ADOPTION OF PUBLIC RELATIONS MANAGEMENT STRATEGIES ON ACADEMIC PERFORMANCE

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Abstract:
This study sought to examine the adoption of public relations on academic performance. Guided by the Education Production Function Theory and the Path-Goal Theory, the study employed a descriptive research design. The target population comprised 210 participants, including 1 Chief Principal, 2 Deputy Principals, 20 Heads of Departments, 52 trainers, and 135 trainees. Data were collected using structured questionnaires and analyzed using descriptive statistical methods, with results presented in tables, charts, and graphs. The findings revealed that the adoption of public relations strategies, such as institutional branding, community engagement, transparent information sharing, and regular communication with stakeholders, emerged as a crucial dimension of leadership. This strategy enhanced institutional visibility, improved stakeholder trust, and contributed indirectly to student motivation and performance. The study recommends that principals strengthen communication by regularly engaging with students and staff through public relations initiatives that position the institution as a center of excellence. Strengthening administrative structures and adopting a more strategic approach to public image management were also deemed essential. The findings may inform the Kenya Education Management Institute (KEMI) in developing training modules that reflect the current leadership needs in TVET institutions, especially in areas of instructional supervision, strategic planning, and public relations. Furthermore, the results can support education policymakers and stakeholders in designing leadership frameworks that promote sustainable academic achievement and institutional growth.

Keywords: public relations, academic performance, leadership, stakeholder engagement, institutional visibility

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1. Background of the Study

Academic performance remains a central concern in education, influencing students, educators, policymakers, and entire communities. Caballero et al. (2007) defined academic performance as the achievement of educational goals, typically assessed through test scores and other outcome-based indicators. Countries like Germany have achieved global recognition for their high-quality vocational education and training (VET) systems, which effectively combine workplace-based training with classroom learning to prepare learners for evolving labor market needs (Maclean, 2010). In Africa, Technical and Vocational Education and Training (TVET) is increasingly recognized as a strategic pillar for human resource development and socio-economic transformation. According to the African Development Bank (2021), TVET plays a key role in advancing the Sustainable Development Goals (SDGs) and the African Union's Agenda 2063. Nonetheless, as Ziderman (2016) noted, many Sub-Saharan African countries continue to struggle with unpredictable TVET funding, leading to limitations in staffing, infrastructure, and the modernization of training programs. In response, the adoption of public relations (PR) strategies has emerged as a valuable leadership tool. These include community engagement, institutional branding, digital outreach, stakeholder communication, and the promotion of student and institutional achievements. In TVET institutions, effective public relations can enhance public perception, attract enrollment, encourage industry partnerships, and strengthen accountability—factors that collectively contribute to a more motivated academic environment.

Kenya has responded to labor market demands by reforming its education system, with the establishment of the Technical and Vocational Education and Training Authority (TVETA) under the TVET Act of 2013 serving as a critical milestone. TVETA's mandate includes regulating and coordinating TVET training, accrediting institutions, and ensuring quality and relevance (Kenya Law, 2013). While strong leadership is central to this transformation, Maicibi (2015) and Mwita (2010) emphasized that academic success is highly dependent on school leaders who can inspire, supervise, and communicate effectively with staff, learners, and the wider community. Despite these reforms, many TVET institutions still grapple with insufficient infrastructure, outdated curricula, and limited instructional capacity. Addressing these gaps requires not only strategic academic leadership but also the intentional integration of public relations strategies that position the institution as a credible, progressive, and learner-focused entity. This leadership approach can help bridge gaps in perception, boost morale, and attract necessary support. Data from 2016 show a consistent performance gap between various institutions in Nandi County. While some institutions have demonstrated high academic achievement, others continue to lag behind. This disparity underscores the need for more targeted and innovative leadership practices. The purpose of this study is to investigate how strategic leadership—enhanced by practices such as communication, instructional oversight, role modeling, and public relations—can influence academic performance at Kaiboi National Polytechnic. The implementation of national education policies relies heavily on institutional leaders who are capable of interpreting, adapting, and

communicating these policies effectively within their unique contexts (Yambo & Tuitoek, 2018).

2. Statement of the Problem

Strategic leadership is a key determinant of success or failure in educational institutions. In Technical and Vocational Education and Training (TVET), effective leadership—particularly from principals—is essential for setting clear institutional goals, motivating staff and learners, and cultivating a high-performance academic culture. Principals are expected not only to maintain operational standards but also to create and sustain an environment that supports learning and achievement (Leitner, 1994). In the Kenyan context, performance in public TVET institutions is commonly evaluated based on student academic outcomes, such as examination results. However, existing research often emphasizes classroom instruction and administrative roles, paying limited attention to the broader spectrum of strategic leadership practices that directly shape these outcomes. This includes the adoption of public relations strategies, a growing area of relevance in educational leadership that remains underexplored. While factors such as teacher quality, infrastructure, and curriculum influence academic outcomes, leadership remains the central force in shaping learning environments. Despite this, limited literature exists on how strategic leadership—especially leadership practices that incorporate public relations tools like community outreach, digital visibility, media engagement, and institutional storytelling—can impact academic performance in Kenya's TVET institutions. This study seeks to fill that gap by exploring how strategic leadership, including the intentional use of public relations strategies, affects academic performance at Kaiboi National Polytechnic in Nandi County. As Kenya moves forward with its education reforms, leadership that integrates communication and stakeholder engagement is essential to building institutional credibility and improving learner outcomes. By examining the influence of strategic leadership practices—particularly the adoption of public relations strategies—on academic performance at Kaiboi National Polytechnic, this study aims to provide actionable insights that can guide leadership development, inform institutional reforms, and strengthen the role of TVET institutions in shaping Kenya's future workforce.

2.1 Assumptions of the Study

This study was guided by several key assumptions. First, it was assumed that the leadership styles and strategic practices employed by principals directly influence students' academic performance in Technical and Vocational Education and Training (TVET) institutions. This suggests that the principal's leadership plays a pivotal role in shaping the institutional learning environment and overall academic outcomes. Secondly, the study assumed that the leadership approaches of the principals under investigation would remain relatively stable throughout the research period. It was not anticipated that there would be significant changes in leadership styles or strategic direction during the data collection phase. Finally, the study assumed that the selected

indicators of academic performance—such as examination results, graduation rates, and other institutional records—are valid and reliable measures of the educational effectiveness and overall success of TVET institutions.

2.2 Significance of the Study

The findings of this study are expected to contribute to efforts aimed at enhancing academic performance in TVET institutions. They will encourage communities and stakeholders to invest more meaningfully in education with the goal of improving its overall quality. The Sub-County Education Office may utilize the results to strengthen instructional supervision at Kaiboi National Polytechnic. Additionally, the Kenya Education Management Institute (KEMI) could apply the insights gained to develop training guidelines focused on effective teaching supervision and strategic planning to boost academic outcomes. Moreover, the study will provide valuable knowledge to policymakers, educators, and institutional leaders, enabling them to implement leadership strategies that promote a supportive learning environment, enhance students' academic abilities, and ultimately increase their employability.

2.3 Justification of the Study

Kenya's economy is witnessing a growing demand for skilled labor across key sectors such as transport and logistics, electrical services, and building and construction. To respond to this need, the country has significantly expanded its Technical and Vocational Education and Training (TVET) sector. The number of TVET institutions rose from 753 in 2013 to 2,401 by 2022, demonstrating a strong national commitment to developing a competent, industry-ready workforce. Student enrollment has increased in parallel with this institutional growth. However, persistent challenges—including weak leadership structures, limited resources, and underwhelming student performance—continue to hinder the effectiveness of many TVET institutions.

This study is therefore justified as it seeks to examine strategic leadership practices that can improve academic outcomes. In particular, it explores how enhanced communication, instructional leadership, and role modeling by principals can foster better performance. Moreover, the study incorporates the adoption of public relations strategies, such as community engagement, institutional branding, and transparent stakeholder communication, recognizing their potential to improve institutional image, attract support, and reinforce a performance-oriented culture in TVET institutions.

2.4 Scope of the Study

This study was conducted at Kaiboi National Polytechnic, located in Nandi County, over a period of eight weeks. The focus was on examining academic performance as the primary outcome to ensure manageable data collection and clear applicability of findings. The investigation centered on strategic leadership practices—specifically, communication practices, administrative leadership, and role modeling—as independent variables. The dependent variable was student academic performance. Additionally, the study considered how the adoption of public relations strategies by institutional

leadership contributes to shaping learning environments and influencing performance outcomes. These strategies were evaluated in terms of their integration with internal leadership practices and their external impact on stakeholder perceptions.

2.5 Limitations of the Study

The study focused exclusively on strategic leadership practices at Kaiboi National Polytechnic. It assessed the influence of three key leadership components: communication practices, administrative practices, and role modeling, while excluding other leadership styles, such as laissez-faire leadership. Academic performance was measured using standardized indicators such as examination scores, graduation rates, and skill acquisition, while non-academic outcomes—such as personal development or extracurricular achievements—were not included in the analysis. The research did not extend to other TVET institutions within Nandi County, thus limiting the generalizability of the findings to a broader population. The study targeted internal institutional stakeholders, including students, tutors, heads of departments/sections, and examination officers. External stakeholders such as alumni, parents, and policymakers were not included. Furthermore, data collection was confined to on-campus interactions. External sources of data, such as regional or national education surveys or comparative data from other institutions, were not utilized. The study also faced limitations in exploring the broader impact of public relations strategies beyond institutional boundaries, as its primary focus remained on internal strategic leadership practices and their direct effect on student academic outcomes.

3. Literature Review

3.1 Theoretical Framework
3.1.1 Path-Goal Theory

The theory was founded by House (1971) and it states that leaders can take the lead by showing those that they lead the areas and what they need to do to attain set goals. The theory categorizes the behavior of leaders as either directive or oriented. Leaders can also be participative or supportive (Okumbe, 1998). The categories are further influenced by factors associated with environment and the features of those that follow them (Cheong, 2019). The use of the theory is for purposes of fronting improvement in learners' academic performance. Principals in TVETs should use achievement-oriented leadership behavior for performance target development and guiding instructors to give their best for the sake of high standards realization (Tsai, 2019).

The principals can adopt strategic leadership practices by clearly defining the paths to academic success for both teachers and students in TVET. The theory helps in offering guidance on curriculum goals, teaching methodologies, and assessment criteria, principals can create a transparent and achievable path for academic excellence. Principals should identify and remove any obstacles or challenges that may impede academic performance in TVET institutions. This involves addressing resource constraints, providing necessary training for teachers, and establishing a conducive

learning environment that minimizes barriers to student success. Principals motivate and reward teachers and students for academic performance through a contingent reward leadership style (Tsai, 2019). Recognizing and celebrating academic accomplishments fosters a positive environment, encouraging sustained efforts toward academic excellence. Flexibility in leadership styles based on situational needs is essential. Principals can employ different leadership styles based on the unique challenges and requirements within the TVET context. For instance, a directive style is appropriate in times of crisis, while a participative style is more effective during collaborative decision-making processes

3.2 Empirical Literature
3.2.1 Public Relations Strategy and Academic Performance

Public relations strategy is a vital component of strategic leadership that significantly impacts academic performance in educational institutions. When institutional leaders effectively implement communication strategies that reflect professional conduct, ethical standards, and institutional values, they influence both educators and students in meaningful ways. According to Adams (2020), aligning leadership actions with institutional principles not only enhances the credibility of the leadership but also fosters a culture of integrity, discipline, and accountability across the institution. Through the strategic use of public relations tools—such as organized communication campaigns, stakeholder engagement forums, community outreach, and media relations—school leaders reinforce high expectations and contribute to the creation of an environment that promotes both effective teaching and strong academic performance. Evidence shows that transparent and consistent communication with stakeholders sets a standard for institutional performance and strengthens trust, which in turn encourages positive behaviors and academic commitment.

Cheptoek (2010) emphasizes that school leaders who implement ethical and constructive communication strategies build a culture that promotes academic discipline and shapes the aspirations of learners. The adoption of public relations strategies enhances this leadership function by providing structured avenues for conveying the institution's values, achievements, and expectations to both internal and external audiences. Public relations strategy not only shapes the institution's image but also supports academic development by highlighting the school's mission, motivating staff and students, and attracting support from key stakeholders such as parents, industry partners, and government agencies. Tools such as newsletters, press releases, social media updates, branding efforts, and open-day events help schools maintain visibility and accountability, ultimately encouraging high standards of conduct and performance. Aacha (2011) asserts that effective communication and stakeholder engagement by school leaders and teachers play a crucial role in building students' confidence and academic resilience. Similarly, Ololube (2015) argues that leadership that communicates openly and models professionalism contributes to a culture of mutual respect and academic excellence. Southworth (2004) further notes that transparent leadership practices help cascade values such as integrity and diligence from school leaders to teachers, and

subsequently to students. When students are regularly exposed to positive institutional messaging, it shapes their perceptions, behaviors, and commitment to academic achievement. Cheploek (2011) supports this view, noting that learners' academic outcomes are influenced not only by instruction but also by the broader institutional climate shaped through effective communication strategies.

The integration of public relations strategies—including the celebration of staff and student achievements, dissemination of academic success stories, and active promotion of institutional values—strengthens the institution's credibility and motivates continuous improvement. These strategies help establish a cohesive and motivated academic community, reinforce the school's public image, and build trust with stakeholders. Key aspects such as punctuality, professional dress, respectful communication, and personal grooming are communicated and reinforced through public relations efforts, which help students internalize the standards of professional and academic excellence (Meir, 2012). These strategies contribute significantly to shaping a positive institutional identity and improving overall student academic performance. This study, therefore, aims to investigate how the adoption of public relations strategies influences academic performance in TVET institutions, with a particular focus on Kaiboi National Polytechnic in Nandi County.

4. Research Methodology

4.1 Research Design
A research design is a structured plan outlining how a study is conducted (Kothari, 2018). It provides a clear framework for the procedures and steps to be followed during the research process. This study adopted a descriptive research design using a mixed methods approach, which integrates both quantitative and qualitative methods to provide a comprehensive understanding of the research problem. Specifically, the study employed an explanatory sequential design, in which quantitative data is collected and analyzed first, followed by qualitative data collection and analysis. The purpose of this sequence is to allow the qualitative phase to explain, elaborate, or provide deeper insight into the quantitative results (Creswell, 2018). This design was chosen to ensure a more robust interpretation of findings by combining statistical analysis with context-rich qualitative insights.

4.2 Population of the Study
The target population for this study comprised individuals from Kaiboi National Polytechnic. Specifically, the population included: 1 Chief Principal, 2 Deputy Principals, 7 Heads of Departments, 7 Assistant Heads of Departments/Subject Heads, 1 Examination Officer, 1 Assistant Examination Officer, and 200 lecturers. This group was selected because of their direct involvement in and understanding of strategic leadership practices and their influence on students' academic performance within the institution. The total population size for the study was 219 individuals, based on institutional records from Kaiboi National Polytechnic for the year 2025.

4.3 Sample and Sampling Design

The study employed a combination of purposive and simple random sampling techniques to select participants from the target population. Purposive sampling was used to select key informants, including the Chief Principal, Deputy Principals, Heads of Departments, Assistant Heads of Departments/Subject Heads, and Examination Officers, due to their strategic roles and informed perspectives on leadership practices. For the lecturers, simple random sampling was used to ensure each individual had an equal chance of being selected. In line with the recommendations of Kothari (2018) and Mugenda (2013), 30% of the lecturers were selected to form a representative sample of the teaching staff.

Table 1: Population and Sample size

Strata	Population	Sample size	Sampling technique
Chief principal	1	1	Purposive
Deputy principal	2	2	Purposive
Heads of departments	7	7	Purposive
Assistant head of department	7	7	Purposive
Examination officer	1	1	Purposive
Assistance examination officer	1	1	Purposive
Lecturers	200	60	Simple random
Total	**219**	**79**	

Source: Kaiboi National Polytechnic, March (2025).

4.4 Data Collection Instruments/Tools

The researchers used questionnaires as the main tool of data collection.

4.5 Data Collection Procedures

The researchers obtained an authorization letter from the Kenya School of Government. The researchers sought further authorization from the TVET Directorate at Nandi County before embarking on data collection. Prior permission was sought from Kaiboi National Polytechnic and a date for the data collection from the study institutions was set in consultation with the institution managers.

4.6 Data Analysis Techniques

The collected data was cleaned, coded and entered into a computer software (SPSS) for analysis, thus creating order and giving meaning to that raw data. The researcher used both quantitative and qualitative data analysis techniques. The data collected was further analyzed using descriptive statistics such as means, standard deviations, frequencies and percentages. Inferential statistics was used to determine the extent to which the predictor variables influence the predicted variable. Results presentation was by use of charts, graphs and tables.
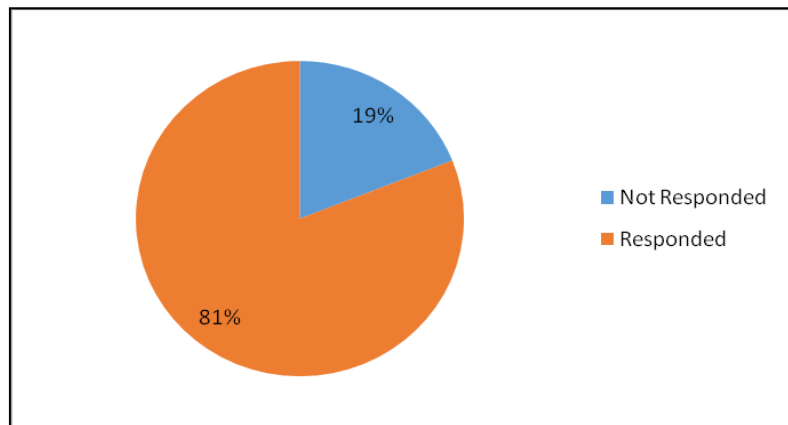
5. Data Analysis

5.1 Response Rate

Table 2: Response Rate

Response Rate	Number	Percentage (%)
Not Responded	40	19.0
Responded	170	81.0
Total	**210**	**100.0**

In Table 2, of the 210 questionnaires administered, 170 responded, which is equivalent to 81%. This response rate was good, as 60% and above response rate is acceptable in social science research (Wu, 2022).


5.2 Gender Distribution

Table 3: Gender Distribution

Gender	Frequency	Percentage (%)
Male	70	41.0
Female	100	58.0
Total	**170**	**100.0**

The table illustrates the gender distribution of the sample for the study. Among the 170 participants, 70 are male, representing 41% of the total, while 100 are female, accounting for 58%. This distribution reveals a higher proportion of female participants compared to males, with females making up 17% more of the sample. This gender imbalance may influence the study's findings, especially if the research examines the impact of leadership practices on students' academic performance. For instance, if leadership practices affect male and female students differently, the predominance of female participants could shape the overall results and conclusions. It is essential to consider this gender distribution when interpreting the study's outcomes to ensure that any differences in academic performance attributed to leadership practices are not skewed by the demographic composition of the sample.
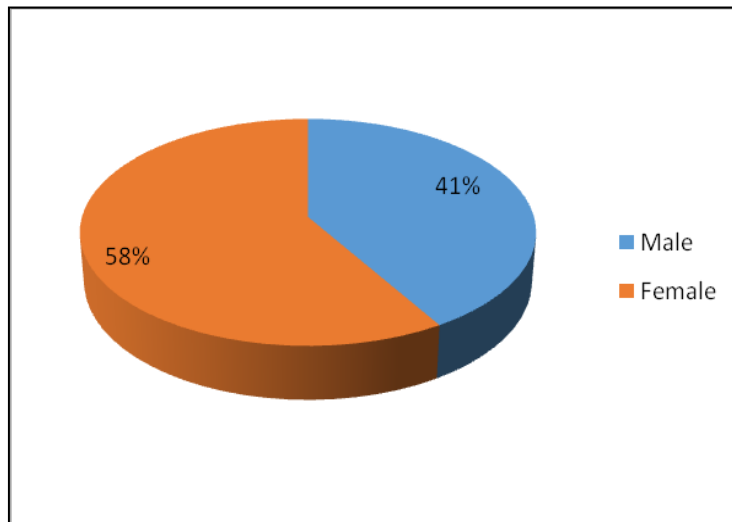
5.3 Highest Professional Qualification

Table 4: Highest Professional Qualification

Education level	Frequency	Percentage (%)
Certificate	29	16.0
Diploma	70	35.0
Degree	50	31.0
Master's degree	21	18.0
Total	**170**	**100.0**

The table presents the distribution of the highest professional qualifications among a sample of 170 individuals. The majority of respondents, accounting for 70 individuals or 35%, hold a diploma. This is followed by those with a degree, comprising 50 individuals or 31%. Certificate holders make up 16% of the sample, with 29 individuals. The smallest group consists of those with a master's degree, representing 21 individuals or 18%. Overall, the data indicates a diverse range of educational attainment levels within the sample, with a significant proportion having advanced beyond the certificate level to obtain higher qualifications. This distribution suggests a well-educated population with a strong emphasis on diplomas and degrees.
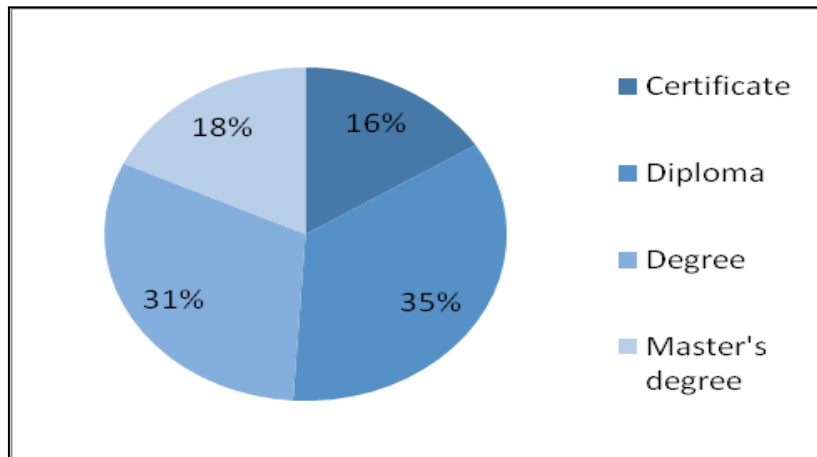
Table 5: Duration of Teaching

Years	Frequency	Percentage (%)
Below 5 years	10	14.3
5-10 years	25	35.7
10-15 Years	20	28.6
Above 15 years	15	21.4
Total	**70**	**100.0**

The table provides an overview of the duration of teaching experience among 70 teachers since their appointment by the Teachers Service Commission. The data reveals that the largest group of teachers, representing 35.7% or 25 individuals, have been in the profession for 5-10 years. This is followed by those with 10-15 years of experience, comprising 28.6% or 20 teachers. Teachers with over 15 years of experience account for 21.4% or 15 individuals. Lastly, the group with the least experience, below 5 years, makes up 14.3% or 10 teachers. This distribution indicates a varied level of experience within the teaching workforce, with a significant portion having substantial teaching experience, while a smaller percentage are relatively new to the profession. The data suggests a balanced mix of experienced and newer teachers, which could contribute to a dynamic and diverse teaching environment.
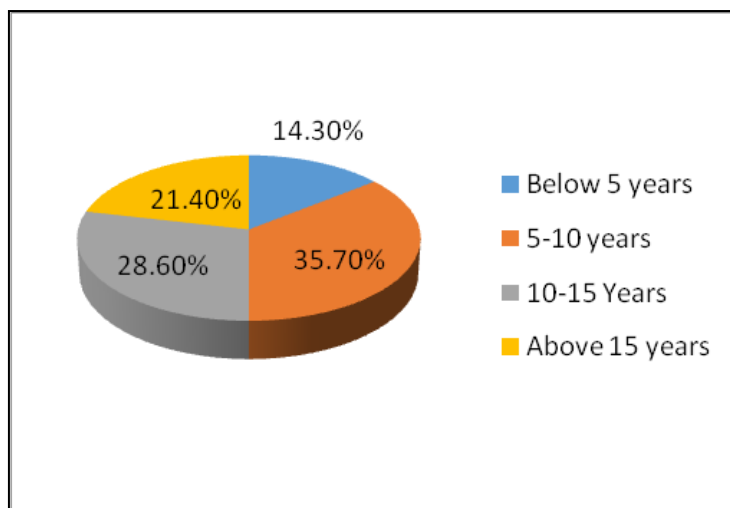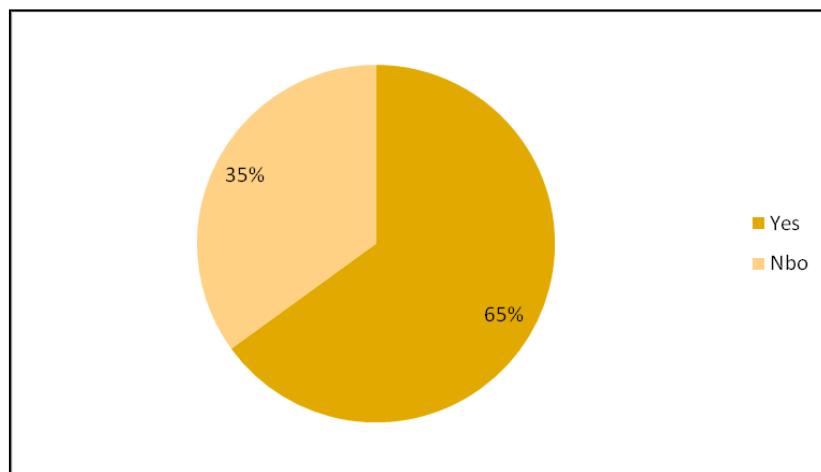
5.4 In-service Training

Table 6: Participation in In-service Training in Educational Management

In-Service Training	Frequency	Percentage (%)
Yes	110	65
No	60	35
Total	**170**	**100**

The table illustrates the participation of 170 respondents in in-service training in educational management. A significant majority, representing 65% or 110 individuals, have attended such training. Conversely, 35% or 60 respondents have not participated in in-service training. This indicates that most respondents have had the opportunity to enhance their skills and knowledge through professional development programs in educational management. The relatively high participation rate suggests a strong emphasis on continuous professional development within this group, potentially leading to improved management practices and overall educational outcomes. However, the fact that 35% have not attended such training highlights an area for potential improvement, suggesting that further efforts could be made to ensure all individuals have access to these valuable training opportunities.

5.5 Benefits of In-service Training

Table 7: Benefits of In-service Training

In-Service Training	Frequency	Percentage (%)
Yes	130	76.0
No	30	18.0
Total	**170**	**100.0**

The table highlights the perceived benefits of in-service training among head teachers in primary schools. Out of 170 respondents, a substantial majority, 76% or 130 individuals, reported finding the training beneficial. In contrast, 18% or 30 respondents did not perceive any benefits from the training. This suggests that the in-service training

programs are largely effective in enhancing the skills and competencies of head teachers, contributing positively to their roles in primary schools. The high percentage of positive responses indicates that the training likely addresses relevant issues and provides practical knowledge and strategies that head teachers can apply in their work. However, the 18% of respondents who did not find the training beneficial point to a need for further investigation into the content and delivery of these programs to ensure they meet the diverse needs of all participants.

5.6 Public Relations Strategies

Table 8: Public Relations Strategies

Statements	SA	A	U	D	SD	N
Brand awareness is vividly expressed	125	35	5	3	2	170
	74%	21%	3%	2%	1%	100%
Information credibility and trust are assured	120	40	5	3	2	170
	71%	24%	3%	2%	1%	100%
Continuous evaluation of relationships	115	45	5	3	2	170
	68%	26%	3%	2%	1%	100%
Consideration of overall public opinion on associations	110	50	5	3	2	170
	65%	29%	3%	2%	1%	100%

The table presents respondents' perceptions regarding the implementation of public relations (PR) strategies in their institution, based on four key dimensions. A total of 170 participants provided feedback, rated on a five-point Likert scale: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). on Brand Awareness Vividly Expressed, 125 respondents (74%) strongly agreed, and 35 (21%) agreed, indicating 95% positive agreement, only 6 respondents (3%) were neutral or disagreed. This means that overwhelming majority believe that the institution effectively communicates its brand, which suggests strong institutional identity and visibility—key indicators of robust PR. On Information Credibility and Trust Assured, 120 (71%) strongly agreed, and 40 (24%) agreed, totaling 95% positive agreement and Only 7 respondents (4%) were neutral or disagreed. It also means that a high level of confidence in the institution's communication. Trust and credibility in messaging are fundamental aspects of effective public relations and stakeholder engagement. Continuous Evaluation of Relationships,115 (68%) strongly agreed, and 45 (26%) agreed, again totaling 94% positive agreement. A minimal 6 respondents (3%) were neutral or disagreed. Respondents perceive the institution as actively maintaining and evaluating its relationships with stakeholders. This is essential for responsive leadership and adaptive communication strategies. In Consideration of Overall Public Opinion on Associations 110 (65%) strongly agreed, and 50 (29%) agreed, amounting to 94% agreement. Only 7 respondents (4%) expressed neutrality or disagreement. The data shows that the institution values external opinions and likely includes public sentiment in decision-making and partnerships. This enhances community trust and institutional reputation.

6. Summary, Conclusion and Recommendations

6.1 Summary of Findings
The study collected data from 210 respondents, achieving a strong response rate of 81%, which is considered highly acceptable for social science research. The gender distribution showed a female majority (58%) compared to male participants (41%). In terms of qualifications, 35% of respondents held diplomas, followed by 31% with degrees, and 18% with master's degrees, suggesting a well-educated sample. Teaching experience was balanced, with most educators (64.3%) having between 5 and 15 years of experience. A significant number (65%) had participated in in-service training in educational management, and 76% of all respondents considered such training beneficial. Regarding Public Relations (PR) strategies, the institution received overwhelmingly positive feedback across all four indicators: Brand Awareness (95% positive), Information Credibility and Trust (95%), Continuous Evaluation of Relationships (94%) and Consideration of Public Opinion (94%).

6.2 Discussion
An 81% response rate ensured the study's findings are both reliable and generalizable to the population. A female-majority response may introduce some gender-related interpretation bias, especially in leadership impact analysis. Gender dynamics should be factored into any leadership strategy implementation. The presence of a highly qualified and experienced teaching staff is likely to positively influence both student outcomes and institutional management practices. The balance of new and seasoned teachers fosters a dynamic educational environment. The high rate of participation and perceived benefits of in-service training highlights its positive impact on professional development. However, the 35% who did not attend and the 18% who found it unhelpful suggest gaps in accessibility and relevance of current training programs. The data reflects robust PR practices in the institution. Positive perceptions in brand awareness, credibility, stakeholder communication, and public engagement indicate that the institution is actively managing its external image and internal cohesion. This likely contributes to student enrollment, stakeholder trust, and academic performance.

6.3 Conclusion
The findings reveal a competent, experienced, and well-trained educational workforce that supports the institution's strategic goals. The positive reception of PR strategies suggests that effective communication and community engagement are central to the institution's success. However, opportunities for improvement remain in training inclusivity and tailoring.

6.4 Recommendations
The study recommends the following
1) Ensure Equitable Access to Training-Increase outreach and incentives for in-service training participation, especially for the 35% who missed it. Revise training

content to make it more practical and inclusive, addressing the concerns of the 18% who found it unhelpful.

2) Address Gender Representation-that both male and female perspectives are incorporated in leadership evaluations and policy decisions to balance potential biases.

3) Sustain and Leverage Public Relations Strategies-Continue to invest in PR tools such as newsletters, social media, and stakeholder forums. Use these platforms to not only share institutional achievements but also gather real-time feedback from internal and external stakeholders.

4) Align Leadership with Communication-Integrate PR principles into leadership training programs to foster transparent and responsive leadership styles that align with institutional values.

5) Further Research- Explore how PR strategies directly affect student performance and institutional reputation. Conduct comparative studies across other TVET institutions to benchmark best practices in leadership and communication strategies.

Conflict of Interest Statement
The author affirms that there are no conflicts of interest related to this study.

About the Author
Professor Kennedy Ntabo Otiso (D.Phil.) is an Associate Professor of Marketing at Koitaleel Samoei University College, a constituent college of the University of Nairobi. He holds a Doctor of Philosophy and a Master's degree in Business Management (Marketing Option) from Moi University, and a Bachelor's degree in Business Administration-Marketing Option (Cum Laude) from the University of Eastern Africa, Baraton. With over 17 years of experience in academia and consultancy, Professor Otiso has served in various academic, administrative, and leadership roles, including as Head of Department, Program Leader, and University Senate Member. His scholarly work includes over 60 peer-reviewed journal publications, authorship of an academic book, and supervision over 27 master's and PhD students. He has also contributed to multiple international conferences across Africa, held adjunct teaching positions at several universities, and acted as an external examiner for institutions like Alupe, Kaimosi Friends, Bomet, and Kibabii universities amongst others. He has held governance roles such as Director at Consolidated Bank of Kenya and Board Member at several educational institutions. He has successful attended and attained certification of good performance in the senior management course (SMC) offered by the Kenya School of Government. He is a member of the Marketing Society of Kenya, Institute of Internal Auditors, and Utafiti Foundation, he is also a certified trustee under the Retirement Benefits Authority. His consultancy and project work include curriculum development, USAID-funded research, and educational program expansion. A seasoned public speaker and peer reviewer, Professor Otiso has received numerous recognitions and awards for his contributions to education, leadership, and community service.

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