



Trainer Competence as a Key Driver of Member Performance in Digital Live-Streaming Work

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ABSTRACT

Keywords:

Training; Trainer
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This study aims to analyze the effects of training and trainer competence on member performance. A quantitative approach using a survey method was employed. The population consisted of 57 members, all of whom were selected as the sample using a saturated sampling technique. Data were collected through a Likert-scale questionnaire and analyzed using multiple linear regression with IBM SPSS Statistics version 27. The results indicate that training has no significant effect on member performance, as shown by a t-value of 0.766, lower than the t-table value of 2.005, with a significance level of 0.448 (>0.05). In contrast, trainer competence has a positive and significant effect, with a t-value of 3.889 and a significance level of 0.001 (<0.05). Simultaneously, training and trainer competence significantly affect member performance, with an F-value of 27.323 and significance <0.001 . Trainer competence has the stronger influence. The Adjusted R-square of 0.534 indicates that 53.4% of the variance in member performance is explained by the two variables. These findings imply that improving trainer competence should be prioritized to enhance member performance.

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INTRODUCTION

Digital technology has transformed consumer purchasing behavior and the way people obtain product information. Live streaming commerce through platforms such as TikTok Live, Shopee Live, and Instagram Live has expanded rapidly because real-time interaction can strengthen audience engagement and support purchasing decisions more effectively than conventional digital marketing today. This development makes human resource quality increasingly important because digital platforms require individuals who can communicate, adapt, and manage relationships with audiences. Interactive communication during live streaming has been shown to significantly influence consumer engagement in digital marketing (Sang et al., 2023). Therefore, improving the

capabilities of live streaming personnel is not merely an organizational concern but also a broader issue for the development of a competitive digital economy. Organizations need adaptive strategies that combine technological utilization with creative human resources to remain competitive and sustainable in disruptive environments (Luo et al., 2023).

The importance of this study also relates to the growing need for competent digital workers who can perform effectively in dynamic environments (Elvionita & Armianti, 2025). Live streaming hosts are required to communicate persuasively, respond spontaneously, understand products, maintain audience attention, and create engagement while simultaneously representing organizational interests. Consequently, performance depends not only on technological access but also on systematic human resource development. Training based on digital communication and personal branding has been reported to contribute to individual performance in digital industries (Strojny & Dużmańska-Misiarczyk, 2023). A well-designed development process can therefore help individuals acquire practical abilities that are relevant to changing market demands. In this context, training and trainer competence become important mechanisms for strengthening individual performance and organizational competitiveness. Human resource development that combines practical learning, mentoring, and competent guidance can provide a foundation for sustainable performance in the competitive industry.

Training is theoretically positioned as a short-term educational process intended to improve employees' knowledge, skills, abilities, and work attitudes in accordance with organizational objectives (Revuelta-Domínguez et al., 2022). Training effectiveness is reflected through objectives, materials, methods, participants, and instructors, which determine whether learning can be transferred into practical performance (Hsiao et al., 2024). Trainer competence represents an essential concept because trainers facilitate the transfer of knowledge, skills, and experience to participants. Competence comprises knowledge, abilities, and attitudes that enable individuals to perform tasks effectively (Xu et al., 2023). It also includes technical skills, communication, leadership, motivation, and the capacity to develop participants' potential (Chen et al., 2022). Meanwhile, member performance refers to work results and behaviors achieved when completing organizational tasks within a certain period (Zhang et al., 2022). Performance can be assessed through quality, quantity, timeliness, effectiveness, and independence, providing a basis for evaluating live streaming outcomes (Webb & Layton, 2023).

Problems can emerge when human resource development is implemented unevenly. Observation during practice indicated that member development involved learning by doing and mentoring, in which members performed live

streaming and received direction, correction, and evaluation (Fenezia & Armiati, 2025). However, training and mentoring frequencies differed among members. Some members received regular coaching, whereas others mainly received general guidance. Differences were also observed in trainers' methods of explaining, motivating, providing feedback, and mentoring. As a result, members who received similar materials did not always demonstrate similar abilities in communication, improvisation, and audience interaction. These conditions may affect performance because live streaming requires practical and adaptive skills that cannot always be developed through uniform theory. Effective relevant training therefore needs content, practical methods, participant involvement, and competent instructors (Chen, 2022).

Previous studies show that training and trainer competence can contribute to performance, but their findings are not consistent. Reis & Ashmore (2022) found that training improved knowledge, skills, and work performance, while Chen & Yang (2023) reported that trainer competence positively and significantly affected training effectiveness and member performance. Practical, experience-based learning has also been found to improve work skills more than theory-focused training (Zhang et al., 2024). However, Liu & Yu (2022) reported that training did not significantly affect member performance, whereas trainer competence had a significant positive effect. This result suggests that training does not automatically produce better performance and depends on content, methods, participant needs, mentoring, and trainer quality. Existing studies have largely examined conventional organizations, leaving limited evidence concerning the simultaneous effects of training and trainer competence on performance in live streaming environments (Gao et al., 2024).

The research gap matters because live streaming involves distinctive performance requirements, including real-time communication, audience engagement, improvisation, creativity, product mastery, and adaptation to rapidly changing digital platforms. Previous research has established these relationships, yet limited attention has been given to their combined role in live streaming. This study therefore contributes by examining training and trainer competence simultaneously as factors associated with member performance in a digital occupation characterized by immediate audience feedback and practical skill demands. The novelty lies in examining trainer competence alongside training rather than as an isolated intervention. This approach can clarify whether performance improvement is associated more with training programs or trainer quality. Addressing this gap can support responsive human resource practices and performance management in digital work.

Based on the problems and research gap, this study addresses whether training and trainer competence influence member performance, both individually and simultaneously. The argument is that training should provide relevant knowledge and practical skills, while competent trainers should communicate, demonstrate, motivate, correct, and adapt learning to participant needs. Training that is relevant to job requirements is expected to improve skills and performance, especially through practical experience and mentoring. At the same time, competent trainers are expected to strengthen participants' understanding and application of learned skills through effective communication, motivation, and guidance. Therefore, this study proposes that training and trainer competence are important explanatory factors for performance. Empirical examination is expected to clarify inconsistent previous findings and provide evidence for improving human resource development practices in live streaming work.

Hypotheses

H1: Training has a positive and significant effect on member performance.

H2: Trainer competence has a positive and significant effect on member performance.

H3: Training and trainer competence simultaneously have a positive and significant effect on member performance.

RESEARCH METHODS

This study employed a quantitative research design to objectively examine the effects of training and trainer competence on member performance (Zheng et al., 2022). A quantitative approach was selected because the study aimed to measure the relationships among the research variables and empirically test the proposed hypotheses using statistical procedures (Elsayary, 2023). The research involved members who had participated in training activities and conducted live streaming, allowing them to provide relevant information regarding the training received, trainer competence, and their performance. The research was conducted at MA Agency because the organization provides training, mentoring, and performance evaluation for its members. The population consisted of 57 members. Because the population was relatively small, a saturated sampling technique (census) was applied, whereby all members of the population were included as respondents. According to (Liu et al. (2022), saturated sampling is a sampling technique in which all members of the population are selected as the sample. Therefore, the sample consisted of 57 respondents.

Data were collected using primary and secondary data. Primary data were obtained through a questionnaire distributed to respondents using Google

Forms. The questionnaire measured three research variables using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Training (X1) was measured through training objectives, training materials, training methods, trainees, and trainers. Trainer competence (X2) was measured through knowledge, skills, and attitudes. Member performance (Y) was measured through work quality, work quantity, timeliness, effectiveness, and independence (Jie & Zhang, 2026). Secondary data were obtained through a literature review of relevant books, scientific journals, and previous studies related to training, trainer competence, and member performance. The collected data were subsequently prepared for statistical analysis to examine the relationships among the variables.

The data were analyzed using IBM SPSS Statistics version 27.0. The analysis consisted of descriptive and inferential statistics. Descriptive statistics were used to describe the characteristics of the respondents and the general conditions of the research variables. Inferential analysis was conducted to test the proposed hypotheses through validity testing, reliability testing, classical assumption testing, multiple linear regression analysis, t-test, F-test, and the coefficient of determination (R^2). The t-test was used to examine the partial effect of training and trainer competence on member performance, while the F-test was used to examine their simultaneous effect. Multiple linear regression analysis was employed to determine the direction and magnitude of the effects of the independent variables on the dependent variable (Xia et al., 2024). The coefficient of determination (R^2) was used to determine the proportion of variation in member performance that could be explained by training and trainer competence.

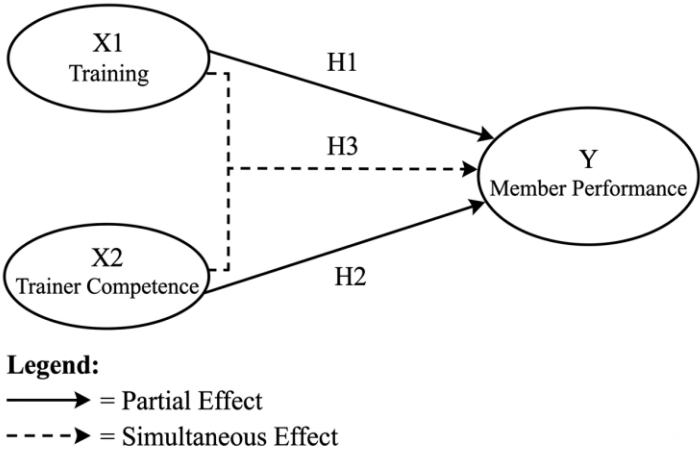


Figure 1. Conceptual Framework of the Study

Figure 1 illustrates the conceptual framework showing the relationships between training (X1), trainer competence (X2), and member performance (Y). The solid arrows represent the partial effects of each independent variable on member performance. Specifically, H1 represents the partial effect of training on member performance, while H2 represents the partial effect of trainer competence on member performance. The dashed arrow represents the simultaneous effect of training and trainer competence on member performance, as formulated in H3. Thus, the framework indicates that training and trainer competence are expected to influence member performance both individually and simultaneously.

RESULTS AND DISCUSSION

Results

Validity Test

The validity test was conducted to determine whether each questionnaire item appropriately measured its respective research variable. With a sample size of 57 respondents, the r-table value at a 5% significance level was 0.263. An item was considered valid when its calculated r-value exceeded 0.263.

Table 1. Validity Test Results

Variable	Item	r-table	r-value	Information
Training	X1.1	0.263	0.841	Valid
Training	X1.2	0.263	0.832	Valid
Training	X1.3	0.263	0.759	Valid
Training	X1.4	0.263	0.804	Valid
Training	X1.5	0.263	0.843	Valid
Trainer Competence	X2.1	0.263	0.809	Valid
Trainer Competence	X2.2	0.263	0.824	Valid
Trainer Competence	X2.3	0.263	0.748	Valid
Trainer Competence	X2.4	0.263	0.908	Valid
Trainer Competence	X2.5	0.263	0.805	Valid
Member Performance	Y1.1	0.263	0.853	Valid
Member Performance	Y1.2	0.263	0.713	Valid
Member Performance	Y1.3	0.263	0.728	Valid
Member Performance	Y1.4	0.263	0.830	Valid
Member Performance	Y1.5	0.263	0.745	Valid

Table 1 shows that all questionnaire items for Training, Trainer Competence, and Member Performance have calculated r-values greater than the r-table value of 0.263. The calculated r-values range from 0.713 to

0.908. Therefore, all questionnaire items meet the validity criterion and are considered valid for measuring the variables examined in this study.

Reliability Test

Reliability testing was conducted to assess the internal consistency of the questionnaire items. The instrument was considered reliable when the Cronbach's Alpha value exceeded 0.70.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Description
Training	0.872	Reliable
Trainer Competence	0.877	Reliable
Member Performance	0.833	Reliable

Table 2 shows that the Cronbach's Alpha values for Training, Trainer Competence, and Member Performance are 0.872, 0.877, and 0.833, respectively. All values exceed 0.70, indicating that the questionnaire items have adequate internal consistency and that the research instrument is reliable.

Classical Assumption Tests

The normality test was conducted using the Kolmogorov-Smirnov test. The results show an Asymp. Sig. (2-tailed) value of 0.200.

Table 3. Normality Test Results

Test	N	Mean	Standard Deviation	Test Statistic	Asymp. Sig. (2-tailed)
Unstandardized Residual	57	0.0000000	1.70931758	0.137	0.200

Table 3 shows that the Asymp. Sig. (2-tailed) value is 0.200, which is greater than 0.05. Therefore, the residual data meet the normality assumption and can be used for further statistical analysis. The multicollinearity test was conducted using the Tolerance and Variance Inflation Factor (VIF) values.

Table 4. Multicollinearity Test Results

Variable	Tolerance	VIF
Training	0.374	2.675
Trainer Competence	0.374	2.675

Table 4 shows that both independent variables have a Tolerance value of 0.374 and a VIF value of 2.675. The Tolerance values are greater than 0.10 and the VIF values are below 10. Therefore, the regression model does not indicate multicollinearity between the independent variables. The heteroscedasticity test was performed using the Glejser test.

Table 5. Heteroscedasticity Test Results

Variable	Coefficient	Std. Error	Standardized Coefficient Beta	t	Sig.
Constant	0.693			0.562	0.577
Training	0.091		0.211	0.863	0.393
Trainer Competence	0.083		-0.137	-0.562	0.577

Table 5 shows that the significance values for Training and Trainer Competence are 0.393 and 0.577, respectively. Both values are greater than 0.05. Therefore, the regression model does not exhibit heteroscedasticity, indicating that the residual variance is sufficiently constant.

Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the effects of Training (X1) and Trainer Competence (X2) on Member Performance (Y).

Table 6. Results of Multiple Regression Analysis

Model	Unstandardized B	Std. Error	Standardized Beta	t	Sig.
Constant	6.668	2.141		3.115	0.003
Training	0.121	0.158	0.126	0.766	0.448
Trainer Competence	0.559	0.144	0.640	3.889	0.001

Table 6 shows that the reported regression equation is $Y = 6.668 + 0.121X_1 + 0.559X_2 + 2.141$. The Training coefficient is 0.121, indicating a positive coefficient, while the Trainer Competence coefficient is 0.559. Trainer Competence has the larger regression coefficient, indicating a stronger contribution to Member Performance than Training in the regression model.

Partial Test (t-Test)

The partial test was conducted using a t-table value of 2.005 with 54 degrees of freedom at a 5% significance level. The Training variable has a t-value of 0.766, which is lower than 2.005, with a significance value of 0.448. Therefore, Training does not have a significant effect on Member Performance, and H1 is rejected. Trainer Competence has a t-value of

3.889, which is greater than 2.005, with a significance value of 0.001. Therefore, Trainer Competence has a significant effect on Member Performance, and H2 is accepted.

Simultaneous Test (F-Test)

The simultaneous test was conducted to determine whether Training and Trainer Competence jointly affect Member Performance.

Table 7. F-Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	166.918	2	83.459	27.323	<0.001
Residual	134.401	54	3.055		
Total	301.309	56			

Table 7 shows an F-value of 27.323 with a significance value below 0.001. The calculated F-value is greater than the F-table value of 3.168. Therefore, Training and Trainer Competence jointly have a significant effect on Member Performance, and H3 is accepted.

Coefficient of Determination

The coefficient of determination test was conducted to determine the extent to which Training and Trainer Competence contribute to explaining variations in Member Performance. The results of the coefficient of determination test are presented in Table 8.

Table 8. Test of Determination Coefficient (R²)

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	0.744	0.554	0.534	1.748

Table 8 shows an R value of 0.744, an R Square value of 0.554, and an Adjusted R Square value of 0.534. The Adjusted R Square indicates that Training and Trainer Competence explain 53.4% of the variance in Member Performance, while the remaining 46.6% is explained by other factors not examined in this study.

Discussion

The finding that training has no significant effect on member performance indicates that training alone does not necessarily translate into improved work outcomes (Chen et al., 2022). The result differs from the theoretical expectation that training develops knowledge, skills, and abilities that support performance (Huang et al., 2023). In this study, the training coefficient was positive at 0.121,

but its effect was statistically insignificant, with a t-value of 0.766 and significance of 0.448. This condition may be related to the practical characteristics of live streaming work, where performance develops through repeated practice, direct audience interaction, and immediate adaptation. Previous research reported that training tailored to job requirements can improve skills and performance, while practical training can produce stronger outcomes than theory-based learning (Dao et al., 2022). Therefore, the present finding suggests that training effectiveness depends not only on training provision but also on implementation, intensity, relevance, and opportunities for members to apply what they learn in practice.

The significant effect of trainer competence demonstrates that trainer quality plays an important role in determining member performance. Trainer competence produced a coefficient of 0.559, a t-value of 3.889, and a significance value of 0.001, indicating a positive and significant relationship. This finding is consistent with previous studies reporting that competent trainers can improve participant performance and training effectiveness (Cui et al., 2022). Theoretically, trainer competence includes knowledge, skills, and attitudes that enable trainers to facilitate learning effectively, while communication, motivation, leadership, and developmental abilities strengthen the learning process (Xu et al., 2023). In practical terms, competent trainers can provide clearer demonstrations, relevant feedback, motivation, and individualized guidance, which are particularly important for live streaming activities requiring communication, improvisation, and audience engagement (Hua et al., 2023). The finding therefore implies that organizations should prioritize trainer quality because improving trainer capability may provide a more direct performance benefit than simply increasing training activities without strengthening delivery and mentoring quality.

The simultaneous test provides an important perspective because training and trainer competence jointly have a significant effect on member performance. The F-value of 27.323 and significance below 0.001 indicate that the two variables together form a significant explanatory model. This result does not contradict the insignificant partial effect of training; rather, it shows that training can become more meaningful when considered together with the competence of the person delivering and supporting the learning process (Dao et al., 2022). Theoretically, this finding supports an integrated human resource development perspective in which training programs and trainer competence should operate as complementary elements. Training provides content, structure, and

opportunities for skill development, while competent trainers facilitate understanding, practice, feedback, and correction. The practical implication is that organizations should not evaluate training solely by its existence or frequency (Zhang et al., 2022). Instead, training programs should be integrated with competent trainers, appropriate methods, continuous mentoring, and performance evaluation so that learning can be translated into actual work outcomes.

The Adjusted R-square of 0.534 indicates that training and trainer competence explain 53.4% of the variance in member performance, while the remaining 46.6% is attributable to factors outside the model. This finding demonstrates that the selected variables provide meaningful explanatory power, but member performance remains influenced by other dimensions. The result is theoretically relevant because performance is not determined solely by formal development programs; individual ability, motivation, experience, work behavior, and other organizational conditions may also contribute to outcomes. Performance can be understood through work results and behavior, while ability and motivation are important elements in determining how individuals perform their responsibilities. Practically, the finding suggests that performance improvement should use a broader approach rather than relying exclusively on training and trainer competence. Organizations can complement these factors with motivation systems, experience development, communication support, performance feedback, and clearer performance standards. Future research can incorporate these additional variables to explain the remaining variation more comprehensively.

The state of the art of this study lies in examining training and trainer competence simultaneously in a live streaming work environment, where performance depends on real-time communication, audience interaction, improvisation, creativity, and adaptation (Revuelta-Domínguez et al., 2022). Earlier studies generally reported positive effects of training and trainer competence, whereas the present findings distinguish the relative contribution of the two variables. Training was not significant individually, while trainer competence showed a significant effect and the larger regression coefficient of 0.559. This difference highlights the importance of contextualizing human resource development according to the characteristics of digital work (Luo et al., 2023). The study therefore contributes a more specific explanation of performance formation in an occupation that relies heavily on practical interaction and immediate feedback. Its novelty is not merely the combination of variables, but the identification of trainer competence as the stronger factor within the examined model (Cui et al., 2022). This finding extends previous research by demonstrating that the effectiveness of human resource interventions may depend strongly on implementation context and delivery quality.

The contribution of this study is both theoretical and practical. Theoretically, the findings show that the relationship between training and performance should not be assumed to be automatically positive because its effectiveness may depend on how learning is delivered and supported. The significant role of trainer competence provides evidence that the quality of facilitation is an important component of human resource development, particularly in practical and digitally mediated work. Practically, the results indicate that organizations should prioritize developing trainer knowledge, skills, communication, motivation, feedback, and mentoring capabilities while maintaining training programs that are relevant to members' actual tasks. The findings also provide a basis for improving evaluation systems by assessing not only whether training is conducted, but whether members can apply the skills gained during live streaming activities (Wang et al., 2023). By explaining 53.4% of performance variance, the model offers a meaningful foundation for managerial decisions while leaving room for future studies to examine other determinants of member performance.

CONCLUSION

This study concludes that member performance is influenced not merely by the implementation of training programs but more strongly by trainer competence in facilitating learning, providing guidance, and delivering feedback. The most important finding is that trainer competence has a positive and significant effect on member performance, whereas training does not have a significant partial effect; however, both variables simultaneously contribute significantly to performance. This finding provides a valuable lesson for human resource management in digital live-streaming work: the quality of training delivery and trainer capability are as important as the training program itself. Theoretically, this study contributes to the human resource management literature by demonstrating the importance of trainer competence as a stronger factor in explaining performance within a digital live-streaming context. Practically, the findings highlight the need for more competent trainers and structured, practical, and needs-based training programs. Nevertheless, the study is limited by its relatively small sample of 57 respondents and the use of only two independent variables. Future research should involve larger and more diverse samples and examine additional factors, such as work motivation, experience, work environment, and discipline, to provide a more comprehensive explanation of member performance.

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