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**Abstract**

Based on Deci and Ryan's self-determination theory, this study examines the impact of an individual's motivation in pursuing higher education towards university service quality perception, with the individual's learning style posited as the moderator of the proposed relationship. The consequent effects upon satisfaction and behavioural intentions are also assessed. From a large-scale questionnaire survey with a sample of 1919 business undergraduate students in Malaysia, this study found that those who are more self determined to participate in higher education tend to have a more favourable university service quality perception, which then leads to a greater level of satisfaction and student loyalty. The moderating effect of learning style was also found in the interaction between a student's motivation to participate in higher education and university service quality evaluation. The implication of this study underscores the complexity of the service quality construct as well as the effect of motivational differences and learning style upon university service quality evaluation..(HRK / Abstract übernommen)