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Relationship between the Head Teacher's Individualized Consideration and Learners' Academic Performance in Primary Schools in Kericho County, Kenya

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Abstract:

The purpose of the study is to investigate relationship between headteacher's individualized consideration and learners' academic performance in primary schools in Kericho County, Kenya. The study was based on the transformational leadership theory. Transformational leadership theory links the competences of the leader of an organization to the results or performance of the organization. The study employed convergent parallel mixed methods design. The target population consisted of 801 headteachers (524 public schools and 277 private schools) and 5933 teachers in the primary schools, 31 CSOs, 6 TSC Sub County directors and 6 MOE Sub County directors in Kericho County. Simple random and stratified sampling were used to sample 86 head teachers, Purposive sampling was used in selecting 172 teachers, 10 CSOs, 6 TSC Sub County directors and 6 MOE Sub County directors in Kericho County from Kericho County. Data was collected using questionnaires and interview schedules. Quantitative data was analyzed using descriptive and inferential statistics such as Pearson's correlation moments and regression. Qualitative data was analyzed using thematic analyzed. The study concluded that headteachers' individual consideration does not have a statistically significant relationship with learners' academic performance in primary schools in Kericho County.

Keywords: Individualized consideration, learners, performance

1. Introduction

Individual consideration requires follower development through guidance, coaching and teaching is a key indicator of factor (Kirkbride, 2006). This is the first factor of transformational leadership style. The individual judgment leaders show high concern for their followers, treating them as individuals, and know well about them and listen to their concerns and ideas (Hoffman, and Frost, 2006). This leadership approach dealing with basic transformational leadership behaviors treat individuals as important contributors to the organization. Judge and Piccolo (2004) emphasizing individual considerations as a stage faced by leaders for the needs of each employee, their mentor, and listening to their concerns. (Slaughtering, 2009) stressed that in recent years the business market has become uncertain and turbulent due to the global economic crisis. Therefore, corporations must maintain valuable human capital during the economic crisis and use existing knowledge and experience to minimize the costs associated with a specific commitment that result in high separation. To be able to compete with an uncertain and adventurous external environment of progressive and adaptive thinking, in which every employee is a transformational leader, focusing on easy team orientation and flexible structures with excellent communication and ethical decision-making.

Jiang, Zhao, and Ni (2017) state that individual considerations are the creation of appropriate and supportive environments in which individual differences and needs are considered, and the followers' thoughts are appreciated. Besides, they state that individual considerations arise in which school heads provide support, encouragement, and development for teachers and students and the rest of society. Besides, Tourish and Pennington (2002) state that individual considerations include the ability of teachers' bosses to take care of every imitator, i.e. teacher teachers and non-teacher staff, giving them personal attention, school head reacts and appreciates the needs and celebrates this achievement (Kamola, 2016). An individual approach is also the result of continuous commitment and normative engagement (Njoroge, Gachunga, and Kihoro, 2015). This is a call to offer followers personal attention to understanding the individual words and the difference in adjusting the impact, on the other hand, when the school head meets the needs of others before their own needs. According to Day (2011), the quality of leadership offered by school directors affects the school's success and future, which is recognition for students depending on models to follow school principals and knowledge transfer agents.

1.1. Statement of the Problem

In Kenya, the performance of primary school learners has not been impressive, despite the government's efforts to ensure quality leadership in schools. This happens when it is quite clear that the Headteacher leadership plays an integral role in the global education sector. There is a relationship between the transformative leadership competence of high school principals and the academic performance of the student. Similarly, other studies conducted at the regional level on the competencies of the head teacher transformation leaders in terms of students' academic performance have shown that there are better results in national examinations. As a result, MOEST with global partners launched training of headteachers at the national level for school improvement plans on the use of ineffective leadership and management tablets in primary schools, which aimed to strengthen primary school leadership and responsibility for improving learning outcomes. 1.3 million Children under SIP benefit from improved teaching-learning contributions. Kericho County has 80 of the primary schools in this program. In addition, a fairly large number of schools in Kericho County have performed poorly in KCPE over the past five years. Studies in Kericho county revealed that Secondary school principals possess transformational leadership competencies, however, limited studies are available in Kericho county pertaining to the connection between headteacher's transformational leadership competences and learners' primary school's academic performance. For this reason, the researcher found out that this study was necessary for filling the knowledge 'gap'. Therefore, the sole purpose of this study was to investigate relationship between head teacher's individualized consideration and learners' academic performance in primary schools in Kericho County, Kenya.

2. Literature Review

Elliott (2015) found that improving the effectiveness of teaching is essential to improve student performance, reform leadership, improve the achievements of training teachers, which increase the teacher's time, and improve accountability is a requirement in the results of students. However, if students get a high-quality education at school, the school leadership needs to be improved under the direction of individual directors (Henard and Roseveare, 2012). Day, (2011) also noted that good teaching and overall effective leadership are the only tools necessary for consistent school performance. Matthews and Lewis, (2009) conclude at the same time that school organization and environment of the school, depending on the school head's approach, affect student achievement the head teacher's leadership skills in terms of individualized leadership variables influence school management, teaching organization and school climate which in turn directly affects student achievement. Oyetunji and Anderson (2006) stressed that parents are very important in running schools, but he claimed that the headmaster should be the initiator and facilitator of parents.

Every involvement in the school's affairs, individual leadership competences of the school directors influence greatly the parent's lack of commitment to the school's affairs. However, if the headteacher is not transparent and responsible to his parents, he distances himself from school matters. Individualized inclusion means developing supporters through teaching, mentoring or coaching are the main indicator of this factor (Kirkbride, 2006; Hoffman & Frofst, 2006). Individualized inclusion is the first factor in transformational leadership competence. The individualized opinion leader shows great attention for his supporters, listen to their worries and opinions, knows them well and treat them as individuals (Ogola, 2017).

Individualized considerations concern vital transformational leadership behaviors, treating persons as significant participants in the institution. Leaders who utilized this kind of leadership, provide due support to the needs of their employees and train them for development sustainability (Kirkbride, 2006; Hoffman & Frofst, 2006). In summary, the leader who dedicates personal concern to his support staff reflects the behavior of every employee individually and initiates commitment in the long-term growth of every worker (Hoffman and Frofst, 2006; Kirkbride, 2006). Nakimuli-Mpungu, Mutamba, Othengo and Musisi (2009) in a research to investigate the impact of communication on employees' performance in organizations in which the case study is a mobile telephone network (MTN), both quantitative and qualitative methods were used in the research, 86 respondents made up of all 23 managers, all 11 department managers, and 50 employees. The findings indicated that communication had a positive effect on employee perform. Therefore, the use of communication in the company turned out to have a positive influence on employee performance. The research recommended that organizations act with great and effective communication that involves employees in decision-making and avoids bureaucratic tendencies, and that leaders should use the required information for their supporters.

Tahir (2015) examined the different leadership traits of transactional and transformational leadership, and analyzed empirically the impact of each leadership style on performance of organizational. The research included a sample of 800 participants interviewed. With reference to Transformational Leadership, the results of the research showed that the Act of Individual Recognition of Transformational Leadership have no significant impact on employee performance. The ultimate finding from the empirical analysis is that transformational leadership has a positive impact on employee productivity and, therefore, influence the performance of an organizational. A review of relevant literature (Kauffman & Bachkirova, 2008) suggests that mentoring can be assessed on the basis of observable or physical events and further from the perspective of mental-emotional growth and Behavioural development.

There are four major reasons why the relationship between mentoring and the performance of small and medium-sized enterprises (SMEs) is examined. The interdisciplinary nature of mentoring has led to a few number of evidence-based research from research areas leadership development, business management and psychology, and workplace research focuses majorly on executive mentoring (McLaughlin, 2010). Individual results refer to the individual's ability to attain goals such as resilience, good financial performance, wide market share, product quality and high profit. The firm's goals differ based on the reason for which they were built. The main goals of business organizations are profit, growth, stability, and survival. Consequently, to boost a valuable worker with a particular performance

challenge, develop new skills, and take it necessary - often challenging Behavioural changes. Venkatraman and Ramanujam (1986) presented in their research methods for measuring organizational results, such as financial results, business results, and organizational efficiency, it was adopted as a measurement for organizational performance (Wang, Waldman and Zhang, 2014).

This research will highlight organizational performance as a dependent variable measured by financial results in terms of profitability, using dimensions such as ROI, ROS, ROE, ROA ROI and in terms of turnover measurement, such as total asset turnover, fixed assets turnover, debtor turnover, creditors turnover and stock turnover. Further, non-financial performance will also be taken into account in the measuring organizational performance. Non-financial performances that will be considered encompass employee motivation and satisfaction, a favourable working environment, organizational reputation, professional attraction to organizational corporate social responsibility, and consumer experience.

Crompton, Smyrniotis, & Bi, (2012) investigated the impacts of mentorship on SME growth and performance. The authors reported a relationship between employee's confidence and mentorship and further pointed out that mentorship, as an influencing factor to employee's confidence level, has no direct impact on the organizational performance and growth. The results showed the effectiveness of qualitative approaches by finding that mentoring experience and knowledge, as well as trust generated throughout the linkages are as significant to the results like the hard and bottom line results.

Further, the study recommended that entrepreneurs and organizations who do mentorship report should derive practical benefits that ultimately result in the productivity of real-time workers. Pradeep and Prabhu (2011) made a comparison between selected and private industry business with data collected from 43 middle-level managers and 156 subordinates to examine the connection between laissez-faire leaderships, transactional, transformational, and employee performance through regression and correlation analysis. The findings showed that the transformational leadership style has strong connection with performance results.

Consequently, the individual consideration given to each support staff by the leaders tends to improve employee satisfaction level and the effectiveness at 1 percent

Significance level. However, the research concentrated on a selected firms, and thus, a wide field of study would enlighten further on the different items researched. Recognition has been reported over time as one of the policies that business can use to improve on their employees' performance and thereby boost the productivity of the organization. (Meyer & Peng, 2006). Besides, along with the current global economic trend, most employers realized that their organizations' results have a big impact on the organization's success in order for their organizations to compete in their favor. On the other hand, employee performance in any organization is crucial not only for the development of the organization but also for the development of individual employees (Meyer and Peng, 2006). Individualized leaders cause the need for change and growth among subordinates (Shadraconis, 2005).

Education Watch (2004) argued that due to the individual consideration and competence of the school headmaster or inadequate headmistress supervision of teaching, school heads could contribute to improving student learning. Through individual skillful consideration of performance analysis and relevant data, the school heads can provide teachers with a significant direction that can have a profound effect on learning that takes place in the classroom, because students' learning is the primary function of the school, effective supervision of teaching is out of the most critical roles of individual consideration of the headmaster. However, schools are to ensure equal access to high-quality educational programs for all pupils; the headteacher must bring the teacher to account for the provision and appropriate and well-planned good programs (Danielson, 2011).

These programs include the validity of teaching strategies designed to meet the diverse needs of all students in our complex society. The school head takes into account the individual approach to ensuring the coverage of the curriculum, establishing and maintaining the quality of teaching/learning. Individual considerations of the headteacher must encourage employees to measure teaching and learning performance using agreed performance indicators. These include success rates in Kenya of primary education certificates (KCPE) and local exams, low repetition, and abandonment, among others, as underlined (Otieno, *et al.*, 2015).

2.1. Theoretical Framework

The theory of transformational leadership is based on research on the charismatic leadership that Weber investigated, claiming that the authority of charismatic leader depends on whether they are perceived as possessing unique qualities that distinguish them from others. These leaders often appear in times of crisis and convince others to follow them. James MacGregor Burns (1978) introduced the concept of transformational leadership. He studied political leaders in the United States and suggested that leadership can be expressed in two different forms, transformational or transactional leadership, which in his opinion, were opposites. Transactional leaders have exchanged relations with their supporters.

This exchange can be financial, psychological, or political, and the money can be exchanged for productivity, praise for loyalty, or promises of voting, but regardless of exchange, the relationship between the leader and the imitator lasts no more than exchange. It does not create a deeper relationship between the leader and the imitator. To change, Burns argued, another form of leadership is required: transformational leadership.

The transformational leader speaks to the values of a devotee and must be part of a group with a higher goal. Pointing to problems related to the current situation or status quo and painting a convincing vision of the future, which reflects the values of their supporters, transformational leaders help their supporters to meet expectations to realize their

vision (Tafvelin, 2013). Ever since Burns introduced the concept of transformational leadership, many theories have evolved in his footsteps, and several theoreticians have proposed versions of transformational leadership, including (Burns & Burns, 2008).

The most known and most widely used one is Bass's transformational and transactional leadership theory (Hamilton, 2010). The transformational leadership model contains four elements: idealized influence, inspirational motivation, intellectual stimulation, and individual approach. Bass also said that leaders are encouraging supporters to go beyond self-interest for the benefit of the team or organization. Transformational leaders are working on transforming man and the economy. In the organization, they generate visions, missions, goals, and culture, which contributes to the ability of individuals, groups, and organizations to 'practice their values and serve the purpose' (Bass & Bass, 2008). These leaders are credible leaders who generate commitment from the supporters, resulting in the sense of shared purpose. The leader's ability to inspire, motivate, and support the commitment to a common goal is crucial. Several studies have documented essential links between transformational leadership and organizational operation.

3. Methodology

3.1. Research Design

The research adopted the convergent parallel design of mixed methods. Convergent parallel design of mixed methods is a type of mixed method approach in which the researcher combines or integrates qualitative and quantitative data to develop a detailed description of the research question (Creswell, 2014). Implementing a convergent design of mixed methods is a strategy where qualitative and quantitative data are collected in parallel, analyzed separately and then combined. This study design was chosen primarily because the researcher collected and analyzed both qualitative and quantitative data in the same phase of the research process and then combined the two sets of results into a general interpretation. The aim of the convergent approach was to obtain varied but supplementary data on the same field of study in order to improve the understanding of the research question. In this approach, the researcher generally collects all the data sources at about the same time and then combines the information in the analysis of the overall results. This is because both qualitative and quantitative data have different types of information. The mixed research method is a form of study in which researchers combine elements of qualitative and quantitative views, data collection and analytical inference techniques to achieve 'broad and long-term' understanding and collaboration (Schoonenboom & Johnson, 2017). It is a research method that consists of collecting, analyzing and incorporating both quantitative and qualitative. The quantitative research design can be used to study how many people participate in certain behavior patterns, while qualitative methods can help researchers understand how and why the behavior occurs (Sutton and Austin, Qualitative Research: Collecting, Analyzing, and Managing data, 2015). By mixing quantitative and qualitative data, the researcher gains a broader range and level of understanding and confirmation, while eliminating the specific weaknesses of each approach.

3.2. Target Population

The study was done in primary schools in Kericho County. The target population covered 6 sub-county TSC directors, 6 sub-county Ministry of Education directors, 31 CSOs, 801 headteachers, and 4271 teachers in 801 primary schools (444 performing schools, 80 schools under School Improvement Programme; and 277 private schools) in Kericho County

3.3. Sample Size and Techniques

Stratified sampling technique was adapted whereby strata, namely TSC sub-county directors, Ministry of Education Sub-county directors, CSOs, and headteachers, were utilized. Schools were stratified as performing schools, schools under School Improvement Programme (SIP); and private schools. All three categories of schools' sample were selected using a simple sampling technique. The simple random sampling technique was employed in the selection of headteachers and teachers.

3.4. Data Collection Instruments

The study used questionnaires, interviews, and observation checklists.

3.4.1. Questionnaire

Data was collected using a questionnaire. It was developed by the researcher and was administered to the headteachers and teachers. Questionnaire was appropriate because the participants are literate and able to fill the questionnaires on their own. It also saves time and provides uniformity on how research items are designed and thus ensuring comparability in the process.

3.4.2. Interview Schedules

Interview schedule questions were designed to collect information from the TSC sub-county directors and the Ministry of Education Sub-County Directors and CSOs. Interviews were found to be flexible and allow in-depth analysis from relatively small sample size and placing focus on research and views of participants.

3.4.3. Observation Checklist

An observation checklist is a list of things that the researcher is going to look at when observing a school. This list was prepared by the researcher.

3.5. Data Analysis Techniques and Procedures

Data were analyzed both qualitatively and quantitatively. Quantitative data is the value of data in the form of number or frequency in which every data set has a specific number associated with it (Labaree, 2009). Quantitative analysis data were obtained from the demographic section of the research tools, and other closed questions were analyzed using descriptive statistics such as frequency and percentages. The researcher utilized inferential and descriptive statistics for data analysis. Inferential statistics use a random sample of data taken from a population to describe and make inferences about the population.

4. Data Analysis and Discussion

Sex	Headteachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	54	69.2	72	46.8
Female	24	30.8	82	53.2
Total	78	100	154	100

Table 1: Gender of the Respondents (N1 = 78; N2 = 154)

Table 1 shows that 69.2% of the headteachers and 46.8% of the teachers were male, while 30.8% of the headteachers and 53.2% of the teachers were female. The results suggest that there were more male headteachers than females and that there were more female teachers than males. The study ensured that there was gender parity in the collection of data.

4.1. Head Teachers Individual Consideration

The results from the headteachers on the Professional Development Influence of Headteachers are as presented in Table 4.2.

N	Min	Max	Mean	Std. Deviation	
Attend head teachers seminars/workshops	78	2.00	5.00	4.4359	.71332
Give subordinates personal attention	78	2.00	5.00	4.1923	.75692
Understand teachers' individual differences	78	3.00	5.00	4.1667	.74584
Make teachers feel valued	78	2.00	5.00	4.3590	.70203
Interested in academic issues and talking to teachers	78	2.00	5.00	4.3846	.72490
Visible both in the classrooms and corridors	78	2.00	5.00	4.1299	.81678
Create a peaceful atmosphere at school	78	2.00	5.00	4.4231	.69356
Consider teachers' needs before my own needs.	78	3.00	5.00	4.2949	.77475
Set high standards and communicates it to everyone at school.	78	3.00	5.00	4.3590	.68328
Treat teaches as respectful members of our school	78	3.00	5.00	4.5256	.61843
Solve problems by compromising	78	1.00	5.00	3.3377	1.46548
Valid N (list wise)	78				

Table 2: Head Teachers Individual Consideration

The results in Table 2 from the headteachers' responses show that the statement suggesting that they attended headteachers' seminars/workshops recorded a mean score of 4.4359. The value is far much more than the 3.0 neutral mean score. This suggests that according to the majority of the headteachers, they attended headteachers seminars/workshops. The results are contrary to a study by Nyaboka (2011), who found out that headteachers did not participate in seminars/workshops as required and recommended more in-service headteachers through workshops. The results in Table 2 from the headteachers' responses show that the statement suggesting that they give subordinates personal attention recorded a mean score of 4.1923. The value is far much more than the 3.0 neutral mean score. This indicates that the majority of the headteachers give subordinates personal attention. The findings are similar to those in a research by Oduk (2016), who reported that some headteachers were effective since they paid more attention to their association with subordinates than the job. They paid special attention to every individual staff's necessity for growth and achievement by acting as a mentor or coach.

The results in Table 2 from the headteachers' responses show that the statement suggesting that they understand teachers' differences recorded a mean score of 4.1667. The value is far much more than the 3.0 neutral mean score. This suggests that the most of the headteachers understand teachers' individual differences in their respective schools. The results are in line with Aguya (2014)'s observations that leaders who took time to understand teachers' individual

differences effectively contributed to learners' academic performance. The results in Table 4.2 from the headteachers' responses show that the statement suggesting that they make teachers feel valued recorded a mean score of 4.3590. The value is far much more than the 3.0 neutral mean score. This suggests that most of the headteachers make teachers feel valued in their respective schools. Gerver (2019) observed that most school managers made attempts to make their teachers feel valued. This sprung from the premise that if a teacher feels valued, the headteacher does not need to worry about motivating them. These teachers will know how to stay motivated.

The results in Table 4.2 from the headteachers' responses show that the statement suggesting that they were interested in academic issues and talking to teachers recorded a mean score of 4.3846. The value is far much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers were interested in academic issues and talking to teachers in their respective schools. The results are in line with Aguya (2014)'s findings that headteachers were keen on academic issues and discussed this aspect with the teachers always.

The results in Table 4.2 from the headteachers' responses show that the statement suggesting that they were visible both in the classrooms and corridors recorded a mean score of 4.1299. The value is much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers were visible both in the classrooms and corridors in their respective schools. The findings resonate with those of Page (2015) who reported that learning was highly variable: in some cases, they were formalized and included of senior leaders moving around corridors making a stop in every classroom; at other times random classes would be entered; sometimes they would focus on a specific theme such as feedback, others would be generalized; sometimes observers would observe without interaction. The scholar added that successful headteachers know that leading by example is essential. Teachers and support staff watch what their leaders do because they want to know whether the leaders' actions are consistent over time and to test whether their leaders do as they say. The results in Table 4.15 from the headteachers' responses show that the statement suggesting that they create a peaceful atmosphere at school recorded a mean score of 4.4231. The value is much more than the 3.0 neutral mean score. This indicates that the majority of the headteachers create a peaceful atmosphere at school in their respective schools. The findings are similar to those in a research by Kor and Opere (2017), where it was found out that most of the headteachers took the task of creating and maintaining an environment seriously, and this included ensuring a good and calm atmosphere. The results in Table 4.2 from the headteachers' responses show that the statement suggesting that they consider teachers' needs before my own needs recorded a mean score of 4.2949. The value is much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers consider teachers' needs before my own needs in their respective schools.

The results in Table 4.2 from the headteachers' responses show that the statement suggesting that they set high standards and communicates it to everyone at school recorded a mean score of 4.2949. The value is much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers set high standards and communicates it to everyone at school in their respective schools. The findings are similar to those in a research by Nzambi (2012), who observed that in most schools, Headteachers provided necessary resources for learning and communicated confidently. The results in Table 4.2 from the headteachers' responses show that the statement suggesting that they treat teachers as respectful members of their school recorded a mean score of 4.5256. The value is much more than the 3.0 neutral mean score. This suggests that the majority of the headteachers treat as respectful members of their respective schools. The results are in agreement with that in a study by Nooruddin (2014) whereby it was established that the majority of the headteachers treated their teachers with respect, and this helped cultivate a good working relationship.

The results in Table 4.2 from the headteachers' responses show that the statement suggesting that they solve problems by compromising recorded a mean score of 3.3377. The value is much more than the 3.0 neutral mean score. This indicates that the majority of the headteachers solve problems by compromising in their respective schools. The results were in agreement with a study by Kara (2013), who established that in most of the schools, the compromising strategies have also been used in solving problems facing employees.

4.2. Teachers' Responses on Head Teachers Individual Consideration

The results showing teachers' responses towards the headteacher's intellectual stimulation were as provided in Table 3.

	N	Min	Max	Mean	Std. Deviation
Give subordinates personal attention	148	1.00	5.00	4.1014	.78020
Understand teachers' individual differences	149	1.00	5.00	4.2081	.85642
Make teachers feel valued	147	1.00	5.00	4.2857	.76749
Interested in academic issues and talking to teachers	147	3.00	5.00	4.3673	.75925
Visible both in the classrooms and corridors	149	1.00	5.00	4.1275	.79940
Create a peaceful atmosphere at school	149	3.00	5.00	4.3691	.74751
Consider teachers' needs before my own needs.	149	1.00	5.00	4.0336	.88849
Treat teaches as respectful members of our school	149	2.00	5.00	4.3020	.75966
Solve problems by compromising	149	1.00	5.00	3.6443	1.27911
Valid N (list wise)	145				

Table 31: Teachers' Responses on Head Teachers Individual Consideration

The responses from teachers, as provided in Table 3, suggest that the statement implying that headteachers' task of giving subordinates personal attention influenced learners' academic performance in their respective primary schools recorded a mean score of 4.1014.

The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, headteachers' task of giving subordinates personal attention had an influence on learners' academic performance. The responses from teachers, as provided in Table 3, revealed that the statement implying that headteachers' understanding of teachers' differences influenced learners' academic performance in their respective primary schools recorded a mean score of 4.2081. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, headteachers' understanding of teachers' differences influenced learners' academic performance. The responses from teachers, as provided in Table 3, revealed that the statement implying that headteachers' approach of making teachers feel valued had an influence on learners' academic performance in their respective primary schools recorded a mean score of 4.3673.

The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, headteachers' headteachers' approach of making teachers feel valued influenced learners' academic performance. The responses from teachers, as provided in Table 3, revealed that the statement implying that headteachers' interest in academic issues and talking to teachers influenced learners' academic performance in their respective primary schools recorded a mean score of 4.3673. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, headteachers' interest in academic issues and talking to teachers influenced learners' academic performance.

The responses from teachers, as provided in Table 3, revealed that the statement implying that headteachers' visibility in both the classrooms and corridors influenced learners' academic performance in their respective primary schools recorded a mean score of 4.1275. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, headteachers' visibility in both the classrooms and corridors influenced learners' academic performance.

The responses from teachers, as provided in Table 3, revealed that the statement implying that headteachers' creation of a peaceful atmosphere at school influenced learners' academic performance in their respective primary schools recorded a mean score of 4.3691. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, headteachers' headteachers' creation of a peaceful atmosphere at school influenced learners' academic performance.

The responses from teachers, as provided in Table 3, revealed that the statement implying that headteachers' consideration of teachers' needs before my own needs influenced learners' academic performance in their respective primary schools recorded a mean score of 4.0336. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, headteachers' consideration of teachers' needs before my own needs influenced learners' academic performance. The responses from teachers, as provided in Table 3, revealed that the statement implying that headteachers' treatment of teachers as respectful members of our school influenced learners' academic performance in their respective primary schools recorded a mean score of 4.3020. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, headteachers' treatment of teachers as respectful members of our school influenced learners' academic performance.

The responses from teachers, as provided in Table 3, revealed that the statement is implying that the headteachers' approach of solving problems by compromising influenced learners' academic performance in their respective primary schools recorded a mean score of 3.6443. The mean score was much higher than the 3.0 neutral mean score. The results suggest that in the majority of the primary schools, headteachers' approach to solving problems by compromising influenced learners' academic performance.

5. Conclusion

The study concludes that headteachers' individual consideration does not have a statistically significant relationship with learners' academic performance in primary schools in Kericho County. This conclusion arises from the fact that in some schools, headteachers' did not give subordinates personal attention, and in a number of schools, they failed to understand teachers' individual differences. Interestingly, in some schools, the headteachers failed to take an interest in academic issues and talking to teachers and to create a peaceful atmosphere at school.

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