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http://researchonline.ljmu.ac.uk/id/eprint/12862/

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Development needs of Middle Managers in Higher Education Institutions: A Case Study of a Post 1992 New University in UK

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PLEASE SCROLL DOWN FOR ARTICLE

DEVELOPMENT NEEDS OF MIDDLE MANAGERS IN HIGHER EDUCATION INSTITUTIONS: A CASE STUDY OF A POST 1992 NEW UNIVERSITY IN UK

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Abstract. Development of staff by Human Resources (HR) department in any organisation is crucial to implement its strategy, operations, goals and for eventual success. Similarly, in Higher Education Institutions (HEIs) the Middle Managers (MM) are drivers who execute organisation vision, mission and contribute towards its desired attainment. MM job titles at faculty level include Deans, Head of Departments, Subject leaders and Principle lecturers/Programme leaders. However, evidenced from contemporary literature, changes and challenges transpiring in HEIs sector is influencing and generating tremendous pressures and workloads for MM to work effectively and efficiently in their respective roles. Therefore, the fortitude of this study is to explore this phenomenon and capture true MM Development Needs (DN) and propose a conceptual model. In stage one (qualitative stage), a semi structured interview protocol was derived from 2 pilot semi structured interviews and literature review theoretical model. A meso case study (sub cases and individual embedded cases) of a UK Post 1992 university was conducted with 23 semi-structured interviews lasting an hour each. 14 interviews were analysed in rich detail. The major findings depict 251 themes from the qualitative data analysis categorised under 6 main categories. To validated and cross compare the themes, 9 collected interviews were audio listened to verify and validate the findings. In summary, based on stage 1 results, there is a gap in the development programmes provided by HR in HEIs, and MM requirements. Future study in Stage two (quantitative stage), will further explore MM development needs via pilot testing a survey questionnaire in the same post 1992 HEI before disseminating it externally to 141 UK HEIs providers (Gov. UK, 2017) for validation prior to proposing the final development model.

INTRODUCTION

Based on these underpinnings from literature review, the key research problem highlighted that the current changes and challenges in HEIs are affecting MM in their roles require development and support. Moreover, Development programmes offered by HR are too generic to fit the purpose of MM role. Hence, the aim of this study is to create a conceptual model reflecting on the developmental requirements of MM working in HEIs. The project is a mixed methods study conducted in two stages. Stage one is the qualitative phase and initiated by preparing a theoretical framework devised from literature review and 2 pilot studies and assisted in preparing interview protocols (Kvale & Brinkman, 2009) for complete qualitative data collection using semi structured interviews with 12 at a post 1992 university. 23 semi structured interviews were conducted lasting an hour each. 14 interviews were transcribed line by line verbatim format and analysed as macro, meso and micro cases (Yin, 2009) while 9 interviews audio verified that validated the findings. Analysis of qualitative data was conducted to identify themes, patterns, matrices, visuals, hypothesis and comparing the results (Miles & Huberman, 1994).

Sampling population included participation by deans, head of departments, subject heads, and programme leaders. Data was administered and analysed using Computer Assisted Qualitative Data Analysis (CAQDAS). This journal paper summarises key findings from this stage of the study.

Quantitative stage 2 will devise a survey questionnaire formulated from pilot tests prior to targeting a sample size of 1500 MM participant in UK HEIs. It is desirable to gain at least 10% return rate. The scaling questionnaire will identify variables and measure the outcome conceptual model for reliability and validity (Oppenheim,1992). Research will propose a final conceptual model derived from the true needs of middle managers in HEIs and contribute to Management theory. Also, to narrow the gap existing between by HR and MM development programme provision.

Two research questions are articulated as follows:

RQ1: Whether the current developments provided by human resource department at HEIs are too generic or satisfactory for Middle Managers?

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RQ2: What the true development needs are for middle managers working in HEIs?

LITERATURE REVIEW
The UK Higher Education Institution (HEIs)

Carrying out critical review on the literature is essential in developing a systematic understanding. It provides with details into foregoing work that relates to a researchers' research question(s) plus objectives. The literature review frames the work in context by critically pondering and referencing work already undertaken. Key points emerge from the literature that require further investigation and representing them in a logically contended way. Furthermore, this process highlights on those areas where a researcher plans to provide contemporary insights (Saunders, Lewis, & Thornhill, 2016). Examining the literature on HEIs, a pyramid representation of the HEIs can be drawn under three main facets; 4 categories on type of HEIs, stakeholders and overall system. Figure 1 below illustrates the Higher Education Institution system in UK.

FIGURE 1
The Higher Education Institution System in UK
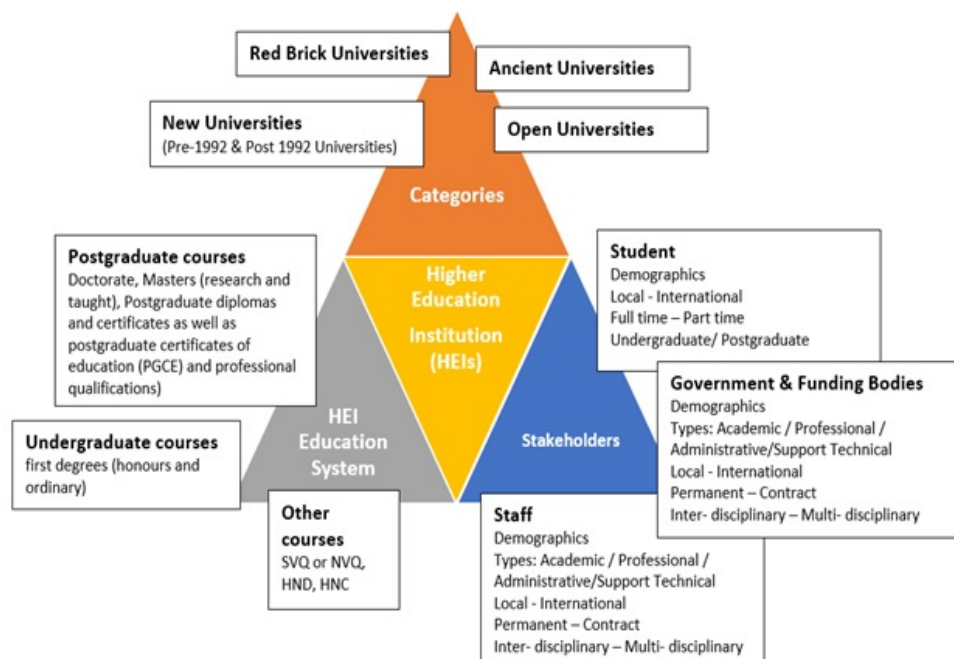
The researcher aims to investigate development needs of middle managers working in HEIs. Literature review findings revealed a key factor influencing development training in HEIs in the modern context is that new managerialism is setting enormous pressures on middle managers to perform efficiently, furthermore, this manifestation deficits in formal training and development in the MM management role (Archer, 2007; Deem, 2000). Relatively, as identified by Smith (2002) who expresses that insufficient training and non-existent job descriptions is contributing influence especially in the Chartered (pre-1992) universities. Hotho (2013) states that current changes in HEIs are subsidising in the way of academic managers teaching and research work. Therefore, measures in development for changes in roles of middle managers need to be addressed by human resources in HEIs. Moreover, Beech and Macintosh (2012) narrates that inadequacy of vivid strategic direction from senior management and communications meagre needs to be addressed in way of development and trainings. Based on these notions, there is certainly a problem with development and training the middle managers in HEIs as evident from the of literature review. A seminal study around HEIs was conducted in 1963. A commission on higher education in the UK, was chaired by Lord Robbin who issued a chronicle on enhancement and restructuring of higher education. Deliberating on the report's findings and publication, were recognised, and accepted by the government in October 1963. The report suggested instantaneous amplification of universities. Furthermore, the rising in full-time student numbers and that Colleges of Advanced Technology to be given university status (Brew, Boud, Namgung, Lucas, & Crawford, 2016; Thomas, 2014). In 1992, the system was further enhanced when polytechnics amalgamated as new modern post 1992 universities. Whereas,

in 1997, the major highpoint in HEI was the the Dearing Committee of enquiry report, that retorted to an escalating debate on the HEI milieu which delineated the increase of student numbers-initiated funding problems and some reforms were necessary to maintain the costs. This development thus introduced to charging the students for their education in years to come (Lunt, 2008). In his interesting analysis of HEIs in Browne et al. (2010) published a HE reviews titled securing a sustainable future for higher education that encompassed on the finance of HEIs. The report made endorsements enlightening that teaching within HEIs should endure finance and focusing on students (Browne et al., 2010). In the modern backdrop of UK education system, there are reportedly 141 universities under HEIs, (Gov. UK., 2017). However, transformation and challenges are taking place so rapidly in HEIs sector, that it's arduous to comprehend the entire scenario at a glance.

Perspective of Changing and Challenging HEI Environment

In an analysis of changing and challenging HEI environment, Trowler and his associates lamented that contemporary position of HEIs were influencing to mistrust in the profession, increased work-loads for academics and that collegiality was declining, moreover it was becoming a peril to self-identity, (Trowler, Ashwin, & Saunders (2014). In another major study, Vincent-Lancrin (2004) found that income pressures, shifting towards autonomy and entrepreneurialism will force HEIs to generate income. Furthermore, to this transaction, stakeholders demanded improved public management and governance in terms of accountability, transparency, efficiency, effectiveness, responsiveness and forward vision. The literature review findings have been further formulated in Table 1 below recapitulates 34 dimensions of key areas emergent from the seminal literature. The relevant authors contributing are acknowledged alongside the key themes identified. These 34 dimensions of HEIs are displayed in no explicit order.

TABLE 1
Theoretical Framework from Literature Review

Theme	Aspect/Dimension	Author
Traditional academy	Middle managers in academic roles were still rooted in the globe of old-style academe.	Hotho (2013)
Technology advances	Motivated Government contemplation on future of HEIs in technology advances e.g. E-learning	Cooke (2008)
Browne review	Highlighted on various elements including -Investment - Student choice - Widening participation - Flexible payments - Paying affordability - Part time and full-time - Learning costs	Browne et al. (2010)
Building a conceptual framework	Considerate designing a conceptual framework that theorizes on practice to supporting middle managers by making them understand and empower change management to projects in HEIs. Also, to help understand and make better-informed decision-making processes.	Birds (2014)
Ambiguity and change	Highlighted on the outcomes of - Global financial crisis - Social, environmental, and demographic change - Fast paced developments in technology - Increasing national and international competition for students, staff - Funding by HEIs.	Bolden, Jones, Davis, and Gentle, (2015)
Transformation and strains in HE and research bill	Transformation and strains based on	(Business, Innovation and Skills, 2016 a)

Table 1: Conti....

Theme	Aspect/Dimension	Author
	- Student choice	
	- Excellent teaching	
	- Smarter regulation,	
	- UK to become world leading	
	in research and innovation	
Contemporary changes experienced by middle managers	Middle managers experiencing	Trowler et al. (2014)
	-Mistrust	
	- Lack of collegiality	
	- Heavy workloads	
	- Loosing self-identity especially for academic managers	
Dearing committee report	Highlighted on student numbers increase and funding problems faced by HEIs	Lunt (2008)
Underused in institutional decision-making.	Many academics feeling ignored as a resource despite being highly educated, intellectually smart and eloquent. Also, staff feeling underused in institutional decision-making.	Bacon (2014)
Employability Fixed-term contracts	Changes to employability and more academic staff employed on fixed-term contracts	Collinson (2004)
Future planning with decision-making processes	Insisted on combining future planning with Decision-making processes; so, as to harmonize HEIs and challenging leaders	Jonasson (2008)
Inadequate training and non-existent job descriptions	Expressed that insufficient training and non-existent job descriptions were a deterrent factor especially in the Chartered (pre-1992) Universities thus causing stress. Also, middle managers in the statutory (post-1992) universities highlighted a fundamental problem was scale of the role in terms of department size. A consensus that departments were too large to be managed successfully by one individual	Smith (2002)
Innovations and disruptions	Lamented that there is too much innovation and disruption in HEIs	Chater (1998)
Student populations and demographics	Highlighted on factors such as:	Altbach, Reisberg, and Rumbley (2009)
	- Size	
	- Locations	
	- Genders	
	- Changes in student type	
	- Variations by region and international student mobility	
Lack of formal training for middle managers	New bureaucracies in HEIs are exerting high level pressures on middle managers to perform efficiently. But this lacked formal training for their management role.	Deem (2000)
	- Highlighted that current lives of middle managers involved long extended hours packed with meetings, high paperwork and a continuous search for surplus resources.	
	- Audit culture at the departments	
	- Rising student numbers and tensions between teaching and research.	
Leadership styles and approaches	Suggested that different leadership styles to effective leadership in HEIs must ensure leaders and managers to retain certain skills and criterion	Bryman (2007)
League tables and rankings	That the current HEIs strategies are driven by a desire to be at or near the top of rankings and league tables in a global market	Cowen (2007)

Table 1: Conti....

Theme	Aspect/Dimension	Author
Misunderstanding of role meaning	Suggested that the role of an academic middle managers is still a misunderstood and that the meaning of role of the academic middle manager still gravitated between managerialism and collegiality	Rudhumbu (2015)
New managerialism	- Middle managers are under new managerialism and seen as entrepreneurial leaders. - Requirements to adopt techniques and practices of private sector counterparts to lead in the distribution of innovative public services and culture change	Currie, Humphreys, Ucbasaran, and McManus (2008)
New Public Management	New Public Management	Hood (1991)
New Universities formed	In 1960s after the Robins Report	Thomas (2014)
Policy changes	Government and internal HEIs policies changing rapidly.	Stanfield (2011)
Quality Assurance	Quality Assurance in UK higher education	Hoecht (2006)
Rewards, teaching and research in bureaucratic structures	- Highlighted that pressures associated with being an academic middle manager outweigh the perceived rewards of the position in HEI today. - Head of departments (HODs) are taking on an amassed amount of management and bureaucratic work at the expense of their teaching and research in the HEIs	Floyd (2012)
The current role of middle managers	- Showcased that after several decades of research examining the and organizational change processes, no governing theoretical approach has emerged to justify for the pragmatic phenomena. - Tensions and unclarity in the middle manager role are played out in modern public services, especially across different organizational types.	Conway and Monks (2011)
Roles and careers	Changing academic and professional roles	Middlehurst (2010)
Scenario planning	- Scenario planning to evaluate future possibilities to be harnessed.	Sayers (2010)
Structures of HEIs	Regulations and governance	Kubler and Sayers (2010)
Scenario planning	- Stressed that scenario planning to assist institutional leaders and managers to think on future opportunities and foresee challenges in dynamic environment.	Huisman, De-Boer, and Botas (2012)
Scrutiny on public funding	Accountability and transparency	Watson (2011)
Strategy and Communication	- Lack of clear strategic direction from senior management - Poor communications are other factors that requires human resource department to address by means of trainings and development.	Beech and Macintosh (2012)
Student academic experience	- Stressed on National Student Survey (NSS) (a body that provides a recognized set of information which drives and monitors improvement in the student academic experience and helps prospective students make informed choices).	National Student Survey (2016)
Accountability and transparency	Spreading pressure for HEIs to generate income. Stakeholders demanding better public management and governance - Defined by accountability, transparency, efficiency, effectiveness, responsiveness, and forward vision	Vincent-Lancrin (2004)
BIS, higher education and research bill	- Highlighted that competition and choices promoted social mobility, boost productivity in the economy, ensure students and taxpayers receive value for. - Safeguarding institutional self-sufficiency and academic freedom, profit from excellent teaching that supports their future productivity.	Business, Innovation and Skills (2016 b)

RESEARCH METHODOLOGY

The term research methodology is generally understood to mean to the theory of in what way research should be embarked upon. Additionally, it includes dimensions such as the theoretical and hypothetical assumptions to which research is based. It also, considers the insinuations of the facets to the method or methods adopted (Saunders et al., 2012). This research project is based on this sequential analogy.

Research Philosophy

Research philosophy is defined as amplification of knowledge by a researcher based on following fundamentals. Ontology represents the re-searchers' interpretation of the nature of reality or being; Epistemology emphasizes on researchers' perspective regarding what constitutes acceptable knowledge and Axiology focuses on re-searchers' assessment of the role of values in research carried out.

Positivism is defined as the epistemological viewpoint that supports operative with an observable societal reality. The prominence is superiorly placed on the systematized methodology to empowers reproduction, and the results can be statute-like generalizations related to those in the field of tangible and natural sciences. However, researchers commission one of the various types of methodologies that are based on the enhancement of comprehension and nature of that knowledge in relation to research (Hussey & Hussey, 1997; Saunders et al., 2012). Though there are several forms of philosophies as seen in the research onion above, the initial Research Philosophy for initial stage of project is based on the positivist approach of step-by-step scientific methodology of exploring contemporary literature review, that built on theoretical framework and identified the emergent themes. The philosophy, precedingly embarks on a pragmatic stance in where research is based on practical rather than theoretical considerations. Hence, data collection techniques to be used include both quantitative and qualitative approaches amidst the ontology aspects of exploring external environment to best enable answering of research question/s. This includes harnessing values in construing findings by implementing objective and subjective points of investigation through conducting semi structured interviews and synthesizing and justifying it with the literature through techniques and procedures. Generating a conceptual model, validating the model internally with a set of different middle managers in-order to test and validate the model. Precedingly, developing a main case study from individual cases and developing a conceptual model to be tested for appropriateness, reliability and validity via a pilot studies internally before main survey. Thenceforward, conducting an exploration and validation by survey questionnaire extended to external HEIs.

TABLE 2
Research Methods, Techniques, and Strategies Table

	Research Method	Research Method	Research Method	Research Method	Research Method
Research Objectives	Stage 1 Qualitative	Stage 1 Qualitative	Stage 1 LJMU Case study-Individual cases	Stage 2 Quantitative	Stage 2 Quantitative Questionnaire
	Pilot Study	Semi Structured Interviews		Pilot Study and fully completed	Survey
	($n = 2$)		Main ($n = 1$)		
					External HEIs
		($n = 12$) + ($n = 9$)	Sub cases	Feedback Forms	($n = 1500$).
			($n = 12$) + ($n = 9$)		Expected fully
				($n = 10$)	completed survey questionnaire forms
		Kvale and Brinkmann (2008)	Yin, 2009); Yin, 2011)		($n = 150$) - 10% return rate
					Statistical Package for the Social Science SPSS (2017)

Table 2: Conti....

	Research Method	Research Method	Research Method	Research Method	Research Method
1.2 Pilot semi structured interviews with HR development provider and Emiretus professor and literature review influenced theoretical model.	●				
2. A main case study of an individual UK Post 1992 University was conducted with 23 semi-structured interviews (sub cases and individual embedded cases). 12 interviews analysed in rich detail. To validated and cross compare the themes, 9 collected interviews in future are to be audio listened to verify and validate the findings of qualitative data. Evaluate and merge the emerging themes, patterns and variables. Data analysis using Miles and Huberman (1994) grounded style theory. Data Management in Nvivo 11.	●	●			
Develop conceptual model.			●		
Design Questionnaire from the stage 1 findings. Pilot study the questionnaire with internal MM participants. Validate the established conceptual model externally with other HEIs providers. Data management and administration for survey questionnaire pilot and main studies accomplished in Bristol Online Survey.				●	●

FIGURE 2
Research Flow Diagram
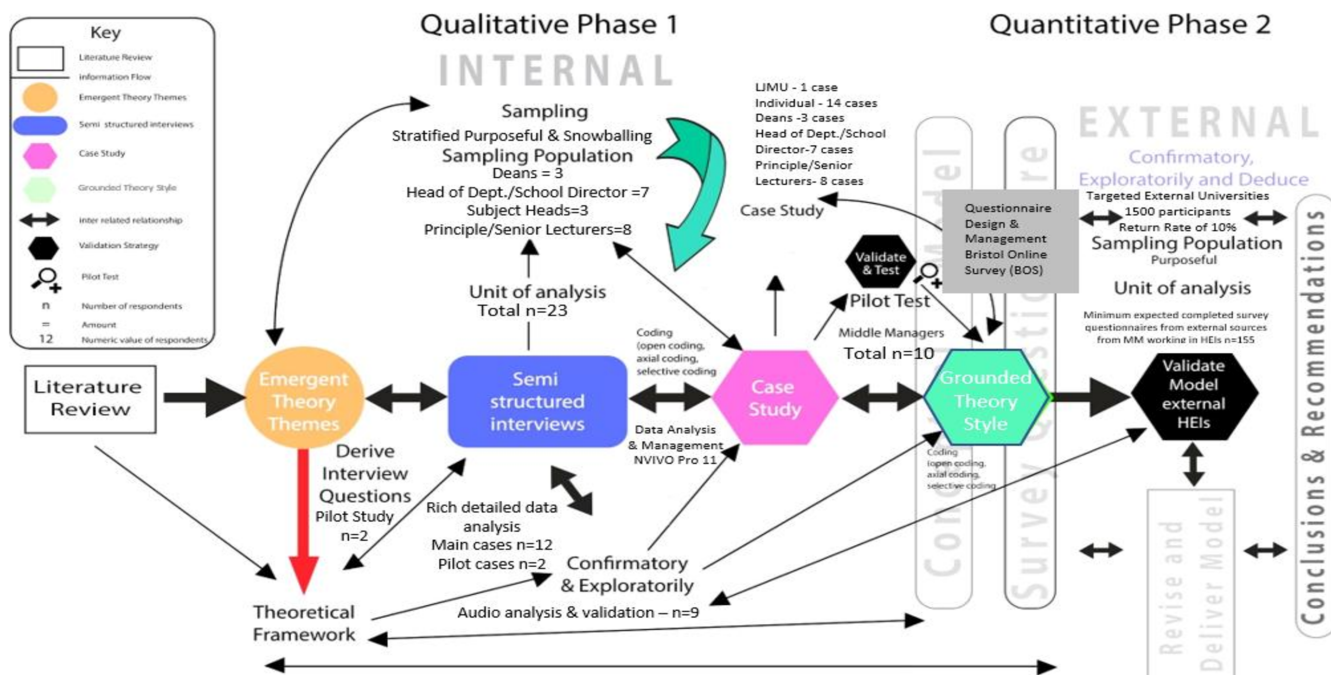
Research Flow Qualitative and Quantitative Phases
In the above diagram, the entire logical research flow and procedures are expressed for the all-encompassing project, highlighting the drivers for both the phases during the qualitative and its outcomes.

TABLE 3
Detailed Information on Data Sampling

Sample Size (Total Middle Managers 124)	N = Number of Respondents
Qualitative	
Pilot study	2
Main study-cases/subcases	12
Validation study-cases/subcases	9
Mm Total	23 (18.55% of total population size of 124)
Male	12
Female	11
Quantitative	
Pilot study	10
Main study target	1500
Expected survey completed questionnaire MM total	150 (There are a total of 141 universities in UK (Gov. UK, 2017)
Expected male/female ratios	50:50

DATA SAMPLING
Sampling Method
Purposeful sampling evaluation is a method commonly expended in qualitative research for identifying and looking into variations of data-rich cases for maximum actual use of restricted resources (Patton, 2002).

The researcher embraced this avenue of information gathering by choosing the right participants. In interviews, data collection is an integral part of the research. The research questions to be queried need to fulfil the purpose of the activity.

Question design is very important aspect as it lays a platform for communication between the interviewer and interviewee. Thus, the process of sampling involves identifying, selecting individuals and groups of units knowledgeable and specialized in their respective areas. In our case, these were MMs and who had management experiences (Cresswell & Plano-Clark, 2011). Furthermore, detailed information on research methods, techniques, strategies and sample size are viewed in Table 2 and 3 above.

DATA ANALYSIS
Introduction
Researchers process data and information by analysing the data after its assortment. Data analysis encompasses plummeting amassed data to an orderly and manageable size. Subsequently, developing summations, assessing patterns in data, and relating statistical techniques. Scaled retorts via questionnaires and experimental instruments necessitates a researcher to develop diverse meanings, as well as to scrutinize associations among the variables (Cooper & Schindler, 2003). Consequently, these findings must be interpreted in reflection to the proposed research question. This also determines whether the results from analysis are dependable with their hypotheses and theories.

Making Initial Assessment of the Interview Data
The 12 semi structured interviews transcripts were verbatim transcribed were imported in Nvivo 11 Pro and treated as cases and classifications. The interviews lasted approximately one hour each. The participants answered 22 questions in 5 parts structures. At the completion of the interviews, student feedback was sought to improve on future work. Data exploration was investigated to make sense of the overall data a word frequency query was applied to all semi structured interviews. This technique considered the words that appeared numerous times from all sources. The grouping was set to include stemmed words before running the query. The results showed the word, length of word, the word count and the weighed percentage of the word which showed how frequent the word relative to the total words counted was. A top 15 frequent word list was prepared. The result is summarised in the Table 4 below preceded by a visual representation word cloud.

TABLE 4
Word Count Statistics (Adapted from Miles and Huberman (1994))

Word	Length	Count	Weighed Percentage%	Similar Words
Managing	8	759	1.80	Manage, managed, management, manager, managers, manages, managing
Students	8	572	1.36	Student, students, students'
Timings	7	481	1.14	Time, timely, times, timing, timings
Development	11	464	1.10	Develop, developed, developing, development, developments, develops
University	10	446	1.06	Universe, universities, university
Programmes	10	402	0.95	Programme, programmes
Role	4	385	0.91	Role, roles
People	6	369	0.87	People, peoples, peoples'
Staff	5	348	0.82	Staff, staffs
Research	8	325	0.77	Research, researcher, researchers, researching
Educational	11	320	0.76	Educated, educating, education, educational, educator
Changes	7	316	0.75	Change, changed, changes, changing
Career	6	244	0.58	Career, careers
Middle	6	244	0.58	Middle
Support	7	233	0.55	Support, supported, supporting, supportive, supports

FIGURE 3
Word Cloud Visual of the Word Frequency Query

Data Analysis Segments

The qualitative data analysis was reconnoitred by approaches and techniques developed by Miles and Huberman (1994). Below is a Table (5) created showing the data analysis stages and components that were followed namely; Data reduction, Data display and Writing conclusions.

TABLE 5
Word Count Statistics

Data Analysis Stages and Components	Data Reduction	Data Display	Conclusion
	Selecting data	Matrixes	Regularities
	Focussing data	Graphs	Patterns
	Simplifying data	Charts	Explanation
	Subtracting data	Networks	Configurations
	Transforming data		Casual flows
	Writing summaries		Propositions
	Themes		
	Coding		
	Data reduction reoccurs final report is written		

Steps Used in NVIVO 11 Pro software for Data Analysis

Miles and Huberman (1994) outline the following steps for using software during data analysis that was pragmatic in analysing the data in CAQDAS. The software selected for this exercise and data administration was in NVivo.

FIGURE 4

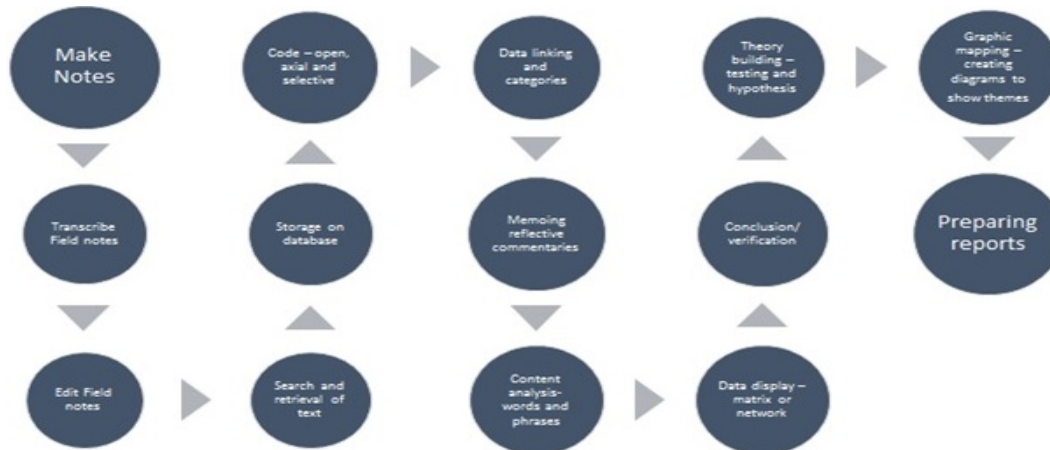**Steps for Using Software During Data Analysis, Adapted from Miles and Huberman (1994)**

TABLE 6

The 14 Cases Demographic Data, Coding Details and Feedback

Cases-Participants Main Role	Age Group	Gender	Job Defined	Nodes	References Coded	Student Feedback
MM 13 - Head of Department (HOD)	56-60	F	no	120	1401	9/10
MM 14 Dean-Prof.	51-55	F	yes	117	1259	9/10
MM 2 - Principle lecturer/programme leader	51-55	M	no	101	2671	7 / 10
MM 21 - HOD	60-65	F	yes	143	2021	8 / 10
MM 22 - Development provider pilot	-	M	-	46	333	-
MM 23 - Subject head/leader	51-55	F	no	162	1859	8.5/10
MM 3 - Principle lecturer/programme leader	46-50	F	no	88	2387	9 / 10
MM 4 Dean-Prof	51-55	M	yes	91	2242	8/10
MM 5 - Principle lecturer/programme leader	46-50	M	no	90	1599	8/10
MM 6 - Subject head/leader-Prof	56-60	M	no	113	1625	6/10
MM 7 - HOD - Prof.	51-55	M	yes	90	2566	-
MM 8 - Emeritus Prof.-pilot	66-70	M	-	67	1112	8/10
MM 9 - Principle lecturer/program leader	46-50	F	no	137	1796	8/10
MM1 - Head of Department (HOD)-Prof.	46-50	M	no	72	1963	8/10
		8M-6F	$(Y = 4)$			Mean
			$(N = 8)$	1437	24834	8.04

TABLE 7

Main Categories Codes Classification

| Name	Sources	References
Education institutions	11	150
Student events	13	321
Career trajectories	14	362
HEI changes	15	483
Challenges of HEI	14	1284
Staff experiences, Skills & Attributes	14	1396
Total		8125

The initial approach used to code the data was open coding where all the interview protocols were analysed using grounded theory of line-by-line investigation prior to axial and selective coding. Dependant on the sense and content, themes data linking occurred that produced 251 individual case nodes. This coding process applied to all 12 rich cases and interview transcripts. A total of 24,834 references were coded using this reoccurring technique and constant comparing the content and analysing the words and phrases. The 251 case nodes were further classified into 6 main categories by writing reflective commentaries and memo writing for each individual case before grouping them into 10 main categories that emerged with 8,125 references. The participants included 8 males and 6 females of which 6 were professors. All 12 interviewees' job terms were permanent in nature. Future works entails 9 audio files analysis for other middle managers to cross compare and verify the findings from the 12 in-depth interviews. Detailed Table is shown below. 12 student feedback responses were recorded with mean of 8.04 out of total 14 interviews. 2 interviewees did not respond. This verified that the questions methods, and content was internally appropriate, reliable, and valid (see Table 6 and 7).

RESEARCH MODEL DEVELOPMENT

Explore diagrams are a good way of initiating any project item and put in the elements investigated in focus. This dynamic diagram assists in displaying the associated items relevancy around the main element, which includes its connected sources, nodes, cases or relationships items. Therefore, explore diagrams for this project were implemented to great length which helped to focus and refocus on specific project items, generating new diagrams that showed all its connected items for the case entities and participants especially for project data exploration and understanding more the connections between objects. To understand the comprehensive nature of rich interviewee data, the framework matrices assisted to summarize source materials from interviews protocols in a grid fashion. The Table components explicitly showed the rows for interviewee case nodes against the columns consisting of 251 theme nodes. This method of displaying each cell in the grid represented the intersection of a case and theme hence providing summaries of the source matter applicable to individual cases and themes. To cross-Tabulate how the project content was coded for each individual interviewee and as a group. Matrix coding queries were adopted to explore and investigate related questions about patterns in the rich data. This exercise enabled to understand the contents that displayed patterns among them sources. As an example, matrix coding queries were set to compare the different demographic groups of males and females against their experiences, attitudes or disseminated on a range of issues. Key findings using this matrix coding technique showed that in hypothetic comparison, overall middle managers were satisfied with development programmes at HEIs; staff experiences, skills and attributes were major concern for middle managers with 1396 coded references; while education backgrounds were least concerns for middle managers with 150 coded references.

FIGURE 5
Sample of Explore and Comparison Diagrams from the Nodes
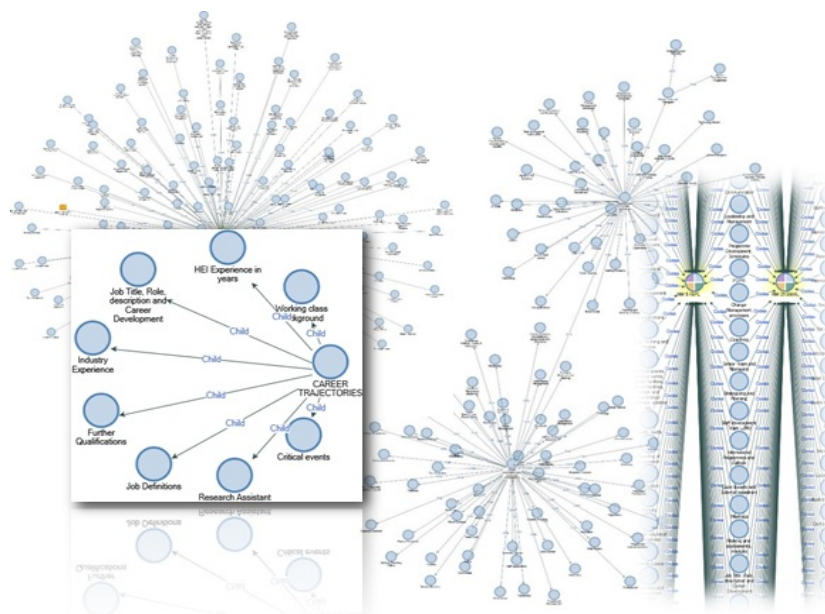
DISCUSSION

One interesting finding from the results obtained from the preliminary analysis of qualitative stage demonstrated that 10 out of 14 participants held PHD, while 1 female participant was currently undertakings hers. From the changes perspective reported by participants in the semi structured phase, all 14 participants suggested that they faced key performance Indicators (KPIs) in their job role heavily influencing them. Namely these included dimensions of Research Excellence Framework (REF), League Tables, Teaching Excellence Framework (TEF), National Student Survey (NSS), Government Bodies, Policies, Rules and Regulations. Key issues faced by 12 participants included internal policy, rules and regulations, working conditions and terms and hours. While, 10 participants reported that the working environment & government issues put more pressure on them. Subsequently, the needed more staff support and autonomous power in dealing with university issues. They called for more engagement from the HEI to enhance on their experiences. In contrast, 9 participants mentioned that league tables influence on their job role. Moreover, strategic planning and setting objectives was crucial in HEIs setting. A major trait experienced by 7 participants was the need of keeping up with technology advances especially with new software or equipment. Lastly, 6 participants mentioned development in curriculum design and complained of receiving countless of emails.

All 14 participants spoke of their career trajectories including their job titles, roles and career trajectory which impacted highly on their career trajectory. Likewise, another important finding was that all 14 participants confirmed that understanding the university structures and systems was important that required good leadership and management skills for their job role. Key issues faced by 13 participants highlighted on the accountability and reporting, and student issues while 12 participants stressed on the importance of quality projects, research, teaching, learning and more support in budgets and financial related activities. The most interesting finding was that key issues with 11 participants was balancing workloads and work-life, furthermore that bureaucracy, paperwork, administration was rising. Moreover, time management was the other challenge they faced. 10 participants mentioned that modules design, delivery, marking and assessments was a major facet to their workloads and that collegiality between staff was decreasing. 9 participants defined their job role to be highly responsible with heavy meetings and required ultimate performance. On the question of publishing research, attending conferences and seminars, this study found that these challenges affected 8 participants. Moreover, international programmes and outlook

was an important factor for creation of programmes that were to be validated, evaluated, and delivered. Hence, this challenge called for crucial decision making. 6 participants reported high job satisfaction which enhanced their problem-solving skills especially during exam boards and dealing with external examiners.

The most obvious finding to emerge from the analysis is that 14 participants all remarked on quality teaching, research and learning in which they had good support and guidance from the institute. Also, that information was crucial on matters of their job roles relative to course elements, accreditations and assignments through development courses and workshops. While 13 participants spoke of the importance of mentorship and trainings. Typically, 9 participants elaborated on the value of teamwork. Generally, to create value, 9 participants touched on the importance of stress management, good communication, people management, development via internal and external engagement. Yet 8 participants demonstrated the significance of feedback. 9 participants implied on seeking opportunities and knowledge during their career progression that motivated gave them confidence and brought a lot of loyalty in the job role. Also, the same lot inferred that their knowledge had grown probably from interaction with other staff and senior staff who acted as their role models. Lastly in the challenges section, 6 participants mentioned how imperative coaching and understanding the university culture enhanced their performance and practice.

On the part of advancement, 11 participants said they raised development matters via the Personal Development and Performance Review (PDPR) processes to the rules, procedures and regulations. 10 participants spoke of how essential strategizing and planning was paramount in the job role in preparing programme development schedules. 9 participants again spoke of the necessity of communication in reflection to development for success especially in the job role and international recruitment. 8 participants stressed that the change management and processes impacted their job and were glad about the institution staff development team who provided support. However, 7 participants suggested that more could be done in development in finance, staffing problems, information provision in induction and recruitment selection. Whereas, 6 participants highlighted on the importance of gender, discrimination, diversity, and equality.

It is thought-provoking to perceive that in all fourteen individual cases of this study, student numbers affected the middle managers relating to issues based on student satisfaction, experiences, and expectations. 11 participants underlined student behaviour, character, and ability whereas 10 participants accen-

tuated on student perception and voice. 8 participants expanded on elements on student attendance, monitoring, examinations, and results. In this respect, student requirements, admissions and programmes were another set of student issues faced by the middle managers.

Model Delivery

In conclusion, the pragmatic data from the qualitative stage has been advanced and appropriately grounded (Miles & Huberman, 1994). The constructive development model derived from the rich interview data produced theory 251 themes by using the inductive approach in where the research question is answered from the observing the empirical data, pattern matching, generating hypothesis and finally theory building (by occurring and reoccurring; related and interrelated mapping; single and multi-dichotomous correlated themes). The variables were principally categorized under 6 main core premises and individually respective code structure as shown in the Table 4 (See Appendix).

FIGURE 6
A Conceptual Model for Middle Managers Development Requirements
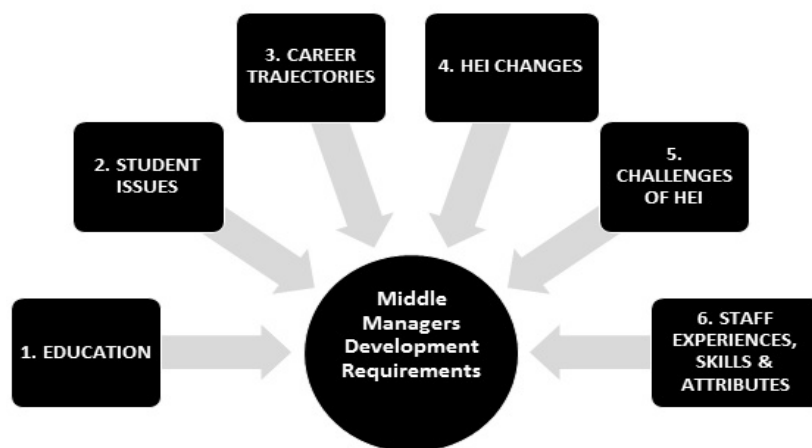
CONCLUSION

From the study so far, it can be concluded that most certainly there is a gap between the development programmes provided by HR in higher education Institutions and middle managers requirements as evidenced from the results. Gaps reported lie in the following areas of development programmes that are recommended for HR policy improvement in HEIs as a basic protocol for development of middle managers; support in education, student issues, career trajectories, assistance in understanding and implementing rules, regulations and policy in relation to succour changes and challenges in the sector, and lastly patronage of staff experiences, skills and attributes. Moreover, such gaps can be addressed by HEIs by identifying the core developmental needs of Middle managers and offered through structured programmes.

This study however had limitations of transcribing interview protocols of 9 interviewees' data out of the total 23 interviews. The technique adopted was to capture the themes from audio listening and making notes of the cohort and constantly comparing with the 14 interviewees. This perspicacious technique of verifying the data in this manner is due to the time limitation allocated for this study. Also, future work will involve designing a quantitative survey questionnaire to validate the findings from qualitative stage (refer to 4.1 Sampling) in form of a pilot study targeted for 10 completed returns. To restructure the questionnaire based on the pilot feedback before disseminating externally to 1500 participants working in HEIs. Furthermore, to analyse the findings from the expected 150 completed survey questionnaires from UK universities. To balance and closely target the gender ratios to 50:50.

This study seeks to contribute to middle management theory and narrow the gap existing in HEI management development programme provision and align with middle managers requirements via proposing structured relevant programmes to be implemented by human resources.

Future directions of analogous research can expand this research into individual categories of universities belonging to different university groups namely; Guild HE, Russell, 1994 Group, Million+ and University Alliance (Gov. UK, 2017).

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APPENDIX

TABLE 8
Nodes Categorised Under Six Main Categories

	Sources	References
1. Eduaction	11	150
Name	Sources	References
1. MSC	8	21
2. Full time or part time	10	22
3. Bachelors & professional qualifications	10	31
4. Phd	11	59
2. Student Issues	13	321
Name	Sources	References
5. Student Confidentiality	1	1
6. Student learning	1	1
7. Student thesis	1	1
8. Student visa restrictions	1	1
9. Student contact	1	1
10. Student placement	1	1
11. Student health	1	2
12. Student offences	1	2
13. Student welfare	1	2
14. Student gender split	1	2
15. Student income	1	2
16. Student practice	1	2
17. Student engaged	3	4
18. Staff to student ratios	3	4
19. Student types	3	8
20. Student classes	2	8
21. Student power	5	8
22. Student progression	5	12
23. Student attendance, monitoring, examinations and results	8	19
24. Student perception and voice	10	20
25. Student retention	5	21
26. Student Numbers increase	7	24
27. Student Grants, Fees & Loans	12	25
28. Student character, ability, behaviour, issues development	11	45
29. Student requirements, admissions & programmes	8	47
30. Student support, satisfaction, experiences and expectations	12	58
3. Career Trajectories	14	362
Name	Sources	References
31. Working class background	4	5
32. HEI experience in years	13	17
33. Critical events	10	19
34. Job definitions	11	19
35. Research assistant	11	20
36. Industry experience	11	24
37. Further qualifications	11	33
38. Job title, role, description and career development	14	195

Table 8: Conti....

	Sources	References
4. HEI Changes	15	483
Name	Sources	References
39. Local councils	1	1
40. Franchising	1	1
41. Branding	1	1
42. Demographics	1	1
43. Commissioning	1	1
44. Degree apprenticeship	1	2
45. Reporting of progression	2	2
46. Graduation	2	2
47. Staff Power, issues, experiences	1	2
48. Outcomes	1	3
49. Curriculum design	6	7
50. Quality audits	2	7
51. Widening participation	4	8
52. Competition	5	9
53. Salary grades	5	10
54. Vocational career	1	12
Name	Sources	References
55. Pre-university	2	15
Name	Sources	References
56. A-levels	1	2
57. BTEC	1	3
Name	Sources	References
58. Emails	6	16
59. Technology advances	7	19
60. Planning, objectives, goal setting	9	20
61. Working conditions, terms & hours	12	21
62. More pressure	10	22
63. League tables, media	9	25
64. Environment & government	10	31
65. Policy, rules and regulations	12	41
66. KPI (TEF, REF, NSS, QAA, Surveys)	14	73
67. Staff support, power, issues, engagement, experiences	10	90
5. Challenges OF HEI	14	1284
Name	Sources	References
68. Transparency	1	1
69. Dictatorship	1	1
70. Entrepreneurship	1	1
71. Staff leave	1	1
72. Community	1	1
73. Intellectual capabilities	1	1
74. Institution racism	1	1
75. Care Quality Commission (CQC)	1	1
76. No recognition	1	1
77. Counselling	1	1

Table 8: Conti....

	Sources	References
78. Politics	2	2
79. Referrals	2	2
80. Government	2	2
81. Isolation	1	2
82. People personalities	1	2
83. Maternity leave	2	2
84. Absent leave	1	2
85. Staff numbers	1	3
86. Female senior management	1	3
87. Increase volume of programmes	2	3
88. Sick leave	1	3
89. Public	1	3
90. Short term contract	2	4
91. Agenda driver, hardworking	3	4
92. Complaints	2	4
93. Graduate school	1	5
94. Legal issue	1	5
95. Documentation	3	6
96. Staff behaviour	1	6
97. Time tabling	3	7
98. Work allocation model	4	7
99. Deadlines	2	7
100. Family life	4	7
101. Supervising	3	7
102. Professional services	3	7
103. Academic calendar, framework	4	8
104. Rewards- no rewards	9	11
105. Problem solving	6	13
106. Job satisfaction	6	14
107. Exam boards and external examiners	6	15
108. Discipline, redundancy and reporting	9	16
109. Decision making processes	8	20
110. Promotions	9	21
111. Publishing Rrsearch, conferences, seminars	8	21
112. International programmes and outlook	8	23
113. Meetings	9	23
114. Balancing workloads & work life	11	26
115. Responsibility	9	26
116. Education system, teaching	2	28
117. Departments Restructuring & Performance	9	29
118. Validation, evaluation and programme delivery	8	33
119. Time management, timing	11	34
120. Collaboration, peer group and collegiality	10	35
121. Marking and assessments, modules	10	37
122. Bureaucracy, paperwork, administration, tick in box	11	38
123. Accountability, Reporting, PhD students, completions & monitoring	13	46

Table 8: Conti....

	Sources	References
124. Faculty	10	58
125. Budgets and financial resources	12	69
126. Higher Education Funding Council for England (HEFCE)	7	14
127. Generate income	11	29
128. Course work	13	80
129. Quality projects, research, teaching, learning	12	132
130. University, structure, system, vision, mission, framework, mergers, benchmarks, academic registry, health and safety, Faculty management team	14	140
131. Leadership and management	14	152
Name	Sources	references
132. Micro management	1	1
133. Leadership and management priorities	1	1
134. Leadership style	1	2
135. Risk management	1	2
136. Situations management	1	3
137. Line management	3	7
138. Resource management	9	18
6. Ataff experience, skills, & attributes	14	1396
Name	Sources	References
139. Stock control	1	1
140. LJMU teaching fellow	1	1
141. Readership	1	1
142. NMC-Nursing and Midwifery Council	1	1
143. Staff appreciation	1	1
144. Referrals	1	1
145. Programme management	1	1
146. Academic misconduct, plagiarism	1	2
147. Focus groups	2	2
148. Innovation	2	2
149. Diplomacy	1	2
150. Voluntarily participation	2	2
151. Director of studies	1	2
152. Making mistakes	1	2
153. Programme postural proforma	1	2
154. Block bookings	1	2
155. Principle fellow of Higher Education Academy (HEA)	1	3
156. Reading	1	3
157. Governing bodies	2	3
158. Interviews	3	3
159. Honesty	2	3
160. Guide-hand books	1	3
161. Shadowing	4	4
162. Bespoken courses	4	4
163. Data protection	4	4
164. Neuro-Linguistic Programming (NLP)	1	4
165. National teaching fellow	1	4

Table 8: Conti....

	Sources	References
166. Attitude	3	5
167. Expectation management	4	5
168. Committees	3	5
169. Enterprise	4	5
170. Tutorials	4	5
171. Professional	3	6
172. Internationalisation	5	7
173. Business oriented	3	7
174. Negotiation	3	7
175. Forum	5	7
176. Marketing	5	8
177. Human resources	5	8
178. Consultancy	5	9
179. Stress management	9	10
180. Project deliverables	5	10
181. Role models	7	11
182. Culture	6	11
183. Performance management	6	14
184. Feedback	8	15
185. Decision making	7	16
186. Coaching	6	16
187. Opportunity seeker	7	17
188. Knowledge transfers	7	17
189. Best practice	6	17
190. Confidence building, loyalty & motivation	7	21
191. Value bound	9	22
192. Career progression	7	23
193. Communication	9	24
194. Internal & external engagement	9	30
195. People management, development	9	33
196. Mentorship	13	37
197. Team work	11	37
198. Trainings	13	51
199. Teaching, research and learning	14	77
200. Support & guidance	14	81
201. Course elements, accreditations, assignments and information	14	97
202. Development courses, workshops	14	537
203. Relationships	1	1
204. Noise levels	1	1
205. LFHE & AUA	2	2
206. IT skills	2	2
207. Ethics	2	2
208. MPhil to PhD transfers	2	2
209. Crisis handling	1	2
210. Job applications	2	2

Table 8: Conti....

	Sources	References
211. Absence management	1	2
212. Mediation	2	3
213. CPD	3	3
214. TLA LJMU	2	4
215. Graduate School	2	4
216. Disability	3	4
217. Health and safety	2	5
218. Academic writing	3	5
219. leadership foundation	4	6
220. Annual Staff Survey	4	6
221. HEA	4	6
222. Critical thinking and review	3	6
223. Estate maintenance & management	2	6
224. Building maintenance	1	1
225. Accommodation	1	1
226. Practical spaces, practice suites, sports facilities, dance facilities, design and Technology workshops, science lab,	2	3
227. ILM	2	7
228. Junior managers	5	7
229. Handling discipline	4	7
230. Research bids	4	7
231. Teaching and learning academy	5	7
232. AURORA women leadership	4	7
233. Staffing problems	7	8
234. Research supervisors	2	8
235. Technology based	4	9
236. Data driven, analysis, security	3	9
237. Handling grievances	5	10
238. PhD/writing	2	12
239. Change management, processes	8	13
240. Networking	4	13
241. Recruitment selection	7	14
242. Information and inductions	7	16
243. Finance	7	17
244. Staff development team LJMU	8	18
245. Communication, success, failures, sharing	9	19
246. International recruitment	9	20
247. Gender, discrimination, diversity and equality	6	21
248. Rules, procedures and regulations	11	22
249. PDPR	11	26
250. Programme development, schedules	10	44
251. Senior team and managers	11	87