



INFLUENCE OF MARKETING COMMUNICATION PRACTICES ON ACADEMIC PERFORMANCE

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Abstract:

This paper aimed to focus on the influence of marketing communication practices on academic performance at Kaiboi National Polytechnic in Nandi County, Kenya. The study adopted the Education Production Function Theory and Path-Goal Theory. The study used a descriptive research design, and the study population was 210, which consisted of 1 Chief Principal, 2 Deputy Principals, 20 Heads of Departments, 52 trainers, and 135 trainees, while the sample size was 210. The researchers used questionnaires to collect data. Analysis was done descriptively, and results were presented using tables, charts, and graphs. The findings revealed that strategic leadership on marketing communication practices had a positive influence on academic outcomes. Marketing communication practices—such as public relations strategies, open day events, institutional branding, and community engagement—also played a key role in shaping perceptions and enhancing institutional reputation, which positively influenced student morale and performance. The study recommended that principals prioritize improving marketing communication practices by actively engaging with students and staff through regular motivational speeches, clear guidance and counseling, and targeted marketing communication efforts. These should include fostering transparent communication channels, promoting institutional success stories, and increasing visibility through digital and community-based platforms. Strengthening administrative practices was also deemed crucial. The findings of the study may help the Kenya Educational Management Institute to come up with training modules relevant to the reality on the ground concerning instructional supervision, strategic planning, and integrated marketing communication in education. Further, the study findings could be used to improve leadership for academic performance by policymakers and key stakeholders.

Keywords: marketing communication, academic performance, strategic leadership, institutional branding, community engagement and educational management

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1. Introduction

1.1 Background of the Study

Education is universally recognized as a fundamental human right and a critical asset for human development. Governments worldwide allocate substantial budgets to the education sector to achieve global goals like Education for All (World Bank, 2012). In developed nations such as the USA and Japan, a skilled workforce has been pivotal in exploiting natural resources and negotiating for additional resources. Smith (2015) emphasized that technical education is essential for economic development, noting its significant role in worker productivity and economic growth in the United States. Academic performance is a global concern, affecting students, parents, teachers, and authorities. Caballero *et al.* (2007) defined academic performance as the achievement of goals and objectives set in educational programs, often measured through grades resulting from assessments. Countries like Germany are renowned for their high-quality vocational education and training systems, characterized by firm-based training programs complemented by school-based components. These systems aim to equip individuals with practical skills for specific occupations, addressing the evolving workforce needs (Maclean, 2010). Technical, Vocational Education and Training (TVET) is recognized as a key component of human resource development and a vital tool for socio-economic development in Africa. The African Development Bank (2021) highlighted TVET's potential in advancing the Sustainable Development Goals (SDGs) and achieving Agenda 2063. Ziderman (2016) observed that many Sub-Saharan African countries face challenges in funding technical education, with budgets often being ad hoc and subject to variations, leading to uncertainties and limitations in employing staff, acquiring facilities, and updating programs to meet industry needs. Eastern African countries are increasingly focusing on aligning their educational policies with regional development goals. The emphasis is on creating educational frameworks that promote access, equity, quality, and relevance in training to ensure adequate human capital for socio-economic development. There is a growing trend of cross-border educational initiatives aimed at harmonizing curricula and standards to facilitate mobility and collaboration among institutions in the region. These initiatives seek to address common challenges and leverage shared resources for the advancement of education.

Kenya has made significant strides in reforming its education system to align with labor market needs. The establishment of the Technical and Vocational Education and Training Authority (TVETA) under the TVET Act of 2013 is a testament to this commitment. TVETA's mandate includes regulating and coordinating training, accrediting institutions, and ensuring the quality and relevance of training programs (Kenya Law, 2013). Effective leadership is crucial in enhancing the performance of educational institutions. Studies by Maicibi (2015) and Mwita (2010) emphasized that proper leadership leads to effective performance in learning institutions. In Kenya, the level of engagement of principals, evidenced by supervision of teachers and good interpersonal interactions with parents, has a positive effect on performance in the Kenya National Examinations Council (KNEC) assessments. Despite reforms, challenges persist

in TVET institutions, including inadequate infrastructure and insufficiently trained resources and instructors. Addressing these challenges requires leaders who are not only strategic but also qualified professionals capable of implementing academic leadership strategies that directly improve the quality of education (Sahlberg, 2016). A growing dimension of strategic leadership involves the adoption of marketing communication practices—such as institutional branding, public relations, stakeholder engagement, digital outreach, and visibility campaigns. These practices enhance the image of TVET institutions, attract prospective students and partners, and foster a positive learning environment, all of which indirectly contribute to improved academic performance. For example, consistent messaging through social media, community outreach programs, and showcasing student achievements help build trust and recognition among key stakeholders, including parents, employers, and the general public.

Statistics from 2016 indicated that while some institutions in Nandi County have consistently performed well, others have consistently performed poorly. This disparity highlights the need for targeted interventions to enhance performance across all institutions. The purpose of this study is to investigate the influence of leadership practices on academic achievement in Kaiboi National Polytechnic, Nandi County. The study aims to identify how leadership strategies—including communication, instructional supervision, role modeling, and marketing communication practices—can be optimized to improve student outcomes. The successful implementation of national policies at the institutional level depends on leaders who can navigate the complexities of these policies while applying them effectively to improve student results. Empowering principals and administrators, especially in the strategic use of internal and external communication platforms, is crucial in this regard (Yambo & Tuitoeck, 2018).

2. Statement of the Problem

In Kenya, the performance of public technical institutions is often gauged by students' academic outcomes. However, much of the existing research has concentrated on classroom practices and teaching methods, with limited attention to the broader strategic leadership practices that influence these outcomes. Most studies emphasize leadership styles or administrative tasks, rather than the strategic decisions and actions that shape institutional performance. One such overlooked area is the integration of marketing communication practices into institutional leadership—such as public relations, branding, digital outreach, stakeholder engagement, and promotion of institutional achievements—which can positively shape perceptions, boost student enrollment, improve stakeholder relationships, and foster a sense of pride and motivation among learners and staff. Although several factors contribute to academic success, leadership remains a key determinant in creating supportive learning environments. Despite its importance, there is a notable gap in the literature regarding the direct impact of strategic leadership practices—including marketing communication strategies—on academic performance in Kenyan TVET institutions. Sustainable Development Goal (SDG 4) focuses on ensuring inclusive and equitable quality education for all and promoting

lifelong learning opportunities, yet achieving these goals requires institutions to not only perform academically but also to project a strong, credible institutional identity that attracts and retains learners and partnerships. This study aims to address this gap by examining how strategic leadership practices employed by principals influence academic performance at Kaiboi National Polytechnic in Nandi County, Kenya. This includes assessing how effective internal and external communication strategies—such as regular updates to the community, use of social media, alumni engagement, and media coverage—can serve as tools to reinforce institutional credibility, motivate students, and enhance the visibility and competitiveness of the institution. The findings are expected to provide insights that can inform leadership development and institutional policies, ultimately enhancing the quality of technical and vocational education. This study is particularly timely and relevant as it aligns with Kenya Vision 2030, the National Education Sector Strategic Plan (NESSP) 2023–2027, and the Fourth Medium-Term Plan (MTP IV) 2023–2027, all of which emphasize transforming education and training to support industrialization and economic competitiveness. Furthermore, the research supports the African Union Agenda 2063, which advocates for inclusive, sustainable development through skills development and job creation. It also contributes to the Bottom-up Economic Transformation Agenda (BETA), which prioritizes sustainable education systems, youth and women empowerment, and inclusive economic growth. By examining how strategic leadership practices—including marketing communication efforts—impact academic performance at Kaiboi National Polytechnic, this study aims to generate evidence that can guide leadership training, influence policy reforms, and strengthen the strategic positioning of TVET institutions in Kenya. The ultimate goal is to reinforce the role of these institutions in equipping youth with relevant skills, contributing meaningfully to national and continental development priorities centered on employment, equity, and sustainable growth.

2.1 Assumptions of the Study

The study assumed that communication practices by principals have a direct impact on the academic performance of students in TVET institutions. This assumption implied that the practices of the principal are a significant factor in shaping the educational environment. It is assumed that the communication of principals remains relatively consistent over the study period. Changes in leadership approaches or strategies during the research time frame are not anticipated. The study assumed that the selected academic performance metrics, such as examination results and graduation rates, are valid and reliable indicators of the overall educational success and effectiveness of TVET institutions.

2.2 Significance of the Study

The study results would be used for academic performance improvement. It will help society to invest in education with the intention of improving education quality. The Sub-County Education Office might use results to improve instructional supervision status in Kaiboi National Polytechnic. The Kenya Educational Management Institute might use

study results for the development of training guidelines on teaching supervision and strategic planning for academic performance improvement in schools. Understanding these effects will help policymakers, educators, and administrators implement leadership strategies that foster a conducive learning environment, enhance student competencies, and improve the employability rate.

2.3 Justification of the Study

Kenya's Economy is experiencing an increase in demand for skilled labor in sectors like transport & logistics, electrical services, and building and construction. To meet this growing demand, the number of TVET institutions in Kenya has been on the rise. As of 2022, there were 2,401 TVET institutions, a significant increase from 753 in 2013. This expansion reflects the country's commitment to equipping its workforce with the necessary skills to meet industry standards. Enrollment in these institutions has also seen substantial growth. However, challenges such as poor leadership, inadequate resources, and low student performance persist. This study justifies the need to explore leadership strategies that can drive academic excellence.

2.4 Scope of the Study

The study was done in Kaiboi National Polytechnic, Nandi County. The study was done within a period of eight weeks and focused on academic performance to ensure the applicability and manageability of performance. The study was limited to strategic leadership practices, which are communication practices, administrative practices and role modelling as independent variables and student performance as the dependent variable.

2.5 Limitations of the Study

The focus was on the strategic leadership practices at Kaiboi National Polytechnic. It investigated the influence of the strategic leadership practices, which included communication practices, administrative practices and role modeling. It excluded the laissez-fair form of leadership. Academic performance was assessed using predetermined metrics, such as examination results, graduation rates, and employability of graduates. Non-academic aspects, like students' personal development or extracurricular achievements, were not considered. The study measured students' academic performance using various indicators such as exam results, coursework completion and skills acquisition rather than other factors such as extracurricular performance. This study focused solely on Kaiboi National Polytechnic, excluding other institutions within Nandi County. The research included students and leadership staff such as department heads/sections, tutors, and the examination department. It excluded other stakeholders like alumni, parents and external policymakers. Data collection was limited to on-campus interactions, hence there were no external surveys or data from external institutions

3. Literature Review

3.1 Theoretical Framework

3.1.1 Education Production Function Theory

The theory, as developed by James *et al.* (2006), states that educational success is a product of many factors. There are many factors that influence learning outcomes; however, incongruence exists in the input and output definition and measurement. Inputs in a school setup are facilities and resources used for learning, and the education level of instructors, among others. A report by Coleman stipulates that family background and how the parents are educated, among others, affect learners' performance.

Education Production Function Theory posits that inputs such as teacher quality, facilities, and leadership significantly influence educational outcomes. Principals play a vital role in allocating resources effectively, ensuring that teachers have the necessary support, materials, and a conducive environment for effective teaching and learning in TVET. According to the theory, the quality of teachers is a crucial input in the education production process (Hanushek, 2020). Principals, through effective strategic leadership practices, prioritize teacher quality by supporting professional development initiatives, fostering a culture of continuous learning, and ensuring that teachers are well-equipped to deliver quality education in the technical and vocational context. Education Production Function Theory recognizes the importance of curriculum and instructional methods in achieving educational goals (Hanushek, 2020). Principals, as educational leaders, contribute to academic performance by actively participating in curriculum design, promoting innovative teaching methods, and aligning instructional strategies with the unique needs of TVET.

3.2 Marketing Communication Practices and Academic Performance

According to Downs (2017), communication serves four major roles. First is the informative role. The role of communication here is to provide information to the members in the schools. Information sharing among all parties involved in education matters has a great influence on learners' outcomes. Information sharing helps in performance evaluation among all stakeholders in an educational setup. Teaching requires the exchange of information between teachers and students and other stakeholders in the education sector. How effectively teachers are able to teach depends on the communication practices that they adopt.

Students are required to be attentive, while teachers are supposed to pass information to students in a manner that they are able to understand and perform well in their exams. Michael (2012) postulated that for students to perform better, communication is mandatory. Absence of good communication practices is a recipe for failure, and recourse is needed for continued improvement in learners' performance. Luthans (2018) opines that communication is what is required for learners to understand what is being taught. How information is packaged has an influence on learners' performance in schools, including TVETs. Communications practices adopted in schools should continue to be improved for learners' outcomes to continue to improve. School

leaders should empower students and teachers so that they can effectively improve learners' outcomes. The school performance improves when good education practices are adopted (Muyiera, 2012). Doobs (2011) opines that feedback channels should be reliable and information shared should be custom-designed to suit learners' needs. Poor academic practices contribute to poor academic outcomes among learners in schools (Bernestein, 2016). According to Chikamai (2021), open and transparent communication between institutional leadership and tutors promotes an environment conducive to collaboration, innovation and shared decision-making. Such an environment not only improves staff morale but also improves students' commitment, which leads to better academic results. The ability to communicate clearly and effectively is associated with higher levels of satisfied stakeholders, who are more likely to invest in the academic success of their students.

4. Research Methodology

4.1 Research Design

A research plan is a plan for how the research is done (Kothari, 2018). It details the steps adopted in carrying out the research. The study employed a descriptive research design using a mixed-method approach. In particular, the researcher applied an explanatory sequential design in this study by combining both qualitative and quantitative. This is the type of design where quantitative data is analyzed first, followed by qualitative analysis, where qualitative information explains or expands the quantitative information (Creswell, 2018).

4.2 Population of the Study

The population of this study was drawn from Kaiboi National Polytechnic institution, which consists of 1 chief principal, 2 deputy principals, 7 heads of departments, 7 assistant heads of department/ subject heads, 1 examination officer, 1 assistant examination officer and 200 lecturers. The group was targeted because they are well-informed on strategic leadership and how they influence the academic performance of students in the institution. Therefore, the study population was 219 respondents, and the researchers arrived at a population from the records of the Kaiboi National Polytechnic 2025.

4.3 Sample and Sampling Design

The researchers used purposive and simple random sampling techniques to sample respondents in each category. Purposive sampling procedures were used for key informants who comprise of Chief Principal, 2 Deputy Principal, 7 Heads of Departments, 7 Assistance Heads of department/ Subject Heads, Examination officer and assistance examination officer, examination officers and the lecturers will be sampled by use of simple random sampling, on lecturers, the researchers will pick 30% of the total population as per Kothari (2018) and Mugenda (2013).

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
Assistance heads 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. The results presentation was by use of charts, graphs and tables.

5. Data Analysis

5.1 Response Rate

Response rate was as provided for in Table 2.

Table 2: Response Rate

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

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

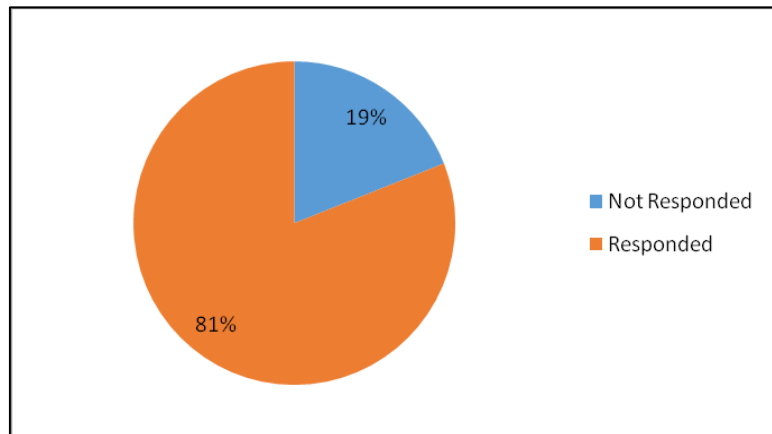


Figure 2: Response Rate

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.

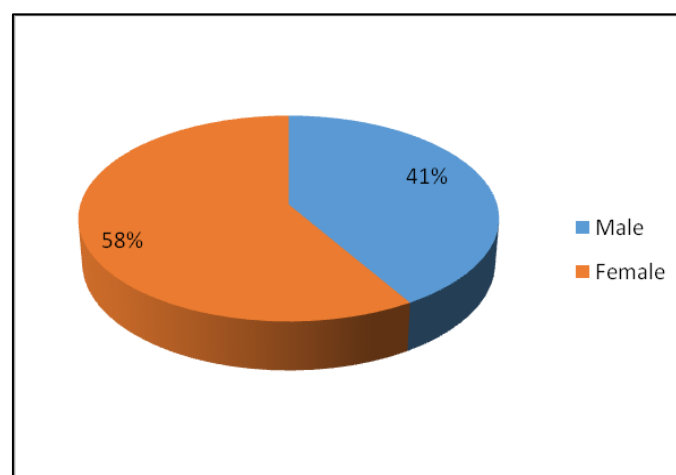


Figure 3: Gender Distribution

5.3 Duration of Teaching

Table 4: 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.

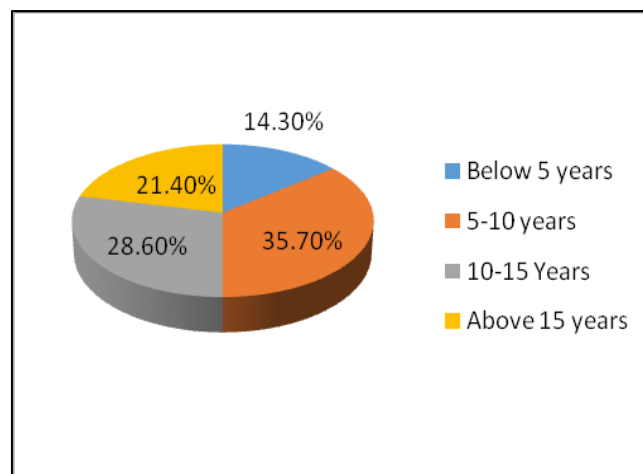


Figure 4: Duration of Teaching

5.4 In-service Training

Table 5: Participation in In-service Training in Educational Management

In-Service Training	Frequency	Percentage (%)
Yes	110	65.0
No	60	35.0
Total	170	100.0

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.

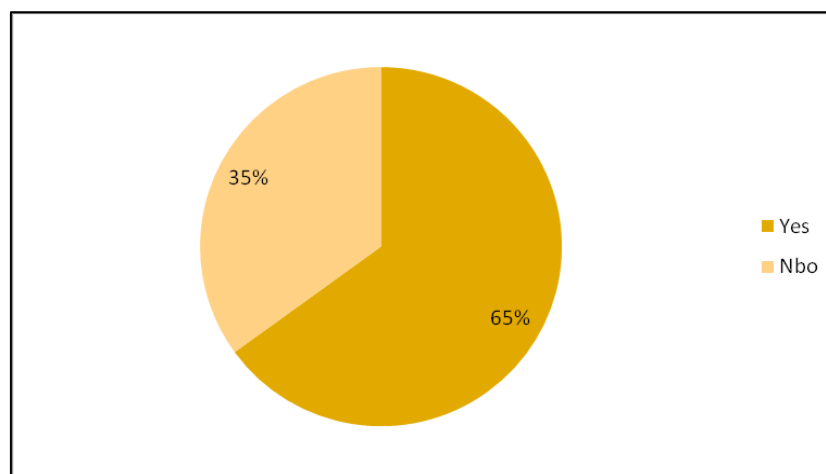


Figure 5: Participation in In-service Training in Educational Management

5.4 Benefits of In-service Training

Table 6: 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.

5.5 Marketing Communication Practices

Table 7: Communication Practices

Statements	SA	A	U	D	SD	N
Prompt and timely feedback	100	50	10	5	5	170
	59%	29%	6%	3%	3%	100%
Frequently informed of institutional issues	120	30	10	5	5	170
	71%	18%	6%	3%	3%	100%
Utilization of current technology in communication	90	60	10	5	5	170
	53%	35%	6%	3%	3%	100%
Frequent consultation between all stakeholders involved	110	40	10	5	5	170
	65%	24%	6%	3%	3%	100%

The table presents findings on the communication practices employed by principals, based on responses from 170 participants. The results highlight widespread approval of key communication strategies that support effective institutional leadership and academic performance in TVET institutions. A substantial proportion of respondents (59%) strongly agreed, and 29% agreed, that principals provide prompt and timely feedback. Only a small percentage were undecided (6%) or disagreed (6% in total). This suggests that timely communication and responsiveness are commonly practiced and valued, contributing to efficient information flow and problem resolution within the institution. An even higher proportion—71% of respondents—strongly agreed that they are frequently informed of institutional issues, with an additional 18% agreeing. This indicates a high level of transparency and regular information sharing between principals and stakeholders, which is essential for trust-building and participatory governance. The use of modern communication tools by principals was also positively viewed: 53% strongly agreed, and 35% agreed that current technologies are utilized. This 88% approval rate reflects a strong inclination toward embracing digital platforms for efficient communication. Such practices are crucial in contemporary educational leadership, especially in supporting remote learning and virtual engagement when needed. Regarding stakeholder involvement, 65% strongly agreed and 24% agreed that frequent consultation occurs between all parties involved. This suggests a participatory leadership approach, where the views and contributions of staff, students, and other stakeholders are valued in decision-making processes.

6. Summary, Conclusion and Recommendations

6.1 Summary of Findings

The study achieved an 81% response rate (170 out of 210 questionnaires), which is considered robust and reflective of the target population. Female participants made up 58%, while males accounted for 41%, indicating a slight gender imbalance. The majority of respondents held diplomas (35%), followed by degrees (31%), certificates (16%), and master's degrees (18%), suggesting a relatively well-educated workforce. Among 70 teachers, the largest group (36%) had 5–10 years of experience, followed by 29% with 10–

15 years, 21% with over 15 years, and 14% with less than 5 years. 65% of respondents reported participation in educational management training, indicating strong engagement in professional development. 76% of the participants found the training beneficial, suggesting effectiveness in improving leadership capacity, although 18% did not find it useful. 59% of respondents strongly agreed, and 29% agreed that principals provide prompt and timely feedback. A total of 89% felt frequently informed of institutional issues, suggesting effective internal communication. 88% confirmed the use of modern communication technologies, and 89% agreed that there is frequent consultation with stakeholders, pointing to a participatory leadership approach. 71% of respondents strongly agreed that reviewing teaching documents positively impacts academic performance. 65% affirmed the effectiveness of classroom visitation, while 68% endorsed syllabus follow-up. 74% believed the provision of learning materials directly enhances academic performance. 74% of respondents strongly agreed that mentorship programs are available. 71% endorsed motivation initiatives for staff and students. 68% confirmed that staff and students are handled professionally, while 65% appreciated the existence of open dialogue and goal setting within the institution.

6.2 Discussion

The data strongly indicate that effective leadership practices—specifically in communication, administration, and role modeling—positively influence academic performance and institutional development in TVET institutions such as Kaiboi National Polytechnic. The high response rate and level of professional training among respondents lend credibility to the findings. However, the gender imbalance and the 35% who lack in-service training point to areas needing closer attention, especially if leadership styles or outcomes are influenced by these factors. The use of digital tools, frequent feedback, mentorship, and structured administrative oversight reflects a progressive leadership culture. These practices align with transformational leadership theories, which emphasize vision, support, and involvement in achieving organizational goals.

7. Conclusion

The study concludes that strategic leadership practices, particularly prompt communication, stakeholder involvement, routine administrative oversight, and mentorship, are central to enhancing academic performance and institutional growth in TVET institutions. Most participants not only supported the relevance of these practices but also experienced their benefits firsthand.

Despite the generally positive feedback, gaps remain in terms of equitable access to in-service training and the varying perceptions of training effectiveness, which could hinder consistent leadership quality across departments.

8. Recommendations

Ensure that all teaching and administrative staff receive equitable opportunities for professional development in educational management. Tailor training programs to meet specific institutional needs and include practical, context-based leadership scenarios. Address gender imbalances by promoting inclusive participation in decision-making and leadership roles. Monitor whether gender influences leadership experiences and academic outcomes. Maintain the use of current technologies and expand digital platforms to improve responsiveness and feedback mechanisms. Institutionalize mentorship programs for both staff and students. Recognize and reward exemplary leadership and teaching to maintain high morale. Conduct periodic assessments of leadership practices and their impact on academic performance. Gather feedback from students and staff to refine leadership approaches continuously. Promote a participatory culture where staff, students, and community members have input in institutional planning and evaluation.

This study set out to explore how strategic leadership influences academic performance at Kaiboi National Polytechnic, which is a key actor player in Kenya's TVET sector. What became clear through the research is that leadership really does matter. When leaders are intentional, forward-thinking, and inclusive, the entire institution benefits-most importantly, the students. Practices such as effective communication, the right administrative practices and role modeling were revealed to make a real difference. When these practices are embraced, academic performance improves. Proper utilization of these practices ultimately leads to improved results in both learners' achievement and general institutional success. In the end, this study reinforces the idea that strong, strategic leadership is vital for academic success in TVET institutions. For Kaiboi National Polytechnic and others in the country like it, investing in leadership development is necessary for long-term success. By nurturing leadership at every level, institutions can create an environment for both students and staff to thrive.

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Conflict of Interest Statement

The author declares that there are no conflicts of interest regarding the publication of this work.

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