Influence Of Strategic Management Practices On Training In The National Youth Service In Kenya: A Case Study Of Gilgil Paramilitary Academy

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Abstract: Training in paramilitary institutions like Kenya's National Youth Service faces various challenges, yet there's limited empirical evidence on the specific factors influencing it. This paper examines the influence of strategic management practices on training in the National Youth Service (NYS) in Kenya, focusing on the Gilgil Paramilitary Academy. This paper purposes to address these gaps by investigating how financial resources, ICT, organizational culture, and leadership styles impact training outcomes at the Gilgil Paramilitary Academy, seeking to inform targeted interventions and policies for optimizing training programs. The paper was based on the resource-based view theory and institutional theory. The paper adopted a descriptive cross-sectional design, targeting a population of 437 members stratified into senior management, middle management, instructors, and support staff. The target population for this study comprised of 437 members at the Gilgil Paramilitary Academy of the National Youth Service in Kenya, including Senior Management, Middle Management, and Instructors.

I. INTRODUCTION

This Paper deciphers to interrogate the insights of strategic management practices on training at Gilgil Paramilitary Academy, provides context background information on Global, Regional and National perspectives of strategic management practices, General objective, specific objectives, significance of the study, scope and limitations. It outlines the research problem and foundation for investigating factors influencing training in paramilitary institution.

A. BACKGROUND TO THE STUDY

Strategic management is a comprehensive approach to planning, implementing, and evaluating organizational strategies to achieve long-term goals and maintain competitive advantage (Hussein & Shale, 2024). In the context of training, it involves aligning training initiatives with organizational objectives to enhance performance and productivity. This process encompasses various subcomponents, including finance, ICT integration, organizational culture, and leadership style, all of which play crucial roles in shaping the effectiveness of training programs (Mudachi & Nderi, 2023).

a. STRATEGIC MANAGEMENT GLOBAL PERSPECTIVE

Global strategic management involves applying strategic management principles to organizations operating in global markets, often multinational enterprises (MNEs), to achieve competitive advantage and navigate the complexities of international business.

Globalization iInvolves a strategy of viewing international markets holistically and fusing operations into a single worldwide strategic entity. Globalization concerns developing linkages between geographically dispersed units of a function

and regulating business activities to align them with the expectations set in targets. This assures centralized control over key resources and operations that are strategic in the value chain and that all major decisions are made from a global perspective.

Financial management, a critical subcomponent, significantly influences training effectiveness through adequate funding and resource allocation. Organizations that strategically invest in training and development often see improved employee performance and organizational outcomes (Jimoh et al., 2019). In military contexts, allocating resources for advanced training equipment and facilities can enhance the quality and realism of exercises, leading to better-prepared personnel (Gobbo et al., 2022). However, financial constraints can limit the scope and effectiveness of training programs, highlighting the need for strategic financial planning and resource optimization.

The strategic management framework is based on the firm's vision and mission. Vision and mission also help in the formulation of long-term organizational goals (Aaltonen and Ikavalto, 2001). Strategic management articulates the aspirations of the organization and the reason for its success. However, there is no consensus on the 'one' right way of strategic management. It depends to a great degree on the size of the institution, management style and complexity of the environment (Pearce and Robinson, 2000). This has led to a distinction between what is planned or intended by an organization and what is actually realized. One essential indicator of training efficacy lies in the measurable improvements in physical fitness and body composition. Gobbo et al. (2022) investigated the effect of physical training on body composition in Brazilian military personnel, revealing significant positive changes. Similarly, Vantarakis et al. (2022) explored the impact of a 10-week basic military training program on Greek Naval Cadets, noting enhancements in physical fitness and body composition. These findings underscore the importance of rigorous physical conditioning in cultivating the stamina and resilience required for paramilitary operations.

The acquisition of specialized skills and knowledge is another essential aspect of effective training. Aleksieieva (2022) delved into the peculiarities of training military interpreters in Ukraine, underscoring the importance of tailored curricula and pedagogical approaches. Kim (2021) investigated the use of virtual reality in military training in South Korea, demonstrating the potential of innovative technologies to enhance skill development and preparedness. Such advancements in training methodologies can significantly enhance the overall effectiveness and relevance of paramilitary education

Moreover, the assessment of training efficacy extends beyond individual outcomes to encompass broader organizational and societal impacts. Ruan et al. (2022) conducted a Delphi consensus study in China, comprehensively evaluating military training-induced fatigue among soldiers. Their findings shed light on the intricate interplay between physical demands, mental strain, and overall well-being, informing strategies to optimize training protocols and support systems

While the indicators of training efficacy are multidimensional, it is crucial to acknowledge the challenges and complexities that arise in different regions and contexts. In South Korea, for instance, Kim (2022) explored the establishment of risk assessment systems for military training fields, underscoring the importance of safeguarding the well-being of personnel while ensuring rigorous preparation

Brazil, a country with a rich military heritage, faces its own set of challenges in training excellence. Oliveira and Jacondino (2022) examined the educational policy for training the Brazilian Military Police, highlighting the need for continuous adaptation and alignment with evolving societal needs. Additionally, Santana et al. (2021) shed light on fostering cultural sensitivity in military clinical psychology trainees, demonstrating the significance of holistic and inclusive training approaches

In China, a nation with a formidable military presence, researchers have delved into various facets of training optimization. Wang et al. (2022) conducted a randomized controlled trial investigating the efficacy of core muscle functional strength training in reducing the risk of low back pain among military recruits. YANG et al. (2021) retrospectively analyzed military training injuries, providing valuable insights into injury prevention and mitigation strategies

Lithuania, a country with a strong tradition of compulsory military service, has been at the forefront of research on stress management and group dynamics during training. Smaliukienè et al. (2022) explored the intricate relationships between hair cortisol levels, perceived stress, and group dynamics among young men undergoing mandatory military training. Bekesiene et al. (2022) further delved into the mediating effects of unit cohesion and leadership on personal growth under stress during such training periods

France, a nation with a rich military history and global presence, has also contributed to the understanding of training efficacy. Lacroix et al. (2021) conducted a case study on cortisol and alpha-amylase changes during an ultra-railrun competition in the French Alps, shedding light on the physiological demands of endurance training. Charlot et al. (2021) investigated the impact of an augmented food strategy on energy compensation during a 15-day military training expedition in the French cold, highlighting the importance of nutritional considerations in optimizing performance

Iran, another nation with a significant military presence in the region, has also contributed to the discourse on training efficacy. Riahy (2022) conducted a narrative review study on musculoskeletal injuries resulting from military training, risk factors, and prevention strategies, highlighting the crucial need for injury mitigation and comprehensive risk management approaches. Behtari et al. (2022) explored the role of transformational leadership in fostering an innovative environment, with implications for enhancing creativity and adaptability among military trainees

As the global security landscape evolves, the challenges faced by paramilitary academies and training institutions will continue to demand innovative solutions and continual adaptation. Addressing these challenges requires a multidisciplinary approach, drawing upon insights from

various fields such as sports science, psychology, technology, and educational pedagogy

One potential avenue for enhancing training efficacy lies in the integration of emerging technologies and data-driven approaches. Choi et al. (2023) explored the use of infrared image data for improving place classification accuracy of military robots in South Korea, demonstrating the potential of advanced imaging techniques in enhancing situational awareness and decision-making capabilities. Similarly, Rahman et al. (2022) developed a machine learning-based system to recommend appropriate military training programs for soldiers in Bangladesh, leveraging the power of artificial intelligence to personalize and optimize training regimes.

b. REGIONAL PERSPECTIVE

Turning to Africa, Nigeria stands out as a country grappling with the complexities of military and paramilitary training. Akila and Alu (2021a, 2021b) examined the effects of BMT on muscular strength and agility among Nigerian Army recruits, providing valuable insights into the physical conditioning aspects of training. However, challenges persist in areas such as resource allocation, infrastructure development, and curriculum modernization, necessitating continuous efforts to enhance the overall quality and effectiveness of training programs. Furthermore, the development of muscular strength and agility is paramount in paramilitary training. Akila and Alu (2021) conducted studies on Nigerian Army recruits, assessing the influence of basic military training (BMT) on muscular strength and agility. Their results demonstrated substantial improvements in these crucial domains, indicating the effectiveness of the training regimens implemented. Such enhancements in physical capabilities are vital for ensuring operational readiness and mitigating the risk of injuries during demanding field missions.

In addition to physical prowess, psychological well-being and stress management are critical indicators of training efficacy. Khraban (2022) explored the psychological well-being of cadets during training periods at military institutions in Ukraine, highlighting the significance of fostering resilience and coping strategies. Larsson et al. (2022) conducted a longitudinal study in Lithuania, examining perceived stress and hair cortisol levels among conscripts during basic military training. Their findings revealed the intricate interplay between psychological stress and physiological markers, emphasizing the need for comprehensive support systems to safeguard mental health

In Uganda, the intersection of military intervention and resource management has been explored by Mpomwenda et al. (2023). Their study examined the effects of military intervention on the Nile perch fishery in Lake Victoria, revealing the complex dynamics between coercion and cooperation in fisheries management. This research highlights the broader implications of military involvement in civilian sectors and resource conservation efforts.

Tanzania, another East African nation, has seen research focused on internal challenges within its law enforcement agencies. Lupondo et al. (2023) assessed the factors contributing to police officer turnover in the Iringa Municipality, shedding light on the human resource challenges faced by security forces in the region. This study emphasizes the importance of addressing retention issues to maintain a stable and effective police force.

c. STRATEGIC MANAGEMENT PRACTICES NATIONAL PERSPECTIVE, GILGIL PARAMILITARY ACADEMY

Kenya, a nation with a significant military presence in East Africa, has been the focus of recent research on military medical exercises and developmental militarism. Falconer Hall et al. (2024) conducted a historical analysis of British Army military medical exercises in Kenya over two decades, highlighting the role of medics as influencers in these operations. This study underscores the importance of international military cooperation and the evolving nature of medical training in complex environments. Lastly, K'Akumu (2023) examined the rise of the militarized state in Kenya, exploring African developmental militarism, public works projects, and praetorian politics. This research provides insights into the evolving role of the military in Kenya's development and governance, highlighting the complex interplay between military institutions and civilian infrastructure projects.

The National Youth Service (NYS) in Kenya is a crucial institution that focuses on the comprehensive development of the country's youth and contributes to national progress (Sitima et al., 2023). The NYS Gilgil, established in 1964, is a leading training centre that offers paramilitary training and vocational skills development to youth aged 18 to 22 (Okunogbe, 2023). The intensive training program, spanning several months, aims to instil discipline, patriotism, and essential skills in the recruits, preparing them for personal development and national service (Ndaramu et al., 2020).

Training within the NYS plays a vital role in empowering the youth and equipping them with the necessary skills and values to contribute effectively to society. The paramilitary training component helps develop character, resilience, and teamwork skills, while the vocational education offerings in various fields, such as engineering, agriculture, and information technology, provide practical skills for professional and entrepreneurial pursuits (Okunogbe, 2023). Furthermore, the NYS actively involves its members in national development projects, including environmental conservation and infrastructure development, allowing them to apply their skills and contribute to the socio-economic growth of their communities (Ndaramu et al., 2020; Sitima et al., 2023).

The importance of training within the NYS cannot be overstated. It serves as a means of socializing the youth into a culture of discipline, shared values, and commitment to national service (Ndaramu et al., 2020). By providing a structured and comprehensive training program, the NYS helps bridge the gap between the youth's potential and the skills required for personal and national development. The training also fosters a sense of civic responsibility and active participation in nation-building, ensuring that the youth become engaged and productive members of society (Okunogbe, 2023).

d. STRATEGIC MANAGEMENT PRACTICES AND TRAINING

The integration of Information and Communication Technologies (ICT) has revolutionized training methodologies, enhancing learning experiences, improving accessibility, and increasing the overall effectiveness of training initiatives (Mwaniki et al., 2024). For example, the use of simulation technologies and artificial intelligence in military training has significantly improved the realism and efficiency of exercises, allowing for more comprehensive skill development (Kim, 2021). As organizations increasingly recognize the value of technology in training, strategic ICT integration has become a key factor in driving training effectiveness and organizational performance (Etim et al., 2023). Organizational culture, another critical subcomponent, plays a pivotal role in shaping the effectiveness of training programs. A supportive organizational culture that values learning and development can significantly enhance the impact of training initiatives by fostering employee engagement and motivation to apply newly acquired skills (Alshourah, 2021). In military settings, a culture emphasizing continuous improvement and adaptability can lead to more effective training outcomes, as demonstrated by studies on stress management and performance during basic military training (Bekesiene et al., 2022).

Leadership style directly influences training effectiveness through its impact on employee motivation, engagement, and performance. Transformational leadership, in particular, has been shown to create an innovative environment that supports effective training and development initiatives (Behtari et al., 2022). Leaders who actively support and participate in training programs can significantly enhance their effectiveness by demonstrating the value of continuous learning and skill development (Ahmed et al., 2024). Effective leadership ensures that training objectives are aligned with organizational goals and that employees have the necessary resources and opportunities to apply their newly acquired skills. By fostering a culture of learning and providing ongoing support, leaders play a crucial role in maximizing the impact of training programs on individual and organizational performance (Menja & Rugami, 2021). The interplay between these subcomponents of strategic management - finance, ICT integration, organizational culture, and leadership style - creates a robust framework for developing and implementing training initiatives that drive sustainable growth and improve overall organizational effectiveness (Larsson et al., 2022).

B. STATEMENT OF PROBLEM

The efficacy of training programs in paramilitary institutions is of paramount importance for national security and the development of competent personnel. However, a critical lacuna persists in our empirical understanding of the factors influencing training effectiveness within Kenyan paramilitary contexts, particularly at institutions such as the Gilgil Paramilitary Academy. This dearth of research impedes the optimization of training programs and, consequently, the enhancement of recruit capabilities (Menja & Rugami, 2021). The problem is further exacerbated by the multifaceted nature of influences on training effectiveness, encompassing financial resources, the integration of Information and Communication Technology (ICT), organizational culture, and leadership styles. While extant literature has explored these factors in various organizational contexts (Mudachi & Nderi, 2023), their specific impact on paramilitary training in Kenya remains insufficiently examined. This gap is especially problematic given the ongoing efforts to modernize training methodologies and curricula in Kenyan military institutions, particularly in the realm of ICT integration (Etim et al., 2023). The absence of a comprehensive, empirically-grounded understanding of these factors not only hampers the development of effective training strategies but also potentially compromises the broader goals of national security and youth empowerment (Alshourah, 2021)

Objective

To examine the effects of strategic management practices influencing training in the national youth service in Kenya: A case study of Gilgil paramilitary academy

Significance Of The Study

This study holds significant importance for the Gilgil Paramilitary Academy as it aims to generate evidence-based insights into the effects of strategic management practices on training effectiveness within the institution. The findings of this research can provide valuable guidance on strengthening financial management practices, integrating ICT in training delivery, fostering a supportive organizational culture, and adopting effective leadership styles. By implementing evidence-based strategies in these areas, the academy can enhance the quality and impact of its training programs, ultimately producing well-prepared recruits who can contribute to national security and development goals.

C. SCOPE OF STUDY

The scope of this study encompasses the National Youth Service (NYS) in Kenya, with a primary focus on the Gilgil Paramilitary Academy. While centred on Gilgil, the research will investigate the effects of strategic management practices on training across multiple NYS training centers, using Gilgil as the main case study. The study will examine various aspects of strategic management, including financial management, Information and Communication Technology (ICT) integration, organizational culture, and leadership styles. Additionally, it will explore human resource management practices, curriculum design and implementation, partnerships and collaborations with external stakeholders, and systems for performance measurement and evaluation

Data collection involved a range of stakeholders, including trainers, trainees (recruits), administrators, and relevant external partners across multiple NYS institutions. By incorporating comparative data from other NYS training centers, the study aims to provide a more comprehensive understanding of strategic management practices within the broader NYS context, while maintaining its primary focus on the Gilgil Paramilitary Academy.

II. THEORETICAL LITERATURE

This section discusses theory that form the theoretical foundation for this study: Resource-Based View Theory,. These theory offer complementary perspectives on how organizational resources, institutional factors, learning processes, and leadership approaches influence training effectiveness in paramilitary institutions.

A. RESOURCE-BASED VIEW THEORY

The Resource-Based View (RBV) theory, originally proposed by Wernerfelt (1984) and further developed by Barney (1991), emerged as a strategic management theory to explain how firms achieve sustainable competitive advantage. It developed in the 1980s as a counterpoint to the dominant industry structure view of strategy, which focused primarily on external industry factors rather than firm-specific resources and capabilities. RBV posits that organizations possess heterogeneous bundles of resources and capabilities that are imperfectly mobile across organizations. These resources and capabilities can become sources of sustained competitive advantage when they meet four criteria: they must be valuable, rare, imperfectly imitable, and non-substitutable (VRIN) (Barney, 1991). Key assumptions of RBV include resource heterogeneity (organizations have different resource bundles) and resource immobility (resources cannot be easily transferred between organizations).

Over time, the theory has been extended to incorporate dynamic capabilities (Teece et al., 1997) and knowledge-based perspectives (Grant, 1996). These extensions have broadened the theory's applicability and deepened its insights into how organizations can leverage their unique resources for competitive advantage. The dynamic capabilities framework, for instance, emphasizes the importance of an organization's ability to integrate, build, and reconfigure internal and external competences to address rapidly changing environments. This perspective is particularly relevant in today's fast-paced, technology-driven world, where the ability to adapt and innovate is crucial for organizational success. Critics have argued that RBV is tautological and lacks predictive power (Priem & Butler, 2001), leading to ongoing debates about its theoretical foundations and practical applications. Recent developments have focused on micro foundations of resources and capabilities (Felin & Foss, 2005) and the role of managerial cognition in resource orchestration (Helfat & Peteraf, 2015). These newer areas of research aim to address some of the criticisms by providing more granular insights into how resources are developed, deployed, and managed within organizations.

RBV is particularly relevant to this study as it provides a theoretical basis for understanding how organizational resources and capabilities, such as financial resources, ICT infrastructure, organizational culture, and leadership approaches, can drive superior training outcomes in paramilitary institutions. The theory supports the examination of how internal organizational factors influence training effectiveness, aligning with the study's objectives of assessing the impact of various strategic management practices on training. By viewing training programs and practices through the lens of RBV, researchers can explore how unique combinations of resources and capabilities in paramilitary organizations contribute to more effective training outcomes. This perspective can help identify which resources are truly strategic and how they can be leveraged to create sustainable advantages in training and development. Furthermore, the dynamic capabilities extension of RBV offers insights into how paramilitary organizations can adapt their training approaches to meet evolving challenges and operational requirements, ensuring long-term effectiveness and relevance.

The Resource-Based View (RBV) Theory is highly applicable to the objectives of the study on training effectiveness in the National Youth Service of Kenya. This theory emphasizes the importance of internal resources and capabilities in creating competitive advantage. In the context of the study's objectives, financial management (objective i) can be viewed as a critical organizational resource that, when effectively managed, can enhance training outcomes by ensuring proper allocation and utilization of funds for training programs. ICT integration (objective ii) aligns with RBV as a technological resource that can improve training delivery and effectiveness. Organizational culture practices (objective iii) can be considered as intangible resources that shape the learning environment and attitudes towards training. Leadership styles (objective iv) represent human capital resources that can significantly influence the direction and effectiveness of training initiatives. By examining these factors through the lens of RBV, the study can explore how the National Youth Service can leverage and optimize these internal resources to enhance its training effectiveness.

B. CONCEPTUAL FRAMEWORK

A conceptual framework links concepts and helps drive the formulation of theory by exploring the relationship between various variables (Kothari, 2011). Independent variables are the factors that cause influence or affect outcomes. They are referred it as predictors whereas the dependent variable is a factor that relies on the independent variables or the results of the influence of the independent variables (Cresswell, 2011)

a. CONCEPTUAL FRAMEWORK

Independent variable   **Dependent variable**
trategic Management practices   **Training Outcomes**
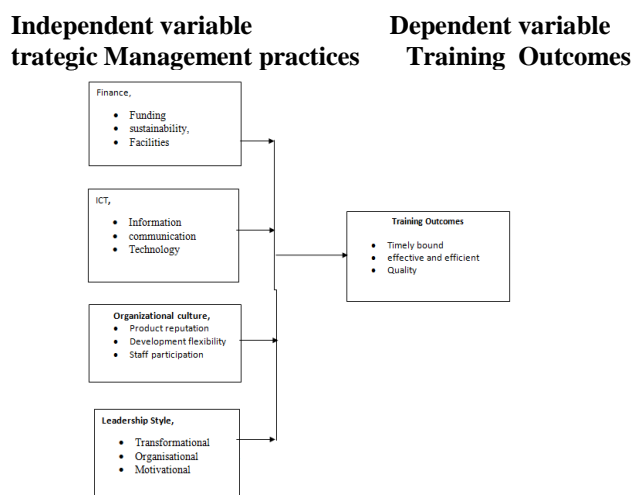
Source, Researcher 2025

Figure 2.1: Conceptual Framework

This section examines the conceptual relationships between key strategic management practices and training effectiveness in paramilitary institutions. Specifically, it explores how finance, ICT, organizational culture, and leadership style influence training outcomes.

C. FINANCIAL MANAGEMENT

Financial management in the context of military and paramilitary training refers to the strategic planning, organizing, directing, and controlling of financial resources to achieve organizational objectives (Alshourah, 2021). It encompasses budgeting, resource allocation, and financial decision-making processes that directly influence the quality and effectiveness of training programs. Effective financial management is crucial for ensuring that training initiatives are adequately funded, resources are optimally utilized, and the organization can sustain and improve its training capabilities over time. Key indicators of financial management in military training contexts include budget allocation for training resources, investment in training infrastructure, funding for advanced training technologies, and financial support for trainee welfare (Jimoh et al., 2019). These indicators reflect the organization's commitment to providing adequate resources for effective training outcomes.

Financial management significantly impacts training effectiveness in several ways. Firstly, adequate funding ensures the availability of modern training equipment and facilities, which are crucial for simulating real-world scenarios and enhancing skill development (Kim, 2021). For example, investment in advanced simulation technologies can provide trainees with immersive experiences that improve their decision-making skills and operational readiness. This is particularly relevant in paramilitary settings where practical, hands-on training is essential for developing competent personnel. Secondly, proper financial management allows for the recruitment and retention of qualified instructors, which is essential for maintaining high training standards (Waduu & Rugami, 2019). Well-compensated and motivated instructors are more likely to deliver high-quality training, resulting in better-prepared trainees.

D. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) INTEGRATION

Information and Communication Technology (ICT) has become an integral component of modern training approaches in military and paramilitary institutions, offering innovative solutions to enhance learning experiences and operational readiness. ICT integration in training encompasses a wide range of technologies, including computer-based training systems, virtual and augmented reality platforms, learning management systems, and advanced simulation tools (Kim, 2021). These technologies have the potential to revolutionize training methodologies, improving information access, facilitating communication, and enabling more engaging and effective instructional methods.

E. ORGANIZATIONAL CULTURE

Organizational culture plays a pivotal role in shaping the effectiveness of training programs in military and paramilitary institutions. It encompasses the shared values, beliefs, norms, and practices that characterize an organization and influence how its members behave and interact. In the context of training, organizational culture can either facilitate or hinder the implementation and success of training initiatives, ultimately impacting the overall effectiveness of the organization's human resource development efforts.

A strong learning culture is fundamental to fostering an environment conducive to effective training and knowledge transfer (Behtari et al., 2022). Organizations with a culture that values continuous learning, professional development, and innovation are more likely to prioritize training and create structures that support ongoing skill enhancement. This cultural orientation manifests in various ways, such as allocating resources for training, encouraging knowledge sharing among personnel, and recognizing and rewarding learning achievements.

F. LEADERSHIP STYLE

Leadership style plays a critical role in shaping the training environment and influencing training outcomes in paramilitary institutions. Effective leaders can inspire and motivate trainees, create a supportive learning environment, and align training objectives with organizational goals. The impact of leadership on training effectiveness is multifaceted and pervasive, affecting various aspects of the training process and its outcomes.

Transformational leadership approaches, characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, can significantly enhance training effectiveness by fostering a culture of continuous improvement and personal growth (Behtari et al., 2022). Leaders who exhibit these qualities can instil a sense of purpose and commitment in trainees, potentially leading to improved learning outcomes and better application of acquired skills. Transformational leaders often serve as role models, demonstrating the importance of ongoing learning and development, which can motivate trainees to engage more fully in training programs.

G. CRITICAL REVIEW

Hussein and Shale (2024) investigated the relationship between transformational leadership practices and organizational performance in commercial state corporations in Nairobi, finding a strong positive relationship. However, this study leaves a contextual gap concerning the impact of transformational leadership on training effectiveness within paramilitary institutions. Similarly, Nyambura et al. (2023) examined transformational leadership and organizational performance within the Ministry of Lands, Public Works, Housing, and Urban Development in Kenya, emphasizing the importance of employee motivation and creativity. Despite these insights, the study is limited to a specific Ministry, creating a contextual gap regarding the influence of

transformational leadership on training outcomes in paramilitary settings.

Waduu and Rugami (2019) explored factors influencing the effectiveness of training programs in public institutions in Kenya. While their study provides valuable information, its broad focus on public institutions fails to address the specific needs and contexts of paramilitary training, presenting another contextual gap in the literature. Smaliukienė et al. (2022) conducted a longitudinal study in Lithuania on hair cortisol, perceived stress, and group dynamics during compulsory military training. The geographic focus on Lithuania indicates a contextual gap in understanding stress factors within paramilitary training in Kenya. Meanwhile, Vantarakis et al. (2022) studied the effects of exercise on the physical fitness and body composition of Greek Naval Cadets during a 10-week basic military training program. This research emphasizes physical training within a naval context, creating a contextual gap in understanding how strategic management practices affect training in Kenyan paramilitary organizations.

Wang et al. (2022) investigated core muscle functional strength training to reduce the risk of low back pain in military recruits. Their focus on a specific aspect of physical training highlights a methodological gap in understanding the broader strategic management practices that influence training effectiveness. Yang et al. (2021) performed a retrospective analysis of military training injuries over five years in a Chinese army group. While this research centred on injury prevention, it leaves a methodological gap in examining comprehensive strategic management practices affecting training effectiveness.

In summary, the research gaps identified from these studies can be categorized into contextual and methodological gaps. Contextually, there is a need for more studies on the impact of transformational leadership and strategic management practices on training effectiveness within paramilitary institutions in Kenya. Additionally, the stress factors and specific needs of paramilitary training in Kenya require further exploration. Methodologically, there is a need for broader studies that go beyond physical and injury prevention training to encompass comprehensive strategic management practices. Addressing these gaps will provide more context-specific insights and comprehensive strategies for enhancing training effectiveness in paramilitary institutions in Kenya.

III. RESEARCH METHODOLOGY

A. INTRODUCTION

This chapter will outline the research methodology for examining the Influence of strategic management practices on training in the National Youth Service in Kenya, focusing on the Gilgil Paramilitary Academy. It will cover the research design, target population, sampling technique, data collection methods, and data analysis procedures.

B. RESEARCH DESIGN

Research design refers to the overall strategy chosen to integrate the different components of the study in a coherent and logical way, ensuring that the research problem is effectively addressed (Creswell & Creswell, 2018). This study will employ a descriptive research design. A descriptive design involves collecting data from a population, or a representative subset, at a specific point in time (Kumar, 2019). This design is characterized by its ability to provide a snapshot of the variables and their relationships, making it suitable for examining the current state of strategic management practices affecting training in the National Youth Service in Kenya. The chosen design aligns well with the study's objectives, as it allows for the examination of multiple variables (finance, ICT, organizational culture, and leadership style) and their effects on training simultaneously. Moreover, this design is appropriate for the study because it enables the collection of quantitative data that can be statistically analyzed to draw meaningful conclusions about the relationships between the variables (Gathii et al., 2019; Saunders et al., 2016).

a. DATA ANALYSIS METHODS

Data analysis was conducted using SPSS version 26. The study will employ descriptive, diagnostic, and inferential statistics to analyse the collected data. Descriptive statistics will include frequency distributions for categorical variables and means and standard deviations for continuous variables (Mishra et al., 2019). These statistics was summarized in tables to provide an overview of the data's characteristics.

IV. DISCUSSION

A. INTRODUCTION

This chapter presents a comprehensive analysis and discussion of data collected from staff members at the Gilgil Paramilitary Academy regarding the effects of strategic management practices on training effectiveness. The systematic examination begins with an analysis of the questionnaire return rate, providing insights into the representativeness of the collected data. This is followed by a detailed analysis of respondents' demographic characteristics, which offers crucial context for understanding the study's findings. The chapter then progresses through several analytical stages, including reliability testing to ensure measurement consistency, validity assessment to confirm measurement accuracy, and diagnostic tests for regression assumptions to validate the statistical analyses.

RESPONDENTS DISTRIBUTION BY YEARS OF SERVICE

The years of service distribution provides insight into the workforce experience levels within the Gilgil Paramilitary Academy. Understanding the tenure of respondents is essential as it influences their familiarity with institutional policies,

training effectiveness, and their ability to transfer knowledge to trainees. Table IV.*1* presents the distribution of respondents based on their years of service.

Service Period	Frequency	Percent
Less than 1 year	8	9.0
1 - 5 years	31	34.8
6 - 10 years	35	39.3
Over 10 years	15	16.9
Total	**89**	**100.0**

Table IV.1: Respondents Distribution by Years of Service

As presented in Table IV.*1*, a significant portion of the respondents (39.3%) have served at the academy for between 6 and 10 years. This indicates that the institution has a relatively experienced workforce with a strong understanding of paramilitary training principles. Additionally, 34.8% of respondents have between one and five years of service, representing a considerable proportion of relatively new personnel who may still be in the process of gaining full institutional experience. Meanwhile, 16.9% have served for over a decade, highlighting the presence of seasoned personnel who can contribute to stability and continuity in training programs.

The distribution of years of service among respondents has important implications for training effectiveness at the academy. According to Hussein and Shale (2024), institutions with a balanced mix of experienced and new staff members benefit from a dynamic work environment that supports both innovation and adherence to best practices. The substantial proportion of employees with over six years of service suggests a high level of institutional knowledge retention, which is crucial for maintaining training consistency and ensuring that recruits receive instruction from experienced professionals.

Furthermore, the presence of newer personnel (43.8% with less than five years of service) reflects an ongoing process of workforce renewal, allowing for the infusion of fresh perspectives and updated training methodologies. This aligns with findings by Behtari et al. (2022), who emphasize that a combination of seasoned professionals and new employees fosters knowledge transfer and adaptability in training institutions. The continued recruitment of new staff also supports workforce sustainability, ensuring that expertise is not lost due to attrition or retirements.

Overall, the years of service distribution at the Gilgil Paramilitary Academy indicates a well-structured balance between experience and renewal. The high proportion of staff with more than six years of service enhances training program stability, while the inclusion of newer personnel facilitates the adoption of innovative training strategies. This composition aligns with best practices in training institutions, where a mix of tenure levels enhances knowledge sharing, mentorship, and institutional resilience.

B. RELIABILITY AND VALIDITY OF INSTRUMENTS

Prior to conducting the main analysis, it was essential to establish the reliability and validity of the research instruments. These psychometric properties ensure the quality and trustworthiness of the data collected for analysis. According to Ho (2023), reliable and valid instruments are fundamental to producing credible research findings in social science research.

a. RELIABILITY ANALYSIS OF INSTRUMENTS

Reliability analysis was conducted using Cronbach's alpha coefficient to assess the internal consistency of the measurement scales. Table IV.*2* presents the reliability analysis results.

Construct	Number of Items	Cronbach's Alpha	Cronbach alpha greater or equal to 0.7?
Financial Management (X1)	4	0.812	Yes
ICT Integration (X2)	4	0.778	Yes
Organizational Culture (X3)	4	0.845	Yes
Leadership Style (X4)	4	0.793	Yes
Training Effectiveness (Y)	4	0.826	Yes

Table IV.2: Reliability Analysis

The reliability analysis results revealed strong internal consistency across all study variables. Financial Management (X1) demonstrated high reliability with $\alpha=0.812$, while ICT Integration (X2) showed good reliability with $\alpha=0.778$. Organizational Culture (X3) exhibited the highest reliability with $\alpha=0.845$, and Leadership Style (X4) demonstrated strong reliability with $\alpha=0.793$. The dependent variable, Training Effectiveness (Y), also showed high reliability with $\alpha=0.826$. According to Gordon (2023), Cronbach's alpha values above 0.7 indicate acceptable reliability in social science research, with values above 0.8 considered highly reliable. All variables in this study exceeded this threshold, confirming the internal consistency of the measurement scales. The strong reliability coefficients suggest that the questionnaire items effectively measured their intended constructs, providing a solid foundation for subsequent analysis. Furthermore, the high reliability values indicate consistency in respondents' understanding and interpretation of the questionnaire items, enhancing the credibility of the data collected. The reliability results also demonstrate the appropriateness of the measurement scales for the paramilitary training context, suggesting that the instruments effectively captured the relevant aspects of strategic management practices and training effectiveness.

b. VALIDITY OF INSTRUMENTS

Content validity was assessed using the Scale Content Validity Index (S-CVI) to ensure that the measurement items adequately represented their intended constructs. Table IV.*3* presents the content validity results.

Construct	Number of Items	S-CVI	S-CVI greater or equal to 0.8?
Financial Management (X1)	4	0.92	Yes
ICT Integration (X2)	4	0.96	Yes
Organizational Culture (X3)	4	1.00	Yes
Leadership Style (X4)	4	0.96	Yes
Training Effectiveness (Y)	4	0.92	Yes

Table IV.3: Content Validity Index (CVI) Results

The content validity analysis demonstrated strong validity across all study variables. According to Heumann et al. (2023), S-CVI values above 0.80 indicate good content validity, while values above 0.90 represent excellent content validity. Financial Management (X1) achieved an S-CVI of 0.92, indicating excellent content validity for measuring financial aspects of training management. ICT Integration (X2) and Leadership Style (X4) both demonstrated strong content validity with S-CVI values of 0.96, suggesting comprehensive coverage of their respective constructs. Organizational Culture (X3) achieved perfect content validity with an S-CVI of 1.00, indicating optimal representation of cultural elements in the measurement items. The dependent variable, Training Effectiveness (Y), also showed excellent content validity with an S-CVI of 0.92. These high validity indices suggest that the measurement items comprehensively captured the intended constructs within the context of paramilitary training. The strong validity results also reflect the effectiveness of the expert review process and the incorporation of feedback during instrument development. Additionally, the high S-CVI values across all variables indicate that the instruments were well-aligned with the theoretical framework and research objectives.

The combined reliability and validity results provide strong evidence for the psychometric quality of the research instruments. As emphasized by Ho (2023), establishing both reliability and validity is crucial for ensuring the accuracy and meaningfulness of research findings. The high Cronbach's alpha coefficients, ranging from 0.778 to 0.845, indicate strong internal consistency and measurement precision across all variables. Similarly, the excellent S-CVI values, ranging from 0.92 to 1.00, confirm that the instruments effectively represented the theoretical constructs being measured. The strong psychometric properties established through these analyses enhance confidence in the subsequent statistical analyses and findings. The reliability and validity results are particularly important given the specialized context of paramilitary training, where accurate measurement of strategic management practices and training effectiveness is crucial for drawing meaningful conclusions. Furthermore, these results suggest that the instruments successfully captured the unique aspects of training management within the Gilgil Paramilitary Academy context. The strong psychometric properties also support the potential generalizability of the findings to similar paramilitary training institutions, though with appropriate contextual considerations.

c. *FINANCIAL MANAGEMENT AND TRAINING EFFECTIVENESS*

The analysis examined respondents' perceptions regarding the influence of financial management on training effectiveness at Gilgil Paramilitary Academy. Table IV.*4* presents the descriptive statistics for financial management indicators.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
Adequate funding is provided for training programs	8 8.9%	14 15.7%	18 20.2%	34 38.2%	15 17.0%	3.39	0.892
Budget constraints limit the effectiveness of training	6 6.7%	11 12.4%	17 19.1%	38 42.7%	17 19.1%	3.55	0.845
Financial resources are well allocated for training needs	7 7.9%	13 14.6%	20 22.5%	35 39.3%	14 15.7%	3.40	0.876
Financial support enhances the quality of training programs	5 5.6%	10 11.2%	15 16.9%	40 44.9%	19 21.4%	3.65	0.812
Average						**3.50**	**0.856**

Table IV.4: Descriptive Statistics for Financial Management

The analysis of financial management indicators revealed varied perceptions regarding resource allocation and utilization for training programs. The highest mean score was observed for "Financial support enhances the quality of training programs" (M=3.65, SD=0.812), indicating general agreement among respondents. This finding aligns with Jimoh et al.'s (2019) assertion that strategic investment in training and development often leads to improved organizational outcomes. The score suggests that staff members recognize the critical role of financial support in maintaining and enhancing training quality, while the moderate standard deviation indicates reasonable consensus in this perception. This understanding is particularly relevant in the paramilitary context, where training quality directly impacts operational readiness and effectiveness. The result also reflects the institution's emphasis on maintaining high training standards through adequate financial support, as highlighted in the background information about Gilgil Paramilitary Academy's commitment to comprehensive training delivery.

The indicator "Budget constraints limit the effectiveness of training" received considerable attention from respondents

(M=3.55, SD=0.845). This finding resonates with Menja and Rugami's (2021) observation that financial constraints can significantly impact training outcomes in public institutions. The mean score falling in the 'agree' range suggests that staff members perceive budget limitations as a notable challenge in training delivery. This perception is particularly significant given the resource-intensive nature of paramilitary training, which often requires specialized equipment, facilities, and expertise. The moderate standard deviation indicates consistent agreement among respondents regarding the impact of budgetary constraints on training effectiveness. The result underscores the importance of strategic financial planning and resource optimization in maintaining training quality, especially considering the complex requirements of paramilitary training programs. This finding also aligns with the theoretical framework of Resource-Based View (RBV), which emphasizes the strategic importance of resource allocation in achieving organizational objectives.

The indicators "Financial resources are well allocated for training needs" (M=3.40, SD=0.876) and "Adequate funding is provided for training programs" (M=3.39, SD=0.892) received neutral ratings, suggesting room for improvement in these areas. These findings parallel Alshourah's (2021) discussion of the challenges in achieving optimal resource allocation in training institutions. The neutral scores indicate that while basic funding requirements are met, there might be opportunities to enhance the efficiency and effectiveness of financial resource allocation. The moderate standard deviations suggest some variation in perspectives, possibly reflecting different experiences across departments or training programs. These findings are particularly relevant given the diverse training requirements at Gilgil Paramilitary Academy, ranging from basic training to specialized skill development. The results also highlight the need for strategic approaches to financial management that can better align resource allocation with training objectives and operational requirements.

The overall mean score for financial management (M=3.50, SD=0.856) indicates a neutral to slightly positive assessment of financial management practices at the academy. This composite result suggests that while fundamental financial support exists, there are opportunities for enhancement in specific areas. The finding aligns with Charlot et al.'s (2021) emphasis on the importance of comprehensive financial strategies in military training institutions. The moderate standard deviation across all indicators suggests reasonable consistency in perceptions among staff members. This understanding is crucial for institutional planning and improvement, particularly in addressing areas where financial management could be strengthened to better support training effectiveness. The results also reflect the complex balance between available resources and training requirements in a paramilitary setting, where optimal resource utilization is essential for achieving training objectives.

d. ICT INTEGRATION AND TRAINING EFFECTIVENESS

The analysis examined respondents' perceptions regarding the role of ICT integration in enhancing training effectiveness at the academy. Table IV.5 presents the descriptive statistics for ICT integration indicators.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
ICT tools enhance the delivery of training programs	7 7.9%	12 13.5%	16 18.0%	37 41.6%	17 19.0%	3.51	0.856
Access to ICT resources improves training efficiency	6 6.7%	10 11.2%	14 15.7%	40 45.0%	19 21.4%	3.63	0.832
E-learning platforms are effectively utilized in training	8 9.0%	15 16.9%	20 22.5%	31 34.8%	15 16.8%	3.34	0.912
ICT infrastructure is adequate for training needs	8 8.9%	14 15.7%	18 20.2%	34 38.2%	15 17.0%	3.39	0.892
Average						**3.47**	**0.873**

Table IV.5: Descriptive Statistics for ICT Integration

Analysis of ICT integration revealed strongest agreement with "Access to ICT resources improves training efficiency" (M=3.63, SD=0.832), indicating positive recognition of technology's role in training delivery. This finding aligns with Mwaniki et al.'s (2024) observations about the transformative potential of ICT in training environments. The mean score falling in the 'agree' range suggests that staff members acknowledge the significant contribution of ICT resources to training efficiency, while the moderate standard deviation indicates consistent views among respondents. This perception is particularly relevant given the increasing importance of technology-enhanced training in paramilitary institutions, as highlighted by Kim (2021) in the context of simulation technologies and artificial intelligence applications. The result also reflects the academy's recognition of ICT's role in modernizing training approaches and improving instructional effectiveness within the paramilitary context. The finding further supports the theoretical framework regarding the strategic importance of technological resources in achieving organizational objectives.

The indicator "ICT tools enhance the delivery of training programs" received notable agreement (M=3.51, SD=0.856), reflecting recognition of technology's value in training delivery. This finding corresponds with Etim et al.'s (2023) research on ICT's impact on organizational performance and training outcomes. The positive mean score suggests that staff members appreciate how ICT tools can improve training delivery through enhanced visualization, interaction, and engagement opportunities. The moderate standard deviation indicates reasonable consensus among respondents regarding ICT's beneficial impact on training delivery. This perception is especially significant considering the complex nature of paramilitary training, which often requires sophisticated

demonstration and simulation capabilities. The result also aligns with contemporary trends in military and paramilitary training, where technological integration is increasingly becoming essential for effective skill development and knowledge transfer. The finding suggests that the academy is aligned with modern training approaches that leverage technology for enhanced learning outcomes.

The indicators "ICT infrastructure is adequate for training needs" (M=3.39, SD=0.892) and "E-learning platforms are effectively utilized in training" (M=3.34, SD=0.912) received neutral ratings, suggesting areas for potential improvement. These findings echo Tanui and Kirwok's (2023) discussion of challenges in ICT infrastructure and utilization in institutional settings. The neutral scores indicate that while basic ICT infrastructure exists, there might be opportunities to enhance both the infrastructure and its utilization in training programs. The moderate standard deviations suggest some variation in perspectives, possibly reflecting different experiences across departments or training areas. These findings are particularly relevant given the diverse ICT requirements for different aspects of paramilitary training, from classroom instruction to practical exercises. The results also highlight the need for strategic approaches to ICT integration that can better align technological capabilities with training objectives and operational requirements.

The overall mean score for ICT integration (M=3.47, SD=0.873) indicates a neutral to slightly positive assessment of ICT integration practices at the academy. This composite result suggests that while fundamental ICT support exists, there are opportunities for enhancement in specific areas. The finding aligns with Mwangi et al.'s (2023) observations about the varying levels of ICT integration in technical training institutions. The moderate standard deviation across all indicators suggests reasonable consistency in perceptions among staff members. This understanding is crucial for institutional planning and improvement, particularly in addressing areas where ICT integration could be strengthened to better support training effectiveness. The results also reflect the complex balance between technological advancement and practical training requirements in a paramilitary setting, where optimal integration of ICT is essential for achieving training objectives while maintaining the practical, hands-on nature of paramilitary training.

e. ORGANIZATIONAL CULTURE AND TRAINING EFFECTIVENESS

The analysis examined how organizational culture influences training effectiveness at the academy. Table IV.*6* presents the descriptive statistics for organizational culture indicators.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
Organizational culture supports continuous learning	5 5.6%	9 10.1%	14 15.7%	41 46.1%	20 22.5%	3.70	0.789
Values and norms	6 6.7%	10 11.2%	15 16.9%	39 43.8	19 21.4%	3.62	0.845
promote effective training programs			%				
Teamwork and collaboration are encouraged during training	4 4.5%	8 9.0%	13 14.6%	42 47.2%	22 24.7%	3.79	0.765
Cultural alignment improves the quality of training	5 5.6%	9 10.1%	15 16.9%	40 44.9%	20 22.5%	3.69	0.798
Average						**3.70**	**0.799**

Table IV.6: Descriptive Statistics for Organizational Culture

Analysis of organizational culture indicators revealed strongest agreement with "Teamwork and collaboration are encouraged during training" (M=3.79, SD=0.765), indicating a strong collaborative culture within the academy. This finding aligns with Bekesiene et al.'s (2022) research on the importance of unit cohesion and collaborative environments in military training settings. The high mean score suggests that the academy has successfully fostered a culture that values teamwork and collective learning, which is particularly crucial in paramilitary training contexts where group coordination and cohesion are essential. The relatively low standard deviation indicates high agreement among respondents regarding this aspect of organizational culture, suggesting consistent implementation of collaborative practices across different training programs and departments. This emphasis on teamwork reflects the academy's alignment with best practices in paramilitary training, where collective capability and unit effectiveness are paramount. The finding also supports the theoretical framework regarding the importance of organizational culture in facilitating effective training outcomes, particularly in institutions where coordinated action and shared understanding are critical for success.

The indicator "Organizational culture supports continuous learning" received strong positive assessment (M=3.70, SD=0.789), revealing a culture conducive to ongoing development. This finding corresponds with Behtari et al.'s (2022) observations about the role of organizational culture in fostering learning environments within military institutions. The mean score falling in the 'agree' range suggests that the academy has established a cultural framework that actively promotes continuous learning and professional development. The relatively low standard deviation indicates high consensus among respondents regarding the learning-oriented nature of the organizational culture. This aspect is particularly significant in the paramilitary context, where continuous adaptation and skill enhancement are essential for maintaining operational effectiveness. The result also aligns with the theoretical understanding of organizational learning culture as a critical factor in training effectiveness, as emphasized in the literature review. The finding demonstrates the academy's success in cultivating an environment that values and supports ongoing learning and development.

"Cultural alignment improves the quality of training" (M=3.69, SD=0.798) and "Values and norms promote effective training programs" (M=3.62, SD=0.845) both

received positive ratings, indicating strong cultural support for training objectives. These findings echo Mudachi and Nderi's (2023) research on the relationship between organizational culture and performance in public institutions. The mean scores suggest that the academy has successfully aligned its cultural values and norms with training objectives, creating a supportive environment for effective training delivery. The moderate standard deviations indicate consistent agreement among respondents regarding these cultural aspects. This alignment between organizational culture and training objectives is particularly important in paramilitary institutions, where shared values and norms significantly influence training outcomes. The results also highlight the academy's success in establishing a culture that actively supports and enhances training effectiveness through shared values and consistent behavioral norms.

The overall mean score for organizational culture (M=3.70, SD=0.799) indicates a strong positive assessment of the cultural environment at the academy. This composite result aligns with Oliveira and Jacondino's (2022) findings regarding the importance of supportive organizational culture in military training institutions. The strong mean score suggests that the academy has successfully developed and maintained a culture that actively supports training effectiveness through various mechanisms including collaboration, continuous learning, and shared values. The relatively low overall standard deviation indicates high consistency in perceptions across respondents, suggesting that cultural elements are well-established and uniformly experienced throughout the institution. This strong cultural foundation provides a solid basis for training effectiveness, particularly in the context of paramilitary training where organizational culture significantly influences both individual and collective performance outcomes.

f. LEADERSHIP STYLE AND TRAINING EFFECTIVENESS

The analysis examined the influence of leadership styles on training effectiveness at the academy. Table IV.7 presents the descriptive statistics for leadership style indicators.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std.Dev
Leadership style influences training outcomes	5 5.6%	8 9.0%	13 14.6%	43 48.3%	20 22.5%	3.73	0.778
Transformational leadership enhances training effectiveness	6 6.7%	9 10.1%	14 15.7%	40 45.0%	20 22.5%	3.66	0.823
Leadership support is critical for successful training programs	4 4.5%	7 7.9%	12 13.5%	44 49.4%	22 24.7%	3.82	0.745
Leadership style impacts the motivation of trainees	5 5.6%	8 9.0%	14 15.7%	42 47.2%	20 22.5%	3.72	0.789
Average						3.73	0.784

Table IV.7: Descriptive Statistics for Leadership Style

Analysis of leadership style indicators showed strongest agreement with "Leadership support is critical for successful training programs" (M=3.82, SD=0.745), indicating widespread recognition of leadership's crucial role in training effectiveness. This finding aligns with Hussein and Shale's (2024) research on transformational leadership in public institutions and its impact on organizational performance. The high mean score suggests that respondents strongly acknowledge the fundamental role of leadership support in ensuring training success, while the low standard deviation indicates high agreement among staff members regarding this perception. This understanding is particularly significant in the paramilitary context, where leadership plays a pivotal role in setting training standards and ensuring operational effectiveness. The result also reflects the academy's recognition of leadership as a critical factor in achieving training objectives, supporting the theoretical framework regarding the importance of leadership in organizational performance and training effectiveness.

The indicator "Leadership style influences training outcomes" received strong positive assessment (M=3.73, SD=0.778), highlighting the perceived impact of leadership approaches on training effectiveness. This finding corresponds with Ahmed et al.'s (2024) observations about the influence of leadership styles on organizational performance in public institutions. The mean score falling in the 'agree' range suggests that staff members recognize how different leadership approaches can significantly affect training outcomes. The relatively low standard deviation indicates high consensus among respondents regarding this relationship between leadership style and training effectiveness. This perception is particularly relevant in the paramilitary context, where leadership styles can significantly impact trainee motivation, engagement, and performance. The result also aligns with contemporary understanding of leadership's role in shaping training environments and outcomes, as discussed in the literature review section.

The indicators "Leadership style impacts the motivation of trainees" (M=3.72, SD=0.789) and "Transformational leadership enhances training effectiveness" (M=3.66, SD=0.823) both received positive ratings, indicating strong recognition of leadership's motivational and transformational aspects. These findings echo Nyambura et al.'s (2023) research on transformational leadership and its impact on organizational performance. The mean scores suggest that respondents appreciate how leadership styles can motivate trainees and enhance training effectiveness through transformational approaches. The moderate standard deviations indicate consistent agreement among staff members regarding these leadership aspects. This understanding is especially significant in paramilitary training, where leadership's motivational and transformational qualities can significantly influence training outcomes and trainee development. The results also highlight the academy's alignment with contemporary leadership approaches that emphasize motivation and transformation in training contexts.

The overall mean score for leadership style (M=3.73, SD=0.784) indicates a strong positive assessment of leadership practices at the academy. This composite result

aligns with Larsson et al.'s (2022) findings regarding the importance of effective leadership in military training contexts. The strong mean score suggests that the academy has successfully implemented leadership approaches that support and enhance training effectiveness through various mechanisms including support, motivation, and transformational practices. The relatively low overall standard deviation indicates high consistency in perceptions across respondents, suggesting that leadership practices are well-established and uniformly experienced throughout the institution. This strong leadership foundation provides crucial support for training effectiveness, particularly in the paramilitary context where leadership significantly influences both individual development and collective training outcomes.

V. CONCLUSIONS, AND RECOMMENDATIONS

A. INTRODUCTION

This chapter synthesizes the key findings from the study on strategic management practices affecting training effectiveness at the Gilgil Paramilitary Academy. The research examined four objectives: the effects of financial management, ICT integration, organizational culture, and leadership style on training effectiveness. Through statistical analysis of data from 89 respondents, the study tested hypotheses regarding these relationships using correlation and regression analyses. The findings revealed significant positive relationships across all variables, with leadership style demonstrating the strongest effect on training effectiveness. The chapter presents a detailed summary of findings for each objective, draws evidence-based conclusions from the statistical analyses, and provides practical recommendations for improving training effectiveness in paramilitary institutions. Additionally, it addresses the practical implications of the findings for paramilitary training institutions and suggests directions for future research. While the study achieved its objectives, certain limitations in scope and methodology are acknowledged, informing both the interpretation of results and recommendations for future investigation.

B. SUMMARY OF FINDINGS

a. FINANCIAL MANAGEMENT AND TRAINING EFFECTIVENESS

Financial management was measured through four key indicators that examined different aspects of resource allocation and utilization in the training context. The analysis revealed varying levels of effectiveness across different financial management aspects at the Gilgil Paramilitary Academy. The highest mean was observed for "Financial support enhances the quality of training programs" (M=3.65, SD=0.812), indicating strong recognition of the link between financial support and training quality. This was followed by "Budget constraints limit the effectiveness of training" (M=3.55, SD=0.845), highlighting the impact of resource limitations. "Financial resources are well allocated for training

needs" (M=3.40, SD=0.876) and "Adequate funding is provided for training programs" (M=3.39, SD=0.892) showed lower means, suggesting areas for potential improvement. The regression analysis revealed a significant positive effect of financial management on training effectiveness (β=0.245, t=3.657, p<0.001), with a standardized coefficient of 0.256 indicating moderate relative importance among the predictor variables. These findings demonstrate that while financial management significantly influences training effectiveness, there is room for enhancing resource allocation and utilization practices at the academy.

b. ICT INTEGRATION AND TRAINING EFFECTIVENESS

ICT integration was evaluated through four comprehensive indicators that assessed the role of technology in training delivery and effectiveness at the academy. The analysis revealed varying degrees of ICT integration success across different aspects of training delivery. "Access to ICT resources improves training efficiency" showed the highest mean (M=3.63, SD=0.832), indicating strong recognition of technology's role in enhancing training efficiency. This was followed by "ICT tools enhance the delivery of training programs" (M=3.51, SD=0.856), demonstrating positive perceptions of technology's impact on training delivery. Lower means were observed for "ICT infrastructure is adequate for training needs" (M=3.39, SD=0.892) and "E-learning platforms are effectively utilized in training" (M=3.34, SD=0.912), suggesting areas requiring attention. The regression analysis demonstrated a significant positive effect of ICT integration on training effectiveness (β=0.278, t=4.277, p<0.001), with a standardized coefficient of 0.298 indicating strong relative importance. These findings highlight both the current positive impact of ICT integration and the potential for further enhancement through improved infrastructure and e-learning utilization.

c. ORGANIZATIONAL CULTURE AND TRAINING EFFECTIVENESS

Organizational culture was assessed through four key indicators that examined the cultural dimensions influencing training effectiveness at the Gilgil Paramilitary Academy. The analysis revealed consistently strong cultural elements supporting training initiatives across different aspects. "Teamwork and collaboration are encouraged during training" received the highest mean (M=3.79, SD=0.765), demonstrating the strong collaborative culture within the institution. This was followed by "Organizational culture supports continuous learning" (M=3.70, SD=0.789) and "Cultural alignment improves the quality of training" (M=3.69, SD=0.798), indicating a supportive learning environment. "Values and norms promote effective training programs" showed the lowest mean (M=3.62, SD=0.845), though still indicating positive cultural influence. The regression analysis confirmed a significant positive effect of organizational culture on training effectiveness (β=0.236, t=3.420, p=0.001), with a standardized coefficient of 0.248. These findings demonstrate the strong cultural foundation

supporting training effectiveness at the academy, particularly in fostering collaboration and continuous learning values among staff members.

d. LEADERSHIP STYLE AND TRAINING EFFECTIVENESS

Leadership style was evaluated through four comprehensive indicators that assessed leadership's influence on training outcomes at the academy. The analysis revealed consistently strong leadership practices supporting training effectiveness. "Leadership support is critical for successful training programs" showed the highest mean (M=3.82, SD=0.745), indicating strong recognition of leadership's crucial role. This was followed by "Leadership style influences training outcomes" (M=3.73, SD=0.778) and "Leadership style impacts the motivation of trainees" (M=3.72, SD=0.789), demonstrating clear understanding of leadership's impact. "Transformational leadership enhances training effectiveness" had the lowest mean (M=3.66, SD=0.823), though still indicating positive influence. The regression analysis revealed the strongest positive effect among all variables (β=0.289, t=4.379, p<0.001), with a standardized coefficient of 0.304. These findings highlight leadership style as the most influential factor in determining training effectiveness at the academy, particularly through supportive and motivational leadership practices.

C. CONCLUSIONS

Regarding financial management's effect on training effectiveness, the study revealed significant insights into resource utilization and its impact on training outcomes at the Gilgil Paramilitary Academy. The analysis confirmed a significant positive relationship (β=0.245, p<0.001), demonstrating that proper financial management practices substantially influence training effectiveness. The findings indicate that while basic funding mechanisms are in place, there is potential for enhancing resource allocation efficiency. The moderate effect size suggests that financial management operates as part of a broader system of factors influencing training outcomes. The study particularly highlighted the importance of strategic resource allocation and the need for addressing budget constraints that may limit training effectiveness. These findings underscore the necessity of developing more robust financial management practices to support training initiatives at the academy, while acknowledging that financial resources must be complemented by other strategic management practices for optimal training outcomes.

The examination of ICT integration's impact on training effectiveness yielded substantial evidence of technology's role in modern paramilitary training. The analysis revealed a significant positive effect (β=0.278, p<0.001), demonstrating that technological integration substantially enhances training delivery and outcomes. The findings indicate successful implementation of basic ICT infrastructure while highlighting opportunities for improving e-learning platform utilization. The strong relationship between ICT integration and training effectiveness emphasizes the importance of technological resources in modern training delivery. The study particularly identified the positive impact of ICT tools on training efficiency and delivery quality, while also revealing areas where technological infrastructure could be enhanced. These findings demonstrate the critical role of ICT integration in contemporary paramilitary training, suggesting that continued investment in technological resources and capabilities is essential for maintaining and improving training effectiveness.

The analysis of organizational culture's influence on training effectiveness provided clear evidence of culture's foundational role in training success. The significant positive effect (β=0.236, p=0.001) demonstrates how cultural elements substantially shape training outcomes at the academy. The findings reveal a strong existing culture of collaboration and continuous learning, which positively influences training effectiveness. The study highlighted particularly strong cultural support for teamwork and collaborative learning approaches in training delivery. The relationship between organizational culture and training effectiveness emphasizes the importance of maintaining and strengthening supportive cultural elements. These findings indicate that the academy's cultural environment significantly contributes to training success, while also suggesting opportunities for further strengthening cultural alignment with training objectives through systematic cultural development initiatives.

The investigation of leadership style's effect on training effectiveness revealed the most substantial influence among all variables studied. The strong positive effect (β=0.289, p<0.001) demonstrates leadership's crucial role in determining training outcomes at the academy. The findings indicate that current leadership practices, particularly in providing support and motivation, significantly enhance training effectiveness. The study highlighted the importance of both transformational leadership approaches and direct leadership support in training programs. The strong relationship between leadership style and training effectiveness emphasizes the critical role of leadership in shaping successful training outcomes. These findings suggest that leadership practices serve as the primary driver of training effectiveness, indicating that continued development of leadership capabilities should be a priority for enhancing training outcomes at the academy.

D. RECOMMENDATIONS

The following recommendations are derived from the study's findings and are designed to enhance training effectiveness at the Gilgil Paramilitary Academy and similar institutions. These recommendations take into account the current strengths and areas for improvement identified through the statistical analysis, providing practical solutions for enhancing training outcomes. The suggestions are tailored to address specific aspects of each strategic management practice examined in the study, considering both immediate implementation possibilities and long-term strategic development. The recommendations focus on actionable steps that can be taken to leverage existing resources while building capacity for future improvements. They are presented with consideration for the unique context of paramilitary training and the specific organizational structure of the academy. Each recommendation is grounded in the empirical evidence

gathered through the study and aims to address specific gaps or enhance existing successful practices.

For financial management, implementing a comprehensive budgeting system that prioritizes training needs and ensures optimal resource allocation is recommended. This should include developing detailed training budget frameworks that align with specific program objectives and outcomes. Additionally, the academy should establish strategic partnerships with relevant stakeholders to diversify funding sources for training programs, reducing dependence on single funding streams. These partnerships could include collaboration with other training institutions, industry partners, and international organizations specializing in paramilitary training. Focus should also be placed on developing efficient financial monitoring and evaluation systems to track the impact of financial resources on training outcomes. This systematic approach to financial management will help ensure that limited resources are utilized effectively to maximize training impact.

Regarding ICT integration, the establishment of a systematic ICT infrastructure upgrade program focusing on e-learning capabilities and training delivery systems is crucial. This should include regular assessment of technological needs and implementation of modern training technologies that enhance learning outcomes. The academy should also implement regular ICT skills development programs for staff to maximize the utilization of available technological resources. This includes providing specialized training for instructors in the use of e-learning platforms and digital teaching tools. Development of a comprehensive digital content repository for training materials would enhance accessibility and standardization of training content. Additionally, establishing protocols for regular evaluation and updating of ICT systems would ensure continued relevance and effectiveness of technological resources.

For organizational culture, strengthening the existing collaborative culture through structured team-building initiatives and recognition programs for exemplary training practices is recommended. This includes developing formal mechanisms for sharing best practices across different training units and establishing clear channels for feedback and continuous improvement. The academy should also implement regular cultural assessment programs to monitor and enhance the alignment between organizational values and training objectives. Development of mentorship programs that reinforce positive cultural elements while fostering knowledge transfer between experienced and newer staff members would be beneficial. Creating platforms for regular dialogue and exchange of ideas among training staff would further strengthen the collaborative culture.

Regarding leadership style, instituting a leadership development program specifically focused on transformational leadership skills in the training context is essential. This should include regular leadership workshops and seminars that enhance understanding of effective leadership practices in paramilitary training settings. The academy should also establish mentorship programs to enhance leadership capacity at all levels of training management, ensuring consistent leadership development across the organization. Implementation of a systematic leadership evaluation system would help identify areas for improvement and track leadership effectiveness. Creating opportunities for leadership rotation and exposure to different training contexts would broaden leadership perspectives and capabilities. Regular feedback mechanisms should be established to assess the impact of leadership practices on training outcomes.

E. SUGGESTIONS FOR FURTHER RESEARCH

Future research directions should build upon the findings of this study while addressing its limitations and exploring new dimensions of strategic management in paramilitary training contexts. The suggested research areas are prioritized based on their potential impact on both theoretical understanding and practical application in training effectiveness. These suggestions take into account the evolving nature of paramilitary training and the need for evidence-based approaches to strategic management practices. They are designed to address gaps in current knowledge while building upon the established relationships identified in this study. The proposed research directions consider both methodological improvements and expansion of the theoretical framework, aiming to enhance understanding of training effectiveness in paramilitary institutions.

A longitudinal study examining the long-term effects of strategic management practices on training outcomes would provide valuable insights into the sustainability and evolution of effective practices. Such research should track changes and impacts over multiple training cycles, providing deeper understanding of how different practices influence outcomes over time. The study should incorporate regular assessment points to capture both immediate and long-term effects of strategic interventions. This would help identify patterns and trends in the relationship between management practices and training effectiveness, while also revealing how these relationships might change or stabilize over time. Investigation of seasonal or cyclical variations in training effectiveness would provide additional insights for strategic planning.

Research investigating the potential moderating effects of trainee characteristics and background on the relationship between strategic management practices and training effectiveness would enhance understanding of individual factors in training success. This study should examine how different demographic and experiential factors influence the effectiveness of various management approaches. Understanding these moderating effects would help in developing more targeted and effective training strategies. The research should also consider how different combinations of trainee characteristics interact with management practices to influence outcomes. This would contribute to the development of more personalized and effective training approaches in paramilitary contexts.

Exploration of the interaction effects between different strategic management practices in influencing training effectiveness would provide valuable insights into optimal combinations of practices. This research should examine how various combinations of financial management, ICT integration, organizational culture, and leadership style might yield better training outcomes than individual practices alone.

The study should employ advanced statistical methods to identify synergistic relationships between different management practices. Understanding these interaction effects would help institutions optimize their strategic management approaches for maximum training effectiveness. This research would also contribute to developing more integrated and comprehensive approaches to training management in paramilitary institutions.

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