

Students' Satisfaction of MARA College Management Services, Learning Environment and the Effect on Learning Motivation

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ABSTRACT

Higher education institutions in Malaysia have been facing an overwhelming demand to provide adequate facilities and resources to assist with students' learning. The resources mentioned include ICT facilities, offices, libraries, as well as positive learning environments. Thus, this study aimed to investigate the level of students' satisfaction with *Majlis Amanah Rakyat* (MARA) college management services (student service and affairs, registration service, and resources/facilities) and its learning environments. The study also examined the effects of those management services and the learning environments on students' learning motivations. A descriptive analysis was used to determine the level of students' satisfaction, while a t-test was used to determine whether student gender influenced students' satisfaction levels. A total of 169 pre-university students were selected as the sample group, using a convenient sampling method. From the SPSS results, the study found that the level of satisfaction on learning environments and the learning motivations of the participants were high. It also showed that, gender had no influence on the participants' satisfaction levels. The Smart PLS is a statistical software used for Structural Equation Model (SEM) to know the effect of exogenous variable (independent) on endogenous variable (dependent). SEM-

PLS identified that learning environments and student services had an effect on student motivation levels. Moreover, it predicted student satisfaction and motivation levels. Finally, a few recommendations were made for better management service on how to increase a learner's motivation.

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INTRODUCTION

In an increasingly diverse and complex teaching and learning environment in institutions of higher learning, the area of primary concern includes whether students are being provided with adequate resources or facilities to assist with their learning experiences. Facilities provided in any higher institution of learning can vary enormously. Many methods can be used to measure this variation, but one commonly used method was using students' evaluations of facilities provided by a specific institution. For many decades, the outcome of students' evaluations has been seen as an important tool to measure the effectiveness of an institution's facilities (Martin, 1996). The students' evaluations would reflect the qualities associated with resources, instructional materials and staffing, as well as services rendered by an institute (Martin, 1996). In addition to being a measurement tool of services provided, the results of student evaluations have been beneficial in helping a management team identify specific areas that need improvement (Keith, 2004).

As students' progress with their day to day operations in a classroom, they need a wide variety of facilities which include a functioning computer, a conducive learning area, a clean dining area, a well-stocked library and many more. The facilities are needed in order to assist the students with discovering themselves through independent study and learning. Hasan et al. (2013) claimed that the quality of an institution's environment or atmosphere should be a

high priority of a management team in an institution in order to increase the levels of satisfaction and motivation among learners. In fact, years of research have proven that there is nothing more important for a learning institution than to provide their students with an effective learning experience through the provision of quality facilities. Keith (2004) claimed that students and teachers alike needed healthy and functional school facilities in order to succeed.

The facilities include a library that does not only support school or college programs, but also quality teaching and learning processes through the provision of materials or resources that met their various needs and demands (Clarke, 1999). Hence, a library should be adequately stocked and upgraded with the latest collection of books, materials and online learning for students to use (Adomi, 2006).

Nevertheless, despite the fact that there have been countless numbers of student evaluations on school facilities, research conducted on how school facilities can affect a learner's level of motivation has been scarce. Thus, it was important to ascertain whether the facilities rendered in a MARA higher institute of learning satisfied its learners' needs and whether the resources or facilities provided had any effect on learners' levels of motivation to learn. While it will be thoughtful and crucial to investigate the role or influence of student gender on motivation and their deferment about management services at MARA College, some studies around the globe found gender influences customer's

satisfaction significant while some found it insignificant.

Whether the influence of gender on service satisfaction is significant or insignificant, in MARA context, it would be interesting to examine as the students participated in this study were from different states and locations in Malaysia, meeting together at the MARA college to continue their studies. Besides, it is worthy to explore gender differences as psychologically, males and females tend to be different a lot in the ways they see or perceive things (Mansoor, 2017).

Hence, this study was conducted to contribute to the limited literature related to learners' levels of satisfaction on facilities provided and its effect on their motivation levels in a MARA higher education institute. Operationally, in this study, management services refer to the services that are expected from the MARA college management to provide resources to facilitate learning and smoothen the academic process such as providing a library, books, computers, internet, instructional tools, students' healthcare and counselling. Hence, they are considered as facilities under MARA management responsibility. Considering this, this research was driven by the following hypotheses:

H01: The mean score for overall satisfaction levels among students in a MARA college on their learning environment and management services was not equal.

H02: There was not a significant influence of gender on student's overall levels of satisfaction on management services and learning environments.

H03: There was not a significant direct-effect of management services provided by

a MARA college and learning environment on students learning motivations.

Academic Institution Service and Learning Achievement

Educational organizations of higher learning are continually competing to generate better students. One of the most vital institutional organizations of a community is an educational organization (Duong, 2015). According to Chan et al. (2014), from the viewpoints of today's society, higher levels of education are a training ground for progressive vocational and professional competences. The notion was also supported by Baum et al. (2013) which stated that students with higher levels of education contributed more to society, by higher tax payments and civic involvement. The nation places a tremendous pressure for individuals to perform or order to develop high quality students.

The term 'high quality students' could be interpreted diversely from various perspectives. Nonetheless, the main factor that has been commonly associated with high quality students have been students' academic performances. Educators within educational institutions ensure the quality of a students' performance is a high priority. Indeed, they constantly research the elements involved in a students' achievement (Farooq et al., 2011). In addition to this, Shareef et al. (2015) conducted a study and concluded that there was a positive correlation between the academic performance of students and their quality of life. The importance of students' performances motivated researchers and

academic communities around the globe to identify the aspects involved in improving students' performances. Lizzio et al. (2002) conducted a research which found that the perceptions of university students toward their learning environments had significant effects on their achievements in learning, how they enjoyed the learning process, and also affected the outcomes of their learning through the development of key competences. In turn, this showed obvious or discreet predictions of their attitudes towards their studies.

Academic Facility, Student Satisfaction Level and Learning Motivation

Students' performances have also been closely related to their levels of motivation, whether intrinsic or extrinsic. Ryan and Deci (2000) stated that according to the self-determination theory (SDT), motivation could be categorized into two categories. The first was an intrinsic motivation, which referred to the natural tendency of an individual to perform well. It may range from the need for stimulation and challenge, to prove capabilities, and to learn and explore new things. On the other hand, an extrinsic motivation originated from outside activities (Rutten et al., 2012) such as rewards, family and society's expectations, career prospects, teachers' effectiveness, learning environments and availability of resources. Previous researchers Tella (2007) and Auwalu et al. (2014) had found that motivation had been significant in determining students' academic achievements, which was a key

determinant of students' performances in schools.

Afzal et al. (2010) conducted a study which involved 342 university students from different programs in various universities in Islamabad and Lahore, in Pakistan. They found that there was a positive mutually causal relationship between students' academic performances and their levels of motivation. They also found that although the student's motivation levels were highly affected by factors such as teachers' performances, discipline, and quality of education, nevertheless, the students' motivation levels were not greatly affected by facilities provided by the university. This may have resulted from the students' levels of intrinsic motivation that determined whether or not external factors such as facilities and services would affect their performance. Radovan and Markovec (2015) theorized that students with greater intrinsic goals were highly motivated regardless of their learning environments, because they possessed a better control of their learning and had better confidence in their abilities.

Through broad strategy towards study, motivation has decisive effect on students' academic performance (Kusurkar et al., 2013). This finding was consistent with the findings of Amrai et al. (2011) which established that there was a relationship between the components of motivation and academic achievements among students. Furthermore, Auwalu et al. (2014) indicated that students' motivation was a good predictor to measure the expected level

of performance (GPA) of students. Hence, in line with the findings, it can be asserted that motivation is significant in enhancing students' academic performances.

The importance of students' motivation directs researchers to further develop the factors that develop or trigger students' motivation. Akomolafe and Adesua (2016) carried out a study in Senior Secondary Schools in South West Nigeria which aimed to review the relevance of physical school facilities and its effect on students' academic performances. Akomolafe and Adesua (2016) proposed that the availability and effective utilization of school physical facilities led to a significant role in improving students' academic performance. This finding is in lieu with the findings in studies conducted by Edwards (2006) and Hasan et al. (2013). Another literature that supported the importance of school facilities in increasing learners' motivation levels, were the works of Hasan et al. (2013). These researchers claimed that students within schools, and particularly those at a secondary level of school education needed higher quality services and facilities in order to be motivated to study. The reason for this was because a high quality of services at this level satisfied their self-esteems and developed the students with all the essential skills and capabilities to be effective education personalities. Hence, educational institutions which provided higher quality of services and facilities were viewed as being more capable at motivating learners and would eventually

produce a high number of good performers and productive students.

A similar research was conducted by Siming et al. (2015) on the reasons behind the expansion of student enrolments in higher learning institutes. The scholars believed that there was an increasing need to understand the factors that affected the satisfaction levels of students in higher institutions, like MARA colleges. A survey was conducted on 200 students from a few select universities which studied the factors that affected students' motivation, such as teachers, course content and school facilities. It was found that students' satisfaction levels with campus services and facilities and students' support services were very good and satisfactory. Nevertheless, to the researchers' knowledge, in Malaysia there are a scarce number of published findings that have explored the relationship between students' motivation and students' satisfaction towards the facilities. Mai et al. (2015) carried out a study on the relationship between students' motivation and academic satisfaction but there was not a focus on facilities. As a result, the researchers of this study were inspired to analyse the relationship between students' motivation and students' satisfaction of the resources or facilities at one of the MARA colleges in Northern Malaysia.

THEORETICAL FRAMEWORK

This study is guided by some theories. Intrinsic and extrinsic motivation are used in this study as the motivational

theory with the reference to Deci and Ryan (1985) Self-Determination Theory while Expectancy-Disconfirmation Paradigm, which measures 'service quality' was utilized for management services. For intrinsic and extrinsic motivation, both factors have been studied extensively worldwide and the findings derived have helped in terms human psychological development and practices. Deci and Ryan (1985) Self-Determination Theory distinguished different types of motivation, depending on different reasons or goals that trigger action. The most basic distinction occurred between intrinsic motivation which can be explained as 'doing something because it is inherently interesting or enjoyable, and extrinsic motivation as 'to doing something because it leads to a separable outcome' (Ryan and Deci, 2000).

To measure service quality, SERVQUAL is always used as an instrument which factored service quality into five factors: reliability, assurance, tangibles, empathy and responsiveness. Tangibles describe the physical appearance of facilities, equipment, personnel and written materials while reliability describes the management ability to perform or provide the promised service reliably and accurately. Responsiveness talks about the will of helping customers by delivering prompt services. Assurance refers to employees' trusting the service or management while empathy deals with caring, easy accessibility, understanding and attention given to customers (Naik et al., 2010).

In an effort to measure management service quality, the majority of the studies to date use SERVQUAL to determine the gap between customer expectations or perceptions and service quality (Parasuraman et al., 1985, 1988; Shahin, 2008). SERVQUAL depends on the paradigm of disconfirmation, looking at the gap between 'expected' and 'perceived' in the quality service which will be an evaluation of the overall service provided by the management of an organization (Shekarchizadeh et al., 2011). In light of this, this study has made use of both theories to draw the hypothesised model and the construction of the instrument.

Figure 1 presents the research hypothesised model. From the figure, management services are measured by five factors, which are considered as independent variables while the school learning environment is considered as the second independent variable. Learning motivation is measured as extrinsic and intrinsic, making it as the dependent variable. This study came into due to MARA's student complains about the existing resources or facilities provided by MARA college management in the Northern part of Malaysia. With the researchers' vast experience of working in MARA college; the study in particular, focused on the pressing issues among MARA students, on management services such as services on student healthcare, responsiveness to student needs, counselling, registration of courses, books' availability, internet, computers and instructional tools for teaching/learning

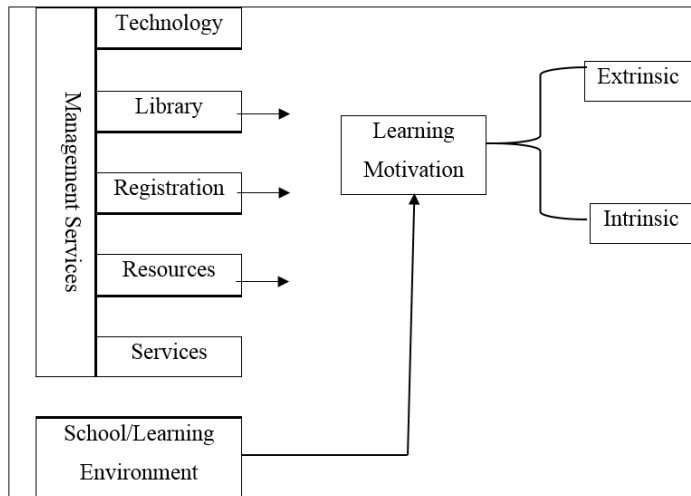


Figure 1. Research hypothesised model

and the effect of these issues/items on motivation to study or learn. This study calls authorises and policy-makers' attention to look into these issues before it becomes rampant. Although, the study was carried out in one MARA college, but there is a high possibility on the occurrence of the same issues in the future among other MARA college students in Malaysia.

In a situation where these issues are taken slightly, in a long run or as a consequence, it could lead to students dropping out of the college due to their less satisfaction about the college management services. A plethora of studies has reported management services, influencing student motivation and learning. A study of Justina (2015) on the motivational factors that enhanced students learning/achievement had reported environment and facilities strongly motivated students to learn, while adequate learning environment (Ullah et al., 2013), campus services and facilities (Siming et

al., 2015) and perceived service quality of the students correlate with their satisfaction, loyalty and motivation (Annamdevula & Bellamkonda, 2014). This is an indication on the significant role that management plays in ensuring good and quality services are provided to increase student motivation and their satisfaction.

METHODOLOGY

The present research was quantitative in nature as data was collected using a survey. A total of 169 students studying in different foundation programs in a MARA college participated in this study. The target population for this study were students currently studying in different foundation programs in a MARA college. A total of 310 students studied in the year 2015 during the time the research was conducted. The researchers applied convenience sampling (CS) among a target population and selected 169 respondents

based on a table developed by Krejcie and Morgan (1970). The sampling procedure was applied because it was convenient to the researchers who were familiar with the system, the experience of the location and the environment tested. Due to the difficulty of sample sizing the entire population in research, some researchers have supported the application of convenient sampling procedures, especially when the population is unknown and due to the respondent easy accessibility and recruitment (Sedgwick, 2013).

With the use of CS, questionnaires were distributed to students or participants at the different locations and times in the college. Some questionnaires were given to the students with the help of some teachers by distributing them to the students in their classes or after lectures, while some were given in the library, canteen and in the computer labs. To ensure the heterogeneity, despite of using CS, the researchers ensured the 'representativeness' of the sample by recruiting students originating from different states and locations in the college. The researchers only chose respondents from one MARA college as different colleges had varying environmental characteristics which may have caused distractions in the data collected.

In terms of instrumentation, the survey used in this study was adapted from a Texas Tech University Students Satisfaction Survey (SSS) designed in 2010-2011. Originally, the items were developed by the Office of Institutional Planning and Assessment of Health Science Centre. The

survey was used to measure the level of satisfaction of students among different faculties within the Texas Tech University, on the overall facilities provided by the campus. The current study adapted six dimensions and eliminated the following factors: Student Business Services, financial aid, advising and mentoring, and students' lives. The reason for the elimination of these factors was because the present study was only interested in studying students' level of satisfaction on resources provided by the management to facilitate learning, and the target population area had no student business centres. The instrument used in this study consisted of 23 items which addressed six dimensions under facilities and services that affected students' satisfaction. The dimensions were office facilities and services, registrar facilities and services, student affairs facilities and services, library facilities and services, colleges' environment and ICT resources. The survey measured two main factors, which were 1) learning resources or facilities and 2) services offered by non-academic staff directly involved with students.

The study utilised the Motivated Strategies for Learning Questionnaire (MSLQ). Pintrich and DeGroot (1990) designed the MSLQ to investigate students' motivation on self-regulated learning strategies. The researchers in this study adapted the instruments, using only 16 items from the original 41 items in the MSLQ. There were 8 items which aimed to investigate students' extrinsic motivations and another 8 which examined students'

intrinsic motivations on their learning. The researchers devised a 39-item questionnaire to measure the level of satisfaction and learning motivation of students in a MARA higher learning institute, which were 23 items and 16 items respectively. Items for Student Satisfaction Survey (SSS) were 6-point Likert items ranging between 6 – very satisfied to 1 – very dissatisfied. The items in the MSLQ comprised of 5-point Likert items which ranged from “1 - strongly disagree” to “5 -strongly agree”. Since the items were adapted, the instruments were deemed valid.

In terms of data analysis, this research used 1) a descriptive analysis to determine the overall level of students' satisfaction of their learning environments, services and facilities, 2) a t-test was used to ascertain if students' gender influenced their overall satisfaction of the environment, facilities and services provided by MARA, and 3) a structural equation model (SEM) using SmartPLS was used to determine the effect of exogenous variables (satisfaction, services, environment and facilities) on

endogenous variables (motivation for learning).

FINDINGS

Participants' Demographic Information

The demographic characteristics of the respondents (N = 169). The participants were students from the 1) North – Kedah, Perlis, Pulau Pinang, and Perak, 2) South – Johor, Kuala Lumpur, and Selangor, 3) East Coast – Kelantan, Terengganu and Pahang, 4) West Coast – Melaka and Negeri Sembilan, and 5) West Malaysia – Sabah and Sarawak. From the analysis, female respondents tended to be more than males.

Hypothesis 1: Overall satisfaction of students toward management services

Table 1 shows the level of satisfaction of students toward management in relation to their learning. Overall, the mean score for satisfaction was high (mean = 4.17), with a SD of = 0.57.

It was also found that five factors showed a high level of satisfaction with a mean score of >4.01. The highest level of

Table 1

Overall satisfaction of students on their learning environment

	Mean	Std. Deviation
Main Office	4.26	0.67
Registrar	4.54	0.80
Library	4.37	0.78
Campus Environment	4.13	0.76
General Technology	3.47	0.85
Students' Affair Office	4.35	0.85
Overall	4.17	0.57

satisfaction was with the registrar office and services (M = 4.54, SD = 0.80). This is followed by the level of satisfaction with library services (M = 4.37, SD = 0.78). The student affairs office came third showing a value of (M = 4.35, SD = 0.85). The next factor which had a high level of satisfaction was the students' satisfaction with the main office (M = 4.26, SD = 0.67), followed by the level of satisfaction with the campus environment (M = 4.13, SD = 0.76). The findings also showed a moderately high level of satisfaction on only one factor, which was students' satisfaction with 'general technology', which had a mean of >3.01 (M = 3.47, SD = 0.85).

Hypothesis 2: The Differences in Levels of Satisfaction based on Student gender

In order to determine whether there was a significant difference in the levels of satisfaction based on gender, an independent t-test was performed. Table 2 shows the differences in levels of satisfaction according to gender.

The t-test found that Levene's test for equality of variances showed a significant

value of F = 1.361 and $p > 0.05$ at $p = 0.245$. This means that the variances between the mean satisfaction scores for male and female students were equal. The t-statistics obtained showed t-values of -0.690, $p > 0.05$ ($p = 0.491$), resulting in the acceptance of the null hypothesis that there was no difference in the level of satisfaction based on gender.

Measurement Model

Validity and Reliability. The convergent validity and item reliability of the present study were checked to determine how valid the items were. Normally, it can be achieved by meeting three criteria: (1) the factor loadings of all items should be significant and greater than 0.70, (2) the Average Variance Extracted (AVE) should be greater than 0.50, (3) the composite reliability index for each construct should be greater than 0.70. It can be seen from Table 3 that the convergent validity within this study was satisfactorily achieved, and all the constructs exceeded 0.70.

Table 2

t-test on difference in level of satisfaction based on gender of students

Gender	n	Mean	SD	t-value	p-value
Male	44	4.12	0.528	-0.690	0.491
Female	125	4.19	0.591		

Table 3

Formative Outer Measurement Model Assessment

Construct	Convergent Validity		
	Loadings	Composite Reliability	Average Variance Extracted (AVE)
Technology		0.906	0.828

Table 3 (Continued)

Construct	Convergent Validity		
	Loadings	Composite Reliability	Average Variance Extracted (AVE)
Techn3	0.90		
Techn4	0.91		
Student Services		0.809	0.681
Stuserv 3	0.74		
Stuserv 4	0.89		
Student Registration		0.942	0.844
stuRegis 1	0.92		
stuRegis 2	0.91		
stuRegis 3	0.91		
Learning Environment		0.870	0.692
SchEnvi 1	0.84		
SchEnvi 2	0.88		
SchEnvi 3	0.75		
Resources		0.809	0.647
AcedRecou 3	0.81		
AcedRecou 4	0.84		
AcedRecou 5	0.81		
AcedRecou 6	0.74		

Structural Model

This study determined predictive values and the effects of exogenous variables (college management services and learning environments) on endogenous variables (student learning motivation) through standardized path coefficients.

Table 4 presents the effects of exogenous variables on endogenous variables. It can be seen from Figure 2, that school environment had an effect on students' extrinsic motivations ($\beta=0.236$, $p< 0.019$) and intrinsic motivations

($\beta=0.257$, $p< 0.014$). Furthermore, student services provided had an effect on students' extrinsic motivations ($\beta=0.249$, $p< 0.003$) and intrinsic motivations ($\beta=0.244$, $p< 0.001$), while the rest of the variables (technology, academic resources, and student registration) were found to have insignificant effects on students' extrinsic and intrinsic motivations.

The findings of this study revealed that the students in MARA College had a high level of satisfaction towards their learning environments. More specifically, they

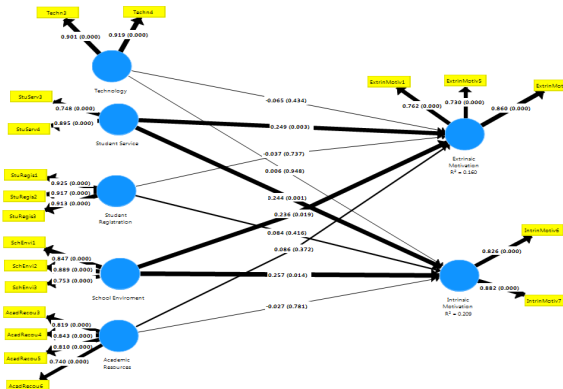


Figure 2. SmartPLS Path Model result

Table 4

Result summary of path coefficient

Variable	Coefficient	Remark	Hypothesis
Technology → Intrinsic Motivation	0.006	Not Predicted	Not Supported
Resources → Intrinsic Motivation	0.086	Not Predicted	Not Supported
Student Registration → Extrinsic Motivation	0.037	Not Predicted	Not Predicted
Technology → Extrinsic Motivation	0.065	Not Predicted	Not Predicted
Student Registration → Intrinsic Motivation	0.084	Not Predicted	Not Supported
Resources → Extrinsic Motivation	0.086	Not predicted	Not Predicted
School Environment → Extrinsic Motivation	0.236	Predicted	Supported
School Environment → Intrinsic Motivation	0.257	Predicted	Supported
Student Service → Extrinsic Motivation	0.249	Predicted	Supported
Student Service → Intrinsic Motivation	0.244	Predicted	Supported

were satisfied with the facilities provided by the college and services offered by the staff who dealt with them on an everyday basis. The students were highly satisfied with services and resources provided by the college’s library, the student affairs office, the registrar office, the main office, and the campus environment. Nevertheless, the findings also showed that the students only

had a moderately high level of satisfaction with general technology. The findings were consistent with Larson and Owusu-Acheaw’s study (2012), which identified that students were generally satisfied with their learning resources and the services rendered by the staff dealing with them in their learning environments.

The present study also found that the students had moderately high levels of intrinsic and extrinsic motivation. This predicted that they had a greater sense of control over their learning performances. The present study also revealed that students' gender had no effect on their levels of satisfaction with their learning environments and their levels of motivation. These results are in line with the findings of Radovan and Markovec (2015), which found students who possessed intrinsic motivations were more confident in their abilities. Nonetheless, this study proved that students' learning motivations were affected by their levels of satisfaction with their learning environments and services provided by MARA. The higher the level of students' satisfaction with environment conduciveness, facilities and the quality of student services, the higher their extrinsic and intrinsic motivations were. This finding supports findings in a previous research that found students' satisfaction and perceptions of their learning environments had an impact on their learning motivations (Akomolafe & Adesua, 2016; Hasan et al., 2013; Lizzio et al., 2002).

Taking into account the above findings, the issue of learning environments, facilities and services should have serious consideration by the Malaysian Ministry of Education (MOE) and especially the MARA Department of Education and Training, due to their connections with learning motivations and enhancements. Learning motivations and enhancements are related to student motivations and satisfaction

levels. Thus, student motivations and satisfaction levels should be a priority in order to develop more conducive learning environments, better facilities and services for learning to take place. This issue should not be taken for granted as students' desire to learn and excel in their studies depends on positive learning provisions and quality facilities and services provided.

LIMITATION

With some interesting findings revealed in this study, there are some limitations that should be considered when using the findings as a reference. First, the researchers admitted and acknowledged the fact that, the study was carried out in one the MARA colleges in the Northern part of Malaysia in which generalization of this study findings to other or the entire MARA colleges in Malaysia would be unfair. But notwithstanding, this single study has significantly contributed to the literature and research on quality management service and student satisfaction as well as motivation especially among MARA students.

To the best knowledge of the researchers, there is a scarcity of research on MARA colleges' management services in Malaysia and students' perceptions or learning motivation. Therefore, this study urged further investigation and research to be carried up whether the same problems investigated in this study do exist in other MARA colleges in Malaysia. Furthermore, this study has another limitation in terms of inability of selecting the study sample size using a probability sampling method. This

is an indication again that, there should not be a generalization of the findings.

CONCLUSIONS

The present study was conducted to explore college MARA students' level of satisfaction with their learning environments, such as facilities and services, and its effect on their learning motivations. The study revealed that the MARA learning environments and student services had an effect on MARA students' extrinsic and intrinsic learning motivations. This means that learning environments and student services were high predictors for student learning motivations. The findings of the SEM-PLS were also confirmed by the results of the descriptive analysis which discovered students' level of satisfaction and motivation were high in terms of facilities and services which led to their learning conveniences. In order to facilitate learning and pave ways for student achievement among MARA students in Malaysia, the results of this study could be used as a framework.

Moreover, as long as the core business of education institutions or schools is learning, being aware of what students need or their demands can be considered as a "silver bullet" to identify strengths and weaknesses for further improvements in schools. The results of this study which predicted student satisfaction levels and motivation through learning environments and services, can be utilized to determine what MARA students think and their preferences. The results can also improve the college further. The MARA management team have done a tremendous

job in many areas, nonetheless, continuous improvement and quality should constantly occur in order to keep up with 21st century school quality demands, for better quality management practices and for sustainability.

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