

UNDERSTANDING THE CONSEQUENCES OF ABSENCE OF TRAINING ON EMPLOYEES' CONFIDENCE AND WELL-BEING

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ABSTRACT

With the changing business environment the employee training becomes even more significant in improving their confidence and wellbeing. However, little has been done to comprehend the consequences of the lack of training on the psychological and professional performance of the employees. This research will bridge the gap between the knowledge of management sciences and social sciences by exploring the effects of the absence of structural training on employees' confidence and well-being.

This is a mixed-method study as it integrates both primary and secondary data. Primary data is being collected using a structured questionnaire. A sample of 100 corporate professionals in various industries is being collected. The aim of the survey was to analyze the perception of employees regarding the level of confidence, job preparedness, stress, and general well-being at the workplace without proper training. A comprehensive research of the existing data was also conducted to collect secondary data, which helped to determine the research gaps.

The results showed that a lack of training has a huge impact on the self-confidence of the employees, which results in low job satisfaction and productivity levels. It affects their mental health as they feel unprepared and less able to overcome challenges at work. The research gaps identified in the study are that there is a lack of extensive research done on the topic of training absenteeism and its psychological consequences.

This paper will draw attention to the effects of training deficiencies by merging the viewpoints of organisational behaviour and social well-being. The paper highlights the importance of organisations focusing on continuous learning programs to instill confidence in employees, improve their well-being, and generate long-term organisational development.

Keywords: *Employee training, training deficiency, self-confidence, employee well-being, workplace stress, job satisfaction, organizational development.*

1. INTRODUCTION

Today, workers are regarded as assets of the organization whose skills, confidence, and mental health have a direct impact on the success of the organization. Training is no longer seen as an operational process, but as an investment for development to strengthen individuals and teams. Structured learning opportunities give employees greater clarity of roles, better technical and interpersonal skills, and greater confidence in their ability to deal with workplace issues effectively. Many companies continue to invest insufficiently in training, however, because they are still not seen as an investment but as an expense. Without training, there is uncertainty, that leads to hesitation, and reduced morale can occur among employees. If employees feel that they aren't prepared to take responsibility, they may rely too heavily on supervision, decrease in initiative, and output will ultimately decline. The terms Self-efficacy and confidence are closely related. Confidence is related to self-efficacy, which is an individual's confidence in their ability to do something successfully. Employees have a difficult time developing this belief without proper training, and self-doubt leads to poor performance. This may restrict further career advancements and professional development. In addition to confidence, it is crucial that employees receive proper training, which has a significant impact on their well-being. Mental health, emotional stability, job satisfaction, and quality of work life are all aspects of workplace well-being. Lack of training can lead to stress, anxiety, frustration, and ultimately to burnout. The other frequent consequences are role ambiguity and role conflict, where individuals might not have a clear understanding of their roles or responsibilities. This confusion adds to the stress of individuals, and has a negative impact on individual as well as organizational performance. Poor training practice can add to direct costs of training – errors and inefficiencies, as well as indirect costs – absenteeism, turnover, and customer dissatisfaction, at an organizational level. Leaders play an important role in filling training gaps. Focusing on learning can lead to a culture of resilience, innovation, and sustainable growth, whereas neglecting learning can result in disengagement and long-term instability.

1.1 Research Objectives

➤ Primary Objective

- To critically assess how training can affect employees' levels of confidence and wellbeing.

➤ Secondary Objectives

- Discuss the impact of lack of training on self-efficacy, initiative and decision making.
- Evaluate the impact of lack of training on stress, anxiety, burnout, disengagement and dissatisfaction with the job.
- Assess the impact of low confidence and poor wellbeing on productivity, working together, performance and staff turnover.
- Recognize role ambiguity, role conflict, and lack of feedback as factors that affect psychological outcomes.
- Discuss if mentoring, peer learning and managerial support can mitigate the impact of inadequate training.
- Discuss effects on career development, flexibility, and levels of the hierarchy.
- Identify and suggest ways to fill gaps in literature and improve training systems and employee health.

1.2 Research Questions

➤ Main Research Question

- What effect does not being trained have on employees' confidence and health in the workplace?

➤ Secondary Research Questions

- How does not being trained impact the self-confidence of employees and their decision making?
- What is the effect of lack of training on stress, anxiety, burn out and job satisfaction?
- Is there an intervening variable between lack of training and a decrease in confidence or well-being? (Role Ambiguity)
- What impacts does lack of training have on employee motivation and engagement?
- What are the consequences of low confidence and poor well-being due to lack of training for the organization?
- Do mentoring, peer learning or managerial support replace the need for formal training?
- What are people's attitudes towards training and its significance to their personal and professional development?
- What are some of the strategies that organisations can use to effectively deal with training gaps?

2. LITERATURE REVIEW

2.1 Theoretical Foundations of Training, Self-Efficacy, and Workplace Confidence

This course will cover theoretical foundations for training, self-efficacy and confidence within the workplace. Literature search is a way to provide concept and theoretical basis for a study by studying the relevant literature work in relation to the research problem. In an organizational setting, training, self-efficacy, workplace confidence and employee well-being are very intertwined concepts. Technology, competition, globalization and changing work roles are transforming the workplace and continuous learning must be a way of life, not a choice. The need for training and development as strategic tools to build the capacity of employees and to maintain the organization's performance has thus become evident (Aguinis & Kraiger, 2009). In addition to learning the skill, training also has a psychological component. Social Cognitive Theory is an explanation of this relationship in the form of the

concept of self-efficacy that is the belief of the individual to be able to perform certain tasks successfully (Bandura, 2009). Mastery experiences, observational learning, constructive feedback and emotional regulation influence self-efficacy. These elements are inherent in structured training environments and can be facilitated through guided practice, the reinforcement of performance, collaborative exposure, and the clarity of role. Therefore, training also boosts confidence in addition to competence. High self-efficacy employees are persistent, adaptable, resilient and proactive (Stajkovic & Luthans, 1998). When they face a challenge, they see it as a chance to grow and learn, not as a threat to their self-worth. Likewise, inadequate developmental preparation can negatively affect efficacy beliefs (Judge & Bono, 2001) which can result in hesitation, self-doubt, and increased stress. The human capital theory also supports the notion that training is a long-term productivity investment and an investment in organizational sustainability (Latham, 1988). The application of theory with developmental practices allows organizations to establish systems that support motivation, engagement, and emotional stability. Thus, the theory clearly grounds training as a structural and psychological tool impacting employees' performance and wellness.

2.2 Organizational Training Systems and Their Psychological Impact

Developing and training staff are main elements of SHRM. From a past history of training being seen as corrective actions to gaps in performance, training has become a proactive means to fostering adaptability, innovation, and competitiveness. The significantly improved efficiency and effectiveness of organized learning systems is evident across industries (Elnaga & Imran, 2013). There are many different aims of training: improving job knowledge, preparing employees for further promotion, developing the skills to meet organizational strategy, and improving the resilience of the organization. Modern approaches include on-the-job learning, mentoring and coaching, classroom instruction, simulations, digital learning, and a combination of these. Some organisations focus on immediate responses to training but long-term psychological impacts like confidence, engagement and emotional wellbeing are not always measured in a systematic way. However, studies have shown that training also has symbolic value in addition to its skill-related value. It conveys organizational investment, support, and recognition, which helps to build trust and commitment. When employees feel they have continuous opportunities for growth, their job satisfaction is higher, they are more engaged and the organization has more commitment (Sahinidis & Bouris, 2008). High self-confidence fosters initiative, creativity and teamwork, whereas low self-confidence could lead to withdrawal and less discretionary effort. Structured learning helps to lower uncertainty and increase adaptability in times of technological and/or structural change. On the other hand, lack of preparation can lead to increased resistance and stress. Self-efficacy is also a key psychological asset that affects collaboration, customer interactions, leadership development and retention (Lai & Chen, 2012). When training correlates with systems of appraisal, reward and career advancement, employees feel the fairness of the system and feel they have an opportunity to succeed. Therefore, a good training system should not only be effective in the technical aspect but also in the emotional, motivational and long-term commitment to the organization.

2.3 Consequences of Inadequate Training and Emerging Research Gaps

Research on previous training programs has been greatly focused on the positive aspects of a successful training program, but researchers have given less consideration to the psychological outcomes of, or the lack of, a successful program. Lack of training can lead to a gradual loss of confidence, growing performance anxiety and decreased emotional resilience (Schmidt & DeShon, 2010). When errors happen without a structured guidance, employees can view errors as a reflection on their own performance shortcomings (Schunk, 1995) and as a result, lose their self-efficacy. As time goes on, the hesitancy in decision-making, avoidance of challenging tasks, and dependence on supervision may develop. When the stakes are high, the constant lack of clarity can increase stress levels, and lead to emotional burnout or exhaustion. When job demands are not matched with the readiness of the employees to handle them, reduced job satisfaction and disengagement may result (Judge & Bono, 2001). Moreover, developmental deficiencies may create job growth and career prospects concerns, which can affect turnover intentions and demoralize employees and lower organizational attachment (Truitt, 2011). These impacts are moderated by organizational culture, with integrated learning systems associated with appraisal, rewards and career progression pathways fostering psychological security, and fragmented learning systems adding to ambiguity. The risks of developmental neglect are further exacerbated with the rapid technology transformation. Although the problems are becoming increasingly understood, there is a significant lack of research addressing the integration of absence of structural training and psychological constructs like self-efficacy and well-being. Studies tend to be directed at performance indicators and not belief systems. There is still limited comprehensive research to identify the linkage between poor training and lack of confidence, stress buildup, and long-term commitment. In today's world of work, where ongoing learning is the key to sustainability, filling this void is all-important. The lack of training has a psychological impact that can be understood to get early warning of low morale, engagement and productivity. Therefore, studying the problem of insufficient training helps to achieve a comprehensive picture of the effectiveness of the organization and the state of employees' health.

3. RESEARCH METHODOLOGY

The methodology must be well organized for transparency and reliability and must be academic. The aim of this study is to explore how lack of adequate training affects employee self-efficacy and mental health in various work environments. The methodology has been designed to get a true reflection of employee perceptions and experiences since this is not an experiment to be manipulated. Systematically presenting each step of a procedure helps to build trust in the research and explains the process of coming to a conclusion.

3.1 Research Design

This study is a descriptive research type because it involves observing and analyzing the situation that has taken place without changing the variables. The use of descriptive research is appropriate when the purpose is to examine the perception patterns rather than to create a direct cause and effect relationship. This study focuses on the lack of structured training and the employee's perception of that lack as well as the relationship between the two. The study is of a non-experimental nature and is an actual organizational setting. The design employs structured questionnaires to produce uniformity in responses and to be able to compare the answers of the participants. This way, workplace realities are portrayed as they are perceived by the employees, which improves validity.

3.2 Nature of the Study

The method of the research is **quantitative** with the data collected being measurable in the form of a structured questionnaire. The quantitative methods help to identify trends and patterns by means of quantitative summaries. The study is **cross sectional**, in that data were collected at a single time in the past to capture the experiences and perceptions of employees at that moment. Descriptive statistical data summarisation techniques such as percentages, frequency distribution and graphs were used. The focus continued to be on finding patterns, not on doing inferential testing. The design of the questionnaire ensured uniformity and comparability of the results of the participants.

3.3 Population and Sampling

The target groups are **working professionals** from various work sectors such as corporate organisations, educational institutions, service sectors etc. This enables the different perspectives with regard to the work place training practices. The number of respondents was determined at around **100** by the need for time and availability for the study. The participants were selected by convenience sampling based on participants' availability and willingness to participate. This approach might not be generalizable, but it can be used in descriptive academic studies. An attempt was made to have participants from a variety of organizational settings to minimize the effects of industry bias and to present a more robust dataset.

3.4 Sources of Data

Primary and secondary sources of data were used. Primary data collection was done using a structured **online questionnaire** for employees directly on training availability, training preparedness, employees confidence on training, stress and well being associated with training. Electronic distribution of data made the collection efficient and participants' anonymity was maintained. Secondary data was retrieved from **journal articles, dissertations and the trusted academic sources**. These materials served as a foundation of theoretical knowledge on the topics of self-efficacy, human capital building, organizational psychology, and work environment well-being. The primary responses when combined with literature provided a depth to the study conceptually and in analysis.

3.5 Research Instrument

A **structured questionnaire**, which was designed to meet the study objectives, was the primary study instrument used. Questions were designed using simple and neutral language to ensure the question is interpreted by the respondents in the same manner. Most items were rated on agreement scales, with the intensities of perceptions being measured. The questions in the questionnaire were designed to be logically sequenced starting with general demographics questions, leading into more introspective questions about access to training, levels of confidence, preparedness, stress and emotional well being. The instrument was thoroughly checked before distribution, for coherence, relevance and consistency with theoretical framework.

3.5 Data Collection Procedure

The questionnaire was then modified and filled-in, and finally an on-line version was created to help with dissemination. The survey was distributed by email and professional network and respondents were asked to complete the survey at their convenience. To ensure good participation the data collection period was

extended. Occasional reminder messages were sent to enhance response rates. The study was cross sectional and, therefore, collected responses at one time to reflect the present perceptions. After completion of data collection, responses were automatically collated using the online platform and subsequently analysed descriptively. The results were aggregated and presented graphically and as percentages to recognize patterns.

3.6 Ethical Considerations

It was observed that ethical standards have been adhered to in research. The decision to participate was voluntary and respondents were told of the academic goals of the study prior to completing the survey. They were promised confidentiality and anonymity of their responses. Personal information (names, employee codes, etc.) were not gathered. The participants were free to opt out at any point prior to submission of their answers. No sharing of data in any way and the data were kept securely for academic purposes. Respectful way of asking questions was addressed, as was not intruding on the person's life, particularly with regards to sensitive questions such as stress and wellbeing. The research was conducted in an ethical manner, which helped to maintain the dignity of the participants and increase the trustworthiness of the results of the research.

4. EMPIRICAL ANALYSIS AND RESULTS

A structured survey tool using **Google Forms** was used to collect data for this study. The digital platform helped to increase access to the survey and anonymity of the respondents, which helped to motivate them to be honest in the feedback they gave. The questionnaire consisted of several sections on demographics and important study variables like training level, levels of confidence, stress symptoms and perceived effects on careers. The 100 valid responses were obtained and then analyzed with the descriptive statistics of percentages.

4.1 Demographic Profile

Of those who responded, 46% were females and 54% were males. As far as experience goes, 60% were early career professionals, 25% were mid-level career professionals, and 15% were senior career professionals. In this distribution, representation is achieved at hierarchical levels.

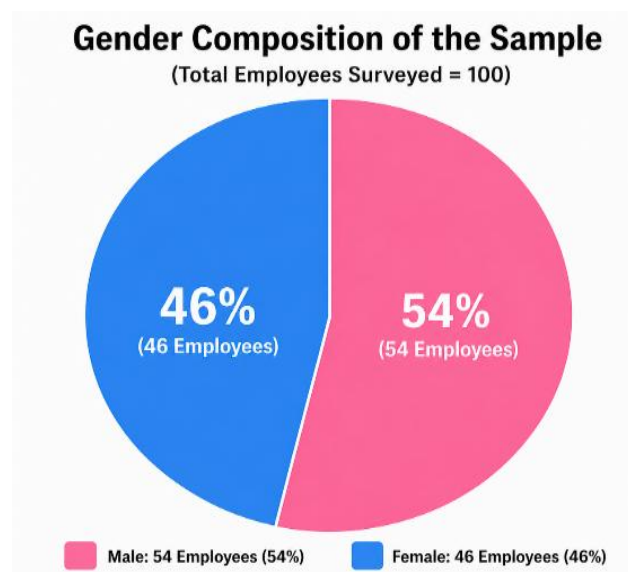


Figure 4.1: Gender Composition of the Sample

Distribution of Work Experience Among Respondents

(Total Respondents = 100)

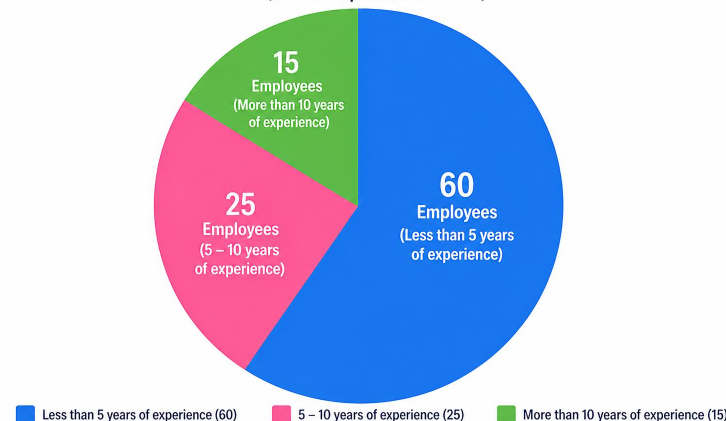


Figure 4.2: Distribution of Work Experience Among Respondents

4.2 Impact on Confidence

72% of all respondents stated that there was a loss of confidence and decision making skills due to a lack of structured training. Neither agreed nor disagreed (16%) and 12% disagreed. This suggests that most workers consider not attending training to be a serious problem for self-efficacy.

4.3 Stress and Burnout

70% said that they felt stressed because of poor training and preparation. 18% were undecided, 12% disagreed. The results indicate that inadequate developmental support is associated with psychological stress and job anxiety.

4.4 Productivity and Collaboration

65% of participants felt their performance suffered when they were not given the proper training. Also, 58% indicated that they were not prepared to work in teams and co-operate with each other because of lack of clarity. This reflects the wider organization's impact of training failures.

4.5 Role Ambiguity

67% of respondents reported lack of training led to unclear expectations and role confusion. Role ambiguity revealed as a mediator between stress and confidence levels.

4.6 Mentoring and Managerial Support

74% of them agreed that mentoring and managerial guidance had helped reduce stress and boost confidence despite not having received proper training. This indicates that there is potential for informal support networks to buffer adverse psychological consequences.

4.7 Career Growth Impact

69% felt that lack of training impacted on promotion opportunities and long term career development. Employees equated skill development with progress and job stability.

4.8 Objective-Wise Analysis Summary

Empirical examination of each research objective mentioned in Section 1.1 is done using percentage based descriptive analysis. The results are always consistent showing a relationship between lack of training and decreased confidence, increased stress, decreased productivity, role ambiguity and career stagnation.



Figure 4.3 Impact of Absence of Training on Employee Confidence and Well Being

5. CONCLUSION

5.1 Findings

The study found that the lack of training has a significant impact on employees in addition to their skills, it also has a negative impact on their psychological confidence and their psychological well-being. Empirical findings support this finding: 72% of respondents said that a lack of structured training decreased their confidence and decision-making. This trend was observed in every industry, age group, and hierarchical level, with employees facing the same scenario where they are expected to operate without proper direction, becoming unsure, hesitant, and stressed in the process. Additionally, 70% of those who responded to the survey stated that they experienced more stress at work due to poor preparation and development at work. When opportunities to learn are restricted, confidence can start to wane, whereas it usually takes repeated practice, critical feedback, and the clarity of expectations to build confidence. A considerable portion of the participants (67%) reported that lack of training led to having unclear job expectations, which is a factor that affects psychological outcome. In addition, 65% felt that their performance suffered if they did not receive proper training and 58% admitted they were not prepared to work with colleagues and teams. The results of this study show that the effects of not training go beyond a person's confidence and can directly affect the organization and teams in terms of productivity. Lack of onboarding and ongoing development, especially in early career professionals (60% of sample) led to greater perceptions of instability and confusion. Furthermore, 69% of respondents felt it was lack of training that negatively impacted promotion opportunities and long term career growth, further highlighting the link between learning systems and professional growth. The findings, however, also indicated that 74% felt that mentoring and managerial guidance lowered the amount of stress and increased their level of confidence even when not receiving formal training, indicating that it was mentoring and managerial guidance that helped reduce adverse psychological outcomes. As a whole, the empirical analysis validates that training can serve as a performance boost and as an emotional stabilizer; training is found to lead to measurable performance deficits that also result in deficits in confidence, morale and organizational trust.

5.2 Limitations

While the study reveals important conclusions with empirical percentages, it has some limitations that must be recognized: The cross-sectional design only reflects perceptions at one point in time and therefore is not able to capture how perceptions of confidence and well-being may change over longer time periods. Of the respondents, 72% felt the level of confidence was reduced and 70% felt that stress had increased, but this perception could change with organizational changes or in the future with interventions. This design cannot fully capture the psychological states since they are dynamic, depending on who is responsible, who is leading, and on individual circumstances. Self-reporting is also fraught with potential bias, since the subjects might have given their answers depending on their mood and what they had just experienced or due to their social desirability. Majority responses were above 60% for key variables but the results are based on the individuals perception of the experience and not objective measures of their psychological state. Limited generalizability of the findings is due to the convenience sampling method and the 100 respondents. Moreover, 60% of the respondents are in the early-career stage which

could mean that the perceptions are different from those of senior employees who have experienced the lack of training over the years. The study predominantly focused on training, and other factors in the workplace that may influence confidence and wellbeing were not statistically controlled, such as leadership style, pay, organizational culture, workload and the interpersonal relationship between the employee and colleagues/boss. In addition, objective data (productivity, employee turnover, absenteeism) were not collected in an attempt to substantiate the 65% self-reported decline in performance. These restrictions help to limit the scope of the results within reasonable limits and point to the necessity of judging the empirical results with caution.

5.3 Recommendations and Future Scope

Results of the study reveals over 2/3rd of workers believe poor performance / confidence is due to missing training, poor health, and limited career development, organisations need to consider training as an investment and not a discretionary cost. 72% felt less confident and 70% more stressed, which serves as a call to action for structured onboarding programs and continued development that can help foster psychological readiness. The interventions of role-specific training can decrease the role ambiguity that is reported at 67% and increase the clarity of role expectations. The learning opportunities should not just be refresher courses, digital learning materials and skill upgrades to meet the evolving industry requirements. Almost three quarters of the respondents saw mentoring and managerial support as a benefit, and organisations should create mentoring programmes to support formal training programmes. Leadership support systems can play an important part in reducing psychological stress and improving an individual's resilience. Finally, from a research standpoint, future research should examine the effect of a structured training program on the number of times stress and confidence drops off as identified in this study using a longitudinal design to determine whether this number is decreased following a structured training program. More differences across sectors and scales of organization would improve the generalizability. The 65% subjective measure of performance loss used in this research could be better validated by using objective measures such as productivity measures and retention rates. In addition, investigation of the digital and hybrid training systems in technology-oriented environments could yield information on scalable developmental systems. To summarize, measurable outcomes of training can be enhanced through research and organizational emphasis in this direction and support psychological resilience of employees and their long-term health.

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