

Service Quality Management in Higher Education in the Ethiopian Context: Systematic Review

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Abstract: Service quality is commonly noted as a critical prerequisite for establishing and sustaining satisfying relationships with valued customers. In 2008, service quality improvement initiatives in Ethiopia's public universities started implementing BPR (Business Process Re-engineering) to effect a fundamental change in the current business process jobs and structures, management and measurement systems, values, and beliefs with the aim of increasing quality and productivity that focus on customer satisfaction. Different studies have been conducted on student satisfaction regarding service quality management in an education context. The purpose of this systematic review is therefore to identify and synthesize the student's satisfaction in an educational context that has identified the extent, importance, and contributions. To find as many studies as possible to be reviewed, electronic searches have been carried out through science direct and Research Gate publications results, 12 kinds of literature have been searched and 6 have been screened as relevant to the review questions and objectives, and finally, 3 studies have been included reviewed thoroughly. The findings of the review revealed one or other another that the see quality management in higher education relies on satisfaction. It was concluded by the reviewer that, students 'satisfaction regarding quality service management in higher education students were not satisfied as concluded by the reviewer that, it is possible to make our educational institutions' service quality management successful by giving due emphasis to student's satisfaction regarding service quality management in higher education institution having forward-looking, in the situations.

Keywords: Service Quality, Students' Service, Quality Management Higher Education

1. Introduction

Service quality in education, and particularly in higher learning, is a fundamental and important aspect of educational excellence [18]. Service quality in education, and particularly in higher learning, is a fundamental and important aspect of educational excellence. Universities are recognizing of the fact that exceptional service quality will set them apart from their competitors and therefore HEIs strive to incorporate sound market-orientation strategies into their business plans [13]. Service quality is commonly noted as a critical prerequisite for establishing and sustaining satisfying relationships with valued customers.

Thus, a proper understanding of the antecedents and determinants of client satisfaction can be seen as having an extraordinarily high monetary value for service organizations in a competitive environment. From the perspective of quality's dimensions (input, process, and output) and from

the perspective of the stakeholders, there are many views of quality [25].

The dimensions were then regrouped in the well-known five dimensions in the SERVQUAL model which developed by include assurance, empathy, reliability, responsiveness, and tangibility when assessing it shows a gap [23]. In addition to this a modified SERVQUAL instrument is used to measure the satisfaction level of communities at Dire Dawa University and at the same time to evaluate the service quality of this university based on all its clients' perceptions [22].

Assessing the extent of academic staff's satisfaction regarding service quality delivery in Ethiopian higher education is currently not common practice despite the fact that higher education institutions in the country are implementing quality improvement programs vigorously [29]. Most of these improvement initiatives have been the result of external and internal pressures by constituent stakeholder groups to respond to their needs and priorities.

Studies have revealed that customer satisfaction in educational institutions has several advantages. According to the study Saving time and resources, is the only right way to achieve the intended goals, to enhance customer satisfaction in education quality, and promote quality service education to enhance the quality, the quality service will create conditions for obtaining new knowledge, skills, and professional development.

In general, several studies have been conducted, when student satisfaction is assessed to be low (dissatisfaction), such an assessment assists the institution in prioritizing improvement initiatives [4]. Knowledge of the perceptions of students assists institutional management in maximizing satisfaction and minimizing dissatisfaction. This review is therefore aimed to synthesize the major issues related to students' satisfaction in quality service management in the public higher education context which has been identified and forwarded by studies. It is aimed to draw suggestions regarding the students' satisfaction with quality service management in higher education based on the already identified and synthesized major importance and contributions.

2. Methodology

2.1. Developing the Review Protocol

After the formulation of the review objective which is to identify and synthesize key factors for quality service management in the educational context, the development of a review protocol has followed that incorporates the methods that would be used to undertake the review, eligibility criteria for including and excluding databases and sources for searching the primary studies, search strategy, study selection procedures, data extraction, synthesis of the extracted data and more.

2.2. Eligibility Criteria (for Including and Excluding Studies)

The studies those included in this systematic review were those underlying to meet the review objective which is to identify and synthesize key factors for students' satisfaction regarding service quality management in the educational context and those focused wholly or partly on service quality management students' satisfaction in an educational context. Studies carried out in Assessing Student Satisfaction Regarding Service Quality management at Ethiopian Public Higher Education Institutions. The time between 2010----2020 has been included to be systematically reviewed. The publication type eligible for this review was decided to be grey literature specifically articles, journals, and research.

2.3. Data Bases Used and Searching Strategies

After the development of the review protocol, searching for the primary studies to be reviewed in line with the review objective has been taken for 4 days and the last search was made on January 20, 2022. To search many

primary studies as possible, a clean electronic search through the databases such as science direct and ReasarchGate, and Academia was deployed. Important terms such as service quality management students' satisfaction with quality service in higher education, Assessment of Students' Satisfaction, Academic Staff Perceptions of Service Quality Improvement in Ethiopian Public Higher Education Institutions

Student Satisfaction Regarding Service Quality at Ethiopian Public Higher Education Institutions: and more have been used to ease the search.

2.4. Study Selection Procedure

The procedure followed to search for the relevant primary studies has been carried out by examining the abstracts, retrieving the full text of those relevant studies, and examining the full text to determine eligibility. As a result, at least 12 materials were retrieved, and from these 6 were selected and the 3 most studies have decided to be included and reviewed thoroughly. In addition, the selection process of the included studies has been decided after the trial searchers have taken place using various combinations of search terms derived from the review objective and made after the full texts have been retrieved.

2.5. Data Extraction

To extract and collect data and information from the primary studies that I have included to be reviewed, the data extraction format consists: of the title of the study, authors, major findings of the reviewed studies, date of data extraction, conclusion, and space for additional notes have developed from excel spreadsheet.

2.6. Data Synthesis

Data synthesis involves collating and summarizing the results of the included primary studies [15]. In this review, synthesize, is the findings obtained from the included primary studies, and the quantitative descriptive method of data synthesis have flowed.

3. Results

3.1. Flow of the Review

The process of undertaking this systematic review was begun with the formulation of the objectives of the review. Protocol preparation was the next task accompanied by defining the inclusion and exclusion criteria. Then studies selection has taken place by reviewing the titles and abstracts of the studies which were followed by reviewing the full text of the studies for the purpose of inclusion. The next step was the data extraction process from the included 3 studies using an excel spreadsheet extraction format which has been developed so as to collate data and help to ease the synthesis process. The findings of the reviewed studies were synthesized qualitatively based on the review objectives and

finally, discussions and suggestions have been drawn on students' satisfaction with quality service management in

higher education in an education context.

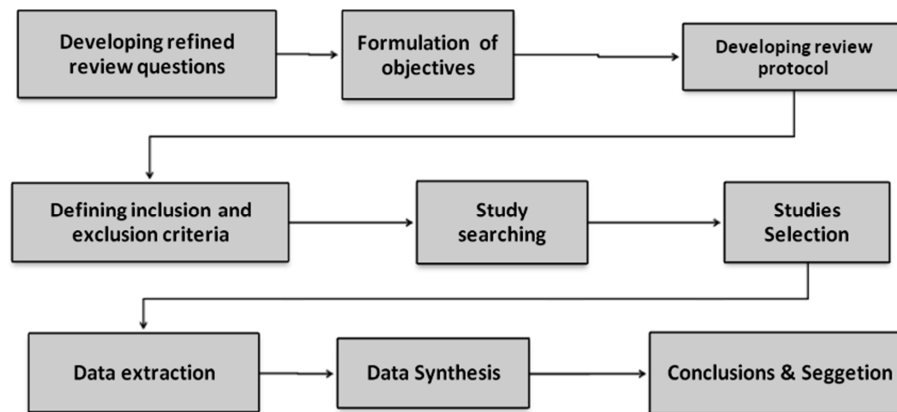


Figure 1. Review flow.

3.2. Number of Included Studies

Search for relevant primary studies has been carried out for 8 days in the databases identified in the previous section, by using the important terms identified in the protocol. As a result, 12 records have been identified through the process

for further screening. After duplicates were removed, 6 studies have screened as relevant and examined the abstracts, retrieving the full text, examining the full text to determine eligibility and finally, 3 studies decided to be included and reviewed thoroughly.



Figure 2. Study selection process.

3.3. Characteristics of Included Studies

The three included and reviewed studies by Solomon L. Lodesso,* Eldridge J. van Niekerk,** Cecelia A. Jansen*** & Hélène Müller**** (2018) Dawit Daniel, Getachew Liben, Ashenafi Adugna.

- 1) Dire Dawa University, College of Natural and Computational Sciences
- 2) Dire Dawa University, College of Social sciences and Humanities
- 3) Dire Dawa University, Dawa Institute of Technology (2017), Solomon Lodesso

Ej van Niekerk Helene Muller, (2014) have identified as they were conducted in the area of students satisfaction regarding on service quality management in an education context. In relation to publication date they have found the recent and have been published in between 2014 to 2018 in which the two studies bewteen2017-2018 was published. The second issue is in relation to the prevalence of authors and it was found that all are interested to research, in one way or another, on students' satisfaction regarding on service quality management in an education in areas of public higher education.

Regarding the objectives in which these studies intended to achieve, the study by, Solomon L. Lodesso,* Eldridge J. van

Niekerk,** Cecelia A. Jansen*** & Hélène Müller****(2018) was conducted directly to assess Student Satisfaction Regarding Service Quality management at Ethiopian Public Higher Education Institutions.

The other study by Dawit Daniel, Getachew Liben, and Ashenafi Adugna, (2017) aimed to identify to assess the satisfaction level of quality service management undergraduate level students enrolled in regular programs Dire-Dawa -public schools.

A study by Solomon Lodesso Ej van Niekerk Helene Muller Nov 2014 on the other hand aimed to estimate Service Quality management in Academic Staff Perceptions I Ethiopian Public Higher Education Institutions in an educational context.

3.4. Settings

In terms of distributions to where conducted areas and the level of education educational at which the studies have been carried out, it was found that out of the three included studies which are are, y Solomon Lodesso Ej van Niekerk.

Helene Muller Nov, 2014, in Ethiopia specifically the first one is at the education context as a whole, the second one at University level and the third at country level., Solomon L. Lodesso,* Eldridge J. van Niekerk,** Cecelia A. Jansen*** & Hélène Müller****(2018), in Ethiopia at the education

context as a whole.

Dawit Daniel, Getachew Liben, Ashenafi Adugna, (2017) was conducted in Ethiopia at Dire Dawa university, and the third by Solomon Lodesso Ej van Niekerk Helene Muller 2014 in Ethiopia at a country level.

4. Discussion

The most common objective of all three reviewed studies relies on students' satisfaction regarding service quality management in higher education institutions in an educational complex in general. In addition to this, the reviewed studies have drawn to some extent related types of findings which that also significant contributions to the student's satisfaction with service quality management in higher education. Based on the findings of studies and analysis made, the reviewer has summarized those findings in two themes namely the importance of quality service management in education and factors that contribute to quality service management in the education context as follows.

4.1. The Importance of Quality Service Management in Higher Education

Quality service in general is an essential component of organizations and customers and also to achieve the desired objectives and goals. Quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs" (ISO, 1994b).

The economic success of the country is directly determined by the quality of its education systems and the most effective factor of production is human capital expressed in other knowledge, skills, creative abilities, and moral qualities of individuals in society. So. Quality is transformation processes that have value-added activities [12].

Service quality has an impact on customer satisfaction and that shows there is a positive relationship between customer satisfaction and service quality.

Define service quality as "providing something intangible in a way that pleases the consumer and that gives some value to that customer" [1].

According to Gbadamosi and Jager (2009), service quality in higher education is determined by the extent to which stakeholders' needs and expectations are satisfied. support this idea by stating that meeting the needs and expectations of stakeholders and complying with their values is an important competitive factor for the success of HEIs [21].

In HEIs With increased national and international competition and greater stakeholder expectations for quality service/products, organizations are engaged in the improvement of both quality and stakeholders' satisfaction [20]; [9]. In the present competitive market, the success of organizations depends on the quality of services rendered. According to [19], organizations are now shifting their focus to comprehensive quality improvement to cope with the demand of markets. In support of this idea, proclaim that HEIs are facing similar challenges due to rapidly changing

technology, growing international and national competition for students, staff, research output, and accountability by accrediting agencies and the public [28]. Even though the reasons for quality improvement vary from organization to organization contend that the major reasons for improving service quality in HEIs are concerned with the improvement of stakeholder satisfaction and winning their loyalty, increasing confidence of stakeholders in the institutions and developing a strong attachment with customers [14].) Also note that knowledge of what satisfies stakeholders and a consideration of their role in society are important steps in quality improvement initiatives for HEIs in the delivery of service quality and the assessment of their relationships with different stakeholders [1]. Note that employee satisfaction in their current working environment leads to a greater willingness and efficiency in performing organizational activities [3]. They continue by declaring that the degree of teacher satisfaction has an influence on the performance of the institutions. Greater stakeholder satisfaction leads to an improvement in loyalty, further consumption of the service, and invitations from other stakeholders [4]. Identifying stakeholders' perceptions of service quality is an important matter for HEIs [8]. According to, stakeholders' perception of quality is one of the determinants of their attitude towards quality work and based on their perception of quality, they will be attracted to some products/services [28]. In support of this view, observes that academic staff's service quality t service is accurate leads to higher satisfaction [6]. He furthermore remarks that a negative response from stakeholders is the result of a failure to meet or exceed their expectations. This serves as an indication to management where changes need to be made and also ISSN 2039-2117 (online) ISSN 2039-9340 (print) Mediterranean Journal of Social Sciences MCSER Publishing, Rome-Italy Vol 5 No 14 July 2014 437 pinpoints areas for further improvement.

In general, quality improvement, as set out in the preceding pages, helps higher education institutions to attract academic staff and to create good perceptions of the service delivered. Thus, to be competitive both nationally and internationally, quality improvement in HEIs is a prerequisite. In order to carry out quality improvement activities in HEIs, different quality improvement methods are used. The most commonly used methods in quality improvement initiatives are: Total Quality Management (TQM); Continuous Improvement (CI); Business Process Re-engineering (BPR); Business Process Improvement (BPI); Process Re-engineering (PR); Benchmarking (BM); Theory of Constraints (TOC) and Organizational Restructuring (OR). All these methods are aimed at improving initiatives of operations; however, they differ in terms of implementation and scope [10]. The Ethiopia higher education institutions implemented BPR as quality improvement technique. In 2008, service quality improvement initiatives in Ethiopia's public universities started implementing BPR (Business Process Re-engineering) to effect a fundamental change in the current business process jobs and structures, management and measurement systems, values, and beliefs with the aim of

increasing quality and productivity that focus on customer satisfaction [17]. In general these all can strengthen the idea on the importance of service quality management in the education context.

In general, the findings from this review revealed that the existence of service quality management is very curtailed for providing the proper ground for defining the roadmap the of education sector in general and developing success n higher education institutions.

4.2. Factors Contributing to the Student's Satisfaction with Quality Service Management in Higher Education

Define satisfaction as a person's feeling of pleasure that results from comparing a product's perceived performance (or outcome) to their expectation' [16]. It means if the performance matches the expectation, the customer will be satisfied. In the context of higher education, the matter of satisfaction is what students expect from their educational institution, in fact, everything that makes them eligible to become productive and successful people in their practical lives. Has classified a few basic characteristics that employers normally seek from university graduates these include knowledge, intellectual abilities, and ability to work in modern organizations, interpersonal skills, and communication skills [26]. In addition, there are other invisible characteristics required by the market and that include: willingness to learn, be participative and positive to work in teams, problem-solving skills, analytical abilities, leadership qualities, adaptability, flexibility, ability to summarize key issues, and last but not least the ability to be productive and loyal team/organizational member. The attainment of these skills and abilities is what parents expect when they decide to send their children for higher education in universities. The question under consideration here is if university graduates are provided necessary facilities that make their experience conducive and attainment of necessary skills and abilities possible. This is crucial not only to the student's individual success but the success of the economy of the country on the whole as well. In this regard, argued that institutional impact on the students' outcome is still unknown, and if anything is known, that is somewhat contradictory [30]. Moreover, it is worth mentioning that different academic disciplines vary in terms of their application of practical problems, cognitive processes, faculty time commitment, and scholarly output. Hence, it is quite difficult to conclude institutional impact on students' outcomes. However, among the earlier researchers, and measured the impact of departmental culture and climate on students learning and satisfaction. In addition to this these also include Academic advising effectiveness, Campus support services, Campus life, Responsiveness to diverse populations, Safety and security, Campus climate, and financial aid effectiveness [2, 11]. Students view academic advising as an important needed service to student learning.

The three reviewed studies in this paper have identified different factors that contribute to the quality service of management in the higher education context.

Identifying stakeholders' perceptions of service quality is an important matter for HEIs [8]. According to, stakeholders' perception of quality is one of the determinants of their attitude towards quality work, and based on their perception of quality, they will be attracted to some products/services [27]. In support of this view, observes that academic staff's service quality perceptions are improved by ensuring that the service is accurate, reliable, and clear to them during service delivery. In return, this improvement leads to higher satisfaction [6]. He furthermore remarks that a negative response from stakeholders is the result of a failure to meet or exceed their expectations. This serves as an indication to management where changes need to be made and also pinpoints areas for further improvement. In general, quality improvement, as set out in the preceding pages, helps higher education institutions to attract academic staff and to create good perceptions of the service delivered. Thus, to be competitive both nationally and internationally, quality improvement in HEIs is a prerequisite. In order to carry out quality improvement activities in HEIs, different quality improvement methods are used.

In order to improve students' service quality satisfaction, university management should design workable improvement initiatives focused on the identified aspects of especially reliability, tangibles, empathy, responsiveness and assurance.

Researchers have also measured students' satisfaction in context of many tangible and intangible elements and characteristics. For example, and has explored the relationship between student learning experiences and their learning, development and satisfaction [7]. Has suggested alumni satisfaction as an excellent tool for assessing the effects of the educational institution on students [24]. Based on, it is stated that intellectual and personal developments are among key satisfaction outcomes of educational institutions [30]. Moreover, they found variables like faculty contact with students, research emphasis, the and proportion of female students ha ad significant impact on student satisfaction. Has observed a negative correlation between institutional culture and its impact on student performance [5].

In general, findings from the reviewed studies revealed in one or another way that the most important service s quality management on student satisfaction in higher education it is possible to carry out in students faced many problems in higher education.

5. Conclusion

The three reviewed studies in this paper have identified different factors that contribute to the quality service of management in the higher education context.

Service quality management in education improves students' service quality satisfaction in education.

In terms of student-instructor interaction, it can be concluded that students' satisfaction is limited subject matter knowledge of instructors, evaluation, and grading system. Additionally, nearly equal numbers of students are either satisfied or dissatisfied with administrative support services.

Finally, there is significant variation in satisfaction across sex regarding student-instructor interaction, administrative student support service, and facility supervision whereas no significant variation was seen regarding satisfaction due to undergraduate and post-graduate.

Education institutions, universities, colleges, and have to give well and quality service to provide students. The reviewed studies results also pointed out that there are several factors contributing to the service quality management in higher education in the education context. Among these factors, human resources with dynamic, forward-looking, and holistic discipline that should be accompanied by strategic thinking have been identified as the most successful factor for educational strategic management education institutions. Based on the results synthesized in this review the reviewer is in forwarded that, it is possible to manage educational institutions' service quality management successful by giving due emphasis to their human resources and hence shall be managed by those who think wildly, dynamic to situations, have forward-looking, and holistically disciplined educational personnel at all educational levels.

Generally from the three review studies the finding include, education that the Customers are not satisfied with all dimensions of service quality, there is a positive relationship between customer satisfaction and service quality service impact on customer satisfaction, customer satisfaction low in terms of service, service delivery featuring in the SERVQUAL scale were low, to be dimensions of the service quality improvement initiatives were to be very poor.

The implication is that an improvement of service quality

in especially specific aspects of the dimensions of reliability and tangibles will lead to satisfaction perceptions of service quality amongst students as stakeholders of HEIs. In order to improve students' service quality satisfaction, university management should therefore design workable improvement initiatives focused on the identified aspects of especially reliability, tangibles, empathy, responsiveness, and assurance.

The reviewed studies have also emphasized the importance of service quality management in the education context in one or another way. In support of this view, observes that academic staff's service quality perceptions are improved by ensuring that the service is accurate, reliable, and clear to them during service delivery. In return, this improvement leads to higher satisfaction [6].

At the end the systematic review results in service quality management in higher education is low Based on the results synthesized in this review the reviewer is in forwarded that, In terms of student-instructor interaction, limited subject matter knowledge of instructors evaluation, and grading system, low administrative support services giving quality service to students, low identification of students service area educational institutions' service quality management successful giving due emphasis to their student service satisfaction low in terms of service delivery, Finally, service quality management in higher education in is not the duty of one person, one, group, one department and one educational organization but it is also it is the responsibility of the government highly by giving accountability and responsibility very crucial for higher education institutions.

Appendix

Table 1. The Review Protocol.

Table 1: The Review Protocol	Methods and processes to be used	Refined Research Question/s	Sources for Search	Search Strategy
Assessing Student Satisfaction Regarding Service Quality at Ethiopian Public Higher Education Institutions. To draw suggestions the extent of service quality management on Student Satisfaction on at Ethiopian HEIs.	Define questions, Formulate objectives, Protocol preparation, Study selection, Data extraction, Data synthesis, Report the findings	1) To what extent are students satisfied with the service quality improvements at PHEIs? 2) Which dimensions of service quality need to be prioritized because they are considered crucial by students in improving service quality? 3) Are there any gaps between the perceptions and importance of dimensions of service quality improvement?	Research Gate	Through electronic databases using important terms such as students Satisfaction and quality service management Ethiopia in context and more have en used to ease the search.
To assess and synthesize the satisfaction level of undergraduate-level students enrolled in a regular program of Dire-Dawa University To draw suggestions on Service Quality the level of service at Dire Dawa University's quality management perceived by the students.	Define questions, Formula objectives, Protocol preparation, Study selection, Data extraction, Data synthesis, Report the findings	assessing level of students satisfaction with teaching and learning service of the university Investigating students' satisfaction level with administrative support service of the university comparing students' satisfaction with different services delivery of the university	Research Gate	Through electronic databases using important terms such as students Satisfaction and quality service management Ethiopia education and more have been used to ease the search.
To identify Academic Staff Perceptions of Service Quality	Define questions, Formulate objectives, Protocol	1) Assessing whether the SERVQUAL scale is an	Research Gate	Through electronic databases using important terms such as

Table 1: The Review Protocol	Methods and processes to be used	Refined Research Question/s	Sources for Search	Search Strategy
Improvement in Ethiopian Public Higher Education Institutions. To indicate suggestions on how the dimensions of the service quality improvement initiatives were perceived by academic.	preparation, Study selection, Data extraction, Data synthesis, Report the findings academic staff's perceptions of service quality improvement in public higher education institutions in Ethiopia.	appropriate and reliable measuring instrument of service quality in Ethiopian public higher education institutions? 2) Pointing out the gap between the expectations and perceptions of service quality improvement initiatives; 3) Investigating areas that are considered by academic staff crucial in improving service quality in PHEIs;		Service Quality service management Improvement in Ethiopian Public Higher Education Institutions have been used to ease the search.

Table 1. Continued.

Eligibility (Inclusion/exclusion) criteria					
Date	Study Methods	Type of study/ Publication types	Study Focus Area	Data extraction Methods	Data Analysis/ Synthesis
1/1. 2018	importance-Performance Analysis (IPA) model	(Article, journals)	Wholly or partly focused on Assessing the extent of service quality management on Student Satisfactionon Case Study in at Ethiopian HEIs.	Using data extracation format developed on excel sheet	Descriptivquantitative) synthesis
Nov. 2017	Mixed methodology	(Article)	Wholly or partly focused on Service Quality on Customer Satisfaction in Ethiopian Insurance: the satisfaction level of students in HEIs.	Using data extracation format developed data was analyzed through narrating and interpreting the situations.	Descriptivquantitative
July, 2014	mixed Methods	Grey literature (Article journals)	Wholly or partly focused onCustomer Service Quality management Improvement in Ethiopian Public Higher Education Institutions.	Using data extracation format developed on excel sheet	descriptive and inferential statistics synthesis

Table 2. Characteristics of included studies.

Study Title	Author/Authors	Year	Aims	Study design	Participants/scope
Assessing Student Satisfaction Regarding Service Quality management at Ethiopian Public Higher Education Institutions.	Solomon L. Lodesso,* Eldridge J. van Niekerk,** Cecelia A. Jansen*** & Hélène Müller****	2018	To Assess Student Satisfaction Regarding Service Quality management at Ethiopian Public Higher Education Institutions.	importance-Performance Analysis (IPA) model	At the education context as a whole.
. Assessing of the satisfaction level of quality service management undergraduate level students enrolled in regular program of Dire-Dawa University	Dawit Daniel, Getachew Liben, Ashenafi Adugna 1) Dire Dawa University, College of Natural and Computational Scienes 2) Dire Dawa University, Collegeof SocialS ciencies and Humanities 3) Dire Dawa University, Dire Dawa Institute of Technology	Nov-17	To Assess and of the satisfaction level of quality service management undergraduate level students enrolled in regular program of Dire-Dawa University	Mixed methodology	At University level.
An investigation of Academic Staff Perceptions of Service Quality Improvement in Ethiopian Public Higher Education Institutions.	Solomon Lodesso Ej van Niekerk Helene Muller	Jul-14	To investigate Service Quality management on Academic Staff Perceptions in Ethiopian Public Higher Education Institutions.	Mixed methodology	At country level.

Table 2. Continued.

Information contained	Quality Assessment (GRADE)	Country	Main findings	
			Importance of Service quality management	Key quality service Management's Success Factors
		Ethiopia	y predicting changes, and development. The right way to achieve the intended goals	Service quality was not more attractive in most variables and dimensions. service quality has an impact on customer satisfaction --there is a positive relationship between customer satisfaction and service quality
		Ethiopia	Customer Satisfied in service Quality of management in education. Putting everyone in properly determined position encourages staff to perform their jobs and duties properly and makes them motivated. To look forward and face the problems which appeared before the the higher education have to and solve these problems.	The reliability, responsiveness, prompt of service, behavior of employees, problems, understanding the needs of the customer customer satisfaction affected the slow speed in terms of service
		Ethiopia	Service quality of management in higher education Ethiopia, and customers are not loyal to the banks. The study, further, confirmed that service quality, customer satisfaction and loyalty The study recommends that education in general and higher education have to improve the tangibility, reliability, dimension of service quality in order to satisfy customers and hence to make customers loyal to higher education.	1) Service quality of higher education in Ethiopia, HEs are not enough loyal to the students. 2) service quality, customer satisfaction and loyalty were significantly correlated. 3) existence of significant difference between private students and higher education Human resources
			To look forward and f the problems which appeared before the customers and satisfaction problems. Managing challenges to achieve intended educational goals	management bodies' abilities like communication, high level of thinking organizational and leadership abilities, high level of competence in psychology and leadership,, ability to listen ideas., dynamic, forward-looking

Table 3. Data Extraction.

Study Tittle	Author/s and Year of publication	Purpose/s (Objective/s)
Assessing Student Satisfaction Regarding Service Quality management at Ethiopian Public Higher Education Institutions.	Solomon L. Lodesso,* Eldridge J. van Niekerk,** Cecelia A. Jansen*** & Hélène Müller****, 2018	To Assess Student Satisfaction Regarding Service Quality management at Ethiopian Public Higher Education Institutions.
Assessing of the satisfaction level of quality service management undergraduate level students enrolled in regular program of Dire-Dawa University	Dawit Daniel, Getachew Liben, Ashenafi Adugna 1) Dire Dawa University, College of Natural and Computational Scienes 2) Dire Dawa University, College of Social Sciences and Humanities 3) Dire Dawa University, Dire Dawa Institute of Technology, Nov, 2017	To Assess and of the satisfaction level of quality service management undergraduate level students enrolled in regular program of Dire-Dawa University
An investigation of Academic Staff Perceptions of Service Quality Improvement in Ethiopian Public Higher Education Institutions.	Solomon Lodesso Ej van Niekerk Helene Muller Nov, 2014	To investigate Service Quality management on Academic Staff Perceptions in Ethiopian Public Higher Education Institutions.
Impacts of quality service improve customer satisfaction the education quality		To contribute the quality service in the current educational quality services brings customer satisfaction.

Table 3. Continued.

Major findings	
Importance's of quality service	quality service management success factors
Save time and resources. Predicting changes, and development. Predicting changes, and development. The only right way to achieve the intended goals.	Service quality has an impact on customer satisfaction. Customer satisfaction low in terms of service. There is a positive relationship between customer satisfaction and service quality. 'attributes of service quality were perceived by students to be very poor and low satisfaction scores
Enhance customer satisfaction in the education quality, promo quality service education to enhance the quality Understanding the needs of the customer were key the points.	Customers are not satisfied with all dimensions of service quality. The number of the dissatisfied group was not insignificant, and therefore more effort should be made to make the satisfaction level of the students much better The this situation invites attention of all the educational stakeholders including the university management, Ministry of Education and all other either government or non-government stakeholder engaged on education to enhance the quality Understanding the needs of the customer were key Recommendations are made on the reliability, tangibles, empathy, responsiveness, and assurance dimensions of service delivery featuring in the SERVQUAL scale dimensions of the service quality improvement initiatives were perceived by academic staff to be very poor. Customers are not satisfied with all dimensions of service quality
Respond to the challenges of quality services ices customer satisfaction in of Ethiopia education	Offices are not professionally furnished; Poor amenities are offered on campus.

Major findings**Importance's of quality service**

The quality service will create conditions for obtaining new knowledge, skills, and professional development throughout life.

quality service management success factors

Organizational leaders should have the capacity to stimulate customers and build the team and productive relationships which increase the customer satisfaction. Generally, the success of the quality service in the organization relies on the organization staff members and management team. The success of any an organization) depends on leaders serves' abilities like communication skills and staff members. Quality service are necessary for a successful customer in the fit the organization: In general, the most important service quality success factor in any organization complex is its human resources which make it possible to achieve a successful service quality in organization.

Table 4. Setting and finding.

Research Tittle	Author/s	Objectives	Year	Coutry
Assessing Student Satisfaction Regarding Service Quality management at Ethiopian Public Higher Education Institutions.	Solomon L. Lodesso,* Eldridge J. van Niekerk,** Cecelia A. Jansen*** & Hélène Müller****, 2018	To Assess Student Satisfaction Regarding Service Quality management at Ethiopian Public Higher Education Institutions.	2018	Ethiopian
Assessing of the satisfaction level of quality service management undergraduate level students enrolled in regular program of Dire-Dawa University	Dawit Daniel, Getachew Liben, Ashenafi Adugna 1) Dire Dawa University, College of Natural and Computational Scienes 2) Dire Dawa University, College of Social sciences and Humanities 3) Dire Dawa University, Dire Dawa Institute of Technology, Nov, 2017	To Assess and of the satisfaction level of quality service management undergraduate level students enrolled in regular program of Dire-Dawa University	November, 2017	Ethiopia
An investigation of Academic Staff Perceptions of Service Quality Improvement in Ethiopian Public Higher Education Institutions.	Solomon Lodesso Ej van Niekerk Helene Muller Nov, 2014	To investigate Service Quality Management on Academic Staff Perceptions in Ethiopian Public Higher Education Institutions.	July, 2014	Ethiopia

Table 4. Continued.

Institution	Main Findings	
	Importance of Serve, quality	Success Factors
At the education context as a whole.	Save time and resources. Predicting changes, and development. Service quality in tel. influences on their customer satisfaction. The only right way to achieve the intended goals.	There is a positive relationship between customer satisfaction and service quality. service quality has an impact on customer satisfaction customer satisfaction low in terms of service
At University level.	Putting everyone in properly determined position encourages staff to perform their jobs and duties properly and makes them motivated.	The Customers are not satisfied with all dimensions of service quality The number of the dissatisfied group was not insignificant, and therefore more effort should be made to make the satisfaction level of the students much better The this situation invites attention of all the educational stakeholders including the university management, Ministry of Education and all other either government or non-government stakeholder engaged on education to enhance the quality Understanding the needs of the customer were key Customers are not satisfied with all dimensions of service quality Recommendations are made on the reliability, tangibles, empathy, responsiveness, and assurance dimensions of service delivery featuring in the SERVQUAL scale were low.
At University level.	The quality service will create conditions for obtaining new knowledge, skills, and professional development throughout life.	1) dimensions of the service quality improvement initiatives were perceived by academic staff to be very poor. 2) Offices are not professionally furnished; 3) Poor amenities are offered on campus
Summary	To manage challenges and changes so as to face problems and achieve intended customer satisfied quality service to the in higher education.	The reliability, responsiveness, prompt of service: thinking, dynamic, forward-looking which is accompanied by quality service

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