



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research
Vol. 15, Issue, 11, pp. 69560-69561, November, 2025
<https://doi.org/10.37118/ijdr.30438.11.2025>



RESEARCH ARTICLE

OPEN ACCESS

TRAINER'S CREDENTIALS TOWARDS TRAINING EFFECTIVENESS

¹Santhi, S. and ^{2,*}Dr. Balamurugan, P.

¹Ph.D Research Scholar, Centre for Rural Development, Annamalai University,, Annamalai Nagar, Chidambaram

² Director cum Associate Professor, Centre for Rural Development, Annamalai University,, Annamalai Nagar, Chidambaram

ARTICLE INFO

Article History:

Received 29th September, 2025
Received in revised form
10th September, 2025
Accepted 24th October, 2025
Published online 30th October, 2025

KeyWords:

Training, Training Effectiveness,
Trainer Characteristics, Trainee
Reaction, Trainee Satisfaction,
Learning, etc.,

*Corresponding author:

Dr. Balamurugan, P.

ABSTRACT

The Research paper aims to ascertain the importance of Trainers' credentials towards Training effectiveness. This meant an individuals' attributes towards conducting a Training programme vide., Knowledge, Awareness, Friendliness, Experience, Expertise, Training Gesture, Communication, Inter personal skills, etc. For which, a survey Questionnaire of 50 responses were obtained and subjected to multiple regression analysis. The study has been conducted among the rural peasants [SHG Women] who were attending a Training programme by a Bank Trainer who is well versed in Agricultural Banking. Nearly fifty sample participants has been selected for the study on how far the Training has been reached to the farmers effectively. Of the selected independent variables, only two, namely trainer's comfort level with the subject matter and trainer's rapport with trainees, were found to be the significant predictors of trainee satisfaction. Hence, the hypothesis that all seven independent variables are significant predictors of trainee satisfaction was partially proved.

Copyright©2025, Santhi and Balamurugan. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Santhi, S. and Dr. Balamurugan, P. 2025. "Trainer's credentials towards training effectiveness.". *International Journal of Development Research*, 15, (11), 69560-69561.

INTRODUCTION

Given the enormity of expenditure involved in training, many organizations are keen on evaluating the effectiveness of their training programmes, which is a measure of the match between stated goals and their achievements (Fraser, 1994). The primary goal of any training programme is to impart to employees a new set of KSAs, behaviour, or attitudes; training effectiveness refers to the extent to which the training objectives are achieved (Tai, 2006). To evaluate a training programme is to determine its worth, or more precisely its effectiveness (Kirkpatrick, 1971); training evaluation is the systematic process to determine the worth, value or meaning of a training programme. Assessment of training effectiveness is done by measuring a number of training and transfer outcomes, often by using the hierarchical four-level model developed by Kirkpatrick (1967).

The levels of Training are

Reaction: Measures how participants of a training programme react to a particular topic.

Learning: This denotes an assessment to which participant's activeness in learning.

Behaviour: Measures the transfer that has occurred in the behaviour of the learners due to the training programme.

RESULTS

Measure the success of the programme in terms of enhanced quality etc. The purpose of this study is to extend research in the area of training effectiveness, and to examine directly the attributes of trainers in training effectiveness. In particular this paper deals with the importance of trainer's credentials in making a programme an effective one.

REVIEW OF LITERATURE

The effectiveness of trainers who deliver the resource is believed to be significant in the final return on training investment (Galbraith, 1998). Results of a study by Towler and Dipboye (2001) showed that participants had the highest recall after an expressive and organized lecture. A list of attributes that were found to be necessary for an effective trainer, as drawn from the existing literature.

Rationale of the study: The selected sample of fifty farmers belonging to a similar area who have attended a Training on facilities to be availed in a Bank by SHG People. The Trainer found specialized in Agricultural Banking. After completion of an one day Training programme, the participants has been given a questionnaire to fill up the relevant particulars on the Trainer's credentials. The focus on his language style, experience, subject knowledge, dialogue delivery, communication, ability to disseminate, etc., along with the people's level of understanding, acceptance, knowledge, skills and competencies, so as to enhance customer orientation and adoption. The Bank has experienced that effective transfer of training depends a lot on the trainer, because it is only the trainer who can motivate the employees to learn, eliminate their inhibition to learn, and remove any negative perception they may have regarding the programme. Besides, success of training programmes in the past has largely been driven by the personality of the trainer. Such factors have driven the organization to explore the role played by trainers in training effectiveness. To be specific, the company wants to assess the effectiveness of its trainers on various parameters and implement an action plan, in order to achieve a uniform impact of the various training programmes across the organization. Hence this study was designed.

Research questions and objectives

The following questions of objectives were identified for this study

- To explore which characteristics of trainers have been considered the most important by the participants of training programmes.
- To identify the areas in which trainers need to get improvisation.

METHODOLOGY

Antheil and Casper (1986), who propose that participant reaction is a measure of "customer satisfaction", indicating the level of effectiveness and usefulness of the training programme at the time the participants are experiencing it, or even weeks or months later. As such, it was decided to evaluate the satisfaction of trainees on different attributes of trainers, including communication and knowledge, drawn from the list of attributes necessary for an effective trainer.

RESULTS

A total of 50 responses from the trainees has been collected for this study. Hypothesis was tested using multiple regression analysis.

The ratio between observations to independent variables should never fall below 5:1 (Hair et al., 2007); with a sample size of 50 and seven independent variables, we may infer that the results may be generalized further. The correlation coefficients among the variables has been utilized for this study.

DISCUSSION

A trainer is one of the most important elements in any training programme. And the key attribute of a trainer must be the knowledge he/she possesses on the subject of the programme. However, mere possession of knowledge is not sufficient; the trainer must be articulate enough to reach out to the participants with the concepts being covered in a programme. Samples had revealed that the commonly used methods of instruction in the training programmes organized include: classroom lectures, demonstrations, video presentations, etc. In this study, we have assessed the role of trainers in lecture-based trainings. Lectures are the best medium to create a general understanding of a course, or to influence the attitude of trainees. Lecture-based sessions studied in this project are also featured by audio-visual aids, which are generally physical (like whiteboard), or mechanical (like overhead projectors), or electronic (like MS PowerPoint). Further, we have collected samples on best mode of Training communication too. Also it was inferred that the Trainer is solely responsible for success of any Training programme. He/She should be strong in subject knowledge, communication skills, building comfort zone among the participants, development of rapport among the learners as well as trainer, friendliness, behavioural mannerism, structural competency, etc. One who is strong in having such credentials shall be an effective Trainer and bring a programme, an effective one.

REFERENCES

- Kirkpatrick, D. 1967. "Evaluation of training", in Craig, R.L. and Bittel, L.R. (Eds), Training and Development Handbook, McGraw-Hill, New York, NY.
- Stolovich, H. 1999. "Adult learning workshop", paper presented at Training 1999 Conference, Chicago, IL, January.
- Tai, W. T. 2006. "Effects of training framing, general self-efficacy and training motivation on trainees' training effectiveness", Personnel Review, Vol. 35 No. 1, pp. 51-65.
- Towler, A.J. and Dipboye, R.L. 2001. "Effects of trainer expressiveness, organization, and trainee goal orientation on training outcomes", Journal of Applied Psychology, Vol. 86 4, August, pp. 664-73.
