Flexible Human Resource Leadership Style on Performance of Kuppet Principals in Trans-Nzoia County, Kenya

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Abstract
This study was to ascertain the flexible human resource leadership style and performance of KUPPET principals in Trans Nzoia County, Kenya. This study manifestly Therefore, KUPPET principals in Trans Nzoia County, Kenya should endeavor to have smart policies that are aimed to facilitate the pre-deployment with clear identification of roles and further ensure that there is movement re-alignment through cascading of goals throughout the firming systems.

1.1 Introduction
KUPPET Principals, as instructional leader, focus on helping teachers to improve their classroom performance and make academic instruction as their schools' top priority. In was argued that principals need to have the theoretical knowledge, skill and adequate experiences in school leadership and management and/or should have a profile of possession of various trainings on school leadership and management so as to play active and effective leadership style in school improvement programs (Al Khajeh, 2018). Therefore, Principals as educational leader play a pivotal role in the success of the school. In build a strong culture of collaboration and creative problem solving, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students' achievement, develop and Communicate plans for effective teaching, among all staff members and monitor students learning progress and closely work with parents. But it was argued that most schools are characterized by delay; in the beginning time of the instructional process, problem of curriculum coverage, burden of makeup class around the end of the semester, were noticed (Aristovnik, Aleksander; Jaklič, Ksenja, 2013)

Thus, this could contribute to reduce the level of teachers" performance. In supporting this, Bhargavi and Yaseen (2016) argued that, the successful implementation of the curriculum it depends to a large extent, on delegation and sharing decision styles of principals that boost teachers" job opportunities, satisfaction, career commitment and intention to complete the syllabus contents on terms scheduled. In this regard Boeh, Dwertmann, Bruch and Shamir (2015), argued that most principals are hardly seen in their offices executing their duties, they neither delegate duties nor fully communicate to their teachers. Furthermore, it was argued that much of their time was spent on political duties unrelated to the education of students at their school, and requiring much absence from the school site. This seems to reduce the level of performance affecting the teaching and learning process and/or cause undesirable outcome such as failure of student in examination, repetition rate drops out as well as other instructional activities at schools. Hence, the collision of principals" leadership style and teachers' performance as has been a subject of disagreement by researchers.

1.2 Trait Theory
Trait theory is thought to be relevant for this study in order to understand the effect of Democratic autocratic leadership style on performance of KUPPET principals in Trans Nzoia County in Kenya, hence it gives a theoretical background for this study .Trait theory is the approach to study a human personality that identifies & measures the degree to that convinced personality traits; very often recurring patterns of thoughts and behavior of any human, like anxiousness, shyness, pessimist thought, optimist thought, openness to new things that exist from individual to individual (Boeree & George, 2009).Trait theorists believe personality can be understood by positing that all people have certain traits, or characteristic ways of behaving'. (Boundless Psychology. As per the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association, Personality traits are prominent aspects of personality that are exhibited in a wide range of important social and personal contexts. 'In other words, every individual has certain characteristics that partly determine his/her behavior; these characteristics or traits are trends in behavior or attitude of humans that tend to be present regardless of the situation or changing environment (Chiappori & Salanie, 2003).

The early theorists opined that born leaders were endowed with certain physical traits and personality characteristics which distinguished them from non-leaders. Trait theories ignored the assumptions about whether leadership traits were genetic or acquired. Jenkins identified two traits; emergent traits (those which are heavily

dependent upon heredity) as height, intelligence, attractiveness, and self-confidence and effectiveness traits (based on experience or learning), including charisma, as fundamental component of leadership (Christopher, 2009)). Max Weber termed charisma as "the greatest revolutionary force, capable of producing a completely new orientation through followers and complete personal devotion to leaders they perceived as endowed with almost magical supernatural, superhuman qualities and powers". This initial focus on intellectual, physical and personality traits that distinguished non-leaders from leader's portended research that maintained that only minor variances exist between followers and leaders (McGregor, 2003). The failure in detecting the traits which every single effective leader had in common, resulted in development of trait theory, as an inaccessible component, falling into disfavor. In the late 1940s, scholars studied the traits of military and non-military leaders respectively and exposed the significance of certain traits developing at certain times (Daft, 2000).

1.2.1 Style and Behavior Theory

 Style and Behavior Theory, the style theory acknowledges the significance of certain necessary leadership skills that serve as enabler for a leader who performs an act while drawing its parallel with previous capacity of the leader, prior to that particular act while suggesting that each individual has a distinct style of leadership with which he/she feels most contented. Like one that does not fit all heads, similarly one style cannot be effective in all situations. Christopher (2009) introduced three different leadership styles. The employees serving with democratic leaders displayed high degree of satisfaction, creativity, and motivation; working with great enthusiasm and energy irrespective of the presence or absence of the leader; maintaining better connections with the leader, in terms of productivity whereas, autocratic leaders mainly focused on greater quantity of output. Laissez faire leadership was only considered relevant while leading a team of highly skilled and motivated people who excellent track-record, in the past (Feidler & House, 1994).

According Feidler and House (1994), they identified two additional leadership styles focusing effectiveness of the leadership. These researchers opined that consideration (concern for people and relationship behaviors) and commencing structure (concern for production and task behaviors) were very vital variables. The consideration is referred to the amount of confidence and rapport, a leader engenders in his subordinates. Whereas, initiating structure, on the other hand, reflects the extent, to which the leader structures, directs and defines his/her own and the subordinates" roles as they have the participatory role toward organizational performance, profit and accomplishment of the mission (Christopher, 2009). Different researchers proposed that three types of leaders, they were; autocratic, democratic and laissez-faire. Without involving subordinates, the autocratic leader makes decisions, laissez-faire leader lets subordinates make the decision and hence takes no real leadership role other than assuming the position and the democratic leader accesses his subordinates then takes his decision. "He further assumed that all leaders could fit into one of these three categories" Style and Behavior Theory, the style theory acknowledges the significance of certain necessary leadership skills that serve as enabler for a leader who performs an act while drawing its parallel with previous capacity of the leader, prior to that particular act while suggesting that each individual has a distinct style of leadership with which he/she feels most contented. Like one that does not fit all heads, similarly one style cannot be effective in all situations. MSG Experts (2015), introduced three different leadership styles.

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1.2.2 Transformational Theory

Transformational Theory is thought to be relevant for this study in order to understand the effect of laissez faire free leadership style on performance of KUPET principals in Trans Nzoia County in Kenya, hence it gives a theoretical background for this study. Transformational Theory Transformational leadership distinguishes itself from the rest of the previous and contemporary theories (Chiappori & Salanie. 2003), on the basis of its alignment to a greater good as it entails involvement of the followers in processes or activities related to personal factor towards the organization and a course that will yield certain superior social dividend. The transformational leaders raise the motivation and morality of both the follower and the leader (Daft, 2000). It is considered that the transformational leaders "engage in interactions with followers based on common values, beliefs and goals". This impacts the performance leading to the attainment of goal. As per Bass, transformational leader, "attempts to induce followers to reorder their needs by transcending self-interests and strive for higher order needs". This theory conform the Maslow (1954), higher order needs theory. Transformational leadership is a course that changes and approach targets on beliefs, values and attitudes that enlighten leaders" practices and the capacity to lead change (McGregor, 2003). The literature suggests that followers and leaders set aside personal interests for the benefit of the group. The leader is then asked to focus on followers' needs and input in order to transform everyone into a leader by empowering and motivating them. Emphasis from the previously defined leadership theories, the ethical extents of leadership further differentiates the transformational leadership (Chiappori & Salanie. 2003).

The transformational leaders are considered by their capability to identify the need for change, gain the agreement and commitment of others, create a vision that guides change and embed the change. These types of leaders treat subordinates individually and pursue to develop their consciousness, morals and skills by providing significance to their work and challenge. These leaders produce an appearance of convincing and encouraged vision of the future. They are "visionary leaders who seek to appeal to their followers" better nature and move them toward higher and more universal needs and purposes" (Feidler & House, 1994). Process Leadership Theory ;Additional leadership theories with a process focus include servant leadership, leaning organizations, principal centered leadership and charismatic leadership, with others emerging every year. Greenleaf introduced servant leadership in the early 1970s. A resurgence of the discussion of servant leadership was noted in the early 1990s.Process Leadership Theory Additional leadership theories with a process focus include servant leadership, leaning organizations, principal centered leadership and charismatic leadership, with others emerging every year (Christopher,2009). Greenleaf introduced servant leadership in the early 1970s. A resurgence of the discussion of servant leadership was noted in the early 1990s.

1.2.3 Process Leadership Theory

Process Leadership Theory is thought to be relevant for this study in order to understand the effect of paternalistic leadership style on performance of KUPPET principals in Trans Nzoia County in Kenya, hence it gives a theoretical background for this study. Additional leadership theories with a process focus include servant leadership, leaving organizations, principal centered leadership and charismatic leadership, with others emerging every year (McGregor, 2003). Greenleaf introduced servant leadership in the early 1970s. A resurgence of the discussion of servant leadership was noted in the early 1990s.Servant leaders were encouraged to be focused to the anxieties of the followers and the leader should sympathize with them take-care of and nurture them. The leadership was imparted on a person who was by nature a servant (Christopher, 2009).

"The servant leader focuses on the needs of the follower and helps them to become more autonomous freer and knowledgeable". The servant leader is also more concerned with the "have-nots" and recognizes them as equal (Amanchukwu, Stanley & Ololube, 2015). The leaders in leading organizations are to be the steward (servant) of the vision of the organization and not a servant of the people within the organization. Leaders in learning organizations clarify and nurture the vision and consider it to be greater than one-self. The leader aligns themselves or their vision with others in the organization or community at large. These process leadership theories and others that have emerged often suggest that the work of leaders is to contribute to the well-being of others with a focus on some form of social responsibility. There appears to be a clear evolution in the study of leadership. Leadership theory has moved from birth traits and rights, to acquired traits and styles, to situational and relationship types of leadership, to the function of groups and group processes and, currently, to the interaction of the group members with an emphasis on personal and organizational function of groups and group processes and, currently, to the interaction of the group members with an emphasis on personal and organizational moral improvements (McGregor, 2003).

2.1 Autocratic Leadership Style

In Autocratic style of leadership, the leader is the sole determinant of what is done: his main contact with his subordinate occurs when he is giving them instructions. It is a very popular style among manager commanding subordinates and it is still used around the world (Armstrong, 2012). This style basically comes natural to many leaders and brings many benefits, thus many managers start to lead using this style and try to improve on it when pursuing their own development. The style is used when leaders inform their employees what they want done and how they want it attained, without being advised by their followers (Nyoti & Bhau, 2015). Excessive use of authority will decrease productivity in the long-term in the academic library. People either get fed up and leave or fall into malice without creativity and innovation. This style got work done through fear and this style of leadership tells workers what to do and how to do it. According to (Elliott, 2015), he observed that authoritarian leadership is a now outdated form of management that, especially in recent decades, is sure to create a lot of resistance among employees (Ombima, 2014).

The feedback this leader gives to their employees is often negative, not very constructive and is sometimes accompanied by overt anger Lack of Creativity Because the authoritarian leader decides everything themselves and executes it in their own way, they don't give the employees the chance to give their spin on the tasks to be performed (Nwaigwe, 2015). This way, the creative ability of the employee is never developed or discovered and that is a missed opportunity for both the employee and the company (Akor, 2014). After all, creativity stimulates growth and innovation within an organization and also ensures increased productivity. The need that every person has to do meaningful work is also satisfied by developing creativity on the work flow. Demotivating the demotivating feeling that occurs among people who work under an authoritarian leader is partly due to the lack of creative development and partly due to fear of sanctions. The fear of sanctions causes them to be extrinsically negatively motivated. The demotivating circumstances ensure that people under an authoritarian leader often walk away from it (Boehm, Dwertmann, Bruch & Shamir, 2015).

2.1.2 Democratic Leadership Style

The school principal delegates work to teachers according to experience and knowledge. He or she utilizes teamwork, empowerment and collaboration. Democratic leadership style has been observed to be more effective since all are involved in decision making (Boit & Osoro, 2021). However, it is not an appropriate leadership style to be used in time of crisis since it is time consuming due to many meetings and may lead to confusion. Consulting amongst teachers may be misinterpreted to mean that the school principal is unable to make decisions and persuading teachers to work can negatively impact on school performance. Different situations require different leadership techniques and therefore the school principal should employ a leadership style that is relevant to the situation (Elliott, 2015).

One leadership style cannot handle all types of subordinates and therefore the school principal assesses the situation and adapt appropriate behavior which suites at that time. Different schools vary in structure and therefore to achieve academic performance the school principal should assess the situation, study the psychology of subordinates and adapt appropriate leadership style (Otieno, 2016). He or she should consider the school culture which can be fine-tuned to the unique circumstances as well as the school environment. According to Akor (2014) in the study on people management impact on organizational performance established a positive relationship whereas Elliott (2015) conducted a study on challenges faced by school principals when dealing with sponsors in secondary schools discovered a negative relationship thus the focus of this study on leadership styles and performance of secondary schools in Trans-Nzoia County, Kenya.

2.1.3 Laissez Faire

According to Puni Ofei and Okoe (2014), they observed that although laissez fair leadership style gives the employees opportunity to make decisions, it has been described as a negative style of leadership by some scholars, because it indicates absence of leadership, delayed decision making and a lack of effort to encourage employees, motivate them, listen to them or to meet up with their needs. Laissez-fair leaders are leaders who take up leadership positions but have relinquished the duties and the responsibilities they have been assigned Regarding laissez-faire leadership styles, Elliott (2015) highlighted that Laissez-faire leaders do not deliver enough information and resources to their staff which results in employee to employee exchange concerning the job necessities understanding, rules, regulations, policies, and the processes of the job, employees will rarely be directed or motivated, the leader do not hold the responsibility of introducing the plan and the methods of reaching the plan's goals. As the results of the previous studies, the most of the discussions on leadership styles were rehearsed on nongovernment organizations but examine this issue on the government organization is lacking, and the significance of this study is trying to fill this gap in knowledge and find out this kind of leadership style which is more practice in the government organization in Sulaimani city (Haque, Faizan, Zehra, Baloch, Nadda, & Riaz, 2015).

Laissez-faire is another leadership style, which is derived from the French term that means "to let it do". In most management and leadership styles, employee participation is of paramount importance. The laissez-faire style is considered to be at the extreme end of the democratic-style spectrum. Laissez-faire leaders delegate

decision-making powers to followers. This process creates good learning opportunities for followers (Igbaekemen & Odivwri, 2015). The style becomes more effective when employees are highly skilled and motivated, which is when it helps employees thrive at work. Personality traits that influence leadership style are important factors that ultimately affect thriving at work. Conscientiousness explains the desire for accomplishment and its pursuit. This trait is achievement-oriented and is equated with a sense of responsibility. Since the major theme of conscientiousness is achievement-oriented, it would be strongly linked and related to thriving in the workplace (Elliott, 2015).

2.1.4 Paternalistic Leadership Style

International leadership research is at a major crossroads. The quest to define effective leadership has long been an important topic of discussion, but when these discussions drift into different cultural contexts, our current knowledge and insights appear rather limited (Igbaekemen & Odivwri, 2015). One such area in leadership research is paternalistic leadership. Paternalistic leadership is a flourishing. Research area in management literature, but there is still considerable disparity among authors with respect to the definition and effectiveness of paternalistic practices. More than eight decades ago, the human relations movement suggested that if managers focused on employees rather than on mechanistic production, workers would be more satisfied and more productive. These early behavioral management theorists believed that managers should be paternalistic and nurturing to build work groups that are productive and satisfied. On the other hand, at roughly the same time, paternalistic practices would become obsolete as organizations became more bureaucratic and relied on rules and the protection of individual rights (Iqbal, Anwar & Haider, 2015).

According to Sadia and Aman (2018), they suggested within a paternalistic system, obedience is owed to the leader only by virtue of his or her status, and he described paternalism as one of the most elementary types of traditional domination (Khan, Asghar & Zaheer, 2014). He further argued that the rational-legal model of bureaucracy would replace traditional forms of control such as paternalism and that the shift from paternalism based traditional organizations to rational-legal organizations would produce better performance. Studies on paternalism emerging from Asia opposed Weber's purely authoritarian view and argued that paternalistic managers provide support, protection, and care to their subordinates. Zareen Razzaq and Mujtaba (2015) defined paternalism as a father like leadership style in which strong authority is combined with concern and considerateness. More recent research from India, Turkey, China, and Pakistan also suggests that paternalism does not connote "authoritarianism" but rather a relationship in which subordinates willingly reciprocate the care and protection of paternal authority by showing conformity. Recently, Robertson, Birch and Cooper (2012) claimed that paternalism is never completely removed from even the most rational legal organizations and that the benevolent aspect in paternalism may be underappreciated in the Western literature.

2.1.5 Performance of KUPPET Principals

KUPPET is a professional teacher trade union for secondary school teachers and lecturers. It was registered on 26th November 1998 with the registrar of Trade unions under the Trade Unions Act, Cap 223 of the laws of the Republic of Kenya (Saleem, 2015). KUPPET was registered to represent teachers in secondary and tertiary institutions in Kenya who had been agitating for a Union since 1957; it was argued that the Kenya National Union of Teachers had too much on its hands to be of specific value to the needs of post primary teachers (Holmberg et al. 2016). Currently KUPPET has at least thirty Thousand (2072) members in Trans Nzoia, from secondary school teachers, the fraternity of tutors and lecturers in the various tertiary institutions such as polytechnics, technical and primary teacher training colleges. KUPPET represents an attempt by post primary school teachers to make their concerns known. It should aim at influencing educational policies and practices in the direction that is acceptable by its members, towards the improvement not only on issues of remuneration but also on ethical and moral ones, that are critical to any profession (Uchenwamgbe, 2013).

In their comprehensive summary of performance appraisals in the United States of America (USA), Teachers Service Commission (2016), argued that the history of the USA and its fundamentally individualistic culture has had a significant impact on the workplace and performance management practices. Thus, individual performance, accountability and performance linked rewards, form an integral part of the process (Tummers & Knies, 2016). In the USA, appraisals are primarily used for administrative purposes such as awarding merit raises and informing promotion decisions with the use of performance appraisals for developmental purposes remaining rather limited (Sofi & Devanadhen, 2015). The realization that the system for teacher appraisal is skewed against favoring the teacher motivated this research and the subsequent recommendations that the study made. Previously, the teaching service has been under a closed performance appraisal system, where the school head appraised the teacher confidentially. This was shrouded in secrecy as the teacher was not involved in the process. This situation informed the need to review the appraisal process and introduce a more inclusive system (Boit & Osoro, 2021).

3.1 Research Methodology

Research design is the framework of research methods and techniques chosen by a researcher (Kothari, 2011).

The design allowed the researcher to hone in on research methods that are suitable for the subject matter and set up their studies up for success. This study used Correlational research design: Correlational research is a non-experimental research technique that helps researchers establish a relationship between two closely connected variables. This type of research requires two different groups. There was no assumption while evaluating a relationship between two different variables, and statistical analysis techniques calculate the relationship between them. A correlation coefficient determines the correlation between two variables, whose value ranges between -1 and +1. If the correlation coefficient was towards +1, it indicates a positive relationship between the variables and -1 means a negative relationship between the two variables.

3.1.1 Democratic leadership style on performance of KUPPET principals in Trans Nzoia County

When the respondents were asked whether they agree there is limited employee input on performance of KUPPET principals in Trans Nzoia County. Majority 62 (38.8%) of the respondents agreed, while 35 (21.6%) of the respondents were neutral, also 29 (18.1%) of the respondents strongly agreed, a few 20 (12.4%) of the respondents strongly disagreed and finally 15(9.1%) of the respondents disagreed. When the respondents were asked whether they agreement that the work environment had little flexibility make democratic leadership style processes, Majority 51 (32.1%) of the respondents indicated they strongly agree, also 54 (33.8%) of the respondents indicated they agree, while 29 (18.1%) of the respondents indicated they disagree, a few 20 (12.5%) of the respondents indicated they strongly disagree and the remaining 6 (3.5%) of the respondents indicated they were neutral. The researcher asked the respondents to show their level of agreement about their rules adherences in a well-defined democratic leadership style, Majority 58 (36.1%) of the respondents agreed, while 42 (26.4%) of the respondents strongly agreed, also 27 (17.1%) of the respondents disagreed, a few 24 (14.8%) of the respondents strongly disagreed and the remaining 9 (5.6%) of the respondents were neutral. When the researcher also asked the respondents to show their level of agreement regarding the commitment of all KUPPET Principals working as a teamwork, Majority 49 (30.7%) of the respondents strongly agreed, also 42 (26.1%) of the respondents agreed, further 38 (23.8%) of the respondents disagreed, a few 22 (13.6%) of the respondents strongly disagreed, and finally 9 (5.8%) of the respondents were neutral respectively. When the researcher asked the respondents to show in their own opinion whether they agree that the democratic leadership style can have an effect on performance of KUPPET principals in Trans Nzoia County, Kenya, Majority 77 (59 %) of the respondents indicated that democratic leadership style were the main constraints to most of KUPPET principals poor performance by ticking Yes, while the remaining 54 (41%) of the respondents indicated No. When asked to explain most 97(73.9%) of the respondents indicated that democratic leadership style being the main cause of poor performance but also there is need to have an expertise in the area of democratic leadership style management so as to drive the implementation process hence continuous improvement True North. The rest 34 (26.1%) of the respondents abstain from explaining.

Table 1.1: Democratic leadership style on performance of KUPPET principals in Trans Nzoia County, Kenya

Statements	%	SA	A	N	D	SD
Do you agree there is limited Employee inputs in the county	%	18.1	38.8	21.6	9.1	12.4
Are you in agreement that work environment gives little flexibility make democratic leadership style processes.	%	32.1	33.8	3.5	18.1	12.5
Are you in agreement that rules adherence affect democratic leadership	%	26.3	36.1	5.6	17.1	14.8
Are you in agreement that there is commitment from all employees to all Kuppet principal of teamwork.	%	30.7	26.1	5.8	23.8	13.6

Autocratic Leadership Style

3.1.2 Autocratic leadership style on Performance of KUPPET principals in Trans Nzoia County, Kenya

When the respondents were asked whether they were in agreement that their process listening to teachers views can result to better performance to KUPPET principals in Trans Nzoia County, Majority 80 (50.1%) of the respondents strongly agreed, also 61 (38.4%) of the respondents agreed, a few 13 (8%) of the respondents disagreed, further 8 (5%) of the respondents were neutral and the remaining 2 (1.5%) of the respondents strongly disagreed. When asked whether they are in agreement that their balance group and leader on performance based have identified autocratic leadership style options while emphasizing better performance towards continuous improvement, of education in the county Majority 98 (61.2%) of the respondents strongly agreed, while 65 (40.8%) of the respondents agreed, a few 13 (7.9%) of the respondents were neutral, further 7 (4.1%) of the respondents disagreed and the remaining 2 (1%) of the respondents strongly disagreed. This echoes the finding of Olang (2017) who observed that performance is key for any investment.

When the research also asked the respondents to indicate their level of agreement whether their kuppet principals embrace all teachers participation leading to the most promising performance in their future endeavors, Majority 70 (43.5%) of the respondents strongly agreed, while 50 (31.2%) of the respondents agreed, few 15

(9.1%) of the respondents were neutral, further 14 (8.5%) of the respondents strongly disagreed and the remaining 12 (7.8%) of the respondents disagreed. The researcher further asked the respondents to show their level of agreement as to whether their Kuppet principals always endeavors to achieve the best autocratic leadership style goals for future growth, Majority 64 (40.3%) of the respondents indicated that they agreed, while 51 (32.1%) of the respondents indicated that they agree, a few 20 (12.3%) of the respondents indicated neutral, further 16 (9.7%) of the respondents indicated they strongly disagreed and the remaining 12 (7.6%) of the respondents disagreed.

Further when the researcher asked the respondents about their own opinion on whether autocratic leadership style can have an effect on the performance of KUPPET principals in Trans Nzoia County, Kenya, most 73.2% of the respondents were in agreement ticking Yes. While 26.8% of the respondents ticked No. When asked if Yes, they explain 58.3% of the respondents were of the opinion that autocratic leadership style is not the only tool to measure the performance in all KUPPET principals but there are indicators which can also impressed the level of performance such as good customer service, online services and modern technology towards better autocratic leadership style towards achieving more returns on investment hence customer satisfaction.

Table 1.2: Autocratic leadership style on performance of KUPPET principals in Trans Nzoia County, Kenya

Statements		SA	A	N	D	SD
Are you in agreement that employee inputs can result to better performance to KUPPET principals in Trans Nzoia County.	%	50.1	38.4	5	8	1.5
Are you in agreement that performance based has identifying autocratic leadership style options towards better performance	%	61.2	40.8	7.9	4.1	2
Are you in agreement that kuppet principals has the best flexibility leading to the most promising performance in the county	%	40.5	31.2	9.1	7.8	8.4
Are you in agreement that kuppet principals always endeavors to achieve the best performance	%	32.1	40.3	12.3	7.6	9.7

3.1.3 Regression Analysis

To establish the degree of effect of employee motivation for a regression analysis was conducted, with the postulation that: variables are normally dispersed to avoid distortion of associations and significance tests, which was achieved as outliers were not identified; a linear relationship among the independent and dependent variables for accurateness of approximation, which was attained as the standardized coefficients were used in clarification. The expression of multiple regression model was as follows:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$

Performance of all KUPPET principals = β_1 (democratic leadership style) + β_2 (autocratic leadership style) + β_3 (laissez faire   leadership styles) $_+ \beta_4$ (strategy development $_+$ error term.

Regression analysis produced the coefficient of purpose and analysis of variance (ANOVA). Analysis of variance was completed to show whether there is a significant mean variance among dependent and independent variables. The ANOVA was conducted at 95% confidence level.

3.1.4 Model of Goodness Fit

Regression analysis was used to create the strengths of relationship among the performance of all KUPPET principals (dependent variable) and the predicting variables; democratic leadership style, autocratic leadership style, laissez faire   leadership styles and paternalistic leadership style (independent variables). The results showed a correlation value (R) of 0.759 which shows that there is a good linear dependence between the independent and dependent variables. These findings concur with the findings of Teachers Service Commission (2016). This is in line with the findings of Mutai and Osoro (2021), who observed that this also depicted the significance of the regression analysis done at 95% confidence level. This implies that the multiple regression model was important and can thus be used to assess the relationship among the dependent and independent variables. This echoes the findings of Kiplang'at (2016), who detected that analysis of variance statistics scrutinizes the differences among group means and their related procedures.

Table 1.3 Model Goodness of Fit

R	R^2	Adjusted R	Std. Error of the Estimate
0.759	0.706	0.629	0.069

With an R-squared of 0.706, the model shows that democratic leadership style, autocratic leadership style, laissez faire   leadership styles and paternalistic   leadership style can boast up to   70.6% of the differences on performance of KUPPET principals while 29.3% is explained by other indicators which are not inclusive in this study or model. A measure of goodness of fit synopses the discrepancy between observed values and the values anticipated under the model in question. This finding is in line with the findings Mbombua (2015).

4.1 Conclusion

Manifestly, this study concludes that human resource management have ostensibly impacted on the performance of KUPPET principals in Trans Nzoia County, Kenya. The findings realized that KUPPET principals should endeavor to embrace the best motivation that are aimed at propelling their firming systems with a view to satisfy their clients, increase performance and overall enhances their confidence. Hence, democratic leadership style, autocratic leadership style, laissez faire leadership styles and paternalistic leadership style can boast up to 70.6% of the differences on performance of KUPPET principals as explained by other indicators which are inclusive in this study or model. When KUPPET principals deployed human resource management occasioned through democratic leadership style, autocratic leadership style, laissez faire leadership styles and human resource performance of all of KUPPET principals in Trans Nzoia County, Kenya was wedged.

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