

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

Part of an academic research report that describes the methods and means of carrying out a study is called research methodology. A research methodology's primary objective is to clarify what methods are being used or will be used to collect the evidence or knowledge intended to be obtained at the conclusion of the study.

The chapter would subsequently explain the research paradigm and philosophy, research approach and the research method. It further explains the instrument where the population samples for this research were obtained from including the justification of the selected sample, and how data collection was conducted, including the outcomes from the pilot research.

4.2 Research Paradigm and Philosophy

According to Karchegani *et al.* (2014), a research paradigm is a view focused on a collection of common beliefs, principles, ideas and procedures. It can be interpreted as how a researcher constructs his or her thoughts around the advancement of knowledge. The paradigm can be influenced by various factors before it can be successfully applied.

Creswell (2001) argued that research paradigm is the tool to understand the social world on how the research is to be done as well as the legitimacy of the problems which

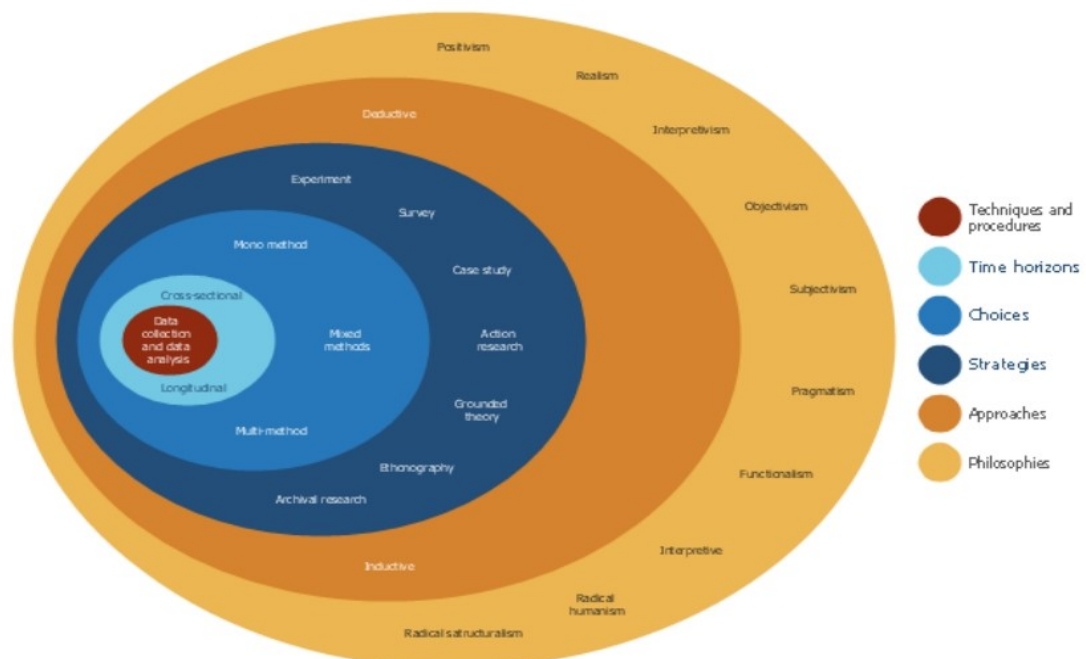
also include the criteria for evidence of specific ascertainment. The research philosophy defines how a given collection of data is collected, interpreted, and used for a research study. The research process began with the researcher's philosophical assertions on how knowledge truthfulness was established, the nature of the reality of the knowledge and the potential values behind the knowledge (Creswell, 2003). Three distinct components make up the research philosophies, namely positivism, interpretivism and realism (Kivunja & Kuyini, 2017).

According to Saunders (2003), a researcher plays a pivotal role in positivism research philosophy. The data would be evaluated and analysed with objectivity, generating results that may or may not fulfil the research goals. Realism philosophy promotes the idea that reality is independent of human beliefs and convictions. Realism philosophy postulates that the external sensation and images of the real world have an impact on the social behaviour and response of the people (Johnson & Christensen, 2010).

On the interpretivism, the researchers will hold on to the view that some things such as the social world of business management are too subjective to be confined with laws and suppositions as it is with the natural sciences. According to Johnson and Christensen (2010), this philosophy involves critical thinking because of the nature of interpretive philosophy, it is the best possible fit for most situations in producing findings from the collected data. The interpretivism philosophy suits for this research based on the above explanation, since the researcher would try to go in-depth to obtain understanding and the significance of the subject of interest of this research.

4.3 Research Approach and Design

The research approach defines the researcher's adopted thought processes leading to the accepted theories or solutions. According to the research 'onion' shown in Figure 4.1 below, the method of the experiment is made up of both deductive and inductive approaches (Saunders *et al.*, 2009). The deductive approach aims at testing a theory, while the inductive approach focuses on the growth of an idea. The differences between these two approaches cause a huge disparity in a research (Gabriel, 2013).



Sources: Saunders *et al.*, 2009

Figure 4.1: The Research Onion

Commonly, a deductive approach starts off a hypothesis (Bryman & Bell, 2011). On the contrary, the inductive approach arranges the research questions as to narrow down the scope of the research (Gabriel, 2013). In essence, in the inductive approach of research, the researcher will start with a compilation of studies, moving from that to a more accustomed set of premises in relation to his or her observations.

According to Churchill and Iacobucci (2002), and Bryman (2004), the research design is the skeleton of gathering and dissecting information and also serves as a blueprint to delineate the steps on how to do it (Burns & Bush, 2003; Zikmund *et al.*, 2013). Contrarily, Yin (2014) declared that the research design is a series of concepts linking scientific evidence with the initial research questions and eventually with its conclusion. Based on this sequence, the general plan for how to develop the research questions is being answered (Saunders *et al.*, 2009).

The present research adopts the inductive approach in developing a proficiency frame for Islamic legacy planners in the full-fledged Islamic trust companies in Malaysia. A new theory is being developed using research questions, and the data collected are associated with the qualitative method. Hence, an extensive analysis is needed to identify a new theory.

Several recent studies employing the inductive approach are by Allen *et al.* (2011) and Ferguson *et al.* (2011). In conducting a study where the subject of interest has not been explored earlier, the inductive approach is the most suitable method (Gabriel, 2013). According to Saunders *et al.* (2009), research designs are categorised into few groups depending on the research purpose; exploratory, descriptive, and explanatory types of research.

According to Jupp (2006), genuinely, all research is exploratory. Exploratory research is a process used to discover or to construct a theory. This particular research design is intended to carry out a research concern that has not yet been explicitly identified. Exploratory research is not meant to have a definitive proof, but it allows a better grasp on this issue.

In an exploratory research implementation, by revealing new data and new insights, the researcher should be willing to change his or her direction (Saunders *et al.*,

2009). By recognising which research type worth to pursue earlier on, this, in turn, will optimise the time and resources needed. The method used in exploratory research includes focus group discussions, literature reviews and interviews (Saunders *et al.*, 2009). The arrangements are flexible and unstructured (Burns & Bush, 2003; Churchill & Iacobucci, 2002) due to low constraints of the data or the nature of activities employed.

Presently, the selected research design allows the researcher to explore the necessity of establishing proficiency frame for Islamic legacy planners in the full-fledged Islamic trust companies in Malaysia. The exploratory research design was chosen as it involves gathering analysis of response from the respondents. Based on the design, primary data are collected through interview sessions. Interview sessions are the most suitable strategy to determine the importance of KSAO as part of the elements for the Islamic legacy planners in the full-fledged trust companies in Malaysia, as mentioned earlier.

4.4 Research Method

The decision to choose which research methodology to use is affected by the hypotheses, interests and aims of the researcher in the process of answering the research questions (Boeije, 2014; Taylor & Bogdan, 1998). The researcher opts for primary data for the present research. According to Salkind (2010), this is the data obtained from first-hand sources by the researcher, specifically for the designated assignment. In other terms, Lawal (2010) said that primary data are the knowledge that will be gathered because nobody has recorded and presented the details in a freely available database. Primary data are genuine in which it has a clear connection between the problems with the current information (Snijkers *et al.*, 2013). The data can be obtained via various

ways such as interviews, focus group discussions, self-administered surveys and questionnaires.

4.5 Qualitative Research for Present Research

The word qualitative as implied by Denzin and Lincoln (2013) refers to the study of values of the subjects that is not analysed in the experiment. To put it differently, qualitative research emphasises on quantifying data processing and review (Prasad & Prasad, 2002). The qualitative method is based on the inductive approach and typically non-numerical data that are analysed to examine the relationships among research participants by adopting various analytical procedures (Yin, 2009). The researchers adopting qualitative tools such as observation, questioning, and description are called interpretivists.

In order to better fathom the phenomenon, this research adopted the qualitative method, where the goal is not to count but to take a step back and have a bird's-eye view of the whole picture. The research is exploratory in nature, and it peeked into the thoughts and experiences of each of the research participants. Consistent with this definition, this research investigates on the developing competency framework for Islamic legacy planners and its components which consist of the element of knowledge, skill, abilities and others.

As argued by Hofer and Bygrave (1992), qualitative analysis can generate more insights on investigating the processes. This approach is deemed the most suitable for this research, since it allows for the discovery of determining the required competencies for the Islamic legacy planners and provides understanding on current selection criteria of appointing the Islamic legacy planners by the full-fledged Islamic trust companies, which contribute to the need of developing a competency framework.

Notably, Bloomberg and Volpe (2016), Creswell and Plano (2009), Flick (2018), and Patton (2002) discussed that one of the qualitative research advantages, is it allows grasping and acquiring a thorough understanding of the subject matter. This research will employ qualitative method since it is considered to be the right option for the research nature and the necessary data shall be extracted to address the research problems (Creswell, 2018).

The researcher selects the qualitative method for the present research for answering questions regarding experience, context and perception, most frequently from the participants' point of view. By employing the qualitative method, because of its exploratory nature, it is thought to be the most appropriate method and extracts the rich data necessary to tackle the research problems (Creswell, 2018). Besides, the additional characteristic is that the process is inductive, that is when the researchers collect the data in building the concept (Merriam, 2009).

The main focus of the research is to structure and propose a performance excellence appraisal for the Islamic legacy planners in the full-fledged Islamic trust companies in Malaysia. This research moulds the theory starting from discussion through interview sessions. The pieces of discussions will be combined and arranged into broader themes. The methods will be the mechanism to achieve the primary objective of this present research.

Individuals who can cope with ambiguity are more inclined to prefer a relational model by embracing several interpretations of facts and shifting facts constantly. The current approach is found to be among the justifiable methods of investigation, especially in the fields of social, behavioural and the health sciences. As a result, it brings about more publication and funding of qualitative works or projects (Creswell, 2018). Qualitative method is adopted in an effort to better understand the phenomenon

at hand. As mentioned before, the aim is not to quantify but to see from a birds-eye view. The essence of this research is exploratory, and it would strive to extract the experience of the research respondents.

4.6 Research Strategies

This segment outlines the fundamental techniques the researcher utilised to collect the data required to perform the study. The research strategies include the essence and origins of the gathered data to achieve the research objectives. In the broadest sense, research strategy refers to “*a way of thinking about and researching social phenomena*” (Strauss & Corbin, 1990). It explains the way the research is carried out and also the plan of action used in that research (Creswell, 2003; Taylor & Bogdan, 1998). It clarifies the best possible way of obtaining knowledge about the world we live in (Denzin & Lincoln, 2013).

In-depth interviews are the main qualitative research method to collect the data for analysis (Guest *et al.*, 2013; Jamshed, 2014). The subject must first be determined, before collecting these types of data, be it a population, community or a research area. Researchers cannot collect data from every individual in a survey region or a community. The interview is suitable since the research seeks a better insight from senior management of the full-fledged Islamic trust companies on the issues of competency amongst the Islamic legacy planners before proposing the competency framework based on KSAO model for the profession from the context of Islamic trust companies in Malaysia.

The main reason the full-fledged Islamic trust companies was selected for the research is to lead to the research’s robustness, resulting in compelling support or contradictory evidence of the aspects under this research. The selection of different

companies will contribute comparisons and cross-checking of data collected and fulfil the requirements of having triangulations of multiple sources of data (Merriam, 2009).

4.7 Population and Sampling in Qualitative Research

This research aims to examine the Islamic legacy planners' competence in the full-fledged Islamic trust companies in Malaysia, the selection criteria practised by the Islamic trust companies in Malaysia, the elements of knowledge, skills, abilities and others in competency framework for the profession and its impact towards the industry professionalisation agenda.

This research involved participation from the industry players; the full-fledged Islamic trust companies in Malaysia. The process of sampling is based on the steps suggested by Sekaran and Bougie (2013):

Step 1: Define the target population

Step 2: Determine the sample frame

Step 3: Determine the sample design

Step 4: Determine the appropriate sample size

Step 5: Execute the sampling process

The sampling process listed above is used in this present research as illustrated in Figure 4.2 below;

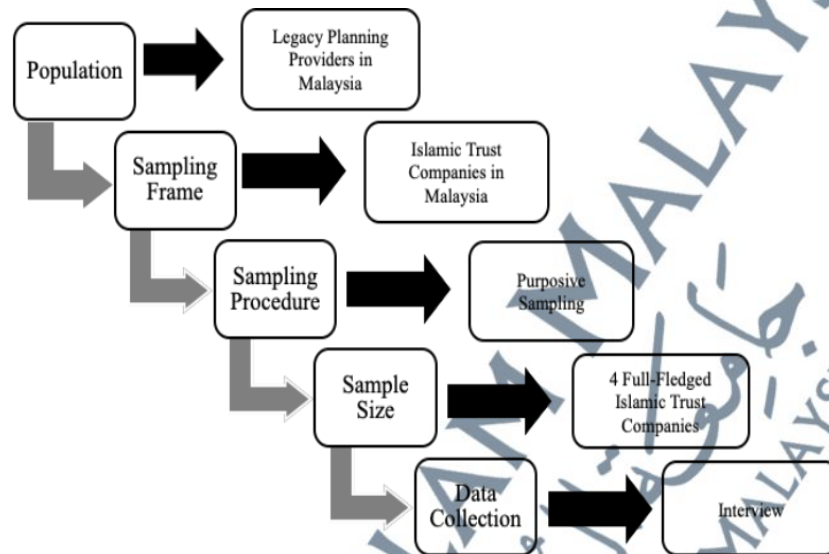


Figure 4.2: Process of Sampling for Present Research

When talking about qualitative sampling, there are three most common types which are purposeful sampling, quota sampling and snowballing sampling. For the present research, the researcher opts for purposeful sampling since the participants of the research have been pre-selected based on the criteria that are in line with the research questions. Purposeful sampling is a widely adopted strategy in qualitative research. Participants are chosen based on the criteria in the research questions which were prepared beforehand. The sample size may be calculated by theoretical saturation, a stage where the newly gathered data no more contribute extensive intelligence.

One of the benefits of purposeful sampling is the accessibility of the sampling techniques which can be used in the qualitative research designs. Each and every purposeful sampling technique focuses on their own objectives (Flick, 2018) and allow the researchers to justify in making generalisations of the samples that they study. The

generalisation may be theoretical, analytical or logical (Mills *et al.*, 2010). However, the researcher should be well versed in each of the technique's strengths since different types of purposive sampling have different nature and ability to generalise (Etikan, 2016). Purposeful sampling proves its usefulness in these situations because the researchers are provided with a wide selection of non-probability sampling techniques for them to choose from (Wolf *et al.*, 2016).

For information purpose, the researcher has listed the full-fledged Islamic trust companies, as shown in Table 4.1. In defining the target population for this research, the research is focusing on the full-fledged Islamic trust companies in Malaysia, as shown in the same table. The representatives of the selected full-fledged Islamic trust companies have provided the sampling units.

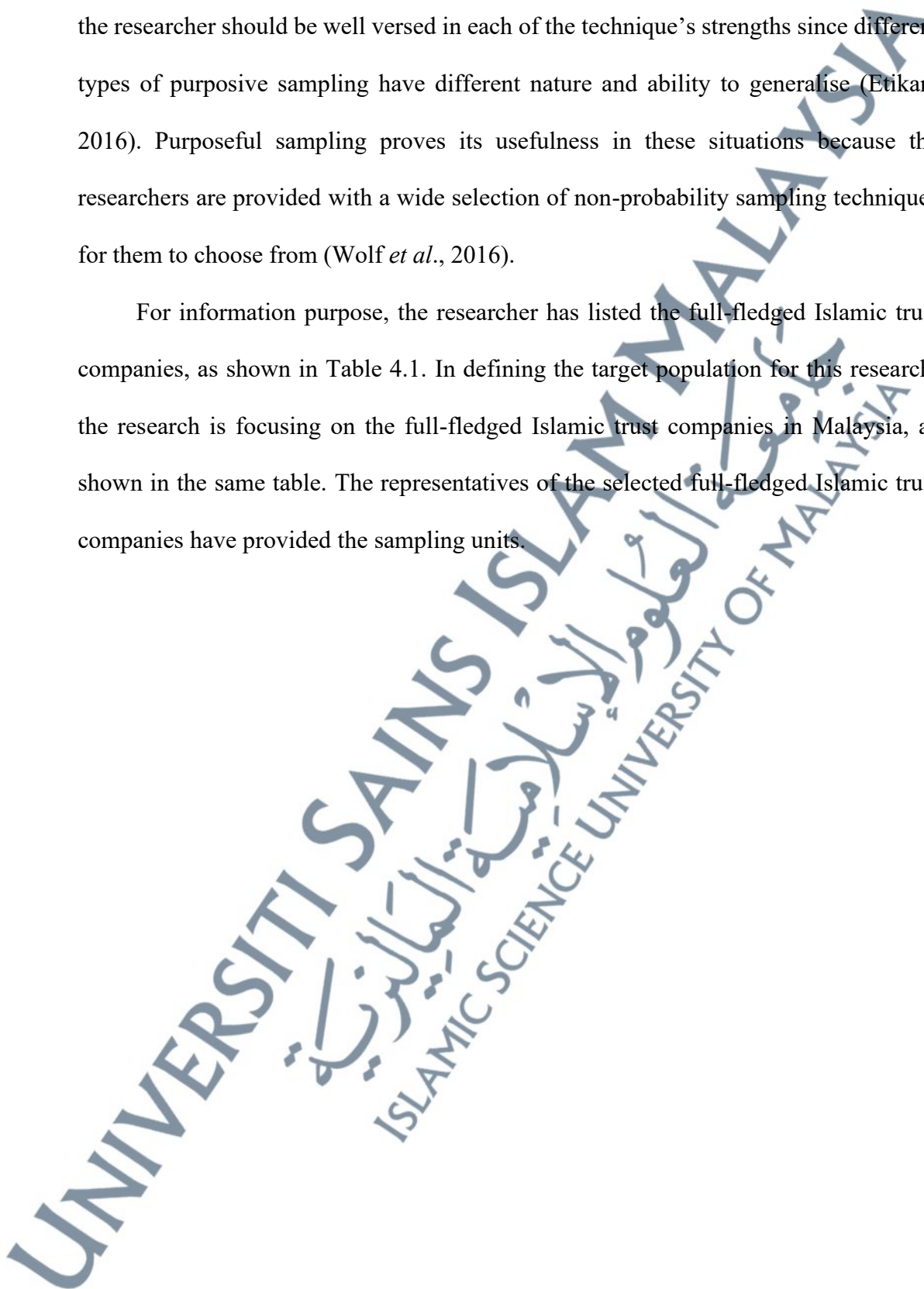


Table 4.1: List of Full-Fledged Islamic Trust Companies in Malaysia

No	Islamic Trust Company	Product/Service							
		Will-Writing	Trust Administration	Executorship / Estate Administration	Declaration of Hibah	Waqf	Guardianship	Jointly Acquired Asset	Others
1	as-Salihin Trustee Bhd	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Administration of Intestate Estate
2	MyAngkasa Amanah Bhd	Yes	Yes	Yes	Yes	No	No	No	Not Applicable
3	Wasiyyah Shoppe Bhd	Yes	Yes	Yes	Yes	No	No	Yes	Business Succession Planning
4	Amanah Warisan Bhd	Yes	Yes	Yes	Yes	No	No	No	Not Applicable

Source: Association of Trust Companies, Malaysia (ATCM) (n.d.), as-Salihin Trustee Berhad (n.d.), MyAngkasa Amanah Berhad (n.d.), Wasiyyah Shoppe Berhad (n.d.), Amanah Warisan Berhad (n.d.)

Based on the argument by Malhotra and Birks (2007) that the target population is the collection of elements, the present research population and sampling can be defined from the following perspective:

Table 4.2: Elements and Sampling Unit for the Present Research

Elements	Full-fledged Islamic trust companies
Sampling units	Representatives of the full-fledged Islamic trust companies in Malaysia

In the case of the present research, the researcher selected the sample comprising the elements in the population. Details of the respondents can be summarised as below:

Table 4.3: Summary Details of Respondents for This Research

No	Name	Organisation	Position	Qualification	Experience (Related industry)
1	Ahmad Saruji Abd Aziz	Amanah Warisan Berhad	CEO	Master Degree	14 years
2	Mohd Zamro Muda	Wasiyyah Shoppe Berhad	Chairman, Technical Committee	PhD	11 years
3	Benji Johan Ibrahim	as-Salihin Berhad	Vice President	Degree	10 years
4	Faudzi Mt Din	MyAngkasa Amanah Berhad	Acting CEO	Degree	17 years

The sample was comprised of the representatives of the full-fledged Islamic trust companies in Malaysia to meet the following criteria set for this research:

- Holds a C-Suite position in the company such as Chief Executive Officer, Vice President; or
- Nominated senior managements by the company to present the Management.

4.8 Data Collection

In qualitative research, the researcher attempts to explore the experience of individuals i.e., the research participants (Schwandt, 2001; Lambert & Loiselle, 2008; Schultze & Avital, 2011). Through the interviews conducted, the researchers are able to present a well-comprehended description of the participant's experiences and perspective towards the phenomenon being studied (Schultze & Avital, 2011). The connection established between researchers and participants during interviews allows the participants to discuss their life events more readily (Holloway & Wheeler, 2004).

When and where the interview is held should be given important consideration as it may affect data collection. Interviews should almost always be carried out at a time and place that is convenient and comfortable for the participants. Holding interviews in the participants' own home is believed to have a comforting effect on the participants and they would feel that they are in control of the situation (Holloway & Wheeler, 2004). There is a range of formats from which to choose, including structured, unstructured and semi-structured interviews.

There are several formats that can be applied, while carrying out the interview, for example; structured, unstructured and semi-structured interviews. This research selected semi structured interview as the instrument for the research. Typically, a semi-structured interview begins with a series of pre-planned, but open-ended questions on the field of study, and the next question to be asked is based on the participant's response to the earlier question (Holloway & Wheeler, 2004). Although this kind of interview provides the opportunity for the researchers to have a deeper understanding of the participant's flow of thoughts and hence, richer information, the data gained may not be applicable to the research question (Britten, 1995; Holloway & Wheeler, 2004; Ryan *et al.* 2009).

Semi-structured interviews are mostly implemented in qualitative research (Holloway & Wheeler, 2004), where the questions are already pre-arranged, and the researchers have more freedom to pursue enlightenment on the subject matter. Although the flow of the interview is based on what is being said by the participants, the researchers have the absolute control on how the questions are phrased (Power *et al.*, 2010), and what additional questions to be asked (Corbetta, 2003). Notwithstanding, Dearnley (2005) noted that the open-ended questions give the respondents the opportunity to answer in their own ways and in their own words, unchained by the options provided which, in turn, promote breadth and vitality which help to put forward fresh ideas.

4.9 A Pilot Study for Present Research

A pilot study is one of the essential stages of research and a small study to test research protocols, data collection instruments and other research techniques in preparation for a more extensive study (Hassan, 2005). A pilot study is one of the critical stages in a research project and conducted to identify potential problem areas and protocol before implementation during the comprehensive research. The pilot study not only gives the researcher a chance to determine whether the study is practical, but also an opportunity to support the significance of real research.

For this research, the researcher has conducted two focus group discussions as a pilot study based on their benefits to investigate and validate the need for having a competency framework for Islamic legacy planners in Malaysia. The focus group most importantly considers 'what' is occurring in the minds and lives of consumers and what actions to be followed (Clow & James, 2014) and independently rarely applied

(Lavrakas, 2008). Therefore, a focus group is an important part of evaluating popular attitudes, however, they do contribute to several benefits:

1. The researcher can engage with the participants, ask follow-up questions or in-depth questionings,
2. Results can be interpreted better than complicated statistical data,
3. Allow the researcher to attain information from non-verbal responses, such as facial expressions or body language,
4. Allow for faster information gathering compared to separate interviews.

Table 4.4: The Examples of the Application for Focus Group in the Islamic Finance Area

Area of study	Source
Financial inclusion	Brekke (2018)
Contribution model for takaful	Olorogun (2015)
Performance of Islamic banks	Nor <i>et al.</i> (2017)
Dispute resolution in Islamic finance	White (2012)
Human capital in Islamic finance	Dewa & Zakaria (2012)
Shariah audit	Ali <i>et al.</i> (2018)
Accounting standards in Islamic finance	Hassan <i>et al.</i> (2019)
Industry certification	Noh <i>et al.</i> (2019)
Money management	Alma'amun <i>et al.</i> (2018)
Shariah governance	Hassan <i>et al.</i> (2018)

The examples of the application for the focus group by previous researchers are the highlight in above Table 4.4. A successful pilot study does help the researcher to assess the current research approach and practice the necessary techniques required for this research.

4.9.1 Pilot Study 1

Feedbacks from the focus group participants were obtained to verify whether the fundamental component of competency-based qualification for Islamic legacy planners will fulfil the standards of the industry or not. The session was conducted to catch up with the new business trends. The insights received were on how to enhance learning processes, which involved the recommended way of teaching that presents the topic matter, learning materials and syllabus suitability.

The context of the proposed subject matter was envisioned and built up by IBFIM. As this certification is industry-oriented, the content must be validated to fulfil the industry's competence expectation and other characteristics of legacy planners in Malaysia, specifically for those representing the Islamic trust companies. This task guides the participants on what to anticipate when evaluating and contributing to the proposed programme at hand.

The focus group discussion carrying out as a review session for the sector is an important component in the policy planning phase to accomplish the following objectives:

1. To ensure the critical aspect of offering certification has been fulfilled and address the competency gaps among the Islamic legacy planners,
2. To stay up to date with the latest development of the industry and the new guidelines from the relevant authorities (if any),
3. To improve the learning process, which includes proposing the learning methodology, training content, and the syllabus suitability for the participants.

In a report issued by the secretariat, the members of the focus group reported their views on the quality of the proposed qualification syllabus. The researcher moderated the whole day session in April 2018 at Premiera Hotel Kuala Lumpur. The format used was the in-depth focus group discussion, in which nine subject matter experts, academicians and industry training providers in the area of Islamic legacy planning were among the participants. Details of the participants are listed in Table 4.5:

Table 4.5: Designation of Focus Group Participants on the Competency-Based Certification for Islamic Legacy Planners

No	Designation	Organisation
1	Chief Executive Officer	Islamic Trust Company
2	President	Industry Association
3	Associate Professor	University
4	Manager	Industry Association
5	Resident Expert, Islamic Financial Planning	Industry Training Institute
6	Assistant Manager, Instructional Design	Industry Training Institute
7	Shariah Officer	Industry Training Institute
8	Consultant, Quality Assurance & Delivery	Industry Training Institute
9	Consultant, Examination and Assessment	Industry Training Institute

The industry validation session thoroughly discussed the title of the programme, modules of the programme and the content of each module and other related issues. The system framework was proposed by the focus group respondents to demonstrate the KSAO and product awareness in the Islamic legacy planning. In addition, the participants thought that the initial framework had inadequate social skills that are considered as one of the critical components for the Islamic legacy planners. Thus, the participants recommended that the curriculum credential has to be matched to the industry's generally recognised areas to meet the goals as below:

1. The module should enable participants to understand the definitions and concepts of estate administration, wills and other instruments from an Islamic perspective,
2. The module should discuss the dissimilarity between Islamic and conventional legacy planning, relevant legislations and the importance of having legacy planning,
3. The module should discuss the competency and skills-set required for the Islamic legacy planners in the industry.

Besides reviews on the general framework of the credential, feedback on different modules of the qualification system was obtained which was designed in *Bahasa Melayu* before extending the offering in the English language. Table 4.6 provides the recommendations and justifications provided by the focus group participants.

Table 4.6: Remarks, Comments and Recommendations by Focus Group Participants in Industry Moderation Session for Competency-Based Certification for Islamic Legacy Planners

Programme Outcome (POs)	Learning Programme Objectives (LPOs)	Learning Topics (LTs)
Offer guidance to clients on Islamic legacy planning practices and use the planning tools effectively.	To relate the values of Islamic legacy planning and its legal framework.	Topic 1: Key Objectives in Legacy Planning <ul style="list-style-type: none"> • Legacy Planning in Relation to Maqasid Shariah • Provide Access to Assets for the Sustainability of Dependents' Livelihood • Completing the Cycle of Wealth Management • Planning for the Special Ones • Planning for Charitable Endowment

Table 4.6: Remarks, Comments and Recommendations by Focus Group Participants in Industry Moderation Session for Competency-Based Certification for Islamic Legacy Planners (continue)

Programme Outcome (POs)	Learning Programme Objectives (LPOs)	Learning Topics (LTs)
		<p>Topic 2: Key Differences Between Islamic and Conventional Legacy Planning</p> <ul style="list-style-type: none"> • The Concept of Wealth Ownership in Islam and Conventional Legacy Planning • <i>Faraid</i> vs. Distribution Act • Differences in the Roles and Duties of Executor and Administrator for Muslim and conventional legacy • Act - Small Legacy Distribution Act 1955, Probate & Admin. Act 1959, Public Trustee Act 1995 <p>Topic 3: Legal Framework of the Legacy Administration</p> <ul style="list-style-type: none"> • Legal Provisions in Relation to Distribution Laws in Malaysia and overseas • Jurisdiction of the Civil Court and Shariah court • Specific Legal Institutions for Legacy Distribution • The Process of Legacy Administration • The Priorities in Legacy Distribution
<p>To highlight the clients about the available tools of Islamic legacy planning.</p>	<p>Topic 4: <i>Faraid</i></p> <ul style="list-style-type: none"> • Importance of <i>Faraid</i> in Legacy Planning • Overview of Islamic law of inheritance • Classification of Heirs • The Concept of <i>Awl</i> <p>Topic 5: Wills</p> <ul style="list-style-type: none"> • Legal Definition and Provisions on Islamic Wills • Overview of Wills Act 1959 and Muslim Wills Enactment (Selangor) 1999 • The Legal Process of Islamic Wills • The Impact of Wills on <i>Faraid</i> 	

Table 4.6: Remarks, Comments and Recommendations by Focus Group Participants in Industry Moderation Session for Competency-Based Certification for Islamic Legacy Planners (continue)

Programme Outcome (POs)	Learning Programme Objectives (LPOs)	Learning Topics (LTs)
		<p>Topic 6: <i>Hibah</i></p> <ul style="list-style-type: none"> • Legal Definition and Provisions on <i>Hibah</i> • Overview of <i>Hibah</i> and Trust • The Legal Process of <i>Hibah</i> • The Impact of <i>Hibah</i> on <i>Faraid</i> <p>Topic 7: <i>Harta Sepencarian</i> (Matrimonial Assets)</p> <ul style="list-style-type: none"> • Legal Definition and Provisions on <i>Harta Sepencarian</i> • Matrimonial Assets for Polygamous Marriage and Divorcee • The Legal Process of <i>Harta Sepencarian</i> • The Impact of <i>Harta Sepencarian</i> on <i>Faraid</i> <p>Topic 8: Trust</p> <ul style="list-style-type: none"> • The Concept of Legal and Beneficial Ownership in Conventional Trust • The Concept of Legal and Beneficial Ownership in Conventional Trust with Islamic Principles • Is Trust under Civil Law Applicable to Muslims? • Differences between Civil Law Trust and the Islamic Trust • Type of Trust Available in Legacy Planning • The Legal Process of Trust • The Impact of Trust on <i>Faraid</i>

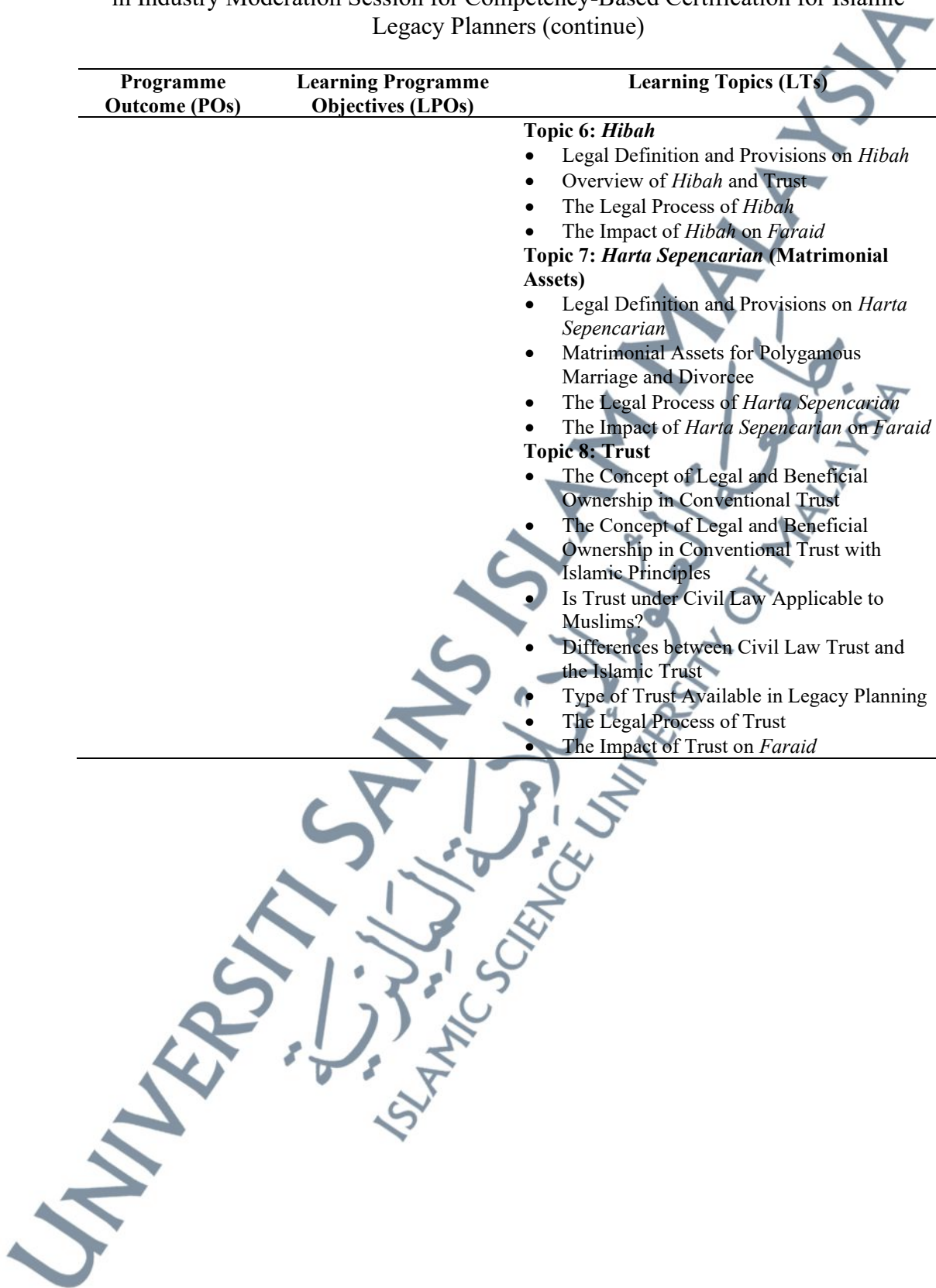


Table 4.6: Remarks, Comments and Recommendations by Focus Group Participants in Industry Moderation Session for Competency-Based Certification for Islamic Legacy Planners (continue)

Programme Outcome (POs)	Learning Programme Objectives (LPOs)	Learning Topics (LTs)
	To apply legacy planning process.	<p>Topic 9: Steps in Planning Your Legacy</p> <ul style="list-style-type: none"> • The Legal Process of Planning your Legacy • Identifying your Legal Heirs • Identifying Assets and Liabilities • Priorities in Legacy Distribution • Protecting Your Family from Indebtedness • Applying the Suitable Legacy Planning Tools • Planning for Special Circumstances (e.g., polygamous marriage, adopted child, converts, stepchild, etc.) • Utilising Legacy Planning Tools in Succession Planning

The participants accepted that the qualification material should be detailed to cover the expertise, KSAO and qualities needed by the Islamic legacy planners in Malaysia. The expertise elements involved knowledge of management of assets and property, while the relevant skills needed by the Islamic legacy planners were separated into two; behavioural and industry technical skills. This focus group discovered the expected knowledge and skills of Islamic legacy planners in Malaysia from the standpoint of an expert. This configures the professional behaviour of Islamic legacy planners in Malaysia who serve the full-fledged Islamic trust companies and offer clients with other services. The outcomes of this pilot study have been presented in one of the International Conference in 2019; International Conference on *Zakat, Tax, Waqf* and Economic Development, Langkawi.

4.9.2 Pilot Study 2

The inputs from every member of the focus group were anticipated to discuss the critical elements in developing the competency framework for the Islamic legacy

planners in Malaysia. The session is to gather the expert views on the potential framework based on the current industry practice. Besides, the inputs sought to evaluate the views of the participants in determining the right elements to be considered in developing the competency framework. The focus group obtained the industry experts' views based on the following objectives:

1. To provide clarification around the behaviours expected at different levels throughout the industry,
2. To propose critical KSAO elements that need to be considered in developing the competency model for the Islamic legacy planners and address the competency gaps,
3. To provide a roadmap for the Islamic legacy planners in Malaysia including the continuous development and code of conduct.

The in-depth focus group discussion was held among twelve subject matter experts, representatives from the industry association and academicians from four ASEAN countries; Singapore, Brunei, Indonesia and Malaysia. Details of the participants are depicted in Table 4.7:

Table 4.7: Designation of Focus Group Participants on the Developing Competency Model for Islamic Legacy Planners in Malaysia

No	Designation	Organisation	Country
1	Chief Executive Officer	Industry Association	Malaysia
2	Chief Executive Officer	Industry Training Institute	Malaysia
3	President	Industry Association	Indonesia
4	Practitioner	Financial Planning Firm	Singapore
5	Practitioner	Financial Planning Firm	Singapore
6	Manager	Regulator	Brunei
7	Chief Executive Officer	Industry Association	Brunei
8	Resident Expert	Industry Training Institute	Malaysia
9	Senior Lecturer	University	Malaysia
10	Senior Lecturer	University	Malaysia
11	Chief Executive Officer	Industry Association	Malaysia
12	Senior Associate	Government-Linked Agency	Malaysia

Based on the stated objectives, the participants shared views on current competency issues among Islamic legacy planners in Malaysia. Table 4.8 provides the recommendations and justifications provided by the focus group respondents.

Table 4.8: Remarks, Comments and Recommendations by Focus Group Participants on the Developing Competency Model for Islamic Legacy Planners in Malaysia

No	Designation	Recommendations/Justifications
1	Chief Executive Officer	Discussed the characteristics of the competency model that enable the performance of Islamic legacy planner and list out the required skills and knowledge to achieve successful and effective execution. Competency comprises of both skill and knowledge together without the absence of either one of them. They can either be acquired through formal training, but mostly through day-to-day experience.
2	Chief Executive Officer	Discussed the competency framework with the Islamic tenets. Also, proposed five fundamental elements that need to be adhered by Islamic legacy planners. The Planner must be diligent in applying the professional skill set acquired during training and certification process and meticulously follow Continuing Professional Education (CPE) courses.
3	President	Discussed the industry in Indonesia, which needs to take a further specialisation in Sharia financial planning (where legacy planning is part of it) and required to fulfil further relevant skill and knowledge in Sharia financial planning. As the basis of a framework for defining the skill and knowledge requirements of performing financial advice in Indonesia as defined by FPSB Indonesia.
4	Practitioner	Highlighted the competencies that are deemed necessary for legacy planners in Islamic legacy planning, e.g., skills/abilities, knowledge, attributes and related experience.
5	Practitioner	Discussed the components of competency, i.e., skills, knowledge, characteristics and behaviours which allow an individual to successfully carry out a task or activity within an assigned job. The framework is used to provide a set of values, standards and beliefs to work towards setting expectations and allowing for learning and development. Learning and development are improved as training is directly targeted at those gaps in each competency set, further enhancing personal development skills. Also, curriculum developers can set a benchmark for the competency framework, when developing training or educational programmes at different levels.

Table 4.8: Remarks, Comments and Recommendations by Focus Group Participants on the Developing Competency Model for Islamic Legacy Planners in Malaysia (continue)

No	Designation	Recommendations/Justifications
6	Manager	Highlighted on the possibility for the conventional legacy planning could be used as a guideline in developing a dedicated competency model for the Islamic legacy planning industry. By having a dedicated competency framework for the Islamic legacy planning industry, this could help ensure that the Islamic legacy planners' knowledge in Islamic financial planning and soft skills are up to certain standards that are maintained by the industry.
7	Chief Executive Officer	Discussed Islamic wealth management generally and related competency framework with the financial planning literacy in Malaysia. Compared the existing regulatory framework by BNM and SC to address the critical gaps of lacking skilled resources in Islamic finance.
8	Resident Expert	Highlighted the role of legacy planning as a subset of Islamic legacy planning. Proposed a framework for defining the skill and knowledge requirements of the job with the view of increasing the level of professionalism and competence among legacy planners, as well as ensure orderly growth of the Islamic financial planning. By having a dedicated competency framework, Islamic legacy planners should embrace the same to ensure higher standards are met regarding professionalism, service quality and ethical standards.
9	Senior Lecturer	Highlighted the profile of IFP, also concerned about the depth of knowledge, skills, attitude and judgement would enhance the Islamic legacy planning decision and the importance of having a good competency model for Islamic legacy planning industry. Also discussed the areas of specialisation which competency frameworks play an important role.
10	Senior Lecturer	Highlighted the purpose and importance of dedicated competency models which can be viewed from both the legacy planners and their respective clients; to ensure institutional-wide alignment and standardisation of legacy planning criteria, to improve the skills and professionalism of legacy planners, to give comprehensive evaluation of the clients' financial situation in achieving their short and long-term objectives and to improve selection and better decision making.

Table 4.8: Remarks, Comments and Recommendations by Focus Group Participants on the Developing Competency Model for Islamic Legacy Planners in Malaysia (continue)

No	Designation	Recommendations/Justifications
11	Chief Executive Officer	Highlighted on the importance of competency to address issues of the vast number of unclaimed assets which was attributed to a lack of knowledge of the value of legacy preparation as well as delays in the demand for delivery of estate. In order that proper advice is being given to Muslims on legacy planning, the Islamic legacy planner must be competent where he or she should have the technical competency, excellent communication skills, empathy and high ethics.
12	Senior Associate	Discussed on the competency model that encompasses sound understanding in the areas of Shariah-based legacy planning. With a robust competency framework, level of professionalism of Islamic legacy planners is maintained, and they are deemed by the community to be <i>bona fide</i> professionals who are reliable and trustworthy. This is done by building rapport and putting the needs, goals and interests of their clients first and treating them with utmost importance.

The outcomes for the pilot study through the focus group discussions provide more justifications in supporting the present research on the competency framework for Islamic legacy planners in Malaysia. The outcomes of this pilot study have been accepted in one of the peer-reviewed journals in 2020; Journal of Islamic, Social, Economics and Development, Vol. 5, Issue 29.

4.10 Thematic Analysis

In the data analysis process, the experimenter becomes the instrument in conducting interpretation, coding decision, thematic assignment, decontextualization, and recontextualization of the data (Starks & Trinidad, 2007). Each and every qualitative research approach has its own singular technique for performing, recording and data analysis processes. However, the independent researcher plays an important role to preserve the precision of the process. Qualitative researchers demonstrate how data analysis is performed through recording, systematising, and divulging analytical approaches that are adequate for the reader to decide on the reliability of the whole process (Attride-Stirling, 1998; Côté & Turgeon, 2005; Ryan *et al.*, 2007).

Despite various instances of conducting qualitative research, there are not much reference literature materials on how to conduct a comprehensive and applicable thematic analysis. In this research, the researcher addressed a sound thematic analysis in order to produce results that are perceptive, visionary rich and ethical. The trustworthiness criteria of the thematic analysis used and created by Lincoln and Guba (1985).

The thematic analysis is often used in qualitative research (Braun & Clarke, 2006). It is hardly being held in the same way with the other types of methodologies such as grounded theory, ethnography or phenomenology. The thematic analysis offers the needed skills to perform the other types of qualitative analysis; hence, Braun and Clarke (2006) argued that it has to be the cornerstone for qualitative analysis. However, there are a number of scholars who think that thematic analysis is usable in the other qualitative approaches, hence it is not a technique by itself, rather a tool to support researchers in their evaluation (Boyatzis, 1998; Holloway & Todres, 2003; Ryan & Bernard, 2003). On the other hand, the thematic analysis is held high by some other

scholars, regarding it as a method in its own right (Braun & Clarke, 2006; King, 2004; Leininger, 1992; Thorne, 2000).

A thorough thematic analysis would be able to provide accurate and informative findings (Braun & Clarke, 2006); however, there is no consensus on how researchers can adopt this method in a thorough manner. Despite the descriptions on the thematic analysis (Aronson, 1994; Attride-Stirling, 1998; Crabtree & Miller, 1999; King, 2004), these elucidations emphasised only on carrying out the research with an applied focus (Guest *et al.*, 2011) or outlining the differences between inductive and deductive coding (Fereday & Muir-Cochrane, 2006). There is much documentation on grounded theory, ethnography and phenomenology in the literature, but it is not so for thematic analysis. Apparently, there is still not enough literature describing the practical aspect of carrying out a reliable thematic analysis. Therefore, the researcher attempts to bridge the knowledge gap in the literature.

Thematic analysis promotes theoretical flexibility. Through this unique feature, it offers a very adaptable approach that can be tailored to meet the requirement of other studies, and in the process produce a rich, thorough, yet complicated account of data (Braun & Clarke, 2006; King, 2004). Since thematic analysis does not involve the thorough theoretical and technical expertise of other qualitative approaches, it provides a more accessible and understandable form of analysis, especially for researchers who are at the beginning of the profession (Braun & Clarke, 2006). Those who are fairly inexperienced with qualitative methods may consider it simple to understand thematic analysis and could be caught on briefly since there are only a few outlines and procedures (Braun & Clarke, 2006; King, 2004). Both Braun and Clarke (2006) and King (2004) have a common opinion that thematic analysis is a practical means for

analysing various viewpoints from the research participants, emphasising correlations and disparities, and directing unforeseen insights.

Thematic analysis is helpful when summarising the core attributes of a substantial data collection, as the researcher is required to comply with the concise approach in managing data and at the same time helps to create and generate a transparent and systematised conclusive report (King, 2004). There are many advantages of the thematic analysis, but when compared to other qualitative research methods, the disadvantage of this approach comes into light. For one, the thematic analysis does not allow the researcher to make claims on language use (Braun & Clarke, 2006).

The flexibility of the thematic analysis can cause incongruity and incoherencies in the production of research-derived themes (Holloway & Todres, 2003). Nevertheless, congruity and coherence can be reinforced by introducing and making an epistemological stance explicit that can support the scientific statements of the study (Holloway & Todres, 2003). The present research uses the thematic analysis to analyse the findings as it apparently provides accurate and informative findings (Braun & Clarke, 2006) besides knowingly to be flexible (Holloway & Todres, 2003). As described by Braun and Clarke (2006), "*the thematic analysis proceeded along six sequential phases; familiarizing with the data set, generating codes, searching for themes, reviewing themes, defining and naming themes, and reporting data*".

The analysis of this research started with identifying patterns across responses gathered from the interview sessions by reading through transcripts to find the similarities or commonalities for initial coding. Coding involves identifying themes across qualitative data by reading and re-reading transcripts until the researcher has a clear idea about what themes emerge. Esterberg (2002) described coding as a multistage process and the researcher should keep an open mind and allow the definitions of codes

to emerge from reading and re-reading the data. Codes must be clearly defined before focused coding can begin, so the researcher applies them in the same way to each unit of data.

Every interview question has its proper focused coding. Once completed a few passes and noted the similarities or commonalities, the researcher begins to work on the focused coding. The objectives of focused coding are to identify recurrent patterns and multiple layers of meaning and to delineate variations and interconnections among sub-themes within the general topic. A theme is formulated at the end of the coding, to get hold of the important facts in the answer as shown in the example below:

4.10.1 Sample Question 1

The coded elements in Table 4.9 are individually coded with the given answers as shown in Table 4.10:

Table 4.9: Question and Thematic Answers to Question 1

What is your organisation's current practice when recruiting legacy planners?	
	Focused Coding
1	Filtering
2	Training related
3	Knowledge
4	Internal Procedure
Concluding Theme	The full-fledged Islamic trust companies in Malaysia have their selection and filtering mechanisms as part of their internal procedure when hiring or appointing the legacy planners. Training conducted to ensure the knowledge of the legacy planners is current and meet the requirements set by the companies.

Table 4.10: Focused Coding for Question 1

1	Focused Coding	Selection and filtering
	Interviewees(s) C1, C2, C3	Remarks The full-fledged Islamic trust companies in Malaysia have their selection and filtering processes when hiring an individual or corporate legacy planners. Supporting evidences: “...selection is based on experience...” — C1 “...as-Salihin is recruiting more marketing and sales staffs...” — C2 “...We have set criteria but not strict enough... There are some incidences that we rejected...” — C3
2	Focused Coding	Training related
	Interviewees(s) C3, C4	Remarks Training is provided for the newly appointed legacy planners to equip them with the necessary knowledge. Supporting evidences: “...they need to attend the briefing that we arrange for them. If needed, we'll conduct an in-house test...” — C3 “...Wasiyyah Shoppe has modules that planners need to go through, and the modules reviewed by us, and the planners will have to go through this module in the early stages...” — C4
3	Focused Coding	Knowledge
	Interviewees(s) C1, C3, C4	Remarks Knowledge is the essential requirement upon being appointed as the legacy planners amongst the full-fledged Islamic trust companies in Malaysia. Supporting evidences: “...knowledge as well as efficiency and expertise in managing files...” — C1 “...Most importantly, they need to attend the briefing that we arrange for them. If needed, we'll conduct an in-house test...” — C3 “... they must be able to calculate the basic faraid... understand who the heirs and the portion rates in distribution are... basic knowledge, about faraid, is a priority...” — C4

Table 4.10: Focused Coding for Question 1 (continue)

4	Focused Coding	Internal System
	<i>Interviewees(s)</i>	<i>Remarks</i>
	C1, C2, C3, C4	The companies have their internal recruitment system when selecting and screening the eligibility of the candidates.
		Supporting evidences: <i>"...we also seek the Human Resources Department to conduct a background check... in terms of soft-skills and HR (Human Resource) matters from their previous working experiences."</i> — C1
		<i>"...the marketing staffs will lead to the promotion, which will help our planners."</i> — C2.
		<i>"Board Members (referring to the corporate legacy planners) should be free of any court actions and insolvency... have no arrears of debt and debt (we have a system to identify) ..."</i> — C3
		<i>"They will be monitored from time to time..."</i> — C4

The data obtained from this research derived from the interviews were manually analysed and majority of the respondents are more comfortable to be interviewed in dual languages (i.e., *Bahasa Melayu* and English), however, mostly in *Bahasa Melayu* as they think their explanation is clearer and more transparent. This requires an accurate translation from English to *Bahasa Melayu* and vice versa. This reflected the information and a comprehensive description of the subject. Merriam (2009) suggested interviews conducted in other languages than English, the transcripts can be provided in the respective language (i.e., *Bahasa Melayu*) and translated verbatim into English. The analysis is to be done in English or both transcripts. Manual analysis is more precise for the researcher to review the interview sessions, to obtain the information and to integrate the data (Merriam, 2009; Samad, 2019).

The development of the original interview questions was in the English language and the researcher then translated it into *Bahasa Melayu*, therefore, making it essential

to validate the correct translation of the Malay language. Later, the *Bahasa Melayu* version of the transcripts was given to the experts in the field of the language. Nonetheless, the *Bahasa Melayu* version was then translated back into English. This “back translation procedure” was necessary to ensure that the raw data of this instrument did not deviate from the original *Bahasa Melayu* version. The final transcripts have been shared and validated with the respondents during the exit meetings.

4.11 Validity and Reliability

In a research, authenticity and reliability can be addressed through careful attention to conceptualise the research and the manner in which the data are collected, analysed, interpreted, and presented. The qualitative research provides readers with a fairly detailed picture to show that the researcher’s conclusion is reasonable. According to Denzin (1989), during the interviews, the validity and reliability of research depend on how the meaning of the words in each question is delivered. Lincoln and Guba (1985) proposed a series of strategies with the aim to increase the credibility of qualitative research:

- i. Persistent observation in the field and triangulation of different data,
- ii. Regular discussions with people who are not involved in the research,
- iii. Analysis of negative cases (if any) in the sense of analytic induction,
- iv. Appropriateness of the terms of references,
- v. Check with members of the field under research.

4.11.1 Validity

Internal validity is a way to determine how well the study is conducted and is related to the number of confounding variables the researcher has in his or her experiment. The internal validity is high if the experiment has less chance for confounding variables. When there are more confounding variables, the outcome would be research with lower internal validity, hence data need to be sufficiently based on its context (Pederson & Olsen, 2019). Most writers agree that the strength of qualitative research is its internal validity (Merriam & Baumgartner, 2020). Yin (1994) said that internal validity can be ascertained when the theoretical and empirical data support each other to clarify the empirical evidence.

External validity refers to the estimated truth of findings that involve generalisations. External validity is the extent to which the conclusions in the research are applicable to the other studies, other people as well as other times. The external validity of qualitative research investigates the conclusions of the research, which are transferable to another setting (Miles & Huberman, 1994).

This research has external validity because the findings from this research are unbiased and could be used in a broader sense for organisations in general. To ensure external findings stand in this research, the researcher presented several interim findings at conferences with a broad range of audiences. The rationale is to expose the focus of the research to the relevant audience to gain validation on the preliminary direction of the research. Prior to this research, the researcher also leveraged on pilot focus group discussions to strengthen the direction of the research.

4.11.2 Reliability

In a qualitative research, measuring the reliability of the data is proven to be a challenge due to the flexibility and subjective nature of qualitative research. Reliable data are the data that remain consistent despite alterations in the measuring process (Samad, 2019). Reliable data must be stable, reproductive and accurate. The strategies that can be applied by the qualitative researchers to ensure data reliability include peer reviews, triangulation and audit trail (Merriam, 2009). In this research, peer review methods have been used in testing the reliability of the data gathered.

4.12 Conclusion

In a nutshell, chapter 4 delivers a thorough discussion of the research methodology implemented in this present research. Among the discussions covered are the research approach and design, sampling technique, data collection and pilot study. The present research has employed the methodological choice of qualitative method. The data are analysed manually based on the thematic analysis. The subjects regarding data validity and reliability are also covered in this chapter.