able to promote participation in non-essential training programs using this paradigm, which examines organizational support, individual strengths and traits, motivations and needs, and other training-related characteristics of employees in organizations. Organizations investing in programs want their employees to learn and grow by participating in learning and development opportunities, and they need to know how to create and promote non-essential training to increase employee engagement. Consequently, if companies gain a better understanding of the factors driving non-essential training attendance, measures can be implemented to address non-participation.

This work is supported by theoretical literature (for example, 2006; Puchner, 1995; Sweeney & Martindale, 2012) that suggest that demographic considerations are part of the workforce. play a role in willingness to take. in non-essential training. This paper is based on the work of Colquitt et al. Maurer (2002) showed that employee participation in non-essential training is influenced not only by demographic factors, but also by organizational support – the most important factor that drives participation in non-essential training through personal and training. Affects- Related Variables.

## VII. CONCLUSION

Although studies have found that demographic and personality factors influence voluntary training program participation, they are rarely associated with job/career determinants and organizational variables (Magazuka, Baldwin, & Lohr, Colquitt et al., Hicks & Klimowski, et al., 2009). Focus on. Through a structured literature analysis, this research examines the elements that influence employee participation in non-essential training. As a result, this article focuses on organizational support, training qualities, and job/career variables, which are all overlooked factors when it comes to employee participation in non-essential training.

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