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## LEVEL OF CLIENT SATISFACTION AND THE REGISTRAR'S CHALLENGES: BASIS FOR OFFICE PROCEDURES ENHANCEMENT

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### Abstract

*This study assessed client satisfaction, dissatisfaction, and service challenges at the Registrar's Office of Cagayan State University–Aparri Campus across eight service quality dimensions: responsiveness, reliability, accessibility and ease of transaction, communication, cost and payment, integrity and fairness, assurance, and outcome. Results revealed very high satisfaction in all areas, with an overall mean of 4.59, indicating consistently positive client perceptions and quality service delivery. Service challenges were rated as least significant (mean = 1.35), suggesting minimal difficulties experienced by clients.*

*A quantitative approach was employed using structured surveys administered to students, faculty, administrative staff, and partner agencies who recently availed of the office's services. Key factors examined included staff responsiveness, clarity of procedures, accessibility, and transaction time. Among the dimensions, assurance obtained the highest mean (4.63), reflecting strong client confidence in the competence, professionalism, and reliability of personnel.*

*The study recommends process optimization, improved communication systems, and continuous staff training to sustain high satisfaction levels and further enhance efficiency, responsiveness, and client-centered service delivery.*

**Keywords:** Registrar's Office, Client Satisfaction and Dissatisfaction, Service Challenges, Procedure Enhancement

### INTRODUCTION

The Registrar's Office is an important office in higher education institutions. Acting as a heart of academic operations where student records and academic services are carefully managed. As a front-line service provider. The registrar's office should meet the diverse needs of students, faculty, staff and external clients, this study is

supported by the expectation-disconfirmation theory by Richard Oliver 1980. The image and credibility of the institution depend on the Client Satisfaction. However, challenges such as long processing times, poor communication and limited access to digital

services remain common across many universities worldwide, Gonzales & Alvarez (2021).

The Philippine higher education system has undergone major reforms that aimed at enhancing the delivery of public services. Laws such as the Universal Access to Quality Tertiary Education Act or the (RA 10931) and the Ease of Doing Business and Efficient Government Services Delivery Act as stated in the Republic Act 11032 mandate academic institutions to provide more transparent, efficient and responsive services. Despite these policies, registrar's office still undergoes some criticism in the service quality, timeliness and accessibility. The Commission on Higher Education (CHED) itself is no exception as the Commission also focuses on the importance of enhancing institutional support system to help student succeed and feel supported throughout their academic journey.

The Campus Registrar's Office plays a central role as it's directly offer a first-hand touch to the academic experiences of students and provide support on the internal and external stakeholders. The office offered a services like enrolment, Certification, Academic evaluation and processing of graduation papers on the other hand, employees rely on it for the administrative requirements like Class list and grade sheets. For the External clients such as partner agencies depend on the office for the data verification and official transcript of records. Despite the important services offered by this office we cannot change the fact that sometimes due to delays of request documents, unclear communication and the limited responsiveness of from the staff might lead to client dissatisfaction and potentially ruins the institutional reputation and trust.

Cagayan State University Aparri continues to conduct client satisfaction surveys in all offices; there are few systematic studies that supply information in terms of the services rendered by registrar's office especially as to client's profile. It is not clear whether satisfaction depends on socio demographics and what challenges confront client continues to be a gap in research at the institutions. This void reinforces the necessity for an evidenced based assessment to not only show shortfalls, but also be able to give practicable measures for service improvement

This research entitled "Level of client satisfaction and dissatisfaction and the service challenges of the Registrar's Office: Basis for office procedure Enhancement" sought to determine the level of client satisfaction across the eight dimensions, responsiveness, reliability, accessibility, cost and payment, integrity, assurance and outcome. It also explored challenges encountered by clients, examined differences across demographic profiles and proposed recommendations to improve registrar services. The research results were likely to offer the campus management with useful recommendations to enhance registrar services, better experience to clients and promote a culture of accountability and service delivery

### Statement of the Problem

Generally, this study determined the level of client's satisfaction and service challenges with the Campus Registrar's office. Specifically, it sought answers to the following questions.

1. What is the demographic profile of the respondents in terms of the following variables:

- 1.1 Type of clients
- 1.2 Age
- 1.3 Sex

1.4 Civil Status

1.5 Program Enrolled

1.6 Service Availed of:

1.7 Frequency of transactions with the Registrar's Office?

2. What is the level of client satisfaction with the services of the Campus Registrar's Office in terms of the following dimensions:

2.1. Responsiveness

2.2 Reliability

2.3 Accessibility and Ease of Transaction

2.4 Communication

2.5 Cost and Payment

2.5 Integrity and Fairness

2.6 Assurance

2.7 Outcome

3. What are the Challenges commonly experienced by clients in availing services from the Campus Registrar's Office in terms of the following dimensions?

3.1 Responsiveness

3.2 Reliability

3.3 Accessibility and Ease of Transaction

3.4 Communication

3.5 Cost and Payment

3.6 Integrity and Fairness

3.7 Assurance

3.8 Outcome

4. Is there a significant difference in the level of client satisfaction and challenges when respondents are grouped according to their demographic profile?

5. Is there a significant relationship between client's satisfaction and their challenges encountered?

6. What office procedure can be proposed to enhance the client's satisfaction of the registrar's services?

## METHODOLOGY

The following were the different methods and procedures used in the processing of this study.

### Research Design

This study used a quantitative method particularly descriptive-correlational research design because it aimed to gather and analyze numerical data to describe the level of client satisfaction and dissatisfaction and the common challenges experience by the clients towards the registrar's office services. The primary objective of descriptive research is to provide an accurate and detailed portrayal of a population, situation or phenomena. Using this design, data were collected via surveys or structured questionnaires, which enables efficient analysis of large numbers of respondents comes from students, faculty, staff, alumni and

external clients, thereby addressing all research questions effectively.

### Locale of the Study

The study conducted at Cagayan State University –Aparri Campus located at the municipality of Aparri, Cagayan. The Campus has seven Colleges namely: College of Business Entrepreneurship and Accountancy, College of Hospitality Management, College of Information and Computing Sciences, College of Fisheries and Aquatic Sciences, College of Industrial Technology, College of Criminal Justice and College of Teacher Education. CSU- Aparri is among the three large Campuses of the Cagayan State University and has a total of 5885 enrolled students in this School for the Second semester 2025-2026 and a total of 189 faculty and staff.

### Respondents and Sampling Technique

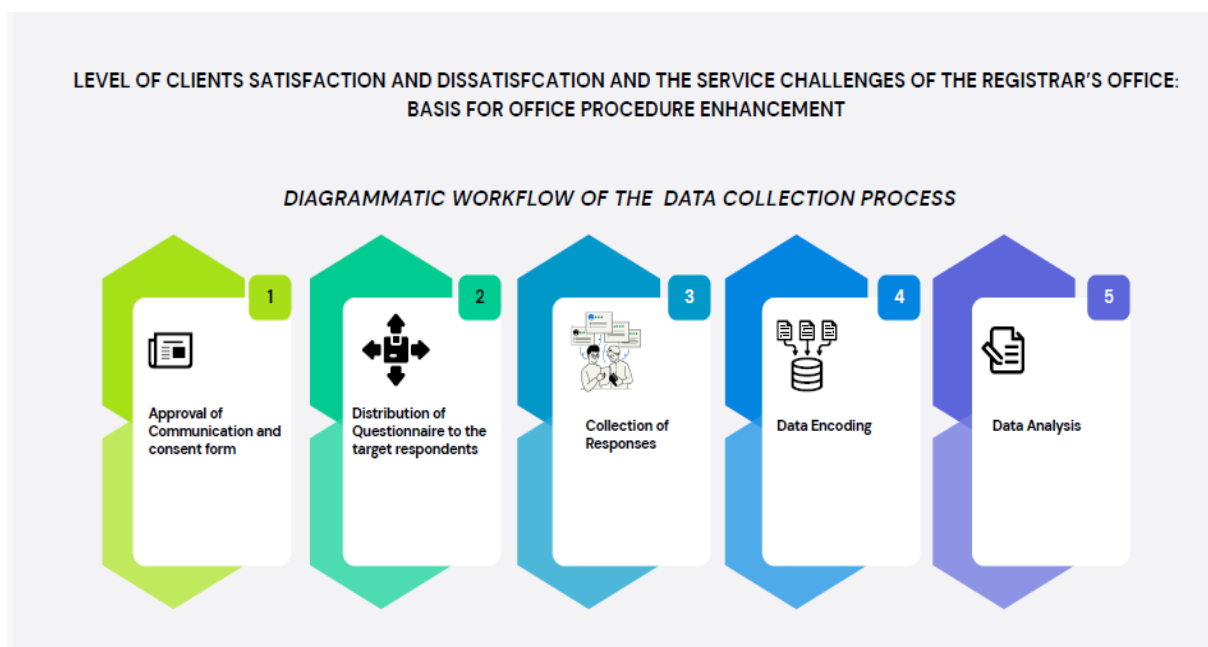
The respondents of the study were individuals who availed of the Campus Registrar’s services from January to March of Academic Year 2025–2026, including students, faculty, staff, alumni, and external clients. They were selected due to their direct and recent experience with the office, enabling them to assess satisfaction and identify service-related challenges.

A total enumeration sampling technique was primarily used, inviting all clients to participate, ensuring comprehensive data collection. When this was not feasible due to non-response or time constraints, convenience sampling was applied by selecting willing and available respondents, ensuring practicality while still obtaining relevant and reliable data.

### Research Instruments

For this study, data were collected through a structured questionnaire. The questionnaire was divided into parts. The first part was the personal-related profile of the respondent’s asking information such as type of clients, Age, sex, civil status, program enrolled/Department and the frequency of transactions at the registrar’s office. Next part is to accessed the level of Client Satisfaction with the registrar’s services with the following dimension namely; Responsiveness, Reliability, Accessibility and Ease of Transaction, Cost and Payment, Integrity and Fairness, Assurance and Outcome. The questionnaire consists of closed-ended questions using a five-point Likert scale, allowing respondents to indicate their level of agreement with statements related to each dimension and lastly what challenges their encounter during the transaction in the office.

### Data Gathering Procedure



### Data Analysis

Descriptive statistics like frequency and percentage distributions had used to summarize the demographic profiles of the respondents, while weighted mean would be calculated to assess the level of satisfaction across various service dimensions, Inferential statistic test like the F-test or T-test would be employed to examine potential significant differences in satisfaction based on demographic groups and different service types. Correlation would be used to test significant relationship between client satisfaction survey and challenges encountered. The hypotheses were tested at a 0.05 level of significance, to ensure rigor and determine statistically meaningful results.

### Ethical Consideration

Ethical clearance was obtained from the Cagayan State University Research Ethics Committee prior to data collection to ensure participants’ rights and welfare. Participants were fully informed about the study’s objectives, procedures, and benefits, and gave

voluntary consent. Confidentiality was maintained through anonymized responses and secure data storage, and participants could withdraw at any time without consequence. Findings were responsibly shared with university administrators and the Registrar’s Office to improve services while safeguarding identities. Hard copies were stored in a locked cabinet, and electronic data in a protected computer. All data were permanently deleted three years after study completion.

## RESULTS AND DISCUSSION

This section discusses the results and findings of the study on the level of client satisfaction and the service challenges encountered in the Campus Registrar’s Office. It presents the demographic profile of the respondents, the level of client satisfaction across various service dimensions, and the common challenges experienced by clients. It also examines the significant differences and relationships between client satisfaction and the challenges

encountered, which serve as the basis for proposing an improved office procedure to enhance the services of the Registrar's Office.

### Demographic Profile of the Respondents

Table 1 presents the distribution of the respondents according to their demographic profile, which includes type of clients, age, sex, civil status, program enrolled, service availed, and frequency of transactions with the Registrar's Office. The information in this table provides an overview of the characteristics of the respondents who participated in the study. Understanding the demographic profile is important because it helps identify the primary clients of the Registrar's Office and provides context for interpreting the results related to client satisfaction and the challenges experienced in availing the office's services.

Table 1. Distribution of the respondents in terms of their demographic profile

Variables	Frequency (n=630)	Percentage
<i>Type of clients</i>		
Students	552	87.6
Faculty member	24	3.8
Alumni	7	1.1
Staff	26	4.1
Others	21	3.3
<i>Age</i>		
18 to 23	430	69.1
24 to 29	148	23.8
30 to 35	18	2.9
36 to 42	10	1.6
43 or above	16	2.6
No response/missing data	8	-
<i>Sex</i>		
Female	393	63.0
Male	231	37.0
No response/missing data	6	-
<i>Civil status</i>		
Single	545	88.5
Married	71	11.5
No response/missing data	14	-
<i>Program enrolled</i>		
BS Hospitality Management	101	17.2
BS Information Technology	100	17.0
BS Accounting Information System	84	14.3
Bachelor of Secondary Education	74	12.6

Bachelor of Elementary Education	59	10.1
Masteral	52	8.9
BS Industrial Technology	45	7.7
BS Fisheries	37	6.3
BS Criminology	29	4.9
Doctoral	6	1.0
No response/missing data	43	-
<i>Service availed</i>	<i>(multiple response)</i>	
Certification of Enrollment	339	53.8
Certificate of Assessment	259	41.1
Certification of Grades	220	34.9
Official Transcript of Records	72	11.4
Authentication	64	10.2
Certificate of Authentication and Verification	33	5.2
Issuance of Students Identification	14	2.2
Class list and Grade Sheet	11	1.7
General Weighted Average	7	1.1
Certificate of Earned Units	3	0.5
Certification of Graduation	2	0.3
Re issuance of Diploma	2	0.3
Honorable Dismissal	1	0.2
Medium of Instruction	0	-
<i>Freq. of transactions (Registrar's Office)</i>		
Frequently (6 or more times a month)	11	1.8
Occasionally (2 to 5 times a month)	340	55.2
Seldom (once a month)	265	43.0
No response/missing data	14	-

The profile of respondents reveals key characteristics of clients served by the Campus Registrar's Office. In terms of client type, the majority were students (87.6%), confirming that they are the primary users of registrar services due to frequent academic document needs. Smaller groups included staff (4.1%), faculty (3.8%), others (3.3%), and alumni (1.1%), indicating that services are largely student-centered.

Regarding age, most respondents were 18–23 years old (69.1%), followed by 24–29 years (23.8%), reflecting a predominantly young client base. This suggests the need for efficient, technology-driven, and accessible services aligned with younger users'

expectations. In terms of sex, females comprised 63.0% while males accounted for 37.0%, possibly reflecting institutional demographics or higher engagement of female clients in processing documents.

Most respondents were single (88.5%), consistent with the young age profile, indicating that clients are primarily in their academic stage. In terms of program enrollment, respondents came from various disciplines, with the largest groups from BS Hospitality Management (17.2%), BS Information Technology (17.0%), and BS Accounting Information System (14.3%), highlighting the need for organized processes to serve diverse programs.

The most availed services were Certification of Enrollment (53.8%), Certificate of Assessment (41.1%), and Certification of Grades (34.9%), emphasizing the importance of efficient document processing. Lastly, most respondents transacted occasionally (55.2%) or seldom (43.0%), indicating that while interactions are not frequent, service quality during each transaction remains crucial.

**Level of Client Satisfaction with the Services of the Campus Registrar’s Office**

*Table 2a. Weighted means and level of client satisfaction with the services of the Campus Registrar’s Office in terms of responsiveness*

Statements	Weighted Mean	Descriptive Value
The Registrar’s Office staff are willing to help whenever I have queries or concerns.	4.70	Very highly satisfied
Staff respond quickly to my requests for assistance.	4.60	Very highly satisfied
The Registrar’s Office personnel are never too busy to respond to my needs.	4.51	Very highly satisfied
I receive timely updates regarding the status of my requests.	4.53	Very highly satisfied
Dimension Mean	4.59	Very highly satisfied

Table 2.a shows the level of client satisfaction with the Registrar’s Office in terms of responsiveness, with an overall mean of 4.59, interpreted as very highly satisfied. This indicates that personnel are generally perceived as attentive, approachable, and willing to assist clients, contributing positively to their service experience. Emphasizing responsiveness and effective communication enhances client trust and overall perceptions of service quality.

Among the indicators, “The Registrar’s Office staff are willing to help whenever I have queries or concerns” obtained the highest mean of 4.70, highlighting the accommodating nature of the personnel. Conversely, “The Registrar’s Office personnel are never too busy to respond to my needs” had the lowest mean of 4.51, though still very highly satisfied, suggesting occasional delays due to workload.

These findings align with Sharka et al. (2024), who emphasized that timely communication improves satisfaction, and Kimaita et al. (2025), who noted that prompt responses strengthen perceptions of efficiency and reliability.

*Table 2b. Weighted means and level of client satisfaction with the services of the Campus Registrar’s Office in terms of reliability*

Statements	Weighted Mean	Descriptive Value
The Registrar’s Office provides services exactly as promised.	4.62	Very highly satisfied
The information provided by the Registrar’s Office is accurate and dependable.	4.58	Very highly satisfied
The Registrar’s Office processes transactions consistently every time.	4.59	Very highly satisfied
I receive the correct documents or actions on the first request.	4.66	Very highly satisfied
Dimension Mean	4.61	Very highly satisfied

Table 2.b presents client satisfaction with the Registrar’s Office in terms of reliability, with an overall mean of 4.61, interpreted as very highly satisfied. This indicates that clients perceive the office’s services as consistent, accurate, and dependable, strengthening their trust in handling academic records and documentation.

Among the indicators, “I receive the correct documents or actions on the first request” obtained the highest mean of 4.66, suggesting efficient systems that minimize errors and reduce the need for follow-ups. In contrast, “The information provided by the Registrar’s Office is accurate and dependable” had the lowest mean of 4.58, implying that while trust is high, minor clarifications may still be needed.

These findings align with Zygiaris et al. (2022), who emphasized reliability as a key driver of satisfaction, and Rizkina et al. (2025), who found that dependable service enhances trust, satisfaction, and client loyalty.

*Table 2c. Weighted means and level of client satisfaction with the services of the Campus Registrar’s Office in terms of accessibility and ease of transaction*

Statements	Weighted Mean	Descriptive Value
It is easy to reach the Registrar’s Office when I need assistance.	4.67	Very highly satisfied
The Registrar’s Office has convenient hours for student transactions.	4.57	Very highly satisfied
The process for submitting requests is simple and straightforward.	4.58	Very highly satisfied
Staff make it easy for me to access the services I need.	4.61	Very highly satisfied

Dimension Mean	4.61	Very highly satisfied
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The overall mean of 4.61 (very highly satisfied) indicates that clients experience minimal difficulty accessing the Registrar's Office services, reflecting efficient and convenient procedures. The statement "It is easy to reach the Registrar's Office when I need assistance" obtained the highest mean of 4.67, suggesting that clients perceive the office as accessible and responsive. Meanwhile, "The Registrar's Office has convenient hours for student transactions" received the lowest mean of 4.57, implying minor scheduling concerns despite high satisfaction. These findings align with Sari et al. (2023) and Vera et al. (2025), who emphasized that accessible, user-friendly services enhance satisfaction, reduce client effort, and improve overall service experience.

Table 2d. Weighted means and level of client satisfaction with the services of the Campus Registrar's Office in terms of communication

Statements	Weighted Mean	Descriptive Value
Instructions provided were clear and easy to understand	4.62	Very highly satisfied
Registrar staff followed the procedures stated in their announcement	4.60	Very highly satisfied
My inquiries were answered promptly	4.61	Very highly satisfied
The information posted online was sufficient and accurate	4.55	Very highly satisfied
Dimension Mean	4.60	Very highly satisfied

Table 2.d shows a very highly satisfied rating for communication (mean = 4.60), indicating that clients perceive the Registrar's Office as effective in delivering clear and accurate information. "Instructions provided were clear and easy to understand" had the highest mean (4.62), suggesting minimal confusion and smoother transactions. Meanwhile, "The information posted online was sufficient and accurate" had the lowest mean (4.55), implying minor needs for clarification or updates. These findings support Al-Hawary & Al-Smeran (2023) and Narteh et al. (2022), who emphasized that clear, timely communication enhances satisfaction by reducing misunderstandings and improving service efficiency and client trust.

Table 2e. Weighted means and level of client satisfaction with the services of the Campus Registrar's Office in terms of cost and payment

Statements	Weighted Mean	Descriptive Value
The fees charged for services are	4.55	Very

reasonable.		highly satisfied
Payment procedures (if applicable) are clearly explained.	4.60	Very highly satisfied
The Registrar's Office provides helpful information about fees and payment options.	4.56	Very highly satisfied
I am satisfied with the value I receive for the costs I pay.	4.55	Very highly satisfied
Dimension Mean	4.57	Very highly satisfied

Table 2.e indicates a very highly satisfied rating for cost and payment (mean = 4.57), showing that clients view fees and payment processes as fair and transparent. The highest-rated item, "Payment procedures are clearly explained" (4.60), reflects effective guidance that minimizes confusion. Meanwhile, "Fees are reasonable" and "Value received for costs" (4.55) suggest that although satisfaction is high, some clients may perceive slight cost concerns. Overall, the office demonstrates sound financial practices that support client trust. These findings align with Al-Hawary & Al-Smeran (2023) and Mhlanga & Moloi (2024), emphasizing that transparent pricing and clear payment systems enhance satisfaction and institutional credibility.

Table 2f. Weighted means and level of client satisfaction with the services of the Campus Registrar's Office in terms of integrity and fairness

Statements	Weighted Mean	Descriptive Value
The Registrar's Office treats all clients fairly and without bias.	4.54	Very highly satisfied
Staff are honest and transparent in dealing with student requests.	4.56	Very highly satisfied
The Registrar's Office enforces policies consistently for all students.	4.61	Very highly satisfied
I trust the personnel to handle my documents ethically.	4.59	Very highly satisfied
Dimension Mean	4.58	Very highly satisfied

Table 2.f shows a very highly satisfied rating for integrity and fairness (mean = 4.58), indicating strong client trust in the ethical and consistent handling of services. The highest-rated item, "Policies are enforced consistently for all students" (4.61), reflects appreciation for uniform rule implementation. Meanwhile, "Treats all clients fairly and without bias" (4.54) suggests minor perceptions of inconsistency, though still highly positive. Overall, findings indicate that fairness is a core strength of the office. This aligns with Sürücü et al. (2022) and Nguyen et al. (2023), who emphasized that fairness and ethical service delivery strengthen customer trust, satisfaction, and institutional loyalty.

Table 2g. Weighted means and level of client satisfaction with the services of the Campus Registrar's Office in terms of assurance

Statements	Weighted Mean	Descriptive Value
Staff in the Registrar's Office are knowledgeable about procedures.	4.63	Very highly satisfied
I feel confident in the abilities of the Registrar's Office personnel.	4.64	Very highly satisfied
The Registrar's Office staff make me feel secure when processing my documents.	4.62	Very highly satisfied
Staff are courteous and respectful in their interactions with students.	4.61	Very highly satisfied
Dimension Mean	4.63	Very highly satisfied

Respondents reported a very highly satisfied level of assurance (mean = 4.63), indicating strong trust in the competence and professionalism of Registrar's Office personnel. Clients feel confident that staff can handle documents accurately and efficiently. The highest-rated indicator, confidence in staff abilities (4.64), reflects strong perceived expertise. Meanwhile, courteous and respectful interaction (4.61), while still very highly satisfied, suggests minor variation in interpersonal service delivery. Overall, findings emphasize that staff competence and professionalism strengthen client trust and satisfaction. These results align with Al-Hawary & Al-Smeran (2023) and Son & Kim (2023), who highlighted that employee competence and assurance significantly enhance customer trust and satisfaction.

Table 2h. Weighted means and level of client satisfaction with the services of the Campus Registrar's Office in terms of outcome

Statements	Weighted Mean	Descriptive Value
I am satisfied with the final outcome of the services I receive.	4.59	Very highly satisfied
The Registrar's Office fulfills my requests within the expected time frame.	4.62	Very highly satisfied
The documents I received meet my expectations.	4.56	Very highly satisfied
Overall, the services received have improved my academic needs.	4.51	Very highly satisfied
Dimension Mean	4.57	Very highly satisfied

The outcome dimension shows very highly satisfied client responses (mean = 4.57), indicating that Registrar's Office services effectively meet academic needs and expectations. The highest-rated item, "fulfills requests within the expected time frame"

(4.62), highlights strong appreciation for timeliness and efficiency. Meanwhile, "services improved my academic needs" (4.51) suggests slightly lower perceived impact, though still positive. Overall, results show that effective service delivery enhances client confidence and satisfaction. These findings align with Uzir et al. (2021) and Dam & Dam (2021), who emphasized that timely, result-oriented service delivery strengthens customer satisfaction, trust, and positive behavioral intentions toward service providers.

Table 2i. Overall mean and level of client satisfaction with the services of the Campus Registrar's Office

Dimensions	Mean	Descriptive Value
Responsiveness	4.59	Very highly satisfied
Reliability	4.61	Very highly satisfied
Accessibility and ease of transaction	4.61	Very highly satisfied
Communication	4.60	Very highly satisfied
Costs and payment	4.57	Very highly satisfied
Integrity and fairness	4.58	Very highly satisfied
Assurance	4.63	Very highly satisfied
Outcome	4.57	Very highly satisfied
Overall Mean	4.59	Very highly satisfied

The overall client satisfaction across eight dimensions is very highly satisfied (mean = 4.59), indicating consistently positive perceptions of the Registrar's Office services. Assurance ranked highest (4.63), showing strong client trust in staff competence and professionalism. In contrast, cost and payment and outcome both recorded the lowest means (4.57), though still very highly satisfied, suggesting minor areas for improvement in perceived value and service impact. These results align with Seitova et al. (2024), Hsu (2025), and Adelia & Purnama (2025), who emphasized that consistent service quality, transparency, accessibility, and competence strengthen customer satisfaction, trust, and positive behavioral intentions in service organizations.

### Challenges Commonly Experienced by Clients in Availing Services from the Campus Registrar's Office

Table 3a. Weighted means and challenges commonly experienced by clients in availing services from the Campus Registrar's Office in terms of responsiveness

Statements	Weighted Mean	Descriptive Value
Staff are slow to respond to inquiries or requests.	1.47	Least challenging

Requests take a long time to be addressed.	1.58	Least challenging
Staff are too busy to attend to client concerns promptly.	1.45	Least challenging
Updates regarding the status of requests are delayed or unclear.	1.46	Least challenging
Dimension Mean	1.49	Least challenging

The assessment of challenges experienced by clients in terms of responsiveness as shown in Table 3.a, reveals that respondents perceive these issues as least challenging, with a dimension mean of 1.49. This indicates that clients generally experience timely attention and support from the staff when making inquiries or requests. These findings suggest that the Campus Registrar's Office's has the ability to provide prompt and responsive service contributes to positive client experiences and reinforces overall satisfaction with the services provided.

Among the statements, "Requests take a long time to be addressed" received the highest mean of 1.58, although it is still categorized as least challenging. This suggests that while a small number of clients may occasionally experience minor delays, these occurrences are infrequent and do not significantly affect overall satisfaction. On the other hand, "Staff are too busy to attend to client concerns promptly" obtained the lowest mean of 1.45, reflecting that most respondents rarely perceive staff as unavailable or overwhelmed. These results imply that responsiveness is a strength of the Registrar's Office, contributing to smooth and efficient client interactions.

Recent research supports this view, showing that prompt responses and proactive communication are essential drivers of customer satisfaction in service environments. For example, Lascaña & Junsay (2023) found that responsiveness significantly predicts customer satisfaction in public service organizations, as clients value quick and attentive service delivery that reduces waiting time and uncertainty. Likewise, Ramirez (2025) reported that responsiveness in educational administrative services, characterized by timely processing and addressing student needs, positively influences students' perceptions of service quality and their overall satisfaction.

Table 3b. Weighted means and challenges commonly experienced by clients in availing services from the Campus Registrar's Office in terms of reliability

Statements	Weighted Mean	Descriptive Value
Services are not delivered as promised.	1.44	Least challenging
Information provided is inaccurate or inconsistent.	1.40	Least challenging
Requests are processed incorrectly or need repeated submission.	1.33	Least challenging
Typographic Errors occur frequently in the documents received.	1.39	Least challenging
Dimension Mean	1.39	Least challenging

Challenges related to reliability in the Campus Registrar's Office are generally perceived as least significant, with a mean of 1.39, indicating that clients experience consistent and accurate service delivery. This suggests that procedures are well-established, ensuring dependable processing of requests. The statement "Services are not delivered as promised" obtained the highest mean of 1.44, reflecting occasional minor delays or inconsistencies. Meanwhile, "Requests are processed incorrectly or need repeated submission" had the lowest mean of 1.33, showing that errors are rarely encountered. Overall, these results confirm strong service reliability. This aligns with Seitova et al. (2024) and Melean Romero et al. (2024), who emphasized that dependable service delivery enhances client satisfaction, trust, loyalty, and perceptions of institutional effectiveness.

Table 3c. Weighted means and challenges commonly experienced by clients in availing services from the Campus Registrar's Office in terms of accessibility and ease of transaction

Statements	Weighted Mean	Descriptive Value
The office is difficult to reach physically or online.	1.38	Least challenging
Operating hours are inconvenient.	1.37	Least challenging
Procedures are complicated and unclear.	1.38	Least challenging
The office was fair to everyone regardless of socio-economic background	1.37	Least challenging
Dimension Mean	1.38	Least challenging

Challenges in accessibility and ease of transaction are considered least significant (mean = 1.38), indicating that clients generally find the Registrar's Office easy to reach and its procedures simple and manageable. The highest-rated issues (1.38) involve occasional difficulty in reaching the office physically or online and unclear procedures, though these remain minimal. The lowest ratings (1.37) show that operating hours and fairness across socio-economic backgrounds are rarely concerns. Overall, results reflect a user-friendly and equitable service environment. These findings align with Nequinto (2025) and Rahmatullah et al. (2025), who emphasized that streamlined and fair processes enhance client satisfaction and institutional effectiveness.

Table 3d. Weighted means and challenges commonly experienced by clients in availing services from the Campus Registrar's Office in terms of communication

Statements	Weighted Mean	Descriptive Value
Instructions and requirements were unclear	1.32	Least challenging
Posted guidelines did not match the actual process	1.33	Least challenging
Responses to inquiries were slow or unclear	1.36	Least challenging
Unresponsiveness to inquiries online	1.35	Least

		challenging
Dimension Mean	1.34	Least challenging

Communication-related challenges are perceived as least significant (mean = 1.34), indicating that clients rarely experience issues with the Registrar's Office communication. This reflects generally clear, timely, and helpful dissemination of information. The highest-rated concern (1.36) involves slow or unclear responses to inquiries, suggesting occasional minor delays or ambiguity. Meanwhile, unclear instructions and requirements received the lowest mean (1.32), showing that most clients easily understand guidelines. Overall, communication processes are effective with minimal challenges. These findings align with Wang et al. (2025) and Pérez-Arechaederra et al. (2025), who emphasized that clear, timely, and transparent communication enhances client satisfaction, trust, and service efficiency.

*Table 3e. Weighted means and challenges commonly experienced by clients in availing services from the Campus Registrar's Office in terms of costs and payment*

Statements	Weighted Mean	Descriptive Value
Fees are unclear or difficult to understand.	1.35	Least challenging
Payment procedures are complicated or time-consuming.	1.32	Least challenging
I feel the cost of services is not justified.	1.35	Least challenging
There is a lack of options for payment or fee handling.	1.30	Least challenging
Dimension Mean	1.33	Least challenging

Cost and payment challenges are perceived as least significant (mean = 1.33), indicating that clients rarely encounter issues in fees or payment processes. This suggests that the Registrar's Office provides clear and accessible payment systems. The highest-rated concerns (1.35) involve unclear fees and perceived value of services, though these remain minimal. The lowest mean (1.30) shows that payment options are generally sufficient and convenient. Overall, results reflect transparent and efficient financial procedures. These findings align with Hossain et al. (2024) and Suteu et al. (2025), who emphasized that clear, fair, and convenient payment systems enhance client trust and satisfaction in service institutions.

*Table 3f. Weighted means and challenges commonly experienced by clients in availing services from the Campus Registrar's Office in terms of integrity and fairness*

Statements	Weighted Mean	Descriptive Value
Policies are applied inconsistently among clients.	1.28	Least challenging
Some clients receive preferential treatment over others.	1.31	Least challenging
Staff are not transparent about rules	1.29	Least

or procedures.		challenging
There is a lack of trust that documents are handled ethically.	1.34	Least challenging
Dimension Mean	1.31	Least challenging

Integrity and fairness are perceived as least challenging (mean = 1.31), indicating that clients view the Registrar's Office as ethical, consistent, and equitable in service delivery. The highest-rated concern (1.34) relates to occasional doubts about ethical handling of documents, though minimal. The lowest mean (1.28) shows that policy inconsistency is rarely experienced, reflecting strong procedural fairness. Overall, findings suggest a trustworthy and client-centered service environment. This aligns with Sroern & Kohsuwan (2025) and Chapagain et al. (2025), who emphasized that fairness, transparency, and ethical practices in institutions enhance client trust, satisfaction, and long-term loyalty to service organizations.

*Table 3g. Weighted means and challenges commonly experienced by clients in availing services from the Campus Registrar's Office in terms of assurance*

Statements	Weighted Mean	Descriptive Value
Staff lack knowledge about procedures or requirements.	1.28	Least challenging
I feel uncertain or insecure about the outcome of my requests.	1.25	Least challenging
Staff are not courteous or respectful during interactions.	1.23	Least challenging
Staff do not instill confidence in the services they provide.	1.31	Least challenging
Dimension Mean	1.27	Least challenging

Assurance-related challenges are considered least significant (mean = 1.27), indicating that clients feel confident in the competence, professionalism, and reliability of Registrar's Office personnel. The highest-rated concern (1.31) involves occasional doubts about service outcomes, while the lowest mean (1.23) shows that discourteous behavior is rarely experienced. Overall, results reflect a highly professional and trustworthy service environment that reassures clients during transactions. This aligns with Montano et al. (2024) and Amidu et al. (2025), who emphasized that staff expertise, courtesy, and professionalism significantly enhance client trust, satisfaction, and institutional credibility in service-oriented organizations.

*Table 3h. Weighted means and challenges commonly experienced by clients in availing services from the Campus Registrar's Office in terms of outcome*

Statements	Weighted Mean	Descriptive Value
Services do not meet my expectations.	1.27	Least challenging
Requests are not fulfilled within the expected time frame.	1.30	Least challenging

Documents received are incomplete or incorrect.	1.27	Least challenging
Overall, services do not adequately support my academic needs.	1.32	Least challenging
Dimension Mean	1.29	Least challenging

Challenges related to service outcomes are minimal (mean = 1.29), indicating that clients are generally satisfied with the accuracy, completeness, and timeliness of outputs from the Registrar's Office. The highest-rated concern (1.32) suggests that a small number of clients feel services could better support academic needs. Meanwhile, the lowest means (1.27) show that issues such as unmet expectations or incomplete documents are rarely experienced. Overall, results reflect dependable service delivery. These findings align with Widyantara et al. (2026) and Jabri & Ahmad (2025), who noted that reliable, complete, and timely outputs enhance client trust, satisfaction, and perceived institutional effectiveness.

Table 3i. Overall mean and challenges commonly experienced by clients in availing services from the Campus Registrar's Office

Statements	Weighted Mean	Descriptive Value
Responsiveness	1.49	Least challenging
Reliability	1.39	Least challenging
Access And Ease Of Transaction	1.38	Least challenging
Communication	1.34	Least challenging
Costs And Payment	1.33	Least challenging
Integrity And Fairness	1.31	Least challenging
Assurance	1.27	Least challenging
Outcome	1.29	Least challenging
Dimension Mean	1.35	Least challenging

Overall challenges in availing services from the Campus Registrar's Office are minimal (mean = 1.35), indicating smooth and efficient service delivery across dimensions. Responsiveness obtained the highest mean (1.49), suggesting occasional minor delays in staff replies or updates. In contrast, assurance recorded the lowest mean (1.27), showing strong client confidence in staff competence and professionalism. Other dimensions such as reliability, accessibility, and communication also reflect low challenge levels. These findings indicate effective service operations. This aligns with Halim et al. (2025) and Petalcorin (2026), who emphasized that efficient processes, clear communication, and skilled personnel reduce client difficulties and enhance trust.

### Difference in the Level of Client Satisfaction of the Respondents by Demographic Profile

Table 4a. Comparison statistics of the level of client satisfaction of the respondents when grouped by demographic profile

Grouping Variables	F- or t-value	Probability	Inference
Level of client satisfaction			
Type of clients	3.391	0.009	Significant
Age	3.170	0.014	Significant
Sex	0.008	0.931	Not significant
Civil status	4.778	0.029	Significant
Program enrolled	4.133	0.000	Significant
Service availed	0.422	0.986	Not significant
Freq. of transactions (Registrar's Office)	0.303	0.739	Not significant

\*tested at 0.05 level of significance

Client satisfaction varies significantly across several demographic variables. Type of clients shows a significant difference ( $F = 3.391$ ,  $p = 0.009$ ), with students reporting higher satisfaction due to more frequent interaction and familiarity with services (Montano, 2025). Age also affects satisfaction ( $F = 3.170$ ,  $p = 0.014$ ), where younger clients (18–23) are more satisfied, likely due to greater digital proficiency (Han & Ko, 2025). Civil status is significant ( $F = 4.778$ ,  $p = 0.029$ ), with single respondents reporting higher satisfaction than married clients. Program enrolled also shows significant differences ( $F = 4.133$ ,  $p < 0.001$ ), with higher satisfaction among BS Hospitality Management and BS IT students, aligning with Seitova et al. (2024). Sex, services availed, and frequency are not significant predictors.

### Difference in the Challenges Commonly Experienced by the Respondents by Demographic Profile

Table 4b. Comparison statistics of the challenges commonly experienced by the respondents when grouped by demographic profile

Grouping Variables	F- or t-value	Probability	Inference
Challenges experiences			
Type of clients	2.808	0.025	Significant
Age	1.351	0.250	Not significant
Sex	0.142	0.706	Not significant
Civil status	2.106	0.147	Not significant
Program enrolled	3.091	0.001	Significant

Service availed	0.824	0.679	Not significant
Freq. of transactions (Registrar's Office)	2.522	0.081	Not significant

\*tested at 0.05 level of significance

Challenges experienced by clients vary significantly across selected demographic factors. Type of clients shows a significant difference ( $F = 2.808$ ,  $p = 0.025$ ), with students reporting more challenges due to frequent interactions and wider service use, while faculty, staff, and alumni report fewer issues (Yang et al., 2025). Program enrolled also has a significant effect ( $F = 3.091$ ,  $p = 0.001$ ), where students in BS Hospitality Management and BS Information Technology experience greater challenges due to more complex documentation requirements, consistent with Nutsugah et al. (2025). In contrast, age, sex, civil status, services availed, and transaction frequency show no significant differences. Overall, challenges are mainly influenced by client type and academic program rather than personal characteristics.

### Relationship between Level of Client Satisfaction and Challenges Commonly Experienced by the Respondents

Table 5. Correlation statistics between the level of client satisfaction and challenges commonly experienced by the respondents

Variables	r-value	Probability	Inference
Level of client satisfaction	-0.464	0.000	Significant
Challenges commonly experienced			

\*tested at 0.05 level of significance

The correlation analysis presented in Table 5 indicates a significant negative relationship between the level of client satisfaction and the challenges commonly experienced in availing services from the Campus Registrar's Office ( $r = -0.464$ ,  $p = 0.000$ ). This suggests that as the difficulties or obstacles encountered by clients increase, their overall satisfaction decreases, and conversely, when challenges are minimal, satisfaction tends to be higher. The moderate strength of this relationship highlights that while challenges are an important factor, other dimensions such as responsiveness, reliability, and assurance also contribute to client satisfaction.

The results suggest that clients' satisfaction with the Campus Registrar's Office is closely linked to the efficiency and accessibility of its services. According to Zhou et al., (2025), obstacles or inefficiencies in service delivery can undermine satisfaction, whereas streamlined and reliable processes foster positive perceptions. This is supported by Jabri & Ahmad (2025), who highlighted that reducing procedural barriers and ensuring clarity in communication strengthens trust and confidence in institutional services. More recent study reinforce this view, indicating that organizations that implement user-friendly procedures and maintain transparent communication channels experience higher levels of client satisfaction (Jameel et al., 2025).

### Conclusion

The results of the study revealed that the majority of the respondents were highly satisfied with the services provided by the Registrar's Office particularly in terms of responsiveness, reliability and Accessibility. These strengths demonstrate the office's commitment in providing reliable and respectful service to its clients. However, based on the comments and suggestions of the respondents, some areas still need attention for improvement to further enhance client experience and service efficiency. The findings also indicated certain areas of dissatisfaction particularly related to the coast and payments and the integrity and fairness these issues suggest the need for improved communication systems, clearer procedural guidelines, and more efficient service delivery mechanisms.

### Recommendations

The study recommends updating the Registrar's Office Manual of Procedures to ensure clear, consistent, and accessible workflows for all clients. An online communication or inquiry tracking system should be developed to address delayed responses and improve efficiency. Regular staff trainings and seminars on customer service and records management are also advised to sustain high-quality service delivery. Institutional orientation programs should be conducted to properly disseminate information on new systems and reduce misunderstandings. The adoption of a Smart Card system is recommended to enhance transaction speed and efficiency. Future researchers are encouraged to expand the study by including additional variables for deeper analysis.

### Declaration of no Conflict of interest

The author hereby declare that this article is her original work and there in no any conflict of interest.

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