COMMUNICATION EFFECTIVENESS, STUDENT-CENTERED APPROACH, AND QUALITY OF SERVICE IN REGISTRAR'S OFFICE IN A PRIVATE INSTITUTION
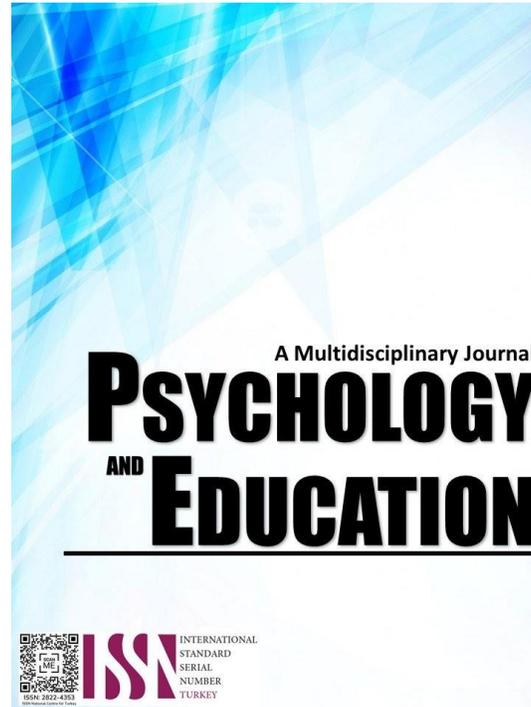
Communication Effectiveness, Student-Centered Approach, and Quality of Service in Registrar's Office in a Private Institution

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Abstract

This study investigates the relationship between Communication Effectiveness, Student-Centered Approach, And Quality of Service in The Registrar's Office in A Private Institution, specifically focusing on the University Registrar's role. As institutions face increasing pressure to meet student expectations and enhance service delivery, this research explores how effective communication and a student-centered approach contribute to perceived service quality. Anchored in the Coordinated Management of Meaning (CMM) theory, the SERVQUAL model, and John Dewey's Learning by Doing theory, the study assesses communication effectiveness, the degree of student-centeredness in the registrar's office, and the perceived service quality across dimensions like efficiency, timeliness, professionalism, staff competency, customer support, and technological infrastructure. Data was collected via surveys from third- and fourth-year students at multiple campuses of Liceo de Cagayan University. The study intends to provide actionable insights for optimizing registrar practices, improving student satisfaction, and informing the development of targeted training programs for university personnel. The findings suggest that while registrars demonstrate strengths in communication effectiveness and prioritizing student needs, improvements are needed in providing timely feedback and enhancing training resources. Furthermore, increased student collaboration and clearer performance standards can further enhance service delivery. Ultimately, this research aims to contribute to an enhanced educational environment by emphasizing the importance of communication and student-focused strategies in delivering quality service.

Keywords: *communication effectiveness, student-centered approach, and quality of service*

Introduction

In the field of school registry, the role of the registrar has evolved from simply managing student records to data analysis and strategic decision-making. Registrars now play a vital part in ensuring service satisfaction from admission to graduation, contributing to the institution's planning and growth (Soliven, 2017). In today's competitive education landscape, Higher Education Institutions (HEIs) are increasingly market-driven, with students seen as customers whose satisfaction determines service quality (Li, 2018; Brunce et al., 2017).HEIs must adapt to meet the demands of the global market, with a focus on digital literacy, effective communication, and critical thinking (DLECCT), which promote student-centered learning. Effective communication within institutions is key for success, ensuring that students' needs are met (Bavčević, 2016).Registrars contribute significantly to this success by providing efficient, professional, and customer-focused services that improve student satisfaction and retention. This shift towards student-centered approaches enhances academic achievement and promotes a supportive, engaging environment for students (Warming & Frydensberg, 2017). The goal of this study is to develop a training program for university registrar staff to address the challenges and opportunities they face, contributing to the overall progress of the institution.

Research Objectives

This study aims to provide actionable insights for optimizing registrar practices, improving student satisfaction, and informing the development of targeted training programs for university personnel. The findings suggest that while registrars demonstrate strengths in communication effectiveness and prioritizing student needs, improvements are needed in providing timely feedback and enhancing training resources. Furthermore, increased student collaboration and clearer performance standards can further enhance service delivery. Ultimately, this research aims to contribute to an enhanced educational environment by emphasizing the importance of communication and student-focused strategies in delivering quality service.

Methodology

Research Design

The study used the descriptive correlational and causal research designs. Descriptive correlational research design is a type of quantitative research design that aims to answer the question "How are things related?" It involves gathering data through surveys or observational methods to examine the relationships between variables (Parker et al., 2023). Also, the relationship between the independent variable and dependent variable is usually a suggested relationship, not proven, because you, the researcher, do not have complete control over the independent variable (Maheshwari, 2018).While the primary focus of this study is on correlational relationships, understanding causal design principles can provide additional insights into the dynamics between the variables involved. Causal research, also known as explanatory research, aims to establish cause-and-effect relationships. In the context of this study, it would be beneficial to explore how enhancements in communication strategies (independent variable) may directly influence the quality of student-centered approaches (dependent variable).

This research is all about weighing and learning the enhancing quality service through the effect in communication and a student-centered approach in education in a private university in Cagayan de Oro City. Questionnaires was hand-given to the respondents in order to absorb the possible related response rate. To minimize the frustrations of the respondents, hence, the number of uncompleted questionnaires, the number of questions was limited.

Respondents

This study focused on 3rd and 4th-year students enrolled in various academic programs across three campuses of Liceo de Cagayan University during the Academic Year 2024-2025, totaling 2,930 students. To determine the sample size, Slovin's formula was used, yielding 351 students, which was deemed representative. A proportionate stratified random sampling method was employed to ensure each academic program and year level was adequately represented. Participants were selected randomly within each subgroup, reducing bias and enhancing the study's accuracy. The researcher also used the Raosoft formula and face-to-face interactions for data collection, ensuring a diverse and valid sample for the study's findings.

Instrument

The instrument are a researcher's-made questionnaire, which was constructed with several parts. The first part details the level of the communication effectiveness in terms of quality of communication, policy and transparency and fairness, and feedback mechanism. The second details the level of the student-centered approach in terms of prioritizing students' needs, supportive environment, and welcoming environment. The final part investigates the. level of quality of the quality service in terms of efficiency, timeliness, staff competency, professionalism, customer support, and technological infrastructure. The instrument will respond to a five-point Likert's Scale of (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Strongly Disagree.

Procedure

The data gathering procedure for this study followed strict ethical guidelines. Initially, the researcher sought approval from the Office of the Vice President for Academic Affairs, all the Deans of each campus namely Paseo del Rio, Main, and RNP (School of Teacher Education). After receiving preliminary approval, the research proposal was reviewed by the Office of the Director of the Research Ethics Board to ensure compliance with ethical standards.

The participants 3rd and 4th year student which consist the paramedical and non-paramedical students enrolled during the 2024-2025 academic year with experience interacting with the Registrar, completed a survey assessing communication quality, student support, and service efficiency. The survey consisted of three sections: communication effectiveness, student-centered approach, and service quality, using a 5-point Likert scale. Data was collected ethically, ensuring confidentiality and anonymity, and results will contribute to enhancing the Registrar's services and fostering a more student-centered environment.

Data Analysis

To analyze and interpret the collected data, from the checklist survey questionnaire using a 5-point Likert scale, with responses ranging from "Strongly Disagree" to "Strongly Agree." Descriptive statistics, including frequency distributions and mean scores, were used to summarize the data for problem 1, 2, and 3, assessing communication effectiveness, quality of service, and a student-centered approach. Standard deviation was calculated to measure response variability. The data was analyzed using Jeffreys's Amazing Statistics Program (JASP).

To Problem 4 and 5, inferential statistics, such as Pearson correlation and multiple linear regression, were applied to explore relationships and predict how communication effectiveness and a student-centered approach influence quality service. This approach is commonly used in literature, including sources like Scribbr (2022) and Sage Research Methods.

Results and Discussion

The results of the study indicate high levels of communication effectiveness and a student-centered approach in various areas. In terms of communication effectiveness, respondents rated registrars' communication quality highly, with the highest scores for professionalism and confidentiality (M=3.89, M=3.88), and slightly lower scores for timely feedback and effective communication channels (M=3.69, M=3.70). Overall, the mean scores for communication effectiveness (M=3.79) suggest strong agreement that registrars are effective communicators. Similarly, respondents rated policy transparency and fairness highly (M=3.82) with confidentiality and policy alignment being the highest-rated indicators. Feedback mechanisms (M=3.70) also received positive ratings, though there were variations in response consistency.

The study found a strong student-centered approach, with respondents noting registrars' focus on students' needs and a supportive, welcoming environment. Indicators related to prioritizing student needs (M=3.70), addressing student needs (M=3.72), and creating a supportive environment (M=3.66) all received high scores, emphasizing the importance of adapting services based on student feedback and providing inclusive spaces. Regarding the quality of service, efficiency (M=3.78), timeliness (M=3.73), staff competency (M=3.83), professionalism (M=3.81), and customer support (M=3.71) were rated positively, signaling strong service delivery.

The Pearson R correlation analysis revealed strong positive relationships between quality of service and various factors, including

communication effectiveness, policy transparency, feedback mechanisms, and student-centered approaches, with correlation coefficients ranging from r=.588 to r=.723. This indicates that as these factors increase, so does the level of quality service. The multiple regression analysis further identified that the supportive and welcoming environments were the strongest predictors of quality service, together explaining 55.9% of its variability (R^2 = .559). The regression equation (Y' = .829 + .151X1 + .208X2) shows that for each unit increase in supportive and welcoming environments, quality service improves by .151 and .208, respectively. These findings highlight the importance of fostering a supportive and welcoming environment to enhance service quality.

Conclusions

Registrars are effective in communication and prioritizing student needs, but improvements in feedback timeliness and training are necessary. Increased collaboration with students in decision-making and recognizing their achievements can strengthen the supportive environment.

Involving students in improvement efforts and setting clear performance standards can enhance service delivery. While technology use is strong, collaboration with IT professionals is crucial to fully leverage its benefits.

Higher education institutions should develop and implement a structured student feedback system. This system should regularly collect, analyze, and act upon student input to enhance service quality and student satisfaction. By doing so, institutions can ensure that the educational environment is responsive to student needs and experiences.

Registrar Personnel there should be comprehensive customer service training program should be developed and implemented specifically for registrar personnel. This program should focus on enhancing communication skills, understanding student needs, and effective problem-solving techniques. By equipping staff with these essential skills, the registrar's office can improve the quality of interactions with students, leading to higher satisfaction and a more positive overall experience.

The registrar's office should establish a standardized communication protocol to ensure that information shared with students is timely, transparent, and accessible. This protocol can help alleviate confusion and improve students' understanding of available services and policies.

Students should be encouraged to actively participate in feedback opportunities regarding the services they receive from the registrar's office. By promoting awareness of how their input can lead to meaningful changes, institutions can foster a collaborative environment that prioritizes student needs and enhances overall satisfaction.

Alumni of the institutions should leverage improved service quality to foster stronger alumni relationships. By maintaining high service standards, institutions can encourage alumni loyalty and engagement, potentially leading to increased support and community involvement.

Policy Makers they should consider incorporating findings from this study into policy frameworks that support effective communication and service delivery in educational institutions. This can help create regulations that enhance student success and institutional effectiveness.

Future researchers are encouraged to investigate the impact of specific communication strategies on service quality within higher education. Examining how different approaches influence student satisfaction can provide valuable insights that inform best practices in service delivery.

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