

Teacher Transition to Headship: Understanding the Dynamics in Public Basic Schools in Effutu Municipality

Sarah Vivian Davis Chintoh, Evelyn Obeng-Afari

Department of Educational Administration and Management University of Education, Winneba School of Education and Life-Long Learning

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.90700096>

Received: 29 June 2025; Accepted: 03 July 2025; Published: 01 August 2025

ABSTRACT

The study examined the dynamics of teacher transition to headship in public basic schools in the Effutu Municipality. The concurrent mixed method design was employed in this study and data was gathered using a questionnaire and semi-structured interview guide. Expert sampling technique (headteachers), proportionate stratified random sampling (teachers at the rank due for headship) technique used to select 116 (73 teachers at the rank due for headship and 40 headteachers and 3 SISO's) with 109 respondent rate representing (93.96 % respondent rate) from the target population of 183 professionals (48 headteachers, 95 teachers at the rank due for headship including assistant headteachers, and 40 education officers (SISO's). Criterion sampling technique was used to select twelve (12) respondents for the purpose of generating qualitative data. Data was collected using close ended questionnaire and semi-structured interview guide. Quantitative data were analysed using the statistical package for social sciences (SPSS) and result presented in the form of descriptive statistics using means, percentages and frequency counts. Four levels of coding (open or initial coding, focused coding and category development, axial and thematic coding and development of theoretical concepts) were used to analyse the qualitative data. Findings from the study show the transition process of headteachers is poorly structured and characterized by bias in the selection process, unpreparedness of aspirants, and lack of training programmes for selected applicants. The study also established that challenges with material resources in addition to deficiencies in administrative and managerial skills among headteachers compromise their role performance. Based on the findings, the study recommends that the Effutu Education Directorate should organize pre and post training programmes for headteachers when they are appointment and also provide them the needed material resources to function.

Keywords: Teacher, transition, headship, public, basic, schools, Effutu Municipality

INTRODUCTION

Globally, school heads play a pivotal role in the advancement of their educational institutions. School heads are often credited for the success of their institutions and vice-versa in the event that the contrary happens. This means that how school heads manage and perform their administrative roles significantly impact their school as established in a plethora of studies. Headteachers' roles have often been described as complex, daunting, and multidimensional (Moos, 2013; Qutoshi & Khaki, 2014). For the reason above, both actors and implementers of educational policies in developed and developing countries take keen interest in how suitable heads are selected to manage the affairs of educational institutions effectively. According to Day and Sammons (2016), educational leaders should possess some form of multifaceted skills to enable them function effectively. These include; influencing skills to motivate people and speak in public, learning skills to read rapidly, thinking and processing information skills. They also include; facilitation skills to listen, recognize potential, build teams and alliances as well as; creative skills to envision, inspire, empower and align people, principles and processes towards the attainment of the institutional goals.

Most developed countries have policies and mechanisms in place to ensure that headteachers selected for schools meet some standards that positions them to meet the educational needs of the 21st century. In England, for instance, teachers who aspire to be heads go through an intensively structured model that encompasses training,

certification, choosing, appointing, orientation and in-service training. These are strictly adhered to whenever school heads are selected (Bolam, 2004; National Professional Qualification for Headship [NPQH], 2012). Also, while pre-service training is a core requirement for some developed countries such as the United States of America, England, and Finland and not necessarily a master's degree, other countries, eg. Portugal and Hungary, require both to be eligible for school headship (Tai & Abdull Kareem, 2020).

Conversely, selection of school heads in developing countries including Ghana has often been described as ineffective as established in a plethora of studies. Reports indicate that the selection process is mainly subjective, has little or no regard for pre-service training or other training programmes, is biased, is politically manipulated, and is based on preferences rather than merit (Saglam, Geçer & Bag, 2017; Godwyll, Larson & Ahwireng, 2013; Lattuca 2012).

Newly appointed heads of schools usually face a number of challenges on assumption of duty. These are as a result of some challenges in the selection process of transitioning teachers into headship positions. These include, but not limited to poor interpersonal relationships, lack of managerial skills, role shock, and role tension (Aggrey-Fynn, 2022; Gentilucci et al., 2013). It is also important to note that the challenges faced by newly appointed headteachers invariably affect them in the performance of their roles and expose their weaknesses in school management and administration. This implies that headteachers need to be supported in diverse ways to live up to their expectations as required by stakeholders.

The role of the classroom teacher differs from that of a headteacher. The classroom teacher has the responsibility of teaching and ensuring learning, whereas the headteachers responsibility is to oversee the day to day administrative and managerial affairs of the school. Classroom teachers are more often than not likely to become the heads of public basic schools in Ghana. After assuming duty, the differences in roles and responsibilities always create role gaps.

The work schedule of head teachers has been formulated by the Ministry of Education and the Ghana Education Service since 1995 through the introduction and implementation of the headteachers' handbook (Oduro, 2003). The purpose of the handbook is to define and support the work of the head teachers. However, the implementation of the handbook has not met the objective of equipping the head teachers with the knowledge, skills and attitudes required for their job.

Consequently, headteachers resort to trial and error as means to overcome their struggles in performing their roles for which they were appointed. These expose them to a number of challenges in the process of performing their roles; having ripple effect on teaching and learning in the school. The problem therefore is that classroom teachers assume headship roles and are expected to play multiple roles with little or no training which tends to affect their performance. These happenings pose serious challenges for headteachers ranging from admission procedures, personnel development through to poor relationship with communities (Tawiah, 2012).

Outside Ghana, there have been some studies conducted on teacher transition to headship in other African countries (Abere, 2006; Kioko, 2011; Psomas & Jaka, 2016) as well as other European countries such as (Hohner, 2016; Armstrong, 2016), little is known about this phenomenon in Ghana, particularly Effutu Municipality. Previous studies in Effutu Municipality (Lonyian & Kuranchie, 2018; Kwapong & Mensah, 2018; Osei & Mensah, 2018), did not address the link between the deficiencies in the experiences of teachers during their transition to headship and their challenges as headteachers. These focuses on the challenges faced by heads, but there is not known studies in Ghana on the preparation of these heads that happen to be engulfed with a similar problem.

This underscores the need to carry out this study to investigate how teachers in public basic schools in the Effutu Municipality are prepared during the process of transition to headship and how they perform their administrative and management roles when they assume such positions.

Objectives of the study

The objectives of the study are to:

1. investigate the nature of teacher transition to headship in public basic schools within the Effutu Municipality.
2. investigate the challenges experienced by heads of public basic schools in the Effutu Municipality during their transition to headship.

Research Questions

From the research objectives, the following research questions were raised to guide the study:

1. What is the nature of teacher transition to headship in public basic schools within the Effutu Municipality?
2. What challenges do heads of public basic schools in the Effutu Municipality experience during their transition to headship positions?

METHODOLOGY

This study adopted a mixed method approach; the reason being that it permits the researcher the liberty to select the methods, techniques, and procedures of research that helped in answering the research questions and achieving the purpose for which the study was conducted (Creswell, 2013). This research approach focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies (Creswell & Plano Clark, 2011). Mixed method approach is based on the premise that the combination of quantitative and qualitative approaches provides a better understanding of research problems than either approach alone.

Additionally, the rationale for choosing a mixed method approach over the other research approach (quantitative or qualitative) was informed by the belief that the strength of both quantitative and qualitative research can ensure complete understanding of the research problem (Creswell & Plano Clark, 2011; Creswell, 2013). Besides, it helped the researcher to address the research problem more comprehensively than subscribing to either a quantitative or qualitative design alone (Creswell & Plano Clark, 2011).

A concurrent mixed method design was used for this study. As a research design, both qualitative data and quantitative data was gathered at the same time, analyzed separately and subsequently both data was compared to see if the findings confirmed or disconfirmed each other (Creswell, 2014). This research design was used because the researcher aimed at collecting both (quantitative and qualitative data) data at the same time, with the intention of triangulating the statistical results from the quantitative data with qualitative findings for corroborating and validation purpose.

Furthermore, this research design was used to provide a complete understanding about the phenomenon by means of illustrating quantitative results with qualitative findings (Cresswell & Plano Clark, 2011). Bryman (2006), Creswell and Plano Clark ((2011) have affirmed that this approach goes a long way to ensure credibility of the findings. Moreover, this design was deemed appropriate bearing in mind that equal priority will be given to both data set (quantitative and qualitative data) because the respondents/participants encompassed three groups; headteachers, teachers, and education officers.

The participants/respondents of the study comprised staff of the Effutu Municipal Education Office (Director, HR, DDS and SISO's), headteachers and teachers at the rank due for headship (AD1) including assistant headteachers of the various primary and junior high schools in the Municipality. The Effutu Municipality has 48 headteachers in public basic schools, 95 teachers at the rank due for headship (AD1) including assistant headteachers and 40 education officers with a total population of 183 targeted for the study.

The organogram of the Municipal Education Office shows that there is a municipal director, human resource management, deputy director in charge of supervision and three school improvement support officers (SISO's). The population of headteachers and teachers at the rank due for headship (AD1) including assistant headteachers in the Municipality is presented in Table 1 and Table 2 as shown below.

Table 1: Population of headteachers in public schools within the Effutu Municipality

Level	Number of schools	Number of heads
Primary	26	26
Junior High School	22	22
Total	48	48

Source: Effutu Municipal Assembly (2019).

Table 2: Distribution of teaching staff at the rank due for headship (AD1) including assistant headteachers.

Level	Teaching staff at post	Percentage
Primary	52	55
Junior High School	43	45
Total	95	100.0

Source: Effutu Municipal Assembly (2019).

Sample size

In this study, the sample size was calculated using the Yamane (1967) simplified formula for calculation of sample sizes.

$$n = \frac{N}{1 + N(e)^2}$$

Where **n** is the sample size, **N** is the population size, and

e is the alpha level or significance level

With a teacher at the rank due for headship (AD1) including assistant headteachers population of 95 (N=) a year and an adopted alpha level (e) of 0.05, the sample size was calculated as follows;

$$n = \frac{95}{1 + 95(0.05)^2}$$

$$n = \frac{95}{1.24}$$

$$n = 72.8 \quad n = 73$$

Therefore, a total of 73 teachers at the rank due for headship (AD1) including assistant headteachers were selected to represent the population of teachers for the study. However, headteachers (40) with up to five years' experience and three school improvement support officers(SISO's) incharge of the administration and management of the schools in the three circuit who are directly involved in the transition process representing the education officers were targeted for the study. In total, a sample size of 116 was used for the purpose of gathering quantitative and qualitative data for the study. However, following a response rate of 93.8%, a sample size of 106 was the net number used to gather quantitative data while a response rate of 93.96% a sample size of 109 was used to gather quantitative data and qualitative data respectively. This is because the SISO's representing the education officers who are directly involved in the transition process provided only qualitative data

For the purpose of confirming and gaining in-depth understanding about the phenomenon from different angles, a multilevel sampling technique that employed a combination of expert (judgment), criterion and maximum variation sampling techniques was used by the researcher to gather both quantitative and qualitative data from a sample size of 116 respondents. According to Onwuegbuzie and Leech (as cited in Cohen, Manion & Morrison, 2011) multilevel sampling designs enables comparisons to be made between two or more groups drawn from different level of the study.

Also by virtue of the fact that the participants comprised of different groups (teachers at the rank due for headship (AD1) including assistant headteachers, headteachers, SISO's (education officers) maximizes the responses obtained from the participants, hence making it maximum variation sampling.

However, the SISO's incharge of the three circuits was only selected for qualitative data collection due to their size which made it impossible for statistical analysis and generalization since their number does not represent the entire education officers. Therefore, a sample size of 113 was used for the gathering of quantitative data.

The expert sampling technique was used in selecting headteachers for the purpose of gathering quantitative data. Expert sampling technique is where the researcher draw sample from experts in the field of study (Kitamaya & Cohen, 2010). The technique is widely used in statistics where the researcher needs the opinions or assessment of respondents with a high degree of knowledge about the phenomenon under study; in this case headteachers with one to five years' work experience. This is based on the premise that headteachers in this range are in the position to provide in-depth response relating to the phenomenon under investigation.

Selection of teachers at the rank due for headship (AD1) including assistant headteachers was however done in three stages. In the first phase, stratified sampling technique was used to group the circuits into three strata (Winneba East, West, and Central) and proportionate sampling technique used to allocate the required sample size to each stratum. Subsequently, a simple random sampling technique was used to select the teachers in each circuit within the Municipality. This sampling technique offers respondents an equal chance of being part of the study. The distribution of respondents relative to the population in each stratum is shown in Table 3.

Table 3: Estimated sample size selection of teachers at the rank of headship including assistant headteachers in each circuit

Circuit	Population	Calculation of proportionate sample size $P = [(a \div b) \times c]$	Proportionate sample size (P)
Winneba East	21	$(21 \div 95) \times 73$	16
Winneba West	42	$(42 \div 95) \times 73$	32
Winneba Central	32	$(32 \div 95) \times 73$	25
Total	95		73

Source: Field work data (2020).

a = population of each strata

b = Total population of combined strata (95) c = Total sample size required (73)

P = Proportionate sample size required of each strata

However, following a survey response rate of 91.37%, a sample size of 106 respondents was used for the study. This includes survey responses from headteachers.

Purposive sampling technique, specifically, criterion sampling was used to select participants for the study. Criterion sampling involves selecting cases that meet some predetermined criterion of importance (Patton, 2015). This sampling technique was employed because the researcher believed that headteachers and SISO's (education

officers) who met the criteria outlined below were in a good position to understand the phenomenon under study and provide relevant answers to the research questions. The criterion for selection was:

- a. Headteachers who have been at post for a maximum of two years.
- b. SISO's representing the education officers responsible for the administration and management of schools in the three circuits.

Subsequently, all three SISOs (education officers) responsible for the three circuits (Winneba East, West, and Central) as well as nine headteachers each who met the predetermined criteria was selected from each circuit to form participants for the study. In total, twelve (12) participants were selected for the purpose of gathering qualitative data for the study.

Questionnaire was used in the collection of quantitative data. The rationale for such a choice of instrument was based on its convenience to respondents in terms of completing them at the speed they want to go (Cohen et al., 2011). The researcher ensured that the wording of the questions was clear, unambiguous and structured logically into sections and subsections so as to ensure maximum reliability of the instrument (Somekh & Lewin, 2005).

The questionnaire sought to collect diverse responses from participants on the various forms of challenges that headteachers of the Effutu Municipality face in the course of their transition to headship, how the challenges they face militate against the effective performance of their duties and the kinds of administrative and management support systems that need to be put in place to enhance the performance of these headteachers. The questionnaire which was selfadministered was used to elicit information from the headteachers and teachers at the rank due for headship including the assistant headteachers of the various schools. Each of these respondents was given ample time to read the questions, understand them and respond to them as objectively as possible.

To corroborate, validate and triangulate the data from the survey, an interview guide was structured to gather the needed qualitative data by means of a face-to-face interview which was recorded using an audiotape recorder. A face to face interview was considered appropriate because it has the efficacy in helping the researcher understand how participants feel about the phenomenon under study. Moreover, the use of semi-structured interview guide has the strength of increasing the comprehensiveness of the data and also makes data collection systematic for each participant (Patton cited in Cohen et al., 2011). Accordingly, qualitative data were gathered on all two research questions.

The questionnaire was subjected to face validity and content validity by the researcher to ensure that the measure actually reflects the content of the concept in question (Cohen et al., 2011).

Face validity was ensured by making the research instruments available to the researcher's colleagues who made valuable inputs and suggestions. To ensure content validity, the researcher made available the instruments to a retired educationist and also to researcher's supervisor to scrutinize the content and make suggestions where necessary. These measures employed by the researcher helped in eliciting phenomenal responses that enriched the data gathered from the study.

The face-to face interviews was conducted in a serene environment to minimize distraction after both the researcher and participant had agreed on the venue and time for the interview. The researcher sought permission from participants to record the interview using two voice recorders (to minimize risk of losing data in case of malfunctioning of one device) so as to gather the necessary qualitative data, dissect it and subject it to analysis for the purpose of the study. The voice recorder was placed close to the participants; all COVID-19 protocols were fully observed. The average time for the twelve (12) interviews was 35 minutes. The interview session with participants enhanced deeper understanding and added more flesh to the survey respondents' views and experience concerning the phenomenon under study.

The quantitative data was analysed with the help of Statistical Package for Social Sciences (SPSS V 22.0). Prior to this, the qualitative data collected was reviewed, coded, edited, and cleaned. The rationale for this systematic process was to identify unanswered items as well as instruments with wrong responses or incomplete data. Quantitative data on Research Questions

1 and 2 was analysed using descriptive statistics and the results presented in the form of means, and standard deviation. Specifically, the survey results were assessed on a five-point Likert scale ranging from “strongly disagree [scored as 1]” to “strongly agree [scored as 5].”

For Research Question 2, a high mean score ranging from 2.5 to 5 indicates that the variable under measure is a major challenge and vice-versa for mean scores below 2.5. Similarly, items that recorded at least a mean score of 2.5 and above on Research Question 3 shows that the challenge faced by the headteacher affected his/her role performance to a greater extent and vice-versa for mean scores below 2.5. Relating to Research Question four, mean scores below 2.5 indicate that the support system was less effective in enhancing teachers’ performance while mean scores above 2.5 is considered a more effective support system.

To analyse the qualitative data, the raw audio data was transcribed, cleaned and the responses from the participants identified with colour codes to enable the researcher to easily associate specific responses to the appropriate interviewees. Subsequently, it was transported to excel and subjected to four levels of coding after highlighting the main ideas in the raw data (Cohen et al., 2011). These are;

1. Open or Initial coding: This is the first stage of coding in which the researcher read through the transcript several times and labelled sections of the transcript that was very significant to some facts that the data represented. This enabled the concept to emerge from the raw data and was subsequently jotted as memos. A different colour was used for each respondent for the purpose of easy identification and linking verbatim quotations to appropriate interviewees.
2. Focused coding and category development: At this stage, the researcher tried to gain an understanding of the first level of coding. In order to do so, he tried to answer the question: “what is this data saying?” Additionally, data from the first level of coding that articulated similar ideas was merged together at this stage.
3. Axial and thematic coding: This is the stage whereby the researcher discussed in details the implications emerging from the second level of coding by relating codes into a larger category of common meaning. This was achieved by linking codes to context, to consequences, and to causes with the aim of becoming the category of the axis around which a number of codes revolve (Cohen et al., 2011).
4. Development of theoretical concepts: This happens to be the last stage of the analysis whereby the researcher generated theoretical concepts based on the implications that was discussed under the axial and thematic coding.

Results Nature of teachers transition to headship positions in public basic schools in the Effutu Municipality

The findings under this section relates to Research Question 1 that sought to explore how school heads transit for public basic schools in the Effutu Municipality. Qualitative data was generated using an interview guide to provide answers to the research question. Results from the interview data established three major themes relating to how headteachers was selected to head public basic schools in the Effutu Municipality. These are; interview process-related issues, selection process-related issues, and post-selection related issue. Each of these major themes has corresponding sub-themes which have been explained into details to describe the issues.

Job interview process-related issues

a. Role priority disregard

It was established from the interview data that shortlisted applicants for headship positions was made to demonstrate their teaching skills to the panel members of the interview. Participants maintained that panel members focused more on the teaching skills of prospective heads during the selection process rather than the administrative or managerial role that is expected of them when they assume office. Accordingly, some participants shared these views:

I know a headteacher is viewed as the manager of the school. Because of this perceived idea, I was expecting them to ask me much questions relating to the managerial roles. However, the interview session was more inclined towards my teaching skills rather than managerial roles. To be honest with you, I feel they failed in this aspect... **(Respondent3)**.

How do you apply for a managerial role, attend an interview and you are asked to demonstrate how you will teach a topic? Does it mean I am not a professional teacher? That to me was unnecessary; I am not saying it is entirely bad, but more attention needed to be given to how I was going to perform the role of a manager being the head of the school... **(Respondent2)**.

These claims were affirmed by other participants who indicated that;

I have had some headteachers mention to me that, questions posed to them during the interview session for headship position was far from what they expected. To most headteachers, the questions posed to them during their interview session were of little relevance to the position they were applying for... **(Respondent 10)**.

I quite remember I applied for a headship position and attended an interview as was scheduled by the organizers. To my surprise, most of the questioned they asked me was not in any way related to what will be expected of a school head. I am not saying all the questions they ask should be related to the roles of a head; but at least about 70% should be...**(Respondent 8)**.

b. Late notification of interview

The interview data revealed that eligible applicants for headship position are in most cases not notified of their respective interview dates early. Participants averred that dates for scheduled interview are often communicated to prospective applicants very late; less than a week prior to the interview in most instances.

Some participants revealed that; "...could you believe I was just informed of my interview date for headship position two to three days to the interview..." (Respondent 4). "...In fact, I believe the organizers for the promotion exercise know the interview date in advance. Yet, they make such information available to the applicants only at the eleventh hour..." (Respondent 7).

Similarly, another participant argued that;

I am quite surprised at the way they handle the interview in terms of when one is scheduled for it. It is very poor in structure and to me organized haphazardly. Some of my colleagues told me they did their interview the day they tendered in their application for headship. For me, it was a day after I tendered my application for the position. It raises questions about the genuineness of the selection process...**(Respondent 5)**.

c. Preparedness of aspirants

It was established from the interview data that, in most instances, prospective applicants for headship positions in schools often attended the interview not fully prepared. Participants mentioned that the time frame between advertisement for the position and the short notice for the interview negatively affected prospective applicants in terms of preparation. According to participants, the short notice of interview did not offer them the opportunity to fully prepare for their interview. With regard to this issue, one participant indicated that; "...when I submitted my application for the advertised position, I was called the following day to attend an interview. I was really anxious and tensed; I did not have enough time to prepare..." (Respondent6). This claim was affirmed by other participants who articulated that; ...I applied for the position not anticipating I will be soon called for interview. However, I was called for an interview in less than a week. It was quite stressful for me because I needed to prepare within that short period. I needed to get all my documents ready and prepare for it which was very challenging for me. Honestly, I attended the interview half way prepared... **(Respondent1)**.

I have had the opportunity to interact with some headteachers and from all indications they seemed not to be prepared before attending their interviews. Some of them did state that they just tried their luck by applying for the headship position knowing they were not going to be called for interview. Hence, they were not much prepared (**Respondent 11**).

Another participant added that; "...I don't think I was ready for headship. My Director just said "you have to become the head of that school." I had other plans than being the head of a school but my Director insisted. This affected my work at the initial stages. I don't like the way it all happened." (**Respondent2**).

Selection process related issues

This section presents interview data on issues related to selection process of teachers to headship positions in the public basic schools in the Effutu municipality.

a. Poor organization of unstructured selection process

It emerged from the interview data that selection of teachers to headship positions was poorly organized. According to participants, there seemed to be no protocols regarding the selection of suitable candidates for headship positions. Participants maintained that the whole process was unstructured and happened in a haphazard manner. For instance, some participants argued that: "...when I tendered in my application letter, I made sure to submit the necessary documents relating to my application as was advertised. Nevertheless, they asked me to submit another document that was not part of what they required per the advert..." (Respondent4). "I have always questioned if these people who organize the interviews really know what they want. How can you submit an application for an advertised position and be asked to undergo an interview right after tendering in your application. Is that not surprising especially when you have no experience as a headteacher..." (**Respondent5**).

This incidence was affirmed by another headteacher who stated that;

...I was working one day when I was called on phone to bring my particulars which I did. Later that same day, I was called to come for letter to attend an interview for the position of a headteacher. I was interviewed the following day and subsequently given a letter that I was successful. Immediately, after I was posted to a school with a caution as to what they needed me to address in that school. (Respondent6).

b. Bias in interview selection process

The interview data revealed mixed views with regards to tendered or untendered application for headship positions. It was established from the interview data some headteachers applied for headship positions following advertisement whereas others did not. Some participants believed that the interview and advertisement was done in secrecy, hence denying others who qualified an equal opportunity to apply. Accordingly, a participant stated that;

...I have been with the Ghana Education Service for years. I believe there are procedures that should be adhered to when selecting heads for schools. In my view, this has often not been the case. Although, headship positions are sometimes advertised, it is only when they are done with their selection that the advertisement becomes public; just to make it formal. This is really unfair to some teachers who also qualify for such positions (Respondent8).

Another participant added that; "...I have no trust in the whole selection process. Some heads do not merit the position but are selected because of their affiliation to influential people in the service..." (Respondent7).

c. Differences in headship selection procedure

The interview data established that there are differences in how headteachers was selected to head public basic schools fully under the control of government and that of mission schools. The interview data revealed that headteachers in mission public basic schools are selected based on their affiliation to a religious body and afterwards endorsed by the Education Directorate. Participants maintained that the education directorate had no

influence in selecting heads for these public basic mission schools in the Municipality and as such did not attend any competitive interview. According to some participants, the interview for such headteachers was more of an interaction to confirm their readiness for headship positions. Reflecting on this finding, a participant disclosed that; "...we have little or no control over how some of these public schools affiliated with religious organizations select their headteachers. They often select a headteacher based on their principles and afterwards formally inform the Education Directorate..." (**Respondent 12**). This is confirmed by another participant who articulates that; "...I am strongly aware my headteacher was selected to head the school because of where she fellowships..." (**Respondent 9**).

The data from the interview further showed that not all headteachers in public basic schools under full control of government applied for headship position. According to some participants, they are called to attend interview although they did not apply for such positions. The following statements from participants reflect this development. "My engagement with some headteachers, particularly those affiliated with religious organizations revealed that, they did not apply for headship positions..." (Respondent10). Another participant argued that;

...As a matter of fact, when someone needs to become a head or wants a position, the person needs to apply through an advertisement, be called for an interview, and if successful you will be offered the job. In my case, I did not see any advertisement nor did I apply. I was called to submit my documents and went through an interview... (**Respondent 2**)

Post-interview related issues

This section presents interview data on post-interview related issues on the selection process of teachers to headship positions in the public basic schools in the Effutu municipality.

Non-existent training programs or lack of training programs

It was established from the interview data that no training programmes are in place to prepare selected headteachers for their new positions. Participants claimed that they went through the transition from teacher to headteacher without undergoing any form of training. According to participants they were just updated with their new postings and asked to start work immediately they received their appointment letters. Some participants shared the following experiences; "... I thought some training programs on school administration and management will be organized for those of us who qualified for the position. To my surprise nothing of that sort happened. It was not even mentioned; that for me was unfortunate and not the best..." (Respondent4). "...How do you expect the best from headteachers if you fail to organize training programs for them on their appointment to a position that is relatively new to them..." (Respondent10). These statements were affirmed by other participants who argued that;

It was a failure on the part of the education directorate to organize training programs for selected headteachers. You know, we were novice headteachers taking up this task or position with no experience. It would have been in the best interest of the education directorate to organize some form of training for us. But what happened? They failed as educators to play their role.... (**Respondent3**).

How do you appoint new headteachers without taking them through any form of formal training? They failed in the first place by not addressing this important aspect. This has often been the practice to date. It seems to me that all they are interested in is the selection of headteachers and nothing else. In fact, training for headteachers prior to appointment and after the appointment is less of a priority to the appointing officers (**Respondent 7**).

Challenges of headteachers in public basic schools during transition in the Effutu Municipality

The results under this section provides answers to Research Question 2 which is stated as; "What are the challenges experienced by heads of public basic schools in the Effutu Municipality during their transition to headship positions?" In relation to this, both quantitative and qualitative data was gathered from respondents and participants respectively to answer the research question.

Table 1: Headteachers perspectives on the challenges they face in public basic schools pre and post-assumption of headship

Statement	Mean	SD
Before assuming office, I felt:		
inadequately prepared for the position of headship	3.10	1.31
I had inadequate managerial skills for the headship position	3.31	1.25
I had inadequate administrative skills for the headship position	2.92	1.34
tensed about the uncertainties that characterize the role	2.90	1.31
I might fail in the headship role	2.92	1.49
reluctant to assume the headship role	2.84	1.40
Right after assuming office:		
was astonished by the new roles	3.25	1.22
realized role's demands were more complex than I expected	3.53	1.27
felt isolated from close friends	3.04	1.57
felt lonely	2.91	1.52
found it difficult to associate with others	2.83	1.46

Source: Fieldwork data. N= 39

Table 1 presents survey results on problems encountered by heads of public basic schools before and after assuming office. As shown in Table 1, high mean scores were recorded among headteachers on items such as feeling inadequately prepared ($M = 3.10$, $SD = 1.31$) and having inadequate managerial skills for headship positions ($M = 3.31$, $SD = 1.25$) before taking up office. Lacking adequate administrative skills for headship positions ($M = 2.92$, $SD = 1.34$), uncertainty about headship roles ($M = 2.92$, $SD = 1.31$), fear of failing in role performance ($M = 2.92$, $SD = 1.49$) also showed high mean scores among headteachers.

On assumption of duty, high mean scores were recorded among headteachers on items such as being astonished by new roles ($M = 3.25$, $SD = 1.22$) and the realization that role demands was more complex than expected ($M = 3.53$, $SD = 1.27$). Headteachers also showed had mean scores in terms of feeling isolated from close friends ($M = 3.04$, $SD = 1.57$), feeling lonely ($M = 2.91$, $SD = 1.52$) and difficulty associating with others ($M = 2.89$, $SD = 1.46$).

Table 2: Teachers' at the rank due for headship (AD1) including assistant headteachers perspectives on the challenges faced by heads of public basic schools

Statement	Mean	SD
I have observed that when heads assume office, they have challenges with;		
preparing a strategic vision	3.53	1.10
engaging staff in decision-making	3.25	1.04
ensuring collaboration among staff	3.66	1.21
forming and working with teams	3.45	1.20
conducting meetings	3.24	1.25

handling disciplinary issues	3.56	1.24
with identifying students' needs	3.31	1.30
addressing students' needs	3.40	1.07
Ensuring staff professional development	3.39	1.17
managing underperforming staff	3.57	1.19

Source: Fieldwork data N= 67

Table 2 illustrates results on teachers' views on the challenges encountered by headteachers managing public basic schools in the Effutu Municipality. It can be seen from Table 4.7 that teachers felt heads of public basic schools in the Effutu Municipality have challenges in performing their managerial roles. High mean scores were recorded among teachers on all variables relating to observations made about the challenges of headteachers in public basic schools in the Effutu Municipality. Preparing strategic vision ($M = 3.53$, $SD = 1.10$), ensuring collaboration among staff ($M = 3.66$, $SD = 1.21$), handling disciplinary issues ($M = 3.56$, $SD = 1.24$), and managing underperforming staff ($M = 3.57$, $SD = 1.19$) are among the items that recorded high mean scores. Others include; ensuring staff professional development ($M = 3.39$, $SD = 1.17$), identifying ($M = 3.31$, $SD = 1.30$) and addressing students' needs ($M = 3.40$, $SD = 1.07$), engaging staff in decision-making ($M = 3.25$, $SD = 1.04$) as well as forming and working in teams ($M = 3.45$, $SD = 1.20$).

Headteachers and SISO's (education officers') perspectives on the challenges faced by headteachers of public basic schools in the Effutu Municipality

The interview data uncovered two major themes relating to the challenges faced by headteachers in their transition process; headship preparation related challenges and postheadship related challenges. Each of these major themes has corresponding sub-themes which have been explained into details to reflect the phenomenon under investigation.

Headship preparation related challenges

This section presents interview data on preparation related challenges of headteachers in public basic schools during transition in the Effutu municipality.

a. Lack of training

It was established from the interview data that headteachers considered the inability of the educational directorate to organize pre-training programmes for them as a major challenge for them. Participants acknowledged that pre-training programmes would have helped headteachers to anticipate the challenges associated with their roles and how to resolve them. Some participants shared these views to illustrate this phenomenon; "As a novice headteacher, not being exposed to any form of training before taking up this position was a big blow to me. I wondered how I was going to perform this big task of being a headteacher..." (**Respondent1**). "I did not receive any training prior to assuming office as a headteacher. This made it difficult for me to run the school with the differences in behaviour among teachers and students..." (Respondent3).

Similarly, another participant stated that;

I was relatively new to this position and yet not given any form of training before assuming office. When I started work as the headteacher, I initially did not know how to address pressing challenges in the school but with time I was able to do so; although not to perfection. (**Respondent2**).

b. Feelings of anxiety

It emerged from the interview data that teachers experienced anxiety following their appointment to headship positions. According to some participants, the mere anticipation of the job demand was enough to cause them

anxiety. The following responses explain this issue; It is normal to feel anxious when given a new role you have no experience with; more particularly a managerial role. You are going to be the leader and everyone will be looking up to you. If you succeed, you feel accomplished and if you fail, you feel down. Similarly, if you are the school head, you are blamed when the school performs and vice-versa. This, to me, is uneasy to manage **(Respondent4)**.

It is uneasy being a headteacher looking at the responsibilities expected of them. You take the ultimate decision on matters in the school. Not all may agree with you on issues and such people are likely to make your work difficult, especially if they feel aggrieved by your decisions. Some headteachers feel helpless and experience cognitive dissonance following such experiences **(Respondent11)**.

Participants also acknowledged that the new environment also caused them a feeling of uneasiness, especially among headteachers who are unprepared for the position. Accordingly, some participants averred that;

I notice my headteacher was tense when she first reported to the school as the headteacher. Her utterances and actions showed that she was so much concerned about how she was going to perform this role. You could notice that it was written all over her face. In most of her remarks, you could infer that she was much concerned about how she was going to relate to the teachers, whether she will be accepted by them, and more importantly if they were willing to assist her perform her roles... **(Respondent7)**.

You know, the advertisement for headship came at a time I least expected...I could not afford to lose the opportunity of applying; I needed to take this chance. Honestly, aside meeting the requirements, I was thinking of how I was going to manage other teachers far older than me and those who had more teaching experience than I did... **(Respondent5)**.

Post-headship related challenges

This section presents interview data on post-headship related challenges of headteachers in public basic schools during transition in the Effutu municipality.

a. Teaching and learning material related challenges / Material resource challenges The interview data uncovered that adequate material resources lacking in schools was a major challenge for most headteachers. According to the interview data, most headteachers lacked the needed material resources (teaching and learning materials [TLMs], tables and chairs, notebooks, etc) to perform their roles. Participants indicated that despite the challenges faced by headteachers in terms of TLMs, they are responsible for ensuring that teachers are provided with what they needed to perform their task. For instance, some participants said that; "...we do not have enough teaching and learning materials. In fact, what we have is woefully inadequate considering our student population size. There are a number of times that we have run out of basic materials like chalk. Yet teaching and learning is supposed to go on..." **(Respondent6)**. "A number of headteachers keep complaining about lack of resources to perform their roles. I am highly aware as this; is not a new phenomenon..." **(Respondent11)**. Another participant also shared this view;

You sometimes find yourself in a situation that makes you feel so helpless. Why am I saying this? You are considered the head of the school and it is required of you to ensure that teaching and learning continues; yet you don't have the needed resources to do that. You can't sit down and remain unconcern just because you lack the resources. There are at times that I have to buy chalk with my own pocket money to ensure that teaching and learning goes on. However, there are some resources that you cannot do anything about unless the education directorate comes to your aid **(Respondent3)**.

b. Administrative and managerial lapses

The interview data revealed that headteachers lacked the technical-know-how to run their schools as expected from stakeholders. According to the interview data, most headteachers are clueless about drafting a vision and mission for the school. Participants acknowledged this shortcoming but however indicated they had engaged others to help them address this challenge. "...I don't have a documented vision and mission for the school but I have taken steps to get one by engaging some senior colleagues. Honestly, I have not prepared one before..."

(Respondent2). “Some heads cannot provide you a document that has their mission and vision for the school clearly indicated in it. When you request, all they say is that they will make it available to you anytime you come around; but they fail to do as promised “(Respondent12).

The interview data further revealed that participants have difficulties in terms of preparing financial report and budget, Headteachers could not provide document to indicate how money disbursed to them for the purpose of running the school had been utilized but can give you an oral account of how those monies was utilized. Relating to this issue, a participant said that; “...I am yet to come across a headteacher who can give me a detailed financial report on his/her school” (Respondent 10).

c. Enforcement of policies

It emerged from the interview data that headteachers in the Effutu Municipality face challenges in implementing school policies. The interview data revealed that headteachers are limited in terms of implementing policies in the best interest of the school. Participants argued that, although headteachers are given full responsibility to govern the school, there are checks to ensure that they stay within their limits. Sharing some experiences, a participant argued that; “As a headteacher, you have some powers to institute measures that may help progress the school. However, in some instances you need to seek approval from your superiors... “(Respondent4). This was confirmed by another participant who disclosed that;

I was always thinking that when I become a head I would do what I want to do until I became a head and realized that when we even go for some of the meetings they don’t allow you to talk. They will tell you that this is a directive from above for you; either you take it or leave it, but be ready to face the consequence **(Respondent5)**.

The interview data further established that headteachers in the Effutu Municipality have little or no control over policies to be implemented even when such policies was deemed unfavourable for school governance. For instance, a participant disclosed that;

I realized that most schools in the Municipality including my school were lacking teachers, furniture, and textbook just to mention a few. Students and teachers often complained of these challenges. The government says we should not charge students for these items; yet fails to provide adequate resources to meet student needs. If I had the power, I would have levied each parent to contribute the least they can address this challenge. But, I do not have the authority to do so because of the existing policies **(Respondent 6)**.

DISCUSSION OF FINDINGS

This section relates to the discussion of research findings. The ensuing discussion has been organized into sections with regard to the findings pertaining to the research questions or objectives that guided the study.

Nature of teacher transition to heads of public basic schools in the Effutu Municipality

The discussion under this section relates to research question one which sort to investigate the nature of teacher transition to headship in public basic schools in the Effutu Municipality? In

Ghana, two major approaches are used in selecting headteachers for public basic schools; appointments by means of direct posting and appointment by means of interviews (Bush, 2008). Relatedly, findings from the study uncovered that, the latter approach is employed in selecting the heads of public basic schools in the Effutu Municipality as acknowledged by participants. This reflects the concept of anticipated event as mentioned by Schlossberg (1981) in her transition theory and also consistent with previous studies in Ghana that established that headteachers in urban centers are often appointed after undergoing an interview (Komashie, 2015). Considering the fact that Effutu Municipality is an urban setting, a number of teachers may show interest in headship positions, hence making it more competitive. This is very commendable as it provides panel members an opportunity to select the most qualified candidate whiles offering prospective applicants an equal opportunity

for the position.

It is however important to note that the interview for selection of headteachers of public basic schools is not without challenges as uncovered from the interview data. According to Middlewood (1997), a structured approach to the appointment of educational leaders is likely to increase validity in the selection of heads to manage the affairs of schools. In Contrast, results from the study revealed that the whole interview process is poorly organized as claimed by participants. For instance, participants argued that, interview dates for prospective applicants are not only communicated to them late, but also a number of questions posed to them during the interview do not align with the position being applied for. Hence, it is not surprising the interview data uncovered that prospective applicants for headship positions poorly prepare for their scheduled interviews.

Furthermore, participants also believe that there are biases in the selection process as some heads are selected by virtue of their affiliation to a religious body and not by merit. The implication is that people are likely to question the credibility of headteachers when an unstructured approach is used in the selection process or the interview is poorly organized. This may explain why participants in this study, apart from emphasizing that there are biases in the selection process of headteachers also believe some heads do not merit the position. The import of this finding clearly suggests that participants lack trust in the interview process and also perceive the interview process as lacking transparency. Again, this finding seems to confirm the finding of Bush and Oduro (2006) that, in most developing countries including Ghana, laid down systems for the appointment, training and induction of headteachers are woefully derisory.

Research has shown that in some developed countries such as the United States of America and developing countries such as Tanzania, systems are put in place to equip heads of schools with the requisite knowledge and skills vital in managing schools effectively (Amakyi & Ampah-Mensah, 2013). Results from this current study however revealed the contrary in spite of the overwhelming task associated with headship position as reported in a previous study (Cole, 2002). Also, Schlossberg (1981) in her transition theory also argued that role change impact on the entire psychosocial life of the individual (headteacher in this case) (Schlossberg, 1981).

Concurrent with the findings of Godwyll et al. (2013), no structured programs were in place to formally equip headteachers with the necessary skills prior to assumption of office. In fact, unlike some developed countries where pre-service training is a pre-requisite for headship position (Mitgang, 2015; Saglam, Geçer & Bag, 2017), the opposite is evident in this current study. No training programmes are available for selected headteachers as made evident in the interview data. This means that selected applicants take up the position of headteachers having to learn on the job after assumption of duty. This affirms previous research findings that report that very little or no resources are committed to the preparation and programmes implementation to develop teachers before they are appointed into the role of headship (Zame, Hope & Respress, 2008).

According to Oduro (2003) and Zame et al. (2008) teachers in Ghana are often expected to learn their way through to becoming heads with no leadership and management skill requirement. Consequently, they may be limited in terms of performing their roles independently and may perhaps experience cognitive dissonance in decision-making.

Challenges faced by headteachers of public basic schools in the Effutu Municipality during their transition

The discussion under this section relates to research question two, which sort to identify the challenges faced by heads of public basic schools. According to Supovitz, Sirinides and May (2003), it is required of headteachers to set the missions and goals of their schools. Additionally, Author and Author (2003) have argued that for school leaders to be successful, they generally have to develop a vision for their schools hinged on their personal and professional values, articulate this vision for staff and stakeholders to buy into and share this vision and put mechanisms in place to ensure the attainment of this vision. Despite this core mandate and professional responsibility, results from both the survey and qualitative data indicate the contrary. Results from both the survey and interview data show that heads managing public basic schools have challenges preparing strategic vision according to observations made by teachers ($M = 3.53$, $SD = 1.10$) and as reported by heads.

For instance, some participants disclosed that: "...you know, although I applied for headship when it was

advertised, little did I know I was going to be selected. I must admit that I was unprepared for the position on assuming office. I needed to prepare my vision and mission for the school which was quite a daunting task for me...” (Respondent 1). This assertion was confirmed by another participant who added that: “...how was I going prepare a vision and mission for the school. I could not recall what it really entailed and had to consult others for assistance...” (Respondent 2).

These findings and issues raise much concern about how head teachers will fulfill this role expected of them. In the absence of a strategic vision which serves as a roadmap, one may question how heads are likely to achieve their set goals.

Berry (2017) has recommended that systems are put in place to build potential headteachers and adequately support them as they transit to headship positions due to the responsibilities associated with it. However, results from this current study indicate the opposite. Headteachers acknowledge lacking the requisite managerial skills for the position ($M = 3.31$, $SD = 1.25$), are tensed about the uncertainties regarding their role ($M = 2.92$, $SD = 1.34$) in addition to role demands being above what they envisage on assuming office ($M = 3.53$, $SD = 1.27$).

Similarly, a study in Kenya, specifically Bondo District, revealed that headteachers acknowledge lacking the technical-know-how to perform their managerial roles in terms of managing staff, students, the finances and the parents of wards in their schools during their early periods of assuming headship positions in their schools (Atieno & Simatwa, 2012).

These findings are also not surprising as the headteachers recorded high mean scores on variables such as “not being adequately prepared for headship positions” ($M = 3.10$, $SD = 1.31$) and feared failing in their role performance ($M = 2.92$, $SD = 1.94$). In support of this finding, previous studies have also established that majority of headteachers feel inadequately prepared for head teacher’s role (Male, 2014) and experience role tension as they transit from a one position to a another position (Lattuca, 2012).

Besides, research has shown that the transition process of teachers with regard to occupying headship positions is often characterized by anxiety due to the uncertainties regarding the roles (Dewey, 2012). According to the interview data, teachers acknowledge experiencing anxiety following their appointment to headship positions. Whiles some envisage the role demands of headship and its implications, others are more concerned about their relationship with teachers and staff due to their inexperience. However, teachers are willing to take up headship roles as the variable “feeling reluctant to assume headship” ($M = 2.84$, $SD = 1.40$) is among the least mean scores on constructs that assessed the challenges faced by head teachers.

Corroborating these findings, the interview data established that participants are keen on taking up headship roles regardless of their unpreparedness or non-exposure to leadership or managerial roles. This finding contradicts a previous study by Honor (2016) in which he reports that teachers feel reluctant to take up headship positions as a result of their lack of experience. The implication is that headteachers are likely to experience challenges in performing their roles and living up to their expectations. As evident in the survey data, teachers observed that heads find it difficult in terms of performing their core administrative roles [handling disciplinary issues ($M = 3.56$, $SD = 1.24$), managing underperforming staff ($M = 3.57$, $SD = 1.19$), identifying ($M = 3.31$, $SD = 1.30$) and addressing students’ needs ($M = 3.40$, $SD = 1.07$), engaging staff in decision-making ($M = 3.25$, $SD = 1.04$)] as well as forming and working in teams ($M = 3.45$, $SD = 1.20$), ensuring staff professional development ($M = 3.39$, $SD = 1.17$)]. In addition, head teachers affirmed that they had difficulty associating with others ($M = 2.89$, $SD = 1.46$). This may be an underlining reason why a significant number of them expressed a feeling of loneliness post-assumption of office ($M = 2.91$, $SD = 1.52$); a finding similar to what was reported by Aggrey-Fynn (2020).

Also, these findings are confirmed by results from the qualitative data as the interview data highlighted poor interpersonal relationship as one of the main challenges confronting newly appointed headteachers. The import of these findings is a clear indication that headteachers of public basic schools in the Effutu Municipality do not only lack the technical know-how to deliver but also lack good interpersonal relationship vital to carrying out their mandate. This means that with these prevailing challenges, Edwards and Aboagye (2015) recommendation on the need for headteachers in Ghanaian schools to exhibit transformational leadership qualities in terms of thinking strategically, being action-oriented and marshaling forces of support for the vision and mission of their

schools is likely to be a mirage.

Another worth discussing challenge facing headteachers relates to inadequate material resources needed to run the school. Regardless of the role of teaching and learning materials in education, it emerged that these basic resources are inadequate to meet the learning needs of students; thus, making it difficult to run the school. Apart from the fact that this challenge may make it difficult for the headteacher to live up to its mandate, it poses a serious threat to the learning outcomes of students.

CONCLUSION

In Conclusion, the study provided answers to the research objectives that guided the entire study; hence achieved the purpose for which the research was conducted. Additionally, the research findings justified and provided evidence to support the following assumptions derived from the research questions and stated as: (a) some negative events such as non-existent training programmes, unpreparedness of headship aspirants, unstructured and bias in selection process characterize the transition of teachers to headship position during the selection process; (b) teachers face several challenges in their transition to headship position; (c) the challenges faced by headteachers in their transition process affect them in the performance of their administrative and managerial roles; (d) headteachers have to be supported in various ways in their transition process to enhance their performance.

Consequently, the study authenticates and provides answers to the focal theory of the research which the researcher stated as “the transition of teachers to headship position in the Effutu Municipality is unstructured and poorly organized, and this poses some challenges to headteachers in the performance of their administrative and managerial roles. Consequently, how can these headteachers be supported to enhance their performance.”

This study adds to the pool of knowledge on issues of teacher transition, especially in Ghana where there is paucity of studies on teacher transition to headship and its implication on school management and administration. In comparison with other studies that used either a quantitative, qualitative or mixed method approach, but barely touched on how teachers in public basic schools’ transition to headship position, the use of a concurrent mixed method design to gather the necessary data using different methods (such as surveys and interviews in the study) to answer the research question was very helpful. It helped to achieve the purpose for which this study was conducted in other to fill this gap. Besides, it helped in explaining into details how the transition process of teachers to headship position affects their administrative and management functions, not only in terms of figures but in terms of words by means of illustrations, complementarity and triangulation of findings to make the study credible.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

1. Based on the finding that the selection of teachers for headship position was poorly structured, organized and failed to adequately prepare selected heads for their new position, it is recommended that the Education Directorate of Effutu Municipality structure and organize their selection process very well by adhering to a structured protocol that would guide them whenever they are selecting teachers to headship positions in public basic schools.
2. The Education Directorate of the Effutu Municipality should as a matter of concern, routinely engage with newly appointed heads of public basic schools to identify challenges faced and put mechanisms in place to address these challenges so as to promote their efficiency in managing schools based on the findings that ineffective transition process for headship position expose headteachers to a range of challenges that compromise their role performance on assumption of duty.

REFERENCES

1. Abere, O. S. (2006). Administrative training needs of public primary school headteachers for

- effective management of schools in Kuria District, Kenya. Elsevier.
2. Aggrey-Fynn, C. (2020). Challenges new principals experience during transition in colleges of education, Ghana. *International Journal of Contemporary Research and Review*, 11(1), 20427-20437.
3. Aggrey-Fynn, J. (2022). *Small-scale fisheries in Ghana: Historical and transnational*. Shannon Lectures, Spring 2022.
4. Amakyi, M., & Ampah-Mensah, A. (2013). Reflective practice in teacher education in Ghana. *International Journal of Education and Practice*, 2(3), 42-50.
5. Armstrong, M. (2016). *Armstrong's handbook of strategic human resource management*. Kogan Page.
6. Atieno, M. E., & Simatwa, E. M. W. (2012). Challenges faced by newly appointed principals in the management of public secondary schools in Bondo district, Kenya: An analytical study. *Educational Research*, 3(4), 388-401.
7. Author & Author (2003). *School leadership: Concepts and evidence*. National College for School Leadership.
8. Berry, J. (2017). Peter's transition to headship: What can we learn from his experience about how to prepare to make the transition from assistant principal, or deputy, to principal or head teacher? *Journal of Cases in Educational Leadership*, 22(3), 28-42.
9. Bolam, R. (2004). Reflections on the NCSL from a historical perspective. *Educational Management, Administration and Leadership*, 32(3), 251-268.
10. Bryman A. (2006). Paradigm peace and the implications for quality. *International Journal for Social Research Methodology*, 9(2), 111-126.
11. Bryman, A. (2012). *Social research methods*, (4th ed.) Oxford University Press.
12. Bush, T. & Oduro, D. (2006). *Theories of educational management* (3rd ed.). Sage Publications Ltd.76
13. Bush, T. (1998). The national professional qualification for head teachers: The key to effective school leadership? *School Leadership and Management*, 18(3), 321-333
14. Bush, T. (2007). *Educational leadership and management: Theory, policy, and practice*. South African Journal of Education. 27 (3) 391 – 406.
15. Bush, T. (2008). *Leadership and management development in education*. Sage.
16. Bush, T., & Glover, D. (2014). *School leadership models: What do we know*. *School Leadership & Management: Formerly School Organisation*, 4(5), 553-571.
17. Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. Routledge.
18. Cole, G. A. (ed.). (2002). *Personnel and human resource management*, (5th ed.). Ashford Colour Press.
19. Coleman, J. S. (1997). Social capital in the creation of human capital. *Frontier Issues in Economic Thought*, 3, 213-215.
20. Creswell, J. W. (2008). *Research design: Qualitative and mixed methods approaches*. Sage Publication
21. Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
22. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach*. Sage Publications.
23. Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Sage Publications Ltd.
24. Day, C., & Sammons, P. (2016). *Successful school leadership: Education development trust*. Highbridge House, 16-18 Duke Street, Reading Berkshire, England RG1 4RU, United Kingdom.
25. Dewey, B. I. (2012). In transition: The special nature of leadership change. *Journal of Library Administration*, 52(1), 133-144.
26. Edwards, A. K., & Aboagye, S. K. (2015). Assessing school leadership challenges in Ghana using leadership practices inventory. *International Journal of Education and Practice*, 3(4), 168-181.
27. Gentilucci, J. L., Denti, L., & Guaglianone, C. L. (2013). New principals' perspectives of their multifaceted roles. *Educational leadership and administration: Teaching and Program Development*, 24, 75-85.

28. Godwyll, F., Larson, W., & Ahwireng, D. (2013). Challenges of headteachers as instructional leaders: A Ghanaian perspective. *Journal of Education and Humanities: Theory and Practice*. 4(8) 53-74.
29. Hohner, J. (2016). Exploring the transition from classroom teacher to vice-principal in rural schools. PhD dissertation. University of Western Ontario
30. Honor. (2016). The honor code at the University of Virginia: A guide for teaching assistants. University of Virginia Honor Committee. Rector and Visitors of the University of Virginia.
31. Hoy, W., & Miskel, C. (2008). *Educational administration: Theory, research and practice*. New York: McGraw Hill.
32. Hoyle, E., & Wallace, M. (2005), *Educational leadership: Ambiguity, professionals and managerialism*. Sage Publication
33. Kioko, K. V. (2011). *Becoming inclusive: A deleuzoguattarian view of inclusive education policy struggles in Kenyan primary schools*. (Published Doctor of Philosophy), University of Winchester.
34. Kitamaya, S., & Cohen, D. (2010). *Handbook of cultural psychology*. Guilford Press
35. Komashie, D. A. (2015). *Examination of headteachers leadership skills in Keta, Akatsi North and Akatsi South Districts: Application of skill theory*. University of Professional Studies, Accra.
36. Kwapong, O. E., & Danso-Mensah, D. K. D. (2018). School managers' instructional supervisory practices and teacher performance: Perceptions of teachers in public basic schools in the Effutu Municipality. *International Journal of Development and*
37. Lattuca, F. P. (2012). *Becoming an administrator: The socialization of an assistant principal through an autoethnographic lens*. Ph.D. dissertation. Kingston: University of Rhode Island, S. P., & Kuranchie, A. (2018). Head teachers' professional management needs and concerns: Evidence from an educational district in Ghana. *European Journal of Training and Development Studies*, 5, 2, 33-47,
38. Male, T. (2014). *Preparing for and entering headship in England: A study of career transition*. University of Lincoln.
39. Middlewood, D. (1997). *Managing recruitment and selection*. In Bush, T., & Middlewood, D. (Eds.), *Managing people in education*. Paul Chapman Publishing.
40. Mitgang, L. (2015). *The making of the principal: Five lessons in leadership training*. Wallace Foundation.
41. Moos, L. (2013). Comparing educational leadership research. *Leadership and Policy in Schools*, 12(3), 282-299.
42. National Professional Qualification for Headship [NPQH]. (2012). *A qualification for school leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school*. Department for Education.
43. Oduro, G. K. T. (2003). *Perspectives of Ghanaian head teachers on their role and professional development: The case of KEEA district primary schools*. (Unpublished doctoral dissertation), University of Cambridge, Cambridge, United Kingdom.
44. Osei, A. A., & Osei-Adu K. (2016). Transitional challenges facing staff development in selected colleges of education in Ghana. *International Journal of Research in Economics and Social Sciences*, 6, 4, 2249-7382
45. Osei, E., & Mensah, D. K. D. (2018). The prevalence of negative teacher-related factors in a Ghanaian Municipality's basic schools. *Advances in Social Sciences Research Journal*, 5(6) 590-601.
46. Patton, M. Q. (2015). *Qualitative research and evaluation methods: Integrating theory and practice* (4th ed.). Sage Publication
47. Psomas, L. E., & Jaca, C. (2016). The impact of total quality management on service company performance: Evidence from Spain. *International Journal of Quality & Reliability Management*, 33(3), 380-398.
48. Qutoshi, S. B., & Khaki, J. E. A. (2014). the role of a principal/headteacher in school improvement: A case study of a community-based school in Karachi, Pakistan. *Journal of Research & Reflections in Education (JRRE)*, 8(2).
49. Saglam, A. Ç., Geçer, A., & Bag, D. (2017). Training and appointing processes of school leaders in developed and developing countries: How is the situation in Turkey? *Universal Journal of*

- Educational Research, 5(9), 1479-1489.
50. Schlossberg, N. K. (1981). A model for analyzing human adaptation to transition. *The Counseling Psychologist*, 9(2), 2-18.
 51. Somekh, B., & Lewin, C. (2005). *Research methods in the social sciences*. Sage.
 52. Supovitz, J., Sirinides, P., & May, H. (2003). How principals and peers influence teaching and learning. *Educational Administration Quarterly*, 46, 31-56.
 53. Tai, M. K., & Abdull Kareem, O. (2020). Headteacher change leadership competency: a study in Malaysian primary schools. *Professional Development in Education*, 46(2), 292-305.
 54. Tawiah, T. A. (2012). Challenges that head face in the administration of basic private Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). New York: Harper and Row.
 55. Zame, Y. M., Hope C. W., & Repress T. (2008). Educational reform in Ghana: The leadership challenge. *International Journal of Education Management*, 22(2), 115– 12