

**EFFECT OF HEADTEACHERS' LEADERSHIP STYLES ON TEACHERS
PERFORMANCE IN PRIVATE AND PUBLIC PRIMARY SCHOOLS: A CASE
STUDY OF MIGORI COUNTY.**

BY

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ABSTRACT

This study aimed at investigating the effects of head teachers' leadership styles on teachers' performance in public and private schools in Migori County and to determine if the principals' leadership styles affected teacher's job performance. More specifically the study sought to determine the principals' leadership styles using the transformational leadership and transactional models and their effect on teachers' motivation in terms of achievement, competency, status, personal worth, and self-realization in public and private schools. The findings of this study is expected to benefit among others, school heads, 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 challenges faced by teachers. A descriptive research design was used. The target population is 151 public and private schools registered in Migori County. Data was collected through the questionnaire method and interview. Quantitative was analyzed through the use of descriptive statistics which includes 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. The study concludes that there is a need for leaders in learning institutions to contribute not only in terms of knowledge or ideas but also in making the right decisions and respond to changes. The school principals' role is to promote academic performance.

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