

# Quality Educational Management

Hairuddin Ali

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# **QUALITY EDUCATIONAL MANAGEMENT**

**Hairuddin Ali**



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### Leadership and Islamic Management: Basis for Quality Education

**Lasisi, Abass Ayodele<sup>1</sup>**  
**Hairuddin bin Mohd Ali<sup>2</sup>**  
*Institute of Education,*  
*International Islamic University Malaysia*

#### Introduction

Many people attribute the quality as a yardstick to measure lustrous goods. It is an equivalent approach in educational sectors. Quality is perceived differently by various professionals who often use the term. While the business managers observe the quality of a product in the sense of cost-effectiveness, while customer judge it on the basis of its reliability (Ijaiya, 2001). Nevertheless, quality is something everyone considers good and wants to have (Cole, 1996; Ijaiya, 2001). Quality has to do with whether something is good or bad; it is about the standard of items if it is measure up with other things. It therefore assumes that there is a standard set. For instance, production industries, quality products can be evaluated through how real the product or against customer's specifications. Quality control is therefore expressing or determining the degree to which a product is up to the standard.

Quality education could not be easily described but its outlook in the perspectives of teaching-learning outcomes made it easy to identify. Besides that, outcome here means the achievement or excellent performance. While excellent performance could be traced to and through the effort and commitment of excellent leaders. Leadership is defines 'as position of being a leader or being in charge of an organization' (Macmillan Dictionary 2007). Leadership is an essential aspect in educational sector. It can be claimed as one of the bases for quality education both in public and private institutions that desire quality for their student through committed teaching-learning activities. Quality education could not be achieved without leadership development in school.

In this comportment, 'without teamwork -under a sustainable leadership capacity (Alan et al., 2009) and sustained professional learning, system wide continuous improvements are fated to remain a fervent wish rather than become a reality' Dennis (2009). In view of this statement, it is implies that developing of future leaders in educational sectors involve individual cooperation either parent or the staff to achieve quality education. Moreover, Dennis believes that high quality can be achieved through teamwork and preparations of future leaders through leadership development programmes which involves fully commitment of the school leaders.

Almost all educational institutions are engaged 'quality' as their major priority. However, quality education requires Islamic Managerial conception to achieve the vision and mission of quality education. To expanciates, Islam is a religious mounted on peace and truth. Leadership requires some principles in carrying out its activities for quality achievement. It is undoubtedly true that many rapid growth schools are highly quality oriented. It is of quality because their leadership's strategic planning

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<sup>1</sup> Lasisi Abass Ayodele M.Ed Candidate of Institute of Education at International Islamic University Malaysia. Email: [abasstps97@yahoo.com](mailto:abasstps97@yahoo.com)

<sup>2</sup> Hairuddin Bin Mohd Ali is an Associate Professor at International Islamic University Malaysia.