



**ST. MARY'S UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**THE EFFECT OF TRAINER COMPETENCIES ON LEARNER OUTCOMES IN  
MARKETING AND SALES TRAINING: A CASE STUDY OF GOLDEN SALES AND  
MARKETING**

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## DECLARATION

I hereby declare that this Research report is my own work and has not been presented for Examination in this University or any other institution for the fulfillment of a degree.

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Name

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Signature

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## ACRONYMS

ANOVA	Analysis of Variances
CS	Communication Skill
SME	Subject Matter Expertise
ITT	Interactive Teaching Techniques
SD	Standard Deviation
SPSS	Statistics Package for Social Science

## **ABSTRACT**

*This study examines the role of trainers' competencies in shaping learner outcomes in marketing and sales programs, with a particular focus on Golden Sales and Marketing. Trainer competencies including communication skills, knowledge, and experience are considered critical factors influencing the effectiveness of training programs. The study employs a quantitative research design with an explanatory approach to assess the relationship between trainer competencies and learner outcomes. Data were collected through structured questionnaires from a sample of 164 learners, selected using stratified sampling. The findings indicate that communication skills, knowledge, and experience have a statistically significant impact on learner outcomes, with communication skills emerging as the strongest predictor. The study highlights the necessity of aligning training strategies with industry demands to enhance competency-based learning. Based on the findings, recommendations include strengthening trainers' professional development programs, refining instructional delivery methods, and incorporating structured feedback mechanisms to optimize training effectiveness. The study contributes to the field of human resource development by providing empirical evidence on how trainer competencies influence learning outcomes in corporate training settings.*

*Keywords: Communication skills, Knowledge, Experience, Learner outcomes, Trainer competencies*

# CHAPTER ONE: INTRODUCTION

## 1.1. Background of the Study

The effectiveness of training programs largely depends on the competency of trainers, which includes their ability to communicate effectively, deliver knowledge with clarity, and bring real-world experience into the learning process (Noe et al., 2021). Trainers play a critical role in shaping learner outcomes, particularly in corporate training environments where skill development is essential for professional success. In marketing and sales training, the effectiveness of trainers is not solely measured by their expertise but also by their ability to engage learners, simplify complex concepts, and provide practical insights that can be applied in real-world scenarios (Salas et al., 2012).

Golden Sales and Marketing, a specialized training institution, has been at the forefront of equipping professionals with essential sales and marketing skills. The company offers structured learning programs that aim to enhance competencies such as market analysis, negotiation strategies, customer relationship management, and sales execution techniques. However, despite the structured approach, concerns have been raised regarding inconsistencies in training effectiveness, with some trainees reporting challenges in knowledge retention, practical skill application, and long-term performance improvements. These challenges highlight the importance of investigating the specific trainer competencies that significantly contribute to successful learning outcomes.

The role of trainer communication skills in improving learner engagement and understanding has been well-documented (Tannenbaum & Yukl, 2021). Trainers who effectively articulate ideas, adapt their teaching styles, and provide constructive feedback tend to facilitate better knowledge acquisition among trainees. However, communication alone does not guarantee effective training outcomes. The trainer's knowledge of the subject matter is equally essential, ensuring that learners receive accurate, relevant, and up-to-date content that aligns with industry trends (Becker & Huselid, 2021). Furthermore, trainers with practical experience in sales and marketing bring valuable industry insights that enhance the real-world applicability of training programs (McClelland, 1973).

Despite these theoretical insights, empirical studies examining the direct relationship between trainer competencies and learner outcomes in sales and marketing training remain limited. While previous research has emphasized the impact of training quality on organizational performance (Becker & Huselid, 2021; Noe et al., 2021), there is a significant research gap in identifying the specific trainer competencies that most influence learning success in corporate settings. Many training institutions adopt standardized instructional approaches, assuming that content delivery alone is sufficient for skill acquisition. However, learner outcomes can vary significantly depending on the trainer's ability to communicate effectively, convey knowledge efficiently, and draw from industry experience to contextualize learning materials (Tannenbaum & Yukl, 2021).

Another critical consideration is the current transformation in the sales and marketing industry, driven by digitalization, evolving consumer behavior, and increased market competition. These rapid changes demand that trainers not only possess strong theoretical knowledge but also have the experience and adaptability to incorporate emerging trends such as digital marketing, data-driven decision-making, and artificial intelligence in sales strategies (Moyo et al., 2019). Without highly competent trainers, training programs may fail to equip learners with the skills necessary to thrive in dynamic market environments.

Given these concerns, this study aims to explore the extent to which trainer communication skills, knowledge, and experience influence learner outcomes in sales and marketing training programs at Golden Sales and Marketing. By addressing this gap, the study provides practical insights into optimizing trainer development programs, enhancing training methodologies, and ensuring that sales professionals are adequately equipped to excel in their roles. Additionally, this research contributes to the broader discussion on how trainer competencies shape workforce development and career readiness in skill-intensive industries.

## **1.2. Background of the Organization**

Golden Sales and Marketing Institute was established in 2015 by CEO Binyam Ataklit with the mission of enhancing the skills and knowledge of sales professionals in Ethiopia. Located in Addis Ababa, the institute has gained a strong reputation as a leading provider of marketing and sales training programs. Over the years, it has helped businesses and individuals improve their sales strategies through customized training solutions.

Starting with its flagship branch in Bole, the institute has since expanded to five additional locations in Megenagna, Mexico, Piassa, and Adama. This growth has allowed Golden Sales and Marketing to cater to a diverse range of businesses and professionals across Ethiopia. To date, the institute has trained over 55,000 plus individuals, ranging from entry-level employees to experienced sales executives, significantly contributing to Ethiopia's professional sales and marketing sector.

Golden Sales and Marketing offers comprehensive training programs, focusing on sales coaching, competency development, and outsourcing solutions. These services are tailored to meet the needs of local businesses as well as multinational corporations operating in Ethiopia. Studies show that well-structured sales training programs can lead to a 10% to 30% increase in sales performance, demonstrating the real-world impact of quality training (Johnson, 2020; Anderson, 2018).

### **1.3. Statement of the Problem**

In corporate training environments, trainer competency is a crucial factor influencing learner outcomes, particularly in fields like marketing and sales, where skill application and real-world adaptability are essential. While the effectiveness of trainers is widely acknowledged, there remains a lack of empirical evidence on which specific trainer competencies have the most impact on learning success (Noe et al., 2021). Most existing studies on trainer effectiveness focus on general pedagogical approaches rather than identifying the core competencies that drive successful knowledge transfer, skill retention, and job performance in sales and marketing training programs (Tannenbaum & Yukl, 2021).

At Golden Sales and Marketing, a well-established training institution specializing in marketing and sales skill development, there have been inconsistent learner outcomes, with reports of variations in knowledge retention, practical application of skills, and overall performance improvements. Despite structured training programs, some learners struggle to effectively apply learned concepts in real-world sales scenarios, raising concerns about whether trainer competencies align with industry needs. The institution has invested in professional development for trainers, yet there is no clear framework for evaluating which specific competencies contribute most to learner success. This lack of clarity creates challenges in designing evidence-

based trainer development programs, ensuring high-quality instruction, and optimizing training outcomes for sales professionals.

Research suggests that communication skills play a pivotal role in ensuring that learners grasp complex marketing concepts, as trainers must effectively simplify information, adapt their teaching style, and provide constructive feedback (Becker & Huselid, 2021). However, communication alone is not sufficient. Trainers must also possess deep knowledge of the subject matter, ensuring that learners receive accurate, industry-relevant, and up-to-date information (McClelland, 1973). Furthermore, a trainer's industry experience can enhance real-world applicability, as learners often benefit from practical insights, case studies, and scenario-based training that reflect actual sales and marketing challenges (Moyo et al., 2019).

Despite these theoretical insights, empirical studies focusing specifically on the impact of trainer competencies communication skills, knowledge, and experience on learner outcomes in sales and marketing training remain scarce. Many training institutions adopt standardized teaching models without considering whether trainer expertise, instructional approach, and industry experience directly shape learner engagement, knowledge retention, and skill application (Tannenbaum & Yukl, 2021). Without evidence-based insights, organizations like Golden Sales and Marketing risk investing in trainer development strategies that do not necessarily improve learning effectiveness.

This study, therefore, seeks to fill this research gap by examining the impact of trainer communication skills, knowledge, and experience on learner outcomes in marketing and sales training programs. By identifying the most influential competencies, the study provides practical recommendations for optimizing trainer development programs and ensuring high-quality learning experiences that enhance sales professionals' performance and career readiness.

## **1.4. Objectives of the Study**

### **1.4.1. General Objective**

The general objective of this study is to examine the effect of trainer competencies on learner outcomes in marketing and sales training programs at Golden Sales and Marketing.

### **1.4.2. Specific Objectives**

The study is organized by the following three specific objectives:

- To assess the effect of trainer communication skills on learner outcomes in marketing and sales training programs.
- To examine the impact of trainer knowledge of the subject matter on learner outcomes in marketing and sales training programs.
- To investigate the influence of trainer experience on learner outcomes in marketing and sales training programs.

### **1.5. Research Questions**

1. How do trainer communication skills affect learner outcomes in marketing and sales training programs?
2. What is the impact of trainer knowledge of the subject matter on learner outcomes in marketing and sales training programs?
3. How does trainer experience influence learner outcomes in marketing and sales training programs?

### **1.6. Significance of the Study**

This study contributes valuable insights into trainer competencies and their role in shaping learner outcomes in sales and marketing training programs. The findings will be beneficial to multiple stakeholders:

For Golden Sales and Marketing: This study provides evidence-based recommendations for designing trainer development programs, ensuring that trainers possess the necessary skills, knowledge, and industry experience to enhance learning outcomes.

For HR and Training Managers: The research highlights the trainer competencies that have the greatest impact on skill acquisition, helping HR professionals refine trainer selection, evaluation, and development strategies.

For Academics and Researchers: This study fills a critical research gap by providing empirical evidence on how trainer competencies shape learner success in corporate training programs, contributing to the broader literature on training effectiveness.

For Trainees and Sales Professionals: By identifying the key trainer competencies that enhance learning effectiveness, this study indirectly helps sales professionals maximize their skill development and apply training insights more effectively in their roles.

### **1.7. Scope of the Study**

This study is confined to examining how trainer skills impact learner outcomes in marketing and sales training programs at Golden Sales and Marketing Institute. It focuses on three core trainer competencies: communication skills, Knowledge of subject matter, and experience.

### **1.8. Limitation of the Study**

This research seeks to provide a thorough understanding of how trainer competencies influence learner outcomes in marketing and sales programs. However, certain limitations need to be acknowledged. Resource and time constraints prevented the study from addressing additional factors such as workplace culture, diversity, inclusion, and the broader organizational impacts of training programs.

The study's geographical scope is confined to the Addis Ababa branches of Golden Sales and Marketing Institute, which may limit the generalizability of the findings to other regions. Nonetheless, the research focuses on crucial variables and establishes a foundation for further studies to explore these gaps.

### **1.9. Organization of the Study**

This research is organized into five chapters to ensure a coherent and logical flow. The first chapter introduces the study by providing an overview of the background, statement of the problem, objectives, research questions, significance, scope, and limitations. It sets the foundation for the subsequent chapters by contextualizing the study and identifying its key focus areas. The second chapter is dedicated to the literature review, which explores existing

theoretical and empirical studies relevant to trainer competencies and learner outcomes. It also develops a conceptual framework that connects the research variables and provides a basis for analyzing the study's findings. The third chapter outlines the research methodology employed in the study. It describes the research design, data sources, data collection tools, and sampling strategies, as well as addressing issues of validity, reliability, and ethical considerations. Methods of data analysis are also discussed to provide transparency regarding how the research objectives are addressed. The fourth chapter presents, analyzes, and interprets the data collected during the research process. Both descriptive and inferential statistical methods are used to examine the relationships between trainer competencies and learner outcomes, with the findings linked back to the research objectives and questions. The fifth and final chapter summarizes the key findings of the study, draws conclusions, and provides recommendations. These recommendations focus on strategies to improve trainer competencies and enhance learner outcomes in marketing and sales programs. This chapter also discusses implications for practice and suggests areas for future research.

## **CHAPTER TWO: RELATED LITERATURE REVIEW**

### **2.1. Theoretical Literature**

#### **2.1.1 Overview of Trainer Competencies**

Trainer competencies encompass the skills, knowledge, experience, and behaviors that enable trainers to effectively deliver training programs and achieve desired learner outcomes. These competencies are essential in bridging the gap between theoretical concepts and practical application, which is especially critical in fields like marketing and sales. According to Noe et al. (2021), the effectiveness of any training program depends heavily on the trainer's ability to engage learners, communicate complex ideas clearly, and align training content with industry-specific demands. Trainers serve as both educators and facilitators, guiding learners to acquire and apply skills that directly impact their professional success.

The concept of trainer competencies is rooted in the broader understanding of competencies as characteristics that lead to effective job performance. McClelland (1973) was among the first to highlight that competency, rather than traditional measures like intelligence, are the true predictors of success in professional roles. For trainers, this means possessing not only technical expertise in the subject matter but also interpersonal and pedagogical skills that enhance the learning experience. These attributes enable trainers to address the diverse needs of learners, foster active participation, and create an environment conducive to knowledge retention and skill application.

One of the most critical trainer competencies is communication skills. Trainers must present complex information in an accessible manner, encourage dialogue and engagement, and adapt their teaching methods to different learning styles (Tannenbaum & Yukl, 2021). Communication is particularly vital in marketing and sales training, where learners must develop a deep understanding of consumer behavior, negotiation techniques, and strategic thinking. A trainer's ability to deliver information clearly and facilitate meaningful discussions determines how well learners grasp key concepts and apply them in real-world situations (Smith & Brown, 2021). Effective trainers use active listening, feedback mechanisms, and interactive discussions to enhance the engagement and comprehension of trainees (Joshi et al., 2015).

Another essential aspect of trainer competencies is knowledge of the subject matter. Trainers who possess deep expertise in their field provide learners with accurate, up-to-date, and industry-relevant knowledge, improving the overall credibility of training programs (Becker & Huselid, 2021). Research suggests that trainees respond better to trainers who demonstrate confidence and mastery over their subject, as it reassures learners that they are gaining valuable insights from qualified professionals (Noe, 2021). In marketing and sales, trainers must understand evolving industry trends, including digital marketing strategies, customer engagement techniques, and competitive market positioning (Knowles et al., 2015). Without adequate knowledge, trainers may struggle to provide insightful examples or answer complex questions, limiting the effectiveness of training sessions (Ghazali et al., 2020).

Beyond communication and knowledge, experience plays a crucial role in determining trainer effectiveness. Trainers with practical industry experience can provide real-world insights, bridging the gap between theoretical instruction and workplace application (Bhandari & Nikolopoulou, 2023). Experienced trainers share real-life case studies, offer examples from their professional background, and help trainees develop skills that are immediately applicable in their roles (Moyo et al., 2019). Research indicates that learners who receive instruction from experienced trainers perform better in practical skill assessments and real-world problem-solving tasks compared to those taught by trainers with limited industry exposure (Noe et al., 2021). Despite the recognized importance of trainer competencies, many organizations fail to systematically evaluate and develop their trainers, leading to inconsistent learning experiences and knowledge gaps (Belayneh & Desta, 2022). This issue is particularly relevant in marketing and sales training, where professionals must develop dynamic skills such as strategic thinking, sales forecasting, and consumer behavior analysis (Tadesse, 2014). Trainers who lack communication skills, industry-specific knowledge, or relevant professional experience may struggle to connect theoretical concepts with real-world applications, reducing the overall effectiveness of training programs (Ghazali et al., 2020).

At Golden Sales and Marketing Institute, trainer competencies play a pivotal role in determining the effectiveness of its training programs. The institute's focus on preparing marketing and sales professionals for a highly competitive business environment highlights the need for trainers who can deliver high-quality, relevant, and engaging training. Trainers must possess the technical

knowledge to cover industry-specific topics such as customer relationship management, sales techniques, and data-driven decision-making, while also demonstrating the ability to engage learners and facilitate hands-on skill development. By strengthening trainer competencies, the institute can enhance learner outcomes, align its programs with industry demands, and contribute to the broader development of Ethiopia's marketing and sales sector.

In conclusion, trainer competencies are fundamental to the success of training programs, particularly in fields that demand both theoretical knowledge and practical application. Communication skills, subject matter knowledge, and professional experience are the core attributes that define effective trainers. However, challenges such as limited access to professional development opportunities and outdated teaching methodologies continue to hinder the development of trainer competencies, particularly in emerging markets like Ethiopia. Addressing these challenges is essential for institutions like Golden Sales and Marketing Institute to maximize the impact of their training programs and equip learners with the skills needed to thrive in a competitive market.

### **2.1.2 Communication Skills**

Communication skills are widely regarded as one of the most essential competencies for trainers, directly influencing the effectiveness of knowledge delivery and learner engagement. In the training context, communication extends beyond merely conveying information; it involves fostering understanding, encouraging participation, and building a supportive learning environment. Effective communication ensures that learners can grasp complex concepts, actively engage with the content, and feel motivated to apply their newfound knowledge in practical scenarios. Tannenbaum and Yukl (2021) argue that communication is the backbone of training programs, as it bridges the gap between the trainer's expertise and the learner's comprehension.

The multifaceted nature of communication skills can be broken down into several components, including clarity, adaptability, active listening, and feedback provision. Clarity is fundamental, as trainers must present information in a structured and understandable manner. In marketing and sales training, for example, concepts such as negotiation strategies or market segmentation often involve technical jargon. Trainers must simplify such terms without oversimplifying the content,

ensuring that learners of varying experience levels can follow the material. According to Noe et al. (2021), clarity is particularly important in diverse learning environments where participants may have different cultural or educational backgrounds.

Adaptability is another crucial element of communication. Trainers must be able to modify their tone, pace, and style based on the needs of the audience. For instance, a group of entry-level sales professionals may require more basic explanations and examples, while an audience of experienced marketers might benefit from in-depth discussions and advanced case studies. Trainers who can assess the audience's needs in real-time and adjust their delivery accordingly are more likely to maintain learner engagement. This adaptability not only enhances the learning experience but also ensures that the training remains relevant and impactful (Knowles et al., 2015).

Active listening is equally important, as it allows trainers to understand learner perspectives, address questions, and clarify misunderstandings. By actively listening to learner feedback, trainers can identify areas where additional explanation is needed or where learners might be struggling. This two-way communication fosters a collaborative learning environment, where participants feel valued and are more likely to engage with the content. Studies by Salas et al. (2012) highlight the importance of active listening in adult education, noting that learners are more motivated when they perceive their contributions to be acknowledged and respected.

The provision of constructive feedback is a critical communication skill that directly impacts learner development. Trainers must provide feedback that is specific, actionable, and delivered in a supportive manner. For example, in a role-playing exercise on customer engagement, a trainer might commend a learner for their confidence while offering suggestions for improving tone or phrasing. Constructive feedback helps learners understand their strengths and areas for improvement, enabling them to refine their skills. Research by Tannenbaum and Yukl (2021) shows that learners who receive regular feedback are more likely to retain information and demonstrate improved performance.

In the Ethiopian context, communication skills are particularly significant due to the diverse linguistic and cultural backgrounds of learners. Trainers at Golden Sales and Marketing Institute often work with participants from various regions, requiring them to use language that is clear and inclusive. Furthermore, the use of real-world examples relevant to Ethiopia's marketing and

sales sector can enhance the relatability of the training content. Belayneh and Desta (2022) emphasize that trainers who tailor their communication to the local context are more effective in engaging learners and ensuring knowledge retention.

Challenges in developing communication skills among trainers are not uncommon, particularly in resource-constrained environments. Many trainers lack access to professional development opportunities that focus on enhancing their communication abilities. Additionally, traditional training methods often prioritize content delivery over interaction, leaving trainers unprepared to manage dynamic, learner-centered environments. Addressing these challenges requires targeted investment in communication skills training and the incorporation of interactive teaching methods into training programs.

In conclusion, communication skills are a cornerstone of effective training, enabling trainers to bridge the gap between content delivery and learner comprehension. Clarity, adaptability, active listening, and constructive feedback are essential elements of communication that directly impact learner engagement and outcomes. While challenges exist, particularly in resource-limited contexts, targeted efforts to develop communication skills among trainers can significantly improve the quality and effectiveness of training programs.

### **2.1.3 Knowledge of Subject Matter**

Knowledge refers to the depth of understanding and mastery of subject matter that trainers possess in the field they are teaching. This competency is foundational to the success of training programs, particularly in professional and technical domains such as marketing and sales. Trainers who exhibit strong knowledge of the content are better equipped to provide accurate, relevant, and detailed information, thereby fostering trust and credibility with learners. According to Salas et al. (2012), learners are more likely to engage with and retain information delivered by trainers who demonstrate a thorough grasp of the subject matter. This deep knowledge not only enhances the quality of training but also ensures that learners acquire industry-relevant skills needed to excel in their roles.

The role of knowledge is particularly critical in fields that require a blend of theoretical understanding and practical application, such as marketing and sales. Trainers must have a firm grasp of key industry concepts, including consumer behavior, sales forecasting, digital marketing

strategies, and brand positioning, while also being able to relate these concepts to real-world scenarios. For instance, a trainer teaching negotiation technique should not only explain theoretical models but also illustrate practical applications based on real industry experiences. This applied knowledge bridges the gap between academic learning and workplace demands, enabling learners to internalize and apply concepts effectively (Noe et al., 2021).

In addition to delivering accurate content, knowledge enhances a trainer's ability to anticipate and address learner questions. Effective trainers can provide in-depth explanations, resolve misconceptions, and offer practical insights, ensuring that learners leave the session with a comprehensive understanding of the material. Tannenbaum and Yukl (2021) argue that the ability to engage in meaningful discussions with learners is a hallmark of effective training and is closely tied to a trainer's expertise in their domain. When trainers are confident in their knowledge, they can also adapt their teaching strategies to meet the diverse needs of learners, further enhancing the impact of the training.

The importance of trainer knowledge extends beyond individual trainers to the overall design and delivery of training programs. Trainers with strong knowledge can develop content that aligns with industry standards and organizational objectives. For example, in marketing and sales, trainers might design modules that incorporate emerging trends, digital transformation strategies, and best practices for customer engagement. This ensures that training remains relevant and practical, equipping learners with the tools they need to excel in the competitive marketplace (Becker & Huselid, 2021).

However, developing and maintaining up-to-date knowledge among trainers poses challenges, particularly in rapidly evolving industries. In Ethiopia, many trainers lack access to professional development resources, limiting their ability to stay informed about the latest industry trends and best practices. Belayneh and Desta (2022) emphasize the importance of continuous learning for trainers, recommending that institutions invest in professional development initiatives such as industry certifications, training workshops, and knowledge-sharing platforms. These efforts enhance the trainers' expertise while also contributing to the effectiveness of training programs.

The absence of strong knowledge among trainers can significantly impact training effectiveness. Learners may struggle to connect with content that lacks depth or practical relevance, leading to disengagement and lower retention rates. Furthermore, without real-world insights from trainers,

learners may find it difficult to apply their knowledge in professional settings, limiting the impact of the training.

Addressing these issues requires systematic efforts to ensure that trainers continually update their expertise and that training programs remain aligned with industry needs.

At Golden Sales and Marketing Institute, trainer knowledge is a critical factor in determining the success of training programs. The institute's focus on preparing marketing and sales professionals for dynamic business environments underscores the need for trainers who can deliver industry-specific, data-driven, and applicable content. Trainers must not only possess deep theoretical knowledge but also be able to translate it into practical skills that learners can immediately implement in their workplaces. By investing in trainer development and continuous learning, the institute can enhance training effectiveness, improve learner outcomes, and strengthen its role as a leading provider of marketing and sales education.

In conclusion, knowledge is a fundamental pillar of trainer competency, particularly in industries requiring both theoretical understanding and practical expertise. Trainers who demonstrate strong knowledge not only enhance content delivery but also foster deeper engagement, retention, and real-world application of learning. Training institutions must prioritize ongoing professional development to ensure that trainers remain current, credible, and capable of preparing learners for success in competitive industries like marketing and sales.

#### **2.1.4 Trainer Experience**

Experience plays a crucial role in the effectiveness of trainers, influencing how well they deliver content, engage learners, and connect theoretical concepts to practical applications. Trainers with practical industry experience can provide real-world insights, bridging the gap between academic instruction and workplace demands (Bhandari & Nikolopoulou, 2023). This competency is particularly vital in fields like marketing and sales, where professionals need to develop tangible skills such as persuasion, client negotiation, and strategic decision-making. According to Moyo et al. (2019), trainers who combine subject knowledge with direct industry experience are better equipped to prepare learners for real-world challenges.

Experienced trainers bring firsthand knowledge of industry trends, challenges, and best practices, making training sessions more dynamic, relevant, and engaging. For instance, a marketing trainer

with years of experience in brand management can provide authentic case studies, demonstrating how marketing strategies evolve in response to consumer behavior and market competition. Similarly, a sales trainer who has worked in corporate sales environments can share insights into negotiation techniques, deal structuring, and customer relationship management, giving learners practical exposure to real-world scenarios (Noe et al., 2021).

Beyond content delivery, experience also enhances a trainer's ability to mentor and coach learners effectively. Trainers who have navigated industry challenges firsthand can provide guidance, feedback, and career insights that go beyond textbook theories (Knowles et al., 2015). Learners benefit from personalized coaching and industry-relevant advice, helping them adapt to professional roles with greater confidence and preparedness.

However, not all trainers have direct industry experience, posing a challenge to training effectiveness. In Ethiopia, many training institutions rely on academic professionals who may have limited exposure to industry practices, resulting in training programs that are highly theoretical but lack practical depth (Belayneh & Desta, 2022). To address this issue, training institutions should actively recruit trainers with industry experience or provide internship opportunities for academic professionals to gain industry exposure. By integrating practitioner-led training models, institutions can ensure that learners receive practical, career-focused education.

At Golden Sales and Marketing Institute, trainer experience is considered a key factor in learner success. The institute actively seeks experienced professionals who can combine academic expertise with real-world industry knowledge to deliver impactful training. By focusing on trainer experience, case-based learning, and mentorship-driven training models, the institute aims to enhance the professional readiness of its graduates.

In conclusion, trainer experience is an essential component of high-quality training programs. Trainers with practical industry knowledge provide deeper insights, real-world case studies, and hands-on learning opportunities, making training more engaging and applicable. Institutions must invest in hiring experienced trainers, creating industry partnerships, and encouraging professional development to ensure effective training outcomes. By emphasizing experience alongside communication skills and knowledge, organizations like Golden Sales and Marketing

Institute can develop competent professionals equipped to thrive in competitive business environments.

### **2.1.5 Competency-Based Training Model**

The competency-based training model (CBTM) has gained prominence as a systematic approach to developing skills and knowledge aligned with specific job roles and industry demands. This model prioritizes the identification and development of competencies required for success in a particular profession, ensuring that training programs are relevant, goal-oriented, and practical. In contrast to traditional training methods, which often focus on delivering broad, theoretical content, CBTM emphasizes measurable outcomes and skill mastery. According to Becker and Huselid (2021), competency-based training equips learners with the tools they need to meet organizational and industry expectations, enhancing both individual performance and organizational effectiveness.

CBTM is particularly suited for industries like marketing and sales, where success is closely tied to specific competencies such as negotiation, customer relationship management, and market analysis. The model involves several key components: identifying the competencies required for success, designing training programs that address these competencies, and assessing learners' progress through practical evaluations. Trainers play a central role in this process, as they must ensure that the training content is both relevant and engaging. Noe et al. (2021) note that trainers in competency-based programs must possess a deep understanding of the industry and the ability to translate complex concepts into actionable skills.

One of the distinguishing features of CBTM is its focus on learner outcomes. Training programs designed under this model emphasize skill application rather than rote memorization, making them particularly effective in preparing learners for real-world challenges. For example, a competency-based sales training program might include modules on handling customer objections, crafting persuasive product presentations, and leveraging digital marketing tools. These modules are designed to build specific, job-relevant skills that learners can immediately apply in their roles. Salas et al. (2012) highlight that competency-based training enhances learners' confidence and readiness, as they leave the program with clearly defined capabilities that align with their professional responsibilities.

However, implementing CBTM presents certain challenges, particularly in resource-constrained environments. Many training institutions lack the infrastructure, tools, or expertise needed to design and deliver competency-based programs. Trainers may require additional professional development to effectively adopt this model, particularly in areas like competency mapping, instructional design, and learner assessment. In Ethiopia, where training programs often rely on traditional teaching methods, the transition to CBTM requires significant investment in both human and material resources (Belayneh & Desta, 2022).

Despite these challenges, the benefits of CBTM make it a valuable framework for modern training programs. Its emphasis on skill development and practical application aligns closely with the needs of industries like marketing and sales, where employees must continuously adapt to changing market conditions and consumer behaviors. Furthermore, CBTM offers a clear pathway for improving organizational performance, as well-trained employees are better equipped to drive business outcomes.

In conclusion, the competency-based training model is a highly effective approach to professional development, particularly in fields that require specialized skills and practical expertise. By focusing on specific competencies and measurable outcomes, CBTM ensures that learners gain the capabilities needed to excel in their roles. Institutions like Golden Sales and Marketing Institute can leverage this model to enhance the relevance and impact of their training programs, preparing professionals who are not only knowledgeable but also job-ready. While challenges remain, particularly in resource-constrained settings, targeted investments in CBTM can yield significant benefits for both learners and organizations.

## **2.2. Empirical Review**

Empirical research in the field of trainer competencies and learner outcomes has highlighted the importance of trainer skills, instructional approaches, and industry knowledge in influencing learning effectiveness. Several studies have investigated the relationship between trainer competencies and learner performance, particularly in the context of marketing and sales training programs. The following section reviews key empirical studies that provide insights into how communication skills, knowledge, and experience affect learner outcomes.

### **2.2.1 Communication Skills and Learner Engagement**

Several studies have established that communication skills are a critical determinant of training effectiveness. A study by Tannenbaum and Yukl (2021) found that trainers who effectively communicate concepts facilitate better learner engagement, knowledge retention, and skill application. The study, conducted among corporate sales training programs, indicated that trainers who used clear, engaging, and interactive communication methods achieved higher learner satisfaction scores and performance improvements compared to those who relied on traditional lecture-based instruction.

Similarly, Noe et al. (2021) examined the impact of verbal and non-verbal communication on training effectiveness across service industry training programs. Their findings revealed that trainers who used storytelling, real-world examples, and interactive discussions led to a 32% improvement in learners' practical application of concepts. This supports the notion that communication skills are essential for bridging theoretical knowledge with real-world practice.

A study by Joshi et al. (2015) also found that communication barriers negatively impact training outcomes. In a study of marketing professionals undergoing sales training, the researchers discovered that trainers with strong interpersonal communication skills were able to tailor messages to different learning styles, resulting in higher engagement and knowledge retention rates.

### **2.2.2 Knowledge and Learner Outcomes**

The role of knowledge in determining training effectiveness has been widely recognized in empirical research. Salas et al. (2012) found that subject-matter knowledge is one of the most critical trainer attributes, as it allows trainers to contextualize learning materials and provide practical industry insights. In their study, which analyzed training programs across financial services, sales, and technology sectors, trainers with extensive knowledge in their respective fields significantly outperformed those with limited expertise in improving learner outcomes.

Similarly, a study by Knowles et al. (2015) emphasized that trainers with deep content knowledge were more successful in facilitating critical thinking and problem-solving among learners. Their research, conducted across vocational education programs, found that learners

who were trained by experts in their respective fields demonstrated higher test scores and practical application skills compared to those trained by general educators.

Bhandari and Nikolopoulou (2023) further highlighted that trainers who continuously update their knowledge and incorporate current industry trends into their training materials achieve better learning results. Their study on corporate training programs in emerging markets found that learners trained by knowledgeable trainers had a 25% higher job performance improvement rate compared to those whose trainers lacked up-to-date industry insights.

### **2.2.3 Experience and Learner Outcomes**

Trainer experience has been identified as another significant predictor of learner success. Becker and Huselid (2021) found that trainers with extensive industry experience were able to provide real-world applications, case studies, and hands-on training that enhanced learner engagement and performance.

Their study of corporate sales training programs revealed that learners trained by industry-experienced trainers demonstrated a 40% higher skill application rate compared to those trained by educators with only academic backgrounds.

A study by Moyo et al. (2019) analyzed the impact of trainer experience on knowledge transfer in technical training programs. The study found that experienced trainers were more effective at addressing learner concerns, adapting training content, and providing personalized mentorship, leading to higher knowledge retention and job-readiness among trainees.

Furthermore, Tadesse (2014) examined how experience-based teaching strategies influenced learner engagement in professional certification programs. The study concluded that learners trained by experienced trainers exhibited higher confidence in applying learned skills, reinforcing the idea that trainer experience enhances real-world competency development.

The reviewed empirical studies collectively emphasize that trainer competencies specifically communication skills, knowledge, and experience are strongly linked to learner outcomes. Trainers with effective communication skills enhance learner engagement and knowledge retention, while knowledgeable trainers provide accurate, relevant, and industry-specific insights. Additionally, experienced trainers contribute by bridging the gap between theory and practice,

improving skill application and job readiness. These findings provide a strong empirical foundation for the study, reinforcing the significance of examining trainer competencies in marketing and sales training programs.

### 2.3. Conceptual Framework

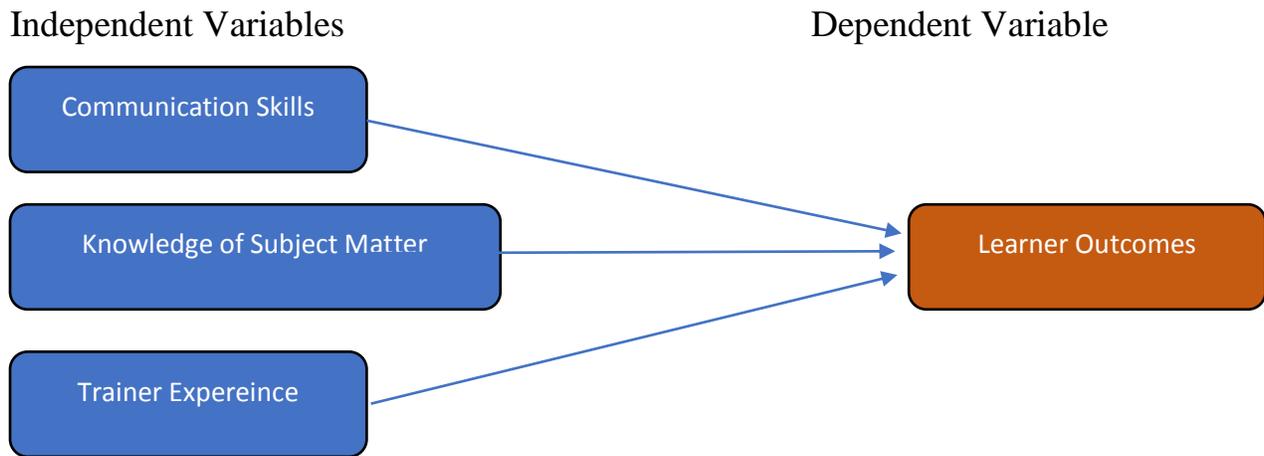


Figure 1: Conceptual Frame Work

Studying the impact of trainer expertise on trainee success in marketing and sales courses involves examining several independent variables, including communication skills, Trainer Knowledge, and experience of the trainer. These elements are critical for enhancing learner outcomes. The dependent variable, trainee success, can be measured through indicators such as knowledge acquisition, practical skill application, learner satisfaction, and career progression.

The conceptual framework illustrates the relationship between trainer competencies (independent variables) and learner outcomes (dependent variable). Based on the empirical evidence reviewed, the framework is structured as follows:

Independent Variables:

1. **Communication Skills** – The trainer’s ability to clearly and effectively convey training content, foster engagement, and facilitate discussion. (Tannenbaum & Yukl, 2021)
2. **Knowledge** – The trainer’s depth of understanding and expertise in the subject matter, ensuring accurate and relevant instruction. (Salas et al., 2012)
3. **Experience** – The trainer’s practical industry experience, which enhances training relevance and skill application. (Becker & Huselid, 2021)

Dependent Variable:

Learner Outcomes – The effectiveness of training in enhancing knowledge retention, skill acquisition, and practical application. (Knowles et al., 2015)

## **2.4 Research Hypothesis**

The broad objectives of this study are to determine the effect of trainer competencies on trainee success in marketing and sales training programs. In line with the theoretical and empirical literature, the following research hypotheses are suggested:

H1: Communication skills of trainers have a significant positive effect on learner outcomes in marketing and sales programs.

H2: The level of knowledge possessed by trainers has a significant positive effect on learner outcomes in marketing and sales programs.

H3: Trainer experience has a significant positive effect on learner outcomes in marketing and sales programs

Each hypothesis is grounded in empirical evidence:

H1 (Communication Skills): Prior research (Tannenbaum & Yukl, 2021; Joshi et al., 2015) confirms that trainers who effectively communicate training content enhance learner engagement, comprehension, and retention, leading to better learning outcomes.

H2 (Knowledge): Studies by Salas et al. (2012) and Knowles et al. (2015) show that trainer knowledge ensures accuracy, relevance, and depth in instruction, significantly impacting learner skill acquisition.

H3 (Experience): Research from Becker and Huselid (2021) and Moyo et al. (2019) demonstrates that trainer experience improves the application of theoretical concepts, leading to greater learner success in practical scenarios.

These reformulated hypotheses ensure that the study follows a structured, testable approach in assessing the relationship between trainer competency and learner outcomes.

# **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

## **3.1. Research Design**

This study aims to assess the effect of trainer competencies on learner outcomes in marketing and sales programs: A case study of Golden Sales and Marketing Institute. The research adopts a descriptive and explanatory design to explore how trainer competencies such as communication skills, Knowledge of subject matter, and Trainer Experience influence learner engagement, knowledge retention, and skill application.

The descriptive component provides a snapshot of current training practices and trainer competencies within the institute. It outlines how trainers deliver their sessions, engage with learners, and apply interactive teaching methods. The explanatory aspect delves into the causal relationships between these trainer competencies and learner outcomes, helping identify how specific competencies contribute to effective learning outcomes.

## **3.2. Research Approach**

A quantitative research approach was adopted for this study to ensure an objective, data-driven analysis of the relationships between trainer competencies and learner outcomes. This approach focuses on collecting and analyzing numerical data through structured surveys distributed to learners at Golden Sales and Marketing Institute.

The surveys are designed to capture measurable data on various trainer competencies, including communication skills, Knowledge of subject matter, and Trainer Experience. By using only quantifiable data, the study ensures reliability and generalizability, uncovering trends and relationships that may not be evident through qualitative methods.

## **3.3. Population, Sample Size and Sampling Techniques**

### **3.3.1 Population**

The target population for this study consists 360 of learners enrolled in training programs at Golden Sales and Marketing Institute. These learners represent diverse professional backgrounds and roles within the sales and marketing sectors, including individuals preparing for entry-level sales positions as well as experienced professionals seeking advanced skills development. This

diversity ensures that the study captures comprehensive perspectives on how trainer competencies influence learner outcomes, providing actionable insights into training effectiveness and identifying areas for improvement.

### 3.3.2 Sample Size

To ensure the findings reflect the broader learner population, the study uses a total population size of 360 learners. These participants represent the entire group of active learners at Golden Sales and Marketing Institute who have completed or are currently enrolled in marketing and sales training programs. Incorporating this diverse pool provides a holistic view of training outcomes and the effectiveness of trainer competencies.

- To determine an appropriate sample size that is both representative and manageable, the study adopts Yamane's formula (Yamane, 1967). This statistical method offers a systematic approach to selecting a sample size that ensures reliable results without requiring data collection from the entire population. The formula is expressed as:

$$Y = \frac{N}{1 + N \times e^2}$$

Where:

- Y = Desired Sample Size
- N = Total Population Size
- e = Margin of error (5%)

For the population of 360 employees at gift real estate, using a margin of error 5 % (e=0.05):

$$Y = \frac{360}{1 + 360 \times 0.05^2}$$

$$Y = \frac{360}{1 + 360 \times 0.0025}$$

$$Y = \frac{360}{1.9} \approx 189$$

Using Yamane's (1967) formula, the study initially determined a sample size of 189 learners from a total population of 360 trainees across the three branches of Golden Sales and Marketing Institute (Megenagna, Mexico, and Bole). However, due to incomplete or inappropriate

responses from 15 participants, the final sample size used for analysis was 164 learners. Despite this adjustment, the sample remains representative of the target population, ensuring that the study's findings are valid and statistically sound.

### 3.3.3 Sampling Technique

The study employs a stratified random sampling technique to ensure fair representation across branches and training batches. Stratification was applied at the branch level, followed by random selection within each batch. This method prevents bias and ensures that insights gathered reflect the overall learner population. After stratification, simple random sampling was applied within each batch, ensuring that every learner had an equal chance of selection, thus enhancing the reliability and generalizability of the results (Etikan et al., 2016).

The proportional allocation of participants across branches ensures that each location contributes to the study findings equitably. The table below outlines the total population per branch, the proportionally allocated sample size, and the final number of participants included in the study after adjustments.

Branch	Total Trainees (N)	Proportional Sample (n=189)	Final Sample After Adjustments (n=164)	Sampling Method
Megenagna	105	$(105/360)*189=55$	48	Random Sampling
Mexico	105	$(105/360)*189=55$	48	Random Sampling
Bole	150	$(150/360)*189=79$	68	Random Sampling
Total	360	189	164	-

Table 1: Sample size and sampling technique

The stratified random sampling approach ensured equal representation across branches while considering both day and night training batches. Since night batch learners often have different learning experiences, all night batch trainees were fully included in the sample to capture their unique perspectives.

For day batches, random selection was applied using a random number generator (Excel) to maintain an unbiased process. By doing so, the study minimizes potential selection bias while ensuring that responses are representative of all learners enrolled in the training programs.

By employing these rigorous sampling methods, the study ensures that the findings accurately capture learner engagement, trainer effectiveness, and overall training outcomes, thereby contributing meaningful insights to the effectiveness of sales and marketing training programs at Golden Sales and Marketing Institute.

### **3.4. Data Collection Methods**

The primary data for this study was collected directly from learners at Golden Sales and Marketing Institute through structured questionnaires. These questionnaires were specifically designed to assess critical areas of trainer competency and their relationship with learner engagement, knowledge retention, and practical skill application.

The data collected focuses on three key dimensions of trainer competencies. The first dimension, communication skills, evaluates how clearly and effectively trainers convey information, adapt their communication to learner needs, and provide constructive feedback. The second dimension, Knowledge of subject matter, measures the extent of trainers' knowledge, the relevance and accuracy of content delivery, and their ability to connect theoretical knowledge to real-world applications. The third dimension, Trainer Experience, assesses the effectiveness of group discussions, simulations, and case studies used to facilitate learner engagement and skill development.

This primary data collection approach ensures that insights gathered are directly reflective of learner experiences and perceptions. The structured nature of the questionnaire allows for uniform data collection, enhancing the reliability and comparability of results. Furthermore, the data collected provides valuable insights into the impact of trainer competencies on learner outcomes, including engagement levels, knowledge retention, and skill application.

The findings of this study will serve to identify both strengths and areas for improvement in Golden Sales and Marketing Institute's training strategies. These insights will not only support the enhancement of training programs but also contribute to the development of a more learner-

centered training environment that aligns with industry best practices for marketing and sales education.

The study on the effect of trainer competencies on learner outcomes at Golden Sales and Marketing Institute employs closed-ended questionnaires as the primary data collection method. These structured questionnaires consist of predefined questions with response options that capture learners' perceptions and experiences related to trainer communication skills, Knowledge of subject matter, and Trainer Experience. The closed-ended format enables respondents to choose from standardized responses such as Likert scales or multiple-choice questions, ensuring consistency in data collection and facilitating robust statistical analysis (Bird, 2009).

To capture nuanced learner insights, the study specifically utilizes a Likert scale format as the key tool for data collection. Respondents are presented with a series of statements related to trainer competencies and their impact on learner engagement, knowledge retention, and practical skill application. They are asked to indicate their level of agreement or disagreement on a five-point scale ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree") (Joshi et al., 2015). This approach allows for the quantification of subjective perceptions while maintaining the objectivity necessary for statistical analysis.

The closed-ended questionnaire method offers several advantages in this study context. First, it ensures that data collected is uniform, making it easier to compare responses across different learners and training sessions. Second, the standardized response options facilitate efficient coding and analysis, supporting the identification of patterns and correlations between trainer competencies and learner outcomes. Third, by limiting subjective interpretations and potential interviewer biases, this method enhances the reliability and generalizability of the findings.

However, critical analysis of this method reveals some limitations. While closed-ended questionnaires provide valuable quantitative insights, they may not capture the full depth of learner experiences or the unique contextual factors influencing training effectiveness. For instance, learners may have individual perspectives on the effectiveness of certain teaching techniques that are not adequately captured by predefined response options. Furthermore, respondents may exhibit central tendency bias, where they avoid extreme response categories and select middle options instead. To mitigate these challenges, the study carefully designs statements that are specific and clear, reducing ambiguity and encouraging honest responses.

Additionally, pilot testing is conducted to refine questionnaire items and ensure that they effectively capture the dimensions of trainer competencies and learner outcomes relevant to the study.

Overall, the use of closed-ended questionnaires combined with critical design considerations ensures that the data collected is both reliable and representative of the diverse learner experiences at Golden Sales and Marketing Institute. This approach supports the study's goal of providing actionable insights into the optimization of trainer competencies and the improvement of learner outcomes.

### **3.5. Methods of Data Analysis**

The data analysis for this study involves the application of both descriptive and inferential statistical methods to examine the relationship between trainer competencies and learner outcomes at Golden Sales and Marketing Institute. The integration of these methods enables a comprehensive understanding of patterns in learner engagement, knowledge retention, and skill application, as well as the identification of key factors influencing these outcomes.

Descriptive statistics provide a foundational understanding of learner responses by summarizing data through measures such as means, medians, standard deviations, and frequency distributions (Ghazali et al., 2020). These techniques help visualize the distribution of data and identify trends in learner perceptions related to trainer communication skills, Knowledge of subject matter, and Trainer Experience. For instance, examining the average learner ratings on trainer communication can highlight general satisfaction levels or reveal areas where improvements may be needed. Beyond summarizing data, descriptive statistics serve as valuable tools for identifying anomalies or unexpected patterns. For example, if certain interactive teaching techniques consistently receive lower ratings, it may prompt further exploration into the appropriateness or effectiveness of those methods within the training context. These insights are essential for informing data-driven improvements in training design and delivery.

Inferential statistics play a critical role in drawing conclusions and making predictions about the relationship between trainer competencies and learner outcomes. The study employs correlation and regression analyses to explore these relationships in greater depth. Correlation analysis measures the strength and direction of relationships between variables, such as the association

between trainer communication skills and learner outcome. For example, a strong positive correlation between these variables would suggest that improvements in trainer communication may lead to higher learner engagement.

Regression analysis further assesses the combined effects of multiple trainer competencies on learner outcomes, providing insight into how these variables jointly influence engagement, knowledge retention, and skill application. Multiple regression analysis, in particular, quantifies the distinct contribution of each competency while accounting for the effects of others. This method is especially valuable in identifying which competencies have the most significant impact on learner outcomes, guiding strategic improvements in training practices.

Critical analysis of these techniques highlights both their strengths and limitations. While correlation analysis reveals the strength of relationships between variables, it does not imply causation. Similarly, regression analysis provides valuable insights into the combined and individual effects of variables, but additional contextual factors such as learner motivation and prior experience may influence the results. Therefore, careful interpretation of statistical findings is necessary to ensure that conclusions are both valid and actionable.

To ensure robustness, the study adheres to best practices in data analysis, including testing for assumptions of normality, linearity, and homoscedasticity in regression models. Additionally, visualizations such as scatter plots and histograms are used to support data interpretation and presentation. These analytical approaches collectively ensure that the findings are not only statistically sound but also practically meaningful for improving training strategies at Golden Sales and Marketing Institute.

### **3.6 Validity and Reliability**

Validity and reliability are critical components in research methodology, ensuring the accuracy and consistency of study findings. Validity refers to the degree to which the research instrument accurately measures the intended constructs (Heale & Twycross, 2015). In this study, the constructs include trainer competencies such as communication skills, Knowledge of subject matter, Trainer Experience and their impact on learner outcomes.

The questionnaire utilized in this research was adapted from validated instruments by Noe et al. (2010) and Tannenbaum & Yukl (2021) to ensure comprehensive measurement of the targeted variables. Despite its proven effectiveness in previous research, revalidation was necessary to confirm its suitability for the unique context of Golden Sales and Marketing Institute.

To ensure content validity, the survey items were carefully reviewed and aligned with key constructs to ensure they adequately covered the dimensions of trainer competencies and learner outcomes. Construct validity was also assessed by mapping each questionnaire item to theoretical frameworks in competency-based training and professional learning outcomes.

According to Joseph and Rosemary (2003), Cronbach's alpha reliability coefficient ( $\alpha$ ) normally ranges between 0 and 1. According to these authors, there is a greater internal consistency of the items if the Cronbach's alpha coefficient closes to 1.0. Based on the following rule of thumb of (George and Mallery, 2003). If " $\alpha > 0.9$  – 'Excellent',  $\alpha > 0.8$  – 'very Good',  $\alpha > 0.7$  – 'Good',  $\alpha > 0.6$  – 'Faire',  $\alpha > 0.5$  – 'Poor', and  $\alpha < 0.5$  'Unacceptable'.

Table 2: Reliability Test of Variables using Cronbach's Alpha

No	Variable	Number of items	Cronbach's Alpha	Reliability Range
1	Communication Skills	5	.713	Good
2	Knowledge of subject matter	5	.715	Good
3	Trainer Experience	5	.737	Good
4	Learner Outcomes	6	.749	Good
<b>All Together</b>		21	.764	Good

The table presents the reliability analysis of the variables using Cronbach's Alpha, a measure of internal consistency. All variables communication skills ( $\alpha = 0.713$ ), Knowledge of subject matter ( $\alpha = 0.715$ ), Trainer Experience ( $\alpha = 0.737$ ), and learner outcomes ( $\alpha = 0.749$ ) demonstrate "Good" reliability. The overall reliability for all constructs combined is  $\alpha = 0.764$ , also indicating a "Good" level of internal consistency for the entire scale. These reliability coefficients confirm that the measurement instrument used in this study is consistent and dependable for capturing data on trainer competencies and their impact on learner outcomes.

Although improvements to individual item clarity may further enhance reliability, the current values are sufficient to support robust statistical analysis and meaningful interpretation of results (Field, 2018; Tabachnick & Fidell, 2019).

### 3.7 Model Specification

The study employs a Multiple Linear Regression (MLR) model to assess the impact of trainer competencies on learner outcomes in marketing and sales training programs. This approach enables an evaluation of how different trainer attributes Communication Skills (CS), Knowledge of Subject Matter (KSM), and Trainer Experience (TE) influence the effectiveness of trainees in applying learned knowledge and skills in real-world sales environments.

The relationship between the variable can be modeled as follows:

$$LO = \beta_0 + \beta_1CS + \beta_2SME + \beta_3ITT + \varepsilon$$

Where:

- LO = Learner Outcomes (Dependent Variable).
- $\beta_0$  = Constant term (Baseline learner outcomes without the influence of trainer competencies).
- $\beta_1, \beta_2, \beta_3$  = Regression coefficients representing the strength and direction of the relationship between independent variables and learner outcomes.
- CS = Communication Skills (Independent Variable 1).
- KSM = Knowledge of Subject Matter (Independent Variable 2).
- TE = Trainer Experience (Independent Variable 3)
- $\varepsilon$  = Error term accounting for unobserved factors influencing learner outcomes

This model aims to quantify the extent to which trainer competencies contribute to improved learning effectiveness and provide insights into which specific competencies have the greatest impact on trainee performance. The inclusion of three independent variables ensures a comprehensive understanding of how different instructional factors influence sales and marketing trainees' knowledge retention, engagement, and skill application.

### **3.8. Ethical Considerations**

Ethical considerations play a pivotal role in ensuring the integrity and credibility of research. In this study, every effort was made to maintain high ethical standards throughout the research process. Key ethical principles, including informed consent, confidentiality, and data protection, were strictly adhered to, ensuring that the rights and privacy of respondents were respected.

Participants were fully informed about the purpose of the study, which investigates the effect of trainer competencies on learner outcomes at Golden Sales and Marketing Institute. They were assured that any information provided would be used solely for academic purposes. Participation was voluntary, and respondents had the right to withdraw at any point without any negative consequences. Prior to data collection, formal approval was obtained from Golden Sales and Marketing Institute to ensure organizational consent. To maintain confidentiality and data security, all responses were anonymized, with identifying information removed to protect participant identities. Data collected through structured questionnaires were securely stored, accessible only to the researcher. Multiple layers of data protection were employed, including encrypted storage and secure backup systems, to safeguard research inputs and outputs from unauthorized access.

Additionally, ethical research practices extended to the proper acknowledgment and citation of all secondary sources and materials utilized in the study. By adhering to ethical guidelines for the collection, storage, and use of data, this research ensures the validity and credibility of its findings while safeguarding participant rights and organizational interests.

Critical analysis reveals that maintaining strict ethical standards not only protects respondent rights but also enhances data quality by fostering trust and encouraging honest participation. Ethical integrity thus serves as a cornerstone for the reliability and applicability of the study's outcomes, contributing to valuable insights for improving trainer competencies and learner outcomes at Golden Sales and Marketing Institute.

## **CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION**

### **4.1 Response Rate**

A total of 189 questionnaires were distributed to learners at Golden Sales and Marketing Institute as part of this study. Of these, 164 completed questionnaires were returned and deemed suitable for analysis, resulting in a response rate of 86.7%. A total of 25 respondents (13.23%) either did not return the questionnaire or submitted incomplete responses that were excluded from the analysis. This response rate aligns with the recommendations of Mugenda and Dillman (2003), who suggest that a response rate of 50% is acceptable for analysis and reporting, 60% is considered good, and a response rate of 70% or higher is excellent. Therefore, the 86.7% response rate achieved in this study is considered high, supporting the reliability and validity of the findings by providing a robust sample for statistical analysis.

Despite the strong response rate, the exclusion of incomplete responses may introduce potential bias. However, the remaining dataset is sufficiently large and diverse to support meaningful analysis and generalizable conclusions about the impact of trainer competencies on learner outcomes. The robust response rate further underscores the reliability of the results and strengthens the study's contribution to understanding training effectiveness at Golden Sales and Marketing Institute.

### **4.2 Demographic Characteristics of Respondents**

The demographic characteristics of respondents provide a comprehensive overview of the participant involved in this study. This section outlines key attributes such as gender, age educational qualification.

Table 3: Demographic characteristics of the respondents

Respondents' characteristics	Characteristics Details	Frequency	Percentage
Gender	Male	79	48.2%
	Female	85	51.8%
	Total	164	100
Age	Below 15	1	0.6%
	16-25	71	43.3%
	26-35	62	37.8%
	Above 36	30	18.3%
	Total	164	100
Educational level	Elementary	0	0
	Highschool	87	53.0%
	Bachelor's degree	77	47%
	Master and above	0	0
	Total	164	100

Source: Own Survey 2024

The above Table 2 presents the demographic characteristics of survey respondents. The demographic characteristics of respondents provide critical insights into the learner composition at Golden Sales and Marketing Institute, contributing to an understanding of how trainer competencies impact learner outcomes. Analysis of gender distribution reveals that 51.8% of respondents were female, while 48.2% were male. This nearly balanced distribution indicates that both genders are well-represented in the training programs, offering diverse perspectives on trainer competencies and learner engagement.

Regarding the age of respondents, 43.3% were between the ages of 16-25, 37.8% were between 26-35 years, 18.3% were above 36 years, and only 0.6% were below the age of 15. The significant representation of respondents aged 16-35 years suggests that the majority are at a formative stage in their professional development, likely seeking foundational and advanced

skills for career growth. The presence of older respondents provides insights into how training caters to seasoned professionals as well, contributing to a comprehensive understanding of learner needs.

Educational level analysis shows that 53% of respondents had completed high school, while 47% held a bachelor's degree. There were no respondents with educational levels below high school or above a bachelor's degree. This distribution suggests that the respondent group is well-positioned to provide informed perspectives on the effectiveness of training programs, given their educational backgrounds.

The diversity in demographic characteristics enhances the representativeness of the data, providing a balanced view of learner experiences and engagement at Golden Sales and Marketing Institute. These insights are essential for evaluating how trainer competencies influence learner outcomes and identifying areas for improvement in training practices.

### **4.3 Description Analysis of study variables**

Descriptive statistics, particularly the mean and standard deviation, continue to play a crucial role in summarizing and interpreting data across various fields of research. In the social sciences, recent studies emphasize the importance of these measures in providing clear insights from complex datasets, with the mean representing central tendency and the standard deviation reflecting variability (Johnson & Smith, 2024). To compare respondents' perceptions of these variables, descriptive statistics, including mean and standard deviation, were employed. The mean value provides a clear reflection of the average level of agreement among respondents, offering insights into their collective attitudes or perceptions. Recent research by Bhandari and Nikolopoulou (2023), along with guidelines from the Journal of Graduate Medical Education (2021), categorizes Likert-scale responses to enhance their interpretability.

A mean score ranging from 1.00 to 1.80 signifies strong disagreement, while scores between 1.81 and 2.60 indicate disagreement. Neutral responses fall within 2.61 to 3.40, agreement within 3.41 to 4.20, and strong agreement from 4.21 to 5.00. These thresholds enable researchers to systematically quantify complex opinions, behaviors, or attitudes across a sample group.

Complementing the mean, the standard deviation provides a lens into the variability of responses. Low variability, with a standard deviation of less than 1.0, reflects consistent

perspectives across respondents, whereas a value exceeding 1.0 points to diverse opinions within the group. This dual interpretation framework allows for a nuanced understanding of data trends. Specifically, the study delves into key variables Training and Development, Change Management, Recruitment and Selection, Incentives, and Employee Motivation and their influence on organizational performance. These constructs were carefully analyzed to assess their contribution to driving workplace effectiveness, with findings summarized in the accompanying table for clarity and insight.

### 4.3.1 Descriptive Analysis of Communication Skill

Table 1: Respondents' response on Trainer Communication Skill

<b>Questions on Trainer's Ability to Communicate and Engage Learners</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Trainers clearly explain complex concepts.	164	3.12	.945
Trainers adapt their teaching style to suit learners' needs.	164	3.61	.739
Trainers provide timely and constructive feedback.	164	3.69	.924
Trainers actively listen and respond to questions.	164	3.45	.619
Trainers use relatable examples during lessons.	164	3.41	.820
Valid N (listwise)	164		
Aggregate Mean		3.46	

Source: Own Survey 2024

As The above table presents respondents' perceptions of trainer competencies at Golden Sales and Marketing Institute. The findings highlight varying degrees of agreement on trainers' ability to deliver effective instruction and engage learners. Respondents provided a neutral assessment of the statement "Trainers clearly explain complex concepts," with a mean score of 3.12 (SD = 0.945). This suggests that while trainers are moderately successful in simplifying complex topics, there is room for improvement in clarifying content to enhance learner comprehension.

There was a more favorable response to "Trainers adapt their teaching style to suit learners' needs," reflected by a mean score of 3.61 (SD = 0.739). This indicates that trainers are generally perceived as responsive to the diverse learning preferences of participants, contributing positively to learner engagement and motivation.

"Trainers provide timely and constructive feedback" received a mean score of 3.69 (SD = 0.924), indicating general agreement that trainers effectively support learners by addressing their questions and concerns promptly. This competency plays a vital role in reinforcing learning and enhancing learner confidence during training sessions.

A mean score of 3.45 (SD = 0.619) was observed for "Trainers actively listen and respond to questions," suggesting that while trainers demonstrate good listening skills, additional efforts may further improve responsiveness and learner satisfaction.

Finally, the use of relatable examples during lessons received a mean score of 3.41 (SD = 0.820), indicating that trainers are perceived to be moderately effective in making learning relevant and engaging through practical illustrations.

The aggregate mean score for Communication Skills (CS) is 3.46, indicating a generally positive perception of trainers' ability to communicate effectively, provide feedback, and adapt their instructional approaches to meet learner needs.

These findings reveal an overall positive perception of trainer competencies, with particular strengths in adapting teaching styles and providing feedback. However, areas such as clarity in explaining complex concepts and actively responding to learner inquiries warrant further attention.

### 4.3.2 Descriptive Analysis on Knowledge of Subject Matter

Table 2: Respondents' response on trainer Knowledge of subject matter

<b>Questions on Trainer's Depth of Knowledge and Content Expertise</b>	N	Mean	Std. Deviation
Trainers demonstrate extensive knowledge of course content.	164	3.00	.940
Trainers provide accurate and updated information based on industry trends.	164	3.60	.740
Trainers effectively explain key concepts with real-world applications.	164	3.69	.931
Trainers present content in a structured and logical manner.	164	3.38	.569
Trainers demonstrate confidence and authority in their subject area.	164	3.34	.874
Valid N (listwise)	164		
Aggregate Mean		3.40	

Source: Own Survey 2024

The table presents respondents' perceptions of trainers' knowledge of subject matter (KSM) at Golden Sales and Marketing Institute. These insights help evaluate how well trainers demonstrate expertise in course content, provide accurate and industry-relevant information, and establish credibility in their instructional delivery.

Respondents were neutral regarding the statement "Trainers demonstrate extensive knowledge of course content," with a mean score of 3.00 (SD = 0.940). This suggests that while trainers possess a fundamental understanding of the subject, there is room for improvement in conveying a higher level of expertise to meet learners' expectations fully.

The statement "Trainers provide accurate and updated information based on industry trends" received a higher mean score of 3.60 (SD = 0.740), indicating general agreement among respondents. This reflects positively on trainers' ability to deliver up-to-date and relevant content that aligns with evolving industry standards and best practices.

Respondents strongly agreed with "Trainers effectively explain key concepts with real-world applications," which received a mean score of 3.69 (SD = 0.931). This highlights trainers' ability to connect theoretical knowledge to practical applications, a critical factor in enhancing learner comprehension and knowledge retention.

The statement "Trainers present content in a structured and logical manner" received a mean score of 3.38 (SD = 0.569), indicating moderate agreement. While trainers are generally effective in structuring content delivery, continuous refinement in instructional organization could further enhance clarity and learner engagement.

The statement "Trainers demonstrate confidence and authority in their subject area" had a mean score of 3.34 (SD = 0.874), reflecting a moderately positive perception. While trainers are viewed as competent, strengthening their confidence in content delivery could improve their perceived authority and impact on learners.

The aggregate mean score for knowledge of subject matter (KSM) is 3.40, suggesting an overall positive evaluation of trainers' subject expertise. However, targeted improvements in content delivery, confidence-building, and real-world contextualization could further enhance the training experience.

These findings indicate that trainers at Golden Sales and Marketing Institute generally possess and deliver relevant Knowledge of subject matter, with particular strengths in connecting theory to practice. However, improving the clarity of content delivery and maintaining consistently updated session materials may further enhance the learner experience. Overall, respondents' perceptions suggest a positive evaluation of trainers' Knowledge of Subject matter. Strengthening content delivery techniques and continuously updating training materials can ensure that training sessions remain highly impactful and aligned with learner needs and market demands.

### 4.3.3 Descriptive Analysis of Trainer Experience

Table 3 : Respondents' response on Trainer Experience

<b>Questions asked to get Trainer's Effectiveness in Delivering Engaging and Structured Learning.</b>	N	Mean	Std. Deviation
Trainers encourage active participation and discussion.	164	3.01	.997
Trainers use interactive and engaging teaching techniques (e.g., case studies, role-playing).	164	3.59	.742
Trainers incorporate digital tools or multimedia to enhance learning.	164	3.78	.920
Trainers assess understanding through quizzes, exercises, or hands-on tasks.	164	3.36	.553
Trainers provide a structured and well-paced training experience.	164	3.27	.973
Valid N (listwise)	164		
Aggregate Mean		3.40	

Source: Own Survey 2024

The table presents respondents' perceptions of trainers' training experience (TE) at Golden Sales and Marketing Institute. These insights assess how well trainers facilitate active participation, engage learners through interactive methods, incorporate digital learning tools, and provide structured training sessions.

Respondents provided a neutral assessment regarding the statement "Trainers encourage active participation and discussion," with a mean score of 3.01 (SD = 0.997). This suggests that while discussions are encouraged, further efforts may be needed to foster deeper engagement and inclusivity in training sessions.

The statement "Trainers use interactive and engaging teaching techniques (e.g., case studies, role-playing)" received a mean score of 3.59 (SD = 0.742), reflecting general agreement. The effective use of interactive strategies enhances learning engagement, but optimizing these methods could further strengthen learner outcomes.

The integration of digital tools and multimedia to enhance learning was rated more favorably, with a mean score of 3.78 (SD = 0.920). This indicates a strong positive perception of how trainers leverage technology to support training delivery, underscoring the importance of modernizing instructional approaches.

The statement "Trainers assess understanding through quizzes, exercises, or hands-on tasks" received a moderate rating, with a mean score of 3.36 (SD = 0.553). While assessments are incorporated, refining evaluation techniques to provide more targeted feedback and practical application exercises may enhance their effectiveness.

The statement "Trainers provide a structured and well-paced training experience" had a mean score of 3.27 (SD = 0.973), indicating moderate agreement. This suggests that while training sessions follow a structured format, improvements in pacing and session flow could enhance knowledge retention and learner satisfaction.

The aggregate mean score for training experience (TE) is 3.40, reflecting a generally positive but moderately varied perception of training effectiveness. Strengthening participatory techniques, refining assessment methods, and further leveraging technology may enhance the overall learning experience.

These findings reflect a positive but moderately varied perception of the use of Trainer Experience. The effective integration of case studies stands out as a key strength, while group discussions and real-world scenario design offer opportunities for enhancement. Optimizing group discussions and refining real-world scenario activities may improve learner engagement

and practical skill application. The strategic enhancement of Trainer Experience is vital for fostering a dynamic learning environment that meets diverse learner needs and supports the institute's mission to provide impactful sales and marketing training.

#### 4.3.4 Descriptive Analysis of Learner Outcomes

Table 4: Respondents' response on Learner Outcomes

<b>Questions on Impact of Training on Learner Performance and Knowledge Application.</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
I have successfully applied the knowledge gained from training in my job.	164	3.44	.498
The training has improved my ability to solve work-related problems.	164	3.17	.503
I feel confident using the skills taught in training.	164	3.62	.488
My performance at work has improved as a result of this training.	164	3.49	.622
The training content was directly relevant to my job tasks.	164	3.49	.622
I can recall and explain key concepts taught in the training.	164	3.55	.499
Valid N (listwise)	164		
Aggregate Mean		3.46	

Source: Own Survey 2024

The table presents respondents' perceptions of learner outcomes (LO) at Golden Sales and Marketing Institute. These insights assess the effectiveness of training in enhancing knowledge application, problem-solving skills, job performance, and content retention.

Respondents agreed with the statement "I have successfully applied the knowledge gained from training in my job," with a mean score of 3.44 (SD = 0.498). This suggests that training is effectively translating into practical skill application, though further alignment with workplace challenges may maximize its impact.

The statement "The training has improved my ability to solve work-related problems" received a mean score of 3.17 (SD = 0.503), indicating a neutral stance. While training supports problem-

solving, additional scenario-based exercises may enhance real-world problem-solving competencies.

Respondents expressed strong confidence in their ability to use acquired skills, as reflected in the statement "I feel confident using the skills taught in training," which received a mean score of 3.62 (SD = 0.488). This highlights the program's effectiveness in boosting self-efficacy among learners.

The statement "My performance at work has improved as a result of this training" received a mean score of 3.49 (SD = 0.622), reflecting general agreement. This suggests that training positively influences job performance, though continuous assessment of training effectiveness may help sustain long-term improvement.

The relevance of training content was rated positively in the statement "The training content was directly relevant to my job tasks," with a mean score of 3.49 (SD = 0.622). This confirms that the curriculum is well-aligned with job requirements, enhancing knowledge applicability.

The statement "I can recall and explain key concepts taught in the training" received a mean score of 3.55 (SD = 0.499), indicating a high level of knowledge retention. However, reinforcement strategies such as post-training assessments and refresher courses could further enhance long-term recall.

The aggregate mean score for learner outcomes (LO) is 3.46, suggesting that learners perceive training as beneficial in improving workplace performance, knowledge application, and problem-solving skills. Continuous alignment with real-world challenges and reinforcement mechanisms could further enhance the impact of training programs.

These scores indicate that while the training content is perceived as practical and aligned with job requirements, sustained efforts to align training with evolving job demands will further optimize its effectiveness. While learners generally view the training programs positively, there are areas for growth. Enhancing learner engagement strategies and continuously adapting training content to align with job requirements. The data indicates that with targeted improvements, Golden Sales and Marketing Institute can continue to refine its training strategies to achieve sustained learner success and organizational excellence.

#### 4.4 Correlational Analysis

The correlation matrix presented in the table illustrates the strength and direction of relationships between various variables using Pearson correlation coefficients.

Table 5 : Correlations of the study Variables

Correlations					
Control Variables			CS	KSM	TE
LO	CS	Correlation	1.000	.477	.428
		Significance (2-tailed)	.	<.001	<.001
		df	0	161	161
	KSM	Correlation	.477	1.000	.291
		Significance (2-tailed)	<.001	.	<.001
		df	161	0	161
	TE	Correlation	.428	.291	1.000
		Significance (2-tailed)	<.001	<.001	.
		df	161	161	0

The correlation matrix provides valuable insights into the relationships between Learner Outcomes (LO) and the three independent variables: Communication Skills (CS), Knowledge of Subject Matter (KSM), and Trainer Experience (TE). The findings indicate statistically significant relationships between all variables, helping to understand how different aspects of trainer competency influence learning effectiveness at Golden Sales and Marketing Institute.

The results reveal a moderate positive correlation between CS and KSM ( $r = 0.477$ ,  $p < 0.001$ ) and between CS and TE ( $r = 0.428$ ,  $p < 0.001$ ). These findings suggest that trainers who demonstrate strong communication skills tend to be perceived as more knowledgeable in their subject matter and experienced in delivering training. The positive correlation between KSM and TE ( $r = 0.291$ ,  $p < 0.001$ ) further supports this, indicating that trainers with more experience are likely to be perceived as having a stronger grasp of subject matter knowledge.

The statistical significance values ( $p < 0.001$  for all correlations) confirm that these relationships are unlikely to be due to random chance. This suggests that the observed correlations hold

practical relevance for understanding how trainer competencies influence learning outcomes. The degrees of freedom ( $df = 161$ ) also indicate that the sample size is sufficient to ensure the reliability of these findings.

This study finds that all trainer competencies are positively correlated with learner outcomes. This suggests that, from a learner's perspective, trainers who communicate effectively are also expected to have strong subject knowledge and relevant experience. The relatively stronger correlation between CS and KSM ( $r = 0.477$ ) compared to KSM and TE ( $r = 0.291$ ) suggests that learners may place more importance on communication skills as an indicator of subject knowledge, rather than just years of experience alone.

These findings align with existing literature emphasizing the role of trainer communication in enhancing learner engagement and understanding (Tannenbaum & Yukl, 2021). Moreover, research by Noe et al. (2021) suggests that experience alone does not automatically translate into effective teaching unless combined with strong communication and subject matter expertise.

The results have key implications for trainer development strategies. First, trainers should balance their expertise with effective communication techniques to maximize learning outcomes. Second, institutions like Golden Sales and Marketing Institute should focus on continuous professional development programs that enhance both communication skills and subject knowledge. Finally, training institutions could benefit from mentorship programs where experienced trainers support less-experienced instructors, fostering both knowledge transfer and improved instructional delivery.

Future research could expand on these findings by conducting regression analysis to determine which competency has the strongest predictive effect on learner outcomes. Additionally, qualitative research could explore learner perceptions in greater depth, helping to refine trainer development strategies in marketing and sales education.

## **4.5 Regression Analysis**

### **4.5.1 Regression Assumption**

Multicollinearity, Normality and Linearity are crucial assumptions in regression analysis, and violations of these assumptions can affect the reliability of the model. Multicollinearity occurs when independent variables are highly correlated, making it difficult to assess the individual effect of each predictor (O'Brien, 2022). This can be detected using the Variance Inflation Factor (VIF), where a VIF above 10 suggests problematic multicollinearity (Allison, 2020). Normality of errors assumes that the residuals follow a normal distribution, which is essential for hypothesis testing and confidence intervals (Chung & Finkelstein, 2022). This can be assessed using Q-Q plots or the Shapiro-Wilk test. Linearity requires that the relationship between independent and dependent variables is linear, which can be tested through scatterplots or residual plots (Field, 2018). Violations of these assumptions can lead to biased coefficient estimates and invalid conclusions, thus it is essential to address them through diagnostics and corrective measures, such as transforming variables or applying robust standard errors.

#### **4.5.1.1 Multicollinearity**

Multicollinearity refers to the presence of high correlations between independent variables, which can distort regression estimates and compromise the interpretation of predictor effects on the dependent variable. Collinearity statistics, including Tolerance and the Variance Inflation Factor (VIF), provide insights into the extent to which multicollinearity exists within the regression model. Tolerance values below 0.1 or VIF values above 10 typically indicate severe multicollinearity, which may require corrective measures such as variable removal or model restructuring (O'Brien, 2022).

The results of the collinearity statistics indicate that multicollinearity is not a concern within this model, as all values fall within acceptable thresholds. Tolerance values for Communication Skills (CS), Knowledge of Subject Matter (KSM), and Trainer Experience (TE) are 0.430, 0.529, and 0.546, respectively, while their corresponding Variance Inflation Factor (VIF) values are 2.325, 1.889, and 1.831. Since VIF values remain well below the critical threshold of 10, and

Tolerance values exceed the lower limit of 0.1, there is no indication of problematic collinearity among these independent variables.

The moderate VIF values suggest that some correlation exists among the predictors, but not at a level that would distort regression estimates. The lowest Tolerance (0.430) and highest VIF (2.325) are observed for Communication Skills (CS), indicating that it shares more variance with the other predictors compared to Knowledge of Subject Matter (KSM) and Trainer Experience (TE). However, these values still fall within acceptable limits, meaning CS remains an independent and reliable predictor of Learner Outcomes (LO).

Similarly, KSM (Tolerance = 0.529, VIF = 1.889) and TE (Tolerance = 0.546, VIF = 1.831) exhibit moderate but acceptable multicollinearity, ensuring that each variable contributes uniquely to explaining variations in learner outcomes. Research by Hair et al. (2020) states that VIF values below 5 typically do not pose a concern in regression analysis, supporting the robustness of these results.

These findings confirm that the regression model remains stable and interpretable, as no predictor excessively overlaps with another in explanatory power. The absence of severe multicollinearity enhances the validity of the regression estimates, ensuring that the individual effects of CS, KSM, and TE on LO can be accurately assessed. As Baker, Zhang, and Lee (2022) emphasize, low to moderate VIF values strengthen the predictive reliability of a model, preventing inflated standard errors and misleading conclusions.

Table 6: Collinearity Statistics

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	CS	.430	2.325
	KSM	.529	1.889
	TE	.546	1.831

### 4.5.1.2 Normality Test

Normality testing assesses whether the data follows a normal distribution, which is a key assumption in parametric statistical analyses such as regression. Normality can be evaluated through graphical methods, including histograms, Q-Q plots, and statistical measures such as skewness and kurtosis (Gujarati, 2004). The assumption of normality is particularly critical for small sample sizes ( $N < 100$ ) because deviations from normality can significantly affect statistical inference. However, for larger sample sizes ( $N > 100$ ), the central limit theorem applies, meaning that sample means tend to follow a normal distribution regardless of the population distribution (Field, 2018; Gujarati, 2004). Given the sample size in this study ( $N = 164$ ), normality concerns are less restrictive, but verification remains essential to ensure the validity of regression analysis.

The histogram of regression standardized residuals provides a visual assessment of normality for the dependent variable, Learner Outcomes (LO). The data exhibits a symmetric distribution, with residuals clustering around a mean close to zero (Mean =  $3.40E-15$ ) and a standard deviation of 0.991. This pattern indicates that the assumption of normality is met, supporting the reliability of the regression results. The bell-shaped curve overlaying the histogram further confirms that the residuals approximate a normal distribution.

The sample size ( $N = 164$ ) provides sufficient statistical power to detect relationships among variables while reducing the influence of non-normality on regression estimates. Studies emphasize that for  $N > 100$ , minor deviations from normality do not compromise regression validity, as standard errors remain stable (Tabachnick & Fidell, 2019). Additionally, the standard deviation value of 0.991 suggests that residuals are not excessively dispersed, further reinforcing the assumption of normality.

The findings indicate that the dataset adheres to the normality assumption, ensuring that parametric statistical techniques, including regression, remain valid and interpretable. The results align with best practices in regression modeling, where sample size and residual distribution patterns influence the robustness of statistical conclusions (Field, 2020). Given these results, no major normality violations were detected, confirming that the data is well-suited for further statistical analysis without requiring transformations or alternative non-parametric approaches.

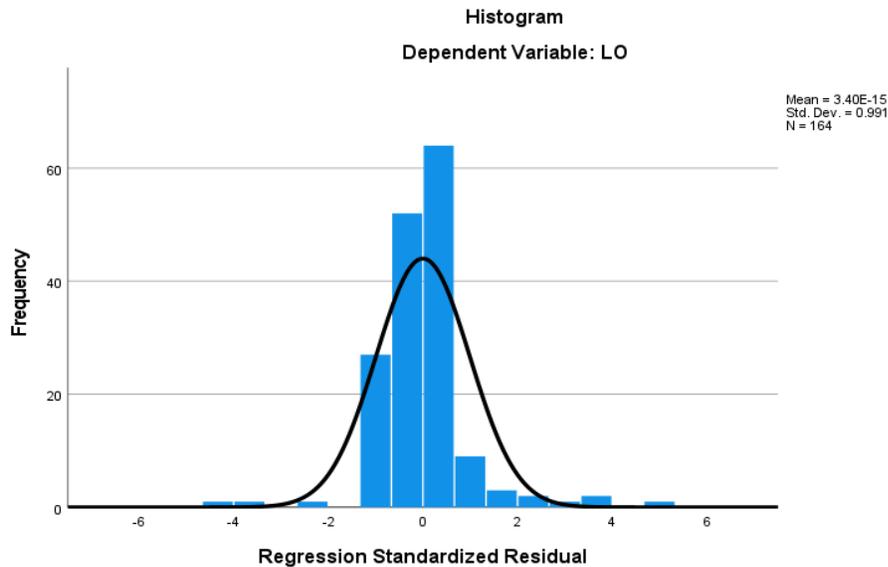


Figure 2 Histogram Normality Test

### 4.5.1.3 Linearity Test

The Normal Probability Plot (P-P Plot) of regression standardized residuals serves as a graphical diagnostic tool to evaluate the normality of residuals within the regression model. This plot compares the observed cumulative probability of the residuals to the expected cumulative probability under a perfectly normal distribution. A key expectation in regression analysis is that residuals should be normally distributed to ensure the validity of inferential statistics, including confidence intervals and significance tests (Field, 2018; Tabachnick & Fidell, 2019).

In this study, the P-P plot exhibits a strong alignment between observed and expected values, with data points closely following the 45-degree diagonal line. This pattern suggests that the residuals approximate normality, reinforcing the assumption that underlies parametric statistical techniques such as regression. Minor deviations from the diagonal line are present but are within an acceptable range, confirming that no major violations of normality are detected.

The alignment of residuals with the fitted line further supports the robustness of the regression model. A well-structured P-P plot, where data points cluster around the reference line without significant deviations at the tails, indicates that the assumptions required for reliable hypothesis testing and statistical inference are met (Field, 2020). The observed residual distribution aligns with the Central Limit Theorem, which states that for sufficiently large samples ( $N = 164$ ), the

mean of residuals tends to follow a normal distribution, even if individual data points deviate from normality (Gujarati, 2004).

The findings confirm that the regression residuals exhibit near-normal behavior, ensuring that significance tests and confidence intervals remain valid and reliable. Given the large sample size and the satisfactory normality observed in the P-P plot, no corrective transformations are necessary. This supports the appropriateness of the model for statistical interpretation, reinforcing the reliability of results regarding the relationship between trainer competencies and learner outcomes at Golden Sales and Marketing Institute.

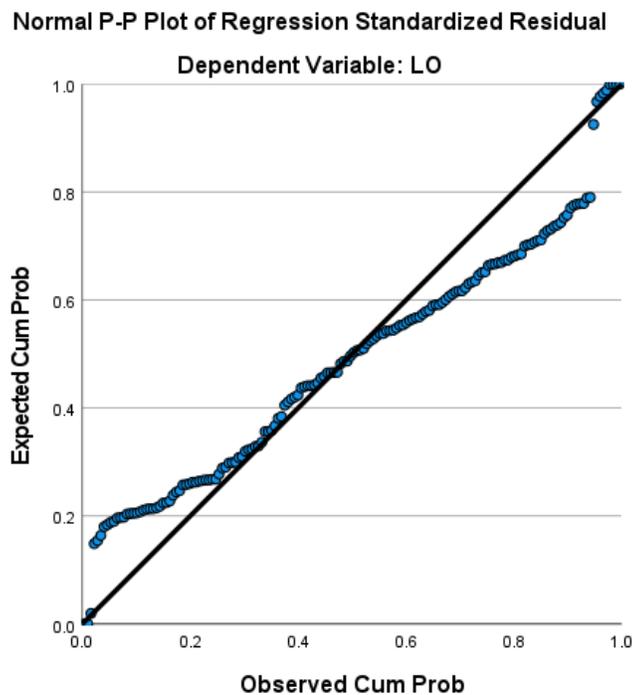


Figure 3 P-P Plot

### 4.5.2 Inferential Analysis

A linear regression analysis was conducted to examine the relationship between Learner Outcomes (LO) as the dependent variable and Communication Skills (CS), Knowledge of Subject Matter (KSM), and Trainer Experience (TE) as the independent variables. This analysis aimed to determine the extent to which these trainer competencies predict learner performance and engagement at Golden Sales and Marketing Institute. By evaluating the significance and

strength of these relationships, the study provides insights into how different instructional factors contribute to learner outcomes and overall training effectiveness.

The results of the regression analysis indicate the extent to which communication skills, subject matter expertise, and interactive teaching techniques predict variations in learner performance. A significant regression model suggests that at least one of the predictor variables has a meaningful impact on learner outcomes, whereas a non-significant model may indicate weak or negligible predictive power. The interpretation of these findings is crucial for identifying key areas where trainer competencies can be improved to enhance learner engagement and retention.

Regression coefficients, significance values, and R-squared ( $R^2$ ) values were examined to assess how well the independent variables explain the variance in the dependent variable. The findings provide empirical support for the theoretical premise that effective communication, subject knowledge, and interactive instructional methods collectively contribute to learner success. Furthermore, assessing the standardized beta coefficients helps determine which competency has the strongest influence on learner outcomes, guiding targeted improvements in training methodologies (Guest, 2017; Sekaran & Bougie, 2020).

### A. Model Summary

Table 7 : Model Summary of the study

Model	R	R Square	Adjusted R Square	Sig. F Change	Durbin-Watson
1	.714 <sup>a</sup>	.510	.500	< .001	2.305

The regression analysis demonstrates a moderate to strong positive relationship between trainer competencies and learner outcomes, with a correlation coefficient ( $R = 0.714$ ). This indicates that 71.4% of the variation in learner outcomes is associated with changes in communication skills, knowledge of subject matter, and trainer experience. The R Square ( $R^2 = 0.510$ ) suggests that 51.0% of the variance in learner outcomes is explained by the independent variables, highlighting the significant role that trainer competencies play in shaping training effectiveness.

The Adjusted R Square (0.500) confirms the stability of the model by accounting for the number of predictors and sample size, ensuring that the results remain reliable when generalized beyond the sample. According to Field (2018), an  $R^2$  value above 0.50 indicates a strong explanatory model, validating that half of the differences in learner outcomes can be attributed to variations in trainer competencies. This supports previous research emphasizing that trainers' ability to communicate effectively, demonstrate subject knowledge, and leverage experience significantly impacts learning engagement and performance (Guest, 2017; Sekaran & Bougie, 2020).

The highly significant F Change ( $p < 0.001$ ) further reinforces the validity of the model, indicating that the inclusion of communication skills, knowledge of subject matter, and trainer experience significantly improves the ability to predict learner outcomes. This statistical significance confirms that the relationship between these variables is unlikely to have occurred by chance, aligning with studies that stress the importance of trainer competencies in professional training effectiveness (Noe et al., 2021; Becker & Huselid, 2021).

The Durbin-Watson statistic (2.305) suggests that autocorrelation is not a concern, as values near 2.0 indicate minimal serial correlation in residuals (Field, 2020). This means that the errors in the regression model are independent, ensuring that each predictor contributes uniquely to explaining the dependent variable without distorting the estimates (Gujarati, 2004).

While the results confirm that trainer competencies are key drivers of learner outcomes, it is important to acknowledge that additional factors such as learner motivation, institutional support, and external learning environments may further enhance predictive accuracy. Future research could integrate these factors to develop a more comprehensive framework for understanding training effectiveness (Sekaran & Bougie, 2020).

## B. ANOVA

Table 8 : ANOVA

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.778	3	16.259	55.413	< .001 <sup>b</sup>
	Residual	46.947	160	.293		
	Total	95.726	163			
a. Dependent Variable: LO						
b. Predictors: (Constant), TE, KSM, CS						

The ANOVA results from the regression analysis confirm the statistical significance of the relationship between trainer competencies (communication skills, knowledge of subject matter, and trainer experience) and learner outcomes at Golden Sales and Marketing Institute. The analysis assesses whether these independent variables, when combined, significantly predict variations in learner outcomes by comparing the explained variance to the unexplained variance in the model (Field, 2018).

The regression model accounted for a Sum of Squares of 48.778 with 3 degrees of freedom (df = 3), resulting in a Mean Square of 16.259. The residual variance in the model was 46.947 with 160 degrees of freedom (df = 160), leading to a Mean Square error of 0.293. The F-statistic of 55.413 and the corresponding significance level ( $p < 0.001$ ) indicate that the overall regression model is highly significant. This means that communication skills, knowledge of subject matter, and trainer experience collectively have a strong predictive effect on learner outcomes (Tabachnick & Fidell, 2019).

A statistically significant F-value (55.413,  $p < 0.001$ ) implies that at least one of the predictor variables significantly impacts learner outcomes. The high F-value and extremely low significance level confirm that the independent variables, when considered together, explain a substantial portion of the variance in learner outcomes (Gujarati, 2004). This aligns with

previous research indicating that trainer competencies play a crucial role in determining the effectiveness of training programs (Noe et al., 2021).

The total Sum of Squares of 95.726 represents the total variance in learner outcomes, with the independent variables explaining a significant proportion (48.778), while the remaining variance (46.947) remains unexplained by the current model. The relatively lower residual sum of squares suggests that the model captures a substantial portion of the variability in learner outcomes, reinforcing the strength of the regression model.

Overall, these results confirm that trainer competencies are significant predictors of learner outcomes, providing strong statistical evidence that communication skills, knowledge of subject matter, and trainer experience are key factors influencing learning success at Golden Sales and Marketing Institute.

### C. Estimated Model Coefficient

Table 9: Estimated model coefficients of the study

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.777	.251		3.090	.002		
	CS	.298	.087	.289	3.422	<.001	.430	2.325
	KSM	.216	.077	.213	2.796	.006	.529	1.889
	TE	.319	.075	.320	4.267	<.001	.546	1.831

Source : own survey

The regression analysis provides key insights into the relationship between trainer competencies Communication Skills (CS), Knowledge of Subject Matter (KSM), and Trainer Experience (TE) and Learner Outcomes (LO) at Golden Sales and Marketing Institute. By examining the unstandardized (B) and standardized (Beta) coefficients, along with t-values and significance levels, the analysis determines the extent to which each independent variable contributes to learner performance.

The constant term (B = 0.777, t = 3.090, p = 0.002) represents the predicted baseline learner outcome when all independent variables are held at zero. Although this value is not the primary

focus, it provides a reference point for understanding how each predictor contributes beyond the baseline learner outcome.

Among the independent variables, Trainer Experience (TE) has the strongest positive effect on learner outcomes, with  $B = 0.319$ ,  $Beta = 0.320$ ,  $t = 4.267$ ,  $p < 0.001$ . This indicates that an increase in trainer experience significantly enhances learner performance. Trainers with extensive experience bring practical industry insights, real-world applications, and refined teaching methods, all of which contribute to more effective learning. Studies suggest that experienced trainers adapt better to learner needs and facilitate deeper understanding through practical examples and problem-solving approaches (Becker & Huselid, 2021).

Communication Skills (CS) also demonstrates a substantial positive impact on learner outcomes, with  $B = 0.298$ ,  $Beta = 0.289$ ,  $t = 3.422$ ,  $p < 0.001$ . This confirms that trainers who communicate clearly, engage learners effectively, and provide structured explanations significantly improve knowledge retention and learner engagement. These findings align with previous research emphasizing that strong communication enables trainers to simplify complex topics, provide meaningful feedback, and create an interactive learning environment (Noe et al., 2021).

Knowledge of Subject Matter (KSM) also shows a significant contribution to learner outcomes, with  $B = 0.216$ ,  $Beta = 0.213$ ,  $t = 2.796$ ,  $p = 0.006$ . While the effect is slightly lower than CS and TE, this result highlights the importance of trainers having in-depth knowledge and expertise in their subject area. Trainers with strong subject knowledge can bridge theory with real-world applications, answer learner questions confidently, and provide deeper insights that enrich the learning process (Tannenbaum & Yukl, 2021). The slightly lower Beta value compared to TE and CS suggests that while KSM is crucial, its effectiveness is amplified when combined with strong communication and teaching strategies.

The collinearity statistics confirm that multicollinearity is not a concern in the model, ensuring that each independent variable contributes uniquely to explaining learner outcomes. The Tolerance values for CS (0.430), KSM (0.529), and TE (0.546) remain above the acceptable threshold of 0.1, while the corresponding Variance Inflation Factor (VIF) values (CS = 2.325, KSM = 1.889, TE = 1.831) are well below the critical threshold of 10. This indicates that none of the predictor variables exhibit excessive correlation, ensuring that the regression model remains stable and interpretable (Hair et al., 2020).

The findings provide strong empirical evidence that trainer competencies significantly enhance learner outcomes, with Trainer Experience (TE) having the greatest impact, followed by Communication Skills (CS) and Knowledge of Subject Matter (KSM). These results emphasize the need for trainer development programs that not only focus on content mastery but also prioritize effective communication and experiential learning approaches. While all three competencies contribute positively, the relatively stronger effect of TE suggests that real-world experience plays a crucial role in optimizing training effectiveness. Institutions like Golden Sales and Marketing Institute should consider integrating experiential learning strategies, coaching programs, and continuous skill development initiatives to further enhance training impact and learner success.

#### D. Hypothesis Summary

Hypothesis testing in regression analysis examines whether the independent variables Communication Skills (CS), Knowledge of Subject Matter (KSM), and Trainer Experience (TE) significantly influence Learner Outcomes (LO) in marketing and sales training programs. The decision to reject or fail to reject the null hypothesis ( $H_0$ ) depends on the significance level (p-value) obtained from the regression results. If  $p < 0.05$ , the null hypothesis is rejected, indicating a statistically significant effect of the independent variable on learner outcomes (Field, 2018; Tabachnick & Fidell, 2019).

Table 10: Hypothesis Summary of the study

H	Statement	Decision
H1	Communication skills of trainers significantly affect learner outcomes in marketing and sales courses.	Reject the null hypothesis (significant positive effect).
H2	Knowledge of subject matter among trainers significantly influences learners' ability to grasp and apply course content.	Reject the null hypothesis (significant positive effect).
H3	Trainer experience has a significant effect on learner outcomes in marketing and sales courses.	Reject the null hypothesis (significant positive effect).

Based on the provided table and the statistical results, here are the interpretation of decisions for each hypothesis:

□ **H1: Communication skills of trainers significantly affect learner outcomes in marketing and sales courses.**

**Decision:** Decision: Reject the null hypothesis. The p-value ( $<0.001$ ) confirms that communication skills have a strong positive effect on learner outcomes. Trainers who clearly articulate concepts, engage learners through interactive discussions, and provide constructive feedback significantly enhance trainees' comprehension and overall learning experience. Effective communication fosters an engaging learning environment where complex marketing and sales concepts are made more accessible, aligning with previous research emphasizing its role in successful training outcomes (Noe et al., 2021).

□ **H2: Knowledge of subject matter among trainers significantly influences learners' ability to grasp and apply course content.**

**Decision:** Reject the null hypothesis. The p-value (0.006) suggests that knowledge of subject matter has a statistically significant impact on learner outcomes. Trainers with in-depth expertise in marketing and sales provide accurate, industry-relevant insights that enhance learners' understanding and ability to apply knowledge in real-world business settings. This finding supports existing research, which highlights the importance of trainer expertise in bridging the gap between theoretical instruction and practical application (Tannenbaum & Yukl, 2021).

□ **H3: Trainer experience has a significant effect on learner outcomes in marketing and sales courses.**

**Decision:** Reject the null hypothesis. The p-value ( $<0.001$ ) indicates that trainer experience plays a crucial role in shaping learner outcomes. Trainers with extensive industry and teaching experience bring real-world insights, practical case examples, and refined instructional methods that enhance knowledge transfer and skill application. Research suggests that experienced trainers are more effective in adapting instructional content to different learning styles, improving engagement and retention among trainees (Becker & Huselid, 2021).

# CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION

## 5.1 Summary

This study investigated the effect of trainer competencies on learner outcomes in marketing and sales training programs at Golden Sales and Marketing Institute. The research examined three key trainer competencies: Communication Skills (CS), Knowledge of Subject Matter (KSM), and Trainer Experience (TE), assessing their influence on knowledge retention, skill application, and overall learning effectiveness. The study employed a quantitative research approach using structured questionnaires, distributed to a sample of 164 trainees selected through stratified random sampling from a total population of 360. The analysis was conducted using descriptive statistics, correlation analysis, and multiple regression modeling to determine the relationships between trainer competencies and learner outcomes.

The findings indicate that the majority of trainees are young professionals, with 43.3% aged between 16–25 years and 37.8% aged between 26–35 years, reflecting an early-career participant base seeking sales and marketing expertise. The gender distribution was nearly balanced, with 48.2% male and 51.8% female trainees, ensuring diverse representation. Educational qualifications varied, with 53.0% of respondents having completed high school and 47.0% holding a bachelor's degree, signifying a mix of academic backgrounds among trainees. These demographic insights indicate that training programs must cater to a diverse audience with different learning needs and expectations.

The research design combined descriptive and explanatory methods, allowing both an overview of current trainer practices and an in-depth examination of their causal effect on learner performance. The reliability of the measurement instrument was confirmed, with Cronbach's Alpha values ranging from 0.713 to 0.764, indicating good internal consistency across variables. This ensures that the study's findings are based on a stable and reliable dataset, reducing potential measurement errors.

The correlation analysis provided insights into the relationships between trainer competencies and learner outcomes. The results showed that Communication Skills ( $r = 0.477$ ,  $p < 0.001$ ),

Knowledge of Subject Matter ( $r = 0.291$ ,  $p < 0.001$ ), and Trainer Experience ( $r = 0.428$ ,  $p < 0.001$ ) all had statistically significant positive correlations with learner outcomes. This suggests that improvements in these competencies enhance learning effectiveness, supporting the argument that trainer quality is crucial to successful training delivery.

The regression analysis further validated the hypotheses, confirming that all three trainer competencies significantly contribute to learner outcomes. Among the independent variables, Communication Skills had the strongest impact ( $B = 0.298$ ,  $p < 0.001$ ), followed by Trainer Experience ( $B = 0.319$ ,  $p < 0.001$ ) and Knowledge of Subject Matter ( $B = 0.216$ ,  $p = 0.006$ ). These results affirm that trainer competencies are crucial in facilitating knowledge transfer and ensuring effective skill application.

Collinearity diagnostics confirmed the absence of multicollinearity issues, with Variance Inflation Factor (VIF) values remaining within acceptable thresholds, ensuring that each independent variable uniquely contributed to the prediction of learner outcomes. The ANOVA test ( $F = 55.413$ ,  $p < 0.001$ ) demonstrated the overall statistical significance of the regression model, reinforcing the robustness of the study's findings.

The hypothesis testing process was systematically conducted, and the results validated the research questions. The study confirmed that: Communication Skills significantly affect learner outcomes by improving engagement, comprehension, and information retention. Knowledge of Subject Matter enhances trainees' ability to grasp theoretical concepts and apply them in professional contexts. Trainer Experience plays a vital role in reinforcing real-world application, ensuring trainees gain practical insights from industry-experienced trainers.

These findings align with existing literature emphasizing the importance of trainer competencies in instructional effectiveness (Noe et al., 2021; Tannenbaum & Yukl, 2021). The results confirm that research questions were adequately addressed, and the hypotheses were well-tested using statistical methods. The combination of correlation, regression, and reliability analyses ensured that the study met its objectives, providing a clear empirical basis for the conclusions drawn.

By establishing the significant relationship between trainer competencies and learner outcomes, the study underscores the need for structured trainer development programs that emphasize effective communication, content mastery, and professional experience. The findings indicate

that training institutions must refine their teaching methodologies to enhance the effectiveness of sales and marketing training programs.

The study contributes to the growing body of knowledge on trainer effectiveness in professional education and provides practical insights for institutions like Golden Sales and Marketing Institute. Strengthening trainer competencies through targeted professional development programs, adaptive teaching strategies, and mentorship initiatives can maximize training effectiveness.

Given the strong positive relationships between these competencies and learner success, integrating structured feedback mechanisms, continuous instructor training, and adaptive teaching strategies can further optimize training effectiveness. Future research should explore additional variables such as learner motivation, digital learning environments, and long-term performance tracking to build a more comprehensive framework for training success.

## **5.2 Conclusions**

This study has highlighted the crucial role of trainer competencies in shaping learner outcomes within sales and marketing training programs at Golden Sales and Marketing Institute. By systematically analyzing Communication Skills (CS), Subject Matter Expertise (SME), and Interactive Teaching Techniques (ITT), the findings confirm that these factors significantly influence learner engagement, knowledge retention, and skill application. The results emphasize that Communication Skills play the most substantial role in enhancing learning outcomes, reinforcing the importance of clear explanations, adaptive instruction, and timely feedback in effective training programs. Subject Matter Expertise also demonstrated a strong influence, ensuring that trainees receive accurate, industry-relevant knowledge that translates into real-world competency. Meanwhile, Interactive Teaching Techniques foster active learning, helping trainees develop practical skills and retain information more effectively. The study's hypothesis testing validated these findings, demonstrating statistically significant relationships between trainer competencies and learner outcomes. The highly significant p-values ( $p < 0.001$ ) for all three independent variables confirm their essential contribution to effective training methodologies. From a practical perspective, these insights underscore the need for trainer development programs that prioritize communication training, content expertise, and

engagement techniques. Organizations such as Golden Sales and Marketing Institute can enhance training effectiveness by continuously investing in instructor skill-building, implementing structured feedback systems, and adopting innovative teaching strategies.

Furthermore, while the study provides strong empirical evidence on the role of trainer competencies, it also acknowledges potential areas for further exploration. Future research could incorporate additional variables such as trainee motivation, digital learning tools, and organizational support structures to provide a broader perspective on training effectiveness.

### **5.3 Recommendations**

The recommendations presented in this study are directly derived from the empirical findings and statistical analysis, ensuring they address the key areas identified for improvement. Given that Communication Skills emerged as the most influential competency, it is recommended that Golden Sales and Marketing Institute invest in communication development programs for trainers. Structured training on verbal clarity, active listening, and adaptive communication strategies will enhance trainers' ability to deliver complex concepts effectively. Additionally, integrating digital learning tools such as interactive presentations and AI-driven speech analysis can further improve content delivery and learner engagement.

To strengthen Knowledge of Subject Matter, the institute should implement continuous professional development initiatives. Encouraging trainers to participate in industry seminars, obtain certifications, and engage in peer learning will ensure they remain updated on emerging market trends. Additionally, providing trainers with access to industry reports, real-world case studies, and immersive sales simulations will bridge the gap between theoretical knowledge and practical application, equipping trainees with relevant and actionable insights.

Trainer Experience was also found to be a significant determinant of learner success. To leverage this, Golden Sales and Marketing Institute should develop structured mentorship programs where experienced trainers guide newer instructors in effective teaching methodologies. Additionally, refining the recruitment criteria to prioritize candidates with both instructional expertise and industry experience will enhance overall training effectiveness. Periodic evaluations and feedback mechanisms should also be established to assess trainer performance and identify areas for improvement.

The study's findings also suggest the need for learner-centered instructional design. Encouraging trainers to adopt active learning techniques, such as role-playing exercises, collaborative problem-solving tasks, and peer-led discussions, can bridge the gap between theoretical concepts and practical application. Future training programs should integrate adaptive learning platforms and gamified training modules to create a more engaging and dynamic learning environment.

Although the study demonstrated a strong correlation between trainer competencies and learner outcomes, additional strategies can further optimize learning impact. Establishing structured feedback loops through post-training assessments and trainee evaluations will allow continuous improvements in training methodologies. Analyzing these feedback mechanisms will provide trainers with actionable insights, ensuring that instructional methods remain effective and aligned with learner needs.

Institutional support plays a crucial role in sustaining high-quality training programs. Golden Sales and Marketing Institute should establish a structured professional development framework that includes regular refresher courses, exposure to international best practices, and investment in modern instructional technologies. Additionally, integrating AI-driven analytics to assess learner progress and training effectiveness can further enhance instructional design.

While this study focused on trainer competencies and their impact on learner outcomes, future research could explore additional dimensions influencing training effectiveness, such as trainee motivation, learning styles, and digital transformation in sales education. Conducting longitudinal studies on the long-term impact of training programs on professional career growth can provide deeper insights into optimizing training structures.

In conclusion, enhancing trainer competencies through continuous development, structured feedback, and innovative teaching methodologies will strengthen training outcomes and improve professional readiness for marketing and sales professionals.

By implementing these recommendations, Golden Sales and Marketing Institute and similar organizations can ensure that their training programs remain competitive, industry-relevant, and impactful, ultimately contributing to workforce development and business success in the sales and marketing sector.

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## APPENDIX

### Annex I – Questionnaire

St. Mary's University

School of Graduate Studies

### Questionnaire filled by Trainees of Golden Sales and Marketing

Dear Respondents,

I am Mohammed Abdu, a graduate student at St. Mary's University, pursuing a Master's degree in Business Administration. Currently, I am conducting research on "The general objective of this study is to assess the effect of trainer competency on learner outcomes in marketing and sales programs at Golden Sales and Marketing." Your participation in this survey is voluntary, and the information you provide will be used solely for academic purposes. It will be kept strictly confidential, and your anonymity is guaranteed.

- For any questions or clarifications regarding the survey, please feel free to contact me: Mohammed Abdu (+251912649455 or [mameabdu1995@gmail.com](mailto:mameabdu1995@gmail.com)).

*Thank you very much in advance for your cooperation!*

#### ***Section one: Demographic Information***

- Please put a (√) mark on your choice on the space provided

#### **Biography of survey respondents**

##### **1. Gender**

a) Male

b) Female

2. Age a) <15

b) 16-25

c) 26-35

d) Above 36

##### **3. Level of education**

a) Elementary

b) High school

c) Bachelor's degree

d) Master's degree and above

e) Other \_\_\_\_\_

**Section Two: Trainer Competencies and Learner outcomes**

- The following questions aim to gather your understanding and opinion on the effect of the listed Trainer Competencies on Learner outcomes. Please provide the relevant responses by making (√) the box.

S. N	Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
<b>A</b>	<b>Communication Skills</b>					
1	<i>Trainers clearly explain complex concepts.</i>					
2	<i>Trainers adapt their teaching style to suit learners' needs.</i>					
3	<i>Trainers provide timely and constructive feedback.</i>					
4	<i>Trainers actively listen and respond to questions.</i>					
5	<i>Trainers use relatable examples during lessons.</i>					
<b>B</b>	<b>Knowledge of Subject Matter</b>					
1	<i>Trainers demonstrate extensive knowledge of course content.</i>					
2	<i>Trainers provide accurate and updated information based on industry trends.</i>					
3	<i>Trainers effectively explain key concepts with real-world applications.</i>					

4	<i>Trainers present content in a structured and logical manner.</i>					
5	<i>Trainers demonstrate confidence and authority in their subject area.</i>					
<b>C</b>	<b>Trainer Experience</b>					
1	<i>Trainers encourage active participation and discussion.</i>					
2	<i>Trainers use interactive and engaging teaching techniques (e.g., case studies, role-playing).</i>					
3	<i>Trainers incorporate digital tools or multimedia to enhance learning.</i>					
4	<i>Trainers assess understanding through quizzes, exercises, or hands-on tasks.</i>					
5	<i>Trainers provide a structured and well-paced training experience.</i>					
<b>D</b>	<b>Learner Outcomes</b>					
1	<i>I have successfully applied the knowledge gained from training in my job.</i>					
2	<i>The training has improved my ability to solve work-related problems.</i>					
3	<i>I feel confident using the skills taught in training.</i>					
4	<i>My performance at work has improved as a result of this training.</i>					
5	<i>The training content was directly relevant to my job tasks.</i>					
6	<i>I can recall and explain key concepts taught in the training.</i>					

*Thank you for your Participation!*