



MIDDLE-LEVEL MANAGEMENT FUNCTIONS AND UNIVERSITY POLICIES IMPLEMENTATION IN UNIVERSITY OF JUBA, SOUTH SUDAN

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ABSTRACT

The purpose of the study is to examine the relationship between university middle-level management functions and university policies in the University of Juba, South Sudan. The categories of university middle management included: Deans, Principals, Directors, Librarians, Heads of department and Academic Registrars. A cross sectional design and quantitative approach was used for the study in the philosophy of post-constructivism. A sample of 375 respondents were collected using a self-administered questionnaire, validated and analyzed using SPSS version 23 measuring “r” with Pearson’s Linear Coefficient of Correlation (PLCC) and interview guide using the objective as theme. The findings of the study indicated that university policies contributed 45% to performance of university middle management, the remaining 55% is explained by other factors. The calculated r of 0.672 at 0.01 and 0.05 level (2tailed) meaning there is a strong positive relationship between middle-level management functions and their implementation of university policies. Thus, this study indicated that there is a positive relationship between university’s middle-level management and university policies. The study concluded that university middle management is an influential factor of university policies in the University of Juba.

Key words: *University middle management, University Policies, duties/roles and competencies.*

INTRODUCTION

This study on university middle management is of great importance because globally, universities are increasingly struggling to offer quality of education due to declining state of managerial status of a university, funding, new technological developments and increased market pressures (Hauwa, 2012, Ogbogu, 2013). The functions of middle level management are ,but not limited to the following:1. Middle level management interprets the policies of the company. 2. It is the responsibility of the Middle Management to prepare organizational set up in their department. 3. They issue orders to the subordinates and others in their department, 4. Middle level management motivate the personnel for higher productivity.These aforementioned roles or functions in managing a university are not taken for granted on how university middle-level management contribute in addressing issues of quality of education in a university. Very little is researched about the university middle-level managers who are powerful in terms of administrative systems and decision processes in the university education sector (Shibru,Bibiso& Ous man,2017). In order to understand their roles or work and knowing what enables or constrains them, it is necessary to look at university middle management, roles, generic duties and competencies in enhancing quality of education.

Literature Review

The literature available reveals that improving quality of education is depending on policy agenda (Hauwa, 2012, Ogbogu, 2013). In definition policy refers to a plan or course of action linked to a government body, a political party or a business organization with intention of influencing actions, determining decisions and other matters (Hauwa, 2012, Ogbogu, 2013). In relation to the university policies are documents stating university's position on a particular issue and includes procedures for compliance (Hauwa, 2013). University policies in general and in education in particular are several. They are policies for investment, budgets, for technology investment, for infrastructure, for academic staff payments and incentives, for scholarships and student loans, human resource, sports, fees and tuition and vouchers for mechanisms of university management (OECD, 2004, Mande, 2015). All the above-mentioned policy documents guided the university operation so that the university directed into right was of management.

Basing on the nature of the university policies described above, they need to be implemented well. In this regard, this study argues that university middle management being a sector of management that has direct coordination with top management needs to be responsible in implementing the university policies within various departments in the university. This is because university middle management has control over the function of the day to day running of departments which implies and continually monitors the implementation of policies that affect the functions of the departments and entire university (Mande, 2015).

Additionally, university middle management is responsible for specific departments in the university and primarily concerned with implementation of policies, plans and strategies (Ivancevich & Matteson, 1999). In the same tone, OECD (2017, 2021) cited that, the university middle management transmits out the university policies through the system of committees such as council and senate in enhancing quality of education in a university. It is paramount for university top management to know that a university is complex institution that has to take a variety of decisions and choices which make university activities even more complex as the needs; expectations, requirements of students, staff and society. These place good university policies as enhancers of quality of education.

Equally, (Wellman, 2011, Mande, 2015) stated that, quality of education in a university depended on success of university middle management on the deal of proper implementation of university policies. For example, university finance policy guides in fund raising; budgeting, procurement, motivation of staff, teaching, research and implementation of annual plans for various

departments within a university. University policies exist to enable university middle management to ensure that departmental operations are implemented successfully in a university (Mande, 2015). For this reason, university policies are informed values and ideas directed to university middle managers to implement in a professional manner since they are enshrined in the national policy of education in a given country.

It is also posited by Naser (2014) that university policies in education define targets for departmental roles and responsibilities of individuals in management to improve service delivery to students in terms of teaching and learning. In this matter, the role of implementing university targets and strategies is the earnest responsibility of university middle management.

Similarly, Defeo, Berman & Hirshberg (2021) cited that university policies can lead to efforts to improve university performance when they are well implemented and well managed. These require increasing knowledge and skills of university middle management to enhance development of academic staff and students in a university for the benefit of societal growth and development (Oyelola, 2015). Equally, it is argued that, the government determines the goals and standards for the quality of university education in a country (Oyelola, 2015). However, the position of university middle management play key role in implementing the university policies in order to acquire quality of education in a university.

On the other hand, university policies enable transparency, openness, responsibility and accountability (Wellman, 2011). If university policies are not well designed, it is observed it may bring mistrust and misunderstanding and may lead to collapse of quality of education in a university. Success of university middle management depended to great deal on university policies. This is because, such policies guide in fund raising, budgeting, procurement and motivation of staff, teaching, research, and implementation of annual plans of a department. For this matter, university policies play important role in supporting success in enhancing quality of education (Wellman, 2011). Similarly, Shibrub (2017) posited that quality and successful operation of a university is broadly acknowledged in the role played by university middle managers, the colleges or departments are to produce the best possible outcomes for the quality of education to their stakeholders.

On the other hand, Templeton (2021) posited that university middle management oversee students' services program and charged with implementing university priorities, policies and mandates. Contrary to the distance that exists between other university managers on campus, university middle management is uniquely juxtaposed to students, often in day-to-day exchanges with them and directly influencing the climate through which students navigate. University middle management charged with leading programs, departments and subdivisions within the university.

It is was also noted that, university policies and procedures play a significant role in the mission accomplishment in the university, university middle management is ultimately responsible for implementation of such policies and procedures (Shibrub, 2017). Effective university middle management is required to use problem-solving processes, maintain group effectiveness and develop group identification. It should also be dynamic, passionate, have a motivational influence on other people, be solution-focused and seek to inspire others. The most significant function of university education relies on university middle management leadership, effectiveness in creating a pleasant teaching environment for faculty and in providing students with quality of education they deserve (Shibrub, 2017).

University Middle Management Generic Functions

Managing staff in departments is a crucial duty that university middle management perform. It is a driving force behind any university quality performance and the key to improve the quality of the learning process (Maboe, 2013). However, Ofsted (1995) argued that, quality of education is always achieved only by accepting and implementing the process of quality assurance policy as a key part of university middle management duties and responsibilities. This is because the quality assurance policy can enable university middle management monitors and evaluates the work of staff in departments effectively as guided by the policy.

On the other hand, university middle management has to ensure that education of students in the university is promoted in a proper manner and policy procedures and in accordance with approved policies. Thus, the task of being in a university middle management role is demanding, requiring energy, drive and many personal qualities such as commitment, dedication, resilience and skills in implementing the various university policies (Maboe, 2013). He further posited that, if the university is to make improvement, university middle management has the key role in designing, developing, monitoring and evaluating these improvements. In this case, Day (2000) cited that, university middle management need to possess skills, knowledge, attitudes and values to manage departments effectively and efficiently in improving quality of education in the university.

Furthermore, Maboe (2013) cited university middle management generic duty is of monitoring activities and programmes. In this regard, monitoring is seen as checks on students' competence and the quality of learning and teaching. He articulated that university middle management play a crucial duty in developing and maintaining the nature and quality of students' learning experience, but the ways in which it does is strongly influenced by the circumstances in which it works and proper implementation of university policies. The university middle management also should show great resistance to the idea of monitoring the quality of its colleagues' work, especially in observing colleagues when teaching.

In a similar way, university middle management is the implementer of new curricula policies (Maboe, 2013). Its duty in implementing curricula is to work with academic lecturers whilst simultaneously in managing the curriculum. The curriculum cannot merely be dealt with within the four walls of the classroom. One of a university middle management role is to manage current changes taking place in any education system. Furthermore, university middle management performs a duty of Induction, mentoring and coaching (Villani, 2002).

On the other hand, it is also noted that university middle management performs an administrative duty (Clarke, 2007). This is apart from its responsibilities with regard to teaching and learning, university middle management has the responsibility to ensure effective administration throughout the university schools/colleges. It has to set up systems, policies, procedures and time-tables to enhance quality of education (Clarke, 2007). This is because university middle management manages aspects of physical facilities, finances and human resources to ensure that a conducive environment is created for quality of teaching and learning. In South Sudan the roles of university middle management in the University of Juba were officially outlined which included coordinating, planning, monitoring, staffing and controlling of university resources (HR policy, 2021).

In routine work, one of the university middle management generic duties is to conduct meetings (Krige, 2007). The main purpose of meetings is for staff to come together, to have discussions and to take decisions. During the meetings participants have to demonstrate appreciation and understanding for others and able to contribute towards the promotion of co-operation and team spirit. Meetings also serve as in-service training. Fleming and Amcsburg (2001) are of the opinion that meetings are essential to the effective operation of any university or team but that far too many meetings are unproductive or even

dysfunctional. One of the main values of meetings is situated in activities involved in the preparation and the actual implementation of duties and programmes of the university. In preparing for meetings university middle management has to draw up an agenda in consultation with the top management (Krige, 2007).

University Middle Management Competencies in Policy Implementation

There have been growing questions about the competencies of university middle management in implementing university policies in universities. More so, concerns have been raised about its abilities, knowledge and skills in managing the affairs of a university (Soutter, 2013). It is argued that excellence or quality work is always delivered by workers with excellent competencies (Chan, 2014, Soutter, 2013). This is typically people with adequate knowledge, skills and attitude towards their job and the organization they serve. In this regard, university middle management which is responsible for determining success of university education needs to be empowered in its competencies to enhance quality of education.

It is also argued that the success of a university is dependent on the ability of university middle management to gain competencies in implementing university policies (Soutter, 2013). University middle management needs to develop behaviours that are critical to successful work performance and accomplishment in a university to produce quality, adequate graduates and services they render for a given society.

Furthermore, university middle management competencies are very important because competencies go beyond any individual job. They include social relation and communication within a university (Singer and Griffith, 2010). In this regard, the university middle management bridges the gap between university top management and lower management. Similarly, competencies incorporate knowledge, skills, abilities, attitude and values that enable university middle management to successfully perform its duties in the university (Berger & Berger, 2011, Singer and Griffith, 2010).

Conversely, Floyd (2016) cites that, university middle management is a vital catalyst in identifying, developing and implementing competencies because it has insight into overall university goals, procedures and policies. It also has insight into university strengths and gaps in academic staff knowledge, skills and abilities that suggest training and development of lower management for improvement of quality of education in a university. This is especially worth with the roles of the human resource officer in the university who is responsible in accessing training needs and development of the staff to render quality and adequate services to students and the society.

Equally, Robles (2012) mentions that university middle management needs to have competencies such as leadership, people skills, creativity, innovation, teaching, coaching and problem-solving skills to enhance quality of education. Similarly, Wang and Wang (2010) suggest that, university middle management in a university should possess leadership competencies such as accountability, team building, relationship management, continual learning and conflict management. These leadership competencies will enable a university to survive and continually develop competencies such as, communication skills, persuasive skills and professional skills to boost quality of education in a university.

Furthermore, Wang & Wang (2010) cited that university middle management needs to gain competencies and skills of decision making, it has to be able to switch quickly from one role to another (from managerial to subordinate or academics or subject specialist), it has to be able to speak more than one “language” because it has to translate abstract and strategic language into concrete and operational language. This is because university middle management position and the manner in which it carries out the functions of its position-the role it plays offers it opportunity to exercise influence on quality of education in a university. After all, university middle management is quite close to academic staff and is able to see the opportunities for

collaboration where the various practices and skills can reinforce one another in providing quality of education (Kallenberg, 2013).

Additionally, university middle management position in university education requires multiple skills (Kallenberg, 2013). It is not different from middle management in other sectors or service providers. It plays important roles and responsibilities not only as implementers of directives from the top management but also as key strategic actors in a university (Mande, 2015). It is postulated by Bush (2012) that, university middle management requires commendable skills such as leadership skills, analytical skills and human relation skills in provision of quality of education in a university and holistic change for a society.

Conversely, there are complex sets of skills required for university middle management and these skills are clearly documented by Bryman (2007). He extended literature review on management in Australia, Britain and United States of America on higher education systems. He stipulated some commendable skills for university middle management which include: Sense of direction, facilitative skills, being considerate, treating academic staff fairly with integrity, being trustworthy and having personal integrity. He further articulated that, other skills include; decision making, open communication, role modelling, optimism, activism and resource management to enhance quality reputations in a department and entire university (Bryman, 2007). Some skills included, technical skills, analytical skills, conceptual skills, human relation skills, (Mande, 2015. Chapman, Bush, 2012 and Jone, 2011).

Methodology

The study employed mixed method approach. This method which is triangulation, helps in ensuring the elimination of errors caused by threats in using only one method of data collection in this study. In sequence with this method, quantitative and qualitative data was gathered using a structured questionnaire and interview guide. The use of several methods also was very useful because it was possible for the study to gain greater validity and reliability than a single methodological approach (Mande, 2015 Bryman and Bell, 2015). The study utilized a cross-sectional sample survey design under the post-constructivism philosophy. The design was deemed appropriate because according to Creswell (2011), for studies involving analysis of respondents across a wide spectrum, a cross-sectional survey design acts as the best strategy for collecting data from larger population.

Results/findings

The study sought to analyse the generic duties of the university middle management in the University of Juba. The data collected is presented in table 2 below.

The respondents were asked whether university middle management members chair meetings in their departments and the study results indicated that majority of respondents agreed (Mean = 3.91, SD = 1.046). This implies that in the University of Juba, meetings are chaired by heads of departments irrespective of their rank in the management structure. This ensures that university policies are implemented by the right people. This finding agrees with Meek et al., (2010: 45) that, the role of the university middle management including; strategic management, preparing scheme of work, monitor medium term plans, follow up curriculum and chairing departmental meetings. In practice university middle management should plan meetings well and make them worthwhile. Nxumalo (2009) noted that in order to achieve the goals and objectives of the university, university middle management should organize the following types of meetings: (i) Learning Area Meetings, (ii) Phase Meeting and (iii) Stakeholders' Meetings.

The above duties apply to most university middle managers in the University of Juba. Although the functions of university middle management vary in size and number of the staff, the overall responsibility in the function rest on the university middle management. It plays an important role in the university, such provision of professional and academic guidance to staff, formulation of annual budgets and work-plans, access staff performance, keeping student's staff and student's records, ensure that both staff and students have completed the assigned activities on time (*University of Juba Finance and Human Resource Management Guide, 2017*).

Relationship between Middle- level Management function and university policies .

Table 1: showing Pearson's' Correlations between level of Middle Management functions and Competencies in Policy Implementation

		University Middle Management	University Policies
Middle level Management functions	Pearson Correlation	1	.672**
	Sig. (2-tailed)		.000
	N	375	375
Level of competence in university policy implementation	Pearson Correlation	.672**	1
	Sig. (2-tailed)	.000	
	N	375	375
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: (Primary Data, 2021)

Correlation results in table 4 above show that there is a positive high significant associative relationship between university middle management and university policies in the University of Juba ($r = 0.672$, $Sig = 0.000$). The positive correlation implies that the positive change in university middle management results in a positive change in the University of Juba. Therefore, there is a statistical relationship between university middle management and university policies.

This finding is similar to Mande's (2015) argument that, even though all university middle management handles finances, policies of approaches differ from university to university. However, improving quality of education in a university does not only depends on the financial policy and funding but also on good implementation of the quality assurance policy which included the components of accountability, audit, accreditation and research in order to promote of quality of education in a university. This finding is in line with Singer and Griffith (2010), finding which revealed that university middle management competencies are very important because competencies go beyond any individual job and relate to policies set by the university. They include social relation and communication within a university which was measured too. In addition, Tibamwenda (2010) illustrates that communication skill competencies as measured in this study, by comparing it with veins in a human body which transport blood and oxygen to all parts of the body. Similarly, Boateng (2012) cites that communication skill competency is important in a university in the sense that it is the process by which the function of management is accomplished. It makes it possible for academic staff in a university to send and receive information in order to carry out their assigned duties and responsibilities in enhancing quality of education.

This finding is supported by Bush (2012) that, university middle management requires commendable skills such as leadership skills, analytical skills and human relation skills in provision of quality of education in a university and holistic change for a society.

More so, respondents were asked whether university middle management possess broad overview of university education, the study results show that, most of the respondents agreed (Mean =3.70, SD = 1.050). This implies that members of university middle management have all the knowledge about the academics of the University of Juba. This ensures a smooth running of education programs at the university. This finding concurs with Floyd (2016) who cited that, university middle management is a vital catalyst in identifying, developing and implementing competencies because it has insight into overall university goals. It also has insight into university strengths and gaps in academic staff knowledge, skills and abilities that suggest training and development of lower management for improvement of quality of education in a university.

Furthermore, respondents were asked whether university middle management ensures that best practices are espoused within the university and the study results show that majority of the respondents agreed (Mean = 3.74, SD =1.115). This means that it is a duty of university middle management to make sure that, best practices are adopted so as to run university programs. Similarly, Wang and Wang (2010) suggest that, university middle management in universities should possess leadership competencies such as accountability, team building, relationship management, continual learning and conflict management. These leadership competencies will enable universities to survive and continually develop competencies such as, communication skills, persuasive skills and professional skills to boost quality of education in a university.

Likewise, respondents were also asked whether university middle management has problem solving skills and the study results indicate that, most of the respondents were uncertain (Mean = 3.48, SD = 1.258). Since majority were not sure, it means that not all university middle management members have problem solving skills. However, Robles (2012) emphasizes that, university middle management needs to have competencies such as leadership, people skills, creativity, innovation, teaching, coaching and problem-solving skills to enhance quality of education.

Similarly, respondents were furthermore asked whether university middle management members possess effective supervisory skills and the study results indicate that, most of the respondents agreed (Mean = 3.68, SD = 1.135). This means that members of university middle management at the University of Juba are excellent supervisors. They supervise both middle and lower management to ensure that university policies are put in place. This finding is in line with Bush (2012), who articulated that, it is always important for university middle management to embrace the following skills: Technical skills, human relation skills and conceptual skills. Technical skills are all about knowledge and proficiency in a specific type of work.

Nevertheless, respondents were also asked whether university middle management members are skilled in planning and the study results indicate that most of the respondents agreed (Mean = 3.77, SD = 0.991). This implies that members of university middle management at the University of Juba possess planning skills. They draw plans on which most of the university programs are run. This finding resonates with Earley and Weindling (2014), Mande, (2016), that university middle management does many roles which include: Planning, coordinating, motivating, monitoring, implementing and reporting to university stakeholders. This is because management in general has cultures and structures which facilitate university middle management roles central to the effectiveness of the whole university.

Also, respondents were also asked whether university middle management members are very co-operative to all staff and the study results indicate that, most of the respondents agreed (Mean = 3.69, SD = 1.099). This means that members of university

middle management work hand-in-hand with fellow university middle management members and those from lower and top management to ensure a smooth implementation of university policies for promoting quality of education in the university.

The respondents were further asked whether university middle management has good leadership skills and the study results revealed that, most of the respondents agreed (Mean = 3.62, SD = 1.072). This means that members of university middle management are excellent leaders and most of the heads of departments of the University of Juba are from university middle management. As stated by Sadowky, (2015, Mande, (2015), a university middle management who is a leader in specific subject area has both leadership and managerial responsibilities in improving quality of education. The managerial roles included; managing finance, human resources and assuming a strong leadership role in enhancing quality of education.

Equally, Wellman (2011) and Mande (2015), stated that, quality of education in a university depended on success of university middle management on the deal of proper implementation of university policies. For example, university finance policy guides in fund raising; budgeting, procurement, motivation of staff, teaching, research and implementation of annual plans for various departments within a university. The study sought to analysis the summary model for university middle management and university polices as reflected in table 5 below.

Table 2: Showing Model Summary for University Middle Management and University Policies

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.672 ^a	.452	.450	.56200
a. Predictors: (Constant), University Middle Management				

Source : (Primary Data, 2021)

The regression results as presented in table 2 above show the adjusted R square value is 0.450; it implies that 45% of university polices is influenced by university middle management; the remaining 55% of university polices is explained by other factors. This thus means that there is a relationship between university middle management and university polices at University of Juba. This finding is in line with Mande (2015), who noted that university polices exist to enable university middle management to ensure that departmental operations are implemented successfully in a university. Relatedly the study sought to establish the simpler linear regression between university middle management and university polices. The statistical data is presented in table 3 below.

Table 3: Simpler linear regression between University Middle Management functions and University Policy implementation.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	97.021	1	97.021	307.175	.000 ^b
	Residual	117.812	373	.316		
	Total	214.833	374			
a. Dependent Variable: University Policies						
b. Predictors: (Constant), University Middle Management						

Source: (Primary Data, 2021)

Results of the study in table 3 above indicate that the regression model predicts the dependent variable significantly well. There is a statistical significance of the regression model indicated by $F(1, 373) = 307.175$ and $P=0.000$ which is less than 0.01. This is also supported by the regression mean square value of 97.021 compared to the residual mean square of 0.316 which is significant to zero. This implies that there is a positive high relationship between university middle management and university policies in the University of Juba. This finding is in agreement with Naser (2014), finding which revealed that policies in university education particularly define targets for departmental roles and responsibilities of individuals in management to improve service delivery to students in terms of teaching and learning. In this matter, the role of implementing university targets and strategies is the earnest responsibility of university middle management. The study further analysed coefficients of university middle management and university policies implementation, as reflected in table 7 below.

Table 4: Showing Coefficients of University Middle Management and University Policies

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.573	.163		3.512	.000
	University Middle Management	.779	.044	.672	17.526	.000

a. Dependent Variable: University Policies

Source: (Primary Data, 2021)

Results from table 4. give t values and Beta. The t-values test the relationship that the coefficient is different from 0. To reject this, you need a t-value greater than 1.96 (for 95% confidence). The t-value for university middle management is 17.526 which is greater than 1.96. This implies that university middle management influence university policies in the University of Juba considering a significant factor ($\text{Sig} = 0.000$). Also, the standardized beta coefficient of 0.672 imply that one unit increase in university policies is caused by 0.672 units increase in university middle management based on the equation $Y = \beta x + C$ where $Y =$ University policies (Dependent variable), $x =$ University Middle Management (Independent variable, $\beta = 0.672$ and $C =$ constant). This therefore, means that there is a statistical relationship between university middle management and university policies in the University of Juba and that a positive change in university middle management results into a corresponding positive change in university policies in the University of Juba and vice versa. This finding is in agreement with Templeton (2021), who posited that university middle management oversee students' services program and charged with implementing university priorities, policies and mandates. Contrary to the distance that exists between other university managers on campus, university middle management is uniquely compared to students, often in day-to-day exchanges with them and directly influencing the climate through which students navigate. University middle management charged with leading programs, departments and subdivisions within the university, it plays an integral role in the development of the university.

In an interview with some middle-level managers in Juba university, the question pose was; Do you think the middle level officer (deans, Hod and Directors of academic and academic unit), in your university adhere to policies and follow them? Dr X, who was a Dean said:

“We do follow policies and we are trained to make sure we implement policies in our faculties. Failure to do this will mean unproductiveness in your faculty and you may be demoted. One of my colleagues was actually chased because he

carried out some activities without minding university rules. And it was claimed that he disrespects university policies. That's how it works"

This corresponds with the fact that Middle-level staff has to be the ones driving implementation of policies in the university. Templeton(2021) also ascertained that the middle-level managers are charged with upholding the goals of university and are the main brain of university. The researcher also asked another manager if he is carrying much workload and if it affects how he responds to policies. In answer he said;

"You know that we are doing too much. We are teaching and also doing administrative work. We get pressure all the time from our top managers. They are at your neck with various datelines. Sometimes you want to ignore certain policies, but then you are monitored. You also have those vying for your well envied position, so you work extra hours. Our workload is supposed to reduce, but you move in to close some gaps. It affects following policies, but you must function in such a way that policy must be adhered to without much compromise. I should say"

It is now clear that Middle level functions is mainly policy implementation. So their functions and policies are very strongly related.

Conclusion and recommendation

The result of this study shows that there is a statistical relationship between university middle management and university policies in the University of Juba and that positive change in university middle management resulted into corresponding positive change in university policies. However, the qualitative data results indicated that university middle management plays a major role in policy formulation and promotion of quality of education in the University of Juba. Some of the key roles of the university middle management found in the study findings included: Planning, research and publication, policy design and implementation, teaching and overseeing teaching, administration, coordination of programmes and activities, budgeting, coaching and mentoring of professionals, keeping records for staff and students, income generation, social relation and communication, problem solving and leadership roles in managing the university affairs at both college and departmental levels. The researcher concluded that university middle management is an influential factor of university policies in the University of Juba. Therefore, a positive change in university middle management roles results into a positive change in quality of education and vice versa. The results of study revealed that university middle management only contributes 45% towards university policies in the University of Juba. The study thus recommends that there is a need for the university middle management to be supported by the university top management, to enhance their leadership competence so as to have the skills required to address the challenges facing the university for quality of education.

The study also recommends that, the key stakeholders in the University of Juba especially the university top management and the government need to develop and implement measures that address the institutional and personal factors limiting leadership competence development of academics at all levels, not only middle management.

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