

Service Quality and Communication Practices of Registrar Offices Influencing Student Satisfaction

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ABSTRACT

This study examines how service quality and communication practices of Registrar Offices influence student satisfaction and perception of institutional services. Specifically, it explores the quality of staff–student interactions across key registrar functions, including registration, online registration, evaluation of grades, and transcript requests. The research also investigates how registrar personnel contributes to overall customer satisfaction through their communication styles, responsiveness, and operational efficiency. Using a descriptive–analytical approach, the study identifies which service attributes most strongly shape students' satisfaction levels and perceptions of registrar services. Findings highlight that clear, courteous, and timely communication significantly enhances students' experiences, particularly during high-impact transactions such as enrollment and academic record processing. Responsiveness and efficiency emerge as critical drivers of positive perception, while inconsistent communication and delays negatively affect trust and satisfaction. The study underscores the Registrar's Office's role not only as an administrative unit but also as a frontline service provider that directly shapes students' views of institutional quality. Results provide valuable insights for higher education administrators seeking to improve service delivery, streamline processes, and strengthen student-centered practices within registrar operations. Ultimately, enhancing service quality and communication effectiveness can lead to improved student satisfaction, better institutional perception, and stronger student–institution relationships.

Keywords: *Communication; Customer perception; Customer satisfaction; Registrar office; Service quality; Student services*

INTRODUCTION

The satisfaction of customers can be used as a measure for evaluating the relative effectiveness of services delivered by academic institutions. Generally, as one of the campus's administrative offices, the Registrar's Office is responsible for handling some key services commonly related to students, including registration, grading, and transcripts. Just like any other service industry, there is still a knowledge gap regarding the impact of communication style, response rate, and speed as attributes of the personnel from the Registrar's Office on the customers' satisfaction and perception.

The issue arises from the volatility and irregularity of the services provided in the capacity that may lead to dissatisfaction among the students and the staff who use them. This dissatisfaction can have ramifications beyond the specific subject area and may lead to a negative experience at the university, including perceptions of the quality of the overall educational institution. These matters must be addressed for the purpose of improving the delivery of services, achieving student satisfaction, and preserving the institution.

By systematically identifying and examining the various aspects of the Registrar's Office services that should motivate customers' perception positively, this study aims to achieve the above goal. The objectives include determining the quality of the interactions, such as during registering for a course,

registering online, reviewing grades, and requesting transcripts. Furthermore, the purpose of the research includes assessing the effects that different communication strategies, attentiveness, and speed of the Registrar Office employees have on customers' satisfaction.

This research is time-sensitive and covers a detailed cross-sectional study done at different times between the academic year 2023-2024. At the end of this period, the study is to present a recommendation of measures that can be implemented to improve Registrar Office services and therefore transform customer satisfaction and perception in the institution.

The Registrar's Office plays a major communication channel between the learners and institutions of learning and provides pivotal services of enrollment, keeping academic records and implementation of policies. Most of the earlier empirical research is based on efficiency measures, such as time taken to process transactions, amount of error that is likely to occur in a given period, numbers of transactions per time, etc. For example, Lynch and Smith (2019) work highlighted that processing duration should be cut short in a bid to increase satisfaction amongst students. In the same manner, Brown et al. (2020) analysed errors rates in record management and the effect of those on institutional trust. However, these studies are predominantly quantitative in nature with less input on the extent and nature of customer satisfaction dimensions.

1. Service Quality Theory. Assessing customer satisfaction requires a theoretical basis, and this is where the Service Quality Theory is helpful, especially the SERVQUAL model proposed by Parasuraman, Zeithaml, and Berry in their 1988 work. SERVQUAL identifies five key dimensions of service quality: concerns, reliability, responsiveness, communication, credibility and approachability. The following are the dimensions that can be applied when assessing the SO in the context of the Registrar's Office. The tangible is a measurement of the physical appearances of the office, while the empathy and assurance are determined by the interaction between the staff and the students. This theory is useful to this study as it assists in framing the survey questions and the interview guides; it aids in making sure that all essential quality services are considered.

2. Expectancy-Disconfirmation Theory. The Expectancy-Disconfirmation Theory (EDT), which Oliver formulated in 1980, argues that the satisfaction of a customer is attained after netting the expected and the experienced services. When consumers find that the service provided meets their needs, expectations are met and satisfaction is manifested; otherwise, it generates dissatisfaction. Another theory that may be helpful in analyzing the data is the elaborated media systems dependency theory because it is especially useful when it comes to the analysis of the qualitative aspects of the customers' perceptions in the Registrar's Office. This paper is best suited to see the disparity between what the students expected before interacting with the office and what actually happened in anticipation of what needs to be enhanced or improved within the office.

3. Social Exchange Theory. According to SE, the framework of people's interpersonal relations set by Blau (1964) would describe the exchange process in terms of anticipating benefits and minimizing costs. When applied in the Registrar's Office scenario, this theory helps in analyzing the mutual dynamic between students and officemates. There are positive interactions, for example, when a student's needs are responded to in a way that is effective and in a polite way, then the level of satisfaction and trust is likely to rise. In other words, when people have negative experiences while interacting with an institution, they tend to feel dissatisfied and develop a lack of confidence in their dealings with the same institution. This theory can therefore be helpful when adopting a qualitative approach to assess the emotional and relational dimensions of a customer service system.

Integration of Theories

Based on the literature review of the three theories, including Service Quality Theory, Expectancy-Disconfirmation Theory, and Social Exchange Theory, this study adopted the integration of the three

theories as the theoretical framework used for this study. Assimilating Service Quality Theory in the research guarantees a comprehensive examination of service attributes. The expectancy-disconfirmation theory is used in evaluating the degree to which the pre-interaction expectations of a consumer are met to compare the services, thus revealing areas proving inadequate in delivering their service. Social Exchange Theory contributes to complicating the understanding of relational processes between students and employees of the Registrar's Office. Collectively, these theories can be conducive to conducting a comprehensive mixed-method study that focuses on the calculation of numerical indices of customer satisfaction alongside interpreting various text details.

The main idea of grounding the research in these theoretical frameworks is to provide useful recommendations to the Registrar's Office to improve the quality of service delivery, which will also result in increased client satisfaction and institutional effectiveness.

MATERIALS & METHODS

Participants: The sample size would be 150 respondents, who have availed services from the Registrar's Office, including registration for courses, online registration, reviewing of grades, and requesting transcripts. These participants will be identified randomly in order to get an adequate and satisfying number of subjects among the students.

Research Design: To achieve the objectives of this study, this research shall use a cross-sectional survey research design based on a structured survey questionnaire. The most critical areas that the survey will address include customer satisfaction and perception of the Registrar's Office services, how they are communicated, especially by the personnel, how promptly or satisfactorily the personnel deal with issues, among others.

RESULTS AND DISCUSSION

1. How does the quality of interactions with Registrar Office staff affect customer satisfaction and perception in terms of Registration, Online Registration, Evaluation of Grades, and Transcript Request?

Table 1.1
Customer Satisfaction and Perception with Registrar Office Staff in terms of Registration

Indicators	Mean	SD	Qualitative Interpretation
1. The clarity of information provided during the registration process.	3.44	1.095	Moderate Level of Satisfaction
2. The helpfulness of the Registrar Office staff during registration.	3.63	1.186	Moderate Level of Satisfaction
3. The efficiency of the registration process.	3.39	1.118	No Definite Level of Satisfaction
4. The ease of completing the registration process.	3.28	1.074	No Definite Level of Satisfaction
5. The accuracy of the information provided during registration.	3.56	1.122	Moderate Level of Satisfaction
6. The overall experience with the registration process.	3.51	1.068	Moderate Level of Satisfaction
7. The timeliness of the registration process.	3.44	1.067	Moderate Level of Satisfaction
8. The availability of Registrar Office staff to assist with registration.	3.66	1.148	Moderate Level of Satisfaction
9. The professionalism of the Registrar Office staff during registration.	3.48	1.105	Moderate Level of Satisfaction
10. The overall satisfaction with the registration process.	3.42	1.112	Moderate Level of Satisfaction
Over-all Mean	3.48	0.379	Moderate Level of Satisfaction

The findings presented in Table 1.1 reveal that the overall customer satisfaction and perception toward the Registrar Office staff in terms of the registration process is at a moderate level of satisfaction, with

an overall mean score of 3.48 (SD = 0.379). Most indicators, including clarity and accuracy of information, staff helpfulness, professionalism, availability, and timeliness, consistently fall within the moderate satisfaction range. However, indicators related to the efficiency (M = 3.39) and ease of completing the registration process (M = 3.28) showed no definite level of satisfaction, suggesting areas of concern. These results indicate that while students generally perceive Registrar Office interactions positively, certain operational aspects of the registration process remain insufficiently optimized.

The moderate satisfaction ratings suggest that interactions with Registrar Office staff contribute positively to students' perceptions, particularly through professionalism, availability, and helpful assistance. This aligns with service quality dimensions where interpersonal competence significantly affects customer satisfaction. However, the lower ratings in efficiency and ease of process imply systemic or procedural limitations rather than staff-related issues. These may include bureaucratic steps, unclear workflows, or technological barriers, especially in online or hybrid registration settings. The variability in responses (SD values above 1.0) further indicates inconsistent student experiences, suggesting that service delivery may not be standardized across all registration transactions.

The results imply that improving customer satisfaction requires not only maintaining positive staff-student interactions but also enhancing process efficiency and system usability. Registrar Offices may benefit from streamlining registration procedures, improving digital platforms, and providing clearer step-by-step guidance to reduce student effort and confusion. Continuous staff training should also integrate customer service with system navigation support, particularly for online registration and academic transactions such as grade evaluation and transcript requests. Addressing these gaps can potentially elevate satisfaction from a moderate to a high level, strengthening institutional credibility and student trust.

The findings are supported by recent studies emphasizing the dual role of human interaction quality and process efficiency in determining customer satisfaction in educational services. According to Sutrisno and Widodo (2021), staff responsiveness and clarity of information significantly influence students' perceptions of administrative offices, but procedural complexity can diminish overall satisfaction. Similarly, Al-Hawari et al. (2022) found that while courteous and professional staff enhance service perception, inefficiencies in service delivery systems negatively impact customer experience. In the context of higher education administration, Raza et al. (2023) highlighted that digital registration platforms must be user-friendly and reliable to complement positive staff interactions. These studies collectively reinforce the present findings that student satisfaction with Registrar Office services depends on both interpersonal service quality and operational effectiveness.

Table 1.2

Customer Satisfaction & Perception with Registrar Office Staff in terms of Online Registration

Indicators	Mean	SD	Qualitative Interpretation
The user-friendliness of the online registration system.	3.29	1.094	No Definite Level of Satisfaction
The clarity of instructions provided for online registration.	3.49	1.168	Moderate Level of Satisfaction
The reliability of the online registration system.	3.52	1.059	Moderate Level of Satisfaction
The responsiveness of the Registrar Office staff to online registration inquiries.	3.38	1.117	No Definite Level of Satisfaction
The ease of navigating the online registration system.	3.53	1.077	Moderate Level of Satisfaction
The overall experience with online registration.	3.50	1.168	Moderate Level of Satisfaction
The timeliness of support provided for online registration.	3.42	1.148	Moderate Level of Satisfaction
The accuracy of the online registration process.	3.41	1.074	Moderate Level of Satisfaction
The availability of online registration resources.	3.41	1.111	Moderate Level of Satisfaction
The overall satisfaction with the online registration process.	3.45	1.067	Moderate Level of Satisfaction
Over-all Mean	3.44	0.345	Moderate Level of Satisfaction

Table 1.2 indicates that customer satisfaction and perception toward the Registrar's Office staff in terms of online registration is at a moderate level of satisfaction, as reflected by the overall mean of 3.44 (SD = 0.345). Most indicators, including clarity of instructions, system reliability, ease of navigation, accuracy, availability of resources, and overall satisfaction, fall within the moderate satisfaction range. However, two indicators—user-friendliness of the online registration system (M = 3.29) and responsiveness of Registrar Office staff to online registration inquiries (M = 3.38)—were interpreted as having no definite level of satisfaction. These findings suggest that while students generally view online registration services positively, specific aspects related to system usability and staff responsiveness require improvement.

The moderate satisfaction level suggests that the online registration system is functional and dependable but not fully optimized for user convenience. Indicators such as system reliability and ease of navigation scored relatively higher, implying that the technical infrastructure is generally stable. However, the lower satisfaction ratings in user-friendliness and staff responsiveness indicate challenges in intuitive system design and timely communication. The relatively high standard deviation values (above 1.0) further imply varied user experiences, possibly influenced by differences in students' digital literacy, internet access, or familiarity with the system. These results highlight that effective online registration is not solely dependent on technology but also on prompt and supportive human assistance.

The findings imply that improving online registration satisfaction requires a dual focus on system design and service responsiveness. Enhancing the user interface, simplifying registration steps, and providing clear visual guides may improve perceived user-friendliness. Additionally, strengthening the responsiveness of Registrar Office staff through faster email replies, chat support, or helpdesk ticketing systems may significantly improve student experience. Institutional investment in both technological upgrades and staff capacity-building is essential to ensure that online registration services meet evolving student expectations and support efficient academic administration.

The results are supported by recent literature emphasizing the importance of usability and responsiveness in online academic services. Zhao and Wang (2021) found that user-friendly system design significantly influences student satisfaction in online administrative platforms. Similarly, Almaiah et al. (2022) reported that system reliability and ease of navigation contribute positively to perceived service quality, while poor interface design reduces user engagement. In addition, Pham et al. (2023) emphasized that timely institutional support plays a critical role in sustaining satisfaction with digital academic services. These studies highlight the need for ongoing improvements in technology and support in online registration systems.

Table 1.3
Customer Satisfaction & Perception with Registrar Office Staff in Evaluating Grades

Indicators	Mean	SD	Qualitative Interpretation
The clarity of the grade evaluation process.	3.50	1.068	Moderate Level of Satisfaction
The helpfulness of the Registrar Office staff in grade evaluation.	3.42	1.130	Moderate Level of Satisfaction
The efficiency of the grade evaluation process.	3.60	1.101	Moderate Level of Satisfaction
The accuracy of grade evaluations.	3.40	1.082	Moderate Level of Satisfaction
The ease of understanding the grade evaluation criteria.	3.28	1.074	No Definite Level of Satisfaction
The overall experience with the grade evaluation process.	3.57	1.094	Moderate Level of Satisfaction
The timeliness of grade evaluations.	3.40	1.172	Moderate Level of Satisfaction
Availability of Registrar Office staff for grade evaluation inquiries.	3.43	1.174	Moderate Level of Satisfaction
Professionalism of the Registrar Office staff during grade evaluations.	3.74	1.079	Moderate Level of Satisfaction
The overall satisfaction with the grade evaluation process.	3.55	1.095	Moderate Level of Satisfaction
Over-all Mean	3.49	0.365	Moderate Level of Satisfaction

Table 1.3 shows that customer satisfaction and perception toward the Registrar's Office staff in terms of evaluation of grades is at a moderate level of satisfaction, as indicated by the overall mean of 3.49 (SD = 0.365). All indicators were rated at a moderate level of satisfaction except for the ease of understanding the grade evaluation criteria (M = 3.28), which reflected no definite level of satisfaction. Notably, the professionalism of Registrar Office staff received the highest mean score (M = 3.74), suggesting a positive perception of staff conduct during grade evaluation transactions. Overall, the findings indicate that students generally view the grade evaluation process favorably, though certain aspects related to clarity and comprehension of criteria require attention.

The moderate satisfaction ratings suggest that the Registrar's Office staff effectively supports students during grade evaluation through professionalism, efficiency, and timely service. The high rating for staff professionalism implies that respectful and competent interactions significantly contribute to positive perceptions. However, the lower rating for ease of understanding grade evaluation criteria suggests a gap in communication or transparency regarding grading policies and procedures. Despite the accuracy and efficiency of grade evaluations being rated moderately high, students may still experience confusion if the criteria and processes are not clearly explained. The relatively high standard deviation values further indicate varying student experiences, possibly influenced by differences in academic programs or prior exposure to evaluation procedures. The findings imply that while Registrar Office staff performance in grade evaluation is generally satisfactory, there is a need to improve clarity and accessibility of grade evaluation criteria. Providing simplified explanations, written guidelines, or online reference materials may help students better understand how grades are evaluated and reviewed. Regular orientation sessions or informational advisories regarding grading policies could also enhance transparency and reduce confusion. Strengthening these areas may improve students' confidence in the evaluation process and further elevate overall satisfaction with Registrar Office services.

The results align with recent studies highlighting the importance of transparency and staff professionalism in academic administrative services. Sari and Nugroho (2021) emphasized that clarity in academic evaluation procedures significantly affects student trust and satisfaction. Similarly, Kumar and Sharma (2022) found that professionalism and responsiveness of administrative staff positively influence perceptions of fairness in grade-related processes. Moreover, Nguyen et al. (2023) reported that students' satisfaction with grade evaluation systems increases when institutions provide clear, accessible explanations of evaluation criteria alongside efficient administrative support. These studies support the present findings that effective staff interaction must be complemented by transparent and comprehensible evaluation processes to achieve higher levels of student satisfaction.

Table 1.4
Customer Satisfaction and Perception with Registrar Office Staff in terms of Transcript Request

Indicators	Mean	SD	Qualitative Interpretation
The clarity of the transcript request process.	3.56	1.122	Moderate Level of Satisfaction
Helpfulness of the Registrar Office staff in handling transcript requests.	3.51	1.141	Moderate Level of Satisfaction
The efficiency of the transcript request process.	3.45	1.019	Moderate Level of Satisfaction
The ease of completing the transcript request process.	3.56	1.067	Moderate Level of Satisfaction
The accuracy of the information on the transcript.	3.64	1.087	Moderate Level of Satisfaction
The overall experience with the transcript request process.	3.29	1.113	No Definite Level of Satisfaction
The timeliness of transcript processing.	3.69	1.089	Moderate Level of Satisfaction
The availability of Registrar Office staff to assist with transcript requests.	3.62	1.052	Moderate Level of Satisfaction
Professionalism of the Registrar Office staff during transcript requests.	3.61	1.072	Moderate Level of Satisfaction
The overall satisfaction with the transcript request process.	3.38	1.179	No Definite Level of Satisfaction
Over-all Mean	3.53	0.343	Moderate Level of Satisfaction

Table 1.4 presents the customer satisfaction and perception toward the Registrar Office staff in terms of transcript request, which yielded an overall mean of 3.53 (SD = 0.343), indicating a moderate level of satisfaction. Most indicators, including clarity, helpfulness, efficiency, ease of process, accuracy, timeliness, staff availability, and professionalism, were rated at a moderate level of satisfaction. However, the overall experience with the transcript request process ($M = 3.29$) and overall satisfaction with the transcript request process ($M = 3.38$) were interpreted as having no definite level of satisfaction. These findings suggest that while specific service components are viewed positively, students' holistic evaluation of the transcript request experience is less favorable.

The results indicate that students generally appreciate the accuracy, timeliness, and professionalism of Registrar Office staff when requesting transcripts, as reflected by relatively higher mean scores in these areas. The high rating for timeliness ($M = 3.69$) suggests that transcript processing meets acceptable turnaround expectations. However, the lower ratings for overall experience and overall satisfaction imply that students may encounter procedural inconveniences or administrative complexities that negatively influence their general perception. Despite efficient and accurate service delivery, fragmented processes, unclear status tracking, or multiple follow-up requirements may affect how students evaluate the transcript request service as a whole. The relatively high standard deviation values further indicate varied student experiences, possibly due to differences in request urgency or purpose.

The findings imply that enhancing satisfaction with transcript request services requires a more integrated and user-centered approach. Simplifying procedures, improving communication regarding processing timelines, and providing real-time updates on request status may help improve students' overall experience. While staff performance is rated positively, strengthening end-to-end service design—particularly from request submission to release—can lead to more consistent and favorable perceptions. Improving these aspects may elevate overall satisfaction and reinforce institutional reliability in handling critical academic documents.

The findings are supported by recent studies emphasizing the importance of process integration and transparency in academic document services. Rahman et al. (2021) found that while administrative accuracy and timeliness are essential, overall satisfaction is strongly influenced by the simplicity and coherence of service processes. Similarly, Santos and Serafica (2022) highlighted that students' perceptions of transcript services improve when institutions provide clear timelines and systematic request tracking. Furthermore, Lee and Kim (2023) emphasized that professionalism and responsiveness of administrative staff must be complemented by streamlined procedures to enhance overall service experience. These studies reinforce the present findings that positive staff interactions alone are insufficient to ensure high satisfaction without efficient and student-friendly service systems.

Table 1.5
Summary of the Customer Satisfaction and Perception with Registrar Office Staff

Factors	Minimum	Maximum	Mean	SD	Interpretation
Registration	2.50	4.30	3.48	0.379	Moderate Level of Satisfaction
Online Registration	2.70	4.40	3.44	0.345	Moderate Level of Satisfaction
Evaluation of Grades	2.60	4.30	3.49	0.365	Moderate Level of Satisfaction
Transcript Request	2.90	4.40	3.53	0.343	Moderate Level of Satisfaction

Table 1.5 summarizes the customer satisfaction and perception of students toward Registrar Office staff across four service areas: registration, online registration, evaluation of grades, and transcript request. All factors yielded mean scores ranging from 3.44 to 3.53, which were consistently interpreted as a moderate level of satisfaction. Among the four areas, transcript request obtained the highest mean ($M = 3.53$, $SD = 0.343$), followed by evaluation of grades ($M = 3.49$, $SD = 0.365$), registration ($M =$

3.48, SD = 0.379), and online registration (M = 3.44, SD = 0.345). The minimum and maximum values further indicate variability in students' experiences, suggesting that while many respondents reported satisfactory interactions, others encountered challenges across the different service domains.

The consistent moderate satisfaction levels across all Registrar Office services suggest that staff interactions generally meet students' expectations but do not exceed them. The relatively higher mean for transcript requests may be attributed to clearer procedures and more defined timelines, while the lower mean for online registration indicates challenges related to system usability and responsiveness. The similar standard deviation values across all factors reflect comparable levels of variability, implying that inconsistencies in service delivery persist regardless of the type of transaction. These findings indicate that student satisfaction is influenced not only by staff professionalism and helpfulness but also by the efficiency, clarity, and accessibility of administrative processes.

The results imply that institutional efforts should focus on service enhancement rather than basic service provision. While current practices are sufficient to maintain moderate satisfaction, continuous improvement in system design, communication clarity, and process integration is necessary to elevate student experience. Special attention should be given to online registration services, where technological and support-related concerns appear more pronounced. Strengthening coordination between staff competence and system efficiency may help transform moderate satisfaction into high satisfaction, ultimately improving students' trust in administrative services.

The findings are consistent with recent literature on administrative service quality in higher education. Chandra et al. (2021) reported that student satisfaction with academic support services often remains at a moderate level when institutions provide reliable but non-innovative service delivery. Similarly, Al-Hawari and Qudah (2022) emphasized that consistency across service areas reflects stable staff performance but also signals limited service differentiation. Moreover, Lai and Chen (2023) found that improvements in digital systems and process transparency are critical in enhancing satisfaction with registrar-related services. These studies support the conclusion that moderate satisfaction across multiple service domains reflects adequacy in service delivery while highlighting the need for strategic improvements.

2. How do the Registrar Office personnel affect overall customer satisfaction and perception of the services provided in terms of Communication Styles, Responsiveness, and Efficiency?

Table 2.1 presents the overall customer satisfaction and perception of Registrar Office personnel in terms of communication styles, with an overall mean of 3.47 (SD = 0.302), indicating a moderate level of satisfaction. Most indicators, including professionalism, friendliness, ability to listen, effectiveness of verbal communication, consistency of information, clarity of explanations, and tone of communication, were rated at a moderate level of satisfaction. However, two indicators—clarity of communication (M = 3.33) and effectiveness of written communication (M = 3.39)—were interpreted as having no definite level of satisfaction. These results suggest that while interpersonal communication is generally perceived positively, certain aspects of message clarity and written correspondence require improvement.

The findings indicate that Registrar Office personnel generally demonstrate effective interpersonal communication through professionalism, friendliness, and respectful interaction, which positively contributes to customer satisfaction. Higher ratings in friendliness and professionalism suggest that staff members create a welcoming and courteous service environment. However, the lower ratings for clarity and written communication point to possible issues such as ambiguous instructions, inconsistent wording, or lack of detailed written guidance in forms, emails, or online announcements. The relatively high standard deviation values imply varied customer experiences, which may result from differences

in communication styles among personnel or inconsistencies in how information is conveyed across communication channels.

Table 2.1
Overall Customer Satisfaction and Perception with Registrar Office Staff in terms of Communication Styles

Indicators	Mean	SD	Qualitative Interpretation
The clarity of communication from Registrar Office personnel.	3.33	1.223	No Definite Level of Satisfaction
The professionalism of the communication from Registrar Office personnel.	3.60	0.995	Moderate Level of Satisfaction
The friendliness of Registrar Office personnel during interactions.	3.61	1.197	Moderate Level of Satisfaction
The ability of Registrar Office personnel to listen and understand your concerns.	3.40	1.082	Moderate Level of Satisfaction
The effectiveness of verbal communication from Registrar Office personnel.	3.43	1.130	Moderate Level of Satisfaction
The effectiveness of written communication from Registrar Office personnel.	3.39	1.053	No Definite Level of Satisfaction
The consistency of information provided by different Registrar Office personnel.	3.46	1.167	Moderate Level of Satisfaction
The ability of Registrar Office personnel to explain processes and procedures clearly.	3.58	1.156	Moderate Level of Satisfaction
The tone and manner of communication used by Registrar Office personnel.	3.49	1.210	Moderate Level of Satisfaction
The overall satisfaction with the communication styles of Registrar Office personnel.	3.40	1.110	Moderate Level of Satisfaction
Over-all Mean	3.47	0.302	Moderate Level of Satisfaction

The results imply that improving overall customer satisfaction requires strengthening clarity and consistency in both verbal and written communication. Registrar Office personnel may benefit from communication skills training that emphasizes clear, concise, and standardized messaging. Developing uniform templates, written guidelines, and frequently asked questions (FAQs) may help improve written communication effectiveness. Enhancing clarity in communication can reduce misunderstandings, minimize repeated inquiries, and increase students' confidence in administrative processes, thereby improving overall satisfaction with Registrar Office services.

The findings are supported by recent studies highlighting the role of communication quality in administrative service satisfaction. Abdullah et al. (2021) emphasized that clear and professional communication significantly influences students' perceptions of academic support services. Similarly, Tran and Pham (2022) found that friendliness and active listening by administrative staff enhance trust and satisfaction, while unclear written communication negatively affects service evaluation. Furthermore, Hassan et al. (2023) reported that consistency and clarity in institutional communication are critical factors in improving customer satisfaction within higher education administration. These studies support the present findings that effective communication styles are essential to achieving higher levels of satisfaction in Registrar Office services.

Table 2.2 presents the overall customer satisfaction and perception of Registrar Office staff in terms of responsiveness, yielding an overall mean of 3.50 (SD = 0.347), which indicates a moderate level of satisfaction. All indicators were rated at a moderate level of satisfaction, with relatively higher mean scores observed in the efficiency of issue resolution ($M = 3.61$), attentiveness to customer needs ($M = 3.61$), and availability of personnel ($M = 3.59$). These results suggest that students generally perceive Registrar Office personnel as responsive and capable of addressing concerns in a timely and effective manner.

Table 2.2
Overall Customer Satisfaction and Perception with Registrar Office Staff in terms of Responsiveness

Indicators	Mean	SD	Qualitative Interpretation
The promptness of Registrar Office personnel in responding to inquiries.	3.48	1.132	Moderate Level of Satisfaction
The helpfulness of responses received from Registrar Office personnel.	3.40	1.092	Moderate Level of Satisfaction
The availability of Registrar Office personnel to address your needs.	3.59	1.147	Moderate Level of Satisfaction
The follow-up actions taken by Registrar Office personnel after initial contact.	3.41	1.093	Moderate Level of Satisfaction
The efficiency of Registrar Office personnel in resolving issues.	3.61	1.081	Moderate Level of Satisfaction
The accessibility of Registrar Office personnel for questions and concerns.	3.40	1.181	Moderate Level of Satisfaction
The speed at which Registrar Office personnel handle requests.	3.50	1.068	Moderate Level of Satisfaction
The reliability of responses from Registrar Office personnel.	3.48	1.114	Moderate Level of Satisfaction
The attentiveness of Registrar Office personnel to your needs.	3.61	1.145	Moderate Level of Satisfaction
The overall satisfaction with the responsiveness of Registrar Office personnel.	3.53	1.077	Moderate Level of Satisfaction
Over-all Mean	3.50	0.347	Moderate Level of Satisfaction

The consistent moderate ratings across all indicators reflect that Registrar Office personnel are generally prompt, accessible, and reliable in responding to student inquiries and requests. Higher scores in efficiency and attentiveness indicate that staff members are perceived as proactive and customer-oriented. However, the absence of high satisfaction ratings implies that responsiveness, while adequate, may not consistently exceed expectations. The relatively high standard deviation values also point to variability in students' experiences, suggesting that response times and follow-up actions may differ depending on the personnel involved or the nature of the concern.

The findings imply that maintaining and enhancing responsiveness is crucial to improving overall customer satisfaction with Registrar Office services. While current responsiveness levels are satisfactory, institutional efforts should focus on standardizing response protocols, improving follow-up mechanisms, and ensuring consistent accessibility across all service channels. Implementing service response benchmarks and monitoring turnaround times may help reduce variability and elevate satisfaction levels. Strengthening responsiveness can lead to improved trust, reduced service delays, and a more positive overall perception of administrative services.

The results align with recent studies emphasizing the importance of responsiveness in administrative service quality. Zeithaml et al. (2021) highlighted responsiveness as a key determinant of customer satisfaction, particularly in service-oriented organizations. In the context of higher education, Bui and Nguyen (2022) found that timely and reliable responses from administrative staff significantly influence students' perceptions of service effectiveness. Furthermore, Kurniawan et al. (2023) reported that efficient follow-up and attentiveness enhance customer trust and satisfaction in academic support services. These studies support the present findings that responsiveness is a critical factor in shaping overall satisfaction with Registrar Office services.

Table 2.3 presents the overall customer satisfaction and perception of Registrar Office staff in terms of efficiency, with an overall mean of 3.50 (SD = 0.322), indicating a moderate level of satisfaction. Most indicators, such as accuracy of work (M = 3.58), ability to handle multiple tasks effectively (M = 3.55), smoothness of interactions (M = 3.48), and organization in handling student services (M =

3.71), were rated at a moderate level of satisfaction. The speed at which personnel process requests ($M = 3.36$) was interpreted as no definite level of satisfaction, indicating that students perceive some delays or inconsistencies in processing. Overall, the results suggest that while Registrar Office personnel demonstrate competence and organizational effectiveness, operational speed remains an area needing attention.

Table 2.3
Overall Customer Satisfaction and Perception with Registrar Office Staff in terms of Efficiency

Indicators	Mean	SD	Qualitative Interpretation
The speed at which Registrar Office personnel process requests.	3.36	1.185	No Definite Level of Satisfaction
The accuracy of the work done by Registrar Office personnel.	3.58	1.165	Moderate Level of Satisfaction
The ability of Registrar Office personnel to handle multiple tasks effectively.	3.55	1.114	Moderate Level of Satisfaction
The smoothness of interactions with Registrar Office personnel.	3.48	1.096	Moderate Level of Satisfaction
The competence of Registrar Office personnel in performing their duties.	3.45	1.114	Moderate Level of Satisfaction
The overall workflow efficiency of the Registrar Office.	3.47	1.159	Moderate Level of Satisfaction
The ability of Registrar Office personnel to provide solutions to problems.	3.47	1.150	Moderate Level of Satisfaction
The effectiveness of the Registrar Office personnel in managing time.	3.52	1.096	Moderate Level of Satisfaction
The organization of the Registrar Office in handling student services.	3.71	1.157	Moderate Level of Satisfaction
The overall satisfaction with the efficiency of Registrar Office personnel.	3.45	1.123	Moderate Level of Satisfaction
Over-all Mean	3.50	0.322	Moderate Level of Satisfaction

The moderate satisfaction levels across efficiency indicators indicate that students generally perceive Registrar Office staff as competent, organized, and capable of managing multiple tasks simultaneously. High ratings for organization and accuracy reflect positively on the staff's ability to perform their duties reliably. However, the lower score for processing speed suggests that bottlenecks, workload management, or procedural delays may limit the perceived efficiency of service delivery. The standard deviation values above 1.0 highlight variability in student experiences, implying that efficiency may differ depending on the complexity of requests, the personnel involved, or peak periods of service demand.

These findings imply that improving the efficiency of Registrar Office personnel requires both process optimization and staff capacity enhancement. Streamlining workflows, automating repetitive tasks, and implementing clear prioritization protocols could reduce processing time and improve overall service speed. Regular performance monitoring and staff training on time management and multitasking can further ensure consistent operational efficiency. Addressing these areas may strengthen student confidence in the office's ability to provide timely and reliable services, thereby increasing overall satisfaction.

Table 2.4
Summary of the Overall Customer Satisfaction and Perception with Registrar Office Staff

Factors	Minimum	Maximum	Mean	SD	Interpretation
Communication Style	2.50	4.30	3.50	0.322	Moderate Level of Satisfaction
Responsiveness	2.30	4.30	3.50	0.347	Moderate Level of Satisfaction
Efficiency	2.60	4.10	3.47	0.302	Moderate Level of Satisfaction

The results are supported by recent studies emphasizing the role of efficiency in administrative service satisfaction. Al-Hawari et al. (2021) highlighted that timely and accurate service delivery is a core determinant of perceived organizational efficiency. In higher education, Sari and Nugroho (2022) found that students' satisfaction increases when administrative personnel effectively manage multiple tasks and maintain smooth service workflows. Furthermore, Lee et al. (2023) reported that operational

bottlenecks and slow processing negatively affect customer perception, even when staff demonstrate competence. Collectively, these studies support the present findings that maintaining both staff competence and process efficiency is essential for achieving higher satisfaction in Registrar Office services.

Table 2.4 summarizes the overall customer satisfaction and perception of students toward Registrar Office staff across three key service dimensions: communication styles, responsiveness, and efficiency. All factors were rated at a moderate level of satisfaction, with mean scores ranging from 3.47 (efficiency) to 3.50 (communication style and responsiveness). The minimum and maximum values show variability in student experiences, indicating that while many respondents were satisfied, some perceived inconsistencies in service delivery. Overall, the data suggest that students generally perceive Registrar Office personnel positively, but there is room for improvement to achieve higher levels of satisfaction.

The moderate satisfaction levels indicate that Registrar Office personnel are generally effective in interacting with students, responding to inquiries, and performing their duties efficiently. Communication styles scored moderately high, reflecting professionalism, friendliness, and clarity in staff interactions, though minor gaps in written communication and message clarity were noted. Responsiveness also received positive ratings, suggesting that staff are accessible, attentive, and capable of following up on student requests; however, variability in promptness and follow-up actions points to occasional inconsistencies. Efficiency was rated slightly lower, with processing speed being a key concern despite high ratings for staff competence, multitasking ability, and organizational skills. Together, these findings indicate that while the human aspect of service delivery is generally strong, operational and process-related improvements could further enhance overall satisfaction.

The findings imply that enhancing overall satisfaction with Registrar Office services requires a balanced focus on interpersonal skills and operational efficiency. Staff training should continue to emphasize clear and professional communication, active listening, and courteous interactions. At the same time, institutional efforts should target process optimization, including streamlined workflows, faster processing of requests, and consistent follow-up mechanisms. Addressing these areas can reduce variability in student experiences and elevate service quality from moderate to high satisfaction, strengthening trust and confidence in the Registrar Office.

The results are consistent with recent research emphasizing the dual importance of human interaction and operational efficiency in administrative service quality. Abdullah et al. (2021) highlighted that professional and clear communication is crucial in shaping students' perceptions of academic services. Bui and Nguyen (2022) emphasized that timely and reliable responsiveness enhances trust and satisfaction, while Al-Hawari et al. (2021) noted that efficiency, including speed and accuracy in handling requests, is a key determinant of service quality. Moreover, Lee et al. (2023) suggested that combining competent staff with streamlined processes maximizes student satisfaction. Collectively, these studies reinforce that moderate satisfaction levels observed in this study reflect adequate service delivery, with opportunities for strategic improvements in both interpersonal and operational dimensions.

3. What specific aspects of the Registrar Office services are most likely to influence customer in terms of Customer Satisfaction and Customer Perception?

Table 3.1 presents the specific aspects of Registrar Office services that are most likely to influence customer satisfaction. The overall mean of 3.47 (SD = 0.330) indicates a moderate level of satisfaction across all indicators. Among the highest-rated aspects are timeliness of services (M = 3.67), overall experience with services (M = 3.62), overall quality of services (M = 3.55), and convenience of service

hours ($M = 3.54$). Conversely, efficiency of service delivery ($M = 3.12$) received the lowest rating, interpreted as no definite level of satisfaction. This suggests that while students generally view Registrar Office services positively, operational efficiency remains a key area requiring improvement.

Table 3.1

Specific Aspects of the Registrar Office Services that Most Likely Influence Customer in terms of Customer Satisfaction

Indicators	Mean	SD	Qualitative Interpretation
1. The overall quality of services provided by the Registrar Office.	3.55	1.123	Moderate Level of Satisfaction
2. The ease of accessing Registrar Office services.	3.40	1.110	Moderate Level of Satisfaction
3. The efficiency of service delivery in the Registrar Office.	3.12	1.122	No Definite Level of Satisfaction
4. The helpfulness of Registrar Office staff in resolving issues.	3.43	1.075	Moderate Level of Satisfaction
5. The professionalism exhibited by Registrar Office staff.	3.48	1.132	Moderate Level of Satisfaction
6. The availability of information regarding Registrar Office services.	3.41	1.111	Moderate Level of Satisfaction
7. The accuracy of the information provided by the Registrar Office.	3.48	1.039	Moderate Level of Satisfaction
8. The convenience of the Registrar Office service hours.	3.54	1.167	Moderate Level of Satisfaction
9. The timeliness of services provided by the Registrar Office.	3.67	1.035	Moderate Level of Satisfaction
10. The overall experience with the Registrar Office services.	3.62	1.153	Moderate Level of Satisfaction
Over-all Mean	3.47	0.330	Moderate Level of Satisfaction

The findings suggest that both staff performance and service-related operational factors influence customer satisfaction. High scores in timeliness, overall experience, and service quality indicate that students value prompt, reliable, and accessible services. Professionalism, helpfulness, and accuracy of information also contribute significantly to satisfaction, reflecting the importance of interpersonal and informational quality. The lower rating for efficiency, however, highlights that students perceive delays or procedural inefficiencies that may reduce the overall impact of otherwise competent service. The moderate standard deviation values suggest relatively consistent experiences across the student population, with minor variations likely due to differences in service needs or request complexity.

The results imply that to enhance customer satisfaction, the Registrar Office should prioritize operational efficiency while maintaining high-quality interpersonal interactions. Streamlining processes, reducing wait times, and ensuring accurate, timely information delivery can improve service efficiency. Simultaneously, maintaining professionalism, approachability, and helpfulness in staff interactions is essential to sustain positive customer perceptions. Addressing these factors holistically can strengthen student trust, improve overall experience, and elevate satisfaction beyond the current moderate level.

The findings are supported by recent studies emphasizing that customer satisfaction in administrative services is influenced by a combination of operational effectiveness and service quality. Rahman et al. (2021) found that timeliness and accessibility are critical determinants of satisfaction in higher education administrative services. Sari and Nugroho (2022) highlighted that staff professionalism and accuracy of information significantly affect students' service perceptions. Furthermore, Lee and Kim (2023) reported that inefficiencies in service delivery, such as procedural delays, can diminish the perceived quality of even otherwise competent services. These studies reinforce the present findings, indicating that operational efficiency, timeliness, and staff competence are key aspects most likely to influence customer satisfaction with Registrar Office services.

Table 3.2 presents the specific aspects of Registrar Office services that most likely influence customer perception. The overall mean of 3.51 (SD = 0.339) indicates a moderate level of satisfaction across all indicators. The highest-rated aspects include perceived respectfulness of personnel (M = 3.62), overall perception of the Registrar Office's role in supporting academic success (M = 3.59), and organization and management of the office (M = 3.56). Conversely, the perceived responsiveness of staff to student needs (M = 3.34) was interpreted as no definite level of satisfaction. These results suggest that students generally perceive the Registrar Office positively in terms of professionalism, organization, and fairness, but responsiveness to individual needs remains a perceived weakness.

The findings indicate that student perception is shaped by both interpersonal qualities of staff and structural aspects of office operations. High scores in respectfulness, fairness, and competence suggest that students value ethical, professional, and supportive interactions with staff. Likewise, perceptions of organizational management and transparency reflect the importance of clear, consistent, and reliable administrative processes. The lower rating for responsiveness implies that delays, limited availability, or insufficient follow-up may negatively affect perception, even when other service aspects are satisfactory. Standard deviation values above 1.0 indicate variability in student experiences, likely reflecting differences in the frequency or nature of interactions with the Registrar Office.

The results imply that improving student perception requires attention to responsiveness and active engagement with student needs alongside maintaining professionalism and organizational effectiveness. Strategies such as monitoring response times, providing real-time updates on requests, and ensuring follow-up communication can enhance perceived responsiveness. Maintaining transparent procedures, demonstrating fairness, and emphasizing staff respectfulness are also crucial to sustaining positive perceptions. Addressing both interpersonal and operational aspects can strengthen the Registrar Office's image as a reliable and supportive academic service provider.

Table 3.2

Specific Aspects of the Registrar Office Services that Most Likely Influence Customer in terms of Customer Perception

Indicators	Mean	SD	Qualitative Interpretation
The perceived reliability of Registrar Office services.	3.54	1.176	Moderate Level of Satisfaction
The perceived competence of Registrar Office staff.	3.51	1.068	Moderate Level of Satisfaction
The perceived fairness in the handling of requests and issues by the Registrar Office.	3.53	1.105	Moderate Level of Satisfaction
The perceived respectfulness of Registrar Office personnel towards students.	3.62	1.135	Moderate Level of Satisfaction
The perceived clarity of communication from the Registrar Office.	3.47	1.141	Moderate Level of Satisfaction
The perceived responsiveness of Registrar Office staff to student needs.	3.34	1.066	No Definite Level of Satisfaction
The perceived organization and management of the Registrar Office.	3.56	1.131	Moderate Level of Satisfaction
The perceived transparency in processes and procedures of the Registrar Office.	3.54	1.132	Moderate Level of Satisfaction
The perceived commitment of the Registrar Office to student satisfaction.	3.40	1.163	Moderate Level of Satisfaction
The overall perception of the Registrar Office's role in supporting academic success.	3.59	1.181	Moderate Level of Satisfaction
Over-all Mean	3.51	0.339	Moderate Level of Satisfaction

The findings are supported by recent research emphasizing that student perceptions of administrative services are influenced by staff professionalism, transparency, and responsiveness. Tran and Pham (2022) found that respectfulness, competence, and fairness in interactions strongly affect students' overall perception of administrative offices. Rahman et al. (2021) highlighted that organizational efficiency and transparent processes positively influence student trust and perception. Furthermore,

Kurniawan et al. (2023) reported that responsiveness and follow-up actions play a critical role in shaping perceptions of institutional reliability. These studies corroborate the present findings, indicating that student perception is influenced by a combination of human-centered service and effective administrative processes.

Table 3.3

Summary of Specific Aspects of the Registrar's Office Services that are most likely to Influence Customer

Factors	Minimum	Maximum	Mean	SD	Interpretation
Customer Satisfaction	2.80	4.30	3.47	0.330	<i>Moderate Level of Satisfaction</i>
Customer Perception	2.50	4.60	3.51	0.339	<i>Moderate Level of Satisfaction</i>

Table 3.3 summarizes the specific aspects of Registrar Office services that are most likely to influence students in terms of Customer Satisfaction and Customer Perception. Both factors were rated at a moderate level of satisfaction, with mean scores of 3.47 (SD = 0.330) for Customer Satisfaction and 3.51 (SD = 0.339) for Customer Perception. The minimum and maximum values indicate some variation in student experiences, with a slightly wider range observed in Customer Perception (2.50–4.60), suggesting that perceptions may differ depending on individual interactions or expectations.

The findings suggest that students generally perceive Registrar Office services positively, with both satisfaction and perception influenced by operational and interpersonal aspects. High scores in timeliness, respectfulness, professionalism, and transparency indicate that both the quality of interactions and organizational effectiveness play significant roles in shaping customer responses. The slightly higher mean for Customer Perception compared to Customer Satisfaction implies that students recognize the office's supportive and competent role even when certain operational challenges, such as efficiency or responsiveness, may limit their overall satisfaction. Variability in the scores highlights that some students may encounter inconsistencies in service delivery, possibly due to differences in personnel, service volume, or transaction type.

The results imply that enhancing both satisfaction and perception requires a holistic approach, addressing both human-centered service factors and administrative efficiency. Maintaining professionalism, fairness, and respect in staff-student interactions must be coupled with process improvements such as clearer communication, faster request handling, and improved follow-up mechanisms. By targeting these key areas, the Registrar's Office can elevate both customer satisfaction and perception, leading to stronger trust, improved academic support experiences, and a more favorable institutional image.

Recent studies support the combined influence of operational and interpersonal factors on student satisfaction and perception. Rahman et al. (2021) found that timeliness, clarity, and accuracy in administrative services directly impact satisfaction. Tran and Pham (2022) emphasized that staff competence, respectfulness, and responsiveness strongly shape student perception.

CONCLUSION

This study highlights the crucial role of the Registrar's Office in shaping student satisfaction and perception of institutional services. The findings reveal that while students generally report a moderate level of satisfaction, specific aspects such as timeliness, professionalism, clarity, and staff responsiveness significantly impact their overall experience. Notably, while service interactions with staff are positively viewed, issues such as operational efficiency and system usability, particularly in online registration, remain areas for improvement.

Students' satisfaction was found to be influenced by both interpersonal qualities of staff and the efficiency of service delivery. The high satisfaction ratings for aspects such as professionalism, helpfulness, and accuracy indicate that students value clear and supportive interactions with Registrar Office staff. However, the lower satisfaction levels regarding efficiency and responsiveness highlight systemic or procedural limitations that affect the overall student experience. The variability in student satisfaction across different services further emphasizes the need for consistency in service delivery.

To address these concerns, the study suggests that improving communication clarity, reducing procedural inefficiencies, and optimizing digital systems for online registration can help elevate student satisfaction. Providing clearer instructions, improving the usability of digital platforms, and enhancing staff training on responsiveness and efficiency are essential steps in this process. Additionally, investing in better follow-up systems and providing real-time updates for students can contribute to a more seamless and satisfactory service experience.

In summary, by addressing these gaps and focusing on both the human-centered and operational aspects of service, the Registrar's Office can strengthen student trust, enhance institutional credibility, and improve the overall academic support experience. These improvements will not only elevate satisfaction but will also help foster stronger student-institution relationships and a more positive institutional image.

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