THE ROLE AND PROFESSIONAL DEVELOPMENT NEEDS OF MIDDLE MANAGERS IN NEW ZEALAND SECONDARY SCHOOLS

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A thesis submitted in partial fulfillment of the requirements for the degree of Master of Educational Management at Unitec New Zealand 2007
The Role and Professional Development Needs of Middle Managers in Secondary Schools

Middle managers in secondary schools work at the interface between teaching and managing. Their role is diverse and challenging and many middle managers lack clarity in regard to expectations. This study set out to investigate the perceptions of middle and senior managers in relation to the role and professional development needs of middle managers. A survey (open ended questionnaire) of middle managers with subject responsibility and members of the senior management team was conducted in six Auckland secondary schools. The findings of the study show that the role is large and varied, time is a major problem and support for middle managers is generally insufficient. Middle managers require support in induction into the middle management role and ongoing mentoring and appraisal. In addition, the expectations held of middle managers by themselves and senior managers do not always mesh. With regard to professional development needs there was a lack of agreement between the perceptions of middle and senior managers. Whilst senior management felt that these needs were being met, this was not the view of middle managers. The study concludes that the differing expectations held of middle managers are not conducive to them performing their role effectively. Furthermore, the lack of management development programmes in schools will continue to detrimentally affect the way the role is performed. It is therefore essential that an induction programme for middle managers in secondary schools be developed at both national and school level to fill the current gap. There is also a need for the inclusion of a framework for professional leadership in the Professional Standards (1999) which includes team development and leadership. This will address the role middle managers play in this regard so they are able to gain more clarity about their leadership role and how to develop teams. Finally, further research into the role and professional development of middle managers in secondary schools is required as it could either endorse or challenge the findings of this study and might also inform school leaders about the role and professional development needs of middle managers and prompt an evaluation of the existing role and needs.
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>vii</td>
</tr>
<tr>
<td><strong>CHAPTER ONE: INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Background</td>
<td>1</td>
</tr>
<tr>
<td>Rationale</td>
<td>2</td>
</tr>
<tr>
<td>Research aims and questions</td>
<td>3</td>
</tr>
<tr>
<td>Middle Managers: Their Role and Professional Development Needs</td>
<td>3</td>
</tr>
<tr>
<td>Presentation of the Thesis</td>
<td>6</td>
</tr>
<tr>
<td><strong>CHAPTER TWO: LITERATURE REVIEW: THE ROLE AND PROFESSIONAL DEVELOPMENT NEEDS OF MIDDLE MANAGERS IN SECONDARY SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>8</td>
</tr>
<tr>
<td>Definition of Middle Managers and Middle Leaders</td>
<td>8</td>
</tr>
<tr>
<td>Middle Managers or Middle Leaders?</td>
<td>9</td>
</tr>
<tr>
<td>The Role of Middle Managers</td>
<td>10</td>
</tr>
<tr>
<td>The Typical Role of Middle Manager</td>
<td>10</td>
</tr>
<tr>
<td>The Changing roles of Middle Managers</td>
<td>11</td>
</tr>
<tr>
<td>Professional Development</td>
<td>13</td>
</tr>
<tr>
<td>Background</td>
<td>13</td>
</tr>
<tr>
<td>Model of Holistic Professional Development</td>
<td>15</td>
</tr>
<tr>
<td>Performance Management and Appraisal</td>
<td>15</td>
</tr>
<tr>
<td>Induction and Mentoring/Coaching</td>
<td>17</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>18</td>
</tr>
</tbody>
</table>
CHAPTER FIVE: DISCUSSION OF THE FINDINGS

Introduction 75
Discussion of the Findings 75

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

Introduction 86
Conclusions 87
Model of Agencies Supporting Management Development 89
Figure 6.1: Model of Agencies Supporting Management Development in New Zealand secondary Schools 90
Strengths and Limitations of the Study 94
Recommendations 95

APPENDICES

Appendix 1: Interview Questionnaires for Middle and Senior Managers

LIST OF REFERENCES 98
LIST OF TABLES

Table 4.1: Position in School 39
Table 4.2: Years of experience as a teacher and years of experience as a middle manager 39
Table 4.3: Level of satisfaction as middle manager 40
Table 4.4: Senior management experience 41
Table 4.5: Responsibilities/tasks related to middle managers role 42
Table 4.6: Comparison of ranked order of middle managers tasks 57
Table 4.7: Management support offered to middle managers at schools 62
Table 4.8: Management training 63
Table 4.9: Management education 64
Table 4.10: Aspects of management development essential to middle Manager’s role 65
Table 4.11: Level of management development offered to middle Managers 67

LIST OF FIGURES

Figure 1: Teaching: Middle managers’ responses 43
Figure 2: Teaching: Senior managers’ responses 44
Figure 3: Resource management: Middle managers’ responses 44
Figure 4: Resource management: Senior manager’s responses 45
Figure 5: Staff management: Middle managers’ responses 46
Figure 6: Staff management: Senior managers’ responses 47
Figure 7: Professional leadership: Middle managers’ responses 48
Figure 8: Professional leadership: Senior managers’ responses 49
Figure 9: Pastoral responsibilities: Middle managers’ responses 50
Figure 10:Pastoral responsibilities: Senior managers’ responses 50
Figure 11:Administration: Middle managers’ responses 51
Figure 12: Administration: Senior managers’ responses 52
Figure 13: Communication: Middle managers’ responses 53
Figure 14: Communication: Senior managers’ responses 53
Figure 6.1: Model of Agencies supporting management
development of middle managers in New Zealand secondary schools 90
CHAPTER ONE

INTRODUCTION: THE ROLE AND PROFESSIONAL DEVELOPMENT NEEDS OF MIDDLE MANAGERS IN SECONDARY SCHOOLS

INTRODUCTION

This chapter gives an outline of the thesis. It explores the role and professional development of middle managers. The chapter begins with a discussion of the researcher’s personal perspective. This is followed by an explanation of the rationale for undertaking the study and an outline of the research aims and questions. The chapter also explores who middle managers are and discusses in general their expected role. A further discussion follows on what the difficulties are around this role and why there are difficulties around understanding this middle management role. The chapter also discusses the importance of professional development in creating a better understanding of the role towards better performance. The chapter concludes with an outline of the presentation of the thesis.

BACKGROUND

This research on the role and professional development needs of middle managers was prompted mainly because of my experience as a middle manager. My current role is Guidance Counsellor (pastoral middle management role) in a New Zealand secondary school. In my experience in the role of middle manager, I have found that there is no clear definition of the middle management role and responsibilities. In addition, the Professional Development programme at school does not address the management development of middle managers. Despite a lack of support from the school, I was self-motivated to undertake further study (postgraduate study programme) as I was convinced that this study/knowledge gained would equip me to be an effective manager.

During my postgraduate study and in addition through observing and consulting other middle managers (at school as well as on the study programme), I found that their experience was similar. Other middle managers mentioned the lack of support they received in their role as well as a lack of professional development in management. This seeming ‘inconsistency’ and variability among schools with regards to role clarity and professional development for middle managers sparked
my interest in this area.

I believe like Cardno (2005) that while professional development addresses the essential dimensions of curriculum development and school development, it least acknowledges and features personal development and management development. Hence, I focused this study on the management development of middle managers. In my definition of middle managers in this project, I included the following - Subject Leaders, Heads of Department and Faculty Heads and excluded the following - Guidance Counsellors, Deans, Pastoral Leaders, Student/Study Support Co-ordinators and Resource Teachers Learning and Behaviour. I intentionally separated these two groups because their roles and responsibilities are so different and if the Pastoral middle managers were included, it would have resulted in the study becoming complicated and the findings not valid. Hence, this study allowed me to investigate whether professional development in the selected secondary schools was addressing the management development of middle managers who were curriculum leaders or leaders of learning.

**RATIONALE**

Middle managers play a crucial role in managing the teaching-learning process and are seen as the “driving force behind any school and the key to improving the quality of the learning process” (Early & Fletcher-Campbell, 1989, p. 3). It stands to reason that the way to strengthen their role would be to have a clear definition of this critical role. This is achieved through relevant ongoing professional development to support them in the role so they in turn will be better able to manage and develop staff in their departments. However, research findings indicate that middle managers are not receiving the relevant support and training they require to fulfill their roles (Adey, 2000; Creese, 1991; Earley & Fletcher-Campbell, 1989; Glover, Gleeson, Gough & Johnson, 1998). Furthermore, it is important that senior managers and middle managers work together towards a common purpose and a shared vision. Hence the alignment of expectations held by middle managers themselves and the senior management to whom they report is a significant issue.

This research focused on the role and professional development needs of middle managers in secondary schools. The role of middle managers was included in the research as there needs to be clarity about the role so the relevant professional development can be effected. This project also investigated the expectations of senior managers in relation to the middle management role. It is
hoped that the findings of this research will be of practical benefit to secondary schools in planning their professional development programmes. Most significantly, this research will create knowledge about the role expectations of middle managers who are key players in providing positive educational experiences for students.

RESEARCH AIMS AND QUESTIONS

This thesis investigated the perceptions of middle managers in relation to their role and the extent to which current provision of professional development meets their needs. Further, this thesis also investigated the expectations of senior managers in relation to the middle management role. The research focused on the following research questions:

1. How do middle managers perceive their role?
2. What do middle managers believe regarding the extent to which their professional development needs are met?
3. What is the expectation of senior managers in relation to the middle management role?

MIDDLE MANAGERS: THEIR ROLE AND PROFESSIONAL DEVELOPMENT NEEDS

In the past, in New Zealand secondary schools, mainly Heads of Department whose function was to ensure the efficient delivery of a particular subject area carried out the middle management role. Over the recent years, due partly to schools becoming larger, the number of middle managers have increased and so too have their roles and responsibilities. There has been an expansion of pastoral middle management roles and some schools have brought a number of departments together as faculties. Furthermore, the “culture of school management is changing from a top-down hierarchical model to a flatter structure, which involves the majority of staff in the management of their school” (Blandford, 1997, p. 3). Hence, middle management now includes some of the following: Subject Leaders, Heads of Department, Heads of Faculties, Guidance Counsellors, Deans, Pastoral Leaders, Student/Study Support Co-ordinators and Resource Teachers Learning and Behaviour.

There is however, no simple definition of middle managers, but Kemp and Nathan (1989) offer the following as a foundation from which the role of the middle manager can be defined: “School’s middle managers are those people whose role places them between the senior
management team and those colleagues whose job description does not extend beyond the normal
teaching and pastoral functions. In practice, it is those holding positions of responsibility with an
incentive allowance” (p. 7). Gunter (2001) argues, however, that the label of middle managers is
“inappropriate’ because of the diverse work these managers undertake. In essence, though, middle
managers have two substantial roles: teaching and managing a team (Cardno, 1995). The task of
teaching and leading learning has become a middle management function.

Middle managers perform several tasks, depending on the responsibility assigned to them. Some
of the tasks are as follows: monitoring student achievement; evaluating programmes and plans;
co-ordinating staff and programmes; monitoring student achievement; teaching designated
classes; developing and implementing plans; appointing and appraising staff; developing staff,
procedures and programmes; running meetings, communicating and monitoring procedures;
contributing to school-wide decision-making; and contributing to the corporate life of the school
(Cardno, 1995, p. 17). Their role is demanding in that they have to create a balance between
performing their teaching tasks and managerial tasks.

The two-tiered management structure (senior management and middle management) in schools
came about as a result of the introduction of Tomorrow’s Schools (Fitzgerald, 2000). Cardno
(1995) points out that as a result of this structure, responsibility for direct professional leadership
was delegated to middle managers. Furthermore, literature on school leadership (McMahon &
Bolam, 1990; McLendon & Crowther, 1998) has to a large extent ignored the role and
responsibilities of middle managers. The Professional Standards (1999) were introduced as a
Government strategy to develop and maintain “high quality teaching and leadership in schools
and improve learning outcomes for students” (Ministry of Education, 1999, p.5). These standards
are “reasonably generic and offer middle managers the opportunity to define and clarify their own
roles, responsibilities and expectations” (Fitzgerald, 2000, p. 73).

It is clearly evident that the middle leader’s/manager’s role has become increasingly more
complex, varied and demanding (Blandford, 2006) and accountability has also increased (Turner
& Bolam, 1998). This has resulted in issues relating to: role ambiguity (unclear of what is
expected); role conflict (one of the roles is in conflict with another); role overload (more is
expected in a role than one can manage); and role under load, being under-utilised in the role
(Hall & Oldroyd, 1990, cited in Blandford, 2006, p. 7-8). One of the ways to address this,
according to Cardno (1995); Piggot-Irvine & Locke (1999); and Fitzgerald (2000) is the provision of a relevant and meaningful programme of professional development that is focused on management development. Another suggestion is a policy for management development that puts forward proposals for the nature of the training (Creese, 1991) as well as offering a framework for professional development of middle managers with a focus on management development.

According to McMahon and Bolam (1990), management development is part of staff development and more particularly, is the development of groups of managers as well as individuals. It aims to promote improved managerial performance, not just individual learning or career development, and the ultimate aim is to improve the quality of teaching and learning. Management development embraces three broad components:

a. Management training: short conference courses and workshops that emphasise practical information and skills and does not necessarily lead to awards and qualifications.

b. Management education: secondments, fellowships and long external courses leading to higher educational and professional qualifications.

c. Management support: where managers are supported on-the-job to grow professionally and move forward in their careers. This is achieved through career development, appraisal, and job rotation.

Middle managers play a critical role in school development and effectiveness and are “crucial to the success of the school” (Piggot-Irvine & Locke, 1999). It is therefore important that the skills of these middle managers in the management development area are enhanced. This will ensure that these managers are equipped with a range of knowledge, abilities and skills that are required to manage themselves and others (Gunter & Rutherford, 2000). Cardno (1995) advocates that “when it comes to the management development of staff, the most influential person in the school is the principal” as his/her attitude and commitment to developing managers at all levels of the organization “determines the priority that is accorded to this issue” (p. 16). Hence, Harris (2002); Bush and Middlewood (2005); Cardno (2002); and Sergiovanni (2005) point to a shift from autocratic styles of leadership to a greater focus on teams and distributed/shared or ‘dispersed’ (Lingard, Hayes, Mills & Christie, 2003) leadership. It is crucial that schools lead and learn together: where the focus ought to be on continuous learning, learning together and working together, and leadership that is distributed throughout the school and school district (Lingard et
al., 2003; Southworth, 2002). It is also imperative that schools provide relevant and meaningful professional development at the middle management level.

PRESENTATION OF THE THESIS

The thesis is organized into five chapters.

Chapter One gives an outline of the thesis. It begins with a discussion of the role and professional development of middle managers. The chapter explores who middle managers are and discusses in general their expected role. A further discussion follows on what the difficulties are around this role and why there are difficulties around understanding this middle management role. The chapter also explores the importance of professional development in creating a better understanding of the role towards better performance. The researcher’s personal perspective is discussed and an explanation of the rationale for undertaking the study follows. Finally, the research aims and questions are outlined.

Chapter Two reviews the literature and explores research findings relating to the role and professional development needs of middle managers in New Zealand and other countries. It explores the typical role as well as changing roles of middle managers and the impact of time constraints and workload issues. The chapter also focuses on the professional development needs of middle managers. It looks specifically at the management development of these managers as research highlights the lack of support for middle managers in this area. In this chapter, performance appraisal is discussed as the core element of professional development and a strategy of management development is discussed as a way forward so middle managers can receive the appropriate support and training.

Chapter Three opens with an overview of educational research and explores in particular what is problematic about educational research. The chapter also describes the selection of an appropriate methodology, namely qualitative methodology. A discussion of qualitative research, its strengths and limitations are also included. It then describes the method used to gather data from middle and senior managers from the six participating schools: a cross-sectional design, often called a survey design involving a research tool, an interview questionnaire requiring written responses. Included in this discussion is an outline of how the questionnaire was designed, pilot tested and
the strategy used to collect the data. Finally, the chapter describes the data management and data analysis process, considers validity and reliability, and addresses ethical issues.

Chapter Four provides an analysis of the data gathered from the questionnaire. The chapter opens with a review of the research activity. This is followed by a presentation of findings from the questionnaire. The findings are presented as tables, graphs and descriptions (using quotations from middle and senior managers’ responses). The chapter also includes a summary of the significant issues emerging from this data and concludes with a discussion of the key findings. The key findings emerging from this study are: the issue of time, the diverse and changing nature of the middle managers’ roles and the lack of support for middle managers.

Chapter Five opens with a discussion and interpretation of the research findings and relates these to other relevant research in these areas. The chapter also presents the three key issues that arise out of the discussion: the issue of time; the diverse and changing nature of the middle managers’ roles; and the lack of support for middle managers in the areas of induction and mentoring into the role, professional development (in particular management development) and appraisal. A management development model that focuses on developing management in schools is suggested. The model provides schools with a guide towards developing the areas of management development that require attention and is based on Everard’s model of agencies that support the development of management of schools (1986). The chapter also includes an outline of the research conclusions.

Chapter Six provides the conclusions of the research study. This is followed by the following recommendations arising from the research: the need for an induction programme for middle managers at a national level; a framework for professional leadership for middle managers that focuses on team development and leadership to be included in the Professional Standards (1999) document; a review of the appraisal system; and the need for further research to be conducted into the role and professional development needs of middle managers.
CHAPTER TWO

LITERATURE REVIEW: THE ROLE AND PROFESSIONAL DEVELOPMENT NEEDS OF MIDDLE MANAGERS IN SECONDARY SCHOOLS

INTRODUCTION

This chapter reviews literature related to the role and professional development of middle managers in secondary schools. It explores literature from Australia, United Kingdom, United States and New Zealand. In this chapter, I explore the definition of middle managers and link this with the role of the middle manager. A distinction is made between the typical role and the changing roles of middle managers. In this chapter, I explore the difficulties and challenges around the middle manager’s role.

I also explore the area of professional development of middle managers and look at important concepts relating to professional development, namely, performance management, educational leadership, induction and mentoring/coaching. In particular, I focus on Cardno’s (1996) Model of Holistic Professional Development and highlight and discuss the area of management development, as it is pertinent to my research study.

DEFINITION OF MIDDLE MANAGERS AND MIDDLE LEADERS

According to Fleming (2000), “Middle managers in schools constitute a layer of management between the senior management team and those at the chalk face” (p. 2). In the business world, middle management is defined as “two levels below the CEO and one level above line workers and professionals” (Huy, 2001, p. 73). In short, middle managers are in the middle of a hierarchy in traditional bureaucratic structures. In schools they function as Faculty leaders, Key stage managers, Heads of Departments, Teachers in Charge of Subjects, and Team Leaders (Piggot-Irvine & Locke, 1999). They typically also undertake roles involving whole school-co-ordination such as pastoral work (Heads of Year, Heads of House, Director of Student Support) and such roles as Literacy and Numeracy Co-ordinators (Gunter, 2001). Owing to the complexity of teachers’ work, some of the activities they carry out may not necessarily be organised in departments, but constitute whole-school co-ordination that may include pastoral work.
Another articulation of this view is that these middle managers work at the “interface between teaching and managing the resources for teaching” which implies that they are involved in “teaching and managing” (Cardno, 1995). In New Zealand secondary and area schools, it is easier to identify the middle management group (traditional Head of Department role or pastoral managers) compared to the primary school where senior managers such as Deputy Principals very often perform middle management functions. Thus it can be seen that the roles and functions of middle managers in schools are varied and may not be consistent with the use of the term in business contexts. It could therefore be argued that “the label of middle manager is inappropriate because it seeks to represent diverse work according to a unified structural dimension, and furthermore, by seeking to modernise teaching through the adoption of non-educational ways of working, such as line management, it challenges and undermines professional cultures” (Gunter, 2001, p. 7).

Furthermore, in the light of the new discourses about leadership in education, middle management is increasingly being called middle leadership (Earley & Weindling, 2004; Blandford, 2006; Fitzgerald & Gunter, 2006). It is only comparatively recently that the importance of middle managers or middle leaders have “attracted the attention of policy-makers and educational researchers, particularly those interested in school effectiveness and school improvement” (Earley & Weindling, 2004, p. 111). These researchers further comment that this is perhaps surprising given that middle managers or middle leaders are uniquely placed to have a major impact on a school and the quality of its teaching and learning.

MIDDLE MANAGERS OR MIDDLE LEADERS?

The definition of middle management itself is not unproblematic. All teachers, in effect, are managers as they manage students, resources and the learning process. However, according to Earley and Weindling (2004), only some of these teachers have the responsibility for ‘managing’ other staff. On the other hand, Bush and West-Burnham (1994) point out that management at senior or middle management level involves working with and through other people and consists of a number of activities such as planning, organising, resourcing, monitoring, controlling and evaluating as well as leading. Hence, the term middle management often assumes both leadership and management will occur.
One way of clarifying the role of middle managers is to consider that role can be defined as what an individual, the ‘role holder’ understands their job to be (Wise & Bennett, 2003) and is determined by one's job description. The two key aspects of the role of middle managers or middle leaders relate to school improvement and the improvement of teaching and learning. These roles are now conceptualised as ‘leadership’ roles rather than management (Earley & Weindling, 2004). This is not to say that leadership was previously unimportant, rather it is more a matter of emphasis. In England, the National College for School Leadership (NCSL) have made a shift using the term leader to replace the term middle manager. This shift in terminology reflects the dominant discourse which is now about leadership not management and distributed or shared leadership where anyone in an organisation can function as a leader outside their formal position (Earley & Weindling, 2004). This notion has considerable significance at the middle management level where the focus of influence should be directed specifically to the improvement of learning and teaching.

Starratt (2003) argues that attention ought to shift from leadership of the organisation and its structures, roles, responsibilities and tasks to the leadership of learning. Leading learning means that learning is the focal point for the attention of middle managers. Fitzgerald and Gunter (2006) carry this argument further by stating that there ought to be “a shift from managerialism and management practices to matters of pedagogy and pedagogic practices” (p. 51). However, as Field and Holden (2004, p. 4, cited in Earley & Weindling, 2004) comment that while the term “leader” carries with it connotations of vision, direction and inspiration and the term “manager” suggests concepts of maintenance and implementation of policies devised by others; this separation of functions it is not clear in an education system whose curriculum is controlled from the centre. These researchers further state that it is not clear whether subject leaders are concerned with curriculum management or implementing someone else’s agenda. Therefore, they suggest that perhaps the challenge for subject leaders as curriculum managers, is to establish a balance between leadership and management roles in order to provide vision and direction, yet also ensuring the implementation and monitoring of pre-determined policies and procedures.

THE ROLE OF MIDDLE MANAGERS

The Typical Role of Middle Managers

The middle manager has two basic roles: one, as teacher managing learners and the other,
managing other teachers (Blandford, 1997). Middle managers are “leaders in their specialist field” and because the senior management team are involved primarily with managing school-wide operations, the task of leading learning and teaching becomes a middle management function (Cardno, 1995, p. 17).

Following are some or all of the tasks that middle managers engage in: teaching designated classes; monitoring student achievement; co-ordinating staff and programmes; developing and implementing plans; appointing and appraising staff; developing staff, procedures and programmes; evaluating programmes and plans; running programmes, communicating and monitoring procedures, contributing to school-wide decision-making; and contributing to the corporate life of the school (Cardno, 1995). However, middle managers may also perform other tasks, as well as contend with the changing nature of their roles.

Changing Roles of Middle Managers

Middle managers fulfill the dual role of both teaching and managing (Blandford, 1997). However, the roles of middle managers in most organisations are not clearly defined and described (Adey, 2000; Fitzgerald, 2000; Piggot-Irvine & Locke, 1999; Wise, 2001). This has resulted in middle managers being unsure of what exactly their roles are. Middle managers are also constantly faced with “role ambiguity and role conflict” (Fleming, 2000, p. 9). This is the case because they have varied roles (Gunter 2001); hence the responsibilities and job descriptions will not be the same for each middle manager.

In New Zealand, middle managers’ roles have been in a state of flux as a result of two major developments: the introduction of Tomorrow’s Schools and the school self-management reform. The implementation of Tomorrow’s Schools policy (1988) saw the “creation of a two-tiered management structure” with the first tier comprising the senior management team (Principal, Deputy Principal and Assistant Principal) and the second tier, middle managers (Fitzgerald, 2000, p. 71). This type of management structure is also common to secondary schools in many international settings such as Australia and the United Kingdom.

The school self-management reforms both in New Zealand and overseas saw another change: the principal’s role expanded (Cardno & Collett, 2004). This resulted in principals exerting their
leadership “indirectly” by “sharing the role and responsibility for it with appropriate others (deputy, assistant principals or middle managers) – through delegation and distribution” (Cardno & Collett, 2004, p. 18). Furthermore, as a consequence of these reforms, the workload of middle managers increased (Adey, 2000; Wise, 2001) which further complicated the issue that their role was not clearly defined and described (Adey, 2000; Fitzgerald, 2000; Piggot-Irvine & Locke, 1999; Wise, 2001).

Stoll and Fink (1996) indicate that consistent with this approach of shared leadership, schools would need to be structured differently. Tomlinson (1997) suggests that what is needed is “flat archies, self-directed work teams and devolved leadership” in schools (p. 93).

The Professional Standards (1999) were introduced as a Government strategy to develop and maintain “high quality teaching and leadership in schools and improve learning outcomes for students” (Ministry of Education, 1999, p. 5) and is applicable to secondary school teachers and unit holders. Unit holders (middle managers) are those staff that “have assumed specified leadership, pastoral, administrative or task-specific responsibilities” (p.10). What is acknowledged is that pastoral responsibilities, for example, Guidance Counsellors and Resource Teachers (Learning and Behaviour), while unit holders, are separated and appropriate standards are applied in the context of their student casework. Fitzgerald (2000) points out that although general in nature, the professional standards offers an “opportunity for middle managers to define and clarify their own roles, responsibilities and expectations” (p. 7).

Outlined also in this document is a “generalised” role of the middle manager and what is missing, is the “notion of team development and leadership” that are “integral aspects of the middle manager’s role” (Fitzgerald, 2000, p. 72). A key role of middle managers is “leadership of a subject” and the use of the nomenclature of “leaders” and “leadership” rather than “managers” and “management” has raised discussions about the leadership and management roles (Smith, 2005, p. 74). The Professional Standards (1999) lacks a clear subject area or leadership focus. Furthermore, middle managers are “largely invisible in the New Zealand standards’ documents - they are included almost as an after-thought” (Smith, 2005).

Research by Glover et al. (1998) indicates that middle managers are becoming increasingly aware of their changing roles which are marked by four characteristics: the change from administration
to management and leadership; the downward delegation of aspects of whole school organization; the increasing responsibility for the monitoring and evaluation of their subject areas; and the interpretation of change initiated by senior management to classroom teachers. Roles cannot remain fixed due to changing needs and hence this calls for more learning from everyone.

In this study, role definition was based on a blend of the Professional Standards and that outlined by Blandford (1997; 2006). The categories (teaching; resource management; staff management; professional leadership; pastoral leadership; administration; and communication) were used to frame the questionnaires and analysis.

Middle managers play a crucial role in managing the teaching-learning process and are seen as the driving force behind any school and the key to improving the quality of the learning process (Fitzgerald, 2000). It stands to reason that their roles should be clearly understood and they be given the relevant ongoing professional development they need to support them in this role. What is perhaps required is a professional development framework that includes a major re-definition of the role, expectations and performance of middle managers (Harris, Busher & Wise, 2001). Middle managers in turn will then be better able to manage and develop staff in their departments.

**PROFESSIONAL DEVELOPMENT**

**Background**

Research findings indicate that middle managers are not receiving the relevant support and training they require to fulfill their roles (Adey, 2000; Creese, 1991; Earley & Fletcher-Campbell, 1989; Glover, Gleeson, Gough & Johnson, 1998). Recent research indicates that while there has been some improvement, there continues to be a lack of adequate and effective training for middle managers prior to them taking up their roles, including those aspiring to these positions (Adey, 2000; Brown, Boyle & Boyle, 2002). Furthermore it identified the fact that positions in middle management are increasing in number as well as complexity, yet middle managers are being appointed to the positions without the relevant support or training.

An important role that middle managers perform is that of managing staff in their departments. Research indicates that there is a need for middle managers to develop skills in monitoring and
evaluation (Adey and Jones, 1997; Brown, Boyle & Boyle, 2002) as well as clearer guidelines about their role as well as training in conducting staff appraisals and professional development for staff (Adey, 2000).

Middle managers continue to progress in experience and expertise, so there is a need to see the development of middle management as a career (Tomlinson, 1997). The argument that professional development and career development needs to be left to the individual does exist. Cardno (1996) points out that it is the responsibility of schools to identify the professional development needs and make provision to meet them. However, Covey (1989) adds another dimension by stating that while schools have an obligation to offer professional development to staff, educators need to be proactive in recognizing their ability and obligation to make things happen in their lives. Tomlinson (1997) outlines the three stages of professional development: preparation for the post, induction and development in the post.

a. Preparation for the post: this is aimed at professional and career development and has benefits for the profession by providing a supply of qualified personnel for more senior posts.

b. Induction into the new post: this has benefits for the professional development of the teacher and the school, where the teacher has the opportunity of settling into the new post or new school with support. The teacher is thus able to perform more effectively and quickly by being given guidance about the expectations of the school.

c. Development in the post: this is the most substantial and most rewarding activity from the individual’s, the school’s and the profession’s point of view.

There is a need for ongoing professional development for middle managers as this leads to better education for students. Tomlinson (1997) states that the difficulty schools have is how to organize ongoing professional development by combining planned experience and off-site education and training for professional and career development, whilst also organising staff development to implement the school development plan.

Dean (2002) outlines that for professional development to be effective, the following environment is required: adequate resources; a school characterised by unity of purpose, clear organisational guidelines and goals and a collective sense of responsibility; a culture of collegiality with multiple opportunity for teachers to work together and share ideas with colleagues where the orientation is
one of problem-solving rather than problem-hiding and where the school rewards teachers for growth, risk-taking and change, rather than simply successful past practice. Schools also need a framework of professional development to guide them into providing the appropriate training and support for middle managers. Cardno (1996) proposes a Model of Holistic Professional Development.

**Model of Holistic Professional Development**

Middle managers play an increasingly important role in departmental and school-wide improvement. The principal in his/her role of educational leadership should support and effectively manage the professional development of staff in a holistic way in order to improve school effectiveness (Cardno, 2005). Cardno adds further that the current attempts to co-ordinate professional development “falls short of a holistic conception” (p. 294) and therefore advocates a holistic model which features four dimensions of professional development: school development, curriculum development, personal development and management development. In this model, performance appraisal is central and should cater in an integrated way to both accountability and developmental purposes. The model is underpinned by educational leadership at all levels as this leadership initiates and supports change through professional development. Research shows that effective educational leaders (also called instructional leaders) create a culture of learning that supports professional growth (Blasé & Blasé, 2000). Cardno (1996) points out that “the core function of educational leadership is the management of staff performance through an appraisal system capable of identifying individual developmental needs” (p. 31).

There is a strong link between appraisal and professional development as it is through the appraisal process that professional development needs are identified. Appraisal is a vital part of performance management.

**Performance management and appraisal**

Performance management systems for principals and teachers have been mandatory in all New Zealand schools since 1997. Professional standards for secondary and area school teachers and unit holders were released in 1997 for schools to incorporate into existing performance management systems. The purposes and aims of performance management was to recognize the
teacher’s total contribution to the school as well as being concerned with improving the skills of teachers so they in turn can raise the levels of performance of students (Ministry of Education, 1999).

Appraisal is an integral part of performance management and “links to all other elements involved in managing the performance of an organisation and the individual within it” (Cardno & Piggot-Irvine, 1997, p. 11). Appraisal is intended to benefit both the individual and the organization and it leads to affirmation that the performance expectations are being met and areas of improvement identified (Cardno & Piggot-Irvine, 1997, p. 12). Hence, training is needed to develop the skills of appraisal and given the number of demands placed on middle managers, they are unlikely to attach a high priority to this if positive outcomes of the appraisal process cannot be seen (Adey & Jones, 1998). Furthermore, middle managers’ appraisal needs to focus on their role so that they can fulfil their role effectively. If appraisal is conducted properly it may alleviate the issues that middle managers are currently facing, for example the issue of role definition.

Research done by Barber et al., (1995); Cardno (1996); Cardno & Piggot-Irvine (1997) and Timperley (1998) indicates that accountability, appraisal and professional development are strongly linked. Accountability is maintained by a clear job description. Woodall and Winstanley (1998) define the job description as “a broad statement of the purpose, scope, duties and responsibilities of a particular job or position” (p. 106). The job description is a mechanism for on-going dialogue about accountability and it “acts as a keystone for all aspects of performance management” (Cardno & Piggot-Irvine, 1991, p. 27). Job descriptions ought to be negotiated, incorporate the professional standards and should contain specific and personally agreed performance expectations (Cardno & Piggot-Irvine, 1991). Furthermore, appraisal is a mechanism for linking the school and individual staff development (Blandford, 2000).

Gunter (2001) points out that in schools, senior managers seem to focus more on the implementation of structures and systems rather than on teachers organising learning. As a result of the site-based performance management, middle management is becoming less concerned with “child welfare and more a means through which accountability is achieved” (p.108). In other words, “work has been more quantitative than qualitative and has tended to focus on performance management than on pedagogy” (Gunter, 2001, p. 109). The position of the middle manager is complex and goes beyond performing a role or following a job description; it entails an
understanding of “the location and exercise of power” (p. 108).

Adey (1990) argues that it is erroneous to assume that middle managers are appointed because they already possess the skills to undertake the role effectively. Middle managers may possess some skills, but do require professional development to prepare them for the role as well as ongoing support within the role. In their role, middle managers are also required to support staff in their departments. Hence there is also an increasing need for coaching and mentoring as a professional development tool. Villani (2002) states that induction programmes that include mentoring as an essential core element are critically important in effective teaching and learning. Furthermore, mentoring “promotes retention and rejuvenation” (Portner, 2005, p. 193).

**Induction and Mentoring/Coaching**

Induction and mentoring are not synonymous. Villani (2002) provides the following definition of induction as a “comprehensive, coherent and sustained professional development process that is organized by schools/organisations to train, support and retain teachers, which guides them into a lifelong learning programme” (p. 43). Mentoring, on the other hand, is a component of induction and describes what mentors do, that is, help teachers (Villani, 2002).

Portner (2005) outlines the following benefits of mentoring: it provides an obvious and needed opportunity for teacher leadership; and it is an opportunity for middle managers to see their profession from a new perspective. During this process, individuals and the organisation grow; it promotes retention and growth and individuals receive a sense of “instrumentality, investment and membership in the school community”; and individuals gain more than they give in terms of their own professional development, improvement of their own practice and deep- felt satisfaction from being a contributing member of the school community (Portner, 2005, p. 193). Growth in turn requires change and transformation, support and challenge (Jackson, 2000; Robertson, 2005).

Villani (2002) adds that through mentoring, the mentee benefits in the following ways: emotional support and encouragement; gain information about the daily workings of the school and cultural norms of the school community; gain cultural proficiency regarding students and their families; and receive cognitive coaching which heightens effectiveness as it is a two-way process where mentor and coach gain insight.
Early and Kinder (1994, cited in Dean, 2002) state that induction should ensure that people new to a position in an organization need to be given the necessary support and guidance to enable them to carry out their duties in an effective manner, while at the same time providing a proper base or foundation for their further development.

Well-designed and skillfully implemented induction programmes which include mentoring as an essential core element are “critically important in creating schools in which students experience quality teaching in every classroom” and can “flow into a comprehensive and sustained professional development process” (Villani, 2002, p. 43). Portner (2005) adds that the induction and mentoring process must be ingrained into the culture of a school in order for it to continue to serve its purpose over time. Furthermore, when induction programmes are embedded in school cultures that “value collaboration, view professional learning as part of a teacher’s daily work rather than separate from it and promote continuous improvement in teaching and student achievement, then they are a starting point for a career-long commitment to professional growth and innovation” (Portner, 2005, p. 243-244). When induction programmes are well designed, this is an indicator that schools have a deep commitment to quality teaching and the professional learning that feeds it (Portner, 2005).

An important factor in professional development is educational leadership. The principal in his/her role of educational leadership has a critical role to play in supporting and effectively managing the professional development of staff in a holistic way in order to improve school effectiveness.

**Educational Leadership**

The expansion of the principal’s role in today’s self-managed schools (Cardno, 2004) has resulted in tasks being delegated to other senior managers and middle managers directly, indirectly or by distributing it. This type of leadership is know as instructional leadership (Southworth, 2002) and appears to be similar to “curriculum leadership”, a term commonly employed by practitioners in New Zealand to denote the particular emphasis on leading learning and teaching (Cardno & Collett, 2004). Hence, Harris, (2002); Bush & Middlewood, (2005); Cardno, (2002); and Sergiovanni, (2005) point to a shift from autocratic styles of leadership to a greater focus on teams and distributed/shared or ‘dispersed’ leadership (Lingard, Hayes, Mills & Christie, 2003). It
is crucial that schools lead and learn together; where the focus ought to be on continuous learning, learning together and working together, and leadership that is distributed throughout the school and school district (Lingard et al., 2003; Southworth, 2002). If schools in the twenty-first century are to be learning communities, this cannot be achieved by operating with models of change and improvement that is dependent on individual leadership (principal), but “upon the leadership capability of the many” (Harris, Day, Hopkins, Hadfield, Hargreaves & Chapman, 2003).

Teams are a popular form of distributed leadership and a huge benefit of teams is that they allow for a division of labour (Bush & Middlewood, 2005; Cardno, 2002; Gronn, 2003). Fullan and Hargreaves (1991) talk about the value of joint working among teachers as implying and creating stronger interdependency, shared responsibilities, collective commitment and improvement, and greater readiness to participate in the difficult business of review. Gronn (2003) also points out that what needs to be borne in mind is that teams have a limited lifespan, are vulnerable to membership changes and a pertinent question needs to be raised about whether they are mandated or imposed from above by managers, or whether the initiative for their creation comes from below. What is certainly needed is strong leadership that promotes team development and organisational learning (Cardno, 2002).

Priority should be given to raise the awareness of middle managers of the essential role they play in whole school development planning and they should be provided with the necessary professional development to do this (Brown, Boyle & Boyle, 2000; Harding, 1990). In addition, what is required is for senior managers and middle managers to work together collaboratively to achieve learning outcomes for students. There is evidence from research that seem to indicate that middle managers are reluctant to contribute to the development of whole-school policy-making (Glover et al., 1998). This reluctance is not only confined to middle managers, as senior managers also wish to exclude middle managers from this process. Evidence from Glover et al. (1999) indicated that subject leaders were lacking the necessary understanding of whole-school requirements and senior managers were expecting middle managers to focus on public accountability, rather than discuss the process of school-wide student learning.

The professional development foci for most New Zealand schools have been in the areas of curriculum development and school development and inadvertently, personal development and management development have been “least acknowledged and featured” (Cardno, 2005, p.299).
Furthermore, in New Zealand, there is no official recognition within formal policy and review documents of the management development needs of middle managers (Cardno, 2005). In addition, questions have been raised as to whether middle managers are ‘leaders’ or ‘managers’ (Bennett, 1999).

Management Development

The terms ‘management’ and ‘leadership’ have led to much confusion and debate (Kemp & Nathan, 1989; Bennett, 1999). According to Kemp & Nathan, (1989), the job of a middle manager is sometimes described as ‘leading a team of colleagues’. This could be rephrased to ‘managing the work of a team of colleagues’ to be less confusing. Kemp and Nathan (1989) further re-iterate that the leadership role of the middle manager is in planning, co-ordinating and evaluating the work of the team as a whole and in order to be an effective manager, one does not have to be a born leader as one can learn, develop and improve skills to become an effective manager. Hence, it is vital that middle managers receive training in management development to carry out their role effectively.

Management development is a specialised form of professional development (McMahon & Bolam, 1990; Rudman, 2002) and can be seen as a “personal responsibility” as well as an “institutional obligation” (Margerison, 1991, cited in Cardno, 2005, p. 318). On the one hand, managers receive support and training in gaining skills and abilities needed to manage themselves and others. On the other hand, they are supported by the organisation, a process that extends from induction to expectations for self-development. McMahon and Bolam (1990) suggest that there are three categories of management development activities: management support (school-based opportunity for professional growth); management training (in-service courses, workshops and conferences that schools organise internally with consultants or send teachers to); and management education (external study programmes leading to qualifications).

In essence, middle managers represent the real ‘intelligence’ of the organization. However, these middle managers are so often brought to task for failing to carry out the task of management and leadership. According to Tomlinson (1997), this arises from two sources, namely, that senior managers are not well trained in management and leadership styles, which are responsive to the varying needs of their middle managers; and middle managers are given too little training
generally in the skills of managing adults. All teachers need some management skills, as these skills are necessary for work in the classroom as well as for work with colleagues. In addition, it also prepares teachers for future management roles and gives them an insight into the work of their team leaders (Dean, 2002). Hence, it is vital that schools provide management training for staff in leadership roles and other staff in preparation for such roles. Tomlinson (1997) comments that an interesting approach in successful organizations has been on improving performance through focusing on the leadership at the senior management level and consequently increasing the level of management skills required at the middle management level.

A strategy for management development is required so that middle managers can receive the appropriate support and training. This training should place a priority on the professional development of middle managers in organisations (Adair, 1991). One way of achieving this would be for schools to have a policy for management development if they do not already have one. This should be linked to the strategic management plan and include a plan for the delivery of training (Creese, 1991). Tomlinson (1997) states that for a management development strategy to be effective, the following factors need to be considered: there needs to be participation in management development by all teachers; there needs to be the notion of continuous development; recognition of the vital importance of school-based learning; an action-orientated development; and a continuous check on the quality of provision. Creese further adds that provision of training for those involved in the management of schools will certainly enhance school effectiveness.

**CONCLUSION**

As the demands on middle managers increase, so too will their development needs increase. Hence, middle managers will benefit hugely if they are prepared for the role as well as if they receive ongoing professional development (Adey & Jones, 1998). Furthermore, a “genuinely participative management style at departmental level will in itself serve to heighten the awareness and increase the understanding of teachers within that department about the nature and responsibilities of the managerial role” (Adey & Jones, 1998, p. 140). When staff develop understanding and skills that are relevant to departmental leadership, middle managers become freed to take on responsibilities delegated by senior management.
CHAPTER THREE

RESEARCH METHODOLOGY AND METHODS

INTRODUCTION

The most appropriate approach for this research study was the adoption of a qualitative methodology with a descriptive research focus. The context of the study was the perceptions that practitioners held of their role and how their professional development needs were met. In order to gather and analyse data about the reality experienced by middle and senior managers, descriptive research methods were used involving questionnaires. This process involved a survey of middle and senior managers in selected secondary schools. The data was analysed question by question according to the way the questionnaire was structured and links were made to the theory base and research questions. The issues of validity, reliability and research ethics issues within the research process are also addressed in this chapter.

METHODOLOGY

Overview of Educational Research

Burns (1994) states that research has been described as a systematic approach to problem solving and involves ongoing collection, analysis and interpretation of data. Educational research is conducted in educational settings and its purpose is to extend knowledge and improve educational practice by examining educational problems.

Keeves (1997) points out that education holds a unique position among the other disciplines (psychology, sociology, philosophy, economics) because of its dual role. Educational research not only draws on many disciplines, but also involves “instruction in the processes by which knowledge is acquired, propagated and used to influence change in the thinking of individual persons as well as change in the structures of society through social action” (Keeves, 1997, p. 277). Husen (1997) holds a similar view by stating that the ultimate purpose of knowledge arrived at in educational research is “to provide a basis for action” (p. 20). Noted researchers like Wellington (2000) and de Lansheere (1997) conclude that advances in educational research have
yielded increasingly powerful foundations for practice and policy/decision-making.

On the other hand, educational research is ‘problematic’ in that “the frontiers are constantly changing” (de Landsheere, 1997, p. 15). The researcher is the key instrument and hence influences, disturbs and affects what is being researched in the natural world. To this end, one could either minimize the researcher effect (covert research) or acknowledge the effect of the researcher and accept that “every researcher has a healthy bias” (Wolcott, 1995, cited in Wellington, 2000, p. 42).

Reflecting on this bias is part of reflexivity. Wellington (2000) explains that being reflective involves thinking critically about the research process, how it was done and why and how it could have been improved. This process is important at every stage of the research. The notion of reflexivity is also important and it involves reflecting on the self, the researcher, the person who did it, the ‘me’ or the ‘I’ (Tolich and Davidson, 1999). Hence, the researcher and the research act itself are part of the social world that is being investigated. It is therefore critical that the researcher examines and questions the positions or assumptions that are taken for granted by the institutions (schools). This entails questioning any assumptions about his/her values, ideas, knowledge, motivation and prejudices that might affect his/her role as a researcher (Wellington, 2000).

Ethics also plays an important part in educational research and the researcher has to ensure that the research is ethical in its design, its methods, its data analysis, its presentation and its conclusions (Wellington, 2000). This is done by following ethical guidelines as they highlight the responsibilities of the researcher as he/she has a responsibility to the participants, the teaching profession and to the research community.

Research involves several methods of data collection and analysis, namely, quantitative, qualitative and mixed methods (combination of quantitative and qualitative). Cresswell (2002) states that the method the researcher employs is determined by the following three criteria: the research problem, the personal experiences of the researcher and the audience(s) for whom the report will be written.
Research Methodology

Burns (1994) proposes that since 1960, there has been a strong move towards a more qualitative, naturalistic and subjective approach to research. Hence, this has left educational research divided between two competing methods: the scientific, empirical tradition; and the naturalistic phenomenological mode.

In the scientific method, quantitative research methods are employed and this approach assumes that social reality is objective and external to the individual. On the other hand, the naturalistic approach to research emphasizes the importance of the subjective/direct experience of individuals, with a focus on qualitative analysis. These two perspectives on the study of human behaviour have profound implications for how educational research is conducted (Burns, 1994).

In the twentieth century there is much debate on which method to use. Bryman (2001) points out that “on the face of it, there would seem to be little to the quantitative/qualitative distinction other than the fact that quantitative researchers employ measurement and qualitative researchers do not” (p. 19). Bryman (2001) further indicates that many writers have suggested that the differences are deeper than the superficial issue of the presence or absence of quantification. Thus, perhaps, quantitative and qualitative research can be taken to form two distinctive clusters of research strategy, each with particular strengths and limitations.

De Lansheere (1997) proposes that “it is generally recognised that the hard line distinction between quantitative methods cannot be sustained since complex statistical procedures have been developed for the analysis of qualitative data” (p.14). Keeves (1997) emphasizes the “supplementary” nature of the two approaches as well as the “commonality of purpose” which is directed towards building a coherent body of knowledge, while Husen (1997) describes the two approaches as complementary to each other.

The methodology I have chosen to use in this research study is qualitative. Burns (1994) states that the main focus of qualitative research is based on recognition of the importance of the subjective, experiential ‘life-world’ of human beings. Qualitative research seeks to discover the perceptions held by individuals. It is self-reported research and is subjective as it will rely on what middle managers are telling us about the way they perceive their role and what their perceptions
of professional development needs are; as well as senior managers outlining their expectations of the middle management role. Bryman (2000) maintains that the main focus of qualitative research is studying people and viewing events and the social world through the eyes of the people in a study. He further states that people are capable of attributing meaning to their environment and therefore, the social world must be interpreted from the perspective of the people being studied, rather than as though those subjects were incapable of their own reflections on the social world.

Lincoln and Guba (2000) also mention that with qualitative research, the researcher is able to permit readers to hear the exact words of the research participants. In this study the researcher will view the problem through the eyes of middle and senior managers. It will also capture what middle and senior managers say (voices) and do and how they interpret their roles and professional development needs.

An important factor in research is the relevance of the research (Bryman, 2001). In this study, the middle and senior managers have a vested interest in the research. The research will help them to understand or address problems with which they are confronted.

When qualitative research is reported, it provides a great deal of descriptive detail as well as explanations of ideas and concepts. The detail is necessary as it provides an account of the context within which people’s behaviour takes place (Bryman, 2001). Middle and senior managers who may not have the knowledge of sophisticated measurement techniques will have access to the qualitative report in its published form. This report could be disseminated to interested middle and senior managers. They will be able to examine forms of knowledge.

Bush and Bell (2002) state that when there is an explicit awareness of theory and research, then informed decision-making can occur. Hence, the results of a study need to be disseminated before they can be acted upon, but the action needs to be underpinned by educational values that are based on research evidence. Practice without theory and research neglects previous findings and experience and risks repeating the mistakes of the past. Furthermore, research findings often lead to grounded theories that can provide “conceptual frameworks” for managers seeking ways of responding to difficult events or situations” (Glaser and Strauss, 1967, cited in Bush & Bell, 2002, p. 5-6).
I believe that my research could impact on practice by offering insights to middle and senior managers who utilise this opportunity for self-reflection and can then decide whether or not to transfer these results and insights to their own setting.

**DATA COLLECTION: THE QUESTIONNAIRE**

According to Cresswell (1994), research design is about providing a framework for the collection and analysis of data. For this research, I selected a cross-sectional design, which is often called a survey design. Thus, although I have adopted a qualitative approach, I used a form of survey research using questionnaires to collect information that could have been collected using interviews. I decided to use questionnaires instead of interviews, as it is far quicker to administer a questionnaire than hold multiple interviews that would be time-consuming. In addition, being a scholar-practitioner meant that I did not have easy access to the participants, so it was far easier to administer a questionnaire than conduct several interviews.

Generally, questionnaires are not used in qualitative research, but I structured the questionnaire the way a formal interview is structured. This was done for practical purposes as it would have been too time consuming and impractical to interview over seventy people. Furthermore, because a structured questionnaire can generate similar results to a face-to-face interview, it is a more appropriate method to use with busy practitioners. Teachers are not often willing to participate in research that demands use of their limited spare time. This is affirmed by noted writers in this field who have this to say: “the most common form of interviewing involves individual, face-to-face verbal interchange, but interviewing can also take the form of face-to-face group exchange, mailed or self-administered questionnaires, and telephone surveys” (Fontana & Frey, 2002, p. 645). I am also influenced in the presentation of my data by de Landsheere’s view that qualitative analysis may be quantified and presented as numerical data. Hence, the questions relating to demographic (background information) were quantified and presented as numerical data (percentages).

The questionnaire as a data collection tool was suitable for my research study. Hinds (2000) states that a questionnaire allows the researcher to collect large amounts of data in a relatively short period of time. It is also cheaper for the amateur scholar-practitioner researcher to administer
questionnaires and is a convenient method for respondents. Another advantage of using the questionnaire was that it enabled me to seek individual comments from the respondents that provided rich qualitative data by using a form of questioning that would elicit ‘deep’ responses.

All participants were school teachers in middle management and senior management roles. My study used a type of non-probability sampling, namely, purposive sampling as it was chosen for a specific purpose, that is, to investigate the role and professional development of middle managers in secondary schools as well as the expectations of senior managers of the middle managers role (Cohen, Manion & Morrison, 2000).

Two questionnaires were designed: one directed at middle managers and the other at senior managers in South Auckland secondary schools. I targeted six secondary schools with an average roll of 350 - 1700 students. The sixth school was the pilot group with whom the questionnaire was pre-tested. Two of the schools chosen had a roll between 350-650, two had 700-850 and two had a roll between 1000-1700. This ensured a good spread of schools in the ‘small’, ‘medium’ and ‘large’ categories. The schools were named School A to School F to preserve anonymity. I had the opportunity to use a group (middle managers and senior managers) as the object of the study, and was able to explore in-depth the professional development of middle managers and look for patterns emerging and information recurring from one school to the next (Wisker, 2001). Furthermore, I was able to get a range of versions and interpretations that other middle managers and senior managers would find useful to employ in the context of their schools.

Each school “provided a unique example of real people in real situations” and did not just present “abstract theories and principles” (Cohen, Manion & Morrison, 2000, p. 181). I chose to target all middle managers, with the exclusion of pastoral middle managers as their role/responsibilities and professional development is different to other middle managers. From the six schools, I drew an average of 10 - 12 middle managers and 3-4 senior managers per school. Hence the sample size was 75 for middle managers and 25 for senior managers in total.

**Questionnaire Design**

I was aware from the outset that while the questionnaire as a research instrument was suitable for my research study, there were some limitations and weaknesses as well in writing this instrument.
I had to therefore ensure that much planning and thought went into its development, design and administration. It was important that the questionnaire be “clear, unambiguous and uniformly workable”; that “its design must minimize potential errors from respondents” and “help in engaging participant’s interest, encouraging their co-operation and eliciting answers as close as possible to the truth” (Davidson, 1970, cited in Cohen & Manion, 1994, p. 93).

I found Anderson’s (1998, pp. 170-182) six essential steps for effective questionnaire design and construction particularly useful and used this as a guide. The six essential steps outlined by Anderson are:

1. Determine your questions
2. Draft the items
3. Sequence the items
4. Design the Questionnaire
5. Pilot-test the Questionnaire

I had some concerns about managing my time and wanted to have a framework to work with. Jenkins (1999) provided some valuable ideas about drawing up a time frame for the questionnaire, from planning it, writing up the questionnaire, pre-testing the questionnaire, revising it, administration, organising the data, through to interpreting the data. This helped me establish a timetable that clearly outlined exact dates that questionnaires would be administered and collected from each school. The questionnaire is appended as Appendix 1. I have elaborated the process used below.

**Step 1: Determining the questions**

I focused on my research questions and highlighted the broad aspects that needed to be covered, as this would provide a “funnel for developing sub-questions” (Anderson, 1998, p. 171). The broad aspects were: roles of middle managers; their professional development needs; and management development of middle managers. I was also aware that two questionnaires needed to be designed (as there were two target groups): one for middle managers and one for senior managers. Hence the aspects would remain the same but the wording of the questions would be different for each questionnaire. I also highlighted each sub-question that would be addressed to
save time and “help crystallise my thinking” (Anderson, 1998, p. 171). I was guided by Cohen, Manion & Morrison (2000) with regard to avoiding questions that were: leading, ‘loaded’ and complex. Instead I kept the questions simple by asking one question at a time, constructing simple, clear and brief questions and included categories so that respondents had other options if they were unsure about a question.

**Step 2: Drafting the items**

Once I had picked out the questionnaire items, I looked at the different types of question formats. I used fill-in-the-blank, multiple choice, ‘comment-on’, list and rank formats as they “serve most needs and achieve reliable and valid responses”, are familiar to respondents and easy to understand (Anderson, 1998, p. 171). In particular, the list format was essential as it was a good way to find out views in an unbiased way, but I took this a step further by asking for the list in order of importance (Anderson, 1998). It would also provide additional information and enable me to weight the order during analysis.

I also had to guard against over using the ‘comment-on’ question, because while it elicits extensive answers, they “tend to bias the results by giving a greater weight to those who are verbally expressive and tend to evoke responses only from those with extreme views” (Anderson, 1998, p. 173). With the rank type question, I had to consider the “visual presentation … as it was imperative that all response items were listed on one page” and not split between pages or I would get “many response errors” (Anderson, 1998, p. 176).

Items related to the roles and responsibilities of middle managers were based on the work of Blandford (1997) and Kemp and Nathan (1989). These resources assisted me in breaking down the roles and responsibilities into categories so middle and senior managers could indicate by ticking in the appropriate spaces as well as indicating the time spent on these responsibilities on a weekly basis. The management development item was based on the model proposed by McMahon and Bolam (1990). This model outlined three areas of management development, namely: management support, management training and management education. I drew a table where middle and senior managers could indicate the appropriate management development that middle managers were/were not receiving.
**Step 3: Sequencing the items**

A questionnaire needs to be organised and structured logically to evoke a “sense of purpose and order to the respondents” (Anderson, 1998, p. 176). I structured the questionnaire into two main sections that had a common topic:

**Section 1: Background Information (Demographic Details)**

I placed this part at the beginning of the questionnaire, contrary to Anderson’s (1998) suggestion that “questions about age, gender and annual income can be threatening and are generally best asked at the end rather than the beginning” (p. 177). I chose instead to use Cohen, Manion and Morrison’s (2000) suggested sequence of a questionnaire. I commenced with factual questions (demographics) about the participants; then proceeded to closed questions (multiple choice, rating scales, tick-boxes); and finally to more open-ended questions (to seek responses on opinions, attitudes, perceptions and views).

**Section 2: Management Development**

Cardno’s (2005) professional development model outlines that the professional development foci for most schools has been in the areas of: curriculum development and school development and inadvertently, personal development and management development have been “least acknowledged and featured” (Cardno, 2005, p. 299). In exploring the professional development needs of middle managers, I chose to narrow down the professional development needs and focus on a particular area, namely management development.

The questionnaire comprised seven pages in total: six pages for the questionnaire and one instruction page. Anderson (1998) recommends a questionnaire be between two to four pages, “unless the respondents are highly motivated in which case up to 16 pages are possible” (p. 177). I was of the opinion that because the questionnaire addressed issues of interest and importance to middle managers, and because the results might affect them, they would be “inclined to give it their full attention” (Anderson, 1998, p. 177).

**Step 4: Designing the questionnaire**

In designing the format of the questionnaire I was mindful that it influences the response rates and
therefore needed to be “attractive, well laid-out and easy-to-use” (Anderson, 1998, p. 177). It also
needed to have “clarity of wording and simplicity of design (Cohen, Manion & Morrison, 2000, p.
258). The cover page comprised a title, an introductory paragraph outlining the purpose of the
questionnaire, and an instruction on where and when to return the completed questionnaire

The items were broken down into two sections: demographic details and management
development. Each item had precise instructions, was numbered consecutively and care was taken
so that individual questions were not split, but left intact on one page (Anderson, 1998). I varied
the question format to make it “visually appealing to the eye” (Anderson, 1998) and give it a
“clear uncluttered appearance” (Jenkins, 1999, p. 17). This was achieved by using: boxes for
ticks; tables; and ‘comment-on’ items with adequate spacing. I also included an information sheet,
detailing the purpose of the study with contact details of my supervisor and myself. The middle
managers’ questionnaires were printed on white paper and senior managers’ on yellow paper. I
also provided a self-addressed envelope with my details on it and made arrangements to pick up
the questionnaires on a designated date so as to increase the return rate.

**Step 5: Pilot-testing the Questionnaire**

The questionnaire was pre-tested (Jenkins, 1999; Punch, 1998) with a pilot group (two senior
managers and two middle managers from my school) and I also sought the advice and guidance
from colleagues. This enabled me to check out the wording, clarity, range and order of the
questions (Jenkins, 1999). I requested that the pilot group give “critical feedback” and suggestions
for any improvements in the layout or the wording (Jenkins, 1999). This feedback was recorded
on a separate feedback sheet. The feedback was useful, in that it helped reveal “problematic
areas” and “weeded out problems” (Hinds, 2000, p. 46). The feedback I received from the pilot
group and colleagues was used to critically examine the questionnaire and necessary changes
were made to the wording and layout.

**Step 6: Developing a strategy for Data Collection**

I determined my strategy for data collection while the questionnaire was being designed. My
strategy was to adopt a personal approach to increase the response rate. I chose my sample
(middle managers and senior managers from six secondary schools in South Auckland) and
gained the consent of principals verbally. The next step was an information letter detailing the
following six pieces of information: the purpose of the questionnaire; my details; why the
respondent was selected; where, how and when to return it; whom to contact if there were further
questions; and whether and how the results would be shared (Anderson, 1998). This information
letter and a proforma consent letter were e-mailed to principals.

Arrangements were made with individual schools with regards to administration and collection of
the questionnaires. Schools had the option of a meeting with me to discuss the research study
further. Two schools took up this option and arrangements were made to meet middle and senior
managers. I used an alternate distribution system for the other four schools, namely a pyramid
network (Anderson, p. 181) as they had time constraints. A designated senior manager/principal’s
secretary co-ordinated the dissemination and collection of questionnaires.

I delivered the questionnaires to the six schools as per the timetable I had drawn up. In addition to
the questionnaires, I provided two clearly marked boxes for its return for each school: one for
senior managers and the other for middle managers. This allowed for confidentiality being
maintained. This process took place in June 2006 and my aim was to collect the instrument before
the end of term two. I liaised with the designated senior manager/principal’s secretary close to
the return dates stipulated. Most schools required an extension as it was the end of term and
teachers were very busy. This was granted and I left a few stamped self-addressed envelopes at
the schools in the event of any managers who had not completed it due to time constraints. I
received sixty-two responses by the end of term two and a further four via mail during the
holiday, bringing the total to sixty-six (eighteen from senior managers and forty eight from
middle managers). As 100 questionnaires were issued, there was a response rate of sixty-six
percent.

DATA MANAGEMENT

Each questionnaire was coded as it was received. I started to enter the data into a database as soon
as the first set of questionnaires was collected from the school and the process was followed for
the other schools; a process recommended by Anderson (1998). This meant organising the results
to “make the data more manageable” and it saved me having to “constantly leaf through my pile
For responses to open-ended questions, I recorded the responses for each school and transferred information to large sheets paper for each question. This process was followed for both the middle managers as well as senior managers. In this way, I was able to assemble a data spread to apply coding and identify recurring themes. These themes were highlighted (different colour codes), then categorised as headings to be further scrutinised during the data analysis stage.

**DATA ANALYSIS**

Data from the questionnaire were tabulated for analysis purposes using a separate table for each section of the questionnaire. Each school was allocated a letter to avoid identification. The six schools were entered on the vertical axis of each table and the questions entered along the horizontal axis. I was able to track individual responses, which I then extrapolated into cumulative ratings for each school on each question. This process was followed for each question over all the schools.

The analysis of responses to pre-coded questions, multiple-choice questions and ranked responses were organized on a grid as described above. For the responses to open-ended questions, I sorted the responses into broad categories as I went along (Jenkins, 1999). Repetitions were noted and representative quotes were retained from each set of responses. I identified recurring themes and recorded them as well as significant responses from only one respondent. Those questions where respondents missed out an answer, I recorded as a non-response by indicating it as a special symbol (‘x’ for a blank and ‘D’ for “don’t know”). The demographic section of the questionnaire was already pre-coded (given a numerical code), so these data were entered directly onto the grid. When the questionnaire was being designed and developed, I had made notes to explain the selection of each set of indicators. I used these notes as a guide when the collected data was being analysed.

Anderson (1998) describes data as being “seldom linear” (p. 149). Hence, I examined the data from different perspectives. I could do this as I had gathered factual data about structural elements and subjective data about structural characteristics. I also used various forms of analysis, namely, tabulation of data from questionnaires, presentation of information in the form of bar graphs;
subjective analysis of themes and aggregation of the open-ended question responses. The purpose of using various forms of analysis was to avoid bias and give clarity to the research study. Once all the data had been entered, I double-checked my entries.

**LIMITATIONS, RELIABILITY AND VALIDITY**

Qualitative research methodology has some limitations. I was aware of its subjective nature as it relies on what is significant and important to me as well as the close personal relationships that are formed with the people being studied (Bryman, 2001). Hence, there existed the problem of adequate validity and reliability. Furthermore, because I had chosen what to focus on, based on theory models identified in the relevant literature, the interpretation of the data would be generally subjective. It was with this in mind that I attempted to “build out invalidity” and unreliability in order to have “confidence in the elements of the research plan, data acquisition, data processing analysis, interpretation and its ensuing judgement” (Cohen, Manion & Morrison, 2000, p. 115).

Validity implies that there is no bias or subjectivity. I was aware that it would be impossible to avoid bias or subjectivity; hence I aimed to minimise it as far as possible. The problem of response rates as well as non-response bias existed. Firstly, I drew a good sample to accommodate these limitations. Six schools were selected. The six schools that participated drew a sample of 100 respondents.

Secondly, I opted for delivering and picking up questionnaires from schools rather than doing postal questionnaires. In this way, I increased the response rate. I also stressed the importance and benefits of the study (Cohen, Manion & Morrison, 2000) by giving respondents a detailed information sheet and made myself available for meeting middle and senior managers to discuss the study further if required. I also requested principals to designate a contact person from the school to co-ordinate the dissemination and collection of questionnaires. In this way, I could liaise with one person from each school and follow up on the progress of the questionnaires. This method gave me a sixty-six percent return rate with which I was pleased, considering that the questionnaires were administered towards the end of term two, a very busy time for senior and middle managers.
Reliability refers to how consistent and replicable the data is. Cohen, Manion & Morrison (2000) state it is concerned with precision and accuracy of instruments and consistency with groups of respondents. In order to ensure reliability, I designed the questionnaire carefully as outlined and piloted it to ensure it was robust for administration. The concern here was to ensure that if the questionnaires were to be administered again in the study it would reliably produce similar results. I was not concerned about reliability from a quantitative perspective of ensuring generalisability of results.

As a scholar-practitioner I was faced with the difficulty of approaching schools. I had planned to administer the questionnaires towards the end of term two and was aware of time constraints. I was also reluctant to burden teachers and had concerns about the response rate and non-response bias. This resulted in the sample consisting of schools that were willing to ‘spare’ their time.

I also recognised the notion of reflexivity in my approach to research as a limitation in terms of reliability and validity. Reflexivity “carries the connotation that researchers should be reflective about the implications of their methods, values, biases, and decisions for the social world they generate” (Bryman, 2004, p. 500). Reflexive research calls for researchers to reflect upon what they did, why they did it and how they did it (Tolich & Davidson, 1999). I was aware from the start of this research topic that my initial interest was largely because of my experience as a middle manager. I had to guard against bias and subjectivity and adopt an unbiased approach to the research. There needed to be accountability on my part as well as constant reflection on what I was doing and how I was doing it.

ETHICAL ISSUES

An essential part of the research process is the consideration of ethical issues related to data gathering and dissemination of the findings. I applied Tolich and Davidson’s (1999) five key principles of ethical conduct to this research process: do no harm, voluntary participation, informed consent, avoid deceit, and ensure confidentiality and anonymity. I gained the informed, voluntary consent of all respondents. Respondents were informed about the aims, purposes and likely publication of the findings involved in the research and the potential consequences for themselves. Participation was voluntary and they could withdraw at any time. All this
information was provided in an information letter attached to the questionnaire. Participants were assured that the data and the identity of the school would be kept confidential. Response completion and return of the questionnaire was an indicator that they had consented to the research.

A key ethical issue in my study was to gain entry into the schools I was working with. Key people (principals) whose permission was needed to administer the questionnaire were contacted at the outset. The modes of communication included the following: telephone, e-mail, formal letter writing and face-to-face meeting. There was no conflict of interest with the schools participating in the study, as I had no links with the selected schools beyond a professional association. I chose to use my school as the pilot school to pre-test the questionnaire and as I was on study leave, was technically not a staff member for the year, but rather, a scholar-practitioner.

I gained the informed, voluntary consent of all respondents. Respondents were informed about the aims, purposes and likely publication of the findings involved in the research and the potential consequences for themselves. Participation was voluntary and they could withdraw at any time. All this information was provided in the questionnaire. Participants were assured that the data and the identity of the school would be kept confidential. Response completion and return of the questionnaire was an indicator that they had consented to the research.

I was aware of time constraints for participants and the added work stress that this questionnaire might create. However, most of the principals were keen to participate and voiced their interest in the area of professional development for middle managers. They also voiced concerns that they did not want to burden staff and needed assurance that the questionnaire would not be lengthy and would prove valuable to middle management development. Hence, I had to ensure the careful planning of questions and effective co-ordination of the questionnaire dissemination and collection. Schools that needed additional time to complete the questionnaire were also considered. They were given an extension of time. This was an important consideration from an ethical perspective.
CHAPTER FOUR

THE VOICES OF MIDDLE AND SENIOR MANAGERS - RESEARCH FINDINGS AND ANALYSIS

INTRODUCTION

This chapter provides an analysis of the data gathered during questionnaire survey of senior and middle managers from the selected six secondary schools in South Auckland. It is presented in six parts:

1. A review of the research activity.
2. The participants - a description of the demographic data associated with the group of middle managers (n=48) and senior managers (n=18) responding to the questionnaire.
3. A presentation of the data collected with regard to the role and professional development needs of middle managers.
4. A presentation of the data collected with regard to senior managers’ expectations of middle manager’s role and professional development needs.
5. A summary of the qualitative material gathered in the questionnaire.
6. An outline of the significant issues emerging from the data collected.

REVIEW OF RESEARCH ACTIVITY

This study used a questionnaire survey to gather qualitative data on the role and professional development needs of middle managers of six secondary schools in South Auckland. Two questionnaires were designed: one for middle managers and the other for senior managers (to express their expectations of the middle manager’s role and professional development needs).

The questionnaire took between twenty five to thirty minutes to complete. Both the questionnaires comprised eleven questions: two closed questions requiring a tick in a box; three items requiring a single word response; two open-ended questions that prompted personal responses about the role of the middle manager; and four open-ended questions that prompted personal responses to the management development of middle managers in secondary schools.
For data gathering and analysis purposes, each of the six schools had been allocated a letter (A to F) to avoid identification. Using these letters, the six schools were entered on the vertical axis of each table and the questions were entered along the horizontal axis. This enabled individual tracking of responses, which were then extrapolated into cumulative ratings for each school on each question and for each question over all the schools. This cumulative data was used for analysis and interpretation. This was done for questions relating to background information (closed questions). Summaries of these findings have been presented in tables in this chapter.

Answers to the questions that elicited qualitative data were recorded for each school. I used coding to identify recurrent themes and direct and indirect quotes were then selected for use in the findings section of this chapter.

DESCRIPTION OF THE RESEARCH FINDINGS

The questionnaires for middle managers and senior managers were divided into three main sections, namely, background information (Section A); middle manager’s role (Section B) and (Section C) management development (see Appendix 1). In reporting the findings from the questionnaire, I presented the middle and senior managers’ responses question by question. This was followed by a discussion of the findings.

SECTION A: Question 1 (Background Information)

a. Middle managers and their schools

In this section, middle managers answered questions relating to: school size; position in the school; number of middle managers in relation to school size; years of experience as a teacher and as middle manager; and the level of satisfaction in their role as middle manager.

All the middle managers in this research project were from six state secondary schools in South Auckland (n=75), with 66 percent responding to the questionnaire. Six schools participated in the study: three schools had a roll of less than 800 students, one school comprised more than 800 students and two schools had a roll of more than 1500 students.
The middle managers selected were only those with subject responsibilities (heads of department, heads of faculty) and excluded deans and managers with pastoral responsibilities (as their roles and responsibilities differ markedly). The position middle managers held in their respective schools was an important factor that helped build a profile of their roles and responsibilities.

### Table 4.1 Position in school

<table>
<thead>
<tr>
<th>Position in school</th>
<th>Number of respondents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of department</td>
<td>34</td>
<td>70.8</td>
</tr>
<tr>
<td>Head of faculty</td>
<td>10</td>
<td>20.8</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>8.3</td>
</tr>
</tbody>
</table>

Most of the middle managers (70.8 percent) were holding heads of department positions at their respective schools. Just over 20 percent of the respondents were heads of faculty and over 8 percent held other middle management positions (gifted and talented co-ordinator, teacher-in-charge and acting head of department).

The teaching experience as well as experience as middle managers of the respondents was useful data as it helped build a profile of the kind of people in middle management positions. I was interested to know how much experience in middle management the group reflected and what their overall level of satisfaction was in their roles. The question regarding experience as teachers and experience as middle managers revealed the following information:

### Table 4.2 Years of experience as a teacher and years of experience as a middle manager

<table>
<thead>
<tr>
<th>Years as a teacher</th>
<th>Number of years</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>8.3</td>
<td>35.4</td>
</tr>
<tr>
<td>5-10 years</td>
<td>10.4</td>
<td>29.2</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>81.3</td>
<td>35.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years as a middle manager</th>
<th>Number of years</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>8.3</td>
<td>35.4</td>
</tr>
<tr>
<td>5-10 years</td>
<td>10.4</td>
<td>29.2</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>81.3</td>
<td>35.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Most of the middle managers in the survey (over 81 percent) had teaching experience of more than ten years. Just over 8 percent had less than 5 years teaching experience. In general then, the profile of these middle managers was one of a group of senior educators with significant experience as teachers. Table 4.2 indicates that the percentage of middle managers with less than 5 years experience and those with more than 10 years experience was the same (more than 34 percent). Slightly more than 29 percent of the respondents had between 5 and 10 years middle management experience. It is apparent that there is a fairly even spread in the range of experience among middle managers.

The question relating to the level of satisfaction in the middle manager’s role elicited the following information:

**Table 4.3 Level of satisfaction as middle manager**

<table>
<thead>
<tr>
<th>Level of satisfaction</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>10.4</td>
</tr>
<tr>
<td>Satisfied</td>
<td>50</td>
</tr>
<tr>
<td>Neither satisfied or dissatisfied</td>
<td>18.8</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>18.8</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 reveals that more than 60 percent of the respondents were very satisfied/satisfied in their role as middle manager. On the other end of the scale, 2 percent indicated they were dissatisfied/very dissatisfied in their role. Nearly 19 percent of the respondents were neither satisfied nor dissatisfied in their role.

The senior manager’s questionnaire comprised questions relating to background information.

b. **Senior managers and their schools**

In this section, senior managers answered questions relating to gender, position in school, senior management experience, number of middle managers at school and size of school. The gender, position and experience of the senior managers were data that helped build a profile of people in senior management positions. I was interested to know how much experience in senior
management the group reflected.

Table 4.4 Senior management experience

<table>
<thead>
<tr>
<th>Years as senior manager</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>16.7</td>
</tr>
<tr>
<td>5-10 years</td>
<td>50</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>33.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 shows that 50 percent of senior managers have between five to ten years experience, while more than 33 percent have more than ten years experience and close to 17 percent have four years and less experience. In general then, the profile of these senior managers was one of a group of educators with significant senior management experience.

The following section of the questionnaire related to the middle manager’s role.

SECTION B: Question Two (Middle Manager’s Role)

Blandford (1997) states that middle managers in secondary schools should have specific as well as additional responsibilities identified in the job description for each position within the structure of the school as well. This question focused on the middle manager’s role and the amount of time these managers spent on the various responsibilities/tasks/duties per week. The literature identifies time constraints as impinging on the middle manager’s role (Adey, 2000; Glover et al 1998). Hence, the purpose of this question was to establish the time middle managers spent on the different tasks. Furthermore, it set out to gauge senior managers’ expectations of the time middle managers ought to spend on these tasks.

There were two parts to this question: middle managers had to firstly indicate whether the responsibilities/tasks constituted their role (part one) and secondly indicate the amount of time spent weekly on these responsibilities/tasks (part two). Senior managers had to indicate (by ticking) whether they thought the responsibilities/tasks related to the middle manager’s role as
well as indicating the amount of time middle managers *ought* to spend on the tasks. The responsibilities/tasks were grouped according to the following categories: teaching; resource management; staff management; professional leadership; administration; pastoral leadership; and communication. The responses to part one were collated onto a grid, converted to percentages and then presented as a table (Table 4.5). For part two, the responses were converted to percentages and then presented on bar graphs so comparisons between middle managers’ and senior managers’ responses could be made. The findings revealed the following:

Part One

a. **Middle and senior managers’ responses**

In part one, middle managers had to indicate with a tick if the responsibilities/tasks listed in the table, related to their role. Senior managers had to do likewise. Table 4.5 below presents the responses of middle and senior managers with regard to middle managers’ responsibilities/tasks.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Middle managers (%)</th>
<th>Senior managers (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>90</td>
<td>83</td>
</tr>
<tr>
<td>Resource management</td>
<td>93</td>
<td>89</td>
</tr>
<tr>
<td>Staff management</td>
<td>78</td>
<td>97</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>88</td>
<td>93</td>
</tr>
<tr>
<td>Pastoral responsibilities</td>
<td>90</td>
<td>81</td>
</tr>
<tr>
<td>Administration</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>Communication</td>
<td>80</td>
<td>84</td>
</tr>
<tr>
<td><strong>AVERAGE TOTAL</strong></td>
<td><strong>88</strong></td>
<td><strong>89</strong></td>
</tr>
</tbody>
</table>

In Table 4.5, the findings reveal that the responses of middle and senior managers with regard to the responsibilities/tasks related to the middle manager’s role are almost the same (an average of 88 percent for middle managers and 89 percent for senior managers). There is general consensus that the seven tasks listed in the table (teaching; resource management; staff management;
professional leadership; pastoral responsibilities; administration and communication) do relate to the middle management role.

Part two
In this part of the question, middle managers had to respond by ticking in the appropriate boxes, the amount of time spent weekly on each of the tasks listed in the table, while senior managers had to indicate how much time middle managers ought to spend weekly on these tasks. These results were collated on a grid and then presented onto bar graphs (Figure 1-14). On the bar graphs, the $x$-axis represents the amount of time middle managers spend on tasks and the $y$-axis represents the percentage of middle managers. Below are the middle and senior managers’ responses in relation to the amount of time middle managers spend on tasks/responsibilities (Figure 1-14). Figure one below relates to the first task, namely teaching.

**Teaching**

a. **Middle managers’ responses**

**Figure 1**

In Figure one, 90 percent of the middle managers indicated that more than three hours is spent on teaching. Figure two below represents the senior managers’ responses to the time they think middle managers ought to spend on teaching.
In Figure two, 83 percent of the senior managers indicated that more than three hours ought to be spent weekly on teaching. The next task related to resource management.

**Resource management**

a. **Middle managers’ responses**

**Figure 3**
Resource management included the following tasks: departmental budget, teaching resources and other. Figure three details the amount of time middle managers spend weekly on resource management. In Figure three, 39 percent of the middle managers indicated that teaching resources takes between two to three hours per week, while close to 74 percent indicated that departmental budget takes up less than one hour of their time.

Figure four below represents the amount of time senior managers thought that middle managers ought to spend on resource management.

b. Senior managers’ responses

Figure 4

In Figure four, on an average, more senior managers (close to 39 percent) indicated that middle managers ought to spend between two to three hours weekly on teaching resources. Almost 67 percent of the senior managers felt that middle managers ought to spend less than one hour on the departmental budget. The next task related to staff management.

Staff management

Staff management comprised the following tasks/responsibilities: appointments, appraisal, staff development, meetings, advice and guidance and other. Figure 5 below represents the time middle
Managers spend weekly on staff management.

a. Middle managers’ responses

Figure 5

The findings in Figure five reveal that 57 percent of the middle managers spend between two to three hours weekly on meetings. Less than one hour is spent on the following tasks: appointments and advice and guidance; staff development and appraisal.
b. Senior managers’ responses

**Figure 6**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1hour</td>
<td></td>
</tr>
<tr>
<td>2-3hours</td>
<td></td>
</tr>
<tr>
<td>&gt;3hours</td>
<td></td>
</tr>
<tr>
<td>No time</td>
<td></td>
</tr>
<tr>
<td>Non-response</td>
<td></td>
</tr>
</tbody>
</table>

Figure six outlines that almost 67 percent of the senior managers thought that middle managers ought to spend between two and three hours weekly on meetings and over 44 percent indicated that advice and guidance ought to take up between two to three hours per week of middle manager’s time. Senior managers indicated that the following tasks ought to take middle managers less than one hour weekly: appointments; appraisal and staff development. The next task related to professional leadership.

**Professional leadership**

The following tasks made up the professional leadership category: curriculum development, school-wide decision-making forums, own professional development, active involvement in professional associations and other.
It is evident from Figure seven that middle managers spend less than one hour weekly on the following tasks: own professional development; active involvement in professional associations and school-wide decision-making. The response with regards to curriculum development was varied for middle managers: the time spent on this task ranged from less than one hour to more than three hours.
In Figure eight, the findings indicate that 50 percent of the senior managers felt that middle managers ought to spend between two to three hours per week on own professional development. While 44 percent of the senior managers indicated that middle managers ought to spend between two to three hours on school-wide decision-making forums, the other 44 percent felt that less than one hour per week ought to be spent on this task. With regards to curriculum development, there was a varied response from senior managers: the time senior managers felt that middle managers ought to spend on this task ranged from less than one hour to more than three hours. The next task related to pastoral responsibilities.

*Pastoral Responsibilities*

The following made up the pastoral responsibilities category: student discipline/welfare activities within departments, extra-curricular and other.
a. Middle managers’ responses

Figure 9

Figure nine indicates that middle managers spend on average between one to three hours on student discipline weekly and less than one hour weekly on extra-curricular activities within the department.

b. Senior managers’ responses

Figure 10

Figure nine indicates that middle managers spend on average between one to three hours on student discipline weekly and less than one hour weekly on extra-curricular activities within the department.
Figure ten shows that senior managers’ expectations are that middle managers spend on average between one to three hours weekly on student discipline and welfare and between two to three hours on extra-curricular activities within the department per week. The next task was administration.

**Administration**

Administration comprised the following tasks/responsibilities: record-keeping, assessments and other administrative tasks. Figures nine and ten outline the middle and senior managers’ responses to administrative tasks that are part of the middle manager’s role.

a. **Middle managers’ responses**

**Figure 11**

The results from Figure eleven reveal that 47 percent of middle managers spend between two to three hours on assessments and 39 percent spend it on record keeping.
b. Senior managers’ responses

Figure 12

Figure twelve indicates that 67 percent of senior managers felt that middle managers ought to spend between two to three hours weekly on assessments; while 50 percent of the senior managers indicated that less than one hour per week ought to be spent on record-keeping. The next task related to communication.

Communication

In this category, communication referred to that with: staff in department; parents, employers and industry; senior management, ancillary staff and other departments; feeder schools and colleges; external moderators and assessors; and other.
Table thirteen reveals that more middle managers (37 percent) spend between two to three hours communicating with staff in the department. Less than one hour per week is spent on communicating with: external moderators and assessors; senior management/ancillary staff/other departments and parents/employers/industry.

b. Senior managers’ responses

Figure 14
Figure fourteen shows that senior managers’ expectation (39 percent) is that middle managers ought to spend between two to three hours weekly communicating with staff in department; while less than one hour per week ought to be spent on communicating with: parents, employers and industry; senior management, ancillary staff and other departments; feeder schools and colleges and external moderators and assessors.

Summary of Section B (Middle managers role)

Part one:
On an average, 88 percent of the middle managers and 89 percent of senior managers indicated that the following constituted the middle manager’s role: staff management (appraisal, meetings, advice and guidance); professional leadership (school-wide decision-making forums, own professional development); and administration (record-keeping). This finding shows that there is agreement between middle and senior managers about those responsibilities/tasks that constitute the middle manager’s role.

Part two:
Part two related to the time middle managers spent weekly on specific responsibilities/tasks. These tasks were: teaching; resource management; staff management; professional leadership; administration; pastoral responsibilities; and communication. The time spent on these tasks ranged from: more than three hours; between two to three hours; less than one hour; and no time; to non-response.

The responses of middle and senior managers with regard to the time spent weekly on tasks were generally similar for most tasks while in some instances there were some differences. The findings are discussed below:

**Teaching:** The findings reveal that both middle and senior managers responded similarly. Both groups of managers indicated that middle managers spend more than three hours on teaching.

**Resource Management:** A significant finding emerged with regards to the time spent on resource management: the same percentage (39 percent) of the middle and senior managers indicated that between two to three hours is spent on teaching resources. With regard to time spent on the
departmental budget, the percentage of middle and senior managers was very similar: 74 percent of the middle managers indicated that they spend less than one hour per week on this task, while 69 percent of the senior managers indicated that middle managers ought to spend less than one hour per week on the departmental budget.

Staff management: A pattern emerged in the responses of middle and senior managers. There was agreement on the time spent on meetings, that is, 57 percent of the middle managers indicated that between two to three hours is spent weekly on meetings, while 67 percent of the senior managers felt that middle managers ought to spend between two to three hours weekly on meetings. Another similarity was that both middle and senior managers indicated that less than one hour is spent weekly on the following tasks: appointments; appraisal and staff development. However, a difference did emerge in the responses of middle and senior managers. While middle managers (41 percent) indicated that they spend less than one hour weekly on advice and guidance, senior managers (over 44 percent) felt that middle managers ought to spend between two to three hours weekly on this task.

Professional leadership: In comparing the responses of middle and senior managers to professional leadership, the following similarities were observed: both middle and senior managers responses to curriculum development were similar (the time spent on this task ranged from less than one hour to more than three hours weekly). There was consensus from both groups that less than one hour is spent weekly on school-wide decision-making forums and active involvement in professional associations. A significant difference was noted: middle managers indicated that less than one hour is spent weekly on own professional development, while senior managers indicated that between two to three hours ought to be spent weekly on own professional development.

Pastoral responsibilities: A comparison of middle and senior managers’ responses to pastoral responsibilities revealed the following: Both middle and senior managers agreed that student discipline and welfare takes between on average one to three hours weekly. However, they differed with regards to time spent with extra-curricular activities within the department: middle managers indicated that less than one hour is spent on extra-curricular activities within the department, while senior managers indicated that middle managers ought to spend on average between two to three hours on extra-curricular activities within the department weekly.
Administration: The responses elicited from middle and senior managers regarding time spent on administration were similar in that both middle and senior managers agreed that between two to three hours is spent on assessments. On the other hand, middle managers indicated that between two to three hours is spent weekly on record-keeping while senior managers’ expectations is that less than one hour per week ought to be spent on record-keeping. This finding reveals that senior managers are not aware that middle managers are spending more time on record keeping than what senior managers have anticipated.

Communication: A comparison of middle and senior managers’ responses to communication as a task revealed the following: middle managers indicated that between two to three hours is spent communicating with staff in department which is also what senior managers felt middle managers ought to spend weekly. Another similarity was that both middle and senior managers indicated that less than one hour is spent weekly communicating with the following people: parents, employers and industry; senior management, ancillary staff and other departments; and external moderators and assessors. While 50 percent of the senior managers indicated that middle managers ought to spend less than one hour weekly communicating with feeder schools and colleges, only 23 percent of the middle managers indicated that they spend less than one hour weekly communicating with feeder schools and colleges. Middle managers (33 percent) do not have the time to communicate with feeder schools and colleges.

Questions Three and Four

In question three, middle managers had to rank in order of priority the six tasks that they have to do and in question four, they had to rank the tasks they would like to do. Senior managers, in question three had to: list the six tasks that middle managers are currently expected to do; and in question four, list the six tasks in order of priority that middle managers should be doing.
Table 4.6 Comparison of ranked order of middle managers’ tasks

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Middle managers ranking</th>
<th>Senior managers ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource management</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Staff management</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Pastoral responsibilities</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Administration</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Communication</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 4.6 indicates that middle and senior managers ranked the middle managers tasks in a similar order for most of the tasks. There was one difference in the ranking: middle managers ranked professional leadership last, while senior managers ranked this task first. Professional leadership includes the following tasks: curriculum development, school-wide decision-making forums, own professional development, and involvement in professional associations. It is clear that senior managers view professional leadership as a number one priority, whereas middle managers listed this task with the least amount of priority.

Questions Five and Six

These two questions required the middle and senior managers to give written comments. All the qualitative data (written comments) were catalogued, then analysed to detect any patterns. The written responses related to the role of middle managers and focused on the following two questions: what do you believe are the main barriers to performing your role effectively (question five); from a bicultural perspective (or if you are a Maori participant) are there any specific issues you wish to identify regarding the middle manager’s role and professional development needs (question six)?

Question Five

What do you believe are the main barriers to performing your role effectively?

Middle managers’ responses to this question are detailed below:
a. Middle managers’ responses

There was a unanimous indication that time was a huge issue for middle managers. The following aspects are also tied in with the time issue: workload and unrealistic expectations. Following are some of the comments that middle managers made in this regard:

Need more time to complete the tasks expected of me.

Need more time to train staff and develop resources to meet student needs.

Too many tasks to do in short time frames.

Constant barrage of paperwork/constant paperwork trail for trivial factors.

Hard to get out of the URGENT quadrant (Steven Covey), to spend time in the IMPORTANT quadrant.

Cannot spend enough quality time with people to really serve their needs.

Too many expectations to fulfil.

Unrealistic demands made.

There are far too many initiatives. The pressures of new initiatives do not allow time to focus on departmental development. Let us get on with what we do best!

Other middle managers commented that a huge barrier to them performing their role effectively was a lack of clear communication and appropriate feedback from senior management. When issues are brought up, middle managers felt that there was often little, if not, no ‘follow-through’ and this was hindering them from performing their role effectively. Further comments indicated that middle managers did not feel supported and valued and there was no recognition of the role they played. Following are some comments:

Lack of support and recognition of the role.

Not valued by senior management.
Poor communication with senior management.

Staff welfare seems unimportant.

Senior managers’ responses to the question on barriers that middle managers face in their role are detailed below:

b. **Senior managers’ responses**

Some senior managers also acknowledged that time as well as workload issues are a huge barrier to middle managers performing their role effectively. Senior managers had these comments to make:

*Middle managers need more time to do the job.*

*Student discipline issues/compliance and administrative tasks swallow up time.*

*Lack of sufficient time to complete tasks.*

*Time! Not enough quality uninterrupted time to do a good job.*

Other senior managers commented that staff lacked the necessary skills to undertake the role effectively. Following are some of the comments in this regard:

*Lacking in effective skills (classroom and administrative) - some have poor literacy and numeracy skills.*

*Some middle managers are unable to delegate or manage time effectively and others have difficulty in managing staff.*

*Lacking in understanding or acknowledging the epistemological paradigm and political ideology that underpins the current New Zealand curriculum- this has led to resentment and resistance.*
Inexperienced staff/lack of skilled staff.

Senior managers also cited that the ‘appropriate’ professional development is needed, but many staff were:

Unwilling to engage in their own professional development in their own time. Not undergoing professional development to meet the changing learning needs of students.

Needing professional development to use their time effectively.

Senior managers acknowledged that the middle manager’s role is ‘not easy’ and many middle managers lacked ‘clerical support’ and ‘appropriate financial recognition’.

Summary

A common theme that runs between the two sets of responses is that time and workload issues impact on middle managers’ roles. Middle managers have expressed that there is not enough time to complete the tasks required of them. Administration tasks and student discipline issues consume most of the time and leaves middle managers with very little time to spend on development within their departments. New initiatives also impinge on their time.

Furthermore, middle managers do not feel supported (by senior managers) to fulfil their role effectively. There is a lack of communication and middle managers feel that issues that are brought up are not followed through with senior management. There is also a lack of recognition of middle managers’ roles and their welfare seems ‘unimportant’.

Senior managers also acknowledge that time is a huge issue for middle managers. They also agree that administrative tasks and student discipline issues do impinge on middle manager’s time. Senior managers, on the other hand, also state that middle managers lack the necessary skills to perform their role effectively and therefore require professional development in staff management and time management.
Question Six

From a bicultural perspective (or if you are a Maori participant) are there any specific issues you wish to identify regarding the middle managers role and professional development needs?

a. *Middle and senior managers’ responses*

Majority of the middle and senior managers did not comment on this question. However, those that did, their comments did not relate to the role and professional development of middle managers. A possibility was that the question was misunderstood.

SECTION C: Management Development

There were five questions in this part of the questionnaire for middle managers and senior managers (questions seven to eleven). The questions in this section focused on the management development of middle managers. I focused on this aspect as management development refers to specific professional development that enhances the middle manager’s performance in relation to the management role in their position as middle manager (McMahon & Bolam, 1990). Following are the findings from the five questions:

Question 7: What forms of management support/training/education do you receive?

In the first question for middle managers, they had to indicate what forms of management support, management training and management education they received. Senior managers had to follow the same process as middle managers in this question. Senior managers had to indicate (by ticking or adding to the list) the forms of management support, management training and management education that middle managers at their respective schools received. The data is summarized in Tables 4.7 to 4.9.

In this question, middle managers had to respond by ticking in the appropriate column/s and/or adding to the list if necessary, in order to identify the forms of management support they receive. Senior managers had to indicate which forms of management support were being offered to
middle managers at the school. The findings are presented in Table 4.7 below:

### 4.7 Management support offered to middle managers at schools

<table>
<thead>
<tr>
<th>Forms of management support</th>
<th>Middle managers’ responses (%)</th>
<th>Senior managers’ responses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction as middle manager</td>
<td>2.1</td>
<td>44.4</td>
</tr>
<tr>
<td>Appraisal</td>
<td>41.7</td>
<td>77.8</td>
</tr>
<tr>
<td>Clear job description</td>
<td>52.1</td>
<td>66.7</td>
</tr>
<tr>
<td>Mentoring</td>
<td>23</td>
<td>61</td>
</tr>
<tr>
<td>Succession planning</td>
<td>4.2</td>
<td>5.6</td>
</tr>
<tr>
<td>Professional associations</td>
<td>50</td>
<td>61</td>
</tr>
<tr>
<td>Other</td>
<td>33.3</td>
<td>27.8</td>
</tr>
</tbody>
</table>

There were 52 percent of middle managers who indicated that they had a clear job description, while 50 percent indicated they received management support by belonging to professional associations and close to 42 percent received appraisal that focuses on the middle management role. The areas of management support that seem to be lacking are, induction as middle manager (2 percent) and rotating responsibilities as part of succession planning (just over 4 percent) and mentoring (23 percent). Close to 78 percent of the senior managers indicated that they offer management support in the form of appraisal that focuses on the middle management role, while close to 67 percent indicated that middle managers have a clear job description. About 61 percent felt that middle managers receive mentoring from another middle manager. It is clear from the results that comparatively, the areas where management support is lacking are: rotating responsibilities as part of succession planning (more than 5 percent) and induction as middle manager (over 44 percent).

**Comparison of responses regarding management support**

The findings in Table 4.7 clearly indicate that middle and senior managers responded in a similar manner to the following forms of management support: a clear job description, rotating responsibilities as part of succession planning and belonging to professional associations. It is evident that management support is required in the area of rotating responsibilities as part of
succession planning: only 4.2 percent of middle managers indicated that they received this support; while only 5.6 percent of the senior managers indicated that the school offered support to middle managers in the area of succession planning.

It is also apparent that the following discrepancies exist between middle and senior managers’ responses: induction as middle manager, appraisal and mentoring. With regards to induction, only 2 percent of the middle managers indicated that they received induction into the middle management role, while 44 percent of the senior managers indicated that middle managers receive induction into the role. This discrepancy is a cause for concern. There was also a significant difference (36 percent) between middle and senior managers’ responses to management support in the form of appraisal: 78 percent of the senior managers indicated that middle managers were receiving appraisal that focuses on the middle management role, while only 42 percent of the middle managers felt that they were receiving this support. A similar discrepancy exists with mentoring: senior managers (61 percent) stated that middle managers receive mentoring from another manager, yet only 23 percent of the middle managers indicated that they receive mentoring.

### 4.8 Management training

<table>
<thead>
<tr>
<th>Forms of Management training</th>
<th>Middle managers’ responses (%)</th>
<th>Senior managers’ responses (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service courses/Workshops/Conferences</td>
<td>58.3</td>
<td>77.8</td>
</tr>
<tr>
<td>Other</td>
<td>22.9</td>
<td>38.9</td>
</tr>
</tbody>
</table>

In Table 4.8 more than 58 percent of the middle managers indicated that they received in-service courses/attended workshops and conferences while close to 23 percent received other management training (school-based courses, short management courses). Close to 78 percent of the senior managers indicated that middle managers receive in-service courses/workshops/conferences while almost 39 percent receive other management training (Te Kotahitanga, management training available on request, school provides middle manager training). The findings show that there are slight differences in the responses between middle and senior managers with regards to management training, but not significant enough to warrant huge concerns.
4.9 Management education

<table>
<thead>
<tr>
<th>Management education</th>
<th>Middle managers’ responses</th>
<th>Senior managers’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>External study</td>
<td>10.4</td>
<td>44.4</td>
</tr>
<tr>
<td>Other</td>
<td>12.5</td>
<td>22.2</td>
</tr>
</tbody>
</table>

Table 4.9 indicates that more than 10 percent of middle managers receive management education through external study, with some being subsidised by the Board of Trustees and others funding their own studies. More than 12 percent received other management education (Team Solution meetings/courses, in-house training with consultants).

In Table 4.9, more than 44 percent of the senior managers felt that middle managers receive management education through external study programmes. In some schools, senior managers mentioned that staff have the opportunity to attend external study programmes that is funded by the professional development programme. More than 22 percent of the senior managers indicated that middle managers receive other management education, namely Assistant and Deputy Principal seminars/workshops each term and Professional Learning Centre mentoring. The findings indicate that there was a significant difference between middle and senior managers in their response to management education. While senior managers (44 percent) stated that middle managers received management education, only 10 percent of the middle managers indicated that they received this support. It is evident that management education is an area of concern.

The next part of the management development section of the questionnaire is outlined below.

The final four questions in the questionnaire required the middle and senior managers to give written comments (questions eight to eleven). All the qualitative data (written comments) were transferred to large sheets of paper then analysed for any patterns. The written responses related to the management development of middle managers and focused on the following questions: in your view, which six aspects of management development do you believe are essential for effective performance as a middle manager; what aspects of management development is the school currently offering middle managers; what do you believe is lacking in the management development that middle managers are currently experiencing; and please make any comment regarding the middle manager’s role and professional development needs.
Question Eight
In your view, which 6 aspects of management development do you believe are essential for the effective performance as a middle manager?

In this question, middle and senior managers had the option of choosing aspects listed in the previous question as well as adding any others to the list that they felt were essential (as indicated by the ticks). Table 4.10 represents the aspects of management development that middle and senior managers consider important for management development of middle managers.

<table>
<thead>
<tr>
<th>Aspects of management development</th>
<th>Middle managers’ responses</th>
<th>Senior managers’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring/coaching</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Appraisal</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Induction</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Clear job description</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Professional development</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Recognition of role</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Ongoing advice/guidance</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>External study programme</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Opportunities for advancement</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

a. Middle managers’ responses

Middle managers listed the following aspects of management development (in order of priority) as essential for their effective performance as a middle manager: mentoring/coaching, appraisal that focuses on the middle management role, induction as middle manager, clear job description, professional development specific for middle managers and communication. A few of the respondents mentioned the following as important: proper recognition of the role and ongoing advice/guidance.
b. Senior managers’ responses

Senior managers commented that the following six aspects of management development (in order of priority) were essential for effective performance as a middle manager: appraisal that focuses on middle management role, clear job description, mentoring from another manager, induction as a middle manager. Some of the senior managers listed external study programme for middle managers and opportunities for advancement as skills develop as optional extras.

Comparison of middle and senior managers’ responses

Middle and senior managers listed the six aspects of management development in a similar order of priority. Both groups indicated that the following were important aspects: mentoring/coaching; appraisal that focuses on the middle management role; induction into middle management role; and a clear job description. The aspect that middle and senior managers ranked fifth were along similar lines: middle managers indicated that professional development was an important aspect of management development, while senior managers indicated external study programme as important. It is evident from these findings that both middle and senior managers are ‘on the same page’ with regards to what they consider important aspects of management development.

Question Nine

What aspects of management development is the school currently offering middle managers?

a. Middle managers’ responses

In this question, because it required middle and senior managers to express their opinions, a level of ambivalence was much more apparent. I coded the comments as ‘none’, ‘very limited’ and ‘other’ for each school (School A to School F). The ‘none’ and ‘very limited’ comments were tabulated as percentages for each school. The ‘other’ comments are listed below the table.
Table 4.11 Level of management development offered to middle managers

<table>
<thead>
<tr>
<th>School</th>
<th>‘None’</th>
<th>‘Very limited’</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>B</td>
<td>53.3</td>
<td>6.7</td>
<td>60</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
<td>12.5</td>
<td>87.5</td>
</tr>
<tr>
<td>D</td>
<td>42.9</td>
<td>0</td>
<td>42.9</td>
</tr>
<tr>
<td>E</td>
<td>57</td>
<td>14.3</td>
<td>71.3</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.11 clearly indicates that between 43 to almost 88 percent of middle managers are of the opinion that the management development currently offered to them at their respective schools falls into the ‘none’ and ‘very limited’ categories.

‘Other’ comments were summarised for each school as:

**School A**: More than half the middle managers in School A indicated that they have the option to do the middle management course that is being offered at the school. Many feel supported by mentors and other senior managers, as reflected in these comments:

*In terms of documentation, a senior manager is helping me with writing policies on gifted students, etcetera.*

*I am doing the middle management course and have prioritised my immediate needs and decided to do the course.*

*One other Faculty manager initiated some in-school support for me, by offering to share her scheme/strategic planning with me last year and secured a couple of free periods for us to do that.*

**School B**: While 60 percent of the middle managers indicated they received ‘none’ or ‘very little’ management development, 40 percent commented on the support they receive. These are reflected in the following comments:
I receive some on appraisal.

I liaise with other heads of department and faculty managers. I receive mentoring from other managers within school; attend professional in-service courses and professional association meetings.

I have a supportive Assistant Principal whom I ask without hesitation if unsure.

School C: In School C, 87.5 percent indicated they received ‘none’ or ‘very limited’ management development while 12.5 percent indicated that it was self-directed.

School D: Almost 43 percent of the middle managers stated that they received ‘none’ or ‘very limited’ management development. The other 57 percent commented that they received support through the following means:

I have time for professional development when requested.

I receive support from experienced managers within my school.

During appraisal, I have chosen to explore my management skills. I get recognition of my workload and have management units allocated to me.

I get in school planning time if requested.

School E: In School E there were a significant number of middle managers (71 percent) who indicated that they received ‘none’ or ‘very limited’ management development. The other middle managers commented that they receive support through the following means:

Appraisal training

Head of Department meetings

Professional leadership
**School F**: Middle managers indicated getting support through:

*Appraisal*

*A clear job description*

*Internal and external course*

b. **Senior managers’ responses**

Majority of the senior managers across the six schools indicated that middle managers are receiving management development in their respective schools. According to senior managers, support is given through the following means:

*Middle manager training programme in school.*

*Professional Learning Centre mentoring and support.*

*Professional development programmes.*

*Mentoring programme.*

*Head of Department meetings.*

*Feedback from curriculum manager regarding what data to gather and how to use this data to improve learning outcomes.*

*Appraisal.*

Comparison of responses

It is evident that in some schools there is a significant lack of professional development in management development. Furthermore, within schools, some middle managers receive support in management development and others feel they are not receiving this same support.

There exists a discrepancy between the responses of middle and senior managers regarding management development offered at the respective schools. A significant number of middle
managers (average of about 49 percent) commented they received ‘none’ or ‘very limited’ management development, while majority of the senior managers indicated that middle managers were receiving support in management development. However, senior managers acknowledged that effective induction needs development and there needs to be more opportunities for middle managers to advance to senior management positions. According to senior managers, schools do offer ‘some’ support in this regard, but they are ‘out of energy and time’. It is evident from these findings that senior managers have the perception that schools are meeting the management development needs of middle managers. Middle managers on the other hand have indicated that this is not the case.

Question Ten

What do you believe is lacking in the management development that middle managers are currently experiencing?

a. **Middle managers’ responses**

A few middle managers (22 percent) felt that ‘everything’ was lacking in the management development they are currently experiencing. However, other middle managers commented on the following aspects that they believe are lacking in the management development:

*More time as well as support staff is needed for management development.*

*There is no specific management development programme. There is no guidance on ‘appropriate’ courses. While we have the option to attend professional development, assistance is required with career planning and progression.*

*Need better management training.*

*Require direction and leadership from senior management. There needs to be some structure and time set aside to meet and discuss professional matters.*
Need advancement opportunities to senior management positions.

Need mentoring and assistance with appraisal and ICT programmes.

Need clarity about the middle management role.

Induction into the middle management role needs to be done properly.
Some senior managers have limited management experience.

There is a perception that everything is ‘OK’ and it ‘ain’t’!

c. **Senior managers’ responses**

Senior managers indicated that once again, time constraints and workload issues have impacted on professional development. They suggested that the following areas require attention:

*Induction and support programme specifically for middle managers.*

*Ongoing professional development and support.*

*Greater pay incentive for middle managers.*

*Networking with other middle managers.*

*External study programme.*

*More opportunities for advancement to senior management level.*

**Summary**

There is evidence from the comments made above that middle managers are requiring support and direction in developing in the area of management development. Senior managers also acknowledge that middle managers require professional development, but cite that time constraints and workload issues has impacted hugely and resulted in this area being ‘neglected’.
Question Eleven

Please make any other comment regarding the middle manager’s role and professional development needs.

a. Middle managers’ responses

Middle managers indicated that time, workload, lack of recognition of the role and lack of appropriate professional development have made their role (as one manager described it) a ‘meat in the sandwich’ role. Following are some comments made by middle managers regarding their role:

There is little recognition of the role.

It is a widely diverse role, a job that is currently growing and growing.

Middle managers skill-based competencies are not specified. The professional standard is assumed. Teachers are assigned specific roles, like pastoral, administrative responsibilities and they lead their department as required by the job description. The role of middle managers is pivotal in the school, yet they seem to be less rewarded ‘time, money, appreciation’ of any group.

I’m inspired to do the job well and feel that I am making a positive difference in some areas, but never feel I am doing enough to be really effective and never feel on top of the job.

This is a stressful job-caught between the upper level of management and maintaining an effective and happy team within the learning area.

Continuous experimentation and changes does not allow one to settle down.

I cannot keep working harder-must be something different to do.
After filling this questionnaire in, I wonder why I am doing the job at all!

Middle managers indicated that they required professional training and support in their role. The following comments sum up their opinion about professional development needs:

*There is a massive black hole you fall into when you become a middle manager. It would be good if courses were offered prior to getting these roles, as it is luck of the drawer whether you have the appropriate skills.*

*From my experiences and observations, middle managers are given the position and expected to learn on the job.*

*We are not getting specific professional development/training.*

*We need to attend courses to be effective middle managers.*

*The trouble is that the problem is exacerbated by untrained middle managers who become senior managers. As a result, senior managers do not know how to do their job-part of which is to nurture middle managers.*

b. Senior managers’ responses

Senior managers acknowledged that the middle manager’s role is growing and professional development needs to be specific to this role. Following are some comments made by senior managers regarding the middle managers role and their professional development needs:

*Middle managers work very hard and as a school we cannot recognise them enough. To do this, more management units and more time is needed as well as effective programmes so they continue to learn.*

*Middle managers should consider embarking on some university post-graduate course in educational management if they are going to become effective in their roles. It is this lack of
academic background that hinders them in their roles.

I see individually tailored professional development as being important as middle managers have such different roles.

Access to well-constructed, affordable middle management development courses is an issue; as is finding available relievers for those who are released to attend courses.

Summary

There is acknowledgement from both middle and senior managers that the middle managers role has grown considerably and this has increased their workload and impinged on their time. Both groups of managers have indicated that there is a lack of recognition of the middle manager’s role. Some suggestions were that middle managers ought to be financially rewarded as well as allocated more time to complete the assigned tasks. Furthermore, there is a lack of support for middle managers. Middle managers acknowledged that ‘appropriate’ professional development is required to fulfill this role effectively. This sentiment is further endorsed by senior managers who state that middle managers should embark on educational management training, as it is this ‘lack of academic background that hinders them in their role’.

CONCLUSION

Hence this study has revealed the following three key findings: time constraints and workload issues; the diverse and changing nature of the middle managers’ role; and the lack of support for middle managers. The following chapter is a discussion of these findings.
CHAPTER FIVE: DISCUSSION OF THE FINDINGS

INTRODUCTION

This chapter presents a discussion of the research findings which isolates three key issues: time constraints and workload issues; diverse and changing role of middle managers; and the lack of support for middle managers. Conclusions are drawn from these findings. Furthermore, management development is highlighted as a key facet of professional development for middle managers. Chapter Six contains a proposed model of agencies supporting the development of management in schools; conclusions and recommendations arising from the research.

DISCUSSION OF THE FINDINGS

In this study, middle managers raised several issues regarding their role and professional development needs. The following issues have impacted hugely on middle managers: time constraints and workload issues; diverse and changing nature of middle managers role (increasing demands; no recognition of middle managers role; lack of clear role definition); and insufficient support for middle managers (no ‘proper’ induction into the role; no specific professional development for the role; lack of mentoring from another manager; and poor appraisal). As a result of these issues, middle managers have indicated that they do not feel supported and are not prepared for the role.

Senior managers on the other hand raised the following issues: middle managers lacking in the necessary skills; time constraints impacting on their role; lack of recognition of middle managers role and workload issues. The study also identified assumptions of senior managers with regards to time that middle managers spend on tasks. A key finding was that senior managers’ assumptions are that middle managers are receiving professional development for their role. Middle managers on the other hand felt that professional development in management development was lacking.

This discussion supports an interpretation of previously presented research findings. The three key issues arising from the discussion are summarised here, then discussed in turn. These key issues are:
1. Time constraints and work-load issues;
2. The diverse and changing nature of middle managers’ roles; and
3. The lack of support for middle managers.

The findings revealed that senior and middle managers agreed that time constraints and work-load issues impact hugely on middle managers. This is further complicated by the fact that the middle managers’ roles have become increasingly diverse as well as in a continual state of flux. Furthermore, middle managers identified that there is a lack of support in this role in the areas of induction into the role, mentoring, appraisal and management development.

The findings are discussed in detail below.

1. Time constraints and Workload issues

A key finding in this study related to the actual time middle managers spent on tasks. The responses of middle and senior managers with regard to the time spent weekly on tasks were generally similar for most tasks while in some instances senior managers’ assumptions of time spent on tasks differed from that of middle managers. The differences were in the areas of:

*Staff management:* middle managers spent less than one hour weekly on advice and guidance, while senior managers’ assumption is that this task ought to take them between two to three hours weekly.

*Professional leadership:* Middle managers spend less than one hour weekly on own professional development, while senior managers thought that between two to three hours ought to be spent on this.

*Pastoral responsibilities:* Middle managers spend less than one hour with extra-curricular activities within the department. Senior managers’ expectations are that two to three hours ought to be spent on this task.

*Administration:* Middle managers spend two to three hours on record keeping, while senior managers indicated that they ought to spend less than one hour on this task.
Communication: Middle managers indicated they do not have the time to communicate with feeder schools and colleges, while senior managers felt that less than one hour ought to be spent on this form of communication.

Middle managers identified the lack of time to be the major obstacle hindering effective role performance. These managers are faced with increasing demands upon limited non-teaching time. Hence their focus has shifted from longer term planning to focusing on day-to-day concerns. This leaves middle managers with very limited time to engage in own professional development and development within their departments. Middle managers are already overburdened in that expectations far exceed the time available to them. In this study, they indicated that there were ‘too many tasks to do in short time frames’ and they ‘need more time to complete the tasks expected of them. Furthermore, they felt that there were ‘too many expectations to fulfil’, ‘unrealistic demands were made’ on them and there were ‘far too many initiatives’. This has resulted in them not having sufficient time to ‘spend enough quality time with people to really serve their needs’, ‘train staff’ and ‘develop resources to meet student needs’.

Senior managers also highlighted the issue of time constraints and increased workload for middle managers. They acknowledged that time as well as workload issues are a huge barrier to middle managers performing their role effectively and that middle managers did not have ‘enough quality uninterrupted time to do a good job’. A lot of time is swallowed up in ‘student discipline issues and compliance and administrative tasks’.

Furthermore, senior managers stated that middle managers are ‘unable to manage time effectively’ and hence needed ‘professional development to use their time effectively’. It is evident from these results that while middle managers may require professional development on time management, “only if the rhetoric becomes reality and there is a decrease in the amount of time spent on administration and teaching will there be any possibility of middle managers being able to fulfil expectations of their managerial yet alone their leadership responsibilities” (Adey, 2000, p. 430). Glover et al (1998) comment that perhaps a solution to the issue with ‘time’ could be resolved if there is a “flatter, more participative profession, with its development linked to pedagogic rather than to managerial and administrative needs” (p. 291).
2. Diverse and changing nature of the middle manager’s role

Middle managers in this study emphasised the increasing demands placed on them. They felt that the role is ‘widely diverse and the job is currently growing and growing’. Furthermore, they indicated that there was a lack of clear role definition as well as little recognition of their roles.

This confirms the findings of other researchers like Adey (2000), Wise (2001), Fitzgerald (2000) and Piggot-Irvine (1999) who state that as a consequence of self-management reforms, the workload of middle managers increased, which further complicated the issue that their role was not clearly defined and described. Hence middle managers are unsure of what exactly their roles are. Another change was that the principal’s role expanded (Cardno & Collett, 2004). This resulted in principals exerting their leadership “indirectly” by “sharing the role and responsibility for it with appropriate others (deputy, assistant principals or middle managers) – through delegation and distribution” (Cardno & Collett, 2004, p. 18).

Middle managers outlined in this study that as a result of their middle management role becoming ‘widely diverse’ and the role ‘continuing to grow’; there is a lack of clear role definition. Middle managers emphasised the increasing demands placed on them, yet felt there was a lack of recognition of their role. They also did not feel supported by senior managers, as there was often no ‘follow-through’ when issues were brought up. Communication with senior managers was also lacking and this was impacting on their effectiveness in the middle management role. Senior managers’ comments on the other hand indicate that they acknowledge the increasing demands on middle managers. They suggest the importance of professional development for middle managers so that they can fulfill their roles more effectively.

In this research study, middle managers stated that there were ‘too many expectations to fulfill’ and a huge barrier to performing their role effectively was a lack of clear communication and appropriate feedback from senior managers. Furthermore, middle managers do not feel supported (by senior managers) to fulfil their role effectively. There is a lack of communication and middle managers feel that issues that are brought up are not followed through with senior management. There is also a lack of recognition of the middle manager’s role and their welfare seems ‘unimportant’. On the other hand, senior managers’ comments indicate that they acknowledge the increasing demands on middle managers. They suggest the importance of professional development for middle managers so that they can fulfill their roles more effectively.
development for middle managers so that they can fulfil their roles more effectively. A common theme that runs between the two sets of responses is that time and workload issues impact on the middle managers role. Middle managers have expressed that there is not enough time to complete the tasks required of them. Administration tasks and student discipline issues consume most of the time and leaves middle managers with very little time to spend on development within their departments. New initiatives also impinge on their time.

Senior managers also acknowledge that time is a huge issue for middle managers. They also agree that administrative tasks and student discipline issues do impinge on middle managers’ time. Senior managers, on the other hand, also state that middle managers lack the necessary skills to perform their role effectively and therefore require professional development in staff management and time management.

Blandford (1997) outlines that it is essential that middle managers identify their roles in terms of: tasks, responsibilities, relationships, working conditions and external influences, in order to avoid management dilemmas. A review of literature in this field reveals a number of middle management tasks which may be categorised into seven main groupings. These are:

a. Teaching.
b. Resource management: departmental budget; teaching resources.
c. Staff management: appointments; appraisal; staff development; meetings; advice and guidance.
d. Professional leadership: curriculum development; school-wide decision-making forums; own professional development; active involvement in professional associations.
e. Pastoral responsibilities/student management: student discipline and welfare activities within the department; extra-curricular activities.
f. Administration: record-keeping; assessments.
g. Communication with: staff in department; parents/employers/industry; senior management/ancillary/other departments; feeder schools and colleges; external moderators and assessors (Blandford, 1997; Busher & Harris, 1999; Fleming, 2000; Harris, 2000; Kemp & Nathan, 1989; Ministry of Education, 1999b; Wright, 2000).

However, middle managers may also perform other tasks, as well as contend with the changing
nature of their roles. This study also revealed that a closer analysis of the professional leadership role of middle managers is needed – a need that Fitzgerald (2000) also identified in her study of management development of middle managers.

Middle managers play a crucial role in managing the teaching-learning process and are seen as the driving force behind any school and the key to improving the quality of the learning process (Fitzgerald, 2000). Hence, it stands to reason as Blandford (1997) reiterates that knowing what is required of the role is the key to effectiveness. Adey’s (2000) study also revealed that middle managers require clearer guidelines about their role as well. Middle managers in turn will then be better able to manage and develop staff in their departments.

3. Lack of support for middle managers

Research carried out by Earley and Fletcher-Campbell (1989) into middle management highlighted the inadequate preparation for the role. Recent research indicates that while there has been some improvement, there continues to be a lack of adequate and effective training for middle managers prior to them taking up their roles, including those aspiring to these positions (Adey, 2000; Brown, Boyle & Boyle, 2002). Adey’s (2000) study revealed that middle managers require clearer guidelines about their role as well as training: in conducting staff appraisals and professional development for staff. Furthermore it identified the fact that positions in middle management are increasing in number as well as complexity, yet middle managers are being appointed to the positions without the relevant support or training.

In this study, middle managers stated that they lacked support to carry out their role effectively. They indicated that because the role is growing and increasing in complexity, it is impossible to do the job without the necessary skills and training. While senior managers acknowledged that middle managers ‘lacked the necessary skills’, the expectation was that middle managers ‘know’ how to do their work. The research study matches some of the findings of noted researchers, example, Earley and Fletcher-Campbell (1989), Adey (2000) and Brown, Boyle and Boyle (2002).

There was a lack of congruence between middle and senior managers regarding management development support. Senior managers in this study indicated that middle managers receive the
appropriate induction, appraisal and mentoring. Middle managers, however, refuted this by stating that they were not receiving the appropriate induction, appraisal and mentoring and hence needed support and training in these areas.

a. Induction

Middle managers indicated that they were not prepared for the role. Furthermore, they are not properly inducted into the role and are ‘expected to learn on the job’. In this study, middle managers have clearly indicated that because the role is growing and increasing in complexity, it is impossible to do the job without the necessary skills and training. Adey (1990) points out that it is erroneous to assume that middle managers are appointed because they already possess the skills to undertake the role effectively. Middle managers may possess some skills, but do require professional development to prepare them for the role as well as ongoing support within the role. While senior managers acknowledged that middle managers ‘lacked the necessary skills’, the expectation was that middle managers ‘know’ how to do their work. However, senior managers did acknowledge the need for an induction and support programme specifically for middle managers. Portner (2005) states that well-designed and skilfully implemented induction programmes which include mentoring as an essential core element are critically important in creating schools in which students experience quality teaching in every classroom.

b. Mentoring

Middle managers in this study indicated that mentoring from another manager is required for them to fulfil their role effectively. Mentoring is a process of professional development and it “promotes retention and rejuvenation” (Portner, 2005, p. 193). Furthermore, it provides an opportunity for teacher leadership as well as providing experienced teachers the chance to see their profession from a new perspective (Villani, 2002). Middle managers of today will become senior managers of tomorrow. If they are not inducted into their role, supported by ongoing professional development and mentored, they will not become effective managers. This ultimately impacts on teaching and learning.
c. Appraisal that focuses on the middle manager’s role

In this study, middle managers indicated that management support in the area of appraisal was lacking and that they required professional development in this area. The findings indicate that while in some schools appraisal focuses on the middle manager’s role, in other schools, this is not the case. This is cause for concern as appraisal is an integral part of performance management and “links to all other elements involved in managing the performance of an organisation and the individual within it” (Cardno & Piggot-Irvine, 1991, p. 11). Appraisal is intended to benefit both the individual and the organisation and it leads to affirmation that the performance expectations are being met and areas of improvement identified (Cardno & Piggot-Irvine, 1991, p. 12). Hence, training is needed to develop the skills of appraisal and given the number of demands placed on middle managers; they are unlikely to attach a high priority to this if positive outcomes of the appraisal process cannot be seen (Adey & Jones, 1998). Furthermore, middle managers’ appraisal needs to focus on their role so that they can fulfil their role effectively. If appraisal is conducted properly it will alleviate the issues that middle managers are currently facing, for example the issue of role definition.

Research done by (Barber et al. 1995; Cardno, 1996; Cardno & Piggot-Irvine 1991; and Timperley, 1998) indicates that accountability, appraisal and professional development are strongly linked. Accountability is maintained by a clear job description. Woodall and Winstanley (1998) define the job description as “a broad statement of the purpose, scope, duties and responsibilities of a particular job or position” (p. 106). The job description is a mechanism for on-going dialogue about accountability and it “acts as a keystone for all aspects of performance management” (Cardno & Piggot-Irvine, 1991, p. 27). Job descriptions ought to be negotiated, incorporate the professional standards and should contain specific and personally agreed performance expectations (Cardno & Piggot-Irvine, 1991). Just over half the middle managers in this study indicated that they had a clear job description. This result indicates that this is an aspect that requires attention if middle managers are to carry out their roles effectively. Furthermore, appraisal is a mechanism for linking the school and individual staff development (Blandford, 2000).

Staff development is crucial to school improvement and it is the responsibility of the school to identify the professional development needs of staff and make provision to meet them (Cardno,
A Model of Holistic Professional Development is suggested by Cardno (1996) where performance appraisal is the core and it caters in an integrated way to both accountability and developmental purposes. The model is under-pinned by educational leadership at all levels as this leadership supports change through professional development. A core function of educational leadership is the “management of staff performance through an appraisal system capable of identifying individual developmental needs” (Cardno, 1996, p. 31). Furthermore, research shows that effective educational leaders (also called instructional leaders) create a culture of learning that supports professional growth (Blasé & Blasé, 2000).

“There are few greater gifts that one generation of educators can give to the next and that schools can give to their communities - teachers who continuously improve their teaching for the benefit of all their students” (Portner, 2005, p. 244). The middle managers of today will become the senior managers of tomorrow. If they are not mentored, supported and inducted into their respective roles and receive ongoing professional development, they will not become effective managers. This will ultimately impact on teaching and learning effectiveness.

d. Management Development

In her model of Holistic Professional Development, Cardno (1996) points out that while curriculum development and school development feature significantly as professional development foci, management development and personal development are least acknowledged. The area of management development pertains particularly to middle managers who are “significant players in leading teams and creating and maintaining effective schools” (Cardno, 1996, p. 33). This study focused on management development. The findings in this study revealed that in some schools, there was a significant lack of management development for middle managers. Senior managers’ comments in this regard were totally contrary to middle managers: their perception is that middle managers are receiving support in management development.

Middle managers revealed that professional development in management development was lacking and that ‘there is no specific management development programme’ and ‘no guidance on appropriate courses’. They also required ‘assistance with career planning and progression’ and needed opportunities for advancement to senior management level.
The findings also indicate that there was a significant difference between middle and senior managers in their response to management education. The perception of senior managers is that middle managers are receiving support in management development. Middle managers, on the other hand stated that they were not receiving management education. It is evident that management education is an area of concern. Furthermore, there is no consistency with regards to professional development as each school follows its own programme. The findings also showed that there were slight differences in the responses between middle and senior managers with regards to management training, but not significant enough to warrant huge concerns.

Middle and senior managers listed the six aspects of management development in a similar order of priority. Both groups indicated that the following were important aspects: mentoring/coaching; appraisal that focuses on the middle management role; induction into middle management role; and a clear job description. The aspect that middle and senior managers ranked fifth were along similar lines: middle managers indicated that professional development was an important aspect of management development, while senior managers indicated external study programme as important. It is evident from these findings that both middle and senior managers are ‘on the same page’ with regards to what they consider important aspects of management development.

There exists a discrepancy between the responses of middle and senior managers regarding management development offered at the respective schools. A significant number of middle managers (average of about 49 percent) commented they received ‘none’ or ‘very limited’ management development, while majority of the senior managers indicated that middle managers were receiving support in management development. However, senior managers acknowledged that effective induction needs development and there needs to be more opportunities for middle managers to advance to senior management positions. According to senior managers, schools do offer ‘some’ support in this regard, but they are ‘out of energy and time’. It is evident from these findings that senior managers have the perception that schools are meeting the management development needs of middle managers. Middle managers on the other hand have indicated that this is not the case.

Middle managers identified that what is needed is a management development framework specifically for middle managers. This will serve as a starting point and a guide to putting in place a programme of management development. This framework could also be used in the appraisal
process. In Chapter Six, a management development framework/model is proposed. This framework/model has been adapted from Everard’s (1986) model of developing management in schools and the agencies that support this development.

The following chapter also provides the conclusions and recommendations arising from the research study.
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

The catalyst for this research was prompted mainly because of my experience as a middle manager. In my experience in the role of middle manager, I have found that there is no clear definition of the middle management role and responsibilities. In addition, the professional development programme at school does not address the management development of middle managers. Hence, this study examined the role and professional development needs of middle managers in secondary schools. Furthermore, the study investigated the expectations of senior managers in relation to the middle management role. The review of the literature focused on the diverse role undertaken by middle managers, their professional development needs and the issues these middle managers face in this regard.

The following three questions formed the basis of investigating the perceptions of middle managers in relation to their role and the extent to which current provision of professional development meets their needs; as well as the expectations of senior managers in relation to the middle management role:
1. How do middle managers perceive their role?
2. What do middle managers believe regarding the extent to which their professional development needs are met?
3. What is the expectation of senior managers in relation to the middle management role?

The most appropriate approach for answering these questions was the adoption of a qualitative methodology with a descriptive research focus. In order to gather and analyse data about the reality experienced by middle and senior managers, descriptive research methods were used involving questionnaires. This process involved a survey of middle and senior managers in selected secondary schools. According to Burns (1994), research is a systematic approach to problem solving and involves ongoing collection, analysis and interpretation of data. Educational research is conducted in educational settings and its purpose is to extend knowledge and improve educational practice by examining educational problems. Bush and Bell (2002) state that when there is an explicit awareness of theory and research, then informed decision-making can occur. Husen (1997) holds the view that the ultimate purpose of knowledge arrived at in educational
research is “to provide a basis for action” (p. 20). However, the results of a study need to be disseminated before they can be acted upon, but the action needs to be underpinned by educational values that are based on research evidence (Bush & Bell, 2002). Practice without theory and research neglects previous findings and experience and risks repeating the mistakes of the past. Hence this research yielded rich, descriptive data as it captured middle and senior managers’ perceptions and interpretations of the middle manager’s role and professional development needs. Furthermore, middle and senior managers who may not have the knowledge of sophisticated measurement techniques will have access to the qualitative report in its published form so the forms of knowledge can be examined. This research could impact on practice by offering insights to middle and senior managers who utilise this opportunity for self-reflection and can then decide whether or not to transfer these results and insights to their own setting.

The research findings in this study raised three key issues, namely, time constraints and work load issues; the diverse and changing nature of the middle manager’s role; and the lack of support for middle managers. Middle managers highlighted the following areas where support was required: induction; mentoring; appraisal; and management development. Middle managers perform a very demanding role and need support to carry out this role effectively. This study confirms that there is insufficient support for middle managers and that if appropriate support was provided, middle managers could play a more effective role. As one senior manager stated, ‘middle managers work very hard and as a school we cannot recognise them enough’. If middle managers are doing such a wonderful job despite the lack of support, then one can only imagine what contribution these managers can make to schools when they are given the appropriate support. The research study provides the evidence (lack of support for middle managers) and therefore calls for action. Hence, this lack of support for middle managers needs to be addressed at both the local level as well as at national level.

CONCLUSIONS

At the Local Level: Conclusions for Schools to Consider
Senior managers are lacking in the knowledge of the critical role that middle managers play. Responsibilities once held by senior managers have been devolved to middle managers, but no support is being given to fulfil these tasks effectively. In this study there was a lack of agreement between the perceptions of middle and senior managers with regard to professional development
needs. Senior managers’ perceptions are that middle managers are receiving professional
development in management development. This, however, was not the view of middle managers.
There is a clear conflict between senior and middle managers’ perceptions of professional
development in management development. It is a conflict in urgent need of resolution so middle
managers are given the necessary professional development to fulfil their role effectively. This
study showed that while some schools have been proactive in providing in-school management
development training, other schools have adopted a complacent attitude to management
development. It is also the perception of senior managers that middle managers are not keen to
take on professional development in the area of management development as an own initiative.
Yet according to Margerison (1991), management development can be seen as a “personal
responsibility” as well as an “institutional obligation” (cited in Cardno, 2005, p. 318).

Middle managers play a “complex and often difficult educational leadership role” and in New
Zealand in particular, their visibility needs to be increased (Smith, 2005, p. 82). Current research
and literature acknowledges the vital role these middle managers play in managing teachers and
managing learners as well as overall school effectiveness. The time has come for the profile of
middle managers to be raised and this needs to be addressed at national level and should not be
the responsibility of individual schools.

There is a lack of effective performance management for middle managers. If performance
management were effective, it would have a clear job description for middle managers. Just over
half the middle managers in this study indicated that they had a clear job description. This result
indicates that this is an aspect that requires attention if middle managers are to carry out their
roles effectively. Accountability is maintained by a clear job description. The job description is a
mechanism for on-going dialogue about accountability and it “acts as a keystone for all aspects of
performance management” (Cardno & Piggot-Irvine, 1991, p. 27). Job descriptions ought to be
negotiated, incorporate the professional standards and should contain specific and personally
agreed performance expectations (Cardno & Piggot-Irvine, 1991). Middle managers also
indicated that they required support and training in appraisal. A clear appraisal system will ensure
constant dialogue about the middle manager’s job. Hence a flow-on effect will take place, that is,
if middle managers experience effective performance appraisal, it will provide them with the
management skills needed and they will learn how to manage appraisal of their department staff.
Senior managers acknowledge the issues facing middle managers (time constraints, workload issues, role clarity, management development) as well as lacking the necessary skills to undertake their role effectively. This awareness is a positive step, but the question that begs asking is: are senior managers creating a culture of learning that supports professional growth within schools? A change is needed at school level and there needs to be some action with regards to providing management development for middle managers rather than the ‘lip-service’ from senior managers. Schools seriously need to respond to a management development programme for middle managers and structures need to be put in place to support middle managers in: clarifying their role; receiving training in appraisal; proper induction, mentoring and ongoing professional development in their role. The means are at hand for changes to be effected at the school level. Schools need to be proactive if effective learning is to take place. There is also a need for agency connections. Hence, a model for New Zealand secondary schools is proposed, based on Everard’s (1986) model. This model deals with the agencies that support the development of management of schools.

Model of Agencies Supporting Management Development

The focus of this model is the management development of middle managers and their professional leadership role in secondary schools. The model (Figure 6.1) is adapted from Everard’s model (1986) and deals with the agencies that support the development of management of schools. The model sets out to guide school leaders in developing management within schools.

The principal agencies that contribute to the development of management in schools are illustrated in Figure 6.1 below. The agencies are: Educational leadership and strategic management and planning; Ministry of Education; support within the school; management training/support and education provision; higher education institutions; professional associations and networks; consultancy provision; publishers: a national development centre for school management training; and books/journals/video/computer programmes.
6.1 Educational leadership and strategic management and planning: this model calls for leadership that initiates and supports change through professional development. Blasé and Blasé (2000) state that research shows that effective educational leaders (also called instructional leaders) create a culture of learning that supports professional growth. Furthermore, “a core function of educational leadership is the management of staff performance through an appraisal system capable of identifying individual developmental needs” (Cardno, 1996, p. 31). Hence appraisal has been incorporated into the model as an agency that supports management development.

6.2 Ministry of Education: the Ministry of Education currently funds the First-Time Principals
Programme, which commenced in 2002. This programme is a partnership project initiated by the Ministry of Education and is designed and delivered by the University of Auckland First-Time Principals Programme Project Team. The programme promotes effective educational leadership and is informed by the principal’s own learning needs in the school context. The induction programme is designed to meet the individual needs of first-time principals. It seeks to develop the professional and personal skills and capabilities of new school leaders so they can work effectively with their colleagues and communities to further improve teaching and learning in New Zealand’s schools. There is, however, no such initiative yet for middle managers. A similar induction programme designed specifically for middle managers will provide the support middle managers require and clarify their role. This will ultimately improve teaching-learning effectiveness in secondary schools.

6.3 Support within the school: support can be gained from managers supporting managers. Middle managers need a proper induction into the middle management role and ongoing mentoring in their role. Performance appraisal if carried out effectively is the ideal mode from which managers can gain support in management development. Research done by (Barber et al. 1995; Cardno, 1996; Cardno & Piggot-Irvine 1991; and Timperley, 1998) indicates that accountability, appraisal and professional development are strongly linked. Accountability is maintained by a clear job description. Woodall and Winstanley (1998) define the job description as “a broad statement of the purpose, scope, duties and responsibilities of a particular job or position” (p. 106). The job description is a mechanism for on-going dialogue about accountability and it “acts as a keystone for all aspects of performance management” (Cardno & Piggot-Irvine, 1991, p. 27). Hence, middle managers job descriptions ought to be negotiated, incorporate the professional standards and contain specific and personally agreed performance expectations (Cardno & Piggot-Irvine, 1991).

6.4 Management support/training/education provision: McMahon and Bolam (1990) suggest that there are three categories of management development activities: management support (school-based opportunity for professional growth); management training (in-service) courses/workshops/conferences that schools organise internally with consultants/send teachers to); and management education (external study programmes leading to qualifications). This provision in schools is a principal agency in formally developing management in schools. However, the training, support and education offered should be appropriate and relevant to the middle manager’s role and should be constantly evaluated for effectiveness. Ron Glatter (1972) suggests that management training should be provided upon taking up a management post. There also needs to be specific induction
training to introduce the new middle manager to the school/position. Provision should also be made for mentoring and ongoing support and development in core management skills. Furthermore they should be training for specific initiatives as they arise and as middle managers develop in their careers. It is also important that the development of management skills and abilities is set firmly in the context of the school as this approach can bring considerable benefits (Creese, 1991). In this way, the training can be tailored very specifically to suit the needs of middle managers.

6.5 Higher education institutions: Several universities/ polytechnic institutes of education in New Zealand offer management education courses. In general, the onus is on teachers to undertake management education. Some schools have made provision for funding staff to undertake management studies. The courses offered by these higher education institutions ought to “attempt to improve the managerial skills” of middle managers rather than simply providing opportunities for “studying management from an abstract or theoretical point of view” (Everard, 1986).

6.6 Professional associations and networks: some of the professional associations for managers include, the Teachers Council and PPTA (Post Primary Teachers Association). These professional associations offer a medium through which several issues can be addressed, namely, salary structures, employment conditions, curriculum development, and etcetera. It is also important for managers to form networks as a network of managers can be effective agents of change (Everard, 1986). Hence networks and professional associations provide a vehicle for promoting management development.

6.7 Consultancy provision: Everard (1986) points out the following advantages of external consultants: they are less emotionally involved with the problems and will be more objective; they bring comparative knowledge of different organisations so identifying what is wrong will be easier; they are widely read on the subject than managers will ever hope to be; and their detachment and experience in interviewing people enables them to draw out salient information so that organisational problems can be diagnosed and revealed to the relevant people in the organisation. Hence, consultants are a valuable resource in management development.

6.8 A national development centre for school management training: Everard (1986) indicates that a national development centre for school management training exists in the United Kingdom. Its purpose was to improve the effectiveness of school management training for heads and senior staff in primary, secondary and special needs schools in England and Wales. It does not provide training, but has the following five major functions: information gathering, evaluation,
development, dissemination, and support for implementation. New Zealand does not have a national development centre and perhaps it is timely that a similar centre is established to cater for management training.

6.9 Publishers: books, journals, video and computer programmes: Everard (1986) outlines that the printed word and magnetic tape have the advantage of being inexpensive ways of developing management and can be used at a time that suits one’s convenience.

This model focuses on developing management in schools. The model also provides schools with a guide towards developing the areas of management development that require attention. For this model to work, it requires a leadership that initiates and supports change in professional development. It is essential that school leaders “invest energy in developing the capacity” of middle managers to “influence the critically important issues of teacher quality and student achievement” (Cardno, 2005, p. 297). This is further reiterated by Day (1999) who states that leaders need to create a learning culture for adults and students and professional development should not be seen as another demand, but as a means of working towards long-term improvement. Each school needs to identify the management development needs of middle managers. This can be addressed through the performance appraisal system for individual middle managers. A policy of management development would be the next step as the importance of “good management in schools is now generally accepted and there is a need to have a more coherent approach to management development” (Creese, 1991, p. 223). The policy in turn should lead to a coherent strategic plan for the delivery of training. The appropriate agencies of support can be accessed to ensure that the specific needs of middle managers are addressed.

At the National Level: Conclusions for the System to Consider

There is a lack of policy and planning for middle managers management development at national level. Hence there is a need for a national induction programme specifically for middle managers. Currently, there is the First-Time Principals Programme that is funded by the Ministry of Education. The programme seeks to develop the professional and personal skills and capabilities of new school leaders so they can work effectively with their colleagues and communities to further improve teaching and learning in New Zealand’s schools. A similar programme could also happen for middle managers.
In the United Kingdom, initiatives for the training of middle managers are currently high profile activities for government and professional agencies. Furthermore, Teacher Training Agencies (TTA) recognised the need for management and leadership development for aspiring middle managers. The National Educational Assessment Centre (NCEA) launched its first Middle Management Centre in 1996. School governors and leaders saw the need to develop the leadership and managerial skills of teachers in management positions (Blandford, 1997). In New Zealand, there is no national development centre per se for school management training. Perhaps a move towards establishing a similar centre will augur well for developing management in education. For this provision to be effective, it requires involvement at a more strategic level between the Ministry of Education and the Centre staff, namely in planning, implementing and evaluating Ministry of Education-wide management development policies and programmes for middle managers. If early promise is fulfilled, this initiative should lead to a more supportive context in which management development and training can flourish (Everard, 1986).

This research study yielded some strengths and limitations.

**STRENGTHS AND LIMITATIONS OF THE STUDY**

A strength that this study yielded was the rich descriptive dialogue arising from the questionnaire survey. This data made it possible to continue with this research study and from the outcomes, recommendations could be arrived at. There was also a willingness on the part of participants (middle and senior managers) to engage in this research study despite the time constraints they faced. The thoroughness of the pilot-testing and the feedback gained also ensured that the wording and layout of the questionnaire was effective. There was also the potential for extrapolation of the research findings to other settings where they act as valuable prompts for self-reflection and critique. A strength of extrapolation is that it prompts ‘higher order thinking’: this ‘higher order thinking’ ensures that change becomes embedded and supported by values and beliefs (Argyris & Schon, 1978). Hence, ideas from this study are transferable to other settings (secondary schools) and it is possible for school leaders and policy makers to learn from this study.

Another strength of this study was that the participant responses reflected the perceptions of two levels of personnel, namely the middle managers and the senior managers of secondary schools.
Hence, one could see if the perceptions matched or if there was a mismatch. In this study there were some perceptions that matched, while there were a few mismatches.

This research study had the following limitation, namely, insufficient triangulation. Triangulation is “the use of two or more methods of data collection in the study of some aspect of human behaviour” (Cohen & Manion, 1994, p. 233). This increases the reliability of the data and the research findings. In this research study, only one research tool was used to gather data: an interview questionnaire requiring written responses. However, the written data was rich. The use of six schools also added to the reliability, as asking the same questions of forty-eight middle managers and eighteen senior managers from six different settings provided different perspectives on the same issue. To provide triangulation, another research method would have been applied, using a different researcher, second set of schools, observation within schools, quantitative data or perhaps a focus group. Cohen and Manion (1994) state that while many people subscribe in principle to it, only a minority uses it in practice. Had triangulation been used in this study, it would have enhanced the reliability of the study.

RECOMMENDATIONS

There are four main recommendations arising from this research that need to be addressed at different levels, namely, school level, system level, school and system level and further research.

1. School level

I recommend that an induction programme for middle managers in secondary schools be addressed at a national level so that the burden does not fall at school level. The Ministry of Education currently funds the First-Time Principals Programme that commenced in 2002. This programme is a partnership project initiated by the Ministry of Education and is designed and delivered by the University of Auckland First-Time Principals Programme Project Team. The programme promotes effective educational leadership and is informed by the principal’s own learning needs in the school context. The induction programme is designed to meet the individual needs of first-time principals. It seeks to develop the professional and personal skills and capabilities of new school leaders so they can work effectively with their colleagues and communities to further improve teaching and learning in New Zealand’s schools. While this is a
positive step for the management development of school leaders, there needs to be a similar induction programme designed specifically for middle managers. In this study middle managers clearly voiced their concerns about the lack of an induction programme and ongoing mentoring to fulfil their role. A national induction programme will ensure uniformity across the schools. Furthermore, an induction programme for middle managers will address the areas that middle managers indicated they required support and training in to fulfil their role effectively. These areas are: induction into the middle management role; ongoing mentoring and support in the role; and appraisal that focuses on the middle management role.

2. System Level

I recommend that a framework for professional leadership for middle managers that focuses on team development and leadership be included in the Professional Standards (1999) document. The Professional Standards (1999) which were introduced as a Government strategy to develop and maintain “high quality teaching and leadership in schools and improve learning outcomes for students” (Ministry of Education, 1999, p.5), is applicable to secondary school teachers and unit holders (middle managers). Outlined in this document is a “generalised” role of the middle manager and what is missing, is the “notion of team development and leadership” that are “integral aspects of the middle manager’s role” (Fitzgerald, 2000, p. 72). Teams are a popular form of distributed leadership and a huge benefit of teams is that it allows for a division of labour (Bush & Middlewood, 2005; Cardno, 2002; Gronn, 2003). Hence, a framework for professional leadership which includes team development and leadership will address the role middle managers play in this regard so they are able to gain more clarity about their leadership role and how to develop teams.

3. School and System Level

I recommend that the appraisal process be reviewed at both the school level as well as at national level. In this study, middle managers indicated that they ‘need mentoring and assistance with appraisal’, that the ‘middle managers skill-based competencies are not specified’ and that ‘the professional standard is assumed’. The findings indicate that while in some schools appraisal focuses on the middle manager’s role, in other schools, this is not the case. This is cause for concern as appraisal is an integral part of performance management and “links to all other
elements involved in managing the performance of an organisation and the individual within it” (Cardno & Piggot-Irvine, 1991, p. 11). Appraisal is intended to benefit both the individual and the organisation and it leads to affirmation that the performance expectations are being met and areas of improvement identified (Cardno & Piggot-Irvine, 1991, p. 12). A clear appraisal system is essential for gaining clarity about the role as well as outlining a clear job description so that middle managers are able to achieve the expected performance standards. Hence, training is needed to develop the skills of appraisal and given the number of demands placed on middle managers; they are unlikely to attach a high priority to this if positive outcomes of the appraisal process cannot be seen (Adey & Jones, 1998). Furthermore, training is needed to develop the skills of appraisal so middle managers understand the process and are then able to undertake this task effectively within their respective departments and will also alleviate the issues that middle managers are currently facing, for example the issue of role definition. Appraisal needs to be relevant and consistent across the schools. While performance management systems are in place in schools, a review of the appraisal process would ensure it is being conducted properly and consistently in all schools.

4. Further Research

I recommend that further research is carried out to gather data about: the role and professional development needs of middle managers; a national induction programme for middle managers in secondary schools; and a framework for professional leadership that focuses on team development and leadership for middle managers. Further research into the role and professional development of middle managers in secondary schools will either endorse or challenge the findings of this study. Additional research methods could also be used, for example, focus groups or small group interviews to provide triangulation of the data. Ultimately, research on the role and professional development needs of middle managers will inform school leaders about the role and professional development needs of middle managers and will prompt an evaluation of the existing role and needs. School leaders may also consider adopting the suggested framework/model of management development as a starting point.
REFERENCES


Thank You for participating in this survey and contributing to a better understanding of the role and professional development needs of middle managers in New Zealand secondary schools.

This survey is intended to:

- Provide information on how middle managers perceive their role
- Identify the professional development needs of middle managers

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE sealed in the envelope provided, latest by 3:30 pm on in the appropriate box supplied.
Q 1.

a. Size of school

< 800 (1) 801 - 1500 (2) 1501 + (3)

b. Position in school

Head of Department (1) Head of Faculty (2) Other (3) (please specify)

.................................

c. Length of service

1. Years as a teacher

<5 Years (1) 5 - 10 Years (2) > 10 Years (3)

2. Years as a middle manager

<5 Years (1) 5 - 10 Years (2) > 10 Years (3)

d. How would you rate your overall level of satisfaction in your role as a middle manager?

Very Satisfied (1) Satisfied (2) Neither Satisfied nor Dissatisfied (3) Dissatisfied (4) Very dissatisfied (5)
**MIDDLE MANAGERS ROLE**

**Q 2.** Identify from the following list (by ticking in Column 1) the responsibilities/tasks that APPLY TO YOUR ROLE AS A MIDDLE MANAGER and (ticking in Columns 1-4) the AMOUNT OF TIME YOU SPEND WEEKLY on these responsibilities/tasks.

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<tr>
<th>RESPONSIBILITIES/TASKS/DUTIES</th>
<th>Tick if applicable (1)</th>
<th>&gt; 3 hours (2)</th>
<th>2-3 hours (3)</th>
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<td><strong>F. COMMUNICATION</strong></td>
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<td>1. Staff in department</td>
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Q 3. Prioritise the top 6 tasks (from the list in Q. 4) that you HAVE to do.

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b. ........................................................................................................................................

c. ........................................................................................................................................

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f. ........................................................................................................................................

Q 4. Prioritise the top 6 tasks (from the list in Q.3) that you would LIKE to do

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b. ........................................................................................................................................

c. ........................................................................................................................................

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f. ........................................................................................................................................

Q 5. What do you believe are the MAIN BARRIERS to performing your role effectively?

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Q 6. From a bicultural perspective (or if you are a Maori participant) are there any specific issues you wish to identify regarding the middle managers role and professional development needs?

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**Q 7.** Management development refers to specific professional development that enhances your performance in relation to the MANAGEMENT ROLE in your position as middle manager.

7.1 Using the categories below, please respond as fully as you can.

a. What forms of MANAGEMENT SUPPORT do you receive? (Please tick or add to this list).

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<thead>
<tr>
<th>FORMS OF MANAGEMENT SUPPORT</th>
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<tbody>
<tr>
<td>A. Induction as a middle manager</td>
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<td>B. Appraisal that focuses on middle management role</td>
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<td>C. Clear job description</td>
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<td>D. Mentoring from another manager</td>
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<td>E. Rotating responsibilities as part of succession planning</td>
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<td>F. Belonging to professional associations</td>
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b. What forms of MANAGEMENT TRAINING do you receive? (Please tick or add to this list)

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<tr>
<th>MANAGEMENT TRAINING</th>
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<td>A. In-service courses/workshops/conferences</td>
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<td>B. Other (Please specify)</td>
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(c. What forms of MANAGEMENT EDUCATION do you receive?)

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<th>MANAGEMENT EDUCATION</th>
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<tr>
<td>A. External study programmes</td>
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<td>Example: .........................</td>
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Q 8. In your view, which 6 aspects of management development do you believe are ESSENTIAL for your effective performance as a middle manager?

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Q 9. What aspects of management development is the school currently offering you?

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Q 10. What do you believe is LACKING in the management development you are currently experiencing?

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Q. 11. Please make any other comment regarding the role and/or professional development of middle managers.

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THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE
Thank You for participating in this survey and contributing to a better understanding of the role and professional development needs of middle managers in New Zealand secondary schools.

The survey is intended to:

- Provide information regarding the expectations that senior managers hold in relation to the role and professional development needs of middle managers.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE SEALED IN THE ENVELOPE PROVIDED, LATEST BY 3:30 PM ON FRIDAY, TO (DESIGNATED SENIOR MANAGER).
BACKGROUND INFORMATION

Q 1.

a. Gender
   - Female (1)
   - Male (2)

b. Years as a principal:
   - 3 Years or less (1)
   - 4-10 Years (2)
   - More than 10 Years (3)

c. Years as a principal at this school:
   - 3 Years or less (1)
   - 4-10 Years (2)
   - More than 10 Years (3)

d. Number of middle managers at this school:
   - 9 and below (1)
   - 10-15 (2)
   - 16 and more (3)

e. Size of school:
   - < 800
   - 501-1500
   - 1501+
Q 2. Identify from the following list (by ticking in Column 1) the **responsibilities/tasks** that **YOU** think should apply to the middle managers’ role; and (ticking in Columns 2-5) the **amount of time** middle managers ought to spend on these responsibilities/tasks.

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<tr>
<th>RESPONSIBILITIES/TASKS/DUTIES</th>
<th>Tick if applicable</th>
<th>&gt; 3 hours</th>
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<td><strong>J. PASTORAL RESPONSIBILITIES</strong></td>
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<td>6. Other</td>
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<tr>
<td><strong>L. COMMUNICATION</strong></td>
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<td>2. Staff in department</td>
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<td>2. Parents/employers/industry</td>
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<td>3. Senior management/ancillary staff/other departments</td>
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<td>4. Feeder schools and colleges</td>
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<td>5. External moderators and assessors</td>
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<td>6. Other</td>
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Q 3. Prioritise the top 6 tasks YOU believe middle managers are currently expected to do?

a. ..............................................................................................................
b. ..............................................................................................................
c. ..............................................................................................................
d. ..............................................................................................................
e. ..............................................................................................................
f. ..............................................................................................................

Q 4. Prioritise the top 6 tasks YOU think they SHOULD BE DOING?

a. ..............................................................................................................
b. ..............................................................................................................
c. ..............................................................................................................
d. ..............................................................................................................
e. ..............................................................................................................
f. ..............................................................................................................

Q 5. What do you believe are the MAIN BARRIERS to middle managers performing their role effectively?

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Q 6. From a bicultural perspective (or if you are a Maori participant) are there any specific issues you wish to identify?

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Q 7. Management development refers to specific professional development that enhances the middle managers’ performance in relation to their MANAGEMENT ROLE.

7.1 Using the categories below, please respond as fully as you can.

b. What forms of MANAGEMENT SUPPORT do middle managers at your school/college receive? (Please tick or add to this list)

<table>
<thead>
<tr>
<th>FORMS OF MANAGEMENT SUPPORT</th>
<th>Tick if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Induction as a middle manager</td>
<td></td>
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<tr>
<td>B. Appraisal that focuses on middle management role</td>
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<tr>
<td>C. Clear job description</td>
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<td>D. Mentoring from another manager</td>
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<td>E. Rotating responsibilities as part of succession planning</td>
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<td>F. Belonging to professional associations</td>
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<td>G. Other (please specify)</td>
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<td>....................................................................................................................................................................................................</td>
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</tbody>
</table>

c. What forms of MANAGEMENT TRAINING are middle managers at your school/college receiving? (Please tick or add to this list)

<table>
<thead>
<tr>
<th>MANAGEMENT TRAINING</th>
<th>Tick if applicable</th>
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<tbody>
<tr>
<td>A. In-service courses/workshops/conferences</td>
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<tr>
<td>B. Other (Please specify)</td>
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d. What forms of MANAGEMENT EDUCATION do your middle managers receive?

<table>
<thead>
<tr>
<th>MANAGEMENT EDUCATION</th>
<th>Tick if applicable</th>
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<tbody>
<tr>
<td>A. External study programmes</td>
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<td>Example: .................................................................................................................................................................</td>
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<td>....................................................................................................................................................................................................</td>
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<td>B. Other</td>
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</table>
Q 8. In your view, which 6 aspects of management development do you believe are ESSENTIAL for effective performance as a middle manager?

Q 9. What aspects of management development is the school currently offering middle managers?

Q 10. What do you believe is LACKING in the management development that middle managers are currently experiencing?

Q. 11. Please make any other comment:

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE