

## DRIVING SATISFACTION IN MALAYSIAN HEIS: IMPACT OF INNOVATION STRATEGIES AND SERVICE EXCELLENCE ON STAKEHOLDERS

Veshaleni Sritharan<sup>1</sup>, Dr. Nadia Sohail<sup>2</sup>, Raja Nazim Bin Raja Abdullah<sup>3</sup>

<sup>1</sup>School of Business and Management, Lincoln University College, Malaysia

<sup>2</sup>School of Business and Management, Lincoln University College, Malaysia

<sup>3</sup>Universiti Pendidikan Sultan Idris (UPSI) Lincoln University College, Malaysia

### ABSTRACT

Satisfaction of stakeholders has become a key driver in Appraisal of public and private higher education's institutions Malaysia. This conceptual paper examines innovation strategies and service excellence in higher education institutions (HEIs) while considering stakeholder satisfaction. Inevitably, a private HEI facing financial constraints needs stakeholder satisfaction and focuses on how to balance innovation strategies with service excellence. This study identifies the primary components concerning stakeholder satisfaction within the Malaysian HEIs, considering how these components are influenced by innovation and service excellence. The results suggest that service priorities directly impact the service trade-off balance within the HE sectors. A range of elements, including the demands of individual students, tailored service provision, time pressures, and the integration of competing activities of teaching and research, undermine the academics' ability to balance the service trade-offs. The phenomena compel HEIs to build innovation strategies which align service excellence with the cultivation of stakeholder satisfaction. The findings demonstrate that HEIs must leverage their intangible resources to adapt their capabilities to the shifting strategic business environment. Considering that higher education is an intangible service and not a tangible product, the paper highlights the importance of marketing and servicing a growing pool of prospective students while accommodating the diverse and changing needs of different stakeholders.

**KEYWORDS:** innovation strategies, service excellence, stakeholder satisfaction, HIEs.

### 1.0 INTRODUCTION

The future success of Malaysian HEIs depends on how far the Malaysian higher education system continues to improve quality and expand the system's innovative potential. Improvement of higher education quality is evident Malaysian government priorities. Anis and Islam (2019) states that improvement of higher education system infrastructure is a government priority. This coincides with the 12th Malaysian Plan government priorities that focuses on improvement of the higher education system between 2022 and 2025. Evidence of government focus on investment has also materialized within strategic frameworks to advance higher education in quality, in which the Malaysian government has allocated RM14.5 billion to the Ministry of Higher Education (MOHE) to improve educational quality (Loh, 2024). The improvements will assist graduates and students from educationally poor households. From the stakeholder's perspective, the improvement of the educational system and the investment made will assist in resolving educational inequity and setting quality standards that will improve learning environments. Educational system improvements and the investment made also assist in the maintenance of educational excellence.

In order to guarantee long-term socioeconomic development and boost the country's competitiveness to be more tenacious, flexible, and robust to unforeseen events, MOHE's top management plans to make sure that this plan can be carried out. This strategic investment reflects the outlined in the 12th Malaysia Plan is appropriate for handling and resolving all issues. Furthermore, maintaining a high-quality higher education system is part of MOHE's objective to help people reach their full potential and fulfil national goals (MOHE, 2021b). Success requires cooperation and teamwork regardless of race or creed. Additionally, some of the concepts taught in schools, such as inclusive education and civic responsibility, can be

carried over to higher education institutions. Additionally, the 12th Malaysia Plan showed that Malaysia's high-quality educational system had grown or emerged. However, there are currently a number of visible hitches in a number of higher education-related entities. Then, it is believed that in order to be competitive on a worldwide scale, continual development is a fundamental necessity in all aspect of the activity (Porter, 2023). Continuous improvement in HEIs can be achieved by staff training, the establishment of research centers, a pleasant workplace, and adequate money for researchers to conduct their studies (Balzer, 2020). Another stakeholder component is how crucial it is for HEIs to work with other stakeholders, such businesses partners, local communities, or governmental organizations, while conducting innovation initiatives.

The education industry has potential to boost the economy of a country by bringing in international students (Adnett, 2010). Higher educational institutions (HEIs) rely heavily on market demand for overseas students to generate revenue for the higher education sector (Alsharari, 2020). For example, in Malaysia, one of the main sources of funding is from higher education institutions as international student tuition fees. By chasing on foreign students' opinions of the academic and service quality offered by Malaysian HEIs (Ministry of Higher Education), the approach aims to boost the number of international students enrolled. With the intention of accomplishing the objectives, mission, and vision for Malaysia to establish itself as a centre of higher education excellence by 2030 (Fadzil, Samad, Nawawi, & Puteh, 2022). Consequently, the government developed the Strategic Plan for the Development of Malaysian Higher Education in recognition of the economic contribution by international students (Abdullah, Wan, Sirat, 2022). This strategy intends to increase the number of international students enrolled by chasing their perceptions of the academic and service quality provided by Malaysian HEIs (Ministry of Higher Education Institutions).

In the context of Malaysian Higher Education Institutions (HEIs), driving satisfaction among stakeholders requires a strategic focus on innovation and service excellence. Several empirical investigations on quality improvement and management techniques have been carried out. There is a constant drive for development, and many people and organizations are constantly looking for ways to scale. higher levels in their endeavours (Gillespie, 2004). Employee satisfaction is a given, and internal marketing is crucial to sustainability. It is necessary to have an organizational culture that promotes excellent employee service (Liu, Fan, Luh, & Teng, 2022). Nonetheless, there are currently very few research on service organizations' culture of excellence. Because of this, many topics related to the culture of excellence are not as actively pursued when it becomes evident that they are crucial to look into and research (Wiśniewska, & Grudowski, 2024). Additionally, a number of studies on Service excellence have emphasized the necessity of researching the excellence component of quality (e.g., Carvalho, Sampaio, Rebentisch, & Saraiva, 2021; Singh, Sharma, Jayapriya, Kumar, Chander, & Kumar, 2023). However, research on the impact of innovation strategy on stakeholder satisfaction from the perspective of stakeholder satisfaction in HEIs is similarly lacking (Grunwald, Kara, & Spillan, 2024).

Service excellence is not a new concept. It has been practiced prominently since 1980s as an instrument for managing change (Sormunen, 2021). Many scholars have been paying more attention to service excellence as a strategy, because it plays as a source of competitive advantage, a catalyst for innovation, and a determining element for effective adaptation and cultural development (Azeem, Ahmed, Haider, & Sajjad, 2021). Service excellence strategy has been identified as a crucial component of the survival and success of many service businesses. The necessity for stakeholder satisfaction and innovative initiatives has naturally led to the development of a service excellence strategy and its progressive growth in

importance. However, stakeholders' interest in innovation plan has evolved as one of the key factors influencing the rise of stakeholder satisfaction in Malaysian HEIs.

Malaysian Higher education institutions (HEIs) have been enforcing innovative techniques more frequently in consequences to the changing needs of students, technological advancements, and worldwide competition (Fadzil, Samad, Nawawi, Pandi, & Puteh, 2022). These practices include corporate alliances, strategic partnership networks, and internet-based learning setting (Harahap & Mahardhani, 2025). Consequently, innovation is structured as a tool to set institutions apart in a crowded education service market to being a catalyst to satisfy academic success. The industry's dedication to sustainable growth is evidenced by the use of hybrid-learning, AI-powered instructional materials, and tech-driven campus initiatives (Sethi, & Singh, 2024).

As a consequence, debate goes on to the best academic standards for service delivery, validating that HEIs that instituted professional staff upskilling, enhanced administrative support for students, and structured feedback mechanism report greater levels of satisfaction from stakeholders. As companies value institutions that put a multidimensional focus on student experiences, service-delivery excellence also improves industry partner relationships. Accordingly, universities must continuously satisfy their students (Naidoo, Adam, & Akpa-Inyang, 2024; Khan, 2024; Enoch, Mohammed, & Ziblim, 2025) and other stakeholders by offering top-notch educational services if they are to remain viable under the strict obligation to thrive (Armanios, 2023). Human resource management on the other hand, is associated with providing services to the organization's employees, is a critical component of all of these problems. The public university must possess the necessary skills. In addition to using their expertise to serve (e.g., Berman, Bowman, West, & Van Wart, 2021; Lussier & Hendon, 2025). Many universities also use pertinent quality practices and systems to enhance the quality of learning, which will enhance students' academic performance and satisfaction (Ikram, Kenayathulla, & Saleem, 2025). These ideal quality methods resemble those that have been modified and implemented in a sector where quality control is essential to achieving high-quality results. Consequently, the endeavor to enhance quality management in higher education has been given more attention and is regarded as a top priority. When comparatively high performance is consistently promoted and maintained, an excellence culture takes hold. The quality of Malaysian higher education institutions is the issue this study focuses on. The relevance and competitiveness of HEIs in producing top-notch graduates depend heavily on their quality. Graduates with the necessary knowledge and abilities are essential to producing a top-notch workforce that will support Malaysia's economic growth.

Certain measures of service excellence in the educational setting were used for this analysis. This study is significant because it highlights the need for education-specific instruments for evaluating service quality and for a deeper comprehension of HEIs' operational structure. Operational sustainability would be improved by teaching service quality comprehension and assessment. Determining the factors that influence student happiness improves the institution's long-term success and operational sustainability. In the end, the primary factor influencing the calibre of educational services HEIs offer is student satisfaction. In general, HEIs rely on student satisfaction to determine the calibre of services provided. Furthermore, the results corroborate the idea that, in the digital age, technology is crucial to the education industry. Additionally, this study demonstrates that innovation and the use of instructional technology are predictive of improved student satisfaction and a generally pleasant learning experience. These findings are consistent with other research showing that students see technology-enhanced instruction as essential to enhancing their learning outcomes (Zheng, Long, Zhong, & Gyasi, 2022).

According to research conducted in higher education institutions (HEIs), students' happiness with their educational experience is one of the key determinants of academic performance and institutional success (Pandita & Kiran, 2023). This result confirmation is in line with the findings that more technology support increases students' interest and involvement. Support for educational technology includes a wide range of platforms and technologies that are intended to make teaching and learning easier. One effective way to increase the accessibility of educational resources is through the integration of Learning Management Systems (LMS) like Moodle and Blackboard (Josús, Bedoya-Flores, et al., 2023). The quality of educational services has previously been shown to directly influence student satisfaction (Khalifa et al. 2021; Teeroovengadam, Ringle, Nunkoo, & Coates, 2024). When learners perceive the services offered to them as educationally valuable, they are generally more satisfied with their educational experience. This study corroborates Safrina et al (2025), which shows how great service improves students' satisfaction with the institution. Also, this study demonstrates positive student experiences hinges primarily on the educational service's reliability.

This conceptual paper aims to analyze the barriers to innovative practice and the pursuit of service excellence which affect the satisfaction level of stakeholders, in this case, students and employees, in Malaysian Higher Education Institutions (HEIs). The findings provide an understanding of the dynamism of such factors, which will support the efforts of the universities in stakeholder satisfaction. This study seeks to advocate the engagement of Malaysian higher education institutions with service excellence and innovative strategic processes to enhance stakeholder satisfaction.

## **2.0 ATTRIBUTES OF INNOVATION & SERVICE QUALITY IN HIGHER EDUCATION**

Higher education in Malaysia has evolved dramatically over the years to satisfy the nation's labour market and the desire for high-quality education (Cheok, 2024). According to the World Competitive Yearbook of 2010, Malaysia emerged at number 10 for its competitive education system (Cetindamar & Burdon, 2025; Cho & Moon, 2024). The Malaysian higher education sector comprises both public (PuHEI) and private (PHEI) universities. The Ministry of Higher Education (MoHE) confirms that the system currently includes 20 public universities, 46 private universities, 32 private university colleges, 388 private colleges, and nine international branch campuses that attract students from abroad (MoHE, 2021; Abdullah, Wan, & Sirat, 2022). Innovation in higher education reinforces sustainability and competition. Literature evidenced that innovation empowers organizations to adapt to evolving needs of the globe, e-learning (Benkhalfallah, Laouar, & Benkhalfallah, 2024), online resource-centres (Motamedimoghadam, Mira da Silva, & Amaral, 2025). and data-based decision-making channels are among the tech-driven approaches. Yew (2025) noted that Malaysian institutions are sequentially putting force into practice. Research by Jamaluddin, Jamaluddin, Jamaluddin, & Jamaluddin (2025) reveals that the Malaysian Education advocates for innovation-driven transformation to improve the pedagogical effectiveness, research, and governance, are in line with these initiatives. Such innovative strategies claim adaptability, convenience, and consistent enhancement in higher education support services, which guarantees stakeholder satisfaction. In addition, in strengthening institutional performance, Bakri (2025) depicted that effective-learning innovation strategies in HEIs depend on resource allocation, management support, and a service excellence-promoting environment. This is also supported by Zhipeng & Abd Rahman (2024) which emphasizes coordination between government, business, and academia to propel innovation ecosystems. This concept is being used by Malaysian HEIs to promote applied research and entrepreneurial education to bridge the gap between academia and industry.

Despite ongoing efforts to enhance quality, several shortcomings that need to be fixed in an attempt to raise the caliber of services. Preliminary surveys indicate issues such as lack of lecturer's proficiency in teaching materials, limited communication skills, lack of lecturer engagement with students, inadequate learning facilities and poorly maintained infrastructure, unconducive lecture halls, and substandard administrative staff services for the students. These weaknesses highlight the importance of assessing the quality of services offered by institutions. Understanding how university services are perceived in terms of quality will provide a general idea of the actual state of student loyalty and satisfaction. Businesses (universities) stand to gain in the long run by gaining a larger market share, which will lead to increased profitability, if they recognize the reality and work to satisfy their consumers, who are students, partners, collaborators etc. According to Park & Kim (2023), one of the primary objectives of postsecondary educational institutions is to ensure student satisfaction because contented students provide a source of competitive advantage that leads to favorable oral communication and word-of-mouth (direct spoken promotion) and aids in student loyalty and retention.

As academic institutions, universities should thus keep coming up with innovative ideas, changing up their organizational designs, and coming up with fresh approaches to offer their stakeholders better services (Rajagopal, et al., 2022; Aithal & Maiya, 2023; Rahman et al, 2020). The advent of this issue made it difficult for universities to compete by offering the finest services to students. For many schools, retaining the number of students by conquering the education market depends heavily on service quality. The surge in service-provision activities across various industries is another element contributing to the need for service innovation. In addition to this, it is confirmed that the service-provision activities across industries is now widely recognized; consequently, the attention has shifted from enhancing current offerings to creation of fresh deals that would draw in a new targeted clientele (Anagnostopoulos, Sails, & Alexandrou, 2025; Mashiah & Avidar, 2025). While, the growing importance of providing high-quality services in influencing stakeholder experience is emphasized in the literature on service excellence in higher education. Quality assurance, tangibility, empathy, and responsiveness are some other aspects that make up the quality of services (Setiono & Hidayat, 2022). Latif, Bunce, & Ahmad (2021) and Nooh & Nazri (2025) confirmed that universities in Malaysia that exhibit empathy and responsiveness typically see an increase level of satisfaction, happiness and loyalty in students.

According to Amerta & Madhavi (2023), satisfaction is a transient mindset that arises from an assessment of the experience of using products and services. Stakeholder satisfaction can be evaluated by contrasting their opinions about a product's performance and its expectations for the performance of the product (Antonides & Hovestadt, 2021). As an external client of HE, graduate users' satisfaction can be seen as a comparison of their expectations for the performance of graduates and their opinions of the performance of college products (Park & Kim, 2023). This knowledge will provide the foundation for comparing graduate users' expectations and perceptions of various graduate competencies in order to gauge their level of satisfaction. Student happiness will undoubtedly be impacted by the caliber of services professors deliver.

Consequently, the customer is not happy when the product falls short of expectations. Customers are happy, however, if the performance lives up to expectations. Customers are extremely delighted or satisfied when performance surpasses expectations. In reality, students won't study every resource on their own. Thus, they must communicate with lecturers as well. Students will undoubtedly be more delighted with the best provided learning system services if lecturers pay closer attention, respond quickly to queries in discussion forums, and are able to address all of the issues posed by students (Yeong, 2021). This is also highlighted by Rasheed et al. (2022), who discovered that students' opinions of the quality of e-learning are

positively correlated with assurance and responsiveness. The quality of the LMS utilized in the learning process determines the service quality of the e-learning system in addition to the caliber of instruction given by lecturers. Learning Management Systems, or LMSs for short, are platforms that facilitate communication between students, instructors, and course materials. In e-learning, the LMS is used for all student activities (Simelane-Mnisi, 2023).

Researchers have focused a lot of attention on the student satisfaction construct in recent years in an effort to ascertain the overall satisfaction levels of students (Khan, Zaman, & Rais, 2022; Al Hassani & Wilkins, 2022). This illustrates how the quality of the service offered impacts the ability of higher education institutions to remain viable internationally and domestically. For service offered by higher education institutions to reach the required standard, the expectations and needs of the students must be met. Value for money is an expectation of both students and parents, and therefore higher education institutions must fully harmonise their mission to the needs and wants of the students.

### **3.0 DISCUSSION & CONCLUSION**

Higher education institutions now face more complicated relationships, driven by the competitive marketplace, students' evolving expectations, and the demand for lifelong education. To address these changes, a significant shift away from traditional tactics and the adoption of daring new strategies that use new technologies and alternative service delivery methods are required. These innovative methods increase the institution's capability and raise stakeholder satisfaction when paired with excellent service. The best examples of how service innovation and quality affect students' experiences are provided by the learning systems.

This study advances knowledge of the elements that affect the quality of learning services, such as teacher quality, learning management system (LMS) quality, and content quality. More generally, as stakeholders in higher education, students are calling for improvements in all aspects of service quality, including tangibles, assurance, flexibility, compassion, and dependability. Service innovation promotes improvements in these areas in a competitive setting, enabling HEIs to boost their ability to provide value to a wide range of stakeholders, including students, employees, and society. HEIs can enhance service quality, increase student happiness, and promote positive word-of-mouth by implementing creative strategies including upskilling teachers and incorporating technology into teaching and learning. In the end, HEIs must produce significant, long-lasting effects on stakeholder satisfaction through service innovation and excellence, much like customer-focused businesses do to gain a competitive edge.

Stakeholders in higher education nowadays, particularly students, need improved services in all areas of service quality: tangibles, assurance, responsiveness, empathy, and dependability. The industry's increasing rivalry today encourages innovation to flourish, therefore encouraging service innovation, which has a favorable effect on the previously listed aspects of service quality. Higher education institutions can benefit from embracing innovative services because they can increase their capacity to create value and provide for a wide range of clients, including students, staff, and society at large. This will enable them to produce better products that will improve these clients' perceptions of the quality of the services they receive. Therefore, innovative strategies are necessary to raise stakeholder satisfaction and increase service quality. It has been concluded that innovations that is, a paradigm shifts away from the conventional, albeit less effective, ways of doing things and toward innovative services that improve customer satisfaction are the only way for higher education institutions to have a meaningful impact on people's quality of life. Similar to the actions of profit-driven organizations, new abilities must be included into the service delivery process for innovation to have any real impact in higher education institutions.

## REFERENCES

- Abdullah, D., Wan, C. D., & Sirat, M. (2022). International students in Malaysian higher education. In *International student recruitment and mobility in non-Anglophone countries* (pp. 235-251). Routledge.
- Adnett, N. (2010). The growth of international students and economic development: friends or foes?. *Journal of Education Policy*, 25(5), 625-637.
- Aithal, P. S., & Maiya, A. K. (2023). Innovations in higher education industry—Shaping the future. *International Journal of Case Studies in Business, IT, and Education (IJCSBE)*, 7(4), 283-311.
- Al Hassani, A. A., & Wilkins, S. (2022). Student retention in higher education: the influences of organizational identification and institution reputation on student satisfaction and behaviours. *International Journal of Educational Management*, 36(6), 1046-1064.
- Alsharari, N. M. (2020). Internationalization market and higher education field: institutional perspectives. *International Journal of Educational Management*, 34(2), 315-334.
- Amerta, L., & Madhavi, I. (2023). Exploring service quality and customer satisfaction in the service industry: A mixed-methods analysis. *Journal on Economics, Management and Business Technology*, 2(1), 1-16.
- Anagnostopoulos, I. Y., Sails, T., & Alexandrou, G. (2025). FinTechs, BigTechs and Diminishing bank franchise values: Stakeholder perspectives on a disruptive emerging Financial ecosystem. *Technological Forecasting and Social Change*, 212, 123924.
- Anis, A., & Islam, R. (2019). Prioritised challenges and critical success factors for delivering Quality education in Malaysian private higher education institutions. *Quality Assurance In Education*, 27(4), 465-492.
- Antonides, G., & Hovestadt, L. (2021). Product attributes, evaluability, and consumer Satisfaction. *Sustainability*, 13(22), 12393.
- Armanios, M. N. L. (2023). Nova Transition to Cairo with Focus on Attracting Top Notch Students (Master's thesis, Universidade NOVA de Lisboa (Portugal)).
- Azeem, M., Ahmed, M., Haider, S., & Sajjad, M. (2021). Expanding competitive advantage through organizational culture, knowledge sharing and organizational innovation. *Technology in Society*, 66, 101635.
- Bakri, Y. M. (2025). The Role of Digital Leadership in Cultivating a Supportive Ecosystem for Pedagogical Innovation: A Focus on Trainee Teacher Graduates. In *Digital Leadership for Sustainable Higher Education* (pp. 219-254). IGI Global Scientific Publishing.
- Balzer, W. K. (2020). *Lean higher education: Increasing the value and performance of university processes*. Productivity Press.
- Benkhalfallah, F., Laouar, M. R., & Benkhalfallah, M. S. (2024). Examining Adaptive E-Learning Approaches to Enhance Learning and Individual Experiences. *Acta Informatica Pragensia*, 13(2), 327-339.
- Cetindamar, D., & Burdon, S. (2025). Digital competitiveness and policy making: lessons from Indonesia, Malaysia, and the Republic of South Korea. In *Digital Leadership* (pp. 42-55). Edward Elgar Publishing.
- Cheok, C. K. (2024). Higher Education in Malaysia. In *Higher Education in Southeast Asia* (pp. 49-65). Emerald Publishing Limited.
- Cho, D. S., & Moon, H. C. (2024). *Competitiveness Of Nations 3, The: Emerging Technologies In The Fourth Industrial Revolution*.
- Fadzil, N. F. M., Samad, P. N. S. N., Nawawi, A. F. M., Pandi, N. Z. M., & Puteh, F. (2022). Towards a High Standards of Excellence in Malaysia's Higher Education Institutions: Obstacles and Enablers. *Journal of Administrative Science*, 19(2), 162-192.

- Gillespie, S. (2004). Scaling up community-driven development: a synthesis of experience.
- Harahap, M. A. K., & Mahardhani, A. J. (2025). Strategies for Managing Information Technology Infrastructure to Improve Education Access in Remote Areas: A Comprehensive Approach to the Challenges and Solutions of Education Digitalization. *Technology and Society Perspectives (TACIT)*, 3(1), 314-321.
- Ikram, M., Kenayathulla, H. B., & Saleem, S. M. U. (2025). Unlocking the potential of technology usage in fostering education quality and students' satisfaction: a case of Pakistani higher education. *Kybernetes*, 54(3), 1938-1965.
- Jamaluddin, F., Jamaluddin, A. H., Jamaluddin, F., & Jamaluddin, F. (2025). Malaysia's AI-Driven Education Landscape: Policies, Applications, and Comparative Insights for a Digital Future. arXiv preprint arXiv:2509.21858.
- Josué, A., Bedoya-Flores, M. C., Mosquera-Quiñonez, E. F., Mesías-Simisterra, Á. E., & Bautista-Sánchez, J. V. (2023). Educational Platforms: Digital Tools for the teaching-learning process in Education. *Ibero-American Journal of Education & Society Research*, 3(1), 259-263.
- Khalifa, G. S., Binnawas, M. S., Alareefi, N. A., Alkathiri, M. S., Alsaadi, T. A., Alneadi, K. M., & Alkhateri, A. (2021). The role of holistic approach service quality on student's behavioural intentions: the mediating role of happiness and satisfaction'. *City University eJournal of Academic Research (CUeJAR)*, 3(1), 12-32.
- Khan, S., Zaman, S. I., & Rais, M. (2022). Measuring student satisfaction through overall quality at business schools: a structural equation modeling: student satisfaction and quality of education. *South Asian Journal of Social Review*, 1(2), 34-55.
- Latif, K. F., Bunce, L., & Ahmad, M. S. (2021). How can universities improve student loyalty? The roles of university social responsibility, service quality, and "customer" satisfaction and trust. *International Journal of Educational Management*, 35(4), 815-829.
- Loh, R. (2024). Private higher education in Malaysia: access, internationalisation and quality assurance (Doctoral dissertation, RMIT University).
- Mashiah, I., & Avidar, R. (2025). The paradox of technology acceptance: ethics and strategic implications of artificial intelligence in public relations. *Journal of Communication Management*, 1-21.
- MOHE, M. of H. E. M. (2021b, August 31). Letter | Immediate problems to be addressed by MOHE. Malaysia Kini. <https://www.malaysiakini.com/letters/589345>.
- Motamedimoghadam, M., Mira da Silva, M., & Amaral, M. (2025). Organizational capabilities for digital innovation: a systematic literature review. *European Journal of Innovation Management*, 28(7), 3024-3048.
- Naidoo, A., Adam, J., & Akpa-Inyang, F. (2024). Enhancing Quality Customer Service Delivery in Higher Education: A Literature-Based Analysis on Student Perceptions and Challenges within the Financial Aid Department.
- Nooh, M. N., & Nazri, F. N. (2025). The Impact of Service Quality on University Students' Satisfaction with Islamic Banks. *Journal of Management & Marketing Review (JMMR)*, 10(1).
- Pandita, A., & Kiran, R. (2023). The technology interface and student engagement are significant stimuli in sustainable student satisfaction. *Sustainability*, 15(10), 7923.
- Park, S., & Kim, K. (2023). Factors that enhance the perceived quality and student satisfaction of specialized postgraduate programs: the role of identity. *The TQM Journal*, 35(4), 1007-1029.
- Park, S., & Kim, K. (2023). Factors that enhance the perceived quality and student satisfaction of specialized postgraduate programs: the role of identity. *The TQM Journal*,

- 35(4), 1007-1029.
- Porter, M. E. (2023). Changing patterns of international competition. In *International Strategic Management* (pp. 61-86). Routledge.
- Rajagopal, N. K., Qureshi, N. I., Durga, S., Ramirez Asis, E. H., Huerta Soto, R. M., Gupta, S. K., & Deepak, S. (2022). Future of business culture: An artificial intelligence-driven digital framework for organization decision-making process. *Complexity*, 2022(1), 7796507.
- Rasheed, H. M. W., He, Y., Khalid, J., Khizar, H. M. U., & Sharif, S. (2022). The relationship between e-learning and academic performance of students. *Journal of Public Affairs*, 22(3), e2492.
- Sethi, S., & Singh, M. (2024). *Blended Learning and AI in Higher Education: Adapt, Evolve, Thrive*. Cambridge Scholars Publishing.
- Setiono, B. A., & Hidayat, S. (2022). Influence of service quality with the dimensions of reliability, responsiveness, assurance, empathy and tangibles on customer satisfaction. *International Journal of Economics, Business and Management Research*, 6(09), 330-341.
- Simelane-Mnisi, S. (2023). Effectiveness of LMS digital tools used by the academics to foster students' engagement. *Education Sciences*, 13(10), 980.
- Sormunen, M. (2021). *Organizational Excellence Transformation to Service business ERA*
- Teeroovengadum, V., Ringle, C. M., Nunkoo, R., & Coates, H. (2024). Quality of higher education experience, satisfaction, and well-being: genuinely caring for our students-consumers. *Journal of marketing for higher education*, 34(2), 1012-1034.
- Yeong, F. M. (2021). Using asynchronous, online discussion forums to explore how life sciences students approach an ill-structured problem. *Teaching and Learning Inquiry*, 9(1), 138-160.
- Yew, L. K. (2025). *Chinese Family Businesses in Malaysia: Fostering Tacit Knowledge Innovation*. Taylor & Francis.