Islamizing and Internationalizing Higher Education and Satisfaction: A Case Study from International Muslim Student Perspective

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ABSTRACT

Purpose of the study is to explore satisfaction of Islamization and internationalization of higher education from the perspective of international Muslim students. Hope theory (Snyder, 2002) and tow-factors of emotion theory (Schachter & Singer, 1962) are thought appropriate for guiding the research on mind state of international Muslim students' expectation and satisfaction towards Islamization and internationalization of higher education served by International Islamic University Malaysia. According to the theory and satisfying concept, research questionnaire was designed with case study. Among more than 105 countries this study included five countries for interview with the students of this university. Bangladesh, Nigeria, Indonesia, Yemen, and Syria were the names of countries which were selected to take in-depth interview with a view to exploring their inner psychological and emotional states that are context-specific and context-free from this perspective. This attempt has been made to expose a relationship between international standard quality of Islamized higher education and satisfaction from international Muslim student's point of view, which is a rare attempt in tertiary education field. Result of the study was obtained as a positive link between Islamisation and internationalization and satisfaction of higher education. This result implied a value that would be useful for making decisions by administration of a higher education institution in improving quality for attracting foreign Muslim students.

Key Words: Islamization, internationalization, higher education, quality, IIUM

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1. INTRODUCTION

Both Islamization and internationalization of higher education are more difficult to advance after a stage when higher education leaders see that there are so many challenges to convert western secular education into Shariah-compliant one, such as, Islamic Economics, Islamic Finance, Islamic management, Islamic marketing are still developing theoretically in some Islamic academic Institutions, and practically as a pilot project in few conventional business organizations. The more a higher educational institution can advance Islamizing curriculum including philosophy, concepts and theories of each discipline the more that institution can expand internationalizing higher education, where Islamic and secular business theories are interrelated but Islamic theories dominate secular theories, because Islamic power in person heavily controls his behavior, and religion is the most powerful element in human characteristics that drive him a way that God wants. The strength of this element determines Islamization and internationalization of tertiary education according to comprehensive literature. International students are still being attracted to study at IIUM even though there were some of those students' financial and other supports shrunk. Recently students from more than 105 countries are coming to this institution to further their study, hoping that it provides Muslim Ummah with Islam-driven tertiary education. Roles of creating and delivering new knowledge to the society basically remains in the higher education institutions of a country. Student's different learning progresses and problematic aspects are being monitored and researched for improving what is causing problems and adding what is helpful for minimizing learning difficulty so they can attract new and retain existing students, including adding reputation value, and turn into a better competitor in the international education market.

In this study, internationalization and Islamization of IIUM's higher education is adapting its education for teaching students of foreign countries based on merge of conventional education and Islamic principles. Main objective of this paper is to probe how students rationally think, expect, and emotionally experience their education of IIUM in an endeavor of their educational life and to leave a piece of information for understanding the role of qualitative research to Islamize and develop quality in internationalizing IIUM higher education. Every student has a unique set of expectation that is no way less important to fulfil with a unique set of teaching and caring. Muslim students are being attracted towards Islamic university and its reputation, but problem still exists to become excel in education with Islamic value and reputation without ignoring teaching and service constraints. Employment context is getting more challenging, Muslim scholars face many restrictions to do or not to do in working place, which may or may not be Shariah-compliant, as such job markets being critical is only for those who are truly practicing Islam. The institution's higher education from international Muslim student perspective can be inquired based on few questions containing expectation and satisfaction theories. Can they fulfil their knowledge search expectation that were developed when they were in their country? Does no students here think they need to have more knowledge than what they have acquired? What are their service experience? Can they get facilities that they rationally perceived when they were in their country? What Islamic value are they experiencing while studying in IIUM? Are they satisfied with what they are receiving in IIUM? Qualitative research approach is potential to support finding depth of education expectation and allows decision makers to consider detail information in decision making process. It also contributes to the education literature by showing this evidence verified and support by some expectation and learning theories discussed in different quantitative and qualitative literature.

2. THEORITICAL AND RESEARCH FRAMEWORK

Hope is referred to as perceived capability to stem pathways to desired goals, and motivate oneself via agency thinking to use those pathways. Hope theory is compared to theories of learned optimism, optimism, self-efficacy, and self-esteem. Higher hope consistently is related to better outcomes in academics, athletics, physical health, psychological adjustment, and psychotherapy. The Schachter–Singer theory, or two-factor theory of emotion, explained mainly physiological arousal. Emotion depends on two factors: physiological arousal and cognitive label. The theory that was developed by Stanley Schachter and Jerome E. Singer is that when a person feels emotion, a physiological arousal occurs and that person uses the instant environment to search for emotional cues to label the physiological arousal. If a person experiences a state of arousal for which they have no immediate explanation, they will label this state and describe their feelings in terms of the cognitions available to them at the time. If a person experiences a state of arousal for which they have an appropriate explanation (e.g. 'I feel this way because I have just received an injection of adrenaline'), then they will be unlikely to label their feelings in terms of the alternative cognitions available. If a person is put in a situation, which in the past could have made them feel an emotion, they will react emotionally or experience emotions only if they are in a state of physiological arousal.

Hope theory in this perspective is supportive in this way that a Muslim student desires and sets objective according to his desire. In addition, desire level is important to investigate because with a definite objective a student's emotion and satisfaction can be consistent and perfect. To understand objective and its fulfillment is measure of satisfaction. Like a conventional perceiver, an international Muslim student has physiological arousal or emotional state of behavior when he perceives some information regarding International Islamic University Malaysia. However, arousal from Islamic label may be stronger and different from that of contemporary higher educational cues. International Muslim students' positive emotion is a determinant of satisfaction.

3. LITERATURE REVIEW

A very little attention has been paid on qualitative research on Islamizing and internationalizing higher education. Qualitative research on higher education was also very limited compared to quantitative research. The researcher investigated some factors that might have effect on the MBA student enrollment in a developing economy, because world education market is much more competitive ever than before (Ly et al., 2015). Cross-cultural impact on students is found on both positive and negative (Burkhardt et al., 2015). From reviewing the qualitative research outputs it is difficult to find a research gap on higher education. However, the following quantitative literature facilitated finding the proposed research gap that is researchable and its information helps improve the Islamic and international higher education for the Muslim Ummah as well as non-Muslims.

3.1 Islamic value and Satisfaction

This paper depicts a set of universal values, taken from the world's main religions that are a strong basis for creating healthy organizations. (Kriger & Hanson, 1999). The Islamic work ethic as a mediator role is in controlling, conflicting and ambiguity, (Yousuf, 1999). Importance of halal products is now growing. It is now a new market force and brand identifier and is now moving into the mainstream market, affecting and changing perception on how business should be conducted, including from a marketing point of view. (Lada et al., 2009). The halal concept (especially for foods) is truly from the farm to the table (Hanzaee & Ramezani, 2011).

Laderlah et al. (2011) tried to define Islam as " Islam is a way of life, and it is not merely as religions. Islam is viewed from three dimensions which are Islam, Iman and Ihsan." Most successful organizations know that any businesses seek for value creation for customers, staffs, investors, and all persons involved in the economic and business process. In fact, sustainable value must not be created for only one group without regarding other groups. The focus here is on creating value for customers but this is not possible without having proper staffs or investors who regularly receive proper return on their investment. Value creation is a set of actions that heighten the value of goods and services of companies. It revealed that many of those were engaged to focus on customers buying their products and services and shareholders wishing to increase the value of their shares (Tajzadeh, 2013). The religion of Islam has a profound influences in destination conditions and inbound and outbound tourists, and impact developing the content, giving direction and implementing tourism policy (Ghadami, 2012).

3.2 Benefits and Consumer Perceived Value

In the benefit dimension, we define physical feature benefits as the main aspects of product benefits (aesthetic, designed, metallic, artistic), physical benefit as human physique (good effect on physique), and usage benefits as functional which are essential to measure to get the level of consumer benefit requirements (Lancaster, 1971; Caruana et al., 2000). Customer-perceived value has been defined as the differentiation between the benefits and the costs (e.g. both monetary and non-monetary) perceivable to customers (Slater, 1997; Berry & Yadav, 1996; Ravald, & Grönroos, 1996; Slater, 1996; Haas, 1995; Mazumdar, 1993; Slater, & Narver, 1992; Narver, & Slater, 1990; Day, 1990; Zeithaml, 1988) in terms of their expectations based on need fulfillment. A relational value-based drivers, product- and service-related drivers, and arguably probable relationship drivers have been put forward as innovation by Ravald and Grönroos (1996). Some other authors praised this idea (Sheth & Sharma, 1997). The development of customer value measures in the business-to-business service marketing field is problematic (Parasuraman, 1998) because activity in business (Reid & Plank, 1995) and service sectors (Quinn, 1996) continue to grow. For complexity and richness, a research project on customer-perceived value was carried out. The measurement of the customer-perceived value construct in one industrial area was addressed on information technology (IT). The importance of it was found in a special issue of the Journal of the Academy of Marketing Science (Woodruff, 1997; Parasuraman, 1997; Slater, 1997). Eventually research area of business-to-business marketing on customer value has also been considered to be highly important, as an example in a special issue of the Journal of Business Research (Woodside, 1997; LaPlaca, 1997; Johnston & Lewin, 1997; Lichtental et al., 1997; Plank, 1997). The aim of the measures development was to provide evidence of the customer value existence in the IT sector.

Core service quality (the promise) and perceived value mainly leading to customer satisfaction with relational service quality (the delivery) is less important driver, but significant; customer satisfaction and future intentions were found directly related (McDougall & Levesque 2000). The impacts of store name, brand names and price discounts are perceived and entice purchase intentions (Grewal et al., 1998). A direct impact of perceived value on the purchasing managers' intentions and perceived value was mediated by satisfaction (Eggert & Ulaga 2002). Perceived value for money is mainly dependent on perceived relative price and sales promotion perceptions, and a bit on service quality and product quality perceptions in retail market (Sirohi et al., 1998). The relations between consumer perceptual constructs such as perceived value, satisfaction and loyalty were confirmed existed (Gallarza et al., 2006).

The relationships among overall quick-casual restaurant image, perceived value, customer satisfaction, and behavioral intentions were verified significantly positive (Ryu et al., 2008). Corporate social responsibility reduced customer satisfaction (mediation) and harmed Market Value (Luo et al., 2006). The construct of customer satisfaction is more than a perception of the quality received (Ravald & Grönroos, 1996). Benefits and costs are defined based on consumers' perceptions (Huber et al., 2001).The use of the consumer value scale (CSV) was used in student dining behavior, and also applicable in a novel service context (Babin et al., 2005). Two new concepts: perceived value and the quality of the relationship, and empirically verified the causal relationship in two different industries (Moliner et al., 2007). The relationships between the quality of experiences, perceived value, satisfaction, and behavioral intentions were sequentially related (Chen et al., 2010). Perceived value determine a level of quality (Caruana et al., 2000). According to the cost to benefit, higher benefit than cost ratio is always perceived by customers logically, so it tends to concentrate customer value on product quality and nominal price (Berger & Nasr 1998). Customers compare the attributes benefits and socio-psychological benefits with cost (Rosen, Schroeder, & Purinton, 1998). We defined psychological benefit as personality enhancement (Baumgartner, & Steenkamp, 1996). Social benefits comes from good socialization by using high-tech products (Bellman, Schweda, & Varan, 2010).

3.3 Perceived Service Quality and Satisfaction

There are some success factors that intensify the competitiveness between several firms is service quality. (Avkiran, 1994; Stafford, 1996; Johnston, 1997; Angur et al, 1999; Lasser et al, 2000; Bahia & Nantel, 2000; Sureshchandar et al., 2002; Gounaris et al, 2003; Choudhury, 2008). Customer satisfaction is one of the important outcomes of marketing activity (Oliver, 1980; Surprenant & Churchill, 1982; Spreng et al., 1996; Mick & Fournier, 1999). Some of the Asian cultures are collectivistic nature in their family ties (Hofstede, 2001). The satisfied customers tell others about their experiences and this increases number of customers and profitability (File & Prince, 1992).

Highly satisfying plans and programs play a role to keep customers loyal. (Prabhakaran, 2003). It was observed that high quality service turns into higher satisfaction and higher customer loyalty (Kumar et al 2009). Profit and growth evolve on customer satisfaction, and loyalty is a direct product of customer satisfaction (Heskett et al, 1997). Customer satisfaction leads definitely to service quality (Parasuraman et al., 1988; Naeem & Saif, 2009). A model developed to examine an existence of a mediation as a customer satisfaction between the service quality and service loyalty (Caruana, 2000). Services normally create a coexistence of service provider and service taker in a continuous process of interactions characterizing a number of intangibilities for finding out premium solutions to the problems (Gronroos, 2004). Today premium service quality does not go any way keeping back if one wants to gain a competitive advantage in services industry (Ismail et al., 2006; Aydin & Ozer., 2005; Parasuraman et al., 1988). Several evidences found in literature established that there is a significant correlation between service quality and customer satisfaction (Sureshchandar et al., 2002; Boulding et al., 1993; Bitner, 1990). While Spreng and Mackoy (1996) observed that there were significant relationship between service quality and customer loyalty. The gap model developed by Parassuramam et al., 1985,1988) that is also recognized as SERVQUAL model. SERVQUAL was developed to measure service quality in service sector, broken all the observed variables into five latent variables, and significant positive relationship was found (Parasuraman et al., 1988).

3.4 Perceived Higher Education Quality and Satisfaction

There are some dimensions that lead to college student abrasion with consequences. The study shows that student departure scenario seen different from permanent college withdrawal are addressed (Tinto, 1987). Without considering the context of the culture of the disciplines it is less effective to develop teaching scholarship (Healey, 2000). Currently a focus of the quality in higher education (HE) debate is going on to adapt a quality system like industry that was never found in the past (Srikanthan, et al., 2003). Higher education is now on pressure for a compressive performance improvement. TQM is appropriate for both service, education and manufacture. The proposed holistic approach for quality higher education can serve as addressing the service, education and implementation aspects synergistically (Srikanthan, 2002). The study presents an "engagement" theory of program quality to assess and enhance higher education programs at all degree levels (Haworth et al., 1997). Proposing a quality criteria checklist is approached for private academic institutions of higher education in Turkey. That is mainly on the basis for a management strategy that harnesses the required resources best way to achieve academic objectives (Borahan et al., 2002).

Increasingly effective access to the quality of higher education in developing countries is entirely contradictory. Lack of consensus that thwart best increased access to higher education, also dismantles provision or policy in influencing the quality of higher education (Clifford et al., 2013). People tend to demand higher education ever than before, and it has dramatically increased in recent years. In the developing world was the lion part of the higher education growth. (Clifford et al., 2012). Without high quality services, attaining target can be threatened (Yildiz, et al., 2015).

Time series estimates revealed that young high-skilled workers perform a nine percentage-point employment gain compared to older workers (Boccanfuso et al., 2014). An exploration of the current argument on quality in higher education is the prime issue of the book. There are guiding principles in four key areas of university life: curriculum, teaching methods, research and college organization (Goodlad, 2014). Quality is about passion and pride (Sallis, 2014). The evaluation process was implemented in 30 departments of internal medicine in medical colleges and universities across the country as a pilot study (Bazargan, 2014). By using Harvey and Green conceptualizations as the point of departure, the insightful study on quality in higher education from student perspectives depicted that students had different perception of quality in higher education (Jungblut et al., 2015). Higher education is progressing at a rapid pace in the Kingdom of Saudi Arabia where students were found double the number of government and private universities and colleges (Al-shafei et al., 2015). Tertiary education institutions have currently been known about integration and balance of different stakeholders, including local students, national governments, and the global market (Hou et al., 2015). It revealed that the current trends in quality assurance system were regional for higher education in Asia (Miyahara, 2015). Higher education in developing countries has experienced big changes over the past two decades; the next two decades were projected to be truly transformative, which would happen at all four levels: within the classrooms, inside higher education institutions, in nation states, and at the global level (Agarwal, 2015). It was found that a cross-sectional study of undergraduate students was conducted in two north-west university business schools in the UK (Douglas et al., 2015). Tempus project Developing Third Mission activities in Albanian Universities (U3M-AL) is third mission activities in almost all public universities through staff train-up, regional management centers and an Albanian network for promoting third mission. This described the activities of the project, the results and assumed impact on Albanian society

(Mora, et al., 2015). An online instructional design theory was implemented at Colorado State University-Global Campus. CSU-Global Campus is a current online campus development within the Colorado State University System, and it launched full on-line undergraduate and master degree programs in Fall 2008 (Puzziferro et al., 2014). The contextual higher education institutions (HEIs) might have a goal of sustainable development. The paper, therefore, seeks to contribute to discussions on circumstances, accountability and engagement focusing on sustainable development. Moreover, the paper contains the distinctive characteristics of HEIs and treats higher educational context as a challenging case so as to explore the capacity of social accountability and stakeholder engagement with a view t to fostering change towards the goal of sustainable development (Jasmin et al., 2014).

3.5 Expectation and Satisfaction of Internationalizing Higher Education

Exporting higher education is a major and controversial in the internationalization of higher education, in particular the current GATS negotiations. Over the last decade, Australia was the third largest exporter of higher education, mainly to a limited number of South and East Asian countries, where public higher education institutions in 2002 got 185,000 international students, and the prospects of future expansion in international student numbers are growing (Harman, 2004). The methodology has identified particular things of the service experience where there was either an absence of student satisfaction or the level of student satisfaction was variable. These things have been further studied with focus group interview and fed into the quality plan for the college (Aldridge et al., 1998).

With the definition of satisfaction, a conceptual model was shown to approach relationship between the factors which stay behind university student satisfaction (Aldemir et al., 2004). To face the challenge new rivalry scenario , Italian universities attempted to change the ongoing education delivery process on basis of entrepreneurial approach so that they can serve better their students in the present competitive environment. The study's main effort is to assess university performance by testing student satisfaction (Petruzzellis et al., 2006). A student focus group was conducted and staff members with specialized knowledge were also interviewed using an open-ended questions. The hospitality and tourism programs and educational links were found the most important considerations in student decision making about their selection of program and place of study (Russell, 2005). Examining the different level of satisfaction in student perceptions related to educational and non-educational services through surveying four groups of international postgraduate business students from China, India, Indonesia and Thailand studying in Australia (Arambewela, et al., 2009). Globalization intensifying competition of the international education market forces bound educators to take some marketing strategies that wer being implemented by educational institutions to attract the growing number of international students committed to higher education. Examining the relationship between the SERVQUAL constructs proposed by Parasuraman et al. (1988, 1985) and satisfaction among four cohorts of Asian international postgraduate students studying in Australian universities was conducted on international postgraduate students from China, India, Indonesia and Thailand studying in five universities in Victoria, Australia (Arambewela, et al., 2006). With globalization, the higher education is being internationalized through the mobility of the institutions and students alike. This study is conducted to investigate the motives of their study with the well-reputed service quality model, namely SERVQUAL, where they are academic & education, career & migration, pleasure & experience and work (Min et al., 2012). It examined the perceptions of international students on the key factors of choosing Australia for post-graduate study from Asia, and their impact on student satisfaction

(Arambewela et al, 2008). A theoretical model containing the different groups of factors was developed to approach decision-making process of international students, (María Cubillo et al., 2006). Australian study of the course experiences of international and local Muslim students were explored, where significant inter-group differences existed because students from local communities might require more attention than western universities. Educating them would be globally and culturally diverse in the world (Asmar, 2005).

Throughout the world the internationalization of higher education is considered as a key policy agendas. National contexts are supports or barriers for developing actual process of internationalization. With a strong national identity of quality higher education system, science and technology were having a significant impact on policy direction and actual internationalization (Yonezawa, 2011). The impacts of globalization on internationalization process of higher education in the Asia-Pacific region was on basis of global practices and ideologies of the Anglo-American paradigm where they have own unique systems and honoring the rich cultures of their own countries, and economic paradigm. Internationalization of higher education is triggered economically competitive and politically powerful, which induces commitment to the development of an internationalized curriculum (Ng, 2012).

4. METHODOLOGIES

4.1 Research Design

Research approach to this study is qualitative with neo-empiricism paradigm. Links among factors have been tested based on the comparison between account and links found in past literature of quantitative study. Case study was considered to be suitable for studying IIUM's Islamization and internationalization of quality higher education and student's satisfaction. Neither this design was nomothetic nor ideographic, because it did not explore very specific lived experience or a wide area of ethnography. For a complex phenomenon, it is appropriate method to develop mainly theory and evaluate programs (Baxter et al., 2008). Yin (1994) suggested treatment of multiple case study design. It is better to select appropriate cases that replicate contrasting results against existing theory. Five cases of international students from five countries was likely to provide a bit specific study information on the issue. On survey method students of some selected countries (Bangladesh, Yemen, Nigeria, Indonesia and Syria) were targeted conveniently to take interview according to the researcher's capability. Personal in-depth interviews were conducted to obtain data from students of international Islamic university Malaysia, and researcher himself collected data from those students as ethically as possible for ensuring internal and external validity. As data type, the data that was generated through this study was Primary data required to achieve objectives on that information. International Islamic university Malaysia campus was a place for data collection. Study population was IIUM, though it was non-representative sample, its comprehensive information of different stories of students was exploring different significant issues and their reasons to solve an exclusive type of problems, which means that solution has been seen as important as that from quantitative research based on information of representative population. Sampling plan was very simple as it was non-probability sampling and, its size was five in unit. As an instrument, an open-ended questionnaire was development such a technique that respondents could easily understand and answer what he knew very well about their higher education with a longer story. Interviewing time was allotted average twenty minutes though it should be at least one hour. Anyway, considering some type of resource and environment constraints time was allotted, because students there were observed very busy and it was difficult to manage them to make interview period any longer.

4.2 Data Analysis

A survey with a non-representative sample has taken up for analyzing to collect data, analysis has shaped findings suitable to determine the value of different constructions and their relationship that were used to verify theories on which the research theme has been advanced. Coding was done as making some points that were common statement of respondents or unique statement in the light of behavior-related concepts and theories in social science. On the overall analysis interpretation was also made as the researcher understood researched objects and subjects on basis of researcher's epistemology and ontology as philosophical assumptions about phenomenon with a view to connecting the findings with different related social behavior theories well applicable and verifiable by this study on quality higher education.

4.3 Respondent profile

One of respondents was Bangladeshi, he was male and his age was thirty eight years and Muslim, he did his Ph.D. in business administration, he completed only Ph.D. program from this university. About Syrian respondent, he was male, his program was computer science and engineering at undergraduate program, and his age was 21 and Muslim; he was staying there for two years. About Nigerian respondent, he was male, and thirty two years old, and Muslim; he did master program and then he was studying Ph.D. program just after completing master program. Indonesian respondent was thirty three years old, male, Muslim; he was studying Ph.D. in finance just after completing master program in IIUM. The last one was Yemenis, male, thirty six years old and Muslim; he was also doing Ph.D. in business administration after completing his master program.

From the above Table 1, it was seen that total number of respondents or interviewees are five from which all are male. As it is mentioned, all of these five are international postgraduate students. Among them, three students are married and rests of the two students are single. The respondents

Table 1: Respondents' Demographic Information

Exerts	Gender	Age Range	Marital Status	Geographical Location/ Region	Last Degree Obtained	Monthly Expenditure Range
Exert-1	Male	31 and Above	Single	African	Master	RM500 to RM1,000
Exert-2	Male	31 and Above	Married	Asian	Master	RM500 to RM1,000
Exert-3	Male	31 and above	Married	Asian	PhD	RM500 to RM1,000
Exert-4	Male	26-30	Single	Asian	Master	RM500 to RM 1,000
Exert-5	Male	31 and above	Married	Asian	Master	RM500 to RM1,000

(International students) have been here from mainly from Asian geographical location including one from Africa. PhD students are 4 in number and one student in undergraduate. Age variation was little among PhD students except one undergraduate. Most of the cases was observed that their average expenditure range was RM500 to RM1, 000.

From Table 2, it was obtained that the equipment was mobile device for voice recording during the interview. The time duration for each interview where the long interview was around average 15 minutes, where longest one was 20 minutes 49 second and the shortest was 11 minutes 37 seconds. The interviews were taken mainly at the KENMS premises and at the library.

Table 2: Interview Synopsis

Interview/Transcription	Equipment Used for Interview	Time Duration for Interview	Venue for Interview Conducted
Interview and Transcription No: 1	HTC Explorer A 310e Mobile Device	14 Minutes 53 Seconds	PhD Lab, KENMS
Interview and Transcription No: 2	HTC Explorer A 310e Mobile Device	20 Minutes 49 Seconds	In Library
Interview and Transcription No: 3	HTC Explorer A310e Mobile Device	12 Minutes 24 Seconds	Mahalla Jabayer
Interview and Transcription No: 4	HTC Explorer A 310e Mobile Device	11Minutes 37 Seconds	Mahalla Jubayer
Interview and Transcription No: 5	A HTC Explorer 310e Mobile Device	16 Minutes 19 Seconds	PhD Lab, KENMS

4.4 Validity

Validity is an important issue in qualitative research, because true information can only be generated by ensuring validity. Validity can be descriptive, interpretative, theoretical, generalizable and evaluative (Maxwell, 1992). An almost complete description was presented in the research, interpretation was given from analysis of every respondent's answer on the particular issue. Theoretical validity was achieved through relating student experience with satisfaction, and approaching different concepts like rational perception and emotional perception of IIUM international students, where both perceptions matched was considered satisfaction. It has also generalizability validity such a way that this process applied in this research can be applicable in different times, different situations and different Islamic universities, though result may show different. Every respondent account was carefully interpreted so as to obtain right implication or indication or right relation between the researcher and the researched. As a new empiricism school of research, this research account was checked by the respondents, but triangulation had not been possible due to the researcher's different constraint as suggested by Creswell and Miler (2000). So time give for interview should be longer and respondents should be given more convenient time for eliciting more underlying data that would provide more information on that relations of research.

5. RESULTS
5.1 Objective

Objectives of the higher study of international students were observed not identical, one respondent was adamant to support Islamic society, meaning that he wanted to be an attractive

Islamic financier to serve Islamic society. In addition he believes that knowledge is thing that is essential to contribute to Islamic society development. Other respondent objective was very clear; he is teacher; he will join the department of Alikshore University after completing his Ph.D. program. Basically through teaching and research he wants to support the development of his country. His feeling about country is assumed great and such his feeling can make him a valuable citizen with degree being done in IIUM.

> *"My objective is to contribute to ummah development, contribute to Islamic society as well as any islamic development, without knowledge they do not do it. If you have good knowledge, contribute to financers, to attract people."*

Abstract of excerpt 3 and 4 told that this degree would help to get a lecturer job to a educational institution, he was a lecturer and he wants to contribute more with this degree to the university he is involved with. His objective is very clear-cut, and he did not mention how he could contribute to his university. The rest of the respondents wants to find and catch the job opportunity with a view to earning some money. His study is emphasized on basis contribution in exchange of salary. He believes that good education is a powerful thing that helps a lot to get a good job or to be promoted to an upper position. Among five respondents two respondents' objective was Islamic-value based, two respondents' objective was job-focused and one respondent was job and salary focused. Overall majority's objective was strong, they are very much conscious, hold achievement-oriented motivation. It is likely to have a good chance to fulfil objectives, because their voices were so strong when they spoke of objectives.

5.2 Awareness

Awareness of this institution is crucial to step further or think as an altenative institution. One respondent had information about this institution from two brothers, that is , he has been able to know the name of this institution from his nearest persons. The source he has used was reliable because nearest brothers can provide authetic information and a great detail of help in decision making

> *"Before I left our country I knew from two of my brothers, I came to know about the name of IIUM."*

Three respondents have known the name of this institution from his friend when they were in hitheir country. Friend source is also reliable and authetic. Respondents might have get information in different times , they had opportunity to handed in information frequently, because friendship brings persons together frequently either physically in their nearness or electronically in a remoteness. Two of respondents had information from some persons who were studying or had completed programs from IIUM. Other three respondents collected information from such a persons who were not studying or had completed degree from this institution.

5.3 Institutional Position

Four respondent believe that there are some universities that do politics so that they can get a good rank of university, it is known to the respondent that IIUM keeps its ranks through program and activities between 500-550 according to different university ranking institutions. But IIUM is a Islamic label university, practice Islam so it has no intention to get a good rank by doing politics that is unethical according to Islam. He also believes that prospective international students can know the rank of IIUM very easily and accordingly could know the rank of it when he was in his country.

> *"Actually people know the ranking of the university, I know that IIUM is about 500/550 rank......, I believe, in ranking politics involved, IIUU is about 500 rank in the world, it is islamic university, so it had lower chance to do that."*

One respondent was highly ambitious about his study under high rank university, and he thought that to get a good rank is challenging, and he wanted to see this as a research university. He is a little frustrated about national rank of it, he believed that it should be 5 rank university in Malaysia. Moreover, he would not know the world rank of it when he was in his country.

> *"... no room for IIUM perceived top 10 university in the world, it is a challenge for the Muslim country, Muslim university, , IIUM still not a research university, even today you know, we need research university, ...in Malaysian context or domestic context it is not top 5 university. I did not know the world rank of IIIUM.*

Overall out of five respondents only one respondent would know the world rank of International Islamic University Malaysia, other four respondents knew that it was at least a good university in the world. One respondent expectation for IIUM rank was observed very high, he was not satisfied with the present rank or position of IIUM, and he wanted it to do fast development.

5.4 Perceived Islamization

Five respondent thought that IIUM Islamic label attracted much more to pursue higher study in Malaysia, and it is the highest Islamic University in the world. He also thought that it bears a great Islamic prestige for students. It can be assumed that there are many Islamic Universities in the world, but this university is unique in Islamization.

> *"Yes, IIUM attracted me. I loved the name IIUM. The name , not only ismaic in malaysia , at the same time, its highest international Islamic university, ...honestly that carrying international prestige from IIUM."*

> *"yes Islamic value, Islamic name attract potential students to study, pursue who study here, Islamic background according to interest to learn Islamic knowledge, so if you can understand Islamic knowledge, Islamization of knowledge all around the world, especially in Muslim country and non-Muslim country."*

At a glance , perceiving Islamization of IIUM started with not only Islamic label, but also a step of starting Islamic approach to every aspect of human knowledge. Islamizaion perception of IIUM International students

5.5 Perceived Institutional Strength

There are different weekneses and strengthes for an educational institution which are such things compareable among different institutions. This respondent was asked about different strengths for which they would consider IIUM as an alternative for decision making. He heard about campus environment quality and study with lower pay.

> *"Good side is alsmost two most qualities .... lets see, environmental quality. Yes, every body, a lot of people told me to study, because of that , even it is good to pay and study in Malaysia ......still quality of IIUM."*

> *".....Islamic environment, but, there mainly attract me, and when you come here also you know you Islamic environment in whole Malaysia. Malaysia is Islamic country that came to my mind first. If we go there we could have any hassles."*

As a whole three respondents told that strengths of International Islamic University Malaysia is Islamic environment, one respondent answered Islamic environment and multi-culture, and the other one answered Islamic value and lower tuition fee.

5.6 Special Attraction

Special attraction of International students is that it is Islamic university, Islam especially attracted four respondents to pursue higher study, and a single respondent answered that Islamic environment and maintaining his Majhab were his important things to be attracted to IIUM for higher study. One respondent answered that Islamic value, undergraduate, master and PhD programs in economics were special attraction to study in IIUM.

> *"….. This is Islamic university, this word is Islam you know, and Islam is our religion that was main reason. The same thing. It was like it is Islamic, it is like university that take care of International students. To the best of my knowledge also Islamic economic program, best place to study, recommendation from senior who studied in IIUM."*

Overall it can be said that special attraction has a heavy weight that entice international students to go abroad for higher study to a particular university.

5.7 Expectation

Respondents expect knowledge that would be valuable for his career; the answer to the question expectation was very simple, so there might have everything detail on it , but may be he could not tell anything more detail about expectation. Even he did not tell anything that can be reasons for developing expectation.

> *"When I was in my country, because I know people come to IIUM is normal, they come to country, I am also, secure knowledge. Actually I want to develop myself, my research, I want develop, I mean, how to get knowledge from IIUM, I expected to improve my thinking, improve myself at all, my mind everything, I expected when I graduate from IIUM; I will be totally different from that one who was his country befor he caomes."*

These respondents emphasized on good professor, it means that mainly good professors are helpful to acquire quality knowledge, however, he did not tell about what makes a good professor. So his expectation was he would get very good professor in class and other learning points where he would learn many things that is precious and valuable for career development. He expected that teacher quality would be like western.

5.8 Decision Making

There were some features of altenative International university that were used by International prospective students to make decide what to choose one university among several universities. University rank in malaysia and Islamic environment was mainly considered to choose Internatiuonal Islamic University Malaysia.

> *" Because you know It is in top ten in malaysia. You can not get everything from one. Yea, If left my country because I came to IIUM, it is Islamic environmment about the study , about quality, at the same time it is islamic quality."*

These respondents tried several universities in Malaysia, fortunately he got admission at three universities, university malaya, Incepta university, and International Islamic University

Malaysia. He mainly chose IIUM for Islamic label and Islamic environment. He came to malaysia with three offer letters, he went three universities and observed the everything ins and outs and made decision to be admitted to International Islamic Univertsity Malaysia.

> *"It depends on property, my case is Islamic finance, in Malaysia three kind of options, UIA, UM, and UKM, for I was asking for and searching some information and advice from people who were studying in UIA."*

5.9 Study Experience

One respondent has been experiencing higher study in IIUM for around three years, he observed that service quality was a bit less what he expected when he was in his country. It means that an amount of gap between rational perception and emotional perception was not expressed as a little or highly dissatisfaction. This student did not feel that there was a problem in facilities. However, teaching need to be improved in terms of special care about international students. He not only expressed his own experience but also tried to tell about other international students' experience as a metaphoric expression. It was a gap according to this respondent, so a little dissatisfaction was assumed from his voice tone and his feeling.

> *"One thing everybody knows, In terms of the teaching, it is more improved, one of my colleague, try to apply, envoronment is good. Facility is ok, this place is to take care about students. They need to improve staff service quality, some of my colleagues told me about service quality. Actually , the staff, and I mean, admin staff, they kindly, they try to help students. I think international students they want special care."*

Four respondents have also been experiencing higher study in IIUM for around three years, he revealed that service was a bit less quality what he expected when he was in his country. Because internet and lab facilities was almost right, but staff were not running the facilities as he expected when he was in his country. It was certainly an amount of gap between rational perception and emotional perception. But he was a bit dissatisfied. This student did not think that there was a big problem in facilities. However, He expressed teaching quality as the same he expected when he was in his country. In addiction he expressed some metaphoric feeling as positive about teaching and facility, a bit negative about internet and lab service. It was a little dissatisfaction that can was assumed from his telling tone and feeling.

> *"They have no care about maintaintence; as you know how many times enter into the class, PC stopped, light offs, when we started class, we call the technican for 30 minutes to come and fix the problems, so they have to do the maintenance and they have to increase the facilities, PC, and internet service is very bad comparatively this semester.I mean, for example, library, a lot of books, e-books,and there is a lab, but not enough, it is positive side, but not enough compare with the number of students, also there are good lecturers in IIUM"*

When student has come to IIUM to pursue higher study, he expected that he would receive everything what he thought about IIUM when he was in his country. He compared between expectation from and experience in IIUM. The gap certainly leads to dissatisfaction; if experience more than expectation there will have over satisfaction; if equal there will have satisfaction; if experience much lower than expectation there will have highly dissatisfaction. There are some gaps between expectation and experience in terms of service quality, teaching quality, and facilities. If answers of this topic that would be made based on close-ended

question in quantitative research some significant effect might have explained. In open-ended question students were free to answer what they thought about providing quality education of this institution. It was, overall, found that there was some gap in teaching answered by two respondent, some gap in facilities answered by three respondents, some gap in servicing answered by two respondents. Major gap was found that a number of professors have been shifted elsewhere, which was answered by one respondents.

5.10 Satisfaction

There is a saying in business," satisfied customer is the best promotion." Satisfaction basically depends on different factors that a good institution always tries to ensure and make balance between factors on basis of qualitative or quantitative information. No respondent was asked directly to answer the question, are you satisfied with this education provided by IIUM? An important dimension of satisfaction is recommendation of a person for others. Straightforward question -are you satisfied? - is not suitable for qualitative research, which means that qualitative research searches sufficient data to answer a straightforward question.

Four respondents would recommend others without any condition, it assumed that this respondent is completely satisfied on satisfaction by recommendation dimension. These respondents stated that they would recommend others to pursue higher study in IIUM, but among them third respondent would recommend depends on quality of student and financial ability, which is conditional on students' factors, and satisfaction is also assumed complete. Fourth respondent stated that he could recommend if some conditions of university was changed, otherwise it was assumed that he would not recommend and was not satisfied with education provided by IIUM, however its conditions are minor, not major. Respondent fifth answered that he would recommend some persons who have financial capability to pursue higher study, which means that he could not be satisfied completely because only finance consideration is suppressing quality Islamic scholars who should have opportunity to pursue higher study here on basis of merit. Out of five respondents, two are completely satisfied with this education and other three are not completely satisfied. It can be concluded on satisfaction that majority respond is not satisfied on basis of comparison between expectation and experience or rational perception and emotional perception

> *"Yes, I recommend my friends and others, recommend others In-sa-allah. Off course, If I recommend any students from my country . Because it is Islamic university,also food is available compareed to other universities. Well, It directly depends, depends upon quality of student, also quality of other factors, I can recommend some people, not recommend everybody, because, for example, no scholarship, no financial supports. The issue is now tuition fee that has increased, application is 100 USD or RM300, for application fee, but, you have fund, IIUM is still for the certain place for the certain programs."*

6. DISCUSSION

In the figure-1 and Table 3 below, three levels of International students' perception towards Islamization and Internationalization of IIUM higher education have been presented; firstly respondents remain in the process of rational thinking based on information from different sources, secondly they develop expectation from a particular higher education institution and make decision among different alternative institutions on the logical ground, and finally they experience institution and communicate between expectation and experience to determine

whether they are satisfied and dissatisfied. Overall majority's objective was strong, they are very much conscious, hold achievement-oriented motivation. It is likely to have a good chance to fulfil objectives, because their voices were so strong when they spoke of objectives. In collecting information students were felt conscious, so provided information by IIUM was effective for international students. International student was less conscious about the world rank of International Islamic University Malaysia. They actually see IIUM to enhance Islamization because Islamic university attracts them, especially on this point.
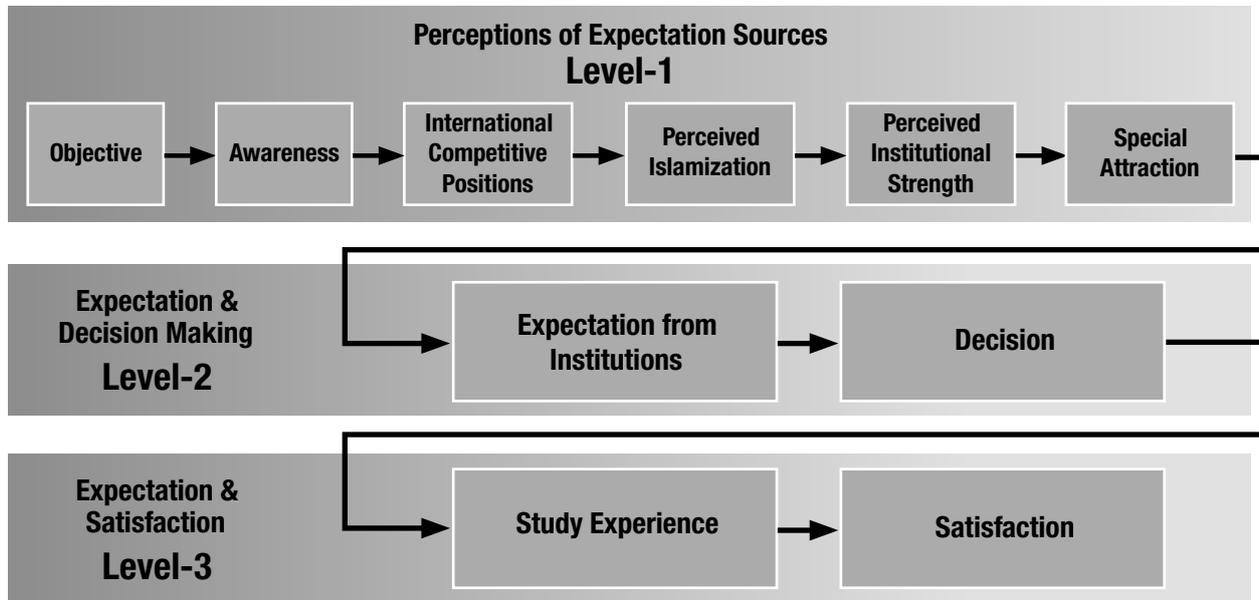
Figure 1: Perception and Experience

In addition, it can be said that special attraction has a heavy weight that entices international students to go abroad for higher study to a particular university. Institutional strength is related with their expectation and decision making. The gap that was found certainly led to dissatisfaction; if experience more than expectation they will have over satisfaction; if equal they will have satisfaction; if experience much lower than expectation they will have highly dissatisfaction. There are some gaps between expectation and experience in terms of service quality, teaching quality, and facilities. It was, overall, found that there was some gap in teaching, some gap in facilities answered, and some gap in servicing. Major gap was found that a number of professors have been shifted elsewhere. It can be concluded on satisfaction that majority respond is not satisfied on basis of comparison between expectation and experience or rational perception and emotional perception. Laderlah et al. (2011) tried to define Islam as" a way of life, and it is not merely as religion. Islamization value and satisfaction is assumed consistent with the concept of customer□perceived value of benefits and the costs in terms of their expectations based on need fulfillment. (Slater, 1997; Berry, & Yadav, 1996; Ravald, & Grönroos, 1996; Slater, 1996; Haas, 1995; Mazumdar, 1993; Slater, & Narver, 1992; Narver, & Slater, 1990; Day, 1990; Zeithaml, 1988). The higher education quality of IIUM is different Islamic way from other Asian countries that international students think and that support the theory of current trends in quality assurance system regionally for higher education in Asia, and development varies widely in all stages (Miyahara, 2015). International student satisfaction through marketing Islamized higher education supported the concept of customer satisfaction that is one of the important outcomes of marketing activity (Oliver, 1980; Surprenant and Churchill, 1982; Spreng et al, 1996; Mick & Fournier, 1999). According to 'wise mind' theory (Linehan, 1993) and 'hope theory' developed by Stanley Schachter and

Jerome E. Singer, internationalized Islam-driven contemporary higher education has a link of study objective with satisfaction of the international Muslim students, and the result was consistent with the previous qualitative study results (Oliver, 1980; Surprenant and Churchill, 1982). Frustrating dissatisfaction with Islamized higher education is absent in respondents as found in both rational and emotional mind state of their decision making and experiencing process.

Table 3: Coding and Interpretation

Factors	Codes	Interpretation
Objective	Ummah development; financial gain.	All respondents tend to contribute to ummah development after graduating from this institution.
Awareness	Quality education; Islamic environment.	International students were moderately aware of the Islamized higher education quality of IIUM.
Institutional Position	Good rank university; rich faculty	International students believed IIUM can place its position topper than the present 500 world rank.
Perceived Islamization	Islamization of conventional higher education; Islamized social interaction	Islamization of conventional higher education of this university is rapidly growing.
Perceived Institutional Strength	Islamic value and strength; teaching quality and strength	Islamic value is the most powerful aspect as an higher educational institution as international students thought and experienced.
Special Attraction	Islamized facilities ; Islamized higher education	Islamization is a very attractive element to evaluate IIUM.
Expectation	Teaching quality expectation; facilities expectation; service quality expectation	International students were served more than expectation
Decision Making	Education quality; career opportunity	It is of quality education and Islamic environmment for the study.
Study Experience	Teaching quality expectation; facilities expectation; service quality expectation	In terms of the teaching, it is more improved, and its envoronment is good. Facility is also good.international Muslim students need more improved staff service quality.
Satisfaction	Satisfaction towards teaching, facilities,service quality.	Few students were highly satisfied and others satisfied.

7. CONCLUSIONS AND RECOMMENDATIONS

The information that is being spread out about higher education Islamization internationally is observed almost true to its higher education provided in reality. Islamization was seen only for perfect human behavior. Critically it is assumed that Islamizing western education was not seen by respondents when they are asked that as an Islamic name IIUM attracted you when you were in your country? From educational experience in IIUM, students are completely satisfied on major aspects of educational institution, and almost satisfied on some minor aspects of education system. It is not a big problem to solve, but great problem is IIUM should not stand still in the same position, because anyhow it should take some initiatives for more Islamization and internationalization of higher education to truly enlighten the people of the world. To advance Muslim world it is necessary to make this university leader of the Islamic universities. This research has some shortcomings for inability to generalize the satisfaction of all Muslim students in the world based on Islamized higher education served by IIUM. However, this kind of study could be conducted further from other perspectives to achieve more generalization, and loyalty to such kind of institution can be a research topic for measuring the strength of Islamization and internationalization of higher education through the quantitative research approach.

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