This study aimed to investigate the effects of leadership styles on teachers’ job performance and satisfaction in public secondary schools in Nakuru County and determine if the principals’ leadership style(s) affected teachers’ job performance in terms of accomplishing a given task and job satisfaction. More specifically the study determined the principals’ leadership style(s) using the transformational leadership and transactional models and the effect on teachers’ motivation in terms of achievement, competency, status, personal worth, and self-realization in public secondary schools. The findings of this study are expected to benefit among others, school heads and teachers among other stakeholders who will get first-hand information on effects of leadership styles on teachers’ job performance based on job satisfaction and motivation. Additionally, the general public will increase their knowledge and help them understand the role of effective school leadership on teachers’ job performance and satisfaction. It will also benefit other researchers who would want to carry out research on similar topics. The objectives of this study were on leadership styles, teachers’ job performance, job satisfaction and motivation. A descriptive research design was used and a case study approach adopted. The target population of interest was 21 public secondary schools registered in Nakuru Municipality. A non-probability sampling technique or method was used for this study. The study purposively selected 7 public secondary schools and 20 respondents from each of the schools as being representative of the target population. Data was collected using the questionnaire method. Quantitative data was analyzed through the use of descriptive statistics which included frequencies, percentages and means as measures of central tendency, while the qualitative data was analyzed through the use of content analysis. The analyzed data was presented using tables and bar charts. Among the key findings of this study was that teachers who lack enthusiasm are unable to teach effectively, making students not to learn well. It also showed that principals’ attitude of not considering teachers’ suggestions in decision making made teachers lose interest in their job. The study recommends that the Ministry of Education should seek ways to improve job satisfaction of teachers in the middle of their teaching profession by improving working conditions and giving them more opportunities
for training. Principals should be able to work with others to implant the vision into the structures and processes of the school. They should be able to communicate the vision to the staff of what their schools should become.