

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 6

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

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Introduction

Education as the bedrock of all civilization and engine room for growth and development, nation building and wellbeing has experienced dramatic changes due to the contemporary global development in information and communication technology (ICT) that intensified the competition within and among institutions of higher education in terms of standard and quality service delivery. The essence of standard is to make education issue-oriented and relevant to the present dynamism of the globe and to foster the development of competent product in the intellectual environment, perhaps promoting a strategic future which is vital for the coming generations (Edward, 2002).

The unpredictable global transformation witnessed in the new millennium has not only changed the context of higher education as a whole but also the task and its demands in fulfilling the needs of relentless changing market particularly and society at large. This has contributed in developing more complexity and uncertainty in the teaching and learning environment as market forces becomes more influential in education now than ever (France & Andrew, 1993; Alma & Axel, 2007). The global quest for qualitative higher education has rapidly increased in the recent information and technological age, more especially in the developing countries, which for several years are facing a lot of challenges and backwardness in higher educational sector especially in academic and administrative services delivery which critically affect the development of academic prosperity, student productivity, science and technology. Though, improvements have been seen in Iran, Pakistan and Malaysia, most universities in the Muslim countries are heavily skewed towards the humanities in their curriculum and manual service delivery; only a few of them are oriented towards emphasizing on studying and the use of science and technological facilities in boosting the ability of their students (Babiker, 2007).

Words such as valued-added, competitive advantage, customers, are widely used in education recently compared to three decades ago where the words were only used in business and business-related areas only. The development of customer-oriented approach and intense competition among knowledge providers that was manifested through the phenomenon of commodification of knowledge, no doubt has gained momentum in universities recently across nations. Meanwhile, as the cost of acquiring higher education becoming higher, the students increasingly saw themselves as customers who ought to be served conveniently in terms of norms and values of quality service delivery that is concerned mainly with doing things accurately and better. Prior to strategies of improving quality of administrative service delivery, one has to figure out what “quality” is being addressed to serve in enabling students to engage in effective measures for brightening their future which is gradually becoming more uncertain (Bowden & Marton, 1998).