UNIVERSITI TEKNOLOGI MARA

INFLUENCE OF SCHOOL RESOURCE CENTRES' ROLES ON STUDENT MOTIVATION AND STUDENT PERFORMANCE

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PhD

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AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

School Resource Centre (SRC) is a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and to their personal, social, and cultural growth. Previous study from international context show that SRC play important roles in supporting teaching and learning. However, in Malaysia the dimension of SRCs' roles is still remain unclear and there is lack of awareness and knowledge about School Resource Centre roles in Malaysia contributes to boost students' motivation in learning and performance among students. Therefore, the aim of this research is to explore the dimensions of School Resource Centre roles and to examine the influence of School Resource Centre roles on student motivation and student performance. The research framework was developed based on previous literature, models and theories. The research was conducted in Klang Valley, Malaysia with an emphasis on five-star rated schools based on the Smart School Qualification Standard (SSQS). A mixed-method study was performed sequentially, with Library Media Teachers' through face-to-face semi-structured interviews as the first phase to construct the quantitative instruments and later distributed survey questionnaires as second phase among Form Four secondary students. A total data of 339 respondents were used and been analysed using the statistical program Statistical Package for the Social Sciences (SPSS) version 25 software to test the hypothesized influence for this research. The results from quantitative findings revealed that only Library Media Teacher Expertise and Learning Spaces have a significantly influence on student motivation based on Multiple regression analysis. Meanwhile, by using the same analysis, SRC Programmes, LMT Expertise, Technology and Learning Spaces have a significantly influence on student performance. Surprisingly, Information Resources did not have a significant influence on student motivation and student performance. Consequently, the finding of this research proposed that all the dimension namely above should be improved to boost student motivation and also that contribute to their performance. Furthermore, several strategies have been suggested to Ministry of Education, Malaysia and school managements in developing a new look of School Resource Centre for 21st century learning in the hope of the development of positive motivation among students and improve their performance. Lastly, the results of this research provide useful insights into the improvement of the School Resource Centre in terms of theoretical contribution, introduced five dimensions of SRCs' roles namely; Information Resources, SRC Programmes, LMT Expertise, Technology and Learning Spaces. The future research should look further into expanding the conceptual framework with the addition of mediators, observe the situation in hand from a different perspective by mapping with the students' results to investigate the SRCs' roles with students' achievement. This can lead to new findings and new directions of research, thus contributing further to the library and education sector to collaborate and support the 21st century learning.

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