

Stance of Institutional Heads Regarding Role of Liaison in the Management Processes for Organizational Success in the Present Educational System

Jalil ur Rehman Baloch, Asif Jamil, Umar A. Khan,
Malik A. Atta, Muhammad Ayaz

Abstract: This study examined role of liaison as perceived by the stakeholders on the basis of gender, qualification and experience in their work environment within hypothetical constructs of the present system and their amalgamation capacities. Perception of the administrative professionals or managers, regarding role of liaison in the change management and knowledge transfer processes in educational institutions remained the focal point of the study. Numbers of queries were made from administrators/managers working in government colleges from NWFP regarding the perceived role of liaison. Sample for the study was selected through convenient sampling technique. It was concluded that the entire population firmly trusts in the role of liaison in planning, risk management, mitigation contingency actions, review and record keeping activities with its sensitivity for collaborative effort to achieve the short term goals, long term objectives or the ultimate aim. Benefits, bonding and limitations of liaison role were considered for the administrators in the present rapidly changing scenario, and a strong correlation was observed upon different considered actions among the different segments of population.

Keywords: assimilation, decisive, diligence, dissemination, implementation

Introduction

It is said that in the modern era, the organizational success is dependent upon the use of unambiguous knowledge. Knowledge management is considered to be a significant and decisive source of success in the field of management as in the other fields---this is to recognize the value of fresh information, its assimilation and its application in the field---competitive viability is dependent upon innovative capability of a attentiveness like in sports (Sharkie 2003), but one must consider that learning or knowledge or education is the process through which we develop or mould the behavior of the individual to make

him a useful and acceptable personality in the practical life. So, imparting of some implicit or explicit knowledge won't be sufficient to bring change in the today's society as we are being influenced by globalization in our educational and economic perspectives and perceptions and therefore knowledge management is decisive to heighten our paradigm in education (Doz, Santos & Williamson 2001; Thurow 2000). In the recent years despite the fact that number of institutions has grown up like mushrooms in the country, but quality in education and manners is a serious issue and needs due attention as international evaluation have demonstrated repeatedly that the quality of learning in the present educational system is well below expectations, (Mullis et al, 1997, Mullis et al, 2003).

This recognized issue should guide our efforts for improvement in the quality in the coming years. The educational institutions need to keep closer liaison within the units and among the institutions to innovate means and achieve the targets. In the network theory (Techy & Fombrum 1979) liaison was considered useful for linkages between social objects over time; it was based on identifying the roles, the individuals have to play in the network. It supports the early conceptualization of the assignment for better control (Fulk & Boyd 1991; Pearce & David 1983). Imparting meaningful and practical education, practical knowledge and skill enhancement, achievement of the goals set forth for bringing change, that are not pseudo, worthless or just boaster but lasting and worthwhile, use of electronic media in the learning process and especially in the fields like sports is the latest attempt to take advantage of developments in technology to improve learning in every walk of life.(Thomson, 2000). The role of liaison in the achievement of operational success at managerial level has increased to the extent that the liaison is very helpful in rejoining the attention to complete the operations successfully. (Toh & DeNisi 2005; 2003; Aycan & Kanungo 1997).

Separation of youth from the education and its true spirit can be stopped through positive and practical activities including sports. A closer liaison among managers from different fields, areas of work, race, creed or school of thoughts can help in sharing and acquiring new and useful knowledge and necessary skill to be used during the considered or proposed change. As a resultant we see great emphasis upon effective selection and training methods in all walks of life to optimize the success of managers/administrators, but often the knowledge, skill and attitudes development needs of the workforce

contributing to the success are neglected (Vance & Paik 2006; Suutari 2002; Vance & Ring 1994). It is believed that adoption of flexible learning is the most important ground for the evolution of new educational technologies, which may be of strategic importance, as the global educational market is becoming highly competitive and commercialized. (Smith and Oliver, 2000; Bok, 2003; Attwood and Gill, 2008) Increasing political awareness is forcing political forces to accelerate the trends like increase in access to education and reduce the cost gradually and simultaneously. (Seddon and Angus, 2000; Evaline, 2004; Herbst, 2007). Pakistan is also trying to move forward in this direction but sincerity, skill and proper implementation through properly organized and liaised forces is the main draw-back in bringing visible change in the educational achievements. At the international level, after the widespread experiential and experimental work and case studies at different levels, the knowledge transfer is considered as the most important and most responsible for desperation in youth and role of regular liaison in the shape of immediate completion of the assigned task and other means for controlling exile from the education, which is the main problem in this country are considered to be of less importance (Hocking, Brown, & Harzing 2004; Harzing 2001). More stress is being placed upon students centered learning styles, which include lively, two-way, research based, autonomous and work-based learning (Browne and Shurville, 2007; Browne *et. al.*, 2008; All these efforts once again need to be closely associated and liaised in true spirit, which enhances the importance of liaison in each and every aspect of life and especially in the present global age, where every moment and every segment is under the stress of constant change. After the evolution of information technology and faster communication due to development in networking, it is thought that these provide sophisticated communication capabilities which are in accordance with the requirements of teaching learning processes and the technological solution have been better grasped and used by the learning sciences for their requirements and potentialities. The use of liaison forces helps in implementation through experimental or experiential research tools usage for more authentic evaluation of the results derived during learning processes. It has created enhanced teacher awareness; however it is important for creating long standing impact to consider how learning is facilitated, organized and evaluated.

Method and Material

The study aimed at collection of the information regarding perceptual of the managers (heads of the institution) regarding role of liaison in the management processes to consider viable change in the present educational system was conducted in the Government Colleges of NWFP. Survey method was applied for being helpful in the collection of the required information from the human population being studied (Bulmer and Warwick), a total of 120 respondents (male and female heads of the institutions) were selected from the population and only a few were left behind for their inaccessibility. A five point likert scale ranging from strongly agree to strongly disagree (Likert, R. 1931) was used to collect the ordinal data ranging from strongly agree to strongly disagree. A structured questionnaire was served to all the male and female respondents in the colleges in NWFP and among those eighty (80) respondents responded, which is 66.66 percent of the total sample. The data collected was treated statistically using SPSS (Statistical Package for Social Scientists) version 12. Key queries were as follow.

H_A: Liaison has a significant correlation with planning, risk management, contingency and mitigation actions, review and record while looking for some positive change in the present educational scenario.

H₀: There is no significant difference in the approach of the stakeholders upon the role of liaison on the basis of their qualification.

H₀: There is no significant difference in the perception of the stakeholders on the basis of gender while assessing the role of liaison in the change initiation for the uplift of their institutions.

Results and Discussion

As discussed in the introduction and abstract the researchers were pinpointed to consider the perception of the managers (administrators) about the role of liaison in the management processes while looking for worthwhile change in the present educational system and for organizational success and it was found that:

Liaison has a very significant role in bringing meaningful change for the uplift of the education and educational institutions. It has been mentioned by almost all the stake holders irrespective of their gender, qualification or experience. They believe that

closer liaison can curb upon many unwanted, hollow and simulated problems rising from communication gap.

According to table # 1 difference on perception of the role of liaison in change activities between the mean on the basis of gender is .01 (4.1014-4.0897) with standard deviation .36 and .53 (aprox:) for females and males and that is insignificant. Calculated t-value -.111 is lesser than tabulated t-value 1.96, hence null hypothesis has been accepted, which narrates that there is no significant difference among male and female in the perceived role of liaison in change activities. Still it tells that that female perception is relatively better than male upon the role of liaison as found in the grouping variable.

Table 1

Independent sample t-Test results showing

Gender differences upon the perception of the role of liaison in Change activities for the uplift of education and educational institutions

Test variable	Grouping variables	Definition of groups	Mean	SD	Calculated t. value	Sign. (2-tailed)
Liaison	Gender	Male	4.0897	.52358	-.111	.912
		Female	4.1014	.35831		

The table 2 reveals that difference on perception of the role of liaison in change activities between the mean on the basis of qualification between PhD and MPhil degree holders is .37 (4.3826-4.0062) with standard deviation .35 and .53 (aprox:) for PhD and M.Phil and that is insignificant. Calculated t-value 1.447 is lesser than tabulated t-value 1.96, hence null hypothesis has been accepted. This table shows that there is no significant difference among PhD and M.Phil in the perceived role of liaison in change activities. Still it narrates that PhDs perceive the role of liaison relatively better than M.Phil degree holders.

Table 2

Independent sample t-Test results showing

Differences upon the perception of the role of liaison in Change activities for the uplift of education and educational institutions on the basis of qualification (PhD V MPhil)

Test variable	Grouping variables	Definition of groups	Mean	Std. Deviation	Calculated t. value	Sign. (2-tailed)
liaison	Qualification	PhD	4.3826	.34701	1.447	.166
		MPhil	4.0062	.53762		

According to table # 3 difference on perception of the role of liaison in change activities between the mean on the basis of qualification between PhD and Master degree holders is .29 (4.3826-4.0912) with standard deviation .35 and .45 (aprox:) for PhD and masters and that is insignificant. Calculated t-value 1.42 is lesser than tabulated t-value 1.96, hence null hypothesis has been accepted, which narrates that there is no significant difference among PhD and Masters in the perceived role of liaison in change activities. Still it reveals that PhDs perceive the role of liaison relatively better than Masters as apparent in the grouping variable.

Table 3

Independent sample t-Test results showing

Differences upon the perception of the role of liaison in Change activities for the uplift of education and educational institutions on the basis of qualification (PhD V Masters)

Test variable	Grouping variables	Definition of groups	Mean	Std. Deviation	Calculated t. value	Sign. (2-tailed)
liaison	Qualification	PhD	4.3826	.34701	1.421	.160
		Masters	4.0912	.44642		

In table # 4 which regards difference on perception of the role of liaison in change activities between the mean on the basis of qualification between M.Phil and Master

degree holders is .08 (4.0062-4.0912) with standard deviation .53 and .45 (aprox:) for M.Phil and Masters and that is insignificant. Calculated t-value -.618 is lesser than tabulated t-value 1.96, hence null hypothesis has been accepted, it means that there is no significant difference among M.Phil and Masters in the perceived role of liaison in change activities. Still the Masters perceive the role of liaison relatively better than M.Phil.

Table 4

Independent sample t-Test results showing

Differences upon the perception of the role of liaison in Change activities for the uplift of education and educational institutions on the basis of qualification (M.Phil V Masters)

Test variable	Grouping variables	Definition of groups	Mean	Std. Deviation	Calculated t. value	Sign. (2-tailed)
liaison	Qualification	MPhil	4.0062	.53762	-.618	.538
		Masters	4.0912	.44642		

When the administrators or manager seek some useful change in the education or educational scenario, they have to activate certain forces, which work in different positions for the uplift of the system. Liaison and planning are two important parameters and researchers wanted to assess the correlation between the two as perceived by the administrators (managers) of the educational enterprise. The table #5 shows that administrators' perception is quite clear and accepting the alternate hypothesis (H_A) that correlation between liaison and planning is significant at 0.01 level on parametric and non-parametric measures or scales (Table # 5).

Table 5

Showing correlation between liaison and planning for change activities

Parametric Correlations

		liaison	planning
liaison	Pearson Correlation	1	.822(**)
	Sig. (2-tailed)	.	.000
	N	80	80
planning	Pearson Correlation	.822(**)	1
	Sig. (2-tailed)	.000	.
	N	80	80

** Correlation is significant at the 0.01 level (2-tailed). It was .619(**) at Kendall's tau_b and .781(**) at Spearman's rho (non-parametric correlations) which are also significant at the 0.01 level (2-tailed)

Where ever there is a change in sight, there are some risks. A good manager, while building the team for liaison, always analyze the risk(s) and its consequences upon the ongoing activities as well as the prime objective, if it seems to be materializing, then it is important to reduce its effect through possible means and if it doesn't it can be ignored. Perception of the managers (administrators) was analyzed through an alternate hypothesis (H_A), which was accepted as the correlation between the liaison and risk management is quite significant at 0.01 level. (please refer to table # 6)

Table 6

Showing correlation between liaison and risk management for change activities

Parametric Correlations

		liaison	riskmngt
liaison	Pearson Correlation	1	.608(**)
	Sig. (2-tailed)	.	.000
	N	80	80
Risk Management	Pearson Correlation	.608(**)	1
	Sig. (2-tailed)	.000	.
	N	80	80

** Correlation is significant at the 0.01 level (2-tailed) and it is also significant at the 0.01 level (2-tailed) in non-parametric correlations Kendall's tau_b .460(**)and Spearman's rho .622(**).

Contingency and mitigation actions are necessarily to be taken into account whenever there is an emergency or risk is involved, and the researcher thought that it be probably the responsibility of the liaison forces to engage such actions when a change is to be initiated for improvement or uplift in the education or the educational institutions. Managers (administrators) were focused for their perception about mitigation and contingency action and there relationship to liaison. It was found that correlation between liaison, mitigation and/or contingency action is quite significant as shown in the table # 7.

Table 7

Showing correlation between liaison, mitigation and contingency actions in change activities

Parametric Correlations

		liaison	mtcntgcy
liaison	Pearson Correlation	1	.643(**)
	Sig. (2-tailed)	.	.000
	N	80	80
Mitigation and Contingency actions	Pearson Correlation	.643(**)	1
	Sig. (2-tailed)	.000	.
	N	80	80

** Correlation is significant at the 0.01 level (2-tailed) and equally significant at non-parametric .480(**) for Kendall's tau_b and .640(**) for Spearman's rho at 0/01 level (2-tailed).

Like liaison, review is also a regular activity in the change process. A good manager always keeps a vigilant eye upon both activities to achieve the desired goals. Collaborative review activities all time work for the achievement of smaller goals, meet the bigger objectives and creation of sensitivity for the aim. The mangers response told that alternate hypothesis has been accepted and it proved to be significant at 0.01 level on Pearson correlation, and relatively harsh measures Kendall's tau_b and Spearman's rho also. (please refer to table # 8)

Table 8

Showing correlation between liaison and review activities while looking for change
Parametric Correlations

		liaison	review
liaison	Pearson Correlation	1	.602(**)
	Sig. (2-tailed)	.	.000
	N	80	80
review	Pearson Correlation	.602(**)	1
	Sig. (2-tailed)	.000	.
	N	80	80

** Correlation is significant at the 0.01 level (2-tailed) and signifies itself at Kendall's tau_b with .424(**) and at Spearman's rho with .569(**) at 0.01 level of significance (2-tailed)

It is the responsibility of the management to abreast itself with record and keep it intact for future guidance and references and to remain allied and aware of the past. Consistent and reliable liaison forces help the administration in the changing scenario in an educational enterprise, and comprehend it about what happened in the past few days, weeks, months etc. in order to plan better for the present and future in the light of the past experiences by developing positive and workable strategies. The administrators responded that liaison and record are closely associated activities and have a strong correlation at 0.01 level of significance as can be seen in table # 9

Table 9

Showing correlation between liaison and record in change activities
Parametric Correlations

		Liaison	record
Liaison	Pearson Correlation	1	.575(**)
	Sig. (2-tailed)	.	.000
	N	80	80
Record	Pearson Correlation	.575(**)	1
	Sig. (2-tailed)	.000	.
	N	80	80

** Correlation is significant at the 0.01 level (2-tailed) and with .309(**) at Kendall's tau_b and .432(**) at Spearman's rho for 0.01 level of significance (2-tailed)

Conclusion

One can soothingly conclude from the above results and discussion that liaison is important and evolution of technology and networks has created increased need for collaboration between different segments. There may be a little bit difference of opinion upon the role of liaison among the male, female or on the basis of qualification or experience, but not difficult to conclude that collaborative activities are highly admired for the achievement of success at different levels. This paper has been written to consider the important role of liaison especially in the change management in educational scenario that may be in the field of education and its allied fields like physical education and sports. Actually the potential flow of information through the liaison personnel helps the organizations in their change operations and managers need to consider the importance of liaison especially for institutionalization of change activities. This concept is helpful in the development of perception and mindset of the present administrators.

Conclusion

Allama Muhammad Iqbal poet of the east says, “Man is through liaison, and nothing is he alone as waves are in the river and never outside”. This is actually a very strong lesson to keep close liaison in all circumstances and not to separate. Quraan says (theme), “and hold the rope of Allah The Almighty for unity and don’t get bifurcated as it is always helpful in solving all the issues, also look for the change as it is never ending in the human life.

References

- Attwood, R. and Gill J. (2008). Student numbers are at risk as UK demographics shift. *Times Higher Education Supplement*. [Viewed June 17 2008].
- Aycan, Z. & Kanungo, R.N. (1997) Current issues and future challenges in expatriation research. In: Saunders, D.M. & Aycan, Z. eds. *New approaches to employee management*, Vol 4. Greenwich, CT, JAI Press, pp. 245-260.
- Bok, D. (2003). *Universities in the marketplace: The commercialization of higher education*. Princeton, NJ: Princeton University Press.

- Browne, T. Hewitt, R., Jenkins, M., and Walker, R. (2008), Survey of technology enhanced learning for higher education in the UK. http://www.ucisa.ac.uk/publications/tel_survey.aspx [Viewed September 28 2008].
- Browne, T, and Shurville, S. (2007). Educating minds for the knowledge economy. *Journal of Organisational Transformation and Social Change*, 4(1), 3-12.
- Doz, Y.L., Santos, J. & Williamson, P. (2001) *From global to metanational: how companies win in the knowledge economy*. Boston, Harvard Business School Press.
- Elenkov, D. & Fileva, T. (2006) Anatomy of a business failure: accepting the "bad luck" explanation vs. proactively learning in international business. *Cross Cultural Management*, 13(2), pp. 132-141.
- Evaline, J. (2004). *Ivory basement leadership: Power and invisibility in the changing university*. Perth: University of Western Australia Press.
- Fulk, J. & Boyd, B. (1991) Emerging theories of communication in organizations. *Journal of Management*, 17(2), pp. 407-446.
- Herbst, M. (2007). *Financing public universities: The case of performance funding*. Berlin: Springer.
- Mullis, I.V.S., Martin, M.O., Beaton, A.E., Gonzalez, E.J., Kelly, D.L. & Smith, T.A. (1997). *Mathematics achievement in the primary school years*. Boston College, Massachusetts: IEA.
- Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., & Kennedy, A.M. (2003). *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools*, Chestnut Hill, MA: Boston College.
- Pearce, J.A. & David, F.R. (1983) A social network approach to organizational design-performance. *Academy of Management Review*, 8(3), pp. 436-444.
- Seddon, T. and Angus, L. (eds.) (2000). Beyond nostalgia: reshaping Australian education. *Australian Education Review Series*, 44. ACER Press, Camberwell, Victoria.
- Sharkie, R. (2003) *Knowledge creation and its place in the development of sustainable competitive advantage*. *Journal of Knowledge Management*, 7(1), pp. 20-31.
- Shurville, S. and Brown, H. (in press). Developing collaborative competence in the librarians of the future. Accepted for presentation at the Australian Library and Information Association Information Online Conference, Sydney, 2009.

- Smith, J., and Oliver, M. (2000). Academic development: A framework for embedding learning technology. *International Journal for Academic Development*, 5(2), 129-137.
- Suutari, V. (2002) Global leader development: an emerging research agenda. *Career Development International*, 7(4), pp. 218-233.
- Thomson, P. (2000). "The Sorcery of Apprenticeships and New/Old Brooms: thinking about theory, practice, "the practicum" and change." *Teaching Education* 11(1).
- Thurow, L.C. (2000) *Building wealth: the new rules for individuals, companies, and nations in a knowledge-based economy*. New York, Harper Information.
- Tichy , N.M. & Fombrun, C. (1979) Network analysis in organizational settings. *Human Relations*, 32, 923-965.
- Toh, S.M. & DeNisi, A.S. (2005) A local perspective to expatriate success. *Academy of Management Executive*, 19(1), pp. 132-146.
- Toh, S.M. & DeNisi, A.S. (2003) Host country national reactions to expatriate pay policies: a model and implications. *Academy of Management Review*, 28(4), pp. 606-621.
- Vance, C.M. & Paik, Y. (2006) *Managing a global workforce: challenges and opportunities in international human resource management*. Armonk, NY, M.E. Sharpe Publishers.
- Vance, C.M. & Ring, P.S. (1994) Preparing the host country workforce for expatriate managers: the neglected other side of the coin. *Human Resource Development Quarterly*, 5, pp. 337-352.

Correspondence

Name: Jalil ur Rehman Baloch
Email: jrbaloch@hotmail.com