

ABSTRACT

The Enactment of Middle Managers' Roles in the Administration
of Secondary Schools in an Education District
in The Republic of Trinidad And Tobago

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This study explored the enactment of middle managers' roles in the administration of six secondary schools in an education district in the Republic of Trinidad and Tobago. It explored middle managers' roles from the perspectives of principals, middle managers (Heads of Department [HoDs] and deans) and teachers.

The design of the study is a concurrent mixed methods research that is qualitative dominant. It is a multi-site case study. Data were collected from three government secondary and three denominational secondary schools in one education district. The sample for the quantitative methodology comprised of 6 principals, 60 middle managers (30 HoDs, 30 deans) and 80 teachers. For the qualitative methodology, the sample comprised 6 principals, 24 middle managers and 67 teachers. Data were collected using questionnaires and semi-structured interviews. The study's conceptual framework is a combination of role theory and distributed leadership. Descriptive and inferential statistics were used to analyse the quantitative data while thematic analysis was used for the qualitative.

The findings suggest that HoDs and deans performed more administrative roles than leadership. Middle managers held a higher perception of the performance of their roles than principals and teachers. Middle managers were unable to enact their roles because of many factors (i.e. lack of training, role ambiguity, role conflict). Therefore, they were not the best candidates for the job as deemed by the Teaching Service Commission.

Keywords: René Jerome Wihby; Middle Managers; Heads of Department; Deans; Distributed Leadership; Role Theory