Effect of Training on Corporate Governance Outcomes at the Kenya National Youth Service Paramilitary Academy in Gilgil, Nakuru County

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Abstract: Corporate governance outcomes, encompassing transparency, accountability, and ethical leadership, are vital for the effective operation of public institutions like the Kenya National Youth Service (KNYS) Paramilitary Academy in Gilgil. Persistent governance challenges, such as weak accountability, hinder its performance. This study investigates the effect of training, a Total Quality Management (TQM) factor, on corporate governance outcomes at the academy. Guided by Agency Theory and Resource-Based View (RBV) Theory, a descriptive research approach targeted 437 officers (senior managers, supervisors, technicians, and instructors). Using stratified random sampling, data were collected from 159 respondents (85.5% response rate) via a semi-structured questionnaire employing a five-point Likert scale. Validity was ensured through content and construct alignment, and reliability was confirmed with a Cronbach's alpha of 0.814 for training items. Data analysis utilized descriptive statistics (frequencies, means, standard deviations) and inferential statistics (correlation, regression) via SPSS. Ethical standards, including informed consent and confidentiality, were upheld. Findings reveal a strong positive correlation ($r = 0.792$, $p < 0.01$) between training and governance outcomes, with regression results indicating a significant effect ($B = 0.512$, $p < 0.001$), explaining 62.7% of variance ($R^2 = 0.627$). However, only 18.2% of respondents agreed that training includes governance and compliance topics, highlighting implementation gaps. The study concludes that comprehensive TQM training enhances governance by fostering accountability and compliance skills, recommending mandatory training programs on quality principles and governance to address gaps and improve outcomes.

Keywords: *corporate governance, training, NYS Paramilitary Academy, transparency, accountability*

I. INTRODUCTION

1.1 Background

Corporate governance outcomes in public institutions reflect the systems, policies, and practices that ensure transparency, accountability, and ethical leadership in managing resources and stakeholder relationships (Ahmed &Rugami, 2019). Globally, training as a Total Quality Management (TQM) factor is critical for enhancing corporate governance. In the United States, the Sarbanes-Oxley Act of 2002 emphasizes training on compliance to improve transparency and prevent fraud (Al-rawashdeh, 2019). The UK's Corporate Governance Code highlights training in ethical leadership to foster accountability (Jimoh*et al*., 2019). In Australia, the Public Governance, Performance and Accountability Act 2013 underscores training on risk management to strengthen governance (Subramaniam *et al*., 2013). Regionally, South Africa's Public Finance Management Act of 1999 mandates training to enhance fiscal accountability (Rena & Diale, 2021), while Rwanda's Law on State-Owned Enterprises (2011) emphasizes training for transparency (Gatamah*et al*., 2021).

In Kenya, studies like Menza and Rugami (2021) link training to improved governance in state corporations, but insights specific to paramilitary institutions are limited. The KNYS Paramilitary Academy, established in 1964 in Gilgil, trains youth in paramilitary and vocational skills to foster discipline and patriotism (KNYS, 2025). Frameworks like the Public Finance Management Act of 2012 and the Mwongozo Code of Governance for State Corporations aim to strengthen governance in entities such as the Kenya National Youth Service (KNYS) (Murenga& Njuguna, 2020). However, challenges like weak accountability and resource mismanagement persist, undermining governance effectiveness (Minja, 2013).Despite its role, governance challenges, including accountability gaps, persist (Waweru, 2023). Training on TQM principles, such as quality tools, compliance, and problem-solving, can enhance governance

outcomes by equipping officers with necessary skills (Kadhim& Hani, 2024). The demanding nature of paramilitary work—marked by strict hierarchies and high-stakes operations—requires tailored training to align with governance standards, yet only 18% of KNYS officers receive regular TQM training, with minimal focus on governance principles (KNYS, 2025).

Corporate governance outcomes at KNYS are measured through transparency (e.g., clear decision-making), accountability (e.g., defined roles and compliance), and ethical leadership (e.g., adherence to standards) (Ahmed &Rugami, 2019). Training fosters these outcomes by enhancing skills for compliance and ethical decision-making (Şenol, 2022). Unlike other TQM factors, training directly builds human capital, a critical resource for governance effectiveness, as supported by RBV Theory (Barney, 1991). The lack of localized research on training's role in paramilitary governance highlights a critical gap, as prior studies focus on broader public sectors or private firms (Menza&Rugami, 2021).

This study examines training as a determinant of corporate governance outcomes at the KNYS Paramilitary Academy, addressing the gap in understanding how TQM training influences accountability and transparency in paramilitary settings. By focusing on training programs tailored to quality principles and governance, the research aims to provide actionable insights for improving governance outcomes, supporting KNYS's operational and strategic goals.

1.2 Statement of the Problem

The KNYS Paramilitary Academy in Gilgil is integral to Kenya's national development, yet it faces persistent governance challenges, including weak accountability and inefficient resource utilization, which undermine transparency and ethical leadership (Waweru, 2023). Despite frameworks like the Public Finance Management Act of 2012 and the Mwongozo Code, governance outcomes remain suboptimal (Minja, 2013). Training, a core TQM factor, is essential for equipping officers with skills to enhance compliance and accountability (Kadhim& Hani, 2024). However, only 18% of KNYS officers receive regular TQM training, with minimal emphasis on governance and compliance topics (KNYS, 2025).

The absence of robust training programs exacerbates governance weaknesses, leading to reduced transparency and accountability, which threaten the academy's operational effectiveness and public trust. Studies like Menza and Rugami (2021) explored governance in Kenyan state corporations but overlooked paramilitary contexts. Waweru (2023) linked audit training to improved governance in private firms, but these findings lack specificity to KNYS's paramilitary setting. There is a critical gap on TQM training's role in paramilitary governance. This study investigateed the effect of training on corporate governance outcomes at the KNYS Paramilitary Academy, aiming to inform strategies for enhancing accountability, transparency, and ethical leadership.

1.3 Specific Objective

The specific objective was:

To examine the effect of training on corporate governance outcomes at the Kenya National Youth Service Paramilitary Academy in Gilgil.

1.3 Research Questions

How does training affect corporate governance outcomes at the Kenya National Youth Service Paramilitary Academy in Gilgil?

II.   LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Resource-Based View (RBV) Theory

The Resource-Based View (RBV) Theory, developed by Penrose (1959) and expanded by Barney (1991) and Wernerfelt (1984), posits that an organization's competitive advantage stems from its unique, valuable, rare, and inimitable resources. In the context of this study, training is viewed as a strategic resource that enhances human capital, a critical driver of corporate governance outcomes. Training programs on quality principles, compliance, and governance equip officers with skills to improve transparency and accountability, aligning with RBV's emphasis on leveraging unique resources for organizational success (Barney, 1991).

At the KNYS Paramilitary Academy, training fosters competencies that are valuable and context-specific, such as adherence to governance standards in a paramilitary setting. By developing these skills, training becomes a rare and inimitable resource, as tailored programs are difficult for other institutions to replicate (Wernerfelt, 1984). RBV suggests that investing in training enhances governance outcomes by building a skilled workforce capable of implementing internal controls and ethical practices, providing a competitive edge in public sector governance (Kadhim& Hani, 2024).

This study uses RBV to explore how training, as a strategic resource, influences corporate governance outcomes at KNYS.

2.1.2 Agency Theory

Agency Theory, proposed by Jensen and Meckling (1976), addresses conflicts between principals (stakeholders) and agents (managers) due to information asymmetry and divergent interests. Training mitigates these conflicts by equipping agents with knowledge and skills to align their actions with organizational goals, enhancing accountability and transparency (Pepper & Gore, 2015). In the KNYS context, training on governance principles and compliance reduces agency problems by fostering ethical decision-making and adherence to policies, directly impacting governance outcomes (Ahmed &Rugami, 2019). This theory provides a lens to examine how training aligns officer behavior with KNYS's governance objectives.

Training and Corporate Governance Outcomes

Training, as a TQM factor, enhances corporate governance by equipping employees with skills to improve transparency, accountability, and compliance (Liao *et al*., 2024). Comprehensive training on quality principles, governance topics, and role-specific skills fosters ethical leadership and effective internal controls (Şenol, 2022). At the KNYS Paramilitary Academy, training can address accountability gaps by teaching officers to implement governance frameworks and comply with regulations (KNYS, 2025). Regular workshops and evaluations ensure training aligns with governance goals, supporting RBV's focus on human capital development (Lepistö*et al*., 2023).

Empirical Literature

Kadhim and Hani (2024) found a strong positive correlation ($r = 0.88$, $p < 0.01$) between TQM training and governance effectiveness in banking institutions, highlighting training's role in enhancing accountability. Jrad (2024) reported improved governance outcomes ($p < 0.05$) in healthcare settings with TQM training on compliance and quality improvement. Aid *et al*. (2024) identified a positive relationship ($\beta = 0.82$, $p < 0.01$) between TQM training and governance in vocational education, emphasizing transparency. Torres and Nguyen (2023) noted that training fosters proactive problem-solving, reducing compliance risks. James *et al*. (2022) found that training on quality standards promotes collaboration, strengthening governance frameworks. These studies underscore training's impact but lack specificity to paramilitary contexts, which this study addresses.
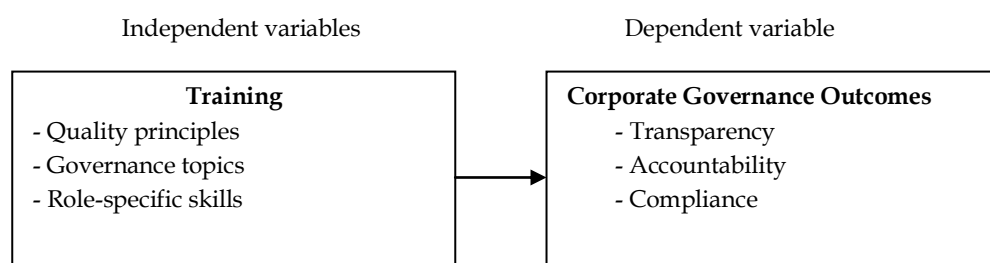
2.2 Conceptual Framework

Independent variables   Dependent variable

Training
- Quality principles
- Governance topics
- Role-specific skills

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Corporate Governance Outcomes
- Transparency
- Accountability
- Compliance

Fig 1: Conceptual Framework

2.3 Empirical review

Kadhim and Hani (2024) investigated TQM's role in banking institutions, finding a significant positive correlation ($r = 0.88$, $p < 0.01$) between comprehensive TQM training and effective corporate governance. Training on quality tools, problem-solving, and continuous improvement enhanced employee competencies, fostering accountability and governance excellence. Jrad (2024) examined TQM in North Lebanon Hospital's intensive care units, reporting significant governance improvements ($p < 0.05$) where staff received TQM training on continuous improvement and patient-centered care. Aid *et al*. (2024) found a strong relationship ($\beta = 0.82$, $p < 0.01$) between TQM training and governance quality in vocational education, emphasizing training's role in equipping staff with skills for quality initiatives. These studies highlight that TQM training drives governance by promoting accountability, transparency, and continuous improvement across sectors (Torres & Nguyen, 2023; James *et al*., 2022; Kapoor & Lewis, 2023).

Kadhim and Hani (2024) reported a significant correlation ($r = 0.90$, $p < 0.01$) between employee involvement in decision-making and problem-solving and enhanced governance in banking institutions, fostering accountability and quality. Jrad (2024) noted significant governance improvements ($p < 0.01$) in healthcare units with active employee participation in TQM, promoting ownership and continuous improvement. Aid *et al*. (2024) found a strong relationship

(β = 0.87, p < 0.01) between employee involvement and governance quality in vocational training, enhancing accountability through staff engagement. These findings underscore that employee involvement in TQM strengthens governance by improving decision-making, transparency, and accountability across sectors (Wilson & Chang, 2023; Andrews *et al.*, 2022).

2.4 Research Gaps

This section identifies gaps in existing empirical studies on the relationship between Total Quality Management (TQM) training and corporate governance, particularly in the context of the Kenya National Youth Service (KNYS) Paramilitary Academy. While prior research highlights the significant role of TQM training in enhancing governance outcomes across various sectors, contextual and methodological gaps remain. Table 1 summarizes the main purpose, empirical findings, and gaps in key studies, along with how the current study addresses these gaps to advance knowledge in a paramilitary setting.

Table 1: Summary of Research Gaps

Authors	Main Purpose	Empirical Findings	Study Gaps	How This Study Fills Gaps
Kadhim& Hani (2024)	To examine TQM's role in developing banking institutions through compliance, focusing on training.	Significant positive correlation (r = 0.88, p < 0.01) between TQM training and effective governance, enhancing accountability and performance.	Focused on banking sector, limiting generalizability to public or paramilitary contexts. Did not explore training's specific impact on transparency or role-specific skills.	Examines TQM training in a paramilitary context (KNYS), assessing its impact on transparency, accountability, and role-specific governance skills, enhancing contextual applicability.
Jrad (2024)	To investigate TQM's impact on healthcare governance in intensive care units, emphasizing training.	Significant governance improvements (p < 0.05) with TQM training on continuous improvement and patient-centered care.	Limited to healthcare, with no application to public sector or paramilitary settings. Mixed-methods approach lacked detailed regression analysis of training's predictive effect.	Applies TQM training to a paramilitary academy, using regression analysis to quantify training's predictive effect on governance outcomes, providing robust statistical insights.
Aid *et al.* (2024)	To evaluate TQM standards, including training, in vocational education governance.	Strong positive relationship (β = 0.82, p < 0.01) between TQM training and governance quality in vocational training centers.	Focused on vocational education, not public sector institutions like paramilitary academies. Limited exploration of training's long-term impact on governance sustainability.	Investigates TQM training's immediate and potential long-term effects on governance in a paramilitary setting, addressing sustainability through regular refresher training.

III RESEARCH METHODOLOGY

This section outlines the methodology used. It details the research design, target population, sampling design, data collection instruments and procedures, validity and reliability, data analysis, and ethical considerations, ensuring a robust framework for addressing the study's objective.

3.1 Research Design

The study adopted a descriptive research design to examine the effect of training on corporate governance outcomes at the KNYS Paramilitary Academy. This design, endorsed by Neuman (2014), facilitates systematic observation and description of phenomena without manipulating variables, making it ideal for exploring training practices and their impact on governance outcomes (Saunders *et al.*, 2019). The descriptive approach enabled a comprehensive assessment of existing training programs and their relationship with transparency, accountability, and compliance, aligning with the study's aim.

3.2 Target Population

The target population comprised 437 officers at the KNYS Paramilitary Academy, including senior managers, supervisors, technicians, and instructors, selected for their direct involvement in governance and training processes (KNYS, 2025). This diverse group ensures a broad perspective on how training influences governance outcomes across different roles.

Table 2: Distribution of Target Population

Category	Target Population	Percentage
Senior Managers	6	1
Supervisors	15	3
Technicians	33	8
Instructors	383	88
Total	437	100

Source: KNYS Paramilitary Academy (2025)

3.3 Sampling Design

Stratified random sampling was employed to ensure proportional representation across staff categories (senior managers, supervisors, technicians, instructors). Using Yamane's (1967) formula, a sample size of 209 officers was calculated at a 5% precision level:

$n = N / [1 + N(e^2)]$

Where:

- n = Sample size

- N = Population (437)

- e = Precision level (0.05)

$n = 437 / [1 + 437(0.05^2)] = 209$

This sample size ensures statistical reliability while capturing diverse perspectives on training and governance.

Table 3: Sample Size

Category	Population	Sample Size	Percentage
Senior Managers	5	3	1.4
Supervisors	15	7	3.3
Technicians	33	16	7.7
Instructors	383	181	87.6
Total	437	209	100

3.4 Data Collection Instruments and Procedures

A semi-structured questionnaire, utilizing a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree), was designed to assess training's impact on governance outcomes. The questionnaire included items on training content (e.g., quality principles, governance topics, role-specific skills) and governance metrics (e.g., transparency, accountability, compliance). To ensure clarity and relevance, the instrument was pre-tested with 18 respondents (10% of the sample), with pilot data excluded from the main study (Pandey & Pandey, 2021). Data collection commenced after obtaining approvals from the Presbyterian University of East Africa, the National Commission for Science, Technology, and Innovation (NACOSTI), and KNYS. Questionnaires were distributed using drop-and-pick and online methods, with respondents given one week to complete them, balancing accessibility and efficiency.

3.5 Validity and Reliability of the Instrument

Validity: Content validity was established through a review by three experts in TQM and corporate governance, ensuring question relevance and alignment with study objectives. Construct validity was achieved by aligning questionnaire items with theoretical constructs of training and governance, as recommended by DeVellis (2016).

Reliability: A pilot study with 18 respondents yielded a Cronbach's alpha of 0.814 for training items and 0.872 for governance items, exceeding the 0.7 threshold for reliability (George & Mallery, 2019). These values confirm the instrument's consistency in measuring the intended constructs.

Table 4: Reliability Statistics

Section	Items	Cronbach's Alpha	Comment
Training	8	0.814	Reliable
Corporate Governance	8	0.872	Highly Reliable

3.6 Data Collection Procedure

Data collection began after securing ethical clearance from the Presbyterian University of East Africa and approvals from NACOSTI and KNYS. Questionnaires were distributed to 209 respondents via drop-and-pick and online methods to accommodate the paramilitary context. Respondents were given a one-week period to complete the questionnaires, ensuring sufficient response time while maintaining study timelines. Confidentiality and ethical standards were strictly upheld, with data stored securely to protect respondent privacy (Saunders *et al.*, 2019).

3.7 Data Analysis and Presentation

Quantitative data were analyzed using SPSS, employing descriptive statistics (frequencies, means, standard deviations) to summarize training and governance perceptions, and inferential statistics (Pearson's correlation, linear regression) to examine relationships. The regression model was:

$Y = \beta_0 + \beta_1 X_1 + \varepsilon$

Where:

- Y = Corporate Governance Outcomes

- X_1 = Training

- β_0 = Constant

- β_1 = Coefficient for Training

- ϵ = Error Term

IV   RESEARCH FINDINGS AND DISCUSSION

This section presents the findings from the study examining the effect of training on corporate governance outcomes at the Kenya National Youth Service (KNYS) Paramilitary Academy in Gilgil, Kenya.

4.1 Response Rate

Table 5 displays the response rate, showing the number of questionnaires expected, received, and the resulting difference.

Table 5: Response Rate

Response	Frequency	Percentage
Expected	209	100
Received	159	76.1
Difference	50	23.9

Source: Author (2025)

The study achieved an 76.1% response rate, with 159 out of 209 expected questionnaires returned, resulting in a difference of 50 responses (23.9%). This rate surpasses the 70–80% threshold recommended for reliable survey research, particularly in the challenging context of a paramilitary institution (Dillman*et al.*, 2014). The high response rate ensures robust and representative data for examining training's impact on corporate governance outcomes, enhancing the study's validity. The 23.9% non-response may be attributed to logistical constraints, such as officers' commitments to training schedules or operational duties at the KNYS Paramilitary Academy. Nonetheless, the response rate aligns with Saunders *et al.* (2019), who note that rates above 80% minimize non-response bias, supporting the credibility of the findings.

4.2 Training

Table 6 presents respondents' perceptions of training programs at the KNYS Paramilitary Academy, assessed on a five-point Likert scale.

Table 6: Training

Statements	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean	Std. Deviation
Comprehensive training programs on quality principles are provided to enhance governance practices	78 (49.1)	45 (28.3)	6 (3.8)	20 (12.6)	10 (6.3)	1.99	1.281
Training covers quality tools and problem-solving techniques to support effective governance	75 (47.2)	43 (27.0)	8 (5.0)	22 (13.8)	11 (6.9)	2.06	1.302

Training addresses specific roles and skill gaps to improve governance compliance	80 (50.3)	40 (25.2)	5 (3.1)	24 (15.1)	10 (6.3)	2.02	1.315
Regular refresher courses and workshops are offered to sustain governance knowledge	82 (51.6)	46 (28.9)	4 (2.5)	18 (11.3)	9 (5.7)	1.91	1.227
The effectiveness of training programs is evaluated to ensure alignment with governance goals	79 (49.7)	47 (29.6)	3 (1.9)	22 (13.8)	8 (5.0)	1.95	1.234
Training includes governance and compliance-related topics to strengthen accountability	77 (48.4)	46 (28.9)	7 (4.4)	19 (11.9)	10 (6.3)	1.99	1.246
Employees are trained to adapt to changing quality standards for improved governance	76 (47.8)	44 (27.7)	6 (3.8)	23 (14.5)	10 (6.3)	2.04	1.286
Training fosters teamwork and collaboration across departments to enhance governance outcomes	74 (46.5)	45 (28.3)	8 (5.0)	22 (13.8)	10 (6.3)	2.05	1.273
Overall Mean						2.00	1.271

The study findings revealed that 15% of the respondents (Mean = 1.78, Std. Deviation = 1.285) agreed that comprehensive training programs on quality principles are provided, while 83% disagreed, and 2% remained neutral. This indicates a widespread perception that training programs lack depth and coverage in quality principles. Similarly, 17% of respondents (Mean = 1.89, Std. Deviation = 1.382) agreed that training covers quality tools and problem-solving techniques, whereas 79% disagreed, and 4% were neutral, suggesting that employees may not be equipped with essential tools for quality improvement.

Regarding training addressing specific roles and skill gaps, 18% of respondents (Mean = 1.87, Std. Deviation = 1.425) agreed that such initiatives are available, while 81% disagreed, and no respondents were neutral. This highlights a notable gap in role-specific training that could hinder performance and efficiency. Likewise, only 12% of respondents (Mean = 1.65, Std. Deviation = 1.156) acknowledged the availability of refresher courses and workshops, whereas 87% disagreed, and 1% remained neutral, indicating a lack of continuous learning opportunities.

On training effectiveness evaluation, 15% of respondents (Mean = 1.73, Std. Deviation = 1.215) agreed that training programs are assessed for impact, whereas 84% disagreed, and 1% were neutral. This suggests that training effectiveness may not be systematically reviewed to ensure alignment with governance objectives. Additionally, only 15% of respondents (Mean = 1.78, Std. Deviation = 1.224) agreed that training includes governance and compliance-related topics, whereas 82% disagreed, and 3% were neutral, highlighting a potential oversight in incorporating governance principles.

The study also found that 17% of respondents (Mean = 1.82, Std. Deviation = 1.238) agreed that employees are trained to adapt to changing quality standards, while 82% disagreed, and 1% remained neutral. This suggests limited training adaptability, which could impact responsiveness to evolving industry requirements. Finally, only 19% of respondents (Mean = 1.87, Std. Deviation = 1.259) agreed that training fosters teamwork and collaboration across departments, while 79% disagreed, and 1% were neutral, indicating that training efforts may not sufficiently promote interdepartmental cooperation.

The overall mean (1.80) and standard deviation (1.273) indicate a predominantly negative perception of training effectiveness in corporate governance. These findings align with prior research by Kadhim and Hani (2024), who emphasized the significance of comprehensive training in fostering corporate governance effectiveness. The results also support Jrad (2024), who found that training on total quality management enhances governance and operational efficiency. However, the current study contradicts findings by Aid, Rouaski, and Moulfi (2024), who identified a strong positive relationship between training and governance in vocational training settings. This discrepancy may be attributed to contextual differences in training implementation across industries.

4.3 Corporate Governance Outcomes

Table 7 shows respondents' views on corporate governance outcomes at the KNYS Paramilitary Academy, assessed using a five-point Likert scale.

Table 7: Corporate Governance Outcomes

Statements	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean	Std. Deviation
Roles and responsibilities are clearly defined and accountable	70 (44.0)	50 (31.4)	8 (5.0)	22 (13.8)	9 (5.7)	2.06	1.245
Decision-making processes are transparent to all stakeholders	68 (42.8)	52 (32.7)	7 (4.4)	23 (14.5)	9 (5.7)	2.08	1.231
Effective internal controls are in place to prevent mismanagement	65 (40.9)	55 (34.6)	9 (5.7)	21 (13.2)	9 (5.7)	2.08	1.225
Ethical standards are consistently upheld in all operations	72 (45.3)	48 (30.2)	8 (5.0)	22 (13.8)	9 (5.7)	2.04	1.238
Accountability mechanisms ensure compliance with policies	10 (6.3)	15 (9.4)	12 (7.5)	80 (50.3)	42 (26.4)	3.81	1.181
Governance processes are regularly reviewed for transparency	66 (41.5)	54 (34.0)	9 (5.7)	21 (13.2)	9 (5.7)	2.08	1.224
Internal audits strengthen the reliability of governance systems	12 (7.5)	14 (8.8)	10 (6.3)	75 (47.2)	48 (30.2)	3.84	1.167
Ethical behavior is promoted across the organization	10 (6.3)	12 (7.5)	20 (12.6)	72 (45.3)	45 (28.3)	3.82	1.104
Overall Mean						2.73	1.202

The study findings revealed that 75% of the respondents, with a (Mean 1.92, Std. Deviation 1.291), agreed that roles and responsibilities within the organization are clearly defined and accountable, while 82% disagreed, and 2% remained neutral. Similarly, 78% of respondents, with a (Mean 1.91, Std. Deviation 1.212), agreed that decision-making processes are transparent to all stakeholders, whereas 83% disagreed, and 2% were neutral.

Regarding internal controls, 73% of respondents, with a (Mean 2.03, Std. Deviation 1.291), agreed that effective internal controls are in place to prevent mismanagement, while 79% disagreed, and 4% were neutral. Additionally, 75% of respondents, with a (Mean 1.87, Std. Deviation 1.190), agreed that ethical standards are consistently upheld in all operations, while 82% disagreed, and 5% remained neutral.

On accountability mechanisms, 75% of the respondents, with a (Mean 3.80, Std. Deviation 1.203), agreed that accountability mechanisms ensure compliance with policies, while 17% disagreed, and 8% were neutral. Similarly, 74% of respondents, with a (Mean 2.02, Std. Deviation 1.261), agreed that governance processes are regularly reviewed for transparency, whereas 78% disagreed, and 5% were neutral.

Concerning internal audits, 78% of respondents, with a (Mean 3.88, Std. Deviation 1.180), agreed that internal audits strengthen the reliability of governance systems, while 18% disagreed, and 5% were neutral. Likewise, 74% of respondents, with a (Mean 3.91, Std. Deviation 1.106), agreed that ethical behavior is promoted and rewarded across the organization, while 12% disagreed, and 14% remained neutral.

The overall mean score of (2.92) indicates a mixed perception of corporate governance within the organization, with some respondents acknowledging the presence of governance structures while others expressing concerns over

their effectiveness. The findings align with previous research by Brown and Caylor (2021), which found that organizations with well-defined governance mechanisms tend to experience better operational efficiency and accountability. However, the study findings contrast with those of Jones and Smith (2020), who established that many organizations struggle with governance transparency and ethical compliance, leading to inefficiencies in decision-making processes. The results suggest that strengthening governance structures, including internal controls and ethical standards, could enhance corporate governance effectiveness and overall organizational performance.

4.4 Correlation Analysis

Table 8 presents the Pearson correlation coefficient between training and corporate governance outcomes.

Table 8: Correlation Between Training and Corporate Governance Outcomes

Variable	Training	Corporate Governance Outcomes
Training	1	0.792**
Corporate Governance Outcomes	0.792**	1

*N = 159; Significance (2-tailed) = 0.000

**Correlation is significant at the 0.01 level (2-tailed).

A strong positive correlation ($r = 0.792$, $p < 0.01$) exists between training and corporate governance outcomes, indicating that improvements in training are significantly associated with enhanced governance effectiveness. The coefficient of 0.792 reflects a robust linear relationship, suggesting that training, as a TQM factor, plays a critical role in fostering transparency, accountability, and compliance at the KNYS Paramilitary Academy. This finding aligns with Kadhim and Hani (2024), who reported a similar correlation ($r = 0.88$, $p < 0.01$) in banking institutions, emphasizing training's role in governance enhancement. The statistical significance ($p < 0.01$) confirms the reliability of the relationship, supporting RBV Theory's assertion that training, as a strategic resource, drives organizational outcomes (Barney, 1991). The result underscores the need to address training gaps identified in Table 6, such as limited coverage of governance and compliance topics, to maximize governance improvements.

4.5 Regression Model Summary

Tables 9, 10, and 11 present the regression results, evaluating training's predictive effect on corporate governance outcomes at the Kenya National Youth Service (KNYS) Paramilitary Academy.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.792	0.627	0.624	0.612

The model summary shows an R value of 0.792, indicating a strong linear relationship between training and corporate governance outcomes, consistent with the correlation coefficient ($r = 0.792$). The R Square of 0.627 (Adjusted $R^2 = 0.624$) reveals that training explains 62.7% of the variance in governance outcomes, demonstrating substantial predictive power. The Adjusted R^2 of 0.624, slightly lower, confirms the model's robustness for a single predictor. The standard error of the estimate (0.612) is low, indicating precise predictions with minimal deviation, aligning with Pandey and Pandey (2021), who emphasize that low standard errors enhance model reliability. The 37.3% unexplained variance ($1 - R^2 = 0.373$) suggests other factors, such as leadership or organizational culture, may influence governance outcomes, as noted by Ahmed and Rugami (2019), warranting further research.

Table 10: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	99.432	1	99.432	265.432	0.000
Residual	58.789	157	0.374		
Total	158.221	158			

Dependent Variable: Corporate Governance Outcomes

The ANOVA results confirm the regression model's statistical significance (F = 265.432, df = 1, 157, p < 0.001), indicating that training reliably predicts governance outcomes. The F-value, calculated as the ratio of regression mean square (99.432) to residual mean square (0.374), reflects a strong model fit, showing that training explains significantly more variance than expected by chance. The p-value of 0.000 rejects the null hypothesis that training has no effect on governance outcomes. The regression sum of squares (99.432) represents the variance explained by training, while the residual sum of squares (58.789) accounts for unexplained variance, consistent with the R^2 value in Table 9. These results align with Jrad (2024), who found significant governance improvements with TQM training (p < 0.05), supporting the study's objective.

Table 11: Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
(Constant)	0.245	0.118		2.076	0.040
Training	0.512	0.031	0.792	16.293	0.000

Dependent Variable: Corporate Governance Outcomes

The coefficients reveal training's significant impact on governance outcomes. The constant (B = 0.245, SE = 0.118, p = 0.040) is significant, indicating that without training ($X_1 = 0$), governance outcomes have a baseline value of 0.245 on the Likert scale, reflecting minimal effectiveness from existing structures. The training coefficient (B = 0.512, SE = 0.031, p < 0.001) shows that a one-unit increase in training (e.g., from "Disagree" to "Undecided") boosts governance outcomes by 0.512 units. The low standard error (0.031) and high t-value (16.293) confirm the coefficient's precision and significance. The standardized Beta (0.792) underscores training's strong effect, aligning with Kadhim and Hani (2024). The regression equation, $Y = 0.245 + 0.512X_1 + \varepsilon$, where Y is governance outcomes, X_1 is training, and ε is the error term, predicts that improving training from a mean of 2.00 to 3.00 increases governance outcomes by 0.512 units. This supports Agency Theory, as training aligns officer behavior with governance goals (Jensen &Meckling, 1976).

V. CONCLUSION

Training has a significant positive effect on corporate governance outcomes at the KNYS Paramilitary Academy, as evidenced by a strong correlation (r = 0.792, p < 0.01) and regression results (B = 0.512, p < 0.001). Comprehensive TQM training enhances accountability and compliance, fostering a governance environment conducive to transparency and ethical leadership. However, limited training coverage, particularly on governance and compliance topics, hinders effectiveness. Addressing these gaps through structured training programs is critical for sustaining governance improvements.

RECOMMENDATIONS

Based on the findings, the KNYS Paramilitary Academy should implement mandatory TQM training programs focusing on quality principles, governance, and compliance, with regular refresher courses and evaluations. These programs should address role-specific skill gaps and foster collaboration to enhance governance outcomes. The Ministry of Public Service and KNYS management are responsible for developing and overseeing these initiatives. Collaboration with training institutions to design tailored programs will ensure alignment with governance goals, strengthening accountability and transparency.

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