

Quality Educational Management

Hairuddin Ali

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TABLE OF CONTENT

CHAPTER 1: 1-10

What the Students Expects and Perceive about Trustworthiness?

CHAPTER 2: 11-20

What the Students Expects and Perceive about Trustworthiness?

CHAPTER 3: 21-32

Crime Scene Prevention: A Study of Effective Security Management at International Islamic University Malaysia (IIUM)

CHAPTER 4: 33-50

Leadership and Islamic Management: Basis for Quality Education

CHAPTER 5: 51-68

Leadership and Islamic Management: Basis for Quality Education

CHAPTER 6: 69-88

What You See is Not What You Get: a Case of the Quality of Services

CHAPTER 7: 89-98

An Investigation of Post Graduate Students and Academic Staff Affectionate Relationship

CHAPTER 8: 99-118

Students' Satisfaction toward Service Quality in Admission & Records Department, Centre For Foundation Studies, International Islamic University Malaysia

CHAPTER 9: 119-137

Students' Satisfaction towards Library Service Quality at a Local Higher Learning Institution

CHAPTER 10: 139-154

THE EFFECTS OF TEACHING AND LEARNING STYLES ON THE ACHIEVEMENT OF A RESEARCH UNIVERSITY STATUS

✓ **CHAPTER 11: 155-167**

The Quest for Quality Services: Does SERVQUAL Perfectly Measure the University Services?

CHAPTER 12: 169-188

What Customers Expect and Perceive From a University Services?

CHAPTER 1

What the Students Expects and Perceive about Trustworthiness?

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Background of the study

For an Islamic academic institution its main objective is to instill the Islamic values into the students (Al-Attas, 1979, p. 104), considering their state of knowledge and actions when they enter the school, as it was observed from the Prophet Mohammed (pbuh), he used to have these two conditions namely knowledgeable about the subject mater and knowledgeable about the people who were being taught, as well as the methodology of approaching them as it was emphasized on Muadhs' case r.a when he was sent to Yemen (Sasih al-Bukhary).

The Holy Qur'an describes the Prophet (pbuh)(Ali Imran:159) that he was bestowed with great values or else his mission would have been a failure, not because of his incompetence of the mission but because of the inappropriate methodology of approaching the addressee of Islam. Furthermore, the Prophet (pbuh) has said "I have been sent to you to complete and perfection of values"(Sunan al-Bayhaqi) so we can take an example on him and track his path. Therefore, many nations embraced Islam when they witness the purity of these values, as it was the case of South-East Asia. Islamic scholars ever since early days of Islam were concerned about the issue of maintaining and teaching the Islamic values through theoretical and practical methodologies that following generation will follow and pas to others so, the chain of knowledge and virtue shall continue just as it has started.

Seeking knowledge from scholars directly, those who can be trusted, has always been a preferred route from the students, rather than documents (Mintzberg 1973) or internet (Cross and Sproull 2004). Thus, the knowledge gathered can contribute better in problem solving or add to the decision making process accuracy (Burt 1992), since, the knowledge and expertise that can be approached by the lecturer or scholar are more affective and more efficient (Argote 1999). However, the task of transferring the knowledge has many difficulties that needs to be overridden (Argote et al.2000) in order to instill to the students the trust in Lecturers so the knowledge gathered has it's practical side by transferring the values as well rather than the knowledge alone.

Mayer et al. (1995, p. 712) define trust as "the willingness of a party to be vulnerable." Having this kind of attitude ensures the exchange of the knowledge between the lecturer and the student (Andrews and Delahay 2000), these effects has been found in organizational level as well as in the individual one.