

UNIVERSITY OF EDUCATION, WINNEBA

**CHANGE MANAGEMENT IMPERATIVES OF THE TRANSITION OF
THREE SENIOR HIGH SCHOOLS FROM PRIVATE TO PUBLIC
SCHOOL SYSTEM IN THE CENTRAL REGION OF GHANA.**



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DECLARATION

Student's Declaration

I, Millicent Zoogah, declare that this thesis with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole for any other degree elsewhere.

Signature:

Date:

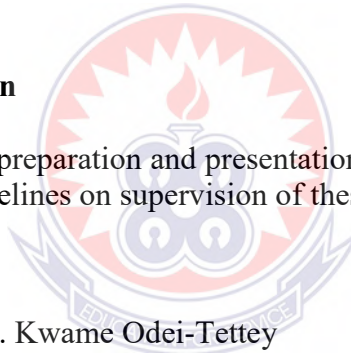
Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Education, Winneba.

Name of Supervisor: Dr. Kwame Odei-Tettey

Signature:

Date:



DEDICATION

To the Lord God Almighty.



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Developing a treatise such as this is quite an arduous task. Paradoxically, it is embarked on in solitude. However, the venture becomes interesting as one delves into the knowledge of experts in the area of study and many others who place their knowledge at one's disposal. In view of this, a special mention must be made of my indefatigable principal supervisor, Dr. Kwame Odei-Tettey whose spot on and invaluable direction, counsel and encouragement have brought this work to its current state. To him, I express my profoundest gratitude for taking time painstakingly to go through the work meticulously and granting me the opportunity to tap into his rich experience. Similarly, am also grateful to my internal assessor, Prof. Asonaba K. Addison. My unfeigned gratitude goes to Prof. Hinneh Kusi, Dr. Judith Bampoh and Dr. Alfred Kuranchie for their invaluable ideas, encouragement and support.

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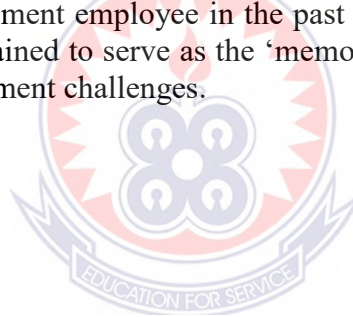
GLOSSARY

DG	Director-General
GES	Ghana Education Service
NAS	Newly Absorbed Schools
IM	Institutional Memory
OL	Organizational Learning
OM	Organizational Memory
TTEL	Transforming Teaching Education and Learning
UEW	University of Education, Winneba



ABSTRACT

This study sought to find out the challenges associated with the transition processes for three schools from private to public education system and to explore ways of retaining the school's institutional memory for productive engagement. The exploratory nature of the research coupled with the theoretical framework of change management necessitated a qualitative research approach. The population for the study was 120 and a sample size of 12. The study used purposive sampling procedure. Documentary checklist and interview guides were the main instruments in data collection. The data collected was analyzed thematically. The study found out that the schools encountered transitional challenges in terms of leadership and management, teaching staff development, teaching and learning resources and funding, the absence of a change management strategy in the transition processes of the schools and general narrow understanding of the concept institutional memory in the wake of the transition. It was concluded that the transitional periods of the schools were fraught with challenges coupled with no change management strategy put in place to manage the change. Likewise, it was concluded that employee retention strategy to retain the institutional memory of the schools was not prioritized during the transition due to management discontinuity. It was recommended that a change management strategy be put in place by GES in future absorption of private schools to mitigate the transitional challenges the schools encounter. It is further recommended that at the very least, a key management employee in the past management with adequate skills and competencies be retained to serve as the 'memory coordinator' in each school by GES to forestall management challenges.



CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education plays a crucial role in fostering self-development as well as the development of human capital for national socio-economic development (Anamuah-Mensah, 2006). Organizations change all the time, each and every day (Burke 2002, xiii). No organization today - large or small, local or global - is immune with change (Kotter, 1998). The nature of change has been a philosophical debate throughout the human history, and it remains a subject matter of scholarly exploration in the contemporary developed world.

The twenty-first century has proven to be a time of raging change. We are living today in a constantly growing global competitive environment, where change has become the pattern for organizations to sustain their success and existence. Educational, industrial and governmental organizations are therefore striving to align their operations with a changing environment (Atien & Simatwa, 2012; Atiku, 2013; Boateng, 2012; Beycioglu & Kondakci, 2014; Darkey & Oduro, 2012; McCafferty, 2013; Mensah, 2020; Osei & Adu 2016). Organizations and their leaders are also changing as a natural response to the shift in strategic importance, from effectively managing mass markets and tangible properties to innovation, knowledge management and human resources. Many approaches and methods have been suggested to manage change, yet organizations undergoing change vary significantly in their structure, systems, strategies and human resources.

Ackerman, (1982) opines transition management as the systematic study and design of an organization's strategy and supporting structures, followed by the formal planning, implementation and monitoring of the changes required. Available evidence suggests that changes in educational institutions of any kind affects both the human and physical resources especially on issues such as change management since change management is one of the major agents of educational institutions when it comes to implementing any changes. Change is difficult and efforts to effect transformational change in many institutions tend to fail most of the time (Kotter, 1996).

The challenge for members within educational institutions is to create, develop and sustain an environment that accelerates change processes. This necessitates attention to the unique complexities and risks that are inherent in change initiatives. There are a number of key influences that management and change agents must be aware of when planning and implementing change. People are the key to successful change because it is the people that will finally determine the fate of the educational institution. The process of managing change according to (Allen, 1989, p. 62), requires a degree of social and political stability for long term success. Adaptation and stability are necessary ingredients in the change management process. An organization without stability to complement change is likely to suffer serious setbacks to the achievement of its objectives.

Change after change without stability, results in confusion and agitation among employees, no matter how versatile the change managers are. The deftness with which change managers handle the major factors to be considered when changing an organization determines, to a great extent, how successful the process of change becomes. Beer and Nohria (2000) have contended that although there is agreement

among managers, consultants and academics that there is a need for change to be managed, they have different views on how this should be done. Beer, (1980) has long ago stated that change is likely to occur when the people involved believe the benefits associated with that change outweigh the costs. Any change, but especially major change, disrupts the work environment. In order for an organization and the individuals composing it to continue to function during the disruption, it is essential to plan the change carefully and to align the three elements that make up organizations: the product or service, the human factor, and the culture. Looking beyond the actual transition stage, education transitional leaders today are also aware that change and its management are not simple, one-time process but permanent upheaval to which educational institutions can adapt only by keeping open and in a permanent learning mode. This is because administrative tasks will change entirely and things will have to be done differently. For instance, leadership and management will change and schemes of operation will also change. During periods of change, new approaches and strategies are designed to reorient and transform the way in which private senior high schools are managed as well as the delivery of educational services. Institutions face overload of demands that create several challenges for school leaders whenever schools are being transitioned or elevated (Viljoen & Rothmann, 2002). Organizational memory systems (OMS) support organizations to ensure organizational learning, flexibility and efficiency and the management of change.

Several researchers have indicated some key changes of management and leadership in times of educational transitions (Opare, 2008; Effah, 2003; Basheka, 2008). In the United Kingdom, fiscal and finance allocation, leadership and management support as well as recruiting and retaining of faculty are the major experiences of school leadership and management transition (Montez, Wolverton & Gamelch, 2002). The

(European Union, 2012) assert that within educational institutions transitions, teaching professionals are the most important determinants of how learners perform; and it is what teachers know, do and care about matters.

In Africa, several studies have been conducted. In Nigeria, Mange, Onyako and Waweru, (2015) indicate that issues with funding as well as teaching and learning infrastructure resources are the major experiences with tertiary institutions in transition. Basheka (2008), points out that, in Uganda administrators of higher education institutions experienced issues in their management duties due to human, financial, physical and material resources. Lomas and Lygo-Baker (2006), assert that change is constant within educational institutions as institutions respond to a range of developments.

In Ghana, the role of private educational institutions in the educational sector dates back to the New Structure and Content of Education (1974), the Education Commission Report on Basic and Secondary Schools (1987/88) made provision for private individuals, churches and organizations to establish schools with permission from the Ministry of Education in order to supplement governments efforts (Aboagye, 2002).

Private senior high schools, along with many other institutions rendering secondary education services, are experiencing an environment of change and transformation, challenging their traditional structures and strategies and highlighting their problems, such as high staff turn-over, low remuneration, delay in payment of salaries, low enrolment, absence of essential facilities to enhance teaching and learning, and forms of management that have impact on the poor performance of this organizational type (Konadu, 2010). In the current market reality, the private senior high schools can be

considered as a “company” providing educational services to its clients, students and employers. Similar to other companies and institutions, it should also be natural for secondary education institutions to change their ongoing processes and activities, and implement a new institutional model reflecting the provision of educational services within a new social environment (Drozodova, 2008).

Second cycle or secondary school education in Ghana encompasses Senior High Schools, Senior High Technical Schools, Technical and Vocational Education and Training. Second cycle institutions also known as pre-tertiary institutions under the Ghana Education Service (GES) also play a vital role in the socio-economic development of Ghana, including creation, dissemination and application of knowledge, equipping and preparing students for higher education and labour market in Ghana. Managing these institutions have been the mandate of the Secondary Education Division of the GES. Historically, the feature of both private and government partnership in educating citizens is well established as private secondary institutions can be traced as far back to the colonial days where individuals and religious groups established schools to provide education to 200 youth to unearth their talents and skills. Some of the earlier private schools were later assisted or taken over completely by the government, notable amongst them is Accra Academy founded in 1937 in Accra (Aboagye, 2002).

Foster (1965) writes that at the end of the colonial period, 1950-51, there were altogether two government secondary schools, 11 government assisted (mostly church established) institutions and 44 private secondary schools. The first major post-independence Education Law of Ghana, the Education Act of 1961 (Act 87, sections 17, 18 & 19) recognized and institutionalized the contribution of private schools in

education provision. This led to the creation of a private school unit at the Ministry of Education in August 1973. The Ghana Education Service (GES) was authorized by this act to supervise the above unit among other things. This provision has remained in force till today with occasional revision of the guidelines and regulation of operation. Available statistics at the Central Regional Education Office in Cape Coast as at February, 2023 show 73 SHS and 3 Technical Institutes as public and 8 SHS and 6 Technical/Vocational Institutes as private in the Region. Also, statistics on private schools absorbed into the public education system showed 4 in 2014, 5 in 2019 and 3 in 2022, respectively although private second cycle institutions have been absorbed by the government from time to time. The change from private management to public school system under the management of GES demands a lot of work on the newly absorbed schools. This is so, considering the functions of the newly absorbed schools in which a new management play vital role in the achievement of those functions. The newly absorbed schools are confronted with the challenge of managing the change of the existing private school from proprietor management to GES second cycle institution. Managing this change to achieve the strategic objectives of the newly absorbed schools has been a major headache for all stakeholders, particularly the board of governors and management of the institutions. This study therefore focussed on the transition processes for newly absorbed private schools into the public education system can benefit from the school's institutional memory if GES retains key staff to oversee the process for productive engagement in the Central Region.

1.2 Statement of the problem

Institutional memory is said to be an undervalued commodity especially in change management discourse of educational institutions (Braendle et al., 2019). Often viewed as a system of knowledge repositories, institutional memory is argued to be

important in various contexts. According to Walsh and Ungson (1991: 61), institutional memory refers to stored information from an organization's history that can be brought to bear on present decisions. This includes the school's culture, unique teaching methods, and established relationships with the local community. Management continuity refers to the presence of experienced staff from the absorbed schools who can guide the transition process and maintain stability (Bryk et al., 2015). Research suggests that both management continuity and institutional memory play a vital role in successful organizational change (Lowe, 2019). When experienced staff are not retained during transitions, valuable knowledge and expertise are lost, hindering decision-making and hindering the smooth implementation of changes (Kransdorff & Williams, 2003). This loss of institutional memory can also lead to the discarding of effective practices established by the absorbed school, potentially diminishing the overall quality of education within the integrated system (Walsh & Ungson, 1991).

The absorption of private senior high schools into the public educational system by GES gives the schools a face lift in all spheres upon the private schools fulfilling specific conditions including the payment of no compensation by GES to the proprietor. This change affects the name, status, governance, management, aims, functions, committees to form, calibre of teachers to teach in such schools and all other aspects of the private school and could be described as a major change. After the schools' new public status most of the Newly Absorbed Schools (NAS's) in Ghana are confronted with the challenge of managing the change of the existing school from private (proprietor) management to a GES managed institution. New management and higher responsibility positions like; Headmaster/mistress, Assistant head's, Accountant, Administrative Officer, Supply Officer, Head of Departments, Senior

House master/mistress and Teachers requiring high level of experience, skills and knowledge emerge within the private senior high schools in readiness for the transition to public education system. Key management staff of the private schools, being essential policy implementers of the old schools and a vehicle through which the mission and vision of the new public school could be achieved, who needs to be retained and strengthened in terms of knowledge, skills and attitudes are not maintained by GES during the absorption. This presents a significant challenge in the transition due to lack of management continuity and the subsequent loss of institutional memory. This can hinder the effectiveness of productive school engagement and integration. Despite the acknowledged importance of knowledge retention in organizational change (Hatch & Dyer, 2004), the current research identifies a critical gap in how GES approaches the absorption of private schools. There seems to be a lack of recognition of the value of institutional memory within the transition process.

Furthermore, existing practices do not appear to include strategies for retaining key personnel or capturing the knowledge and experience embodied in the absorbed schools (Walsh & Ungson, 1991). This view points to the thesis of this research which is the, ‘transition processes for newly absorbed private schools into the public education system can benefit from the school’s institutional memory if GES retains key management staff to oversee the process for productive engagement’. There is a lack of research and established practices within GES to address the challenges associated with preserving institutional memory during the absorption of private schools. This research aims to fill this gap by investigating how retaining key staff and fostering institutional memory can improve the effectiveness of school transitions in the public education system. This constitutes the problem for the current research.

This view points to the thesis of this research which is the, ‘transition processes for newly absorbed private schools into the public education system can benefit from the school’s institutional memory if GES retains key management staff to oversee the process for productive engagement’

1.3 Purpose of the study

The study sought to find out the challenges associated with the transition processes for three newly absorbed private senior high schools into public education system in the Central region of Ghana and to explore ways of retaining the schools’ institutional memory for productive engagement.

1.4 Objectives of the study

The study sought to:

1. Find out the nature of the processes involved in the three newly absorbed school’s transition into the public educational system.
2. Find out the challenges associated with the transition processes of the three newly absorbed schools into the public educational system.
3. Investigate the dynamics of change management processes associated with the transition of the three newly absorbed schools into the public educational system.
4. Explore ways institutional memory can be retained for productive engagement in the three newly absorbed schools into the public educational system.

1.5 Research questions

Based on the objectives, the following research question were raised to guide the study:

1. What is the nature of the processes involved in the three newly absorbed school's transition into the public educational system?
2. What are the challenges associated with the transition processes of the three newly absorbed schools into the public educational system?
3. What are the dynamics of change management processes associated with the transition of the three newly absorbed schools into the public educational system?
4. How can the institutional memory of the three newly absorbed schools into the public education system be retained for productive engagement?

1.6 Significance of the study

The outcome of the study will inform policy formulators and implementers especially the Ghana Education Service and the National Schools and Inspectorate Agency about the transitional challenges confronting private senior high schools absorbed into the public education system in general. The findings of the study will provide adequate information to potential proprietors seeking subsequent absorption of their schools on the absorption processes. The study will help them put in place some mitigative interventions in curtailing some of the challenges confronting the private schools absorbed into the public school system. The findings of the study will be helpful to heads of senior high schools and other management members of senior high schools of their transitional challenges. Also, it will aid administrators of other educational institutions with similar characteristics to effectively manage their institutions. The findings of this study will help address the unchecked predictability of key employees

continuing to walk out of the proverbial door without participating in some activity or exercise to capture the various types of knowledge they have gained during their years of service to the institution.

Finally, the study through its finding and recommendations will add up to the existing knowledge and data base for future research efforts to address the transitional challenges the schools are confronted with.

1.7 Delimitation of the study

Geographically, the study was delimited to three private senior high schools transitioned into the public education system in the Central Region of Ghana and not all private senior high schools transitioned into the public education system in the Central Region. The study was delimited to current heads of the schools, past heads, GES Headquarters, Regional and District staff and management members of the schools involved. These categories of participants were deemed knowledgeable on the changes the schools have experienced in their transition period. The study was delimited to dynamics of the transition, transitional challenges, change management and institutional memory retention for productive engagement in the transition of private senior high schools into the public administration system.

1.8 Limitations of the study

The study was limited to schools in Central Region. The experiences of schools in other regions might differ due to variations in regional educational policies or cultural contexts. The study was limited to purposive sample of 12 participants. While this allows for in-depth exploration, a larger sample could provide a more generalizable picture of the challenges faced by newly absorbed schools across the region.

The study was limited primarily to the perspective of key management staff leaving the absorbed schools including perspectives from GES officials, heads and administrative officers of the schools. Teachers who remain, and even students could provide a more holistic understanding of the transition challenges and the value of institutional memory.

1.9 Organization of the rest of the study

The study is organized into five main chapters. The first chapter highlights the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations of the study, limitations, definition of terms and organization of the study. Chapter Two, is dedicated to the theoretical underpinning, conceptual framework, reviewing of relevant literature on what other researchers and authorities on the subject have written. The third chapter, describes the method that was adopted for the study. It covers the research design, study area, population, sampling procedure, research instrument, data collection procedure and data processing and analysis. Chapter Four delves into the data analysis and interpretation of data collected as well as the discussion of findings in relation to the research questions. The fifth and final chapter gives summary of the findings, implications of the findings, conclusions drawn and the recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter discusses first the theories underpinning the study and concepts underpinning the study. Literature underpinning the study are subsequently reviewed.

2.1 Theoretical framework

In this section, theories related to the study were reviewed. Two main theories namely, Lewin's Change Management Model and Kotter's Strategic Eight-Step Model.

2.1.1 Lewin's change management model

Kurt Lewin propounded the change management model. Lewin was both a physicist and a social scientist who explained the structure of organizational change through the changing states of a block of ice (Lock, 2017). In the 1950's, Kurt Lewin propounded a change management model that was perhaps, the first and most popular early analysis of how organizations adapt and deal with change (Lock, 2017). Lewin's model is one of the most famous and effective models that make it possible for understanding organizational and structured change. His model proposed three main stages to move an organization from its current state to a desired future state. Thus, = 'Unfreeze – Change/Move - Refreeze'.

- a. **Unfreeze:** the first stage focusses on how change agents prepare for change by establishing a plan that will help manage employees' resistance to the change, articulate a path for implementation and establish measures for the outcome of the change. Organizations may use driving forces to direct behaviour away from the status quo-for example, promotions, or increases in pay- or employ

restraining forces, which hinder movement from the existing equilibrium (Weerantuga, 2003). Unfreezing, according to Weerantuga (2003) involves breaking away from the old ways of doing things. Thus, the first stage deals with the preparations that precipitates the change. The organization must get prepared for the change for the fact that change is imperative.

Management of the organization realizes that; its current practices are no longer appropriate for achieving strategic organizational objectives at a competitive advantage and the organization must break out of (unfreeze) its present mould by doing things differently. Unfreezing often results from an assessment of the organization's adjustment to its present environment and its readiness to meet future challenges. If management concludes that there is a compelling performance and productivity gap in the achievement of organizational objectives visa-vie its competitors, then change is imperative. This stage is necessary as most people around the world try to resist change, yet the change is crucial for the organization's survival (Anastasia, 2015). At this stage, it's important to explain to the workers the need for the change to ensure survival and profitability of the organization. Focusing on this study, the management (proprietors) of private senior high schools need to make the reasons for the absorption clear to all its stakeholders. This would ensure a clear understanding of the reasons for the absorption and the need to prepare for changes.

- b. Change/Move:** It is the actual action of instituting the change by establishing a vision of where the organization is heading. The vision can be realized through strategic, structural, cultural and individual change (Kelly, 2002). Changing various organizational structures and systems including reward

systems, reporting relationships, work designs is crucial at this stage. It is at this stage that the real transition takes place. According to Anastasia (2015), the process of transition may take time to happen as people usually spend time embracing new happenings, developments and changes. Exceptional good leadership is eminent at this phase as this ensures steering the transition in the right direction and makes the process easier and faster for the individuals involved in the transition process. Regarding this study, communication, timing and good leadership are imperative in helping the individuals understand specifically the changes necessary to occur as the school is absorbed into the public school system for their contribution for a successful transition.

- c. **Refreeze:** Refreezing involves strengthening of new behaviours that support the change. The changes must prevail throughout the organization and they must be stabilized. It also involves implementing control systems that support the change, applying corrective action when necessary and reinforcing behaviours and performances that support the agenda. The ideal new culture to be instituted through change is one of continuous change. The behaviours that should be refrozen are those that promote continued adaptability, flexibility, experimentation, assessment of results, continuous improvement and competitive advantage for the organization (Weeratunga 2003). At this stage, the change has been accepted, embraced and implemented so that the organization begins to become stable again (Mensah, 2021). He further states that the stage is called _‘unfreezing’_, as things starts going back to its normal routine and requires the help of individuals to make sure changes are

implemented. According to Lock (2017), the ‘_Refreeze’ stage, in particular, implies a great deal of time is spent on the status quo.

Regarding this study, it was deduced that, the process of absorbing private senior high schools into the public school system has been embraced by all the stakeholders of the school as evidenced by the willingness of the proprietors to opt for absorption by government. This indicated the level of acceptability of the transition. The next stage is the actual stage of change where every systematic change has been made. The final stage is the stage where the schools will resume optimal function in their new capacity.

2.1.2 Kotter’s strategic eight-step model

Pryor et al. (2008) state that this model should be used at the strategic level of an organization to change its vision and subsequently transform the organization. Kotter’s eight step approach to change is as follows:

1. **Establish a sense of urgency:** Kotter (1996) suggests that for change to be successful, 75% of a company’s management needs to support the change. For this to happen, a key early task is to develop a sense of urgency around the need for change. People typically prefer the status quo. Change means uncertainty about what the future looks like and uncertainty makes people uncomfortable (Pryor et al., 2008). People avoid change because they tend to mistrust things about which they are uncertain. To encourage people to assist with the change, you must create a sense of urgency (Kotter, 1996; 1998).
2. **Form a guiding coalition:** Kotter (1996) says that building the momentum for change requires a strong leadership and visible support from key people within your organization. The coalition will involve a wide representation of the formal

and informal power base within the organization. By working as a team, the coalition helps to create more momentum and build the sense of urgency in relation to the need for change (Kotter, 1998). Warrilow (2009) touts the model as one that recognizes the importance of the emotional dimension and the energy that is generated by a ‘mastermind’ group all working together because managing change is not enough. He says that change has to be led. To counteract resistance, one option is to form a powerful coalition of managers to work with the most resistant people (Pryor et. al., 2008).

3. **Develop a vision and strategy:** Pryor et al., (2008) reason that while it is not impossible to get things done without a definite plan of action, it is much simpler if there is a clear plan of action. Kotter and Cohen (2002) contend that a drive for change without a clear focus will rapidly fizzle out unless you develop a clear vision of the future that is accompanied by a clear description about how things will be different in the future. The vision needs to be defined in such a way that it is capable of expressing, in a short vision speech that conveys the heart of the change. Since the status quo is more comfortable for most people, they are likely to revert to business as usual and not flow with changes without a plan in place. Kotter (1998) emphasizes that creating a vision and the strategies for achieving the vision will help expedite the change. It is important to work with the coalition to develop strategies that will deliver the vision (Kotter, 1995).
4. **Communicating the vision:** If people do not know that change is coming, or has occurred, they are more likely to resist it. Kotter and Cohen (2002) maintain that as a change leader you need to use every means at your disposal to constantly communicate the new vision and key strategies that support that vision because communication is everything. This communication goes beyond the ‘special

announcement' meetings and involves frequent and informal face-to-face contact with your people. Warrilow (2009) advocates openness and honesty to address the emotional dimension of your people's fears and concerns.

5. **Enabling action and removal of obstacles:** This step empowers others to act on the vision by removing barriers to change and encouraging risk taking and creative problem -solving change (Kotter, 1996). Pryor et al. (2008) reason that if you want people to do something new, you will probably get more cooperation from them if you first tell them how, and then give them tools necessary for doing things in a new way. Kotter (1996) says that this is the stage where your change initiative moves beyond the planning and the talking, and into practical action. He further states that this happens when you put supportive structures in place and empower and encourage your people to take risks in pursuit of the vision. This also includes the removal of obstacles like structures and individuals who are getting in the way of Change (Kotter & Cohen, 2002).
6. **Generating short term wins:** People need to be rewarded when they break away from old behaviours and do something that is new and desirable (Pryor et al., 2008). This is positive reinforcement. Kotter and Cohen (2002) advise that an early taste of victory in the change process gives people a clear sight of what the realized vision will be like because success breeds success. This is important as a counter to critics and negative influencers who may otherwise impede the progress of your initiative. Short term wins move the organization towards the new vision (Kotter, 1996).
7. **Hold the gains and build on change/not giving up:** Pryor et al. (2008) advise that although resistance is diminishing at this stage, you still need to observe actions. Kotter and Cohen (2002) argue that many change initiatives fail because

victory is declared too early. An early win is not enough. He says that when you get an early win, this should be the time to increase the activity, and change all systems and structures and processes that do not fit with the change initiative and bring new blood into the coalition. Warrilow (2009) adds that this is about continuous improvement and each success (and failure) is an opportunity for analysing what worked (or didn't) and what can be improved.

8. **Incorporating change:** Kotter (1996) advises that to make changes more permanent, you should reinforce them by demonstrating the relationship between new behaviours and organizational success change. For any change to be sustained, it needs to become embedded in the new way things are done at an organization (Kotter & Cohen, 2002). That is the culture. Day et al. (2000) say that transformational leaders not only manage structure, but they purposefully impact upon the culture in order to change it. Finally, to make the change stick, it should become part of the core of your organization. The corporate culture often determines what gets done, thus the values behind the vision must show in the day-to-day work. Make continuous efforts to ensure that there is change in aspect of the organization. It is also important that the leaders of the organization continue to support the change. This involves existing and new staff are brought in the change as losing the support of these people might send the organization back to where it started. There is the need to talk about the progress of the change every time as a way of responding to incorporating the change.

Overall, the Lewin's Change Management Model and Kotter's Change Management Theory are relevant to this study. Regarding this study, it can be deduced that the process of transition of the three private schools to public education system had to be handled within the three stages indicated by Lewin. In the first context, the private

schools had to prepare for the changes in their management, administration, staff capacity and other critical aspects of the transition. This is the stage of unfreezing. The next stage is the actual stage where the schools will ensure optimum function in their new capacity. Again, it can be inferred from Kotter's Change Management Theory that, in terms of creating urgency and vision for the change, stakeholders of the schools had to be educated on the vision, mission and need for the change.

Additionally, new substantive head and board of governors had to be appointed and established to serve as the highest decision-making body. This is the step of building team or coalition. Lastly, the transitional changes needed to be communicated to the various stakeholders concerning the objective, strategies and the need for the transitional change.

2.2 Conceptual framework

In this section, four main concepts underpinning the study are reviewed. These concepts are as follows:

- a. Dynamics of the transition process involved in the absorption of private schools into the public educational system challenges.
- b. Challenges associated with the transition of private schools into the public education system change management.
- c. The rubrics of change management processes associated with the transition of the schools into the public education system in retaining institutional memory.
- d. Ways associated with retaining institutional memory for productive engagement.

In this section, four concepts related to the study are reviewed. First, the dynamics of the transition processes involved in the absorption of private schools. The challenges associated with the transition of private schools into the public education system is reviewed next. Again, the rubrics of the change management processes associated with the transition of the schools into public education system is subsequently reviewed and ways associated with retaining institutional memory for productive engagement is finally reviewed.

2.3 Dynamics of the transition processes involved in the absorption of private senior high schools into the public educational system

In this section, dynamics of the transition processes in the absorption of private schools into the public education system is reviewed under the following subtopics; understanding the assumption embedded in private schools' absorption, the stages involved in the transition process and government in power affiliation. The discussion pertains to research question 1, which states; "What is the nature of the processes involved in the three newly absorbed school's transition into the public educational system?"

2.3.1 Transitional processes

Transition is the psychological process people go through to come to terms with the new situation. Change is external, transition is internal (Bridges, 1991). Transition involves processes or stages. People need to transition through change. They do this through three processes (Bridges, 1991). Endings-people need to let go of the past first before they can embrace the new, Neutral Zone-People begin to explore their comfort with the new change and Beginnings-People begin to embrace the new change.

- a. Endings: A transition begins with letting go of something-with an ending where you decide to leave the old situation behind. People will experience many emotions at the sense of loss. Not only loss of the situation-but loss of their sense of identity in relation to the situation.
- b. Neutral Zone: The Neutral Zone stage can be a time of confusion and one of creativity. Neither the old ways nor the new ways are working. People are caught between the demands of conflicting expectations. And leaders are often impatient. As people pick up the new way, they'll also bring their innovation to implement and enhance the new ways. And that is great to see as it shows a certain commitment of ownership in making the change happen. They may also challenge how it is being done or express skepticism of the new.
- c. Beginnings: In the Beginnings stage, the new situation is fully accepted. People are building up skills and seeing success at the change. They are feeling confident and want to reinforce that (Bridges, 1991).

2.3.2 Understanding the assumption absorption of private schools

The absorption of a school by government into the public education system refers to the relinquishing of absolute control, rights and management by the proprietor of a private school to the government public education system forever.

2.3.2 Stages involved in the transition process

The transition process necessary for the absorption of a school includes the following:

a. Application stage

Proprietors of private senior high schools seeking to be absorbed into the public school system applies in writing to the GES, through the District Director of Education, Regional Director of Education of the prospective school to the Director

General through the Director Secondary Education division at GES headquarters for consideration. The school must have been inspected by the district, regional directorates of education inspection officers and the National School (GES, 2017).

b. Selection stage

The Director secondary education writes back to the prospective school on behalf of the Director General indicating the selection of the school for absorption consideration and the necessary conditions the school must fulfil during inspection by the headquarters. The date for inspection of the school by a team of GES officials is communicated to the school. GES, (2017) spells out conditions for private schools seeking for absorption to fulfil the following requirements during the inspection:

1. The school must have been registered by the Director of Education in the Region where the school is located.
2. The provisional certificate of registration issued by the Regional Director should bear the date of registration as well as a registration number, which is unique to the particular school.
3. The school should show evidence that it can enrol at least eighty (80), that is two streams of SHS one students annually.
4. No school housed in rented or temporary structures would be considered for absorption.
5. The school lands must be vast enough to allow for future expansion.
6. Important land documents like the deed of conveyance, site plan, indenture etc. must be available for inspection before a school can be considered for absorption.
7. No matter the status (boarding or day) of the school, the following must prevail:
 - a. An adequate drainage system to ensure good sanitation and a healthy environment.

- b. An effective waste/rubbish disposal system.
 - c. Water storage facility
 - d. Facilities for alternative power supply.
8. The school must have at least a management board which would later give way to a properly constituted board of governors when the school is absorbed.
 9. The proprietor(s) of the school would be required to sign a document to the effect that:
 - a. No compensation would be paid to anybody or group of persons by the Ghana Education Service (GES) upon absorption of the school;
 - b. GES reserves the right to alter the current name of the school to reflect the wider societal considerations if it is deemed appropriate.
 10. In addition to all the above conditions, the school must show evidence that it is quite capable of surviving for the next five (5) years without any major GES sponsored school project.

Additional requirements besides the above mentioned includes the following facilities at the time of inspection for absorption by the GES:

11. At least one permanent classroom block containing not less than six (6) large, well-ventilated classrooms with proper windows and doors, together with permanent and appropriate classroom furniture and a good lighting system. Each classroom must be able to accommodate forty (40) students with enough space for the teacher.
12. One large, permanent administration block containing offices for the staff, the secretariat staff, a staff common room, a library stocked with books, a sick bay, toilet facilities for staff, stores etc.

13. Appropriate and adequate equipment and furniture for all the above-mentioned offices and facilities.
14. Adequate and reliable water supply system.
15. Reliable source of electricity and power supply.
16. Adequate toilet facilities for students.
17. Large recreational grounds at least size of one football park.
18. Land for school farm
19. Living accommodation for the head and staff, or houses to be rented by them.
20. Appropriate facilities such as workshops, equipment and tools for the various programmes offered.
21. A large assembly hall.
22. A school canteen or alternative arrangements
23. At least fifty (50%) of the teaching staff must be permanent and professional teachers.
24. The Heads and assistant heads must be permanent and qualified staff. (GES, 2017).

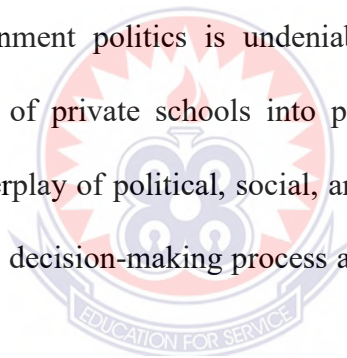
c. Inspection Stage

At the specified date for the inspection of the school for absorption, two or three officials from GES comes to the school. They ask head of the institution series of questions including the date of establishment of the school, the student enrolment, total number of teachers and their respective academic and professional qualifications as well as the teaching periods and subjects they teach. Source documents like school log book, class attendance register, teachers' attendance books among others are inspected. The schools' vision and mission, programs and the elective subjects taught and the founder of the school to ascertain whether it's a mission, community or

private individual school. Besides all these questions with the headmaster or mistress of the school, the team moves to inspect the physical infrastructure of the school. Total number of classrooms and the total number of students the school can accommodate, the tables, land and chairs available, offices, library size, number of washrooms for both male and female, the equipment and tools of the various programs among others. Suffice to say, the team verifies the suitability of the school for absorption in meeting the conditions set up by GES above. Evidence of inspection in the form of pictures are also taken. The team logs into the school log book and finally departs with all the above documents to Accra (GES, 2017).

2.3.3 Government politics

The influence of government politics is undeniable in the absorption of private schools. The absorption of private schools into public education systems is often driven by a complex interplay of political, social, and economic factors. Government politics can influence the decision-making process and ultimately shape the dynamics of school transitions:



2.3.3.1 Political motivations for absorption of private schools

- Expansion of public education: Governments may seek to expand access to education by absorbing private schools, particularly in under served areas (Bray, 2007). This can be a strategy to address equity concerns and provide greater educational opportunities for all students
- Centralization and control: The absorption of private schools can be motivated by a desire to exert greater control over the education system (Carnoy, 2000). This might involve standardizing curriculum, teacher qualifications, or administrative structures across all schools.

- Political agendas and public image: Governments may use school absorption as a way to demonstrate their commitment to education reform or social justice agendas (Ball, 2011).

Political influence on implementation

- Policy design and funding: Political considerations can shape policy design for absorbing private school. Policies may lack clear guidelines or adequate funding for a smooth transition process (Ball, 2011).
- Stakeholder interest: Political pressures from different stakeholders, such as traditional rulers, religious groups, teachers' unions inter alia can influence decisions regarding staffing and resource allocation during the transition (Rizvi & Lingard, 2010).

The absorption of Private senior high schools into the public education system has existed as far back as the 1950's in pursuant with many educational policies of the ruling governments in (1951, 1961, 1987, 2007, Aboagye, 2002). The absorption of private schools has been the sole prerogative of the government through MoE and GES together in collaboration with the private school's proprietors. It has been observed that mostly the private schools absorbed are mission, community and private individual schools(Aboagye, 2002. Among the category of private schools, the predominant ones often absorbed are the mission or religious organization schools and community schools. The 1987 Educational Reforms gave impetus to the establishment of community senior high schools in Ghana (Foster, 1965). Most of the community schools absorbed are located within communities with political inclinations with the ruling government as well as affiliated with stakeholders with influence within the ruling government. Most of the community schools are funded by

Traditional authorities, MP's, Minister's and MMDA's. Thus, the community school's absorption relieves the key stakeholder's burden as they cede all responsibilities and management of the schools to the government. For instance, most public senior high schools bearing community names and names of chief's were all private community schools.

The mission schools on the other hand are managed and controlled by the religious or faith-based organization that established it. The ceding of such schools to the government has been a norm as all the public mission senior high schools were hitherto private (Konadu, 2010). The affiliation of the particular faith-based organization with the government in power serves as a panacea to the absorption of their school.

Suffice to say, private proprietors scarcely cede their schools for government absorption as they tend to lose all their investments due the absorption conditionality of no compensation to the proprietor. Private proprietors are mostly businessmen and women who establish senior high schools with the aim of making profit. Thus, the no compensation condition of GES for absorption becomes a disincentive for them to seek absorption into the public school system. This explains the existence of many collapsed private senior high schools with massive infrastructure in the country despite the fact that Conference of Heads of Proprietors of Private Schools (CHOPPS) expressed reservation about government absorption of Private schools into its flagship Free SHS Policy but sought for inclusion into the Free SHS policy (CHOPSS, 2018) However, Dr. Osei Adutwum, the Minister of Education, offered his private senior high school for absorption in the 2017/2018 academic year to support the Free SHS policy of the government in 2017(<https://ghanahighschools.com/ghs-osei-adutwum>).

Studies relating to the current study seem subtle as evidenced with the scarce literature on the topic. However, Hwang (2018), examined the restructuring of private higher institutions in the competitive market in the US. The study proposes the conceptual model for restructuring private institutions. These includes institutional identity, structural equilibrium, balance between institutional functions and social inclusion as the main processes in the restructuring of private institutions. Gumpert, (2000) asserts that, one of the main ways in which private educational institutions have restructured is by shifting their legitimacy from higher education as a social institution to higher education as an industry.

Also, Bates and Santerre, (2000) investigated on a time series analysis of private college and mergers in the US. They indicated that private college closures and mergers are more frequent when they experience shrinking enrolment and rising faculty and staff salary. Their research also shows that institutions with support from religiously affiliated foundations are less likely to close and merge compared to secular institutions. Suffice to say, religious or mission based private senior high schools in Ghana are often absorbed into the public education system than sole proprietor owned private schools.

This study focusses on the dynamics of the absorption processes of private senior high schools into the public education system in Ghana.

2.4 Challenges associated with the transition of private schools into the public education system

The concepts discussed in this section pertains to research question 2, which sought to find out _‘ What are the challenges associated with the transition processes of the three newly absorbed schools into the public educational system?’ In this section,

literature connected with the challenges associated with the transition of private schools into the public education system are reviewed under the following subtopics; Leadership and management challenge, Teaching staff training challenge and Funding challenge.

2.4.1 Challenges of educational institutions in transition

Different approaches to educational change or policy reform emphasize a range of challenges to implementation. Many educational institution transition researchers have articulated on challenges and limitations of transitions (Seashore, 2008; Gallucci, 2008; Honig, 2008). Educational institutions transition is widely asserted to be fraught with challenges (Abdulai, 2012; Atiku, 2013; Mensah, 2020; Newman, 2013, Nyarkoh, 2016; Osei & Adu, 2016). The transition stage of private senior high schools into the public educational system also calls for the need to improve the skills and competencies of the new leadership and management, teaching and non-teaching staff to enable them meet the challenges at work place, technological and global trends of development in our contemporary societies as expected from them.

Ackerman (1982) opines transition management as the systematic study and design of an organization's strategy and supporting structures, followed by the formal planning, implementation and monitoring of the changes required. Available evidence suggests that changes in educational institutions of any kind affects both the human and physical resources especially on issues such as leadership and management since leadership and management is one of the major agents of educational institutions when it comes to implementing any changes. Change is difficult and efforts to effect transformational change in many institutions tend to fail most of the time (Kotter, 1995). The challenge for members within educational institutions is to create, develop

and sustain an environment that facilitates change processes. This necessitates attention to the unique complexities and risks that are inherent in change initiatives. There are a number of key issues that poses as challenge to private senior high schools in their transition to the public education system. Thus, management and change agents must be aware of the possible challenges when planning and implementing change.

2.4.2 Leadership and management challenges of private schools in transition to public education system

People are the key to successful change because it is the people that will finally determine the fate of the educational institution (Mensah, 2020). Leadership and management positions plays critical role in the determination of quality education at every level of the educational sector. They are seen as implementers of whatever policy, intervention and/ or resources the school put in its education system to ensure quality education. School leadership plays a pivotal role in shaping the dynamics of the transition process (Leithwood et al., 2009). Disruptions in leadership and management structures can create uncertainty and hinder decision making during the integration process (Bryk et al., 2015). The departure of key personnel from the absorbed schools can lead to a lack of stability and a sense of disempowerment among remaining staff. This atmosphere of uncertainty and fear makes the absorption precarious and risky for the school as they transition into the public educational system. Leaders who are sensitive to the challenges faced by teachers, promote a culture of collaboration, and actively address concerns can create a more positive and productive environment for successful transition. During changes in educational institutions, the role of leadership cannot be underrated (Hoffman & Hoffman, 2011; Jacobson, 2011; Leithwood & Mascall, 2008).

Jacobson (2011), for instance, indicated that leadership practices that are helpful during times of change in schools include establishing direction, building capacity among members of the school community and restructuring the school as needed. Fullan (2006), has also indicated the need for a new change leadership which aims at sustainability of the governance of educational institutions. Vijayabanu and Karunanidhi (2013) noted that, leadership functions as change agents, and are responsible for change strategy, implementation, and monitoring organizational change.

Leaders in key responsibility positions posted to these schools are mostly new to these positions, environments and the school community. Leaders in new roles are however not without their own challenges (Atieno & Simatwa, 2012). Jones and Harris (2014), opined that leadership is essential for accomplishing sustained change at scale-out of individualized, fragmented and incremental change. Distributed leadership has the capacity of accomplishing sustained school improvement at scale due to its potential in building strong collaborative teams, building collective capacity, knowledge sharing, delegating authority and facilitating continuous learning in the organization.

Maassen (2003) has asserted that institutional leadership is mainly about strategic direction giving and setting, management is about outcomes achievement and the monitoring of organizational effectiveness and efficiency in the distribution of resources, while administration is about the implementation of procedures. Thus, the leadership, administration and management functions are expected to be professionalized in order for the school to be able to perform optimally.

Jail and Lekhanya (2017), explored the leadership governance in universities. The study was based on the assumption that leadership and governance should create an environment which is transparent and it incorporates stakeholders that transform the university during period of transition. However, during transitions, leadership and governance face visible and invisible challenges which call for experts in different areas of leadership to be incorporated into the structures of the university in order to bring sustainability in the university. The primary data of this study was collected from six traditional universities and three universities of technology in South Africa from the sample of 39 members of senate. The study was quantitative and survey monkey was used for the distribution of the questionnaires. The findings of the study indicated that there was a lack of involvement of stakeholders in the processes of reviewing policies and operational issues. Again, the study showed that it was important to use university leadership in management to promote the university. It can be concluded that the role of leadership even though it has been overlooked yet they occupy a central role in educational institutions during transition.

Drew (2010), used semi-structured interviews with a cohort of senior leaders from one Australian university to explore their perceptions of key issues and challenges confronting them in their work. The study revealed that the most significant challenges centered on the need for strategic leadership, flexibility, creativity and change-capability, responding to competing tensions and remaining relevant, maintaining academic quality and managing financial resources.

In Ghana, Amegashie-Viglo (2014), has investigated on organizational change management of the transition of Polytechnics in Ghana to Universities of Technology. He used ethnography design and conducted interviews from ten respondents. The

study concludes that for the transition to be successfully accomplished, stakeholders and practitioners should be ‘converted’ from the old ways of doing things, and made to ‘confess’ the need for change. ‘Beneficiaries’ and ‘victims’ should be involved in the process of change, surprises should be avoided, individuals or groups most likely to resist change should be involved or co-opted, through the use of incentives, into a coalition of allies to lead the change agenda. Likewise, Boateng (2012), revealed leadership and management support and competence as the major issues that administrators of Colleges of Education in Ghana are challenged with.

Atiku (2013) studied the transitional challenges facing Colleges of Education in the Volta Region of Ghana. The study revealed that the challenges included inadequate number of staff, inadequate physical and academic facilities, inadequate funds, student’s riots, lack of staff commitment, inadequate administrative structure and lack of distinct conditions of service. In another study, Atiku (2009) focused on challenges in the administration of Teacher Training Colleges. Both studies were skewed to the Volta Region.

Osei and Adu (2016) also conducted a study on transitional challenges in selected Colleges of Education in Ghana. The authors’ attention was on transitional challenges facing staff development in selected Colleges of Education in Ghana. Osei and Adu (2016) noted inadequate institutional sponsorship for staff development programs, absence of staff development policy to guide staff development programs and absence of perceived benefits of staff development programs in Colleges of Education in Ghana as some of the transition challenges.

Finally, Mensah (2020), studied on the transitional administrative changes in the upgrade of colleges of education into tertiary status, the case of Ashanti Region. The study revealed that colleges of education administrators, experienced some changes in terms of leadership and management issues. Thus, in relation to decision making, formerly decision-making was in the hands of the principals, however, there have been a change. Major decisions related to recruitment, admissions, procurements and promotions were no longer solely in the hands of individual principals but needed the approval of NCTE as the upgrade has led to the governing council and the NCTE being part of the decision-making process related to leadership and management issues in the colleges.

All the above studies reviewed indicated leadership challenge issues as a major challenge educational institutions experience during transition. Also, though Atiku (2013; 2009), Simon (2014), Osei and Adu (2016) and Mensah, (2020) delved into transitional challenges in Colleges of Education and polytechnics into technical universities, the focus was not the case of the transition of private senior high schools into the public education system.

2.4.3 Teaching staff training challenge associated with the transition of private schools into the public education system

Schultz (1961), saw human resource as those resources that are inherent in each human being, which can be traded between the users and the owners to improve their respective living conditions. Schultz (1981), opined human capital as all human abilities to be either innate or acquired attributes which are valuable and can be augmented by appropriate investment. These inherent resources in human beings include knowledge (knowing what to do), skills (knowing how to do what is to be

done), and attitude (behavioural demonstration of a favourable inclination while doing that which is to be done). Human resource from explanation given by Schultz, could be explained as the skills, knowledge, abilities and other related potential that employees possess and can be used in the production of goods and rendering of useful service.

Teachers play critical role in the determination of quality education at every level of educational sector. They are seen as implementers of whatever policy, intervention and/ or resources a country put in its education system to ensure quality education (Osei & Adu, 2016). They have been asked to educate every student to the best of their ability, maintain high academic standard and perform skilful teaching and realize the implications for their teaching as people accountable for whatever goes on in their field. Such responsibility of educating the masses requires teaching staff to be equipped in the skills and knowledge in their subject areas, keep abreast of societal demands in education, and be acquainted with research on the instructional process and on new methods of teaching which will promote the attainment of the general educational goals (Rebore, 2007). Such skills and knowledge expected from teaching staff of NAS's are equally expected from teachers of other senior high schools due to their status as public institution. The change from private senior high school to public senior high school under the public education system put a lot of work and challenges on the teaching staff within the schools as most absorbed schools starts in most cases with staff of the private school. This stems from the fact that as the school is absorbed, GES as part of its management of public education system recruits, posts and transfers teachers. Students posted to these schools are at the mercy of the private school teachers who are in a limbo pertaining to their recruitment by GES or not.

Hitherto, most of the old teaching staff may not possess the required qualification to be recruited by GES (Konadu, 2010). School transitions can be disruptive for teachers, requiring them to adapt to new curriculum frameworks, teaching methodologies, and administrative structures (Fullan, 2007). They may face anxieties about their roles and responsibilities within the new system (Hopkins, 2008). Effective training programs can address these concerns by providing teachers with the necessary knowledge, skills, and support to navigate the transition process effectively (Guskey, 2000). Staff development will not only help individual academic staff members to improve their teaching, it will also give opportunities to share with others which help in both personal and professional growth. It is, therefore, important to consider opportunities for educational training and interventions to enhance and improve the skills and competency level of Newly Absorbed Schools (NASs) staff to enable them survive within the education sector.

Again, Newly Absorbed Schools during their transitional periods face the absence of qualified staff to teach specific subjects. Sometimes the head writes severally to the GES requesting for teachers before the request is granted. Likewise, most of the teachers posted to NASs are newly recruited, making them inexperienced in the teaching field. Thus, the teaching staff needs development and a constant positive change for members to be abreast of changes and reforms within the education profession. Additionally, training programs can also foster collaboration and knowledge sharing among teachers from both the absorbed schools and the established public schools (Fullan, 2007). This can leverage the expertise of experienced teachers from the absorbed schools while promoting a sense of community and shared purpose within the newly integrated system. For instance assessment and evaluation training for teacher on practices used within the public

system to ensure teachers can effectively monitor student progress (Guskey, 2000). In the wake of transitions in educational institutions, Ababio et al. (2012), asserted that colleges of education in Ghana have been poorly funded and face a shortage of qualified staff since they were elevated. Likewise, Darkey and Oduro (2012), also showed that the polytechnics in Ghana were confronted with challenges such as inadequate human and material resources, inadequate funding and inadequate physical and instructional facilities in their transition to technical universities.

In sum, Nyarkoh (2016), asserted that during the transition of Colleges of Education to tertiary status, the appointment and promotion of staff were handled by the government through its responsible agencies as the Colleges were yet to develop clearly defined status, scheme of service and conditions of service since their status upgrade to tertiary. Thus, even though there have been policy indications in the upgrade in the status of the Colleges and issues relating to human resource management were still managed as they were before the status upgrade.

Newman (2013), has revealed that educational institutions in Ghana experienced changes in human resource management during transitions. Also, the study showed low qualifications of majority of teachers in the institutions in Ghana. These changes affected the management and administration of these institutions specifically during transitions. Suffice to say that the National Council for Tertiary Education (NCTE, 2015) showed that most of the teachers of the colleges of education and polytechnics in Ghana did not possess the requisite qualifications.

2.4.4 Funding challenge

The role of funds in running educational institutions cannot be over emphasized.

The absorption of private schools into the public education system presents a complex issue, with funding challenges emerging as a significant barrier to successful integration (World Bank, 2018). A core challenge lies in the potential disparity in resource allocation between private and public schools. Enough funds are needed to run NASs particularly from its background. Asiedu-Akrofi (1978) posits that although money is not everything, it cannot be denied that it is ninety-nine percent an important factor that can promise excellence in educational pursuit. School authorities need all resources to ensure that their students perform creditably well in their final examinations. Good performance by students and their schools enhances their funding, reorganization and patronage by stakeholders of education (Olorundare, 1999). Even within the public system, funding formulas often allocate resources based on factors like student enrollment or geographic location, potentially creating inequities between newly absorbed schools and established public schools (Carnoy et al., 2003). This can lead to a sense of resentment or disadvantage among the absorbed schools, hindering collaboration and smooth integration efforts (Rizvi & Lingard, 2010). Furthermore, uncertainty about future funding levels can make it difficult for newly integrated schools to plan effectively or invest in long-term improvements (Ball, 2011).

Most of the NAS's seem to have limited sources of funds unlike their other public counterparts as they transition into the public education system. It is observed that the central government does not immediately provide financial help to these institutions due to the bureaucratic processes involved in receiving funds from the central government. The funding and provision of teaching and learning resources for the

institutions remain the sole responsibility of the government. The owners of the then private schools who provided the large chunk of the money the institutions need for effective implementation of their programmes declines after the absorption. This makes the schools resource constraint and finding it very difficult to procure teaching and learning resources including textbooks and better infrastructure which are pre-requisite for provision of quality education.

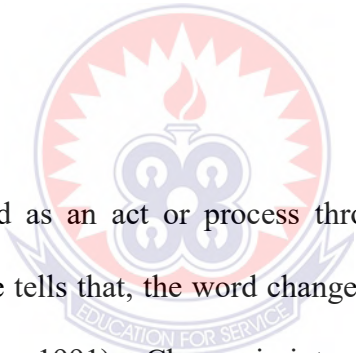
A cursory observation reveals that almost all newly absorbed schools in the country are grossly underfunded due to their low enrolments. Thus, making teaching and learning ineffective. Inability of school authorities to acquire ample funds to run their schools' results in abysmally poor teaching and learning (Adeoti, 1986, Onifade, 1989). The funding challenge of the schools exacerbates the poor conditions of the NAS's. Inadequate or inequitable funding during school transitions can have a detrimental impact on educational quality. This can exacerbate existing inequalities within the education system, potentially widening the achievement gap between students from different socioeconomic backgrounds (Hanushek, 2003). Investigations on mitigating funding challenges during transitions suggests implementing funding models that consider the specific needs of newly absorbed schools, such as student demographics or infrastructure requirements and providing temporary financial support to absorbed schools to ease the integration process and allow them to adapt to the public system's resource allocation structure (Bray, 2007).

2.5 Rubrics of change management processes associated with the transition of private schools into the public education system

This section explores issues pertaining to research question 3, which states that “what are the dynamics of change management processes associated with the transition of the three newly absorbed schools into the public educational system”?

The section, focuses on review of current literature on change management, defines change and change management and examines views on the subject. It also reveals current trends in education and how they interface with CM by outlining resistance to change management in education, recent developments and factors affecting CM in education. Finally, the processes of change management in the absorption process are discussed.

2.5.1 Types of change



Change can be described as an act or process through which something becomes different. Van der Merwe tells that, the word change is obtained from the Latin word to better (Van der Merwe, 1991). Change is introduced in organizations, typically when they want to respond to challenges of new technologies, new competitors, new markets and demands for greater performance with various programmes. Changes are always adopted for the good reasons and the subject of interest is always the outcome of the effort (Abbas & Asghar, 2010). Beer and Nohria (2000) have coined “Theory E” and “Theory O” respectively, as two basic goals that drive change initiatives. While Theory E is about near-term economic improvement and Theory O is about improvement in organizational capabilities, these can be implemented together in order to reap big payoffs in profitability and productivity (Beer & Nohria, 2000; Luecke, 2003). In other words, if structural change is what’s needed to improve

organizational capabilities (Theory O) let it be used, just as it can be used if what's needed is economic improvement (Theory E). This is important to consider because the changes in the transition from private school to public education system fall into both economic and organizational capabilities improvement.

2.5.2 Planned change vs. Emergent change

Change that happens in organizations comes in different ways. Burnes, (1992) talks of Planned Change and Emergent Change. Planned Change is when managers plan to bring change by introducing new ways of conducting their operations. Emergent Change is when everyone in the organization is caught unawares by the change that comes as a result of other forces that no one has control of. However, there are times when planned change and emergent change overlap. Such instances require organizations to deal with both. Also, there are situations where Emergent Change brings about the need for planning.

2.5.3 Change management

Change management connotes a style of management that aims to encourage organizations and individuals to deal effectively with the changes taking place in their work. Change Management has been widely used in the field to denote several theories, concepts and practices. Mitchell (2002), opines change management as a strategic activity aimed at getting the best outcomes from the change process. Thus, change management involves people and the process for managing change. Seeley (2000) contends that change management is an approach for planning, guiding and executing the process of changing from where you are to where you want to be whilst change management in the opinion of Certo (1992) is the process of modifying an existing organization to increase effectiveness in the accomplishment of its strategic

objectives. This modification he stated, can involve virtually any aspect of the organization, including changing the lines of organizational authority, the levels of responsibility held by various members and the established lines of organizational communication. The global nature of business today has forced organizations to adapt to continuous organizational changes including technological advancements, mergers and acquisitions, new business models, changing market conditions and economic changes (Al-Haddad, Kotnour, 2015; Rao, 2015).

The reasons for organizational change are as vast and varied as the factors that work for and against the success of those changes. Most experts of change management agree that if an organization is to be successful, it must change continually in response to significant developments such as public expectations, technological breakthrough and government regulations. Change management in the opinion of Certo (1992) is integral to leadership capacity building because all managers are confronted with the task of changing their organizations. Leaders who are able to determine the appropriate changes to take place in their organizations and cultivate the strength of character to implement such changes, make their organizations more flexible, innovative and equal to the task of accomplishing their strategic objectives.

The process of managing change, according to Elkin (1989), requires a degree of social and political stability for long term success. Adaptation and stability are necessary ingredients in the change management process. An organization without stability to complement change is likely to suffer serious setbacks to the achievement of its objectives. When stability is low, the probability for organizational survival declines. Change after change without stability, results in confusion and agitation among employees, no matter how versatile the change managers might be. The

dexterity with which change managers handle the major factors to be considered when changing an organization determines, to a great extent, how successful the process of change will be. Some of these factors according to (Certo 1992: 351) include:

- a. the change agent
- b. determining what should be changed
- c. the kind of change to make
- d. individuals to be affected by the change
- e. evaluation of the change.

a. The change agent

In the opinion of Hill and Ireland (1999), the change agent might be a self-designated manager within an organization who tries to effect change, or an outside consultant hired because of a special expertise in a particular area. Special skills are necessary for the success of change agent. These special skills include the ability to determine how a change should be made to solve change-related problems through the use of behavioural science tools to influence people appropriately during the process of change.

b. Determining what should change

In determining what should change in the process of change management Certo, (1992) observes that, managers should make changes that increase the organizational effectiveness. It has generally been accepted that organizational effectiveness is the result of three main factors:

- (i) People - quality and calibre of human resource available,
- (ii) Structure - institutional and physical, and
- (iii) Technology – equipment and processes

c. Kind of Change to Make

According to Bateman and Snell (1999) organizational change is managed effectively when:

1. The organization is moved from its current state to some planned future state that will exist after the change.
2. The functioning of the organization in the future state meets expectations; that is, the change works as planned.
3. The transition is accomplished without excessive cost to the organization.
4. The transition is accomplished without excessive cost to individual organizational members.

Change is difficult and efforts to effect transformational change in many organizations fails (Kotter, 1995). The challenge for members within organizations is to create, develop and sustain an environment that facilitates change management processes. This necessitates attention to the unique complexities and risks that are inherent in change management initiatives. People are the key to successful change. It is the people that will finally determine the fate of the organization. Whether an organization is poised to be great or just to survive, people have to care about its fate and perceive how they can contribute. It is only the leadership that should be involved in the change process.

d. Individuals affected by the Change

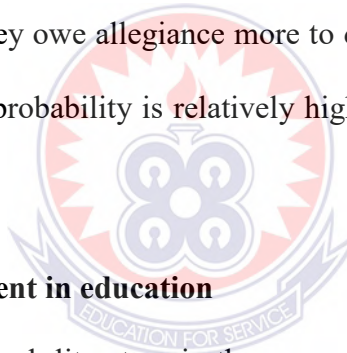
A fourth major factor to be considered by managers and leaders when changing an organization is the people affected by the change. A good assessment of what to change and how to make the change could be wasted if organization members do not

support the change. To increase the chances of employee support, initiators of change management should be aware of;

- i. the usual employee resistance to change
- ii. how this resistance can be reduced
- iii. the three phases usually present when behavioural change occurs (Alpin and Thompson (1974)).

e. Evaluation of change

Evaluation of change involves watching for symptoms that indicate that further change is necessary. If organization members continue to be oriented more to the past than the future; if they recognize the obligation of rituals more than the challenges of current problems or if they owe allegiance more to departmental goals than to overall strategic objectives, the probability is relatively high that further change is necessary (Certo, 1992).



2.5.4 Change management in education

An investigation of research literature in the area of education revealed that CM is a subtle field of study in the Educational Management Literature (Hellawell, 1985; McLennan, 1995; Hallinger & Heck, 1996; Whitaker, 1996; Posch, 1996; Bolam, 1997; Mwangala, 2014). Mitchell (1998) remarks that most of the valuable material on Change Management in Education was gathered by Wallace (1991). Wallace, who conducted qualitative research in nine British schools where change is managed effectively on established common leadership patterns in these schools. Garvin and Roberto (2005) support this view point when they emphasize that leaders can make change happen only if they have a coherent strategy for persuasion. As much as persuasion can facilitate change management, the need for clearly set guidelines for

other team members to follow in managing change cannot be overemphasized (Palmisano, 2004). Although Change Management in Education is a subtle field of study, change in education is happening due to various reasons like political trends and the increasing demand for the service nowadays. Other changes that keep happening in the school setting are, among others, restructuring, staff management, pupil grouping teaching methods and techniques (Paisey, 1984).

Hassan (2006) suggests that the introduction of restructuring strategies succeed when the top line is fully involved. It is important for Educators and Institution Managers to anticipate, prepare for and initiate change in their education systems and be involved in the change process. Pryor et al., (2008) stress that in today's world of constant, complex change, organizational leaders who react rapidly and responsibly are successful, those who anticipate and invent the future are even more successful because they are the leaders in their organizations and industries. Whitaker (1993) says that changes in educational practice tend to come from practitioners themselves rather than through regulation. As such, the anticipation for change will better prepare them to decide how to integrate the external changes into their education systems and use them to better provide the education service. Yet, it follows that this desire may not materialize unless there is a clear 'strategy' for government and all the key stakeholders in the education sector to use.

Although they do not give a specific example, CREATE (2010) advocates a strategy which appreciates the context, dynamics, characteristics and lessons in the education model being implemented. Further, Lighthall (1973) states that educational change is a process of coming to grips with the multiple realities of people who are the main participants in implementing change. However, the current study focusses on the

change management process associated with the transition of private schools into the public school system in Ghana.

2.5.5 Resistance to change management in education

Will (2015) highlighted multiple reasons for resistance to organizational change management, specific reasons for resistance outlined include: leaders and staff having different ideas about how the change should be accomplished, disagreement of the necessity of the change, change management strategies may not be fully developed, communications may be poor, leadership and/or staff may not have the necessary skills to implement the change successfully, and it is possible there are motivational problems. Appelbaum et al. (2015) noted that resistance to change could be detrimental to change efforts because it can prevent organizations from appropriately responding to environmental threats and opportunities.

Recklies (2001) states that education practitioners acknowledge that change often translates into more work for them at different levels. This is also compounded by the fact that to manage change, one needs to have the appropriate skills and competencies needed for the job (Buchanan & Boddy, 1992). The author's opinion is that this could have been one of the reasons why there has not been a deliberate move to have a clearly defined change management strategy for the absorption of private schools into the public school system by GES. However, the lack of a clearly defined CM strategy is in fact what increases workloads. Change can be resisted (Ford & Ford, 2009). However, having a clearly defined Change Management strategy in the running of Complementary Basic Education (CBE) can help stakeholders involved in this programme not to resist change. Plant (1987) says that there is systematic and behavioural resistance to change. Systematic resistance to change tends to occur when

there is lack of knowledge, information, skills and management capacity while behavioural resistance is emotionally centred and derives from the reactions, perceptions and assumptions of individuals and groups in the organization. People who resist change make different propositions (Plant, 1987; Lutzenberger, 2006; Ford & Ford, 2009).

With a clearly defined CM strategy for change management processes associated with the transition of private schools into public education system, resistance will be tamed because all stakeholders will appreciate the what, the how and the when of the change management (Ostroff, 2006). Hitherto, a clearly defined CM strategy will address both systematic and behavioural resistance to change (Maltz, 2008).

Mwangala (2014), has investigated on practice of change management for the improvement of complementary basic education program; the case of Malawi. He used case study design and collected data using multi-stage sample of 222 respondents. The study revealed the need to plan change, formation of coalition through gate keepers as well as the need to balance ownership with community and the government to be critical change management factor in the complementary basic education program.

Simon (2014), has investigated on organizational change management of the transition of Polytechnics in Ghana to Universities of Technology. He used ethnography design and conducted interviews from ten respondents. The study concludes that for the transition to be successfully accomplished, stakeholders and practitioners should be converted from the old ways of doing things, and made to confess the need for change. Beneficiaries and victims should be involved in the process of change, surprises should be avoided, individuals or groups most likely to

resist change should be involved or co-opted, through the use of incentives, into a coalition of allies to lead the change agenda. This study would be conducted in terms of change management in second cycle institutions in the transition of three Newly Absorbed schools in the Central Region of Ghana. Whatever particular form change takes and whatever objectives it seeks to achieve, organizations cannot expect to achieve success unless those responsible for managing it understand the different approaches on offer and match them to their circumstances and preferences. Burnes (1992) iterates that understanding the theory and practice of Change Management is not only an optional extra but an essential requisite for survival. With a clearly defined strategy, Change Management in the absorption of private schools will not just be treated as an event to be managed during a specified period, but rather as a continuous process that will go hand in hand with the running of the schools (Pettigrew, 1985).

2.5.6 Factors affecting educational change

Change Management in education has to be done appropriately. For this to be possible, it is important for education practitioners to know the factors that affect change in education. Education managers are in essence one of the groups expected to manage change. Various researchers have cited improvement, rigidity, polarization, inheritance and separation as the important factors that affect educational change (Whitaker, 1993; Mpondi, 2004; Lyon et al., 2009; Hargreaves et al., 2012). Whitaker, (1993), whose classification is the basis that the other researchers have used outlined the following about these factors:

1. **Improvement** – There is a continuous desire for continuous progress and improvement in the way the education service is provided. Some factors that necessitate continuous improvement are:

- a. **Competition** – a concern with rivalry – of winning, or at least not losing – can cloud attention to the more fundamental purposes of education.
 - b. **Recrimination** – not succeeding in one’s learning has become a cause for blame.
 - c. **Reform** – much change in education has had a reform element around it.
2. **Rigidity** – One of the difficulties facing those charged with the management of schools is the rigid context of education envisaged by the reformers. Educational change is approached in strictly rational terms as a choice between opposing alternatives, only one of which is right.
 3. **Polarization** – the growing debate on whether education is a research or political issue causes different changes to be proposed.
 4. **The inheritance factor** – the tendency by some quarters to cling to structures from the past prompts others to want to propose different changes.

2.5.7 Process of change management in the absorption process

Newly Absorbed Schools (NASs) mostly start off with the management of the old system before GES takes over the schools’ management in a top- down approach (GES, 2017) using the following channels:

a. Appointment of headmaster or mistress of the school

As a norm in the public school system, GES appoints personnel to the position of substantive of acting head of public senior high schools and the case of NAS’s is no exception. GES newly appointed head reports first to the District Director of Education where the school is located as per the appointment letter and sends copies of the appointment letter to the person who holds forth to the smoothing running of the school prior to this appointment. Suffice to say, in most cases the headmaster or

mistress of the private school is given a short notice to prepare to hand over the management, assets and all school properties to the new head.

b. Handing over inspection and signing

A team of auditors from the District and Regional GES offices of the schools concerned officially conducts an audit of the school. Inventory and stock of all assets of the school including bank accounts documents, books, equipment and tools, furniture inter alia. The audit report is subsequently compiled as handing over document and signed by both the incoming head and the out-going with the auditors serving as witnesses. Thus, the signing of the handing over document officially signifies the exit of the former management of the school.

An observation of NAS's change management processes above reveals no formal communication from GES, the new management to the old management contrary to change management literature which asserts successful change also involves ensuring employees' capacity to adapt to and work effectively and efficiently in the new environment (Kotter, 2008). Thus, the underlying basis of change management is to ensure people's capacity to change can be influenced by how change is presented to them. Their capacity to adapt to change can shrink if they misunderstand or resist the change, causing barriers and ongoing issues. The rationale is that if people understand the benefits of change, they are more likely to participate in the change and see that it is successfully carried out, which in turn means minimal disruption to the organization. Perceiving the importance and beneficial impact of the change, the old management participates in the change process and see that it is successfully carried out resulting in less disruption in the schools although contrary situations exist (Weerantunga, 2003).

2.5.8 Process of managing change

Change is difficult and efforts to effect transformational change in many organizations have failed (Kotter, 1995). The challenge for members within organizations is to create, develop and sustain an environment that facilitates change processes. This necessitates attention to the unique complexities and risks that are inherent in change initiatives. There are a number of key influences that managers and change agents of educational institutions must be aware of when planning and implementing change: People are the key to change. It is the people that will finally determine the fate of the organization. Whether an organization is poised to be great or just to survive, people have to care about its fate and perceive how they can contribute thus, the leadership of the old management should be involved in the change process. The dexterity with which change managers handle the major factors to be considered when changing an organization determines, to a great extent, how successful the process of change will be (Certo, 1992).

2.6 Ways associated with retaining institutional memory for productive engagement

This section provides the background for the discussions relating to Research question 4, which states that _‘ How can institutional memory be retained for productive engagement in the three newly absorbed schools into the public educational system‘_, The section, discusses the literature on ways associated with retaining organizational memory: its importance and the factors for creating organizational memory.

2.6.1 Concept institutional memory

The term institutional memory was coined by Walsh and Ungson (1991), who opined organizational memory as “stored information from an organization’s history that can be brought to bear on present decisions. (Olivera, 2000), asserts it as the “means by which organizations store knowledge for future use”. Thus, institutional memory can be summed up as an approach for developing the comprehensive history of an organization or perhaps more acutely, an organization’s “collective knowledge”. Knowledge and information, including prior experiences, are viewed as resources for organizations (generally in the private sector) that could help organizations “learn” and develop (Levinthal & March, 1993; Levitt & March, 1988).

Organizations keep knowledge about its past efforts and environmental conditions in their memory. When an organization teaches something, then its result should be accessible to prevent reinventing. Institutional memory is not only as a tool and means to collect and preserve knowledge, but also is a means of sharing knowledge. It is a convenient metaphor that can be used to define the information and knowledge known by the organization and the processes by which information is acquired, stored, and retrieved by organization members. Institutional/ Organizational memory has also been defined by (Li et al., 2004) as a sum of knowledge assets that organizations owned. In this vein (Farooq, 2018) assert that organizational memory is a type of coding strategy where explicit knowledge is stored and saved at the organizational level. Thus, information is derived from an organization’s history that can be brought to bear on present decisions (Schmitt et al, 2012). A firm’s critical knowledge, skills, and capabilities—embedded in its human resources—contribute actively to its success (Schmitt et al., 2012).

Therefore, institutional memory can be considered as a core of knowledge management system in an organization that personal and collective knowledge existing in an organization can be shared and reused by its creation.

The knowledge created in organization should be stored somewhere in order for the learning process to continue over time (Ramanujam & Goodman, 2011). Ungson and Walsh (1991), for instance, argue that the content of the institutional memory is composed of information about previously made decisions and solved problems. The “means by which organizations store knowledge for future use” is often referred to as institutional or organizational memory (Olivera, 2000). Examples of the organizational memory systems are personal memory of organization’s members, their roles and tasks, electronic databases, technology, organizational culture, etc.

2.6.2 Importance of organizational memory

Organizational memory is said to be an undervalued commodity in the modern human resource management of educational institutions (Braendle et al., 2019). Organizations and institutions are not doing enough to secure the twin concerns of establishing the longevity of its workforce nor are they creating user-friendly data recall systems that will allow for knowledge and information to remain useful once a valued and knowledge employee has left. Organizations all too often fail to see the worth of attempting to keep an employee after an initial contract has been completed, nor do they create and operate a central apparatus or office to maintain and record data throughout tasks.

Human resource management literature has paid significant attention to the role of knowledge for global competitiveness in the 21st century. Knowledge is recognized as a durable and more sustainable strategic resource to acquire and maintain

competitive advantages According to Bontis et al., (2019), knowledge is today's driver of company life, and the wealth-creating capacity of the company is based on the knowledge and capabilities of its people. In order to execute a successful strategy, organizations need to know what their competitive advantage is and what capabilities (which are underpinned by knowledge) they need to grow, and maintain this advantage. Therefore, organizations that seek to improve their capabilities need to identify and manage their knowledge assets, which is institutional memory.

Many arguments assert that key employees play a central role in organizational memory, and when this employee leaves an organization, that memory will be harmed. Employees are the cognitive element in organizational memory (Stijn & Wensley, 2001). Although all organizations are technology-driven, human resources are still required to run that technology (Mathiamaran & Kumar, 2017). Employee interaction with the world may lead to outcomes that are interpreted and shared by them, and this will create shared beliefs, values, assumptions, norms, and behaviours which forms the base of organizational memory (Moorman & Miner, 1997). Thus, employee cognitive activities play a central role in acquisition of knowledge (Walsh & Ungson, 1991). And then store knowledge in their mind and ability to remember and articulate experience in the cognitive orientation that they employ to facilitate information processing (Walsh & Ungson, 1991). The employee uses their tacit knowledge to put explicit knowledge into action in an effective way (Schmitt et al, 2012). Only 10 to 30 percent of organization knowledge is explicit and codified in databases and manuals, the rest is tacit knowledge which means that employee's brainpower is the most important resource in the value creation process (AL-Ali, 2003). Thus, organizations are nothing more than an extension of human thought and

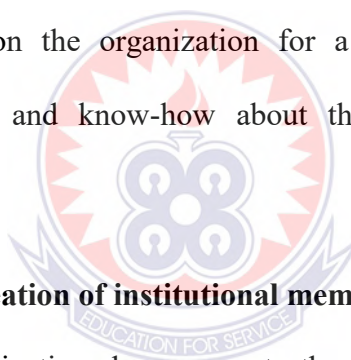
action, it is the knowledge, skills, and abilities of an individual that create value (Baron & Armstrong, 2007).

Organizations are nothing more than an extension of human thinking and action, and the organization's value is generated by the knowledge and skills of individuals (Baron & Armstrong, 2007). Thus, when a key qualified employee leaves the organization, it will lose crucial skills, knowledge, and business relationships (Latha, 2017). As a consequence, the organization will incur the cost of loss of institutional memory (Ongori, 2007). This fluidity presents a new challenge for an organization (Conklin, 1997). Because when an employee leaves the organization, it loses the source of a competitive advantage which is his employee's knowledge. Therefore, calls to developing a strategy to ensure that key employees remain in the organization to retain its institutional memory. Vasantham and Swarnalatha (2016) asserts that the issue of retaining key employees represent one of the biggest challenges confronting organizations during transitions.

Hussein et al. (2021) researched on the impact of employees' retention strategy on organizational memory. The research was historical, descriptive, and analytical. The sample consisted of 158 faculty members in five private colleges in Baghdad. The technique used to analyse the data was SEM (Structural Equation Modeling), and SPSS (Statistical Package for the Social Sciences). The research concluded that employees retaining strategy plays a vital role in retaining employees and hence maintains institutional memory. Their research also showed that, most employees in the colleges surveyed had a good knowledge of behaviours accepted within the workplace, which is proportionate with the work environment and, at the same time they have well-informed behaviours of the function, and how to perform the tasks

required of them, and so the organization must seek to maintain these employees because their loss will mean a damage to its institutional memory.

Furthermore, the results revealed that most employees in the colleges surveyed had knowledge in the college history and the major turning points in the colleges' past, and responsibility for its successes and failures, so the loss of these employees would negatively affect organizational memory in particular. The results concluded that there is a significant effect of the employee retention strategy in the organizational memory, which mean that the activation procedures of, and increased attention to maintain key employees and prevent them from moving to other organizations will help and affect the development and organizational memory, which will increase when employees stay on the organization for a longer duration, therefore, the experience, knowledge, and know-how about the procedures and rules of the organization will rise.



2.6.3 Factors for the creation of institutional memory

Many modern-day organizations have come to the realization of the knowledge and skills of their employees as the firm's intangible assets. Thus, the most intractable challenge organizations including educational institutions face in operating in a knowledge economy is how to facilitate the creation, development and sharing of knowledge amongst its employees. The following factors plays impeccable roles for the creation of organizational memory:

1. **The staff memory:** part of the organization memory is in the minds of people who are willing to acquire knowledge based on experience. Experience is meant to examine and learn from what you examined which helps the staff to improve their performance in the organization (Schmitt et al, 2012).

2. **Individual knowledge:** individual knowledge critically depends on every individual within the organization that emerges in people following the experiences, skills, and personal knowledge, and it does not easily provide the explicit and objective expression (Zadayannaya, 2012).
3. **Organization Culture:** As personality (which means constant and stable series of characteristics) is defined for the individuals, personality can also be defined for organizations. Organizational culture is a set of basic assumption that is created, discovered, and developed by the organizational members in dealing with the problems, adaption to the environment and achievement to internal unity and cohesion and it has been proven that they are useful and valuable and therefore they transported to new members as the correct way of perception, thought and feeling (Zadayannaya, 2012).
4. **Information Technology:** Technological knowledge is about ways of doing affairs. Technology is related to hardware and software computer for processing, storing and transmitting information. Information technology is the knowledge and skills in all aspects of computing, storage and retrieval of information and communication (Doroodchi & Nickmehr, 2014).
5. **Communications:** is an exchange of messages, opinions, or attitudes that led to understanding between the sender and the receiver. Communication in organization and group plays four major efforts: control, incentives creation, emotions and information show, behaviour of members can be controlled by the communication in several ways. Communications can improve incentive phenomenon (Hoy & Miskel, 2008).

6. **Organization Background:** organizations like living organisms have a curve (periods) lifetime or life cycle. What organizations do during each of the courses earn or lose is called organization background (Zadayannaya, 2012)
7. **Organization Change and Transformation:** change and conversion and transformation are generally transferred from an existing state to another state, whether pleasant or unpleasant. Thus, changes may be positive and favourable or negative and unfavourable (Schmitt et al, 2012).
8. **Organization structure:** organizations determine necessity of formal coordination of organization member interaction patterns, organizational structure stipulates how tasks are diagnosed, structure as a component of organization which has been composed of complexity elements of formalization, centralization (Schmitt et al, 2012).

2.6.4 Characteristics of memory systems

Olivera (2000) proposes to define memory systems by using three characteristics: the systems' content, structure and operating processes. The content refers to the type of knowledge the system is capable to capture. The structure deals with the organization of the knowledge location. Finally, the operating processes include those by which the knowledge is collected, maintained and retrieved.

i. Content

In relation to the memory systems, knowledge is often considered from a perspective of its tacitness/ explicitness (Wilson, Goodman & Cronin, 2007). While explicit knowledge can be easily expressed and thus codified, the tacit one – due to its intuitive nature – is hard to formulate and formalize (Argote & Ingram, 2000). Tacit knowledge can still become explicit through a process of codification – for instance,

expressing the knowledge in either words or texts, charts, pictures, special codes, etc. Codification does not only help shape knowledge in words, but it also enables to separate knowledge from a situational and local context and to make it applicable in other situations and by other units of organization.

ii. Structure

Olivera (2000) describes two basic characteristics of the structure of memory systems, namely: where knowledge is located and how it can be indicated. According to him, the location can be viewed as either centralized or dispersed. In the first case knowledge is “placed” to a single location which is available to anybody in the organization; while in the second case it is spread to several locations, and access to these locations varies by certain people or groups.

Indexing can be considered as a tool used by both knowledge contributors and knowledge seekers. Wilson, Goodman and Cronin (2007) state that the way the indexation is performed has implications for where the knowledge will be stored and how it will be retrieved in future. Olivera (2000) emphasizes that a system of indicators helps the knowledge seekers to map where the knowledge can possibly be located.

iii. Operating processes

Filtering and maintenance of the knowledge stored in the memory system are the factors that to a large extent influence how this knowledge will be retrieved (Wilson, Goodman & Cronin, 2007). The goal of the filtering is to eliminate – before the storing - information which will possibly not be used. The maintenance of the storage systems is aimed to update and replace the knowledge (Ramanujam & Goodman,

2011). As regards the knowledge access, Olivera (2000) exemplifies it with access being done either through people or through computer technologies.

iv. Typology of organizational memory systems

A summary of the typologies of organizational memory systems. It is worth mentioning that the studies put together in this framework used different terms for their classifications, for instance storage bins Ungson & Walsh (1991), knowledge repositories (Wilson, Goodman & Cronin, 2007), memory systems (Argote, 1999; Olivera, 2000). Also, Olivera (2000) finds a difference between concepts of storage bins and memory systems. According to him, the memory systems are designed for purposeful knowledge storing and retrieval, contrary to the storage bins. He also argues that the memory systems are presented by real entities individuals can interact with. In addition, the concept of storage bins does not consider information technology as a form of organizational memory (Zadayannaya, 2012).

Table 2.1: Organizational learning system as a source of learning

Level of memory	Type of memory/ storage system	Ungson and Walsh (1991)	Argote and Ingram (1999)	Argote and Olivera (2000)	Wilson, Goodman and Cronin (2007); Sabherwal and Qian and Goodman (2008)	Huber, Bock, Ramanujam and Cronin (2011)
Individual level	People's memory	Individuals	Individuals	Members	–Experts”	Individual group members
Organizational level	Artificial systems				Archives, databases	IT-based memory systems
	Structural repositories	Culture, structures, procedures	Roles and routines	Tasks; sub-networks of people, tasks and tools	Social networks	Structural storage repositories
	Technology		Technology	Tools		

Source: Liudmila Zadayannaya (2012).

Table 2.1 distinguishes two levels of organizational memory where the knowledge can be stored, namely level of individuals and level of organization as a whole.

Crossan, Lane and White (1999) suggest that it is young organizations that tend to rely mostly on the knowledge stored in individuals, and as the organizations matures, they need systems to capture individual knowledge on a higher level. According to Argote (1999), knowledge embedded on the organizational level is more persistent and protected from forgetting. In addition, it is more appropriate for transfer to other units and tasks, since sharing of this knowledge for every certain task does not depend on the will of single individuals. However, even in case of the knowledge being embedded into organization's systems, it still originates from individuals; therefore, an organization has to rely on the individuals in sharing this knowledge with various memory systems. In this connection, Huber (2001) argues that what knowledge is shared with the systems and how it is done is often out of organization's control. Sometimes individuals do not realize importance of their knowledge for the organization.

i. People as knowledge repositories

Individual memory keeps knowledge acquired through people's direct experience and observations (Walsh & Ungson, 1991). This system allows preserving rather complex, sophisticated information and tacit knowledge; however, the amount of knowledge possible to store is limited by psychological and physiological factors (Argote, 1999; Wilson, Goodman & Cronin, 2007). Knowledge stored in individuals will be transferred through personal communication in future (Huber, 2001). Huber (2001) emphasizes that extensive communication might be required due to difficulty to codify the individual knowledge; while Argote (1999), on the contrary, proposes that such knowledge might be effectively transferred even without making it explicit - through application it to a new task. Walsh and Ungson (1991) state that if an organization relies on the memory of its members as a repository system; length of

service in the organization becomes a particularly important employee's attribute. In order for other members to be able to retrieve this knowledge, the organization should create links to its "old-timers". At the same time, knowledge embedded in individual memory has several significant disadvantages. According to Argote (1999), it tends to depreciate faster than the one kept in other systems. Turnover makes it possible to lose the knowledge stored in personnel's memory (Argote, 1999). Moreover, individual unwillingness to share makes it dangerous to rely solely on these memory systems. Finally, inability to transfer profound knowledge to large amount of people is another shortcoming of individual memory as a storage system. Considering all these disadvantages, it makes sense for an organization to combine individuals' memory with other storage systems (Argote, 1999).

ii. Structural repositories

So-called structural repositories that represent rules, practices, culture (Ramanujam & Goodman, 2011), etc. make it possible to store both explicit and tacit knowledge, as well as complex information (Wilson, Goodman & Cronin, 2007). Argote (1999) gives an example of research which concluded that managerial turnover in firms that relied on written rules and formal hierarchies was less devastating than in the firms that did not. Thus, the way of organizing other repositories moderates the effects of turnover on knowledge retaining.

iii. Technology as knowledge repository

Organizations are capable to retain its knowledge in technology and to transfer it between units and to other organizations (Argote & Miron-Spektor, 2011). Technology of an organization includes hardware and software components; with the

former taking a form of physical object, and the latter being an information basis for it (Argote & Ingram, 2000).

Technology as a memory repository is considered to be especially good for capturing explicit (codified) knowledge (Argote, 1999). It prevents knowledge from fast depreciation and forgetting. Transferring of this knowledge is especially effective when complemented by movement of some individuals. However, the knowledge embedded in technology is not that flexible to changes, but is still apt to depreciation. Knowledge in organizations can be stored in four types of memory systems: people's memory (explicit knowledge), artificial systems, structural repositories and technology (tacit knowledge). There are probably different methods through which these systems can be accessed; however, the existing literature does not provide much information about this perspective.

2.7 Organizational learning

A myriad of literature exists on the topic of organizational learning as it applies to schools and school systems and educational change (Leithwood & Aitken, 1995); (Leithwood, Leonard & Sharratt, 1998). A plethora of definitions abound regarding the term "organizational learning," with scholars generally concurring that organizational learning refers to a higher order of collective learning that extends beyond a single individual; individuals within an organization thus learn from one another and/or group(s) (Gallucci, 2008). Thus, Organizational learning (OL) refers to the process through which organizations acquire new knowledge, skills, and capabilities that enable them to adapt to their changing environment and improve their performance. This process involves the collective effort of all members of an organization.

The term, “organizational learning,” was first introduced by March and Simon in 1958 and later became popular as students and colleagues of March and Simon plunged into the study of knowledge management. Their work focused on information search, acquisition, integration, and assimilation in organizations. Knowledge and information, including prior experiences, were viewed as resources for organizations (generally in the private sector) that could help organizations “learn” and develop (Levinthal & March, 1993); (Levitt & March, 1988). Emphasis on an individual’s or organization’s capacity to recognize the value of new kinds of information absorbing it into existing habits of minds (cognitive perspective) or ways of organizing (Cohen & Levinthal, 1990) was essential.

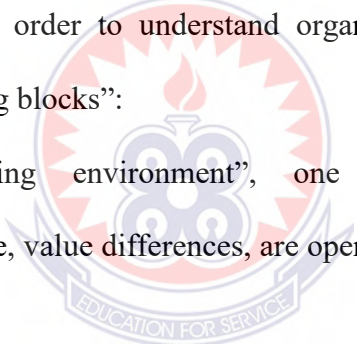
Contrary to the cognitive perspective of OL, the socio-cultural perspective (Honig, 2008; (Vygotsky, 1978) emerged. This OL perspective focused on individuals’ social interactions within organizations (e.g., Vygotsky, 1978). From this vantage point, people learn primarily through the socially embedded activities, behaviours, and practices that they engage in. Thus, rather than study how people cognitively do or do not process information effectively, scholars in this tradition focus specifically on how social practices shape individuals’ learning.

Lately, these two OL research perspectives have come closer together in one perspective. As Honig (2008) describes, the New Institutional Sociologists have built upon early cognitive scientific approaches to studying organizational learning by examining how social and cultural contexts influence individuals’ searches for information and sense-making (Van de Ven & Polley, 1992; Honig, 2008). However, despite this convergence, educational change researchers who study organizational

learning continue to call for further integration between these two perspectives (Knapp, 2008). Thus, these recent streams of research also emphasize the need for a more integrative approach to understanding OL in schools.

An Integrative Stance

The researcher supports recent educational scholars' assessments of the approaches in the organization learning literature and the merits of considering information related processes along with more social related practices that individuals engage in at work in retaining organizational memory. Also, literature in the adjacent field of organizational behaviour proposed a theoretical model that takes into consideration both of these approaches. The framework, proposed by Garvin, Edmondson, and Gino (2008), suggests that in order to understand organizational learning, we need to consider several —building blocks”:

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- (a) —supportive learning environment”, one in which individuals feel psychologically safe, value differences, are open to new ideas, and have time for reflection.
 - (b) —concrete learning processes and practices”, including the creation, collection, and transfer of information, experimentation, and analyses.
 - (c) —leadership that reinforces learning”, including leader behaviours such as listening attentively and encouraging multiple points of view.

The building blocks were developed based upon OL research and described as —essential for organizational learning and adaptability” (Garvin et al., 2008). They introduced this OL framework in a practitioner journal for management scholars. In their article, Garvin et al, proposed a series of questions associated with each building block designed for use in both the private and public sectors to measure the extent to

which employees report that an organization – and units within an organization – possess the conditions the authors feel are necessary for organizational learning. Garvin et al. (2008) hypothesized model incorporates both cognitive and sociocultural perspectives of OL. Garvin, et al., model echoes some of the recent research on OL in education. For example, their approach aligns with the work of Senge, (1990) in schools, which similar to his work on private sector organizations, emphasized systems thinking, shared vision, and understanding interdependency and change. Similarly, work on professional learning communities (PLCs) in schools identifies characteristics of successful PLCs that include facilitative leadership, participative decision making, shared vision and commitment, and collaborative activity (Giles & Hargreaves, 2006; Imants, 2003; Louis, Marks & Kruse, 1996; Stoll et al., 2006).

Garvin et al., model also mirrors education research that takes a more cognitive approach and emphasizes management and information processes (Honig, 2004). Thus, in many aspects, this model integrates both OL research perspectives as called for by recent education research. In furtherance, their model attempts to refine understanding of organizational climate as a key factor in promoting learning and change. In particular, they suggest ways in which their proposed building blocks influence the organization's "learning environment" (Garvin, et al, 2008).

OL depends on features of individual memories (Hastie et al 1984, Johnson & Hasher 1987), and specifically organizational aspects of memory (OM). Organizations are seen as learning by encoding inferences from history into routines (Cyert & March 1963, (Nelson & Winter, 1982) that guides behaviour. The experiential lessons of history are captured by routines in a way that makes the lessons, but not the history, accessible to organizations and organizational members who have not themselves

experienced the history. The routines are transmitted through socialization, education, imitation, professionalization, personnel movement, mergers, and acquisitions and recorded in a collective memory of the organization. Routine-based conceptions of learning presume that the lessons of experience are maintained and accumulated within routines despite the turnover of personnel and the passage of time. Rules, procedures, technologies, beliefs, and cultures are conserved through systems of socialization and control within the organization and retrieved through mechanisms of attention within the memory structure. Such organizations memory not only record history but shape its future path, and the details of that path depend significantly on the processes by which the memory is maintained and consulted.

New employees undergo a process of organizational socialization which implies some adjustment to their tasks, groups and to organization as a whole. Degree of their adjustment increases as they obtain knowledge from the organization and as they pick up behaviour patterns that are expected from them in the organization. While learning about the routines and obtaining skills needed to perform them, the new employees increase their mastery which in turn raises their belief in own efforts. It has also been found that newcomers tend to be highly motivated to follow organization's rules and established routines, as they are striving to become accepted by new colleagues and management. Thus, learning is an essential process for people at a point they enter organization; since it is by learning they will integrate into organization; which in turn enables them to perform their job successfully.

Sillins et al. (2002), drawing on Australian data from their Organizational Learning and Leadership Questionnaire, found that having a trusting and collaborative climate within a school positively impacted student outcomes such as engagement and

participation in school. This work was extended using the Goh and Richards (1997) Organizational Learning Survey to investigate whether schools tend to examine previous mistakes and errors as part of their process of crafting strategic responses to the challenges of school improvement. Their findings suggest that only good news tends to be shared in schools, and in fact, some school cultures do not uniformly support constructive criticism or challenges to past practice.

Higgins, Ishimaru, Holcombe and Fowler (2012) also investigated on examining organizational learning in schools: The role of psychological safety, experimentation, and leadership that reinforces learning. Their findings revealed that organizational learning is an underlying condition which is expressed by teacher perceptions of sub-factors of psychological safety, experimentation, and leadership that reinforces learning. Additionally, they showed that a need for better integration between two parallel streams of OL research: a cognitive stream that has emphasized individuals' abilities to search, process, store, and manage information and a sociocultural stream that has emphasized the social relationships and practices in which learning is embedded.

Again, Zadayannaya (2012), recommends separating other organizational memory methods from individual or people memories as the ways to access it makes particularly the one that it is obtaining knowledge from individual memory dependent on the individuals' willingness to share knowledge. This statement is definitely based on a belief that it is only people's memory that can be accessed via communication with individuals. In addition, he asserts, all four types of memory systems can be accessed through communication with people. Therefore, it can be said that the

discretionary issue relevant for obtaining knowledge from all the memory repositories is contrary to just one as the existing theory suggests.

In furtherance, Braendle et al. (2019) recommended that organizations take aggressive steps to centralize information and knowledge. They commended this can be partially taken care of by the creation of an organizational knowledge library. They added that, organizational Knowledge Libraries should be easily accessed by everyone at the organization and centrally located since creating such an entity ensures that knowledge does not leave when the senior executives or management does.

In the current study, the researcher explores key aspects of Garvin et al., (2008) model as ways of retaining the organizational memory of the three private senior high schools transitioned into the public education system in the Central Region of Ghana.

2.8 Summary of Literature Review

This chapter reviewed literature related to the current study. Lewin's Change Management Model and Kotter's Change Management Theory were reviewed as the theoretical bases for the study. Four key concepts were subsequently reviewed as the conceptual underpin for the study on issues relating to the dynamics of the transition process involved in the absorption of private senior high schools into the public education system were reviewed. Additional issues related to challenges associated with the transition of the three newly absorbed private schools into the public education system, the rubrics of change management processes associated with the transition of the schools and ways of retaining organizational memory for productive engagement were similarly reviewed. Finally, organizational learning literature was reviewed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the research methods used for the current study. The purpose of this study was to find out the challenges associated with the transition processes for three newly absorbed private senior high schools into public education system in the Central region of Ghana and to explore ways of retaining the schools' institutional memory for productive engagement. It also describes the research paradigm, research design, study area, the population, the sampling procedures, data collection instruments, data collection procedures and data processing and analysis.

3.1 Research paradigm

The research paradigm is the strategy a researcher adopts to integrate the different components of a study in a coherent and logical way to effectively address the research problem and questions posed. The paradigm therefore sets out the research approach, design and methods for collecting and analysing data in attempting to describe or explain a given phenomenon. Over the years, there have been two major paradigms– positivist and interpretivist; and in recent times, a combination of the two in what is called the mixed methods. However, the same logic of inference (scientific research) underlies these research designs; and the choice of one depends on the specific phenomenon a researcher sought to study. Since scientific research is designed to make either descriptive or explanatory inferences based on empirical

evidence about the world, social science research for that matter seeks to both describe and explain the world (Yin, 2009).

Accordingly, systematic descriptions of specific phenomena are often indispensable to scientific research, but the accumulation of facts alone is not enough. Facts can be collected (by qualitative or quantitative researchers) systematically, but the particular definition of science requires the additional step of attempting to infer beyond the immediate data to something broader that is not directly observed (Creswell, 2014). My ontological position for this research is that the social world exists independently of our subjective understanding, but that it is only comprehensible through respondent's interpretations and which may be further interpreted by the researcher. This aligns closely with what Hammersley (1992) describes as —subtle realism. I therefore acknowledge the critical importance of research participants own interpretations of relevant research questions, which then suggest the existence of different types of understandings. Yet, I believe that diverse viewpoints reflect the multifaceted nature of external reality and add richness to the ways in which reality is experienced. Epistemologically, while I may not consider myself entirely in line with a single epistemology, I see myself more as an interpretivist than as a positivist. This is because the researcher sought to understand and interpret the meanings informing human behaviour. As such, —interpretive researchers assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments. For an interpretivist, it is, therefore, important to understand motives, meanings, reasons and other subjective experiences, which are time and context bound.

My inclinations towards interpretivist research stemmed from the fact that I saw knowledge acquired in the social sciences as socially constructed rather than objectively determined and perceived. As an interpretivist, I believed that reality was multiple and relative (Lincoln & Guba, 1985) and concur with Neuman_s (2000) argument that these multiple realities also depend on other systems for meanings, which make it even more difficult to interpret in terms of fixed realities. More significantly, as an interpretivist researcher, I strongly believed people cannot be separated from their knowledge; hence, there is a clear link between the researcher and the research subject. I therefore saw myself and my informants as interdependent and mutually interactive which allowed me to remain open to new knowledge throughout the study.

3.2 Research approach-qualitative

The exploratory nature of the research coupled with the theories used in this study necessitated a qualitative research approach: a methodology which is seen to be preferred when "attempting to uncover and understand any phenomenon about which little is known. Qualitative research is therefore a situated activity that locates the observer in the world (Denzin & Lincoln, 2005). It consists of a set of interpretive, material practices that makes the world visible. These practices turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. Hence, a qualitative researcher attempts to make sense of or to interpret social and political phenomena in terms of the meanings people bring to them.

Consequently, qualitative research helps in developing explanations for specific cases, including the processes involved in producing certain outcomes of a given case. This

is particularly so when the cause of an event or a case such as change management in the transition of private schools to public school system is complex because of the multiplicity of explanatory factors impacting the outcome(s). In the words of George and Bennett (2005), if a study is concerned with understanding context, or process, or is consultative or strategic in its aim, then qualitative evidence alone may be needed. The qualitative method of inquiry enables the researcher and the participant to build a less formal relationship than a quantitative method of inquiry would provide. This is because participants can respond more elaborately and in detail than is typically the case with quantitative methods. The researcher in turn can respond immediately to what participants say by tailoring subsequent questions to information the participant has provided already.

3.3 Research design- case study

The research design is the strategy a researcher adopts to integrate the different components of a study in a coherent and logical way to effectively address the research problem and questions posed. This study adopts the case study design to address the research questions. The choice of the qualitative method was informed by the focus of the study, which finds out the challenges associated with the transition processes for three newly absorbed private senior high schools into public education system in the Central region of Ghana and to explore ways of retaining the schools' institutional memory for productive engagement.

Accordingly, the study adopts the case study design to understand and explain the change management imperatives involved in the transition of three senior high schools from private to public school system in the central region of Ghana.

A case study design in the social sciences draws from the subject disciplines of law, psychology and medicine. A case study is an intensive study of a single case or cases for the purposes of understanding complex social phenomena (Creswell, 2013:97-102; Yin, 2009). It is therefore widely accepted to mean an intensive study of a specific individual or context. Baxter and Jack (2008) also argue that a case study method should be considered when: (a) the focus of the study is to answer ‘how and why’ questions; (b) you cannot manipulate the behaviour of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context.

Case studies are particularly useful when contextual conditions are central to understanding what happens and when, because of the nature of the phenomena being studied, the potential for rival interpretations exists. Thus, in a case study, as Creswell, (2013) points out, the researcher-explores a real life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information e.g. observations, interviews, audio-visual material, documents and reports), and reports a case description and case themes. Case study is a sine qua non when developing and evaluating theories, as well as formulating hypotheses or explaining particular phenomena by using theories and causal mechanisms.

The case study design enabled the researcher to undertake an in-depth examination of a single case (change management in the transition of senior high schools from private to public education system), which provided a systematic way of observing the events, collecting data, analysing information, and reporting the results. Within

this case, three specific schools were examined in detail. These included Schools A, B and C. These schools were selected because they are among the private senior high schools recently transitioned into the public education system in the Central Region. Accordingly, the choice of these schools enabled the study to address the question of exploring ways of retaining the school's institutional memory for productive engagement after the transition.

3.4 Method of data collection

Data collection is the cornerstone of any research endeavour. It's the process of gathering information to answer your research questions and test your hypotheses. Different research questions necessitate different data collection methods, each with its own strengths and limitations (Bowen, 2009). The triangulation approach to data collection was used in this study. This is a multi-method set of different research methods within a single project (Denzin & Lincoln, 2005). Two main forms of research methods were used in the triangulation and therefore for collecting data. The rationale for this research design is that answers to the research question can best be secured by using a combination of methods. Thus, the use of any one method would not have been sufficient to generate the required data in terms of reliability and validity. The multi-method approach also ensured the testing for validity and reliability of the data collected. The case for multiple data source is very necessary especially in Ghana where data gathered for research purposes especially from public institutions may be subject to some margin of errors and distortions due to reluctance to give out data for fear of intimidation. The methods used were:

a. Documentary evidence

Documentary evidence is the systematic examination of existing documents and records. It allows researchers to access rich historical data, explore past events and experiences, and gain insights into social and cultural contexts. It can be used alongside other data collection methods (e.g., interviews) to create a more comprehensive understanding of the research topic. Thus, triangulation enhances the credibility and validity of findings (Bowen, 2009).

The study made use of extensive documentary data. The premise for this method was the availability of data once the data gets to the researcher. Both primary and secondary data were used. Unlike interviews where officials can withhold information documentary data becomes the only reliable data when the entire document or a part of it is made unavailable to the researcher. The research made use of both primary and secondary documents. The primary documents were used because these are generated from the day-to-day activities of the schools and therefore has a high measure of reliability. The types of documents used focused on the past records of the school prior to the transition and current activities after the transition. The secondary data included official news-letters, school letters and circulars of GES regarding newly absorbed schools. These documents were obtained from the schools, regional and district GES offices.

b. Interviews

In-depth interviews in the form of a loosely or semi-structured interviews were used as the second method of data collection. The researcher sat face to face with the respondents and asked questions. In view of the fact that the subject of enquiry is sensitive to GES, the questions for the interview were designed in such a manner to

ensure maximum objectivity and without bias for any political views or GES. However, this objective was not achieved as some of the respondents declined to answer certain questions and or did not want their response to some of the interview questions to be quoted or referenced. The interviews were useful in obtaining data that could not be accessed by the documentary method of enquiry. The interviews served as a follow up technique to seek detailed information or further explanation to the documentary data. The interview also enabled the researcher to follow up ideas, probe responses and investigate motives and biases of the interviewees (Bell, 1993). The interview also helped in securing data on different perspectives of the various issues and provided more in-depth information and also afford the researcher with the opportunity to explore into great details, the respondents' views, experiences and perceptions.

3.5 Site and sample characteristics

The site for this research was three senior high schools transitioned from private to the public education system in the Central Region of Ghana. All the three senior high schools have transitioned from private to the public education system as Newly Absorbed Schools (NAS's) in the Central region under the GES.

These schools were chosen for the study because they comprised community and mission schools, mixed sex, day and boarding secondary and technical types. Thus, forming an accurate representative of the private senior high schools transitioned into the public education system in Ghana. School A is a mixed gender day school located at Gomoa Afransi, the district capital of the Gomoa Central District of the Central Region. It was established in 2009 by Ogyeedom Obranu Kwesi Atta VI, the chief of Afransi as a community school. It was absorbed into the public education system in

2019. The school offers four programmes namely, General Arts, Business, Home Economics and Technical.

School B is a mixed boarding school located at Gomoa Jukwa in the Gomoa Central District of the Central Region of Ghana. It was established by the Seventh Day Adventist (SDA) church in 2008. The school offers such programmes as General Arts, Home Economics and General Science. It was absorbed into the public education system in 2022. School C is a mixed day senior high school located at Gomoa Buduburam in the Gomoa East District of the Central Region of Ghana. It was established in September, 2012 by the Catholic Church of Ghana to train students in second cycle education in Ghana. It was absorbed into the public education system in 2019. Currently the school offers the following programmes: General Arts, Business and Home Economics.

3.6 Population

A population refers to an entire group about which required information could be obtained. The target population of the study comprised officials from GES headquarters, Central Regional Education Office and District Education Offices of the towns the schools concerned are found. Heads of the NAS's and past heads before the absorption or transition. Management members from each of the three schools. A total population of twenty. The justification for this population is first and foremost, their relatedness to the case being studied.

3.7 Sampling procedure

Purposive sampling is a form of non-probability sampling of which the researcher selects special people who are suitable to participate in a study on the basis of the respondents' knowledge on the issues under investigation (Kuranchie, 2019). This

technique was used based on the suggestion of Cohen and Manion's (2007) assertion that purposive sampling is used in order to access "knowledgeable" people. That is those who have in-depth knowledge about particular issues by virtue of their role, expertise or otherwise were sampled. Two current heads, three past heads of the schools, three management members of the schools and four GES officers were used. A total sample size of twelve was used for the study.

Table 3.1: Participants sampled based on their respective institutions

Name of Institution	Total number
School A	3
School B	2
School C	3
GES Headquarters	1
Regional GES	1
District GES	2
Total	12

Source: Fieldwork data (2023).

3.8 Data collection instruments

Preference for natural settings as a primary source of data is imperative for qualitative research. This aims at a vivid and rich description and explanation of phenomenon to understand it from the perspective of respondents. I interview because I am interested in other people's stories. Telling stories in essence is a meaning-making process. Thus, the research instruments used in gathering data for the study based on the research questions included semi-structured interview guide and documentary evidence checklist.

a. Semi-structured interview guide

An interview guide is a list containing a set of questions that have been prepared, to serve as a guide for researchers in collecting information or data about a specific topic

(Bowen, 2009). The semi-structured contains questions that are loosely structured to give participants more opportunities to express themselves fully. It is a list of the topics that a researcher plan on covering in an interview with the questions that need to be answered under the topic (Jamshed, 2014). It guides a face-to-face conversation between a researcher and respondents with the sole purpose of collecting relevant information to satisfy a research purpose. Specifically semi-structured interview guide was used to enable respondents express themselves more freely. Probing and follow up questions were used, when necessary, for respondents to elaborate and or clarify response. Collecting data using an interview guide permits sufficient flexibility in the structure of the questioning to allow the interviewee to respond promptly to what is relevant, to ask questions about what is heard from the respondent, not only form what is written on the guide.

c. Documentary evidence checklist

Documentary evidence checklist prescribes a systematic procedure for reviewing or evaluating documents – both printed and electronic materials – to generate evidence to address a research problem (Bowen, 2009). It is a detailed systematic procedure that guides a researcher to analyse documentary evidence to answer specific research questions (Forman, Creswell, Damschroder, Kowalski & Krein, 2008).

3.9 Data collection procedure

The researcher followed the research processes for collecting interview and documentary evidence data. The researcher used semi-structured interview guide to collect the data. This form of interview also enabled the researcher to cover all topics that are crucial to the subject of the interview and also allowed the respondents wide latitude to talk. The researcher only interrupted when it was necessary to probe a

statement (Bell, 1993). By this semi-structured interview, the researcher was able to establish a good framework for recording the data. The researcher used a combination of note taking and phone recording except where the participants either did not want the session to be phone-recorded or wanted to make a statement off record. The phone recording was useful when the researcher needed to verify the accuracy of the notes taken at the interview. This was a means to properly organize the data in a structured way. The secondary data was gathered from the schools. The researcher used documentary evidence checklist to collect the data. The primary secondary data comprised of GES circulars and news-letters. Other literature related to the study were also inadvertently collected as data. The researcher also took the issues of confidentiality seriously especially due to the recriminating nature of the Ghanaian education system. Indeed, some participants requested anonymity and specifically stated that, part of the information given should not be referenced.

3.10 Trustworthiness criteria

The difficulty in establishing neutrality and objectivity in qualitative studies has led to the reluctance of many critics in accepting the trustworthiness of qualitative research. However, Guba's (1981) four criteria for establishing the trustworthiness of a research has been used by many scholars (Silverman, 2001) to demonstrate how qualitative researchers can incorporate measures that deal with the issue of trustworthiness. This study adopts the naturalistic terms outlined by Guba, (1981) to address the issue of trustworthiness in this study.

a. Ensure credibility

Bevan (2014) described credibility as the alternate to internal validity. It is related to how believable and convincing data are (Boblin, Ireland, Kirkpatrick & Robertson,

2013). Credibility in a study can be achieved through the process of peer debriefing, referential adequacy and member checks (Brewis, 2014; Marshall, Cardon, Poddar & Fontenot, 2013). Confidence in the ‘truth’ of findings of a qualitative study can be ensured through triangulation (Cohen et al., 1994; Gall et al., 2007; Scaife, 2004; Silverman, 2005). The researcher’s choice of triangulation where different sources of data were used to augment and validate each other. Again, participants were given the opportunity to decline to participate in the study, and those who did participate, did so voluntarily. The researcher also constantly debriefed the supervisor to ensure that the necessary guidance was provided and followed. Lastly, to ensure credibility, this strategy aided the researcher to offset the limitations associated with using one method to collect data and to determine the veracity of information gathered (Kusi, 2012).

b. Transferability or fittingness

Transferability refers to the degree to which qualitative research findings can be generalised and transferred to other similar contexts (Dierckx de Casterlé, Gastmans, Bryon & Denier, 2012). Dierckx de Casterlé et al. (2012) further posited that transferability can be described as the alternative to generalizability. Transferability can be achieved by describing the research process and participants sampling. Establishing transferability required the researcher to do a thorough job of describing the research content and the assumptions that would be central to the research. For this reason, future researchers who wish to “transfer” the results to a different context can then be responsible for making the judgement of how sensible the transfer is. Furthermore, the researcher ensured that the best data collection method was used to find answers to the research questions. This is in line with what Frels and Onwuegbuzie (2013) posit that, ‘transferability is facilitated through the provision of

a clearer description of culture and context, selection procedure and the informants' features, collection of data and how it was analysed". More so, the researcher ensured transferability by making sure that the setting for the study was described in detail.

c. Dependability or Consistency

Dependability refers to how logical, well documented and audited the data collected are (Fusch, & Ness, 2015). The researcher collected data in great detail and promoted dependability by including interview excerpts and examples of open and axial coding (Garcia & Gluesing, 2013). Dependability may be achieved with overlapping methods. One of the main sources for dependability is an audit trail. Detailed notes and journals were written during the research process in order to review the activities of the researcher, which then supports meeting the credibility and transferability requirements. Triangulation was also used throughout the study.

d. Confirmability

Confirmability is described as the extent to which the research is free of bias in the procedures and interpretation of the research findings (Houghton, Casey, Shaw & Murphy, 2013). It also refers to the degree to which other independent parties can corroborate the findings of a particular study. Houghton et al. (2013) described confirmability as the ultimate procedure in achieving objectivity. The researcher believed that confirmed data will minimise the possibility of the researcher being biased in drawing conclusions, interpreting data and making recommendations (Kaczynski, Salmona & Smith, 2014). In order to ensure confirmability in the study, the researcher ensured that data were interpreted without any bias. Thus, the researchers asked the participants for their critical comments on the research findings and interpretations.

3.11 Ethical considerations

As a way of adhering to the principles and ethics regulating the conduct of research, the researcher took several ethical considerations into account because humans were the subject matter during the data collection stage. The University of Education, Winneba requires that a researcher obtains the necessary ethics clearance before proceeding to collect data on the field. This clearance was to protect the rights of both the researcher and the interviewee. In the lead up to the scheduled dates for the interviews, I sent introductory letters and informed consent forms to the identified institutions and individuals through in-person delivery. Also, the consent from authorities of the institutions was sought before proceeding to the field and all information was considered confidential. On the day of each interview, I gave a summary of the research and the purpose of the interview. Before interviews, I requested for the signed consent of the participants before proceeding with the interview. All the respondents provided me with oral consent.

In ensuring rapport building during interviews, the researcher shared information about herself with the respondents to ensure trust and rapport necessary to make the interview conversational. With approval from the respondents, the researcher phone-recorded the interviews to ensure accurate transcription. The interviews were conducted between March and April, 2023. The interviews were conducted at the various offices of the respondent's institutions. Each interview lasted between 30 and 40 minutes. A total of twelve interviews were conducted personally by the researcher. Each respondent was asked to indicate if they wanted to be audio-taped and/or remain anonymous, before the commencement of the interview as a first step in the interview process. I was consequently guided by the response from the interviewees. In addition

to this, I kept the interview data safe and secured in a password protected laptop and pen-drive to ensure it did not accidentally fall in the wrong hands.

3.12 Positionality of the researcher

The debate over the objectivity and subjectivity of qualitative research in the social or educational field on being value-free has emerged over time over the positionality of the researcher in relation to the research study. Positionality refers to the knowledge, experiences and beliefs of the researcher in relation to how this influences the research process (Bourke, 2014; Holmes, 2020). Positionality is normally identified by locating the researcher about three areas: the subject under investigation, the research participants and the research context and process. Consequently, a researcher may be either an ‘insider’ or an ‘outsider’ researcher depending on the magnitude to which the researcher is situated either within or outside the group researched. The insider’s view of reality is situated within a cultural relativist perspective, recognizing behaviour and actions as being relative to the person’s culture and the context in which that behaviour or action is both rational and meaningful within that culture (Fetterman, 2008). Thus, the insider researcher is directly located within the setting which the research is carried out and has direct involvement with the research setting.

An outsider researcher on the other hand, operates from the assumption that objective knowledge relies on the degree to which researchers can detach themselves from the prejudices of the social groups they study (Kusow, 2003). The outsider is a person/researcher who does not have any prior intimate knowledge of the group being researched. Hence, the outsider researcher is not directly located within the setting of the research study and studies the subjects outside the study.

The researcher is currently a teacher at Ghanata Senior High School and has been a former headmistress of a private senior high school for five years and actively led the transition process before moving on. As a former head of an absorbed school, I possess a strong understanding of the absorbed school's context and challenges from an insider's view and a more objective perspective after leaving the school from an outsider's view. However, I recognize my positionality as an insider researcher and strive to be cautious not to make assumptions based on my personal biases and experiences. Consequently, the findings of this study represent the factual and exact views of the respondents without any prejudices and other sentimental influences of the researcher.

3.13 Data analysis procedure

Thematic analysis was employed in analysing the qualitative data collected in this study. Thematic analysis is the process that identifies data and reports the occurrence of themes in the data collected from the research areas. According to Braun and Clarke (2006) thematic analysis follows six basic steps.

1. Familiarizing with the data through thoroughly reading the transcriptions. This helps the researcher to have in mind what exactly is in the data.
2. Generation of initial codes. Putting labels or descriptions on a list of ideas developed from the transcription as already read by the researcher.
3. Searching for themes. Related codes are organized under different themes.
4. Reviewing the themes. The themes developed are reviewed for their relevance and legitimacy of being called themes.
5. Defining and naming themes developed. Defining the overall content of the themes and the message it carries in it before producing a report.

6. Producing a report. Researcher is already satisfied with the themes developed.

From the above considerations, the interview data were presented in relation to themes developed forms.

The detailed step-by-step description of the data analysis process is presented below;

3.14 Data/ Thematic analysis process of interviews

1. Transcription: I converted the phone recordings into text data (MS Word document) using MS. Word Programme.
2. Bracketing and thematic reduction: I set out to understand what the interviewee was saying rather than what I expected the person to say by critically listening to the audio-recordings of the interviews.
3. Listening to the interview for general meaning: I listened to the entire phone recordings several times and read the transcripts several times in order to provide a context for the emergence of specific units of meaning and themes.
4. Identification of themes: I began to analyse the data following the first interview transcript to identify themes, which facilitated successive interviews. All transcribed data from the participants were analyzed to compare various themes across the interview transcripts. This part of the analyses was mainly done with the ‘_Review’ function in MS. Word. I specifically highlighted and assigned codes to the themes that were identified in the transcript.
5. Clustering themes of relevant meaning: I tried to ascertain if any of the themes of relevant meaning mutually cluster together; whether there seemed to be common themes.
6. Themes of meaning relevant to the research questions: The themes of general meaning noted were then reduced to themes of meaning relevant to the various research questions of the study.

7. Return to the participants with the transcripts and summary of themes: I wrote a summary of the interview transcription which incorporated the themes that have been elicited from the data. The summary was then presented to the various participants personally in a printed copy. The entire transcript was also made available to the participants upon their request. This served as a check to see whether the essence of the interview had been accurately and fully captured.
8. Modifying themes and summary: Regarding the new data (if any) from the follow up, I modified or added themes when necessary.
9. Contextualization of themes: The themes were placed back within the overall contexts from which the themes emerged.

3.15 Data/ Thematic analysis process of documentary evidence

1. Reading: I read through all the documents gathered from the institutions using the documentary evidence checklist as a guide.
2. Selection of data: I selected the documents of relevance to the research questions. These documents with meaning relevant to the research questions were noted.
3. Coding and category construction: I assigned codes to the documents or data based on the characteristics of the categories constructed to identify themes of relevance to the study.
4. Themes of meaning relevant to the research questions: The themes of meaning pertinent to the various research questions of the study were identified by dates of the documents.
5. Reporting: I presented the findings from the documentary data in relation to the themes developed from the dates. The findings from the documentary data corroborated the interview data.

3.16 Chapter Summary

The study predominantly applied a qualitative methodology. The thematic data analysis rooted within the qualitative approach was used in this current study. Twelve participants were interviewed besides the documentary evidence gathered from the three private schools transitioned into the public school system in the Central Region. The research instruments used in gathering the data were documentary evidence checklist and interview guide. The data trustworthiness was established through credibility, transferability, dependability and conformability. Ethical considerations involved confidentiality, anonymity and informed consent. Positionality of the researcher as an insider established and data collected was analyzed through thematic analysis.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results and discussion of the study. The purpose of the study was to find out the challenges associated with the transition processes for three newly absorbed private senior high schools into public education system in the Central region of Ghana and to explore ways of retaining the schools' institutional memory for productive engagement. The results of the study are presented in two parts. The results are discussed primarily in line with the research questions. The first part comprises the presentation of the demographic data of the sample (Table 3) while the second part presents the results of the main data according to the research questions posed.

4.1 Demographic characteristics of the sample

The demographic characteristics of the participants are gender, age range, designation and the years of experience of the respondents. The names presented in Table 4.1 are pseudonyms and not the actual names of the schools and respondents. The background data of the respondents are presented below:

Table 4.1: Demographic data of participants

Pseudonym	Age	Gender	Position	Years of experience on the job
ADMA	53	F	Administrator GES	10
RPO	55	M	Regional Planning Officer, GES - Cape Coast	5
DIAC	57	M	District Internal Auditor, GES - Gomoa Central	10
HMA	50	F	Headmistress, School A	2
HMC	51	F	Headmistress, School C	4
RHMC	54	M	Retired-Headmaster School C	5
RHMB	64	M	Retired- Headmaster, School B	5
RHMA	36	M	Retired-Headmaster, School A	3
DIAE	42	M	District Internal Auditor, GES- Gomoa East	4
ADMA	33	F	Administrative Officer, School A	3
ADMC	46	M	Administrative Officer, School C	3
ADMB	48	F	Administrative Officer, School B	7

Source: Fieldwork data (2023). N=12

Out of the twelve (12) participants interviewed, seven were male and five were female. The ages of the participants ranged from 33 to 64. The participants were made up of three current heads of the three selected schools after transition into the public education system, three past heads before the transition. Also, one GES headquarters officer of secondary education division, regional planning officer from Cape Coast and two district internal auditors from Gomoa Central and East where the schools are located. Finally, three administrative officers from the three selected schools were also selected. In terms of experience on the job, only two respondents had ten years of experience, one had seven years of experience, nine had five and two years of experience.

These demographic characteristics of the participants are relevant since they revealed the participants were in the right position to answer the research questions posed in this study.

The next section deals with the presentation and discussion of the major findings that emerged from the research. The main results were organized and discussed in relation with the research questions posed.

4.2 Nature of the processes involved in the three newly absorbed schools

transition into public education system

I sought to identify the dynamics of the transition processes in the absorption of private schools into the public education system. The findings are presented according to the subtopics or themes. The themes identified from the data collected were; the stages involved in the transition process, category of private school and government politics. The primary data were gathered through interview with the past heads of the schools and GES officials whereas the secondary data were gathered from the schools.

4.2.1 The stages involved in private school's absorption

The first theme identified was related to the stages involved in a private school's absorption.

a. Application stage

The three participants who were past heads before the transition indicated that they wrote letters to the Director General (DG) of GES through the Director Secondary Division applying for the absorption of their schools into the public education system. They indicated that, the private schools through application letters to GES sought for absorption of their schools. The participants indicated they applied on several

occasions before finally being absorbed. They revealed that their earlier attempts failed because GES at that time placed a ban on absorption of private schools.

RHMC, asserted that,

He sent application letters seeking for absorption on several occasions to GES headquarters since his documents were not traceable at the secretariat of the directorate of secondary division.

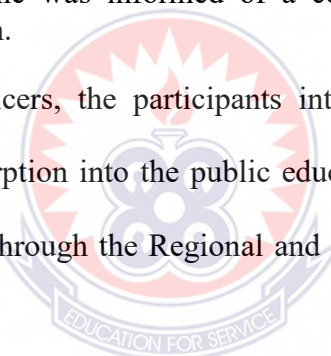
RHMB also affirmed this assertion by indicating that,

“I went with new application documents any time he went to follow upon his application at the GES headquarters”.

On the part of RHMA, he indicated that,

He sent application for absorption and used to call an official to check on the status of his application quite often and went with new documents when he was informed of a compilation of schools for possible absorption.

On the part of GES officers, the participants interviewed indicated that, schools seeking government absorption into the public education system had to apply to the DG, GES for absorption through the Regional and District directorates within which the schools are.



ADMA indicated that,

All private senior high schools seeking absorption into the public education system had to write officially through the director secondary division to the DG, GES for consideration and approval through the district and regional GES directors. She added that, schools seeking absorption could apply as many times as possible in order to achieve their objective of absorption.

RPO also affirmed that,

“some of the private schools wrote the application letters through the regional and district GES directorates”.

He affirmed personally being involved in the drafting of the application letter for the absorption of a private school. However, the GES headquarters could not provide the application documents of the schools due to a renovation exercise that took place at

the various offices. The documentary sources from the schools showed that all the three schools wrote application letters to the DG, GES through the director secondary education division seeking for absorption.

b. Selection stage

The participants interviewed indicated that, they had no knowledge in the selection process and that they were communicated by GES headquarters regarding their selection. Additionally, it was revealed that during the 2019/2020 absorption, twenty-six (26) schools were selected out of the over ninety (90) schools that applied for absorption. The past heads interviewed indicated the following;

RHMC revealed that,

“I received a text message on his phone, stating the selection of the school for inspection and contract signing for possible absorption”.

RHMA on the other hand indicated,

He was contacted from GES headquarters through the district education directorate of the selection and pending inspection of the school for possible absorption through telephone conversation and WhatsApp message to attend a meeting for contract signing.

RHMB indicated that,

“I received a phone call regarding the selection of his school for absorption and personally had no knowledge of the selection process”.

ADMH indicated that,

Selection of schools for absorption was the sole prerogative of the Minister of Education and the Director General of GES. The director secondary education only writes to the selected schools indicating their selection for absorption and subsequently to the regional and district directors of education. She added that, the dynamics for the selection is not known. She asserted that,

–the secondary division receives the list of selected schools from the Director General and subsequently communicates to the schools concerned“.

The GES officers from the Regional and District Offices indicated they had no knowledge in the criteria for the selection of schools for absorption since it’s solely the mandate of headquarters.

c. Inspection Stage

The past heads revealed the schools were inspected by GES officials from headquarters on specified dates. The team inspected the schools based on GES guidelines for absorption and took inventory of all assets of the schools.

Regarding the outcome of the inspection by the team, the participants revealed they did not receive any document on the outcome of the inspection. However, one of the participants, RHMA revealed that,

he was verbally informed by the inspection team regarding their approval for the absorption of the school but never received any document to that effect.

The other retired heads also indicated they were never contacted regarding the inspection report but received text messages to attend a meeting for contract signing.

RHMB indicated that, “I saw a congratulatory text message on the absorption of my school on my phone and an invitation to a meeting“.

ADMH response indicated that,

the inspection team was dispatched from the secondary education division on behalf of the DG and only reported to the director secondary education division on behalf of the DG and not the schools, “The inspection reports indicating approval or disapproval for absorption were given to the Director General”. She added.

Thus, the responses from the participants indicated that the schools were inspected by officials from GES headquarters but the inspection approval reports were not given to the schools.

d. Contract signing stage

The retired heads from the schools revealed they were invited to a meeting by the Director General, GES in Accra for contract signing with three participants namely the Proprietor or Mission leader, Board member and head of the school with all land documents on specified dates to discuss the modalities and conditions for the absorption. The retired heads revealed all the land documents were given to GES officials and each school participant signed an official document stating the transfer of ownership and control of the school to GES.

RHMC indicated that,

at the meeting the representative of the DG after congratulating the schools for their selection out of the many applicants said GES only absorbs schools with assets and not liabilities and demanded all the schools to settle all indebtedness before the commencement of the academic year. In furtherance, he indicated

–they were told GES would manage the schools without any major infrastructure development for five years. RHMA also revealed,

–at the meeting we were informed GES would post substantive heads to the schools based on their ranks in GES”. RHMB however revealed,

–at the meeting for contract signing, all documents alluding to the Seventh Day Adventist (SDA) Church ownership of the school were given to the DG representatives at the meeting before they signed the particular contract“.

Thus, the retired heads indicated that, at the contract signing meeting they gave all documents pertaining to their ownership of the school to GES. Also, they were told new heads would be posted to the schools and nothing was said about their own fate at the meeting.

ADMH indicated that,

The DG's meeting with the stakeholders of the schools was to seal the absorption formally in a form of a contract where all parties append their signatures, all documents on land were received by GES lawyers on behalf on the DG she added. This assertion affirmed the views of the retired heads on the contract signing meeting. She however asserted that, the heads of the schools do not have the qualification of GES to head a public school. She said,

–the heads of senior high schools in GES are to be on the rank of deputy director before they are posted as such“.

She cited financial burden on the government as the cause for the delay in infrastructure expansion in newly absorbed schools. This view affirms the findings of (Eiseman, 2010).

e. Compensation for proprietors

The retired heads interviewed indicated that the Proprietors of the schools were not given any compensation for the absorption of their schools by GES or from government. The issue of compensation was clearly stipulated during the contract signing meeting which discussed the modalities and conditions for the absorption.

RHMA added that,

”from the start of the contract signing meeting, most of the schools anticipated some form of compensation but were subsequently informed there was no form of compensation and schools not in support could take their schools back”.

RHMC indicated that,

–the issue of compensation was a disaster, we were told the government was absorbing everything including lands, structures even without liabilities“.

RHMB in affirming the views of the other retired heads opined that,

–all the assets of the school were handed over to the government at no dime, nothing has been given to us and I see nothing in the future as well“.

ADMH revealed emphatically that,

–GES does not give compensation for the absorption of private schools“. She added that the schools are given chance to avert the absorption of their schools at the contract signing meeting where it is clearly announced by the DG representatives on non-payment of compensation for the absorption.

f. Absorption stage

The participants indicated that GES officially wrote letters to the schools on the absorption of the schools into the public education system for the coming academic year.

RHMC revealed that,

I received a letter from the district education office indicating the official absorption approval of the school by GES into the public education system for the 2019/2020 academic year as a community day school. It was the only formal letter I received regarding the absorption of the school, he added.

RHMB on the other hand said, he received a formal letter from GES on the school’s absorption approval into the public education system for the 2022/23 academic as a boarding school.

RHMA indicated that,

The school was formally given approval absorption letter from GES for the 2019/2020 academic year as a community day school. He added the letter was copied to the regional and district offices as well.

ADMA asserted that,

GES officially writes to the schools on their successful absorption into the public education system for the coming academic year by indicating the status of the school as a day or boarding school. This letter is indicated the approval of GES for the absorption of the school and copies sent to the regional and district education offices as such. The absorption application of the schools to

the DG-GES ends in a fiasco without the absorption approval letter from GES. She added.

The findings of this study revealed all the schools were officially given absorption approval letters from GES for the absorption of the schools with no compensation being paid by the government for the absorption of the schools as affirmed in condition 9 a. of GES guidelines for absorption of private schools into Public Education System as stated in GES school leadership and management manual for second cycle schools in Ghana.

4.2.2 Category of private school

The retired headmasters interviewed indicated that, the private senior high schools absorbed into the public education system are mostly community schools owned by the chief of the community or mission schools established by religious institutions. Private individuals with profit maximization interest are reluctant in giving their schools up for absorption as it related to loss of their investments. RHMA added,

–chief was the sole financier of the school when the school fees mobilized could not meet the expenditure of the school and thus, the absorption was some form of relief“.

RHMC in affirming this view asserted,

–The school relied solely on the Catholic church for support, the church seeing education as a social responsibility opted for government absorption to ease the financial burden“.

RHMB said, –the infrastructure made by the church became a white elephant with no students, the church decided to opt for absorption to keep the school running.

ADMH said,

–privately owned private schools are often not absorbed by the government unlike the community and mission schools.“

Concerning category of private schools for absorption, the current study affirms the findings of Bate and Santerre, (2000) that private college closures and mergers are

more frequent when they experience shrinking enrolment and rising faculty and staff salary. Their research also shows that institutions with support from religiously affiliated foundations are less likely to close and merge compared to secular institutions was confirmed by this study.

4.2.3. Government politics

The participants indicated that, without any political backing from an official in the government in power absorption of a school would be a mirage since the decision to absorb private schools was solely a political decision by the ruling government. They further indicated that political connectivity must exist between the school and government in power. In furtherance, it was revealed that most of the schools absorbed were within the communities of political big wits who sought to gain political gains for the government. RHMA asserted that,

I almost gave up after initial attempts in 2014 for absorption failed until 2019, he was helped by a political big wig“. At the contract signing meeting there were many traditional rulers as well as politicians including MP’s and MMDCE’s.

RHMB and RHMC indicated that,

It took the intervention of the MP’s of their constituencies and members of their religious leaders for their school’s to be absorbed.

ADMH indicated that,

most politicians including ministers of state and MP’s, religious leaders as well as Paramount Chief’s lobby at GES headquarters and MoE for the absorption of schools in their communities“. The mandate for the absorption of schools remains the prerogative of the MoE and GES. She added.

The participants indicated that the absorption of their schools was influenced by the MP’s of their constituencies, religious leaders and the Paramount Chief of the traditional area respectively. These views of the participants indicated that government politics and absorption of private senior high schools into the public

education system were mutually exclusive. These views affirmed why the selection criteria for the absorption of schools was not made clear (Eiseman, 2010). Additionally, this affirms the views of (Quist, 2003) that the steadily expansion of public secondary education at the expense of the private education was a result of the then government's policy of using private sector to augment the public domain.

Table 4.2: Dates of secondary data gathered from schools

Schools	Application letter Dates	Inspection of school Date	Contract signing meeting Date	Absorption approval letter Date
A	11/02/2013 14/04/2018	09/03/2019	08/07/2019	20/11/2019
B	09/04/2018	01/04/2022	08/08/2022	18/10/2022
C	01/03/2017 12/02/2018	05/03/2019	08/07/2019	20/11/2019

Source: Source: Fieldwork data (2023). N=3

Table 4.2, indicates the documentary evidence gathered from the schools concerning the dates on the application letters, dates for inspection of the schools, dates for the contract signing and dates of absorption approval letters. The table shows that School A sought for absorption as far back as 2013 before it was absorbed in 2019, School C also sought for absorption in 2017 until it was absorbed in 2019 and School B sought for absorption from 2018 and was subsequently absorbed in 2022. The documentary evidence supported the views of the participants interviewed on the stages of the absorption process.

In lieu of the above findings from the study, the processes involved in the three newly absorbed school's transition into the public school system showed components of Lewin's first stage _unfreeze and Kotter's first step _establishing a sense of urgency'. Thus, the proprietor's and management of the private schools saw the need for change

(absorption) in order to achieve the objective of the schools by their willingness to apply for absorption from GES.

4.3 Challenges associated with the transition processes of the three newly absorbed schools into the public educational system

Research question two which states the challenges associated with the transition processes of the three newly absorbed schools into the public education system. Four themes were identified namely; leadership and management challenge, staff training challenge, teaching and learning resource challenge and funding source challenge. Primary data was gathered from Current Heads, Administrative Officers of the schools and District Officers of GES.

4.3.1. Leadership and management challenge

The first theme identified was on leadership and management. The participants interviewed indicated that in the wake of the transition, the schools were bedevilled with absence of leadership and management. They also, indicated that the selection, appointment and transfer of leaders and management of the schools such as Headmaster/mistress, Assistant Headmaster/mistress, Accountant, Administrative Officer and Supply Officer among others to the schools created a gap in the administration of the schools in the wake of the transition. The GES officers interviewed revealed that, leadership and management of public schools was the mandate of headquarters in relation to who, when and how the leader would be appointed to the school. RPO indicated that,

–He visited a newly absorbed school for familiarization but could not interact with any scheduled officer in the school because there was no leader or management member and the past head refused to append his signature on the procurement document I sent because he did not have the right to do so, he added.

DIAC opined that,

–Students and teachers were posted to the schools but there were no leaders with oversight responsibility over the administration of the school, this created some form of confusion in the school, one past head came to the district director inquiring when a headmaster or mistress would be sent to the school.

However, the current heads of the schools indicated that the leadership and management of schools was the sole mandate of GES. For instance,

HDMC indicated that,

–I attended an interview for the position of headmistress at the GES headquarters upon applying for the position about a year ago and was subsequently posted to a school the next year in December”. Staff and students were already placed in the school when I went there, she added.

HDMA also added,

–she reported to the District Education Office and subsequently to the school upon receiving her appointment letter in December when school was on vacation“.

In line with this, the administrative officers revealed that, when they were posted to the schools, there was no substantive head or management. They did not know much about their responsibilities as well as whom to report to.

ADMA opined that,

–Initially I was confused, it was only the out-going head who directed me to the district administrator for guidance, there was no leader to influence and administer the affairs of the school, we were at the mercy of the out-going head and district education office.

Also, ADMC and ADMB indicated that

–It took two to three months before heads were sent to their schools. Visitors and Parents were directed to the district education office when the out-going head was not around.

Thus, the leadership and management of public senior high schools was the prerogative of GES with no specific timeline. These views expressed by the participants indicate that the Heads who were posted to the schools were new to such positions, environments and school communities. These views confirmed Atieno and

Simatwa (2012), views that leaders in new roles are not without their own challenges. The study revealed that past heads were in a state of confusion after students had been placed in the schools in the wake of the transition for about three months before GES appointed and posted heads to the school. They also elaborated that all other key management officers posted to the schools by GES took over from the past staff when they were posted to the schools. Again, it was revealed that the past heads knowing they would no longer be Heads of the schools still held forth and managed the schools until Substantive Heads were posted by GES. The secondary data gathered from the schools depicted the Heads and other key management officers were posted about three to four months after the beginning of the academic year in the wake of the transition. These views affirm the findings of Mensah (2020), who studied on the transitional administrative changes in the upgrade of colleges of education into tertiary status, the case of Ashanti Region. The study revealed that colleges of education administrators, experienced some challenges in terms of leadership and management issues.

Again, Boateng, (2012) indicates leadership and management support and competence as a major challenge that administrators of educational institutions in Ghana are challenged with during transitions. With regards to Lewin's Change Management second model, it is at this stage that the transition takes place. In line with Lewin, at this stage good leadership and management is critical in making the transition process easier for staff and individuals involved in the change as GES appoints new leadership and management to the schools to ensure reporting relationships and work designs.

Table 4.3: Dates of the appointment letters of substantive heads

School	Appointment Date of Head
A	12/01/2020
B	03/03/2022
C	02/12/2019

Source: Fieldwork data (2023). N=3

Table 4.3, depicts the dates on the appointment letters of the heads who were posted to the schools in the wake of the transition by GES. The 2019/2020 academic year started in September, 2019 whereas the substantive heads C and A received their appointment letters in December, 2019 and January, 2020 respectively. The 2021/2022 academic year also commenced in January, 2022 whilst the head was appointed in March 2022. The documentary evidence affirmed the views of the participants with regards to leadership and management challenge of the schools in the wake of the transition.

4.3.2 Teaching staff training challenge

With reference to teaching staff training, all the participants indicated that, no training and development was organized for the staff in the schools in the wake of the transition. However, training programmes were solely the prerogative of the schools and teaching staff themselves.

The current heads indicated that, the organization of capacity building programmes involved finance which they could not fund in the wake of the transition. HDMC asserted that,

— planned organizing a training programme for the teaching staff but the refreshment and stipend for the resource person invited was a major challenge. At that time there was no money in the school as we were yet to receive a subvention from the government after the transition, she added.

The administrative officers revealed the schools did not organize development training for the teachers in the wake of the transition. ADMB indicated that,

–One in-service training was organized by the school a year after the transition as most of the staff were new within the public education system and not familiar with GES policies. Again, through GES- Secondary Education Transformation Programme (SETP) in partnership with Transforming Teaching Education and Learning (T-TEL), which the school was a beneficiary, teaching staff of the school have been taken through major training and development including Professional Learning Communities (PLCs).

RPO added that,

–Training and development programmes were not organized for the schools in the wake of the transition, SETP was in the process of nation-wide rollout and other schools would equally benefit from the trainings but admonished teachers and heads of the institutions to attend and organize CPD programmes in the schools. He hinted.

The study revealed there were no staff training for the teachers in the wake of the transitions by the heads of the schools and GES.

With reference to Lewin's Change Management second model, which essence is to implement strategies to address challenges and reduce the forces that maintain the organization's behaviour at its present level and enable a better understanding of the change program and the need for it e.g., through education, training and development program and team building that secures acceptance by helping managers and employees understand the need for the change was not adequately ensured as no training programmes were organized for the staff during the transition. Regarding Kotter's fourth step communicating the vision, the change was not adequately communicated to the staff for them to support the change.

4.3.3 Teaching and learning resource challenge

On the theme of teaching and learning resource challenge in the period of transition. The participants in response indicated that the schools in the wake of the transition relied on the teaching and learning resources used in the private school system. They indicated the schools received exercise books, text books, uniforms, tables, chairs and vehicles late after the transition from GES.

ADMC said,

–the students had to buy their own text books and exercise books for use since the school had not yet been supplied“.

HDMA also indicated,

–the school’s pick up vehicle was received a year after the transition“.

With regards to infrastructure, all the participants indicated there had not been any major infrastructure development from the government after the transition. As a result, there were infrastructural related challenges such as inadequate classrooms, library, sick bays and other essential facilities needed to aid teaching and learning in the schools. HDMC indicated that,

–the infrastructural deficiency of the school affected the enrolment of the school as students preferred schools with well developed infrastructures”.

Meanwhile, the transition of the schools called for increase in enrolment and as such classrooms, library, accommodation for students and staff were issues of major concern. The views of the participants affirmed the findings of Konadu (2010), that private senior high schools had inadequate infrastructural facilities.

4.3.3 Funding source challenge

In line with the final theme, all the participants gave similar views regarding source of funding for the newly absorbed schools. Explicitly, they indicated the main source of funding for the schools is the central government subvention that they receive but in the wake of the transition, schools were financially handicapped as government processes to receive subventions were not complete due to the absence of a substantive head. They also indicated that the subvention was released late and thus, they personally funded certain critical needs of the schools. According to HDMC,

–government subvention is the main source of our funds but it’s meagre due to our enrolment and is released late”. She added that,

–day schools in particular suffered low enrolments as students and parents preferred boarding schools“.

These views were supported by DIAC who indicated that,

–the subventions were given to the schools based on their enrolment“.

Aside government subvention, the participants indicated that one major means of financing schools is internally generated funds which were also inadequate. The internally generated funds included donations from Parent Teacher Association (PTA), sale of procurement forms, donations from individuals, organizations and major stakeholders. HDMA indicated that,

–the Paramount chief personally donated to the school even after the transition and the District Assembly supported us“.

However, the participants also indicated that they sometimes receive assurances of support from individuals but the support never comes.

ADMC an administrative officer asserted that,

–We sometimes source for funds outside the school.... We follow up but nothing is received“.

With regards to financial support from alumni, groups and partners. All the participants unanimously indicated that, the schools were too young in existence to have strong alumni that could support the schools financially.

Moreover, on partners support, HDMA opined,

“I received a great deal of support from the Paramount Chief and T-TEL a partner of the school”.

These views indicate the sources of funding for the schools in transition. The views show that, the heads of the schools relied mostly on government subventions which were not enough to cover all the financial needs of the school. In support of this finding, Atiku (2009), revealed that inadequate and late release of government subventions to the schools affects the financial administration of schools.

4.4 The dynamics of change management processes associated with the transition of the three newly absorbed schools into the public educational system

This research question aimed to examine the dynamics of the change management processes associated with the transition of the three newly absorbed schools into the public education system. The themes identified included the change management process in the transition process, resistance to the change management and individuals affected by the change management. Primary data were gathered from all the participants.

4.4.1 Change management process in the transition process

The first theme identified was the change management process in the transition from private to public school system. It was revealed that the newly appointed head is handed over the administration of the school under the supervision of the Regional or District internal auditor. All the participants indicated that for the absorption process

to be finalized, a new headmaster/mistress appointed by GES takes over the general administration and management of the school on behalf of the DG and the GES. In this regard, DIAC confirmed and elaborated more on this view that,

–As soon as the Regional and District Education offices are copied from the Headquarters on the absorption of a private school, the auditors are sent to conduct an inventory on all physical properties in the school, staff enrolment, student enrolment and bank account statements of the school. At a designated date the out-going private head signs the compiled inventory document by the auditors and hands over to the incoming head and as such the incoming head also takes over the administration and management of the school.

He added that,

–Handing over and taking over document is prepared for the out-going and in-coming Heads respectively under the witness of the internal auditor who conducted the audit and other principal officers of the school”.

All these are aimed at ensuring that, the school is transitioned into the public education system under the administration and management of GES. In confirming these views, RHMC indicated that,

–he was not informed about the visit of the auditors as he did not know the internal auditor coming for the audit“.

In the same vein, RHMA indicated that,

–as soon as the auditors came for the inventory audit, I assisted and exited the school after the handing over“.

HDMC opined that,

–She was invited by the internal auditors at a specified date for the taking over.....and signed the documents given to her by the internal auditors. I also became the principal signatory to the school bank accounts as part of the taking over processes”.

The views expressed by the participants show that the handing over and taking over processes were the main change management processes involved in the transition of private schools into the public education system. Thus, the change of the retired head of the school to a new substantive head appointed by GES emphasized the change in

the administration and management of the school from proprietor to GES with the involvement of the private head.

In terms of the retired head's involvement in the handing over processes, the findings of the current study confirmed the assertion by Hassan (2006) who suggests that the introduction of restructuring strategies succeed when the top line is fully involved. It is important for Educators and Institution Managers to anticipate, prepare for and initiate change in their education systems and be involved in the change process. This can be linked to Lewin's Change Management second model concerning move/change/implementation and Kotter's second step involving forming a guiding coalition. It is the actual action of instituting the change by the appointment of a leader who ensures steering the transition in the right direction as well as makes the process easier and faster for the individuals involved in the transition process. It is at this stage that the real transition takes place.

In terms of a particular change management strategy used in the change management process all the participants indicated there was no known strategy and as such the above stated process had been used by GES any time the government absorbs private schools into the public school system. The secondary data confirmed the primary data regarding the taking over and handing over by the respective heads.

4.4.2 Resistance to the change management

The second theme related to resistance to the change management in the transition of private schools into the public education system. All the participants indicated that, the transition process was smoothly carried out without any disruptions. In line with the participant's views, DIAE said that,

–the private head assisted by providing the necessary help and documents during the inventory audit of the school. They were very supportive“.

In support of this view RHMB indicated that,

–there was absolutely no resistance to the change as the church initiated the absorption process“. RHMA also said,

–the change management was peacefully carried out without resistance“.

The views of the internal auditors and past heads indicated that the private heads were willing and cooperative with the auditors during the change management process. Thus, there was no systematic resistance to the change management as the system worked smoothly.

With regards to the perception of the people on resistance to the change management, the change management brought some form of agitation among some key stakeholders in relation to the no-compensation by the government and the replacement of the past heads who initiated the absorption process. In line with these views the ADMH indicated that,

–Stakeholders of the schools petitioned GES to allow the private heads continue administering and managing the schools for some time since they initiated the absorption process but GES insisted heads of public senior high schools had to be on the rank of Assistant Director 1 or 2 to which the past heads did not qualify“.

In view of these views the current study confirmed the assertion by Plant (1987) that there is behavioural resistance to change management when the change is emotionally centred and derives from the reactions, perceptions and assumptions of individuals and groups in the organization.

In line with Lewin’s Change Management third model, concerning refreeze and Kotter’s last step incorporating change. This stage involves implementing control systems that support the change by applying corrective action when necessary and

reinforcing behaviours and performances that support the agenda. At this stage, the change has been accepted, embraced but ought to be incorporated through communication to all stakeholders.

4.4.3 Individuals affected by the change management

The final theme relates to individuals affected by the change management from private to public education system. All the participants unanimously indicated that the change management greatly affected individuals within the private management. For instance, DIAC indicated that,

–he felt sad any time he supervised the handing over of a private head when there was absorption by government. He said the first people to be affected were always the private heads of the schools who lose their positions afterwards“.

RHMA said,

–most of the staff under the private administration who were not offered GES appointment letters had to leave the school and it was sad“.

ADMA indicated however that,

–although most of the old staff who qualified were absorbed, their other colleagues left the school as soon as a substantive head was appointed“.

The participant’s views indicated that there were clearly individuals who became redundant by the change management. The findings of this study support Sadler’s (1995), suggestions that redundancy is among the most common consequences of organizational change as it affects people.

The findings of this study indicated that there were handing and taking over process by GES for the three schools sampled to show the transition of the private senior high schools into the public education system but with no clear change management strategy in place. Also, there was no resistance to the change management on the part

of the private heads as they cooperated with the change but slight behavioural resistance on the part of the key stakeholders of the schools. Finally, all three schools had individuals who were affected by the change management.

4.5 Retaining of institutional memory for productive engagement in the three newly absorbed schools into the public educational system

This research question state ways of retaining institutional memory for productive engagement in the three newly absorbed schools. Three themes including understanding of the concept organizational memory, key employee retention strategy used for retaining organizational memory and organizational learning strategies to support the retention of organizational memory. Primary data was gathered from current heads, management members and District GES officials.

4.5.1 Understanding and importance of the concept institutional memory

The responses of the participants indicated there was general lack of understanding of the essence of institutional memory for successful school growth. Schools regarded as citadels of knowledge would have exhibited a high level of understanding and recognition about institutional memory. The study revealed that although most of the participants understood the term institutional memory, they did not see the importance of it in educational institutions. They expressed awareness of the concept in the corporate and other for-profit organizations. First, regarding their understanding of the concept of institutional memory, the participants expressed the following views;

RPO said,

This is not the first time I've heard the term, institutional memory as a planning officer. I'm primarily grounded in my responsibilities, and does not involve myself with other matters.

DIAE said,

–Every human organization has its own history, culture, communication channels and experiences peculiar to the organization which must be preserved and utilized when the need be. For me this is organizational memory. There are a lot of things that pertain to the private sector that are not in GES, he hinted.

One of the participants was very informed about institutional memory but acknowledge that this was an anomaly in GES since all matters related to human resource were handled at the headquarters and regional education offices.

HDMA indicated that,

–institutional memory is an organization’s ability to recall past knowledge in present situations, for about 3 or 4 years ago during my academic thesis, I did a lot of work in relation to institutional memory”.

These views expressed by the participants implied there was not much understanding of the specific term institutional/organizational memory in GES. These views supported the findings of the study by Marsh (2016), that awareness of knowledge management among deans of Higher Education Institutions was very narrow as the term was misconstrued to reside in the private sector and the absence of knowledge management processes and systems placed the university at a grave disadvantage.

However, regarding the importance of organizational memory for productive engagement of the schools the participants underscored the concept institutional memory and were open to employing its practices in GES, but were resistant to doing so as it related to their job responsibilities. Whether the realization occurred during the interview process or whether it existed prior to, all the participants that were interviewed wholeheartedly agreed that the capture, dissemination and subsequent transfer of knowledge, information and experiences were of value in their respective schools and offices.

HDMA opined that,

—Information on all essential issues were kept in the safe together with other contacts. I wonder how I would have coped without those information“.

HDMB asserted that,

—It was very difficult taking certain major decisions without information on the antecedents, I sometimes try reaching my predecessor but to no avail“.

DIAC indicated that,

—Institutional memory definitely has a place; I especially feel the absence of the management of information, knowledge and experience, it is pervasive across the schools and certainly in my office and I'm trying to change that. For example, the policies and procedures associated with internal audit in GES are very haphazard; there doesn't seem to be a clear set of guidelines to allow us to audit efficiently and timely. It seems to me that a process should have been outlined and captured at the beginning so that you'll know exactly where you're headed before you start the audit”.

DIAE said,

—the memory of the school was with the private staff and a leader new to the school, position and community needed to tap into the memories of the past staff to know the do's and don'ts in the school community“.

The participants' views expressed above showed they believed institutional memory to be vital in organizational success. These views supported the views by Stijn and Wensley (2001) that employees are the cognitive element in organizational memory. This is in line with Baron and Armstrong (2007), who opined that organizations are nothing more than an extension of human thought and action, it is the knowledge, skills, and abilities of an individual that create value.

4.5.2 Key employee retention strategy used for retaining institutional memory

Aside understanding and importance of organizational memory, the second theme relating to ways of retaining organizational memory for productive school engagement that emerged was employee retention strategy in the three schools. All

the participants indicated there was no clear strategy as GES does recruitment and transfers at the headquarters and regional offices respectively. However, they gave differing views regarding key employee retention for organizational memory in the three schools.

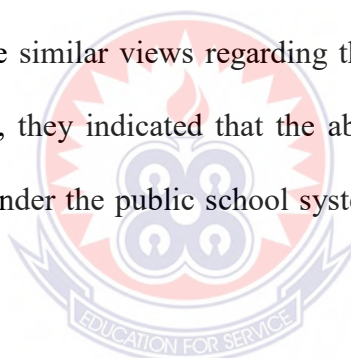
DIAC revealed that,

–There always tend to be some issues in newly absorbed schools immediately the private heads hands over, it is as if they carry the school with them....., but GES still refuses to see the need to designate special positions for them during the absorption negotiations.

DIAE also added that,

–in one particular school, the District Director of Education personally fought for the retention of one head after the transition but all to no avail.“

However, the heads gave similar views regarding the retention of key employees in the schools. Specifically, they indicated that the absorbing of the private staff who met GES requirements under the public school system indicated the retention of key employees.



For instance, HDMC said that,

–the absorption gave the private staff the opportunity to work in GES, I believe strongly it was an employee retention strategy by GES in the absorption process“.

HDMA indicated that,

–as a means of retaining the old staff, GES recruited them during the absorption“.

The findings of this study indicated that, GES recruitment and transfers were done at the headquarters and regional offices. GES had no clear strategy in place for retaining key employees during absorption of private senior high schools into the public school system as none of the private heads had been retained in position after transition. Additionally, some believed the recruitment of the private staff by GES was an

employee retention strategy for retaining organizational memory of the schools. In support of these findings Vasantham and Swarnalatha, (2016) revealed that the issue of retaining key employees represent one of the biggest challenges confronting organizations during transitions. Finally, the findings revealed aspects of Kotter's change management model last step, concerning incorporating change which involves existing and new staff being brought in the change as losing the support of the old management might send the organization back to where it started.

4.5.3 Organizational learning strategies to support the retention of institutional memory

The final theme relates to organizational learning strategies to support the retention of the school's institutional memory. All the participants indicated that, public senior high schools are not business entities and cannot or should not be run like a business. However, the participants asserted that there are lots of things that GES and the schools can do to be better. A lot of improvements can be made regarding succession planning, understanding the breadth of knowledge needed to do the various jobs instead of coming in and taking several years to learn the job and exiting. There were no designated learning strategies put in place for the retention of institutional memory for the three schools. RPO indicated that,

–GES specifically did not have any organizational learning strategy in place but believed it was the responsibility of the heads of the schools. The short tenure of heads in schools are not handled very well. Short-term leadership results in short term planning, instead of heads spending 5 years in the schools, they are mostly transferred less than a year. I believe this accounts for the absence of learning strategies in the schools.

The heads indicated that, they did not really think in terms of succession planning and the concept of succession planning does not align well with the HR policies of GES. They revealed that responsibilities of heads of senior high schools had nothing to do with learning strategies for the retention of the school's institutional memory;

HDMC opined that:

–Nothing is embedded in our appointment letters on organization learning“. The whole concept of learning strategies seems slightly incongruent with regard to retaining the school's institutional memory from generation to generation of the person who held a particular position.

The administrative officers of the schools revealed that, the management of the schools do not show interest in the commendations and suggestions they offer at meetings regarding storage and transfer of knowledge. ADMA indicated that,

–The pen drive which contained saved files of the school had been misplaced and the management seemed unconcerned after several promptings, I use my personal pen drive and in case am transferred one day where will they get the information? She added.

ADMC also added that,

–The school management is not concerned about collection, retrieving and dissemination of information, skills and experiences of the school, the I.T. officer has been requesting for storage devices for the school but to no avail.

Thus, the findings of this study show no learning strategies are put in place by the heads of the school's and GES one's key management personnel leaves the schools after the transition. These findings are not peculiar to the current study. For instance, the study by the Vanderbilt Assessment of Leadership in Education (VAL-ED) on the extent to which principals support, implement, and monitor communities of professional practice and develop cultures of learning for the school community (Porter et al., (2010). The results showed little leadership behaviours that reinforce a learning climate amongst school personnel. The findings of Marsh, (2016) on retention of institutional memory via knowledge management: perceptions regarding

the effectiveness of corporate approaches applied in higher education revealed that although the field of knowledge management has been around for decades, but knowledge management is fairly new to higher education institutions.

Higgins, Ishimaru, Holcombe & Fowler, (2012) on organizational learning in an urban US school district revealed that effective school change processes must go beyond new programs and structures and attend to the overall culture for capacity building, they also suggested that piecemeal interventions that address isolated elements of organizational learning may be insufficient for refashioning schools into –learning organizations.” These findings have been affirmed in the current study.

4.6 Chapter Summary

In sum, the results revealed that private senior high schools transitioned into the public school system are confronted with challenges in the wake of the transitions. These challenges cut across the dynamics of the absorption process, leadership and management, absence of staff development, teaching and learning resources and funding. Staff of the schools did not receive any form of development training in the wake of the transition. In furtherance, the participants pointed out the proprietors of the private schools did not receive any form of compensation from the government for the absorption. It was revealed that GES through its Regional and District internal auditors takes audit inventory of the school and hands over the administration of the school to a substantive head appointed by GES. Again, it was revealed that the change management affected individuals in the schools. The schools did not have employee retention and organizational learning strategies to retain its institutional memory when key management employees exited the schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter the summary, conclusions and recommendations and suggestions for further research are given. The study explored the change management imperatives of the transition of three private senior high schools into the public education system. The purpose of this study was to find out the challenges associated with the transition processes for three newly absorbed private senior high schools into public education system in the Central region of Ghana and to explore ways of retaining the schools' institutional memory for productive engagement. The following research questions guided the study:

1. What is the nature of the processes involved in the three newly absorbed school's transition into the public educational system?
2. What are the challenges associated with the transition processes of the three newly absorbed schools into the public educational system?
3. What are the dynamics of change management processes associated with the transition of the three newly absorbed schools into the public educational system?
4. How can the institutional memory of the three newly absorbed schools into the public education system be retained for productive engagement?

The study adopted a qualitative methodology. The case study design was used in this study. Twelve respondents were interviewed for primary data and secondary data was gathered from the schools. The research instruments used in gathering data for the study were interview guide and documentary evidence checklist. Data trustworthiness

for the study was established through credibility, transferability, dependability and conformability. Confidentiality, anonymity and informed consent were paramount ethical considerations in the study. The data collected was analyzed through thematic analysis.

5.1 Summary of key findings

The following key findings emerged from the study:

1. The study found out that the proprietors of private senior high schools seeking for the absorption of their schools write letters to the Director General of GES for consideration and approval. Again, government politics influence the absorption of private schools into the public education system. In relation to the absorption of private schools, the proprietors received no compensation from GES for the absorption of their schools. Individual or privately owned private senior high schools are often not absorbed by the government as compared to community and mission/faith based private senior high schools.
2. In addition, the study revealed that there was lack of clarity or urgency and communication in the transitional process as the schools' encounter leadership and management challenges with students are placed in the schools before substantive heads are appointed by GES. Also, the study revealed the staff posted to the schools receive no form of development or training in the wake of the transition. In furtherance the study found that, the schools rely on the private teaching and learning resources of the schools in the wake of the transitions. Also, the study found that, there were no new major infrastructure development in the schools after the transition. The study further revealed the schools relied on government subventions which they received late based on their enrolment. Meagre internally-generated funds and stakeholders support

in the form of donations from individuals, District Assembly and T- TEL were other source of funding for the schools.

3. Again, the study revealed there was management discontinuity through the handing over by the private head and taking over by the new substantive head by GES internal auditors as the main change management process for the transition of the schools. No particular change management strategy was used in the change management processes in the transition of private schools into the public school system as there was no vision to guide the transition. Also, the study showed there was no resistance to the change management. However, the study showed the change management affected many individuals in the schools.
4. Finally, the study showed that there was a general lack of understanding on the concept and importance of institutional memory. The study revealed that most of the respondents had not explicitly heard of the term, but were generally aware of the concept. Even those that were generally aware seemed to reference institutional memory in very narrow ways e.g.it pertains to the corporate or private sector and not in education. Even though the field of institutional memory has been around for decades. Also, the study showed that all the past heads of the schools were not retained in their position after the transition to the public school system. However, the GES and the heads had no clear strategy in place for retaining key employees in the absorption of private senior high schools into the public school system. Lastly, the respondents pointed out that, no learning strategies were put in place by the heads of the schools, one's key management personnel leaves the schools after the transition.

5.2 Conclusions

The Ghana Education Service absorbs private senior high schools into the public education system over the years. The absorption of private schools has been the sole mandate of the government in power through the Ministry of Education and GES. The transition of private schools into the public education system follows processes. From the findings of the study, it is concluded that community and mission schools mostly absorbed by the government do not receive compensation. Again, the government's inability to compensate proprietors of private senior high schools for the absorption of their schools is a disincentive for the proprietors of schools owned by private individuals who have profit motives for the establishment of their schools to hand over their schools to the government for absorption.

There was lack of clarity, communication and urgency in the processes involved in the transition of the schools into the public education system posed challenges to the schools. Again, the fact that students were placed in the schools within its early periods of transitions without substantive heads nor management showed an interruption in the transition process. The information gathered indicated the transitional period was fraught with challenges due to management discontinuity. The categories of challenges were leadership and management, staff development, teaching and learning resources and funding. The emergence of the challenges revealed that the stages of Lewin's Change Management Model and Kotter's Change Management were not distinctively followed in the transition process as the old management and new management were not brought in the transition management as strong guiding coalition.

In sum, the study concludes that ‘the transition processes for newly absorbed private schools into the public education system faces transitional challenges due to management discontinuity and can benefit from the school’s institutional memory if GES retains key management staff to oversee the process for productive engagement’, thus affirming the thesis of this study.

5.3 Implications for school authorities

The research makes some very significant contributions to heads of the schools. These are:

1. It is imperative to the forward progress of newly absorbed schools that the value of institutional memory is expressly understood, not only by heads and other management members but the entire teaching and non-teaching staff who are charged with relative responsibilities to capture, create, disseminate and store knowledge and information for the future development of the schools.
2. At the most, newly appointed heads of the schools liaise with colleagues in similar schools to become abreast with the transitional challenges they encounter due to management discontinuity after the transition to mitigate the challenges.
3. The school heads adopt employee retention and organizational learning strategies to preserve the institutional memory of the schools once key employees leave the schools through knowledge management systems, experienced staff mentoring new ones inter alia.
4. The schools create a position that would be responsible for institutional memory management initiatives and activities across the entire school. This position could mitigate institutional memory loss by putting processes in place, tracking and monitoring trends and patterns, capitalizing on existing resources.

5.4 Recommendations

The following recommendations are made based on the findings and conclusions for the study:

1. It is recommended that GES offers some form of compensation to proprietors of private schools for absorption of their schools to serve as incentive for absorption of private schools owned by individuals.
2. It is recommended that GES ensures clear, communicable and urgent transition process for newly absorbed schools with immediate appointment of substantive heads to the schools before students are placed into the schools after the absorption to forestall leadership and management challenges. Training workshops be organized for the teaching staff immediately after the transition. GES offers transitional funding packages to support the absorbed schools to ease the integration process and allow them to adapt to the public system's resource allocation structure. The researcher advocates that GES supplies the schools with the necessary teaching and learning resources immediately students are placed into the schools to enhance improvement in the academic performance of the schools.
3. A well-documented vision be entrusted to guiding coalition team involving past management and new management be set-up to oversee successful school transition by the GES as a change management strategy.
4. The challenge in minimizing memory loss is to first identify the sources of memory, followed by the creation and development of the necessary processes and systems to ensure memory retention and utilization. It is suggested that, at the very least, an employee with the adequate skill set and competencies in the past should serve as the "memory coordinator" in each school by GES to ensure

retention of the institution's memory. It is recommended that the heads of the schools adopt organization learning strategies such as capturing and storing knowledge and mentoring in the schools to retain the school's institutional memory.

5.5 Areas for further research

In order to extend the literature on the challenges associated with the transition processes for three newly absorbed private senior high schools into public education system in the Central region of Ghana and to explore ways of retaining the schools' institutional memory for productive engagement, a study can be carried in the following areas:

1. A nation-wide evaluation of the challenges associated with the transition processes for newly absorbed private senior high schools into public education system. This will provide an in-depth information on the challenges confronting these schools.
2. An investigation on the experiences of students in times of the transition. Since the current study involved heads, management of the schools and GES officers, getting to know the part of the students would provide empirical evidence as to how students coped with transitional challenges.
3. In view of employee retention strategy in institutional memory, research should be conducted to examine the impact of employees' retention strategy on institutional memory.
4. Examining organizational learning in schools: the role of leadership for performance improvement.
5. Along the same vein, although a qualitative approach was deemed to be best fit for this study, it would be beneficial to determine if a quantitative approach via a

detailed survey would produce results that could further add to the body of work in this study.



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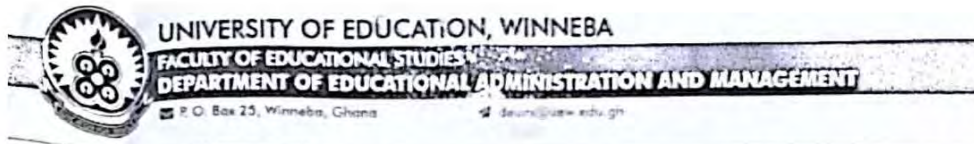
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APPENDICES

APPENDIX A

Letter of Introduction



UEW/EAM/INT/27

21st December, 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce Millicent Zoogah, a student on the M.Phil Educational Administration and Management programme of the Department of Educational Administration and Management.

Millicent Zoogah is currently working on a research project titled:

"CHANGE MANAGEMENT IMPERATIVES OF THE TRANSITION OF THREE SENIOR HIGH SCHOOLS FROM PRIVATE TO PUBLIC EDUCATION SYSTEM IN THE CENTRAL REGION OF GHANA".

Please, give her the necessary assistance and co-operation.

Thank you.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Hinnah Khasi", is written over a horizontal line.

Prof. Hinnah Khasi
Ag. Head of Department

cc: Dean, School of Graduate Studies

APPENDIX B

Interview Guide

Research Question	Interview Question
RQ1: What is the nature of the processes involved in the three newly absorbed schools transition into the public education system?	<p>IQ 1: Please describe the application process involved in the absorption of private schools into the public education system?</p> <p>IQ 2: What is the selection process involved in the absorption of private schools into the public education system?</p> <p>IQ 3: How is the inspection process involved in the absorption of private schools into the public education system carried out?</p> <p>IQ 4: How is the contract signing stage involved in the absorption of private schools into the public education system carried out?</p> <p>IQ 5: Please describe the compensation given by the government for the absorption private of schools into the public education system?</p> <p>IQ 6: How does category of private school influence absorption into the public school system?</p> <p>IQ 7: Please describe the role of government politics in the absorption of private schools into the public education system?</p>
RQ2: What are the challenges associated with the transition processes of the three newly absorbed schools private into the public education system?	<p>IQ 1: Please describe the challenges associated with the to the three schools transition into the public education system transition into the public education system?</p> <p>IQ2: Please describe how leadership and management pose a challenge to the three schools transition into the public education system?</p> <p>IQ3: Please describe how teaching staff training pose a challenge to the three schools transition into the public education system?</p> <p>IQ4: Please explain how teaching and learning resources including infrastructure pose a challenge to the three schools transition into the public education system?</p> <p>IQ5: Please explain how funding pose a challenge to the three schools transition into the public education system?</p>
RQ3: What are the dynamics of change management processes associated with the transition of the three newly absorbed schools into the public education system?	<p>IQ1: Please describe the change management process involved in the transition process of the three schools into the public education system?</p> <p>IQ2: kindly explain the handing over process involved in the transition process of the three schools into the public education system?</p> <p>IQ3: Please describe the scope of resistance to the change management process in the transition of the three schools into the public education system?</p> <p>IQ4: Kindly describe the change management strategy used in</p>

	<p>the transition of the three schools into the public education system?</p> <p>IQ5: kindly indicate the scope of individuals affected by the change in the change management of the three schools transitioned into the public education system?</p>
<p>RQ4: How can institutional memory be retained for productive engagement in the three newly absorbed schools into the public school system?</p>	<p>IQ1: What is your level of understanding of the concept institutional memory for productive engagement in the three schools absorbed into the public education system?</p> <p>IQ2: What is the importance of the application of institutional memory strategies for productive engagement in the three schools transitioned into the public education system?</p> <p>IQ3: What employee retention strategy is applied in retaining institutional memory for productive school engagement in the transition of the three schools into the public education system?</p> <p>IQ4: What organizational learning strategies are applied to support the retention of institutional memory for productive engagement of the three schools transitioned into the public school system?</p>

DOCUMENTARY EVIDENCE CHECKLIST

Documents	Source	Obtained	To be obtained
Application letter seeking for absorption	Ogyedom SHTS SDA SHS ST. GREGORY SHS	✓ ✓ ✓	
Approval letter for the absorption of schools	Ogyedom SHTS SDA SHS ST. GREGORY SHS	✓ ✓ ✓	
Letter on the appointment of substantive head	Ogyedom SHTS SDA SHS ST. GREGORY SHS	✓ ✓ ✓	
Handing over document in the change management process in the transition of the three schools into the public education system	Ogyedom SHTS SDA SHS ST. GREGORY SHS	✓ ✓ ✓	

APPENDIX C

Name of the Three Schools in the Central Region

NO	NAME OF SCHOOL	LOCATION
A	OGYEEDOM COMMUNITY SENIOR HIGH TECHNICAL SCHOOL	GOMOA AFRANSI
B	SEVENTH DAY ADVENTIST SENIOR HIGH SCHOOL	GOMOA JUKWA
C	ST. GREGORY CATHOLIC SENIOR HIGH SCHOOL	GOMOA BUDUBURAM

