

Level of Perception, Awareness and Satisfaction on Registrar's Services

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ABSTRACT

This study aimed to assess the level of student satisfaction and awareness regarding registrar services, with particular attention to key service dimensions and their influence on overall satisfaction. The research was carried out at Liceo de Cagayan University in Cagayan de Oro City, involving 226 graduating students as participants. A descriptive correlational and causal research design was utilized. Results revealed that students were well aware of the Registrar's services, information announcements related to academic policies and deadlines, and acknowledged the helpfulness, courtesy, and respect shown by Registrar's staff. The physical layout and accessibility of the Registrar's office were also rated as satisfactory. However, the findings indicated that document processing times (e.g., transcripts and certifications) and the efficiency of the online service system received the lowest ratings. Additionally, emails or messages directed to the Registrar's office were not responded to promptly. These results highlight the significance of awareness and perceived service quality in shaping student satisfaction with Registrar's services. The study recommends the full digitalization of registrar processes, shortened processing times for transcripts and certifications, and enhanced staff training in digital communication and online platforms.

Keywords: satisfaction, service quality dimension, awareness, registrar services.

INTRODUCTION

A critical metric for assessing the general efficacy and efficiency of an educational institution's administrative structure is student satisfaction with registrar services. The registrar's office is crucial to the student experience since it handles important duties like processing transcripts, registering courses, and keeping up-to-date academic data. Students' overall impression of the university could be significantly impacted by their degree of satisfaction with these services, which they engaged with throughout their academic career. Therefore, promoting a pleasant academic climate required a thorough awareness of and commitment to improving registrar services.

Additionally, student satisfaction with registrar services often hinges on key factors such as the ease of accessing information, the timeliness of staff responses, and the transparency of procedures. In an era where students expect seamless online interactions, the registrar's ability to provide efficient and user-friendly services can greatly enhance overall satisfaction. Conversely, experiences marked by delays, mistakes, or insufficient support may lead to student frustration and dissatisfaction, potentially impacting both academic performance and the broader university experience.

Collecting thorough feedback from the student body was essential for accurately gauging satisfaction with registrar services. Tools such as surveys, feedback forms, and focus groups enabled institutions to identify specific areas needing improvement and provided valuable insights into students' experiences. By analyzing this information, educational institutions could implement targeted strategies to enhance their registrar services and ensure they meet the evolving needs of students. Ultimately, prioritizing this aspect of student satisfaction not only improves the administrative experience but also helps create a more supportive and effective learning environment.

The primary custodians of student records, registrars are responsible for ensuring the confidentiality, accuracy, and integrity of academic information. Their role is crucial in preserving the value of completed courses and degrees by guaranteeing that information is precise and privacy is rigorously upheld. This duty aligns with the Data Privacy Act of 2012 (Metta & Mwita, 2022).

Naidu's (2021) study inferred that higher education institutions place significant importance on student satisfaction with registrar services because these services directly influence students' academic progress and overall university experience. The quality of registrar functions—such as class scheduling, record maintenance, and academic advising—shapes students' perceptions of their institution. Beyond improving administrative efficiency, excellent registrar services foster a sense of trust and reliability among students. Furthermore, when students are satisfied with these services, they tend to enjoy a more positive academic experience, leading to better academic performance and higher retention rates. This highlights the critical need for registrar offices to prioritize service quality to cultivate an environment where students can thrive (Tamnge, 2020).

Muhafidin (2020) emphasized the critical role that high-quality services play in achieving student satisfaction. Efficient registrar services—characterized by accuracy, speed, and responsiveness—can help reduce stress and enhance the overall academic experience. For instance, clear guidance and support from the registrar's office are especially vital during the early stages of a student's academic journey, particularly for distance learners who may face additional challenges. The quality of these interactions is even more significant for distance education students, who often depend heavily on registrar services for information and assistance. Ensuring that these services are both accessible and effective is essential for building a sense of connection and support among remote learners, which ultimately encourages their persistence and academic success (Mamo, 2020).

Crabtree and Wright (2021) emphasized that ongoing improvement of registrar services relies on collecting reliable data on student satisfaction using well-designed survey instruments. These tools enable institutions to gather detailed feedback on various aspects of the services, identifying both strengths and areas in need of enhancement. By systematically analyzing this information, organizations can implement targeted changes that respond directly to students' concerns and preferences, thereby enhancing the overall student experience. Student satisfaction tends to increase when service delivery prioritizes qualities such as reliability, attentiveness, and empathy. Ultimately, by focusing on meeting student needs and continuously refining registrar services based on their feedback, higher education institutions can boost student satisfaction and promote better academic outcomes.

With this, the study aimed to analyze the level of students' satisfaction with the registrar services and made recommendations for continuous development to offer significant insights to improve educational administration practices. This could be used to gauge how much knowledge students have about the services offered by the registrar's office and the registrar's overall role in the academic administration of the school.

Theoretical and Conceptual Framework

The study was anchored on the following theories and models namely:

Expectation-Confirmation Theory (ECT) was developed by Richard L. Oliver (1980), SERVQUAL Model by A. Parasuraman, Valarie Zeithaml, and Leonard Berry (1988), and Kano Model by Noriaki Kano (1984).

Expectation-Confirmation Theory (ECT)

The Expectation-Confirmation Theory (ECT), developed by Richard L. Oliver in 1980, is a widely used framework for understanding customer satisfaction across various services, including higher education. According to ECT, satisfaction is determined by whether the actual performance of a service meets or exceeds prior expectations. Students form these expectations for registrar services based on their previous experiences and the assurances provided by their institution. When the actual services delivered align with or surpass these expectations, students are likely to feel satisfied; conversely, dissatisfaction arises from services that fall short. Educational institutions can enhance overall student satisfaction by effectively managing expectations related to

registrar services, such as prompt responsiveness, accurate record keeping, and user-friendly registration systems (Sarker, 2023)

This theory is highly relevant to the study of student satisfaction with registrar services because it highlights the importance of meeting or exceeding students' expectations. In an educational setting, students come to registrar services with expectations shaped by their past experiences and the promises made by the institution. Assessing whether these expectations are met through actual service delivery offers a clear framework for understanding student satisfaction. The theory assists institutions in identifying discrepancies between expected and experienced service quality, allowing for focused improvements that enhance student experiences and overall satisfaction.

SERVQUAL Model

The second theory is the SERVQUAL Model, developed by A. Parasuraman, Valarie Zeithaml, and Leonard Berry in 1988. This widely recognized framework measures how service quality influences customer satisfaction. It identifies five key dimensions of service quality: tangibles, reliability, assurance, responsiveness, and empathy. When applied to registrar services, this model suggests that students assess their satisfaction based on these factors. For example, tangibles refer to the physical facilities and digital resources of the registrar's office, while reliability relates to the accuracy and dependability of the services provided. Responsiveness is reflected in how promptly and effectively the office addresses student inquiries and concerns. Assurance involves the staff's competence and courteousness, and empathy pertains to the staff's understanding and consideration of students' needs. By enhancing these areas, institutions can significantly boost student satisfaction with registrar services (Fuchs & Fangpong, 2021).

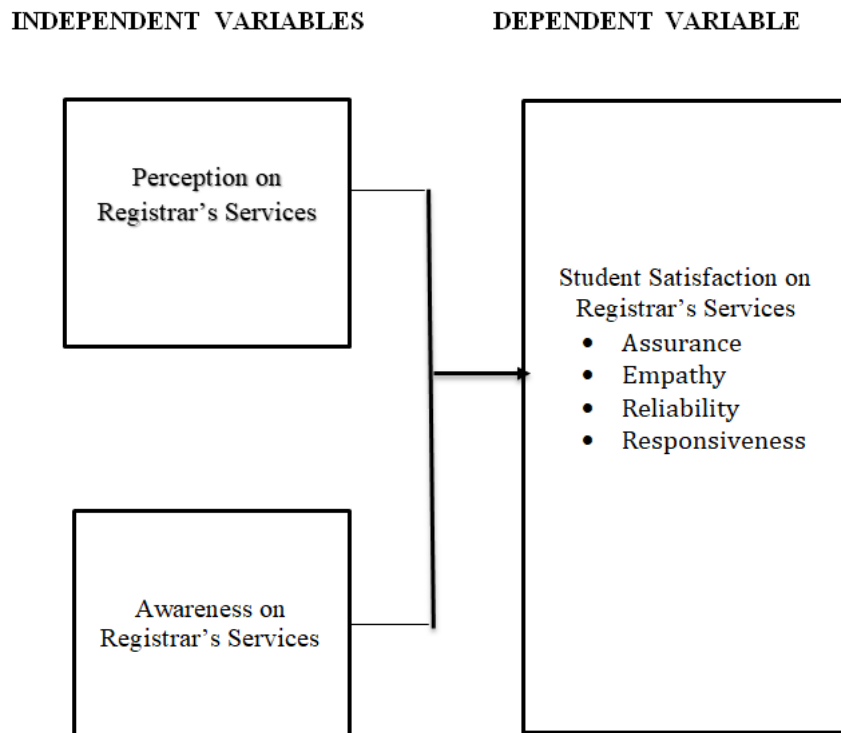
It is directly relevant to evaluating the caliber of registrar services provided in postsecondary education. Through an analysis of service quality based on the five dimensions of tangibles, assurance, responsiveness, empathy, and reliability, institutions can obtain a thorough understanding of the advantages and disadvantages of their registrar operations. This model offers an organized method for assessing the quality of services, emphasizing certain aspects that need to be improved to raise student satisfaction. By using SERVQUAL, institutions can more methodically address and enhance the registrar service components that have the biggest effects on students' experiences and impressions.

Kano Model

The third theory is the Kano Model, developed by Noriaki Kano in 1984. This model, used for product development and customer satisfaction, categorizes customer preferences into five groups: must-be, one-dimensional, attractive, indifferent, and reverse. In the context of registrar services, must-be attributes refer to basic student expectations, such as timely registration processing and accurate academic record keeping. One-dimensional attributes involve features like faster response times and more efficient service, where enhancements directly increase student satisfaction. Attractive attributes are unexpected elements that delight students, such as proactive deadline reminders and personalized tutoring. By identifying and focusing on these categories, institutions can effectively meet essential student needs while also exceeding expectations to boost overall satisfaction (Nurjannah et al., 2020).

In connection with the study, this approach helps educational institutions identify which aspects of registrar services are essential baseline requirements, which directly influence student satisfaction based on performance, and which have the potential to pleasantly surprise students. By focusing on these different areas, institutions can prioritize improvements that not only meet basic student needs but also elevate satisfaction by delivering exceptional service features. The Kano Model serves as a valuable tool for strategic planning and enhancing registrar services, as it emphasizes understanding the various levels of customer satisfaction.

Figure 1 Schematic Diagram showing the interplay of variables.



Statement of the Problem

The primary aim of this study was to assess students' satisfaction and awareness regarding registrar services. Specifically, it aimed to address the following questions:

1. What is the level of participants' perception of the Registrar's services?
2. What is the participants' level of awareness regarding the Registrar's services?
3. What is the level of students' satisfaction of the participants on Registrar's services considering:
 - 3.1 Assurance;
 - 3.2 Empathy;
 - 3.3 Reliability and
 - 3.4 Responsiveness
4. Is there a significant relationship between participants' perception of Registrar's services, their awareness of these services, and their overall level of satisfaction with them?
5. Which of the independent variables is the best predictor of students' satisfaction with registrar services?

Hypotheses

Problems 1, 2, and 3 were explored without formal hypotheses. However, problems 4 and 5 were tested at a significance level of 0.05.

H₀₁: There is no significant relationship between perception of Registrar's services, awareness of Registrar's services, and the level of student satisfaction with Registrar services.

H₀₂: None of the independent variables significantly predict student satisfaction with Registrar's services.

Significance of the Study

This study would hold significance and offer benefits to the following groups:

For the **Office of the Registrar**, the findings of this study would offer valuable insights into the strengths and weaknesses of their services from the students' perspective. By identifying areas that require improvement, the office can develop targeted strategies to enhance service quality, efficiency, and responsiveness. This approach can contribute to creating a more student-centered environment, ultimately fostering greater trust and satisfaction among students.

For the **Employees of the Institution**, especially those working directly in or alongside the registrar's office, this study provides valuable insights into how their work influences student satisfaction. The findings could guide professional development and training initiatives, helping staff acquire the skills and knowledge needed to provide high-quality, empathetic, and efficient services. Strengthening staff capabilities in this way may also contribute to increased job satisfaction and improved performance.

For **School Administrators**, this study could offer essential data to support policy-making and strategic planning. Gaining insight into student satisfaction levels can help guide decisions on resource allocation, technology investments, and process enhancements. The findings may assist administrators in aligning institutional services with student needs and expectations, thereby promoting goals such as student retention, academic success, and the institution's overall reputation.

For the **Commission on Higher Education (CHED)**, this study may assist in pinpointing areas requiring improvement, especially concerning policies and standards related to student records, enrollment procedures, and other registrar services. This could result in more efficient processes, improved training programs for registrar personnel, and the development of guidelines aimed at ensuring consistent, high-quality service delivery across educational institutions. For the Commission on Higher Education (CHED), this study may assist in pinpointing areas requiring improvement, especially concerning policies and standards related to student records, enrollment procedures, and other registrar services. This could result in more efficient processes, improved training programs for registrar personnel, and the development of guidelines aimed at ensuring consistent, high-quality service delivery across educational institutions.

For the **Students**, the improvements and changes stemming from this study would offer direct benefits. Enhanced registrar services would provide more reliable, efficient, and supportive interactions, reducing administrative challenges and enriching their overall educational experience. Prioritizing student satisfaction can foster a more engaging and supportive academic environment, promoting both their academic success and well-being.

For **Future Researchers**, this study would serve as a valuable resource for those interested in examining student satisfaction, service quality, and higher education administration. It provides a foundation for further research and comparative analyses, offering useful methodological insights and identifying key areas for exploration. Future researchers can build on these findings to investigate new aspects of student services and satisfaction within higher education.

Scope and Delimitation of the Study

This study assessed student satisfaction with the registrar's services at Liceo de Cagayan University in Cagayan de Oro City. It focused on specific dimensions of service quality—assurance, empathy, reliability, responsiveness, and tangibility—to provide a comprehensive evaluation of how these factors affect overall student satisfaction. A purposive sample of 226 fourth-year students from various academic programs was selected to ensure broad representation; however, only 196 participants agreed to complete the survey. The research was conducted between April 2024 and December 2024, with its scope limited to the perceptions and experiences of students currently enrolled during the academic year.

While the study aimed to identify significant relationships between registrar services and student satisfaction, it would not extend to other administrative or academic support services provided by the institution. _____

Definition of Terms

To ensure readers have a clear understanding, the researcher provides operational definitions for the

Assurance. Assurance refers to the confidence and trust students place in the registrar's services. It includes the staff's competence, courtesy, and credibility, ensuring that students feel secure and assured when receiving information and support.

Awareness Refers to students' awareness and comprehension of the specific functions, processes, and support systems offered by the registrar's office, including academic record management, registration procedures, document processing (such as transcripts and diplomas), and communication protocols.

Empathy. In this context, empathy refers to the registrar staff's ability to understand and connect with students' perspectives and concerns. It involves offering personalized and compassionate support, showing genuine care for students' academic experiences and overall well-being.

Perception Perception of registrar's services refers to students' evaluative judgments and beliefs regarding the quality, efficiency, and effectiveness of the services offered by the registrar's office.

Registrar's Services. These encompass the various administrative tasks carried out by the registrar's office, such as course registration, transcript processing, maintenance of academic records, enrollment management, and other related services vital to supporting students' academic progress.

Reliability. Reliability refers to the consistency and dependability of the registrar's services. It involves the precise and timely completion of tasks such as course registration, record keeping, and the delivery of academic information, ensuring that students can trust the registrar's office to fulfill their needs accurately and without delay.

Responsiveness. This term refers to the timeliness and readiness of the registrar's office to support students. It encompasses the speed and efficiency with which staff respond to inquiries, handle requests, and resolve student concerns.

Student Support Services. These services include a variety of institutional resources and support offered to students to improve their academic experience and success. This encompasses advising, counseling, tutoring, financial aid, and other assistance aimed at helping students navigate their educational journey.

Students' Satisfaction. This term refers to the extent to which students feel that the registrar's services meet their expectations and needs. It encompasses their overall satisfaction with the efficiency, accuracy, and helpfulness of the services offered by the registrar's office.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of both foreign and local related literature and studies that offer answers, explanations, and discussions for each of the research problems.

Perception on Registrar's Services

According to Ukaogba and Nwankwo (2020), effective record management in academic institutions ensures that information is well-organized, properly stored, and easily retrievable. When academic records are well-maintained, administrative tasks become more efficient, and record release services are faster and more accurate. The advantages of school records are realized when information is managed effectively through proper record management practices, as noted by Ukaogba et al. (2020). Empirical evidence also demonstrates that records management significantly influences school administration and supports good governance.

In an academic context, records management primarily focuses on the handling of school records. These records consist of official documents, books, and files containing relevant information about students, staff, teaching

and learning activities, and school events. Additionally, they include school policies, educational laws, minutes from school meetings, and information from government agencies, educational bodies, and other stakeholders related to the school's growth and development. Such records enable administrators to plan effectively and make informed management decisions. Academic institutions are encouraged to establish a centralized records management system that addresses the diverse needs of the school community, from enrollment to the release of academic documents that provide crucial information about enrolled learners (Matina & Ngulube, 2019).

Halid and Hassim (2021) noted that these skills provide a solid foundation for the expanding role of registrars as enrollment administrators. The role of the university registrar is undoubtedly evolving. Often misunderstood by campus communities, the registrar's duties have shifted as automation replaces manual data entry and paper forms. Today's registrar's office functions more like an information technology department than a traditional service unit. Like many industries facing job displacement, registrars are adapting or redefining their roles to find new purposes within the workplace. While technology has taken over tasks such as form processing and reporting, the office continues to value essential human qualities like creativity, entrepreneurship, and systems thinking.

According to Sahagun (2020), university registrars serve as the official record keepers of their institutions. However, the role of the registrar's office has expanded beyond scheduling and class registration. It now also oversees planning commencement ceremonies, ensuring students meet graduation requirements, processing grades, preparing transcripts and diplomas, collecting student and class information, maintaining academic records, and ensuring compliance with student data privacy regulations. University registrars have been instrumental in the growth of higher education, reflecting the evolving responsibilities of the registrar's office.

Today, the university registrar operates at the intersection of various organizational functions within university life, encompassing interactions between faculty and students, governance and policymaking, as well as academic and administrative duties. However, there is a notable lack of empirical research on the training, professional development, and identity of university registrars. Existing literature on the registrar's role primarily consists of questionnaires, best practice manuals, and subjective guidelines, with no empirical studies exploring the role from the perspectives of those who occupy it (Ward, 2022).

Awareness on Registrar's Services

Student support services, such as those provided by the Registrar's office, emphasize the importance of student awareness. Awareness of these services varies depending on students' majors and academic standing, with prior experience significantly shaping their perceptions. For example, students in certain fields may have more exposure to support services specifically designed for their academic requirements, resulting in varying levels of awareness across different disciplines. Likewise, a student's status—whether a new freshman or an upperclassman—can influence their familiarity with available resources. Additionally, previous use of these support services can affect students' attitudes toward seeking help in the future, highlighting the importance of early engagement with such resources (Galloway & Ruegg, 2020).

A survey conducted at an Australian university found that over half of the students were unaware of available support services, including those addressing emotional distress, financial challenges, and course-related issues. This lack of awareness highlights the need for universities to strengthen their communication and outreach efforts to better inform students about the range of support services offered. Enhancing awareness can help connect students in need with the resources intended to assist them, thereby fostering a supportive campus environment that promotes both academic success and personal growth (Sahao & Kienan, 2020).

Moreover, effective communication strategies are essential for increasing student awareness of registrar services and other support resources. Universities can disseminate information about these services through multiple channels, including websites, social media, campus events, and orientation programs. Tailoring messages to align with students' needs and preferences can enhance the impact of outreach efforts. Additionally, promoting proactive engagement through academic advising sessions, classroom presentations, and targeted email campaigns can help raise the visibility and utilization of registrar services. By fostering a culture of awareness

and accessibility, universities can empower students to seek support when needed, thereby promoting a sense of belonging and well-being within the campus community (Santos et al., 2020).

Managing student affairs and services is a vital and dynamic responsibility that all schools must carry out effectively and efficiently. The study's findings revealed variations in students' awareness and satisfaction levels across the eleven identified student programs and services. Students showed the highest awareness and satisfaction with multipath services (Christian Formation), while they were least aware of and satisfied with the development of student handbooks (Tull et al., 2023).

Student Satisfaction on Registrar's Services

Maslang et al. (2021) suggest that service quality significantly influences student satisfaction. Students tend to report higher satisfaction with their academic experiences when they perceive registrar services as effective, reliable, and responsive. Additionally, research indicates a strong link between academic achievement and student satisfaction, with satisfied students exhibiting greater engagement, improved grades, and increased persistence in their studies. These findings underscore the important role that registrar services play in shaping students' academic success and overall well-being within higher education.

Growth of any service industry is always dependent on its clientele. Therefore, the service sector must understand, meet, and acknowledge the genuine needs of its clients. In an academic setting, the registrar's office is responsible for recording and maintaining students' academic records, including transcripts, attendance logs, transfer information, and immunization data. This office also oversees the enrollment process for new students, collects necessary information, organizes class schedules, and resolves any scheduling conflicts. Additional duties include determining graduation eligibility, coordinating commencement ceremonies, preparing honor rolls, and responding to transcript requests. Furthermore, the registrar is tasked with maintaining and distributing the curriculum requirements for each academic program (Perez & Ilagan, 2019).

The results of the study of Arances et al. (2019) indicate that increasing customer happiness and retention could benefit from improved service quality. The majority of respondents, the researchers discovered, expressed a moderate level of satisfaction with the facilities' high-quality customer services. It merely demonstrates how mediocrely the school's accounting, electronic data processing, and registrar handled their clientele. They would be able to categorize the tasks that they need to improve in order to completely please their clients by using the results of this study. Long-term success is attained by customer satisfaction and is advantageous to society, employees, and the workforce when whole quality management is practiced. The success of the company in terms of customer satisfaction is just as much of a benefit of total quality management as financial gain.

Assurance

University registrars play a vital role in maintaining the quality and efficiency of student services in higher education institutions. Traditionally, their duties have included managing student registrations, maintaining academic records, and overseeing enrollment processes. However, the role of registrars is rapidly evolving due to technological advancements and the growing need for data-driven decision-making. Nowadays, registrars also serve as data managers, tasked with validating information flow and ensuring the accuracy and security of student data. By adopting advanced data management systems and tools, registrars improve the transparency and accessibility of student information, thereby supporting a wide range of administrative and academic functions within the university (Fathurrochman et al., 2020).

According to Naylor et al. (2021), Quality assurance efforts in student services are gaining importance globally, driven by competitive pressures and the imperative to improve service quality. As higher education institutions strive to attract and retain students, there is a growing emphasis on delivering high-quality student services that meet or exceed expectations. This trend is particularly evident in countries such as the Philippines, where state-funded colleges are intensifying their focus on enhancing student assistance services to meet stringent accreditation standards. By investing in quality assurance mechanisms, these institutions aim to ensure that their educational offerings are aligned with international benchmarks, thus fostering a supportive and effective learning environment.

Therefore, as noted by Shikulo and Lekhetho (2020), the growing emphasis on data analytics is encouraging registrars to continuously evaluate and enhance student support services. By utilizing insights from student satisfaction surveys and engagement data, registrars can pinpoint areas needing improvement and develop strategies to improve the overall university experience. This proactive approach ensures that student services remain both efficient and responsive to the changing needs and expectations of students, ultimately leading to improved learning outcomes and greater student satisfaction.

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Quality is at the heart of any business strategy that wishes to earn the trust and respect of the local and worldwide communities. Successful learning experiences for students are largely dependent on the academic programs and delivery methods used by institutions as part of their primary duty in the educational sector's public service. But when it comes to public service in higher education, all factors—including administrative offices—should be fairly taken into account. The overview of the two respondent groups' evaluations of the Registrar's Office's technology-assisted document management system in relation to effective student services is presented by Wong (2023).

Empathy

Empathy plays a crucial role in the student service experience. It is the ability to understand and share the feelings of another, which is particularly important in the context of higher education where students often face significant academic and personal challenges. Both students and staff view empathy as a key component in co-creating positive service experiences. When staff members demonstrate empathy, they can better anticipate and meet students' needs, thereby enhancing the overall quality of service provided. This empathetic approach not only improves student satisfaction but also fosters a supportive and inclusive campus environment where students feel valued and understood (Noe, 2024).

As mentioned by Van Hooser et al (2022), there are differences in perceptions of empathy between staff and students. While staff often emphasize the importance of caring for students, students prefer individualized and professionalized attention to avoid feeling over-served. This highlights the nuanced nature of empathy within the student service context. Effective empathetic communication requires sensitivity to students' unique needs and preferences, balancing personalized support with professionalism and respect for boundaries. Understanding these differences in perception is essential for registrars and other student service providers to tailor their approaches accordingly, ensuring that empathetic interactions resonate positively with students while maintaining appropriate professional boundaries.

Moreover, empathy enables organizations to understand perspectives and design programs effectively. By cultivating a culture of empathy within academic support units, institutions can enhance team cohesion, trust, and understanding of student complexities. This, in turn, leads to the development of more targeted and responsive student retention programs. When staff members empathize with students' challenges and aspirations, they are better equipped to provide tailored support and resources that address their specific needs. Ultimately, fostering empathy among staff members within the registrar's office can significantly enhance student experiences, improve retention rates, and create a more supportive environment conducive to student success. By prioritizing empathy in their interactions, registrars can play a pivotal role in nurturing a campus community where students feel valued, understood, and empowered to achieve their academic goals (Harris, 2022).

Reliability

The reliability of the registrar for student services is crucial in higher education institutions, as registrars play a vital role in managing student registrations, records, and various administrative tasks. The registrar's office is

often the first point of contact for students seeking assistance with course enrollment, transcript requests, and graduation applications. Given the breadth of their responsibilities, the reliability of the services provided by registrars directly impacts students' academic experiences and success. Reliable registrar services ensure that students can depend on accurate and timely information, which is essential for making informed decisions about their academic paths. This reliability fosters trust between students and the institution, contributing to a positive educational environment (Deakin et al., 2021).

Wong (2023) inferred that the main paperwork used in public school operations is school forms. It contains student and school records, which add to the crucial information that must finally be combined and examined to assess the academic year's worth of performance by the students. School forms are essential for maintaining the consistency of student data, but they also provide a comprehensive picture of an institution's overall success based on many management parameters. The Office of the Registrar has created standards for the management of school forms. As stated in DepEd Order (DO) No. 54 s.2016, which establishes the uniform procedures and guidelines for requests for the release of report cards and permanent records of students in all public schools across the country.

Registrars have evolved from part-time faculty roles to full-time specialized professionals responsible for enrollment management and data management. Historically, registrars were often faculty members who took on administrative duties in addition to their teaching responsibilities. However, the increasing complexity of academic administration has necessitated a shift towards professionalization within the registrar's office. Today, registrars are full-time professionals with specialized skills in data management, enrollment forecasting, and regulatory compliance. This evolution reflects the growing recognition of the critical role that registrars play in ensuring the smooth operation of higher education institutions. Their expertise in managing large volumes of student data and navigating the intricacies of academic policies is indispensable for maintaining the integrity and efficiency of institutional operations (Mallares et al., 2024).

Vargas (2024) emphasize the importance of reliability in service processes, suggesting that delivering services to students on time is a key aspect of reliability in student offices. Timely service delivery is a cornerstone of reliable registrar services, as students depend on the prompt processing of registrations, record updates, and other administrative requests. Delays or errors in these processes can lead to significant disruptions in a student's academic progress, potentially affecting their course schedules, financial aid eligibility, and graduation timelines. Research indicates that institutions with reliable registrar services are more likely to experience higher levels of student satisfaction and retention. By prioritizing timely and accurate service delivery, registrars can ensure that students receive the support they need to succeed academically.

Responsiveness

In order to provide effective course registration procedures, academic registrar services are essential components of student management information systems. Universities' academic libraries are also pioneers in knowledge management, offering vital resources for students' study and research requirements (Ndzinisa & Dlamini, 2022). Moreover, the COVID-19 pandemic has affected academic services resulting in service modifications to promote social distancing protocols while maintaining the provision of essential materials and assistance to students. Overall, the effectiveness of student management systems, culturally sensitive services, and flexibility in the face of unforeseen circumstances, such as pandemics, highlight the value of responsive academic registrar services in assisting students in pursuing their educational goals (Hope, 2020).

Records management is one of the crucial facets of institutional progress. No institution can survive without proper management of records of its activities. Adillo's (2023) study indicates that student happiness is influenced by the registrar's office's service quality. There was a linear increase in student satisfaction if the quality of the services was improved. The results of the linear regression analysis showed that the independent variable of service quality, or R² value, was able to explain 54.1% of the variation in customer satisfaction. This suggests that there is a moderate correlation between service quality and student satisfaction, but the qualitative analysis also showed that students are not happy with the services they receive from the registrar's office.

Moreover, when it comes to registrar tangibility in terms of both expectation and satisfaction, the College of Management (CAM) has the highest weighted mean in the analysis of variance and College of Arts and Sciences (CAS) has the lowest weighted mean. Among the five colleges, CAM has the highest level of satisfaction, while CAS has the lowest level of satisfaction according to expectations (Dichoso, 2019).

Students' satisfaction with the registrar was lowest when it came to responsiveness. First, from their perspective, it is problematic to genuinely want to help students with the problems. The majority of pupils have voiced grievances due to misplacing other students' records. Second, accurate and on time. Sometimes, the office were still not processing your TOR when the student have return to the agreed date. (Perez & Ilagan, 2020).

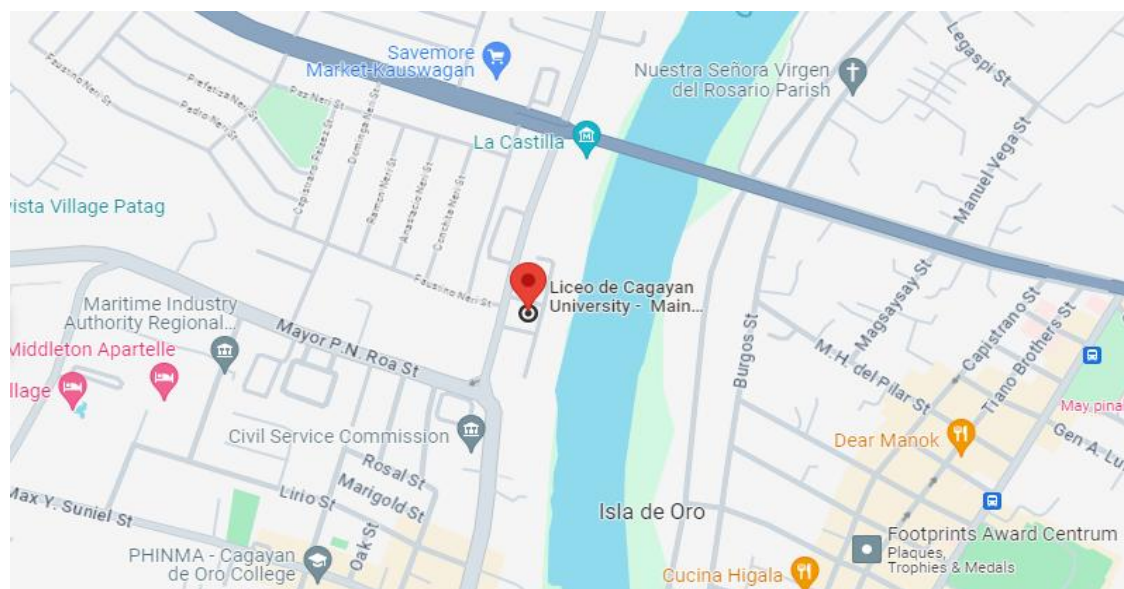
METHODOLOGY

This chapter presents the methodology used in this study. It includes the research setting, research design, participants and sampling procedure, instruments, validity and reliability, data gathering procedure, and statistical techniques.

Research Setting

This study was conducted at Liceo de Cagayan University across its three campuses: (1) LICEO Paseo Campus in Nazareth, Cagayan de Oro City; (2) LICEO Main Campus on Kauswagan Road, Cagayan de Oro City; and (3) Rodolfo N. Palaez (RNP) Campus in Carmen, Cagayan de Oro City, during the 2023-2024 school year. As a closed family corporation, Liceo de Cagayan University is led by a President appointed by the Board of Directors. The university features a flat and lean administrative structure, enabling governance and management that is responsive, action-oriented, and results-driven. Its enduring success is anchored in strong, dynamic, and capable leadership at the helm.

Figure 2 Map of Liceo de Cagayan University



Research Design

The study utilized both descriptive-correlational and causal research designs. The researcher aimed to describe variables and determine the relationships among them. According to McCombes (2023), descriptive research seeks to provide an accurate and systematic account of a population, situation, or phenomenon, addressing questions related to what, where, when, and how. In this context, the study assessed the level of student satisfaction and their awareness of the Registrar's services. Additionally, the research is correlational in nature, as one of its objectives is to examine the relationship between the independent and dependent variables. As noted by Bhandari (2023), correlational research examines the associations between variables without any manipulation or control by the researcher.

Furthermore, causal-comparative research is a method employed to explore cause-and-effect relationships between independent and dependent variables (Velazquez, 2023). The objective of the researcher is to assess whether the independent variable has influenced the outcome, or dependent variable, by comparing two or more groups of participants.

Participants and Sampling Procedure

The study's participants comprised graduating students from the various colleges of Liceo de Cagayan University for the academic year 2023-2024. Stratified random sampling was utilized to select these participants. As explained by Nguyen (2021), this sampling approach involves dividing the population into distinct subgroups, or "strata," based on specific characteristics. Once these strata are established, random samples are drawn from each group in proportion to their representation within the overall population. This technique ensures that every subgroup is sufficiently represented in the final sample, resulting in more accurate and reliable findings than simple random sampling—particularly when dealing with a heterogeneous population. Stratified random sampling is especially advantageous when researchers aim to emphasize differences between subgroups or guarantee that smaller but important segments of the population are not excluded.

The researcher assured that all collected data would remain confidential and be used solely for the specified research purposes. From a total population of 5,247 college students, the sample size was calculated using Slovin's formula. Utilizing the Raosoft calculator, the determined sample size was set at 226 students.

Table 1 Distribution of the Participants of the Study

Department	Population (Total)	Population (Graduating)	Sample (n)
College of Arts and Sciences	335	231	30
School of Business Management & Accountancy	1513	574	30
College of Criminal Justice	172	66	30
College of Engineering	565	105	30
College of Information Technology	132	24	30
Conservatory of Music, Theater and Dance	70	16	16
School of Teacher Education	208	79	30
Medical Courses	1915	939	30
Total	5247	2034	226

Research Instruments

A 5-point Likert scale was used, where 5 corresponds to Strongly Agree, 4 to Agree, 3 to Neutral, 2 to Disagree, and 1 to Strongly Disagree. The researcher employed adapted questionnaires focusing on three areas: the level of perception of the Registrar's services, the level of awareness of these services, and students' satisfaction with the Registrar's services. Part 1 assessed responses regarding the Registrar's services through 10 items designed to gather relevant feedback. Part 2 measured students' awareness of the Registrar's services, while Part 3 evaluated the level of student satisfaction, also using 10 items.

A 5-point Likert scale was used, where 5 corresponds to Strongly Agree, 4 to Agree, 3 to Neutral, 2 to Disagree, and 1 to Strongly Disagree. The researcher employed adapted questionnaires focusing on three areas: the level of perception of the Registrar's services, the level of awareness of these services, and students' satisfaction with the Registrar's services. Part 1 assessed responses regarding the Registrar's services through 10 items designed

to gather relevant feedback. Part 2 measured students' awareness of the Registrar's services, while Part 3 evaluated the level of student satisfaction, also using 10 items.

Scoring Procedure

Scores were calculated using the mean and standard deviation. The scale range applied across all variables in the study was as follows: "Strongly Agree" corresponded to scores between 4.21 and 5.00, "Agree" ranged from 3.41 to 4.20, "Neutral" from 2.61 to 3.40, "Disagree" from 1.81 to 2.60, and "Strongly Disagree" ranged from 1.00 to 1.80.

1. Level of Responses on the Perception on Registrar's Services

Scale	Range	Description	Interpretation
5	4.51- 5.00	Strongly Agree	Highly Satisfied
4	3.51- 4.50	Agree	Satisfied
3	2.51- 3.50	Neutral	Moderately Satisfied
2	1.51- 2.50	Disagree	Somewhat Satisfied
1	1.00- 1.50	Strongly Disagree	Not Satisfied

2. Level of Responses on Awareness of Registrar's Services

Scale	Range	Description	Interpretation
5	4.51- 5.00	Strongly Agree	Highly Aware
4	3.51- 4.50	Agree	Aware
3	2.51- 3.50	Neutral	Moderately Aware
2	1.51- 2.50	Disagree	Somewhat Aware
1	1.00- 1.50	Strongly Disagree	Not Aware

3. Level of Responses on Students' Satisfaction

Scale	Range	Description	Interpretation
5	4.51- 5.00	Strongly Agree	Highly Satisfied
4	3.51- 4.50	Agree	Satisfied
3	2.51- 3.50	Neutral	Moderately Satisfied
2	1.51- 2.50	Disagree	Somewhat Satisfied
1	1.00- 1.50	Strongly Disagree	Not Satisfied

Validity and Reliability

When evaluating any measurement tool or research instrument, validity and reliability are the two most important factors to consider. Reliability refers to the extent to which an instrument yields consistent results across multiple trials, while validity pertains to how well the instrument measures what it is intended to measure (Lani, 2021). The researcher conducted validity and reliability tests on the research instrument with assistance from the Research Analyst at the Office of the Vice President for Research, Publication, and Extension. The interpretations confirmed the instrument's reliability, which was divided into six parts. The Cronbach's Alpha values for these parts were .915, .932, .963, .956, .957, and .977, respectively.

Data Gathering Procedure

The researcher personally distributed and collected the survey questionnaires from the participants after obtaining their consent and approval. The completed questionnaires were compiled using MS Excel. The data were then submitted to a statistician for processing, analysis, and interpretation using SPSS. Participants were assured that their responses would remain confidential and were informed of their right to withdraw from the study at any time without any consequences. In cases where participants chose to withdraw, no risks or penalties were imposed on them. Finally, all collected data were securely stored, with access restricted solely to the researcher. Strict confidentiality was maintained throughout the study, ensuring that the participants' identities remained anonymous, especially to the readers.

Statistical Techniques

The following statistical methods were utilized to address the specific research questions. For problems 1, 2, and 3, the researcher applied descriptive statistics, including the mean and standard deviation, to summarize the study parameters. For problem 4, Pearson's R Correlation Analysis was conducted to examine the significant relationships between awareness of the Registrar's services and the level of student satisfaction with these services. For problem 5, Multiple Regression analysis was used to identify which variables best predict the level of student satisfaction.

Presentation, Analysis And Interpretation Of Data

This chapter presents the analysis and interpretation of the collected data. Of the 226 graduating students who participated in the survey, only 196 returned their questionnaires.

Problem 1. What is the level of Perception of the participants on the Registrar's services?

Table 2 Participants' Level of Perception on the Registrar's Services

Indicators	Mean	SD	Description	Interpretation
1. The Registrar's office staff is courteous and helpful in addressing my inquiries.	4.37	.700	Agree	High
2. The processing time for my documents (e.g., transcripts, and certifications) is efficient.	4.16	.793	Agree	High
3. The online registration system provided by the Registrar is user-friendly.	4.20	.677	Agree	High
4. I am satisfied with the accuracy of my academic records managed by the Registrar's office.	4.24	.778	Agree	High

5. The Registrar's services provides clear and timely communication regarding important deadlines and policies.	4.27	.734	Agree	High
6. The office hours of the Registrar are convenient for students.	4.27	.759	Agree	High
7. The Registrar's Office effectively resolves issues or concerns related to my enrollment.	4.32	.726	Agree	High
8. The Registrar's services provides sufficient information and support for graduation requirements.	4.32	.767	Agree	High
9. The Registrar's services maintain the confidentiality and security of student records.	4.43	.663	Agree	High
10. The physical layout and accessibility of the Registrar's office are satisfactory.	4.34	.701	Agree	High
Over-all Mean	4.29	0.73	Agree	High

Legend:

Scale	Range	Descriptive Rating	Interpretation
5	4.51 – 5.00	Strongly Agree	Very high
4	3.51 – 4.50	Agree	High
3	2.51 – 3.50	Neutral	Moderate
2	1.51 – 2.50	Disagree	Low
1	1.00 – 1.50	Strongly Disagree	Very low

Table 2 illustrates the participants' level of perception regarding the Registrar's services. The data show that students gave the highest mean score of $M = 4.43$ ($SD = 0.701$) to indicator 10, "The physical layout and accessibility of the Registrar's office are satisfactory," followed closely by indicator 1, "The Registrar's office staff is courteous and helpful in addressing my inquiries" ($M = 4.37$, $SD = 0.700$). Conversely, the lowest mean scores were observed for indicator 2, "The processing time for my documents (e.g., transcripts and certifications) is efficient" ($M = 4.16$, $SD = 0.793$), and indicator 3, "The online registration system provided by the Registrar is user-friendly" ($M = 4.20$, $SD = 0.677$).

The overall mean score of $M = 4.29$ ($SD = 0.73$) indicates that respondents generally agreed and had a high level of perception regarding the Registrar's services. The standard deviation of 0.73 suggests a moderate level of dispersion around the mean, indicating some variability in experiences among students.

These results reveal that while students are generally satisfied with aspects such as the physical environment and staff interactions, improvements are needed in areas related to document processing times and the usability of online systems. Addressing these issues could enhance the overall quality of the Registrar's services and positively influence students' perceptions. Implementing continuous feedback mechanisms may help identify specific areas for improvement and ensure that services better align with student needs.

Supporting research underscores the importance of a physically accessible and well-maintained environment in boosting student satisfaction with administrative services (Smith & Jones, 2018). Students tend to feel less

anxious and more willing to seek assistance in a favorable physical setting. Additionally, numerous studies highlight the significance of staff courtesy and helpfulness in shaping students' views of administrative services (Brown et al., 2020; Garcia, 2022). Regardless of other service challenges, students reported more positive experiences when staff were perceived as welcoming and supportive.

The lower scores related to document processing efficiency and online system usability emphasize critical areas requiring attention. Timely service delivery remains a persistent challenge in higher education, and Bennett and Ali-Choudhury (2019) advocate for automated solutions to reduce delays. Furthermore, research on online learning self-efficacy indicates that user-friendly digital interfaces are essential for student satisfaction, particularly concerning administrative services (Lowenthal et al., 2021). The moderate variability in responses underscores inconsistent experiences, highlighting the need for standardized procedures.

Qualitative factors, particularly staff behavior, play a crucial role in fostering student trust and engagement, which can subsequently improve retention and institutional loyalty. The findings suggest that inefficiencies in administrative processes may frustrate students and negatively impact their overall experience. Institutions should consider streamlining workflows through modern technological solutions such as automation systems, which have demonstrated effectiveness in enhancing registrar office efficiency. Improving technological infrastructure, especially for online platforms, could significantly boost student satisfaction given the growing reliance on digital administrative services.

Problem 2. What is the level of awareness of the participants on Registrar's services?

Table 3 Participants' Level of Awareness on the Registrar's Services

Indicators	Mean	SD	Description	Interpretation
1. I am aware of the various services provided by the registrar's office.	4.17	.773	Agree	High
2. I know how to access the registrar's services online.	3.82	.935	Agree	High
3. I am familiar with the process of registering for classes through the registrar's office.	4.05	.765	Agree	High
4. I understand the procedure for requesting transcripts from the registrar's office.	4.10	.825	Agree	High
5. I know how to update my personal information with the registrar's office.	4.05	.848	Agree	High
6. I am aware of the office hours of the registrar's office.	4.36	.735	Agree	High
7. I understand the steps required to apply for graduation through the registrar's office	4.11	.798	Agree	High
8. I know where to find information about academic policies and deadlines from the registrar's office.	4.18	.782	Agree	High
9. I am familiar with how to contact the registrar's office for assistance.	4.15	.804	Agree	High
10. I am aware of the resources available on the registrar's website.	4.07	.828	Agree	High
Over-all Mean	4.11	0.809	Agree	High

Legend:

Scale	Range	Descriptive Rating	Interpretation
5	4.51 – 5.00	Strongly Agree	Very highly Aware
4	3.51 – 4.50	Agree	Highly Aware
3	2.51 – 3.50	Neutral	Moderately Aware
2	1.51 – 2.50	Disagree	Less Aware
1	1.00 – 1.50	Strongly Disagree	Not Aware

Table 3 displays the participants' level of awareness regarding the Registrar's services. The highest mean score was reported for indicator 6, "I am aware of the office hours of the registrar's office" ($M = 4.36$, $SD = 0.735$), followed by indicator 8, "I know where to find information about academic policies and deadlines from the registrar's office" ($M = 4.18$, $SD = 0.782$). Conversely, the lowest mean scores were observed for indicator 2, "I know how to access the registrar's services online" ($M = 3.82$, $SD = 0.935$), and indicator 3, "I am familiar with the process of registering for classes through the registrar's office" ($M = 4.05$, $SD = 0.765$).

The overall mean score of $M = 4.11$ ($SD = 0.809$) indicates that respondents generally agreed they have a high level of awareness about the Registrar's services. The standard deviation of 0.765 suggests considerable variability in responses around the mean.

These findings suggest that while students are well-informed about office hours and academic policies, there is a need to improve awareness related to accessing online registrar services and understanding the registration process. Enhancing communication strategies and providing clearer instructions could help increase students' knowledge and engagement with the Registrar's Office. To ensure all students are well-informed about available services, ongoing feedback mechanisms such as surveys or focus groups could be valuable in identifying specific areas where additional information or support is needed.

In an increasingly digital environment, understanding how to navigate online services is essential. Research indicates that some students, particularly those from minority backgrounds, may lack the digital literacy skills required to effectively use online administrative systems (Robinson, 2020).

Problem 3. What is the level of students' satisfaction of the participants on Registrar's services considering:

3.1 assurance,

3.2 empathy,

3.3 reliability and

3.4 responsiveness

Table 4 Participants' Level of Satisfaction on the Registrar's Services in terms of Responsiveness

Indicators	Mean	SD	Description	Interpretation
1. The registrar's office responds promptly to my inquiries.	4.21	.774	Agree	Highly Satisfied

2. I receive timely updates regarding my registration status.	4.12	.836	Agree	Highly Satisfied
3. The staff at the registrar's office are quick to address my concerns.	4.22	.786	Agree	Highly Satisfied
4. The waiting time to receive services at the registrar's office is reasonable.	4.16	.843	Agree	Highly Satisfied
5. The registrar's office is efficient in handling my requests.	4.23	.781	Agree	Highly Satisfied
6. The Registrar's office provides quick resolutions to any issues I encounter.	4.19	.775	Agree	Highly Satisfied
7. My emails or messages to the Registrar's office are answered in a timely manner.	4.11	.872	Agree	Highly Satisfied
8. The Registrar's office follows up on my requests without delay.	4.06	.859	Agree	Highly Satisfied
9. The Registrar's office is proactive in addressing potential registration issues.	4.14	.718	Agree	Highly Satisfied
10. The Registrar's office effectively communicates any delays in processing my requests.	4.16	.733	Agree	Highly Satisfied
Over-all Mean	4.16	0.798	Agree	Highly Satisfied

Legend:

<i>Scale</i>	<i>Range</i>	<i>Descriptive Rating</i>	<i>Interpretation</i>
5	4.51 – 5.00	Strongly Agree	Very highly Satisfied
4	3.51 – 4.50	Agree	Highly Satisfied
3	2.51 – 3.50	Neutral	Moderately Satisfied
2	1.51 – 2.50	Disagree	Less Satisfied
1	1.00 – 1.50	Strongly Disagree	Not Satisfied

Table 4 shows the participants' level of satisfaction with the Registrar's Services in terms of responsiveness. The highest mean score was for indicator 5, "The registrar's office is efficient in handling my requests" ($M = 4.23$, $SD = 0.781$), followed closely by indicator 3, "The staff at the registrar's office are quick to address my concerns" ($M = 4.22$, $SD = 0.786$). In contrast, the lowest mean scores were found for indicator 8, "The Registrar's office follows up on my requests without delay" ($M = 4.06$, $SD = 0.859$), and indicator 7, "My emails or messages to the Registrar's office are answered in a timely manner" ($M = 4.11$, $SD = 0.782$).

The overall mean score of $M = 4.16$ ($SD = 0.798$) indicates that respondents generally agree and are highly satisfied with the responsiveness of the Registrar's services. The standard deviation of 0.798 suggests that there is noticeable variation in student responses.

These results imply that students are mostly satisfied with the Registrar's Office's efficiency and promptness in addressing concerns. However, there is room for improvement regarding follow-up on requests and timely responses to communications. Enhancing these areas could boost student satisfaction further and improve the overall perception of service quality within the Registrar's Office. Introducing regular feedback systems could help pinpoint specific areas requiring improvement to better meet student needs.

Service quality literature highlights the importance of addressing customer issues promptly and effectively (Zeithaml et al., 2018). Timely resolution of student concerns demonstrates that staff value their needs and contributes positively to the overall customer experience.

Table 5 Participants' Level of Satisfaction on the Registrar's Services in terms of Assurance

Indicators	Mean	SD	Description	Interpretation
1. I feel confident in the information provided by the registrar's office.	4.30	.676	Agree	Highly Satisfied
2. The registrar's staff are knowledgeable about registration policies and procedures.	4.33	.695	Agree	Highly Satisfied
3. I trust the accuracy of the records maintained by the registrar's office	4.28	.701	Agree	Highly Satisfied
4. The registrar's office provides clear and consistent information.	4.34	.702	Agree	Highly Satisfied
5. I feel assured that my personal information is secure with the registrar's office	4.27	.766	Agree	Highly Satisfied
6. The Registrar's office ensures that my registration is handled professionally.	4.23	.775	Agree	Highly Satisfied
7. I trust the Registrar's office to keep my academic records updated accurately.	4.29	.724	Agree	Highly Satisfied
8. The staff at the Registrar's office demonstrate expertise in their roles.	4.33	.708	Agree	Highly Satisfied
9. The Registrar's office reassures me about the security of my personal data.	4.30	.720	Agree	Highly Satisfied
10. The Registrar's office gives me confidence in the accuracy of my registration status.	4.35	.712	Agree	Highly Satisfied
Over-all Mean	4.30	0.718	Agree	Highly Satisfied

Legend:

Scale	Range	Description	Interpretation
5	4.51 – 5.00	Strongly Agree	Very highly Satisfied
4	3.51 – 4.50	Agree	Highly Satisfied
3	2.51 – 3.50	Neutral	Moderately Satisfied

2	1.51 – 2.50	Disagree	Less Satisfied
1	1.00 – 1.50	Strongly Disagree	Not Satisfied

Table 5 illustrates the participants' level of satisfaction with the Registrar's Services in terms of assurance. The highest mean score was recorded for indicator 10, "The Registrar's office gives me confidence in the accuracy of my registration status" ($M = 4.35$, $SD = 0.712$), followed closely by indicator 4, "The Registrar's office provides clear and consistent information" ($M = 4.34$, $SD = 0.702$). Conversely, the lowest mean scores were found for indicator 6, "The Registrar's office ensures that my registration is handled professionally" ($M = 4.23$, $SD = 0.775$), and indicator 5, "I feel assured that my personal information is secure with the Registrar's office" ($M = 4.27$, $SD = 0.766$).

The overall mean score of $M = 4.30$ ($SD = 0.718$) indicates that respondents generally agree and are highly satisfied with the Registrar's services regarding assurance. The standard deviation of 0.718 suggests some variability in the responses.

Students expressed particular concern about the security of their personal information, reflecting growing worries over identity theft and data breaches. Beyond legal and ethical obligations, safeguarding data is vital for maintaining student trust (Smith et al., 2011).

The findings also suggest that students are highly satisfied with the Registrar's Office's responsiveness, especially in terms of efficiency and promptness in handling concerns. Nevertheless, improvements are needed in follow-up procedures and timely responses to communications. Addressing these areas could further elevate student satisfaction and enhance perceptions of service quality. The implementation of regular feedback mechanisms would help identify specific areas for improvement and ensure student needs are effectively met.

Table 5 illustrates the participants' level of satisfaction with the Registrar's Services in terms of assurance. The highest mean score was recorded for indicator 10, "The Registrar's office gives me confidence in the accuracy of my registration status" ($M = 4.35$, $SD = 0.712$), followed closely by indicator 4, "The Registrar's office provides clear and consistent information" ($M = 4.34$, $SD = 0.702$). Conversely, the lowest mean scores were found for indicator 6, "The Registrar's office ensures that my registration is handled professionally" ($M = 4.23$, $SD = 0.775$), and indicator 5, "I feel assured that my personal information is secure with the Registrar's office" ($M = 4.27$, $SD = 0.766$).

The overall mean score of $M = 4.30$ ($SD = 0.718$) indicates that respondents generally agree and are highly satisfied with the Registrar's services regarding assurance. The standard deviation of 0.718 suggests some variability in the responses.

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Table 6 Participants' Level of Satisfaction on the Registrar's Services in terms of Reliability

Indicators	Mean	SD	Description	Interpretation
1. The registrar's office delivers services as promised.	4.28	.694	Agree	Highly Satisfied

2. I can rely on the registrar's office to meet my registration needs.	4.27	.691	Agree	Highly Satisfied
3. The registrar's office consistently meets its deadlines.	4.23	.748	Agree	Highly Satisfied
4. The staff at the registrar's office are dependable.	4.22	.777	Agree	Highly Satisfied
5. I can count on the registrar's office to resolve my issues effectively.	4.26	.737	Agree	Highly Satisfied
6. The Registrar's office is consistent in its service delivery.	4.27	.718	Agree	Highly Satisfied
7. I can depend on the Registrar's office to provide accurate information.	4.33	.684	Agree	Highly Satisfied
8. The Registrar's office maintains a reliable registration process.	4.31	.701	Agree	Highly Satisfied
9. The Registrar's office always keeps its commitments.	4.34	.648	Agree	Highly Satisfied
10. I can trust the Registrar's office to process my requests correctly the first time.	4.20	.779	Agree	Highly Satisfied
Over-all Mean	4.27	0.718	Agree	Highly Satisfied

Legend:

Scale	Range	Description	Interpretation
5	4.51 – 5.00	Strongly Agree	Very highly Satisfied
4	3.51 – 4.50	Agree	Highly Satisfied
3	2.51 – 3.50	Neutral	Moderately Satisfied
2	1.51 – 2.50	Disagree	Less Satisfied
1	1.00 – 1.50	Strongly Disagree	Not Satisfied

Table 6 displays the participants' level of satisfaction with the Registrar's Services in terms of reliability. The highest mean score was for indicator 9, "The Registrar's office always keeps its commitments" ($M = 4.34$, $SD = 0.648$), followed closely by indicator 7, "I can depend on the Registrar's office to provide accurate information" ($M = 4.33$, $SD = 0.684$). In contrast, the lowest mean scores were reported for indicator 10, "I can trust the Registrar's office to process my requests correctly the first time" ($M = 4.20$, $SD = 0.779$), and indicator 4, "The staff at the Registrar's office are dependable" ($M = 4.22$, $SD = 0.777$).

The overall mean score of $M = 4.27$ ($SD = 0.718$) indicates that respondents generally agree and are highly satisfied with the reliability of the Registrar's services. The standard deviation of 0.718 suggests moderate variability in the responses.

Table 7 Participants' Level of Satisfaction on the Registrar's Services in terms of Emphaty

Indicators	Mean	SD	Description	Interpretation
1. The registrar's staff show genuine concern for my needs.	4.28	.714	Agree	Highly Satisfied

2. I feel understood by the staff at the registrar's office.	4.26	.737	Agree	Highly Satisfied
3. The registrar's office provides personalized service.	4.24	.724	Agree	Highly Satisfied
4. The staff at the registrar's office are courteous and respectful.	4.35	.706	Agree	Highly Satisfied
5. The registrar's office is attentive to the unique needs of each student.	4.36	.676	Agree	Highly Satisfied
6. The staff at the Registrar's office take the time to listen to my concerns.	4.29	.738	Agree	Highly Satisfied
7. The Registrar's office is patient and understanding when handling my requests.	4.32	.720	Agree	Highly Satisfied
8. I feel that the staff at the Registrar's office value my time and concerns.	4.31	.745	Agree	Highly Satisfied
9. The Registrar's office is empathetic towards students facing registration issues.	4.29	.667	Agree	Highly Satisfied
10. The staff at the Registrar's office show kindness and understanding in their interactions.	4.33	.686	Agree	Highly Satisfied
Over-all Mean	4.30	0.711	Agree	Highly Satisfied

Legend:

<i>Scale</i>	<i>Range</i>	<i>Description</i>	<i>Interpretation</i>
5	4.51 – 5.00	Strongly Agree	Very highly Satisfied
4	3.51 – 4.50	Agree	Highly Satisfied
3	2.51 – 3.50	Neutral	Moderately Satisfied
2	1.51 – 2.50	Disagree	Less Satisfied
1	1.00 – 1.50	Strongly Disagree	Not Satisfied

Table 7 presents the participants' level of satisfaction with the Registrar's Services in terms of empathy. As indicated in the table, the highest mean score was for indicator 5, "The registrar's office is attentive to the unique needs of each student" ($M = 4.36$, $SD = 0.706$), closely followed by indicator 4, "The staff at the registrar's office are courteous and respectful" ($M = 4.35$, $SD = 0.706$). Conversely, the lowest mean scores were recorded for indicator 3, "The registrar's office provides personalized service" ($M = 4.24$, $SD = 0.724$), and indicator 2, "I feel understood by the staff at the registrar's office" ($M = 4.26$, $SD = 0.737$).

The overall mean score of $M = 4.30$ ($SD = 0.711$) suggests that respondents generally agree and are highly satisfied with the empathy demonstrated by the Registrar's services. The standard deviation of 0.711 indicates moderate variation in the responses.

The high scores for empathy-related items highlight the Registrar's Office's strength in fostering a supportive and respectful environment for students. This area of strength can be leveraged to enhance both institutional reputation and student loyalty, as empathy is a significant factor in encouraging positive word-of-mouth

(Zeithaml et al., 2018). Providing courteous and attentive service contributes to higher student retention, as students who feel valued are more likely to remain engaged with their institution (Hemsley-Brown & Oplatka, 2015).

However, the relatively lower scores point to a need for improving systems and processes that facilitate personalized interactions. Investing in staff training focused on active listening and problem-solving may help bridge this gap. While standardizing procedures promotes efficiency, incorporating flexibility to address individual cases can further boost satisfaction levels.

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The overall mean score of $M = 4.30$ ($SD = 0.711$) suggests that respondents generally agree and are highly satisfied with the empathy demonstrated by the Registrar's services. The standard deviation of 0.711 indicates moderate variation in the responses.

The high scores for empathy-related items highlight the Registrar's Office's strength in fostering a supportive and respectful environment for students. This area of strength can be leveraged to enhance both institutional reputation and student loyalty, as empathy is a significant factor in encouraging positive word-of-mouth (Zeithaml et al., 2018). Providing courteous and attentive service contributes to higher student retention, as students who feel valued are more likely to remain engaged with their institution (Hemsley-Brown & Oplatka, 2015).

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Table 8 Summary of Mean Scores for the Participants' Level of Satisfaction on the Registrar's Services

Sub-constructs	Mean	SD	Description	Interpretation
Responsiveness	4.16	0.798	Agree	Highly Satisfied
Assurance	4.30	0.718	Agree	Highly Satisfied
Reliability	4.27	0.718	Agree	Highly Satisfied
Empathy	4.30	0.711	Agree	Highly Satisfied
Over-all Mean	4.26	0.736	Agree	Highly Satisfied

Legend:

Scale	Range	Descriptiion	Interpretation
5	4.51 – 5.00	Strongly Agree	Very highly Satisfied
4	3.51 – 4.50	Agree	Highly Satisfied
3	2.51 – 3.50	Neutral	Moderately Satisfied

2	1.51 – 2.50	Disagree	Less Satisfied
1	1.00 – 1.50	Strongly Disagree	Not Satisfied

Table 8 presents a summary of the mean scores for the participants' level of satisfaction with the Registrar's Services. As shown, students gave the highest mean scores to assurance and empathy, both with a mean of $M = 4.30$ ($SD = 0.718$ and 0.711 , respectively), followed by reliability ($M = 4.27$, $SD = 0.718$), with responsiveness receiving the lowest score ($M = 4.16$, $SD = 0.798$). The overall mean score across all dimensions was $M = 4.26$ ($SD = 0.736$), indicating that respondents generally agree and are highly satisfied with the Registrar's services, particularly in terms of empathy. The standard deviation of 0.711 suggests a relatively wide dispersion around the mean.

The high scores in assurance and empathy demonstrate that the Registrar's office has successfully established a foundation of trust and care, which is vital for nurturing positive relationships with students. While reliability also scored well, it was slightly lower, reflecting some students' perceptions of minor inconsistencies in the office's ability to consistently deliver accurate and timely services. This finding aligns with previous research using the SERVQUAL model, where reliability often emerges as a challenging dimension due to operational inefficiencies or resource limitations.

Responsiveness received the lowest mean score, suggesting that students perceive delays or a lack of promptness in addressing their needs. According to the SERVQUAL framework, responsiveness pertains to the willingness to assist customers and provide timely service. The relatively lower score indicates potential issues such as longer wait times or inadequate communication during service delivery.

This lower score emphasizes the need to enhance the speed of service and improve communication channels. Implementing strategies like real-time updates on document processing status or increasing staff availability during high-demand periods could help bridge this gap. Although the Registrar's office performs strongly in assurance and empathy, focused improvements in responsiveness and reliability are essential for further elevating overall student satisfaction. Such efforts will not only boost operational efficiency but also reinforce student trust and engagement with institutional services.

Problem 4. Is there a significant relationship between the Perception on Registrar's services; on Registrar's services and the level of student satisfaction on Registrar's services?

Table 9 Results of Pearson R Correlation Analysis for the significant relationship between the Registrar's services; awareness on Registrar's services, and level of student satisfaction on Registrar's services

Variables	N	R	Effect Size	P-value	Interpretation
Perception on Registrar's Services	196	.821	Large	.000	Significant
Awareness on Registrar's Services	196	.820	Large	.000	Significant

Legend:

Correlation Coefficient Range	Effect Size/Strength of Relationship (Cohen, 1988)
.50 and Above	Strong/Large Correlation
.30 to .49	Moderate Correlation
.10 to .29	Weak/Small Correlation

Table 9 presents the results of the Pearson R Correlation Analysis examining the significant relationships between Registrar's services, awareness of these services, and the level of student satisfaction. As indicated in the table, the variables Perception of Registrar's Services ($p < .05$, $r = .821$) and Awareness of Registrar's Services ($p < .05$, $r = .820$) both show a strong positive and significant correlation with student satisfaction. This suggests that improvements in these variables are likely to lead to a corresponding increase in students' satisfaction with Registrar's services.

Perception of Registrar's Services reflects how students assess the quality, efficiency, and professionalism of the services they receive. Positive perceptions are frequently associated with consistent service delivery, courteous staff interactions, and efficient processes. This finding aligns with research by Hemsley-Brown and Oplatka (2015), which emphasizes that students' perceptions of administrative services have a substantial impact on their overall university experience.

Awareness of Registrar's Services highlights the critical role of effective communication and transparency in service delivery. Students who are well-informed about the Registrar's processes, policies, and available resources tend to hold realistic expectations and report higher satisfaction. This supports findings by Dhaqane and Afrah (2016), who noted that clear communication about institutional services significantly enhances student satisfaction and retention.

To improve awareness, institutions should prioritize clear and accessible communication regarding Registrar's services across multiple platforms, such as websites, emails, and social media. This can ensure students receive timely information about important processes like registration deadlines, document requests, and online system usage. Positive perceptions can be further reinforced by maintaining consistent service quality at every interaction point. Providing staff training to handle inquiries efficiently and respectfully can significantly enhance student experiences.

Additionally, digital tools such as mobile applications or online portals can effectively disseminate information about Registrar's services. Features like push notifications for important updates can boost awareness, while real-time feedback tools, including surveys or chatbots, can help identify service gaps and facilitate prompt improvements.

Research consistently demonstrates a strong link between student satisfaction, retention, and academic success (Dhaqane & Afrah, 2016). By enhancing both perception and awareness of Registrar's services, institutions can cultivate a supportive environment that promotes student engagement and loyalty.

Problem 5. Which among the independent variables best predicts students' satisfaction on registrar's services?

Table 10 Results of Multiple Regression Analysis for the Variable/s that Significantly Predicts Students' Satisfaction on Registrar's Services

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Interpretation
	B	Std. Error	Beta			
(Constant)	.413	.147		2.81	.005	Significant
Perception on Registrar's Services	.480	.047	.482	10.28	.000	Significant
Awareness on Registrar's Services	.434	.043	.478	10.19	.000	Significant
R=.888 R ² =.788 F=358.82 P=.000						

Table 10 presents the results of the Multiple Regression Analysis identifying the variables that significantly predict students' satisfaction with the Registrar's Services. The R value of .888 indicates a strong positive relationship between student satisfaction and the independent variables included in the model. The R^2 value of 0.788 shows that the significant predictors, namely Perception of Registrar's Services ($p < .05$) and Awareness of Registrar's Services ($p < .05$), together account for 78.8% of the variation in students' satisfaction with the Registrar's Services. The probability value of 0.000 ($F = 358.82$) confirms that the relationship between students' satisfaction and the predictors is statistically significant.

Among the variables, Perception of Registrar's Services emerged as the strongest predictor of student satisfaction ($Beta = .482$), closely followed by Awareness of Registrar's Services ($Beta = .478$).

The regression equation of this study is $Y' = .413 + .48X_1 + .434X_2$

Where

Y' = Students' Satisfaction on Registrar's Services

.413 = is the B constant

X_1 = Perception on Registrar's Services

X_2 = Awareness on Registrar's Services

The regression analysis indicates that students' satisfaction with Registrar's services is significantly predicted and influenced by their Perception of Registrar's Services and Awareness of Registrar's Services. Specifically, a one-point increase in students' Perception of Registrar's Services correlates with a 0.48 increase in satisfaction, while a one-point increase in their Awareness of Registrar's Services correlates with a 0.434 increase in satisfaction.

These findings from the multiple regression analysis reveal strong predictive relationships between student satisfaction and these two independent variables, offering valuable insights for improving service quality. The strong positive relationship confirms that both perception and awareness are crucial determinants of satisfaction with Registrar's services. This aligns with previous research emphasizing the importance of service quality dimensions in predicting customer satisfaction (Zeithaml et al., 1988; Greenland et al., 2014).

Perception of Registrar's Services emerged as the strongest predictor, closely followed by Awareness of Registrar's Services. This suggests that students' evaluations of service quality (e.g., reliability, empathy, responsiveness) have a slightly greater impact on satisfaction than their mere knowledge of available services. These results are consistent with regression-based studies in other service sectors, such as healthcare and banking, which also identify perception as a primary predictor (Tokunaga et al., 2024; Greenland et al., 2014).

Given that perception is the strongest predictor, institutions should prioritize enhancing service quality dimensions like reliability, responsiveness, empathy, and assurance. This can be achieved through targeted staff training, process optimization, and ensuring consistent service delivery. Furthermore, since awareness significantly influences satisfaction, effective communication strategies are essential to inform students about available services and procedures. Institutions can leverage digital platforms (e.g., websites, mobile applications) to disseminate information clearly and efficiently.

In conclusion, the results demonstrate that both perception and awareness are significant predictors of student satisfaction with Registrar's services. By focusing on strategic communication, improving service quality, and integrating technology, institutions can achieve higher levels of student satisfaction, which in turn supports broader organizational objectives such as student retention and engagement.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary the research findings, conclusions, and recommendations.

Summary

The study aimed to determine the level of awareness and satisfaction with registrar services. Specifically, it examined the following: 1) What is the participants' perception of the registrar's services? 2) What is the participants' level of awareness of the registrar's services? 3) What is the level of satisfaction among participants regarding the registrar's services in terms of assurance, empathy, reliability, responsiveness, and tangibility? 4) Is there a significant relationship between participants' perception of registrar services, their awareness of these services, and their overall satisfaction? 5) Which variable best predicts students' satisfaction with registrar services? In this study, the independent variables are the perception of registrar services and students' awareness of registrar services, while the dependent variable is student satisfaction with registrar services.

descriptive-correlational and causal research designs were used in this study.

Findings are as follows: students' perceptions of the Registrar's services. Students rated the physical layout and accessibility of the Registrar's office the highest, followed by the staff's courtesy and helpfulness. The lowest ratings were given to the efficiency of document processing and the user-friendliness of the online registration system. Overall, the mean score indicates that students generally have a high level of satisfaction with the Registrar's services.

Regarding students' awareness of the Registrar's services, they were most familiar with the Registrar's office hours and where to find information about academic policies and deadlines. Awareness was lowest concerning how to access the Registrar's services online and the class registration process. Overall, the average score indicates that students generally possess a high level of awareness about the Registrar's services.

Regarding responsiveness, students gave the highest ratings to the office's efficiency in processing requests and the staff's promptness in addressing concerns. The lowest satisfaction scores were related to the office's follow-up on requests and the timeliness of responses to emails or messages. Overall, the average score reflects a high level of student satisfaction with the responsiveness of the Registrar's services.

Regarding students' satisfaction with the Registrar's services in terms of assurance, the highest ratings were given to confidence in the accuracy of registration status and the clarity and consistency of the information provided. The lowest ratings, although still positive, were for professionalism in handling registration and the security of personal information. Overall, the average score shows that students are highly satisfied with the Registrar's services in terms of assurance.

Concerning students' satisfaction with the Registrar's services in terms of reliability, the highest ratings were for the office's ability to keep its commitments and provide accurate information. The lowest ratings, though still favorable, were related to trust in processing requests correctly the first time and the dependability of staff. Overall, the mean score indicates that students are highly satisfied with the reliability of the Registrar's services.

As to students' satisfaction with the Registrar's services in terms of empathy. The highest ratings were for the office's attentiveness to students' unique needs and the staff's courteous and respectful behavior. The lowest ratings, though still positive, were for personalized service and feeling understood by the staff. Overall, the mean score indicates that students are highly satisfied with the empathy shown by the Registrar's services.

Regarding students' satisfaction levels with the Registrar's services across different dimensions. Assurance and empathy received the highest, followed by reliability, and responsiveness had the lowest. The overall mean score indicates that students are highly satisfied with the Registrar's services, particularly in terms of empathy.

The results of a Pearson correlation analysis examining the relationship between students' perception and awareness of the Registrar's services and their satisfaction levels. Both perception and awareness have a strong, positive, and statistically significant relationship with student satisfaction. This indicates that improvements in perception and awareness are likely to lead to higher student satisfaction with the Registrar's services.

the findings of a multiple regression analysis examining factors that predict students' satisfaction with Registrar's services. The analysis shows a strong positive relationship between satisfaction and the independent

variables: perception and awareness of Registrar's services. Both perception and awareness significantly predict satisfaction, with perception having a slightly stronger influence than awareness.

Overall, perception and awareness are significant predictors of student satisfaction with Registrar's services.

Conclusions

The findings collectively show that students generally hold a positive perception of the Registrar's services, with particular appreciation for the office's physical layout, accessibility, and the courteous, helpful staff. However, perceptions were somewhat lower regarding the efficiency of document processing and the ease of use of the online registration system. The findings collectively show that students generally hold a positive perception of the Registrar's services, with particular appreciation for the office's physical layout, accessibility, and the courteous, helpful staff. However, perceptions were somewhat lower regarding the efficiency of document processing and the ease of use of the online registration system.

Students exhibit a strong awareness of the Registrar's services, especially regarding office hours and where to find information about academic policies and deadlines. However, their awareness is relatively lower when it comes to accessing services online and understanding the class registration process. Overall, the findings suggest that while students are generally well-informed about the Registrar's services, there is room to improve familiarity with online access and registration procedures.

Students report a high level of satisfaction with the Registrar's services, particularly appreciating aspects related to assurance and empathy, which received the highest ratings. Reliability also rated favorably, while responsiveness received the lowest—but still positive—rating. In general, the findings indicate that students are overall very satisfied with the Registrar's services.

There is a strong and significant positive correlation between students' perception and awareness of the Registrar's services and their overall satisfaction. This suggests that enhancing students' perception and awareness of these services is likely to result in higher satisfaction levels.

The multiple regression analysis further confirms a strong positive relationship between students' satisfaction with Registrar's services and the predictors—perception and awareness of these services. Both factors significantly affect satisfaction, with perception having a slightly stronger influence. The regression equation quantifies this connection, indicating that improvements in perception and awareness lead to meaningful increases in satisfaction. These findings highlight the importance of boosting students' perception and awareness to elevate their overall satisfaction with Registrar's services.

Recommendations

Based on the study's findings and conclusions, the researcher recommends the following:

The processing time for documents should be significantly shortened to boost efficiency and increase student satisfaction. Specifically, the turnaround time for Transcripts of Records should be reduced from seven to fifteen (7–15) working days to just three (3) working days. Similarly, the processing time for Certifications should be shortened from one to three (1–3) working days to only one (1) working day. Additionally, the current processing time for diplomas, which takes fifteen to thirty (15–30) working days, should be expedited to a maximum of seven (7) working days. Furthermore, to improve service delivery, the Registrar's office should enhance online processes by implementing user-friendly interfaces and providing clear tutorials, thereby educating students and making it easier for them to access and utilize registrar services effectively.

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Improve timely follow-up and prompt responses to emails and messages, it is recommended that the Registrar's office implement various process enhancements. This could include adopting automated workflow systems and follow-up alerts to ensure that all student requests are monitored and addressed promptly, minimizing unnecessary delays.

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APPENDIX A

Letter Of Consent

Appendix B

Letter Of Approval

Appendices

Survey Questionnaire

Level Of Satisfaction And Awareness On Registrar Services

Description: Your responses to this study will be kept completely confidential. Your identity won't be revealed in any reports or publications resulting from this research. Only the research team will have access to the data, and only those who need to know your identity will be able to see it. Your participation simply involves answering the survey questions, which will only take about 5 to 15 minutes of your time. Remember to choose only one option per statement. Thank you for your participation!

Name (optional): _____

Course/Program (optional): _____

Part I. Level of Registrar Services

Directions: Read each statement and decide how strongly the statement applies to you.

Check the number that corresponds to your score. Score yourself from 5 to 1 based on the following guide:

5 – Strongly Agree

2 – Disagree

4 – Agree

1 – Strongly Disagree

3 – Neutral

Registrar Services	5	4	3	2	1
The Registrar's office staff is courteous and helpful in addressing my inquiries.					
The processing time for my documents (e.g., transcripts, and certifications) is efficient.					
The online registration system provided by the Registrar is user-friendly.					
I am satisfied with the accuracy of my academic records managed by the Registrar's office.					
The Registrar's services provides clear and timely communication regarding important deadlines and policies.					
The office hours of the Registrar are convenient for students.					
The Registrar's Office effectively resolves issues or concerns related to my enrollment.					
The Registrar's services provides sufficient information and support for graduation requirements.					
The Registrar's services maintain the confidentiality and security of student records.					
The physical layout and accessibility of the Registrar's office are satisfactory.					

Part II. Students' Awareness of Registrar's services

Directions: Read each statement and decide how strongly the statement applies to you.

Check the number that corresponds to your score. Score yourself from 5 to 1 based on the following guide:

5 – Strongly Agree

2 – Disagree

4 – Agree

1 – Strongly Disagree

3 – Neutral

Students' Awareness	5	4	3	2	1
I am aware of the various services provided by the registrar's office.					
I know how to access the registrar's services online.					
I am familiar with the process of registering for classes through the registrar's office.					
I understand the procedure for requesting transcripts from the registrar's office.					
I know how to update my personal information with the registrar's office.					
I am aware of the office hours of the registrar's office.					

I understand the steps required to apply for graduation through the registrar's office					
I know where to find information about academic policies and deadlines from the registrar's office.					
I am familiar with how to contact the registrar's office for assistance.					
I am aware of the resources available on the registrar's website.					

Part III. Students' Satisfaction of the Registrar's Services

Directions: Read each statement and decide how strongly the statement applies to you.

Check the number that corresponds to your score. Score yourself from 5 to 1 based on the following guide:

5 – Strongly Agree

2 – Disagree

4 – Agree

1 – Strongly Disagree

3 – Neutral

Responsiveness	5	4	3	2	1
The registrar's office responds promptly to my inquiries.					
I receive timely updates regarding my registration status.					
The staff at the registrar's office are quick to address my concerns.					
The waiting time to receive services at the registrar's office is reasonable.					
The registrar's office is efficient in handling my requests.					
The Registrar's office provides quick resolutions to any issues I encounter.					
My emails or messages to the Registrar's office are answered in a timely manner.					
The Registrar's office follows up on my requests without delay.					
The Registrar's office is proactive in addressing potential registration issues.					
The Registrar's office effectively communicates any delays in processing my requests.					
Assurance					
I feel confident in the information provided by the registrar's office.					
The registrar's staff are knowledgeable about registration policies and procedures.					
I trust the accuracy of the records maintained by the registrar's office					

The registrar's office provides clear and consistent information.					
I feel assured that my personal information is secure with the registrar's office					
The Registrar's office ensures that my registration is handled professionally.					
I trust the Registrar's office to keep my academic records updated accurately.					
The staff at the Registrar's office demonstrate expertise in their roles.					
The Registrar's office reassures me about the security of my personal data.					
The Registrar's office gives me confidence in the accuracy of my registration status.					
Reliability					
The registrar's office delivers services as promised.					
I can rely on the registrar's office to meet my registration needs.					
The registrar's office consistently meets its deadlines.					
The staff at the registrar's office are dependable.					
I can count on the registrar's office to resolve my issues effectively.					
The Registrar's office is consistent in its service delivery.					
I can depend on the Registrar's office to provide accurate information.					
The Registrar's office maintains a reliable registration process.					
The Registrar's office always keeps its commitments.					
I can trust the Registrar's office to process my requests correctly the first time.					
Empathy					
The registrar's staff show genuine concern for my needs.					
I feel understood by the staff at the registrar's office.					
The registrar's office provides personalized service.					
The staff at the registrar's office are courteous and respectful.					
The registrar's office is attentive to the unique needs of each student.					
The staff at the Registrar's office take the time to listen to my concerns.					
The Registrar's office is patient and understanding when handling my requests.					
I feel that the staff at the Registrar's office value my time and concerns.					

The Registrar's office is empathetic towards students facing registration issues.					
The staff at the Registrar's office show kindness and understanding in their interactions.					