Teacher Transition to Headship: Exploring the Challenges and Support System Opportunities in Public Basic Schools in Effutu Municipality

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Abstract: Headteachers play a pivotal role in the effective management and administration of schools. This study aimed to scrutinize the transition process of teachers to headship positions in public basic schools within the Effutu Municipality, examining the associated challenges. Additionally, the research investigated the impact of these challenges on the administrative and managerial roles of headteachers, while also exploring the support systems available to enhance their performance. The study utilized a concurrent mixed method design, employing both a questionnaire and a semi-structured interview guide to collect data. The sample selection involved the use of expert sampling for headteachers, proportionate stratified random sampling for teachers at the rank due for headship, and criterion sampling for qualitative data, resulting in a total of 116 participants, yielding a robust 93.96% respondent rate from the target population of 183 professionals. Quantitative data underwent analysis using the Statistical Package for Social Sciences (SPSS), with results presented through descriptive statistics such as means, percentages, and frequency counts. Qualitative data were subjected to a four-tier coding process involving open or initial coding, focused coding and category development, axial and thematic coding, and the development of theoretical concepts. The study uncovered that challenges related to material resources, coupled with deficiencies in administrative and managerial skills among headteachers, significantly compromise their role performance. Support systems identified to enhance headteachers' performance included mentorship, peer group support, as well as pre and post-training programs. In light of these findings, the study recommends that the Effutu Education Directorate should organize pre and post-training programs for headteachers upon their appointment. Furthermore, providing necessary material resources to facilitate their functions is crucial for effective school management and administration. These recommendations aim to address the identified challenges and promote a supportive environment for headteachers within the Effutu Municipality.

Keywords: *Headteachers, School Management, Administration, Teacher Transition, Headship Position, Challenges, Support Systems.*

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I. INTRODUCTION

The transition from a teaching position to a leadership role, especially the pivotal move to headship, constitutes a crucial juncture in the professional journey of educators. This transition, marked by a shift from classroom instruction to administrative responsibilities, carries profound implications for the overall operational dynamics and effectiveness of public basic schools (Fullan, 2014). As teachers ascend to leadership positions, the very nature of their roles evolves, impacting not only individual educators but also the broader educational landscape.

This study endeavors to delve into the intricacies of this transformative phase, concentrating on the challenges encountered by educators navigating the transition and the potential opportunities that emerge through dedicated support systems (Day & Leithwood, 2007). The exploration is not

merely an examination of individual experiences; rather, it seeks to unravel the broader implications for the functioning of public basic schools within the specific context of the Effutu Municipality.

The Effutu Municipality, as the focal point of this investigation, represents a microcosm of the educational challenges and opportunities inherent in teacher transitions to headship. Understanding the unique socio-economic, cultural, and educational landscape of Effutu is paramount to contextualizing the experiences of teachers in this locale. Factors such as community engagement, local educational policies, and the socio-economic background of students all contribute to shaping the nuanced challenges and support system opportunities faced by educators making this career leap in the Effutu Municipality.

This research is not only an exploration of individual professional trajectories but a concerted effort to contribute empirical insights that can inform educational policies, professional development initiatives, and support frameworks specifically tailored to the Effutu Municipality's educational ecosystem (Hargreaves & Fullan, 2012). Through a comprehensive analysis of challenges and opportunities, this study seeks to provide a foundation for evidencebased decision-making, fostering a more resilient and effective educational leadership pipeline in public basic schools within the Effutu Municipality.

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. The transition from teaching to a leadership role, particularly the move to headship, is a pivotal yet challenging phase for educators (Fullan, 2014). While this shift holds the potential to enhance the overall effectiveness of public basic schools, there exists a dearth of comprehensive research addressing the specific challenges faced by teachers during this transition, particularly in the unique context of the Effutu Municipality.

Existing literature provides insights into the challenges of teacher transitions, but there is a notable lack of studies that delve into the localized dynamics of the Effutu Municipality. The socio-economic, cultural, and educational nuances of this specific context remain underexplored, leaving a gap in our understanding of how these factors shape the experiences of educators (Day & Leithwood, 2007).

While the literature acknowledges the importance of support systems during transitions, there is a gap in understanding the specific support mechanisms that prove most effective for teachers moving into headship roles. The exploration of tailored support systems within the Effutu Municipality is essential for developing targeted interventions that facilitate a smoother transition (Hargreaves & Fullan, 2012).

Community engagement is a crucial aspect of educational leadership, yet there is a gap in the literature regarding how community dynamics in Effutu influence the challenges and opportunities faced by transitioning teachers. A comprehensive understanding of these dynamics is essential for developing strategies that foster positive relationships and community involvement (Smylie, 2015). By addressing these gaps, this research seeks to contribute nuanced insights that can inform tailored policies and interventions, ultimately fostering a more successful and resilient transition for teachers entering headship roles in public basic schools within the Effutu Municipality.

➢ *Objectives of the Study*
The objectives of the study were to:

- Examine how the challenges faced by heads of public basic schools in the Effutu Municipality during their transition to headship affect the performance of their duties.
- Explore the administrative and management support systems that can enhance the performance of heads of public basic schools in the Effutu Municipality when they transit to headship positions.

➢ *Research Questions*
From the research objectives, the following research questions were raised to guide the study:

- In what ways do the challenges experienced by heads of public basic schools in the Effutu Municipality affect the performance of their duties?
- What administrative and management support systems can enhance the performance of heads of public basic schools in the Effutu Municipality when they transit to headship?

II. METHODOLOGY

The current study aligns with a pragmatic philosophical orientation, which emphasizes deriving insights from actions, situations, and consequences rather than focusing solely on antecedent conditions (Creswell, 2008). This orientation centers on addressing the research problem and determining approaches that lead to a comprehensive understanding and solutions to the research questions. The key characteristics of pragmatism, as outlined by Creswell (2008), guide the adoption of this philosophical orientation for the study.

Employing a mixed method approach, this study provides the researcher the flexibility to select methods, techniques, and procedures that best address the research questions and fulfill the study's purpose (Creswell, 2013). The mixed method approach involves the collection, analysis, and integration of both quantitative and qualitative data within a single study or across multiple studies (Creswell & Plano Clark, 2011). This approach is rooted in the belief that combining both quantitative and qualitative methodologies enhances the understanding of research problems compared to using either approach in isolation.

The choice of a mixed method approach, as opposed to exclusively quantitative or qualitative methods, stems from the conviction that leveraging the strengths of both methodologies ensures a more thorough comprehension of the research problem (Creswell & Plano Clark, 2011; Creswell, 2013). Additionally, it allows the researcher to address the research problem more comprehensively than adopting a singular quantitative or qualitative design (Creswell & Plano Clark, 2011).

This study employs a concurrent mixed method design, wherein both quantitative and qualitative data are collected, analyzed separately, and then compared to validate or refute each other's findings (Creswell, 2014). The rationale for choosing this design is rooted in the aim to triangulate statistical results from quantitative data with qualitative findings for corroborative and validation purposes. Furthermore, this design is selected to ensure a comprehensive understanding of the phenomenon by illustrating quantitative results with qualitative findings (Creswell & Plano Clark, 2011). Bryman (2006) and Creswell and Plano Clark (2011) emphasize that this approach enhances the credibility of the findings. The design is considered appropriate as it assigns equal priority to both

datasets (quantitative and qualitative) due to the inclusion of three participant groups: headteachers, teachers, and education officers.

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

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 3.1 and Table 3.2 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).

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 n = 73

Hence, a total of 73 teachers at the rank due for headship (AD1), including assistant headteachers, were purposefully selected to represent the teacher population in the study. Meanwhile, 40 headteachers, each with up to five years of experience, and three School Improvement Support Officers (SISOs) overseeing the administration and management of schools in the three circuits, were specifically targeted to represent the education officers involved in the transition process. In total, a sample size of 116 was initially used for gathering both quantitative and qualitative data for the study. However, due to response rates of 93.8% for quantitative data

and 93.96% for qualitative data, the net sample sizes used were 106 for quantitative data and 109 for qualitative data, respectively. Notably, SISOs representing education officers contributed only qualitative data.

To ensure comprehensive insights and confirm findings from various perspectives, the researcher employed a multilevel sampling technique, integrating expert (judgment), criterion, and maximum variation sampling techniques for both quantitative and qualitative data collection from the 116 respondents. According to Onwuegbuzie and Leech (as cited in Cohen, Manion & Morrison, 2011), multilevel sampling designs facilitate comparisons between groups drawn from different levels of the study. The diverse participant groups (teachers at the rank due for headship, headteachers, and SISOs) also justified the application of maximum variation sampling. However, due to the small size of SISOs in charge of the three circuits, only qualitative data collection was feasible, resulting in a sample size of 113 for quantitative data.

For the expert sampling technique, headteachers were selected based on their expertise in the field of study, specifically those with one to five years of work experience. This technique, widely used in statistics, allows the researcher to tap into the opinions or assessments of respondents possessing a high level of knowledge about the phenomenon under investigation. The selection of teachers at the rank due for headship (AD1), including assistant headteachers, unfolded in three stages. Initially, a stratified sampling technique categorized the circuits into three strata (Winneba East, West, and Central), with a proportional sampling technique allocating the required sample size to each stratum. Subsequently, a simple random sampling technique was employed to select teachers within each circuit in the Municipality, ensuring an equal chance for all respondents to participate in the study. The distribution of respondents relative to the population in each stratum is detailed 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÷b)×c]	Proportionate Sample Size (P)
Winneba East	21	(21 ÷ 95) × 73	16
Winneba West	42	(42 ÷ 95) × 73	32
Winneba Central	32	(32 ÷ 95) × 73	25
Total	95		73

Source: Field work data 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:

- Headteachers who have been at post for a maximum of two years.
- 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.

To corroborate, validate, and triangulate the survey data, an interview guide was meticulously structured for face-to-face interviews. The interviews were recorded using an audiotape recorder, chosen for its effectiveness in helping the researcher understand the participants' sentiments regarding the phenomenon under study. The use of a semi-structured interview guide added strength to the comprehensiveness of the qualitative data and ensured systematic data collection for

each participant, as advocated by Patton (cited in Cohen et al., 2011).

Qualitative data were collected to address all two research questions.

Before initiating data collection, the researcher sought approval from the Effutu Municipal Education Directorate by sending an introductory letter from the Department of Educational Administration and Management, University of Education, Winneba. The entire data collection period spanned from September 10, 2021, to October 10, 2021. The questionnaire was selfadministered to ensure efficient data collection, and respondents were given sufficient time to complete it at their convenience, minimizing disruptions to their work schedule.

Upon contacting the participants, the researcher provided an overview of the research's nature, scope, and objectives, establishing rapport and enabling participants to make informed decisions about their participation. Face-to-face interviews were conducted in a tranquil environment, minimizing distractions, and adhering to all COVID-19 protocols. The researcher obtained permission to record the interviews using two voice recorders to mitigate the risk of data loss due to device malfunction. The average duration of the twelve interviews was 35 minutes, contributing deeper insights and additional context to the survey respondents' perspectives and experiences related to the study's phenomenon.

The quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS V 22.0). Prior to analysis, the qualitative data underwent a thorough review, coding, editing, and cleaning process. This systematic approach aimed to identify unanswered items and instruments with incorrect or incomplete data. For Research Questions 1 and 2, descriptive statistics were employed, presenting results in the form of means and standard deviation. The survey results were evaluated 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 (2.5 to 5) indicates that the variable under consideration is a significant challenge, while scores below 2.5 suggest the opposite. Similarly, items recording a mean score of 2.5 and above for Research Question 3 indicate that challenges faced by the headteachers significantly impacted their role performance, with the reverse for mean scores below 2.5. Regarding Research Question 4, mean scores below 2.5 signify that the support system was less effective in enhancing teachers' performance, while scores above 2.5 indicate 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;

- 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.

- 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.

- 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).

- 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.

This research was conducted with the ethical approval of the Effutu Municipal Education Directorate. Right of privacy, voluntary participation, no harm to participants, anonymity and confidentiality were all addressed by the researcher in the course of the study. The right of privacy was strictly adhered to by the researcher as all those who participated in the study were informed of the nature of the study in order to seek their consent. This allowed them to take a stance as to whether they are willing to partake in the study or not. They were also informed that they could withdraw from the study at any point in time without incurring any negative consequences or victimizations. As such, under no circumstance did the researcher coerce any of the respondents to be part of the study which clearly demonstrates that the right to voluntary participation was strictly adhered to.

Furthermore, the issue of causing no harm to participants was considered paramount to the researcher. In view of this, they were informed that the study was mainly for academic purpose and that the findings may serve as a basis to address the challenges associated with teacher transition to headship. Finally, in order not to subject the survey respondents/participants to victimization, the researcher assured them of confidentiality of information and anonymity by using questionnaire numbers instead of their identities. Similarly, a code (RS1 to RS12) was used to conceal the identities of interview participants.

III. RESULTS

A. Effect of the Challenges Faced by Heads of Public Basic Schools in the Effutu Municipality on Their Role Performance

The results under this section relates to Research Question 1 which sought to investigate how the challenges faced by headteachers of public basic schools in the Effutu Municipality affect their role performance. Data obtained from both the survey (quantitative data) and interviews (qualitative data) have been presented in the form of tables and themes respectively. This section presents the survey results on the perspectives of headteachers and teachers with regard to how the challenges faced by headteachers of public basic schools in the Effutu Municipality affected their role performance.

Table 4: Perspectives of Headteachers on How the Challenges Faced During the Transition process Affect them in their Administrative and Management Roles

Statements	Mean	SD
I feel the challenges faced in my transition process has affected me in the following ways;		
General management		
preparing a strategic vision	3.28	1.27
preparing a strategic plan	3.12	1.36
engaging staff	2.86	1.48
ensuring collaboration among staff	3.08	1.55
forming and working with teams	3.00	1.38
conducting meetings	3.00	1.50
using technological tools for management processes	3.44	1.38
engaging parents of wards	3.25	1.42
Student management		
handling disciplinary issues	3.04	1.42
identifying students' needs	3.08	1.27
addressing students' needs	3.04	1.42
Staff management		
ensuring staff professional growth	3.29	1.26
managing underperforming staff	3.20	1.50
resolving staff conflicts	3.04	1.58
Financial management		
preparing budgets	3.30	1.57
appropriating funds	2.95	1.52
submitting financial reports	3.25	1.45
Instructional supervision		
constructing timetables	3.65	1.34
assessing lesson notes	3.33	1.52
supervising instructions	3.21	1.50
evaluating lessons	3.33	1.27

Source: Field work data   N= 39

Table 4 presents survey results on how the challenges faced by headteachers in the transition process affect them in the performance of their management roles. As shown in Table 4.8, headteachers affirmed the challenges they experienced in their transition process affected them in their general management as well as the management of their staff, students, school finances and instructional supervision.

In terms of general management, most headteachers indicated that challenges faced in the transition process negatively affected them in preparing a strategic vision (M = 3.28, SD = 1.27) and plan (M = 3.12, SD =1.36), ensuring collaboration among staff (M = 3.08, SD = 1.55), using technological tools for management processes (M = 3.44, SD = 1.38). Majority of the headteachers also responded that the transition process adversely affected them in the area of student management in terms of handling students' disciplinary issues (M = 3.04, SD = 1.34), identifying (M =

3.08, SD = 1.27) and addressing their needs (M = 3.04, SD = 1.42).

In the performance of their financial management roles, most headteachers asserted that the challenges faced in the transition process affected them in preparing budgets (M = 3.30, SD = 1.57) and submitting financial reports (M = 3.25,

SD = 1.45). Constructing time table (M = 3.65, SD = 1.34), assessing (M = 3.33, SD = 1.52) and supervising lesson notes (M = 3.21, SD = 1.50) as well as evaluating lessons (M = 3.33, SD = 1.27) was also considered by many headteachers as some of the effects of the transition process on their management roles.

Table 5: Teachers at the Rank Due for Headship (AD1) Including Assistant Headteachers Perspectives of How the Challenges Headteachers Faced in the Transition Process Affect their Headship Roles on Assumption of Office

Statement	Mean	SD
I have observed that when newly appointed headteachers assume office, the challenges they face during the transition process affect them in terms of; Staff management Ensuring staff professional growth	3.29	1.26
Managing underperforming staff	3.20	1.50
resolving staff conflicts	3.46	1.13
Financial management preparing budgets	3.18	1.33
appropriating funds	3.37	1.31
submitting financial reports	3.53	1.24
Instructional supervision constructing timetables	2.93	1.29
assessing lesson notes	3.12	1.31
supervising instructions	3.31	1.11
evaluating lessons	3.33	1.18
engaging parents of wards	3.15	1.08
using technological tools for management processes	3.75	1.29

Source: Field work data, N= 67

Table 5 illustrates the survey results on how teachers perceive the effects of the challenges headteachers encountered in their transition process in their role performance in terms of financial management, staff management and instructional supervision. As indicated in Table 5, most of them affirmed that the challenges faced in the transition process affected their ability to resolve conflicts among staff (M = 3.46; SD = 1.13). In terms of financial management, the majority of teachers at the rank due for headship (AD1) including assistant headteachers indicated the challenges faced affected them in preparing budget (M = 3.18; SD =1.13), appropriating funds (M = 3.37; SD = 1.31), and submitting financial reports (M = 3.53; SD = 1.24).

Also, the majority of teachers acknowledged that the challenges headteachers faced in their transition process affected their instructional supervisory role. The mean scores on the effect of challenges faced on instructional supervision in terms of using technological tools for management process, evaluating lessons, supervision of instructions, and engaging parents of wards was 3.75 (SD=1.29), 3.33 (SD = 1.18), 3.31; (SD = 1.11), and 3.15 (SD=1.08) respectively.

B. Headteachers and SISO's (Education officers') Perspectives of How the Challenges Headteachers Faced in the Transition Process Affect their Headship Roles on Assumption of Office
The data from the interview uncovered two major themes with their corresponding sub-themes on how the challenges faced by newly appointed headteachers affect them in performing their roles; human resource management role effects and financial management role effect.

➤ *Human Resource Management Role Effects*
This section presents interview data on issues related to effects of the challenges faced by headteachers in public basic schools during transition in the Effutu municipality.

● *Getting Teachers Cooperation / Cooperation of Teachers and Students*
It emerged from the interview data the nature of the transition process poses significant challenges for headteachers in relating to their staff as well as students. Participants averred that the rapid nature of the transition process affect them in terms of engaging staff to buy into their envisage vision and mission for the school. According to participants, this affected them to a greater extent as they needed the support of their staff to implement policies to drive the school. Data from the interview revealed that, most teachers are reserved and hardly commented whenever headteachers needed their inputs and suggestions to make informed decisions. …Some of we the teachers are more experienced and qualified than those headteachers. But you know, some look down upon you and will not even give you the opportunity to come up with your ideas. In such instance, I will rather be mute and watch you do what you want to do. If you are successful, fine, if not, it's up to you. (**Respondent 8**)

…You will be surprised to call a meeting to discuss something important and few teachers will show up. The few who will come will either remain silent throughout the entire meeting and will not comment. I sometimes feel stranded not knowing what to do. How do you run the school if you are not getting their [teachers] cooperation…? (**Respondent3**).

…I sometimes don't understand some of my colleagues. I know they may not be happy with some heads, but we should know we all have our shortcomings. I do accept some heads are difficult and will not welcome any suggestions or input, but there are some who are willing to engage teachers; why not cooperate with such heads…? (**Respondent7**).

- *Staff Continuous Professional Development*

The interview data also revealed that gaps in the transition from teacher to headship positions negatively affect headteachers in the management of their staff. Participants disclosed that headteachers had no structured ways to help them advance in their professional career in addition to leaving many conflicts among teachers unresolved in the school due to poor management practices. Almost all participants concluded that the headteachers are not well prepared to take up this role which in their view accounted for these deficiencies in role performance. Accordingly, some participants said that: "…I have to take keen interest in upgrading myself. I realize my head lacks direction in terms of programs that will benefit us the teachers and the school as a whole…" (**Respondent1**). Another teacher added that …When I asked my head what programs were of immediate need for my employer, my head never gave me any positive response. I feel she doesn't know for which reason said nothing encouraging, but said something to hide her ignorance. I wonder how she was prepared to take up this role. Not much should have been done looking at her attitude in general… (**Respondent9**).

- *Conflict Resolution*

Another theme that emerged from the interview data relates to conflict resolution. The interview data revealed that headteachers feel incapacitated to settle disputes among teachers. Participants believe that the poor transition process of teachers to headship positions was a major contributory factor to this weakness among headteachers. Participants acknowledge that managing teachers and students are not easy for most headteachers because they are not well prepared prior to taking up this role. It was evident from the interview data that some headteachers have lost control over their teachers and in some instance's students. For instance, some participants shared the following views to highlight this phenomenon.

…I know about four schools that have a number of unresolved conflicts among teachers and their heads. In fact, no one needs to tell you some teachers are at loggerheads with each other just because their issues were not well resolved by their heads. You get to the school and you notice it by yourself (**Respondent12**).

Some teachers are troublesome. No matter how you attempt to solve issues when they prop up, they will just not cooperate with you. They feel aggrieved and offended when you try to draw their attention to mistakes. Some will tell you right in the face that they are not only qualified teachers but also qualify for the position of headship…in such instances, you feel helpless (**Respondent4**).

- *Detailing a Strategic Vision and Mission / Roadmap for the School*

The qualitative data revealed that inadequate preparation among most headteachers with regards to the transition process pose significant challenges for them in preparing a roadmap for the school. Participants (teachers) shared the view that with adequate preparation in the transition process, heads would have been equipped with the requisite skills to come up with a strategic vision and plan for the school which they believe is required of every manager. Some participants engage the services of experienced teachers in other schools and school improvement support officers (SISO's) to help them in this regard. Reflecting on these findings, some participants shared the following views;

It was difficult coming up with a strategic plan. I invited the circuit supervisor to take us through after which I was able to come up with one, although it may not be up to standard. When I took up this position of headship, the only option I had at that time was to appeal to teachers to set their targets. The strategic plan was to make the school a model school and students coming out with the best grades in the Municipality within my first two years in the school. So, every teacher was asked to set his or her target. It was in my first week that the strategic plan was drawn and pasted in the staff common room (**Respondent5**).

Honestly, I noticed my headteacher did not have any documented strategic vision and plan. She often asked that we all write one and make it available to her in her office. Most of us had challenges and therefore requested of her sample to serve as a guide or better still, take us through the steps in writing one…She kept postponing and we never had this meeting. I believe she has none at the moment (**Respondent8**).

…I was expecting that, by now she will actually communicate to us the roadmap for the school. I know there should be a written document so that we can all be guided by it. At least, it would have benefited all of us. But as it stands, I don't know the mission and vision the headteacher has for the school…She is not to be blamed much because most headteachers I know were not given any form of training prior to taking up office…(**Respondent 9**).

➢ *School Financial Management Effect*

Data from the interview data established that headteachers lack financial management skills in managing the finances of the school. According to participants, most headteachers are aware of the financial management responsibilities that accompany headship positions prior to assumption of duty but are unable to execute this role. Participants averred that headteachers are not taken through any formal training on how to manage the school finances in the course of their transition process from teacher to headship. Participants disclosed that, this gap in the transition process affect headteachers in performing their financial roles. Accordingly, some participants expressed that;

My head lacks direction in planning how to use funds at her disposal. I expect that she will draw a budget for the term taking into consideration what the school will need. I mean teaching and learning materials that will facilitate lesson delivery. Unfortunately, that is not the case; we run out of basic items that the school should have been able to provide (**Respondent 8**).

There are numerous occasions that I have visited schools and they are unable to make available to me their budget and how they used their funds. You ask and you realize they are lost; yet, they can mention to you what they used the money for. For me, I feel proper accounting is really a challenge for most of them; especially new headteachers… (**Respondent10**).

Another school improvement support officers (SISO's) confirmed this happening and stated that; "…most headteachers are just clueless about how to manage their school finances…they cannot write a financial report but can utilize the money…" (**Respondent11**).

C. Administrative and Management Support Systems for Enhancing the Performance of Heads of Public Basic Schools in the Effutu Municipality When They Transit to Headship

The results under this section relate to Research Question 4 which seeks to identify measures or ways to support teachers in their transitioning process to headteachers. Results obtained from the survey and interviews are presented in the form of a Table and themes respectively. This section presents the quantitative data results on effective ways to support teachers in their transition process to headteacher from the perspectives of teachers at the rank due for headship (AD1) including assistant headteachers, headteachers, and school improvement support officers (SISO's).

Table 6: Headteachers' Perspectives on Ways to Support them in their Transition Process

Statement	Mean	SD
Before assuming office, newly appointed heads should be: made to undergo formal preparation in administration	4.64	0.79
provided with pre-leadership training	4.58	0.72
made to understudy the work of incumbents	4.19	0.99
made to go through appropriate induction	4.54	0.55
After assuming office, headteachers should be: given in-service training in management issues	4.84	0.36
made to undertake specialist courses in deficient areas	4.46	0.59
made to do refresher courses from time to time	4.69	0.54
provided with leadership and administrative manuals	4.59	0.62
made to do work shadowing	4.23	0.90
provided with systems for peer-group support	4.26	0.62
provided opportunities for reflective practice	4.35	0.61

Source: Fieldwork data, n=39

Table 6 illustrates the survey results on ways to support headteachers to enhance their role performance as they transition to occupy headship positions from their viewpoint. The results present the perspectives of headteachers, teachers at the rank due for headship (AD1) including assistant headteachers, and school improvement support officers (SISO's) on ways to support newly appointed heads prior to and post assumption of duty.

As shown in Table 6, the majority of headteachers affirmed that aspiring heads prior to assuming office should be made to undergo formal preparation in administration (M = 4.64; SD = .79) and provided with pre-leadership training before assuming office (M = 4.58, SD = .72). Most headteachers also indicated that aspiring heads should be made to examine the work of incumbents (M = 4.19, SD = .99), undergo appropriate induction (M = 4.54, SD = .55).

Headteachers also asserted that on post-duty assumption, they (headteachers) should be made to undertake specialist courses in deficient areas (M = 4.46; SD = .59), undergo refresher courses from time to time (M = 4.69, SD = .54), provided with leadership and administrative manuals (M = 4.59; SD = .62). The mean scores for headteachers regarding support systems for them on post-assumption of duty in terms of peer-group support and providing opportunities for reflective practice was 4.19 (SD = .77), 4.26 (SD = .62), and 4.35 (SD = .61) respectively.

Table 7: Teachers at the Rank Due for Headship (AD1) Including Assistant Headteachers Perspectives on Ways to Support Headteachers in the Transition Process

SD	Statement	Mean
Before assuming office, newly appointed heads should be:	4.52	0.61
made to undergo formal preparation in administration	4.54	0.61
made to understudy the work of incumbents	4.09	0.87
made to go through appropriate induction	4.39	0.70
provided with pre-leadership training		
After assuming office, headteachers should be:		
given in-service training in management issues	4.57	0.61
made to undertake specialist courses in deficient areas	4.18	0.72
made to do refresher courses from time to time	4.38	0.60
provided with leadership and administrative manuals	4.48	0.66
made to do work shadowing	3.90	0.84
provided with systems for peer-group support	4.12	0.64
provided opportunities for reflective practice	4.30	0.68

Source: Fieldwork data, N= 67

Table 7 presents survey results on teachers at the rank due for headship (AD1) including assistant headteachers perspectives on support systems that can enhance the performance of headteachers. Majority of teachers indicated that headteachers prior to taking up headship positions should be made to undergo formal preparation in administration (M = 4.52; SD = .61), provided with pre-leadership training (M = 4.51; SD = .61), made to go through appropriate induction (M = 4.39; SD = .70), and made to understudy the work of incumbents (M = 4.09; SD = .87).

Majority of teachers affirmed that on post-assumption of office headteachers should be given in-service training in management issues (M = 4.57; SD = .61), undertake specialist courses in deficient areas (M = 4.18; SD = .72), do refresher courses from time to time (M = 4.38; SD =.60), and provided with leadership and administrative manuals (M = 4.48; SD = .66). Also, most headteachers acknowledged that providing systems for peer-group support (M = 4.12; SD = .64) as well as opportunities for reflective practice (M = 4.3; SD = .68) were support measures to enhance the performance of headteachers post assumption of duty.

D. Headteachers and SISO's (Education officers') Perspectives on Ways to Support Newly Appointed Headteachers in their Transition Process.

The interview data also presents the participants' views on effective ways to support teachers in their process of transitioning to headteacher positions as unraveled from the interview data. Results from the qualitative data revealed two major approaches to supporting teachers; preassumption duty support systems and post-assumption duty support systems.

➤ *Pre-Assumption Duty Support Systems*

This section presents interview data on pre-assumption duty support systems related to administration and management support systems for enhancing the performance of heads in the public basic schools in the Effutu municipality.

• *Formal Orientation*

The interview data discovered that organizing formal orientation programmes for newly appointed headteachers would significantly enhance their performance when they assume office. Participants maintained that formal orientation programmes for newly appointed headteachers would get them well prepared for their new roles. According to participants, such training programmes they believe will enlighten the newly appointed headteachers on the roles expected of them as well as how to address unanticipated challenges as at when they occur.

Reflecting this assertion, some participants shared these views;

Formal orientation for people taking up new roles is key to organizational success. I believe everyone who takes up a new role should undergo formal orientation; including newly appointed headteachers. It is through such trainings that you are briefed into details what is expected of you in that capacity or role… (**Respondent 11**).

I have always maintained that newly appointed headteachers undergo a formal orientation to get them well prepared for their roles. My position has not changed regarding this issue. When they are formally oriented on their new roles, they are more likely to understand the nature of their job and this I believe will help them to deliver… (**Respondent 12**).

Similarly, other participants opined that; "…we really need formal orientation prior to taking up as newly appointed headteachers to help us deliver…" (Respondent 2).

Newly appointed headteachers are required to undergo a formal orientation to prepare them well enough for their new roles. I don't see this happening in most cases; and this in my view has contributed to inefficiencies among some heads that I have worked with. If they were exposed to some form of orientation, it would have at least helped them to function well…(**Respondent 7**)

Formal training for newly appointed headteachers is very important if only they want us [headteachers] to perform to their expectations. This has however been given little or no attention at all, yet our employers expect the best from us. In fact, they need to make formal training a core aspect of the recruitment processes for those who are successfully appointed as headteachers (**Respondent 1**).

The interview data further revealed that, formal orientation training programmes for newly appointed headteachers serve as a means through which they could express their concerns about their new roles. Participants argued that, organizing formal orientation programmes for the newly appointed headteachers provide an opportunity for them to seek answers to the unresolved questions from experts and experienced facilitators rather than lay persons.

- *Formal Induction*

It was established from the interview data that organizing formal induction programmes could enhance the performance of newly appointed headteachers. Participants believe that for an organization that values performance, organizing formal induction for newly appointed head is key to achieving this goal. Relating to this finding, a participant averred that; "formal induction ceremony for newly appointed heads is a key component for organizational success. But we tend to ignore this in the field of teaching fraternity, especially at the basic level…" (**Respondent 7**).

The interview data further indicated formal induction program situates the head in a position to be formally recognized and respected by subordinates. Participants maintained that subordinates are less likely to show attitude to headteachers when such formal programs are organized to fully induct heads into office, hence getting their cooperation to ease the task associated with their roles. Accordingly, some participants opined that;

…The time has come for us to appreciate and understand the relevance of formally inducting newly appointed headteachers into office if we expect them to function well.

Formal induction ceremonies may offer them an opportunity to reflect and acknowledge the responsibility that lies ahead of them as headteachers… (**Respondent 11**).

Another participant queried "how do you expect newly appointed headteachers to perform well when they were not formally inducted. Honestly, some teachers fail to recognize them because no formal induction ceremony was organized to introduce them into office…" (Respondent 8). This statement was confirmed by another participant who argued that;

…I have come to realize, no induction is organized for newly appointed headteachers; that does not make them fully acknowledged by their colleagues. This has often made their task difficult. If we want to make progress and help newly appointed headteachers to function well, we should be thinking of organizing an induction ceremony for them in order to earn the full respect of their subordinates (**Respondent 7**).

I am certain that we [headteachers] we could have performed well if we were inducted into office through a formal ceremony. Some teachers do not see you to be a headteacher because they feel no formal ceremony was organized to initiate you into the office. If we expect headteachers to get the support from their colleague teachers in school and function well, it is time we consider properly inducting them into office (**Respondent 4**).

➢ *Post-Assumption Duty Support System*
This section presents interview data on post-assumption duty support systems related to administration and management support systems for enhancing the performance of heads in the public basic schools in the Effutu municipality.

- *Continuous Professional Development*
The interview data revealed that headteachers can be supported through continuous professional development at post assumption of duty. According to participants, the dynamic nature of the school environment requires headteachers to be abreast with current trends in education. Participants maintained that, continuous professional development expose them to current trends in education and the way forward in managing students and staff. Relating to this, a participant stated that; "…I feel headteachers should be required to undertake at least two refresher courses every quarter of the year and build their competencies…"(**Respondent 10**). Other participants also emphasized that;

…I feel opportunities should be created for headteachers, especially newly selected heads to build themselves if we expect them to deliver on their mandate. How do we do this? Special seminars and programs in educational administration and management should be organized for them from time to time (**Respondent 5**).

Continuous Professional Development is key for the success of every leader and this is equally important for headteachers. If you fail to educate yourself after being appointed to a position, you become rusty and limit yourself to old ways of doing things. That really does not help; things keep changing day-by-day. If you are a serious leader, you will take keen interest in attending workshops and seminars that revolve around your role as a headteacher (**Respondent 8**).

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The interview data further established that continues professional development helped headteachers to reflect on their practices in terms of how they manage their schools. Some participants revealed that through Continuous Professional Development, they are able to recognize their administrative shortcomings and put in the necessary interventions. For instance, a participant averred that;

…Having had an opportunity to attend a workshop on school administration some months after my position as a headteacher, I became more confident in performing my roles having noticed some gaps in how I discharged my duties. In fact, the workshop helped me to ponder over how I was playing my role as a headteacher (Respondent 6)

Another participant affirmed this statement and asserted that;

My headteacher could not actually relate well with students and staff when she was appointed to head the school initially. There were always problems within the school because of her attitude. However, we realized her attitude had changed for the better after attending a three-day workshop organized for headteachers. I am certain she had the opportunity to reflect on her attitude and noticed it did not help her administratively. You know, some of these programmes ignite your thoughts about how you perform your role as a leader (**Respondent 9**).

- *Support from Colleague Teachers*
  The interview data revealed that receiving support from colleague teachers is one of the major ways through which headteachers can enhance their performance. Participants maintained that support from colleague teachers will offer headteachers an opportunity to collaborate with these teachers to develop a strategic vision and mission to guide the school.

Relating to this, some participants averred that;

"…As a headteacher, you need to develop a vision and mission for the school. In fact, it should reflect the school's philosophy. Being a new headteacher who has just been posted to the school, you need to engage the teachers to come up with one. They know the students and themselves more than you do. It is only when you properly engage them that you can together draw a strategic vision and mission for the school. Without them, you can't make any significant progress (**Respondent 2**).

I believe headteachers need the support of teachers in the school to draft a vision and mission plan for their school. This will be the map that will guide the operation of the school and help the headteacher to perform his management role in a structured way. In the event that teachers in the school decide to draw back, such intentions of coming up with a vision and mission plan for the school will suffer (**Respondent 10**).

The interview data further established that headteachers needed the support of colleagues to implement policies effectively and achieve results. According to participants, headteachers cannot achieve results if colleague teachers decide to sabotage them in implementing policies required of them. Accordingly, a participant said that; "…you can have a very nice policy for students and teachers that you will want to implement in the school. We are often engaged with students and ourselves; and you will need our support to do that…" (Respondent 7). This statement was affirmed by another participant who argued that; "…I am highly aware that garnering the support of teachers in my school is crucial for implanting policies. I cannot do it all alone. I need them to support me to run the school…" (**Respondent 4**).

- *Provision of Material Resources*
  It emerged from the interview data that providing material or logistical support for headteachers will enhance their role performance in the day-to-day running of the school. According to participants, adequate resources lacking in schools compromise their ability to discharge their duties as expected of them. Participants asserted that, they require enough resources (teaching and learning materials [TLMs], furniture, good infrastructure etc.) to manage the school and perform their administrative roles. The interview data discovered that these resources are important in ensuring that effective teaching and learning goes on in the school.

For instance, a participant said that;

"…as a headteacher, you are expected to ensure that teaching and learning materials are adequate enough to meet the learning needs of students. You are considered ineffective by your colleagues if you are unable to provide these items at their request…" (**Respondent 6**).

Another participant added that;

Some headteachers have always complained about how lack of needed resources in the school negatively affects their work; and that is really true. Yet we expect the best from them as heads despite these persistent challenges. We cannot hold them fully accountable if the school does not perform well because they attribute such incidences to lack of resources to perform their roles. We really need to ensure that they are provided the needed resources to help them function well as headteachers… (**Respondent 10**).

IV. 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.

➢ *Effects of Teacher Transition to Headship Challenges*
The discussion under this section relates to research question three which sort to examine ways these challenges experienced by heads of public basic schools in the Effutu Municipality affected the performance of their duties. Ineffective teacher transition to headship positions poses serious challenges for headteachers in their day-to-day management of their schools as established in several studies.

According to Ibukun (2003), lack of the requisite leadership skills among school heads is reflected in the widespread inefficiency in the management of basic schools in both Nigeria and Ghana. Relatedly, results from this current study reveal that the challenges faced by headteachers in their transition process affected them to a greater extent as acknowledged by the headteachers and affirmed by other survey respondents (teachers and circuit supervisors).

For instance, whiles a strategic vision and plan is critical to guiding policy implementers to achieving goals in every organization (in this case the school), most headteachers as a result of the challenges faced in their transition process affirmed that they have difficulties in preparing a strategic vision (M = 3.28, SD = 1.27) and plan (M = 3.12, SD =1.36) as well as using technological tools for management processes (M = 3.44, SD = 1.38). In this regard, Stein and Gewirtzman (2003) has argued that, because effective and efficient headteachers are important to the advancement of educational institutions, where they come from, who trains them and how they are trained needs to be given much attention when selecting heads for schools.

Another worth discussing issue emanating from the ineffective transition process among headteachers pertains to their human resource functions. In Kenya, a study that explored the challenges faced by new principals in the Bondo District revealed that newly appointed school principals are confronted with human resource and fiscal management-related challenges (Atieno & Simatwa, 2012). Concurrent with this study finding, results from the survey data indicated that, the nature of transition process (from teacher to headship) negatively affect headteachers in ensuring collaboration among staff (M = 3.08, SD = 1.55), handling students' disciplinary issues (M = 3.04, SD = 1.34) as well as identifying (M = 3.08, SD = 1.27) and addressing their needs (M = 3.04, SD = 1.42). Also, this study finding was confirmed by Aggrey-Fynn (2020) who reported that school heads face personal, inter-personal and administrative challenges. These negative happenings as experienced by the headteachers may have dire consequences on the progress of the school. According to Glanz (2005) headteachers inability to handle disciplinary issues among students results in the disruptions in the day-today activities of students.

These aforementioned results are also affirmed by findings from the interview data that exposed headteachers, weaknesses due to challenges faced in the transition process. Participants mentioned that headteachers are challenged in terms of resolving conflicts among teachers, ensuring cooperation and collaboration among staff and also promoting continuous professional development among them. This should be a matter of concern especially when a previous study in the Volta Region of Ghana also established that headteachers are bereft of the expertise in effecting staff personnel services (Lonyian & Kuranchie, 2018).

From the ongoing discussion, it could also be argued that, the teacher transition process may have failed to consider the managerial competence of teachers prior to appointing them for headship position. For instance, results from the interview data revealed that some heads in mission schools was appointed not on merit but based on their affiliation to a religious body; as argued by some participants.

These negative trends in the transition process may not only affect the headteachers but also have a ripple effect on students as well as teachers. For example, while headteachers may be denied valuable inputs and suggestions from teachers to enhance their administration, students on the other hand may suffer academically due to teachers' inability to enhance their professional practice through continuous professional development. Moreover, Esia-Donkoh (2014) has emphasized that school heads are responsible for creating the enabling environment for the teaching staff of their schools to discharge their duties to their optimum best and to develop the professional capacities to their fullest potentials.

Research has shown that headteachers in Ghanaian schools usually fail in executing their roles in planning and using funds wisely to facilitate the smooth running of their schools (Lonyian & Kuranchie, 2018). Correspondingly, headteachers in this current study acknowledged that challenges faced in the transition process affected them in preparing budgets (M = 3.30, SD = 1.57) and submitting financial reports (M = 3.25, SD = 1.45). These results are corroborated by findings from the interview data that established that headteachers are inefficient in performing their financial management roles as articulated by interview participants.

➢ *Administrative and Management Support Systems to Enhance Performance of Headteachers of Public Basic Schools in the Effutu Municipality When they Transit to Headship.*

The discussion under this section relates to research question two (2) which sort to explore administrative and management support systems that can enhance the performance of heads of public basic schools in the Effutu Municipality during the transition period. Educational leaders are people expected to possess and demonstrate mastery of certain complex skills that promote their functioning by way of employing a range of strategies to actively engage others to achieve results (Day & Sammons, 2016). Similarly, Schlossberg (2006) also maintains that support and strategies in addition to other factors impact on the individual (headteacher) in terms of performance. Accordingly, 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. Consistent with this assertion, study respondents and participants maintained that indirect and direct training programmes such as mentorship and exposure to administration and management educational programmes respectively are keys to enhancing the performance of headteachers. For instance, most survey respondents indicated that heads prior to assuming office should be made to undergo formal preparation in administration (M = 4.64; SD = .79) and provided with pre-leadership training before assuming office (M = 4.58, SD = .72).

Cowie and Crawford (2007) have, however, argued that, policymakers rather than contemplating over the essence of training programmes should focus on the nature of programmes that will build on the capacities of teachers who aspire to become heads of institutions. It can be deduced from the assertion by Cowie and Crawford (2007) that, formal training for headteachers may be less of a priority for policymakers; hence necessitating such recommendations. To illustrate this assertion, the interview data established that no formal training was organized for newly selected headteachers before they assumed office regardless of its relevance to them as indicated by both the survey and interview data.

Another worth mentioning issue on ways to support headteachers performs their mandate relates to induction programmes for newly appointed heads. The interview data uncovered that there was a need to formally induct newly appointed headteachers into office as part of their transition programmes. Apart from such a formal process affirming their positions as headteachers, they are likely to gain the needed respect, recognition, and support from colleague teachers which may ultimately enhance their performance.

V. CONCLUSION

In conclusion, this study has effectively addressed the research objectives, thereby fulfilling the primary purpose for which it was conducted. The research findings have substantiated and provided empirical support for the assumptions derived from the research questions. These assumptions include: (a) the presence of negative factors such as the absence of training programs, unpreparedness of headship aspirants, and biases in the selection process, characterizing the transition of teachers to headship positions; (b) teachers encountering multiple challenges during their transition to headship roles; (c) the challenges faced by headteachers during their transition significantly impacting their performance in administrative and managerial roles; and (d) the necessity for diverse forms of support to enhance the performance of headteachers during their transition.

As a result, this study validates and provides insights into the central theory articulated at the onset of the research namely, that the transition of teachers to headship positions in the Effutu Municipality lacks structure and organization, posing challenges to headteachers in fulfilling their administrative and managerial responsibilities. Consequently, the study raises the critical question of how these headteachers can be adequately supported to enhance their performance.

Importantly, this research contributes significantly to the existing knowledge base on teacher transition, particularly in Ghana, where there is a notable scarcity of studies on the transition of teachers to headship positions and its implications for school management and administration. In contrast to prior studies that predominantly employed either quantitative, qualitative, or mixed method approaches, with limited emphasis on the transition of teachers in public basic schools to headship positions, the concurrent mixed

method design utilized in this study has proven instrumental. Employing both surveys and interviews, this approach not only addressed the research question comprehensively but also provided a detailed exploration of how the transition process affects the administrative and management functions of teachers, enriching the study with illustrative narratives. The complementary and triangulated findings enhance the credibility and robustness of this study. Overall, this research fills a crucial gap in the literature and contributes nuanced insights to the discourse on teacher transitions, particularly in the context of the Effutu Municipality.

RECOMMENDATIONS

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

- Based on the findings that headteachers find it difficult in performing some key managerial and administrative functions (human resource management, developing a strategic vision and mission, financial management roles), hence the Education Directorate of Effutu Municipality should make maximum use of internal expertise and also liaise with external expertise from the University of Education, Winneba to organize programmess on school administration and management for newly selected headteachers as well as teachers who have reached rank for headship positions to prepare them in advance for this task.

- Based on the finding that direct policy implementers (teachers, headteachers and education officers) perceive a range of support services (pre-leadership training, inservice training, provision of logistics, induction service) as necessary to enhance newly appointed headteachers' performance, it is recommended that the Effutu Education Directorate adopt a holistic approach in supporting newly appointed headteachers to perform their mandate as expected.

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