

Systematic Literature Review of Academic Service Quality in Higher Education

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Abstract. This study looked at popular service quality models that researchers have occasionally developed. The primary focus of this study was higher education service quality, which also analyzed research papers and articles that aimed to explore this problem. This article presents a comprehensive systematic literature review on academic service quality in higher education, exploring key dimensions, methodologies, findings, and future research directions. This work discusses the interpreters of service quality in this way, which will aid future research. Additionally, it will assist policymakers in researching service quality and creating successful marketing plans.

Keywords: Service quality, Higher education, Service quality dimensions, Review.

1 Introduction

The standard of academic services has a significant impact on how students experience and succeed in the ever-changing world of higher education. Academic service quality encompasses a wide range of support services provided by institutions, including administrative support, library resources, information technology infrastructure, student counseling, and extracurricular activities. These services are integral to the overall student experience, influencing satisfaction, engagement, and academic performance.

The increasing emphasis on student-centered education has heightened the need for institutions to understand and improve the quality of their academic services. As students become more diverse and their expectations evolve, higher education institutions must continuously assess and enhance their service offerings to meet these changing needs. This necessitates a comprehensive understanding of the various dimensions of academic service quality and their impact on student outcomes.

This review of the literature on academic service quality in higher education aims to synthesize existing research, identify key dimensions of service quality, look at methodologies used in previous studies, and examine the impact of academic services on student satisfaction and performance. By analyzing the current state of research, the review seeks to highlight gaps in the literature and suggest ways to improve research. Therefore ultimately aiding in the

enhancement of academic services provided by institutes of higher education. The success and contentment of students in higher education institutions are directly correlated with the level of academic services provided. These services include student counseling, IT infrastructure, library resources, administrative assistance, and extracurricular activities. A systematic understanding of academic service quality can provide insights into how these services impact student experiences and outcomes. This article presents a comprehensive systematic literature review on academic service quality in higher education, exploring key dimensions, methodologies, findings, and future research directions. In the dynamic landscape of higher education, the quality of academic services plays a crucial role in shaping the experiences and success of students. Academic service quality encompasses a wide range of support services provided by institutions, including administrative support, library resources, information technology infrastructure, student counseling, and extracurricular activities. These services are integral to the overall student experience, influencing satisfaction, engagement, and academic performance.

The increasing emphasis on student-centered education has heightened the need for institutions to understand and improve the quality of their academic services. As students become more diverse and their expectations evolve, higher education institutions must continuously assess and enhance their service offerings to meet these changing needs [1]. This necessitates a comprehensive understanding of the various dimensions of academic service quality and their impact on student outcomes.

This article presents a systematic literature review of academic service quality in higher education. The review aims to synthesize existing research, identify key dimensions of service quality, explore methodologies used in previous studies, and examine the impact of academic services on student satisfaction and performance. By providing a detailed analysis of the current state of research, this review seeks to highlight gaps in the literature and suggest directions for future research, ultimately contributing to the improvement of academic services in higher education institutions. The quality of academic services in higher education institutions is paramount to the success and satisfaction of students [2], [3]. These services encompass administrative support, library resources, IT infrastructure, student counseling, and extracurricular activities. A systematic understanding of academic service quality can provide insights into how these services impact student experiences and outcomes. This article presents a comprehensive systematic literature review on academic service quality in higher education, exploring key dimensions, methodologies, findings, and future research directions.

2 Methodology

The systematic literature review was conducted using a structured approach, including the following steps:

1. **Research Questions:** The primary research questions aimed to identify the dimensions of academic service quality, analyze the methodologies used in existing studies, and examine the impact of these services on student outcomes.
2. **Search Strategy:** Databases such as Google Scholar, JSTOR, and PubMed were searched using keywords like "academic service quality," "student satisfaction," "higher education services," and "academic support in higher education."

3. Inclusion and Exclusion Criteria: Studies were included if they were peer-reviewed, published between 2020 and 2023, and focused on academic service quality in higher education institutions. Articles not in English, conference proceedings, and those with insufficient data were excluded.
4. Data Extraction and Synthesis: Data were extracted from selected studies, including study objectives, methodologies, key findings, and conclusions. A thematic analysis was conducted to identify common themes and research gaps.

Table 1. article published between 2020 and 2023 about Academic Service Quality

| No. | Year | Author | Implemented model | Dimension |
|-----|------|------------------------------|------------------------------------|--|
| 1. | 2020 | Zaki | SERVQUAL | <i>tangibility, reliability, responsiveness, assurance and empathy</i> |
| 2. | 2020 | J. Abbas et al. | The HEISQUAL | <i>teachers' profile, curriculum, infrastructure, management, employment quality, safety, and students' skills development.</i> |
| 3. | 2020 | Shahira El Alfy et al. | SERVQUAL | <i>academic services, facilities, administrative services, and students' service role,</i> |
| 4. | 2020 | S. F. Padlee et al. | An Importance-Performance Analysis | <i>teaching, research, and internationalization that fall short of expectations.</i> |
| 5. | 2020 | Jaza Hama Tofiq Bawais et al | SERVQUAL | <i>tangibility, reliability, responsiveness, assurance and empathy</i> |
| 6. | 2020 | Nur Asnawi et al. | The i-HESQUAL | <i>teaching capability and competence of academic staff (TCC), reliability of service (ROS), reputation of university (REP), responsiveness of employees (RES), empathy of employees (EMP), internalization of Islamic values (IIV) and library service support (LSS).</i> |
| 7. | 2020 | Md.Jahangir Alam et al. | SERVQUAL | <i>tangibility, reliability, responsiveness, assurance and empathy</i> |
| 8. | 2020 | Siti Rapidah Omar Ali et al. | HEDPERF | <i>Academic service, non academic service, management</i> |
| 9. | 2021 | Firdaus et al | SERVQUAL | <i>tangibility, reliability, responsiveness, assurance and empathy</i> |

| No. | Year | Author | Implemented model | Dimension |
|-----|------|---------------------------------|------------------------------------|--|
| 10. | 2021 | prahesti et all | SERVQUAL | <i>tangibility, reliability, responsiveness, assurance and empathy</i> |
| 11. | 2022 | María Begoña Peña-Lang et al. | SERVQUAL | <i>empathy, reliability, responsiveness, and assurance/confidence</i> |
| 12. | 2022 | Nurvia Juni Pratiwi et al. | SERVQUAL | <i>Responsiveness, reliability, empathy, assurance, tangible, system quality and quality of information.</i> |
| 13. | 2022 | Usama Kalim et al. | SERVQUAL | <i>tangibility, reliability, responsiveness, assurance and empathy</i> |
| 14. | 2023 | R. Rahmawati et al. | SERVQUAL | <i>tangibility, reliability, responsiveness, assurance and empathy</i> |
| 15. | 2023 | Esen Gürbüz et al. | An Importance-Performance Analysis | <i>teaching, research, and internationalization that fall short of expectations.</i> |
| 16. | 2023 | Alejandro Valencia-Arias et al. | SERVQUAL | <i>tangibility, reliability, responsiveness, assurance and empathy</i> |
| 17. | 2023 | Yidana P. et al. | SERVQUAL | <i>tangibility, reliability, responsiveness, assurance and empathy with rich and poor category</i> |

3. Results and Discussion

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily [4], [5]. The discussion can be made in several sub-sections.

Key Findings

Academic Service Quality

Academic service quality in higher education is a critical factor influencing student satisfaction, loyalty, and overall educational outcomes. Various studies have explored different dimensions and determinants of service quality, aiming to develop effective measurement tools and identify

key areas for improvement. According to article search 2020 to 2023, the following data can be produced :

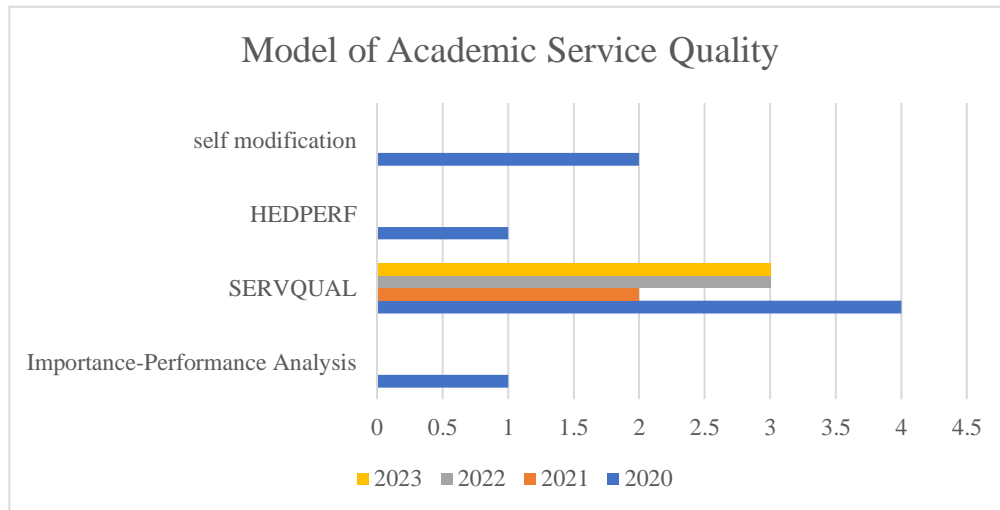


Fig. 1. Model of Academic Service Quality from 2020 until 2023

Measurement Models and Dimensions:

The SERVQUAL model is used to measure service quality from the perspective of students, focusing on both academic and administrative aspects is the most used model. Dependability is crucial for academic satisfaction, while good communication is key for administrative satisfaction. [6]. The HEDPERF model identifies six dimensions of service quality: non-academic aspects, academic aspects, reputation, access, program issues, and understanding. Access, which includes approachability and convenience, is particularly important for overall service quality perception [7]. Among the SERVQUAL dimensions, assurance often receives the highest satisfaction scores from students, indicating its critical role in perceived service quality [8]. Recently, modified models have also begun to be used frequently to adapt to the situation and conditions of self higher education institutions.

Impact on Student Satisfaction and Loyalty:

Academic service quality, including information quality, teaching quality, and service efficiency, significantly impacts student satisfaction. Satisfied students are more likely to recommend their institution to others, enhancing word-of-mouth promotion[9]. Quality of inputs, processes, and outputs in academic services is essential for improving student and user satisfaction, supporting overall education management activities [10], [11].

Service Quality and Academic Achievement:

Service quality dimensions such as empathy, reliability, responsiveness, and assurance contribute to students' academic achievement. However, tangible elements do not significantly affect academic outcomes [12]. Both academic and service quality are significantly related to student satisfaction. Institutions should reinvest in resources and skills to meet student needs and improve their reputation [13]. Empathy, Reliability, Responsiveness, and Assurance: These dimensions are found to contribute positively to students' academic achievement, highlighting

the importance of these service quality aspects in supporting educational outcomes [2], [12], [14].

Challenges and Areas for Improvement:

Inconsistencies in academic service processes negatively affect the perceived quality of higher education. Institutions need to provide more consistent, flexible, and proper service paths to meet student needs [15]. Poor delivery of academic services can adversely affect students' learning outcomes, highlighting the need for better academic service quality in certain regions [16], [17]

Factors Influencing Satisfaction and Loyalty:

Improving the quality of academic services can enhance student satisfaction, which in turn can increase student loyalty indirectly. Direct improvements in service quality are essential for maintaining high levels of student satisfaction and loyalty [17], [18].

Methodologies

Various methodologies were used in studies on academic service quality, including:

1. **Surveys and Questionnaires:** Commonly used to collect quantitative data on student perceptions and satisfaction [2], [8], [19]–[21].
2. **Interviews and Focus Groups:** Qualitative methods used to gain deeper insights into student experiences and expectations [2], [22]–[24].
3. **Case Studies:** In-depth examinations of specific institutions or programs to explore service quality in context [25], [26].
4. **Quantitative Analysis:** Statistical techniques to assess the relationship between service quality dimensions and student outcomes [3], [10].

Impact on Student Outcomes

The literature consistently shows that high academic service quality positively impacts:

1. **Student Satisfaction:** A direct correlation exists between high-quality services and overall student satisfaction.
2. **Academic Performance:** Improved academic support services are linked to better academic performance and retention rates.
3. **Student Engagement:** Enhanced services lead to greater student engagement in both academic and extracurricular activities.

Gaps and Future Research Directions

The literature consistently shows that high academic service quality positively impacts:

1. **Student Satisfaction:** A direct correlation exists between high-quality services and overall student satisfaction.
2. **Academic Performance:** Improved academic support services are linked to better academic performance and retention rates.

3. Student Engagement: Enhanced services lead to greater student engagement in both academic and extracurricular activities.

4. Conclusion

The experiences and success of students in higher education are heavily influenced by the quality of academic services. This systematic literature review highlights the importance of various service dimensions, the methodologies used in research, and the positive impact of high-quality services on student outcomes. Addressing the identified gaps through future research can provide deeper insights and help institutions enhance their service offerings, ultimately contributing to a better educational experience for students. Student satisfaction, loyalty, and academic achievement are greatly affected by the quality of academic services in higher education. SERVQUAL and HEDPERF are two useful measuring models that highlight the significance of both academic and non-academic components in identifying important aspects of service quality. Institutions must focus on improving service consistency, communication, and accessibility to enhance overall service quality and meet student expectations. By addressing these areas, higher education institutions can better support student success and maintain a strong reputation in the competitive global education market.

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