

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

Msc Bridgit K. Chebet and Dr. Anthony Osoro

Jomo Kenyatta University Of Agriculture And Technology, Nairobi, 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.

Index Terms- Democratic Leadership Style, Autocratic Leadership Style, Laisser Faire, Paternalistic Leadership Style and performance of KUPPET Principals

I. INTRODUCTION

KUPPET Principals, as instructional leader, focus on helping teachers to improve their classroom performance and make academic instruction as their schools' top priority. It 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), where they observed that fruitful application 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'. As per the Analytical and Algebraic Manual (AAM) of the American Psychiatric Association, Personality traits are protuberant facets of personality that are unveiled in a extensive range of imperative social and personal circumstances. 'In other words, every individual has certain physiognomies that moderately regulate his/her behavior; these features or traits are drifts in assertiveness of humans that tend to be current irrespective of the state or changing environment (Chiappori & Salanie, 2003).

The early philosophers harangued that born leaders were brilliant with convinced bodily traits and personality features which illustrious them from non-leaders. Trait concepts

overlooked the expectations about whether leadership traits were hereditary or developed. Jenkins recognized two traits; embryonic traits such as those which are deeply reliant on upon heredity as tallness, intelligence, allure, and self-confidence and efficiency traits based on skill or information, with charisma, as essential constituent of leadership (Christopher, 2009)). Max Weber labeled charisma as “the utmost groundbreaking force, accomplished of creating entirely new orientation over followers and comprehensive personal devoutness to leaders they professed as brilliant with nearly enchanted paranormal, prodigious qualities and authorities”. This original focus on scholarly, corporeal and personality traits that illustrious non-leaders from leader’s foreshadowed consideration that upheld that only negligible variances exist amongst followers and leaders (McGregor, 2003). The catastrophe in sensing the traits which each solitary real leader had in common, occasioned in development of trait theory, as an unreachable constituent, dwindling into discredit. In the late 1940s, intellectuals studied the traits of soldierly and non-soldierly leaders correspondingly and bare the justification of certain traits emerging at certain eras (Daft, 2000).

1.2.1 Style and Behavior Theory

Style and Behavior Theory is thought to be relevant for this study in order to understand the effect of democratic leadership style on performance of KUPET principals in Trans Nzoia County in Kenya, hence it gives a theoretical background for this study. Style and Behavior Theory, the style theory recognizes the implication of certain essential leadership skills that serve as enabler for a leader who makes an act though drawing its equivalent with preceding size of the leader, previous to that precise act while portentous that each discrete has a divergent style of management with which she textures most pleased. Like one that fixes not appropriate all heads, likewise one stylishness cannot be actual in all circumstances. Christopher (2009) announced three diverse leadership styles. The employees plateful with democratic leaders exhibited high degree of gratification, ingenuity, and motivation; working with inordinate passion and energy notwithstanding of the incidence or nonattendance of the leader; upholding better acquaintances with the leader, in terms of efficiency whereas, autocratic leaders mostly fixated on healthier quantity of output. Laissez faire leadership was solitary careful relevant while leading a team of extremely skilled and inspired individuals who excellent track-record, in the ancient (Feidler & House, 1994).

According Feidler and House (1994), they recognized two extra leadership styles focusing efficacy of the leadership. These scholars harangued that echo such as concern for people and association behaviors and initiation structure anxiety for production and duty behaviors were very energetic variables. The thought is mentioned to the amount of sureness and rapport, a leader stimulates in his juniors. Whereas, introducing structure, on the other hand, imitates the extent, to which the leader edifices, directs and defines his/her own and the juniors’ roles as they have the participating role to organizational performance, profit and achievement of the mission (Christopher, 2009). Diverse scholars projected that three types of leaders, they were; autocratic, democratic and laissez-faire. Without including juniors, the autocratic leader makes decisions, laissez-faire leader lets juniors make the choice and hence incomes no real

leadership role other than presumptuous the place and the democratic leader admittances his juniors then receipts his result. “He further expected that all leaders could appropriate into one of these three groups” Style and Behavior Theory, the style theory concedes the implication of certain essential leadership skills that assist as enabler for a leader who performs an act while drawing its equivalent with preceding ability of the front-runner, preceding to that particular act while signifying that each discrete has a divergent style of leadership with which he textures most pleased. Like one that does not appropriate all heads, likewise one style cannot be real in all circumstances. MSG Experts (2015), presented three diverse leadership styles.

The employees portion with democratic leaders exhibited high degree of gratification, inspiration, and motivation; working with inordinate eagerness and energy notwithstanding of the existence or absence of the leader; upholding better networks with the leader, in terms of output whereas, autocratic leaders chiefly fixated on better quantity of output. Laissez faire leadership was only careful pertinent while leading a team of extremely skilled and motivated individuals who admirable track-record, in the historical. According to Feidler & House (1994), acknowledged two extra leadership styles converging efficacy of the leadership. These scholars harangued that contemplation such as anxiety for people and relationship behaviors and instigation structure e.g. anxiety for production and task behaviors were very essential variables. The contemplation is mentioned to the extent of confidence and rapport, a leader stimulates in his juniors. Whereas, introducing structure, on the other hand, replicates the scope, to which the leader edifices, directs and defines his own and the juniors’ roles as they have the partaking role near organizational performance, profit and triumph of the mission (Goldsmith & Yamane, 1968). Diverse scholars projected that three types of leaders, they were; autocratic, democratic and laissez-faire. Without including juniors, the autocratic leader sorts choices, laissez-faire leader lets juniors make the choice and hence receipts no real leadership role other than presumptuous the site and the democratic leader admittances his juniors then takes his choice. “He additional implicit that all leaders influence adequate into one of these three categories” Style and Behavior Theory.

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Laissez faire leadership was only measured significant while important a team of highly expert and motivated individuals who brilliant track-record, in the past. Feidler &

House (1994), recognized two extra leadership styles converging efficacy of the leadership. These scholars discoursed that reflection of individuals and affiliation behaviors and origination edifice of production and chore behaviors were actual vibrant variables (Chiappori & Salanie. 2003). The contemplation is mentioned to the quantity of self-assurance and affinity, a leader stimulates in his juniors. Whereas, starting edifice, on the other hand, replicates the magnitude, to which the leader edifices, guides and defines her own and the juniors' roles as they have the participating role to organizational performance, yield and achievement of the mission. Diverse scholars projected that three types of leaders, they were; autocratic, democratic and laissez-faire. Without including juniors, the autocratic leader brands choices, laissez-faire leader lets juniors make the choice and hence receipts no real leadership role other than presumptuous the site and the democratic leader admittances his juniors then proceeds his choice. "He additional implicit that all leaders might adequate into one of these three groups" (McGregor, 2003).

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 extricates herself from the respite of the preceding and contemporary theories (Chiappori & Salanie. 2003). The foundation of its configuration to a superior good as it necessitates participation of the followers in procedures or actions interrelated to individual factor to the institute and a progression that will produce positive superior communal surplus. The transformational leaders increase the motivation and ethics of both the supporter and the leader (Daft, 2000). It is careful that the transformational leaders "participate in interfaces with followers founded on communal standards, principles and goals". This influences the performance foremost to the accomplishment of goal. As per Bass, transformational leader, "efforts to persuade followers to rearrange their desires by exceeding self-interests and endeavor for sophisticated order needs". This theory imitate the Maslow (1954), complex order desires theory. Transformational leadership is a sequence that changes and approach targets on beliefs, values and attitudes that enlighten leaders" performs and the size to main change (McGregor, 2003). The literature proposes that groups and leaders set apart personal benefits for the assistance of the group. The leader is then requested to emphasis on groups' wants besides input in directive to transform all into a leader by enabling and motivating them. Weight from the earlier defined leadership theories, the virtuous extents of leadership additional segregates the transformational leadership (Chiappori & Salanie. 2003).

The transformational leaders are measured by their ability to identify the necessity for revolution, gain the arrangement and pledge of others, create a vision that monitors revolution and implant the revolution. These types of leaders treat juniors separately and pursue to improve their realization, morals and assistances by providing justification to their work and challenge. These leaders yield an entrance of undoubted and fortified vision of the forthcoming. They are "visionary leaders who pursue to appeal to their supporters" improved nature and move them to

sophisticated and more worldwide needs and resolutions" (Feidler & House, 1994). Process Leadership Theory ;Added leadership theories with a procedure emphasis include servant leadership, inclined governments, principal aligned leadership and magnetic leadership, with others developing every year. Greenleaf announced servant leadership in the early 1970s. A renaissance of the conversation of servant leadership was famous in the early 1990s. Process Leadership Theory Added leadership theories with a procedure emphasis include servant leadership, inclined administrations, principal aligned leadership and magnetic leadership, with others developing every year (Christopher, 2009). Greenleaf announced domestic leadership in the early 1970s. A renaissance of the conversation of domestic leadership was distinguished 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 KUPET principals in Trans Nzoia County in Kenya, hence it gives a theoretical background for this study. Further leadership theories with a procedure emphasis include domestic leadership, exit administrations, principal aligned leadership and magnetic leadership, with others developing every year (McGregor, 2003). Greenleaf announced domestic leadership in the early 1970s. A renaissance of the conversation of help leadership was distinguished in the early 1990s. Retainer leaders were invigorated to be fixated to the concerns of the groups and the leader ought to empathize with them take-care of and cherish them. The leadership was conveyed on a person who was by fauna a servant (Christopher, 2009).

"The retainer leader emphases on the wants of the supporter and assistances them to become more independent freer and conversant". The retainer leader is also more anxious with the "have-nots" and distinguishes them as equivalent (Christopher, 2009). The leaders in important officialdoms are to be the go-between of the vision of the institute and not a retainer of the individuals within the group. Leaders in knowledge officialdoms clarify and cherish the vision and contemplate it to be superior to one-self. The leader bring into line themselves or their vision with others in the institute at large. These procedure leadership theories and others that have arose often propose that the work of leaders is to sponsor to the comfort of others with a emphasis on some form of communal accountability (McGregor, 2003). There seems to be a vibrant progress in the study of leadership. Leadership theory has enthused from birth traits and privileges, to assimilated traits and styles, to situational and affiliation types of leadership, to the purpose of clusters besides group procedures and, presently, to the interface of the cluster members with an prominence on personal and institutional purpose of clusters and cluster procedures and, presently, to the interface of the cluster members with an prominence on personal and institutional moral perfections.

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 dictatorial leadership is a nowadays obsolete form of administration that, particularly in modern eras, is sure to generate a lot of confrontation amongst employees (Ombima, 2014).

The feedback this leader stretches to their employees is frequently undesirable, not very productive and is occasionally escorted by evident annoyance nonexistence of inspiration since the authoritarian leader chooses everything themselves and implements it in their peculiar way, they don't give the employees the chance to give their gyration on the errands to be performed (Nwaigwe, 2015). This way, the inspired aptitude of the employee is never industrialized or exposed and that is a wasted opportunity for equally the employee and the corporation (Akor, 2014). After all, inspiration rouses progress and modernism within an institutional and also ensures augmented efficiency. The need that every individual has to do expressive work is also pleased by emergent inspiration on the work movement. Disheartening the discouraging sensitivity that occurs amongst individuals who work under a dictatorial leader is partially due to the absence of imaginative progress and comparatively due to distress of endorsements. The distress of endorsements reasons them to be extrinsically damagingly motivated. The discouraging conditions ensure that individuals under a dictatorial leader frequently 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 alternative leadership style, which is resulting from the French stint that means "to let it do". In best managing and leadership styles, employee involvement is of supreme prominence. The laissez-faire style is well-thought-out to be at the life-threatening end of the democratic-style range. Laissez-faire leaders delegate policymaking powers to supporters. This procedure makes good knowledge chances for supporters (Igbaekemen & Odivwri, 2015). The style develops more real when employees are highly expert and motivated, which is when it assistances employees embellishment at work. Nature traits that inspiration leadership style are significant factors that eventually affect flourishing at work. Meticulousness explains the wish for triumph and its chase. This trait is achievement-oriented and is associated with a sense of accountability. Since the foremost theme of assiduousness is achievement-oriented, it would be powerfully linked and connected to flourishing in the workstation (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 "despotism" 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 instructive procedures and norms in the way that is adequate 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 participants strongly agreed, a few 20 (12.4%) of the participants 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 participants agreed, while 42 (26.4%) of the participants strongly agreed, also 27 (17.1%) of the participants 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 amongst the autonomous and reliant on 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:

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

Performance of all KUPPET principals = β_1 (democratic leadership style) + β_2 (autocratic leadership style) + β_3 (laissez faire leadership styles) + β_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 generate the strengths of relationship amongst 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 outcomes displayed a correlation worth (R) of 0.759 which displays that there is a good linear dependence between the autonomous and reliant on variables. These discoveries concur with the findings of Teachers Service Commission (2016). This is in stroke with the discoveries of Mutai and Osoro (2021), who’s experiential that this also portrayed the insinuation of the regression analysis completed at 95% confidence level. This proposes that the multiple regression model was imperative and can thus be rummage-sale to measure the affiliation amongst the reliant on and autonomous variables. This reverberations the discoveries 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 synopsis 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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AUTHORS

First Author – Msc Bridgit K. Chebet, JOMO KENYATTA
UNIVERSITY OF AGRICULTURE AND TECHNOLOGY,
NAIROBI, KENYA

Second Author – Dr. Anthony Osoro, JOMO KENYATTA
UNIVERSITY OF AGRICULTURE AND TECHNOLOGY,
NAIROBI, KENYA