Fenomena: Journal of the Social Sciences
Vol. 25 No. 2 (2026) : 165-186
Available online at https://fenomena.uinkhas.ac.id/index.php/fenomena/

Accountability, Responsibility, and Responsiveness in Student Administration Services: A Case Study of Higher Education Governance

Alexsius Tri Dirmanto[1], Yulius Yohanes[2], Erdi[3], Hendrikus Mangku[4]
[1,2,3]Universitas Tanjungpura (Untan), Indonesia
[4]Universiti Kebangsaan Malaysia, Malaysia
E-mail: e2072231041@student.untan.ac.id[1], yulius.yohanes@fisip.untan.ac.id[2], erdi@fisip.untan.ac.id[3], p131021@siswa.ukm.edu.my[4]

DOI: https://doi.org/10.35719/fenomena.v25i2.642

Received: February 22, 2026	Revised: October 5, 2026	Accepted: October 7, 2026	Published: October 29, 2026

Abstract:

Student administrative services in higher education are increasingly positioned as a strategic component of institutional governance rather than merely routine procedural support. However, existing studies predominantly assess service quality through student satisfaction approaches (e.g., SERVQUAL), which often overlook governance dimensions such as accountability, responsibility, and responsiveness. This study evaluates student administrative service performance at STKIP Sintang through a governance framework emphasizing institutional transparency, procedural compliance, and adaptive service delivery. Using a qualitative descriptive case study design, data were collected through direct observation, semi-structured interviews with administrative staff and students, and document analysis. Data were analyzed thematically through coding, categorization, and cross-source triangulation. The findings reveal that service performance is constrained by weak documentation and performance reporting, inconsistent implementation of standard operating procedures, limited staff capacity development, and reactive communication with inadequate complaint-handling mechanisms. The study demonstrates that weaknesses in accountability can affect responsibility and responsiveness, ultimately reducing service reliability and student trust. Policy recommendations include strengthening transparent reporting systems, ensuring consistent implementation of service procedures, providing continuous staff training, and establishing structured complaint and feedback mechanisms. These measures can support more accountable, responsive, and sustainable student administrative services.

Keywords: *Accountability, Responsibility, Responsiveness, Student Administrative Services, Higher Education Governance, Service Performance*

Abstrak:

Pelayanan administrasi mahasiswa di perguruan tinggi kini dipandang sebagai komponen strategis tata kelola institusi, bukan sekadar dukungan prosedural rutin. Namun, penelitian yang ada masih banyak menilai kualitas layanan melalui kepuasan mahasiswa, misalnya SERVQUAL, sehingga kurang memperhatikan dimensi tata kelola seperti akuntabilitas, tanggung jawab, dan daya tanggap. Penelitian ini mengevaluasi kinerja pelayanan administrasi mahasiswa di STKIP Sintang dengan kerangka tata kelola yang menekankan transparansi institusi, kepatuhan prosedur, dan pelayanan adaptif. Menggunakan desain studi kasus deskriptif kualitatif, data dikumpulkan melalui observasi langsung, wawancara semi-terstruktur dengan staf administrasi dan mahasiswa, serta analisis dokumen. Data dianalisis secara tematik melalui pengodean, kategorisasi, dan triangulasi lintas sumber. Temuan menunjukkan kinerja layanan terhambat oleh lemahnya dokumentasi dan pelaporan kinerja, penerapan SOP yang tidak konsisten, pengembangan kapasitas staf yang terbatas,

serta komunikasi reaktif dengan mekanisme penanganan keluhan yang belum memadai. Penelitian ini menunjukkan bahwa kelemahan akuntabilitas dapat memengaruhi tanggung jawab dan daya tanggap, yang pada akhirnya menurunkan keandalan layanan dan kepercayaan mahasiswa. Rekomendasi kebijakan mencakup penguatan sistem pelaporan transparan, konsistensi pelaksanaan prosedur layanan, pelatihan staf berkelanjutan, dan pembentukan mekanisme keluhan serta umpan balik yang terstruktur. Dengan demikian, langkah-langkah ini dapat secara nyata mendukung pelayanan administrasi mahasiswa yang lebih akuntabel, responsif, dan lebih berkelanjutan.
Kata Kunci: *Akuntabilitas, Responsibilitas, Responsivitas, Pelayanan Administrasi Mahasiswa, Tata Kelola Pendidikan Tinggi, Kinerja Pelayanan*

Corresponding Author: : mailto:e2072231041@student.untan.ac.id (Alexsius Tri Dirmanto)
How to cite: Dirmanto, A. T., Yohanes, Y., Erdi, E. (2026). Accountability, Responsibility, and Responsiveness in Student Administration Services: A Case Study of Higher Education Governance. Fenomena, 25(2), 165–186. https://doi.org/10.35719/fenomena.v25i2.642

Publisher: Centre for Research and Community Service (LP2M), Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Introduction

Student administrative services in contemporary higher education represent a concrete manifestation of public governance quality at the institutional level. Over the past five years, higher education governance reforms have increasingly emphasized accountability, transparency, effectiveness, and participation as foundational pillars for enhancing institutional service quality (Atanaw et al., 2024; Salendab et al., 2025; Sofyani et al., 2023; Stensaker & Hou, 2026). Simultaneously, digital transformation (DT) has accelerated structural and procedural change through the integration of big data analytics, artificial intelligence (AI), cloud-based systems, enterprise platforms, and ICT-enabled monitoring tools that support evidence-based decision-making (Hernández et al., 2025; Setyarto et al., 2025; Surjawan et al., 2025; Tariq, 2025). Digital systems such as the SMART Extension Management System demonstrate how integrated platforms can improve operational efficiency and expedite administrative processes (Enaldo & Trinidad, 2025). Beyond efficiency gains, digitalization contributes to resource optimization and cost reduction, strengthening institutional competitiveness (Herrera-Granda et al., 2024; Mualla & Mualla, 2024). However, the effectiveness of these initiatives depends heavily on internal governance capacity, leadership readiness, and infrastructure adequacy. Regional universities facing financial and organizational constraints often experience increased administrative pressure, which may compromise service quality and institutional legitimacy (Woelert et al., 2025a). Consequently, student administrative services have evolved from a procedural function into a strategic governance configuration that shapes institutional sustainability and student experience.

Recent scholarship confirms that effective internal governance is positively associated with institutional quality enhancement and student satisfaction. Studies indicate that reliable, responsive, and well-managed administrative services significantly influence student satisfaction and retention across diverse higher education contexts (Al-Shamsi et al., 2024; Amoako et al., 2023a; Surya Bahadur et al., 2024a). Strategic governance frameworks and continuous evaluation mechanisms

further reinforce service performance and institutional effectiveness (Atanaw et al., 2024; Slimani & Ahmadi, 2023; Zuniga et al., 2025). In public university settings, the implementation of continuous improvement practices strengthens process consistency and administrative effectiveness through employee engagement, goal clarity, and organizational communication (Marin-Garcia et al., 2025a). From a digital governance perspective, accountability is operationalized through e-government platforms, ICT-based performance monitoring systems, and integrated reporting mechanisms that enhance transparency and oversight accuracy (Akhmetshin et al., 2024; Bravo-Jaico et al., 2025; Hernández et al., 2025). Furthermore, enterprise resource planning (ERP) systems and automation technologies reduce manual burdens and improve service responsiveness (Chasokela & Mpofu, 2025; Devi et al., 2026). Inter-institutional collaboration and partnerships with industry and local governments also contribute to capacity strengthening in resource-constrained institutions (Moroz et al., 2025; Sharma, 2025). Collectively, these findings underscore that student satisfaction is shaped not only by service interaction quality but also by governance structures and strategic resource management.

Despite the growing body of literature on governance, service quality, and digital transformation in higher education, existing studies remain largely fragmented. Research on digital accountability predominantly focuses on technological transparency and data reporting mechanisms without fully integrating organizational responsibility and institutional responsiveness within a unified evaluative framework (Al-khawatreh & Al-Azzam, 2026; Tariq, 2025). Meanwhile, service quality studies emphasize student satisfaction outcomes but often overlook internal governance capacity as a structural determinant (Al-Shamsi et al., 2024; Amoako et al., 2023a). Although some scholars address infrastructure limitations and administrative burdens in regional universities (Paucar et al., 2025; Woelert et al., 2025a), these discussions are rarely linked to comprehensive digital governance models. Moreover, digital transformation initiatives may encounter resistance due to leadership limitations, insufficient digital literacy, and human resource constraints (Frederick et al., 2026; Nazyrova et al., 2025). Consequently, there is a conceptual and empirical gap in understanding how accountability, responsibility, and responsiveness interact within resource-constrained regional universities to influence administrative service performance and student satisfaction.

This study is essential because regional universities must advance digital transformation despite limited institutional capacity and resources. Digital transformation without strengthened accountability and organizational responsibility may generate inefficiencies, misaligned priorities, or internal resistance (Dogan & Arslan, 2026). Conversely, ICT-based monitoring systems and adaptive governance structures can enhance transparency and service effectiveness when supported by strategic leadership (Antipova, 2025; Setyarto et al., 2025). In contexts where infrastructure capacity is limited, barriers to digital implementation may negatively affect service delivery and student satisfaction (Comia et al., 2026). Therefore, an integrative analytical approach is required to examine the dynamic interaction between digital accountability, organizational responsibility, service responsiveness,

and institutional resource constraints. Such an approach not only advances theoretical discourse in higher education governance but also offers practical guidance for strengthening administrative service performance in resource-limited institutional environments.

Based on this framework, the present study aims to analyze the influence of accountability, responsibility, and responsiveness—within the context of public service governance, digital transformation, and institutional resource constraints—on student administrative service performance and student satisfaction in regional universities. Specifically, the study evaluates: (1) digital-based procedural transparency and reporting mechanisms as indicators of accountability; (2) consistency in implementing standard operating procedures and strategic resource allocation as indicators of responsibility; and (3) the speed, adaptability, and integration of digital platforms as indicators of responsiveness (Diab, 2025; Enaldo & Trinidad, 2025; Zuniga et al., 2025). The research questions address: (a) how digital accountability mechanisms shape administrative service performance; (b) how organizational responsibility operates under resource limitations; and (c) how institutional responsiveness influences student satisfaction outcomes. By integrating public governance theory, digital transformation scholarship, and strategic resource management perspectives, this study seeks to develop an integrative digital governance–service quality model under resource constraints, thereby contributing both theoretically and practically to the advancement of higher education governance research.

Method

This study was undertaken to examine the performance of student administrative services at STKIP Sintang in response to persistent concerns regarding service delays, limited digital system utilization, and insufficient transparency. These issues indicate systemic weaknesses that potentially undermine service quality and institutional accountability. The phenomenon was selected as the focal point of investigation due to its strategic relevance to governance performance within higher education institutions, particularly in contexts where administrative effectiveness directly influences student satisfaction and institutional legitimacy. Evaluating administrative performance is therefore not merely a technical exercise but a governance imperative. To address this concern, the study adopted a descriptive qualitative design aimed at systematically portraying the actual conditions of administrative service delivery without manipulating research variables. A qualitative descriptive design is appropriate when the primary objective is to provide a comprehensive account of participants' experiences and the phenomenon under investigation while maintaining close proximity to the empirical data (Villamin et al., 2024). The data generated were primarily qualitative, capturing empirical realities through direct engagement with institutional actors and documentary evidence. This design enabled a contextualized understanding of effectiveness, efficiency, and service quality based on established performance indicators.

The research was conducted at the Student Administration and Alumni Office

of STKIP Sintang, selected purposively due to its central role in delivering academic administrative services and the documented indications of service constraints. Research participants were determined using purposive sampling to ensure the inclusion of individuals possessing direct knowledge and involvement in administrative processes. Purposive sampling enables researchers to deliberately select participants whose characteristics and experiences are closely aligned with the research objectives, thereby strengthening the relevance and trustworthiness of qualitative evidence (Campbell et al., 2020). The selected informants consisted of the Head of the Student Administration and Alumni Office, administrative service officers, and students who had received administrative services. Data were collected through three principal techniques: non-participant observation to capture real-time service processes; semi-structured interviews guided by an interview protocol to elicit in-depth perspectives; and document analysis involving institutional regulations, service records, and relevant policy documents. Data collection instruments included structured checklists, interview guidelines, and supporting documentation tools. The fieldwork was conducted over the 2024–2025 academic year in sequential stages encompassing proposal development, field investigation, data analysis, consultation, and thesis examination.

Data analysis followed a systematic qualitative procedure involving data assessment, interpretation, and conclusion drawing. First, collected data were organized, categorized, and critically examined to ensure relevance, consistency, and analytical rigor. Validity, objectivity, and reliability were strengthened through triangulation techniques, integrating multiple data sources and collection methods to verify consistency of findings. The use of multiple qualitative data sources and credibility procedures is particularly important in higher education evaluation research because methodological transparency in sampling, data collection, and analysis contributes to the trustworthiness of qualitative findings (Liao & Hitchcock, 2018). *Second*, interpretative analysis was undertaken to construct meaning from empirical patterns, supported by iterative comparison across observations, interviews, and documentation. Analytical tables were employed where necessary to facilitate conceptual clarity. Third, conclusions were formulated through synthesis of interpreted data to provide a coherent evaluation of administrative performance in relation to established service indicators such as timeliness, communication quality, and student satisfaction. Throughout the analytical process, triangulation of sources, techniques, and temporal dimensions was applied to enhance credibility. This systematic procedure ensured that the findings present an evidence-based and institutionally grounded assessment of student administrative governance performance.

Results and Discussion

Result

1. Systemic Weaknesses in Student Administrative Governance

The analysis identified three interrelated dimensions of systemic weakness in student administrative governance at STKIP Sintang: accountability deficit,

procedural inconsistency, and limited responsiveness. These themes emerged from the triangulation of interviews, observation, and institutional document data. The evidence also indicated two cross-cutting conditions—limited staff capacity and incomplete digitalization—that contributed to the persistence of these weaknesses (Table 1).

Table 1.
Triangulated Evidence of Systemic Weaknesses in Student Administrative Governance

Governance dimension	Interview evidence	Observation/ documentary evidence	Main finding
Accountability deficit	Performance evaluation relied mainly on internal monthly reports, with limited student involvement. Complaints and suggestions were not consistently incorporated into formal evaluation.	Complaint follow-up was not systematically documented, and several administrative services were still recorded manually.	Limited transparency and weak monitoring of service performance.
Procedural inconsistency	Staff reported difficulties related to workload, limited personnel, and uneven training. The unit head reported that only **2 of 7 staff members** had participated in administrative technical training.	SOPs were available, but their implementation was not always uniform; some processes remained manual.	Variation in service implementation and increased risk of delays and administrative errors.
Limited responsiveness	Students and staff reported slower responses during peak periods and difficulties obtaining timely information and follow-up.	Service responses could be delayed by **2–4 days** during peak periods; formal communication channels existed but were not optimally used by students.	Reduced timeliness and uncertainty regarding complaint resolution.
Cross-cutting structural and technological constraints	Staff identified workload, limited personnel, and inadequate information-system support as major operational constraints.	Manual submission and verification processes remained evident, while digital systems were not fully integrated.	Administrative workload remained concentrated on staff, and real-time service tracking was limited.
Feedback and complaint-management gap	Students were uncertain whether their complaints were formally recorded and followed up.	Suggestion boxes and official contact channels were available, but follow-up records were not consistently documented.	Feedback was not yet systematically converted into inputs for institutional learning.

First, an accountability deficit was evident in the limited institutionalization of service standards, fragmented documentation, and the weak integration of student feedback into formal performance evaluation. Students frequently reported ambiguity in administrative procedures and uncertainty regarding service outcomes. As one student noted, "*Information about registration requirements is often unclear, the procedures are complicated, and access to the online system is difficult*" (A.S., 20). This account indicates

that the absence of consistently implemented service standards reduces transparency and makes administrative outcomes less predictable.

The accountability gap was also reflected in the limited documentation of complaints and follow-up actions. Although suggestion boxes and official communication channels were available, students were not always able to determine whether their concerns had been formally recorded or addressed. As another student explained, "*Responses to our inquiries are often slow, and we are unsure whether our concerns are formally recorded*" (M.L., 22). Thus, the availability of formal communication channels did not necessarily translate into a systematic feedback and accountability mechanism.

Second, procedural inconsistency emerged from differences between the formal availability of administrative procedures and their implementation in practice. Administrative staff attributed these difficulties primarily to structural constraints, including limited personnel, concentrated workloads, and uneven participation in technical training. This concern was reinforced by institutional leadership: "*Only two out of seven staff members have attended formal technical training, which affects the consistency and quality of service implementation*" (R.H., 45). The finding suggests that variations in staff capacity may contribute to differences in procedural implementation rather than being attributable solely to individual staff performance.

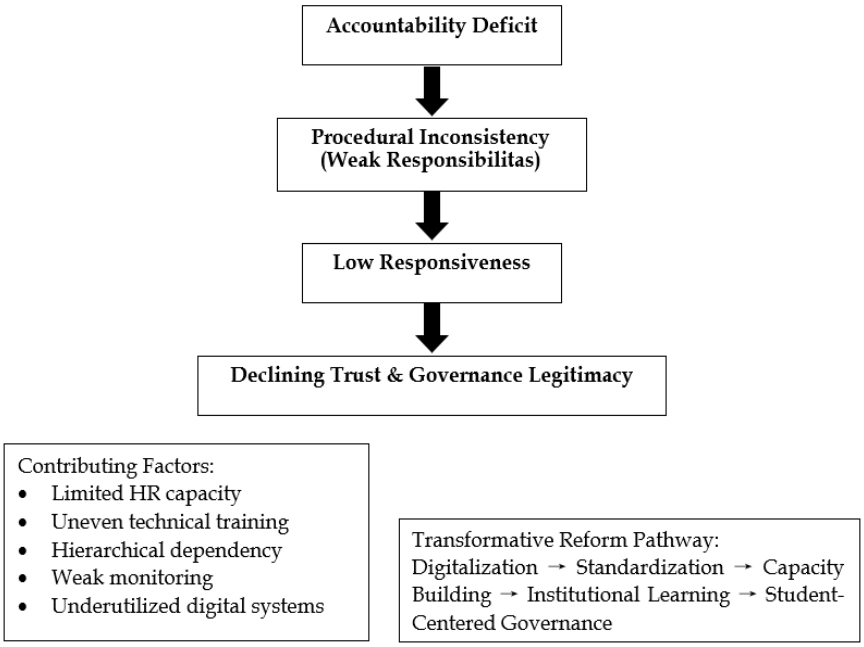
The observed conditions further support this interpretation. Although administrative SOPs were available, their implementation was not always uniform, while several processes—including document submission and verification—remained predominantly manual or only partially digitized. During peak academic periods, particularly scholarship registration, student activity administration, and the issuance of active-student certificates, service responses could be delayed by approximately 2–4 days. Staff also reported workload concentration, hierarchical dependence on higher-level approval, and limited use of digital infrastructure, which constrained their ability to process requests efficiently.

Third, limited responsiveness was particularly visible in the timeliness of service delivery and the follow-up of student requests. Students and staff reported that response times tended to deteriorate during periods of high administrative demand. The combination of workload concentration, limited staffing, manual processing, and incomplete digital integration reduced the institution's ability to monitor requests in real time and provide timely information to students. Consequently, students experienced not only delays but also uncertainty regarding the status and resolution of their administrative requests.

Taken together, the triangulated evidence demonstrates that the three dimensions are interconnected rather than independent. Limited staff capacity and incomplete digitalization contribute to procedural inconsistency and slower service responses, while weak complaint documentation limits the institution's ability to monitor performance and learn from recurring problems. The coexistence of these conditions creates a reinforcing pattern in which weaknesses in accountability, procedural consistency, and responsiveness can persist over time (Figure 1).

Figure 1

Conceptual Model of Systemic Weakness in Student Administrative Governance



2. Performance of Student Administrative Services across Accountability, Responsibility, and Responsiveness

The findings indicate that student administrative services at STKIP Sintang have been implemented across the dimensions of accountability, responsibility, and responsiveness, but their performance remains suboptimal. Triangulation of interviews, observations, and institutional documents shows that the main limitations concern the transparency and documentation of service processes, consistency in the implementation of administrative duties, and the timeliness and follow-up of responses to student needs (Table 2).

Table 2

Summary of Field Findings on Student Administrative Service Performance

Dimension	Key finding	Evidence from the field
Accountability	Accountability mechanisms remain insufficiently institutionalized.	Reporting and documentation are limited; service procedures are not always communicated transparently; performance evaluation involves limited student participation.
Responsibility	Administrative responsibilities are implemented inconsistently.	Differences in SOP implementation, slow document processing, inconsistent service-hour discipline, and uneven competency development were observed.
Responsiveness	Responses to student needs are not consistently timely or systematic.	Delayed responses, predominantly reactive communication, limited two-way interaction, and the absence of a consistently documented complaint-handling mechanism.
Administrative procedures	Formal procedures exist, but implementation and monitoring remain uneven.	Differences in procedural implementation and limited monitoring contribute to uncertainty and inefficiency in service delivery.

Accountability

The accountability dimension remains partially implemented. Although administrative procedures and reporting mechanisms are available, the field evidence indicates limitations in documentation, transparency, performance evaluation, and student participation. These conditions make it difficult to consistently assess whether services have been delivered according to established standards.

The student perspective further illustrates this limitation. One student reported, "*Information about registration requirements is often unclear, the procedures are complicated, and access to the online system is difficult*" (A.S., 20). This statement indicates that accountability extends beyond internal reporting to the accessibility and clarity of information provided to service users. Limited student involvement in formal service evaluation further reduces opportunities to incorporate user experiences into institutional performance assessment.

The findings therefore suggest that accountability mechanisms exist at a procedural level but have not yet been fully institutionalized as a continuous system of transparent reporting, documentation, evaluation, and feedback.

Responsibility

The responsibility dimension was characterized by inconsistent implementation of established administrative procedures. Although SOPs were available, observations and interviews indicated differences in their application, including variations in document processing, service-hour discipline, and adherence to established procedures. These variations indicate that the existence of formal procedures does not automatically ensure consistent administrative practice.

A key organizational factor was the uneven distribution of formal competency development. Of the seven administrative staff members identified in the study, only two (28.6%) had participated in formal technical training, while five (71.4%) had not (Table 3).

Table 3.

Participation of Administrative Staff in Formal Technical Training

Training Status	Number of Staff	Percentage
Participated in formal technical training	2	28.6%
Had not participated in formal technical training	5	71.4%
Total	**7**	**100%**

The training distribution provides contextual evidence for the observed variation in administrative practice. It does not, by itself, indicate a lack of individual commitment among staff. Rather, it shows that formal competency development had not been evenly extended across personnel. This organizational condition may constrain the consistent application of administrative procedures, particularly when staff must manage workload pressures or interpret procedures in situations not explicitly addressed by existing guidelines.

The responsibility dimension therefore appears to be constrained not only by individual implementation but also by the institutional capacity to provide consistent

procedures, competency development, supervision, and performance monitoring.

Responsiveness

The responsiveness dimension represents another area in which administrative performance remains below the expected level. Students reported delays in obtaining information and responses to administrative inquiries, while communication between students and administrative personnel tended to be reactive rather than systematically managed.

As one student explained, *"Responses to our inquiries are often slow, and we are unsure whether our concerns are formally recorded"* (M.L., 22). This finding indicates that responsiveness involves more than simply answering student questions. Effective responsiveness requires that requests and complaints can be communicated, recorded, followed up, and resolved within a transparent process.

Field observations further indicated that students often had to initiate communication to obtain information or follow up on their requests. A consistently documented complaint-handling mechanism was not yet evident. Consequently, responsiveness was constrained by unclear information flows, limited two-way communication, and the absence of systematic tracking of student requests.

The three dimensions demonstrate a mutually reinforcing pattern rather than three independent weaknesses. Accountability is constrained by limited transparency, documentation, and evaluation; responsibility is affected by inconsistent procedural implementation and uneven competency development; while responsiveness is limited by delayed communication and weak complaint follow-up. These dimensions interact in the delivery of administrative services, such that weaknesses in one dimension can reinforce limitations in the others.

Overall, the findings show that student administrative services at STKIP Sintang are operational but not yet consistently institutionalized as a high-performing governance system. The principal limitations do not arise from the absence of formal procedures alone, but from gaps between formal requirements and their implementation, monitoring, documentation, and communication. The findings therefore characterize service performance as functional but suboptimal across accountability, responsibility, and responsiveness.

Discussion

The findings show that student administrative services at STKIP Sintang remain suboptimal across accountability, responsibility, and responsiveness, revealing an interconnected governance problem rather than isolated service failures (Atanaw et al., 2025a). Accountability is weakened by incomplete reporting, fragmented documentation, limited transparency, and minimal student participation in service evaluation (Gkrimpizi et al., 2024a; Smakhanova et al., 2026a). Responsibility is constrained by inconsistent implementation of procedures, slow document processing, uneven service-hour discipline, and limited staff development (Marin-Garcia et al., 2025b). Responsiveness is likewise reduced by delayed information, passive communication, and the absence of a structured complaint-handling mechanism (S. Omoola et al., 2023). Only two of seven administrative staff had received formal technical training, indicating unequal opportunities for competency

development (Adenekan & Jimoh, 2024). Manual and partially digitized processes also coexist, increasing processing time and the possibility of documentation discrepancies (Bravo-Jaico et al., 2025; Tang et al., 2025). Overall, the results portray an administrative system in which governance standards formally exist but are not yet consistently embedded in everyday service practice.

These weaknesses appear to arise from limited institutional capacity, uneven staff development, weak monitoring, and insufficient integration between formal procedures and daily administrative practice (Woelert et al., 2025b). When service standards are not consistently monitored, staff may depend more heavily on informal routines and situational judgment (Atanaw et al., 2025b). Uneven technical training can further restrict the ability of personnel to apply procedures and digital systems consistently across service situations (Adenekan & Jimoh, 2024). Workload concentration during peak academic periods and hierarchical approval structures may also slow decisions and reduce operational flexibility (Marin-Garcia et al., 2025c; Woelert et al., 2025c). Partial digitalization cannot resolve such difficulties when technologies remain disconnected from coherent workflows and organizational readiness (Gkrimpizi et al., 2024b; Veseli et al., 2025). Likewise, weak feedback arrangements limit opportunities to convert recurring student complaints into information for institutional improvement (S. Omoola et al., 2023). Thus, the underlying problem is best understood as an institutional capacity gap involving people, procedures, technology, monitoring, and organizational learning.

The consequences extend beyond administrative delay because inconsistent procedures and weak communication can reduce the predictability and perceived reliability of student services (Amoako et al., 2023b; Bwachele et al., 2023; Surya Bahadur et al., 2024b). When requirements are unclear, and similar requests receive different treatment, students may struggle to anticipate outcomes or perceive procedures as fair (Tejero-Dakay et al., 2024a). Slow responses and unclear complaint follow-up may further create perceptions that student concerns receive insufficient institutional attention (S. O. Omoola et al., 2024a). Because administrative services are recurring points of contact, repeated inconsistency may gradually weaken confidence in institutional processes (Lewicka, 2022). Weak documentation also limits managers' ability to identify recurring problems, evaluate performance, and assess whether corrective actions have worked (Adot et al., 2022; Sorour & Atkins, 2024). These effects can accumulate when accountability weaknesses reduce the institution's capacity to correct deficiencies in responsibility and responsiveness (Krooi et al., 2024; Singh & Manohar, 2024). Therefore, without stronger monitoring and feedback loops, routine service problems may become embedded in administrative practice rather than systematically resolved.

A deeper lesson from this study is that effective student administration depends on institutional coherence connecting procedures, personnel, accountability, communication, and technology (Alenezi & Akour, 2023; Antonopoulou et al., 2023a; Carmo et al., 2025a). Accountability gives administrative actions visibility and traceability, while responsibility gives procedures consistency and responsiveness, ensuring timely attention to student needs (Anh & Hang, 2023; Smakhanova et al.,

2026b). These dimensions gain practical meaning through interaction rather than through separate compliance requirements (Haffar et al., 2023; Popa et al., 2024). Digital systems can support this interaction, but their contribution depends on organizational readiness and the capabilities of the people who use them (Blanka et al., 2022; Carmo et al., 2025a). The uneven training found in this study illustrates why sustainable service improvement requires investment in human capability alongside procedural reform (Kong et al., 2024). Student questions and complaints should likewise be treated as governance information that can expose weaknesses and support institutional learning (Antonopoulou et al., 2023b; Gibbs & Wood, 2023; Henning & Bentrim, 2022; Ramadhan et al., 2024). The central research wisdom is therefore that sustainable administrative quality emerges when transparency, competence, consistent procedures, responsive communication, and technology operate as one coordinated governance system.

The findings broadly align with international research linking governance quality, administrative service performance, and student experience, while offering a more context-specific account of how weaknesses occur together (Leskaj et al., 2024; Sahin et al., 2024). Amoako et al. (2023b) similarly found that service quality is closely associated with student satisfaction in higher education. Hossain et al. (2025) further showed that institutional services can influence both institutional image and student satisfaction (Mendoza-Villafaina & López-Mosquera, 2024; Ngo et al., 2025; Tejero-Dakay et al., 2024b). Research on administrative improvement also emphasizes employee involvement, process consistency, and organizational communication as important conditions for better university services (Vezou et al., 2026). However, the present study adds contextual detail by linking weak documentation and procedural inconsistency to uneven training, hierarchical dependence, and limited monitoring (Davis & Southey, 2024). It also qualifies technology-centered explanations by showing that partial digitization is insufficient when staff capability and organizational procedures remain uneven (Carmo et al., 2025b; Chounta et al., 2024). Thus, the contribution lies not in proposing a new causal model but in integrating governance, organizational capacity, and routine service practice within one empirically grounded account.

The findings suggest that improvement should strengthen the institutional system surrounding administrative services rather than rely on isolated technological or procedural fixes (Nwaigwe et al., 2026a). Conceptually, accountability, responsibility, and responsiveness should be treated as mutually reinforcing dimensions assessed through clear service standards and measurable indicators (Hou et al., 2026). Methodologically, future studies should examine these dimensions across institutions using mixed methods and validated measures of digital maturity, staff capability, and student perceptions (Ezzeddine et al., 2023). At the policy level, STKIP Sintang should standardize procedures, strengthen digital document tracking, define service-time indicators, and regularly monitor administrative performance (Mauro et al., 2024; Smakhanova et al., 2026c). Staff development should become continuous and directly connected to the procedures and technologies involved in student services (Nakaziba & Ngulube, 2024; Nwaigwe et al., 2026b; Zwolińska-Glądys et al., 2024). A

formal complaint mechanism should record, classify, assign, monitor, and close student concerns so recurring problems can inform institutional learning (S. O. Omoola et al., 2024b). Together, these actions can translate governance principles into everyday routines that are more consistent, transparent, responsive, and sustainable.

Conclusion

This study establishes that the effectiveness of student administrative services in resource-constrained higher education institutions is fundamentally shaped by the systemic interaction between digital transparency, organizational responsibility, service responsiveness, and institutional trust. The findings reveal that partial digitalization, fragmented monitoring systems, inconsistent implementation of standard operating procedures, and uneven human resource readiness collectively weaken accountability structures. Crucially, institutional trust functions as a mediating governance mechanism that translates digital transparency and responsiveness into student satisfaction outcomes. When transparency mechanisms are procedural rather than systemic, and responsiveness lacks consistency, trust erodes, thereby diminishing perceived fairness, institutional credibility, and governance legitimacy. Conversely, when digital governance capacity is coherently aligned with responsible administrative practice and adaptive responsiveness, trust is strengthened, reinforcing student satisfaction and institutional sustainability. The study therefore confirms that governance effectiveness in contemporary universities is not technologically deterministic but socio-institutional, requiring structural coherence between digital systems, human capacity, and accountability architecture.

Conceptually, this research advances the discourse on higher education governance by proposing an integrative digital governance–trust–service performance model under structural resource constraints. The study extends digital transformation literature by demonstrating that transparency and technological adoption alone are insufficient without embedded responsibility mechanisms and human resource readiness. By positioning institutional trust as a mediating construct, the research bridges public governance theory, digital accountability frameworks, and service quality scholarship within a unified analytical lens. Methodologically, the use of qualitative triangulation—combining in-depth interviews, field observations, and document analysis—enables a multi-actor perspective that captures governance dynamics beyond surface-level performance metrics. This approach contributes epistemologically by highlighting the recursive interaction among governance dimensions rather than treating them as isolated variables. The study thus provides both theoretical enrichment and analytical refinement for examining digital governance capacity and service responsiveness in contemporary universities, particularly within financially and organizationally constrained environments.

Despite its contributions, several limitations warrant consideration and offer directions for future inquiry. First, the single-institution qualitative design constrains external generalizability; future studies should employ comparative cross-institutional or mixed-method designs to empirically test the mediating role of institutional trust within broader governance contexts. Second, while the study

conceptually integrates digital governance capacity and human resource readiness, it does not quantitatively measure digital maturity indices, trust scales, or service performance indicators; subsequent research could apply structural equation modeling or longitudinal designs to validate causal pathways. Third, the analysis centers primarily on internal stakeholders—students, administrative staff, and leadership—without incorporating external regulators or industry partners whose perspectives may further illuminate institutional legitimacy dynamics. Addressing these limitations will enhance theoretical robustness, empirical precision, and policy relevance, thereby strengthening future scholarship on sustainable digital governance transformation in higher education.

AI Usage Declaration

ChatGPT was used for language editing and manuscript refinement. SciSpace, Google Scholar, and Scopus were used to support literature searching, while Google Translate assisted with translation. All sources and AI-assisted outputs were critically reviewed and verified by the authors, who remain fully responsible for the content and integrity of the manuscript.

Author Contribution Statement

Alexsius Tri Dirmanto contributed to conceptualization, methodology, investigation, data collection, data curation, formal analysis, and manuscript drafting. Yulius Yohanes and Erdi contributed to conceptualization, methodology, supervision, validation, and critical review of the manuscript. Hendrikus Mangku contributed to investigation, data collection, validation, and manuscript review and editing. All authors reviewed and approved the final manuscript.

Funding Statement

This research received no external funding and was supported by the authors' own resources.

Conflict of Interest

The authors declare no financial, personal, or professional conflicts of interest that could have influenced the conduct or interpretation of this research.

Acknowledgments

The author expresses sincere appreciation to Universitas Tanjungpura, particularly the Faculty of Social and Political Sciences and the Master's Program in Social Sciences, for providing academic guidance and an enabling scholarly environment throughout the period of study. Gratitude is also extended to STKIP Sintang as the research site for granting institutional access and supporting the data collection process. The author further acknowledges the administrative staff, institutional leaders, and students who willingly participated as research informants and contributed valuable insights essential to the completion of this study. This short text acknowledges the contributions of specific colleagues, institutions, or agencies

that aided the authors' efforts.

References

Adenekan, T. E., & Jimoh, T. A. (2024). Assessing the Role of ICT Training in Bridging Digital Competence Gap among Administrative Staff of Federal Tertiary Institutions in South-West Nigeria. *International Journal of Research and Innovation in Social Science*, *VIII*(I), 01–10. https://doi.org/10.47772/IJRISS.2024.801001

Adot, E., Akhmedova, A., Alvelos, H., Barbosa-Pereira, S., Berbegal-Mirabent, J., Cardoso, S., Domingues, P., Franceschini, F., Gil-Doménech, D., Machado, R., Maisano, D. A., Marimon, F., Mas-Machuca, M., Mastrogiacomo, L., Melo, A. I., Miguéis, V., Rosa, M. J., Sampaio, P., Torrents, D., & Xambre, A. R. (2022). SMART-QUAL: A dashboard for quality measurement in higher education institutions. *International Journal of Quality & Reliability Management*, *40*(6), 1518–1539. https://doi.org/10.1108/IJQRM-06-2022-0167

Akhmetshin, E., Bankova, N., Ermakova, M., Kostina, Z., Milovanova, M., & Molchanova, I. (2024). The Impact Of Digital Technologies On University Regulatory Practices; [O Impacto Das Tecnologias Digitais Nas Práticas Regulatórias Das Universidades]. *Revista Juridica*, *2*(78), 608–620. https://doi.org/10.26668/revistajur.2316-753X.v2i78.7025

Alenezi, M., & Akour, M. (2023). Digital Transformation Blueprint in Higher Education: A Case Study of PSU. *Sustainability*, *15*(10), 8204. https://doi.org/10.3390/su15108204

Al-khawatreh, A., & Al-Azzam, D. F. A. (2026). The Role of Technology in Enhancing Administrative Liability: An Analytical Study in Light of Digital Transformations. *Studies in Systems, Decision and Control*, *227*, 891–906. https://doi.org/10.1007/978-3-031-95310-1_67

Al-Obaydi, L. H., Pikhart, M., & Hossain, M. K. (2025). ChatGPT and the development of core language skills: An exploratory study of EFL college students. *Contemporary Educational Technology*, *17*(4), ep591. https://doi.org/10.30935/cedtech/17242

Al-Shamsi, A., Al-Hawari, M. A., Aderibigbe, S. A., & Omar, M. (2024). Impact of Service Quality on Student Retention in UAE Higher Education Institutions. In *Future Trends in Education Post COVID-19: Teaching, Learning and Skills Driven Curriculum*. https://doi.org/10.1007/9789819919277_17

Amoako, G. K., Ampong, G. O., Gabrah, A. Y. B., de Heer, F., & Antwi-Adjei, A. (2023b). Service quality affecting student satisfaction in higher education institutions in Ghana. *Cogent Education*, *10*(2), 2238468. https://doi.org/10.1080/2331186X.2023.2238468

Anh, B. V., & Hang, N. T. (2023). Assessment of Responsibilities of Universities through Quality Assurance Information Published. *VNU Journal of Science: Education Research*, *39*(2). https://doi.org/10.25073/2588-1159/vnuer.4731

Antipova, T. (2025). Use of ICT for Performance Evaluation in Public Administration. *Lecture Notes in Networks and Systems*, *1255*, 301–308. https://doi.org/10.1007/978-981-96-1747-0_24

Antonopoulou, K., Begkos, C., & Zhu, Z. (2023b). Staying afloat amidst extreme uncertainty: A case study of digital transformation in Higher Education. *Technological Forecasting and Social Change*, *192*, 122603. https://doi.org/10.1016/j.techfore.2023.122603

Atanaw, B., Estifanos, A. B., & Negash, H. G. (2025b). How university governance affects education service quality: Insights from Ethiopian public universities. *Frontiers in Education*, *9*. https://doi.org/10.3389/feduc.2024.1447357

Blanka, C., Krumay, B., & Rueckel, D. (2022). The interplay of digital transformation and employee competency: A design science approach. *Technological Forecasting and Social Change*, *178*, 121575. https://doi.org/10.1016/j.techfore.2022.121575

Bravo-Jaico, J., Maquen-Niño, G. L. E., Germán, N., Valdivia, C., Alarcón, R., Aquino, J., & Serquén, O. (2025). Assessing digital transformation maturity in higher education institutions: A correlational analysis by actors and dimensions. *Frontiers in Computer Science*, *7*. https://doi.org/10.3389/fcomp.2025.1549262

Bwachele, V. W., Chong, Y.-L., & Krishnapillai, G. (2023). Perceived service quality and student satisfaction in higher learning institutions in Tanzania. *Humanities and Social Sciences Communications*, *10*(1), 444. https://doi.org/10.1057/s41599-023-01913-6

Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: Complex or simple? Research case examples. *Journal of Research in Nursing*, *25*, 652–661. https://doi.org/10.1177/1744987120927206

Carmo, J. E. S., Lacerda, D. P., Klingenberg, C. O., & Piran, F. A. S. (2025b). Digital transformation in the management of higher education institutions. *Sustainable Futures*, *9*, 100692. https://doi.org/10.1016/j.sftr.2025.100692

Chasokela, D., & Mpofu, S. (2025). Digital Transformation Strategies and Operational Performance: Higher Education Context. In *Digital Competence in Agile and Hierarchical Organizations: Operational Performance Under Global Uncertainties*. https://doi.org/10.4324/9781003535416-2

Chounta, I.-A., Ortega-Arranz, A., Daskalaki, S., Dimitriadis, Y., & Avouris, N. (2024). Toward a data-informed framework for the assessment of digital readiness of higher education institutions. *International Journal of Educational Technology in Higher Education*, *21*(1), 59. https://doi.org/10.1186/s41239-024-00491-0

Comia, H. R., Alberto, M., & Guerra, A. (2026). Student satisfaction with Google Classroom during the COVID-19 pandemic: Examining challenges and acceptance factors at the Faculty of Engineering—Lúrio University, Mozambique. *Frontiers in Education*, *10*. https://doi.org/10.3389/feduc.2025.1742339

Davis, K., & Southey, K. (2024). Employee engagement in shared services in a regional

university context. *Journal of Higher Education Policy and Management*, *46*(3), 291–306. https://doi.org/10.1080/1360080X.2024.2344238

Devi, S., Kolas, N., Shaikh, K., Raja, D., & Pallikonda, S. (2026). Education Resource Management: An Integrated Framework for Resource Optimization and Administration. *Lecture Notes in Networks and Systems*, *1628 LNNS*, 262–276. https://doi.org/10.1007/978-3-032-05545-3_21

Diab, A. K. M. (2025). Transforming Adversity into Strategic Success: Management Approaches in Palestinian Higher Education. *Administrative Sciences*, *15*(11). https://doi.org/10.3390/admsci15110425

Dogan, M., & Arslan, H. (2026). Empowering Academics in the Digital Age: Navigating the Transformation of Higher Education. *European Journal of Education*, *61*(1). https://doi.org/10.1111/ejed.70420

Enaldo, M. A., & Trinidad, G. A. (2025). Digital Transformation in University Extension Services: Evaluating UTAUT Constructs in the Adoption of a SMART Extension Management System. *New Educational Review*, *79*(1), 131–144. https://doi.org/10.15804/tner.2025.79.1.09

Ezzeddine, R., Otaki, F., Darwish, S., & AlGurg, R. (2023). Change management in higher education: A sequential mixed methods study exploring employees' perception. *PLOS ONE*, *18*(7), e0289005. https://doi.org/10.1371/journal.pone.0289005

Frederick, D. P., Vishal, S., Sushma, V., Fernandes, A. S., Shinde, R. M., Dsouza, E., Attavar, S., & Krithi. (2026). Mapping Human Resource Barriers to Digital Transformation in Higher Education: An M-TISM and MICMAC Approach. *Studies in Systems, Decision and Control*, *612*, 551–561. https://doi.org/10.1007/978-3-031-99466-1_51

Gibbs, B., & Wood, G. C. (2023). How can student partnerships stimulate organisational learning in higher education institutions? *Teaching in Higher Education*, *28*(7), 1551–1564. https://doi.org/10.1080/13562517.2021.1913722

Gkrimpizi, T., Peristeras, V., & Magnisalis, I. (2024b). Defining the Meaning and Scope of Digital Transformation in Higher Education Institutions. *Administrative Sciences*, *14*(3), 48. https://doi.org/10.3390/admsci14030048

Haffar, M., Al-Karaghouli, W., Djebarni, R., Al-Hyari, K., Gbadamosi, G., Oster, F., Alaya, A., & Ahmed, A. (2023). Organizational culture and affective commitment to e-learning' changes during COVID-19 pandemic: The underlying effects of readiness for change. *Journal of Business Research*, *155*, 113396. https://doi.org/10.1016/j.jbusres.2022.113396

Henning, G., & Bentrim, E. (2022). The emergence and maturation of student affairs assessment. *New Directions for Student Services*, *2022*(178–179), 15–28. https://doi.org/10.1002/ss.20425

Hernández, R. M., Garay-Argandoña, R., Ramón, P., Pintado, C., Eliana, J., Baca, G., Castro, G. O., Magali, L., Barrientos, Z., Daniel, J., Amador, M., & Trigozo, T. C. (2025). *Strategic digital transformation in higher education and its effect on*

organizational agility and innovation performance.

Herrera-Granda, E. P., Aza-Espinosa, M. J., Burbano-Pulles, M., Mina-Ortega, J., Herrera-Granda, I. D., & Yambay-Vallejo, W. J. (2024). STATISTICAL ANALYSIS OF DIGITAL TRANSFORMATION AND ITS INCIDENCE IN REDUCING THE USE OF PAPER IN A HIGHER EDUCATION INSTITUTION: A CASE STUDY. *Journal of Technology and Science Education*, *14*(4), 1041–1059. https://doi.org/10.3926/JOTSE.2242

Hou, A. Y. C., Su, E. H. C., Zhou, K. Z.-W., Tao, C. H.-Y., Lin, A. F. Y., Chen, Y., & Hill, C. (2026). How do Quality Assurance Agencies in Asia Measure Higher Education? Exploring Approaches, Emerging Standards, and Challenges. *Higher Education Policy*, *39*(1), 244–266. https://doi.org/10.1057/s41307-024-00388-7

Kong, S. C., Mak, Z. W. S., Wu, Y., & Yang, Y. (2024). Evaluating the Effectiveness of a Professional Development Course on Artificial Intelligence Literacy for Administrative Staff in Higher Education. *International Conference on Computers in Education*. https://doi.org/10.58459/icce.2024.4985

Krooi, M., Whittingham, J., & Beausaert, S. (2024). Introducing the 3P conceptual model of internal quality assurance in higher education: A systematic literature review. *Studies in Educational Evaluation*, *82*, 101360. https://doi.org/10.1016/j.stueduc.2024.101360

Leskaj, E., Leskaj, A., & Lipi, R. (2024). Striving for excellence: Assessing the impact of university strategies on enhancing student services in Albanian public higher education. *Frontiers in Education*, *9*. https://doi.org/10.3389/feduc.2024.1486199

Lewicka, D. (2022). Building and rebuilding trust in higher education institutions (HEIs). Student's perspective. *Journal of Organizational Change Management*, *35*(6), 887–915. https://doi.org/10.1108/JOCM-02-2022-0037

Liao, H., & Hitchcock, J. (2018). Reported credibility techniques in higher education evaluation studies that use qualitative methods: A research synthesis. *Evaluation and Program Planning*, *68*, 157–165. https://doi.org/10.1016/j.evalprogplan.2018.03.005

Marin-Garcia, J. A., Garcia-Sabater, J. J., Garcia-Sabater, J. P., & Maheut, J. (2025c). Relevant factors to implement continuous improvement in administrative services of public universities: An action research study. *Production Planning & Control*, *36*(9), 1247–1267. https://doi.org/10.1080/09537287.2024.2355242

Mauro, S. G., Cinquini, L., Malmmose, M., & Nørreklit, H. (2024). University research by the numbers: Epistemic methods of using digitized performance measures and their implications for research practices. *Financial Accountability & Management*, *40*(1), 58–84. https://doi.org/10.1111/faam.12367

Mendoza-Villafaina, J., & López-Mosquera, N. (2024). Educational experience, university satisfaction and institutional reputation: Implications for university sustainability. *The International Journal of Management Education*, *22*(3), 101013.

https://doi.org/10.1016/j.ijme.2024.101013
Moroz, M., Havryliuk, A., Shershnova, O., Diegtiar, A., Mazur, Y., Zhukovsky, M. E., Khai, ", Kharkiv, U., & Authour, ©. (2025). Higher Education Institutions in Terms of Governance and Collaboration with Municipalities. *OIDA International Journal of Sustainable Development*, *18*(11).
Mualla, W., & Mualla, K. J. (2024). Digital Transformation in Higher Education: Challenges and Opportunities for Developing Countries. In *Higher Education in the Arab World: Digital Transformation*. https://doi.org/10.1007/978-3-031-70779-7_9
Nakaziba, S., & Ngulube, P. (2024). A model for enhancing digital transformation through technology-related continuing professional development activities in academic libraries in context. *Discover Education*, *3*(1), 87. https://doi.org/10.1007/s44217-024-00178-8
Nazyrova, A., Miłosz, M., Bekmanova, G., Omarbekova, A., Aimicheva, G., & Kadyr, Y. (2025). The Digital Transformation of Higher Education in the Context of an AI-Driven Future. *Sustainability (Switzerland)*, *17*(22). https://doi.org/10.3390/su17229927
Ngo, T. T. A., Bui, C. T., Chau, H. K. L., Tran, N. P. N., Nguyen, P. P. T., & Tran, N. K. T. (2025). Influence of university service quality on student experiences, academic performance and institutional loyalty: A case study in Vietnam. *Acta Psychologica*, *260*, 105599. https://doi.org/10.1016/j.actpsy.2025.105599
Nwaigwe, H. C., Ayanwale, M. A., Ukeje, I. O., Aja, N. I., Ekwunife, R. A., Atukpa, E. I., Nwigwe, C. N., & Egba, V. N. (2026b). Digital Transformation and Public Value Creation in Higher Education: A PRISMA-ScR Review and Evidence-Synthesized Framework of Digital Competencies, Institutional Readiness, and Governance Pathways. *Sustainability*, *18*(10), 5125. https://doi.org/10.3390/su18105125
Omoola, S., Kazeem, B. K., Mohamed, A. A. A., Hak, N. A., Zahari, W. M. Z. W., & Ramalingam, C. L. (2023). Rethinking Higher Education Services and the Complaint Handling Framework in Malaysia. *UUM Journal of Legal Studies*, *14*(1), 189–213. https://doi.org/10.32890/uumjls2023.14.1.8
Omoola, S. O., Bakare, K. K., & Salame, A. H. (2024b). University resources and student complaints in Malaysian higher education institutions. *Journal of Applied Research in Higher Education*, *17*(5), 2139–2153. https://doi.org/10.1108/JARHE-11-2023-0551
Paucar, L. M. M., Larico, J. C. P., Hancco, C. A., & Apaza, J. F. (2025). Impact of Digital Transformation on Administrative Management: Perspectives from Cloud Computing and Big Data in Industry 4.0. *Journal of Ecohumanism*, *4*(2), 209–215. https://doi.org/10.62754/joe.v4i2.5932
Popa, I., Ştefan, S. C., Olariu, A. A., & Popa, Ştefan C. (2024). Integrating digitalization opportunities into innovative public organizations' management process. *Journal of Innovation & Knowledge*, *9*(4), 100564.

https://doi.org/10.1016/j.jik.2024.100564
Ramadhan, A. F., Tajudeen, F. P., & Jaafar, N. I. (2024). The Influence Factors of Data Governance Implementation: Study in Indonesian Public University. *Procedia Computer Science, Seventh Information Systems International Conference (ISICO 2023)*, *234*, 1204–1211. https://doi.org/10.1016/j.procs.2024.03.116
Sahin, A., Imamoglu, G., Murat, M., & Ayyildiz, E. (2024). A holistic decision-making approach to assessing service quality in higher education institutions. *Socio-Economic Planning Sciences*, *92*, 101812. https://doi.org/10.1016/j.seps.2024.101812
Salendab, F. A., Cogo, D. A., & Catipay, A. Z. (2025). Navigating Policy Implementation in Institutional Governance: Challenges, Strategies, and Best Practices. In *Digital Policy and Regulation in Educational Governance*. https://doi.org/10.4018/979-8-3373-2853-9.ch003
Setyarto, D. B., Alimuddin, Mulyaningsih, & Judijanto, L. (2025). The role of e-government in increasing transparency and accountability of public administration in the digital era. *Edelweiss Applied Science and Technology*, *9*(2), 1771–1783. https://doi.org/10.55214/25768484.v9i2.4908
Sharma, A. (2025). A Study on Operational Strategies for F&B in Lodging Establishments. *International Journal of Multidisciplinary Research and Technology*, *6*(5), 325.
Singh, S., & Manohar, S. (2024). Impact of service quality, relational trust and attitude on the intention to pursue higher education within a country, than abroad. *International Journal of Educational Management*, *38*(7), 2034–2049. https://doi.org/10.1108/IJEM-06-2023-0300
Slimani, A., & Ahmadi, A. (2023). Assessing the impact of quality and internal control on academic institutions' performance: A case of study of HIBAG. In *Algorithmic Approaches to Financial Technology: Forecasting, Trading, and Optimization*. https://doi.org/10.4018/979-8-3693-1746-4.ch012
Smakhanova, A., Uskenbayeva, R., Kassymova, A., Kalpeyeva, Z., Utegenova, A., & Temirbek, A. (2026c). Assessment of the effectiveness of the University's digital transformation. *Procedia Computer Science, The 17th International Conference on Ambient Systems, Networks and Technologies Networks (ANT)/ the 9th International Conference on Emerging Data and Industry 4.0 (EDI40)*, *280*, 1088–1093. https://doi.org/10.1016/j.procs.2026.04.141
Sofyani, H., Saleh, Z., & Abu Hasan, H. (2023). Internal control implementation and quality of higher education institutions: A moderation effect testing. *Asian Journal of Accounting Research*, *8*(4), 425–435. https://doi.org/10.1108/AJAR-09-2022-0277
Sorour, A., & Atkins, A. S. (2024). Big data challenge for monitoring quality in higher education institutions using business intelligence dashboards. *Journal of Electronic Science and Technology*, *22*(1), 100233. https://doi.org/10.1016/j.jnlest.2024.100233

Stensaker, B., & Hou, A. Y. C. (2026). Global Quality Assurance in Higher Education and the Impact on Internal University Governance: Lessons Learned by Asia. *Higher Education in Asia*, *Part F1235*, 3–16. https://doi.org/10.1007/978-981-95-2531-7_1

Surjawan, D. J., Langi, A. Z. R., & Imbar, R. V. (2025). Digital Transformation for Institution Operations in Higher Education: A Literature Review. *IEEE Access*, *13*, 61457–61468. https://doi.org/10.1109/ACCESS.2025.3557446

Surya Bahadur, G. C., Gurung, S. K., Poudel, R. L., Yadav, U. S., Bhattacharjee, A., & Dhungana, B. R. (2024a). The effect of higher education service quality on satisfaction among business students in India and Nepal. *Cogent Education*, *11*(1). https://doi.org/10.1080/2331186X.2024.2393521

Tang, J., Huang, P., & Yan, S. (2025). Digital transformation in higher education: Logical framework, practical dilemmas, and implementation approaches. *Frontiers in Psychology*, *16*. https://doi.org/10.3389/fpsyg.2025.1565591

Tariq, M. U. (2025). Digital accountability: Revolutionizing public sector transparency and service delivery. In *Enhancing Public Sector Accountability and Services Through Digital Innovation*. https://doi.org/10.4018/979-8-3693-9251-5.ch004

Tejero-Dakay, I., Lozano, L., & Ferolin, R. (2024b). Enucleating the student support and services needs in higher education: The application of Kano analysis as a strategic tool. *International Journal of Educational Management*, *38*(3), 711–729. https://doi.org/10.1108/IJEM-03-2023-0154

Veseli, A., Hasanaj, P., & Bajraktari, A. (2025). Perceptions of Organizational Change Readiness for Sustainable Digital Transformation: Insights from Learning Management System Projects in Higher Education Institutions. *Sustainability*, *17*(2), 619. https://doi.org/10.3390/su17020619

Vezou, M., Kalogiannidis, S., Spinthiropoulos, K., Chatzitheodoridis, F., & Maniadakis, I. (2026). Impact of human resource policies on the integration of administrative structures in Greek universities: A comparative study. *Frontiers in Education*, *11*. https://doi.org/10.3389/feduc.2026.1813526

Villamin, P., Lopez, V., Thapa, D., & Cleary, M. (2024). A Worked Example of Qualitative Descriptive Design: A Step-by-Step Guide for Novice and Early Career Researchers. *Journal of Advanced Nursing*, *81*, 5181–5195. https://doi.org/10.1111/jan.16481

Woelert, P., Chesters, J., Martinussen, M., & Gannaway, J. (2025c). Fewer restructures, more consultation, better recognition: Key recommendations on tackling administrative burdens from Australian universities' professional staff. *Journal of Higher Education Policy and Management*, *47*(3), 406–415. https://doi.org/10.1080/1360080X.2025.2478135

Zuniga, R., Castillo, A., Del Carmen, B., Huayta, Q., & Enrique, J. (2025). Strategic Administrative Management In The Quality Of Higher Education: A Critical Review Of The International Literature. *TPM – Testing, Psychometrics, Methodology in Applied Psychology*, *32*(S4), 2025.

Zwolińska-Glądys, K., Lorenc, S., Kowalska, N., & Pomykała, R. (2024). Higher education staff development: A need-oriented approach based on survey research. *Scientific Reports*, *14*(1), 31455. https://doi.org/10.1038/s41598-024-83053-8