



## Public Satisfaction with Government Interventions at Academic Institutions in Seremban

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### Article Information

#### Keywords

Government Intervention, Academic Institution, Public Satisfaction.

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### Abstract

Government interventions at academic institutions are essential for ensuring quality education, effective governance, equitable access, and the successful implementation of national education policies. Public satisfaction with these interventions is a critical indicator of their effectiveness, providing valuable insights for policymakers to evaluate existing initiatives and improve the quality and responsiveness of the education system. This study examines the level of public satisfaction with government interventions at academic institutions in Seremban. This study employed a quantitative research approach involving 101 respondents, comprising students, parents, and members of the public in Seremban. Data was collected through an online questionnaire administered via Google Forms and analysed using descriptive statistics, including frequencies, percentages, and mean scores. The questionnaire demonstrated high internal consistency, with Cronbach's alpha coefficient of 0.892. The findings revealed an overall mean score of 3.94, indicating a high level of public satisfaction with government interventions at academic institutions. The results suggest that these interventions effectively address the educational needs of the community while strengthening public trust in the national education system. The study concludes that continued government efforts to enhance transparency, educational quality, and equitable access are likely to further improve public satisfaction and confidence in government education policies.

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### INTRODUCTION

In the era of national development, higher education serves as a fundamental pillar for nurturing human capital and driving a knowledge-based economy. Within the unique sociopolitical landscape of Malaysia, academic institutions have historically operated under the close stewardships of the federal government to ensure national unity, broaden educational access, and achieve strategic economic milestones like Visions 2020 (Cheong et al, 2016). Consequently, the regulatory framework governing these higher learning institutions is highly centralized, with ministries executing profound influence over administrative choices, curriculum, and admissions quota.

Historically, the Malaysian government utilized a strategy to meet the growing societal demand for tertiary

qualifications such as expanding public institutions and liberalizing the private higher education sector (Sua, 2009). While this robust state intervention successfully democratized tertiary education and established Malaysia as a notable regional education hub, it simultaneously created a complex dual system heavily subject to public observation (Sua, 2009). In a democratic and civic minded society, the efficacy of such far reaching state intervention cannot be evaluated solely through institutional growth metrics. Instead, it must also be evaluated through public satisfaction and community perception regarding governance quality.

Public satisfaction functions as a critical authority indicator for civic trust and the perceived legitimacy of government policies. According to empirical governance models, administrative, transparency, responsiveness, and accountability are positively correlated with community satisfaction toward public sector framework (Muhamad et al, 2023). In the educational sphere, public perception is often shaped by a cognitive comparison between the actual performance of intervening institutions and the community's baseline expectations regarding academic freedom, quality assurance, and financial equity (Padlee & Yaakop, 2014). When government intervention successfully stabilizes academic standards through regulatory bodies like the Malaysian Qualification Agency (MQA), public satisfaction is generally sustained (Yaumiddin, 2007). Conversely, over regulation or perceived political intrusion can breed public doubt.

As an administrative and educational hub within the state of Negeri Sembilan, the city of Seremban presents a highly relevant demographic for this research. Home to a diverse population of civil servants, educators, and working-class families, the community exhibits a keen awareness of local public policies. Because Seremban hosts multiple public and private tertiary campuses, its residents are directly impacted by government education strategies. Therefore, measuring public satisfaction in Seremban offers useful localized insights into how modern government intervention align with citizen expectation.

## LITERATURE REVIEW

The government's role in the educational system has received a high level of scrutiny and public criticism for its effectiveness, as public satisfaction has become a key measure. Government role has been crucial in Malaysia in regulating educational standards, accessibility and maintaining institutional quality. Academic governance and leadership are the key aspects in the development of higher education (HE), as cited by Wan, Sirat, and Abdul Razak (2020). The government through strategic initiatives like the Malaysia Education Blueprint (Higher Education) 2015-2025 has tried to boost institutional performance, accountability and quality of education. These efforts reflect the government's efforts to improve the education system, but also to meet national goals and institutional needs.

One of the key issues that impact public satisfaction is transparency and accountability. Effective communication of educational policies allows individuals to grasp the aims of the government and boosts public trust in the implementation of educational policies. A study on the governance of education found that transparency in administrative practices helps to build trust and acceptance among stakeholders to government interventions. Clarifying educational policies and making them consistent makes the public more likely to see the government's action positively.

The distribution of education resources and funding is another determinant of satisfaction with education among the public. The quality of educational services is directly related to government investments in educational facilities, infrastructure, technology and learning resources. Research has indicated that schools and institutions with sufficient support are more likely to be able to offer high quality educational environments. Investments in education benefit not only the learning and teaching process but also have a positive impact on the image of the Government's willingness and efforts to develop education.

Equally, the topic of institutional autonomy and centralized governance has been a topic of great interest in educational research. While the government has a potential role in ensuring standards and accountability, it also needs to be careful not to be too centralized, as this can restrict institutional flexibility and innovation (Lee and Samuel, 2020). They found that in educational institutions, there are often problems in balancing the needs of the locality with government regulations. Therefore, the perceptions of the effect of government intervention on institutional effectiveness may affect public satisfaction.

Teacher readiness and professional capacity are also hugely vital to the effectiveness of educational policies. Poh, Rahman and Sarvestani (2020) established that teacher readiness has a significant impact on the implementation of educational reforms and twenty first century learning programs. Likewise, Tahir et al. (2020) stated that the role of the teacher leader and preparedness is a positive influence on school performance and

educational outcomes. Professional development programmers through government intervention can then help to boost teachers' competence and so boost public confidence in the education system.

Teacher support and training have also been emphasized as key factors in the implementation of policy in recent studies. Factors like training opportunities, institutional support, and teachers' self-efficacy are reported to have an impact on teachers' readiness to implement educational reforms (Endot & Jamaluddin, 2023). Moreover, Ishak, Fadzil, and Abdul Hamid (2024) reported teacher preparedness as one of the key factors that affect the implementation of classroom-based assessment successfully. The results indicated that the education policies are more likely to produce the desired results if they offer adequate support for teachers.

A measure of policy performance and service delivery quality is often the level of public satisfaction. From the expectation-confirmation point of view, satisfaction is a result of public services satisfying or surpassing citizens' expectations. In terms of educational policy, community members judge government intervention by what they perceive as quality, access to education, fairness in education, and the outcomes of policy. The more the government is effective in meeting education needs, the higher the satisfaction of the people. On the other hand, unhappiness can occur if policies are seen as ineffective, inequitable or poorly implemented.

The literature suggests that overall satisfaction with the government's intervention to academic institutions is related to some interrelated factors, such as transparency, education funding, academic institutions' governance, effectiveness of policy implementation and teachers' readiness. The role of government in the development of education in Malaysia has been significant but there is still much to be done to further enhance the quality of governance, the involvement of stakeholders and the quality of education. Thus, the present study aims to explore the public satisfaction with government intervention in educational institutions in Seremban and to determine if existing educational policies are able to fulfill community expectations.

## METHODOLOGY

This study employed a quantitative approach using a cross-sectional research design to examine the level of public satisfaction with government interventions at academic institutions in Seremban. A total of 101 respondents were selected using a convenience sampling technique from the Seremban district. Data were collected through a structured online questionnaire administered via Google Forms, consisting of two sections: demographic information and public satisfaction with government interventions at academic institutions. Responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The collected data were analysed using descriptive statistics, including frequencies, percentages, means, and standard deviations. The internal consistency of the instrument was assessed using Cronbach's alpha coefficient, yielding a value of 0.892, which indicates excellent reliability.

## RESULT AND DISCUSSION

### *Profile of Respondent*

Table 1.0 gives a profile of the respondents in this study. Out of 101 respondents, 60 (59.40%) were female, while 41 (40.60%) were male. This implies that most of the respondents were females. As to age, the highest number of respondents was aged 22-24, with 51 respondents (50.50%) followed by respondents aged 25 years old and above with 32 respondents (31.68%). In the meantime, 18 (17.82%) of the respondents age 19-21 years. When it comes to occupation, students came in first with 49.50 % followed by employed people with 39.60 % of respondents. The others (10.90%) were not employed. Most of the respondents had a degree qualification (46 respondents or 45.55%). This was followed by diploma respondents with 28 respondents (27.72%), SPM respondents with 18 respondents (17.82%) and postgraduate respondents with 9 respondents (8.91%). The demographic distribution shows that the study has got responses from people with diversified educational and occupational backgrounds and the distribution of the respondents is complete in reflecting public perceptions towards government intervention in academic institutions in Seremban.

Table 1.0  
PROFILE OF RESPONDENT (N=101)

| Profile | Category        | Frequency | Percentage (%) |
|---------|-----------------|-----------|----------------|
| Gender  | Male            | 41        | 40.60          |
|         | Female          | 60        | 59.40          |
| Age     | 19-21 years old | 18        | 17.82          |

|                 |                        |    |       |
|-----------------|------------------------|----|-------|
|                 | 22-24 years old        | 51 | 50.50 |
|                 | 25 years old and above | 32 | 31.68 |
| Occupation      | Student                | 50 | 49.50 |
|                 | Employed               | 40 | 39.60 |
|                 | Unemployed             | 11 | 10.90 |
| Education Level | SPM                    | 18 | 17.82 |
|                 | Diploma                | 28 | 27.72 |
|                 | Degree                 | 46 | 45.55 |
|                 | Postgraduate           | 9  | 8.91  |

According to Pallant (2020), Cronbach's alpha is used to assess the internal consistency of a measurement scale by determining the degree to which its items are interrelated. An alpha coefficient of 0.90 or above indicates very good reliability, values between 0.70 and 0.89 indicate good reliability, values between 0.60 and 0.69 are considered acceptable, and values below 0.60 indicate poor reliability. As presented in Table 2.0, the construct measuring public satisfaction with government interventions at academic institutions consisted of 15 items and yielded a Cronbach's alpha coefficient of 0.892. This result indicates a high level of internal consistency, demonstrating that the instrument is reliable and appropriate for subsequent statistical analyses.

Table 2.0  
RELIABILITY TEST B

| Variable                                                                               | Number of Items | Cronbach's Alpha | Reliability Assumed |
|----------------------------------------------------------------------------------------|-----------------|------------------|---------------------|
| Public Satisfaction with Government Interventions at Academic Institutions in Seremban | 15              | 0.892            | Excellent           |

The level of public satisfaction with government interventions at academic institutions was interpreted based on the mean score ranges presented in Table 3.0. Mean scores of 1.00–2.33 indicate a low level of satisfaction, 2.34–3.67 indicate a moderate level, and 3.68–5.00 indicate a high level of satisfaction. This classification served as a guideline for interpreting respondents' perceptions and overall satisfaction with government interventions at academic institutions in Seremban. Higher mean scores reflect more positive perceptions and greater satisfaction with government educational policies and initiatives.

Table 3.0  
LEVEL OF MEAN SCORE RANGE

| Mean Score Range | Level  |
|------------------|--------|
| 1.00 – 2.33      | Low    |
| 2.34 – 3.67      | Medium |
| 3.68 – 5.00      | High   |

The mean and standard deviation of the variable Public Satisfaction with government interventions at academic institutions in Seremban are shown in Table 4.0. The mean score is 3.94 and the standard deviation is 0.804. Using the mean score interpretation in Table 3.0, the mean score is at a high level. This suggests that people's perceptions and satisfaction of government intervention in academic institutions are mostly positive. The standard deviations for both were relatively low which implied that the answers given by the respondents had a similar perception of government educational initiatives and policies.

Table 4.0  
MEAN AND STANDARD DEVIATION B

| Variable                                                                               | Mean | Standard Deviation | N   |
|----------------------------------------------------------------------------------------|------|--------------------|-----|
| Public Satisfaction with Government Interventions at Academic Institutions in Seremban | 3.94 | 0.804              | 101 |

## CONCLUSION

This study examined public satisfaction with government interventions at academic institutions in Seremban. The findings indicate a high level of public satisfaction, with an overall mean score of 3.94 (SD = 0.804), suggesting that respondents generally hold positive perceptions of government educational policies and initiatives. The relatively low standard deviation further indicates a high degree of consistency in respondents' perceptions. In addition, the measurement instrument demonstrated high internal consistency, with a Cronbach's alpha coefficient of 0.892, confirming that it is a reliable instrument for assessing public satisfaction with government interventions at academic institutions. The findings suggest that government interventions have been positively received by the public and are perceived as contributing to the quality, accessibility, and effectiveness of academic institutions in Seremban. These results provide valuable evidence for policymakers and educational administrators to strengthen existing initiatives while enhancing transparency, educational quality, and equitable access to academic opportunities. Future research should employ larger and more diverse samples across different geographical regions and incorporate inferential analyses to identify the factors influencing public satisfaction with government interventions in the education sector.

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