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THE EXPLORATION OF HOW HEAD TEACHERS' INDIVIDUALIZED CONSIDERATION INFLUENCES STUDENTS' ENGAGEMENT IN EXTRACURRICULAR ACTIVITIES IN PUBLIC PRIMARY SCHOOLS IN MOROGORO MUNICIPALITY, TANZANIA

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Abstract: **This study sought to examine the effect of individualized consideration of head teachers on students' engagement in extracurricular activities in public primary schools in Morogoro Municipality, Tanzania. The study was guided by Transformational Leadership Theory and individualized consideration in particular. Individualized consideration refers to the recognition of individual needs and the provision of personalized assistance, guidance, mentorship and developmental opportunities. Pragmatism research philosophy and mixed methods were adopted in order to collect both quantitative and qualitative data. The study involved 218 respondents: 196 teachers and 22 head teachers. Data were collected through distribution of questionnaires among teachers and interviews with head teachers. Quantitative data were analyzed using descriptive statistics while qualitative data – thematically. It has been found out that individualized consideration of head teachers has a positive effect on students' engagement in extracurricular activities. Head teachers consider individual needs of learners in organizing activities, provide guidance and mentorship, assure equal opportunity for participation, listen to the suggestions of teachers and students and adapt activities according to the individual interests and abilities of learners. Moreover, it has been found out that head teachers support teachers responsible for extracurricular programs, provide resources needed, promote continuous improvement and long-term planning in order to make sure that the programs are sustainable. Findings of interviews have confirmed these results. Head teachers pay attention to recognition of students' talents and interests, individualized guidance, communication, teacher support, resource mobilization and program planning. Thus, the study has revealed that individualized consideration creates a favorable environment for the engagement of students in extracurricular activities. Recommendations of this study include the need for head teachers to pay special attention to individualized guidance, recognition of talents and interests of learners, equality in participation opportunities and extracurricular programs support.**

Keywords: **Individualized consideration; head teachers; students' engagement; extracurricular activities; transformational leadership; public primary schools.**

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1. INTRODUCTION

Individualized consideration is one of the key dimensions of transformational leadership and refers to the ability of leaders to take into account the needs, abilities, interests, and circumstances of individuals. Leaders with individualized consideration provide personalized assistance, encouragement, guidance, recognition, and development opportunities for individuals. In the field of education, this means the establishment of supportive relationships, empathy, and the creation of an inclusive environment where all members of the educational community feel recognized and valued (McCarthy et al., 2024).

Worldwide, recent studies have proved that transformational leadership in schools contributes to the creation of supportive cultures and relationships, motivation and participation of the members of the educational community. Individualized consideration plays a vital role in schools because learners differ in talents, interests, abilities and levels of motivation. Using individualized consideration, leaders of schools can recognize potential of learners, encourage their participation, recognize their achievements and provide opportunities for engagement in various programs (McCarthy et al., 2024). This is especially true for extracurricular activities as learners have the possibility to develop socially, emotionally, physically, creatively and to work in teams (Jamaludin & Melati, 2025).

In Africa and East Africa, school leadership is essential for the holistic development of learners in case of lack of resources and opportunities to engage in school activities. Adoption of supportive and participatory leadership practices will contribute to the creation of the environment of encouragement and involvement in both academic and non-academic programs. However, there is very limited literature regarding individualized consideration and the engagement of learners in extracurricular activities.

In Tanzania, heads of schools coordinate school programs and provide an environment for academic and non-academic development of learners. Recent studies have revealed that transformational leadership practices, including individualized consideration, have a positive effect on learners' results and the creation of a supportive school environment (Kayombo et al., 2025). Other recent studies focus on the connection between school leadership, teacher professionalism and academic results (Sagin et al., 2026). While the importance of school leadership is acknowledged, very little attention is paid to individualized consideration and encouragement of the participation of learners in extracurricular activities.

In Morogoro, various aspects of educational leadership and school performance have been studied. However, very limited attention has been paid to the way how head teachers recognize individual talents, interests and needs of learners and encourage their participation in extracurricular activities in public primary schools. This creates an empirical and contextual gap in the existing literature. Therefore, this study examines the effect of individualized consideration of head teachers on the engagement of students in extracurricular activities in public primary schools in Morogoro Municipality, Tanzania.

2. RESEARCH QUESTION

What is the effect of individualized consideration of head teachers on the engagement of students in extracurricular activities in public primary schools in Morogoro Municipality?

3. THEORETICAL FRAMEWORK

The study is guided by Transformational Leadership Theory that has been developed by Burns and further expanded by Bass. The theory places special emphasis on the ability of leaders to motivate, inspire, support and develop their followers. One of the dimensions of this theory is individualized consideration.

Individualized consideration refers to the fact that leaders recognize the needs, abilities, interests and aspirations of individuals. As a result, leaders provide personalized attention, mentorship, guidance, encouragement and development opportunities for each of them. In the context of the school environment, this means that heads of schools recognize talents of learners, understand barriers to participation, encourage unwilling learners, support learners with specific abilities and recognize achievements of learners.

Transformational Leadership Theory is relevant to this study since students have different interests and abilities to participate in extracurricular activities. While some of them are interested in sports, others may be interested in music, debates, drama, environmental clubs or leadership programs. Using individualized consideration, heads of schools can recognize these differences and provide appropriate encouragement and support.

Hence, it can be assumed that in case head teachers demonstrate individualized consideration by recognizing talents and interests of students, giving individual encouragement, listening to the concerns of students, offering guidance and mentorship, recognizing students' achievements and providing opportunities for equal participation, learners will be motivated, included in the school life and ready to participate in extracurricular activities.

4 EMPIRICAL LITERATURE REVIEW

Individualized consideration as a dimension of transformational leadership refers to the extent to which leaders recognize individual differences and provide learners with personalized attention, mentorship, encouragement, guidance and support depending on their needs, abilities, interests and aspirations. In schools, individualized leadership can motivate learners, create a sense of belonging and readiness to participate in academic and extracurricular programs. Recent studies show that personalized attention and supportive leadership can motivate learners and encourage their participation in school activities (Nurlina et al., 2024; Ndjoonduezu & Murangi, 2025). Worldwide, individualized consideration is connected with increased student engagement, commitment and perseverance although most of studies consider it as a part of transformational leadership (Angwaomaodoko, 2025).

In Africa, individualized consideration becomes increasingly important for the motivation and participation of students using personalized support, encouragement and positive leader–student relationships. Leaders that understand differences of learners and provide appropriate guidance create supportive environments for participation in school programs (Mukuna et al., 2025). Similarly, recent evidence from East Africa indicates that individualized mentorship, recognition and taking into account differences of learners can increase trust, emotional engagement and motivation to participate in co-curricular activities (Bulle et al., 2025). However, most of literature from Africa and East Africa considers general student engagement, academic results and leadership effectiveness without paying special attention to the sustained participation of students in extracurricular activities.

In Tanzania, recent evidence reveals the role of individualized leadership practices such as personal attention, mentorship, encouragement and recognition in the participation of learners and their commitment to school activities (Aron & Amos, 2024; Mbwambo et al., 2026). However, most of studies conducted in Tanzania consider individualized consideration as a part of transformational leadership practices or in connection with academic and general school results but not with the sustained participation of students in extracurricular activities. On a local level, especially in Morogoro Municipality, there is very limited empirical evidence on the influence of individualized consideration of head teachers on the continued participation of students in extracurricular activities in public primary schools. This creates a contextual and empirical gap that is to be filled by the present study exploring the influence of individualized consideration of head teachers on the engagement of students in extracurricular activities in public primary schools in Morogoro Municipality, Tanzania.

5. METHODOLOGY

Pragmatism research philosophy has been adopted as the study aimed at collecting both quantitative and qualitative evidence about the influence of individualized consideration of head teachers on the engagement of students in extracurricular activities in public primary schools in Morogoro Municipality (Creswell & Creswell, 2023). Convergent mixed methods design has been used that includes 218 respondents, of which 196 were teachers providing quantitative data through questionnaires while 22 were head teachers providing qualitative data through interviews. Teachers have been chosen as the participants of the study as they can observe the engagement of students in extracurricular activities and the leadership practices of head teachers while head teachers provide detailed information about recognizing individual differences of students, encouraging and guiding them and their participation in extracurricular programs.

The study was carried out in public primary schools in Morogoro Municipality, Tanzania. Quantitative data have been coded and analyzed using descriptive statistics to reveal teachers' perception of individualized consideration of head teachers and students' engagement in extracurricular activities. Qualitative data obtained from head teachers have been analyzed thematically in order to explain leadership practices related to recognition of individual differences of students, encouraging and guiding them, supporting their talents and participation in extracurricular activities. A combination of quantitative and qualitative findings has helped to obtain a holistic picture of the effect of individualized consideration on engagement.

Validity has been ensured through proper sampling, proper development of research instruments, expert review, and adoption of established research procedures (Creswell & Creswell, 2023). The questionnaire has been pre-tested before

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collecting data, and its reliability has been estimated using Cronbach's Alpha. The reliability coefficient was 0.896, which exceeded the minimal acceptable level of 0.70 and indicated a high level of internal consistency (Trizano-Hermosilla & Alvarado, 2024). Ethical principles have been followed throughout the whole research process through obtaining informed consent from participants, maintaining confidentiality and anonymity, voluntary participation, and using collected data for academic purposes only.

6. DISCUSSION AND FINDINGS

The Influence of Individualized Consideration on The Sustainability of Extracurricular Activities

This section presents findings about the role of individualized consideration that is a component of transformational leadership in the enhancement of extracurricular activities in public primary schools. Data have been collected using a structured questionnaire and analyzed using frequencies, percentages and mean scores. The findings reveal to what extent teachers perceive the contribution of heads of schools to providing individualized support, attending to needs of teachers and students, mentoring and recognizing individual talents in enhancing extracurricular activities. The findings are provided in the table below.

Table 1 Individualized Consideration, in Enhancing Extracurricular Activities (n=196)

N	STATEMENT	D		N		A		MEAN
		F	%	F	%	F	%	
1	The head teacher considers individual student needs when planning extracurricular activities.	1	(5)	8	(4.1)	187	(94.9)	2.95
2	The head teacher provides support to teachers managing extracurricular programs.	1	(5)	13	(6.6)	182	(92.4)	2.92
3	The head teacher offers guidance and mentorship to students involved in activities.	1	(5)	11	(5.6)	184	(93.4)	2.93
4	The head teacher ensures equal opportunities for all students to participate.	0	(0)	6	(3.0)	190	(96.4)	2.97
5	The head teacher listens to suggestions from teachers and students regarding activities.	0	(0)	13	(6.6)	183	(92.9)	2.93
6	The head teacher provides resources needed to sustain extracurricular programs.	1	(5)	12	(6.1)	183	(92.9)	2.90
7	The head teacher adapts extracurricular programs to meet diverse student interests.	1	(5)	17	(8.6)	178	(90.4)	2.93
8	Teachers receive personal support from the head teacher in managing activities.	1	(5)	13	(6.6)	182	(92.4)	2.92
(9	The head teacher encourages continuous improvement of extracurricular programs.	2	(1.0)	11	(6.6)	183	(92.9)	2.92
10	The head teacher promotes long-term planning for extracurricular sustainability.	2	(1.0)	11	(5.6)	183	(92.9)	2.92

Key: D: Disagree **N:** Neutral **A:** Agree

Source: Field Data 2026)

6.1 The Head Teacher Considers Individual Needs of Students when Organizing Extracurricular Activities

According to the findings, 187 teachers (94.9%) agreed and the mean was 2.95, which indicates that head teachers consider individual needs of students when organizing extracurricular activities. This was confirmed by Head Teacher O (HT O), interviewed on 21 May 2026, who said*: "Students have different talents and interests; therefore, as a school leader I ensure that extracurricular activities are organized in such a way that every student could develop his or her potential."* This finding is in line with the findings by Nurlina et al. (2024) and Ndjoonduezu and Murangi (2025) who pointed to the importance of recognizing individual differences of learners. This finding is also consistent with the Transformational Leadership Theory and individualized consideration, which presupposes response to individual needs and potential.

6.2 The Head Teacher Supports Teachers Who Manage Extracurricular Programmes

The findings revealed that 182 teachers (92.4%) agreed, and the mean was 2.92, which means that head teachers support teachers who organize extracurricular programmes. This was confirmed by Head Teacher Q (HT Q), interviewed on 25 May 2026, who stated: *"Teachers who organize extracurricular activities need cooperation with the school administration. I ensure they get necessary guidance, encouragement and assistance in performing their responsibilities."* This finding is consistent with the findings of Mukuna et al. (2025) and Nurlina et al. (2024) who emphasized the importance of leadership support. Concerning Transformational Leadership Theory, this finding implies individualized consideration as teachers receive personalized guidance and encouragement.

6.3 The Head Teacher Provides Guidance and Mentorship to Students Involved in Activities

The findings revealed that 184 teachers (93.4%) agreed, and the mean was 2.93, which means that head teachers provide guidance and mentorship to students participating in extracurricular activities. According to Head Teacher M (HT M), interviewed on 28 May 2026, *"My role is not only to manage school programs but also to guide students and assist them in developing confidence, discipline and leadership skills through extracurricular activities."* This finding is consistent with the findings of Bulle et al. (2025) and Ndjoonduezu and Murangi (2025) who identified guidance and mentorship as key factors promoting students' confidence and participation. This finding is also consistent with the Transformational Leadership Theory where mentoring and individualized support are essential elements of individualized consideration.

6.4 The Head Teacher Ensures Equality of Participation Opportunities for All Students

The findings revealed that 190 teachers (96.4%) agreed, and the mean was 2.97, which is the highest-rated statement. It was confirmed by Head Teacher G (HT G), interviewed on 20 May 2026, who stated: *"In our school, we encourage all students to join activities depending on their interests and abilities because every learner has his or her talents and should be able to develop them."* This finding is consistent with the findings of Mukuna et al. (2025) and Aron and Amos (2024) who underlined the importance of equality of opportunities for learners. This finding is also consistent with Transformational Leadership Theory where individualized consideration implies recognizing individual differences and providing learners with development opportunities.

6.5 The Head Teacher Takes into Account Suggestions from Teachers and Students Concerning Activities

The findings revealed that 183 teachers (92.9%) agreed, and the mean was 2.93, which means that head teachers take into account suggestions from teachers and students concerning extracurricular activities. According to Head Teacher E (HT E), interviewed on 28 May 2026, *"Students and teachers are the main participants in extracurricular activities and their opinions and suggestions help improve the activities offered at school."* This finding is consistent with the findings of Bulle et al. (2025) and Nurlina et al. (2024) who emphasized the importance of communication and taking into account stakeholders' opinions. This finding is consistent with Transformational Leadership Theory where individualized consideration is underlined.

6.6 The Head Teacher Provides Necessary Resources for Extracurricular Programmes Implementation

The findings revealed that 183 teachers (92.9%) agreed, and the mean was 2.90, which means that head teachers provide necessary resources for organizing and implementing extracurricular programs. Even though this finding implies the lowest mean, it can be considered positive due to the high percentage of agreement. This finding is consistent with the findings of Aron and Amos (2024) and Mbwambo et al. (2026) who emphasized the importance of resources and leadership support for sustaining school programs. Concerning Transformational Leadership Theory, this finding implies individualized consideration due to the leaders' response to practical needs of teachers and students.

6.7 The Head Teacher Adjusts Extracurricular Programmes According to Learners' Interests and Abilities

The findings revealed that 178 teachers (90.4%) agreed, and the mean was 2.93, which means that head teachers adjust extracurricular programs according to learners' diverse interests and abilities. Even though this finding implies the lowest percentage of agreement among the ten statements, it shows a good practice. This finding is consistent with the findings of Ndjoonduezu and Murangi (2025) and Bulle et al. (2025) who pointed to the importance of recognizing learners' diverse interests and abilities. This finding is also consistent with the Transformational Leadership Theory where the leaders' response to unique characteristics and developmental needs of individuals is expected.

6.8 Teachers Get Personal Support from the Head Teacher in Organizing Extracurricular Activities

The findings revealed that 182 teachers (92.4%) agreed, and the mean was 2.92, which means that teachers get personal support from head teachers in organizing extracurricular activities. According to Head Teacher T (HT T), interviewed on 20 May 2026, "I always communicate with teachers responsible for different activities to know about their problems and give them the necessary support." This finding is consistent with the findings of Mukuna et al. (2025) who underlined the importance of personalized leadership support for successful implementation of school programs. This finding is also consistent with Transformational Leadership Theory where individualized consideration is implied.

6.9 The Head Teacher Promotes Continuous Improvement of Extracurricular Programs

The findings revealed that 183 teachers (92.9%) agreed, and the mean was 2.92, which means that head teachers promote continuous improvement of extracurricular programs. This finding was confirmed by Head Teacher I (HT I), interviewed on 26 May 2026, who said: *"We often evaluate our extracurricular activities, find out the challenges and implement improvements that could make them more beneficial for the learners."* This finding is consistent with the findings of Nurlina et al. (2024) who underlined the importance of leadership support for continuous development. This finding is also consistent with Transformational Leadership Theory where head teachers encourage development through identifying learners' needs and implementing improvements.

6.10 The Head Teacher Promotes Long-Term Planning for Extracurricular Sustainability

The findings revealed that 183 teachers (92.9%) agreed, and the mean was 2.92, which means that head teachers promote long-term planning for extracurricular sustainability. According to Head Teacher A (HT A), interviewed on 25 May 2026, *"For the extracurricular activities to be successful in the future, the school leaders should promote planning, resource mobilization and make sure that the future students will benefit from the programs."* This finding is consistent with the findings of Aron and Amos (2024) and Mbwambo et al. (2026) who pointed to the importance of planning, resource mobilization and sustainability of school programs. This finding is consistent with Transformational Leadership Theory.

7. CONCLUSION

The study concludes that the individualized consideration of head teachers is crucial for encouraging students' participation in extracurricular activities in public primary schools in Morogoro Municipality. The findings based on the ten statements revealed a rather high level of agreement among teachers from 90.4% to 96.4% with mean scores from 2.90 to 2.97. It means that the individualized consideration was generally practiced by head teachers and provided a supportive environment for students' participation in extracurricular activities.

It was found that head teachers consider individual needs of students, provide them with guidance and mentorship, ensure equality of participation opportunities, listen to their and teachers' suggestions, and adjust the programs according to diverse interests and abilities of learners. The interviews confirmed the results of the survey. For instance, HT O said that learners have different talents and interests, while HT G noted that all learners are encouraged to participate in extracurricular activities depending on their interests and abilities. Besides, HT M pointed to the importance of guidance in developing learners' confidence, discipline and leadership skills. Therefore, individualized consideration and providing learners with personalized support can encourage their participation in extracurricular activities.

The study also concludes that the individualized consideration is not limited by the direct support of learners. Head teachers provide support to teachers responsible for extracurricular activities, provide necessary resources, communicate with them in order to learn about their problems, encourage continuous improvement of programs and promote long-term planning for sustainability. The interviews with HT Q, HT T, HT I, and HT A confirmed that the administrative guidance, communication, resource mobilization, evaluation and planning are essential in maintaining extracurricular activities. It means that students' engagement does not depend only on their willingness to participate but also on the leadership support for teachers and general school environment.

8. RECOMMENDATION

Based on the findings and conclusions made in the study, it is recommended that head teachers should enhance individualized consideration by systematically identifying learners' diverse talents, interests, abilities, and participation needs while planning and implementing extracurricular activities. Head teachers should provide equality of opportunities, individualized guidance and mentorship, listen to learners' and teachers' suggestions, and ensure the availability of

appropriate resources and supportive conditions for participation. They should also collaborate with teachers who manage extracurricular programs in order to identify participation barriers, provide necessary support, conduct regular evaluation, and adjust programs to meet diverse interests of learners. Such practices would create a supportive school environment for students' participation in extracurricular activities.

9. AREA FOR FUTURE RESEARCH

In future research, attention will be paid to the effect of individualized consideration on participation of students in extracurricular activities in public primary schools, specifically looking at the impact that individualized guidance, mentoring, resources, and identification of the different abilities of learners have on their participation. This research may also involve investigating the problems head teachers encounter in applying individualized consideration.

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