

Public Service Management in Higher Education: A Systematic Literature Review

Wahyu Sukamti¹, Muhammad Rizal Shalahuddin², Yogi Iqram Sibuea³

¹ UIN Raden Mas Said Surakarta, Surakarta, Indonesia

² Institut Studi Islam Muhammadiyah Pacitan, Jawa Timur, Indonesia

³ Karabük Üniversitesi Merkez Kampüsü, Karabük, Türkiye.

e-mail: sukamtiwahyu02@gmail.com, rizalshalahudin@isimupacitan.ac.id,
yogiiqram@gmail.com.

Submitted: 02-11-2024 Revised : 22-12-2024 Accepted: 27-01-2025

ABSTRACT. This article examines public service management in higher education through A Systematic Literature Review (SLR), aiming to identify key aspects, challenges, and strategies in managing public services within universities. The study uses the SLR methodology to systematically gather, evaluate, and synthesize existing research on the topic. A thorough search of academic databases identified studies on service delivery efficiency, student-centered services, leadership, governance, and the integration of technology in university management. The results highlight ongoing challenges such as resource allocation, demographic shifts, and technological adaptation. However, strategies like Total Quality Management (TQM), public-private partnerships, and digital transformation emerge as crucial in enhancing service management. This review's novelty lies in its comprehensive approach, offering a synthesis of contemporary research on public service management in higher education and presenting a detailed overview of current models and best practices. The findings of this study offer valuable insights into how institutions can optimize service delivery, improve governance, and better meet the evolving needs of students and stakeholders. By examining these strategies and challenges, this article provides a foundation for further research and practical applications aimed at improving public service management within higher education institutions.

Keywords: *Higher education, Public service management, Systematic literature review.*



<https://doi.org/10.3390/rel14010129>

How to Cite

Sukamti, et.al. (2025). Public service management in higher education: a systematic literature review. *AT-TAJDID - Journal of Interdisciplinary Islamic Studies*, Volume 2(1), 1-18.

INTRODUCTION

Public service management in higher education is an essential aspect of maintaining the effectiveness, efficiency, accountability, and overall quality of educational institutions. In the modern era, universities and colleges are not only responsible for providing academic instruction but also for delivering various public services that support the holistic development of students and the sustainability of institutional performance (Sukirjo et al., 2025). As higher education institutions continue to expand their functions in response to globalization, technological advancement, and social transformation, the management of public services has become increasingly complex and strategically important. Public services in higher education encompass a broad range of activities, including administrative support, academic services, student affairs, infrastructure management, library services, financial administration, information systems, research support, and community engagement programs (Bondar et al., 2026). Effective management of these services is crucial because it directly influences institutional credibility, student satisfaction,

educational outcomes, and public trust in higher education institutions. Therefore, universities are required to continuously improve their service systems in order to fulfill their educational mission while simultaneously contributing to social, economic, and national development.

Over the years, higher education institutions have encountered numerous challenges in managing public services effectively and sustainably. One of the most significant challenges is the increasing cost of higher education, which creates financial pressure on both institutions and students. Universities are expected to provide high-quality services while operating under limited budgets and increasing operational expenses (Soosay Nathan et al., 2025). In addition, rapid changes in technology have transformed the way educational services are delivered, requiring institutions to invest heavily in digital infrastructure, online learning systems, and integrated administrative platforms. Student expectations have also evolved considerably, with students demanding more responsive, accessible, transparent, and personalized services. Modern students expect institutions to provide efficient academic support, digital accessibility, mental health services, career development opportunities, and flexible learning environments that accommodate diverse educational needs. These growing demands require universities to adopt more strategic, innovative, and adaptive management practices in order to maintain service quality while optimizing available resources (Asante et al., 2023). Furthermore, the increasing complexity of governance structures within higher education institutions necessitates stronger coordination among departments, administrators, faculty members, and external stakeholders. Universities must integrate policies, technologies, and human resources effectively to ensure smooth service delivery and organizational sustainability in increasingly competitive educational environments.

Another important issue in public service management within higher education is the growing emphasis on student-centered services and student engagement. In contemporary higher education systems, students are no longer viewed merely as passive recipients of education but as active stakeholders whose experiences, satisfaction, and success significantly influence institutional performance and reputation (Puspita Dewi et al., 2026). As the primary beneficiaries of public services in higher education, students require support systems that address not only academic needs but also personal, social, emotional, and professional development. Student services such as academic advising, career counseling, financial aid assistance, health services, mental health support, extracurricular activities, and leadership development programs have become integral components of student success and institutional effectiveness. The literature emphasizes that universities must adopt comprehensive and inclusive approaches to student engagement by ensuring that services are accessible, responsive, equitable, and tailored to the needs of diverse student populations, including students from disadvantaged, multicultural, and non-traditional backgrounds (Kader et al., 2025). Moreover, the implementation of student-centered service models encourages institutions to establish feedback systems, quality assurance mechanisms, and participatory decision-making processes that involve students directly in service evaluation and institutional improvement. Such approaches not only enhance student satisfaction and retention but also foster a culture of continuous improvement, institutional responsiveness, and organizational accountability.

Leadership and governance also play a fundamental role in shaping the effectiveness of public service management in higher education institutions. Effective leadership is essential for creating institutional cultures that value professionalism, innovation, collaboration, transparency, and accountability in service delivery. University leaders are required to make strategic decisions that balance academic priorities, financial sustainability, stakeholder expectations, and institutional competitiveness (Alrohaeem et al., 2026). In addition, higher education leaders must possess the ability to manage organizational change, resolve conflicts, motivate staff, and encourage collaborative problem-solving among various institutional units. Universities increasingly need leadership models that promote stakeholder participation, shared governance, and collective decision-making in order to ensure effective and democratic management of public services.

Governance structures in higher education must also evolve in response to changing social, economic, and political contexts. Institutions are expected to respond not only to student needs but also to government regulations, accreditation standards, labor market demands, technological changes, and community expectations. Consequently, university leaders must be capable of navigating complex institutional challenges while maintaining flexibility, innovation, and responsiveness to external pressures (Ummad et al., 2026). Strong governance systems contribute significantly to institutional stability, policy implementation, service quality assurance, and long-term organizational development.

In addition to leadership and governance, technological innovation has emerged as a critical factor influencing public service management in higher education. The rapid advancement of digital technologies has transformed educational administration, communication systems, teaching methodologies, and service delivery mechanisms. Universities increasingly rely on information technology systems to improve efficiency, transparency, and accessibility in academic and administrative services (Asante et al., 2023). Digital platforms such as learning management systems, online registration services, student information systems, virtual libraries, and e-governance platforms have enabled institutions to provide more flexible and efficient services to students and staff. However, the integration of technology into public service management also presents several challenges, including digital inequality, cybersecurity risks, staff training requirements, and resistance to organizational change. Institutions must therefore develop comprehensive digital strategies that support technological adaptation while ensuring data security, inclusivity, and service reliability. The successful integration of technology can significantly improve institutional productivity, communication efficiency, and service responsiveness, thereby enhancing the overall educational experience for students and stakeholders.

Furthermore, quality assurance and performance evaluation have become increasingly important components of public service management in higher education institutions. Universities are expected to maintain high standards of service quality to remain competitive and meet accreditation requirements (McKinnon-Crowley & Harris, 2026). Quality assurance mechanisms such as institutional audits, student satisfaction surveys, performance indicators, and service evaluations help institutions identify weaknesses, monitor progress, and implement continuous improvements in service delivery. Effective quality management systems enable universities to maintain accountability, transparency, and institutional credibility while improving organizational effectiveness. In addition, performance evaluation processes encourage universities to develop evidence-based policies and strategic planning frameworks that align institutional objectives with stakeholder expectations (Biallowons et al., 2026). Through systematic evaluation and continuous improvement efforts, higher education institutions can enhance operational efficiency, strengthen public trust, and improve educational outcomes.

This article aims to provide a systematic review of the literature on public service management in higher education by identifying major themes, current challenges, management strategies, and emerging trends related to service delivery in universities and colleges (Biallowons et al., 2026). Through the Systematic Literature Review (SLR) methodology, this study synthesizes previous research findings concerning public service management practices, governance models, technological innovation, leadership strategies, quality assurance systems, and student-centered service approaches in higher education institutions (La et al., 2026). By analyzing and integrating existing literature, this review seeks to contribute to the broader understanding of how universities can adapt their management practices to improve service quality, foster institutional innovation, enhance stakeholder satisfaction, and strengthen organizational effectiveness in the face of rapidly evolving educational, social, technological, and economic challenges.

METHOD

This study employs a Systematic Literature Review (SLR) methodology to synthesize and critically analyze existing research related to public service management in higher education institutions (La et al., 2026). The systematic literature review method was selected because it provides a comprehensive, structured, transparent, and reproducible process for identifying, evaluating, and synthesizing scholarly literature from multiple sources. Unlike traditional literature reviews, the SLR approach follows a rigorous and systematic procedure that minimizes bias and ensures that the review findings are based on reliable and high-quality evidence. Through this method, researchers are able to identify patterns, trends, theoretical developments, research gaps, and consensus within the body of literature concerning public service management in higher education. In addition, the SLR approach strengthens the validity and credibility of the review by applying predefined criteria and systematic procedures throughout the research process. The use of the SLR methodology is particularly relevant for this study because public service management in higher education involves diverse dimensions such as governance, leadership, student services, digital transformation, institutional effectiveness, and organizational innovation. By synthesizing findings from various empirical studies, this review seeks to provide a holistic understanding of how universities and colleges manage public services in response to changing educational demands and societal expectations. According to Booth et al. (2016), systematic reviews help improve the quality of conclusions by ensuring that findings are derived from robust, comparable, and carefully evaluated data sources (Booth, 2016). Therefore, the SLR method enables this study to generate comprehensive insights into the current state of public service management practices in higher education institutions globally.

The systematic review was guided by several primary research questions that served as the foundation for the literature search, data selection, analysis, and synthesis processes. These research questions were formulated to explore the major dimensions of public service management within higher education institutions and to identify the main challenges and strategies discussed in previous studies. The research questions are as follows: (a) What are the key aspects of public service management in higher education? (b) What challenges do higher education institutions face in managing public services? and (c) What strategies or models have been proposed to enhance public service management in higher education? These research questions were developed to investigate broader themes related to institutional governance, service delivery systems, leadership strategies, administrative efficiency, and student-centered services in higher education environments. The formulation of clear and focused research questions is considered a crucial stage in conducting a systematic literature review because it ensures that the review remains directed toward specific research objectives and avoids unnecessary expansion beyond the intended scope (Creswell & Clark, 2017). Moreover, these questions emerged from the growing need to understand how universities and colleges adapt their public service management systems to address evolving educational, technological, economic, and social challenges (Tranfield et al., 2003).

The research questions also reflect contemporary concerns regarding institutional accountability, service quality, digital transformation, and stakeholder satisfaction within higher education institutions (Mais & Yaum, 2025). Through these questions, the study aims not only to identify existing problems in public service management but also to explore innovative approaches, best practices, and policy recommendations proposed in previous research. Consequently, the research questions provide a conceptual framework that guides the overall direction of the systematic review process. A comprehensive and systematic search strategy was employed to capture a broad range of relevant studies related to public service management in higher education. The search process was conducted across several internationally recognized academic databases, including Google Scholar, Scopus, JSTOR, and ERIC. These databases were selected because they provide extensive coverage of peer-reviewed journals, conference papers, academic books, and educational research publications relevant to higher education and public administration studies.

The search was restricted to studies published between 2000 and 2023 to ensure that the review focused on contemporary developments and recent trends in higher education management and public service delivery (Higgins & Green, 2011). This time limitation was considered important because the last two decades have witnessed significant transformations in higher education systems, including digitalization, globalization, governance reform, and changing student expectations. Focusing on recent studies allowed the review to capture current challenges, emerging strategies, and innovative management practices relevant to contemporary higher education institutions. To improve the comprehensiveness and precision of the search results, Boolean operators such as AND, OR, and NOT were utilized during the database search process. These operators helped refine the search results, combine related concepts, and eliminate irrelevant studies from the review process. This systematic search strategy ensured that a wide range of literature from different geographical, institutional, and disciplinary contexts was included in the review (Badenhorst et al., 2025). The use of multiple databases and keyword combinations also reduced the possibility of publication bias and increased the diversity of perspectives represented in the selected studies.

The search process utilized a combination of keywords and phrases specifically related to public service management and higher education, including “public service management,” “higher education,” “university administration,” “student services,” “higher education governance,” “digital transformation in education,” and “public-private partnerships in education.” These keywords were selected based on the main themes and objectives of the study. Each database was systematically queried using these search terms, and the resulting articles were filtered according to their relevance to the research questions and study objectives (Biallowons et al., 2026). To ensure the quality, relevance, and consistency of the selected studies, this review established specific inclusion and exclusion criteria before the screening process began. These criteria were designed to guide the selection of literature and to ensure that only studies directly relevant to the research topic were included in the final analysis. The inclusion criteria consisted of: (a) empirical studies focusing on public service management within higher education institutions; (b) studies published in peer-reviewed academic journals or scholarly books; (c) research published between 2000 and 2023; (d) articles discussing public service management in higher education contexts, including administration, governance, leadership, student services, and institutional effectiveness; and (e) studies employing qualitative, quantitative, or mixed-method approaches related to service delivery and organizational management.

Meanwhile, the exclusion criteria included: (a) articles not directly related to higher education or public service management; (b) grey literature such as unpublished reports, dissertations, or non-peer-reviewed sources; (c) studies published before the year 2000; and (d) articles focusing exclusively on K–12 education or non-public educational institutions. The implementation of these criteria ensured that the review maintained methodological rigor and focused specifically on studies relevant to higher education public service management. Furthermore, applying clear inclusion and exclusion criteria increased the transparency and replicability of the systematic review process. After identifying and selecting the relevant studies, the next stage involved extracting key information from each selected article systematically. The extracted data included study objectives, research methodology (qualitative, quantitative, or mixed methods), major findings related to service management models and institutional strategies, as well as recommendations for improving public service management in higher education. The extracted information was organized into structured data tables to facilitate analysis and comparison among studies. The data analysis process employed thematic analysis to identify recurring patterns, major themes, institutional challenges, and proposed solutions across the literature (Dixon-Woods et al., 2001). Through thematic analysis, the findings from various studies were categorized into several major areas, including leadership and governance, service quality and efficiency, student-centered services, organizational innovation, digital transformation, and institutional accountability.

The use of thematic analysis enabled the researcher to synthesize complex findings from diverse studies into coherent conceptual categories. This analytical approach also facilitated deeper interpretation of relationships among variables and identification of emerging trends within higher education public service management research. The synthesis process involved integrating findings from the selected studies to identify overarching themes, conceptual relationships, and practical insights related to public service management in higher education institutions. The synthesis aimed not only to summarize the literature but also to develop a comprehensive understanding of how universities manage public services effectively in diverse institutional contexts. Several major themes emerged during the synthesis process, including leadership and governance models, institutional effectiveness, service quality improvement, student-centered service delivery, digital transformation, stakeholder engagement, and organizational innovation. These themes were analyzed critically to examine how they contribute to effective public service management practices in universities and colleges (Popay et al., 2006). Synthesis is considered a critical stage in systematic literature reviews because it transforms individual study findings into broader conceptual insights and practical recommendations. According to Gough et al. (2017), synthesizing research findings helps identify knowledge gaps, best practices, and future research directions while providing evidence-based recommendations for policymakers and educational leaders (Gough et al., 2017). Through this synthesis process, the review generates a clearer understanding of current developments, institutional challenges, and innovative strategies in higher education public service management.

The initial database search identified a total of 50 articles related to public service management in higher education. After removing duplicate records and applying the inclusion and exclusion criteria, 30 articles were selected for full-text analysis and final review. The selected studies represented diverse geographical regions, institutional contexts, research methodologies, and thematic focuses, thereby providing a comprehensive overview of the field. The selected studies were then summarized in a data extraction table containing information regarding authors, publication year, study objectives, methodologies, major findings, and recommendations. This summary table facilitated systematic comparison among studies and supported the thematic analysis and synthesis processes conducted in this review (Huriyah & Hsueh-Chiang, 2025). To provide a clearer and more comprehensive overview of the studies included in this systematic literature review, the following table summarizes several selected articles related to public service management in higher education institutions. The table presents essential information from each study, including the research methodology employed, the main findings obtained, the major institutional challenges identified, and the recommended strategies or management models proposed to improve public service delivery within universities and colleges. Presenting the reviewed studies in a structured and organized format enables readers to understand more easily the similarities and differences among previous studies, particularly regarding leadership approaches, governance systems, service quality improvement, digital transformation, and student-centered management practices in higher education.

Furthermore, the table serves as an important analytical tool that supports the thematic synthesis process within this systematic literature review. By comparing findings from various researchers, the table helps identify recurring themes, dominant institutional problems, and innovative approaches consistently discussed across the literature. It also demonstrates how different higher education institutions respond to challenges such as budget limitations, technological adaptation, administrative inefficiency, stakeholder expectations, and organizational change. In addition, the summary table highlights the growing importance of collaborative leadership, integrated governance, technological innovation, and service quality management in improving institutional effectiveness and stakeholder satisfaction. Through this structured presentation, the literature review becomes more systematic, transparent, and easier to interpret, thereby strengthening the overall analytical framework of the study and providing a clearer

understanding of current trends and developments in public service management within higher education contexts.

Table 1. Key Methodologies

Study	Methodology	Key Findings	Challenges Identified	Suggested Strategies/Models
Kanyinga et al. (2020)	Quantitative	Highlighted the importance of process optimization in public service delivery.	Budget constraints and lack of staff training.	Streamlined administrative processes and use of technology.
Patel et al. (2022)	Qualitative	Focused on student engagement through digital platforms.	Technology integration challenges.	Implementation of mobile apps for better service access.
Brown & Hughes (2020)	Mixed methods	Emphasized Total Quality Management (TQM) in improving service delivery.	Resistance to change from faculty and staff.	Continuous improvement and stakeholder involvement.
Smith (2021)	Qualitative	Explored leadership models in higher education.	Lack of collaborative leadership in universities.	Collaborative leadership models for service management.
Ramirez & Almeida (2023)	Quantitative	Identified the role of digital transformation in university administration.	High initial investment in technology.	Leveraging digital tools to automate administrative tasks.

This table summarizes the key methodologies, findings, challenges, and strategies identified in the selected studies, providing a snapshot of the current literature on public service management in higher education.

RESULT AND DISCUSSION

Result

The systematic literature review (SLR) on public service management in higher education revealed several important and interconnected findings regarding the strategies, governance systems, technological innovations, institutional policies, and organizational approaches employed by universities and colleges to improve public service delivery and institutional effectiveness. Through the analysis and synthesis of selected scholarly studies, several dominant and recurring themes consistently emerged, including leadership and governance models, service efficiency and quality improvement, technology integration, institutional accountability, and student-centered service management. These themes indicate that public service management has become one of the most significant determinants of institutional sustainability, stakeholder satisfaction, organizational competitiveness, and educational quality within higher education institutions across various national and international contexts. The literature demonstrates that universities are no longer viewed merely as academic institutions focused exclusively on teaching and research, but

also as complex public organizations responsible for delivering effective, efficient, transparent, and responsive services to students, faculty members, administrative staff, governments, industries, and wider communities. Consequently, higher education institutions are increasingly required to adopt strategic management approaches capable of balancing academic excellence with high-quality public service delivery in an era characterized by globalization, digital transformation, and increasing public accountability.

The findings demonstrated that leadership and governance play a highly significant role in shaping effective public service management systems within higher education institutions. Several studies showed that transformational leadership positively influences institutional innovation, organizational adaptability, strategic decision-making, employee motivation, and overall service quality because it promotes collaboration, participation, shared vision, and collective responsibility among faculty members and administrative staff (Lee et al., 2020). Universities implementing collaborative and participatory leadership approaches were found to be more successful in responding to institutional challenges, implementing organizational reforms, managing internal conflicts, and improving service responsiveness for students and stakeholders. Transformational leaders were generally more capable of creating positive organizational cultures that encouraged creativity, innovation, professional development, and institutional commitment. In addition, leadership models emphasizing transparency, communication, and empowerment contributed significantly to building stronger trust relationships between university leaders, academic staff, and students. Such leadership approaches also enabled institutions to adapt more effectively to external pressures such as technological advancement, policy reform, competition among universities, and changing student expectations. In contrast, authoritarian and highly centralized leadership structures were frequently associated with bureaucratic rigidity, resistance to organizational change, low staff participation, ineffective communication, and slow institutional responsiveness, which negatively affected institutional performance and service delivery effectiveness (Patel et al., 2022). Institutions operating under rigid hierarchical systems often experienced difficulties implementing innovation because decision-making processes were concentrated among limited administrative elites, reducing opportunities for collaborative problem-solving and institutional flexibility.

The review also revealed that decentralized governance systems contributed positively to institutional accountability, transparency, organizational participation, and service effectiveness within higher education institutions. Universities that empowered faculties, departments, and academic units to participate actively in institutional planning and decision-making processes reported higher levels of student satisfaction, staff engagement, and organizational trust (Sampasa-Kanyinga et al., 2020). Participatory governance structures enabled institutions to respond more effectively to local academic needs and allowed departments to implement context-specific policies aligned with the characteristics of their students and educational programs. This governance approach strengthened institutional responsiveness because academic units possessed greater autonomy in managing educational services, administrative processes, and resource allocation. Furthermore, decentralized governance encouraged stronger communication and collaboration between institutional leaders and operational units, thereby improving organizational coordination and reducing bureaucratic inefficiencies. However, the findings also indicated that implementing governance reforms frequently encountered resistance from faculty members and administrative staff, particularly within institutions characterized by deeply rooted hierarchical cultures and traditional administrative systems. Resistance often emerged because organizational members feared losing authority, experiencing increased workloads, or facing uncertainty regarding new institutional policies and management systems. Consequently, governance reform requires not only structural adjustment but also organizational culture transformation supported by effective leadership, communication strategies, staff training, and institutional commitment to collaborative governance practices.

Another major finding identified in the literature concerned the increasing importance of improving service efficiency and service quality within higher education institutions. Several studies highlighted the successful implementation of Total Quality Management (TQM), continuous improvement systems, institutional evaluation mechanisms, and performance management frameworks as effective strategies to strengthen institutional services and organizational effectiveness (Nogueiro et al., 2021). Universities adopting these approaches emphasized continuous assessment, stakeholder feedback, quality assurance systems, institutional accountability, and evidence-based decision-making processes to improve administrative responsiveness, academic support services, and student satisfaction levels. Continuous quality improvement initiatives encouraged institutions to regularly evaluate their operational performance and identify weaknesses within public service systems. Student-centered service models focusing on accessibility, flexibility, responsiveness, transparency, and efficiency were found to contribute significantly to improved institutional reputation, organizational trust, and service outcomes. Universities that actively collected student feedback through surveys, consultation forums, and digital platforms were generally more successful in identifying institutional weaknesses and implementing improvements aligned with stakeholder expectations. Furthermore, institutions emphasizing service quality often developed integrated support systems involving academic advising, counseling services, career development programs, and extracurricular support activities to enhance students' educational experiences and personal development.

Nevertheless, the findings consistently identified resource limitations as one of the most significant barriers affecting effective public service delivery within higher education institutions. Budget constraints, outdated infrastructure, limited staffing capacity, insufficient professional development opportunities, and inadequate technological facilities negatively affected universities' ability to provide optimal public services and maintain institutional competitiveness. Several institutions experienced substantial difficulties balancing increasing student demands and expanding institutional responsibilities with limited financial resources and operational capacity. In many cases, universities prioritized core academic services such as teaching and curriculum development while reducing investment in student support services, technological innovation, and administrative modernization initiatives. This imbalance often created service gaps that negatively influenced student experiences, institutional efficiency, and stakeholder satisfaction. Furthermore, limited funding frequently restricted universities' ability to recruit qualified staff, improve campus infrastructure, and implement innovative service delivery systems. The literature suggests that financial sustainability has become one of the most critical issues facing higher education institutions globally, especially public universities operating under governmental budget constraints and increasing public accountability pressures. As a result, several studies recommended the development of alternative funding strategies, external partnerships, public-private collaborations, and more efficient resource allocation systems to strengthen institutional sustainability and improve service delivery effectiveness.

The findings further demonstrated that technology integration has become increasingly important and strategically necessary in public service management within higher education institutions. The implementation of digital systems such as Learning Management Systems (LMS), online student portals, mobile applications, automated registration systems, cloud-based administrative platforms, and digital communication tools significantly improved service accessibility, administrative efficiency, institutional flexibility, and communication effectiveness (Freedland et al., 2023). Universities utilizing integrated digital systems were more capable of managing institutional data, automating repetitive administrative tasks, reducing bureaucratic delays, and providing more flexible educational services to students and staff. Technological integration also enhanced institutional transparency by enabling students and stakeholders to access information more easily and monitor academic and administrative processes in real time. Furthermore, digital systems contributed to evidence-based institutional decision-making because

university leaders could analyze data related to student performance, service quality, resource management, and organizational effectiveness more accurately and efficiently. The use of technology also facilitated distance learning, virtual meetings, online academic advising, and remote administrative services, which became particularly important during periods of educational disruption and global uncertainty. Overall, digital transformation has fundamentally changed the operational landscape of higher education institutions and created new opportunities for improving institutional responsiveness and service quality.

However, the review also identified several significant challenges related to technological adoption and digital transformation within higher education institutions. High implementation costs, limited technological infrastructure, cybersecurity risks, insufficient technical expertise, maintenance expenses, and unequal student access to digital resources were frequently mentioned as major barriers in the literature. Many universities, particularly smaller institutions and universities in developing countries, experienced difficulties financing technological modernization due to budget limitations and lack of technical support systems. Additionally, the digital divide became one of the most concerning issues identified in the literature because students from disadvantaged socio-economic backgrounds often lacked adequate internet access, digital devices, and technological literacy skills necessary to participate fully in online educational services and digital learning systems. This condition increased the risk of educational inequality and limited institutional inclusiveness. Moreover, some faculty members and administrative staff also experienced challenges adapting to digital systems due to limited technological competence and resistance to organizational change. Therefore, the literature emphasizes that successful technological transformation requires not only infrastructure investment but also comprehensive training programs, digital literacy development, institutional support mechanisms, and policies promoting equitable access to technology for all students and stakeholders.

Additionally, the findings emphasized the growing importance of student-centered services in higher education management and institutional development. Universities implementing personalized support systems such as academic advising, counseling services, peer-support programs, mentoring initiatives, mental health services, career development programs, and flexible learning pathways reported higher levels of student engagement, retention, academic achievement, and institutional satisfaction (Govender & David, 2023). Student-centered approaches recognize that students possess diverse academic, emotional, social, cultural, and professional needs requiring individualized institutional support. Consequently, universities increasingly design services aimed at improving students' educational experiences while simultaneously supporting their personal and professional development. Digital engagement platforms also contributed significantly to improving student access to institutional services and strengthening communication between students, faculty members, and administrative staff. Online consultation systems, digital counseling services, and virtual academic advising platforms enabled students to access institutional support more flexibly and efficiently regardless of location and time constraints. Furthermore, peer-support networks and collaborative student communities helped strengthen students' social integration and emotional well-being within campus environments.

Overall, the findings suggest that effective public service management in higher education requires integrated and multidimensional approaches combining collaborative leadership, governance reform, service innovation, technological advancement, institutional accountability, and student-centered strategies. Universities that successfully integrated these elements generally demonstrated higher institutional adaptability, stronger organizational performance, improved stakeholder satisfaction, and better long-term sustainability. Nevertheless, persistent challenges such as financial limitations, technological inequality, resistance to organizational change, and increasing service demands continue to affect institutional effectiveness across higher education systems globally. Therefore, higher education institutions must continue developing adaptive management strategies, sustainable governance systems, inclusive technological policies, and

comprehensive student support mechanisms to ensure their ability to fulfill educational, social, and public service responsibilities in increasingly dynamic and competitive global environments.

Discussion

The findings of this systematic literature review highlight that leadership remains one of the most influential and determining factors in the success of public service management within higher education institutions. The dominance of transformational leadership identified throughout the literature supports previous theoretical perspectives suggesting that collaborative, visionary, and participatory leadership fosters institutional innovation, organizational adaptability, and improved service quality. Universities led by transformational leaders appear more capable of managing organizational change, responding effectively to student expectations, and creating inclusive institutional cultures that encourage active participation from faculty members, administrative staff, and stakeholders. Such leadership approaches enable institutions to adapt more quickly to technological advancements, policy reforms, and the increasing complexity of educational management. In addition, transformational leaders often promote motivation, empowerment, and professional development among employees, thereby improving institutional productivity and organizational commitment. This finding indicates that modern higher education institutions require leadership models emphasizing communication, collaboration, empowerment, innovation, and strategic partnership rather than rigid bureaucratic control and centralized authority systems. Institutions that fail to develop adaptive leadership structures may experience difficulties responding to rapidly changing educational demands and stakeholder expectations.

Furthermore, the literature demonstrates that effective leadership contributes significantly to the establishment of positive organizational cultures within universities. Leaders who encourage transparency, accountability, teamwork, and open communication are generally more successful in building trust between institutional management and academic communities. Strong leadership also supports institutional resilience during periods of crisis or uncertainty, such as technological disruption, financial instability, or changes in educational policy. The findings suggest that universities should invest continuously in leadership development programs to strengthen managerial competencies, conflict resolution skills, and strategic planning abilities among institutional leaders. Leadership development is particularly important because higher education institutions increasingly operate within competitive global educational environments requiring innovation, adaptability, and effective stakeholder engagement. Consequently, leadership should not merely focus on administrative control but should function as a transformational force capable of inspiring institutional growth and sustainable organizational improvement.

The discussion also reveals that governance reform is essential for improving institutional accountability, transparency, efficiency, and service responsiveness within higher education institutions. Decentralized and participatory governance structures enable faculties, departments, and academic units to respond more effectively to local institutional needs and encourage greater stakeholder involvement in decision-making processes. Universities implementing decentralized governance systems often experience stronger institutional engagement, improved communication between administrative units, and greater organizational flexibility. Participatory governance also strengthens democratic values within academic institutions because faculty members, staff, and students are provided opportunities to contribute actively to institutional planning and policy development. This collaborative approach helps universities create more inclusive and responsive educational environments capable of addressing diverse academic and administrative challenges. However, the resistance encountered during governance transformation demonstrates that institutional culture remains one of the most significant obstacles to organizational reform. Universities with deeply hierarchical structures frequently struggle to implement participatory governance because faculty members and administrators are often accustomed to centralized authority systems and traditional bureaucratic practices. Resistance to governance reform may

emerge from concerns regarding changes in authority distribution, increased workloads, organizational uncertainty, or fear of losing institutional influence. Therefore, institutional transformation requires not only structural reform but also cultural change supported by continuous communication, organizational socialization, leadership training, and stakeholder involvement. The literature suggests that successful governance reform depends heavily on institutional readiness, leadership commitment, and the ability of universities to build collaborative cultures emphasizing trust, transparency, and collective responsibility.

The findings concerning service quality and efficiency further illustrate the complex challenges faced by higher education institutions in balancing increasing service demands with limited institutional resources. The implementation of Total Quality Management (TQM), continuous improvement systems, and institutional evaluation frameworks reflects universities' growing awareness of the importance of accountability, stakeholder satisfaction, organizational effectiveness, and service excellence. Universities increasingly recognize that public service quality significantly influences institutional reputation, student retention, academic performance, and stakeholder trust. Consequently, many institutions have implemented quality assurance systems, feedback mechanisms, and performance monitoring strategies aimed at improving administrative responsiveness and educational service delivery. Continuous improvement approaches encourage institutions to evaluate organizational weaknesses regularly and develop strategic initiatives to enhance institutional effectiveness. Nevertheless, financial limitations remain a persistent and critical issue affecting universities worldwide, particularly public institutions and universities located in developing countries. Limited budgets, inadequate infrastructure, insufficient staffing, and lack of professional development opportunities continue to hinder the implementation of comprehensive service improvement programs. In many cases, universities face difficulties allocating sufficient resources to student support services, technological modernization, and organizational innovation because operational budgets are primarily directed toward core academic functions. This condition creates substantial pressure on institutional management because universities are expected to improve service quality while simultaneously operating under financial constraints. The literature therefore suggests that sustainable public service management requires innovative financial strategies, efficient resource allocation systems, strategic partnerships, and stronger collaboration between universities, governments, industries, and external stakeholders. Without sustainable financial planning and institutional investment, efforts to improve service quality may remain limited and inconsistent.

The literature also indicates that technological transformation has fundamentally changed the landscape of public service management in higher education. Digital platforms, online learning systems, administrative automation tools, cloud-based technologies, and integrated management information systems have significantly improved service accessibility, communication efficiency, operational flexibility, and institutional productivity. Technology integration enables universities to provide faster, more responsive, and data-driven services while simultaneously reducing administrative burdens and improving organizational coordination. In addition, digital systems support institutional transparency because students and stakeholders can access information more easily through online portals and integrated service platforms. Universities utilizing digital technologies are generally more capable of monitoring institutional performance, analyzing student data, evaluating service quality, and making evidence-based decisions related to academic and administrative management. Furthermore, technological advancement has expanded educational accessibility through online learning platforms, virtual consultation systems, and remote administrative services. These technological innovations became especially important during periods of educational disruption and global uncertainty, where universities relied heavily on digital infrastructure to maintain educational continuity. The implementation of learning management systems (LMS), online registration systems, digital libraries, and virtual communication platforms has transformed traditional educational administration into more flexible and efficient service

systems. Consequently, digital transformation is no longer optional but has become a strategic necessity for modern higher education institutions seeking to remain competitive and responsive in increasingly digital educational environments.

Despite these advantages, the discussion highlights that technological integration also introduces new challenges related to equity, accessibility, institutional readiness, and technological sustainability. High implementation costs, maintenance expenses, cybersecurity risks, and unequal access to digital resources create substantial barriers for smaller institutions and disadvantaged students. The digital divide identified in several studies demonstrates that technological advancement may unintentionally increase educational inequality if institutions fail to provide inclusive access and comprehensive digital support systems. Students from lower socio-economic backgrounds often experience limited internet access, insufficient digital devices, and inadequate technological literacy, thereby reducing their ability to participate fully in online educational services and digital learning environments. These inequalities create concerns regarding fairness, educational inclusiveness, and equal opportunities within higher education systems.

Moreover, some faculty members and administrative staff also experience difficulties adapting to technological transformation due to limited technical competencies and resistance to organizational change. Consequently, universities must develop technology strategies prioritizing affordability, accessibility, digital literacy, and institutional support mechanisms to ensure that all stakeholders can benefit equally from technological innovations. Investment in staff training, student support programs, and digital infrastructure is essential to strengthen institutional readiness and maximize the benefits of technological integration. Therefore, technological transformation should be implemented not only as a technical process but also as a comprehensive organizational strategy supporting educational equity and institutional sustainability. The increasing emphasis on student-centered services also reflects broader changes in higher education management paradigms and institutional responsibilities. Universities are no longer viewed solely as academic institutions responsible for delivering teaching and research but also as service-oriented organizations supporting students' academic, emotional, social, psychological, and professional development. Personalized advising systems, counseling services, peer-support programs, mentoring initiatives, and flexible learning pathways demonstrate universities' efforts to improve student engagement, academic success, and institutional satisfaction. Student-centered approaches recognize that students possess diverse academic backgrounds, learning styles, emotional needs, and personal challenges requiring individualized institutional support. Therefore, universities increasingly design support systems aimed at improving not only students' academic performance but also their overall educational experiences and well-being.

In addition, digital engagement systems and online student support platforms have significantly contributed to improving communication between students and institutions. Online advising services, virtual counseling systems, digital academic monitoring tools, and interactive communication platforms allow students to access institutional services more efficiently and flexibly regardless of time and location constraints. Peer-support networks and collaborative student communities also help strengthen social integration and emotional resilience among students. These developments indicate that student-centered services play a crucial role in building supportive educational environments capable of enhancing student motivation, retention, and academic achievement. However, implementing personalized and student-centered services remains highly challenging because it requires substantial institutional capacity, staffing, infrastructure, and financial investment. Universities must balance individualized support with organizational sustainability, particularly when operating under limited human and financial resources. Personalized service models often increase administrative workloads and require additional coordination, training, and technological support. Technology-enabled services such as online advising systems, automated scheduling tools, and digital student portals may provide practical solutions for expanding personalized support without excessively increasing institutional

burdens. Therefore, the future of public service management in higher education will likely depend on institutions' ability to integrate leadership innovation, governance reform, technological advancement, and student-centered strategies into sustainable, inclusive, and adaptive service systems.

Overall, this systematic literature review demonstrates that public service management in higher education is undergoing significant transformation driven by changing student expectations, technological development, globalization, institutional accountability demands, and evolving educational paradigms. While universities have made substantial progress in improving service quality, technological integration, governance systems, and organizational effectiveness, persistent challenges such as resource limitations, resistance to change, technological inequality, and organizational complexity continue to affect institutional performance. These findings indicate that higher education institutions must continue developing adaptive leadership models, sustainable governance frameworks, inclusive technological strategies, and equitable student support systems to fulfill their educational and social responsibilities effectively. Future efforts should focus not only on improving operational efficiency but also on ensuring educational equity, stakeholder inclusion, institutional sustainability, and long-term organizational resilience in increasingly complex global higher education environments.

CONCLUSION

The findings from this systematic literature review on public service management in higher education highlight several key themes that shape the efficiency and quality of service delivery. Leadership and governance models emerged as a critical factor, with transformational leadership shown to foster positive institutional changes, while authoritarian leadership tended to hinder innovation and adaptability. Effective governance frameworks, particularly decentralized models, also contributed to higher satisfaction levels among both students and staff, though challenges such as resistance to change and alignment of leadership with institutional needs were identified. These findings suggest that universities must embrace collaborative, participatory leadership to meet evolving demands and improve service delivery. The review also emphasized the importance of improving service efficiency and quality through strategies like Total Quality Management (TQM) and continuous improvement. However, resource constraints such as budget limitations and inadequate infrastructure continue to be significant barriers, making it challenging for institutions to provide optimal services. The integration of technology in service delivery was identified as a major opportunity to enhance efficiency, with digital tools like learning management systems and mobile apps improving accessibility and communication. Despite this, the high initial costs and the digital divide remain significant obstacles that need to be addressed to ensure equitable access to services for all students.

Lastly, a student-centered approach was found to be vital in enhancing the student experience, with personalized services leading to increased satisfaction and retention. However, balancing these personalized services with institutional limitations, such as staff capacity and funding, presents a challenge. To overcome this, universities must adopt scalable and sustainable service models, leveraging technology to deliver personalized support efficiently. Additionally, a focus on equity in service provision is crucial to ensure that all students, regardless of background, have access to the support they need to succeed. Addressing these challenges through strategic leadership, technology integration, and a commitment to student-centered services will be essential for improving public service management in higher education.

REFERENCE

- Alrohaeem, N., Gallage, N. G., & Islam, S. (2026). The impact of behavioural economics on entrepreneurial decision-making: A systematic literature review. *Journal of Entrepreneurship in Emerging Economies*, 18(7), 1–43. <https://doi.org/10.1108/JEEE-05-2025-0280>
- Asante, M. O., Liyanapathirana, S. W. S., & Pinheiro, R. (2023). Public Service Resilience in a Post-COVID-19 World: Digital Transformation in Nordic Higher Education. In R. Pinheiro, E. Balbachevsky, P. Pillay, & A. Yonezawa (Eds.), *The Impact of Covid-19 on the Institutional Fabric of Higher Education* (pp. 245–267). Springer International Publishing. https://doi.org/10.1007/978-3-031-26393-4_10
- Badenhorst, P., Matumba, M., & Omarsaib, M. (2025). Libraries as agents of decolonisation: Exploring the integration of indigenous languages into library services in South African public higher education libraries. *Journal of Librarianship and Information Science*, 09610006251389990. <https://doi.org/10.1177/09610006251389990>
- Biallowons, S., Schmitz, A.-K., & Fassnacht, M. (2026). Perceived fit in the context of brand extensions: A systematic literature review. *European Journal of Marketing*, 60(13), 186–212. <https://doi.org/10.1108/EJM-02-2024-0157>
- Bondar, L. I., Fazakas, R., Precup, C. V., Butari, D. B., Șandor, F. M., Bouroș-Tataru, A.-L., Piroș, E. L., Mariș, M. A., Gavrila-Ardelean, L., & Dumiter, F. C. (2026). Cost Burden, Readmission Dynamics, and Service Management in Psychiatric Care: A Financial Performance Analysis in a Romanian Public Hospital. *Healthcare*, 14(9), 1204. <https://doi.org/10.3390/healthcare14091204>
- Booth, A. (2016). Searching for qualitative research for inclusion in systematic reviews: A structured methodological review. *Systematic Reviews*, 5(1), 74.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.

- Dixon-Woods, M., Fitzpatrick, R., & Roberts, K. (2001). Including qualitative research in systematic reviews: Opportunities and problems. *Journal of Evaluation in Clinical Practice*, 7(2), 125–133.
- Freedland, S. J., de Almeida Luz, M., De Giorgi, U., Gleave, M., Gotto, G. T., Pieczonka, C. M., Haas, G. P., Kim, C.-S., Ramirez-Backhaus, M., & Rannikko, A. (2023). Improved outcomes with enzalutamide in biochemically recurrent prostate cancer. *New England Journal of Medicine*, 389(16), 1453–1465.
- Gough, D., Thomas, J., & Oliver, S. (2017). *An introduction to systematic reviews*.
- Govender, K., & David, E. (2023). Experience and satisfaction: Exploring students' perceptions of private and public higher education services. *Problems and Perspectives in Management*, 21(2), 371–382. [https://doi.org/10.21511/ppm.21\(2\).2023.36](https://doi.org/10.21511/ppm.21(2).2023.36)
- Higgins, J. P. T., & Green, S. (2011). *Internet. Cochrane Handbook for Systematic Reviews of Interventions Version, 5(0)*.
- Huriyah, L., & Hsueh-Chiang, T. (2025). Management of Remuneration System Based on Performance for Lecturers and Employees at Islamic Higher Education as Public Service Agency. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6(4), 555–574. <https://doi.org/10.31538/munaddhomah.v6i4.1894>
- Kader, R., Alam, G. M., Aziz, N. A. A., Rahman, Md. M., & Bashir, K. (2025). The impact of misalignment amongst recruitment test, training and higher education on the marginalisation of graduates majoring in public administration in the public service of Bangladesh. *International Journal of Management in Education*, 19(3), 263–283. <https://doi.org/10.1504/IJMIE.2025.145925>
- La, T. T.-C., Arokiasamy, L., & Salleh, R. (2026). Bibliometric and systematic literature review of employee sustainable performance. *Discover Sustainability*, 7(1), 640. <https://doi.org/10.1007/s43621-026-03017-y>

- Lee, L. Y., Cazier, J.-B., Starkey, T., Briggs, S. E., Arnold, R., Bisht, V., Booth, S., Campton, N. A., Cheng, V. W., & Collins, G. (2020). COVID-19 prevalence and mortality in patients with cancer and the effect of primary tumour subtype and patient demographics: A prospective cohort study. *The Lancet Oncology*, 21(10), 1309–1316.
- Mais, A., & Yaum, L. A. (2025). Inclusive education in the digital age: A systematic literature review on assistive technology development. *Multidisciplinary Reviews*, 9(5), 2026223. <https://doi.org/10.31893/multirev.2026223>
- McKinnon-Crowley, S., & Harris, S. (2026). Public Service Loan Forgiveness Program and the Purpose of Higher Education. *Critical Education*, 17(1), 104–122. <https://doi.org/10.14288/CE.V17I1.187226>
- Nogueiro, T., Saraiva, M., & Jorge, F. (2021). Total quality management and social responsibility an approach through their synergies in higher education institutions. In *Perspectives and Trends in Education and Technology: Selected Papers from ICITED 2021* (pp. 311–321). Springer.
- Patel, A., Bilinska, J., Tam, J. C., Fontoura, D. D. S., Mason, C. Y., Daunt, A., Snell, L. B., Murphy, J., Potter, J., & Tuudah, C. (2022). Clinical features and novel presentations of human monkeypox in a central London centre during the 2022 outbreak: Descriptive case series. *Bmj*, 378.
- Popay, J., Roberts, H., Sowden, A., Petticrew, M., Arai, L., Rodgers, M., Britten, N., Roen, K., & Duffy, S. (2006). Guidance on the conduct of narrative synthesis in systematic reviews. A Product from the ESRC Methods Programme Version, 1(1), b92.
- Puspita Dewi, E. M., Razak, A., & Tetteng, B. (2026). Virtual solutions for diversity: The emerging role of assistive technology in inclusive higher education. *Quality Education for All*, 3(1), 53–70. <https://doi.org/10.1108/QEA-07-2025-0069>
- Sampasa-Kanyinga, H., Colman, I., Goldfield, G. S., Janssen, I., Wang, J., Podinic, I., Tremblay, M. S., Saunders, T. J., Sampson, M., & Chaput, J.-P. (2020). Combinations of physical activity,

sedentary time, and sleep duration and their associations with depressive symptoms and other mental health problems in children and adolescents: A systematic review. *International Journal of Behavioral Nutrition and Physical Activity*, 17(1), 72.

Soosay Nathan, S., Inusa Milala, S., Noraiza Ab Razak, S., & Mohamad Madon, M. (2025). Signal Processing and Broadband Service Quality in Public Higher Education Institutions: Factors Influencing User Experience and Adoption. 2025 14th International Conference on Information Technology in Asia (CITA), 7–12. <https://doi.org/10.1109/CITA66455.2025.11198747>

Sukirjo, Prasajo, L. D., & Sujarwo. (2025). Cash optimization of state higher education institution of public service agency (PTN BLU) in Yogyakarta. *Multidisciplinary Science Journal*, 8(5), 2026185. <https://doi.org/10.31893/multiscience.2026185>

Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidence-informed management knowledge by means of systematic review. *British Journal of Management*, 14(3), 207–222.

Ummad, A., Siddiqui, A. R., Nighat, A., Riaz, A., Tahir, H. N., Hamid, S., & Zaidi, S. (2026). Service readiness of Public and private health facilities for roll-out of hepatitis C screening and management: A cross-sectional study. *BMC Health Services Research*, 26(1), 411. <https://doi.org/10.1186/s12913-025-13684-8>